
SENATE BILL 5491

State of Washington

63rd Legislature

2013 Regular Session

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 01/31/13. Referred to Committee on Early Learning & K-12 Education.

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 quality education
10 council, and the newly created student achievement council, are
11 actively working on their own efforts to identify measurable goals and
12 priorities, road maps, and strategic plans for the entire educational
13 system. It is not the legislature's intent to undermine or curtail the
14 ongoing work of these groups. However, the legislature believes that
15 a coordinated single set of statewide goals would help focus these
16 efforts. It is, therefore, the intent of the legislature to establish
17 a discrete set of statewide data points that will serve as snapshots of
18 the overall health of the educational system as the program of basic
19 education is phased in and as a means for evaluating the state's

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

11 The legislature recognizes that in order to be accountable to the
12 public a showing must be made that increased investments result in
13 achievement gains for all students. Additionally, the legislature also
14 recognizes that in order to be accountable to schools, expectations for
15 increased achievement gains must be closely linked to the level of
16 increased investments. The legislature intends to demand positive
17 results for all students in the classroom but continues to recognize
18 that continuing to increase expectations and programmatic requirements
19 with no new funding is simply an unfunded mandate that sets schools and
20 students up for failure. The legislature recognizes that to help
21 students succeed, reform and funding must work in unison to achieve
22 results so that everyone is working towards the same goal.

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

25 (1) The following statewide indicators of educational system health
26 are established:

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

31 (b) The percentage of students meeting the standard on the fourth
32 grade statewide reading assessment administered in accordance with RCW
33 28A.655.070;

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

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

1 (e) The college enrollment rate within two years of high school
2 graduation; and

3 (f) The percentage of students enrolled in precollege or remedial
4 courses in college.

5 (2) The statewide indicators established in subsection (1) of this
6 section shall be disaggregated by at least the following subgroups of
7 students: Caucasian, Black, Hispanic, American Indian/Alaskan Native,
8 Asian, Pacific Islander/Hawaiian Native, low income, transitional
9 bilingual, migrant, special education, and students covered by section
10 504 of the federal rehabilitation act of 1973, as amended (29 U.S.C.
11 Sec. 794).

12 (3) The state board of education and the office of the
13 superintendent of public instruction shall establish a process for
14 identifying realistic but challenging system-wide performance goals and
15 measurements, if necessary, for each of the indicators established in
16 subsection (1) of this section, including for each subcategory as
17 required by subsection (2) of this section. The performance goal for
18 each indicator must be set and adjusted on a biennium basis with
19 consideration given to:

20 (a) The magnitude of investments made in each omnibus
21 appropriations act towards fully funding the program of basic
22 education;

23 (b) Other funding enhancements for programs outside of the program
24 of basic education; and

25 (c) The prior two-year gains or losses for that indicator.

26 (4) The state board of education, the office of the superintendent
27 of public instruction, and the student achievement council shall align
28 their own strategic planning and education reform efforts with the
29 statewide indicators and performance goals established under the
30 authority of this section.

31 (5)(a) The state board of education, the office of the
32 superintendent of public instruction, and the student achievement
33 council shall jointly submit a report on the status of each indicator
34 in subsection (1) of this section and recommended performance goals and
35 measurements, if necessary, by December 1st of each even-numbered year,
36 except that the initial report establishing baseline values and initial
37 goals shall be delivered to the legislature December 1, 2013.

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

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

--- END ---