

Overview of Index and Update on ELLs, Alternative Schools, and Recognition

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Proposed Outcomes/Indicators

Five Outcomes

Results from *4 assessments* (reading, writing, math, science)
aggregated together from all grades

Extended graduation rate for all students

Four Indicators

1. *Achievement by non-low income students* (% meeting standard/ext. grad rate)
2. *Achievement by low income students* (eligible for FRL)
3. *Achievement vs. Peers* (Learning Index and ext. grad rate controlling for ELL, low-income, special ed., gifted, mobility)
4. *Improvement* (change in Learning Index from previous year)

Creates a 5x4 matrix with 20 outcomes

Outcome/Indicator Matrix

Each cell is rated from 1-7

	Outcomes					
Indicator	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>	<i>Ext. G.R.</i>	Avg.
<i>Non-low inc. achievement</i>						
<i>Low inc. ach.</i>						
<i>Ach. vs. peers</i>						
<i>Improvement</i>						
Average						Index *

* Simple average of all rated cells

Outcome/Indicator

Benchmarks & Ratings

Indicator	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>	<i>Ext. grad rate</i>	
<i>Achievement of - Non-low inc. - Low income (% met standard)</i>	<u>% MET STANDARD</u>		<u>RATING</u>		<u>RATE</u>	<u>RATING</u>
	90 – 100%		7		> 95	7
	80 – 89.9%		6		90 – 95%	6
	70 – 79.9%		5		85 – 89.9%	5
	60 – 69.9%		4		80 – 84.9%	4
	50 – 59.9%		3		75 – 79.9%	3
	40 – 49.9%		2		70 – 75%	2
< 40%		1		< 70%	1	
<i>- Achievement vs. Peers (Learning Index)</i>	<u>DIFFERENCE IN LEARNING INDEX</u>		<u>RATING</u>		<u>DIFFERENCE IN RATE</u>	<u>RATING</u>
	> .20		7		> 12	7
	.151 to .20		6		6.1 to 12	6
	.051 to .15		5		3.1 to 6	5
	-.05 to .05		4		-3 to 3	4
	-.051 to -.15		3		-3.1 to -6	3
	-.151 to -.20		2		-6.1 to -12	2
< -.20		1		< -12	1	

Outcome/Indicator

Benchmarks & Ratings

Indicator	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>	<i>Ext. grad rate</i>
<i>- Improvement</i> (Learning Index)	CHANGE IN				CHANGE
	<u>LEARNING INDEX</u>				<u>IN RATE</u>
	<u>RATING</u>				<u>RATING</u>
	> .15				> 6
	.101 to .15				4.1 to 6
	.051 to .10				2.1 to 4
	-.05 to .05				-2 to 2
	-.051 to -.10				-2.1 to -4
-.101 to -.15				-4.1 to -6	
< -.15				< -6	
7				7	
6				6	
5				5	
4				4	
3				3	
2				2	
1				1	

Tier Names and Ranges

Assigned to a “tier” based on index score

Tier	Index Range
Exemplary	5.50 – 7.00
Very Good	5.00 – 5.49
Good	4.00 – 4.99
Acceptable	2.50 – 3.99
Struggling	1.00 – 2.49
Priority	

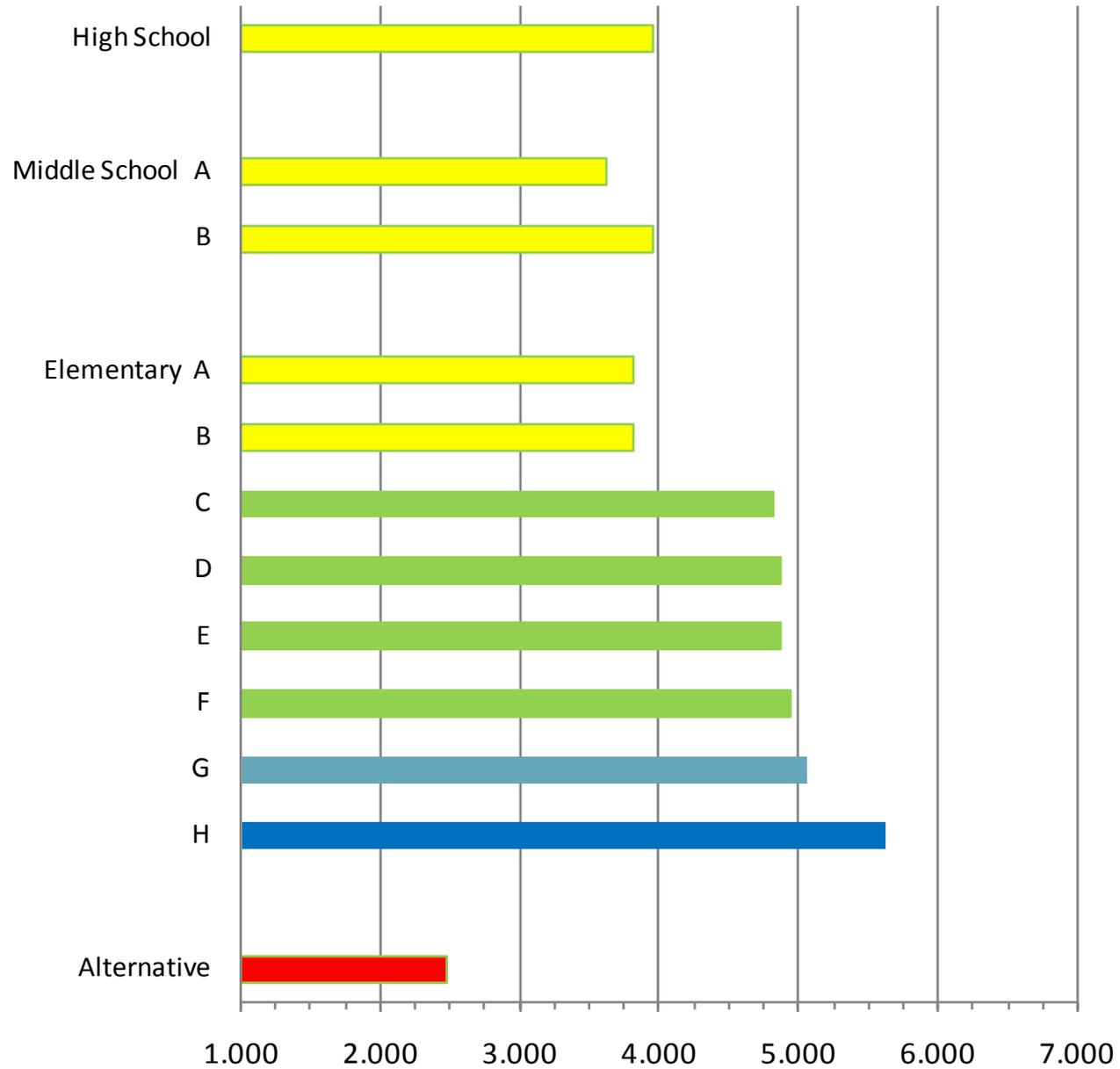
Example

“Actual” High School* (2008 results)

Indicator	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>	<i>Grad Rate</i>	Average
<i>Non-low inc. ach.</i>	6	6	3	2	4	4.20
<i>Low-inc. ach.</i>	4	5	1	1	4	3.00
<i>Ach. vs. peers</i>	3	4	5	2	4	3.60
<i>Improvement</i>	4	6	5	4	6	5.00
Average	4.25	5.25	3.50	2.25	4.50	3.95

* A large regular high school in central Washington, low-income and mobility levels are above average, has average ELL and special education levels

Index for All Schools in District X (2008)



ELL Accountability – Background

- Current Policy (required by NCLB)
Results count in AYP in 2nd year of enrollment in US public school
Language ability is irrelevant
- Research found it takes 3+ years to achieve “academic” proficiency in English
- Stakeholders are concerned about inappropriate testing and the use of invalid results in accountability measures
- OSPI has asked US Ed. Dept. to use different methods
- WLPT school/district results are not posted on the web

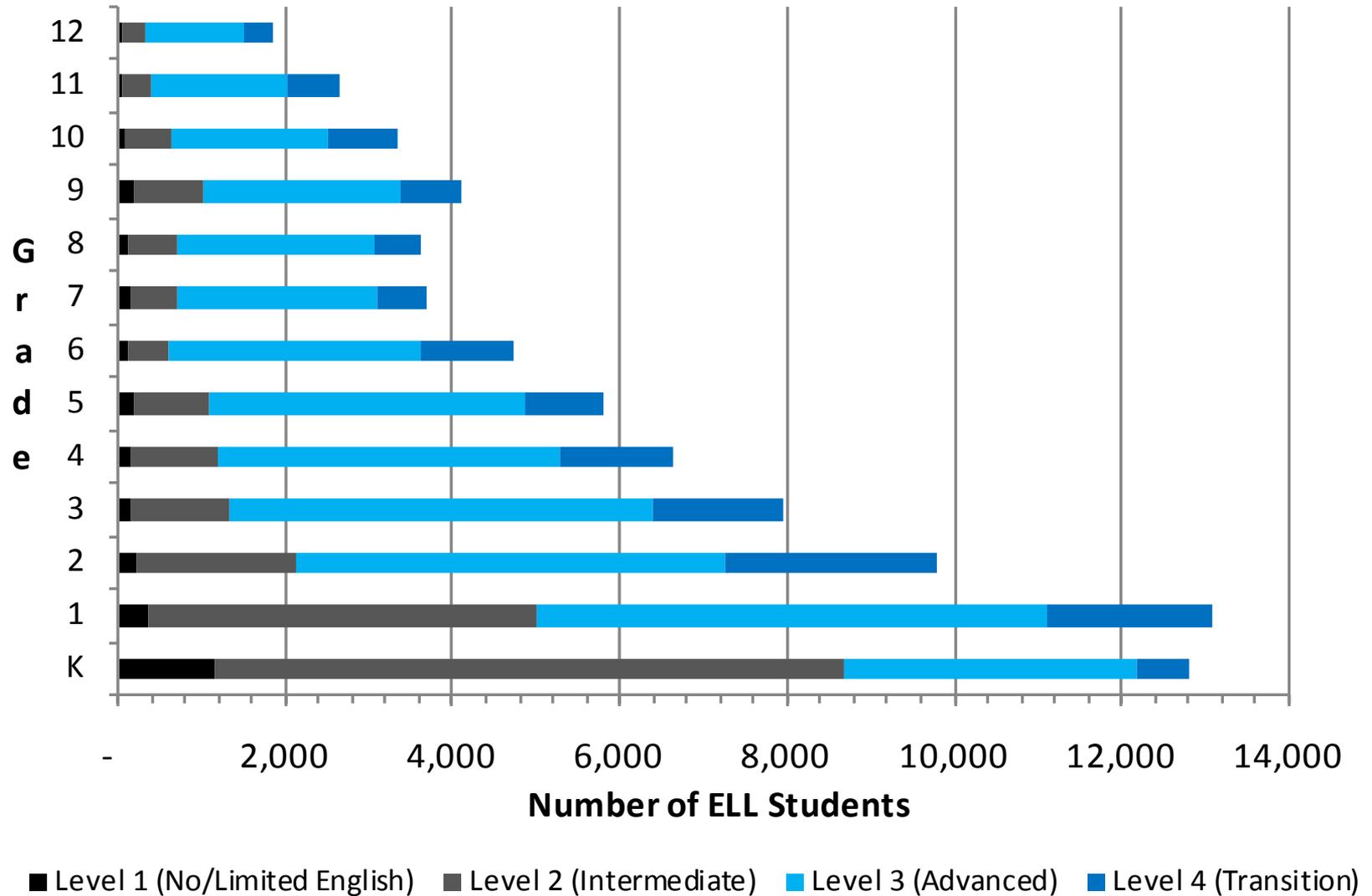
ELL-Related Recommendations

1. Exclude results of ELLs in their first 3 years of US public school enrollment or until achieving Level 3 (“advanced” English proficiency) on the WLPT
 - Does not affect many students – most who are tested have been enrolled in a US school for >3 years or have reached Level 3
 - Most ELLs exit the state program within three years
2. Use performance on WLPT to provide feedback about whether ELLs are on track to meeting standard

Both approaches rejected by U.S. Education Department

3. Report detailed WLPT results on OSPI Report Card

2008 WLPT Results



Alternative Schools – Background

- Many different types exist in the state, so no “peer” indicator computed for non-regular schools
- Represent < 4% of enrollment but many serve students facing significant challenges, generating low index score
 - More than half the “schools” serve at-risk students in 9-12
- Agreement that additional data should be examined before making accountability decisions
 - Other states are doing this
 - OSPI will collect more data for use in the near future
 - Research on best practices compiled by WALA (8 areas)

Alternative Schools – Recommendations

1. Compute index as usual and use normal rules to determine AYP
2. If alt. school does not make AYP in two consecutive years or in “improvement,” look at more complete set of data (“deeper dive”) before making AYP decisions
 - Use current and new OSPI data
 - Compare school to best practices in 8 areas using rating rubrics
 - OSPI makes decision about AYP based on in-depth review
 - If school doesn’t make AYP again, look at changes in key areas, then make decision about AYP status

Proposed Recognition System

- Guiding principles
 - Multiple ways to demonstrate success, earn recognition
 - Criterion-based system

Theory of Change: People are motivated more by success than guilt or blame; need clear, challenging, attainable goals; small wins build momentum for continued improvement
- Use same accountability matrix, receive recognition when meeting specific benchmarks
- Applies to both schools and districts
- Recommend 2 forms of recognition

1. Outstanding Overall Performance

Recognition in 8 areas for very high levels of performance

- Index, reading, writing, math, science, ext. grad. rate
- Closing the achievement gap (non-low income vs. low income)
- Special criteria for those with 10%+ gifted students**

Must meet rigorous minimum conditions to ensure only truly outstanding performance is recognized

- 2-year average for index must be at least 5.50
- 2-year avg. for 5 “columns” must be at least 6.00
- Achievement gap rating differences cannot be more than 1 point in all subjects, with no rating of 1 in any cell
- Must have a minimum number of cells rated each year
- For 7 areas, must have < 10% gifted students

***Top 5% for each school type based on 2-year average of peer rating*

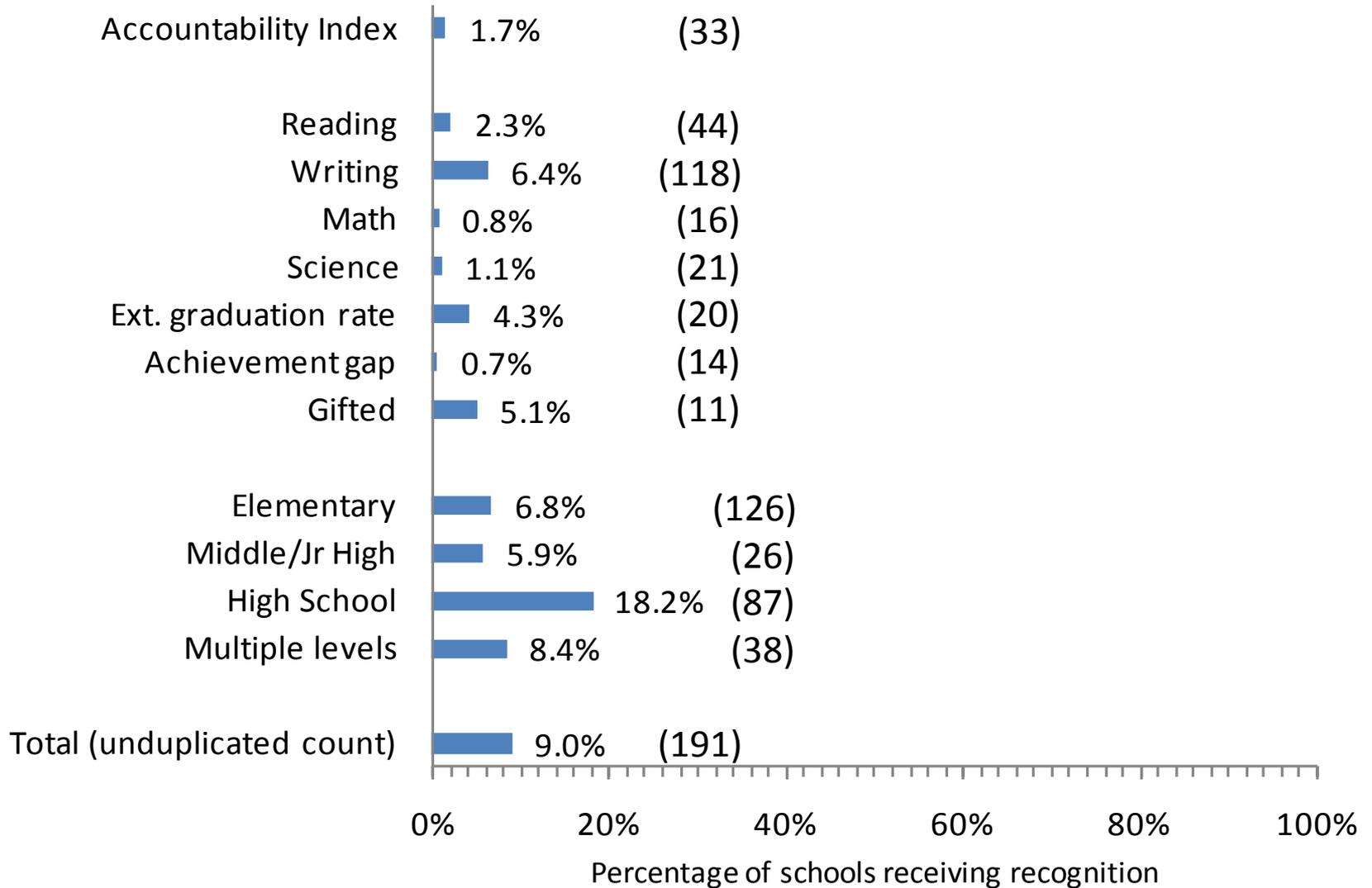
Cells and Criteria

	Outcomes					
Indicator	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>	<i>Ext. G.R.</i>	<i>Avg.</i>
<i>Non-low inc. achievement</i>	Compare the two income-related cells to each other in each column, must have no more than a 1-point difference in each column					
<i>Low inc. ach.</i>						
<i>Ach. vs. peers</i>						Gifted**
<i>Improvement</i>						
Average	6.00*	6.00*	6.00*	6.00*	6.00*	5.50 *

* Minimum 2-year average rating to earn recognition

** 2-year average applies only to the four content areas

Pct (#) of Schools Meeting Criteria in 2008



2. Noteworthy Performance

Recognition in each of the 20 cells when the 2-year average is at least 5.50 and when the index averages at least 5.00 (21 cells)

Less stringent minimum conditions

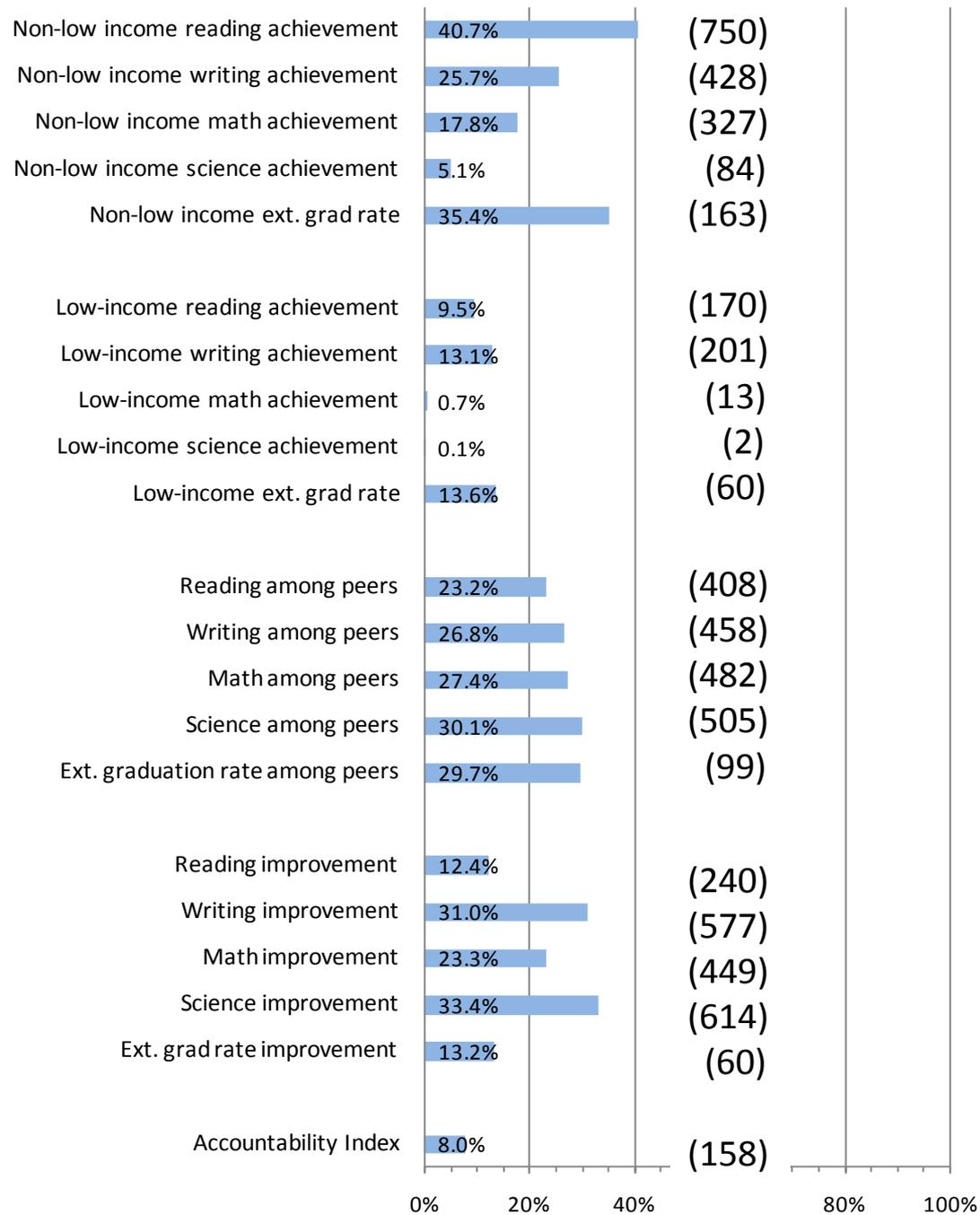
- Must have ratings of 5-7 in both years for 20 “inner” cells
- Recognition for non-low income cells in reading and writing requires a minimum 2-year average of the low income group of 4.00
- Must have at least 4 cells rated each year for Index recognition

Cells and Criteria

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

* Minimum 2-year average rating to earn recognition

Pct (#) of Schools Meeting Criteria in 2008



Implementation Suggestions

- Coordinate recognition system with OSPI
- Special event and “hardware” for
Outstanding Overall Performance
- Letter to district with those recognized for
Noteworthy Performance
- Compute index retroactively and begin Fall 2009 with joint OSPI/SBE press release
- Consider other forms of recognition