Refining the Accountability Index

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Discussion Topics

1. Initial Recognition Recommendations
2. Update on ELL and Alternative Schools

Recognition Recommendations

1. Provide recognition to schools & districts for each of the 20 cells when the 2-year average is at least 5.50 and when the index is averages at least 5.00 (21 cells)
2. Require some minimum conditions to occur
   - Must have ratings of 5-7 in both years for 20 “inner” cells
   - Recognition for non-low income cells in reading and writing requires a minimum 2-year average of the low income group of 4.00
   - Must have at least 4 cells rated each year for recognition in Index cell
3. Coordinate recognition system with OSPI
4. Give recognition each fall beginning in 2009 in the form of a public announcement (joint SBE/OSPI press release) and post list on OSPI Web site

1. Suggested Cells and Criteria

Recommend 20 cells of the matrix + Index (21 total)

(Originally proposed all 30 cells)

	Outcomes					
Indicator	*Reading*	*Writing*	*Math*	*Science*	*Ext. G.R.*	Avg.
Non-low inc. achievement	**5.50***					
Low inc. ach.						
Ach. vs. peers						
Improvement						
Average						**5.00***

* Minimum 2-year average rating

Rationale

- Follows guiding principles
  - Gives multiple ways to demonstrate success
  - Criterion-based system sets stable goals, encourages collaboration
- Theory of Change
  - Motivation comes more from success than blame/guilt
  - Goals should be challenging & attainable
  - “Small victories” support continuous improvement
- Data reviewed to determine challenging but reachable targets, requirements coincide with tier minimums
- Use same accountability matrix and same minimum criteria for schools & districts for simplicity
- Shows all cells of matrix are important
- 2-year average ensures recognition given only for sustained exemplary performance

2. Require some minimum conditions

- Must have ratings of 5-7 in both years
- Non-low income reading and writing cells only recognized if low income cells average 4.00
- Must have at least 4 cells rated each year for Index recognition

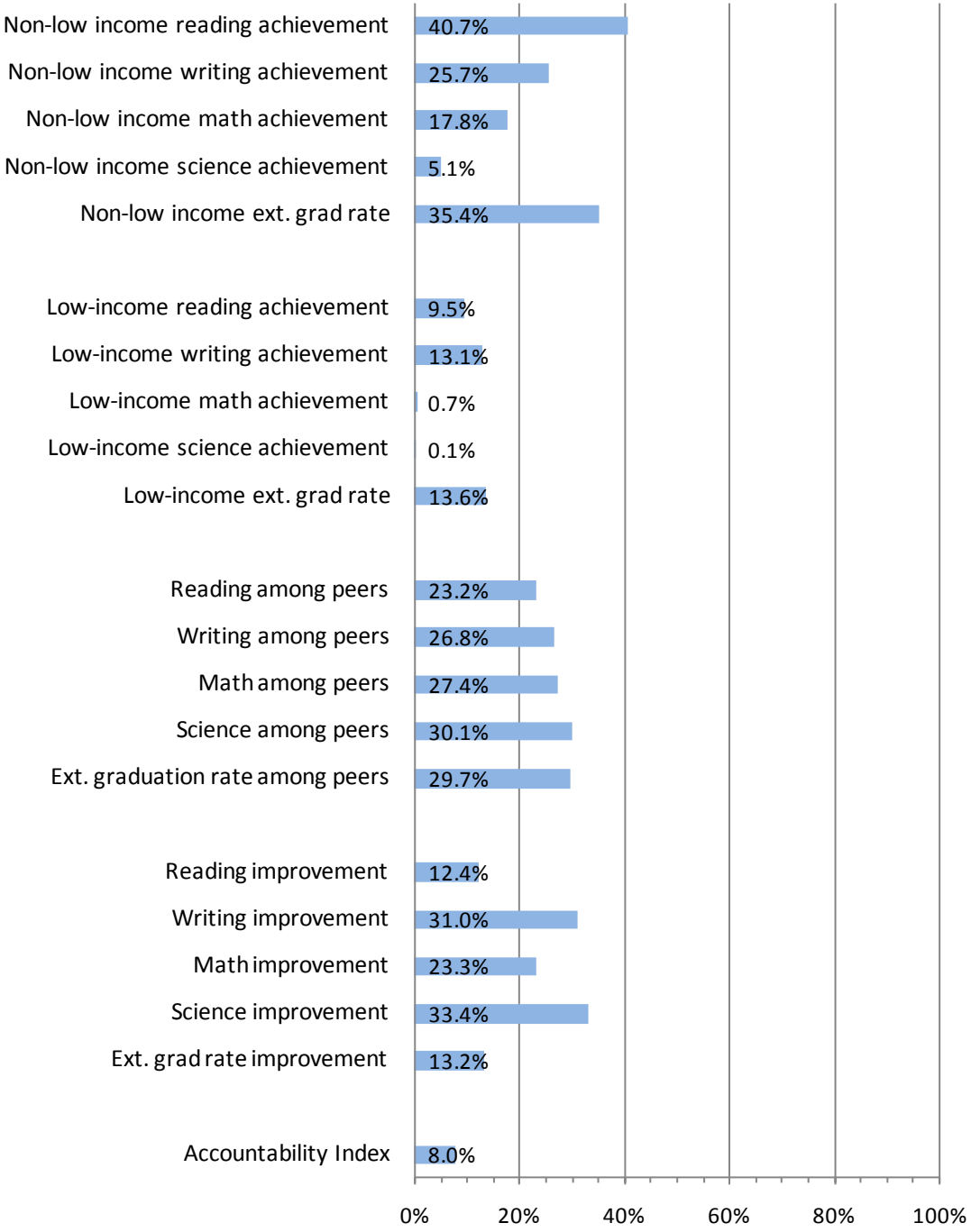
Rationale

- Can’t get recognized for one very good year (4 & 7)
- Many schools reach 5.50 in non-low income reading & writing, setting minimum for low income group ensures recognition does not occur when a significant achievement gap exists
- Don’t want to give Index recognition based on few data points

EFFECT

Distribution of Recognition in 21 Cells

- Math, science, and low income cells recognized least often
- Districts receive less recognition than schools



3. Coordinate with OSPI

Current Recognition (See Appendix B)

- Federal recognition (only for schools)
  - Competitive / requires nomination and application
  - Schools must make AYP
  - Mainly for Title I schools
- State recognition
  - Given only for improvement
  - AYP status irrelevant
  - Based on results in grades 4,7,10
  - Can win multiple awards
  - *Plaque* awards also given to districts

SBE requirement to establish recognition system could create confusion about what is valued

4. Give recognition this 2009 via joint announcement

- Easiest and least expensive method
- Let celebrations take place locally
- Could have special events for most challenging awards
- Phase I of implementing system

  Announcing index results:
  - Provides public more accurate picture of school and district performance (AYP results provide a false picture)
  - Gives educators with useful data for improvement efforts
  - Introduces concepts before used for federal accountability
  - Provides OSPI with additional data for assistance decisions

Summary of Proposed ELL Policy

Exempt ELL results in the first 3 years of enrollment or until advanced proficiency achieved on the WLPT (whichever comes first)

- Results currently count in AYP in 2nd year of enrollment
- Research found it usually takes at least 3 years to achieve "academic" proficiency in English
- OSPI requested this policy but was denied; WA could still use this policy when calculating the index
- ELLs would still take the test in their 2nd year, WLPT results would be made public to increase accountability
- Would not affect many students (most ELLs in tested grades have been in US for 3 years or have achieved advanced proficiency); would have a small positive impact on index where many ELLs are enrolled
- 3-year exemption favored by most stakeholders (per 2003 survey)

OSPI Proposal to US Education Dept.

- Title III application submitted in January
- Redefines "proficiency" for ELL cells in AYP based on WLPT
  - Uses sliding scale -- Lower scale score counts as proficient on the WASL for each grade, subject, and WLPT Level. For example:

    Grade 3 student in Level 2 of WLPT is considered proficient with WASL scale score of 359; if in Level 3, considered proficient with 388
  - Cut scores are lower for math
- Required scores may change each year for each grade/subject
- No scores proposed for writing or science (not in AYP matrix)
- Concept similar to WASL-Basic for special education (lower scale score considered proficient), rejected by USED
- Has almost no effect on AYP results

“Alternative” Schools

- Designation at district discretion, some miscoding occurs (a special program may not be given a separate school code)
- Most are small: average 145 students, range from 1 to 2200+

  290 schools (14%) with 42,000 students (4%)
- About half serve only secondary (usually 9-12), many serve K-12
- Many types exist
  - Correctional facilities (jails, prisons, detention centers)
  - Contracts for vulnerable groups (treatment centers, group homes)
  - Schools for specific types of students (ELLs, gifted, spec. ed.)
  - Growing number serve students learning via the Internet
  - Parent Partnerships
  - Some don’t use a normal school approach or a normal building (e.g., college campus, night school)

“Alternative” Schools Index Results

- Given this diversity, no “peer” indicator is computed for non-regular schools
- Half do not have any index results due to N<10, many only have a few cells rated
- Average index is much lower (2.94 vs 3.95 for “regular”) but some perform very well (magnet schools, gifted

  33% in Struggling tier, 9% in Very Good or Exemplary tiers
- Usually made AYP (below the radar due to N< 30 cont. enrolled)

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