

# Changes in the Accountability Index

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# List of Changes

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1. Changed the first indicator, achievement by *all* students, to be achievement by *non-low income* students
2. Changed the scale from 5 points (0-4) to 7 points (1-7)
3. Changed from 4 initial tiers to 5 initial tiers (before deeper analysis identifies those that should enter the Priority tier), adjusted tier ranges accordingly
4. Changed the recognition criteria to align with the 7-point rating scale
5. Propose exempting ELL results in the first 3 years of enrollment or until acquiring intermediate proficiency in English, whichever comes first
6. Propose using other means for holding alternative schools accountable
7. Propose giving schools/districts the option to exclude the improvement indicator when they are performing at very high achievement levels
8. Propose counting the highest grade 10 results through August of grade 10

# 1. Use achievement by *non-low income* students as the first indicator

	OUTCOME				
INDICATOR	Reading	Writing	Math	Science	Ext. Grad. Rate
Achievement of non-low income					
Achievement of low income					
Achievement vs. peers					
Improvement					

- No double-counting of students, all are treated equally; reveals size of achievement gap based on socio-economic status (SES)
- Almost no effect on index in high SES schools/districts, larger effect on lower SES locations (index is slightly higher); reduces the correlation between the index and SES

## 2. Changed to a 7-point scale (1-7)

- Provides more “spread” (differentiation) in the results
- Changes the benchmarks, harder to reach highest rating

	READING	WRITING	MATH	SCIENCE	EXT. GRAD. RATE	
<b>ACHIEVEMENT (NON-LOW INC.)</b>	<u>% MET STANDARD</u>			<u>RATING</u>	<u>RATE</u>	<u>RATING</u>
	90.1 - 100%			7	> 95	7
	80.1 - 90%			6	90.1 - 95%	6
<b>ACHIEVEMENT (LOW INCOME)</b>	70.1 - 80%			5	85.1 - 90%	5
	60.1 - 70%			4	80.1 - 85%	4
	50.1 - 60%			3	75.1 - 80%	3
	40 - 50%			2	70 - 75%	2
	< 40%			1	< 70%	1
<b>IMPROVEMENT</b>	<u>CHANGE IN LEARNING INDEX</u>			<u>RATING</u>	<u>CHANGE IN RATE</u>	<u>RATING</u>
	> .15			7	> 6	7
	.101 to .15			6	4.1 to 6	6
	.051 to .10			5	2.1 to 4	5
	-.05 to .05			4	-2 to 2	4
	-.051 to -.10			3	-2.1 to -4	3
	-.101 to -.15			2	-4.1 to -6	2
< -.15			1	< -6	1	

### 3. Changed from 4 initial tiers to 5 initial tiers and adjusted the tier ranges accordingly

- Provides more differentiation in the results, more aligned with the revised 7-point rating scale.
- One more tier was added (Very Good), percentage of schools and districts in most of the tiers remains about the same

<b>Tier</b>	<b>Index Range</b>
Exemplary	5.50 – 7.00
<b>VERY GOOD</b>	5.00 – 5.49
Good	4.00 – 4.99
Acceptable	2.50 – 3.99
Struggling	1.00 – 2.49

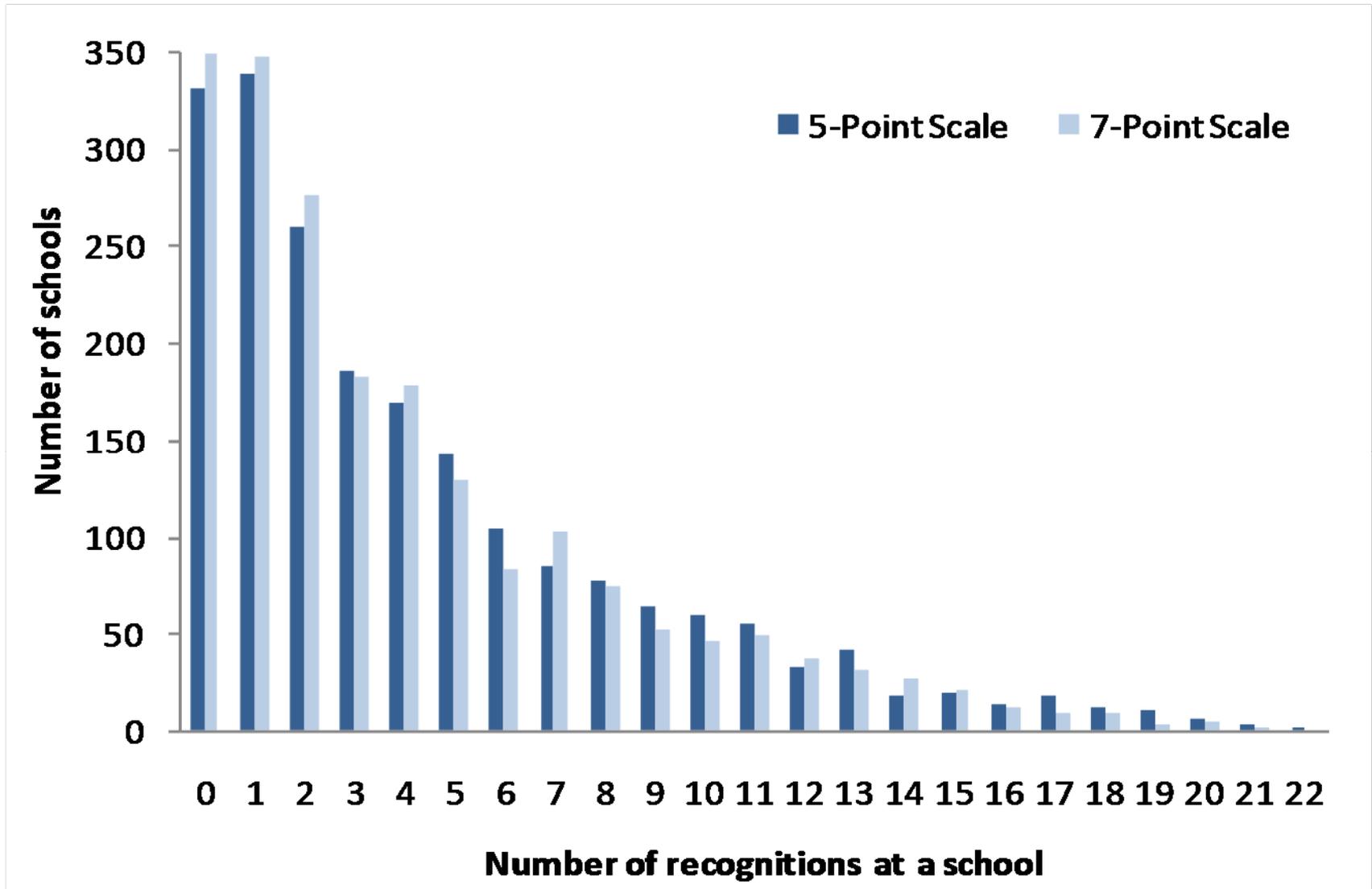
## 4. Changed the recognition criteria to align with the 7-point rating scale

	Reading	Writing	Math	Science	Grad rate	Avg
<i>Non-low income Achievement</i>	<b>5.50</b>					
<i>Low income achievement</i>						
<i>Ach. vs. peers</i>						
<i>Improvement</i>						
Average	<b>5.25</b>					

Ratings are based on a 2-year average

Any rating of 6.00 or better has “honors” designation

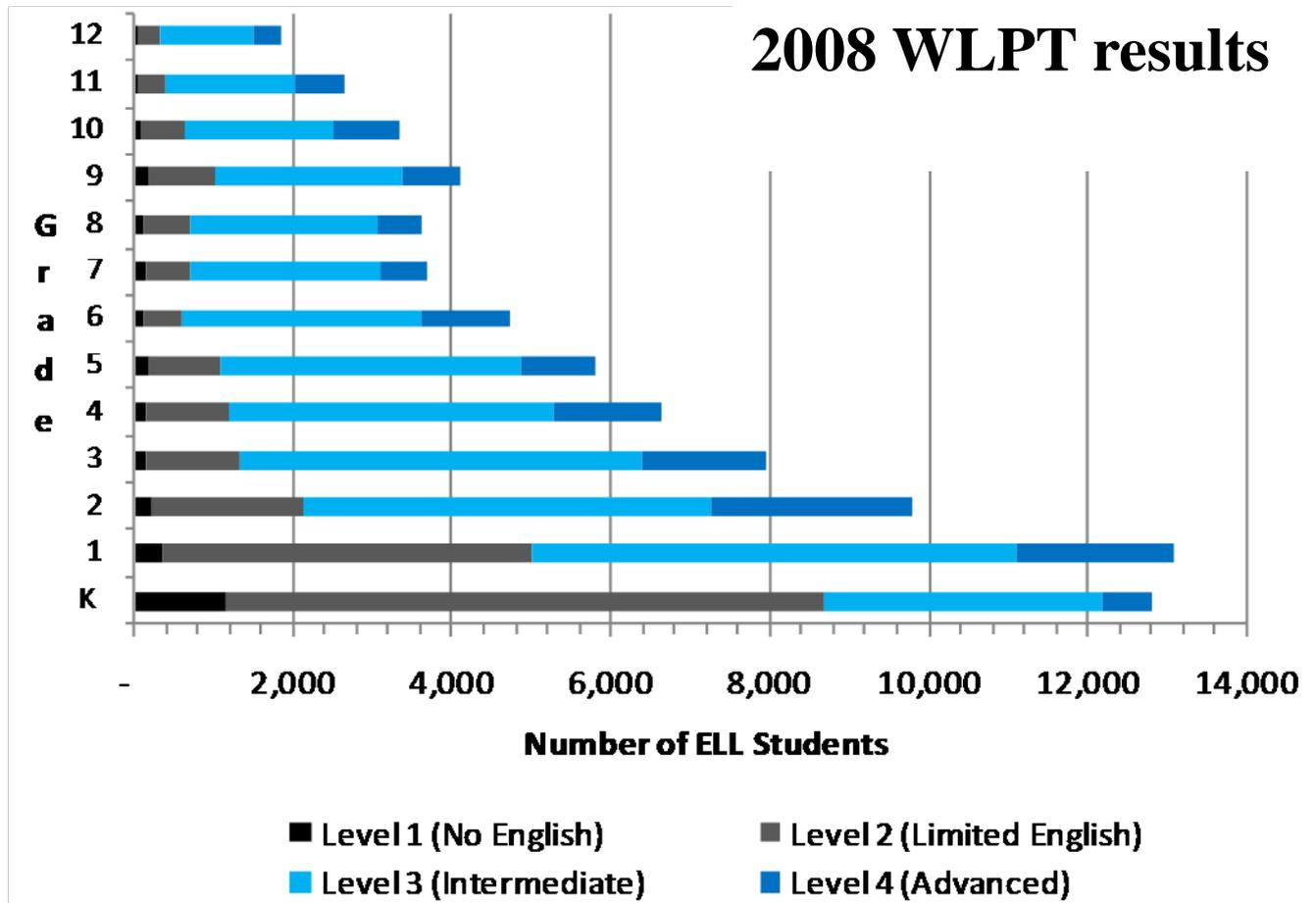
# Number of Schools Receiving Recognition 5-Point vs. 7-Point Scale



## 5. Propose exempting ELL results in the first 3 years of enrollment or until intermediate English proficiency achieved on the WLPT

- Results of ELL students currently count in AYP in their 2<sup>nd</sup> year of enrollment in a US public school, even though many cannot read the test or respond in English (and therefore don't meet standard).
- Research found that it usually takes ELLs at least 3 years to achieve “academic” proficiency in English.
- Stakeholders are concerned about inappropriate testing and the use of invalid results in accountability measures.
- OSPI requested use of the proposed policy, but it was denied.
- WA could still use this policy when calculating the index.
- ELLs would still take the test in their 2<sup>nd</sup> year.
- WLPT results would be made public to increase accountability.

- Policy has relatively little effect on results (most ELLs in tested grades have been in US for 3 years or have achieved intermediate proficiency)



- Policy improves the validity of the index, increases the perception of fairness among stakeholders, and reinforces sound testing practices

## 6. Propose using other means for holding alternative schools accountable

- Many different types exist in the state.
  - More than half the “schools” serve at-risk students in grades 9-12.
  - Some are considered “alternative” because they don’t use a normal school approach.
  - Growing number serve students via the Internet.
  - Parent Partnership Programs are a type of “school” where parents are the primary instructor, district provides instructional support.
  - Some schools with this designation target special student populations (e.g., special education, gifted, ELL)
  - Some are held on college campuses or at night.
- Given this diversity, no “peer” indicator is computed for schools with this designation.

- Alternative schools represent  $< 4\%$  of enrollment, but many serve students facing significant challenges, which often generates a low index score.
- Many may need to be held accountable through more than just the index score.

**Option 1:** Use regular process to compute the index, then use in-depth analysis for those in the Struggling tier to determine if school is using best practices, showing progress, and their role/status/resource level within the district.

**Option 2:** Allow schools serving high-risk and special populations to use additional measures when determining their tier. CA model allows use of three other outcomes (e.g., credits earned, attendance, gains on pre-post tests) over a 3-year period.

7. Propose giving schools/districts the option to exclude the improvement indicator when they are performing at very high achievement levels
- Improvement is difficult when achievement is very high  
Cannot receive the highest rating (7) after the Learning Index reaches 3.85/4.00 and when the graduation rate reaches 94%
  - Would go into effect when achievement is in the top range two years in a row, making it impossible to receive the maximum rating in the second year
  - No school or district has yet to met these criteria for the assessments; 11% met these criteria for graduation rate

## 8. Propose counting the highest grade 10 exam results through August of grade 10

- HS students can take exams in 9<sup>th</sup> grade and in the spring and summer of 10<sup>th</sup> -12<sup>th</sup> grades
- Some 10<sup>th</sup> graders miss a spring exam and usually take it in August
- Original policy counted only spring grade 10 results due to delay in receiving final results from August
- AYP results now include August grade 10 results
- Policy has little effect on accountability results

Relatively few students take exam in August

Results from grades 11-12 are examined when in Struggling tier

# Additional Work to be Done

- Determine how a school/district “makes AYP”
- Review of details by national experts
- Continue receiving input from stakeholders
- Collaborate with OSPI
  - Develop proposal to US Education Dept. to use the index for federal accountability purposes
  - Create options for showing results on Report Card
  - Determine how index results relate to state assistance
- Identify ways to show “reciprocal” accountability