



THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	<u>ACHIEVEMENT INDEX</u>	
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Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The Washington State Board of Education was delegated the authority to redesign the Achievement Index for the purpose of meeting state and federal accountability requirements.	
Possible Board Action:	<input type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <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 type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board is expected to take action on whether to approve changes to the Achievement Index made necessary by the full implementation of the Smarter Balanced assessments. The SBE staff proposes the following:</p> <ol style="list-style-type: none"> 1. For the SBAC Field Test schools (from 2013-14), roll growth records forward for the winter 2016 Index version 2. For the Proficiency Indicator, weight ELA, math, and science equally. 3. The high school Index indicator weightings be changed as follows: <ol style="list-style-type: none"> a. Proficiency (30 percent) equally weighted between ELA, math, and science. b. Growth (30 percent) equally weighted between ELA and math. c. College and Career Readiness (40 percent), weighted at 35 percent Graduation measure and 5 percent Dual Credit Participation measure. 4. Priority and Focus School identifications will be suspended for two years while the schools newly identified in 2015 are served for 2015-16, 2016-17, and 2017-18. 	



ACHIEVEMENT INDEX

Policy Considerations

The Washington State Board of Education was delegated the authority to redesign the Achievement Index for the purpose of meeting state and federal accountability requirements. The SBE engaged with numerous stakeholder groups to create the Revised Achievement Index in a manner that thoughtfully includes student growth model data and a Targeted Subgroup calculation. The SBE staff believes that changes to the Index are necessary to accommodate the Smarter Balanced assessments. The Board will consider whether to adopt the recommended changes to the Achievement Index.

Summary

The Achievement and Accountability Workgroup (AAW) acknowledged the need to update the Achievement Index to accommodate the implementation of the Smarter Balanced assessment system. General consensus was reached on the idea of making minimal changes to the Index for the purpose of maintaining Index rating comparability from one year to the next.

After receiving feedback from the AAW, the SBE staff recommends the following for the Achievement Index:

- For the SBAC Field Test schools, roll growth records forward for the winter 2016 Index version.
- For the Proficiency Indicator, weight ELA, math, and science equally.
- The high school Index indicator weightings be changed as follows:
 - Proficiency (30 percent) equally weighted between ELA, math, and science.
 - Growth (30 percent) equally weighted between ELA and math.
 - College and Career Readiness (40 percent), weighted at 35 percent Graduation measure and 5 percent Dual Credit Participation measure.
- Priority and Focus School identifications should be suspended for two years while the schools newly identified in 2015 are served for 2015-16, 2016-17, and 2017-18.

Details

The AAW was reconvened on June 10, 2015 to discuss possible Achievement Index updates to accommodate the statewide implementation of the Smarter Balanced assessments. The meeting was conducted by way of a Go To Meeting Webinar and was attended by the representatives of approximately a dozen stakeholder groups, in addition to approximately another dozen OSPI and SBE attendees. The SBE and OSPI have been collaborating on Achievement Index calculations and Persistently Lowest Achieving (PLA) school list identification complexities related to the 2013-14 Smarter Balanced Field Test. The updated accountability plan jointly developed by the SBE and OSPI was presented to the AAW for discussion and input.

Nature of Updates

Approximately one-third of Washington schools participated in the 2013-14 Smarter Balanced Field Test with the knowledge that neither student nor school results would be provided by the consortium. For

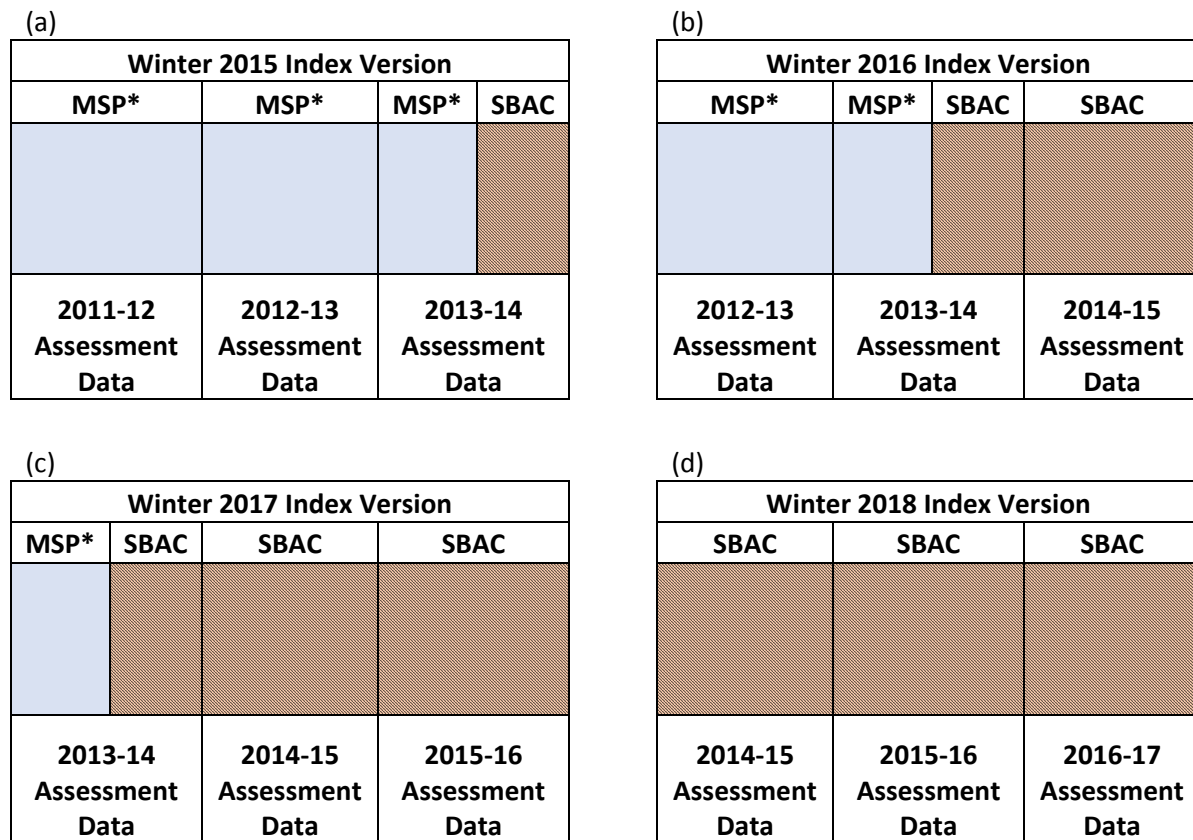
the field test schools, 2013-14 proficiency data would not be available and growth model SGPs could not be computed for the 2013-14 or the 2014-15 school years. As a direct result of field test participation, two groups of schools were created based on the number of years of assessment results that would be unique for inclusion in the Index:

- Schools taking the old assessments (MSP, HSPE, and EOCs) in 2013-14, which continued to generate three years of comparable assessment data for the Index
- Schools that participated in the Smarter Balanced Field Test in 2013-14, which had only two years (2011-12 and 2012-13) of unique data because the field test participants were not provided with results.

The Smarter Balanced assessment system differs from the old assessment system in that the Smarter Balanced reports on a single English/Language Arts (ELA) assessment rather than separate reading and writing content area assessments. This change is true for all assessed grade levels. The Index currently weights each of the four content areas equally with the understanding that all students are assessed in reading and math, while a subset of students are assessed in writing and science.

The 2014-15 Index version (Figure 1a) would be the last Index based entirely on assessments and standards derived from the old assessment system (MSP/HSPE/EOCs). The next two versions of the Index (2015-16 and 2016-17) will be derived from a combination of the old assessment system and the Smarter Balanced assessments, while the 2017-18 Index version (Figure 1d) will be derived almost exclusively from the Smarter Balanced assessments.

Figure 1: Derivation of the Achievement Index through the Winter 2018 Index version.



*Note: MSP represents the old assessment system that included MSPs, HSPEs, and EOCs.

The Smarter Balanced assessment system includes ELA and math assessments for 3rd through 8th grade and the 11th grade (HS). In 2014-15, 10th grade students in Washington sat for the Smarter Balanced HS ELA to meet graduation requirements to be established by the OSPI and approved by the SBE at a special board meeting in August 2015. At the time of this writing, there is no plan to have 10th grade students sit for the Smarter Balanced HS Math assessment. The OSPI expects to generate valid student growth percentiles (SGPs) for 4th to 8th grade students as is the current practice. However, the implementation of the Smarter Balanced assessment system means that the SGP for high school students will be a two- or three-year SGP as compared to the currently generated one- or two-year SGP.

In the 2015-16 version of the Index, Dual Credit Participation by the students at a high school will factor into the Achievement Index rating. Currently, graduation rate is the only measure factoring into the Index rating. In other words and beginning in the 2016 Index version, the College and Career Readiness (CCR) indicator will be derived from graduation rate and dual credit participation. The relative weighting of these two CCR measures must be approved by the Board.

Areas of General Agreement

On the issues briefly described above, the AAW members voiced general agreement on the following:

- For the schools participating in the 2013-14 Smarter Balanced Field Test, the AAW largely agreed that school growth model SGPs should be rolled forward so that Achievement Index ratings would be computed in a consistent manner from one year to the next. Rolling scores forward is consistent with the OSPI's current practice for other accountability work.
- The AAW agreed that to every degree possible, the Index calculations and business rules should remain consistent from one year to the next to maintain year to year comparability. While a variety of opinions were voiced, the idea that the three content area assessments (ELA, math, and science) used for the Proficiency Indicator should not be equally weighted was most prevalent, even though the current methodology uses an equal weighting for the content area assessments. For the most part, weighting changes were not specified.
- The AAW generally agreed that Dual Credit Participation should represent a relatively small portion of the high school Index.
- The AAW generally agreed that the equal weightings of the Proficiency, Growth, and CCR (currently derived from graduation rate only) Indicators was "good." The AAW generally agreed that the weighting of graduation should approximate the weighting for proficiency.
- The AAW generally agreed that suspending the identification of Priority and Focus Schools for two years was a good idea for a variety of reasons, but that "keeping a close eye on all schools" was important. Also, the AAW agreed that providing the OSPI with the opportunity to identify schools as Priority or Focus as needed was an important pre-condition.

Staff Recommended Changes to Index

With regard to changes to the Index necessitated by the full implementation of the Smarter Balanced assessments, the SBE recommends the following:

1. For the SBAC Field Test schools (from 2013-14), roll growth records forward for the winter 2016 Index version.
2. For the Proficiency Indicator, weight ELA, math, and science equally.
3. The high school Index indicator weightings be changed as follows:
 - a. Proficiency (30 percent) equally weighted between ELA, math, and science.

- b. Growth (30 percent) equally weighted between ELA and math.
 - c. College and Career Readiness (40 percent), weighted at 35 percent Graduation measure and 5 percent Dual Credit Participation measure.
4. Priority and Focus School identifications will be suspended for two years while the schools newly identified in 2015 are served for 2015-16, 2016-17, and 2017-18.

The policy position statement below incorporates ideas generally supported by the OSPI and the SBE staff and are included for information only.

Policy Position of the State Board of Education regarding Use of the Achievement Index during the Transition to new Washington State Learning Standards

The Washington State Achievement Index incorporates three consecutive years of assessment data to generate ratings for all public schools in the state. Washington's transition to new learning standards and assessments in Math, English Language Arts, and Science poses challenges in maintaining comparable data and making school identifications consistent with state and federal requirements.

During the 2013-14 school year, OSPI offered an opportunity for schools to field test the new Smarter Balanced Assessments based on the Common Core standards. During this year, roughly 35 percent of schools participated in the SBAC Field Test, in lieu of administering the Measurements of Student Progress. Schools that participated in the field test did not receive scores from the Smarter Balanced assessments.

As a result, two sets of schools were created – schools taking the old assessments (MSP, HSPE, and EOCs), which continued to generate three years of comparable assessment data, and those that field tested the SBAC assessments. Because the field test participants were not provided with results, each field test school's prior year's proficiency rates were carried over for 2013-14 accountability decisions (i.e., AYP and Achievement Index). In essence, one year counted for two in the ratings.

During this transition year, consistent with U.S. Department of Education guidance, schools were held harmless to the impact of this "carry over" year of data if it was significant to their identification as a Priority or Focus School. Newly identified Priority or Focus schools who participated in the field test, were removed from these lists. Beginning in the 2014-15 school year, all schools moved to the Smarter Balanced assessment system, measuring the new state learning standards in English language arts and math. Beginning with the Index using 2014-15 Smarter Balanced assessment results, schools will no longer have three years of assessment data measuring the same learning standards; however, comparability across schools within the year will be preserved, since everyone will be taking the same assessment in 2014-15.

Accordingly, the State Board and OSPI plan to make the following adjustments pertaining to the use of the Achievement Index and its use in the identification of Persistently Lowest Achieving (PLA) schools, Priority schools, and Focus schools during the next several years.

- **The Achievement Index will continue to be published each year.** The underlying data used for the Index will be made available public as is the current practice, subject to OSPI data suppression rules to protect student privacy.
- **The Achievement Index will continue to utilize norm-referenced tier ratings, until several years of data allows an appropriate determination of a criterion reference.** The tier ratings will continue to reflect normative scaling. This means that while all scores are expected to be lower during the transition, approximately the same number of schools will be placed in the

'underachieving' or 'priority' school categories. The same is true for the 'exemplary' and 'very good' categories.

- **Priority and Focus School identifications will be suspended for two years while the schools newly identified in 2015 are served for 2015-16, 2016-17, and 2017-18. For this three-year period, the total number of served schools will remain roughly constant. Priority or Focus schools identified in previous years would be removed from the PLA list if exit criteria are met.** Following the most recent (March 2015) school identifications, OSPI now is serving approximately 121 Priority Schools and 133 Focus Schools. The service period for these schools is three years. The intent of the Board is to not significantly add to this list until a new group of Priority and Focus schools are identified in spring of 2018, given that the list already maximizes OSPI current service capacity.
- **Three-year Priority and Focus Schools service cycles will be established beginning with the Winter 2018 Index version.** New Priority and Focus Schools will be identified every three years beginning with the 2018 Index version (then again based on the 2021, 2024, 2027 Index versions) and served continuously by the OSPI until the schools meet exit criteria. Since the PLA list will be identified each year as required by law, the OSPI will annually monitor the progress of all schools and may, on a case-by-case basis, require supports for schools failing to progress as expected.
- **The Index will continue to utilize the 'carry forward' provision for the field test year to make sure all schools continue to be represented in the Index.** This is a continuation of current policy – schools that field tested in 2014 will continue to have their data (proficiency and growth) 'carried forward' from 2013 to maintain an index score.
- **OSPI may add schools to the Priority & Focus list in 2015-16 on a limited basis.** While it is the intent of OSPI to not significantly add to the size of the Priority and Focus schools list during this year, some schools may be added if unusual circumstances require intervention.
- **Resumption of the full school identification process for Priority & Focus list restarts in 2018 for service in the 2018-19 school year. The Achievement Awards will continue to be given each year.** Adjustments will be made each year to ensure fairness in the criteria during the transition to new assessments.
- **The annual list of Persistently Lowest Achieving Schools will be published in accordance with state law.** This list will be published, even though it may not result in new Priority or Focus school identifications each year. The Index will be used in each year to establish this list as is the current practice.
- **This policy will adjust as our status under ESEA federal regulations evolves.** Changes to our ESEA flexibility waiver status, or ESEA reauthorization, may necessitate changes to this policy.

Action

It is expected that the Board will vote to approve the changes to the Index as specified above and generally described in the Policy Position of the State Board of Education regarding use of the Achievement Index during the transition to new Washington State Learning Standards.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.



Feedback Report for June 10, 2015 Achievement and Accountability Workgroup (AAW) Meeting

Summary

On June 10, 2015, an AAW meeting was held to discuss the transition of the accountability system and the Achievement Index during the initial administration of the Smarter Balanced assessment system. The meeting was held as a webinar.

This feedback report is assembled from verbal discussion during the webinar and nine feedback forms that were received at the end of the webinar. The discussion and feedback forms were framed around the following guiding questions. The feedback is summarized under each guiding question. More specific feedback can be found in the “Feedback in Greater Detail” section of this document.

- What is your view on rolling the 2012-13 SGPs forward into the 2014-15 Index for the SBAC Field Test schools?
 - The majority of participants agreed that rolling forward the 2012-2013 SGPs into the 2014-15 Index for the SBAC Field Test schools was alright, but warned that those schools should receive safe harbor (i.e. be held harmless in negative effects from the roll forward).
- What is your view on taking a “pause” on the Priority and Focus School identifications?
 - The majority of participants agreed that a “pause” would be acceptable but cautioned that it should be called “maintenance” or something other than a “pause” and that schools that request supports should be able to receive help.
- Do you believe the three content area assessments comprising the Proficiency indicator should continue to be equally weighted?
 - The majority of participants stated that English Language Arts should be given greater weighting and cautioned that science was weighted too heavily. However, there was no consensus on the specific weighting and several suggestions were offered.
- Do you believe the Growth Indicator weighting for high school should be lowered, given that the HS SGP would have to become a 3-year measure?
 - The majority of AAW members stated that the weight for growth should remain equal to the other indicators.
- How should the Indicator weightings for High Schools be changed to accommodate the inclusion of Dual Credit Participation?
 - The majority of participants stated that Dual Credit should receive little weight but was supportive of incentivizing it. There was not consensus on the specifics of weighting but participants were generally supportive of the proposed weighting of 35% proficiency, 25% growth, and 40% Career and College Readiness (including 5% Dual Credit participation). However, this support of the proposed weighting of only 25% growth is

contradictory to the feedback that the weighting of growth should not be reduced, the suggestion of the majority in response to the question that was specifically about growth.

- Provide feedback on whether you believe a virtual meeting like the one today is effective given the purpose of gathering feedback from participants.
 - AAW members felt that this virtual meeting was a success but noted the drawbacks of using a webinar instead of an in-person meeting.

Feedback in Greater Detail

What is your view on rolling the 2012-13 SGPs forward into the 2014-15 Index for the SBAC Field Test schools?

The majority of participants agreed that rolling forward the 2012-2013 SGPs into the 2014-15 Index for the SBAC Field Test schools was alright, but warned that those schools should receive safe harbor (i.e. be held harmless in negative effects from the roll forward). One participant raised concern with the meaningfulness of SGPs that roll forward for use in evaluation or planning for improvement. One participant stated that, in reporting the data, it should be made clear that the SGPs were from 2012-2013 and that the list of assessments used be made clear.

What is your view on taking a “pause” on the Priority and Focus School identifications?

The majority of participants agreed that a “pause” would be acceptable but cautioned that it should be called “maintenance” or something other than a “pause” and that schools that request supports should be able to receive help. One participant felt that taking a pause is neither appropriate nor helpful. One participant stated that the pause should be left open to modification if data raises concern about schools that appear to need supports. One OSPI staff member stated that he felt that this decision should solely be the responsibility of the SPI and offered the following three suggestions:

- Smarter Balanced assessment should not be combined with MSP/HSPE assessment results for the designation identification of Challenged Schools;
- It would be acceptable to “hit reset” and identify based on only one year of Smarter Balanced results; or
- It would be acceptable to take the pause but that an exit path should be available for schools that make progress during the pause.

Do you believe the three content area assessments comprising the Proficiency indicator should continue to be equally weighted?

The majority of participants stated that English Language Arts should be given greater weighting and cautioned that science was weighted too heavily. However, there was no consensus on the specific weighting and several suggestions were offered. Participants raised concerns that K-8 teachers are not prepared to teach science, science is not assessed at as many grade levels as the other subjects, access to science instruction is inequitable for remote districts, and that the accountability system has failed to incentivize science with equal weighting. Participants noted the importance of reading and writing and

that English Language Arts is currently reflected as 50% in the Achievement Index. One participant suggested weighting based on instructional time and another participant suggested looking at what other states are doing.

Although there was no consensus on the specifics of weighting, the following weightings were discussed:

- 50% ELA, 25% Math, 25% Science was commonly recommended
- 40% ELA, 40% Math, 20% Science was recommended by one participant
- 33% ELA, 33% Math, 33% Science was not recommended by any participant

Do you believe the Growth Indicator weighting for high school should be lowered, given that the HS SGP would have to become a 3-year measure?

The majority of AAW members stated that the weight for growth should remain equal to the other indicators. One participant felt that growth being lowered to 25% would be a reasonable option for the next three years. One participant stated that growth at the high school level is less meaningful and the weighting should be lowered in favor of raising the weighting of proficiency and graduation. One participant stated that if reducing the weight of growth would reduce the Index Rating for schools that work under difficult demographic or resource circumstances, then he participant would oppose it.

How should the Indicator weightings for High Schools be changed to accommodate the inclusion of Dual Credit Participation?

The majority of participants stated that Dual Credit should receive little weight but were supportive of incentivizing it. There was not consensus on the specifics of weighting but participants were generally supportive of the proposed weighting of 35% proficiency, 25% growth, and 40% Career and College Readiness (including 5% Dual Credit participation). However, this support of the proposed weighting of only 25% growth is contradictory to the feedback that the weighting of growth should not be reduced, the suggestion of the majority in response to the question that was specifically about growth. One participant raised concern that a local waiver may be needed on Dual Credit until there is access for all students and another participant raised concern that the Dual Credit measure would inequitably affect those who do not have access. Two participants cautioned that Dual Credit should not only include participant, but should also include attainment of credit as a measure of completion. One participant suggested using four-year graduation rate in addition to the five-year measure.

Although the majority were supportive of 35% proficiency, 25% growth, and 40% Career and College Readiness (CCR, including 5% Dual Credit participation), the following alternative weightings were raised in discussion:

- 35% Proficiency, 35% Growth, 30 % CCR
- 33% Proficiency, 33% Proficiency, 33% CCR
- 30% Proficiency, 30% Growth, 40% CCR

Feedback on whether you believe a virtual meeting like the one today is effective given the purpose of gathering feedback from participants.

AAW members felt that this virtual meeting was a success but noted the drawbacks of using a webinar instead of an in-person meeting. Four members felt that webinars limit participant interaction but that this meeting was effective. Two members stated that they appreciated being able to attend the meeting without traveling. Other suggestions were to use a webinar format for short meetings and an in-person format for long meetings and that virtual meetings have detrimental implications for equitable participation.

If you have questions about this feedback report, please contact Parker Teed, Operations and Data Coordinator, at parker.teed@k12.wa.us

If you have questions about the Achievement Index, please contact Andrew Parr, Senior Policy Analyst, at andrew.parr@k12.wa.us