

Statewide Goals and Outcome Metrics

Progress to Date

Prepared for the Education Interim Committee

06.21.17



What are statewide goals and outcome metrics?

- Collaborative high level goals that span from preschool to advanced degrees and careers
- **NOT** a replacement for individual strategic plans and metrics

Three main components

Goal

What is trying to be achieved?

Metric

What should be measured to determine if the goal will be met?

Target

What amount of progress is being aimed for in a given timeframe?

Example: Florida's Strategic Plan

Framework for the State Board of Education's Strategic Plan October 2016

I. Goals of the Florida Education System (section 1008.31, Florida Statutes)

1. Highest student achievement, as indicated by evidence of student learning gains at all levels.
2. Seamless articulation and maximum access, as measured by evidence of progression, readiness, and access by targeted groups of students identified by the Commissioner of Education.
3. Skilled workforce and economic development, as measured by evidence of employment and earnings.
4. Quality efficient services, as measured by evidence of return on investment.

II. System Level Strategies

1. Implement high-quality standards and assessments
2. Improve educator effectiveness
3. Incentivize institutions to provide opportunities
4. Improve accountability systems that promote institution improvements
5. Improve effectiveness of and opportunity for career preparation
6. Promote high-quality educational choice
7. Strengthen stakeholder communication and partnerships
8. Increase the quality and efficiency of services

III. Metrics

Section 1008.31, F.S., also describes the characteristics of the metrics used to measure progress on the state's goals.

These measures must be:

- Focused on student success,
- Addressable through policy and program changes,
- Efficient and of high quality,
- Measurable over time, and
- Simple to explain and display to the public.

1

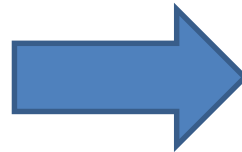
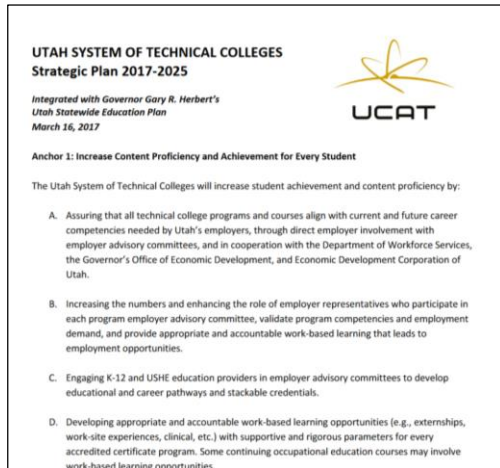
The following metrics are designed to track progress on each goal in the plan.

Goal 1: Highest Student Achievement

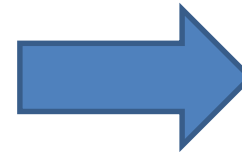
Metric	Brief Description	2019-20 Target
1. Student Achievement on Florida Assessments a) English Language Arts b) Mathematics c) Science d) Social Studies	Percent of students achieving grade-level or above performance	Increase by 6 percentage points in each subject area
2. Continued Achievement Growth on Florida Assessments a) English Language Arts b) Mathematics	Percent of students who improved, including those performing below grade level and those performing at grade level and above	Increase by 7 percentage points in each subject area
3. Closing the Achievement Gap a) Between White and Hispanic students b) Between White and African American students c) Between non-economically disadvantaged students and economically disadvantaged students d) Between students without disabilities and students with disabilities e) Between non-English Language Learners and English Language Learners	Percent of the gap in K-12 student achievement	Reduce by one-third the gap between each subgroup in each subject area
4. High School Graduation Rate	Percent of graduates with a standard diploma	Increase by 7.1 percentage points
5. High School Graduation Rate Plus	Percent of graduates who have successfully completed one or more accelerated courses or certifications	Increase by 10 percentage points
6. Reducing the Percent of Low-Performing Schools	Percent of D and F schools	Reduce by one-half

2

May
2017
Interim
Meeting



Collaboration
between
stakeholders



Early draft of statewide goals and outcome metrics:

- Presented today for committee input
- In the process of being refined by the systems



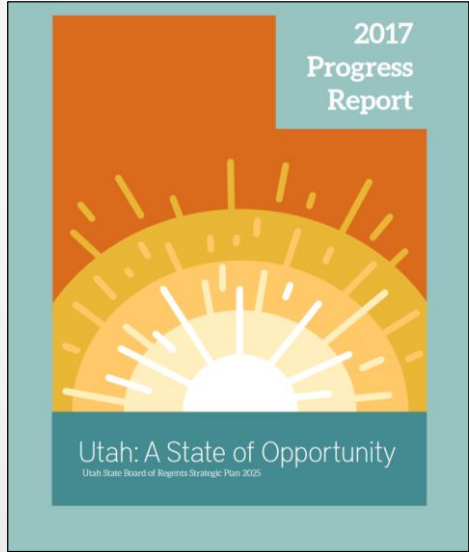
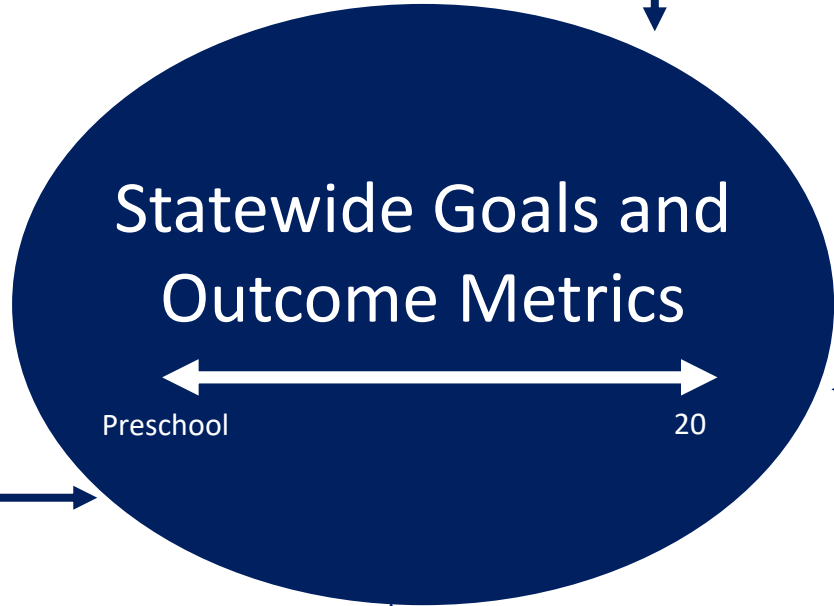
UTAH SYSTEM OF TECHNICAL COLLEGES
Strategic Plan 2017-2025

Integrated with Governor Gary R. Herbert's Utah Statewide Education Plan March 16, 2017

Anchor 1: Increase Content Proficiency and Achievement for Every Student

The Utah System of Technical Colleges will increase student achievement and content proficiency by:

- Assuring that all technical college programs and courses align with current and future career competencies needed by Utah's employers, through direct employer involvement with employer advisory committees, and in cooperation with the Department of Workforce Services, the Governor's Office of Economic Development, and Economic Development Corporation of Utah.
- Increasing the numbers and enhancing the role of employer representatives who participate in each program employer advisory committee, validate program competencies and employment demand, and provide appropriate and accountable work-based learning that leads to employment opportunities.
- Engaging K-12 and USHE education providers in employer advisory committees to develop educational and career pathways and stackable credentials.
- Developing appropriate and accountable work-based learning opportunities (e.g., externships, work-site experiences, clinical, etc.) with supportive and rigorous parameters for every accredited certificate program. Some continuing occupational education courses may involve work-based learning opportunities.



Appendix A - Public Education Appropriations Subcommittee
Performance Measure Table - by Line Item

Performance Measure Name	Target	Bill	Bill #	Action
State Board of Education - Minimum School Program				
Basic School Program				
High school graduation	90%	S.B. 1	1	Education Interns - P20 Metrics Development
ACT performance	18 or higher	S.B. 1	1	
Career & technical education career pathway completer	40%	S.B. 1	1	
Career & technical education career pathway concentrator	75%	S.B. 1	1	
Related to Basic School Program				
Students earning at least one advanced credit	98%	S.B. 1	2	Education Interns - P20 Metrics Development
Students earning at least one advanced credit above graduation requirement	89%	S.B. 1	2	
Advanced coursework offered in high school	Increase from 69 courses	S.B. 1	2	
Voted & Board Local Levy Programs				
School districts maximizing State Guarantee Tax Increments	41 districts	S.B. 1	3	Subcommittee & State Board of Education Determine New Measures
Equalization funding - Voted Local Levy Program	None	S.B. 1	3	
Equalization funding - Board Local Levy Program	None	S.B. 1	3	
State Board of Education - School Building Programs				
Capital Outlay Programs				
Equalization funding	None	S.B. 1	4	Subcommittee & State Board of Education Determine New Measures
State funding to reach school districts	41 districts	S.B. 1	4	
State funding impact	None	S.B. 1	4	
State Board of Education - State Board of Education				
State Administrative Office				
LEA IDEA noncompliance correction	100%	S.B. 1	5	Subcommittee & State Board of Education Determine New Measures
Special education funding alignment with formula and Utah State Board of Education Board Rule	95%	S.B. 1	5	
LEA professional development	100%	S.B. 1	5	
NSP Categorical Program Administration				
Professional development for Dual Immersion teachers	500 teachers	S.B. 1	6	Subcommittee & State Board of Education Determine New Measures
Support for guest Dual Immersion teachers	100 teachers	S.B. 1	6	
Advanced coursework offered in high schools	15 schools/ 5,000 students	S.B. 1	6	
Beverly Taylor-Sorenson (BTS) Program application processing	34 districts/ 22 charter schools	S.B. 1	6	Subcommittee & State Board of Education Determine New Measures
Process applications for BTS professional development	7 colleges	S.B. 1	6	
BTS fidelity of program implementation	50 visits/200% review of annual reports	S.B. 1	6	
Initiative Programs				
Carson Smith Scholarship (CSS) annual compliance reporting	100%	S.B. 1	7	Subcommittee & State Board of Education Determine New Measures
CSS on-site compliance verification	100%	S.B. 1	7	

- Input from:**
- Governor's Office of Economic Development
 - Department of Workforce Services
 - Governor's Education Excellence Commission



Reporting

- Once metrics and targets are agreed upon, develop an online dashboard:
 - Example: Florida:
<http://thefloridascorecard.org/>