

Washington State's Revised Achievement Index For Submission to the US Department of Education, July 2013

Background

As described in the Washington State ESEA Flexibility Request, the State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) have been working through a process to revise an existing state metric, the Achievement Index, to meet ESEA flexibility requirements. Our original timeline included submission by June 30, 2013, but due to pending legislation in our State Legislature we postponed submission in order to ensure that an immediate revision is not necessary.

At the May 8-9, 2013 SBE meeting, the Board approved a model revised Index for final review by the Achievement and Accountability Workgroup (AAW) on June 12. Three prior memoranda were provided to US Department of Education staff in advance of conference calls with SBE, OSPI, and USED staff on 3/28, 5/21, and 5/31. The intent of the conference calls was to review progress and incremental decision-making with USED staff well in advance of the summer submission to ensure that the revision was approvable we were on track and there were no outlying issues that concerned USED staff regarding the SBE's decisions all along the way.

Achievement and Accountability Workgroup for Stakeholder Input

The OSPI and SBE convened a workgroup of 22 different education stakeholder organizations to provide input on Index revision over the course of five full-day meetings. The purpose of this workgroup, called the Achievement and Accountability Workgroup (AAW), is to provide an avenue for diverse input to SBE and OSPI as decisions were made about the revision of the Index. The workgroup includes organizations representing parents, teachers, administrators, English Language Learners, Special Education, and community organizations, among others. Following each AAW meeting, staff summarized the feedback to SBE and OSPI in a report which was published on the SBE website and reviewed with SBE Members at each Board meeting. After the July SBE meeting to approve the revised Index, the AAW will continue to meet for another three full days over the next six months to provide OSPI and SBE input on the development of a differentiated accountability system to provide recognition and continuous support for schools. More information, including a roster of AAW participants and meeting materials, is posted on the [AAW web page](#). The *Summative Stakeholder Feedback Report on Phase I of the Achievement and Accountability Workgroup* is provided as an appendix to this memorandum.

Performance Indicators and Weighting

The SBE approved specific weighting of performance indicators as follows: the Index for elementaries and middle schools will weight growth at 60 percent and proficiency at 40 percent. At high school, growth will be weighted equally with proficiency and graduation rates.

Summary of Performance Indicators and Proposed Weighting:

	Elementaries & Middle Schools	High Schools
Proficiency. Percent of students meeting or exceeding state standards in Reading, Writing, Mathematics, and Science as measured by the Washington State assessment system. This indicator will include performance by all students and subgroups.	40%	33%
Growth. Median student growth percentiles (SGPs) using the methodology employed in the Colorado Growth Model as developed by Damian Betebenner of the National Center for the Improvement of Educational Assessment. Growth in reading and math will be included for all students and subgroups. In fall 2014, <i>adequate</i> median growth percentile data will be incorporated.	60%	33%
Career and College Readiness. a. 4- and 5-year adjusted cohort graduation rates, for all students and subgroups. b. The percent of students earning high school credit in a dual credit program* or earning a state or nationally recognized industry certification, for all students and subgroups, to be phased in as data are available. c. The percent of students performing at or above a college- and career-ready cut score on the 11 th grade assessment of Common Core State Standards, first administered in 2014-15, for all students and subgroups.	Not applicable	33%**

* Dual credit includes Advanced Placement, International Baccalaureate, Running Start, College in the High School, Tech Prep, and other courses intended to give students advanced credit toward career pathways or degrees.

** Decisions about the weight of graduation rates in relation to indicators (b) and (c) will be decided once those data are available. For the calculation of the 2013 Achievement Index, the full 33% weight of this indicator will be derived from graduation rates.

As agreed to in the ESEA Flexibility Request, the Index will incorporate assessment participation rates and unexcused absences. The current proposal to SBE is to address this requirement by lowering a school's tier label status if the school does not meet the assessment participation or unexcused absence targets (e.g. a school that would have received an Exemplary rating would receive the next lower rating of Very Good), and requiring that schools must meet both participation rates and unexcused absence targets in order to exit Priority, Focus, or Emerging status.

Performance Indicator Scoring

Every performance indicator will be reported by each subgroup currently used in our state for federal accountability: All, American Indian, Asian, Pacific Islander, Black, Hispanic, White, Two or More Races, Limited English, Special Education, and Low Income. Each of the three performance indicators will be scored for the All Students group and also for targeted subgroups, which includes all subgroups with the exception of All, White, and Asian. In other words, American Indian, Pacific Islander, Black, Hispanic, Two or More Races, Limited English, Special Education, and Low Income subgroups will be rated and rolled into an average. These targeted subgroup scores will be combined with the All Students scores for an overall

performance indicator score. This is not a super subgroup approach because each subgroup is reported and rated separately prior to being rolled together.

Performance Indicator Scoring:

Proficiency (All Students)	% Met Standard	Rating
	90 - 100%.....	10
	80 - 89.9%.....	9
	70 - 79.9%.....	8
	60 - 69.9%.....	7
	50 - 59.9%.....	6
Proficiency (Targeted Subgroups)	40 - 49.0%.....	5
	30 - 39.9%.....	4
	20 - 29.9%.....	3
	10 - 19.9%.....	2
	0 - 9.9%.....	1
	Growth (All Students)	Median Student Growth Percentile
>66		5
56 - 66		4
45 - 55		3
Growth (Targeted Subgroups)	34 - 44	2
	<34	1
	Graduation Rates ¹ (All Students)	Rate
> 95.....		10
90 - 95%		9
85 - 89.9%.....		8
80 - 84.9%.....		7
75 - 79.9%.....		6
Graduation Rates ¹ (Targeted Subgroups)	70 - 74.9%.....	5
	65 - 69.9%.....	4
	60 - 64.9%.....	3
	55 - 59.9%.....	2
	50 - 54.9%.....	1

¹This outcome only applies to schools and districts that graduate students.

Tiers of School Performance

The current state system assigns all schools, regardless of Title I status, to one of five tiers: Exemplary, Very Good, Good, Fair, or Struggling. The tier label is determined by the school's performance on the current Achievement Index. Concurrently, the federal accountability system has labeled a subset of Title I schools as Reward, Priority, Focus, or Emerging. The ESEA Flexibility request enables Washington to construct an aligned accountability system that includes all schools, not just Title I schools, and send coherent messages to schools and districts about strengths and areas of need. The SBE and OSPI propose marrying the two systems of school labels together, as displayed on the graph below.

The identification of schools as Reward, Priority, Focus, or Emerging will be based on data in the Index and will align with federal guidance provided by ED¹. Priority schools will be the lowest 5% of Title I-participating schools based on the “All Students” group across the three performance indicators and Title I-participating and Title I-eligible secondary schools with graduation rates less than 60%. Focus schools will be the lowest 10% of Title I schools based on achievement gaps in subgroup performance across the three performance indicators. Emerging schools will be the next 5% and 10% from the Priority and Focus lists respectively. While the requirement for ESEA flexibility is tied to Title I status, this system will rate every school in the state regardless of Title I status. The Washington State Legislature is currently considering bills that would require state-supported intervention for low-performing schools regardless of Title I status.

Merging the State and Federal School Designations

Tier	Federal Category	% of Schools
Exemplary	Reward: <ul style="list-style-type: none"> Highest performing and highest improving schools based on “All Students” on the composite of the three performance indicators. These schools may <i>not</i> have significant achievement gaps that are not closing. Schools may not have below a 7 rating on the proficiency performance indicator for the all students group. 	Approx 5% of schools
Very Good	None	to be determined
Good	None	to be determined
Fair	Emerging: <ul style="list-style-type: none"> Next 5% of Title I schools from Priority list (see Priority below) AND non-Title I schools within the same performance band Next 10% of Title I schools from Focus list (see Focus below) AND non-Title I schools within the same performance band 	Approx 15% of schools
Struggling	Priority: <ul style="list-style-type: none"> Lowest 5% of Title I schools based on “All Students” on the composite of the three performance indicators AND non-Title I schools within the same performance band High schools with graduation rates <60% regardless of Title I status Focus: <ul style="list-style-type: none"> Lowest 10% of Title I schools based on subgroup on the composite of the three performance indicators AND non-Title I schools within the same performance band 	Approx 15% of schools

¹ In alignment with USED guidance: *Demonstrating that an SEA’s Lists of Reward, Priority, and Focus Schools Meet ESEA Flexibility Definitions*

Next Steps

- SBE and OSPI will submit the revised Index proposal to the US Department of Education after the July, 2013 SBE meeting.
- The Revised Achievement Index will be implemented in late fall, 2013, and will be used to recognize schools and to identify schools for Priority, Focus, and Emerging status to implement turnaround principles beginning in the 2014-2015 school year. Remaining decisions include:
 - Whether to include a 'former' or 'ever' English Language Learner subgroup.
 - Whether to include the Two or More Races subgroup in the Targeted Subgroups calculation.
 - How many years of data to incorporate for the Priority, Focus, and Emerging designations.
 - How to set cut scores for the 'good' and 'very good' Index tier labels.
 - Whether to use the same Index calculation for dropout retrieval schools.
 - How to calculate an Index score at the district level.
 - How to recognize schools for closing achievement gaps. SBE will develop this recognition in consultation with the Educational Opportunity Gap Oversight and Accountability Committee as required by state law².

² RCW 28A.657.110