

Achievement Index Revision: February AAW Meeting

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AAW Questions for February

Performance Indicator Weighting

What relative weight should be assigned to each performance indicator for elementary, middle, high, and district level calculations?

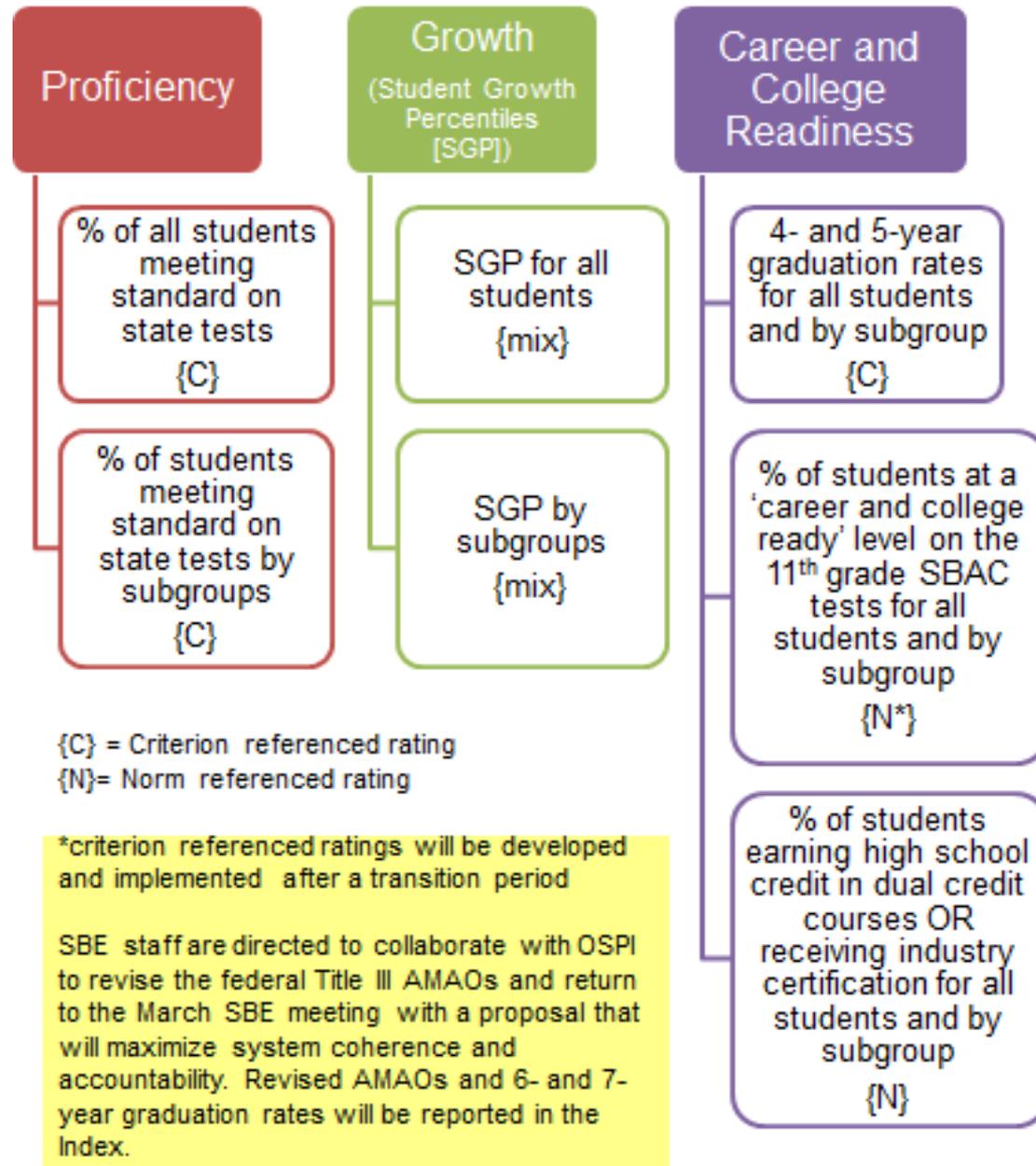
Annual Measurable Objectives

How should the revised Index be used to establish Annual Measurable Objectives (AMOs) for schools, and would this be preferable to the current AMOs?

School Designations

Given that the ESEA flexibility waiver requires us to identify schools for recognition (Reward) as well as schools in need of improvement (Priority, Focus, and Emerging), what are the implications for the structure and function of the revised Index in order to establish a coherent system?

Prototype Index



Performance Indicator Weighting

Performance
Indicator
Weighting

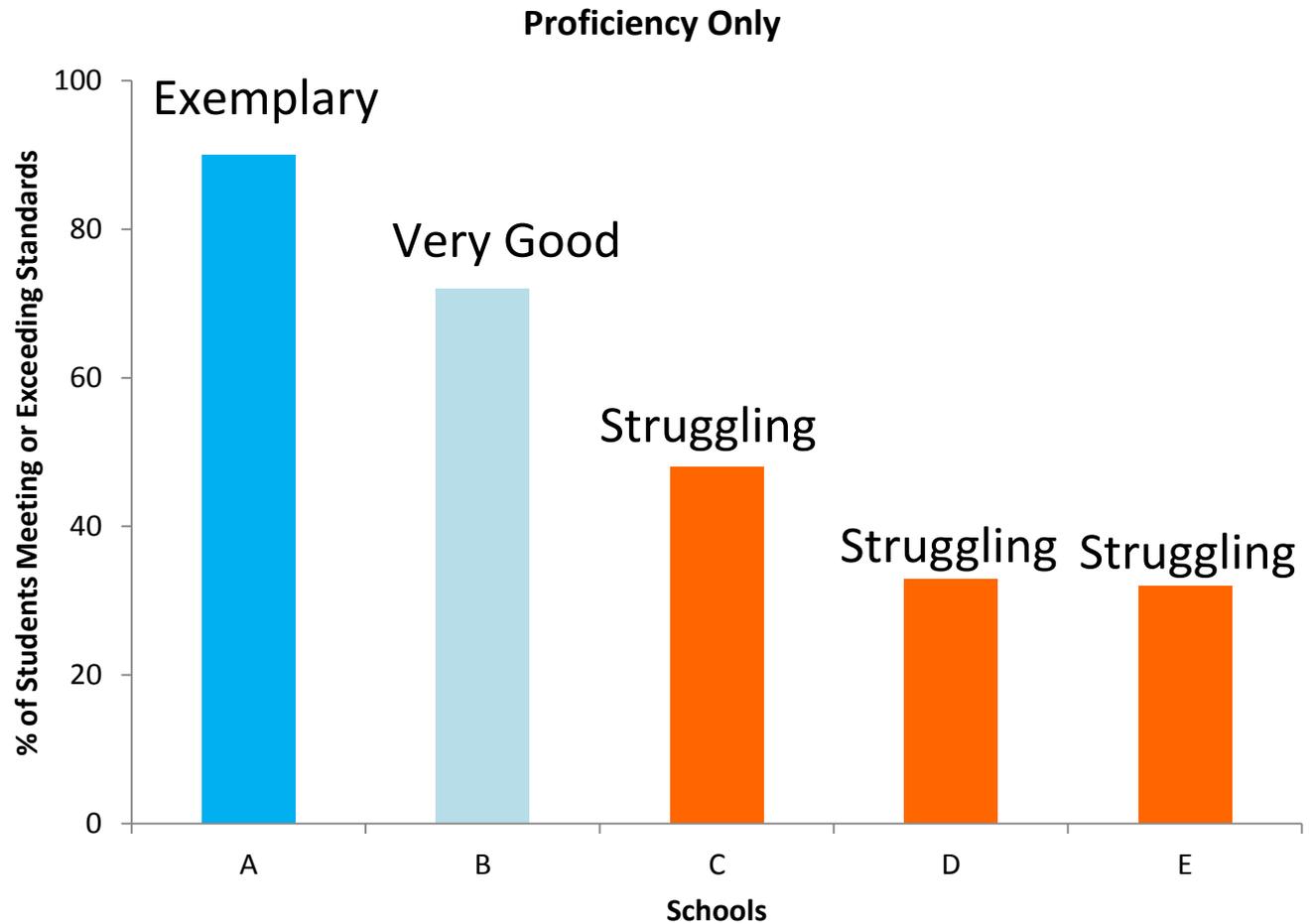
What relative weight should be assigned to each performance indicator for elementary, middle, high, and district level calculations?

Annual
Measurable
Objectives

Or... what are the most important factors in answering “What is a good school?”

School
Designations

Which Schools Are Higher Performing?

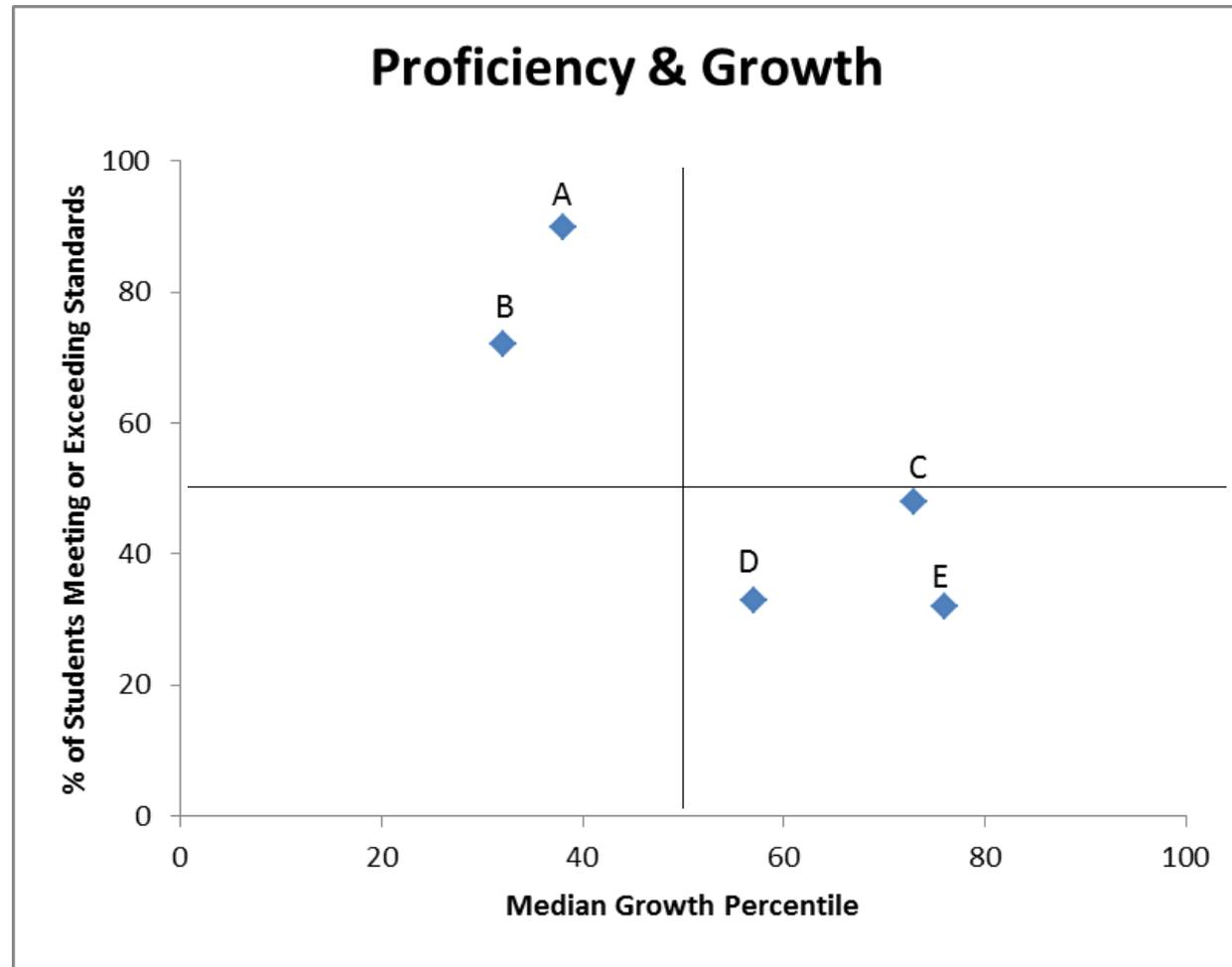


Which Schools Are Higher Performing?

Performance Indicator Weighting

Annual Measurable Objectives

School Designations



Which Schools Are Higher Performing?

Performance
Indicator
Weighting

Annual
Measurable
Objectives

School
Designations

A third performance indicator for high schools:
Career and College Readiness

-Graduation Rates

-Dual credit / industry certification

-11th grade Common Core State Standards tests
(2014-15)

Coherent Design Serves Multiple Purposes

External Accountability Purposes: Public,
Fed, State, District

Performance
Indicator
Weighting

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Objectives

School
Designations

Evaluation
Purposes
(judgments)

1. External
(public)
evaluation

2. External
(public)
inquiry

3. Internal
evaluation

4. Internal
inquiry

Inquiry
Purposes
(perspectives)

Internal Improvement Purposes:
School, Educator, Student

Differentiated Accountability & Support System: Key Components

Performance
Indicator
Weighting

Annual
Measurable
Objectives

School
Designations

1. Key Performance Indicators
2. Multi-Measure Framework
3. Incentives for Change & Innovation
4. Unified Planning Process
5. Service Mix & Delivery
6. Evaluation & Validation
7. Rollout Strategy - Communications, Stakeholder Engagement, Training

Examples from Other States

Performance
Indicator
Weighting

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Objectives

School
Designations

Colorado emphasizes growth in K-8, growth and postsecondary/workforce readiness in high school. (ESEA Flexibility application p. 58)

School Type	Proficiency	Growth	Growth Gaps	Postsec/ Workforce Readiness
Elem/middle	25%	50%	25%	-
High	15%	35%	15%	35%

Examples from Other States

Performance
Indicator
Weighting

Annual
Measurable
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School
Designations

Nevada emphasizes growth in K-8, proficiency and graduation in high school.

(ESEA Flexibility application p. 52)

School Type	Proficiency	Growth	Gaps	Graduation	College/ Career Readiness	Other*
Elem/ middle	30%	40%	20%	-	-	10%
High	30%	-	10%	30%	16%	14%

* Other: attendance (elem/middle) and grade attainment (high)

Framing Questions

Performance
Indicator
Weighting

Does growth trump proficiency? If so, for all school levels?

For high schools, what is the most important performance indicator? Least?

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School
Designations

Options

Rate 1 for most important, 2 for less, 3 or 4 for least
Ties are OK

Performance Indicator Weighting

K-8 Performance Indicators	Rank (1-3)
Growth	
Proficiency	
Gaps <ul style="list-style-type: none"> • Proficiency • Growth 	

Annual Measurable Objectives

High School Performance Indicators	Rank (1-4)
Growth	
Proficiency	
Gaps <ul style="list-style-type: none"> • Proficiency • Growth • CCR 	
CCR <ul style="list-style-type: none"> • Graduation rates • Dual credit/Industry Certifications • Common Core 11th grade assessments 	

School Designations

Performance Indicator Weighting

Performance
Indicator
Weighting

Clarifying Questions?

Annual
Measurable
Objectives

School
Designations

Annual Measurable Objectives

Performance
Indicator
Weighting

How could the revised Index be used to establish Annual Measurable Objectives (AMOs) for schools, and would this be preferable to the current AMOs?

Annual
Measurable
Objectives

What are AMOs?

- Performance Targets in at least Reading and Math
- Replace old “Uniform Bar” targets of AYP
- No longer used to trigger sanctions (reporting only)

School
Designations

ESEA Flexibility Requirements

Performance Indicator Weighting

States must set new ambitious but achievable AMOs in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups, that provide meaningful goals and are used to guide support and improvement efforts.

Annual Measurable Objectives

OPTIONS

A

- Set annual equal increments toward the goal of reducing by half the percent of students who are not proficient in all subcategories by fall 2017 (within six years).

B

- Move the current 2014 deadline for 100% proficiency in reading and math to 2020.

C

- State determined method to establish AMOs that is educationally sound and results in ambitious and achievable AMOs.

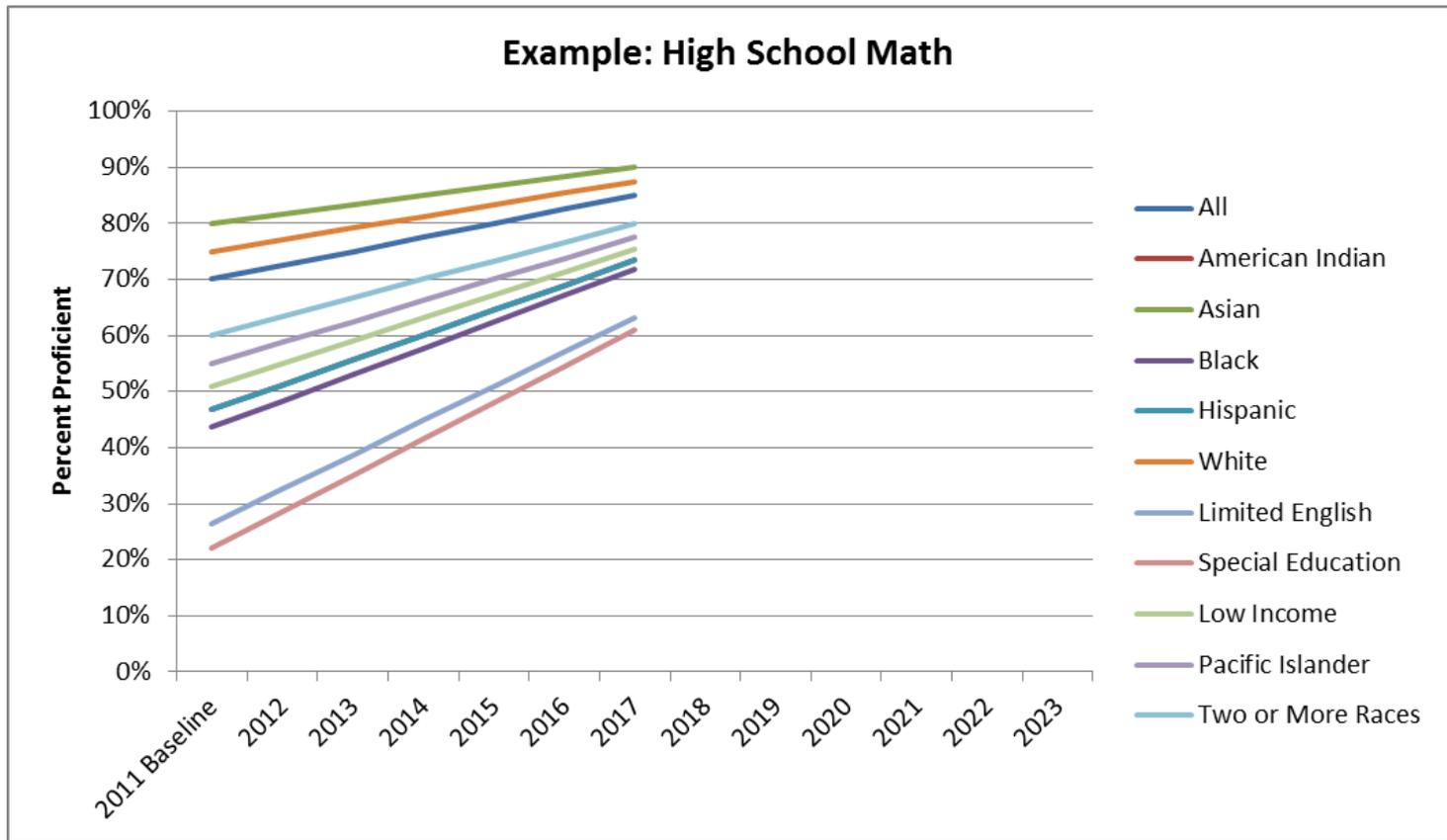
School Designations

Washington Chose Option A: Cut Proficiency Gap by Half by 2017

Performance Indicator Weighting

Annual Measurable Objectives

School Designations

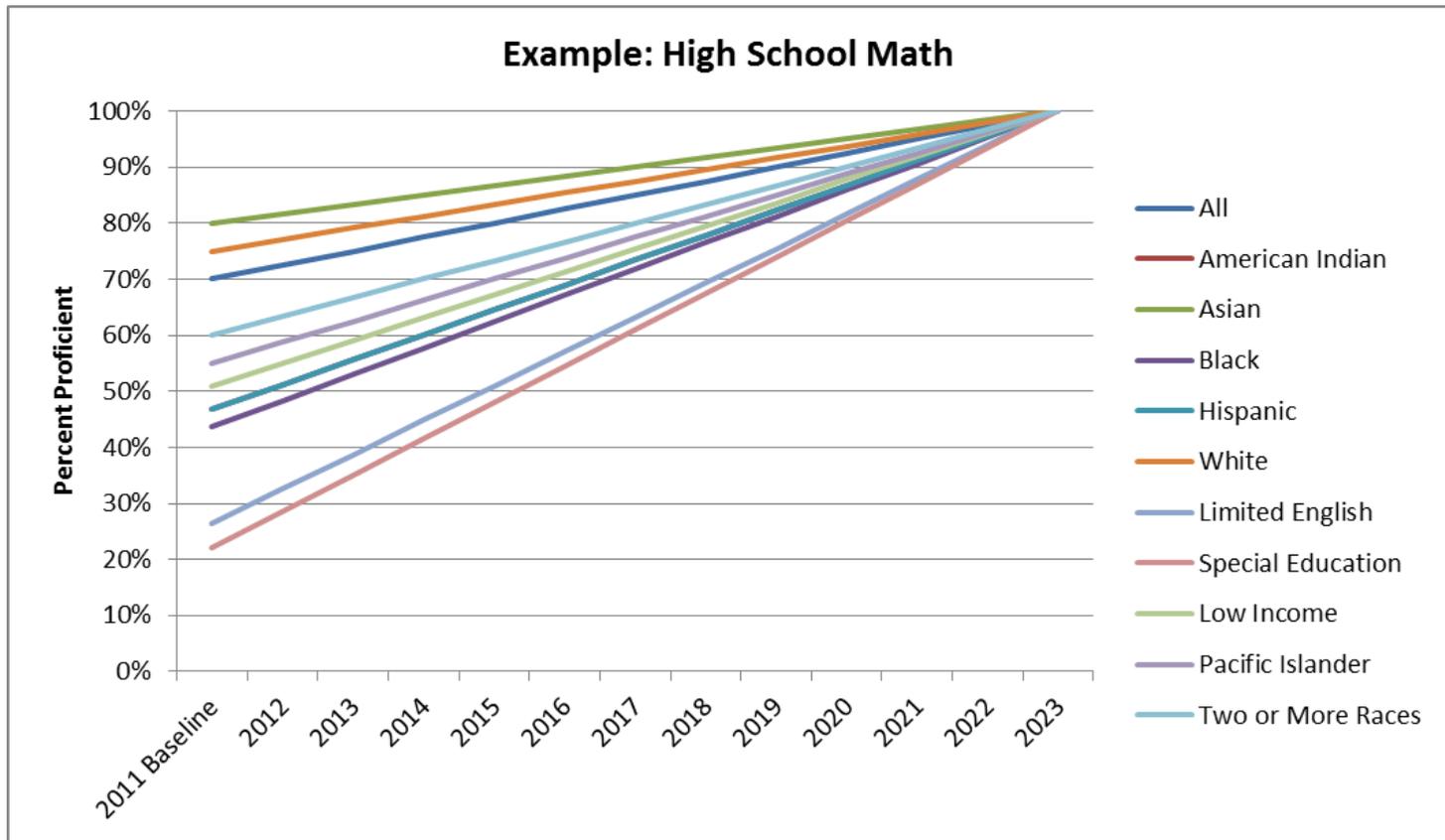


Vision: 100% of Students at Standard

Performance Indicator Weighting

Annual Measurable Objectives

School Designations



Role of the Index and AMOs

Performance
Indicator
Weighting

Annual
Measurable
Objectives

School
Designations

Advantages of dual vs. single system?

What do AMO's accomplish?

- Provide information about quality to public
- Signal areas for improvement to school staff & communities
- Trigger state support & intervention

What does the Index accomplish?

- Provide information about quality to public
- Signal areas for improvement to school staff & communities
- Trigger state support & intervention

AMO Options

Performance
Indicator
Weighting

Option 1: Keep AMOs as they are currently set

Option 2: Change AMOs to a set of goals based on Index Performance Indicators

Annual
Measurable
Objectives

Option 3: Other

School
Designations

State Determined AMOs:

- Must be ambitious and educationally sound
- Must require LEAs, schools, and subgroups that are further behind to make greater progress
- USED open to “innovative ideas”

AMO Options

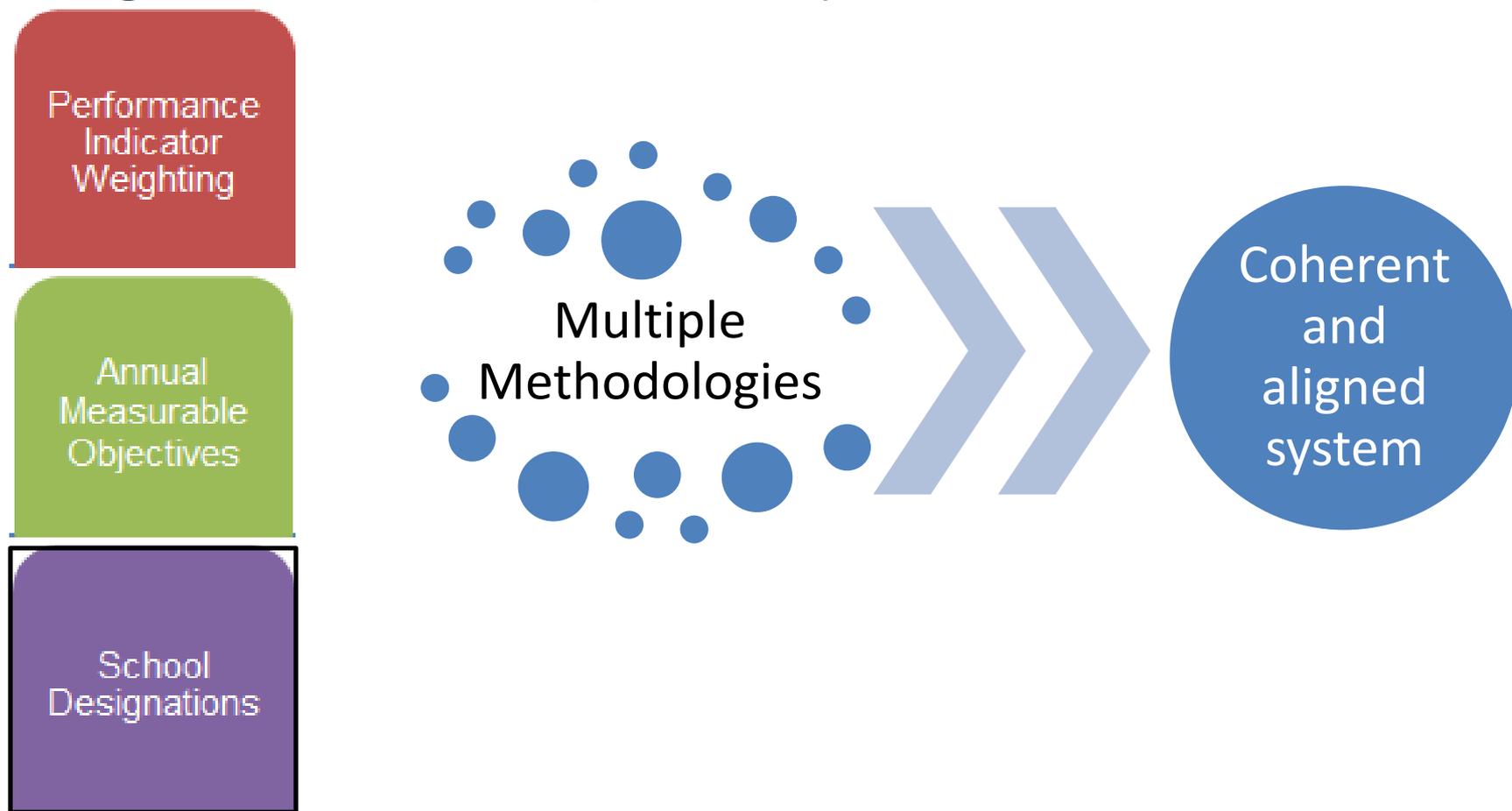
Clarifying Questions?

Performance
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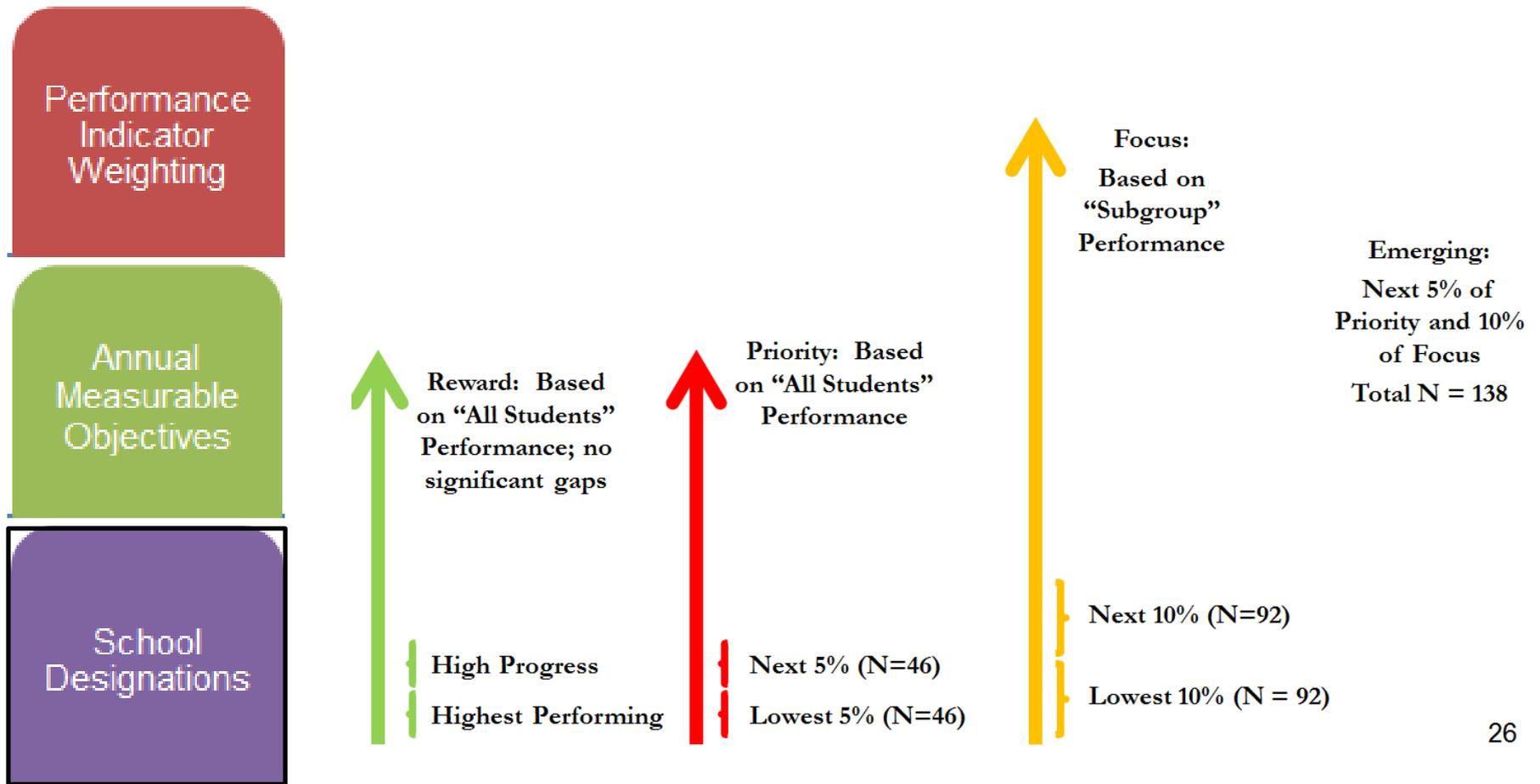
Annual
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Objectives

School
Designations

Identifying Schools for Recognition and Support: Working Toward System Coherence, Alignment, Transparency



Existing Title I Designations



Existing Title I Designations

For Title I schools only

Based on reading, math, graduation rates

Performance
Indicator
Weighting

Annual
Measurable
Objectives

School
Designations

Category	Overview
Reward – highest performing	Schools that have met AMOs and have no significant gaps that are not closing
Reward – high progress	Highest-improving schools that have no significant gaps that are not closing.
Priority	Lowest 5 percent of schools on state reading and math assessments; schools with < 60 percent graduation rate in Title I or Title I eligible high schools.
Focus	Lowest 10% of schools based on subgroup performance.
Emerging	Next 5% up from the bottom of the Priority list and the next 10% up from the bottom of the Focus list.

Existing Achievement Index Awards

Performance
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Weighting

For all schools
Based on reading, writing, math, science, graduation

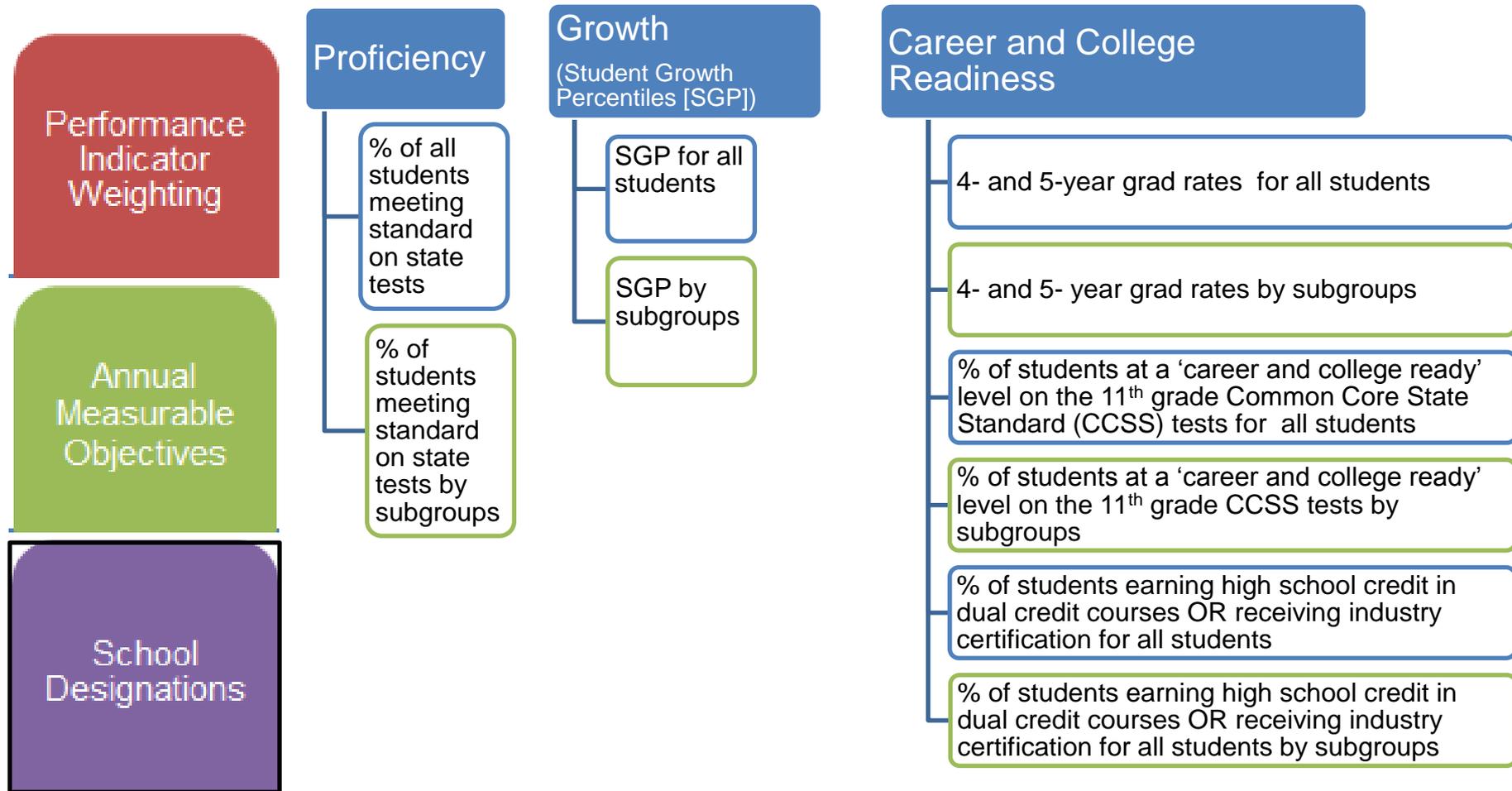
Annual
Measurable
Objectives

Overall Excellence
Language arts
Math
Science

School
Designations

Graduation rate
Improvement
Closing achievement gaps

Proposed Priority, Focus Indicators



Your Input on Identifying Schools for Recognition and Support

Performance Indicator Weighting

Annual Measurable Objectives

School Designations

Type of Recognition	Identified using:	Comments
Priority	Lowest overall Index rating	
Focus	Lowest subgroup ratings in Index	
Highest Performing	Highest overall Index rating	
Closing Gaps	Highest subgroup ratings in Index	
Other? (Math, science, growth, improvement, etc.)		

Identifying Schools for Recognition and Support

Clarifying Questions?

Performance
Indicator
Weighting

Annual
Measurable
Objectives

School
Designations