

# The Achievement Index Glossary of Terms

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## **Lowest 5% Tier**

All Priority Schools are placed into the Lowest 5% Tier regardless of Achievement Index rating. A Priority School is a school that has room for substantial improvement in whole school proficiency and growth (and/or graduation rate for high schools). The Lowest 5% Tier Schools are among the persistently lowest-achieving schools in Washington based upon whole school proficiency, growth, and/or graduation rates over three years. The engagement of the OSPI and district leadership is required to support the school in school improvement planning and frequent monitoring of the school's implementation of its improvement plan.

## **Underperforming Tier**

All Focus Schools are placed into the Underperforming Tier regardless of Achievement Index rating. A Focus School is a school that has substantial room for improvement in subgroup proficiency and growth (and/or graduation rate for high schools). Other low-performing schools with a low Composite Index rating are included in the Underperforming Tier. Focus Schools are required to engage with support from the OSPI and the school district. Other non-Focus Schools identified in the Underperforming Tier are encouraged to use supports from the OSPI and the school district.

## **Fair Tier**

Approximately 30 percent of all schools with a Composite Index rating are placed into the Fair Tier. Schools characterized as Fair may have some areas of success but require substantial improvements. School Improvement Plans focus on meeting the needs of all students and closing the achievement gap among subgroups.

## **Good Tier**

Schools in the Good Tier have more areas of success as compared to areas that need improvement relative to student proficiency and/or student growth on the State assessments. School Improvement Plans concentrate on meeting the needs of all students and closing the achievement gap among subgroups.

<b>Very Good Tier</b>	A Very Good Tier School is among the higher performing schools in Washington in student proficiency and/or student growth on the State assessments. The school is acknowledged for its achievement with public recognition and has some district-granted autonomy and/or flexibility in school planning and decision-making.
<b>Exemplary Tier</b>	Exemplary Tier Schools are among the highest-performing schools in Washington based on student proficiency, student growth on the State assessments and high school graduation. The school is publicly acknowledged for its achievement through the Washington Achievement Awards. The Exemplary Tier schools are expected to continue the successful practices currently in place.
<b>Achievement Index Rating</b>	The annual school rating computed for a school based on proficiency, growth, and if a high school, college and career readiness measures.
<b>College and Career Readiness (CCR)</b>	This indicator represents multiple measures of College and Career Readiness. The measure is currently based upon the 5-Year Adjusted Cohort Graduation Rate and a measure of Dual Credit participation.
<b>Composite Index Rating</b>	The Composite Index rating is a three-year average of the three annual Achievement Index ratings.
<b>Dual Credit Participation</b>	This is a measure of the percent of students at a high school participating in one or more Dual Credit programs that include Running Start, College in High School, Cambridge, International Baccalaureate, Advanced Placement, and Tech Prep.
<b>ELA</b>	English/Language Arts is one of the two content area assessments developed by the Smarter Balanced Assessment Consortia for use beginning in the 2014-15 school year.
<b>ELL</b>	English Language Learners (ELLs) are students who have limited proficiency with the English language as measured by

language assessment tools. For the purposes of the Achievement Index, the performance of Former ELL students and Current ELL students are reported separately.

**Focus School**

A Focus School is a school that has room for substantial improvement in the area of student achievement with specific subgroup populations. Focus Schools are among the lowest-performing schools in Washington based on the Achievement Index indicators. A Focus School Improvement Plan concentrates on achievement gaps specific to the subgroups that have challenged the school. Plans examine data and require effective strategies that will address these gaps.

**FRL**

Students who are eligible for Free or Reduced Price Lunch (FRL) are students from households that qualify by income or in another manner to receive free or reduced-price lunch at their school.

**Graduation Rate**

The method used to calculate the graduation rate in Washington is the 5-Year Adjusted Cohort Graduation Rate (ACGR). The 5-Year ACGR is essentially the rate at which 9<sup>th</sup> graders graduate by the end of the 12<sup>th</sup> grade and then one additional year.

**Growth Indicator**

The Growth indicator rating is a combination of median student growth percentiles (MSGP) in English/language arts (ELA) and mathematics, weighted equally.

**Growth Model Data**

Student Growth is a measure of performance on the State assessments over time. Students who perform similarly on the first administration of the test are compared to each other after the second. Each student's relative performance to each other is measured as a percentile. This value is called the Student Growth Percentile or SGP. Separate SGP determinations are made for English/language arts (ELA) and Math.

**IEP**

Students on an Individual Education Plan (IEP) are those who are receiving special education services.

<b>Median SGP</b>	Median Student Growth Percentile is a summary of Student Growth Percentiles (SGP) for a school or group. SGP is a measure of student achievement over time that compares the achievement of similar groups of students from one test administration to the next. In this way, SGP is a measure of relative student achievement.
<b>MGP</b>	Median Growth Percentile (MGP) is a summary of Student Growth Percentiles (SGP) for a school or group.
<b>N Count</b>	This is the number of students who contributed to the calculation for the associated indicator. Where there are less than twenty students, the report will not display a value.
<b>Not Rated</b>	Schools that did not have a sufficient number of student records in one or more category of the school index earn a designation of "Not Rated". For Not Rated schools, where there are a sufficient number of student records for some indicators, the results are reported.
<b>Participation Rate</b>	Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating. Schools that do not meet the 95 percent federal participation rate requirement are not eligible to receive a Washington Achievement Award. In the Elementary and Secondary Education Act, participation on state assessments is required for all enrolled students. Enrolled students without an approved exemption who do not participate are counted in the denominator as a student who should have tested, but they are not counted in the numerator as a student who passed the test (treated like a 'zero').
<b>Percent</b>	A percent is a number that represents the part of the whole. A student who gets 8 out of 10 questions correct earns an 80 percent.
<b>Percent Met</b>	Some of the indicators in the Achievement Index are measured against student achievement targets. Measures

reported as Percent Met is the percent of students who met those achievement targets.

**Percentile** A percentile can be thought of as a partition that marks where all the values in a data set are below this number. Each set of data has 99 percentiles. If a student earns a score in the 78<sup>th</sup> percentile it means that 78 percent of the students scored lower.

**Priority School** A Priority School is in need of substantial improvement in whole school proficiency and growth (and graduation rate for high schools). Intensive support from the OSPI and the district will provide this school with the means necessary for improvement. Priority Schools are among the lowest-achieving schools in Washington based upon whole school proficiency and growth over the three most recent school years. A district with a Priority School must implement one of the four federally approved or a state approved intervention model. A Priority School Improvement Plan requires heightened district and OSPI involvement. This plan must incorporate prescribed strategies and interventions in order to ensure effective impact on the programs, practices, and/or strategies for improvement. The school's educators, community and district staff work together extensively to implement this comprehensive plan and to affect change.

**Proficiency** Proficiency is a measure of the percent of students who met or exceeded standard on the State assessments.

**Proficiency Indicator** The Proficiency indicator rating is a combination of proficiency in reading, mathematics, writing and science. Subjects will be weighted equally to calculate the Proficiency Indicator. Beginning in the 2014-15 school year, the Smarter Balanced ELA assessment replaced the reading and writing assessments forming part of the Washington Measures of Student Progress.

**Proficiency Rate** This is the percent of continuously enrolled students at the school who met or exceeded standard on the state assessments.

**Reward School – Achievement Gap Reduction** The Achievement Gap Reduction Award schools are those which are significantly reducing the achievement gap between a student subpopulation or subgroup and a mutually exclusive reference group.

**Reward School – English Language Acquisition** The English Language Acquisition Award schools are those with students in bilingual education who performed among the highest in the state on the English language proficiency assessment (ELPA 21) and the Smarter Balanced ELA assessment.

**Reward School - High Graduation** High Graduation Reward schools are those with a three-year average Achievement Index graduation rating of at least 9.0 for the whole school and a Targeted Subgroup graduation gap less than 1.0.

**Reward School - High Progress** Reward-High Progress schools are among the highest performing schools with respect to reading and math improvement over the two most recent years (rather than the normal three) on account of the transition to the Smarter Balanced assessments.

**Reward School – Math Growth** Reward – Math Growth schools are recognized through the Washington Achievement Awards for being among the top five percent of schools in the state based on school math MGP over the three most recent years.

**Reward School – Overall Excellence** Reward schools are among the highest performing schools in Washington in student proficiency and student growth on the State assessments, and College and Career Ready measures for high schools. These schools are recognized for being among the top five percent of schools in student achievement on the Composite Index rating.

**Reward School – Reading Growth** Reward – Reading Growth schools are recognized through the Washington Achievement Awards for being among the top five percent of schools in the state based on school English/language arts (ELA) MGP over the three most recent years.

<b>School Median Growth Percentile (MGP)</b>	Median Growth Percentile (MGP) is a summary of Student Growth Percentiles (SGP) for a school or group. SGP is a measure of student achievement over time that compares the achievement of similar groups of students from one assessment administration to the next. In this way, SGP is a measure of relative student achievement.
<b>SGP</b>	The school Median Growth Percentile is a summary of Student Growth Percentiles (SGP) for a school or subgroup. SGP is a measure of student achievement over time that compares the achievement of similar groups of students from one assessment administration to the next. In this way, SGP is a measure of relative student achievement. Separate calculations are made for Reading/ELA and Math.
<b>Subgroup</b>	For the purposes of the Achievement Index, subgroup refers to students who are on an Individual Education Plan (IEP), are English Language Learners (ELL), Former ELL, or are eligible for Free or Reduced-Price Lunch (FRL).
<b>Subpopulation</b>	For the purposes of the Achievement Index, subpopulation refers to student groups distinguished by ethnicity and/or subgroup membership. The Achievement Index reports on seven race/ethnicity subpopulations (Asian, Black/African American, American Indian/Native Alaskan, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, Two or More Races).
<b>SWD</b>	Students with a disability and on an Individual Education Plan (IEP) are those who are receiving special education services. For the purposes of the Achievement Index, only students who were on an IEP at the time of testing factor into the IEP calculations.
<b>Targeted Subgroup</b>	For the purposes of the Achievement Index, the Targeted Subgroup is the average performance of Hispanic, African American, Native American, Pacific Islander, ELL, Former ELL, SWD, and FRL subgroups and subpopulations.
<b>Title I</b>	Title I is a section of the Federal Elementary and Secondary Education Act (ESEA) that is aimed at helping low-income students who are at risk of failing in school.

