

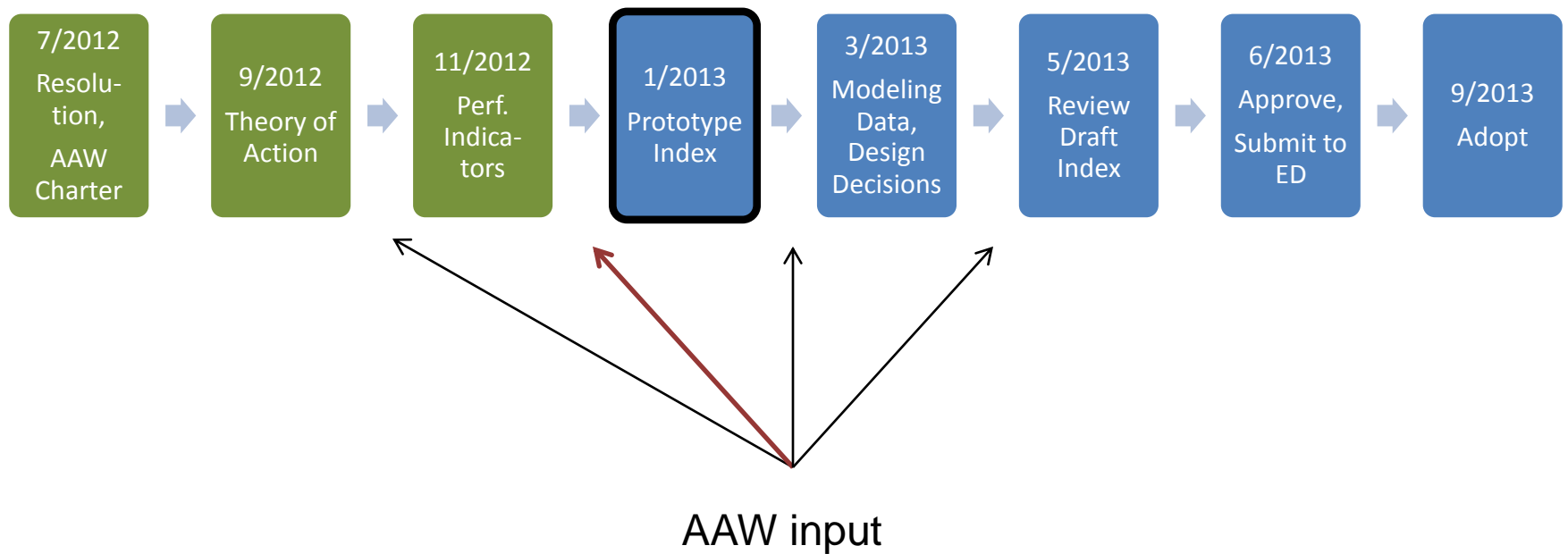
Achievement Index Revision: December AAW Options

Sarah Rich
Policy Director
December 12, 2012

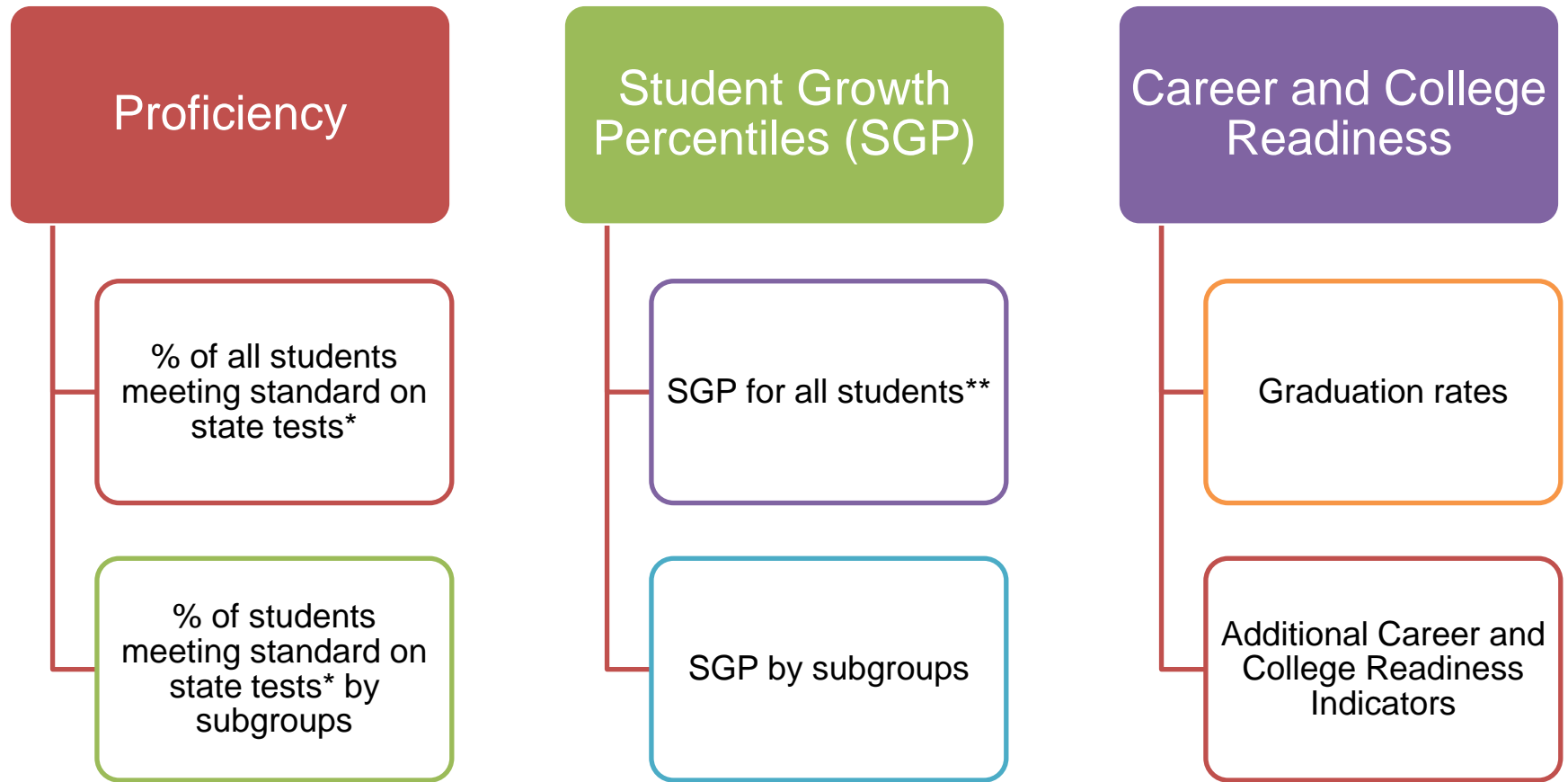
Objective:

AAW members will discuss the questions and options posed, and provide input on each. AAW input will inform the set of next SBE decisions which will result in a 'prototype' revised Index. This prototype will be the basis of data we review.

Index Revision Timeline



Performance Indicators



AAW Questions for December

Career and College Readiness

What specific subindicators should be included to measure college and career readiness?

Which of these should be reported but not used in an Index calculation?

English Language Learners

Should the revised Index include language acquisition data (currently Washington English Language Proficiency Assessment)?

Should the Index include a subgroup of former English Language Learners?

Subgroups Revisited

What is the best way to include subgroups?

Targets

Which subindicators should be norm-referenced and which should be criterion-referenced?

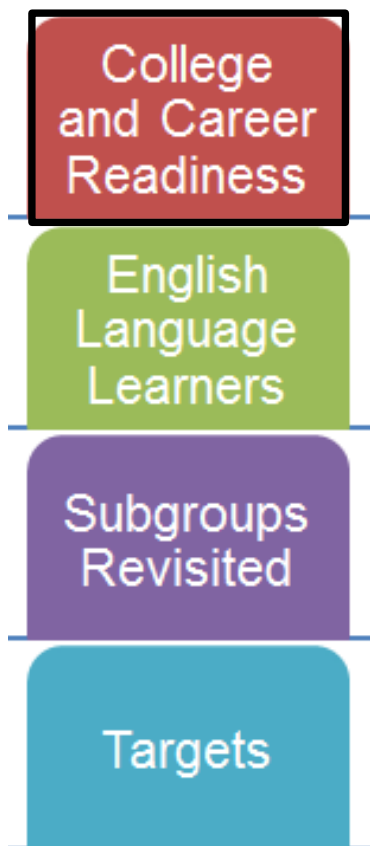
National Governor's Association: *Creating a College and Career Readiness Accountability Model for High Schools (2012)*

Recommended Principles:

- Use multiple measures, including assessment, graduation, career and college readiness, and school environment.
- Provide incentives for schools to work with hardest-to-reach students.
 - 4-year and extended graduation rates.
 - Students not needing remediation in college.
 - Students enrolling in post-secondary education or obtaining family-wage employment within 1 year.
- Set realistic targets based in research and past performance.

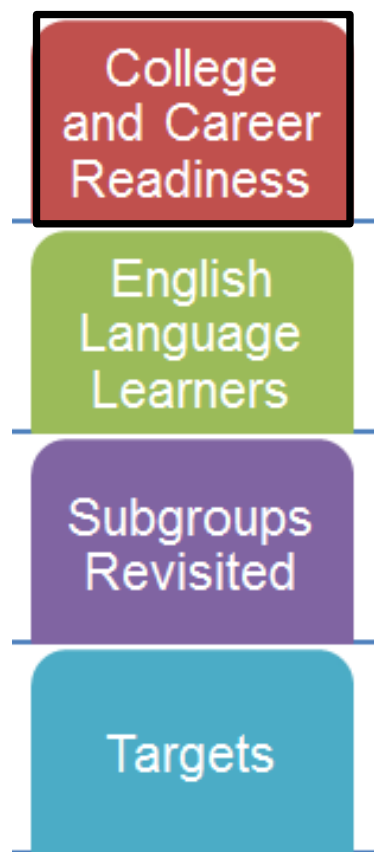
Source: NGA, January 2012.

<http://www.nga.org/files/live/sites/NGA/files/pdf/1201EDUACCOUNTABILITYBRIEF.PDF>



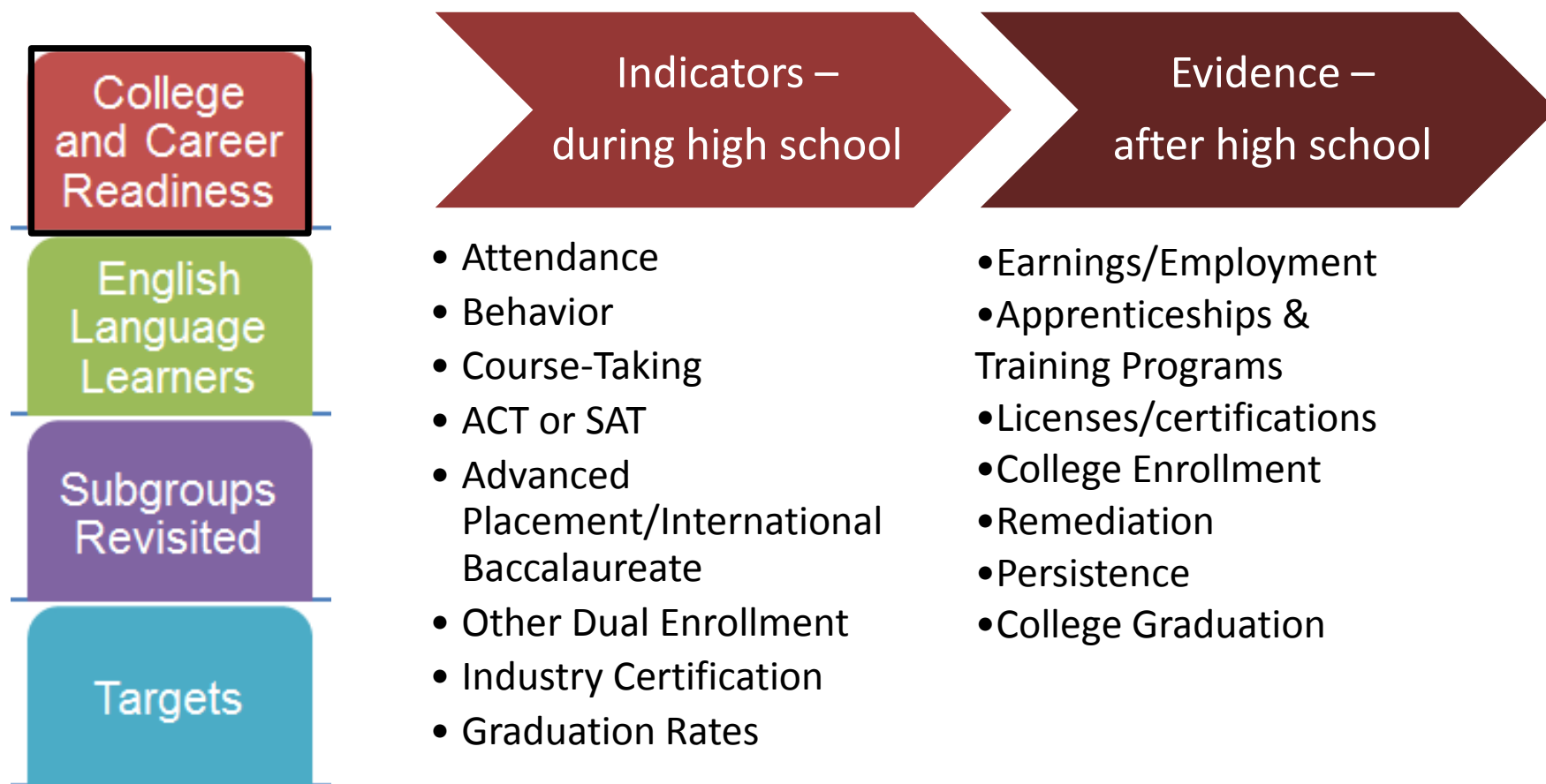
Creating a College and Career Readiness Accountability Model for High Schools Cont.

Multiple measures:

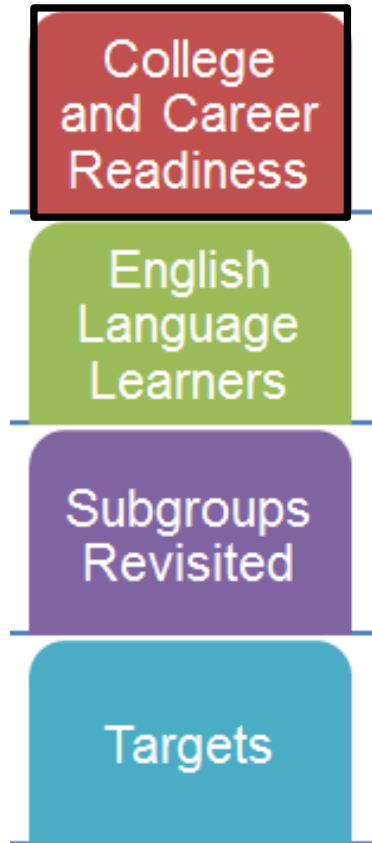


- College and career readiness assessments (for Washington, these are the Smarter Balanced Assessment Consortium assessments aligned to Common Core State Standards).
- Graduation Rates (on time and extended).
- Students 'on track' to graduate.
- Dual credit such as Advanced Placement, International Baccalaureate, career certification.
- School Environment: student and teacher surveys, chronic absenteeism.
- Other measures including persistence, problem solving, critical thinking. BUT no states have current capacity to measure these qualities so instead consider college enrollment, remediation, persistence.

Education Sector's *Data That Matters: Giving High Schools Useful Feedback on Grads' Outcomes (2011)*



Dual Credit Programs



Type	Dual Credit Course Enrollments	High School Students In Dual Credit Courses	% of Total High School Students
All Dual Credits	455,914	177,410	47.0%
Tech Prep	193,102	120,539	31.9%
Advanced Placement	135,762	51,931	13.8%
Running Start	80,234	17,516	4.6%
College in High School	30,188	14,533	3.9%
International Baccalaureate	28,289	6,500	1.7%
University of Cambridge International Examinations	2,985	1,147	0.3%

Source: <http://reportcard.ospi.k12.wa.us/DualCredit.aspx?year=2011-12>

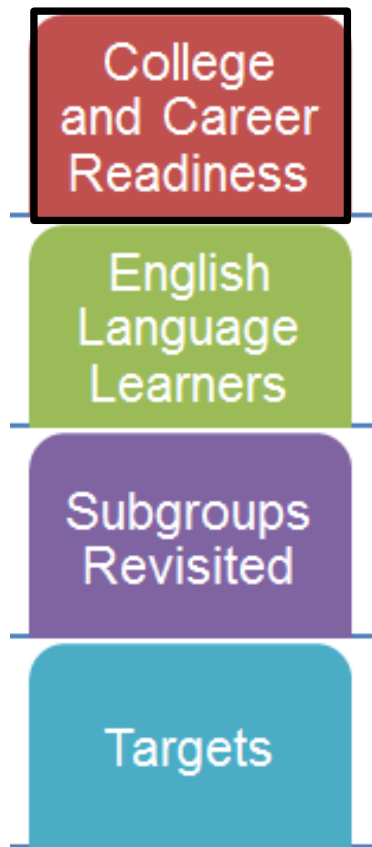
Career and College Readiness Options

	Option A:	Option B:	Option C:	Option D: Design Your Own
	4- and 5-year graduation rates ¹	4- and 5-year graduation rates ¹	4-, 5-, 6- and 7- year graduation rates	4-, 5- year graduation rates
	% of students passing Smarter Balanced Assessment Consortium assessments aligned to the Common Core Standards at a college/career ready level			
College and Career Readiness	% of students earning at least one high school credit in dual credit courses ²	% of students earning at least one high school credit in dual credit courses ²	% of students earning high school credit in dual credit courses ² <u>OR</u> receiving an industry certificate	← “Launch Year Coursework”
English Language Learners		Post-high school remediation rates	Post-high school remediation rates	
Subgroups Revisited			7 th and 8 th grade drop out data	
Targets	+/-: Simplest option while still going beyond just assessment and graduation data.	Highlights remediation data.	Most complex option. Including graduation rates to 7 th year encourages schools to continue to engage students with greatest challenges. 7 th and 8 th graders who drop out are not counted in current high school dropout data.	

This reflects current Index and commitment in Washington’s ESEA Flexibility application

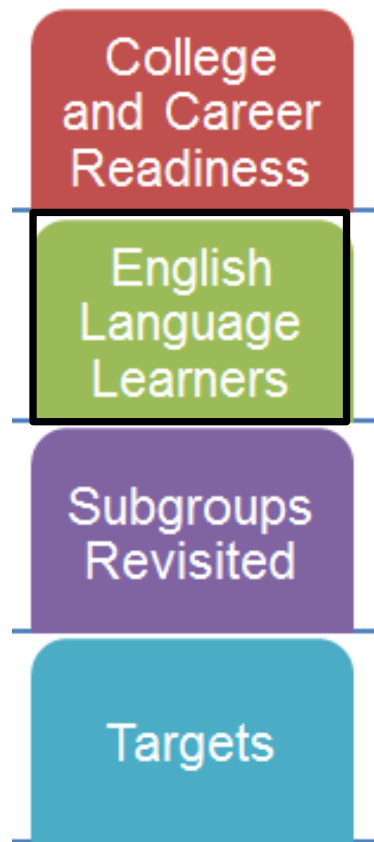
²Dual credit includes Tech Prep, Advanced Placement, Running Start, College in the High School, International Baccalaureate

College and Career Readiness: National Trends & Tradeoffs



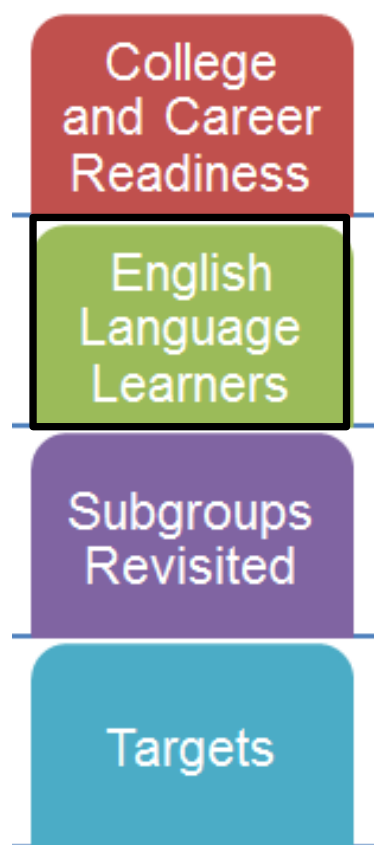
- Other states: Many propose using measures beyond graduation rate with ESEA flexibility proposals
- 100% Ready: High Expectations, Social Justice, Economic Competitiveness
 - Other States
 - President & Secretary statements
 - Civil Rights Community
- Assessment transition considerations
- School engagement vs. College and Career Ready
 - School input vs. student outcome

English Language Learners – Accountability Challenges



1. % of ELLs meeting content standards is an inadequate measure of performance.
2. When students transition, they exit the subgroup which dampens subgroup performance.
3. Former ELLs on average perform below the state and perform particularly low in middle grades and math and science.
4. There is no state expectation set for time in program or time to progress from one level to the next.

English Language Proficiency Assessment for the 21st Century (ELPA21)



\$6.3 million federal grant to consortium of states led by Oregon:

Arkansas, California, Florida, Iowa, Kansas, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Washington, West Virginia

Partners include Stanford and Council of Chief State Schools Officers

Purpose: develop new English language proficiency tests aligned with Common Core State Standards.

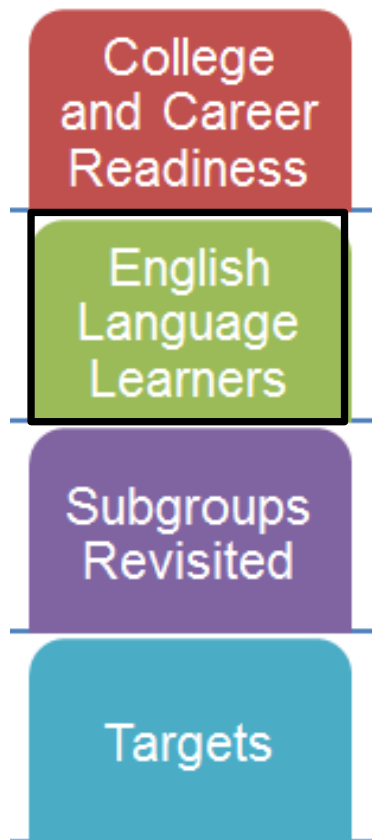
States must adopt new common English language development standards, likely modeled on California.

ELL Considerations

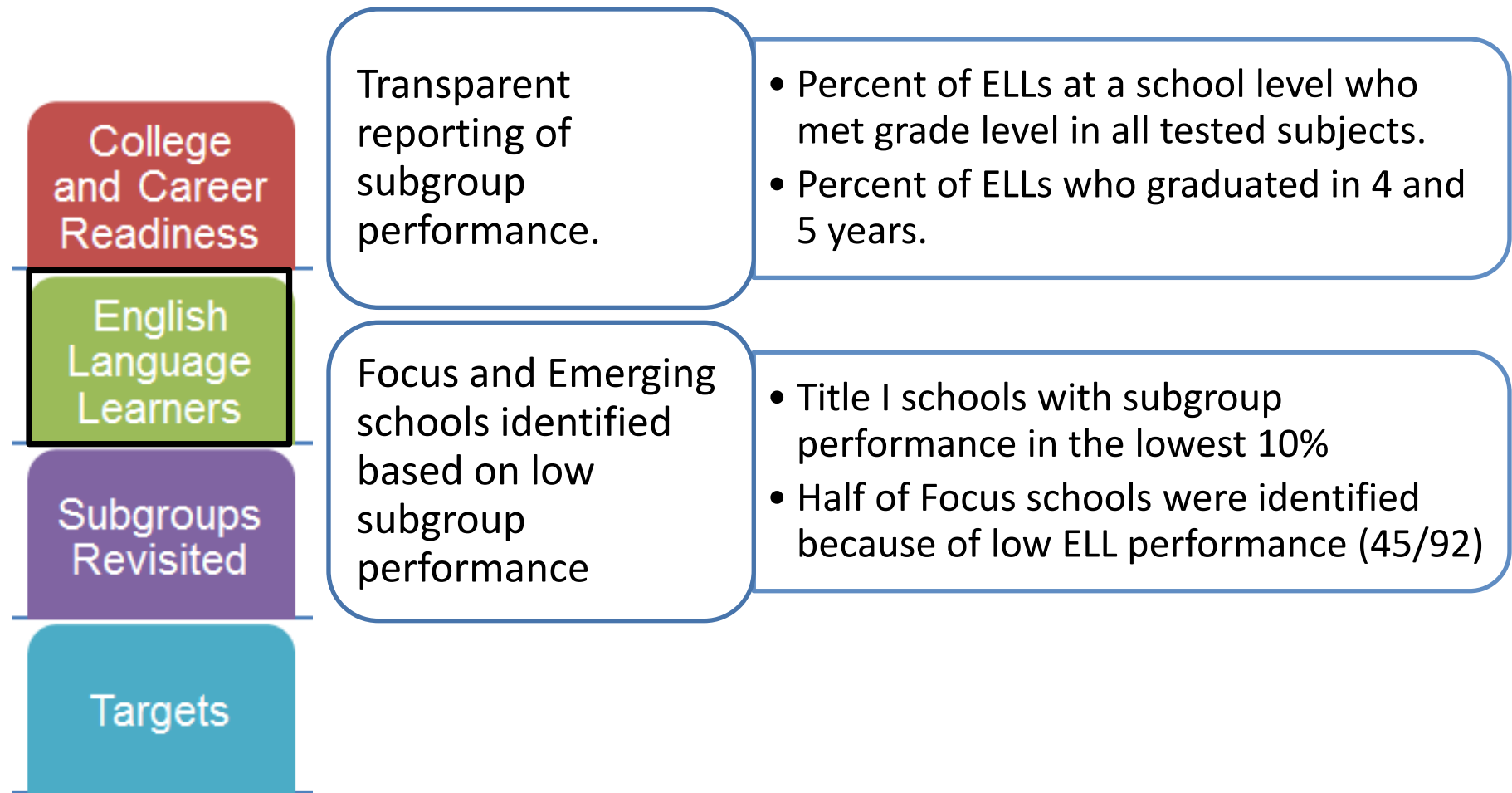
Goal: coherent, aligned state and federal accountability

Do not want: misalignment between state accountability (Index) and federal accountability (Annual Measurable Objectives for Title I and Annual Measurable Achievement Objectives for Title III)

Example of potential misalignment: a district meets federal Title III accountability and yet its schools are identified as “Focus” schools due to low ELL performance



Strengthening Accountability for ELLs: ESEA Commitments



Strengthening Accountability for ELLs: Options

Options	+/-
A. Do not add data about English acquisition to the Index	Simplicity. Student Growth Percentiles will already begin to address the problems with current proficiency-based accountability.
B. Add English language acquisition (currently WA English Language Proficiency Assessment) to the Index.	May be fairer; creates accountability for the rate of English acquisition. Would require some definition of 'adequate' rate of language acquisition. Adds significant complexity.
C. Create and report former ELL subgroup (not a mutually exclusive option)	Ensures accountability for performance of students who have exited from ELL subgroup; adds significant complexity.
D. Other	

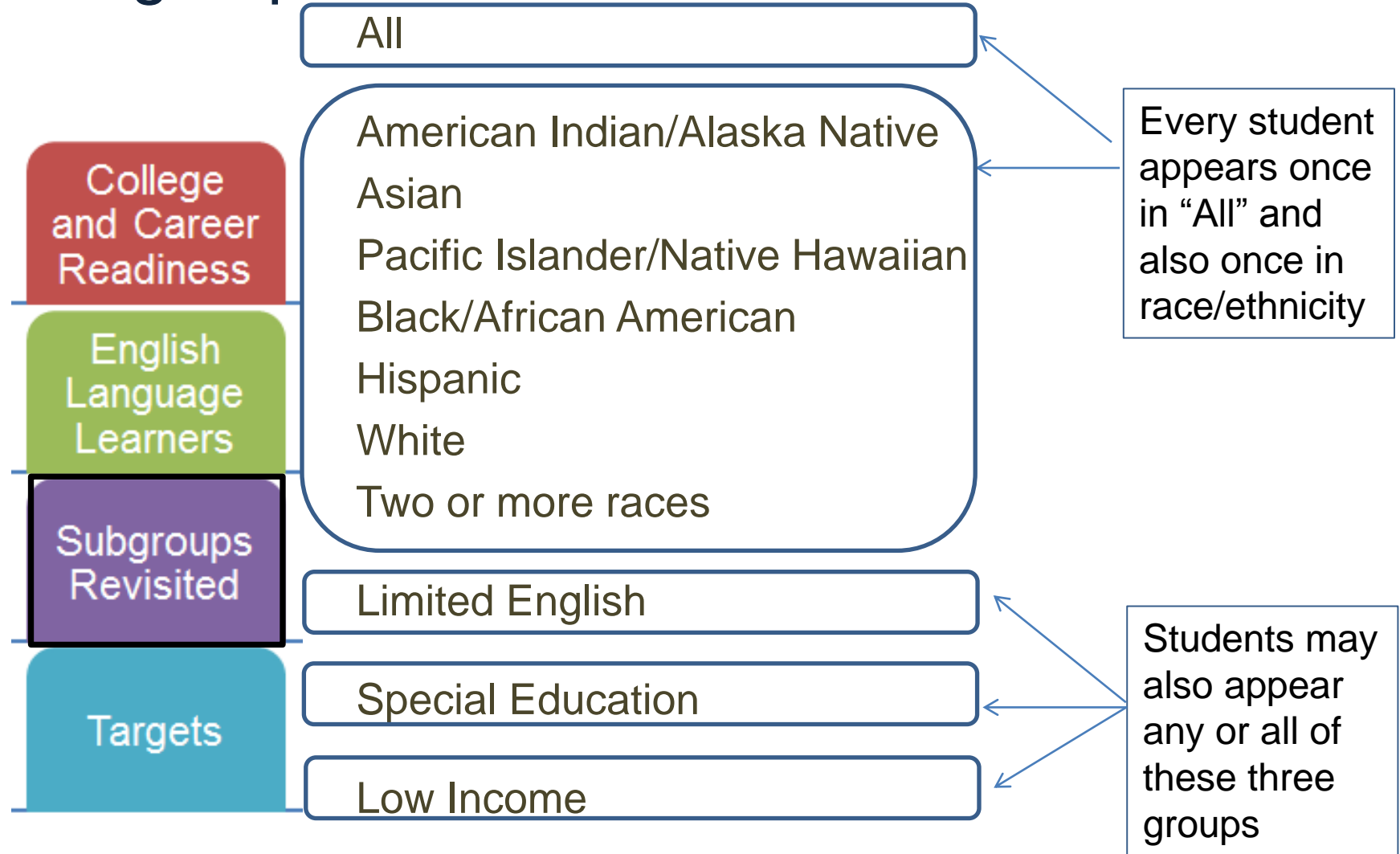
College and Career Readiness

English Language Learners

Subgroups Revisited

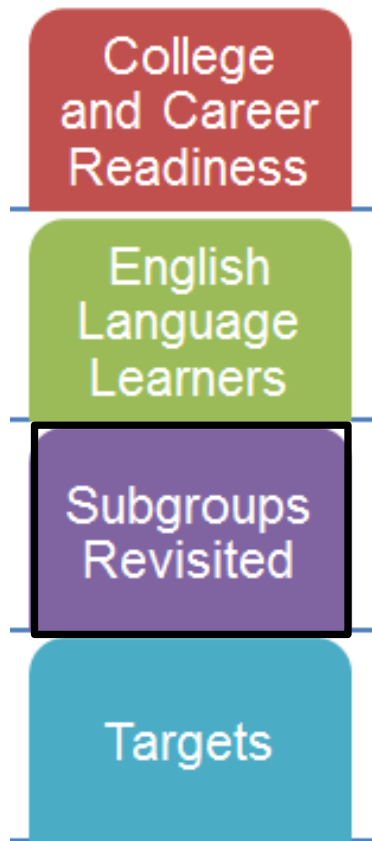
Targets

Subgroups Revisited: 11 Federal Student Subgroups



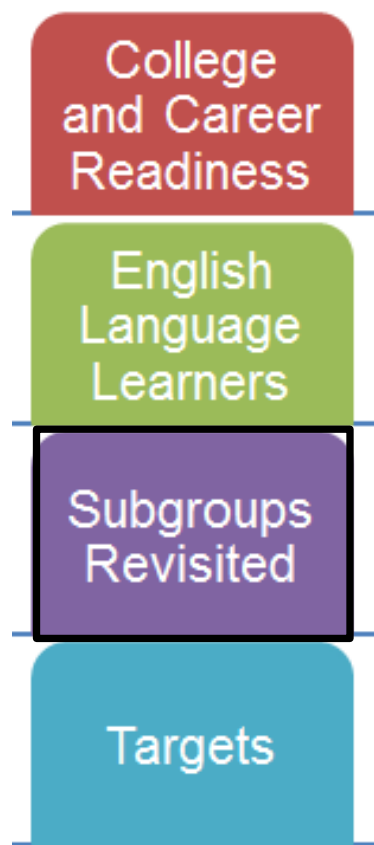
N Size

When fewer than 20 students are in a subgroup, that subgroup is not included in accountability.



Example	N	At least 20?
All	215	Yes
White	130	Yes
Asian	27	Yes
Pacific Islander/Native Hawaiian	0	NA
Black/African American	13	No
Hispanic	26	Yes
American Indian/Alaska Native	6	No
Two or More Races	13	No
Limited English	19	No
Special Education	32	Yes
Low Income	59	Yes

Many Subgroups Not Represented in Accountability System Due to Low N Size



Subgroup	Schools with 20 or more Students	Schools with 1-19 Students	% of Schools with subgroups for accountability
Pacific Islander	21	742	3%
American Indian	51	1265	4%
Black	293	1110	21%
Two or More Races	467	1199	28%
Limited English	436	1001	30%
Asian	491	983	33%
Hispanic	1124	759	60%
Special Education	1262	673	65%
Low Income	1689	312	84%
White	1739	301	85%

Subgroup Options

Options	+/-
A. Use federal subgroups only. No change to current system.	Full disaggregation by existing subgroups. Some stakeholders want additional disaggregation.
B. Use federal subgroups PLUS add new subgroups: former ELL and former SpEd.	Transparent performance for former ELLs and for students with disabilities, although to some degree this is already accomplished when OSPI includes students who exited for two years. Adds more complexity.
C. “Super overall” combining all at-risk race/ethnicity, income, ELL, SpEd.	Simpler system. Masks different performance among subgroups unnecessarily. No clear interventions can be identified.
D. “Super as needed” combining at-risk race/ethnicity.	Makes gaps visible. Creates volatility and complexity.
E. “Super as needed” combining all at-risk race/ethnicity, income, ELL, SpEd.	Could conflate on race and other student characteristics; no clear interventions can be identified. Creates volatility and complexity.
F. Federal subgroups plus – greater disaggregation than current.	More data will be suppressed because already low N subgroups will be split. Of all options, the most complexity.

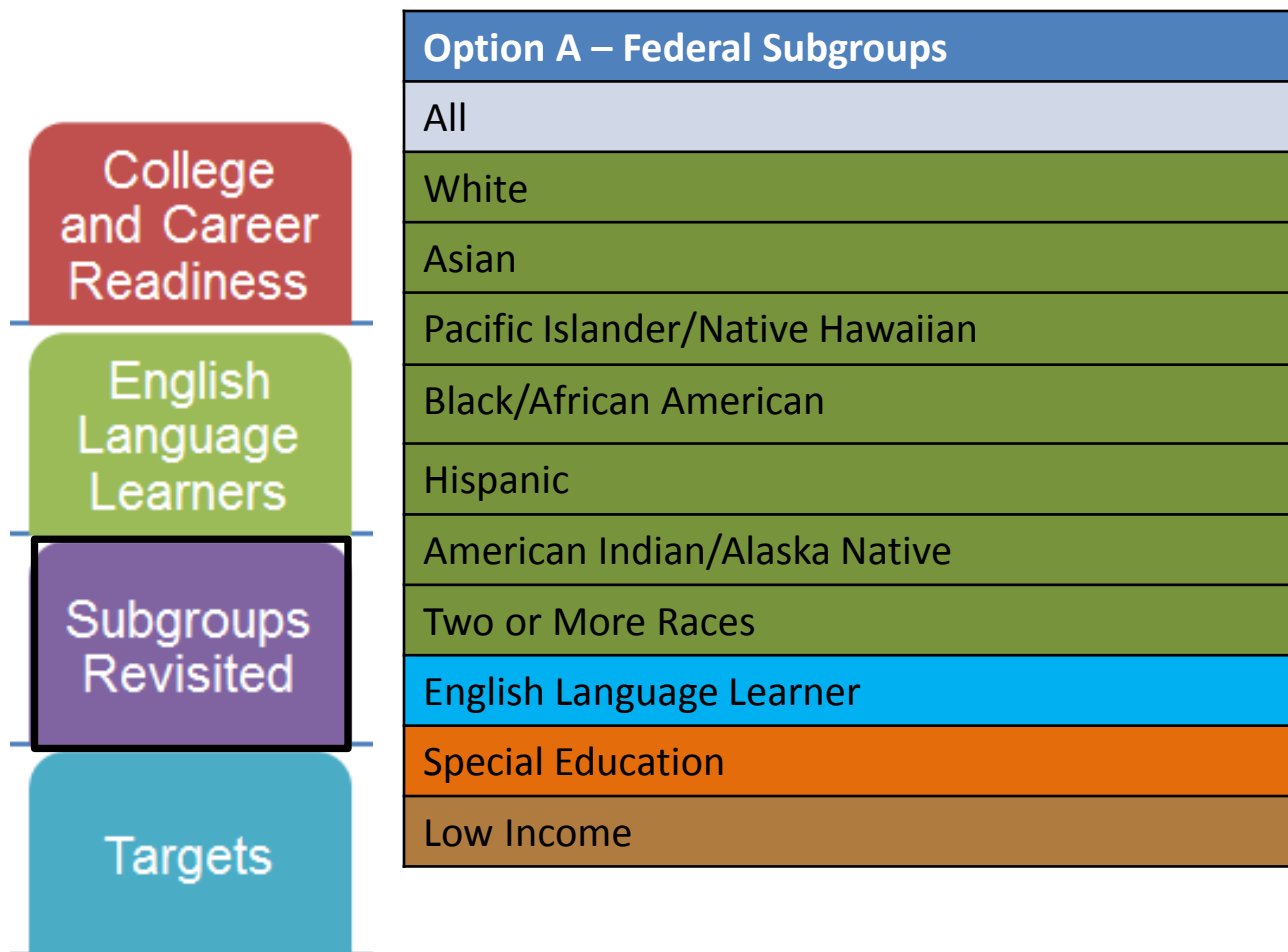
College and Career Readiness

English Language Learners

Subgroups Revisited

Targets

Option A –Federal Subgroups Only (no change to current system)



Option B – Add former ELL and former SpEd

	Federal Subgroups	Option B
<div style="background-color: #e67e22; color: white; padding: 5px; border-radius: 10px; text-align: center; margin-bottom: 5px;">College and Career Readiness</div> <div style="background-color: #27ae60; color: white; padding: 5px; border-radius: 10px; text-align: center; margin-bottom: 5px;">English Language Learners</div> <div style="background-color: #8e44ad; color: white; padding: 5px; border: 2px solid black; border-radius: 10px; text-align: center; margin-bottom: 5px;">Subgroups Revisited</div> <div style="background-color: #3498db; color: white; padding: 5px; border-radius: 10px; text-align: center;">Targets</div>	All	All
	White	White
	Asian	Asian
	Pacific Islander/Native Hawaiian	Pacific Islander/Native Hawaiian
	Black/African American	Black/African American
	Hispanic	Hispanic
	American Indian/Alaska Native	American Indian/Alaska Native
	Two or More Races	Two or More Races
	English Language Learner	English Language Learner
	Special Education	Special Education
	Low Income	Low Income
		Former ELL
		Former SpEd

Option C “Super overall” regardless of N size

	Federal Subgroups	Option C	
	All	All	
College and Career Readiness	White	White/Asian	
	Asian		Non low income, non SpEd, non ELL
English Language Learners	Pacific Islander/Native Hawaiian	“At Risk”	
	Black/African American		
	Hispanic		
	American Indian/Alaska Native		
	Two or More Races		
Subgroups Revisited	English Language Learner		
	Special Education		
	Low Income		
Targets			

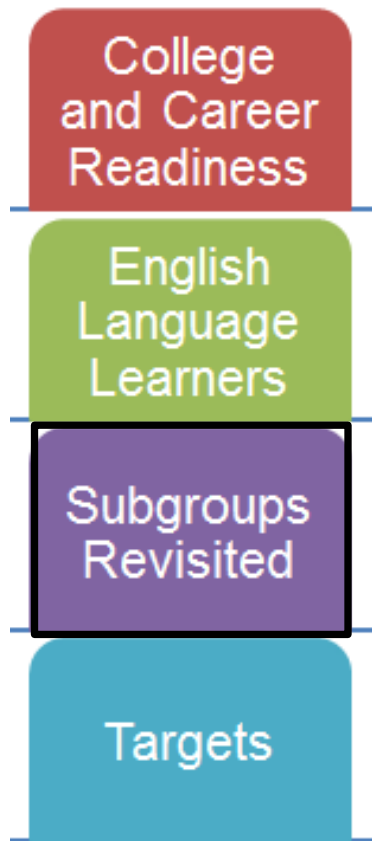
Option D “Super as needed” race/ethnicity

	Example	N	At least 20?	Option D
	All	215	Yes	All
	White	130	Yes	White
	Asian	27	Yes	Asian
College and Career Readiness	Pacific Islander/Native Hawaiian	0	NA	Pacific Islander/Native Hawaiian
English Language Learners	Hispanic	26	Yes	Hispanic
Subgroups Revisited	Black/African American	13	No	“At Risk” minority
	American Indian/Alaska Native	6	No	
	Two or More Races	13	No	
Targets	ELL	19	No	ELL
	SpEd	32	Yes	SpEd
	Low Income	59	Yes	Low Income

Option E “Super as needed” race/ethnicity, ELL, SpEd, Low Income

	Example	N	At least 20?	Option D
	All	215	Yes	All
College and Career Readiness	White	130	Yes	White
	Asian	27	Yes	Asian
	Pacific Islander/Native Hawaiian	0	NA	Pacific Islander/Native Hawaiian
English Language Learners	Hispanic	26	Yes	Hispanic
Subgroups Revisited	Black/African American	13	No	“At Risk” minority, ELL
	American Indian/Alaska Native	6	No	
	Two or More Races	13	No	
Targets	ELL	19	No	
	SpEd	32	Yes	SpEd
	Low Income	59	Yes	Low Income

Subgroups: National Trends

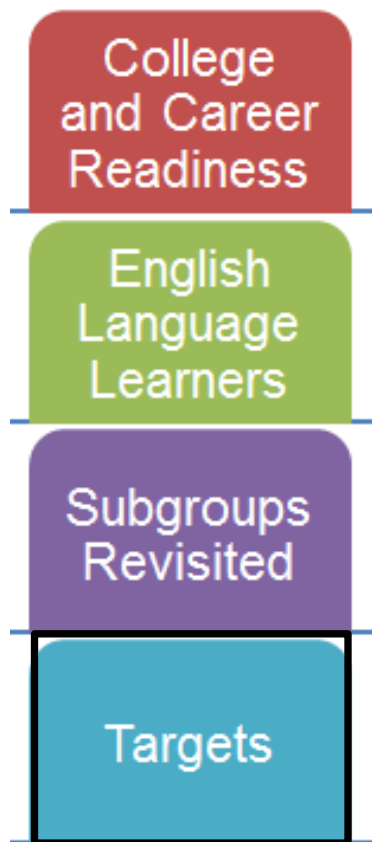


- Many states propose use of super-subgroups
- The US Department of Education has approved use of super subgroups, provided the State reports data for all disaggregated groups in transparent & engaging manner
- US Department of Education expects evidence that more students & schools included in annual determinations than alternative
- Colorado was approved to use a minority super subgroup, given evidence provided & reporting to the public using SchoolView

Tiers and Targets – Current Index

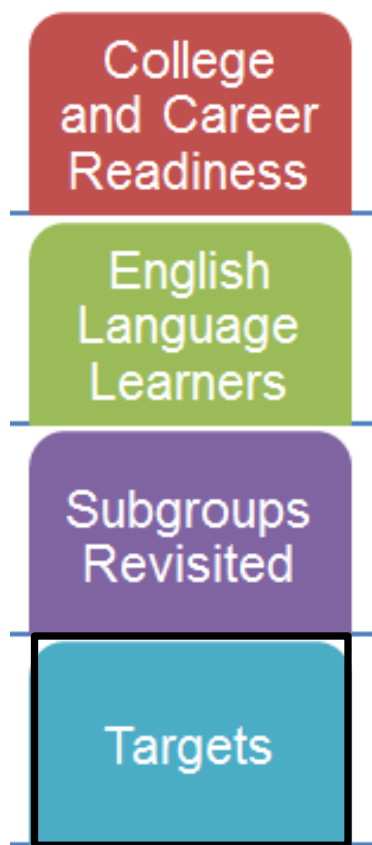
	% Met Standard	Index Score
College and Career Readiness	90-100	7
English Language Learners	80-89.9	6
Subgroups Revisited	70-79.9	5
	60-69.9	4
	50-59.9	3
	40-49.9	2
Targets	<40	1

Tiers and Targets – Current Index



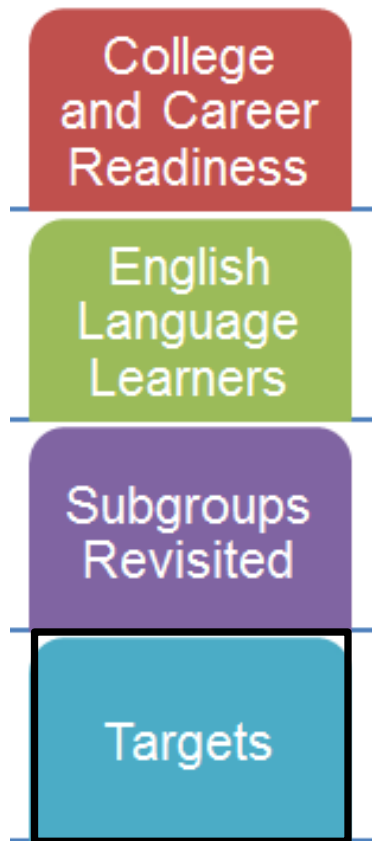
% Met Standard	Index Score	Tier (Index Score Range)	2012 Average Elementary	2012 Average Middle School
90-100	7	Exemplary (5.5-7)		
80-89.9	6			
75-79.9	5	Very Good (5-5.49)		
70-74.9			← Reading 70.5%	← Writing 71%
60-69.9	4	Good (4-4.99)	← Science 62.8%	← Reading 69.8%
50-59.9	3	Fair (2.5-3.99)	← Writing 61.4%	← Science 66.4%
45-49.9	2		← Math 59.4%	
40-44.9				← Math 58.7%
<40	1	Struggling (1-2.49)		

Targets: Criterion or Norm Referenced for Each Performance Indicator



Performance Indicator	Criterion referenced	Norm referenced
Proficiency	“90% of our students met standard on the math assessment, so we got the highest possible rating.”	“65% of our students met standard on the math assessment. Since this is above the state average we got a high rating.”
Growth	“Our students grow enough to reach proficiency within three years. Therefore, we got a high rating.”	“The median student in our school grew at the 70 th percentile. This is high growth, so we got a high rating.”
Career and College Readiness	“95% of our school’s students graduated, so we got the highest possible rating.”	“Our school’s graduation rate is far better than the state average, so we got the highest possible rating.”
1. Grad Rates		
2. Other indicators		

Targets: Policy Considerations



- Targets at what levels? School, district, state?
 - Tradeoffs & considerations
- Reporting vs. annual determination purposes
- Assessments transition considerations
 - Normative vs. criterion-referenced
- Do criteria exist that withstand public scrutiny & promote desired system outcomes for all students?

Questions and Discussion

Additional Slides

All high schools shall provide a program to help students access baccalaureate-granting institutions OR career/work opportunities

RCW 28A.230.130

(1) All public high schools of the state shall provide a program, directly or in cooperation with a community college or another school district, for students whose educational plans include application for entrance to a baccalaureate-granting institution after being granted a high school diploma. The program shall help these students to meet at least the minimum entrance requirements under RCW 28B.10.050.

(2) All public high schools of the state shall provide a program, directly or in cooperation with a community or technical college, a skills center, an apprenticeship committee, or another school district, for students who plan to pursue career or work opportunities other than entrance to a baccalaureate-granting institution after being granted a high school diploma.

Source: <http://apps.leg.wa.gov/RCW/default.aspx?Cite=28A.230.130>

College
and Career
Readiness

English
Language
Learners

Subgroups
Revisited

Targets

E2SHB 1808: The Launch Act (2011)

College
and Career
Readiness

English
Language
Learners

Subgroups
Revisited

Targets

Within existing resources, all public high schools in the state shall:

Work towards the goal of offering a sufficient number of high school courses that give students the opportunity to earn the equivalent of a year's worth of postsecondary credit towards a certificate, apprenticeship program, technical degree, or associate or baccalaureate degree...

...this information shall encourage students to use the twelfth grade as the launch year for an advance start on their career and postsecondary education.

Source: <http://apps.leg.wa.gov/documents/billdocs/2011-12/Pdf/Bills/House%20Passed%20Legislature/1808-S2.PL.pdf>

ESEA Flexibility: Overview

College and Career Readiness

English Language Learners

Subgroups Revisited

Targets

	ACT or SAT scores	Industry Certification or CTE endorsement	AP/IB success	Dual Credit
Colorado	X			
Florida	X	X	X	X
Idaho	X		X	X
Illinois	X	X	X	X
Indiana		X	X	X
Iowa				
Kentucky	X	X		
Louisiana	X	X	X	X
Maryland		X		
Missouri				
Nevada	X		X	
New Mexico	X	X		X
New York		X		
North Carolina	X			
Oklahoma	X	X	X	
South Dakota	X			
Wisconsin	X			

Source: staff analysis of Career and College Readiness measures included in state accountability systems as described in ESEA flexibility applications

Current Index: Performance Indicators

School Year 2010-2011						
INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	7	7	5	4	5	5.60
Achievement of low income students	6	7	5	3	3	4.80
Achievement vs. peers	3	4	1	3	2	2.60
Improvement from the previous year	5	6	7	7	1	5.20
Index Scores	5.25	6.00	4.50	4.25	2.75	4.55 Good

- Non low income achievement compared to low income achievement
- Achievement vs. peers
 - Regression analysis to account for school demographic characteristics
 - USED will not approve including the peers indicator in our revised Index.
- School improvement from the previous year
 - Includes a learning Index which measures not just the % of students who are proficient, but also the % of students at each level.