



December 9, 2013

Achievement and Accountability Workgroup Meeting Highlights

During this AAW meeting, members discussed Former-English Language Learner (ELL) data and an English language acquisition award, discipline data in relation to accountability, and survey data in relation to accountability. AAW members were asked to provide feedback during discussion on guiding questions. AAW members were also asked to provide feedback via a feedback form for each portion of the AAW meeting. Feedback from AAW members will be used in the creation of an AAW feedback report. Each member will have the opportunity to review and contribute to the feedback report prior to publication.

California CORE

To start the day with a presentation on a state that is already incorporating whole child indicators into its accountability system, Mr. Ben Rarick, SBE Executive Director, gave an overview of the California CORE School Quality Improvement Index. The eight California CORE districts each received an ESEA flexibility waiver to include, in addition to academic indicators, social-emotional and culture and climate indicators.

Performance Indicators in the California Core School Quality Improvement Index

Academic – 60%	Social-Emotional – 20%	Culture and Climate – 20%
<ul style="list-style-type: none"> • Math proficiency; • English Language Arts proficiency; • Science, history and writing at certain grade levels; • Student growth; • High school graduation rate, with points awarded for both the federally-defined 4-year cohort graduation rate, and 5- and 6-year rates; • Middle school persistence rates defined as the percentage of graduated 8th graders that go on to enroll in 10th grade. 	<ul style="list-style-type: none"> • Chronic absentee rate; • Suspension/expulsion rate for the purposes of reducing disproportionality; • Non-cognitive factors (such as grit or resilience) for the “all students” group and all subgroups; • Indicators will be determined and piloted during the 2013-14 school year. 	<ul style="list-style-type: none"> • School performance on student/staff/parent surveys; • English Language Learner re-designation; • Special Education identification for the purposes of reducing disproportionality; • Indicators will be determined and piloted during the 2013-14 school year.

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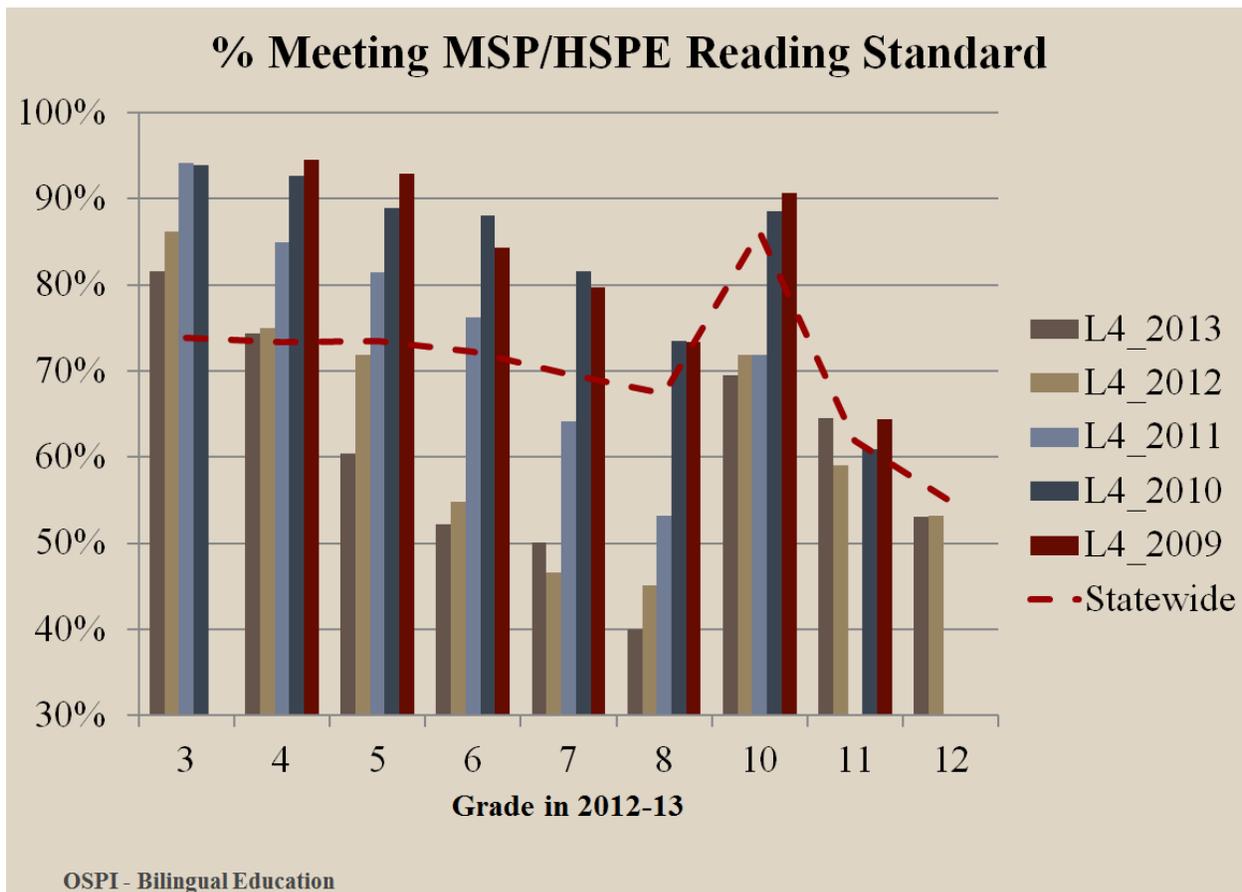
Source: Mr. Ben Rarick, Executive Director of SBE, “California CORE” presentation



ELL Issues in Relation to Accountability

With the new Former-ELL data, SBE and OSPI have begun analyzing the achievement of students who have exited ELL programs. Dr. Andrew Parr, SBE Senior Policy Analyst, and Dr. Paul McCold, OSPI Data Analyst, presented on Former-ELL data analysis. Interesting takeaways included:

- On average, Former-ELL students had higher percentages meeting standard and growth than their All-Student peers.
- However, on average, Former-ELL students do not perform as well on science assessments as their All-Student peers.
- Proficiency and growth for Former-ELL and Ever-ELL groups are highly correlated. Thus, in the revised Achievement Index, Former-ELL and Ever-ELL subgroups would generate highly correlated Index ratings.



Source: Dr. Paul McCold, OSPI Data Analyst, "Bilingual Education" presentation

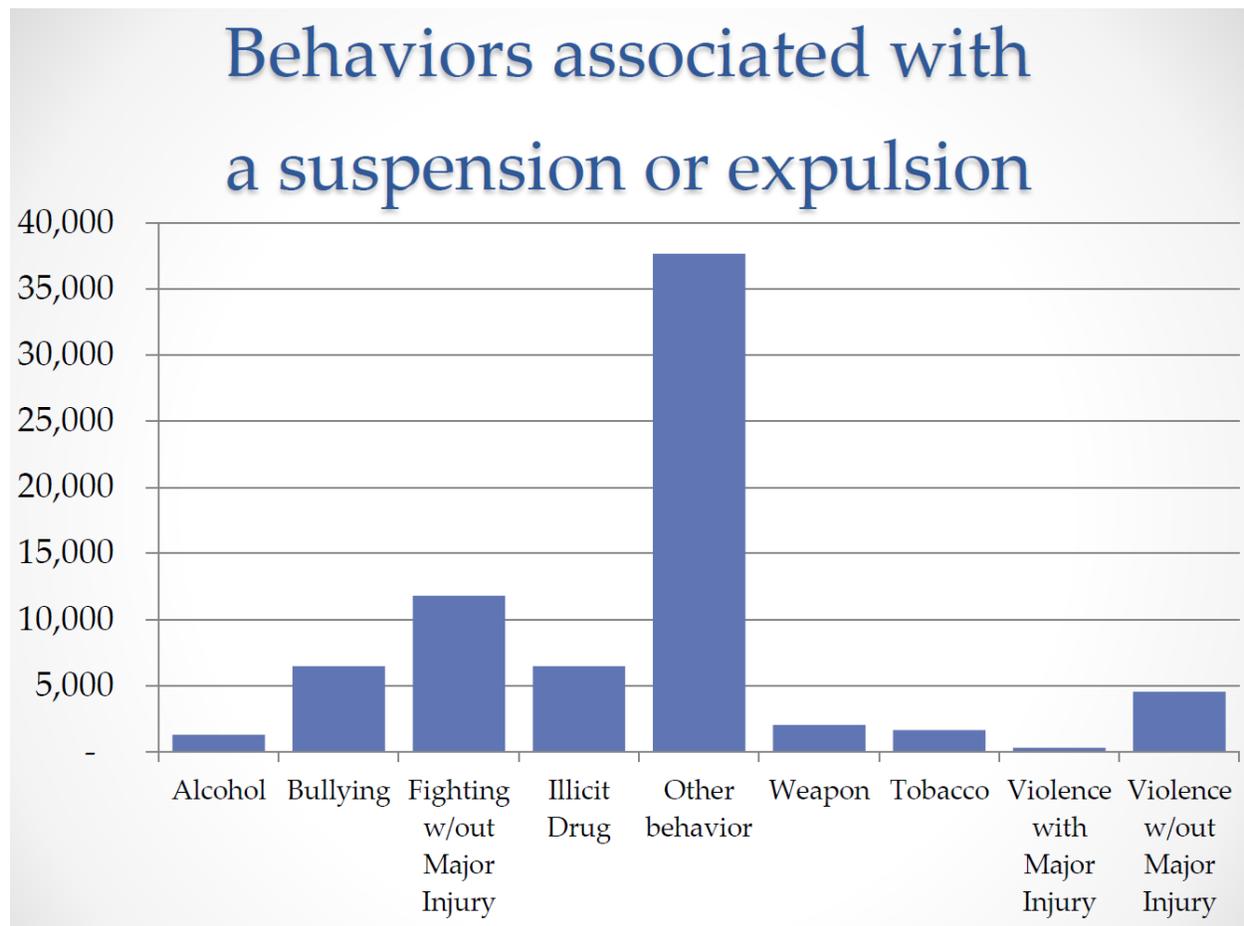


Discipline Data in Relation to Accountability

Dr. Deb Came, OSPI Director of Student Information, presented on CEDARS discipline data. She explained the categories of discipline data, what is included in the data, and the proportion of disciplinary action by subgroup. Among the various behaviors that result in disciplinary action, the “other” category is the most discretionary and also results in the most disproportionate use of disciplinary action on students from subgroups.

Ms. Amy Liu, LEV Policy Director, Mr. Jake Vela, LEV Policy Analyst, presented on discipline policy issues. Major takeaways included the following:

- Exclusionary discipline has a negative impact on the academic and life outcomes of students.
- Disciplinary actions are disproportionately applied to subgroups.
- Discipline data should not only be examined by the number of disciplinary actions taken but also by the amount of instructional time lost.



Source: Dr. Deb Came, OSPI Director of Student Information, PowerPoint on CEDARS discipline data



Survey Data in Relation to Accountability

Dr. Pete Bylsma, Renton SD Director of Assessment and Student Information, reported on the use of the Educational Effectiveness Survey in the Renton School District. The Renton School district was able to use the survey as a result of their receipt of Race to the Top funds and their participation in the Road Map Project. Interesting takeaways included:

- Many variables important to student success are not easily measured.
- Grades often matter more to long-term educational outcomes than tests.
- There are five types of non-cognitive factors: academic behaviors, academic perseverance, academic mindsets, learning strategies, and social skills.
- “Habits of Mind” are present in the Common Core State Standards
- When deciding on a survey tool for the Road Map Project, a list of criteria for vetting the measurement tools was developed. This list can be found in Dr. Pete Bylsma’s PowerPoint.



OUTCOME DOMAINS		SKILLS & DISPOSITIONS
Motivation & Engagement	FUTURE ORIENTATION	<ul style="list-style-type: none"> • Goal management: Setting short- and long-term goals and monitoring progress toward their achievement • Hope and optimism: Positive beliefs regarding one’s future potential, goals and choices
	SELF MANAGEMENT	<ul style="list-style-type: none"> • Emotional regulation: Assessing and regulating one’s feelings and emotions • Self-discipline: Ability to focus on a task in spite of distractions
	PERSEVERANCE / GRIT	<ul style="list-style-type: none"> • Perseverance: Tendency to persist in spite of obstacles or setbacks • Goal orientation: Commitment to the achievement of goals over time
	SELF EFFICACY & MINDSETS	<ul style="list-style-type: none"> • Self-Efficacy: Belief in one’s own capabilities and capacity to learn and succeed • Growth mindset: Belief that intelligence and ability can increase through effort • Mastery orientation: Enjoyment of learning and desire to master new skills; willingness to try new things • Relevance: Belief that work done in school is related to personal aspirations
	BELONGING & IDENTITY	<ul style="list-style-type: none"> • Sense of belonging: Perception of acceptance and support in a learning community • Relationship building: Establishing and maintaining positive relationships with adults and peers in school setting • Personal identity: Understanding and valuing one’s own culture and beliefs • Social capital: Recognizing and using family, school, and community resources; asking for help when needed
21 st Century Skills	INTERPERSONAL SKILLS	<ul style="list-style-type: none"> • Collaboration: Negotiating and compromising when working in groups or pairs • Communication: Communicating effectively for a variety of purposes and audiences • Cultural competence: Ability to work effectively with people from different backgrounds; appreciation of diversity • Conflict resolution: Preventing, managing, and resolving interpersonal conflict • Compassion: Taking the perspective of and empathizing with others
	CREATIVITY	<ul style="list-style-type: none"> • Ideation: Using a wide range of idea creation techniques • Imagination: Using intellectual inventiveness to generate, discover, and restructure ideas or imagine alternatives • Innovation implementation: Acting on creative ideas to make a new contribution
	CRITICAL THINKING	<ul style="list-style-type: none"> • Metacognition: Ability to reflect on one’s assumptions and thinking for the purposes of deeper understanding and self-evaluation. • Problem solving: Generating and selecting from alternatives based on desired outcomes • Analytical thinking: Separating problems or issues into their component parts

Source: Dr. Pete Bylsma, Renton SD Director of Assessment and Student Information, “Measuring Student Engagement & Motivation” presentation