The Washington State Board of Education

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

Governance as Effective P-13 Goals-Setting

Overview & Policy Consideration

Background

During the September, 2011 Board meeting, Board Members heard some ideas from the Executive Director on how to transition the governance conversation from a discussion focused on *government* (the number and type of government entities and authority structures), to one initially focused on *effective* governance (effective planning and goal-setting for the system). The conversation in November will focus on a plan of action based on the ideas presented in September. Included in the presentation will be a more detailed concept overview, a proposed web-based framework for the work, a review of findings from stakeholder conversations on the topic, a tentative timeline, and a discussion of obstacles to successful implementation.

The vision for this project is framed by a number of factors. First, there is a perceived need, both within the system, as well as among key outside stakeholder groups, for a set of system goals which key system leaders and stakeholders can coalesce around. How does the educational system define success? What key data points – beyond the test scores printed in the newspaper for broad public consumption – do key educational policymakers track? What data frames their understanding of the system's needs, and also, therefore, their subsequent legislative or executive recommendations and actions? At present, it would appear that system leaders have goals which are related, but also in some cases meaningfully different; and in many cases, these differing goals are not necessarily the product of genuine ideological differences, but rather simply a reflection of fragmentation in planning and data. Key decision-makers see different data at different times, and what they see is driven more by happenstance (what meeting or conference they happened to attend) than by structured planning. In the absence of a shared data structure, therefore, their perceptions of the needs of the system are mostly framed by personal anecdotes and complaints (or praises) from key constituents.

To be clear, this is not evidence of incompetence or uncaring. Indeed, a lot of strategic goals-setting is already occurring at different layers in the system; much of it quite sophisticated. Rather, it is merely the fragmentation of the educational system reflecting itself in the planning and governance of that system. Left to its own devices, this is what will happen in government. But it is not necessarily what has to happen. Indeed, it is very difficult to conceive of a major business succeeding with this type of structure, but this is, to some extent, how we expect to produce success from the public educational system which expends roughly $15 billion of resources each budgetary biennium. The State Board of Education, through 28A.305.035 (4)(a), has the responsibility to "Adopt and revise performance improvement goals… as the board deems appropriate to improve student learning," and perhaps, in the execution of this responsibility, the Board can provide a forum and structure (even if it can't produce complete unanimity) for establishing key educational success metrics for the system.

To meet this perceived need, what is proposed is a two-phase structure. Phase One would be the establishment of -- to use the statutorily term referenced above -- "performance improvement goals". Those goals would be structured by *lead system indicators*, and *foundation indicators*.

Lead system indicators 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 of 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: 3rd 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.

Foundation indicators 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 indicators could have as many as five to ten and still achieve a sufficient level of overall focus.

What constitutes success for Phase One of the project? First, the goal in engaging stakeholders throughout the P-13 system is not to achieve complete agreement. That is probably impossible, and perhaps even undesirable. The goal is to establish a structure for the conversation about system goals, where, to the extent possible, unanimity is achieved, and to the extent not possible, a forum is provided to explore the disagreement. The process should embrace disagreement as part of the product, rather than making disagreement the reason why the product is never produced. In this way, the State Board of Education can exercise its strategic oversight role in setting forth a draft set of performance improvement goals, engaging stakeholders in a critique and refinement of those goals, and then ultimately setting forth those goals for stakeholders to both support and/or disagree with.

Another marker of success is stakeholder interaction. In order to be considered successful, the web-based tool must cultivate input and interaction from stakeholders, both in terms of the indicators chosen, as well as the goals set to each indicator. The tool would, at a minimum, include video vignettes from chosen experts to explicate the data, 'comment' technology that allows key stakeholders to contribute to each page (either support, criticism, or refinement), and a public comment feature that is separately accessed. Given the considerable momentum achieved through the development of *The People's Plan* and other efforts, there appears to be no shortage of external stakeholders willing and able to meaningfully engage on this subject.

If Phase One is a discussion around "where are we going" as a system, phase Two could be viewed as a focus on "how do we get there." Phase Two would build upon the Board's strategic oversight roll to convene stakeholders in the identification of system strategies to achieve the goals that have been set out in Phase One. From a planning and timeline standpoint, Phase

Two would commence in the summer/fall of 2012. Each Leading System Indicator would be addressed by a subcommittee of the Board, with the purpose of developing system strategies to achieve the goals, in collaboration with key policymakers in the respective P-13 policymaking arenas. Given a variety of factors, however – the current economy and the corresponding demands of the upcoming legislative session on state agencies, the hard work and focus required to develop meaningful indicators in Phase One, the technological and financial obstacles to development the web tool in Phase One, and the relative uncertainty in the higher education governance arena – the parameters of Phase Two are necessarily evolving as we learn more from the challenges and successes of Phase One.

Included in the packet are several illustrative pages from a “mock up” of the web-based tool. All the included indicators and content are example ‘filler’ at this point, but the structure should help Members understand the vision of the tool in its complete form.

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Forward P-13 Indicators

1. Third Grade Reading Scores

Foundation Indicators

1. Students served by evidenced-based early learning programs.
2. Average annual childcare costs.
3. Students participating in state-funded all-day Kindergarten.
4. WA Kids assessment scores.
5. Kindergarten students reading at grade level by spring quarter.

2. On-Time Graduation Rates

Foundation Indicators

1. Students completing 5 or more credits at the end of the freshmen year.
2. Dropout rates.
4. 11th grade Common Core assessment scores in reading.
5. 10th grade Biology end of course assessment scores.
6. Algebra I / Integrated I end of course assessment scores.
7. 11th grade NAEP scores

3. Postsecondary Attainment Rates

Foundation Indicators

1. Students enrolled in AP courses.
2. Students passing the AP exam(s).
3. Students participating in dual enrollment programs.

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.

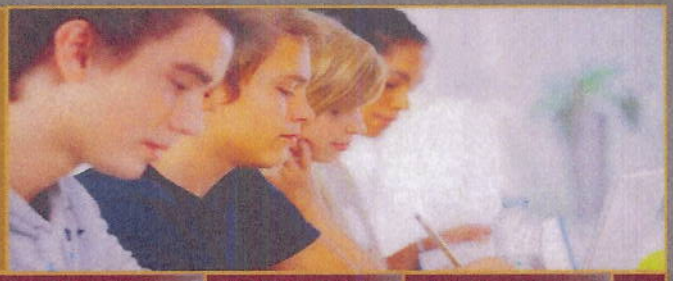
Stay tuned for the publication of the 2012 report card (available in the third quarter of 2012.

Developed by the Washington State Board of Education 600 Washington Street Olympia, WA 630.725.6025

Write Us!

IMPROVING WASHINGTON STATE'S P-20 EDUCATION SYSTEM

Forward



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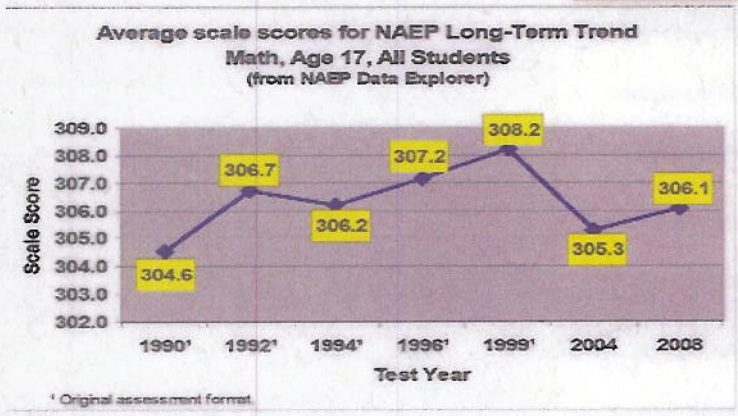
8th Grade NAEP Scores

August 12, 2016

Leave a Comment



The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

This entry was posted on August 12, 2016 at 10:25 a.m.

Share Tweet

Comment by Representative Bruce Dammeier (Invited Commentator)

NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does not provide scores for individual students or schools, although state NAEP can report results by selected large urban districts.

Leave a Comment

Name

Comment

Categories

- Third Grade Reading
- On-time Graduation
- Secondary Attainment

Recent Posts

- A closer look at AP as an indicator for P-20 success.
- Superintendent Dorn comments on the state's rising graduation rates.
- Dropout rates remain stagnant in 2012. What can we do to improve?
- Dual enrollment programs suffer with budget cuts.

Popular Keywords

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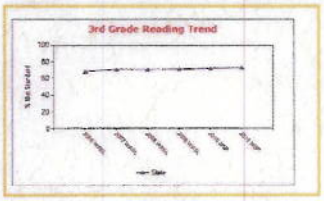
2016 Forward Report Card

Third Grade Reading Scores

	Current Percentage or Number	2016 Goal	Change Since 2015	Change Since Baseline
Third Grade Reading MSP	62 percent	68 percent	+ 5 percent	+ 11 percent
Students Served in Evidenced-based Learning Programs	16,351	19,000	- 800	+ 100
Average Annual Childcare Costs	$14,682	$14,000	+ $1,110	+ 2,236
Students in State-funded All-day Kindergarten	26,000	30,000	+ 1,600	+ 3,400
WA Kids Assessment Scores	58 percent	75 percent	- 3 percent	No Change
K Students Reading at Standard	78	78	No Change	No Change

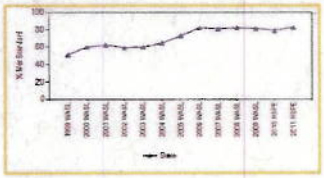
2016 saw a dramatic increase in third grade reading scores. Several factors, including statewide implementation of RTI, additional funding in reading instruction, and reduced K-3 class sizes likely contributed to the change.



2. On-Time Graduation Rates

	Current Percentage or Number	2016 Goal	Change Since 2015	Change Since Baseline
On Time Graduation Rate	86 percent	88 percent	+ 5 percent	+ 4 percent
Dropout Rate	18 percent	15 percent	- 3 percent	- 3 percent
11th Grade English / Language Art CCS Assessment	89 percent	93 percent	- 2 percent	- 3 percent
Biology End of Course Assessment	67 percent	75 percent	+ 5 percent	+ 15 percent
Algebra I / Integrated I End of Course Assessment	58 percent	75 percent	- 3 percent	No Change
Entering Sophomores with >5 credits	83 percent	87 percent	+ 8 percent	+ 11 percent
8th Grade Reading NAEP Scores	86 percent	93 percent	+2 percent	+4 percent

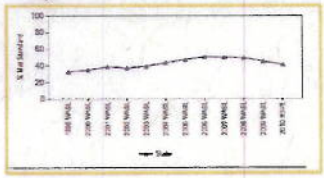
The increase in on-time graduation rates has been steady since 2009.

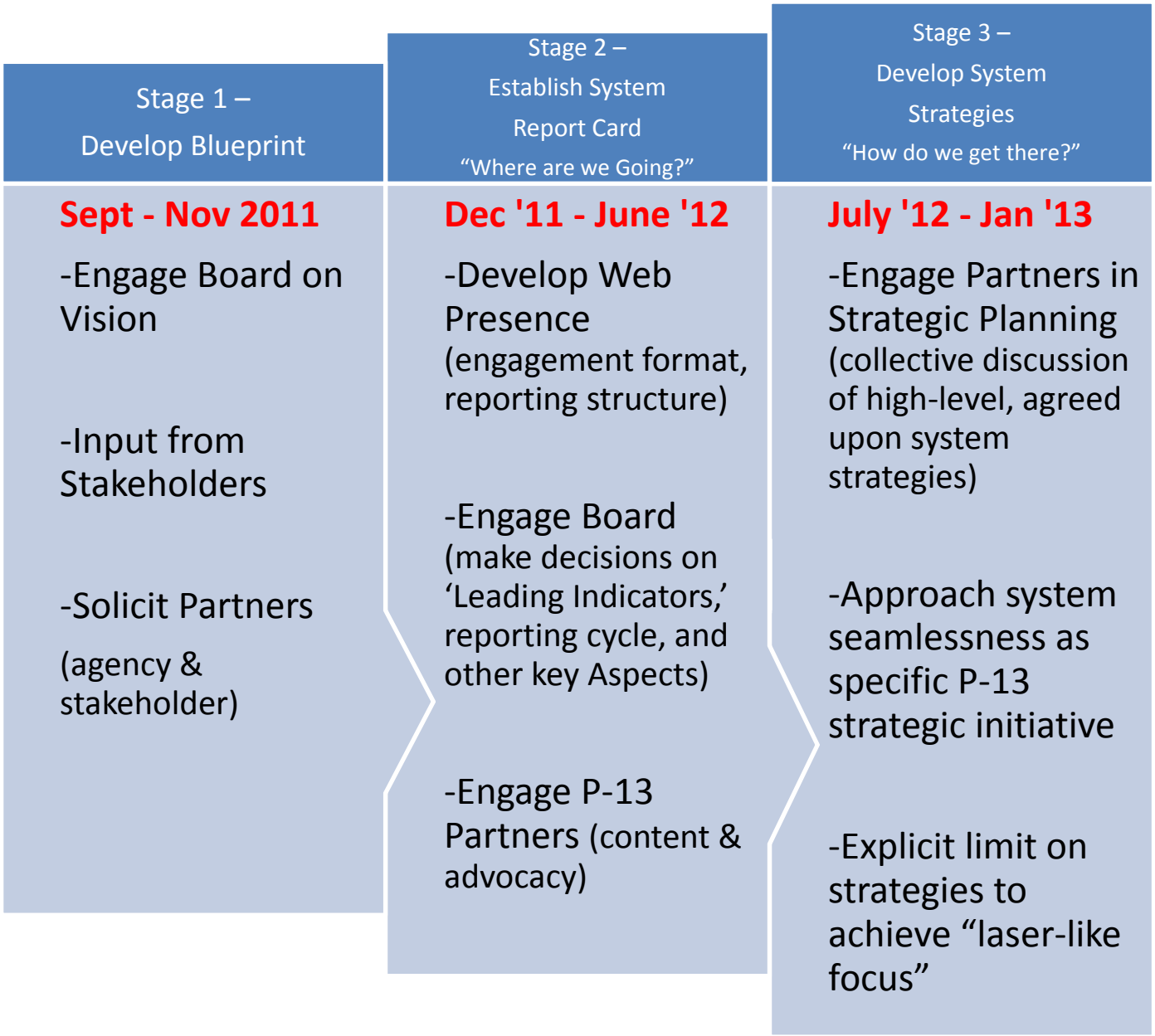


3. Postsecondary Attainment Rates

	Current Percentage or Number	2016 Goal	Change Since 2015	Change Since Baseline
Postsecondary Remediation Rates	47 percent	40 percent	+ 5 percent	- 9 percent
Students Enrolled in AP Courses	23 percent	21 percent	+ 3 percent	+ 7 percent
Students Passing the AP Exams	63 percent	75 percent	- 6 percent	+ 5 percent
Students in Dual Enrollment	13 percent	17 percent	No Change	No Change

2016 marked a decline in postsecondary remediation rates.




Stage 1 –
Develop Blueprint
Stage 2 –
Establish System
Report Card
"Where are we Going?"
Stage 3 –
Develop System
Strategies
"How do we get there?"
Sept - Nov 2011
-Engage Board on Vision
-Input from Stakeholders
-Solicit Partners
(agency & stakeholder)
Dec '11 - June '12
-Develop Web Presence
(engagement format, reporting structure)
-Engage Board
(make decisions on 'Leading Indicators,' reporting cycle, and other key Aspects)
-Engage P-13 Partners (content & advocacy)
July '12 - Jan '13
-Engage Partners in Strategic Planning
(collective discussion of high-level, agreed upon system strategies)
-Approach system seamlessness as specific P-13 strategic initiative
-Explicit limit on strategies to achieve "laser-like focus"

P-13 System Goals-Setting

Ben Rarick

November 2011

Developments since September

- Outreach
  - Stand for Children, Partnership for Learning
  - DEL – Bette Hyde
  - SBCTC – Charlie Earl
  - ESDs, AWSP, WEA, others
- Concept Development
  - Web site concept
    - Indicator skeleton
    - Concepts of interaction
    - Back-end 'print and go' report structure
- Technology
    - What can we achieve with current resources? What's an achievable goal?

Major concepts

- Lead System Indicators
  - System focus on key transition point indicators
  - Limit to no more than 3-5 (less is more in this context)
  - Laser-like focus
- Foundation Indicators
  - Detail metrics that build to the LSI
  - Example: What preconditions are necessary to support 3rd grade literacy?
    - Affordable early care
    - Basic skills inventory/K-readiness

MAJOR CONCEPTS (CONTINUED)

- Performance Improvement Goals
  - Goals set to the Indicators
  - Term derives from SBE statute - obligation to set system goals

EXAMPLE PAGES

(refer to inserts)

STAGES OF THE PROCESS

- STAGE 1 – Design blueprint.
- STAGE 2 – Develop Indicators and establish goals.
- STAGE 3 – Convene stakeholders on system strategies.

CHALLENGES

- Technology – Limits to what SBE can achieve on its own. Site will initially be static (not dynamic) until developer gets involved
- Legislative Session – Funding reductions to SBE, coupled with the collective pre-occupation with events of session by stakeholders
- Naming convention – Is it a dashboard? A report card?