

CERTIFICATION OF ENROLLMENT  
**ENGROSSED SUBSTITUTE SENATE BILL 5491**

63rd Legislature  
2013 Regular Session

Passed by the Senate April 22, 2013  
YEAS 48 NAYS 0

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**President of the Senate**

Passed by the House April 15, 2013  
YEAS 93 NAYS 4

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**Speaker of the House of Representatives**

Approved

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**Governor of the State of Washington**

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE SENATE BILL 5491** as passed by the Senate and the House of Representatives on the dates hereon set forth.

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**Secretary**

FILED

**Secretary of State  
State of Washington**

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**ENGROSSED SUBSTITUTE SENATE BILL 5491**

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AS AMENDED BY THE HOUSE

Passed Legislature - 2013 Regular Session

**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.**    (1) The legislature acknowledges that  
6 multiple entities, including the state board of education, the office  
7 of the superintendent of public instruction, the workforce training and  
8 education coordinating board, the quality education council, and the  
9 student achievement council, are actively working on efforts to  
10 identify measurable goals and priorities, road maps, and strategic  
11 plans for the entire educational system. It is not the legislature's  
12 intent to undermine or curtail the ongoing work of these groups.  
13 However, the legislature believes that a coordinated single set of  
14 statewide goals would help focus these efforts.

15            (2) It is, therefore, the intent of the legislature to establish a  
16 discrete set of statewide data points that will serve as snapshots of  
17 the overall health of the educational system and as a means for  
18 evaluating progress in achieving the outcomes set for the system and  
19 the students it serves. By monitoring these statewide indicators over

1 time, it is the intent of the legislature to understand whether reform  
2 efforts and investments are making positive progress in the overall  
3 education of students and whether adjustments are necessary. Finally,  
4 it is the intent of the legislature to align the education reform  
5 efforts of each state education agency in order to hold each part of  
6 the system - statewide leaders, school personnel, and students -  
7 accountable to the same definitions of success.

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

10 (1) The following statewide indicators of educational system health  
11 are established:

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

16 (b) The percentage of students meeting the standard on the fourth  
17 grade statewide reading assessment administered in accordance with RCW  
18 28A.655.070;

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

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

23 (e) The percentage of high school graduates who during the second  
24 quarter after graduation are either enrolled in postsecondary education  
25 or training or are employed, and the percentage during the fourth  
26 quarter after graduation who are either enrolled in postsecondary  
27 education or training or are employed; and

28 (f) The percentage of students enrolled in precollege or remedial  
29 courses in college.

30 (2) The statewide indicators established in subsection (1) of this  
31 section shall be disaggregated as provided under RCW 28A.300.042.

32 (3) The state board of education, with assistance from the office  
33 of the superintendent of public instruction, the workforce training and  
34 education coordinating board, the educational opportunity gap oversight  
35 and accountability committee, and the student achievement council,  
36 shall establish a process for identifying realistic but challenging  
37 system-wide performance goals and measurements, if necessary, for each

1 of the indicators established in subsection (1) of this section,  
2 including for subcategories of students as provided under subsection  
3 (2) of this section. The performance goal for each indicator must be  
4 set on a biennial basis, and may only be adjusted upward.

5 (4) The state board of education, the office of the superintendent  
6 of public instruction, and the student achievement council shall each  
7 align their strategic planning and education reform efforts with the  
8 statewide indicators and performance goals established under this  
9 section.

10 (5)(a) The state board of education, with assistance from the  
11 office of the superintendent of public instruction, the workforce  
12 training and education coordinating board, the educational opportunity  
13 gap oversight and accountability committee, and the student achievement  
14 council, shall submit a report on the status of each indicator in  
15 subsection (1) of this section and recommend revised performance goals  
16 and measurements, if necessary, by December 1st of each even-numbered  
17 year, except that the initial report establishing baseline values and  
18 initial goals shall be delivered to the education committees of the  
19 legislature by December 1, 2013.

20 (b) If the educational system is not on target to meet the  
21 performance goals on any individual indicator, the report must  
22 recommend evidence-based reforms intended to improve student  
23 achievement in that area.

24 (c) To the extent data is available, the performance goals for each  
25 indicator must be compared with national data in order to identify  
26 whether Washington student achievement results are within the top ten  
27 percent nationally or are comparable to results in peer states with  
28 similar characteristics as Washington. If comparison data show that  
29 Washington students are falling behind national peers on any indicator,  
30 the report must recommend evidence-based reforms targeted at addressing  
31 the indicator in question.

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