

June Achievement and Accountability Workgroup Meeting

Sarah Rich, Policy Director
June 12, 2013

Why Revise the Index?

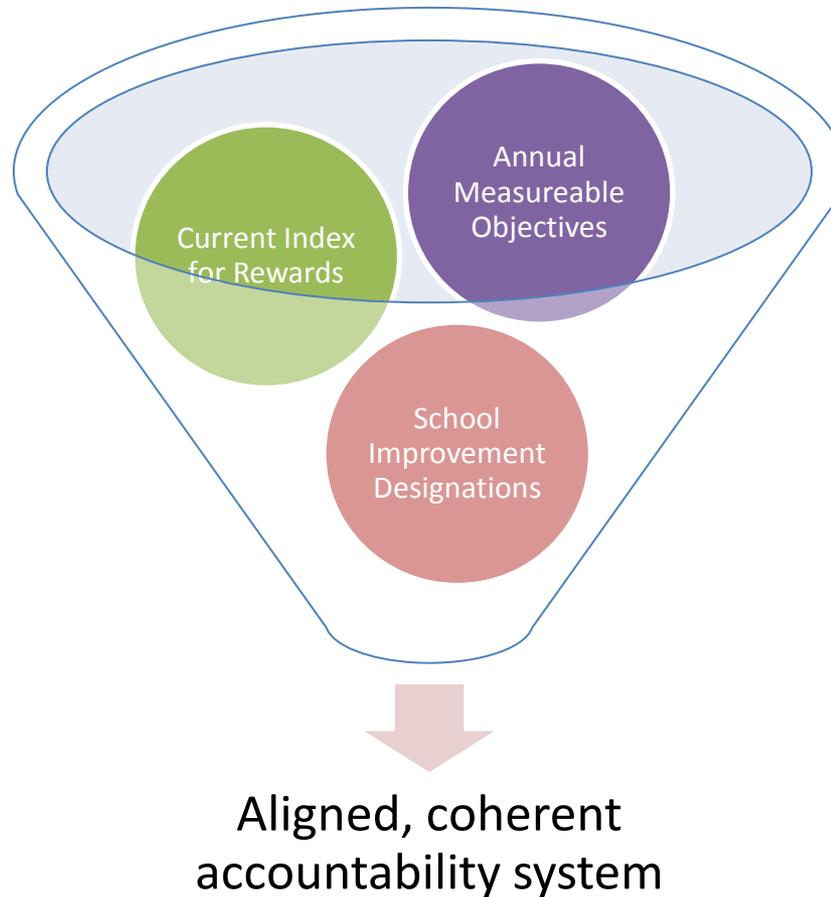
1. Replace federal accountability system with aligned state system that applies to all schools, not just Title I funded schools

2. Fulfill legislative expectations:
ESHB 2261 (2009)
E2SSB 6696 (2010)

3. Incorporate newly available student growth data for a fairer representation of school performance

4. Focus on closing opportunity gaps

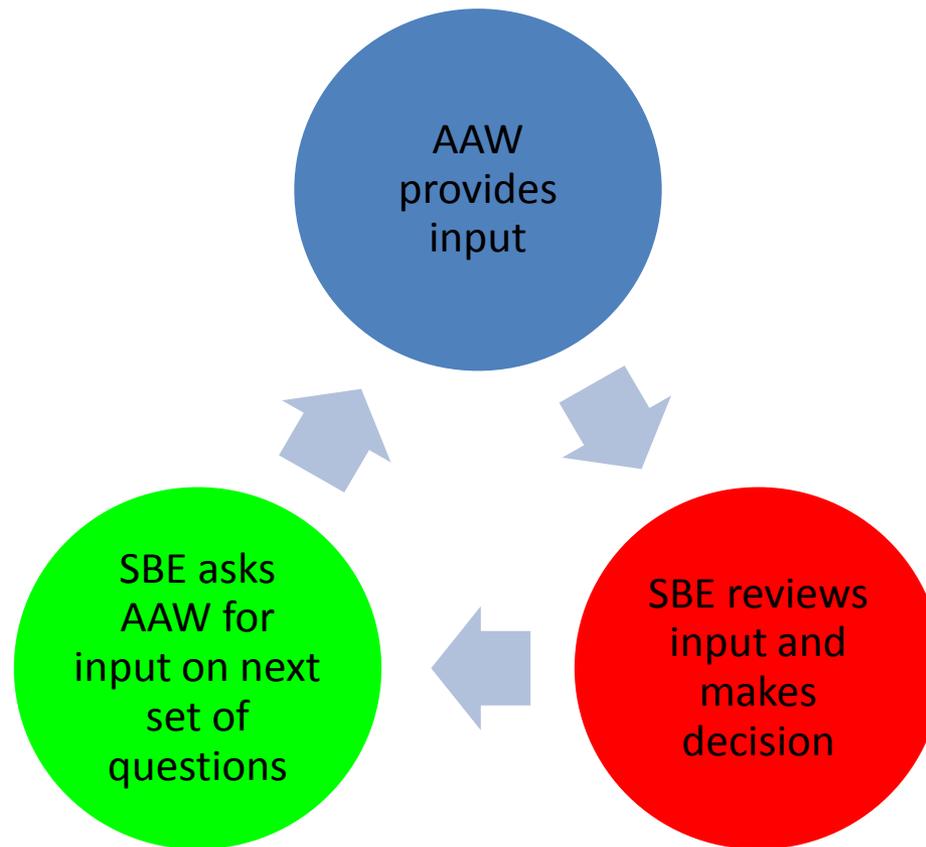
Why Revise the Index?



Thank you AAW members!



Iterative Input Process



October

Question:	AAW Input	SBE Decision
Performance indicator(s) to measure gaps?	Index should measure gaps in student proficiency and student growth.	Same.
Performance indicator(s) to measure career and college readiness?	Index should use graduation rates plus sub-indicators of college and career readiness.	Same.
Include “Improvement”?	Members were split on using student growth or the existing Learning Index to measure improvement.	Schools may be recognized for an improved Index score, but improvement will not be a part of the Index score.
Weighting?	Index should assign equal weight to all tested subjects.	Same.
Disaggregation by subgroups?	Most supported disaggregation beyond federal subgroups whenever possible.	Decision tabled pending additional consideration.

December

Question:	AAW Input	SBE Decision
Sub-indicator(s) for Career & College Readiness	Mixed input: 4,5 year grad rates or 4,5,6,7 year grad rates.	4, 5 year grad rates.
	% students passing 11 th grade Common Core assessments.	Same.
	% students earning high school credit in dual credit courses OR receiving an industry certificate.	Same.
Include English language acquisition?	Add English language acquisition as a performance indicator.	The Board tabled this decision pending further study.
Subgroup disaggregation?	Mixed input: most want to use the federal subgroups plus former ELL.	Federal subgroups. Further study on ELL.
Should performance targets be criterion or norm referenced, or both?	Mixed input: most want both norm and criterion referenced. Some want only criterion referenced.	Proficiency and grad rates: criterion referenced. Growth: norm referenced in the 2013-14 SY and criterion referenced scoring in the 2014-15 SY. Dual credit/industry certification and 11 th grade assessments initially norm referenced.

February

Question:	AAW Input	SBE Decision
Weight for performance indicators at elementary, middle, and high school?	Achievement gaps should be weighted heavily.	Achievement gaps will count for half of the <i>each</i> performance indicator and half of the overall Index score.
	Mixed input on weighting growth vs. proficiency, but most believed growth should be weighted more heavily in K-8.	Staff were directed to build and test two options for weighting performance indicators.
Should we use the Index to set AMOs?	Yes, the Index and AMOs should align.	Staff were directed to simulate growth-based AMOs using 2013 Index data.
How to align Priority, Focus, Emerging, and Reward schools with Index for coherent system?	Schools with large or persistent achievement gaps should not receive recognition or awards. Support for using Index to identify priority, focus, and emerging schools.	Same.

April

Question:	AAW Input	SBE Decision
Weighting performance indicators in K-8?	Most of the AAW supported weighting growth more heavily for K-8 schools.	The revised Index will weight growth 60% and proficiency 40% for K-8 schools.
Weighting performance indicators in high school?	Most agreed that growth should not be weighted more heavily than graduation rates or proficiency.	The revised Index will equally weight growth, proficiency, and career and college readiness for high schools.
Criteria for tier labels?	AAW members valued high growth, high proficiency, and closing or no achievement gaps.	Top 5% of schools that also meet the minimum bar of 60% students proficient will be rated “Exemplary.” Priority and Focus schools will be rated “Struggling.” Emerging schools will be rated “Fair.”
What additional data sources should the state invest in to improve future Index measures, and how?	Recurring suggestions included 21 st century “soft” skills as well as parent, teacher, and student surveys to assess school climate.	No Board action at this time.

What is Changing from the Current Index?

- Removes peers, improvement indicators
- Adds median growth in reading, math for grades 4-8 and high school
- Disaggregate by every federal subgroup (All, American Indian/Alaska Native, Asian, Black/African American, Hispanic, Pacific Islander, Two or More Races, English Language Learners, Special Education, Low Income) and includes a “Targeted Subgroup” category to incorporate opportunity gaps
- In Year two (2014 Index) will incorporate adequate growth (also known as “growth to standard”) and dual credit/industry certification rates for high schools
- In Year three (2015 Index) adds 11th grade assessment data

Proposed Revised Achievement Index Implementation Chart

Accountability & School Designations			
	Designation for SY 2013-14	Designation for SY 2014-15 (using 2013 Index)	Designation for SY 2015-16 (using 2014 Index)
Awards	Revised Index		
Priority, Focus & Emerging	Current System	Revised Index	
Required Action Districts	Current System	Revised Index	
Annual Measurable Objectives	Current System	Current System	Add Growth*
Exit Criteria	Current System	TBD**	

Phasing in Elements of the Revised Index			
	2013 Index (data ending in Spring 2013)	2014 Index (data ending in Spring 2014)	2015 Index (data ending in Spring 2015)
Proficiency	Reading, Writing, Math & Science		
Growth	Median Growth	Adequate Growth	
College Career Readiness	Graduation Rate	Graduation, Dual Credit & Industry Certification	

*The Board has asked staff to develop a proposal, but hasn't yet adopted this change. ** To be determined.

Revised Index Scoring

- Moving to a ten-point scale
- Keeping Exemplary – Struggling tier labels
- *Targeted Subgroups* (e.g. Opportunity Gap) – half of overall Index score and included in every performance indicator
- Typical federal accountability business rules will apply:
 - non-continuously enrolled students not included in school Index rating
 - multiple years of data used
 - Participation rates of 95%

Tier Labels

Coherent, aligned system that marries the Index tiers with federal categories.

Index Tiers	Federal Categories
Exemplary	Reward - top performing and top improving schools with no achievement/opportunity gaps that are not closing - approx 5%
Very Good	to be determined
Good	to be determined
Fair	Emerging Schools - approx 15%
Struggling	Priority and Focus Schools - approx 15%

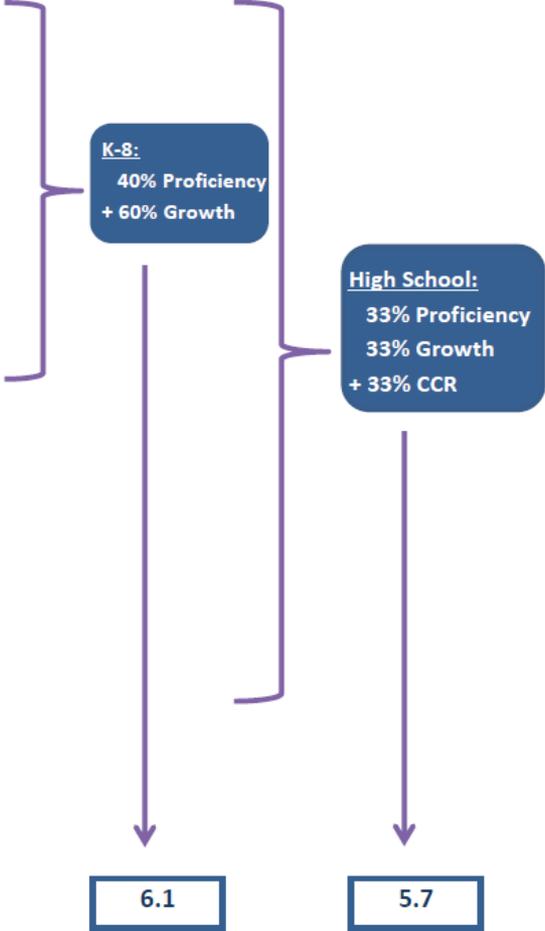
Revised Achievement Index Model Summary

EXAMPLE DATA

		Reading	Math	Writing	Science	Average
Proficiency (10 points possible)	All Students	8	7	7	7	7.3
	Targeted Subgroups	5	5	6	4	5.0

		Reading	Math	Average	Doubled for 10-point scale
Growth (5 points possible)	All Students	3	3	3.0	6.0
	Targeted Subgroups	3	3	3.0	6.0

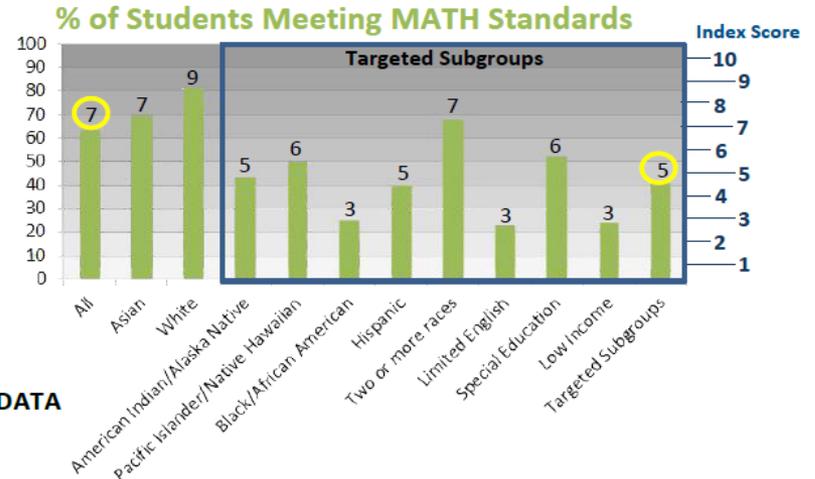
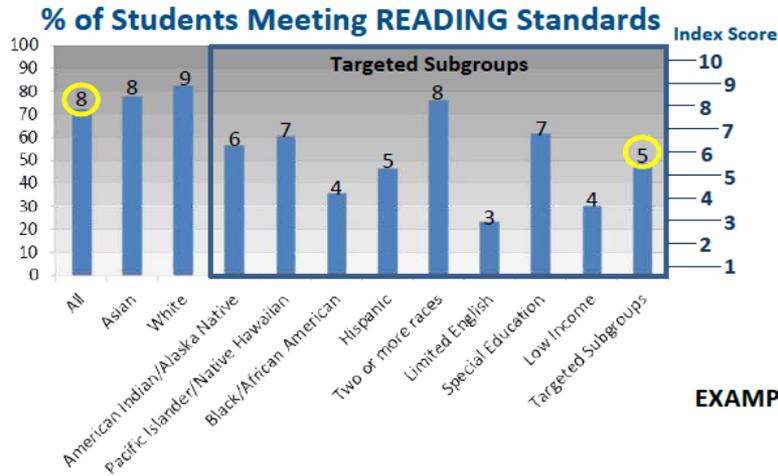
		Grad Rate	Dual Credit/ Industry Certification	11 th Grade Assessments	Average
College Career Readiness (10 points possible)	All Students	6	To be phased-in		6.0
	Targeted Subgroups	4			4.0



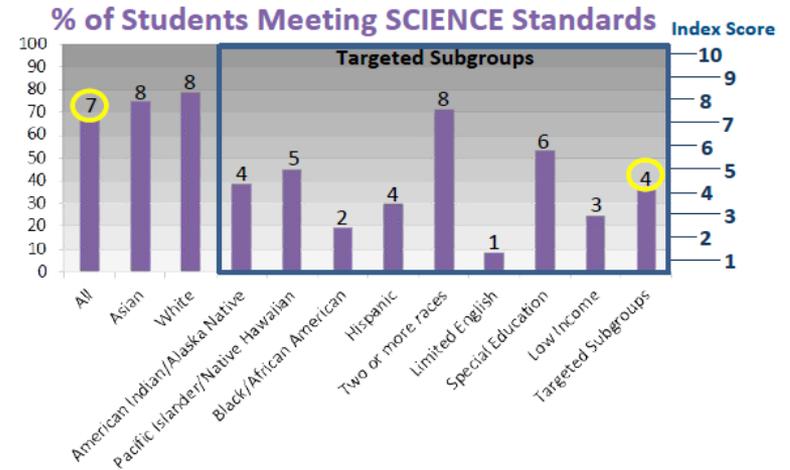
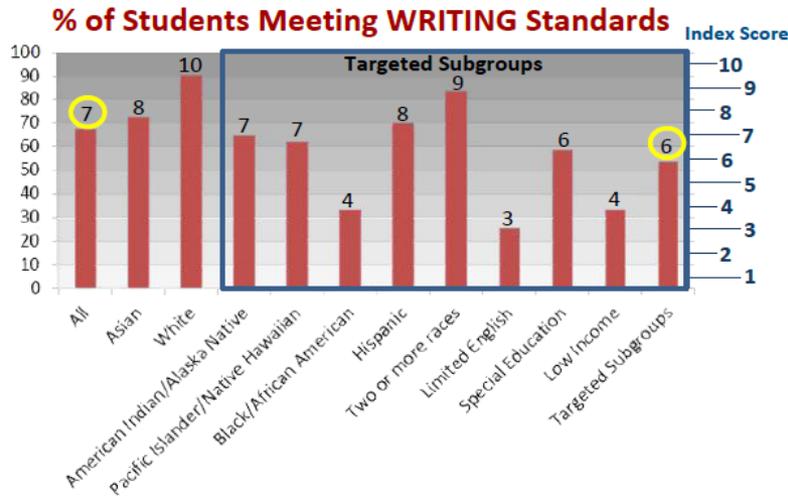
Overall Index Rating (10 points possible)

Proficiency Ratings

		Reading	Math	Writing	Science	Average
Proficiency (10 points possible)	All Students	8	7	7	7	7.3
	Targeted Subgroups	5	5	6	4	5.0

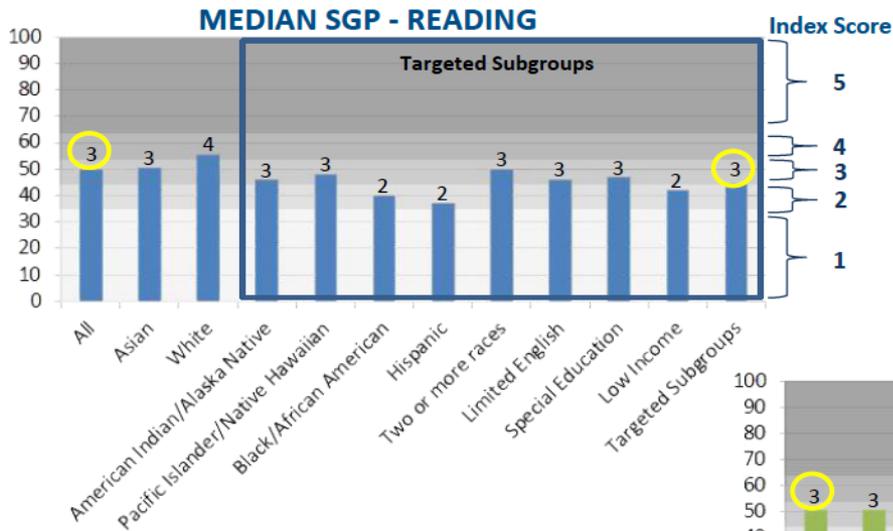


EXAMPLE DATA



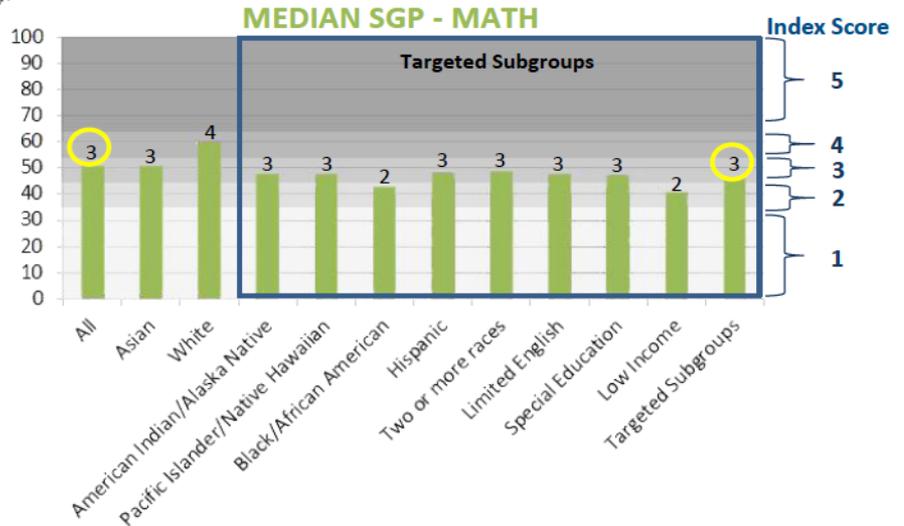
Growth Ratings

		Reading	Math	Average	Doubled for 10-point scale
Growth (5 points possible)	All Students	3	3	3.0	6.0
	Targeted Subgroups	3	3	3.0	6.0



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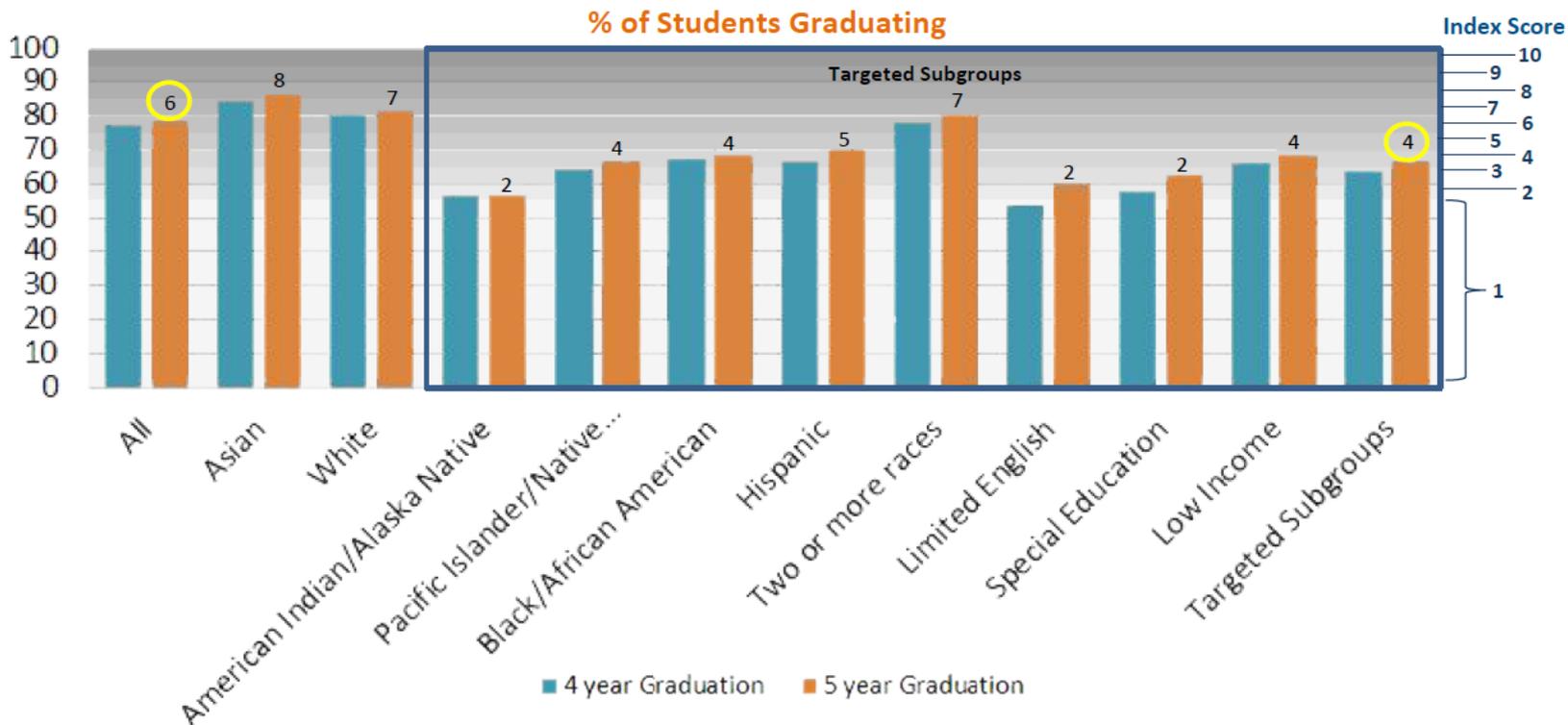


College & Career Readiness

EXAMPLE DATA

Graduation Rate is the higher number of the 4-year and 5-year graduation percentages.

		Grad Rate	Dual Credit/ Industry Certification	11 th Grade Assessments	Average
College Career Readiness (10 points possible)	All Students	6	To be phased-in		6.0
	Targeted Subgroups	4			4.0



Your Input

Two main questions:

1. Does the Draft Final Report represent the summative recommendations of the AAW to the SBE?
2. What is the level of support for the Revised Index proposed by the SBE? What are concerns prior to final approval?
3. What communication and outreach do you advise as we move toward releasing a 2013 Index?

Remaining Decisions:

- ❖ Number of years of data?
- ❖ Two or more races – in or out of targeted subgroups?

Next Steps

Public Input - June 19 SBE special meeting
Submission to US Department of Education – July
Adoption by SBE – September
Revised Index calculated – late fall

