The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

State Board of Education
Old Capitol Building
600 Washington Street SE
Olympia, WA 98504
Brouillet Conference Room
K-20 availability:
Spokane, ESD 101
Yakima, ESD 105

June 19, 2013

AGENDA

Special Board Meeting

Wednesday, June 19, 2013

1:00 p.m. **Call to Order**
Welcome and Announcements

1:10 p.m. **Consideration of Revised Rubrics for Review of Charter Authorizer Applications**
Mr. Jack Archer, Director of Basic Education Oversight

1:25 p.m. **Consideration of Revised Achievement Index, and Achievement and Accountability Workgroup (AAW) Input**
Mr. Ben Rarick, Executive Director
Ms. Sarah Rich, Policy Director

1:50 p.m. **Public Comment**
Locations: Olympia, Spokane K-20 and Yakima K-20

2:30 p.m. **Business Items**

- Approval of Final Rubrics for Review of Charter Authorizer Applications ***(Action Item)***

2:50 p.m. **Adjourn**

Note to attendees: Given the status of proposed legislation impacting the development and use of the State Board's Achievement Index, the Board leadership has elected to take final Index approval off the proposed action items for the June 19th special meeting.

The Washington State Board of Education
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Old Capitol Building
600 Washington St. SE
Olympia, Washington 98504

If there are questions or concerns with directions, please call Denise Ross at 360.725.6027.

Directions to OSPI
Olympia - Headquarters

600 Washington St. S.E.
Olympia, WA 98501
(360) 725-6000

Northbound I-5:
Take exit 105 to Port of Olympia.
Take Plum Street exit B.
Follow Plum Street to Legion Way (4th traffic light).
Turn left onto Legion Way and go to Washington Street (six blocks).
Turn left onto Washington Street.
The main entrance is on the left across from the park. Please use metered parking when visiting OSPI.

Southbound I-5:
Take exit 105 to Port of Olympia and follow the signs to Plum Street.
Turn left onto Plum Street and go to Legion Way (4th traffic light).
Turn left onto Legion Way and go to Washington Street (6 blocks).
Turn left onto Washington.

The main entrance is on the left across from the park. Please use metered parking when visiting OSPI.

Parking: Please use metered parking when visiting OSPI.

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer • Peter Maier
Bob Hughes • Dr. Kristina Mayer • Mara Childs • Cynthia McMullen • Deborah Wilds
Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon
Ben Rarick, *Executive Director*
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Evaluation Criteria	Evaluators will look for evidence of the following:	Rating
SECTION I. AUTHORIZER STRATEGIC VISION FOR CHARTERING		
1.1 The vision clearly aligns with the statutory intent and purposes for charter schools. The vision need not address every statutory purpose; however, it should align clearly with at least one of those purposes.	• The applicant district articulates an intentional strategic vision and plan for chartering, including clear priorities, goals, and time frames for achievement. • The vision articulates how it aligns with at least one of the statutory purposes set forth in RCW 28A.710.005. • The district articulates in specific terms how it will give priority to proposals to serve at-risk students. At-risk students include but are not limited to students who do not meet minimum standards of academic proficiency, students who are at risk of dropping out of high school, students in chronically low-performing schools, students with higher than average disciplinary sanctions, students with limited English proficiency, students from economically disadvantaged families, and students identified as having special educational needs. Evidence of prioritization may include, for example, plans for targeted outreach and solicitation or incentives for serving students at-risk.	
1.2. The district clearly articulates any additional purposes it may have for chartering that are particular priorities for the district. Any additional purposes address clearly identified educational needs of the district, and are supported by specific evidence and examples that illustrate the identified needs.	• The district has conducted a preliminary analysis of the geographical area it serves, and identified specific needs or priorities (e.g., programmatic, grade range, location, target population,). • Any additional chartering purposes or priorities are based on verifiable evidence and solid analysis.	
1.3. The district's response describes with specificity the desired characteristics of the schools it will charter, such as types of schools, student populations to be served, and geographic areas to be served, along with the demographic data and instructional research it will use to evaluate needs.	• The district has identified specific types of proposals that it would like to receive, e.g. arts, dual language, dropout recovery, college prep, in order to target identified service gaps. • The district articulates how the school or schools it wishes to authorize might differ from schools the district currently operates with regard to features such as, for example, staffing, schedule, curriculum, and community engagement. • In the draft RFP or other materials, the district publicizes its strategic vision and chartering priorities, but does not exclude consideration of applications that propose to fulfill other goals. • The district has identified potential ways to encourage desired groups or proposal types, such as priority for available competitive funds or facilities.	
1.4. The response reflects a commitment to providing flexibility for charter schools in day-to-day operations, including respecting the	• The district's vision for chartering articulates how the applicant will protect the autonomy of the charter schools it oversees, particularly regarding personnel, school vision and culture, instructional programming, use of time, and budgeting.	

Evaluation Criteria	Evaluators will look for evidence of the following:	Rating
autonomy of the charter school board.	• The district's vision for chartering does not impose district processes, requirements or systems unnecessarily on charter schools in areas such as, for example, schedule, curriculum, and personnel policies • For any fee-based services that the district intends to offer charter schools, the district is committed to making purchase of those services voluntary for schools.	
1.5. The response demonstrates a sound understanding of and commitment to performance-based accountability.	• The vision articulates how the district will promote the accountability of the charter schools it oversees by measuring performance against standards and targets, ensuring compliance with applicable laws, and taking appropriate actions when standards are not met or the school is not in compliance with applicable laws or its charter contract. The district demonstrates commitment to maintaining consistently high standards for all charter schools, regardless of whether a school is targeted to identified priorities. • The district's vision and responses reflect a consistent and appropriate balance between autonomy and accountability.	
SECTION II. AUTHORIZER CAPACITY AND COMMITMENT		
Planning 2.1. The description of capacity conveys a clear and accurate understanding of the district's duties and responsibilities as a charter school authorizer.	• The description indicates sound understanding of authorizers' responsibilities for overseeing charter schools by setting clear expectations, collecting relevant performance information, evaluating performance on an ongoing basis, and holding schools accountable. • The applicant district describes ongoing actions and procedures to ensure understanding of the duties and responsibilities of a charter school authorizer on the parts of school board directors, central administrators and staff.	
Human Resources 2.2. Staff resources to be devoted to charter authorizing and oversight are appropriate to fulfill the district's authorizing responsibilities.	• The district identifies resources appropriate for each of the core authorizer functions including application decision-making, performance contracting, ongoing oversight and evaluation, and revocation or renewal decision-making. • Staff resources are articulated in time allocations (FTEs) that are likely to be sufficient based on the district's anticipated authorizing activity.	
2.3. The district clearly defines the roles and responsibilities of chartering staff, and provides thorough and clear job descriptions. The organizational chart shows clear lines of reporting and authority for decision-making.	• The plan clearly articulates where primary authorizing responsibilities reside with regard to district positions and personnel. • The plan demonstrates understanding of district functions that will need to assume some authorizing responsibilities. • Lines of authority indicate appropriate prioritization of charter school authorizing.	

Evaluation Criteria	Evaluators will look for evidence of the following:	Rating
2.4. The district demonstrates that it has or will secure access, through staff, contractual relationships or interagency collaboration, to expertise in all areas essential to charter school authorizing and oversight, including: • School leadership • Curriculum, instruction and assessment • Special Education, ELL, and other diverse needs • Performance management • Operations, i.e., law, finance, and facilities	• The plan identifies clearly and appropriately where in the district the required expertise for essential authorizing responsibilities currently resides or, in the alternative, how it will be accessed outside the district. • The plan clearly and appropriately identifies areas where it anticipates the need to build, expand or contract for additional capacity with respect to authorizing responsibilities, and articulates a viable plan for doing so consistent with its estimates of financial needs. • The plan shows how the district has or will access sufficient expertise to evaluate an applicant's business plan and financial strength and to oversee the financial performance of any approved school. • The plan indicates how the district will seek opportunities for professional development to achieve and maintain high standards of authorizing practice.	
Financial Resources 2.5. The estimates of the financial needs of the authorizer and projected resources for authorizing are reasonable and supported, to the extent possible, by verifiable data, including such data about the district's overall financial condition as will demonstrate capacity for the new task.	• The estimates of financial needs are reasonably sound and well-aligned with other key aspects of the plan including allocation of staff resources and access to needed expertise when the district needs to acquire or access expertise it does not currently possess. • The district indicates if it is in Financial Watch status, based on the financial health indicators developed by the Office of Superintendent of Public Instruction, for the most recent year for which such data are available.	
SECTION III. REQUEST FOR PROPOSALS		
3.1. The draft or outline of the RFP includes all components of RFPs required by RCW 28A.710.130(1)(b).	• The district demonstrates through its work on the draft or outline of the RFP that it is prepared to publish an annual RFP by the date established by the SBE. • The RFP includes (1) the authorizer's strategic vision for chartering, with content that substantially meets the criteria in Section 1; (2) the authorizer's draft performance framework, with content that substantially meets the criteria in Section 4; (3) application evaluation criteria; and (4) application questions and guidelines for formatting and content. • The RFP requires applicants to articulate the components of a comprehensive school plan, as articulated in RCW 28A.710.130(2)(a) through (ff). • The RFP requires applicants to demonstrate that they will provide educational services that at a minimum meet the basic education standards set forth in RCW 28A.150.220.	

Evaluation Criteria	Evaluators will look for evidence of the following:	Rating
	• The RFP includes distinct requirements and criteria for: (1) conversion charter school applicants, including demonstrated support by a majority of teachers or parents; (2) applicants proposing to contract with Educational Service Providers (ESPs) consistent with NACSA's *Principles & Standards for Quality Authorizing*; (3) applicants that propose to operate virtual or online charter schools, consistent with NACSA *Principles & Standards for Quality Authorizing*; and (4) applicants that already operate schools in other states, including evidence of past performance, evidence of success serving at-risk students, and capacity for growth and replication.	
3.2. The draft or outline of the RFP demonstrates that the district intends to implement a comprehensive application process that follows fair procedures and rigorous criteria, based on a performance framework meeting the requirements of Washington's charter school law.	• The district shows that its RFP process will be open, well-publicized, & transparent. • The RFP includes a clear and realistic timeline that outlines key milestones and explains how each stage of the process is conducted and evaluated. • The RFP includes a strategy for communicating and disseminating information regarding the application process, approval criteria, and decisions to the public. • The RFP welcomes proposals from first-time charter applicants and existing school operators. • The RFP is open to considering diverse educational philosophies and approaches, and expresses commitment to serving students with diverse needs. • The RFP outlines applicant rights and responsibilities, and outlines procedures for promptly notifying applicants of approval or denial, and documenting the reasons for the decision. • The district outlines plans to evaluate each application through a thorough review of the written application, a substantive in-person interview with the applicant group, and other due diligence to assess the applicant's capacity to operate a quality charter school, conducted by knowledgeable and competent evaluators. • The RFP outlines parameters for decision-making that grant charters only to applicants that have demonstrated their competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria. • The district intends to engage evaluators with relevant educational, organizational, financial, and legal expertise, as well as thorough understanding of the essential principles of charter school accountability and autonomy including an appropriate combination of internal and external evaluators. • The district outlines a viable plan to provide orientation and training to application evaluators to ensure consistent and fair standards and treatment of applicants.	
3.3. The RFP has clearly articulated criteria for	• The RFP requires a mission and vision statement by the charter applicant that	

Evaluation Criteria	Evaluators will look for evidence of the following:	Rating
evaluating the charter applicant's proposed mission and vision that are aligned with the purposes of Washington's charter school law.	identifies the student population and community the school intends to serve, presents a clear, compelling picture of the proposed learning environment and student experience, and sets forth measurable educational goals. • The evaluation criteria require that the application as a whole is well-aligned with the focus and priorities identified in the mission and vision statement.	
3.4. The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant's proposed educational program, including but not limited to: • The academic program aligned with state standards; • The proposed instructional design, including the type of learning environment, class size and structure; • Curriculum and teaching methods; • Teaching skills and experience; • Assessments to measure student progress; • School calendar and sample daily schedule; • Discipline policies, including for students with special needs.	• The RFP requires a thorough description of the educational program, including each of the components listed in the evaluation criteria. • The RFP requires a description of the curriculum that is consistent with state standards. • The evaluation criteria assess how well the applicant's budget is aligned with the proposed educational program for expenses such as instructional materials and supplies that are either described in or required by the plan. • Evaluation criteria consider the applicant's proposed use of time, particularly for at-risk students. • Evaluation criteria assess whether discipline policies are aligned with the mission and vision of the proposed charter school and provide for due process guarantees.	
3.5. The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant's organizational plan, including but not limited to: • The legal status of the applicant as specified in RCW 28A.710010(1); • The proposed organizational structure of the school; • The roles and responsibilities of the school's proposed governing board, leadership, management team, and any external organizations; staffing plan; • Employment policies, including performance evaluation plans; • Student enrollment and recruitment plan, and	• The RFP requires a thorough description of the proposed governance and management structures and systems including an organization chart that clearly outlines the school's lines of authority and reporting; a clear description of the roles and responsibilities for the governing board and school leadership and management team; staffing plans and recruitment timeline; employment policies; proposed governing bylaws; anticipated partnerships or contractual relationships (including with Educational Service Providers) that are central to the school's operations or mission; and plans for key operational services such as pupil transportation and food service. • The RFP evaluation criteria assess the viability of the organizational plan and its alignment with the educational program and budget. • The evaluation criteria consider whether the plan for professional development is aligned with the particular skills and competencies that will be needed for effective implementation of the educational program. • The evaluation criteria consider the relevance of proposed community	

Evaluation Criteria	Evaluators will look for evidence of the following:	Rating
the plan for parent and community involvement.	relationships and require evidence of the degree to which asserted relationships have actually been established.	
3.6. The RFP has clear and rigorous requirements for presenting and criteria for evaluating the applicant's proposed business plan, including but not limited to start-up plan, financial plan and policies, budget and cash-flow projections, and facilities plan.	• The RFP requires a sound business plan, including start-up and five-year budgets with clearly explained assumptions; start-up and first-year cash-flow projections with clearly explained assumptions; a description of the insurance coverage the school will obtain; evidence of anticipated fundraising contributions, if claimed in the application; a description of the school's internal financial controls including audit requirements; and a sound facilities plan, including backup or contingency plans, if appropriate. • The evaluation criteria require that budgeted revenues are based on realistic assumptions about state funding and any local funding, private funding, or other resources such as federal start-up funding. • The evaluation criteria require that projected expenditures align with the priorities and commitments reflected in the description of the educational program. • The evaluation criteria consider whether the proposed financial plan is viable.	
3.7. The RFP has clear and rigorous requirements for demonstrating, and criteria for evaluating, the applicant's capacity to implement the proposed program effectively, with particular focus on the capacity of the proposed governing board and school leadership. The evaluation of capacity includes a personal interview with applicants being considered for approval.	• The requirements for evaluating founding group capacity including submission of resumes and bios for proposed governing board members as well as identified leadership and management team members. • The RFP requires that applicants disclose actual or potential conflicts of interest for proposed governing board members. • The evaluation criteria assess whether governing board members possess the capacities, experience, and skills needed for effective governance of the school.	
3.8. For applicants that operate one or more charter schools in any state or nation, the RFP provides for review of evidence of the applicant's past performance.	The RFP requires applicants that operate existing charter schools to: • Provide clear evidence of their capacity to operate new schools successfully while maintaining quality in existing schools; • Document their educational, operational, and financial performance records based on existing schools; • Explain any never-opened, terminated, or non-renewed schools, including terminated or non-renewed third-party contracts to operate schools; • Present their growth plan, business plan, and most recent financial audits; • Meet high standards of academic, organizational, and financial success to earn approval for replication.	
SECTION IV. PERFORMANCE FRAMEWORK		

Evaluation Criteria	Evaluators will look for evidence of the following:	Rating
4.1. The draft performance framework meets the requirements for performance frameworks in Washington's charter schools law, including indicators, measures and metrics for each component enumerated in the law.	• The academic performance framework appropriately incorporates the state accountability system applicable to all Washington public schools. • The academic performance framework includes indicators, measures, and metrics for: (a) Student academic proficiency; (b) Student academic growth; (c) Achievement gaps in both proficiency and growth between major student subgroups; and (d) Graduation rates and postsecondary readiness, for high schools; • The financial performance framework includes indicators related to near-term and long-term performance and sustainability; • The organizational performance framework includes indicators related to compliance with applicable laws, rules, and terms of the charter contract.	
4.2. The district clearly states any additional, district-selected indicators, measures and metrics of student and school performance it may include in its draft performance framework.	• The district provides a clear rationale for additional indicators, measures and metrics, including research-based evidence of their validity and reliability. • Additional metrics are clear, measureable, and attainable.	
4.3. The district identifies the sources of all data supporting the indicators, measures and metrics included in its draft performance framework.	• The district defines the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including state-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews, and performance comparisons with other public schools in the district and state.	
4.4. The draft performance framework requires the disaggregation of all student performance data by major student subgroup as specified in RCW 28A.710.170.	• The academic framework requires disaggregation of all student performance data by major student subgroups, such as gender, race and ethnicity, poverty status, special education status, and English language learner status in a manner consistent with the state's accountability system.	
4.5. The draft performance framework includes clear, valid and objective criteria for evaluating the financial performance and sustainability of the charter school.	• The financial framework defines the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability. • The financial framework enables the authorizer to monitor and evaluate the school's financial stability and viability based on short-term performance. • The financial framework enables the authorizer to monitor and evaluate the school's long-term financial stability.	
4.6. The draft performance framework includes clear, valid and objective criteria for evaluating the organizational performance of the charter school, including governance, management and	• The organizational framework defines the criteria for organizational performance that will form the basis for ongoing and renewal evaluation, focusing on fulfillment of legal obligations and fiduciary duties. • The organizational framework articulates the essential elements of the educational	

Evaluation Criteria	Evaluators will look for evidence of the following:	Rating
administration, and student and family engagement. The criteria should hold schools accountable for compliance with all applicable law and the terms of the charter contract, while respecting their primary responsibility and authority to manage their day-to-day operations.	program for which the authorizer will hold the school accountable. • The organizational framework defines financial management and oversight standards based on GAAP. • The organizational framework holds the governing board accountable for meeting statutory and board-established operating and reporting requirements. • The organizational framework provides for school compliance with student and employee rights and obligations. • The organizational framework establishes appropriate expectations related to the school environment, including health and safety, transportation, facilities, and handling of records.	
SECTION V. RENEWAL, REVOCATION, AND NON-RENEWAL PROCESSES		
5.1. The plan illustrates how academic, organizational and financial data, based on the performance framework, will drive decisions whether to renew, revoke, or decline to renew a charter contract.	• The applicant district presents a coherent vision for how performance information will be assessed and weighted in making decisions whether to renew, revoke or decline to renew a charter contract. • The plan provides for academic performance to be the highest priority in decisions whether to renew, revoke or decline to renew a charter contract. • The plan provides for revocation of a charter during the charter term in circumstances including, but not necessarily limited to, clear evidence of extreme underperformance or violation of law or the public trust that imperils students or public funds.	
5.2. The plan articulates a process for ongoing monitoring, oversight and reporting on school performance consistent with the expectations set forth in the charter contract and performance framework.	• The district has viable plans for monitoring academic performance and identifies valid information sources for measures not addressed in the state accountability system. • The district has viable plans for monitoring financial performance and identifies valid information sources including, but not limited to, annual financial audits. • The district has viable plans for monitoring organizational performance including distinguishing between information that will be self-reported, district-verified, and third-party verified. • The district has a viable plan for reporting on the performance of the charter schools it oversees annually in conformance with RCW 28A.710.100(4).	
5.3. The plan sets reasonable and effective timelines for actions to renew, revoke or decline to renew a charter contract, including for notification of the charter school board of the prospect of and reasons for revocation or	• The renewal process accounts for reporting schedules in key areas such as annual audits and state assessments. • The renewal process includes realistic timing for key stages. • The renewal and revocation process provides for decision-making on a timeline that is sufficient for orderly closure of schools, including timely notification of	

Evaluation Criteria	Evaluators will look for evidence of the following:	Rating
nonrenewal.	parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property and assets. • The revocation process will provide schools with adequate notice and opportunity to respond, including a formal or informal hearing.	
5.4. The plan identifies interventions, short of revocation, in response to identified deficiencies in a charter school's performance, based on the charter contract and the performance framework set forth in the charter contract.	• The intervention process provides for notification to schools of material violations of the terms of the charter contract and or standards set out in the performance frameworks. • The intervention process provides schools with reasonable opportunities to remedy identified problems. • The intervention process makes clear that the charter school board, not the authorizer, is responsible for correcting identified problems.	
5.5. There are sound plans for communicating the standards for decisions on renewal, revocation and nonrenewal of charters to the charter school board and leadership during the term of the charter contract, and for providing guidance on the criteria for renewal in the renewal application.	• The contractual basis for renewal, revocation and nonrenewal decisions will be outcomes related to standards set out in the performance frameworks. • The district outlines a plan for communicating the standards annually in the context of annual performance reports. • The district outlines a plan for communicating the standards at the outset of any renewal, revocation or nonrenewal decision.	
5.6. The plan clearly sets forth how opportunity will be provided for the charter school board to present evidence and submit testimony challenging the stated reasons for revocation or nonrenewal of a charter contract.	• Nonrenewal and revocation processes provide schools an opportunity to submit written testimony and evidence in response to the identified bases for the decision. • Nonrenewal and revocation processes provide schools with a formal or informal hearing at which they have the opportunity to present evidence and submit testimony related to the identified bases for the decision. • Nonrenewal and revocation processes provide an opportunity for the school to present valid, and reliable school-specific indicators to augment external evaluations of the charter school's performance.	
5.7. The plan considers under what exceptional circumstances a charter contract might be considered for renewal if the charter school's performance falls in the bottom quartile of schools on the Achievement Index developed by the State Board of Education.	• The plan identifies specific characteristics of schools for which there might be exceptional circumstances. • The plan articulates how performance related to mission- or school-specific measures might be considered in the assessment of "exceptional circumstances." • The plan makes a presumption that circumstances are not exceptional and puts the burden of proof on schools for establishing exceptional circumstances.	

State Board of Education
Charter School Authorizer Application
Evaluation Criteria and Sample Evaluation Form

Rating Scale:	
Well-Developed (WD)	The response meets the expectations established by the State Board of Education and NACSA's *Principles &* Standards in material respects and warrants approval subject to satisfactory execution of an authorizing contract with the State Board of Education.
Partially Developed (PD)	Incomplete in that the response contains some aspects of a well-developed practice but is missing key components, is limited in its execution, or otherwise falls short of satisfying the expectations established by the State Board of Education and NACSA's *Principles & Standards*.
Undeveloped (UD)	Wholly inadequate in that the applicant has not considered or anticipated the practice at all, or intends to carry it out in a way that is not recognizably connected to the expectations established by the State Board of Education and NACSA's *Principles & Standards.*

Instructions:

- Evaluators rate the responses articulated in the application in relation to the criteria for approval. For example, for Section 2, *Authorizer Commitment and Capacity*, evaluators will rate whether, "The description of capacity conveys a clear and accurate understanding of the district's duties and responsibilities as a charter school authorizer, in accordance with Washington's charter school law and the Principles and Standards for Quality Charter School Authorizing developed by the National Association of Charter School Authorizers."
- Based on the summary of the subsection ratings, evaluators will assign an overall section rating for each of the five sections of the application.

Standard for Approval:

- An applicant receiving an overall rating of **Well-Developed** will be recommended for approval, and will be eligible to begin authorizing activities subject to timely execution of an authorizing contract with the State Board of Education.
- Authorizing contracts will include standard operating expectations and may also be subject to district-specific terms and conditions that reflect or incorporate specific elements of the district's application and operating plan.
- An applicant receiving a rating lower than Well-Developed for *any of the five sections* of the application will be recommended for denial.

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 postposed 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, *adequate* 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 11th 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) Proficiency (Targeted Subgroups)	% Met Standard — Rating 90 - 100% ..... 10 80 - 89.9% ..... 9 70 - 79.9% ..... 8 60 - 69.9% ..... 7 50 - 59.9% ..... 6 40 - 49.0% ..... 5 30 – 39.9% ..... 4 20 – 29.9% ..... 3 10 – 19.9% ..... 2 0 – 9.9% 1
Growth (All Students) Growth (Targeted Subgroups)	Median Student Growth Percentile — Rating >66 ..... 5 56 - 66 ..... 4 45 - 55 ..... 3 34 - 44 ..... 2 <34 1
Graduation Rates[1] (All Students) Graduation Rates[1] (Targeted Subgroups)	Rate — Rating > 95 ..... 10 90 - 95% ..... 9 85 - 89.9% ..... 8 80 - 84.9% ..... 7 75 - 79.9% ..... 6 70 - 74.9% ..... 5 65 - 69.9% ..... 4 60 - 64.9% ..... 3 55 - 59.9% ..... 2 50 - 54.9% 1

[1]This 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 ED[1]. 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: • Highest performing and highest improving schools based on "All Students" on the composite of the three performance indicators. These schools may *not* 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: • 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: • 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: • 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 law[2].

[2] RCW 28A.657.110

Revised Achievement Index Model Summary

EXAMPLE DATA

		Reading	Math	Writing	Science	Average
Proficiency (10 points possible)	All Students	8	7	7	7	7.3
	Targeted Subgroups	5	5	6	4	5.0

		Reading	Math	Average	Doubled for 10-point scale
Growth (5 points possible)	All Students	3	3	3.0	6.0
	Targeted Subgroups	3	3	3.0	6.0

		Grad Rate	Dual Credit/ Industry Certification	11th Grade Assessments	Average
College Career Readiness (10 points possible)	All Students	6	To be phased-in		6.0
	Targeted Subgroups	4			4.0

K-8:
40% Proficiency
+ 60% Growth

High School:
33% Proficiency
33% Growth
+ 33% CCR

Overall Index Rating (10 points possible)

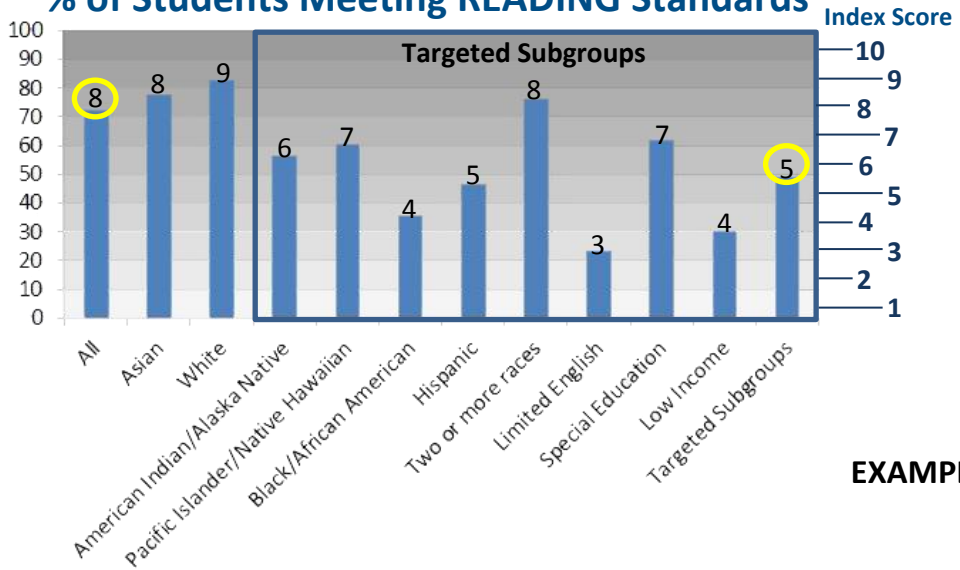
6.1

5.7

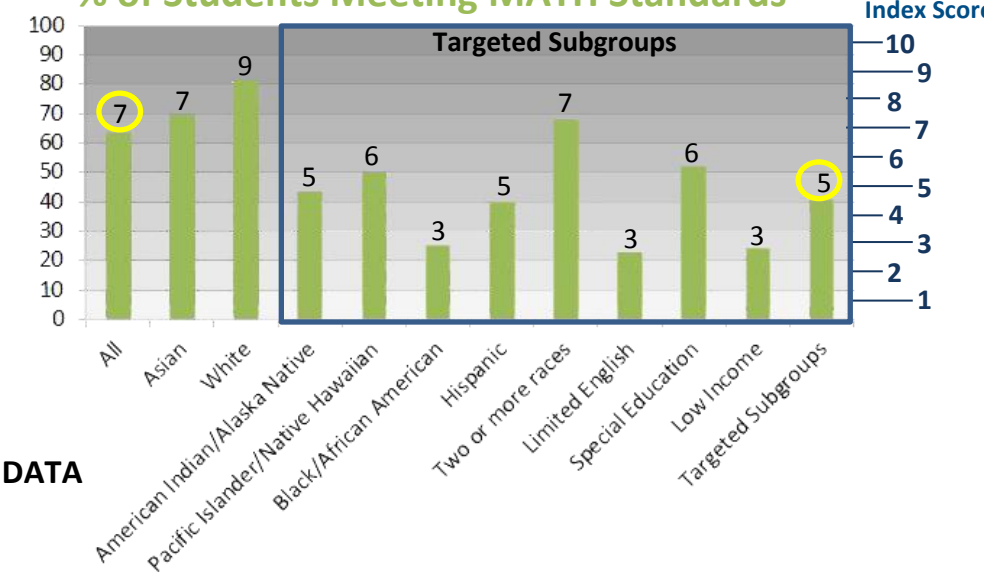
Proficiency Ratings

		Reading	Math	Writing	Science	Average
Proficiency (10 points possible)	All Students	8	7	7	7	7.3
	Targeted Subgroups	5	5	6	4	5.0

% of Students Meeting READING Standards

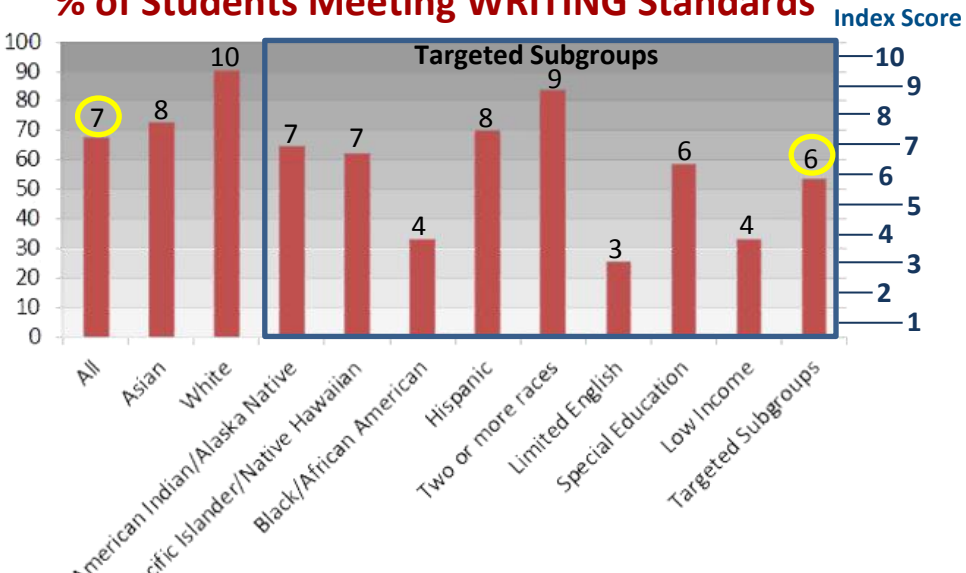


% of Students Meeting MATH Standards

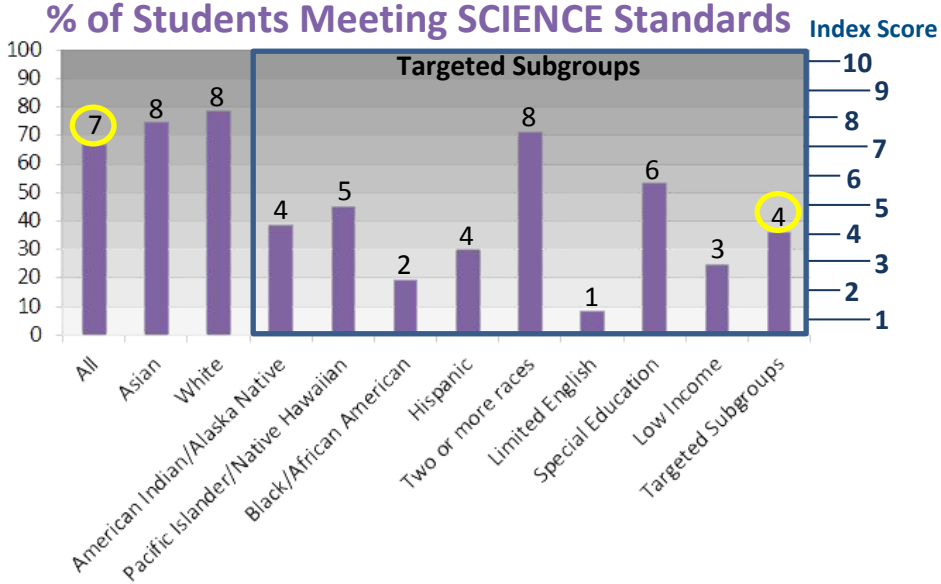


EXAMPLE DATA

% of Students Meeting WRITING Standards



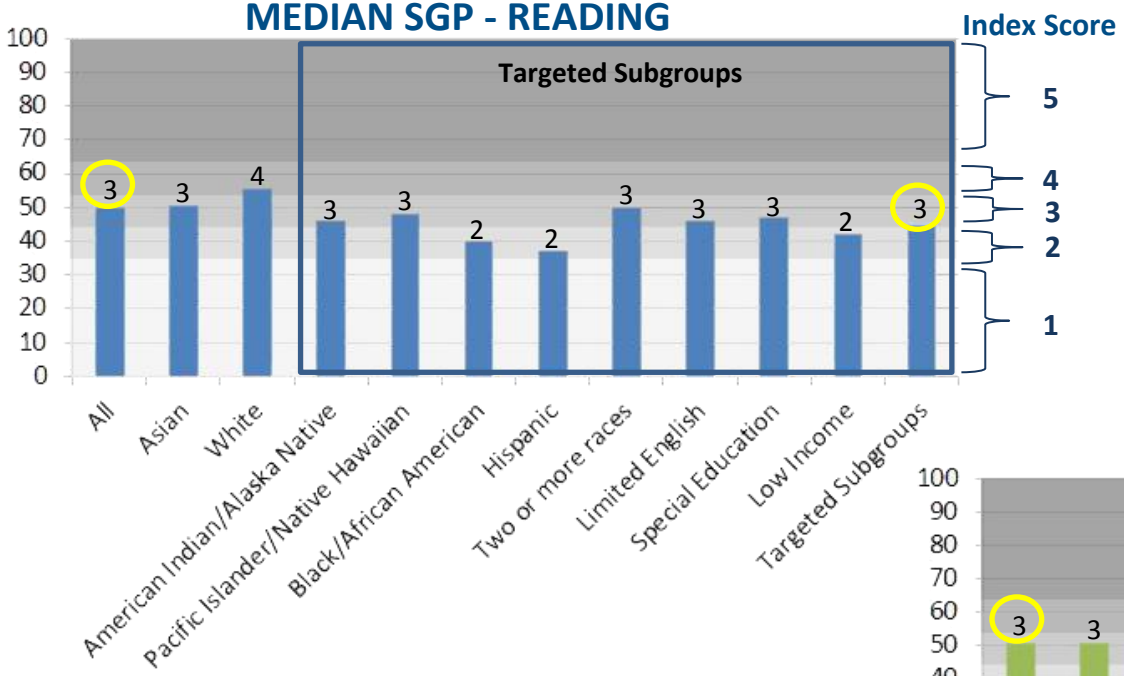
% of Students Meeting SCIENCE Standards



Growth Ratings

		Reading	Math	Average	Doubled for 10-point scale
Growth (5 points possible)	All Students	3	3	3.0	6.0
	Targeted Subgroups	3	3	3.0	6.0

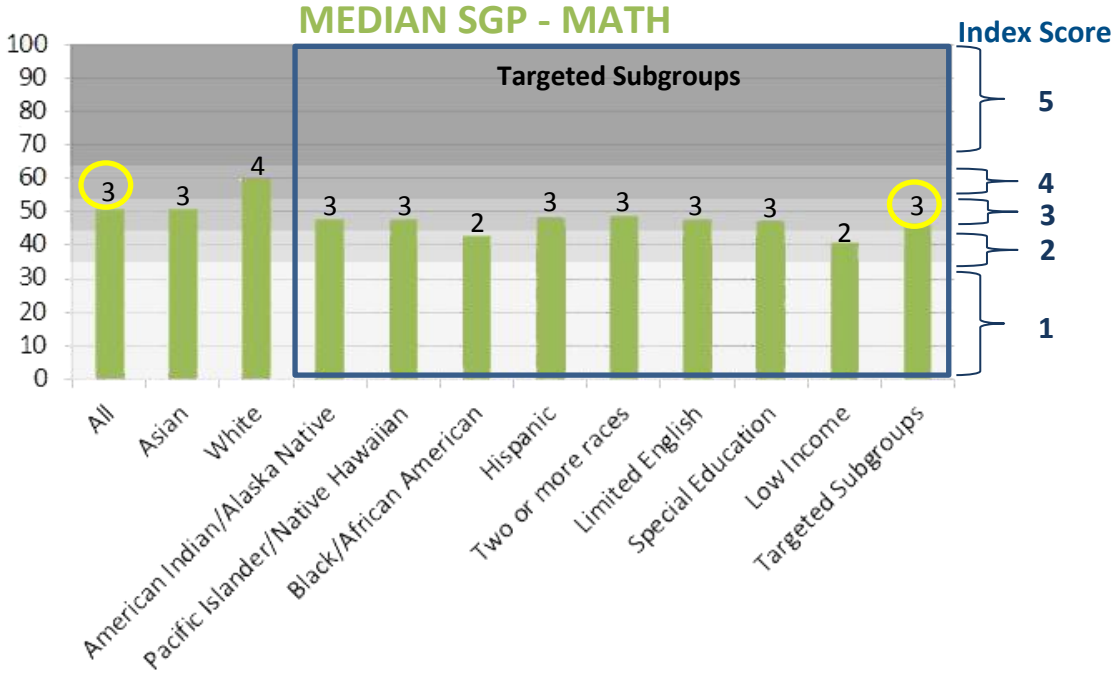
MEDIAN SGP - READING



EXAMPLE DATA

EXAMPLE DATA

MEDIAN SGP - MATH

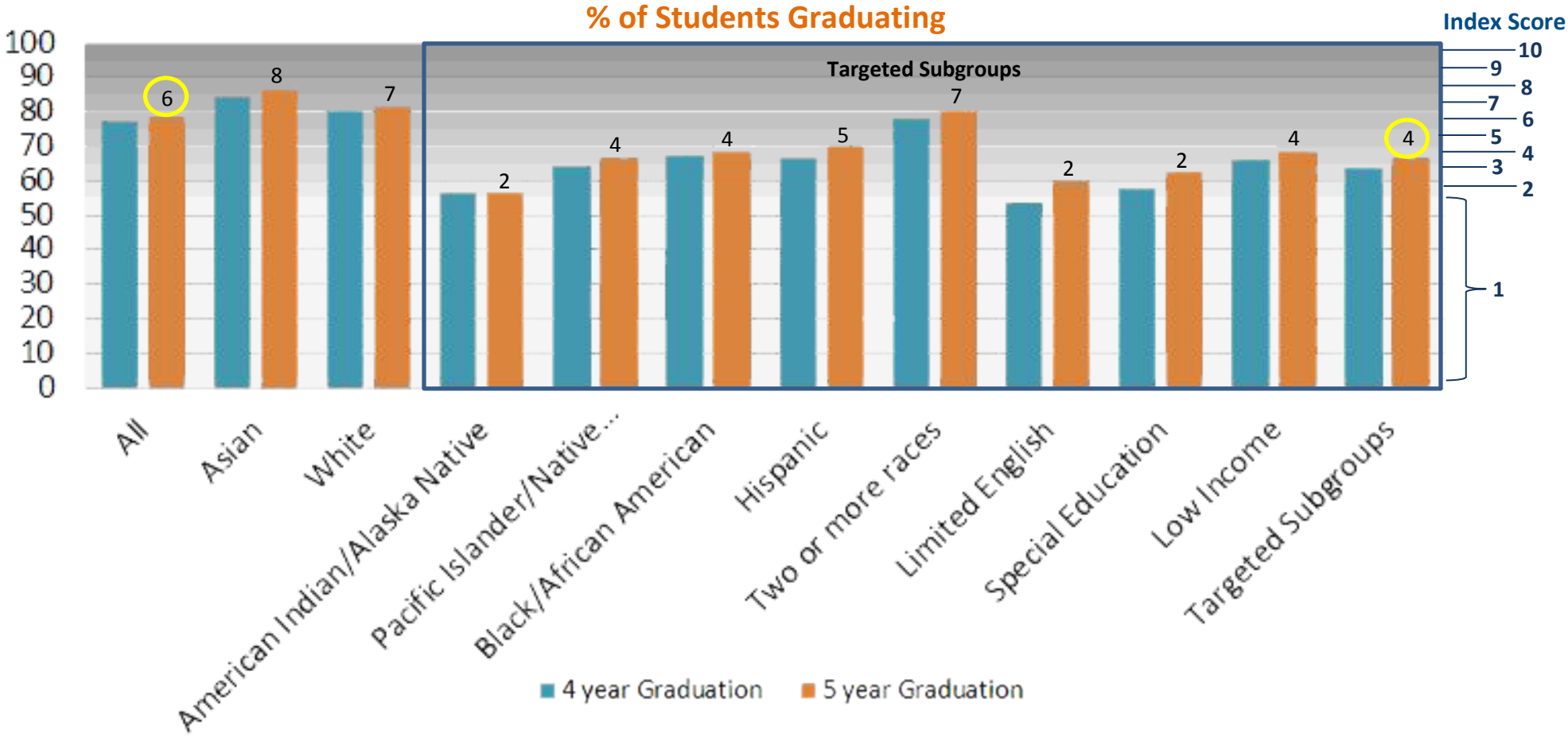


College & Career Readiness

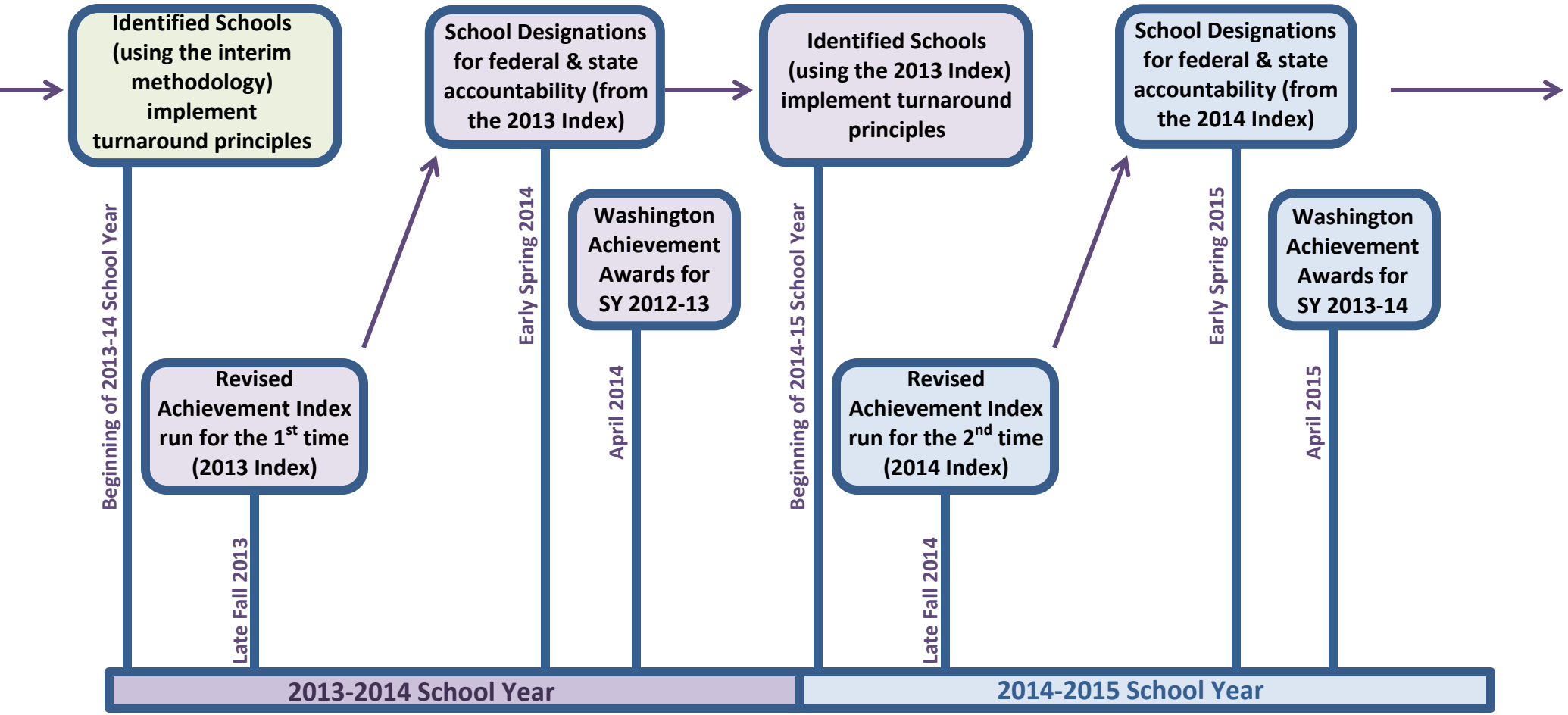
EXAMPLE DATA

Graduation Rate is the higher number of the 4-year and 5-year graduation percentages.

		Grad Rate	Dual Credit/ Industry Certification	11th Grade Assessments	Average
College Career Readiness (10 points possible)	All Students	6	To be phased-in		6.0
	Targeted Subgroups	4			4.0



Proposed Revised Achievement Index Implementation Timeline



Proposed Revised Achievement Index Implementation Chart

	Accountability & School Designations		
	Designation for SY 2013-14	Designation for SY 2014-15 (using 2013 Index)	Designation for SY 2015-16 (using 2014 Index)
Awards	Revised Index →	→	→
Priority, Focus & Emerging	Current System	Revised Index →	→
Required Action Districts	Current System	Revised Index →	→
Annual Measurable Objectives	Current System	Current System	Add Growth* →
Exit Criteria	Current System	TBD** →	→

	Phasing in Elements of the Revised Index		
	2013 Index (data ending in Spring 2013)	2014 Index (data ending in Spring 2014)	2015 Index (data ending in Spring 2015)
Proficiency	Reading, Writing, Math & Science →	→	→
Growth	Median Growth	Adequate Growth →	→
College Career Readiness	Graduation Rate	Graduation, Dual Credit & Industry Certification →	→

*The Board has asked staff to develop a proposal, but hasn't yet adopted this change. ** To be determined.

2013

Summative Stakeholder Feedback Report on Phase 1 of the Achievement and Accountability Workgroup: Revising the Achievement Index September 2012-June 2013

June 2013

The Achievement and Accountability Workgroup (AAW) Phase 1 was convened to inform and advise the State Board of Education on the development of the revised Achievement Index. The group responded to State Board of Education policy questions and provided stakeholder perspectives.

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Sincere appreciation is extended to the members of the Achievement and Accountability Workgroup for their time, expertise, and commitment to developing a revised Achievement Index.

Name	Agency
Anne Luce	Partnership for Learning (P4L)
Bev Henderson	District Assessment Coordinators
Bob Hamilton	Department of Early Learning (DEL)
Bryan Wilson	Workforce Training and Education Coordinating Board (WTECB)
Dave Larson	Washington State School Director's Association (WSSDA)
David Powell	Stand for Children (STAND)
David Prince	State Board of Community and Technical Colleges (SBCTC)
David Schneider	Washington Education Association (WEA)
Dr. Randy Spaulding	Washington Student Achievement Council (WSAC)
Dr. Walt Bigby	Washington State Association of Educational Service Districts (AESD)
Elizabeth Flynn	Bilingual Education Advisory Committee (BEAC)
Frieda Takamura	Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)
Jake Vela	League of Education Voters (LEV)
Judy Hartmann	Governor's Office (GOV)
Dr. Kathy Hagiwara Purcell	Commission on Asian Pacific American Affairs (CAPAA)
Kerry Mance	Association of Washington School Principals (AWSP)
Lillian Ortiz-Self	Commission on Hispanic Affairs (CHA)
Nancy Pack	Special Education Advisory Committee (SEAC)
Saundra Hill	Washington Association of School Administrators (WASA)
Sebrena Burr	Washington Parent-Teacher Association (WA PTA)
Shelly O'Quinn	Greater Spokane Inc.
Wanda Billingsly	Commission on African American Affairs (CAAA)

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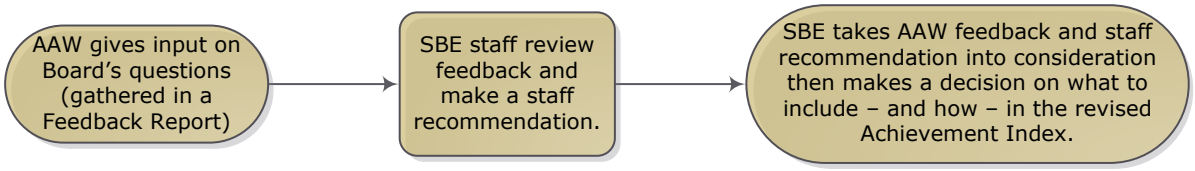
Overview

Beginning in September 2012, a process was established to gather stakeholder feedback and provide SBE staff recommendations for the Board's consideration as it made decisions to revise the Achievement Index.



Throughout this process, SBE staff consulted regularly with a steering committee comprised of staff from the Office of the Superintendent of Public Instruction (OSPI) as well as a technical advisory committee made up of data analysts and subject matter experts. Over the next nine months, the Board used this process to make decisions on the following questions:

- What performance indicator(s) should be used to measure the achievement and opportunity gap?
- What, if any, performance indicators should be used to measure improvement?
- How should tested subjects be weighted?
- How should we disaggregate student data in the Index?
- What performance indicator(s) should be used in the revised Index to measure career and college readiness?
- Should the revised Index include English language acquisition data in addition to content proficiency data?
- How should subgroups be (dis)aggregated for the purpose of accountability in the revised Index?
- Should performance targets be criterion or norm referenced, or both?
- What relative weight should be assigned to each performance indicator for elementary, middle, and high school calculations?
- How should the revised Index be used to establish Annual Measurable Objectives (AMOs) for schools?
- Given that the ESEA flexibility waiver requires the identification of schools for recognition (Reward) as well as schools in need of improvement (Priority, Focus, and Emerging), what are the challenges to creating a coherent system using the revised Index?
- Do you think growth should be weighted equally or more heavily in the scoring of primary schools (K-8)?
- Do the model Index data strike the right balance in scoring student growth, proficiency, and career and college readiness (secondary only)?
- What should the criteria be for exemplary schools?
- What additional data sources should the state invest in to improve future Index measures, and how?

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Assumptions: this input was provided with the assumption that the Index would be used to drive resources and support for identified schools, and the data will not be used for punitive purposes.

Without adequate funding of education, some AAW members believe it is problematic to hold schools accountable. At minimum, the legislature should do what was stipulated in ESHB 2261 and HB 2776. For the accountability system to be both effective and justified, funding must be provided to help schools identified as needing support. Re-examining how to effectively deploy these resources is also critical to a successful accountability system.

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September – November 2012

October – November 2012	Question:	AAW Input	SBE Staff Recommendation	*SBE Decision*
	What performance indicator(s) should be used to measure the achievement and opportunity gap?	Index should measure gaps in student proficiency and student growth.	Same.	*The revised Index will measure achievement gaps in student proficiency and student growth.*
	What performance indicator(s) should be used to measure career and college readiness?	Index should use graduation rates plus sub-indicators of career and college readiness.	Same	*The revised Index will include graduation rates as well as additional sub-indicators of career and college readiness.*
	What, if any, performance indicators should be used to measure improvement?	Members were split on using student growth or the existing Learning Index to measure improvement.	Use improvement in a school's overall Index score for recognition, but do not include it as a scored performance indicator.	*Schools may be recognized for an improved Index score, but improvement will not be a part of the Index score.*
	How should assessed subjects be weighted?	Index should assign equal weight to all assessed subjects.	Same.	*All assessed subjects will be weighted equally in the revised Index.*
	How should we disaggregate student data in the Index?	Most supported disaggregation beyond federal subgroups whenever possible.	Further study is needed.	*This decision was tabled for the January Board meeting, pending additional consideration.*

<u>Achievement Gap Closing Measures</u>

The AAW believes that the ultimate goal is proficiency for all students and recommended the revised Index include proficiency gaps: the gap between students' performance on state assessments and the proficiency standard. However, the AAW acknowledged that proficiency alone is not adequate as a comprehensive school measure. Additionally, the AAW noted that proficiency gaps are a lagging indicator in that they measure student and school performance after the fact.

The AAW identified that growth gaps are a leading indicator, predicting when or if a student will reach proficiency at his/her current rate of growth, and they tell stakeholders whether or not a student's growth rate needs to increase to reach proficiency within a specific time period. To provide a more holistic picture of students and schools, the AAW recommended the revised Index measure both proficiency and growth gaps. The SBE staff recommendation was the same as the AAW's input, and the Board passed a motion to measure achievement gaps in both proficiency and growth.

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Assessment Results

A number of AAW members emphasized the limitations of any Index which relies primarily on test scores as the exclusive measure of the effectiveness of schools. There are already concerns among many educators in the state about overreliance on test scores and the associated narrowing of the curriculum to core subjects like math and reading. This input is directed primarily not at the Index itself, but its proposed uses. Test data is limited in what it can answer about a complex endeavor like classroom instruction and student learning. The education system should take a closer look at schools that have been identified by the index as underperforming before drawing conclusions about the failure of the students and staff in that school. Policymakers should also continually consider expanding its portfolio of data elements to reflect aspects of student progress that do not derive from assessment results, although these discussions should always weigh the local costs of data collection and reporting. The education system should focus on producing students who love learning, are prepared to challenge themselves, who work well with others, and are well positioned to be gainfully employed with a living wage job. We should not rely solely on an Index to measure that.

Career and College Readiness Performance Indicators

The AAW recommended the revised Index include both high school graduation rates and additional sub-indicators of career and/or college readiness. SBE staff recommended the same, and the Board passed a motion to include sub-indicators of career and college readiness in addition to graduation rates.

Improvement

The AAW wanted to include improvement as a scored performance indicator, but was split on whether the Learning Index or changes in student growth should be used to calculate the improvement score.

SBE staff recommended removing improvement as a scored performance indicator, but using improvement in a school's overall Index score for recognition and awards. This recommendation was based on the inflationary and deflationary effects of scoring improvement in the current Index. The Board agreed with staff's recommendation to use improvement as the basis for recognition and awards and decided not to include it as a performance indicator in the revised Index.

Weighting Assessed Subjects

The AAW recommended weighting all assessed subjects – math, reading, writing, and science – equally. SBE staff recommended the same, and the Board passed a motion to weight all tested subjects equally in the revised Index.

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Some members were concerned that all assessed subjects are not assessed with the same frequency—science and writing are not assessed every year, and high school science is assessed only with a biology exam.

Subgroup Disaggregation

The AAW discussed disaggregation of subgroups extensively at the October 2012 meeting. SBE staff presented the workgroup with five options:

1. Use current federal subgroups only.
2. Use current subgroups PLUS add new subgroups – former ELL, "catch-up students," or "lowest 25%."
3. Create super subgroups for schools with low N size.
4. Both options two and three.
5. Other.

The AAW provided mixed input. Most of the AAW supported further disaggregation of subgroups whenever possible, and specifically for the African American/Black subgroup. However, the AAW also wanted schools to be accountable for small minority populations. Members pointed out that further disaggregation and super subgroups for schools with a small N size are not mutually exclusive. Members recommended schools should collect the "finest grain" of data possible, even if the state data system is not yet ready to handle that level of data. Aggregated data cannot be disaggregated if the data was never collected in the first place, and schools and districts should be collecting data that accurately reflects the complete composition of their communities. Some members strongly supported tracking both former ELLs and special education students. Further consideration should be given to incorporating a "former" or "ever" special education subgroup, parallel to the ELL subgroup. Staff recommended further examination and discussion, and the Board tabled the issue of subgroup disaggregation for their January 2013 meeting.

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December 2012 – January 2013

December 2012 – January 2013	**Question:**	**AAW Input**	**SBE Staff Recommendation**	***SBE Decision***
	What performance sub-indicator(s) should be used in the revised Index to measure career and college readiness?	Mixed input on 4,5 year graduation rates; or 4,5,6,7 year graduation rates	4,5,6,7 year graduation rates	*The revised Index will include a sub-indicator for the four and five year high school graduation rate.*
		Percent of students passing high school Common Core assessments.	Same	*A sub-indicator will be phased in to measure the percent of students who pass high school Common Core assessment at a career- and college-ready level.*
		Percent of students earning high school credit in dual credit courses OR receiving an industry certificate.	Same	*A sub-indicator will be phased in to measure the percent of students earning high school credit in dual credit courses or receiving an industry certificate.*
	Should the revised Index include English language acquisition data in addition to content proficiency data?	Add English language acquisition as a performance indicator.	Further study and work with stakeholders.	*The Board tabled this decision for its March meeting, pending further study.*
	How should subgroups be (dis)aggregated for the purpose of accountability in the revised Index?	Mixed feedback. Most want to use the federal subgroups plus former ELL.	Disaggregated data based on the eleven federal student subgroups.	*The revised Index will include disaggregated data for the eleven federal subgroups.*
	Should performance targets be criterion or norm referenced, or both?	Most want targets to be both norm and criterion referenced. Some want targets to be only criterion referenced.	Criterion-based targets for proficiency and graduation rates. Norm-based targets for dual credit and the 11th grade Common Core assessment. Norm and criterion-based targets for student growth (median growth and growth to standard).	*Proficiency indicators and graduation rates will have criterion referenced targets. Growth indicators will have norm referenced targets in the 2013-14 SY and criterion referenced targets in the 2014-15 SY. The sub-indicators dual credit/industry certification and 11th grade assessments will have norm referenced targets.*

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Career and College Readiness

AAW Members discussed graduation rates at length, and there was no consensus on whether or not to include graduation rates beyond 5 years. Some AAW Members felt strongly that the emphasis should be on on-time graduation in 4 years. Others expressed that 6- and 7-year rates should be included to align with current state law that enables students to remain enrolled until age 21 and to ensure that high schools receive sufficient incentive to, and credit for, establishing dropout retrieval programs. Dropout retrieval programs enroll students who are prior dropouts and therefore tend to look like struggling schools. These programs should be incentivized to continue and not be penalized. Consideration should be given to different accountability for schools serving former dropouts. The Board decided to score and hold secondary schools accountable for their 4- and 5-year graduations rates, but to report 6- and 7-year graduation rates.

There was general agreement among the AAW that the Index should include as sub-indicators of career and college readiness the percent of students who passed the high school Common Core assessment at a career- and college-ready level and the percent of students who earn high school credit in dual credit courses or receive an industry certificate. Career- and college-ready indicator opportunities may not be available at all schools and districts. As indicators are phased-in, it will be important to monitor the effect to ensure fairness.

Members recognized that these sub-indicators do not adequately describe many college- and career-ready attributes including "soft" skills such as goal-setting, perseverance, communication, etc., that individual students need to be successful in post-secondary education and careers.

The AAW reached consensus that postsecondary remediation rates should not be included as accountability measures for schools for a variety of reasons. Members pointed out the lack of alignment between high school academic standards and higher education placement tests, and they were also concerned about the redundancy of measuring both post-secondary remediation rates and the percent of students passing the Common Core assessment at a career- and college-ready level. In theory, the Common Core assessment 11th grade test results for a student should be the definitive indication of whether that student will require remedial coursework in the future. Incorporating remediation rates in the Index might essentially amount to measuring the same factor twice.

The Board passed motions to include the percent of students earning high school credit in dual credit courses or an industry certification, as well as the percent of students who pass the 11th grade Common Core assessments at a career- and college-ready level, as sub-indicators of career and college readiness in addition to 4- and 5-year graduation rates.

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English Language Learners

The AAW unanimously supported including English language acquisition for English Language Learners as an accountability measure. Measuring language acquisition in addition to content proficiency could mitigate the impacts of testing ELLs in English when they are at a beginning level of language acquisition. However, members acknowledged that including language acquisition data results in creating a more complex Achievement Index.

SBE staff recommended additional study for two main reasons. First, Washington recently transitioned from using the Washington Language Proficiency Test (WLPT) II to the Washington English Language Proficiency Assessment (WELPA), and is expected to transition to the English Language Proficiency Assessment (ELPA) 21 as a result of joining a multi-state consortium that won a grant to design a new English language proficiency test. Staff also recommended additional study and work with stakeholders because of ongoing discussions with OSPI's Title III Migrant/Bilingual Office to revise Washington's Annual Measurable Achievement Objectives (AMAOs) for schools' ELL student progress and proficiency in English language acquisition. The Board decided to table this issue for their March meeting to allow for more research and collaboration.

Subgroup Disaggregation

The majority of AAW members supported using the federally required subgroups with the addition of two new subgroups: former ELL and former Special Education. The group discussed at length the distinction between reporting disaggregated data and using disaggregated data for accountability purposes and the trade-offs associated with both further disaggregation as well as creating "super" combined subgroups.

Some AAW members who initially advocated for further disaggregation ultimately preferred to use the federal subgroups plus former ELL and former Special Education for accountability; however, there was broad stakeholder agreement that data needs to be further disaggregated and made more readily available for reporting purposes.

Several AAW members preferred to use super subgroups combining racial/ethnic subgroups on an as needed basis for schools with small minority "N size." Although this would include more students for accountability purposes, AAW members acknowledged that this option would create additional complexity.

SBE staff recommended using the 11 federal subgroups and not adding former ELL and former special education subgroups for scoring purposes. Staff learned that students who transitioned out of the TBIP are actually included in a schools ELL subgroup for up to two years in cases when their inclusion improves a school's performance. Staff recommended further disaggregation of the African American/Black subgroup, and other subgroups requested by the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), for reporting purposes.

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The Board passed a motion to use the eleven federal subgroups for scoring in the Index; the Board will advocate for reporting by schools and districts of the additional subgroups that represent the composition of their communities.

At the June 2013 AAW meeting, Members supported a proposal to include an 'ever ELL' cell as a subgroup in the Index. In addition, there was a proposal for consideration of primary language assessment to accurately evaluate students' academic performance in their own language. A second but not preferred option to 'ever ELL' would be a 'Former ELL' cell. Additional consideration and analysis should be given to an 'ever Special Education' or 'former Special Education' cell as well.

The AAW believes that what is included in the Index and what is needed for reporting at the local and state level is different. There was general recognition among members for the need for local reporting of all subgroups including, for example, the separate reporting of African and African American students. This needs to be done on the local and state level, even if federal subgroups do not disaggregate these data. While there is statewide consistency in how districts report these data, there is variation in how districts use these data. Further collaborative work is needed to make sure schools, districts, and the state effectively use all subgroup information.

Criterion and Norm Referenced Targets

All AAW members wanted the Index to include criterion referenced performance targets, but frequent changes to assessments and our assessment system caused many AAW members to support using criterion and norm referenced performance targets as a provisional measure.

SBE staff recommended criterion referenced targets for proficiency and graduation rates. Staff recommended both norm and criterion referenced targets for growth – median student growth percentiles and growth to standard (adequate growth). Due to the nature of the performance sub-indicator, staff agreed with input from the AAW that the percent of students earning high school credit in a dual credit course or an industry certification should be initially norm referenced. The anticipated rigor of the Common Core aligned 11th grade assessment combined with the sub-indicator measuring the percent of students who pass the assessment at a career- and college-ready level caused staff to recommend norm referencing this sub-indicator until such time as better statewide data enable thoughtful establishment of performance bands.

After taking the AAW's feedback and staff recommendations into consideration , and giving particular consideration to the transition of the state to a new assessment system, the Board passed a motion approving the staff recommendation.

February – March 2013

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	Question:	AAW Input	SBE Staff Recommendation	*SBE Decision*
February – March 2013	What relative weight should be assigned to each performance indicator for elementary, middle, and high school calculations?	Achievement gaps should be weighted heavily.	Achievement gaps should count for half of each performance indicator and half of the overall Index score.	*Achievement gaps will count for half of the each performance indicator and half of the overall Index score.*
		Mixed input on weighting growth vs. proficiency, but most believed growth should be weighted more heavily in K-8.	Build and test options that include: • Equal weighting of performance indicators • More weight for growth in K-8, more weight for proficiency and college and career readiness in high school.	*Staff were directed to build and test two options for weighting performance indicators.*
		Proficiency, graduation rates, and career and college readiness should be weighted more heavily in grades 9-12.	Phase-in dual credit/industry certification sub-indicator for the 2014 Index and 11th grade assessment sub-indicator for the 2015 Index.	*The board approved phasing-in dual credit/industry cert for the 2014 Index and 11th grade assessments for the 2015 Index.*
	How should the revised Index be used to establish Annual Measurable Objectives (AMOs) for schools, and would this be preferable to the current AMOs?	The AMOs should be changed to a set of goals based on performance in the Index; however, the AAW did not offer specific suggestions.	Maintain current AMOs through the 2013-14 SY separate from the Index. Using 2013-14 data, simulate growth-based AMOs.	*Staff were directed to model growth-based AMOs using 2013 Index data.*
	Given that the ESEA flexibility waiver requires us to identify schools for recognition (Reward) as well as schools in need of improvement (Priority, Focus, and Emerging), what are the implications for the structure and function of the revised Index to establish a coherent system?	Schools with large or persistent achievement gaps should not receive recognition or awards. Supportive of using overall Index score to identify priority, focus, and emerging schools.	Align Reward, Priority, Focus, and Emerging schools with the full revised Index. Add recognition for student growth. Do not award highest recognition to schools with large or persistent achievement gaps.	*The revised Index will be used to determine awards for high performing schools and identification of lower performing schools for support and intervention.*

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Weighting Performance Indicators

There was no group consensus on weighting performance indicators. Most participants were adamant that gaps in subgroup student achievement should be weighted equally, if not more heavily, than growth and proficiency. This conviction was also held by almost the entire parent and teacher panel. Many participants advocated for equal weighting of all performance indicators. Several participants valued proficiency more than growth in both K-8 and high school, while others valued growth more in K-8 and proficiency college and career sub-indicators more in high school.

SBE staff recommended weighting achievement gaps as half of every performance indicator and half of a school's overall score. This imbeds achievement gaps at every level of the Index. With regard to weighting growth and proficiency, staff recommended testing two weighting options before making a decision. To see the impact of weighting growth more heavily for K-8 schools, staff recommended testing an equal weighting option and an option weighting growth 75% and proficiency 25%. Staff recommended weighting growth, proficiency, and career and college readiness equally for secondary schools. The Board passed a motion directing staff to work with contractors and run the recommended data simulations.

Annual Measurable Objectives (AMOs)

Most AAW members advocated for a unified accountability system and believed the AMOs should be clear goals that align with the revised Index. Several members wanted to keep the AMOs the same, because they wanted to see how schools perform in the revised Index – especially with the addition of student growth data – before changing the AMOs. They believe slowly phasing in changes to AMOs will result in fewer overall changes as we transition to the new system.

In addition to requesting suggestions from the AAW, SBE staff researched how other states have handled their AMOs. Staff did not see a clear path to revising the AMOs for alignment with the 2013-14 school year, and instead recommended using 2014 Index data to simulate student growth-based AMOs. These AMOs would then be reviewed by the AAW and decided upon by the Board. The Board passed a motion directing staff to simulate growth-based AMOs using the 2014 Index data.

Identifying Priority, Focus, Emerging, and Reward Schools

The AAW's discussion focused on the framing of this question and on how the highest performing schools would be identified. Members found it helpful to think of this question in the context of recognizing schools for the purposes of allocating resources to meet school/district needs. There appeared to be two different modes of thought on allocating resources. Some participants advocated for providing additional support to Priority and Focus schools without stipulations or "strings." Others believed that additional resources should be provided to Priority and Focus schools, but that those resources should be used to replicate best practices.

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There was general agreement that schools with unaddressed or widening achievement gaps should not be eligible for the "highest performing" designation and the AAW strongly supported the recognition of schools closing gaps.

SBE staff recommended using the overall Index score to identify Priority, Focus, Emerging, and Reward schools; adding recognition awards for student growth; and excluding schools with large or persistent achievement gaps from consideration for highest levels of recognition. The Board passed a motion to use the revised Index to determine awards for high performing schools and identify lower performing schools for support and intervention.

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April – May 2013

April – May 2013	Question:	AAW Input	SBE Staff Recommendation	*SBE Decision*
	Do you think growth should be weighted equally or more heavily in the scoring of primary schools (K-8)?	Most of the AAW supported weighting growth more heavily for primary schools.	Weight growth 75% and proficiency 25%.	*The revised Index will weight growth 60% and proficiency 40% for K-8 schools.*
	Does the model Index data strike the right balance in scoring student growth, proficiency, and career and college readiness (secondary only)?	Most agreed that growth should not be weighted more heavily than graduation rates or proficiency.	Equally weight growth, proficiency, and career and college readiness (33% each).	*The revised Index will equally weight growth, proficiency, and career and college readiness for secondary schools.*
	What should the criteria be for exemplary schools?	AAW members valued high growth, high proficiency, and closing or no achievement gaps.	Use the overall Index score to identify the top 10% or top 5% of schools in the state as "exemplary." Rate Priority (bottom 5% overall) and Focus schools (bottom 10% based on achievement gaps) "struggling." Rate Emerging (next 5% up from Priority and next 10% up from Focus) schools as "fair."	*The revised Index will rate the top 5% of schools that also meet the minimum bar of 60% students proficient in all tested subjects.* *Priority and Focus schools will be rated "struggling."* *Emerging schools will be rated "fair."*
	What additional data sources should the state invest in to improve future Index measures, and how?	Recurring suggestions included 21st century "soft" skills as well as parent, teacher, and student surveys to assess school climate.	No staff recommendation at this time.	*No Board action at this time.*

<u>Weighting Growth for Primary Schools (K-8 only)</u>

While a few AAW members preferred to wait and see how growth data impacts school ratings, the majority of the workgroup voiced a strong preference for weighting growth more heavily. These members see growth data as the most accurate measure of the work schools do and believe that weighting growth more heavily will lead to meaningful policy discussions about closing the achievement gap. Members also believe that growth will rate

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schools more equitably – particularly schools with large numbers of low income, ELL, special education and historically disadvantaged minority students.

SBE staff recommended weighting growth 75% and proficiency 25%. Because student growth percentiles are a new measurement tool for our state, the Board decided to weight growth 60% and proficiency 40% for primary schools.

Weighting Growth, Proficiency, Career and College Readiness (Secondary only)

AAW members provided less feedback on weighting of indicators for secondary schools. Most agreed that growth should not be weighted more heavily than graduation rates or proficiency, although some members preferred to weight growth more heavily at the secondary level as well.

SBE staff recommended equally weighting growth, proficiency, and career and college readiness (33% each). The reasoning behind this recommendation being that while primary schools are being scored more heavily on student growth, the ultimate goal of secondary schools is attainment – graduation, proficiency, and other sub-indicators of career and college readiness. Proficiency and career and college readiness are equally weighted but together make up 66% of a high school's score, while growth is 33% of the overall Index score. The Board agreed with staff's recommendation and passed a motion to equally weight growth, proficiency, and career and college readiness for secondary schools.

Cut Points, Tier Labels, and Identifying Exemplary Schools

AAW members tended to value high growth, high proficiency, and closing opportunity gaps (or no opportunity gap). SBE staff recommended unifying the current Index tier labels with the school designations used for federal accountability as shown in Figure B.

Figure B

Index Tiers	Federal System
Exemplary	Reward - top performing and top improving schools with no achievement gaps that are not closing
Very Good	to be determined
Good	to be determined
Fair	Emerging schools: next 5% and 10% on Priority and Focus lists
Struggling	Priority and Focus Schools: bottom 5% of All Students and bottom 10 % of individual subgroups

Staff recommended identifying exemplary schools as aligning to Reward schools in the federal system. Board members had concerns that Reward schools may not have high enough levels of student proficiency to be considered exemplary, and wanted to set a high bar for schools to earn this title. The Board passed a motion requiring exemplary schools to meet two conditions: they must be in the top 5% based on the overall Index score and they must meet a minimum bar of 60% students proficient in all tested subjects.

In the same motion, the Board also decided that both Title I and non-Title I schools designated as priority and focus would receive the "struggling" rating; and that emerging schools would receive the "fair" rating.

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Feedback Reports and the AAW Charter

Included in this summative report are the Feedback Reports from each of the AAW meetings, the September 18 Introductory Webinar, and the AAW Charter.

September 18, 2012 AAW Introductory Webinar and the full meeting packets are available on the SBE Website: http://www.sbe.wa.gov/aaw.php

October 10, 2012 Feedback Report:
http://www.sbe.wa.gov/documents/2012.10.10%20AAW%20Feedback%20Report.pdf

December 12, 2012 Feedback Report:
http://www.sbe.wa.gov/documents/2012.12.12%20AAW%20Feedback%20Report.pdf

February 13, 2012 Feedback Report:
http://www.sbe.wa.gov/documents/AAWFeedbackReportFeb2013.pdf

April 10, 2012 Feedback Report:
http://www.sbe.wa.gov/documents/AAWFeedbackReportApril2013.pdf

AAW Charter:
http://www.sbe.wa.gov/documents/2012.07.12%20Achievement%20Index%20Workgroup%20Charter.pdf