
Education Committee

ESSB 5491

Brief Description: Establishing statewide indicators of educational health.

Sponsors: Senate Committee on Early Learning & K-12 Education (originally sponsored by Senators McAuliffe, Litzow, Kohl-Welles, Dammeier, Frockt, Nelson, Rolfes, Chase, Eide, Cleveland, Rivers, Hobbs, Fain, Hewitt, Murray, Kline, Billig and Conway).

Brief Summary of Engrossed Substitute Bill

- Establishes six statewide indicators of educational system health, such as student achievement on state assessments, graduation rates, and post-graduation education and employment.
- Directs the State Board of Education to identify performance goals and measurements associated with the indicators and submit a status report each biennium.
- Provides that if the state is not on target to meet the goals, recommendations must be made for adjustments to the Program of Basic Education to improve student achievement.

Hearing Date: 3/14/13

Staff: Barbara McLain (786-7383).

Background:

A number of education agencies have strategic planning as part of their mission.

- One of the statutory purposes of the State Board of Education (SBE) is to provide advocacy and strategic oversight of public education.
- The Quality Education Council (QEC) is charged with identifying measurable goals and priorities for the K-12 educational system.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

- One of the assignments of the new Washington Student Achievement Council (WSAC) is to propose educational attainment goals and identify strategies for achieving those goals by means of both a short-term strategic action plan and a ten-year roadmap. The focus of the WSAC is primarily, but not exclusively, on higher education. However, the WSAC is directed to collaborate with the Office of the Superintendent of Public Instruction (OSPI), the SBE, and other education agencies in its strategic planning efforts.
- The Workforce Training and Education Coordinating Board (Workforce Board) is required to develop and maintain a comprehensive state plan for workforce training and education.

All student data-related reports from the OSPI must be disaggregated by six racial/ethnic subgroups of students as well as by low income, transitional bilingual, migrant, special education, and students covered by section 504 of the federal Rehabilitation Act of 1973.

Summary of Bill:

The following indicators of educational system health are established:

1. the percentage of students meeting kindergarten readiness in all areas of the Washington Kindergarten Inventory of Developing Skills;
2. the percentage of students meeting the standard on the fourth grade reading assessment;
3. the percentage of students meeting the standard on the eighth grade mathematics assessment;
4. the four-year cohort high school graduation rate;
5. the percentage of high school graduates who are either enrolled in postsecondary education or are employed during the second quarter after graduation, and the percentage enrolled or employed during the fourth quarter after graduation; and
6. the percentage of students enrolled in precollege or remedial courses in college.

Data on the indicators must be disaggregated by subgroups of students as required under current law.

The SBE, with assistance from the OSPI, the Workforce Board, and the WSAC, must establish a process for identifying realistic but challenging performance goals and measurements for each of the indicators, including by student subgroup. The performance goals must be set on a biennial basis and may only be adjusted upward.

The SBE, the OSPI, and the WSAC must each align their strategic planning and education reform efforts with the indicators and goals.

The SBE must submit a report on the status of each indicator and recommend performance goals and measurements by December 1 of each even-numbered year, except that the baseline values must be delivered to the Legislature by December 1, 2013.

If the state is not on target to meet the goals of any indicator, recommendations must be made as to whether adjustments within the Program of Basic Education should be made to improve student achievement in that area. To the extent data is available, the goals for each indicator

must be compared with national data to identify whether Washington student achievement results are within the top 10 percent nationally. If comparison data shows that Washington students are falling behind national peers, the report must recommend evidence-based reforms targeted at the indicator in question.

Appropriation: None.

Fiscal Note: Available.

Effective Date: The bill takes effect 90 days after adjournment of the session in which the bill is passed.