

Washington Achievement Index



1. Why the Index was created
2. Index components
3. Criteria used for recognition
4. Changes with ESEA Flexibility

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Background & Purpose

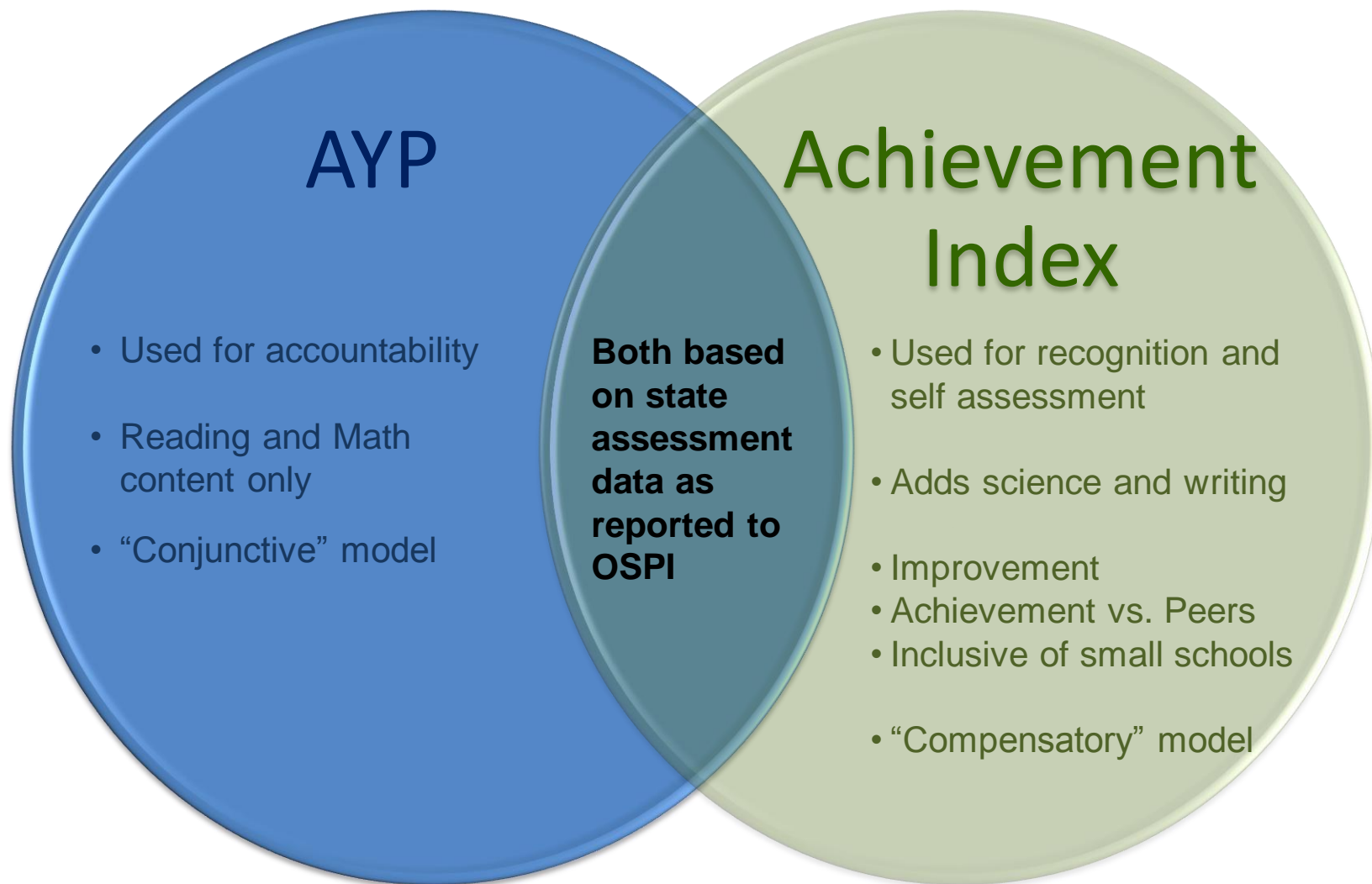


ESHB 2261 (signed May 2009):
create accountability index

Purpose: complement or replace federal
accountability system (AYP)

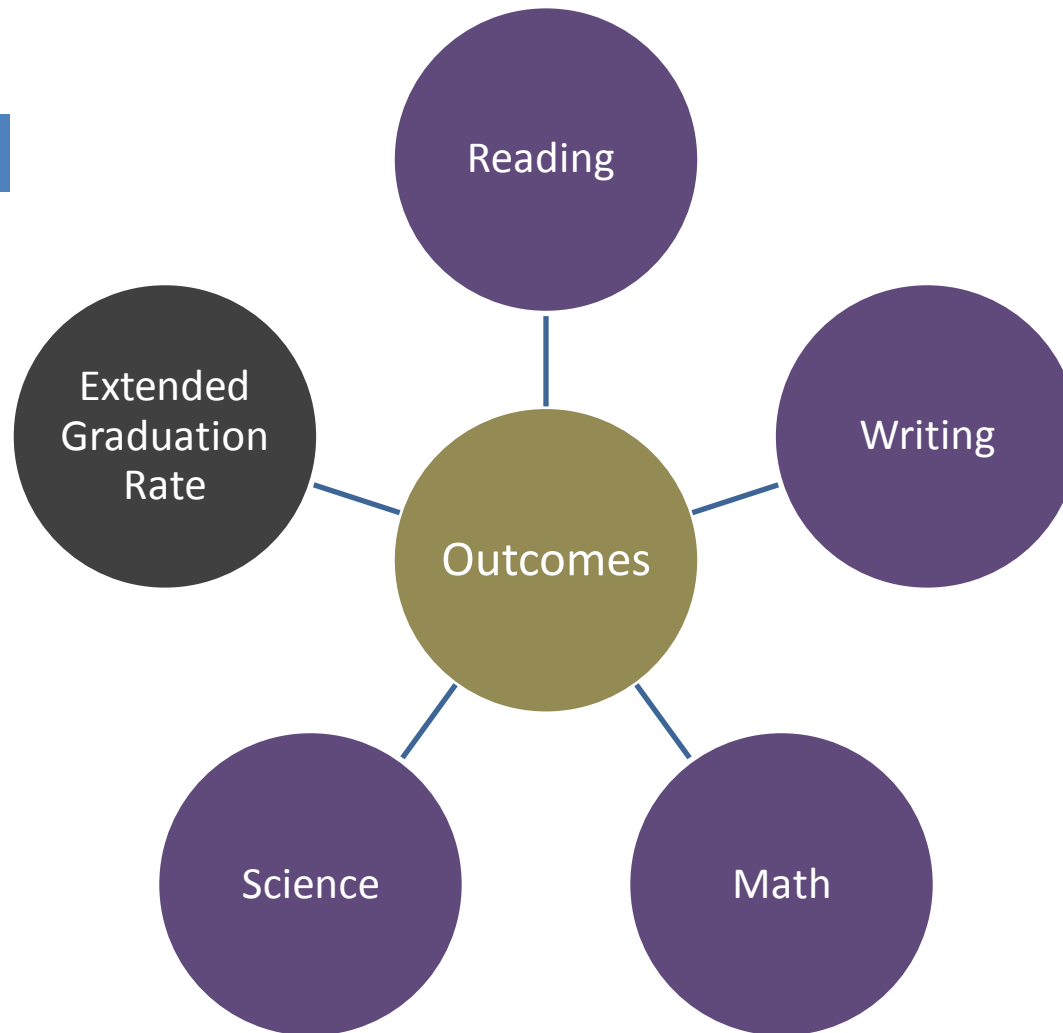
**A revised Index is proposed as the
backbone of ESEA Flexibility**

How is the Index Different from AYP?



Outcomes

Rows



Indicators

Columns



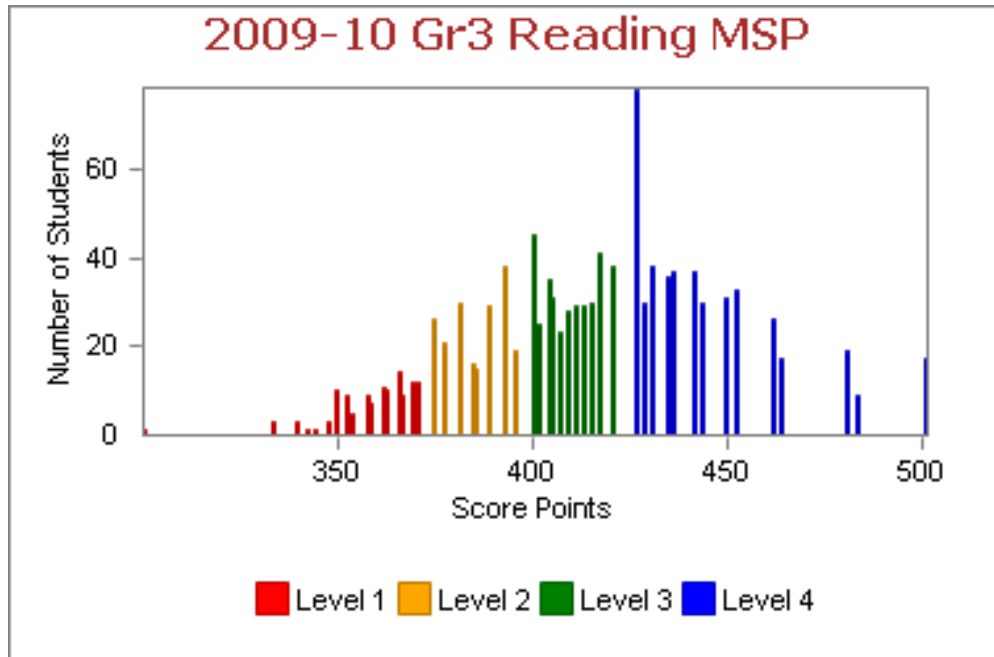
Ratings

Indicator	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>	<i>Ext. grad rate</i>	
<i>Achievement of - Non-low inc. - Low income (% met standard)</i>	<u>% MET STANDARD</u>		<u>RATING</u>		<u>RATE</u>	<u>RATING</u>
	90 – 100%		7		> 95	7
	80 – 89.9%		6		90 – 95%	6
	70 – 79.9%		5		85 – 89.9%	5
	60 – 69.9%		4		80 – 84.9%	4
	50 – 59.9%		3		75 – 79.9%	3
	40 – 49.9%		2		70 – 75%	2
< 40%		1		< 70%	1	
<i>- Achievement vs. Peers (Learning Index)</i>	<u>DIFFERENCE IN LEARNING INDEX</u>		<u>RATING</u>		<u>DIFFERENCE IN RATE</u>	<u>RATING</u>
	> .20		7		> 12	7
	.151 to .20		6		6.1 to 12	6
	.051 to .15		5		3.1 to 6	5
	-.05 to .05		4		-3 to 3	4
	-.051 to -.15		3		-3.1 to -6	3
	-.151 to -.20		2		-6.1 to -12	2
< -.20		1		< -12	1	

Ratings

Indicator	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>	<i>Ext. grad rate</i>
- <i>Improvement</i> (Learning Index)	CHANGE IN				CHANGE
	<u>LEARNING INDEX</u>				<u>IN RATE</u>
					<u>RATING</u>
	> .15				7
	.101 to .15				6
	.051 to .10				5
	-.05 to .05				4
	-.051 to -.10				3
-.101 to -.15				2	
< -.15				1	
				7	
4.1 to 6				6	
2.1 to 4				5	
-2 to 2				4	
-2.1 to -4				3	
-4.1 to -6				2	
< -6				1	

Learning Index

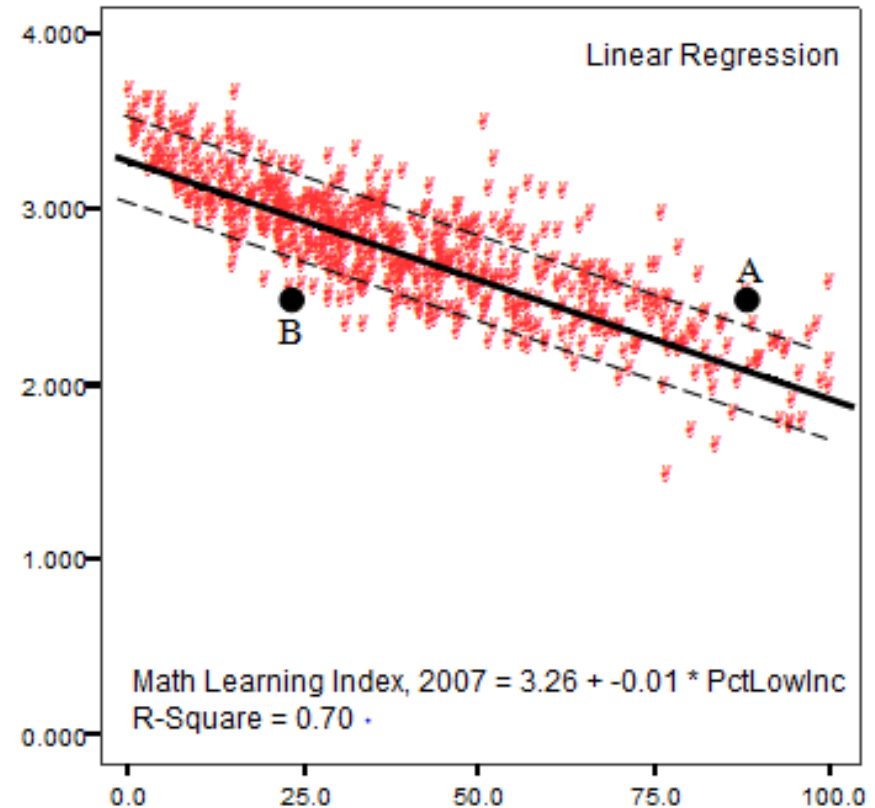


	Percent	Multiplier	Result
Not Tested	0.7	x 0 =	0.0
Level 1	12.6	x 1 =	12.6
Level 2	16.8	x 2 =	33.6
Level 3	30.7	x 3 =	92.1
Level 4	38.0	x 4 =	<u>152.0</u>
Learning Index (Total / 100)			2.90

Peers Rating

Multiple Regression based on:

- % low income
- % English Learners
- % students w/disabilities
- % mobile
- % gifted



Example

INDICATORS	OUTCOMES					
	Reading	Writing	Math	Science	Ext Grad Rate	Average
Achievement of non-low income students	7	7	5	4.5	6	5.9
Achievement of low income students	5	5.5	2	1	1	2.9
Achievement vs. peers	4.5	5	7	6.5	4	5.4
Improvement from the previous year	4	5.5	4.5	4.5	4	4.5
Index scores	5.13	5.75	4.63	4.13	3.75	4.68 Tier: Good

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

Washington Achievement Award

- SBE and OSPI Sponsored
- Awarded based on Achievement Index Performance



Award Categories

Outstanding Achievement: Top 5%

- Elementary
- Middle/Jr High
- High
- Comprehensive

Special Recognition

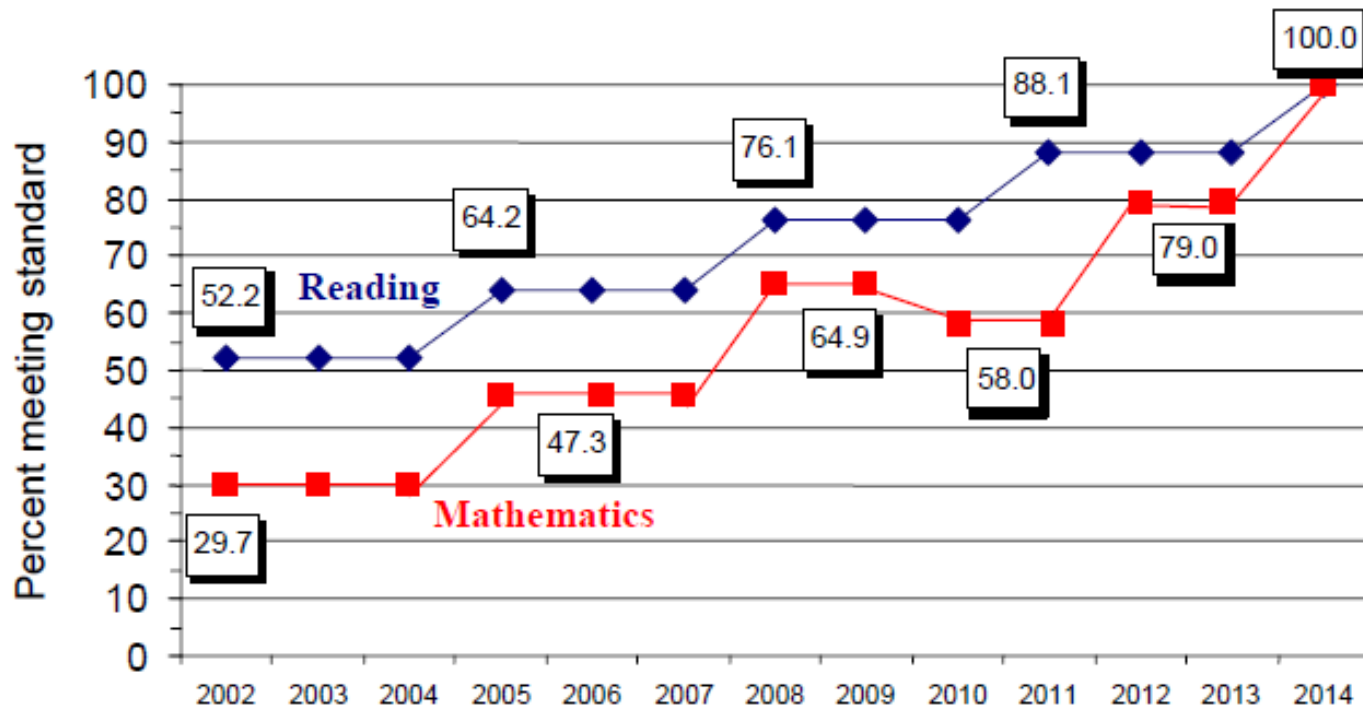
- Language Arts
- Math
- Science
- Graduation Rate
- Closing Achievement Gaps
- Improvement



WASHINGTON ACHIEVEMENT
AWARD WINNER

ESEA Flexibility

Adequate Yearly Progress:
Current System of Uniform Bars

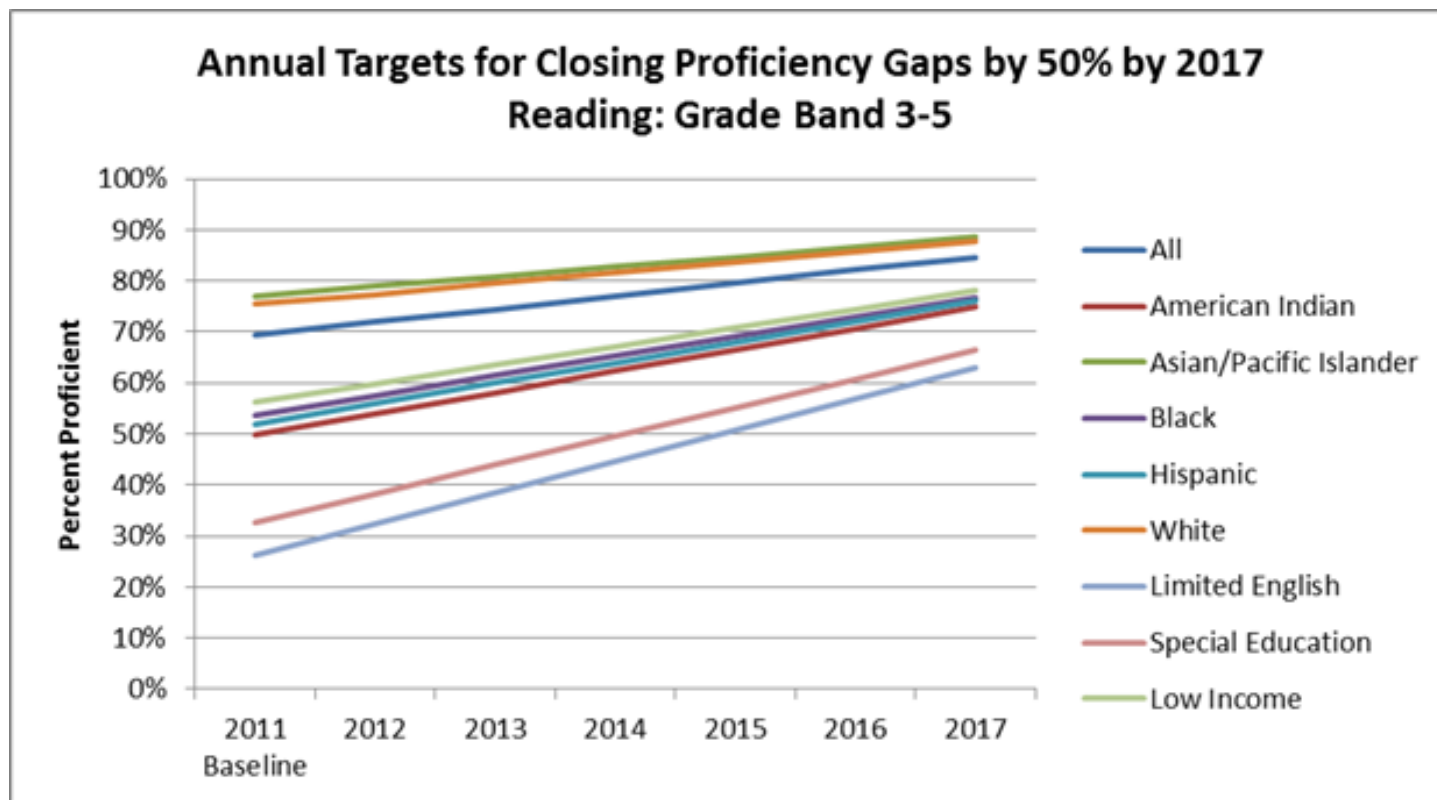


ESEA Flexibility

Adequate Yearly Progress:

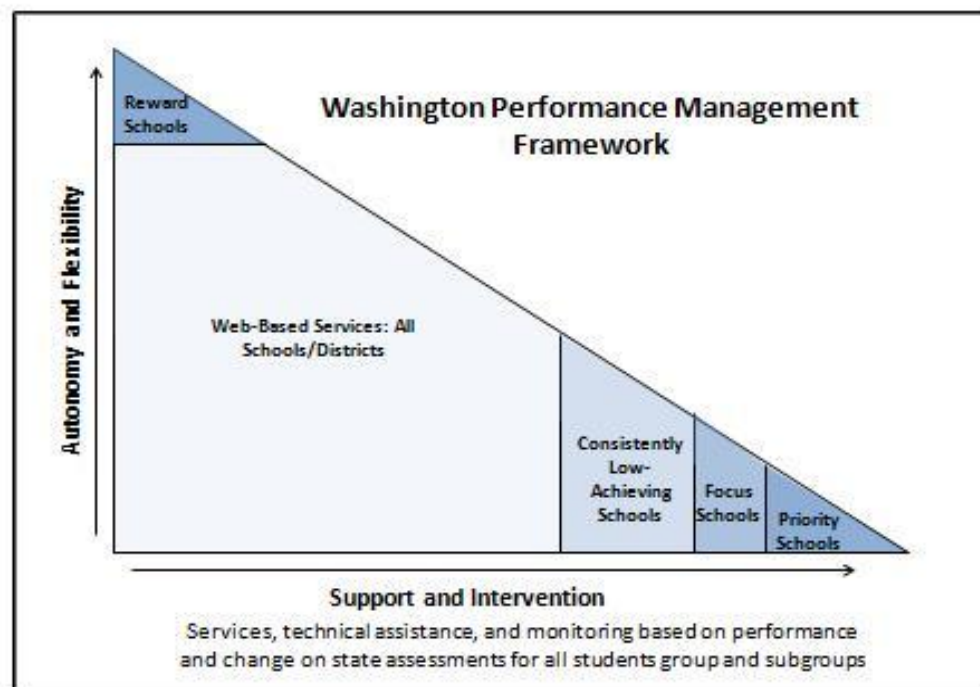
Proposed System

Targets set by subgroup, at building level



Next Generation Index

- To identify reward, priority, focus schools
- US ED will not permit Peers
- Student growth percentiles in reading and math
- Disaggregated subgroups



Student Growth

District C: 2008 CSAP Math School Results
Student Growth versus Student Achievement by Percent Free/Reduced Lunch

