

**October 10, 2012**

## **Achievement and Accountability Workgroup Meeting Highlights**

Note: By October 21, we will post a feedback report highlighting members' discussions of the members' discussions. This feedback report, a meeting agenda, and other related materials are available on our [website](#).

On October 10, the State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) hosted the second meeting of the Achievement and Accountability Workgroup (AAW) in Renton, Washington.

During the meeting, members discussed the following:

- **What performance indicators should be included in the revised Index?**  
Performance indicators are major accountability measures aligned with the goals of the system. This is a major design choice of the Index. As an example, the current Index is primarily an "academic proficiency"-based Index – looking mostly at objective levels of student performance on state assessments. The Index also includes an improvement component that recognizes increases in scores, comparing different groups of children in a school, from one school year to the next.  
Members provided their perspective on additional performance indicators that may be included in the revised Index, such as academic growth over time, academic growth gaps between subgroups, post-secondary readiness (such as graduation rates, and participation in college prep courses, dual enrollment courses, or industry certifications).
- **What weight should tested subjects have in the revised Index?**  
The current Achievement Index:
  - Averages all subjects included in the state assessment system (Reading, math, writing, and science) and tested grades within a school to generate a composite Index score.
  - Includes all subjects with equal weight, regardless of how frequently they are tested.Members discussed the value of continuing to include reading, writing, math, and science in the revised Index, acknowledging that changes to the assessment system will impact what subjects are tested at what grade level in the future. Members also discussed the assignment of additional weight to certain tests.
- **What approach should the revised Index take to disaggregate student data by subgroup?**  
The current Index uses combined subgroups (also known as super subgroups) to address race/ethnicity gaps in the Index. However, the U.S. Department of Education requires that the revised Index disaggregate data using Elementary and Secondary Education Act (ESEA) subgroups. ESEA is approving the use of combined subgroups (super subgroups) only if the combination results in the inclusion of more students in the accountability system. Members discussed the merits of developing an Index that disaggregates subgroup data by ESEA subgroups, super subgroups, or by ESEA subgroups except where the low N size masks in a subgroup prevents those students from being included in the accountability system.

**The next Achievement and Accountability Workgroup meeting will be December 12 in Renton, Washington, at the Puget Sound Educational Service District.**

For additional information and Board meeting materials, go to: [www.sbe.wa.gov](http://www.sbe.wa.gov)  
or call the Board office at: 360-725-6025.