

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

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|---|---|---|
| Title: | AAW and Staff Recommendations for Revised Index | |
| As Related To: | <input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap. | <input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other |
| Relevant To Board Roles: | <input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating |
| Policy Considerations / Key Questions: | <p>The Board will consider approving the following staff recommendations for inclusion in a revised Index:</p> <ol style="list-style-type: none"> Incorporation of the following into a career- and college- ready performance indicator: <ol style="list-style-type: none"> The percent of students who either pass a dual credit course or receive an industry certification. The percent of students who perform at a career and college-ready level on the 11th grade Common Core State Standards assessment. The percent of students who graduated within four years with credit given for five-, six-, or seven-year graduation rates. Disaggregated data based on the current eleven federal student subgroups. Targets: <ol style="list-style-type: none"> Criterion-based targets for proficiency (grades 3-8 Measurement of Student Performance tests, High School Proficiency Exams, and End of Course Exams) and graduation rates, in alignment with the current Index. Norm-based targets for the percent of students earning high school credit in dual credit coursework or receiving industry credentials, and the percent of students meeting career- and college-ready performance levels on the 11th grade Common Core State Standards. Possibly transition to criterion-based targets in the longer term. Norm-based and criterion-based targets for student growth: median growth and growth-to-standard. <p>Staff recommend devoting further study to English Language Learner data.</p> | |
| Possible Board Action: | <input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other | |
| Materials Included in Packet: | <input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint | |
| Synopsis: | <p>The Achievement and Accountability Workgroup (AAW) reviewed four key questions at the December 2012 meeting:</p> <ul style="list-style-type: none"> 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? 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? Which subindicators should be norm-referenced and which should be criterion-referenced? How should the Index incorporate subgroup data to ensure that gaps are visible to the greatest extent possible? <p>The AAW input is summarized in the December AAW Feedback Report. Staff recommendations are also provided and will be discussed in detail at the Board meeting.</p> | |

REVISED ACHIEVEMENT INDEX INDICATORS

Policy Consideration

The Board will consider approving the following staff recommendations for inclusion in a revised Index:

1. Incorporation of the following into a career- and college- ready performance indicator:
 - a) The percent of students who either pass a dual credit course or receive an industry certification.
 - b) The percent of students who perform at a career and college ready level on the 11th grade Common Core State Standards assessment.
 - c) The percent of students who graduated within four years with credit given for five-, six-, or seven-year graduation rates.
2. Disaggregated data based on the current eleven federal student subgroups.
3. Targets:
 - a) Criterion-based targets for proficiency (grades 3-8 Measurement of Student Performance tests, High School Proficiency Exams, and End of Course Exams) and graduation rates, in alignment with the current Index.
 - b) Norm-based targets for the percent of students earning high school credit in dual credit coursework or receiving industry credentials, and the percent of students meeting career- and college- ready performance levels on the 11th grade Common Core State Standards. Possibly transition to criterion-based targets in the longer term.
 - c) Norm-based and criterion-based targets for student growth: median growth, and growth-to-standard.

Staff recommend devoting further study to English Language Learner data.

Summary

Performance indicators are major accountability measures aligned with the goals of the system. As an example, the current Index is primarily an “academic proficiency” -based Index, looking mostly at objective levels of student performance on state assessments.

Washington’s Elementary and Secondary Act flexibility waiver will require the revised Index to include student growth measures and data disaggregated by student subgroups. It also provides an opportunity to incorporate other measures of career and college readiness.

With assistance from the Achievement and Accountability Workgroup (AAW), SBE and OSPI will revise the Achievement Index and incorporate the required changes including additional indicators to better support a statewide accountability framework.

During this discussion, members will review AAW input and staff recommendations on performance indicators for the revised Index, including the following:

- What specific sub-indicators should be included to measure college and career readiness? Which of these should be reported but not used in an Index calculation?

- 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?
- Which sub-indicators should be norm-referenced and which should be criterion-referenced?

The AAW weighed in on each question. Their feedback along with staff recommendations are summarized in the table below.

| Discussion Topics | AAW Feedback | Staff Recommendations |
|---|---|---|
| Career & College Readiness (CCR) Indicators | Mixed: In addition to graduation rate, most want percent students meeting CCR standard on SBAC and earning credit in dual enrollment coursework or earning an industry certificate. | Include: <ul style="list-style-type: none"> a) % of students who either pass a dual credit course or receive an industry certification. b) % of students meeting CCR standard on SBAC. c) % of students who graduated within 4 years with bonus for 5-, 6-, or 7-year graduation rates. |
| Subgroups | Mixed: Most want to use the federal subgroups PLUS former ELL. | Disaggregated data based on the current eleven federal student subgroups. |
| English Language Learners (ELL) | Unanimous: Add English language acquisition data to the Index. | Recommend further study and work with stakeholders. |
| Performance Targets | Mixed: Most want targets to be both norm and criterion referenced, some want targets to be only criterion referenced. | Targets: <ul style="list-style-type: none"> a) Criterion-based targets for proficiency (grades 3-8 Measurement of Student Performance tests, High School Proficiency Exams, and End of Course Exams) and graduation rates, in alignment with the current Index. b) Norm-based targets for the percent of students earning high school credit in dual credit coursework or receiving industry credentials, and the percent of students meeting career- and college- ready performance levels on the 11th grade Common Core State Standards. Possibly transition to criterion-based targets in the longer term. c) Norm-based and criterion-based targets for student growth (both median growth and growth-to-standard). |

Background

In 2012 and 2013, SBE and OSPI will develop a revised Achievement Index. To better inform this work, the AAW, comprised of 22 representatives from a wide variety of stakeholders, will be meeting multiple times in 2013 to provide feedback to SBE on Index principles and design. The second AAW meeting was held in Renton, Washington, on December 12. Board members were briefed on that meeting via a recorded webinar posted on December 19.

Workgroup members' discussions focused primarily on Achievement Index design options related to the following:

- Subindicators for career and college readiness, in addition to graduation rates which are required.
- Student subgroups and ways to address hidden gaps.
- Accountability challenges specific to the English Language Learner subgroup.
- Target setting.

For each AAW meeting, SBE staff will produce a feedback report summarizing AAW member's discussions. Available on the SBE website three weeks after the AAW session date, the feedback report will assist the Board as they progress to the final approval and adoption of the revised Index.

Action

Consider a motion to approve the staff recommendation noted in the "Policy Consideration" section on page one.

Achievement & Accountability Workgroup (AAW) Recommendations to the State Board of Education Feedback Report from the December 12, 2012, Meeting

Overview

Upon completion of each AAW meeting, SBE staff will generate a report of the members' discussions.. Each member had the opportunity to review and contribute to this report prior to publication.

Executive Summary

AAW members provided input on the following Index questions:

| Discussion Topics | Feedback |
|---|---|
| Career & College Readiness (CCR) Indicators | Mixed: In addition to graduation rate, most want percent students meeting CCR standard on SBAC and earning credit in dual enrollment coursework or earning an industry certificate. |
| Subgroups | Mixed – most want to use the federal subgroups PLUS new subgroups: former ELL and former Special Education. |
| English Language Learners (ELL) | Unanimous: Add English language acquisition data to the Index. |
| Performance Targets | Mixed: Most want targets to be both norm and criterion referenced, some want targets to be only criterion referenced. |

Question 1: What performance indicators should be included in the revised Achievement Index to measure Career & College Readiness (CCR)?

Options:

- A. 4 and 5 year graduation rates.
- B. 4, 5, 6, and 7 year graduation rates.
- C. Percent of students passing the Smarter Balanced Assessment Consortium (SBAC) assessments aligned to the Common Core Standards at a CCR level.¹
- D. Percent of students earning at least one high school credit in dual credit courses.
- E. Percent of students earning high school credit in dual credit courses OR receiving an industry certificate.
- F. Postsecondary remediation rates.
- G. 7th and 8th grade drop out data.

Recommendation:

There was general agreement among the AAW that the Index should include as sub-indicators of CCR the percent of students who passed the SBAC at a CCR level and the percent of students who earn high school credit in dual credit courses or receive an industry certificate. The members discussed graduation rates at length, and there was no consensus on whether or not to include graduation rates beyond 5 years.

¹ USED requires states' accountability systems to include four year graduation rates and the percent of students passing SBAC at a CCR level.

The AAW reached consensus that postsecondary remediation rates should not be included as accountability measures for schools for a variety of reasons. Members pointed out the lack of alignment between high school academic standards and higher education placement tests, and they were also concerned about the redundancy of measuring both postsecondary remediation rates and the percent of students passing at SBAC at a CCR level. In theory, the SBAC 11th grade test results should be the definitive indication that remedial coursework will be required in the future. Incorporating remediation rates in the Index might essentially amount to measuring the same factor twice.

Additional Considerations & Questions:

- Members discussed the distinction between school and system accountability. A suggestion was made to include systemic performance indicators for legislative funding of K-12 education, while others saw value in including indicators purely for the purpose of setting system-wide goals and monitoring system performance, without regard to identifying individual low performing schools. Accordingly, some workgroup members were interested in defining accountability for the K-12 system (rather than schools) that might include Kindergarten readiness, K-12 indicators, and post-secondary indicators. It was suggested by a few committee members that WAKids, 3rd grade reading, and 8th grade math assessments should be considered as CCR “dipsticks” on the P-20 continuum.
- College remediation, enrollment, and/or completion rates could be included as a K-12 system accountability measure, along with the percent of students who secure a family wage job.
- Members favorably discussed career readiness tests such as ACT WorkKeys, but acknowledged the associated costs as a practical constraint.

Question 2: Should the revised Index include English language acquisition data (Washington English Language Proficiency Assessment) in addition to content proficiency (MSP, HSPE) data?

Options:

- A. Do not add English language acquisition data to the Index.
- B. Add English language acquisition, currently measured by WELPA, as an accountability measure.

Recommendation:

The AAW unanimously supported including English language acquisition for English Language Learners as an accountability measure. Measuring language acquisition in addition to content proficiency could mitigate the impacts of testing ELLs in English when they are at a beginning level of language acquisition. However, members acknowledged that including language acquisition data results in creating a more complex Achievement Index.

USED is already requiring states to measure ELL proficiency and growth in the content areas of reading, math, writing, and science using MSP assessments. Choosing to include English language acquisition data requires decisions about how to measure language acquisition growth and proficiency in a revised Index.

In order to prevent conflicting state and federal accountability systems, it would be necessary to review Washington’s current Title III funding accountability measures for ELLs and determine whether those measures should be included in their current form, or if they should also be revised.

In the current ESEA framework, Washington's first Title III accountability measure is the percent of students whose WELPA score increased by one scale score point. For accountability purposes, progress is different than growth, which the Index will measure with student growth percentiles. The second Title III accountability measure is the percent of ELLs who attain English language proficiency, which is defined as scoring a level four on the WELPA.

Additional Considerations & Questions:

- Is the WELPA a valid assessment of English language proficiency?
- The state should consider offering assessments in students' native languages, perhaps in the five most prevalent foreign languages.

Question 3: How should subgroups be (dis)aggregated for the purpose of accountability in the revised Index?

Options:

- A. Use federal subgroups only. No change to current system.
- B. Use federal subgroups PLUS add new subgroups: former ELL and former Special Education.
- C. "Super overall" combining all at-risk race/ethnicity.
- D. "Super as needed" combining at-risk race/ethnicity.
- E. "Super as needed" combining all at-risk race/ethnicity, income, ELL, Special Education.
- F. Federal subgroups plus greater disaggregation than current.

Recommendation:

The majority of AAW members supported using the federally required subgroups with the addition of two new subgroups: former ELL and former Special Education. The group discussed at length the distinction between reporting disaggregated data and using disaggregated data for accountability purposes and the trade-offs associated with both further disaggregation as well as creating "super" combined subgroups.

Some AAW members who initially advocated for further disaggregation ultimately preferred to use the federal subgroups plus former ELL and former Special Education for accountability; however, there was broad stakeholder agreement that data needs to be further disaggregated and made more readily available for reporting purposes.

Several AAW members preferred to use super subgroups combining racial/ethnic subgroups on an as needed basis for schools with small minority "N size." Although this would include more students for accountability purposes, AAW members acknowledged that this option would create additional complexity.

Additional Considerations & Questions:

- If we adopt a "super as needed" approach, how would the Index deal with schools that experience fluctuations in their minority populations' N size?
- How long after exiting will former ELLs and Special Education students be tracked?
- Instead of creating a former ELL subgroup, ELLs should remain in the ELL subgroup after they have transitioned.
- The N size should be further reduced (was 30, now 20).
- Federal subgroups will create a system in which students are counted more than once.

- The non-low income subgroup should be carried forward into the revised Index.
- Some AAW members did not like using the term “at-risk” in this context.

Question 4: Should performance targets be criterion or norm referenced, or both?

Options:

- A. Proficiency – Criterion or both
- B. Growth – Criterion or both
- C. Graduation Rates (CCR) – Criterion or both
- D. Other CCR Indicators – Criterion or both

Recommendation

All AAW members want the Index to include criterion referenced performance targets, but frequent changes to assessments and our assessment system caused many AAW members to support using criterion and norm referenced performance targets as a provision measure. AAW members agreed that most targets should be criterion referenced but that in normed data should be taken into consideration as we transition to new assessments.

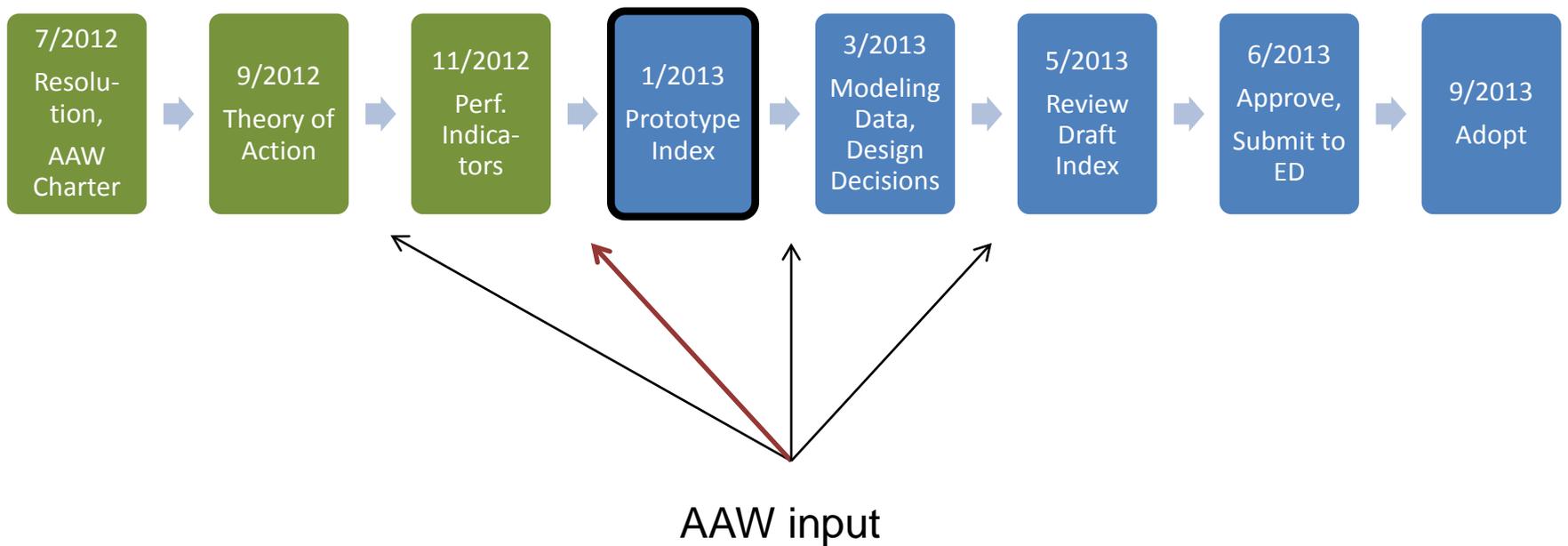
Additional Considerations & Questions:

- The Index should only use criterion referenced performance targets when there is a clear standard. There may not be a clear standard for some of the other CCR indicators.

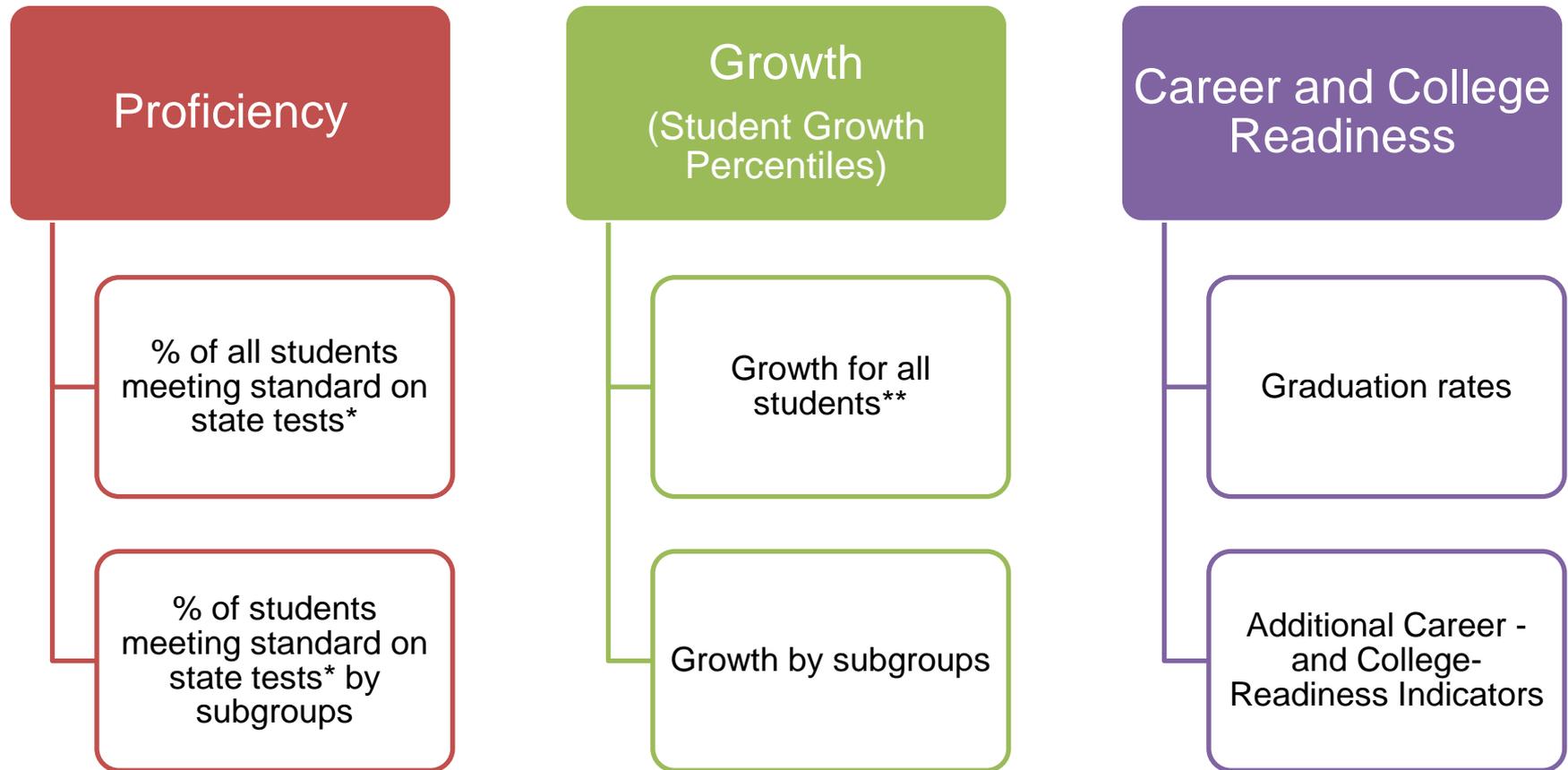
Review of AAW Input and Staff Recommendations for a Revised Index

Aaron Wyatt, Communications and Partnerships Director
Sarah Rich, Policy Director
January 2013 State Board of Education

Index Revision Timeline



Performance Indicators as of November Board Meeting



*Reading, Writing, Math, Science

**Student Growth Percentiles will be calculated in Reading and Math

AAW Questions for December

Career and College Readiness

What specific sub-indicators 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?

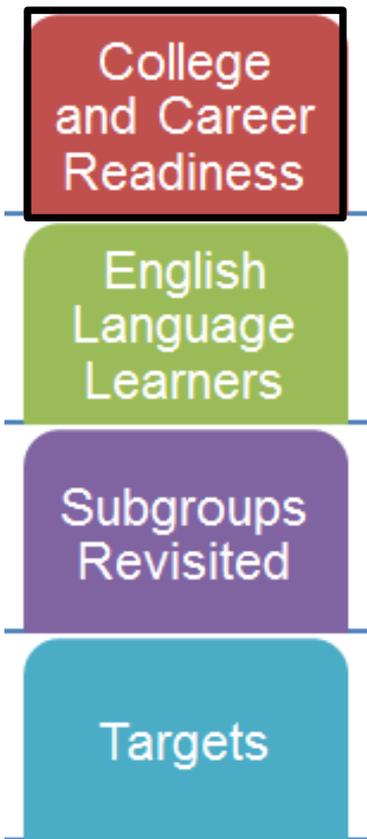
Subgroups Revisited

What is the best way to include subgroups?

Targets

Which sub-indicators should be norm-referenced and which should be criterion-referenced?

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 grad rates ¹ | 4-, 5-, 6- and 7- year grad rates | 4-, 5- year grad rates |
| % of students passing Smarter Balanced Assessment Consortium assessments aligned to the Common Core Standards at a college/career ready level | | | |
| % 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" |
| | Post-high school remediation rates | Post-high school remediation rates | |
| | | 7 th and 8 th grade drop out data | |

¹This 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

Career and College Readiness Options – AAW Input

| | Option A: | Option B: | Option C: | |
|------------------------------|---|---|--|--------------------------|
| College and Career Readiness | 4- and 5-year graduation rates ¹ | 4- and 5-year graduation rates ¹ | 4-, 5-, 6- and 7- year graduation rates | |
| English Language Learners | % of students passing Smarter Balanced Assessment Consortium assessments aligned to the Common Core Standards at a college/career ready level | | | |
| Subgroups Revisited | % 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” |
| Targets | | Post-high school remediation rates | Post-high school remediation rates | |
| | | | 7 th and 8 th grade drop out 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

Career and College Readiness Options – Staff Recommendations

| | Option A: | Option B: | Option C: | |
|------------------------------|---|---|--|----------------------------|
| College and Career Readiness | 4- and 5-year graduation rates ¹ | 4- and 5-year graduation rates ¹ | 4-, 5-, 6- and 7- year graduation rates | |
| | % of students passing Smarter Balanced Assessment Consortium assessments aligned to the Common Core Standards at a college/career ready level | | | |
| English Language Learners | % 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” |
| Subgroups Revisited | | Post-high school remediation rates | Post-high school remediation rates | |
| Targets | | | 7 th and 8 th grade drop out data | |

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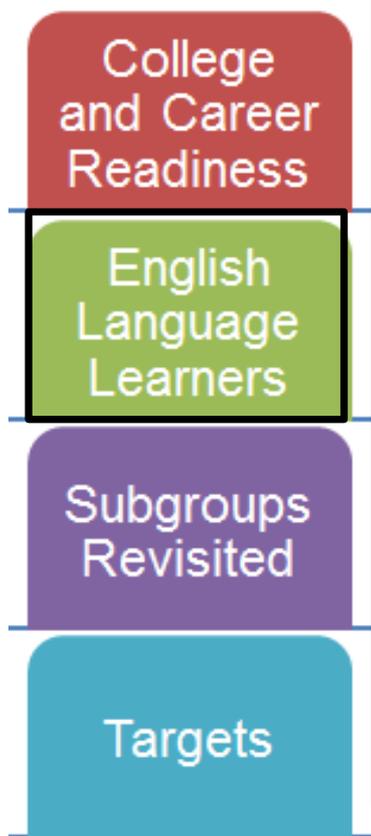
Career and College Readiness Options – Discussion

| | Option A: | Option B: | Option C: | |
|------------------------------|---|---|--|--------------------------|
| College and Career Readiness | 4- and 5-year graduation rates ¹ | 4- and 5-year graduation rates ¹ | 4-, 5-, 6- and 7- year graduation rates | |
| English Language Learners | % of students passing Smarter Balanced Assessment Consortium assessments aligned to the Common Core Standards at a college/career ready level | | | |
| Subgroups Revisited | % 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” |
| Targets | | Post-high school remediation rates | Post-high school remediation rates | |
| | | | 7 th and 8 th grade drop out data | |

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Strengthening Accountability for ELLs: Options



| Options | Comments |
|--|---|
| 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 | |

Strengthening Accountability for ELLs – AAW Input

| Options | Comments |
|--|--|
| <div data-bbox="88 458 413 654" style="background-color: #c0392b; color: white; padding: 10px; border-radius: 10px; text-align: center;">College and Career Readiness</div> <div data-bbox="88 658 413 868" style="background-color: #27ae60; color: white; padding: 10px; border: 2px solid black; border-radius: 10px; text-align: center;">English Language Learners</div> <div data-bbox="88 872 413 1082" style="background-color: #6b4696; color: white; padding: 10px; border-radius: 10px; text-align: center;">Subgroups Revisited</div> <div data-bbox="88 1086 413 1296" style="background-color: #1abc9c; color: white; padding: 10px; border-radius: 10px; text-align: center;">Targets</div> | <p>A. Do not add data about English acquisition to the Index</p> <p>Simplicity. Student Growth Percentiles will already begin to address the problems with current proficiency-based accountability.</p> |
| <p>B. Add English language acquisition (currently WA English Language Proficiency Assessment) to the Index.</p> | <p>May be fairer; creates accountability for the rate of English acquisition. Would require some definition of ‘adequate’ rate of language acquisition. Adds significant complexity.</p> |
| <p>C. Create and report former ELL subgroup (not a mutually exclusive option)</p> | <p>Ensures accountability for performance of students who have exited from ELL subgroup; adds significant complexity.</p> |
| <p>D. Other</p> | |

Strengthening Accountability for ELLs – Staff Recommendation

| Options | Comments |
|---|--|
| <div data-bbox="88 458 417 654" style="background-color: #c0392b; color: white; padding: 5px; text-align: center; border-radius: 10px;">College and Career Readiness</div> <div data-bbox="88 658 417 868" style="background-color: #27ae60; color: white; padding: 5px; text-align: center; border: 2px solid black; border-radius: 10px;">English Language Learners</div> <div data-bbox="88 872 417 1082" style="background-color: #6b4696; color: white; padding: 5px; text-align: center; border-radius: 10px;">Subgroups Revisited</div> <div data-bbox="88 1086 417 1296" style="background-color: #1abc9c; color: white; padding: 5px; text-align: center; border-radius: 10px;">Targets</div> <p data-bbox="452 382 954 534">A. Do not add data about English acquisition to the Index</p> | <p data-bbox="1078 382 1765 596">Simplicity. Student Growth Percentiles will already begin to address the problems with current proficiency-based accountability.</p> |
| <p data-bbox="452 668 1023 876">B. Add English language acquisition (currently WA English Language Proficiency Assessment) to the Index.</p> | <p data-bbox="1078 668 1796 991">May be fairer; creates accountability for the rate of English acquisition. Would require some definition of ‘adequate’ rate of language acquisition. Adds significant complexity.</p> |
| <p data-bbox="452 1031 1031 1182">C. Create and report former ELL subgroup (not a mutually exclusive option)</p> | <p data-bbox="1078 1031 1769 1239">Ensures accountability for performance of students who have exited from ELL subgroup; adds significant complexity.</p> |
| <p data-bbox="452 1278 625 1312">D. Other</p> | |

Strengthening Accountability for ELLs – Discussion

| | Options | Comments |
|------------------------------|--|---|
| College and Career Readiness | 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. |
| English Language Learners | 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. |
| Subgroups Revisited | 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. |
| Targets | D. Other | |

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

Subgroup Options – AAW Input

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Subgroup Options – Staff Recommendations

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Subgroup Options – Discussion

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| English Language Learners | 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. |
| Subgroups Revisited | 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. |
| Targets | 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. |

Targets: Criterion or Norm Referenced for Each Performance Indicator

| | Performance Indicator | Criterion referenced | Norm referenced |
|------------------------------|---|--|--|
| College and Career Readiness | 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 better than average growth, so we got a high rating.” |
| English Language Learners | | | |
| Subgroups Revisited | Career and College Readiness 1. Grad Rates | “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.” |
| | 2. Other indicators (Example) | “65% of our students earned credit in a dual credit course, so we got a high rating.” | “Our school has more students earning credit in dual credit courses than average, so we earned a high rating.” |
| Targets | | | |

Targets: Criterion or Norm Referenced – AAW Input

| | Performance Indicator | Criterion referenced | Norm referenced | Both |
|------------------------------|---|----------------------|-----------------|------|
| College and Career Readiness | Proficiency | X | | X |
| | Growth | X | | X |
| English Language Learners | Career and College Readiness (CCR) 1. Grad Rates | X | | X |
| | 2. Other CCR indicators | X | | X |
| Subgroups Revisited | | | | |
| Targets | | | | |

Targets: Criterion or Norm Referenced – Staff Recommendation

| | Performance Indicator | Criterion referenced | Norm referenced | Both |
|------------------------------|--|------------------------------------|---|--|
| College and Career Readiness | Proficiency | Stay consistent with current Index | | Normed for reporting and award purposes |
| | Growth | | | Median Growth (norm) and Growth to Standard (criterion)* |
| English Language Learners | Career and College Readiness (CCR) 1. Grad Rates | Stay consistent with current Index | | |
| | 2. % of students at career and college ready level on 11 th grade tests | | consider scoring below, at, and above average | |
| Subgroups Revisited | 3. % of students in dual credit/industry credentials | | | |
| | Targets | | | |

*median growth will be available right away, but growth to standard (also called adequate growth) may require a phase-in period.

Targets: Criterion or Norm Referenced – Discussion

| | Performance Indicator | Criterion referenced | Norm referenced | Both |
|------------------------------|--|------------------------------------|---|--|
| College and Career Readiness | Proficiency | Stay consistent with current Index | | Normed for reporting and award purposes |
| | Growth | | | Median Growth (norm) and Growth to Standard (criterion)* |
| English Language Learners | Career and College Readiness (CCR) 1. Grad Rates | Stay consistent with current Index | | |
| | 2. % of students at career and college ready level on 11 th grade tests | | consider scoring below, at, and above average | |
| Subgroups Revisited | 3. % of students in dual credit/industry credentials | | | |
| | Targets | | | |

*median growth will be available right away, but growth to standard (also called adequate growth) may require a phase-in period.

Summary

| Discussion Topics | AAW Feedback | Staff Recommendations |
|---|---|---|
| Career & College Readiness (CCR) Indicators | Mixed: In addition to graduation rate, most want percent students meeting CCR standard on SBAC and earning credit in dual enrollment coursework or earning an industry certificate. | Include: a) % of students who either pass a dual credit course or receive an industry certification. b) % of students meeting CCR standard on SBAC. c) % of students who graduated within 4 years with bonus for 5-, 6-, or 7-year graduation rates. |

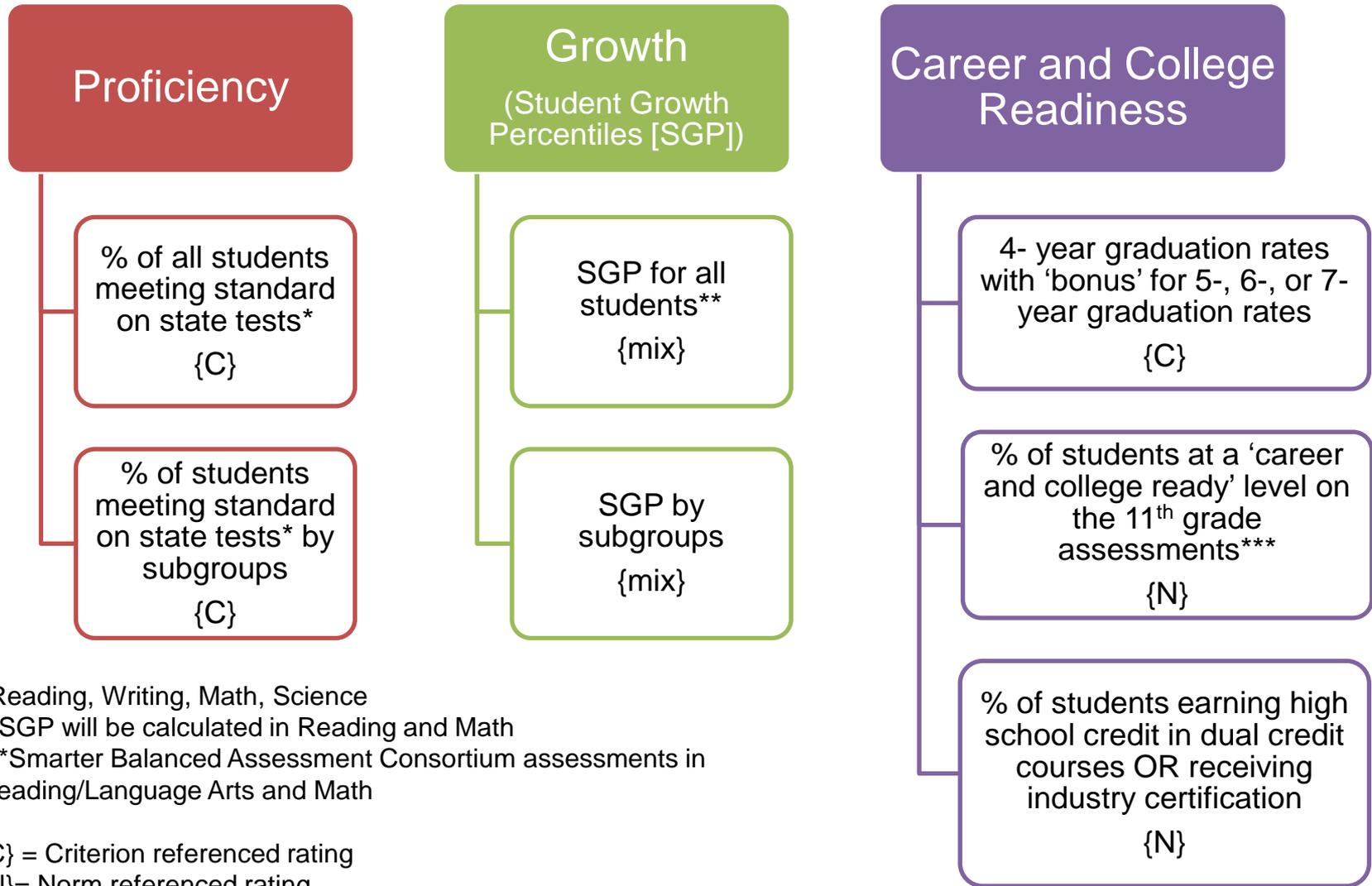
Summary

| Discussion Topics | AAW Feedback | Staff Recommendations |
|---------------------------------|--|---|
| Subgroups | Mixed: Most want to use the federal subgroups PLUS new subgroups: former ELL and former Special Education. | Disaggregated data based on the current eleven federal student subgroups. |
| English Language Learners (ELL) | Unanimous: Add English language acquisition data to the Index. | Further study. |

Summary

| Discussion Topics | AAW Feedback | Staff Recommendations |
|---------------------|---|--|
| Performance Targets | Mixed: Most want targets to be both norm and criterion referenced, some want targets to be only criterion referenced. | Proficiency and graduation rates: criterion-based targets. % of students earning dual credit or receiving industry certifications: norm-based targets. % of students meeting CCR on SBAC: norm-based targets. Student growth percentiles: norm-based targets and a phase-in timeline for growth-to-standard data (also called 'adequate growth'). |

Prototype Index as Recommended by Staff



*Reading, Writing, Math, Science

**SGP will be calculated in Reading and Math

***Smarter Balanced Assessment Consortium assessments in Reading/Language Arts and Math

{C} = Criterion referenced rating

{N}= Norm referenced rating

Questions and Discussion