
REVISING THE WASHINGTON ACHIEVEMENT INDEX



Sarah Rich, Policy Director
Washington State Board of Education

AUTHORIZED SBE ROLE

ESHB 2261 (2009):

- Create an Index that complements the federal accountability system or replaces it altogether.
- Provide Index data for recognition of schools and for schools and districts to assess their progress.

E2SSB 6696 (2010):

- Use the Index to recognize schools for closing achievement gaps.
- Use the Index to identify schools in need of improvement, including non-Title I schools.
- Create a Required Action Process for persistently low-achieving schools.
- Develop an accountability framework.

WHY REVISE THE INDEX?

An opportunity to:

1. Replace federal accountability system with aligned state system that applies to all schools, not just Title I funded schools

2. Fulfill legislative expectations:
ESHB 2261 (2009)
E2SSB 6696 (2010)

3. Incorporate newly available student growth data for a fairer representation of school performance

4. Focus on achievement and opportunity gaps

INDEX PRINCIPLES

Alignment with system goals

- Preparing students for post-secondary education, gainful employment, and citizenship.

Student growth data

- Equitable way to evaluate school and district performance.

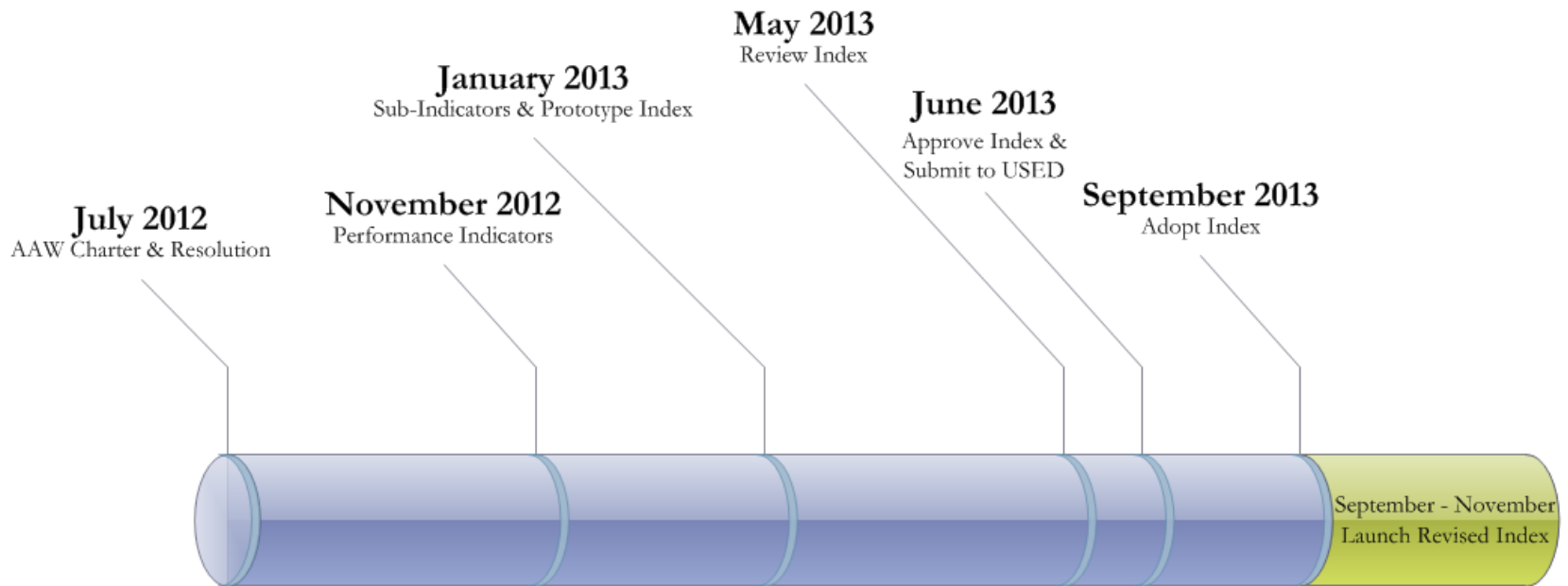
Disaggregation by subgroup

- Necessary to ensure that achievement and growth gaps are not hidden.

Tool for practitioners and policymakers

- Used by educators, parents, and community members for both internal improvement and external accountability.

TIMELINE



July 2012

November 2013

CURRENT INDEX

| TIER | INDEX RANGE |
|------------|-------------|
| Exemplary | 7.00-5.50 |
| Very Good | 5.49-5.00 |
| Good | 4.99-4.00 |
| Fair | 3.99-2.50 |
| Struggling | 2.49-1.00 |

| School Year 2010-2011 | | | | | | |
|--|-------------|-------------|-------------|-------------|---------------|---------------------|
| INDICATORS | OUTCOMES | | | | | Average |
| | Reading | Writing | Math | Science | Ext Grad Rate | |
| Achievement of non-low income students | 6 | 7 | 5 | 4 | 7 | 5.80 |
| Achievement of low income students | 6 | 6 | 1 | 1 | 2 | 3.20 |
| Achievement vs. peers | 7 | 7 | 6 | 4 | 4 | 5.60 |
| Improvement from the previous year | 4 | 4 | 6 | 6 | 1 | 4.20 |
| Index Scores | 5.75 | 6.00 | 4.50 | 3.75 | 3.50 | 4.70 Good |

| 2010-11 Achievement Gap | | | | | | | | | | |
|---|---------|-------|-----|---------|-------|-----|---------------------|-------|-----|-------------|
| INDICATORS | Reading | | | Math | | | Ext Graduation Rate | | | Average |
| | Met Std | Peers | Imp | Met Std | Peers | Imp | Met Std | Peers | Imp | |
| Achievement of Black, Pacific Islander, American Indian/Alaskan Native, Hispanic stds | 6 | 7 | 7 | 3 | 7 | 7 | 4 | 3 | 1 | 5.00 |
| Achievement of white and Asian students | 7 | 7 | 7 | 4 | 7 | 7 | 6 | 3 | | 6.12 |
| Achievement Gap | | | | | | | | | | 1.12 |

INDEX DECISIONS TO DATE

Gaps

- Opportunity gaps matter for both proficiency and growth.

Career and College Readiness

- Indicators beyond high school graduation rates

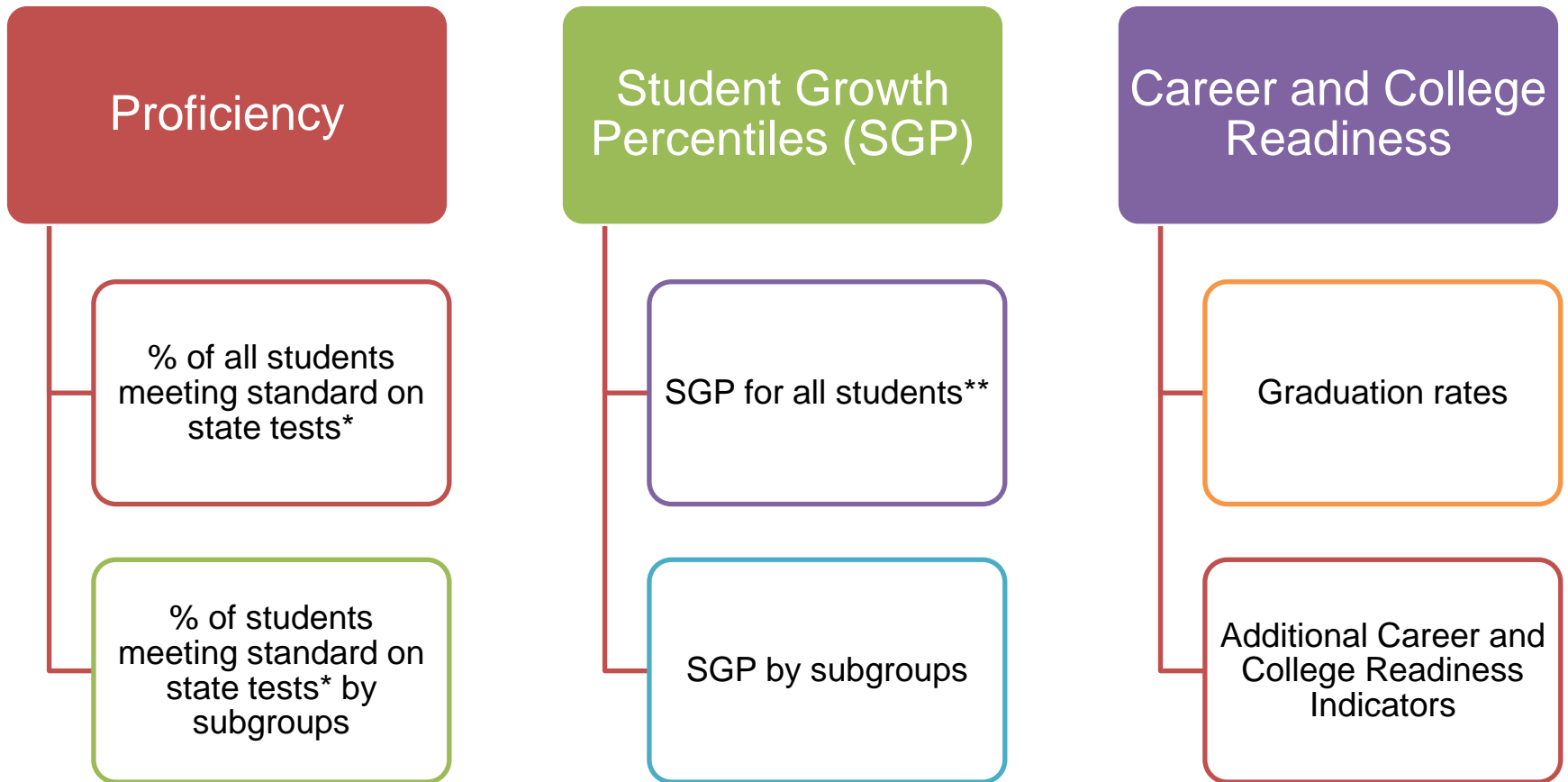
Assessments

- Reading
- Math
- Science
- Writing

Tier Labels

- Exemplary
- Very Good
- Good
- Fair
- Struggling

PERFORMANCE INDICATORS



* Reading, Writing, Math, and Science in grades 3-8 and high school

** Student Growth Percentile data will be available in reading and math for grades 4 – 8 and high school

INDEX QUESTIONS REMAINING

- Which career- and college- readiness indicators to include.
- Targets for career- and college- ready indicators.
- Whether to include English Language acquisition data.
- Whether to establish “supersubgroups” to expose hidden opportunity gaps.

AAW INPUT

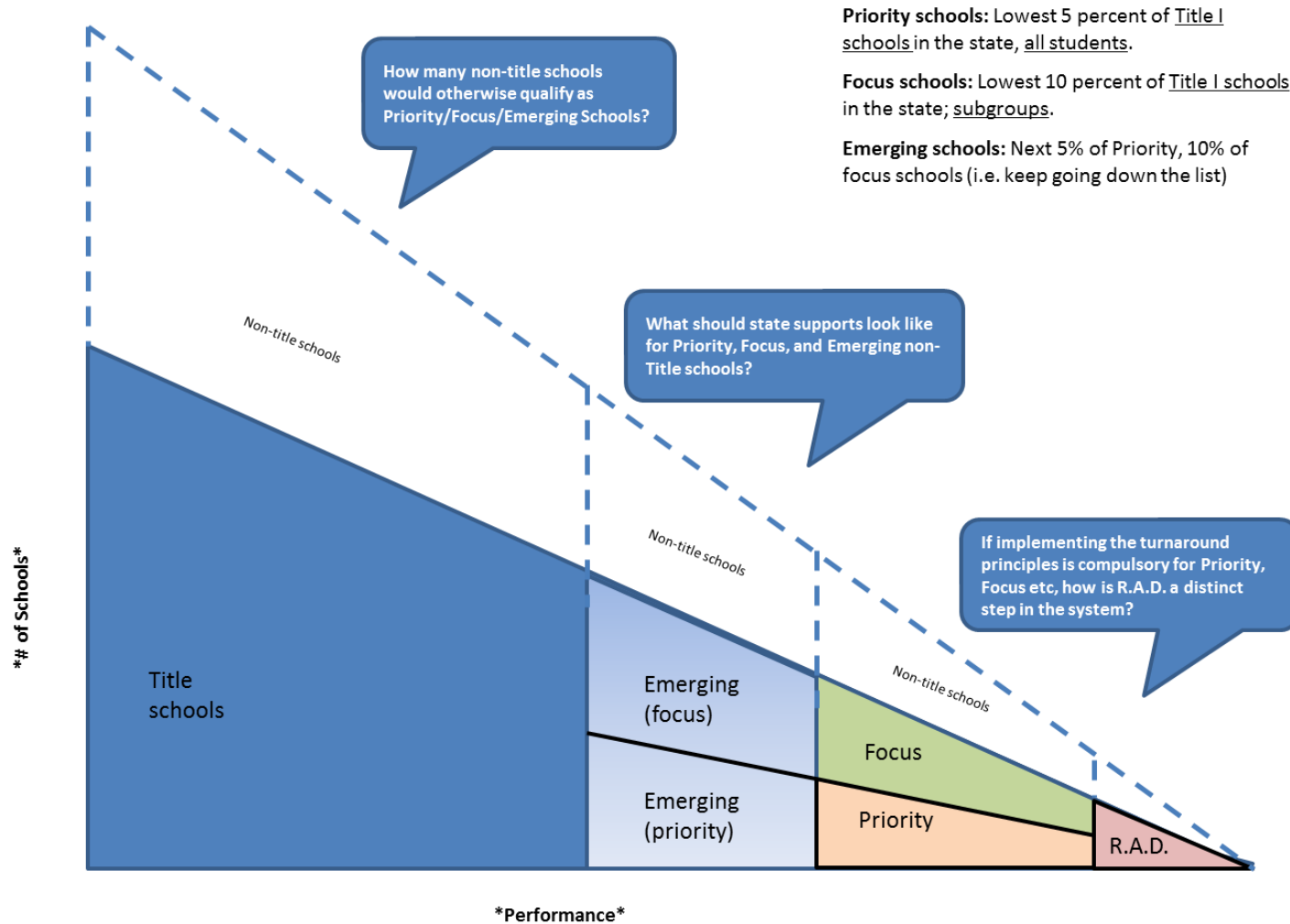
Phase I: Achievement Index

- **October 2012 – April 2013**
- What performance indicators should be included in the revised Index?
- How should the Index measure opportunity and achievement gaps?
- How should performance indicators be weighted, and what targets should be set?

Phase II: Accountability Framework

- **June 2013 – December 2013**
- What should a state accountability framework include?
- What state and local models for intervention should be employed?

ACCOUNTABILITY DESIGN PRINCIPLES



ACCOUNTABILITY DESIGN PRINCIPLES

- All Schools and Districts Count – For Recognition, Assistance, and Required Action.
- Our Accountability System Shouldn't be Premised on Title Eligibility.
- New Achievement Index Should Drive School (Priority, Focus, etc) and AMO Designations.
- Continue to Refine the Role of Required Action in a System that Provides a Continuum of Services.