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**ENGROSSED SUBSTITUTE SENATE BILL 5491**

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**State of Washington**

**63rd Legislature**

**2013 Regular Session**

**By** Senate 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)

READ FIRST TIME 02/22/13.

1       AN ACT Relating to statewide indicators of educational health;  
2 adding a new section to chapter 28A.150 RCW; and creating a new  
3 section.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5       NEW SECTION. **Sec. 1.** It is the intent of the legislature to  
6 monitor the progress of the state in meeting its obligations to provide  
7 a quality education to all students. The state acknowledges that  
8 multiple entities, including the state board of education, the office  
9 of the superintendent of public instruction, the workforce training and  
10 education coordinating board, the quality education council, and the  
11 newly created student achievement council, are actively working on  
12 their own efforts to identify measurable goals and priorities, road  
13 maps, and strategic plans for the entire educational system. It is not  
14 the legislature's intent to undermine or curtail the ongoing work of  
15 these groups. However, the legislature believes that a coordinated  
16 single set of statewide goals would help focus these efforts. It is,  
17 therefore, the intent of the legislature to establish a discrete set of  
18 statewide data points that will serve as snapshots of the overall  
19 health of the educational system as the program of basic education is

1 phased in and as a means for evaluating the state's progress in  
2 achieving the outcomes set for the system and the students it serves.  
3 By monitoring these statewide indicators over time, it is the intent of  
4 the legislature to understand whether reform efforts and investments  
5 are making positive progress in the overall education of students and  
6 whether adjustments are necessary. By establishing a single set of  
7 statewide indicators for the system, it is the intent of the  
8 legislature to align the education reform efforts of each agency in  
9 order to hold each part of the system - statewide leaders, schools  
10 personnel, and students - accountable to the same definitions of  
11 success.

12 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.150  
13 RCW to read as follows:

14 (1) The following statewide indicators of educational system health  
15 are established:

16 (a) The percentage of students demonstrating the characteristics of  
17 entering kindergartners in all six areas identified by the Washington  
18 kindergarten inventory of developing skills administered in accordance  
19 with RCW 28A.655.080;

20 (b) The percentage of students meeting the standard on the fourth  
21 grade statewide reading assessment administered in accordance with RCW  
22 28A.655.070;

23 (c) The percentage of students meeting the standard on the eighth  
24 grade statewide mathematics assessment administered in accordance with  
25 RCW 28A.655.070;

26 (d) The four-year cohort high school graduation rate;

27 (e) The percentage of high school graduates who during the second  
28 quarter after graduation are either enrolled in postsecondary education  
29 or training or are employed, and the percentage during the fourth  
30 quarter after graduation who are either enrolled in postsecondary  
31 education or training or are employed; and

32 (f) The percentage of students enrolled in precollege or remedial  
33 courses in college.

34 (2) The statewide indicators established in subsection (1) of this  
35 section shall be disaggregated by at least the following subgroups of  
36 students: Caucasian, Black, Hispanic, American Indian/Alaskan Native,  
37 Asian, Pacific Islander/Hawaiian Native, low income, transitional

1 bilingual, migrant, special education, and students covered by section  
2 504 of the federal rehabilitation act of 1973, as amended (29 U.S.C.  
3 Sec. 794).

4 (3) The state board of education, with assistance from the office  
5 of the superintendent of public instruction, the workforce training and  
6 education coordinating board, and the student achievement council,  
7 shall establish a process for identifying realistic but challenging  
8 system-wide performance goals and measurements, if necessary, for each  
9 of the indicators established in subsection (1) of this section,  
10 including for each subcategory as required by subsection (2) of this  
11 section. The performance goal for each indicator must be set on a  
12 biennium basis, and may only be adjusted upward.

13 (4) The state board of education, the office of the superintendent  
14 of public instruction, and the student achievement council shall align  
15 their own strategic planning and education reform efforts with the  
16 statewide indicators and performance goals established under the  
17 authority of this section.

18 (5)(a) The state board of education, with assistance from the  
19 office of the superintendent of public instruction, the workforce  
20 training and education coordinating board, and the student achievement  
21 council, shall submit a report on the status of each indicator in  
22 subsection (1) of this section and recommend performance goals and  
23 measurements, if necessary, by December 1st of each even-numbered year,  
24 except that the initial report establishing baseline values and initial  
25 goals shall be delivered to the legislature December 1, 2013.

26 (b) If the state is not on target to meet the performance goals on  
27 any individual indicator, recommendations must be made as to whether  
28 adjustments within the program of basic education should be made to  
29 improve student achievement in that area.

30 (c) To the extent data is available, the performance goals for each  
31 state indicator must be compared with national data in order to  
32 identify whether Washington student achievement results are within the  
33 top ten percent nationally. If comparison data shows that Washington  
34 students are falling behind national peers on any indicator, the report  
35 must identify recommended evidence-based reforms targeted at addressing  
36 the indicator in question.

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