

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Title:	System Indicators	
As Related To:	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	What would a process to identify system goals and measurements look like?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>At the November 2011 meeting, the Executive Director introduced a way for the Board to build on the goal-setting work it began in July 2011 for the purpose of helping the system to define for itself what success is and to track its progress on meeting its goals. This memo describes the building blocks (goals, leading system indicators, and foundation indicators) of a process that the Board would lead in order to synthesize the indicators of success identified by various policy bodies and to identify new indicators, if needed. The Board will discuss the project in greater depth at the March 2012 meeting, and design a way to engage stakeholders in the conversation.</p>	

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P-13 SYSTEM INDICATORS OF SUCCESS

Background

The Board agreed on seven P-13 system goals at its July 2011 retreat:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
2. Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
3. Think analytically, logically, and creatively and integrate different experiences and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.
5. Enter kindergarten prepared for success.
6. Attain high academic standards regardless of race, ethnicity, income or gender; and close associated achievement gaps.
7. Graduate able to succeed in college, training and careers.

Goals 1-4 are the state's Basic Education Learning Goals from RCW 28A.150.210. Goals 5-7 were drawn from the State Education Plan produced for the Race to the Top application. As currently written, these are overarching goals for a P-13 education system; they are general statements of intent.

At the November 2011 Board meeting, Board Members heard from the Executive Director a conceptual overview of a plan of action for effective system planning and goal-setting that would help the Board move forward on its strategic plan goal for governance. The first phase of this process would be the establishment of "performance improvement goals." Those goals would be structured by *lead system indicators*, and *foundation indicators*.

Lead System Indicators (LSIs) convey major system transition points or landmarks. To retain their importance, they should be few in number: perhaps as few as two or as many as five. They should be limited in number to convey a laser-like focus on their attainment, and to facilitate their casual memorization by key stakeholders. A measure of success in this effort would be if, in due time, any major P-13 policymaker can recite these by memory (e.g. "*we have three leading system indicators: third grade literacy, graduation rates, and post-secondary attainment*") and has immediate recall as to system performance on those indicators ("*on-time graduation rate was about 76 percent last year*"). The Board would have responsibility for establishing these indicators, and setting performance goals associated with them. Unlike the overall P-13 system goals, performance goals are SMART (specific, measurable, attainable, realistic, timely). For example, if the LSI were Third Grade Reading Assessment Score, the

SMART goal associated with it might be: “Ninety percent of third grade students will demonstrate proficiency on the state reading assessment by 20__.”

Foundation Indicators (FIs) are subordinate to lead system indicators, and reflect the reality that, for example, third grade literacy does not materialize on its own. What are the various preconditions necessary to achieve third grade literacy, and how can we monitor those preconditions? These might include the availability of quality and affordability of early care programs, the extent to which entering kindergarten students demonstrate basic phonemic awareness, or, the extent to which families read to their young children 20 minutes a day. These Foundation Indicators are driven, to some extent, by what can be measured, but the process can also be helpful in determining what *should* be measured in the future. Foundation Indicators are also not as limited in number and scope. Each lead system indicator could have as many as five to ten and still achieve a sufficient level of overall focus. In order to not “reinvent the wheel,” the FIs will largely, but not solely, represent a synthesis of key indicators sanctioned by Washington education policy organizations or advocacy groups.

Together, the LSIs and FIs should tell a story about the system’s efforts to improve student achievement.

The Board’s leadership would provide a means for the system to define for itself what success is and to track progress on meeting its goals. The Board’s website would help make meaning of the data.

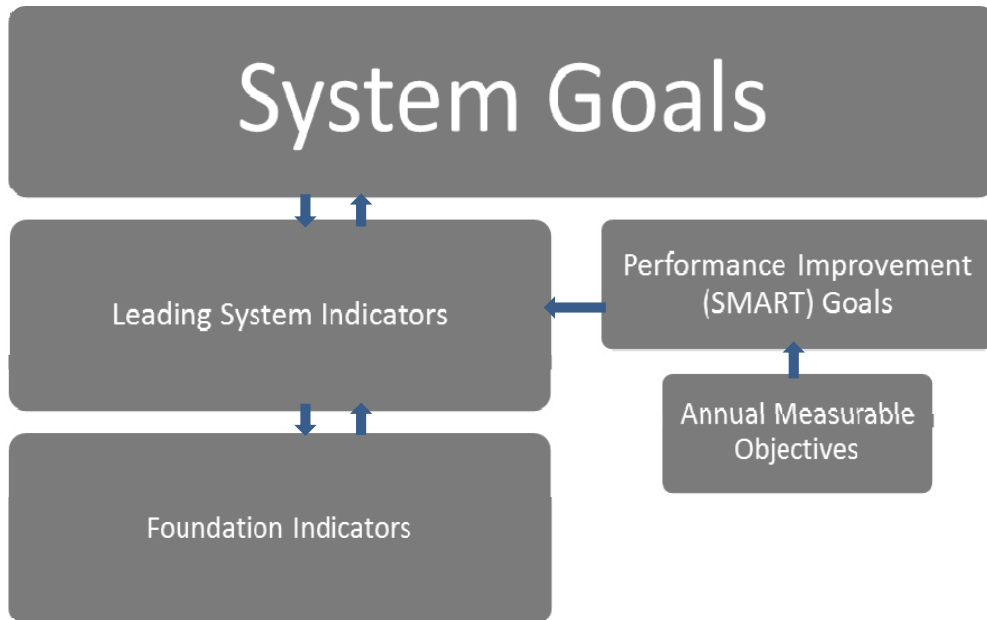
Authority. The Board’s authority for this initiative is drawn from RCW 28A.305.130: *The purpose of the state board of education is to provide advocacy and **strategic oversight of public education**; implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to **improve student academic achievement**; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and **promote achievement of the goals of RCW 28A.150.210**. [basic education learning goals]* In addition, SBE is expected to:

- **Adopt and revise performance improvement goals** in reading, writing, science, and mathematics, by subject and grade level... academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance... The Board may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve.
- *Articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to **coordinate and unify the work of the public school system**.*

Connection between Performance Improvement Goals and Annual Measureable Objectives. Where appropriate, the SMART Performance Improvement Goals that are attached to Leading System Indicators may also have Annual Measureable Objectives (AMOs) associated with them. The current federal AMOs are ambitious annual targets to achieve 100 percent proficiency by 2014 in reading, math, and graduation for all subgroups (current federal accountability (NCLB) measures). Through the Elementary and Secondary Education Act (ESEA) waiver application process, Washington will be proposing a new set of ambitious, but achievable, annual targets to decrease the proficiency gap by 50 percent by 2017 for all subgroups in reading, math, science, writing, and graduation rates.

Summary

The following graphic illustrates the connections among the key elements of the proposed structure.



Next Steps

Staff will be inviting a Board work group to review and recommend proposed Leading System Indicators and Foundation Indicators for consideration by the full Board. Once the full Board has approved the draft Indicators, Board members and staff will engage in outreach with stakeholders to solicit input and build awareness and support for the project. See Attachment A for an example of one possible Leading System Indicator and set of Foundation Indicators.

**SAMPLE ONLY: DRAFT Foundation Indicators for a PROPOSED
Leading System Indicator of Third Grade Reading Rates**

Primary Goal	Indicator	Organization(s) reporting this indicator	Source
5	Percent of social-emotional growth (initiative, self-control, attachment, overall total protective indicators) experienced by ECEAP children in one school year	ERDC, DEL (for ECEAP children)	ECEAP Report to GMAP on Devereux Early Childhood Assessment (DECA) results (2008-2009 data available for all ECEAP children; assessment is ongoing)
5	Percent of eligible children ages 3-5 enrolled in ECEAP or Head Start	DEL Washington State Early Learning Plan	ECEAP, Head Start and Early Head Start Washington State Profile, 2011
5	Percent of entering kindergartners demonstrating readiness on social and emotional, physical, cognitive and linguistic skill domains	DEL, OSPI	OSPI WaKIDS (at a minimum, for students enrolled in state-funded full-day kindergarten)
5	Percent of kindergartners participating in full-day kindergarten	OSPI	OSPI, Legislature
1	Percent of Black, Pacific Islander, American Indian/Alaskan Native, and Hispanic students who meet or exceed third-grade reading standard	DEL Washington State Early Learning Plan SBE Achieve. Index OSPI	OSPI (statewide data)
1	Percent of White and Asian students who meet or exceed third-grade reading standard	SBE Achieve. Index OSPI	OSPI (statewide data)
1	Disaggregated third grade reading MSP data by subgroup	ERDC, OSPI	OSPI (statewide data)
1	Percent of K-3 teachers in high poverty schools who are Nationally Board certified		OSPI (statewide data)

Goals

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences.
2. Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness.
3. Think analytically, logically and creatively and integrate different experiences and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and finance and how performance, effort and decisions directly affect future career and educational opportunities.
5. Enter kindergarten prepared for success.
6. Attain high academic standards regardless of race, ethnicity, income or gender; and close associated achievement gaps.
7. Graduate able to succeed in college, training and careers.

The Forward Website

Note: These Lead System Indicators and Foundation Indicators are for purposes of illustration only. The actual website would have additional pages that would provide graphs to illustrate the data, with accompanying text/video to help make meaning of it.

BETA Using Data to Identify and Explore Leading System Indicators of **WASHINGTON STATE's** P-13 Education System

Forward

Home About Partners Indicators The Index Goals Report Card

Forward P-13 Indicators

1. Third Grade Reading Assessment Score

Foundation Indicators

1. Percent of kindergarten students entering with experience in pre-K
2. Percent of eligible children ages 3-5 enrolled in ECEAP or Head Start
3. Percent of entering kindergartners demonstrating readiness
4. Percent of families who read or tell stories to their children every day.
5. Percent of mothers with certificates or degrees beyond high school.
6. Percent of schools funded for all-day kindergarten
7. Percent of National Board Certified Teachers working in high poverty elementary schools

2. Extended Graduation Rate

Foundation Indicators

1. Percent of students completing 5 or more credits at the end of 9th grade
2. Percent of students meeting proficiency on 8th grade reading and math state assessments
3. Attendance rates of students in grades 6-8
4. Percent of students passing 8th grade math and English
5. Percent of students retained in 9th grade
6. Percent of students meeting proficiency on high school state assessments

3. Postsecondary Attainment Rate

Foundation Indicators

1. Percent of students earning high school and college credit through dual-credit programs requiring college course enrollment (Running Start, College in the High School, Tech Prep, etc.)
2. Percent of students earning credit in at least one advanced/honors course
3. Percent of high school students enrolled in industry certificate programs
4. Percent of students enrolled in Navigation 101
5. Percent of students earning 3 or more credits of career and technical education courses
6. Percent of students completing minimum requirements for admission to WA four-year public colleges
7. Percent of recent high school graduates placing in college level courses at community and technical and baccalaureate colleges

Using this Site

If you are reading this, you are well on your way to impacting education in Washington State.

We want you to engage with the data and explore the P-20 success benchmarks outlined herein. You will find videos, graphs, and text that will help explain where Washington's education system has been and where it needs to go.

Start by clicking on one of three goals, or visit our goal discussion board to jump right in.

Stay tuned for the publication of the 2012 report card (available in the third quarter of 2012).

Developed by:
The Washington State Board of Education

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