Revised Achievement Index and Awards

Washington State Board of Education

Renton, Washington
March 5 - 6, 2014
Questions about the Revised Index
Fairness to Schools

• Relationship to school characteristics?
• Improvement over time?
• Priority and Focus School IDs?

Awards

• Are we changing existing awards?
• Are we creating new awards?
• What about the English Language Acquisition Award?
# Relationship Between 3-Year Composite Index and School Configuration

<table>
<thead>
<tr>
<th></th>
<th>Highest and Lowest Performing Schools</th>
<th>State</th>
<th>Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>401</td>
<td>56</td>
<td>57</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>115</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>High Schools</td>
<td>135</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>Combined</td>
<td>68</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>
Relationship Between Index and School Size

- $r = 0.064$
- Negligible

This graph confirms that the Composite Revised Index is essentially unrelated to school size.
Relationship Between the Index and Poverty

- $r = -0.468$
- Negative

The Revised Index is far less associated with poverty than the old NCLB analyses.
Relationship Between the Index and ELLs

- \( r = -0.283 \)
- Negative

The Revised Index is only weakly associated with the percentage of English Language Learners at schools.
The Revised Index is very weakly associated with the percentage of Gifted students at a school.

- $r = 0.146$
- Positive
3-Year Improvement
Math and Reading Proficiency

- $r = 0.443$
- Positive

The high number of schools in the upper right quadrant is evidence of substantial and statewide improvement.
Next Steps

• External Validations (Districts)
• Develop web-based resources to support Revised Index usage
• Adequate Growth
• CCR Indicators (Dual Credit attainment)
• ESEA Waiver – school IDs
Priority School Identification

- **Other Low**
- **Cont. Priority**
- **Index**
- **Low Grad**
- **Low Proficiency**

- 5 schools in the bottom 5 percent in reading or math for 3 years.
- Continuing Priority – 25 schools currently implementing Priority Turnaround models.
- Achievement Index – 18 schools with the lowest Composite (3-Year) Index rating.
- Graduation Floor – 11 schools with a 3-Year average graduation rate < 60 percent.
- Proficiency Floor – 61 schools with a 3-Year average reading and math proficiency rate < 40 percent.
• 80 percent of the 120 Priority Schools would have been identified without the application of the proficiency floor.

• The 20 percent not identified have “higher” growth rates.
2014-15 Priority Schools

- 73 other Priority Schools identified for OSPI support
  - 33 Non-Title I
  - 40 Title I

- 47 Title I Schools identified to meet federal requirement
Focus Schools

• Waiver requires 92 Title I schools be identified.
## Washington Achievement Awards

### Reward Schools

<table>
<thead>
<tr>
<th></th>
<th>ES Old</th>
<th>ES New</th>
<th>MS Old</th>
<th>MS New</th>
<th>HS Old</th>
<th>HS New</th>
<th>Com. Old</th>
<th>Com. New</th>
<th>Total Old</th>
<th>Total New</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Excellence</strong></td>
<td>65</td>
<td>84</td>
<td>21</td>
<td>21</td>
<td>22</td>
<td>19</td>
<td>18</td>
<td>16</td>
<td>126</td>
<td>140</td>
</tr>
<tr>
<td><strong>Special Recognition</strong></td>
<td>239</td>
<td>164</td>
<td>36</td>
<td>51</td>
<td>96</td>
<td>122</td>
<td>43</td>
<td>57</td>
<td>414</td>
<td>424</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>304</td>
<td>248</td>
<td>57</td>
<td>72</td>
<td>118</td>
<td>141</td>
<td>61</td>
<td>73</td>
<td>540</td>
<td>564</td>
</tr>
</tbody>
</table>
Why Change Award Criteria?

<table>
<thead>
<tr>
<th>Old Index</th>
<th>New Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 point scale</td>
<td>10 point scale</td>
</tr>
<tr>
<td>proficiency and graduation</td>
<td>proficiency, growth, and graduation</td>
</tr>
<tr>
<td>top 5 percent based on AI, small gap</td>
<td>top 5 percent based on AI, small gap</td>
</tr>
<tr>
<td>gaps based on income and race/ethnicity</td>
<td>gap based on Targeted Subgroup</td>
</tr>
</tbody>
</table>
Special Recognition Awards

Differences between the Old and New Index

<table>
<thead>
<tr>
<th>Award</th>
<th>Old Index</th>
<th>New Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Rating $\geq 6.0$</td>
<td>Rating $\geq 9.5$</td>
</tr>
<tr>
<td>Total Gap</td>
<td>No Gap (proficiency or graduation)</td>
<td>No Gap (proficiency, growth, or graduation)</td>
</tr>
<tr>
<td>Growth Gap</td>
<td></td>
<td>Targeted Subgroup growth rating $\geq 6.0$ and no gap</td>
</tr>
<tr>
<td>High Progress</td>
<td>Title I, top 10 percent performance and improvement R &amp; M for 3 years</td>
<td>$\geq 10$ percentage point increase in reading and math, and 3-Year average R &amp; M proficiency $&gt; 40$ percent</td>
</tr>
</tbody>
</table>
Special Recognition – High Growth

- High Growth – Reading
  - 95th percentile = 61.5 MGP, n = 90 schools

- High Growth - Math
  - 95th percentile = 65.3 MGP, n = 91 schools

- Exemplary Growth
  - Top 10 percent in Reading and Math, n = 76 schools
ESEA Waiver Update

Dr. Gil Mendoza
Deputy Superintendent, OSPI
QUESTIONS AND DISCUSSION

Achievement Index and Waiver
English Language Acquisition Award

• Previous Board discussion

• Proposed Qualifying Criteria
  • Meet Title III AMAOs
  • WELPA performance

These criteria emphasize:

1) Meet Federal accountability
2) Highest performing schools
English Language Acquisition Award

- Meet AMAO 1 and AMAO 2 with $n \geq 20$ students
  - 468 schools
- Identify the top 5 percent of
  - ES = must show $\geq 33$ point gain on the WELPA
  - MS = must show $\geq 26$ point gain on the WELPA
  - HS = must show $\geq 21.5$ point gain on the WELPA
- Identifies 41 schools from 22 districts
  - 12 schools outside the NW I-5 corridor
English Language Acquisition Award
QUESTIONS AND DISCUSSION

English Language Acquisition Award