

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 174  
NOVEMBER 14, 2013**

**EDUCATION SYSTEM HEALTH INDICATORS**

The 2013 Legislature enacted ESSB 5491 relating to statewide indicators of educational health. The intent of the law is, “To establish a discrete set of statewide data points that will serve as snapshots of the overall health of the educational system .... 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.”

ESSB 5491 identifies six statewide indicators of educational system health. Perhaps the two indicators most directly related to the work of the Workforce Board are:

- The four-year cohort high school graduation rate; and
- 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.

The legislation directs the State Board of Education to establish a process for identifying “realistic but challenging” system-wide performance goals for each indicator, with the assistance of the Office of the Superintendent of Public Instruction, the Workforce Board, the Educational Opportunity Gap Oversight and Accountability Committee, and the Washington Student Achievement Council. The State Board of Education, with assistance from the other agencies, must also submit a report on the status of each indicator beginning December 1, 2013.

At the November meeting, the Workforce Board will, by conference call, join the State Board of Education in a discussion about the education system indicators and goals.

This tab includes material prepared by the State Board of Education.

**Board Action Requested:** For discussion only.



## Discussion Regarding Senate Bill 5491

### Discussion Participants:

- Alan Burke, OSPI, Deputy Superintendent
- Gene Sharratt, WSAC, Executive Director
- Randy Spaulding, WSAC, Director, Academic Affairs & Policy
- Eleni Papadakis, WTECB, Executive Director
- Lester “Flip” Herndon, PESB, Board Member
- Sharon Tomiko Santos, EOGOAC, Co-Chair
- Bette Hyde, DEL, Director
- Nicole Rose, DEL, ECEAP Program Administrator
- Carrie Wolfe, DEL, Data Governance Coordinator
- Jay Reich, SBCTC, Board Member
- Greg Lobdell, CEE, President, Director of Research

### Goal:

Have a high-level policy discussion about the goals of our education system, pursuant to the requirements of SB 5491. The discussion will inform the submission of a December, 2013 preliminary report to the Legislature.

### Guiding Questions:

1. Are we comfortable with the measures and goals as expressed in the materials?
2. How do these goals become realized? What are implications for policy, practice, or funding?
3. If we had to choose one goal statement as an overarching aspirational goal for the system, what would it be?
4. What would we change about the measures included in Senate Bill 5491?
5. What concrete steps can each of us take to work toward the establishment and attainment of a unified set of goals for the education system?

### Format:

Introduction	Mary Jean Ryan, Acting Chair	5 minutes
Preliminary Presentation of Data/Findings	Greg Lobdell	10 minutes
Agency Statements	Agency Heads	45 minutes
Open Discussion	All	45 minutes
Concluding Thoughts & Next Steps	Mary Jean Ryan, Acting Chair	10 minutes

# ESSB 5491: Indicators of Educational Health

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

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**\*DRAFT\***

### **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>) require these agencies, as stewards of the public trust, to monitor the impact of this funding on a state wide 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 we:

"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
- 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 our system of schools, and for developing the tools to assess our progress—establishing academic standards and assessments. Without question, these two roles play a significant role 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 produce changes in 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 already have 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 full implementation of Common Core standards take? 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 we therefore see it as 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 – in particular, how these goals relate 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](http://www.results.wa.gov/whatWeDo/measureResults/education.aspx)), how they relate to the goals established by the Washington Student Achievement Council as part of their strategic planning activities, and how they align to the goals required for compliance with federal ESEA regulatory guidance with regards to setting Annual Measurable Objectives (AMOs). System alignment for this project means at least two things – alignment with existing goal structures, but also 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 grades, the growth gap shows us whether the system has shown accelerated growth (thus closing the gap).
8. **Our first effort is a “prototype” or “pilot” version.** In our 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. We also believe that change is inevitable. Our tools, the metrics resulting from the tools and our techniques for analyzing the metrics will continue to improve.

**Indicators Required in ESSB 5491**

ESSB 5491 adds a new section 2 in to chapter 28A.150 RCW which specifies the following six statewide indicators of educational 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

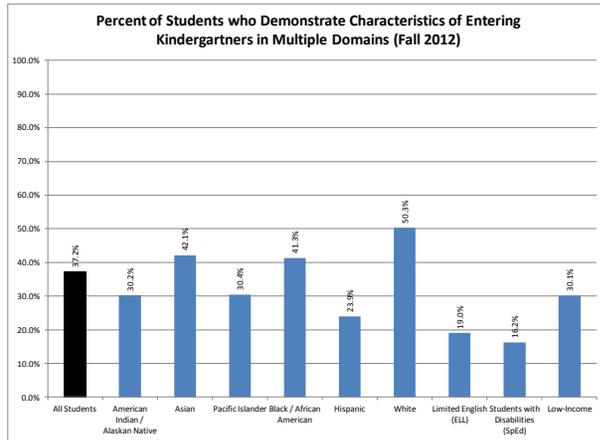
The implementation of ESSB 5491 indicators of educational health are dependent upon the data sources from which the data is gathered. The indicators and the data systems which feed into the data systems are in various states of implementation.

Table 1 summarizes the current state of each indicator and the data system which feeds that indicator, shows the 2013 baseline value, and shows the change per year over a 5 year trend.

Indicator	Current State of the Data	Comparative across states or Nation?	BASELINE: 2012-13 academic year results	5-Year Trend Change per year (PPPY=percentage points per year)
WA-KIDS: Percent 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	<b>37.2%</b> (fall 2012)	N/A
4 <sup>th</sup> Grade Reading	Stable with extensive historical data.	No	<b>72.4%</b>	+0.19 PPPY
8 <sup>th</sup> Grade Math	Stable with extensive historical data.	No	<b>53.2%</b>	+0.87 PPPY
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	<b>77.2%</b>	+1.35 PPPY
Percents of graduates enrolled or employed in 2 <sup>nd</sup> and 4 <sup>th</sup> quarter after graduation	Currently, the data for “graduates enrolled” is very representative of all graduates of Washington public schools. However, the “employment” data is a subset representing only those students who have provided social security numbers (SSN). This is estimated to be approximately 50% of graduates. Despite this short-term data issue, we believe the strength of this indicator is in the comprehensive view it provides (the OR of education, employment, or training).			
Postsecondary Education	All students	Yes	<b>60.0%</b>	-0.10 PPPY
Postsecondary Employment	Approx. 50% of graduates w/ SSN	TBD	<b>TBD</b>	TBD
Percentage of students enrolled in precollege or remedial courses	Currently this data is separated into those attending 2-year and 4-year institutions. Despite this short-term data issue we will report this as a single measure of remediation pending data from OFM/ERDC.			
Attending 2-Year	Stable	Yes	57.0%	-0.20 PPPY
Attending 4-Year	Stable	Yes	11.0%	-0.20 PPPY

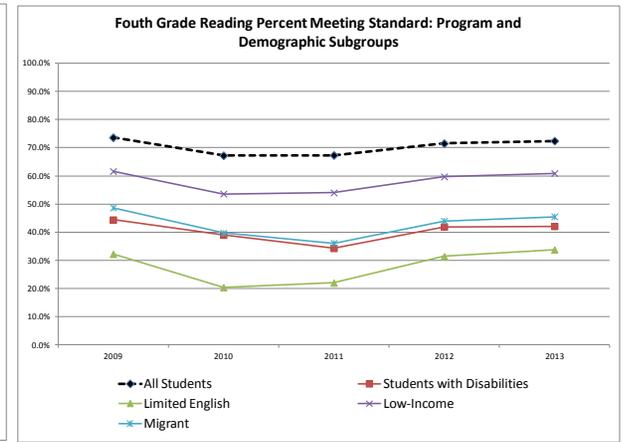
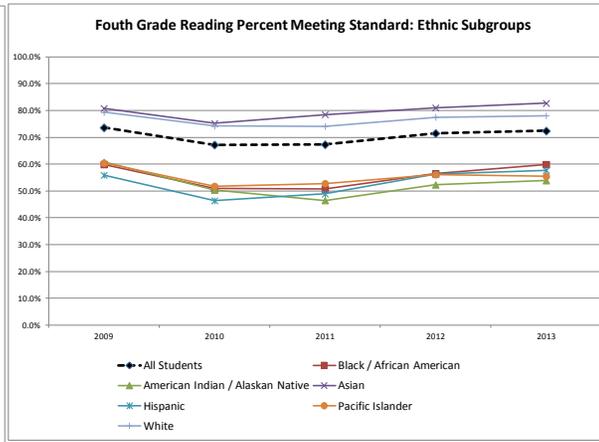
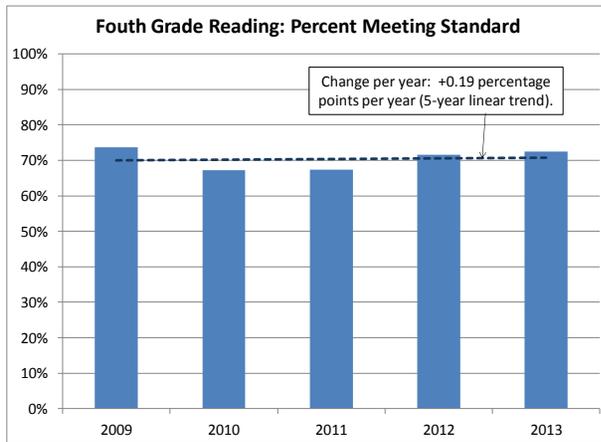
Table 1: Indicators- Current State and Baseline Values

### Indicator 1: Kindergarten Readiness

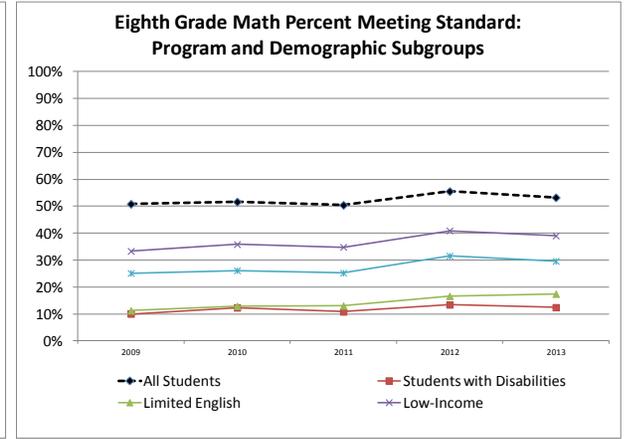
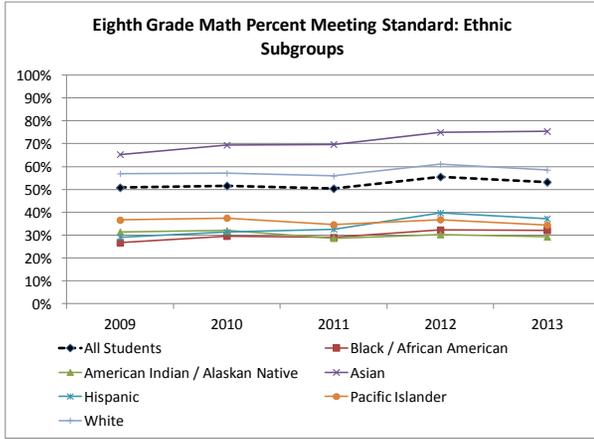
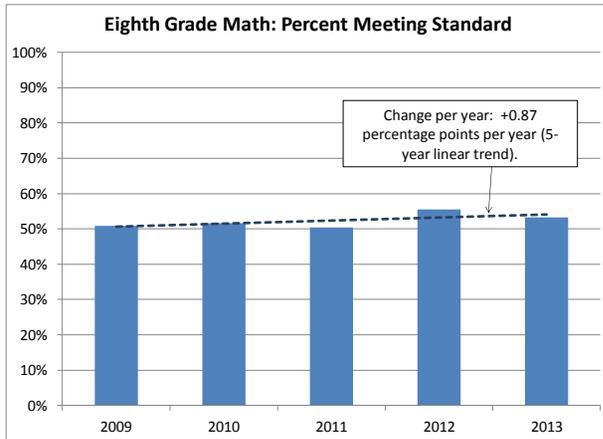


Longitudinal data and disaggregated subgroup data will be reported once Fall-2013 Wa-KIDS assessment results are available.

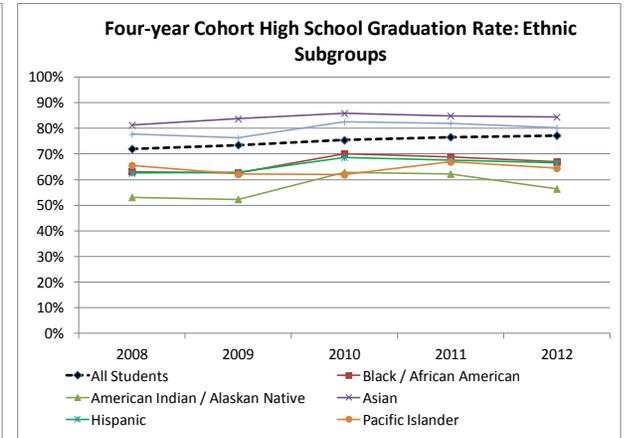
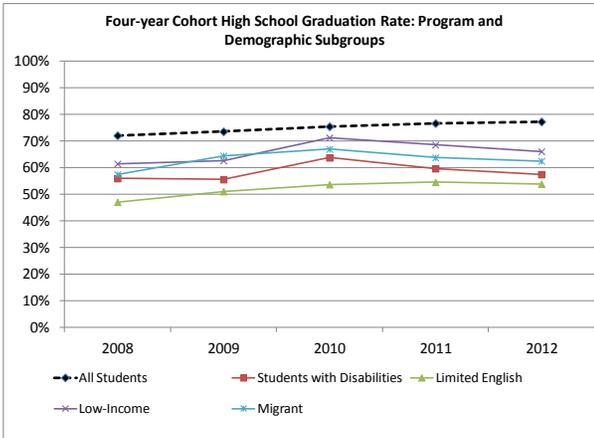
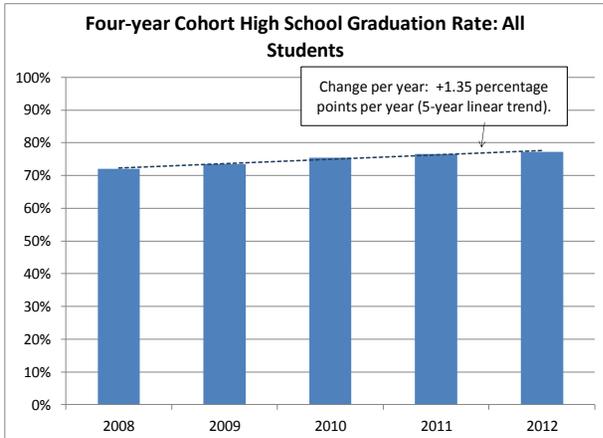
### Indicator 2: Fourth Grade Reading



### Indicator 3: Eighth Grade Math

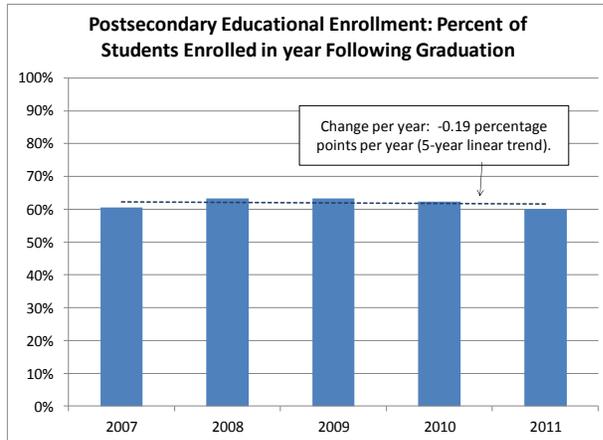


### Indicator 4: 4-Year High School Graduation



**Indicator 5: Postsecondary Education, Employment, or Training (Preliminary View)**

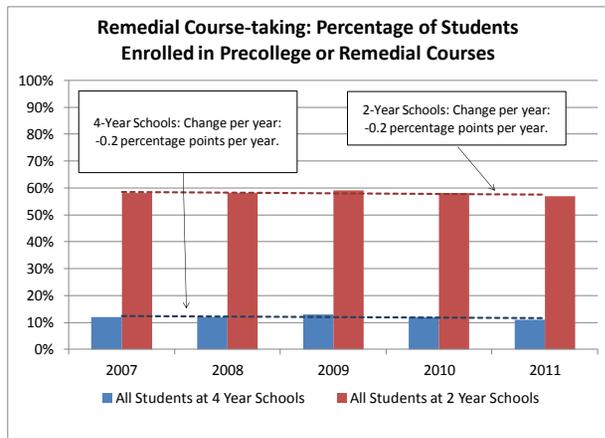
The percentage of high school graduates who during the second quarter after graduation are either enrolled in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation that are either enrolled in postsecondary education or training or are employed. **\*\* Preliminary View:** this preliminary view simply looks at postsecondary educational enrollment (without differentiating 2<sup>nd</sup> and 4<sup>th</sup> quarter after graduation).



\* Awaiting final data from OFM/ERDC to include ethnic and demographic disaggregation and inclusion of Employment and Training data. This is expected late October, 2013.

**Indicator 6: Postsecondary Need for Remedial Classes (Preliminary View)**

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



\* Awaiting final data from OFM/ERDC to include ethnic and demographic disaggregation and inclusion of Employment and Training data.

## 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 Wa-KIDS assessment is significantly biased toward high-need schools. Fall 2012 sample size is approximately 20,700 students in schools 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, 2013, 2014, and 2015 data).
- 4<sup>th</sup> grade reading and 8<sup>th</sup> grade mathematics: Smarter Balanced Assessments. In the 2014-'15 academic year students will be assessed toward the Common Core State Standards using the Smarter Balanced Assessments. The baselines set on the current M

	Aug '13 – Jul '14	Aug '14 – Jul '15	Aug '15 -Jul '16	Aug '16-Jul '17	Aug '17-Jul '18
Indicator	2013-14	2014-15	2015-16	2016-17	2017-18
WA-KIDS	Baseline set on Fall 2012 data		Revised after 2014-15 data available.		
4 <sup>th</sup> Grade Reading	Baseline set on 2013		Baseline reset after SBAC data availability (Fall of 2015). Impact of change mediated by using National Comparisons if possible.		
8 <sup>th</sup> Grade Math					
Grad 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 Washington are for the implementation of ESSB 5491:

- Close the Opportunity Gap within the PK-12 system
- Career and College-Readiness for All Students

While we use 2020 as the target for this initial set of indicators and measures, we fully realize this state is significantly changing the academic standards (what a child is expected to know and be able to do) for each grade level as we implement the Common Core State Standards (CCSS). 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 one-half (50%) by 2020.

- For achievement, graduation rate, and post-secondary education or employment the target is 100%.
- For remediation, the target is 0% (no remediation).

The following section, ***Proposed Application of the Goal Targets: Indicators and Goals***, contains,

- Specific indicators and a discussion of its current state
- 2013 Baseline and a 2-year average
- 5-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).

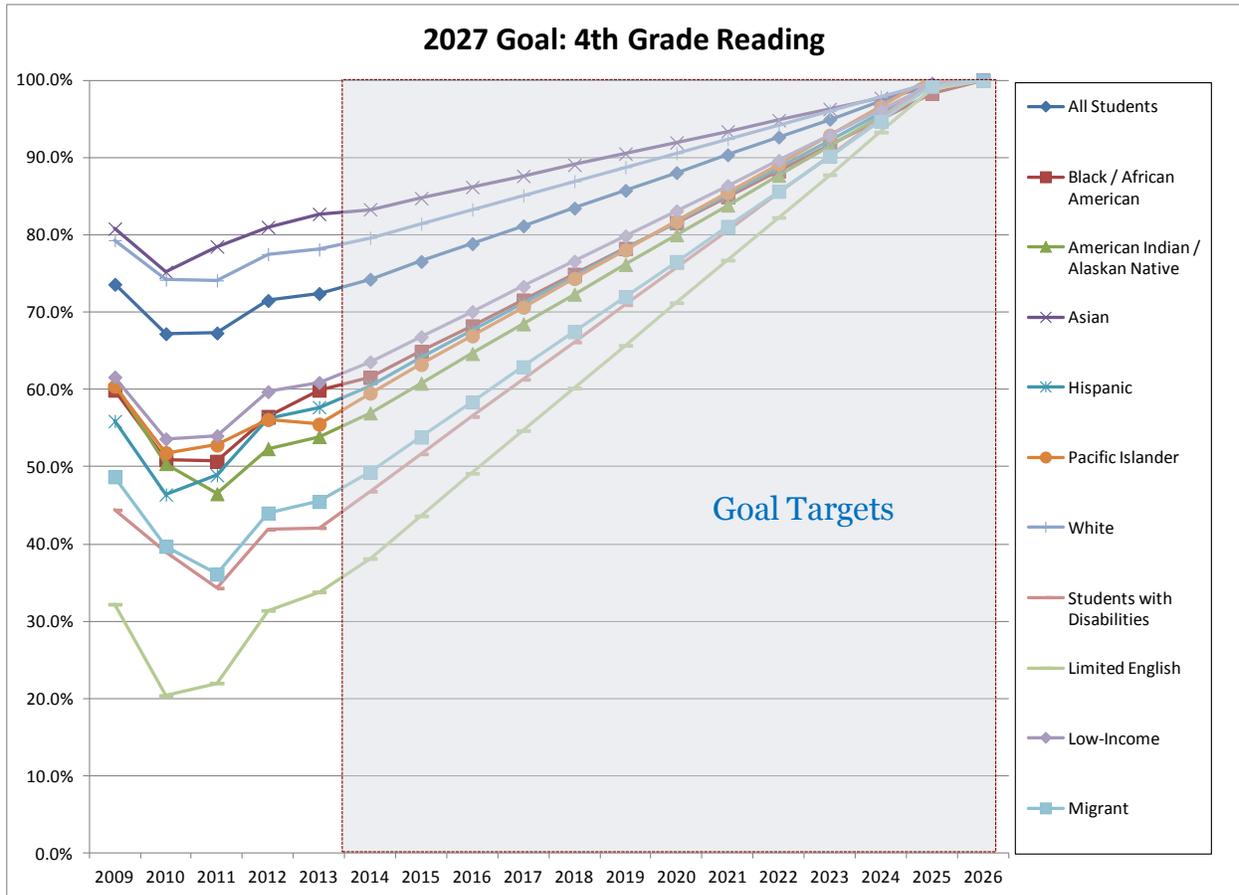
### ***Indicator Goals***

<b>Indicator</b>	<b>2012-2013 results</b>	<b>Change per year (PPPY=percentage points per year)</b>	<b>Goal-Change Per Year</b>	<b>2013-'14 Goal</b>	<b>2014-'15 Goal</b>	<b>2020 Mid-point</b>	<b>2027 End-point</b>
WA-KIDS: Percent of students who demonstrate the characteristics of entering kindergartners in all 6 domains	<b>37.20%</b>	N/A	+5.2	42.4%	47.7%	68.6%	100%
4 <sup>th</sup> Grade Reading	<b>72.40%</b>	+0.19 PPPY	+2.3	74.3%	76.6%	85.8%	100%
8 <sup>th</sup> Grade Math	<b>53.20%</b>	+0.87 PPPY	+3.9	58.3%	62.2%	77.8%	100%
High School Graduation Rate- 4 Year Cohort	<b>77.2%</b>	+1.35 PPPY	+1.9	79.1%	81. %	88.5%	100%
Percents of graduates enrolled or employed in 2 <sup>nd</sup> and 4 <sup>th</sup> quarter after graduation	Currently, the data for “graduates enrolled” is very representative of all graduates of Washington public schools. However, the “employment” data is a subset representing only those students who have provided social security numbers (SSN). This is estimated to be approximately 50% of graduates. Despite this short-term data issue, we believe the strength of this indicator is in the comprehensive view it provides (the OR of education, employment, or training).						100%
Postsecondary Education	<b>60%</b>	-0.10 PPPY	+3.3	63.3%	66.6%	80.0%	
Postsecondary Employment	<b>TBD</b>	TBD	TBD	TBD	TBD	TBD	
Percentage of students enrolled in precollege or remedial courses	Currently this data is separated into those attending 2-year and 4-year institutions. Despite this short-term data issue we will report this as a single measure of remediation pending data from OFM/ERDC.						0%
Attending 2-Year	57.0%	-0.20 PPPY	-4.8	52.7%	47.9%	28.8%	
Attending 4-Year	11.0%	-0.20 PPPY	-96	10.5%	9.5%	5.8%	

**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” (in one-half by 2020 and the remaining one-half by 2027).

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



The December 1, 2013 Final Report to the Legislature will include the visual and tabular values for each indicator’s baseline, goals, and subgroup values. These details are not included herein to save space/resources.

## 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 21<sup>st</sup> century skills to succeed in school, job, and 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 life<sup>1</sup>.

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

### Revisions- Process Guidelines

- 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 WA 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 is nearing completion of the revised Washington State Achievement Index as a way of deeply viewing research-supported measures of educational outcomes.
- Currency in Research. 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.

### Revisions based on desired Endpoint

As we approach recommended revisions to the ESSB 5491, the proposed revisions 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. As a measure, this is intended to measure the percentage of disenfranchised youth—those not in the system of postsecondary education, training, or employment.

While 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

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<sup>1</sup> See the State Board of Education Mission at [www.sbe.wa.gov/mission.php](http://www.sbe.wa.gov/mission.php) and [www.results.wa.gov/whatWeDo/measureResults/education.aspx](http://www.results.wa.gov/whatWeDo/measureResults/education.aspx)

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.

### Revisions- Design Criteria

1. The OSPI/State Board of Education Achievement Index provides critical measurements with increased:
  - a. Rigor: includes reading, writing, mathematics, and science as well as college and career readiness
  - b. Validity: uses both performance/proficiency and student growth
  - c. Components in the Achievement Index: the individual component measures can be isolated in the index and used in performance monitoring (by grade, 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 3<sup>rd</sup> 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 desired.

### Revised Indicators: Specification

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

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

Indicator: The percent of schools at, or above, the “Good” tier of the revised OSPI/State Board of Education 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.

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

Indicator: Percent of students demonstrating the characteristics of entering kindergarteners on all six areas of Wa-KIDS;

**3. Third-Grade Reading: *Revised Indicator***

Indicator: The percent of students meeting standard on the third grade Reading (English / Language Arts under the Common Core State Standards) assessment;

ESSB 5491 requests 4<sup>th</sup> grade reading as the indicator. There is strong research supporting 3<sup>rd</sup>-grade reading as the best early literacy measure.

**4. 8<sup>th</sup>-grade Readiness for High School: *New/Revised composite 8<sup>th</sup> grade Indicator***

ESSB 5491 requires 8<sup>th</sup> Grade Math as a single indicator. We are proposing a “high school readiness” indicator comprising three critical measures of high school readiness.

- a. Indicator: The percent of students meeting standard on 8<sup>th</sup> grade assessments of Reading, Math, (English /Language Arts, mathematics 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).
- 5. Extended High School Graduation: Revised Indicator**  
ESSB 5491 requires the use of the 4-year cohort graduation rate. This measure does not enable us to see the impact of programs which assist students to use one or two more years to obtain their high school diploma.  
Indicator: The percent of students graduating using the 5/6-year (extended) graduation rate data;
- 6. Quality of Secondary Diploma: As in ESSB 5491**  
Indicator: The percent of high school graduates enrolled in precollege or remedial courses in postsecondary educational institutions;
- 7. Postsecondary Attainment: New/Revised Indicator**  
ESSB 5491 requires monitoring the postsecondary percentage of students in education, training, or employment. We are not proposing to remove this indicator, but to supplement this view of “disenfranchised youth” with the overarching attainment indicator.
- a. Indicator: The percentage of high school graduates attaining certificates, credentials, and completing apprenticeships prior to age 26. Note: additional research in to 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](http://www.results.wa.gov/whatWeDo/measureResults/education.aspx)) and the Community Center for Education Results Roadmap Project ([www.roadmapproject.org](http://www.roadmapproject.org))
  - 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;

These eight indicators will provide the legislature with highly valid and reliable snapshot of the health of the educational system.

Based on these revised indicators, the December 1, 2013 report to the legislature will include the current baseline values for these indicators and all subgroup data. The goal setting methodology described above for the current indicators will be applied to the revised indicators.