

Washington State Board of Education
System Performance Accountability (SPA)
February 9, 2010

Setting Performance Goals

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Legislative Mandate

RCW 28A.305.130 Powers and duties—Purpose

SBE *shall* adopt/revise performance improvement goals in:

- reading, writing, science, and mathematics, by grade level
- academic and technical skills in secondary CTE programs and student attendance, *as the board deems appropriate.*

Goals *may* be established for

- Student groups (all, low income, ELL, special education, race/ethnicity)
- School and district graduation rates and dropout reduction goals for students in grades 7-12.

SBE shall adopt the goals by rule.

Prior to implementation, SBE shall present the goals to the House and Senate education committees for review and comment.

Proposed Goals

Establish school and district improvement goals for student groups based on their own 2010 baseline

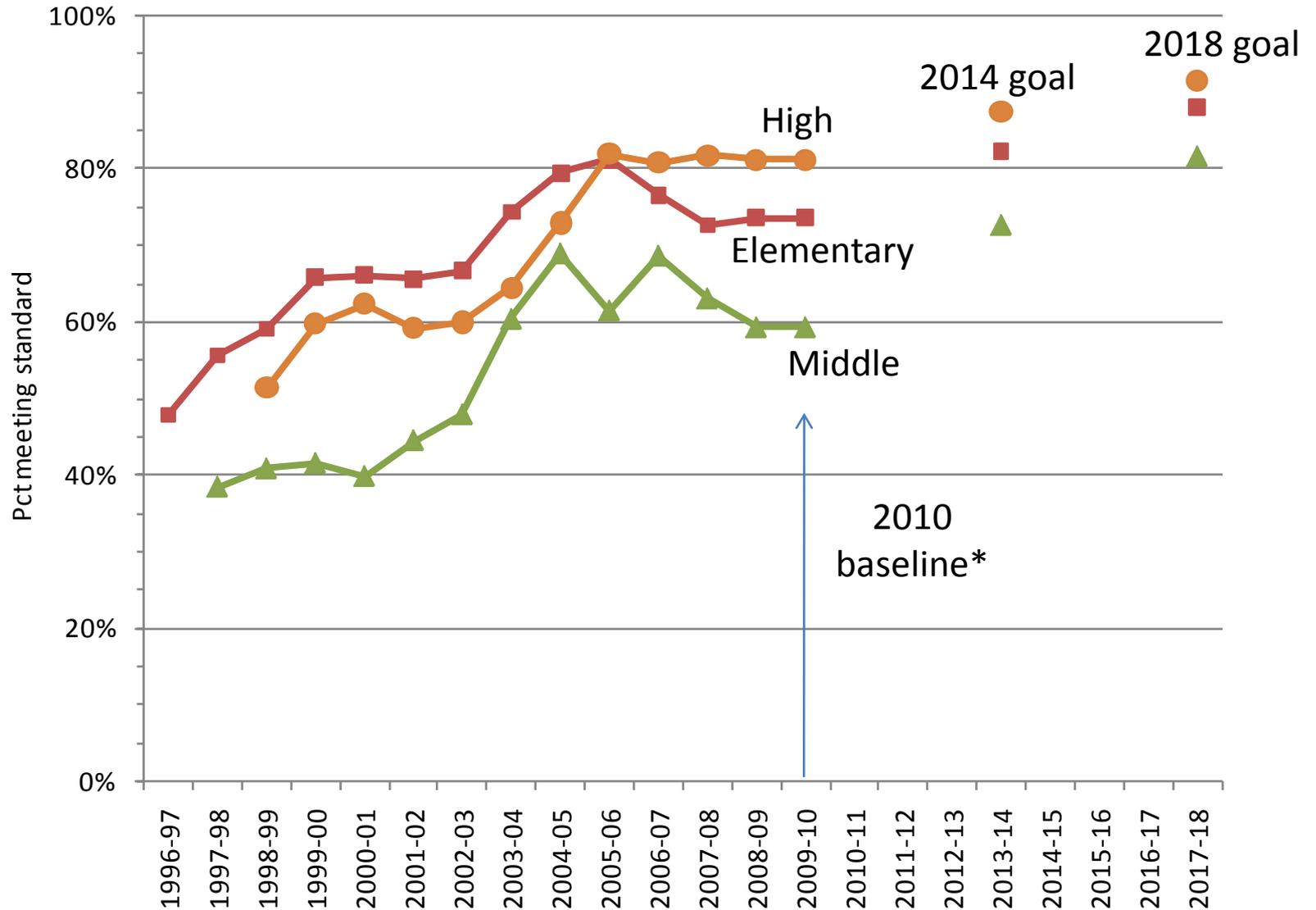
- Set goals for reading, writing, math, science, ext. grad rate
- 10 groups: All, 7 race/ethnic groups, low income, special ed
- Use progress on WLPT for ELLs (pct. on track to meet standard)
- Either have goals at 3 grade bands (elementary, middle, high)
or just schoolwide/districtwide (all grades combined)
- Possibly include goals for college readiness

Goal: 33% reduction in those not meeting ultimate goal (100% proficiency/graduation) every 4 years; reset if goal is met early; combine all grades together (K-5 school has one goal based on gr. 3-5)

Do not establish goals for secondary CTE programs, attendance, participation, dropouts

Example – Reading, All Students

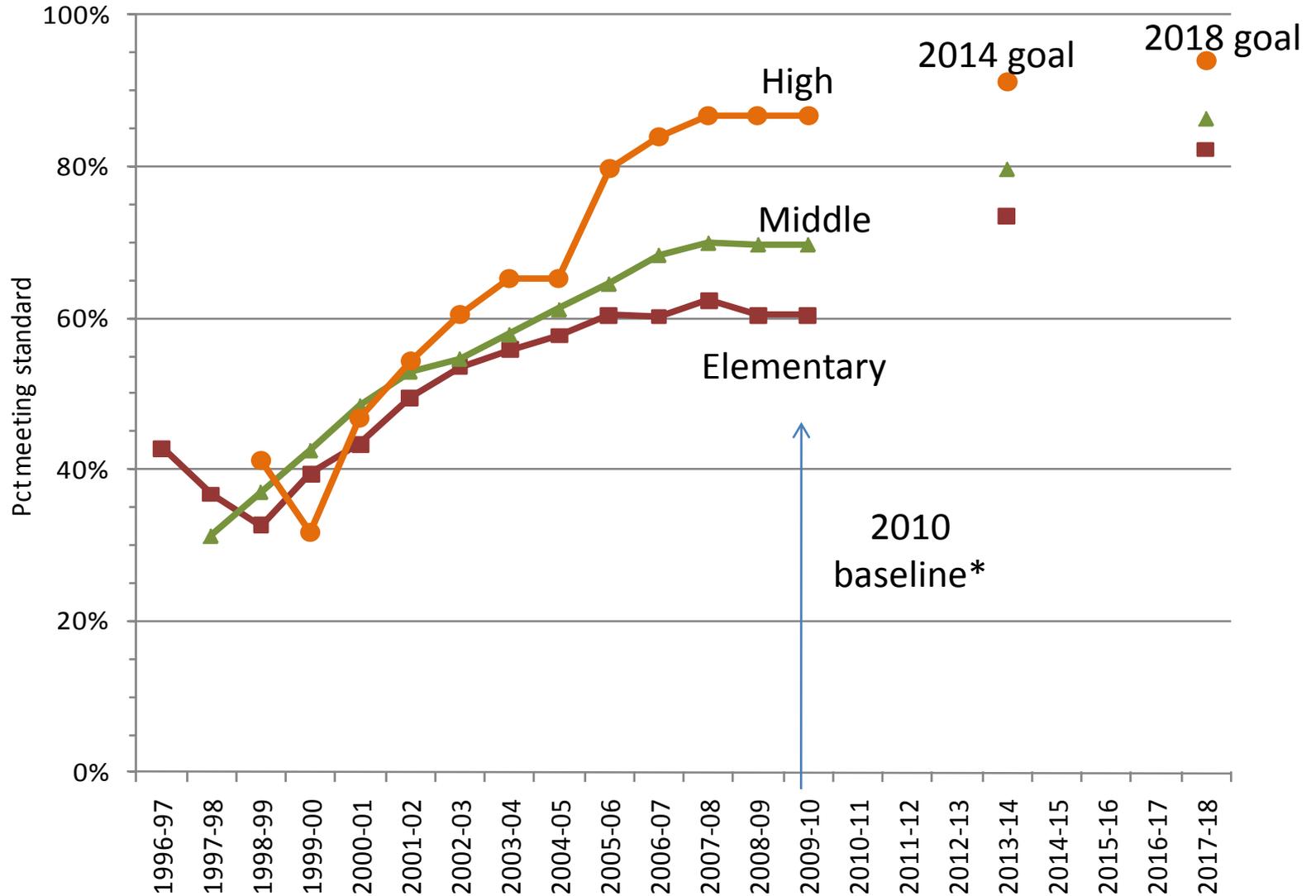
(Actual state results shown for 1997 to 2009 in grades 4,7,10)



* hypothetical results

Example – Writing, All Students

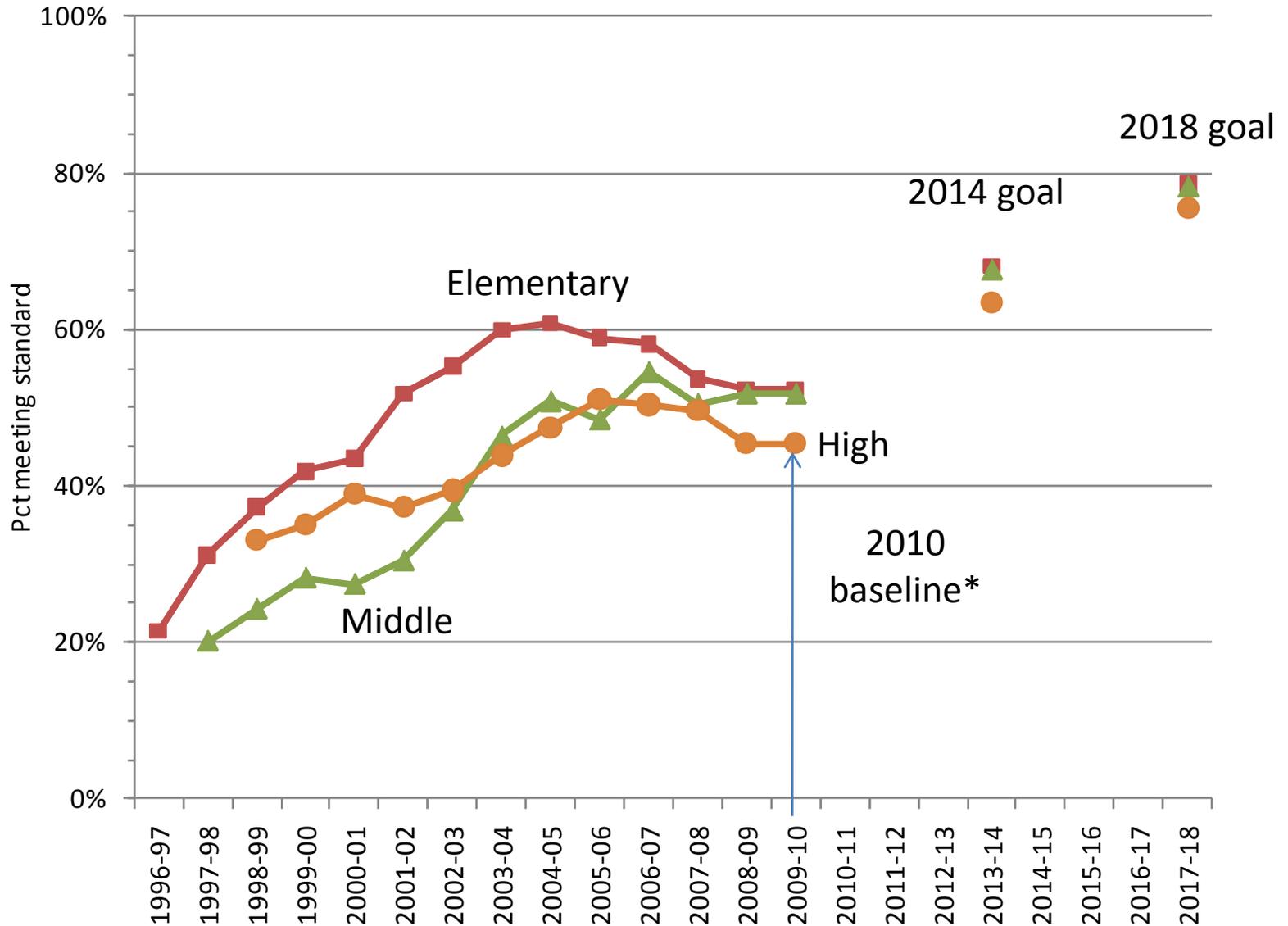
(Actual state results shown for 1997 to 2009 in grades 4,7,10)



* hypothetical results

Example – Math, All Students

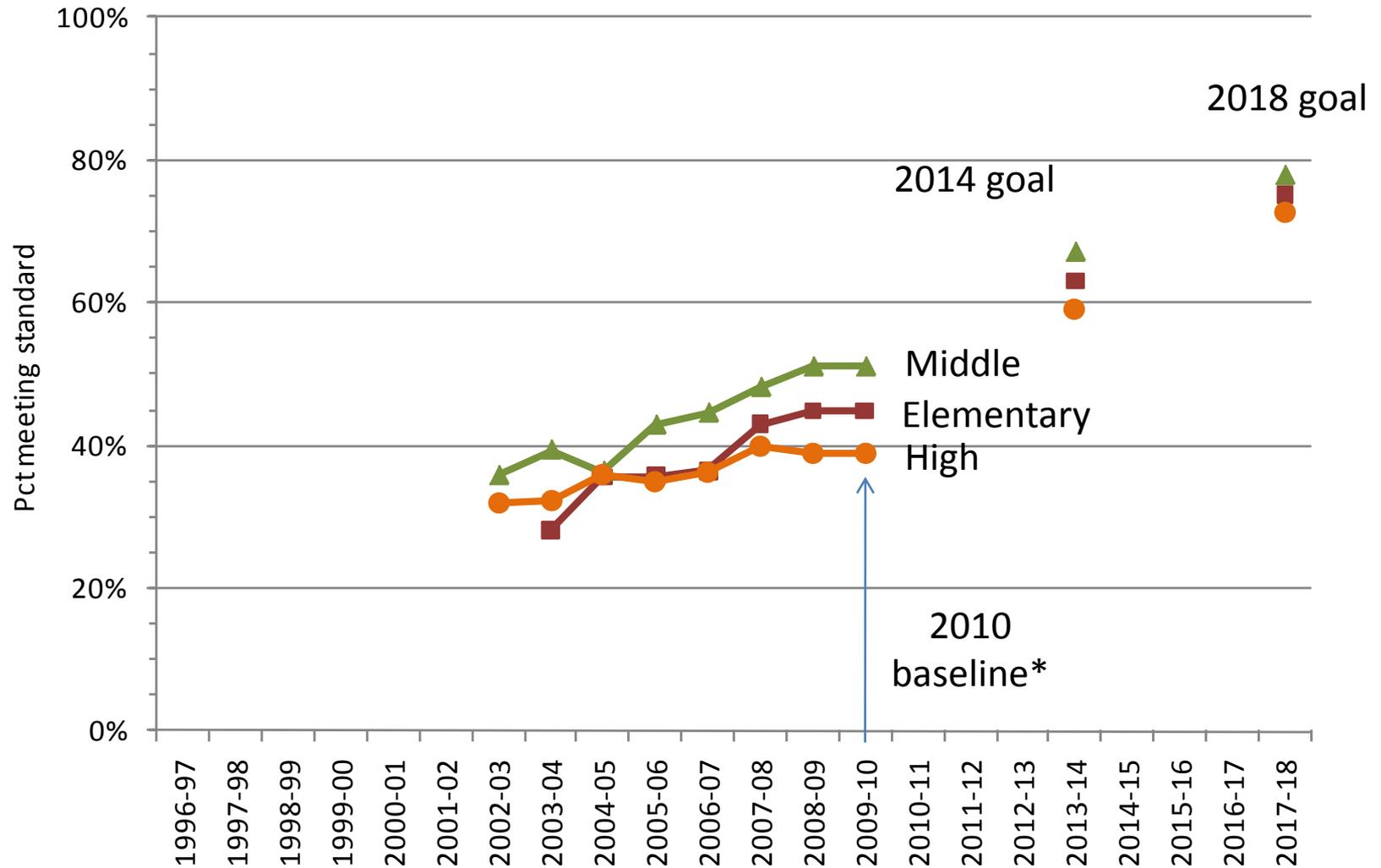
(Actual state results shown for 1997 to 2009 in grades 4,7,10)



* hypothetical results

Example – Science, All Students

(State results shown for 2003 to 2009 in grades 5,8 10)



* hypothetical results

Discussion

- Basic Assumptions

- Align with state accountability – have goals in 4 subjects + grad. rate
- Have subgroup goals using own baseline (2010)
- Do not establish goals for individual grades

- Issues to Resolve

- Combining grades (grade bands or schoolwide/districtwide)
- English language proficiency goals for ELLs
- Confirm excluded measures (e.g., CTE, participation)
- Possible college and career readiness goals
- Improvement metrics
 - Number of years to achieve goal (3 vs. 4)
 - Level of improvement needed (25% in 3, 33% in 4)
 - Resetting the goal when attained
 - Alternative schools
- Consequences for attaining (or not attaining) goal