

# Achievement and Accountability Workgroup: Options and Input

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Policy Director  
October 17, 2012

# Objectives

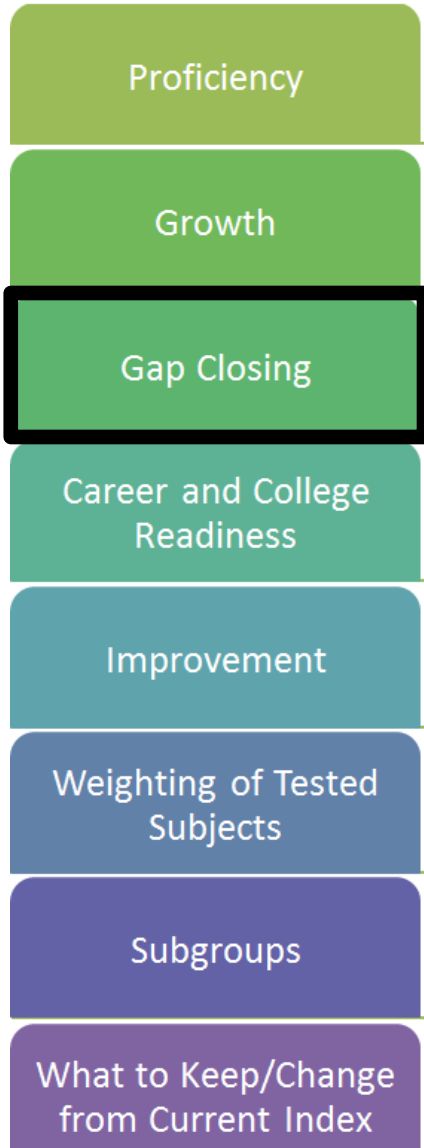
SBE members will:

1. Review the questions and options posed to the Achievement and Accountability Workgroup.
2. Review AAW input and staff recommendations.
3. Discuss and ask questions in anticipation of the November Board meeting.

# Options for Revised Index

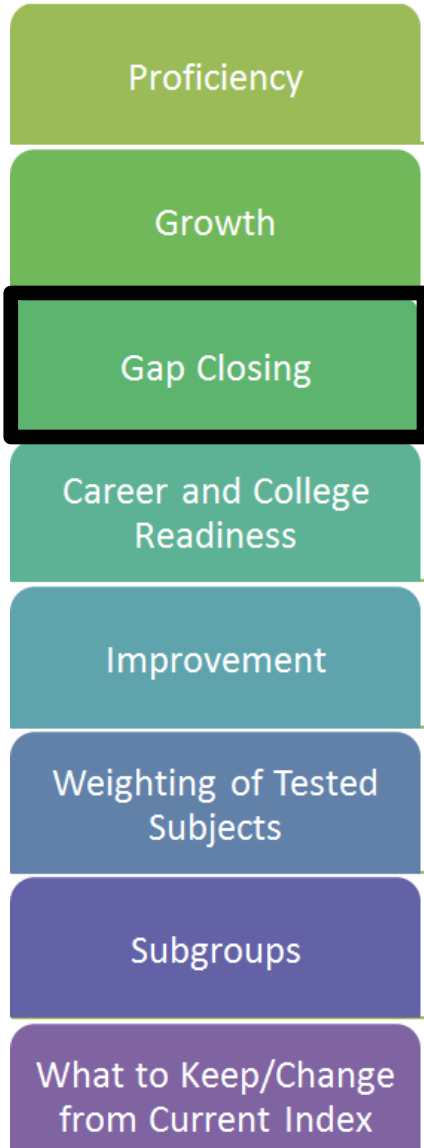
Proficiency	Percent of students at standard; reading, writing, math, science	
Growth	Percent of students with adequate growth: reading, math	
Gap Closing	Question 1: Gap closing options	} AAW letter question 1
Career and College Readiness	Question 2: Career and college readiness options	
Improvement	Question 3: Improvement options	
Weighting of Tested Subjects	Question 4: Weighting options	} AAW letter question 2
Subgroups	Question 5: Subgroup options	} AAW letter question 3
What to Keep/Change from Current Index	Question 6: What to keep/change from current Index	} AAW letter question 4

# Q1: Gap Closing



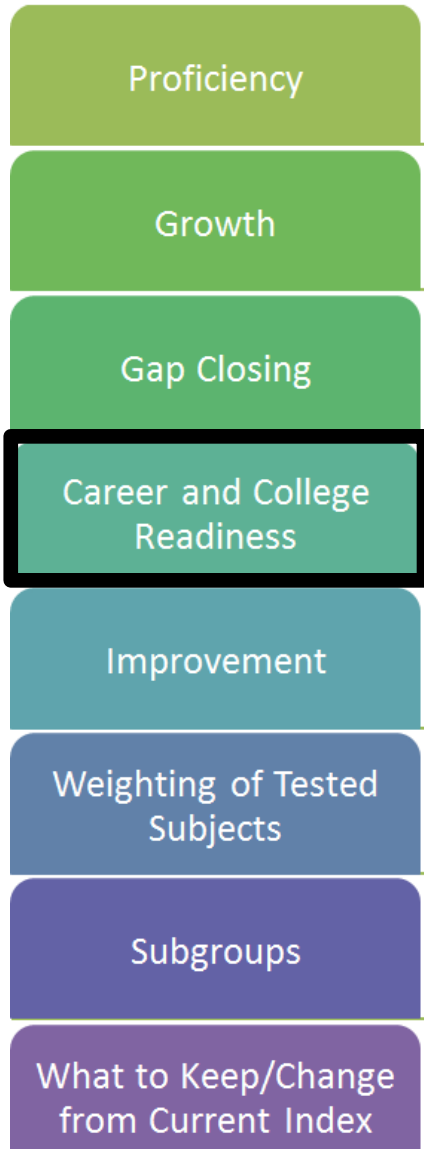
Option	+/-
A. Growth Gaps	Growth is a leading indicator; and focusing on growth gaps instead of proficiency gaps may be more fair.
B. Proficiency Gaps	Proficiency is a lagging indicator; however it is the ultimate goal to close proficiency gaps.
C. BOTH Proficiency and Growth Gaps	More information; more complexity.
D. Other	

# Q1: Gap Closing



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# Q2: Career and College Readiness



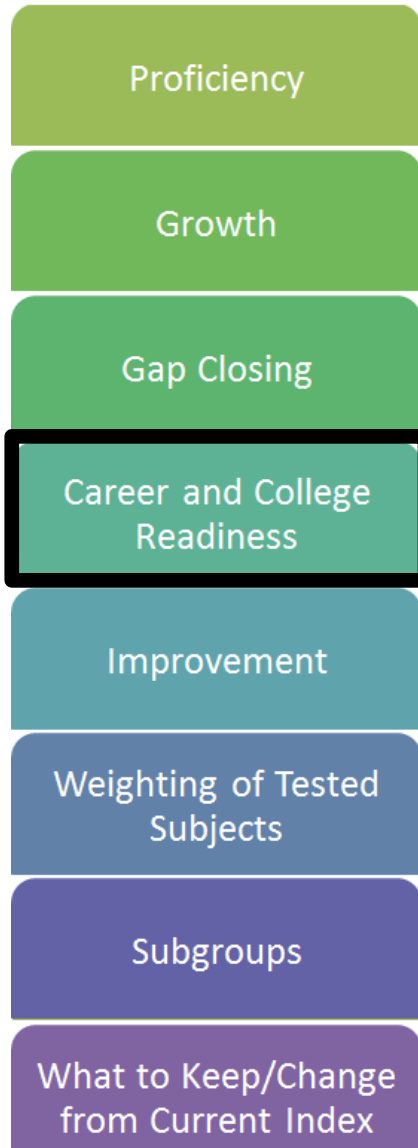
Options	+/-
A. High School Graduation Rates ONLY	Minimum requirement; sets graduation as the end goal.
B. High School Graduation Rates PLUS sub-indicators of career and/or college readiness	Better alignment with the statutory purpose of the K-12 system; more complex.
C. Other	

# Q2: Career and College Readiness\*

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness**
- Improvement
- Weighting of Tested Subjects
- Subgroups
- What to Keep/Change from Current Index

Options	+/-
A. High School Graduation Rates ONLY	Minimum requirement; sets graduation as the end goal.
B. High School Graduation Rates PLUS sub-indicators of career and/or college readiness	Better alignment with the statutory purpose of the K-12 system; more complex.
C. Other	

# Q2: Possible Sub-indicators for Career and College Readiness



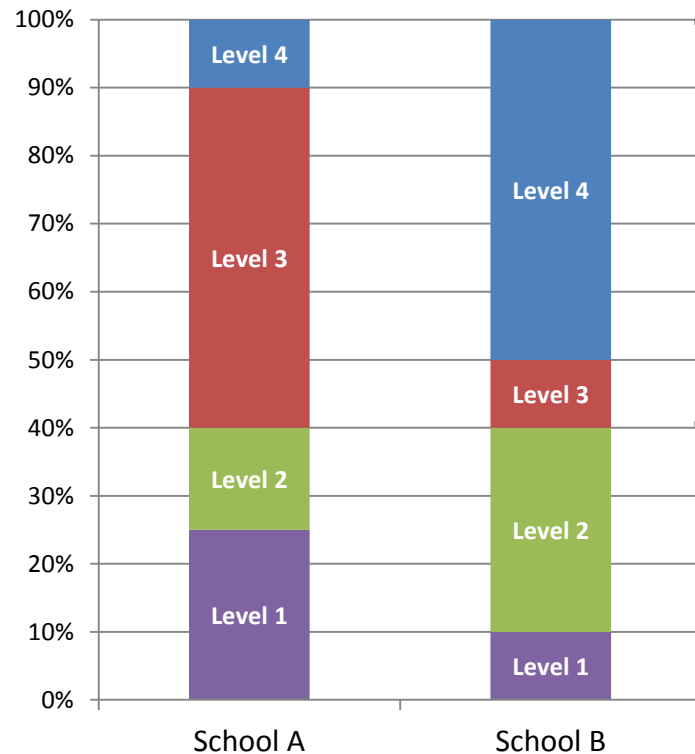
- Dual credit participation and/or performance (Advanced Placement, International Baccalaureate, Running Start, Tech Prep, others)
- High school course-taking data
- Dropout risk factors
- Industry certification
- Apprenticeship programs
- SAT, ACT, WorkKeys, COMPASS
- 2- and 4-year college enrollment
- Employment data
- Post-secondary remediation
- College persistence
- Others



# Q3: Current Index Improvement

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness
- Improvement**
- Weighting of Tested Subjects
- Subgroups
- What to Keep/Change from Current Index

The percent of students meeting standard does not tell the whole story about student achievement. A Learning Index calculation awards schools with more students at higher levels.



60 percent of students met standard in both schools

Level 4: Advanced
Level 3: Proficient
Level 2: Basic
Level 1: Below Basic

# Q3: Current Index Improvement

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness
- Improvement
- Weighting of Tested Subjects
- Subgroups
- What to Keep/Change from Current Index

School A: 60% met standard	School B: 60% met standard
Level 4: 10%	Level 4: 50%
Level 3: 50%	Level 3: 10%
Level 2: 15%	Level 2: 30%
Level 1: 25%	Level 1: 10%
Learning Index= $(1*0.25)+(2*0.15)+(3*0.50)+(4*0.10)$ $.25 + .3 + 1.5 + .4 = \mathbf{2.45}$	Learning Index= $(1*0.10)+(2*0.30)+(3*0.10)+(4*0.50)$ $.1 + .6 + .3 + 2.0 = \mathbf{3.00}$

School B gets a higher Learning Index score because more students are performing at higher levels.

# Q3: Improvement

	Options	+/-
Proficiency		
Growth		
Gap Closing		
Career and College Readiness		
<b>Improvement</b>	A. Improvement from prior year in % of students meeting standard	Easy to understand. Changing school boundaries and magnet programs make this a sometimes invalid measure.
	B. Improvement from prior year in growth	Fairer (leading versus lagging) but same challenges to validity as A.
	C. Improvement from prior year in % of students meeting standard using Learning Index	More difficult to understand. Incentivizes improving all student outcomes, not just students on the verge of meeting standard. Same challenges to validity as A.
	D. None of the above	
	E. Other? Improvement in overall score results in Recognition	
Weighting of Tested Subjects		
Subgroups		
What to Keep/Change from Current Index		

# Q3: Improvement - Examples

Proficiency

Growth

Gap Closing

Career and College  
Readiness

**Improvement**

Weighting of Tested  
Subjects

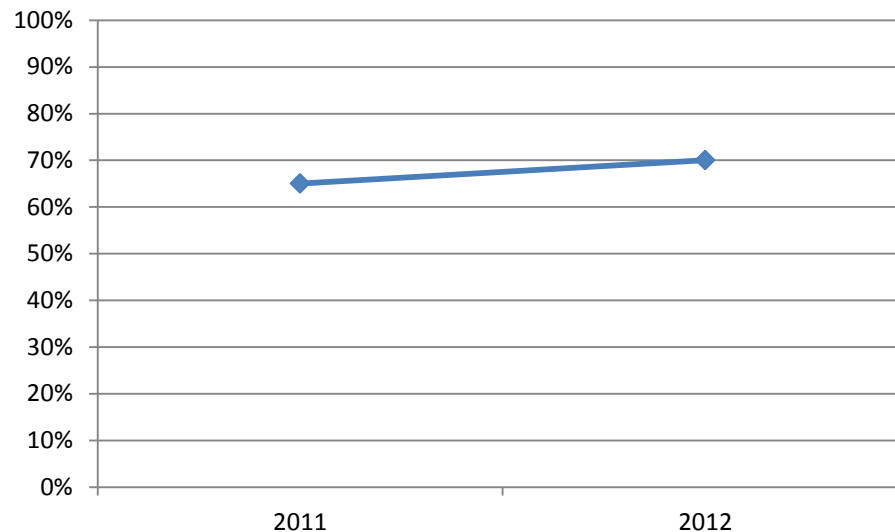
Subgroups

What to Keep/Change  
from Current Index

Option A: Improvement from prior year in % of students meeting standard.

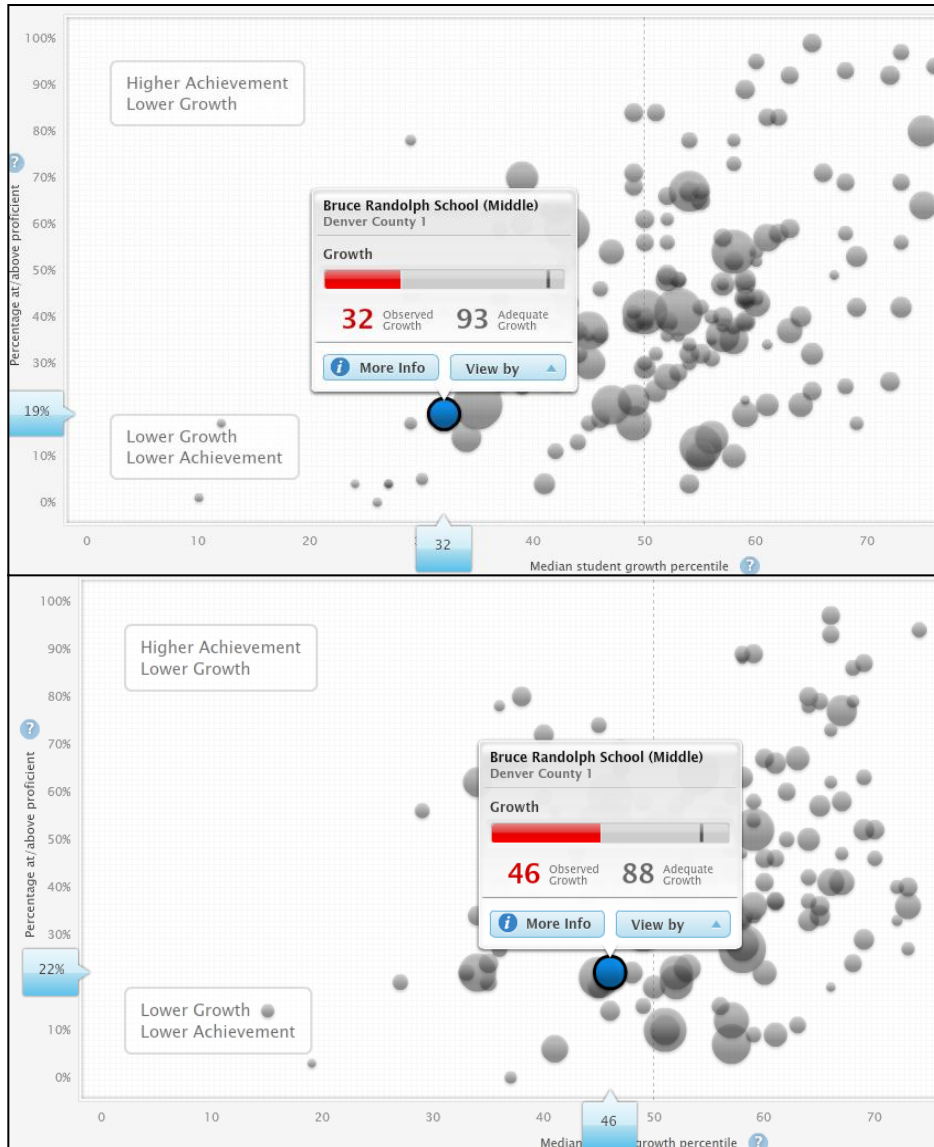
Last year, 65% of students met standard on the MSP at a school. This year, 70% of students met standard.

**% Students Met Standard**



# Q3: Improvement - Examples

- Proficiency
- Growth
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- Weighting of Tested Subjects
- Subgroups
- What to Keep/Change from Current Index



Option B:  
Improvement  
from prior year  
in growth.

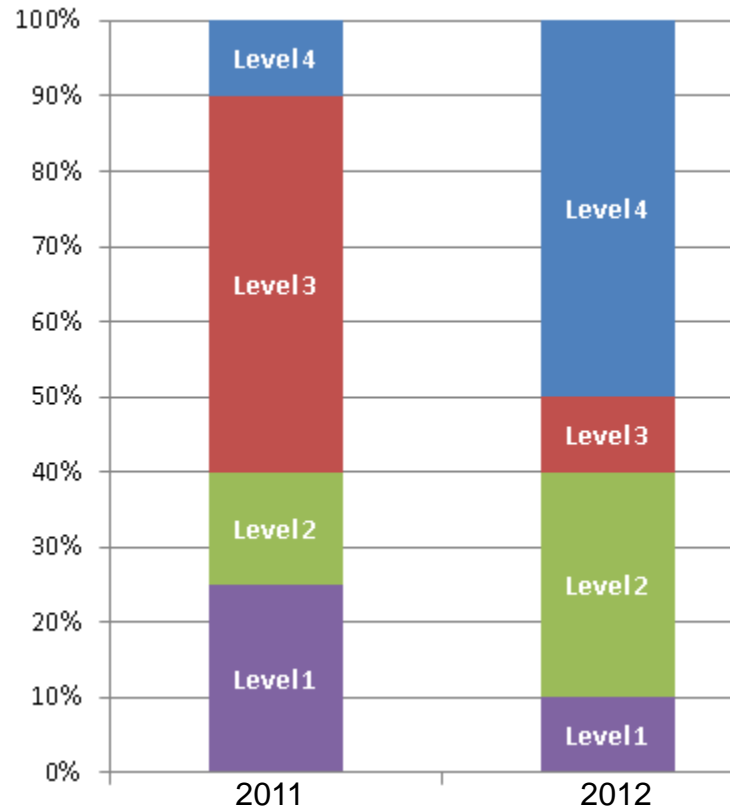
Last year, the  
median student  
growth for  
reading was 32.  
This year, the  
median SGP is  
46. The growth  
at this school  
has improved.

# Q3: Improvement - Examples

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness
- Improvement**
- Weighting of Tested Subjects
- Subgroups
- What to Keep/Change from Current Index

Option C: Improvement from prior year in % of students meeting standard using Learning Index.

Last year, the school received a Learning Index of 2.45. This year, the school received a Learning Index score of 3.0. The Learning Index has improved.



# Q4: Weighting - Assessments by Grade Level

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness
- Improvement
- Weighting of Tested Subjects**
- Subgroups
- What to Keep/Change from Current Index

Grade	Reading	Writing	Math	Science
3	MSP		MSP	
4	MSP	MSP	MSP	
5	MSP		MSP	MSP
6	MSP		MSP	
7	MSP	MSP	MSP	
8	MSP		MSP	MSP
High School	HSPE	HSPE	EOC 1 EOC 2	EOC

MSP=Measurement of Student Progress

HSPE=High School Proficiency Exam

EOC=End of Course Exam

EOCs required for graduation: Math EOC 1 for class of 2012-13;  
Math EOC 2 and Science EOC for 2014-15

# Q4: Current Index Weighting

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness
- Improvement
- Weighting of Tested Subjects**
- Subgroups
- What to Keep/Change from Current Index

Equal weighting of all subjects regardless of testing frequency:

INDICATORS	25%				Ext Grad Rate	Average
	Reading	Writing	Math	Science		
Achievement of non-low income students	6	6	5	4		5.25
Achievement of low income students	4	6	2	2		3.50
Achievement vs. peers	4	7	4	2		4.25
Improvement from the previous year	1	7	6	7		5.25
<b>Index Scores</b>	<b>3.75</b>	<b>6.50</b>	<b>4.25</b>	<b>3.75</b>		<b>4.56</b> Good



# Q4: Weighting of Tested Subjects

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness
- Improvement
- Weighting of Tested Subjects**
- Subgroups
- What to Keep/Change from Current Index

Options	+/-
A. Equal weight for all tested subjects	Values science and writing regardless of testing frequency. Easier to understand by parents and community.
B. Weight subjects based on testing frequency	De-emphasizes science and writing in some grade configurations. More difficult to understand.
C. Other	

# Q4: Weighting of Tested Subjects

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness
- Improvement
- Weighting of Tested Subjects**
- Subgroups
- What to Keep/Change from Current Index

Options	+/-
A. Equal weight for all tested subjects	Values science and writing regardless of testing frequency. Easier to understand by parents and community.
B. Weight subjects based on testing frequency	De-emphasizes science and writing in some grade configurations. More difficult to understand.
C. Other	

# Q5: Subgroups

	Options	+/-	Current federal subgroups:
Proficiency	A. Use current federal subgroups only.	Districts are accustomed to this already. Limited to the subgroups listed.	All
Growth			American Indian or Alaska Native
Gap Closing	B. Use current subgroups PLUS add new subgroups – former ELL, ‘Catch-up Students’ or ‘lowest 25%’.	Stronger accountability for former ELLs and for struggling students; more complexity.	Asian
Career and College Readiness			Native Hawaiian or other Pacific Islander
Improvement			Black or African American
Weighting of Tested Subjects	C. Create super subgroups for schools with low N size.	Makes gaps visible; may combine subgroups of students with very different needs.	Hispanic
<b>Subgroups</b>			White
What to Keep/Change from Current Index	D. Other		Two or more races
	E. Both B and C		Limited English
			Special Education
			Low Income

# Q5: Subgroups

Proficiency	<b>Options</b>	<b>+/-</b>	Current federal subgroups:
Growth	A. Use current federal subgroups only.	Districts are accustomed to this already. Limited to the subgroups listed.	All
Gap Closing	B. Use current subgroups PLUS add new subgroups – former ELL, ‘Catch-up Students’ or ‘lowest 25%’.	Stronger accountability for former ELLs and for struggling students; more complexity.	American Indian or Alaska Native
Career and College Readiness	C. Create super subgroups for schools with low N size.	Makes gaps visible; may combine subgroups of students with very different needs.	Asian
Improvement	D. Other		Native Hawaiian or other Pacific Islander
Weighting of Tested Subjects	E. Both B and C		Black or African American
<b>Subgroups</b>			Hispanic
What to Keep/Change from Current Index			White
			Two or more races
			Limited English
			Special Education
			Low Income

# Q6: What to Keep or Change from Current Index?

Proficiency

Growth

Gap Closing

Career and College  
Readiness

Improvement

Weighting of Tested  
Subjects

Subgroups

What to Keep/Change  
from Current Index

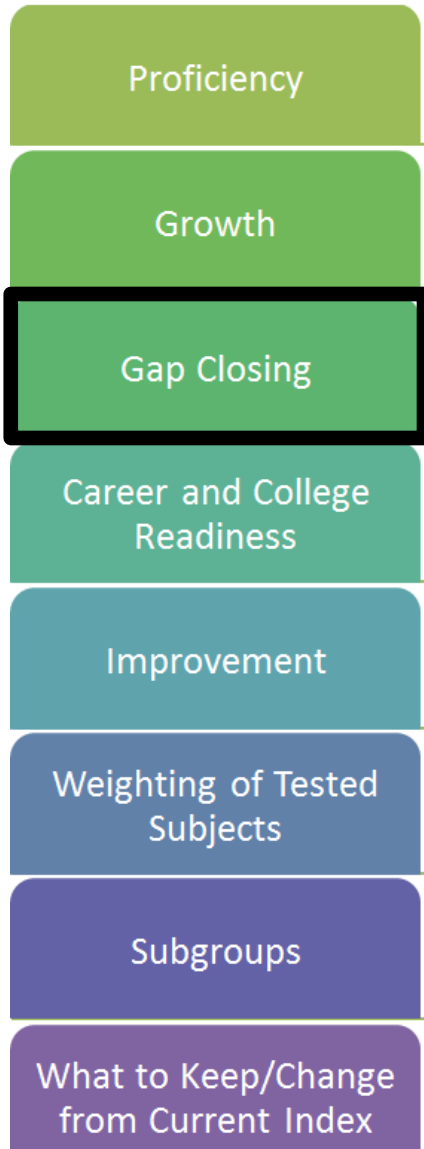
- Use tier labels that are more accessible to parents than a summative number.
- Build upon online format with more tools, data, in OSPI report card.

# Staff Recommendations and Board Member Feedback

## Board Member Discussion Questions:

- What clarifying questions do you have about these options?
- Do you agree with staff recommendations?
- What should be changed and why?
- What more information do you need to be ready for November?

# Q1: Gap Closing



Option	+/-
A. Growth Gaps	Growth is a leading indicator; and focusing on growth gaps instead of proficiency gaps may be more fair.
B. Proficiency Gaps	Proficiency is a lagging indicator; however it is the ultimate goal to close proficiency gaps.
<b>C. BOTH Proficiency and Growth Gaps</b>	<b>More information; more complexity.</b>
D. Other	

# Q2: Career and College Readiness

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness**
- Improvement
- Weighting of Tested Subjects
- Subgroups
- What to Keep/Change from Current Index

Options	+/-
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C. Other	



# Q3: Improvement

	Options	+/-
Proficiency	A. Improvement from prior year in % of students meeting standard	Easy to understand. Changing school boundaries and magnet programs make this a sometimes invalid measure.
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Career and College Readiness		
<b>Improvement</b>	C. Improvement from prior year in % of students meeting standard using Learning Index	More difficult to understand. Incentivizes improving all student outcomes, not just students on the verge of meeting standard. Same challenges to validity as A.
Weighting of Tested Subjects	D. None of the above	
Subgroups		
What to Keep/Change from Current Index	E. Other? Improvement in overall Index score for recognition	

# Q4: Weighting of Tested Subjects

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness
- Improvement
- Weighting of Tested Subjects**
- Subgroups
- What to Keep/Change from Current Index

Options	+/-
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C. Other	

# Q5: Subgroups

Staff Recommends Further Study

- Proficiency
- Growth
- Gap Closing
- Career and College Readiness
- Improvement
- Weighting of Tested Subjects
- Subgroups**
- What to Keep/Change from Current Index

Options	+/-
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C. Create super subgroups for schools with low N size.	Makes gaps visible; may combine subgroups of students with very different needs.
D. Other	
E. Both B and C	

Current federal subgroups:
All
American Indian
Asian
Pacific Islander
Black
Hispanic
White
Limited English
Special Education
Low Income
Two or More Races

# Looking Ahead

In November:

1. Members will have an opportunity to further discuss staff and AAW recommendations.
2. Members will be asked to take action on areas where there are staff recommendations.
3. Members will be asked to approve a letter to the AAW outlining expectations for the December 12 meeting.