

December 12, 2012

Achievement and Accountability Workgroup Meeting Highlights

Note: By December 24, we will post a feedback report highlighting members' discussions. This feedback report, a meeting agenda, and other related materials are available on our [website](#).

On December 12, the State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) hosted the third meeting of the Achievement and Accountability Workgroup (AAW) in Renton, Washington.

During the meeting, members discussed the following questions:

- What specific subindicators should be included in the revised Index to measure college and career readiness?

All Washington public high schools are required to provide the coursework and credits necessary for students seeking to enroll in a four-year college, community college, or career and technical program after high school (RCW 28A.230.130). Multiple measures are available to assess school's success in graduating career and college-ready students. In the December discussion, AAW members explored three different options for career and college-readiness metrics. Members also discussed the merits of reporting certain indicators in an Index without including that data in a final Index calculation.

Option A:	Option B:	Option C:
4- and 5-year graduation rates ¹	4- and 5-year graduation rates	4-, 5-, 6- and 7-year graduation rates
% of students passing Smarter Balanced Assessment Consortium assessments aligned to the Common Core Standards at a college/career-ready level		
% of students earning at least one high school credit in dual credit courses	% of students earning at least one high school credit in dual credit courses ²	% of students earning high school credit in dual credit courses OR receiving an individual certificate
	Postsecondary remediation rates	Postsecondary remediation rates
7 th and 8 th grade drop out data		
	% of students earning at least one high school credit in dual credit courses ²	% of students earning high school credit in dual credit courses ² <u>OR</u> receiving an industry certificate
		Post-high school remediation rates

¹ This reflects current Index and commitment in Washington's ESEA Flexibility application

² Dual credit includes Tech Prep, Advanced Placement, Running Start, College in High School, and International Baccalaureate

- Should the revised Index include language acquisition data? Should the revised Index include a subgroup of former English Language Learners (ELL)?
The revised Index will include disaggregated proficiency and growth data for ELL. Members discussed the following:
 - Data on English language acquisition, currently via the Washington English Language Proficiency Assessment, should also be added to the Index.
 - Creating a new subgroup of former ELL students to better track their performance after exiting the ELL program.Members discussed the merits of these additions, not the least of which is more robust data concerning the state's ELL population. Members also acknowledged the significant complexity these additions would bring to the Index, both in terms of calculations and in usability.
- What is the best way to address student subgroups in a revised Index?
The current Index uses combined subgroups (also known as super subgroups) to address race/ethnicity gaps in the Index. However, the U.S. Department of Education (ED) requires that states continue to disaggregate data using Elementary and Secondary Education Act (ESEA) subgroups. ED is approving the use of combined subgroups (super subgroups) only if the combination results in the inclusion of more students in the accountability system. Members discussed the merits of developing an Index that disaggregates subgroup data by ESEA subgroups, includes new subgroups (former ELL and former special education), or only combining subgroups when a school's low N size would result in data suppression.
- Which subindicators should be norm-referenced and which should be criterion-referenced?
Upon selection of the indicators for the revised Achievement Index, the next design issue is whether an indicator should be norm or criterion-referenced. AAW members had an opportunity to discuss their preferences for how best to fairly assess growth, proficiency, and career and college-readiness indicators in the revised Index.

The next Achievement and Accountability Workgroup meeting will be February 13 in Renton, Washington, at the Puget Sound Educational Service District.

For additional information and meeting materials, go to: www.sbe.wa.gov/aaw.php
or call the Board office at: 360-725-6025.