

# Statewide P-20 Goals and Outcome Metrics

## Prepared for the Education Interim Committee, 11/15/17



Throughout the 2017 interim, agencies involved in education statewide, along with the Education Interim Committee chairs, have been working together to develop statewide goals and outcome metrics from preschool through advance degrees and careers. This document summarizes the progress to date in developing these goals and metrics:

- **May 2017** - Each of the three systems (the Utah State Board of Education, the Utah System of Higher Education, and the Utah System of Technical Colleges) presented its strategic plan to the Education Interim Committee
- **June 2017** – Stakeholders met and developed a [draft table](#) of metrics that was presented to the Education Interim Committee
- **July, August, and September 2017** – Stakeholders continued to refine goals and outcome metrics to develop a final draft to present for committee feedback.
- **September Interim Meeting** – Committee discussed the [draft goals and indicators](#), and was asked by committee chairs to provide feedback
- **November 8, 2017 Public Education Appropriations Subcommittee Meeting** – Appropriations subcommittee discussed using the K-12 measures developed through this process as the [performance measures for the fiscal year 2019 Public Education Base Budget](#). The State Board of Education also presented [proposed targets](#) for these measures for the base budget.

Moving forward, the final goals and indicators will be used to create an online data dashboard, housed at the Utah Data Research Center, within the Department of Workforce Services. The systems will be developing targets for each indicator.

Table 1 below shows the draft goals and indicators developed by the stakeholders, and is provided for feedback and input from the committee. The goals all fall within in the broader mission and vision developed by the Governor’s Education Excellence Commission:

- **Vision:** Increase education achievement and attainment for every learner at each level of the education system
- **Mission:** Utah invests in long-term prosperity for our residents by enriching the life experiences, civic engagement, and career opportunities for all by providing a robust and innovative quality education from early childhood through adulthood.

The goals are divided into two groups – goals related to individual learners and goals related to statewide prosperity. Indicators that show how the state is doing on meeting each goal are shown below each goal, along with a column describing how each indicator is measured. Note that some indicators have multiple ways of being measured. The third column describes which state agency has the data needed to measure progress on the indicator.

Table 2 shows a one page summary table of all goals and indicators.

**Table 1: Goals and Indicators**

**Goals and indicators related to individual learners**

<b>GOAL: Each learner enters school ready to learn</b>		
<b>Indicator</b>	<b>How measured?</b>	<b>Who has the data?</b>
School readiness	% of students who are kindergarten ready <ul style="list-style-type: none"> <li>determined by a kindergarten readiness assessment selected by the Board</li> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul>	State Board of Education
	% of students demonstrating proficiency on a kindergarten exit assessment <ul style="list-style-type: none"> <li>determined by a kindergarten exit assessment selected by the Board</li> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul>	State Board of Education
<b>GOAL: Each learner is prepared for high school success</b>		
Early indicator of future academic success	% of students who are proficient (as defined in our state accountability system) in English language arts (ELA) and Math at the end of grade 3 <ul style="list-style-type: none"> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul>	State Board of Education: SAGE data <ul style="list-style-type: none"> <li>the Board is exploring the possibility of breaking out a reading proficiency score from the English Language Arts score</li> </ul>
Proficiency in core academic subjects	% of students who are proficient, on average, in ELA across grades 3-8 <ul style="list-style-type: none"> <li>determined using statewide assessment</li> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul>	State Board of Education
	% of students who are proficient, on average, in math across grades 3-8 <ul style="list-style-type: none"> <li>determined using statewide assessment</li> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul>	State Board of Education
	% of students who are proficient, on average, in science across grades 4-8 <ul style="list-style-type: none"> <li>determined using statewide assessment</li> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul>	State Board of Education
	% of 4 <sup>th</sup> grade students who are proficient on a nationally administered assessment of ELA, and how that proficiency level compares to other states <ul style="list-style-type: none"> <li>determined using NAEP scores</li> </ul>	Department of Education
	% of 4 <sup>th</sup> grade students who are proficient on a nationally administered assessment of math, and how that proficiency level compares to other states <ul style="list-style-type: none"> <li>determined using NAEP scores</li> </ul>	Department of Education
	% of 4 <sup>th</sup> grade students who are proficient on a nationally administered assessment of science, and how that proficiency level compares to other states <ul style="list-style-type: none"> <li>determined using NAEP scores</li> </ul>	Department of Education
	% of 8 <sup>th</sup> grade students who are proficient on a nationally administered assessment of ELA, and how that proficiency level compares to other states <ul style="list-style-type: none"> <li>determined using NAEP scores</li> </ul>	Department of Education

	% of 8 <sup>th</sup> grade students who are proficient on a nationally administered assessment of math, and how that proficiency level compares to other states <ul style="list-style-type: none"> <li>determined using NAEP scores</li> </ul>	Department of Education
	% of 8 <sup>th</sup> grade students who are proficient on a nationally administered assessment of science, and how that proficiency level compares to other states <ul style="list-style-type: none"> <li>determined using NAEP scores</li> </ul>	Department of Education
<b>GOAL: Each learner is prepared for college, career, and life opportunities after high school</b>		
Postsecondary Access	% of students scoring 18 or above on the ACT <ul style="list-style-type: none"> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul>	State Board of Education
Preparation for college	% of students who have earned credit in AP, Concurrent Enrollment, IB, or Career and Technical Education Concentrators and Completers <ul style="list-style-type: none"> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul>	State Board of Education
High school completion	% of students who graduate from high school in four years <ul style="list-style-type: none"> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul>	State Board of Education
Likelihood of success in postsecondary education	% of first year students who are placed in remedial math or English (USHE and USTC) <ul style="list-style-type: none"> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul>	Utah System of Higher Education
<b>GOAL: Each learner can access and achieve college and career success</b>		
Enrollment in postsecondary education	% of Utah high school graduates who enroll in a college or technical college within five years <ul style="list-style-type: none"> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul>	Utah System of Higher Education and Utah System of Technical Colleges
Postsecondary student retention	% of students who complete a first year at a USHE institution and return for a second year <ul style="list-style-type: none"> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul>	Utah System of Higher Education
Postsecondary completion	Degrees or certificates awarded per 100 FTE students (USHE) Certificates awarded per 100 students (USTC to refine the metric – exiting vs. enrolled)	Utah System of Higher Education and Utah System of Technical Colleges
	Information about completions and outcomes from the Integrated Postsecondary Education Data System (IPEDS) survey	National Center for Education Statistics
Stackable credentials	Number of students who are earning a stackable credential and the number of stackable credentials earned	Utah System of Higher Education and Utah System of Technical Colleges
Placement and wages following postsecondary completion	Employment and wages 1 year after completion and 5 years after completion <ul style="list-style-type: none"> <li>Determined by matching unemployment insurance data and USHE and USTC completion data.</li> <li>Tracked for 1, 2, and 4 year degree/ certificate programs</li> <li>Measured for groups as well as overall</li> </ul>	Department of Workforce Services, Utah System of Higher Education, Utah System of Technical Colleges
Student involvement in high impact learning practices	% of students who... (metrics to be determined, but could include things like internships or research) (USHE) <ul style="list-style-type: none"> <li>determined overall, with the ability to drill down the data for groups of students</li> </ul> USTC: Not applicable	Utah System of Higher Education

## Goals and Indicators Related to State Prosperity

### GOAL: The education system is aligned to meet the needs of a dynamic state and its economy

Indicator	How measured?	Who has the data?
Affordability of postsecondary education	Tuition compared to other states by institution type Annual, published, full-time resident tuition	Utah System of Higher Education
	% of tuition covered by grant/gift aid/waivers by institution type, annualized	Utah System of Higher Education and Utah System of Technical Colleges
	Average student debt per student, enrolled in the USHE and USTC systems by institution type, annualized	Utah System of Higher Education and Utah System of Technical Colleges
Total postsecondary cost	Total cost per degree (note USHE and GOMB discussing how to measure this)	Utah System of Higher Education
Postsecondary attainment	% of population with postsecondary degree or certificate <ul style="list-style-type: none"> <li>• Determined using the American Community Survey</li> <li>• Broken down by demographic groups</li> </ul>	American Community Survey (census data)
Responsiveness to workforce needs	Number of completers and % of completers in high demand fields <ul style="list-style-type: none"> <li>• Determined using a combination of DWS data and USHE and USTC data</li> <li>• Tracked for 1, 2, and 4 year degree/ certificate programs</li> <li>• Broken down by demographics</li> </ul>	Department of Workforce Services
Research and Development	Research expenditures at institutions of higher education. Note that USHE is considering other ways to measure progress on this indicator	Utah System of Higher Education
Customized workforce training	Amount of customized workforce training provided to Utah employers through the Custom Fit program	Utah System of Technical Colleges

**Table 2: Goals and Indicators Summary Table**

Indicator	Related Goal					Responsible for Data					Data by student group		
	Enters school ready to learn	Prepared for high school success	Prepared for college, career, and life opportunities	Access and achieve college and career success	Meet the needs of a dynamic state and its economy	USBE	USTC	USHE	DWS	Other	Yes	No	N/A
Kindergarten readiness	✓					✓					✓		
Early indicator of future academic success (3 <sup>rd</sup> grade reading or ELA)		✓				✓					✓		
Proficiency in core academic subjects (statewide assessment scores and NAEP scores/rankings)		✓				✓				✓			
Postsecondary Access (18 or above on ACT)			✓			✓					✓		
Preparation for college (advanced coursework)			✓			✓					✓		
High school completion			✓			✓					✓		
Likelihood of success in postsecondary education (remedial math and English)			✓					✓			✓		
Enrollment in postsecondary education				✓			✓	✓			✓		
Postsecondary student retention				✓				✓			✓		
Postsecondary completion				✓			✓	✓			✓		
Stackable credentials				✓			✓	✓				✓	
Placement and wages following postsecondary completion				✓					✓			✓	
Student involvement in high impact learning practices				✓			✓						✓
Affordability of postsecondary education					✓			✓					✓
Postsecondary cost of attendance					✓			✓					✓
Postsecondary attainment (% of population with postsecondary degree or certificate)					✓				✓	✓		✓	
Responsiveness to workforce needs (completers in high demand fields)					✓				✓	✓			✓
Research and Development					✓			✓					✓
Customized workforce training					✓		✓						✓