Title:	**The ForWArd Project**	
As Related To:	☒ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☒ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	☒ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☒ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	What is an appropriate timeline for the Board as we move to develop ten-year performance improvement goals?	
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	At the November 2011 Board meeting, Board Members initiated **ForWArd**, a goals-setting action plan that would help the Board move forward on its strategic plan goals. The ultimate goal of the ForWArd project is to provide a quick snapshot of the overall health of the P-13 education system. The Board would have responsibility for establishing these indicators, and setting performance goals associated with them. During the May meeting, the Board will review and select a timeline for the project, and continue their discussion of five draft Lead System Indicators: 1. Kindergarten Readiness: Percent of students ready for Kindergarten in all 4 domains of the WaKIDS assessment 2. Third Grade Reading: Percent of students at or above grade level on the 3rd grade Measurement of Student Progress 3. Middle school math: Percent of students at or above grade level on the 8th grade Measurement of Student Progress. 4. Extended Graduation Rates: Percent of students graduating from high school (extended) 5. Postsecondary Education and Training	

The Washington State Board of Education

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

Lead System and Foundation Indicators

Background

At the November 2011 Board meeting, Board Members initiated **ForWArd**, a goals-setting action plan that would help the Board move forward on its strategic plan goals. The first phase of this process is the establishment of *lead system indicators* and *foundation indicators*.

The ultimate goal of the ForWArd project is to provide a quick snapshot of the overall health of the P-13 education system. The Board would have responsibility for establishing these indicators, and setting performance goals associated with them. Unlike the overall P-13 system goals (e.g., student can read, write, think critically, etc.), selected indicators should be SMART (specific, measurable, attainable, realistic, timely).

Indicators Defined

Lead System Indicators (LSIs) convey major system transition points or landmarks.

- By identifying only three to five LSIs, SBE can apply a laser-like focus to the key system transition points in a child's education. By definition, three to five LSIs will leave out important elements of the P-13 education system. However, many of these other important elements will generally be included as FIs (see below).
- Where can we find LSIs?
- Transition points within P-13 (elementary to high school, for example) and in the entrance and exit of the system (kindergarten readiness, career readiness).
- Research-based prerequisites for future success (e.g. the link between third grade reading and future academic success).

Foundation Indicators (FIs) support or lead to LSIs.

- FIs are either shown by empirical evidence to lead to success in LSIs or logically would appear to contribute to an environment that is likely to support LSIs.
- FIs provide context as to why (or why not) LSIs are improving.
- FIs can resonate with stakeholders as fundamentally important and represent something they can see themselves supporting.
- FIs can almost always be quantified and reported. A few FIs might not be able to be quantified currently. However, the decision to include a non-measured FI might convince others to collect and report that data.

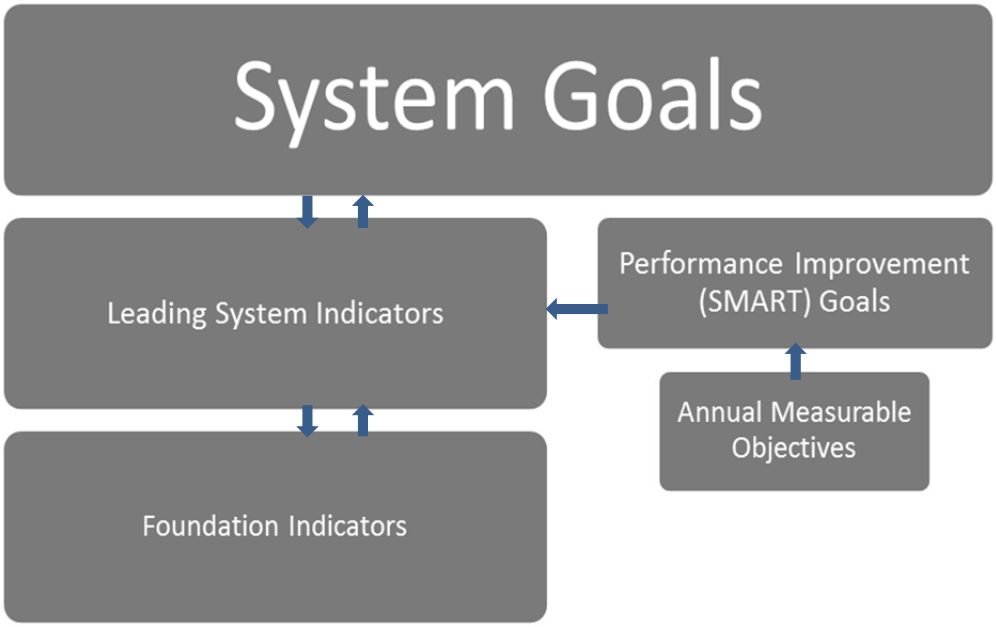
Together, the LSIs and FIs should tell a story about the education system's efforts to improve student achievement.

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 Measurable 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.



Policy Consideration: Potential LSIs

At the March 2012 Board meeting, SBE members began their discussions of potential LSIs, which included but were not limited to the following:

1. **Kindergarten Readiness: Percent of students ready for Kindergarten in all four domains of the WaKIDS assessment:**
   Initially, this was not recommended as an LSI because there is not, currently, statewide data available. However, based on Board Member and stakeholder input, staff recommends this LSI. WaKIDS is a promising initiative that will, eventually collect data on all students' Kindergarten readiness in multiple domains. Despite the lack of statewide data, the emphasis on the importance of early childhood education elevates this indicator to LSI status.

2. **Third Grade Reading: Percent of students at or above grade level on the third grade Measurement of Student Progress:**
   Literacy is a critical skill for success in all content areas. According to decades of research, notably the recent Casey Foundation study by Joy Lesnik *et al.* entitled *Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment?,* students who are not reading at level by third grade have a difficult time making up that deficit later on in their academic career, and therefore, have difficulty acquiring proficiency in other subject areas. The report indicates that this is the transition point during which students switch from *learning to read*, to *reading to learn* (ibid). Furthermore, a study by Donald J. Hernandez at Hunter College (2011) demonstrates that third grade reading is statistically predictive of secondary success. Students who struggled with reading in third grade comprised 88 percent of those that ultimately did not receive a high school diploma. Finally, inability to read at grade level by the end of third grade is identified as an early warning indicator for dropping out (On Track for Success – The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation, 2011).

3. **Middle school math: Percent of students at or above grade level on the eighth grade Measurement of Student Progress:**
   According to a policy brief entitled *Muddle in the Middle: Improving Math Instruction at the Middle School Level* by Debbie Ritenour, produced by the SEDL (The Southwest Educational Development Laboratory), multiple studies show that "U.S. students begin to fall behind in math once they reach middle school" (Beaton et al., 1996; Schmidt, McKnight, and Raizen, 1997). Additionally, evidence suggests the gender divide in math and science begins in middle school (ibid). This LSI also aligns with the Board's strategic plan goal to improve math and science achievement.

4. **Extended Graduation Rates: Percent of students graduating from high school (extended):**
   Staff recommends this as a Lead System Indicator because of a wealth of research indicating that possessing a diploma is a significant determinant of future economic well-being. A household supported by a high school graduate accumulates ten times more wealth than those supported by a dropout (Gouskova & Stafford, 2005). Additionally, in Washington State there is a clear, inverse relationship between level of education and unemployment. Data from the 2010 American Community Survey suggests that the unemployment rate for dropouts in Washington State is at least 50 percent higher than those with at least one year of post-secondary education or training.

5. **Post-secondary Education and Training:**
   Staff recommends this as a Lead System Indicator because it places a focus on students developing and pursuing plans beyond high school, and equally values apprenticeships, vocational training, associate and baccalaureate pathways. The implicit policy statement underlying this Lead System Indicator would be that students need some form of post-secondary training or education to succeed in the modern economy. Data from the Workforce Board's 2011 report, *A Skilled and Educated Workforce,* suggests that the earning power of a worker with at least one year of post-secondary education is nearly double that of a high school dropout. The focus is on getting students on a career or college pathway, rather than reaching the end of the pathway, due to this project's P-13 focus.

Stakeholder Outreach

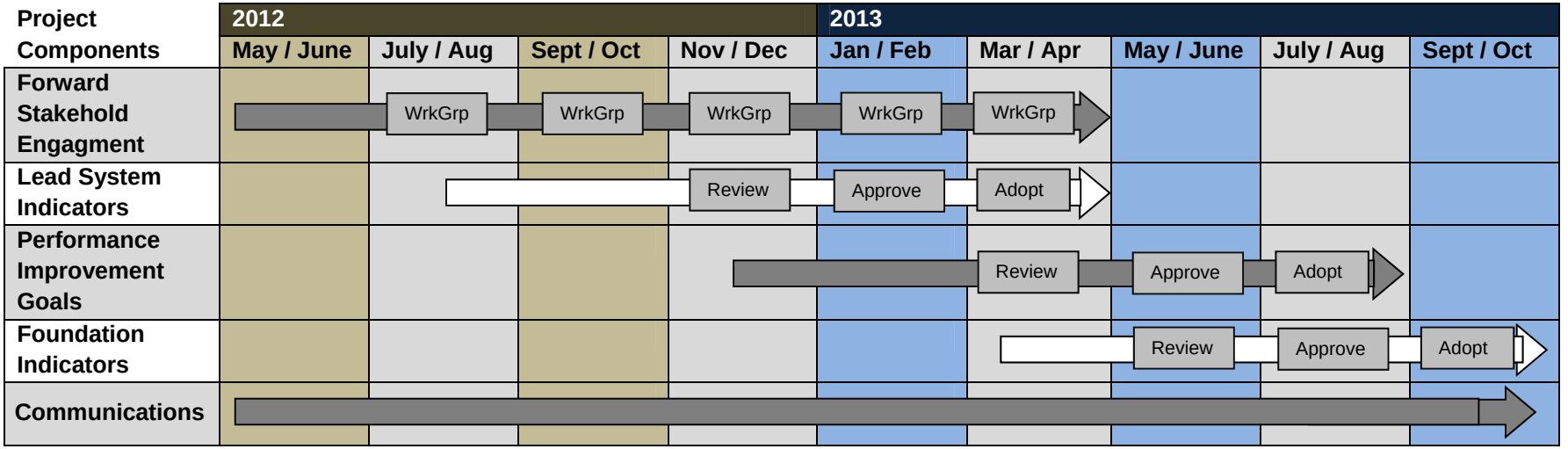
This spring, SBE staff talked with stakeholders about the Board's ForWArd work. Key stakeholder meetings and correspondence included:

Group	Date
Learning First Alliance	February 29
OSPI GATE	March 6
WSSDA Regional Meeting (Moses Lake)	March 21
State Board of Community and Technical Colleges	March 23
April Newsletter	April
Achievement Gap Oversight Committee	Shared work and solicited input April 12
SBE Indicators Committee	April 4/16
OSPI Superintendent's Meeting	April 6
OSPI GATE team	April 10
WEA / WSSDA / PTA State Reps	April 11/ April 16
PESB	April 11 – email
Legislative Staff Meeting	April 17
Excellent Schools Now / A+ Washington	April 18
Learning First Alliance	April 25
Private Schools Advisory Committee	April 25 – Provided a briefing paper for attendees
OSPI Data Committee	March 30
OSPI GATE Committee	June 5

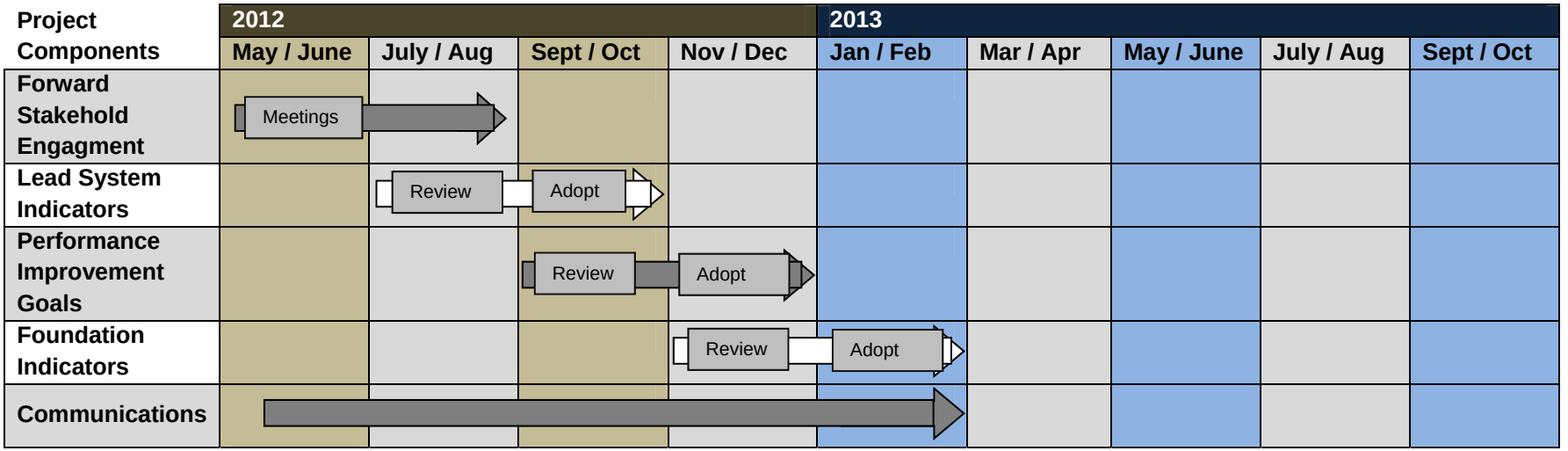
During the course of that outreach, stakeholders expressed concern that there was not enough opportunity for input and engagement on the ForWArd project.

As a result, the Chair elected to push back the project two months. In response, staff generated two alternative project work plans for the Board's consideration. Members will be asked to provide input on the proposed timeline options during the May meeting.

ForWArd Project – Timeline Option 1



ForWArd Project – Timeline Option 2



Possible LSIs and FIs

LSI One: Kindergarten Readiness Percent of students ready for Kindergarten in all four domains of the WaKIDS assessment			
	Foundation Indicators	**Considerations**	**Source**
Highlighted	Achievement gap: By subgroup, percent of students ready for Kindergarten, per WaKids assessment scores on each of the four domains: cognitive, language/literacy, physical, social/emotional	Available for pilot schools only; eventually will be available statewide when funding for Kindergarten is fully available	DEL/OSPI
	Percent of eligible students served by Head Start and ECEAP	Early childhood education for low income students is likely to lead to students being ready for Kindergarten	DEL
	ECEAP Assessment data from the Deverueux Early Childhood Assessment (DECA): Change from fall to spring -Initiative -Self-control -Attachment -Total protective factors -Behavioral concerns on a scale of concern – typical – strength	Not a statewide measure	DEL
	Children ages 0-5 in poverty	Survey Data	Kids Count
	Children ages 1-5 whose parents read to them less than three days per week		
Other possible FIs	ECEAP and Head Start Slots	Reporting slots available does not provide the context of percent of eligible students served (see B above). For example, funding for slots could decrease as need increases.	DEL
	Percent of districts with working partnerships with early care providers	These data are not available statewide	
	Books in childrens' homes		
	Parents who read to their children		
	Mothers with BA degrees		Census?
	Increases in the percentage of 3- and 4-year-olds enrolled in pre-kindergarten	Does not address quality	

LSI Two: Third Grade Reading Percent of students at or above grade level on the third grade MSP			
	Foundation Indicators	**Considerations**	**Source**
Highlighted	Achievement Gap: disaggregated third grade MSP data by subgroup and by level (below basic, basic, proficient, advanced)	Closing gaps for the lowest performing subgroups is not only an important goal in and of itself, it would also boost overall performance on the LSI	OSPI K-12 Report Card OS
	Percent of schools funded for all-day Kindergarten	State funding is being phased in for all schools, beginning with the highest poverty schools	
	Percent of children enrolled in state funded all-day Kindergarten		
	Percent of children with grade-level early literacy skills in grades K-3 (e.g. DIBELS, AIMSweb, EasyCBM)	While these assessments are not used by all districts and are not reported to OSPI, this is an important policy issue to highlight May eventually be collected in Statewide Longitudinal Data System	
	Student attendance data		OSPI
	Percent of teachers who are Nationally Board Certified in elementary schools with high poverty (>70 percent) or Priority schools		National Board for Professional Teaching Standards
	Children ages 6-17 in poverty		Kids Count
Other possible FIs	Percent of districts implementing the K-12 Reading Model/using curriculum aligned to Common Core State Standards	Important, but not available	
	Percent of K-3 teachers who receive the highest level of teacher evaluation		
	Parent engagement		
	Healthy lifestyles – nutrition, activity		
	Mentoring		
	Access to medical services		
	Health and Fitness class participation		

LSI Three: Middle School Math Percent of students at or above grade level on the eighth grade MSP			
	Foundation Indicators	**Considerations**	**Source**
Highlighted	Achievement Gap - disaggregated 8th grade MSP data by subgroup and by level (below basic, basic, proficient, advanced)	Closing gaps for the lowest performing subgroups is not only an important goal in and of itself, it would also boost overall performance on the LSI	OSPI K-12 Report Card
	8th grade math and science NAEP performance compared to 'Global Challenge States'		
	8th grade math and science assessment performance on international assessments	Checking into availability	
	3rd - 7th grade math MSP		OSPI
	Percent of teachers who are Nationally Board Certified in elementary schools with high poverty (>70 percent) or Priority schools		National Board for Professional Teaching Standards
	Children ages 9-14 in poverty		Kids Count
Other Possible FIs	Percent of educators earning a four on the evaluation system	Not available until ??	OSPI
	5th grade reading MSP		
	6th grade reading MSP		
	7th grade reading MSP		
	8th grade reading MSP		
	4th grade writing MSP		
	7th grade writing MSP		
	5th grade science MSP		
	8th grade science MSP		
	Child death rate 1-14 years old		Kids Count Data Center
	Children 18 and below without health insurance		Kids Count Data Center
	Children in foster care		
	Children living in crowded housing		
	Children living in households that were food insecure at some point during the year		
	Persons residing in juvenile detention and correctional facilities by age group (10-15, all youth)		
	Children participating in basic food program		
	Children without a computer at home		

Other Possible FIs	Children without a telephone at home		
	Children without a vehicle at home		
	Children who missed >11 days of school due to illness or injury (6-11, 12-17, 6-17)		
	Children by household head's education level (not hs grad, hs or GED, associate degree, bachelor's degree, grad degree)		
	Juvenile arrests by race and ethnicity		
	Juvenile property crime		
	Juvenile vandalism arrests		
	Children in poverty by race		
	Children served by CPS case management		
	Children in low income households where housing costs exceed 30 percent income		
	Median family (with child) income		

LSI Four: Extended Graduation Rates Percent of students graduating from high school (extended graduation rate)			
	Recommended Foundation Indicators	**Considerations**	**Source**
Highlighted	Achievement Gap - disaggregated on-time and extended graduation rates by subgroup		OSPI
	Dropout rates by subgroup		OSPI
	Attendance: missing 20 days or being absent 10 percent of school days	Identified as important early warning indicators in On Track for Success: The Use of Early Warning Indicators and Intervention Systems to Build a Grad Nation – November 2011 http://www.civicenterprises.net/pdfs/on-track-for-success.pdf	OSPI Not currently available, but may be in 12-13
	Behavior: two or more mild or more serious behavior infractions		OSPI Not currently available, but may be in 12-13
	Course failures: two or more failures in ninth grade AND OR failure in English or math in 6th-9th grade		OSPI
	Disproportionate identification of students of color for special education	Available at the state and district level; indicates possible lack of early intervention/prevention	
	English Language Learner data	Possibly 'length of stay' in TBIP	
	Unemployment rate for teens 16-19 OR Teens 16-19 not attending school and not working (also avail by race)		Kids Count
Other Possible FIs	Percent of students with six or more "academic risk factors" (10th graders)	Includes cigarette smoking, alcohol use, marijuana use, obesity, severe asthma, not eating breakfast, insufficient fruits and vegetables, two or more soda pops per day, insufficient exercise, three or more hours of television daily, feeling unsafe at school, depression, less than eight hour sleep per night; Half of students with at least six health risk factors reported being at academic risk; nine risk factors result in 2/3 of students being at academic risk	Washington State Healthy Youth Survey
	10th grade Biology end of course assessment scores		OSPI

	Algebra I/Integrated I end of course assessment scores		
	11th grade common core assessment scores in reading		
	10th grade reading HSPE		
	Math EOC 1		
	Math EOC 2		
	10th grade writing HSPE		
	Biology EOC		
	International Competitiveness in math and science		
	Percent of teachers who are National Board Certified		National Board for Professional Teaching Standards (ERDC)
	Grades: GPA less than 2.0	Identified as important early warning indicators in On Track for Success: The Use of Early Warning Indicators and Intervention Systems to Build a Grad Nation – November 2011 http://www.civicenterprises.net/pdfs/on-track-for-success.pdf	OSPI
Other possible FIs	Binge drinking among 12-17 year olds		**Kids Count Data Center**
	Children and teens not exercising regularly Children and teens who are overweight or obese		
	Percent of 10th graders who felt sad or hopeless for at least two or more consecutive weeks in past 12 months		
	Juvenile violent crime		
	Washington ranking on Kids Count data (currently #13)		
	Teen birth rate		
	Receipt of food stamps with children <18 years old		
	Teen deaths by accident, homicide, and suicide		
	Young adults 18-24 enrolled in or completed college		
	Percent of 10th graders who reported drinking in the past 30 days		
	Percent of 10th graders who reported smoking cigarettes in the past 30 days		

Other possible FIs	Percent of 10th graders who reported illegal drug use in the past 30 days		**Kids Count Data Center**
	Crime rates (violent, property, total)		
	Cigarette smoking by age group (12-17, 18-25)		
	Divorce rates involving families with children		
	Births to females <20 years old		
	Children 6-17 who repeated one or more grades since Kindergarten		
	Juvenile drug and alcohol offenses		
	Juvenile suicide deaths		
	Persons 18-24 not attending school, not working, and no degree beyond high school		
	Percent of 10th graders with a dentist visit in the last two years		
	Percent of 10th graders with a doctor's visit in last two years		
	Illicit drug use other than marijuana by age (12-17, 18-25)		
	Participation in after school programs		
	Mentoring		

LSI Five: Post-secondary Education and Training			
	Recommended Foundation Indicators	**Considerations**	**Source**
Highlighted	Achievement Gap – disaggregated two- and four-year college participation data		ERDC
	Total Fall headcount in degree-granting institutions -Public two year -Public four year -Private not-for-profit four year		Integrated Post-secondary Education Data System (IPEDS) (ERDC)
	Participation in military service		
	Participation in post-high school apprenticeships		
	Advanced Placement -Candidates -Passing	Indicates readiness for post-secondary education	The College Board (ERDC)
	Dual Credit Enrollment -Running Start -College in the high school -Tech Prep		SBCTC, PCHEES, Northwest Indian College (ERDC)
	Post-secondary remedial course-taking	Reductions in remediation will lead to greater retention at two- and four-year colleges	SBCTC (ERDC)
	Number of students enlisting in military service	Provides a career pathway	
	Percent of 18-25 year olds who vote		
	Unemployment rate among 18-25 year olds		Employment Security Department
	18-24 year olds not attending school, not working, and no degree beyond high school		Kids Count Data Center
	Incarceration rate among 18-25 year olds		Department of Corrections
Other Possible FIs	CTC Transfers to four-year institutions		SBCTC (ERDC)
	Degree attainment		Integrated Post-secondary Education Data System (IPEDS) (ERDC)
	AA, BA, Master's, and Doctor's degrees in high-demand fields		IPEDS (ERDC)
	Workforce Certificates and Degrees, CTC System		SBCTC (ERDC)

Other possible FIs	Percent of population with high school Diploma or GED, AA, BA, Graduate (see ERDC chart, page nine)		Census (ERDC)
	CTC students transferring to BA institutions within six years of beginning at CTC		SBCTC (ERDC)
	Undergraduate retention from fall to fall (four year colleges) -Transfer students -Students entering from HS -Also available by race/ethnicity		PCHEES
	DSHS case load data		DSHS
	Other types of civic engagement		

Expected Action

No action expected.

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    - Audience retention rates and interest level is inversely proportional to number of words on page – aim for less than 10
    - If you increase or decrease fonts on any given page, try to be consistent with that change throughout the presentation
2. Colors and shapes increase retention. Maximize "brain rules" maxims; your audience will thank you for it.

The Washington ForWArd Project

Further Exploration of Indicators of P-13 System Health