2014 Washington Achievement Awards and the Index

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Today's Outcomes

- Learn about proposed changes to two of the Washington Achievement Awards (WAAs).
- Discuss possible changes to the weighting of indicators and measures applying to the 2015 Index next year.
- Anticipated Action items
  - Approve updated criteria for the English Language Acquisition Award.
  - Approve criteria for the Special Recognition - Gap Reduction Award
  - Approve new indicator weightings for the high school index ratings

Ongoing Collaboration

- Presented on the English Language Acquisition Award to the:
  - Transitional Bilingual Instructional Program (TBIP) Task Force in January
  - Bilingual Education Advisory Committee (BEAC) in February

- Presented on the Special Recognition-Gap Reduction Award to the:
  - Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) in February

Tasks and Timeline for 2014 Award Ceremony

February 13 – Preliminary Index Results

March 6 – Finalize Priority and Focus School Lists

March 23 – Identify Award Schools

March 26 – Notify Award Schools

April 21 (or 28) – Awards Ceremony

School Recognition

WHAT GUIDANCE IS FOLLOWED AND WHAT DATA SOURCES ARE USED FOR THE WASHINGTON ACHIEVEMENT AWARDS?

Washington Achievement Awards (WAAs)
4 Years of Fluidity

- 2012 WAAs
  - Developed under NCLB
  - Utilized the old Index as the analysis basis
- 2013 WAAs
  - Developed under the ESEA Flexibility Waiver
  - Utilized the Revised Index as the analysis basis
- 2014 WAAs
  - Operating under NCLB and ESEA Flexibility Waiver
  - Utilizes the Washington Achievement Index as the analysis basis
- 2015 WAAs
  - Operating under NCLB, ESEA Flexibility, or Reauthorized ESEA
  - Will utilize the Index and a new battery of SBAC assessments

Awards by Category

2012 WAAs

- Overall Excellence (126)
  - Excludes schools with large gaps
- Special Recognition (426)
  - High Progress
  - High Performance
    - Proficiency by Content
    - Extended Graduation Rate
  - Gap Reduction

2013 WAAs

- Overall Excellence (100)
  - Excludes schools with large gaps
- Special Recognition (468)
  - High Progress
  - High Performance
    - Growth by Content
    - Extended Graduation Rate
  - Gap Closure
  - English Language Acquisition

2013 and 2014 Proposed Awards

One small change to the English Language Acquisition Award

New Criteria for the Gap Reduction Award

	2013 Award	2014 Award
Overall Excellence	• Meet AMOs/AYP for three most recent years • Top five percent based on the Composite AI	No Change
Special Recognition		
High Progress	• achievement and improvement • equally weighted	No Change
High Performance Growth	• Top five percent based on 3-Year AVG median SGP • reading or math	No Change
High Performance Graduation	• highest rates over three years • smallest gaps	No Change
Gap Closure	• No recipients	New Criteria
English Language Acquisition	• Largest median point gains on the WELPA • School level and size	2- or 3-Year Average

English Language Acquisition Award

- Previous Board discussion

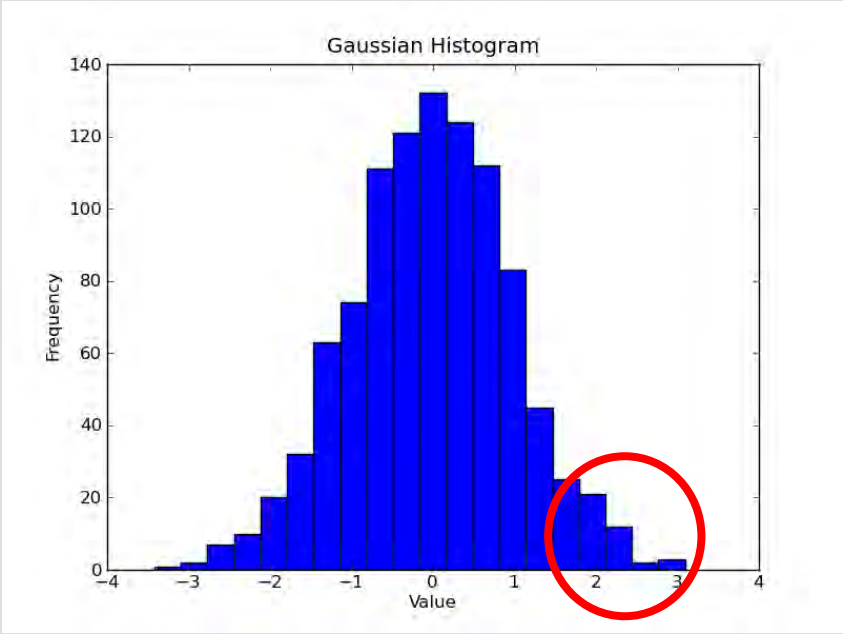
- Proposed Qualifying Criteria
  - Meet Title III AMAOs
  - WELPA performance

These criteria emphasize:

1) Meeting Federal accountability
2) Highest performing schools

Median Gain on the WELPA

- At least 20 students with a prior WELPA record
- Must have met AMAO 1 and AMAO 2
- Identify the top 5 percent
  - By program size
  - By school level
- Proposed change – use a two- or three-year average



- Identified 42 schools from across the state

Approve new criteria for the English Language Acquisition Award as shown below

- Have at least 20 reportable and matched cases for each year on the WELPA
- The school met Title III AMAO 1 for each assessment year
- The school met Title III AMAO 2 for each assessment year
- The school is in the top five percent of school based on the median point gain on the WELPA (three-year average if data are available, two-year average otherwise) by
  - Program size (small program = 20 to 99 matched records and large programs ≥ 100 matched records)
  - School level (elementary, middle, high school, or combined school).
- School must be in good standing regarding Title III compliance as determined by the OSPI.

Gap Reduction Award

- Performance gaps in educational settings are often described as a disparity in academic performance between mutually exclusive student groups, for example:
  - White and Black students,
  - White and Hispanic students, and
  - Students who qualify for FRL vs. students who do not qualify for FRL

Reducing Gaps

GAP REDUCTIONS CAN LOOK DIFFERENT

30 Percent Gap Reduction
Not All Gap Reductions are Good

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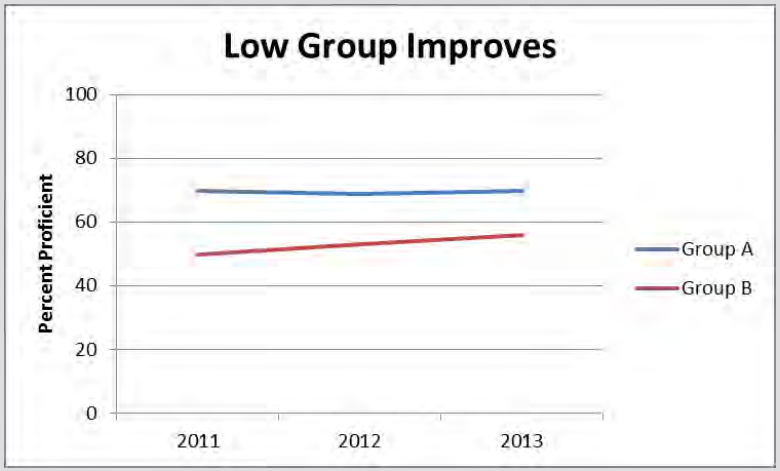

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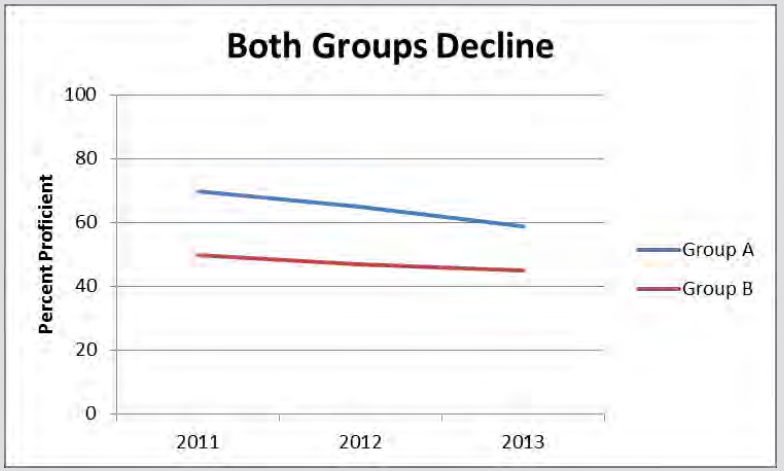

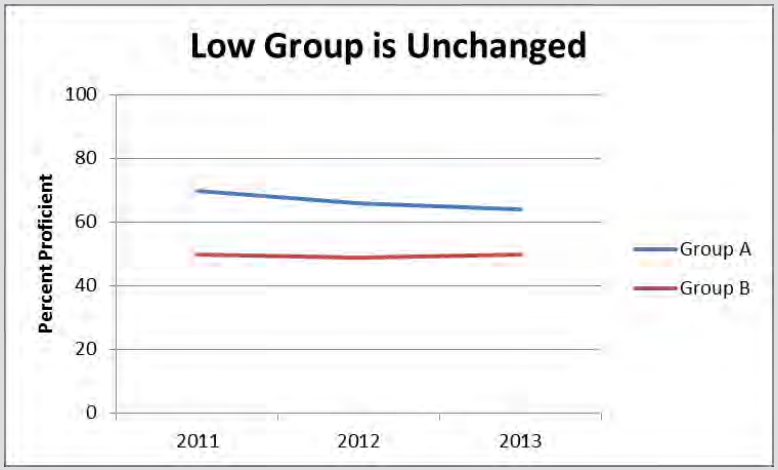

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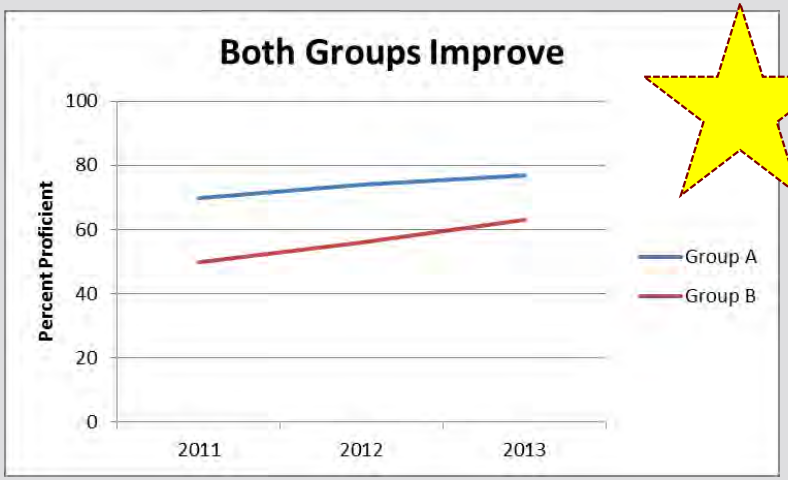

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30 Percent Gap Reductions
Some Good Reductions are Better

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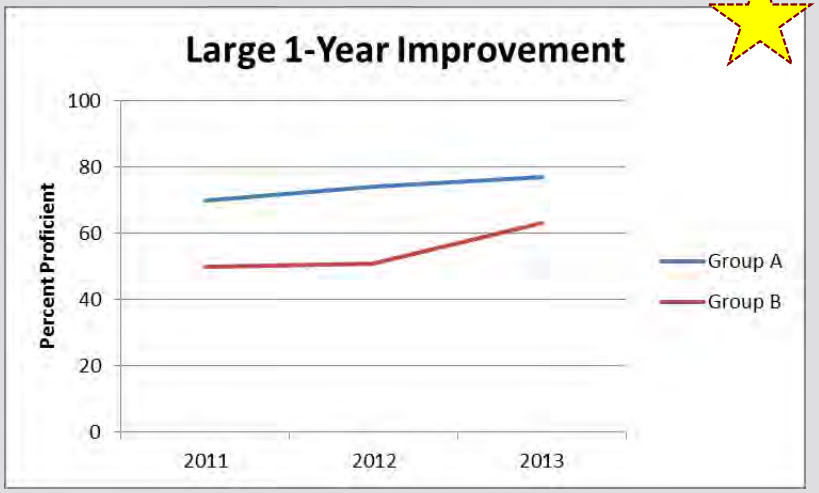

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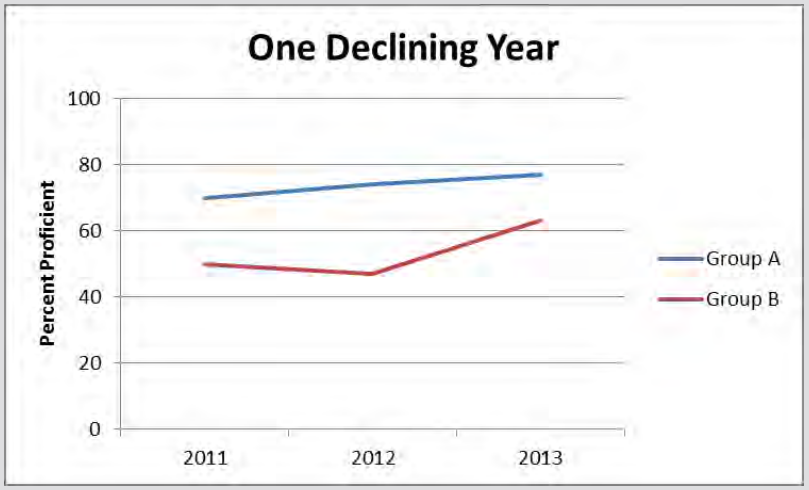

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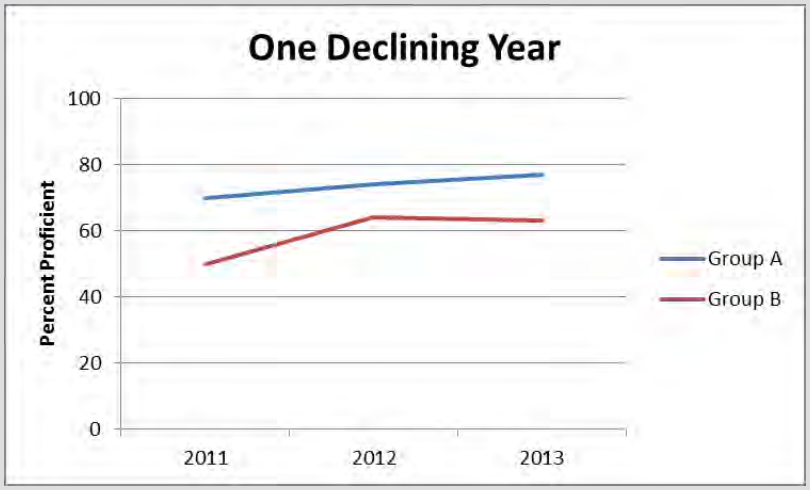

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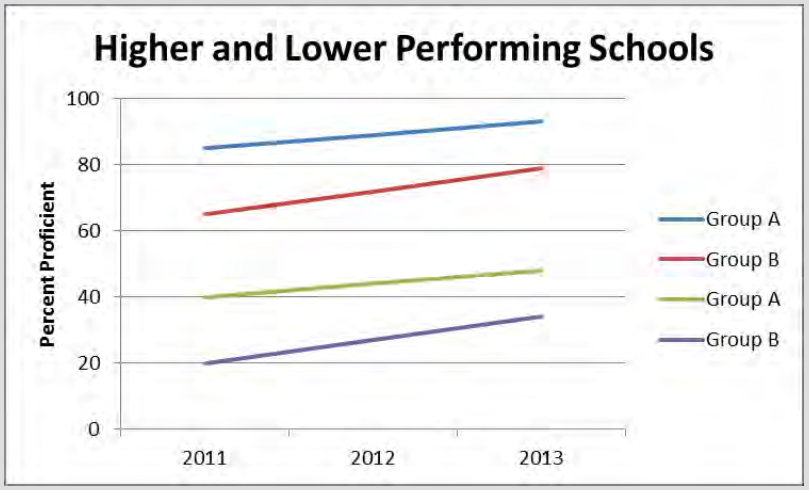


Looking for the Perfect Award Model?

"All models are wrong, but some are useful. Since all models are wrong, the scientist cannot obtain a 'correct' one by excessive elaboration."

Statistician George Box (1976 &1987)

Regardless of the complexity of business rules and criteria we apply to the award methodology, the model we build will be imperfect. Knowing this, look for

- the simplest solution
- providing the most meaning for stakeholders
- consistently applies defensible business rules

Many Elements to Consider

Criteria to consider

- Measure
  - Proficiency, growth, or graduation
  - Reading (ELA), math, or science (individually or combined)
- Normative or criterion-based
  - Best performers
  - Reduced gaps by at least ??
- Percentages or rating points
- Which groups to compare
  - Targeted Subgroup to All Students
  - White to Black, for example
  - Hispanic to state average, for example

Rules to Consider

- Inclusion thresholds
  - Minimum number of data years
  - Minimum ratings
  - Upward data trends
- Exclusion rules
  - Priority and Focus Schools
  - AYP or AMO tests
  - Downward years/trends
- Number of awards
  - Percentage of schools
  - Fixed number
  - Proportionate number

Two Trials On Last Year's Index

- Trial 1
  - Compared Targeted Subgroup to the All Students
  - Reading. Math, Science, and Writing (combined RMSW) Proficiency Ratings
  - 3 Years of data
- Trial 2
  - Compared White to Hispanic student group
  - R & M Proficiency Rates
  - 3 Years of data

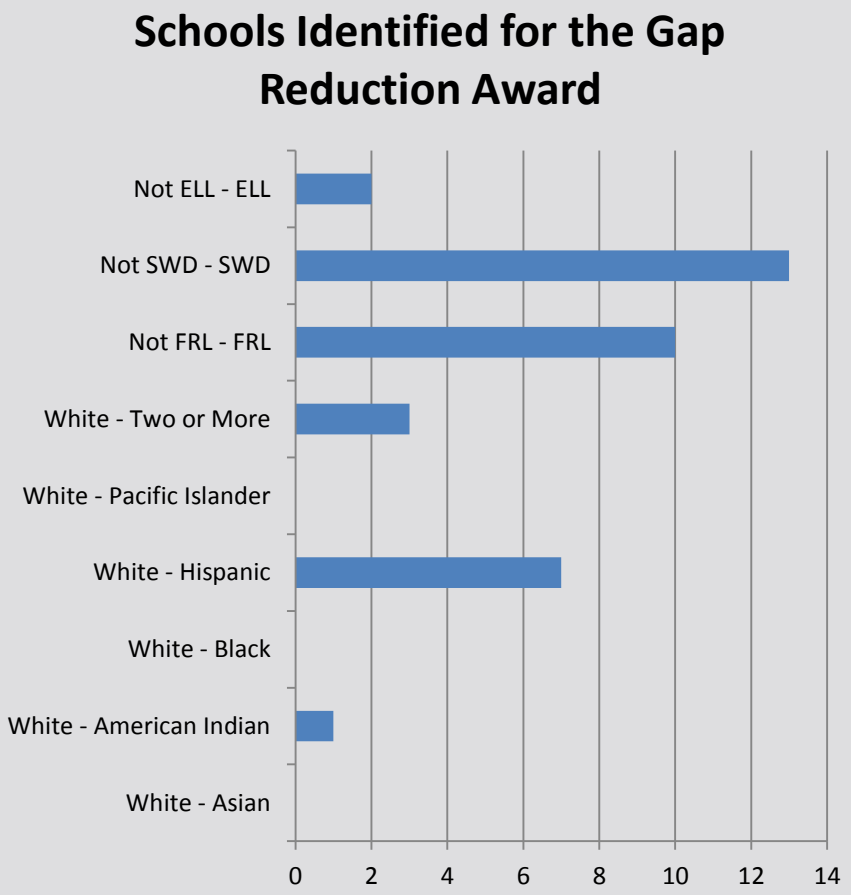
- Trial 1
  - potentially masks underperforming groups
- Trial 2
  - Conventional
  - Mutually exclusive groups
  - Deeper disaggregation

- Trial 2 was most supported by EOGOAC
- Led to Trial 3 – live data

Gap Reduction Award

- Trial 3 – live data
  - Compared
    - White to each student group
    - FRL to Not-FRL
    - SWD to Not-SWD
    - ELL to Not-ELL
  - R & M proficiency rates
  - 3 Years of data
  - Requires annual improvement
  - 10 percentage point gain
  - No increasing gaps for other subgroups

36 Schools



Approve new criteria for the Special Recognition – Gap Reduction Award as shown below.

- The measure is the gap reduction over three assessment years based on reading and math (combined) proficiency.
- The school must have reportable subgroup data (≥ 20 students in each group being compared) for reading and math for each of the three years being analyzed.
- The proficiency rates for both groups must not decline in any of the three years.
- The total gap reduction for the three years of data must be equal to or greater than 10 percentage points.
- The school may not be a newly identified Priority or Focus School.
- The school may not have any other gaps that are increasing.

Gaps to be analyzed

- White – American Indian/Alaskan Native
- White – Asian
- White – Black/African American
- White – Hispanic/Latino
- White – Pacific Islander
- White – Two or More race/ethnicities
- Not FRL – FRL
- Not SWD – SWD
- Not ELL – ELL

Next Steps

- Staff will incorporate Board feedback/direction into a revised model in collaboration with EOGOAC staff
- SBE staff will request to present the revised model to the EOGOAC that is best aligned with today's discussion

High School Index Weightings

Anticipated Action Item for Tomorrow

Approve new Proficiency, Growth, and CCR Indicator weightings for high school ratings under the Washington Achievement Index.

Key Question
Washington Achievement Index

- Why propose changes to the Achievement Index indicator weightings?

More closely conforms to stakeholder values

Changes brought about by the SBAC assessments

USED approval for federal accountability.

Proposed Changes
Indicator Weighting for High Schools

- SBAC assessments require changes to the Index
- Reduce the impact of student growth in high school
- Elevate the importance of graduation rate

Indicator	Weighting in the Index									
	Total		Reading/ELA		Math		Science		Writing	
	Current	Proposed	Current	Proposed	Current	Proposed	Current	Proposed	Current	Proposed
Proficiency	33.3	35.0	8.3	11.7	8.3	11.7	8.3	11.7	8.3	
Growth	33.3	20.0	16.7	10.0	16.7	10.0				
			Graduation		Dual Credit		HS SBAC			
CCR	33.3	45.0	33.3	40.0	TBD	5.0	TBD			

TBD = To Be Determined

Summary of Proposed Changes

- Values proficiency over growth
- Reduces the reliance on a 3-Year SGP calculation
- Makes graduation at least as important as proficiency.

Proposed Weightings

Indicator	Weighting	Description
Proficiency	35%	• HS SBAC results using the CCR cut points • Biology EOC, then NGSS when available • ELA, math, and science results are equally weighted
Growth	20%	• median SGP in reading and math, • equally weighted
College and Career Readiness	45%	• Extended Graduation rate and Dual Credit participation • weighted at 40 percent for graduation and 5 percent for Dual Credit participation

Anticipated Action Item

- Approve new Proficiency, Growth, and CCR Indicator weightings for high school ratings under the Washington Achievement Index as shown below:
  - 35 percent - Proficiency Indicator
    - Equally weighted between reading, math, and science
  - 20 percent - Growth Indicator
    - Equally weighted between reading and math
  - 45 percent - College and Career Readiness
    - 40 percent graduation rate
    - 5 percent Dual Credit participation

Trial Analyses

TWO TEST RUNS – 2013

ONE TEST RUN – 2014

My Guiding Principles

- Devise a methodology that is compatible for 80 to 90 percent of schools.
- Include as many schools as possible in the beginning consideration pool.
- Use defensible business rule decisions to exclude schools in order to derive a meaningful list of award recipients.

Gap Reduction – Trials

Trial 1

- Compare All Students to Targeted Subgroup
- Proficiency Index Rating (R-M-S-W combined)
- 3 years of Index rating data for each group
- Must show a rating gap reduction each year
- Must show a Proficiency Index Rating annual increase for both groups

Trial 2

- Compare White and Hispanic students
- Reading and math proficiency (combined)
- 3 years of reading and math data required
- Must show a rating gap reduction each year
- Must show a Proficiency Rate annual increase for both groups

Trial 1

- Compute the annual performance gap based on the Index proficiency rating (All Students rating minus Targeted Subgroup rating) for 2011, 2012 and 2013.
- Compute the gap changes
  - 2012 Gap minus 2011 Gap & 2013 Gap minus 2012 Gap
  - Negative values mean the performance gap was reduced
  - Compute total gap reduction if 2011/12 and 2012/13 gap changes are ≤ 0
- Rank order schools by size of gap reduction
- Identified 184 schools

Trial 1 - Results

- Based on the Index proficiency ratings for the All Students group and the Targeted Subgroup for 2011, 2012, and 2013.
- Identified 184 schools
  - 101 Elementary, 20 Middle, 41 High Schools, and 22 Combined
  - 20 Priority and Focus Schools
  - Schools distributed across the state
- Up to 2.47 rating point gap reduction and an average reduction of 0.77 rating points.
  - 50 schools showed a rating point gap reduction > 1.0

Trial 1 - Summary

Pros

- Only a few additional calculations are required
- Consistent with other Index methodology
- Incorporates all content area proficiency rates

Cons

- Rating point reduction is not totally transparent
- Underperformance of some groups may be masked
- Does not include the comparison if mutually exclusive groups.

Trial 2

- Compute the average reading and math (combined) proficiency rate for Hispanic and White student groups for 2011, 2012, and 2013
- Compute the annual White-Hispanic performance gap (rate for White students minus the rate for the Hispanic students) for 2011, 2012 and 2013.
- Compute the gap changes
  - 2012 Gap minus 2011 Gap & 2013 Gap minus 2012 Gap
  - Negative values mean the performance gap was reduced
  - Compute total gap reduction if 2011/12 and 2012/13 gap changes are both ≤ 0
- Identified 51 schools

Trial 2 - Results

- Based on White and Hispanic reading and math proficiency rates (combined) over three testing cycles.
- Identified 51 schools
  - 25 Elementary, 16 Middle, and 10 High Schools
  - 7 Focus Schools and 1 Priority School
  - I-5, Wenatchee, Yakima, Pasco, Walla Walla
  - Approximately 30 schools received no 2013 WAA
- Up to 30 percentage point gap reduction from 2010-11 to 2012-13 (average = 10 percentage point gap reduction)
  - 21 schools showed a >10 percentage point gap reduction

Trial 2 - Summary

Pros	Cons
• White-Hispanic gap based on proficiency rate is widely understood • More precise and focused comparison	• Slightly more complex calculations • Comparison to White students may not be the best • Not all schools have a reportable White student group.

How Many Schools to Award?

- Other Washington Achievement Awards seek to identify the top five percent
- Nearly all of the 1822 schools with a Composite Index rating have at least one analyzed subgroup and FRL analysis is largest (n = 1502)
  - 5 percent of all rated schools = 90 schools
  - 5 percent of FRL schools = 75 schools

Targeting 75 to 90 schools is consistent for a norm-based Washington Achievement Award.

Gap Reduction Tied to 5491 Indicators

- Defines annual incremental increase for All Students and student groups for the state
- Based on 3rd and 8th Grade Indicators
  - White student group = 2.5 pppy increase expected
  - Subgroups = 5.0 pppy increase expected
  - A gap reduction of 5.0 percentage points over three testing cycles would be expected or targeted
  - 5.0 = expected for a school
  - 7.5 = above average for a school
  - 10.0 = far above average for a school

How Much Gap Reduction?

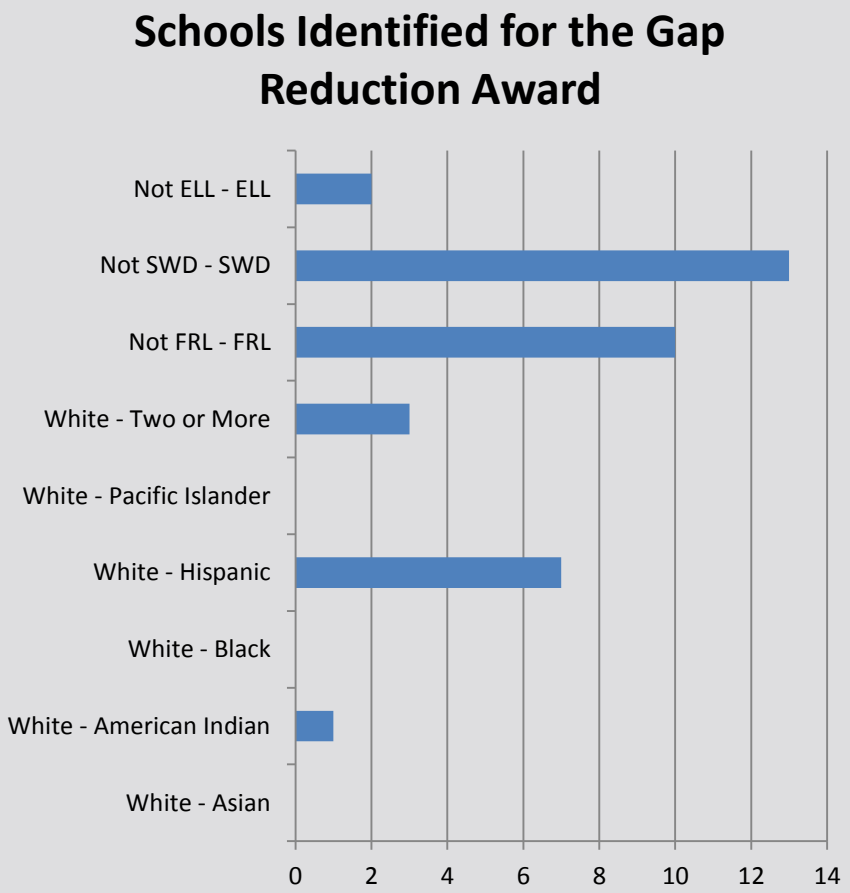
- 10.0 percentage point gap reduction is:
  - Not in 95th percentile for any group based on performance
  - Not in the 90th percentile for most groups

Gap	Schools	Percentile	
		90th	95th
W-American Indian	23	-17.931	-24.701
W-Black	250	-15.166	-18.884
W-Hispanic	1082	-12.716	-16.026
W-Pacific Islander	18	-8.922	-12.719
W-Asian	458	-9.778	-13.283
W-Two or More	491	-11.337	-15.967
Not FRL-FRL	1502	-9.703	-12.844
Not SWD-SWD	1223	-13.138	-17.188
Not ELL-ELL	473	-15.834	-21.067

Gap Reduction Award

- Trial 3 – live data
  - Compared
    - White to each student group
    - FRL to Not-FRL
    - SWD to Not-SWD
    - ELL to Not-ELL
  - R & M proficiency rates
  - 3 Years of data
  - **No annual decline in prof**.
  - 10 percentage point gap reduction
  - No increasing gaps for other subgroups

36 Awards – 30 Schools



No Annual Decline in Proficiency

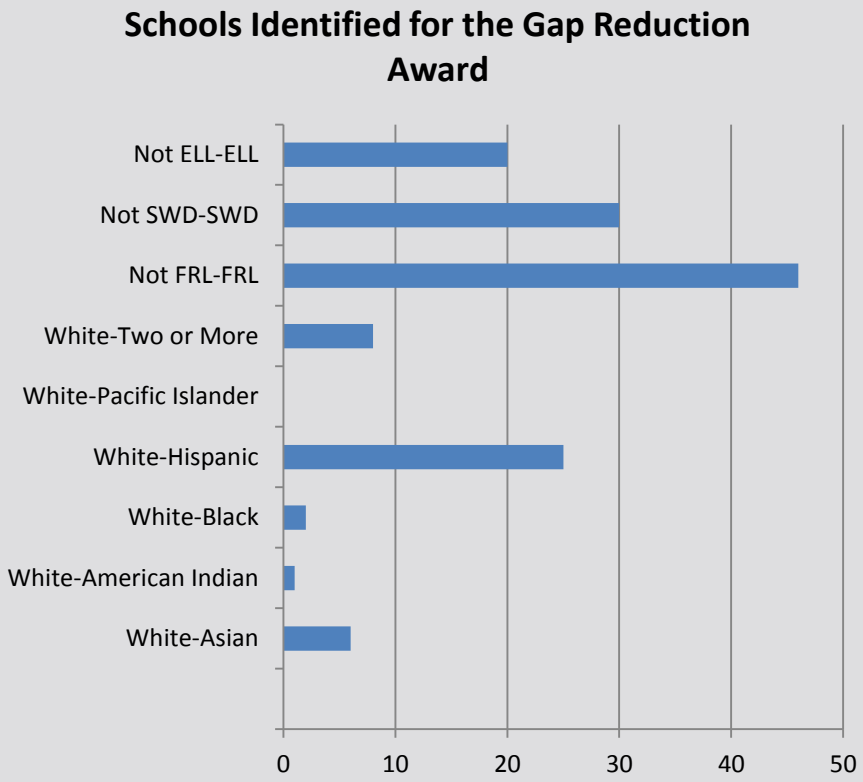
- Trial 3
- Compute 3-Year Gap Reduction
- IF total gap reduction <= -10.00 and
  - 2013 read prof >= 2012 read prof and
  - 2014 read prof >= 2013 read prof and
  - 2013 math prof >= 2012 math prof and
  - 2014 math prof >= 2013 math prof
- These schools qualify for the award IF
  - Total gap reduction <= 0 for other reportable subgroups.

- Trial 4
- Compute 3-Year Gap Reduction
- IF total gap reduction <= -10.00 and
  - 2013 RM prof >= 2012 RM prof and
  - 2014 RM prof >= 2013 RM prof and
- These schools qualify for the award IF
  - Total gap reduction <= 0 for other reportable subgroups.

Gap Reduction Award

- Trial 4 – live data
  - Compared
    - White to each student group
    - FRL to Not-FRL
    - SWD to Not-SWD
    - ELL to Not-ELL
  - R & M proficiency rates
  - 3 Years of data
  - **No annual decline in prof**
  - 10 percentage point gain
  - No increasing gaps for other subgroups

138 Awards - 105 Schools



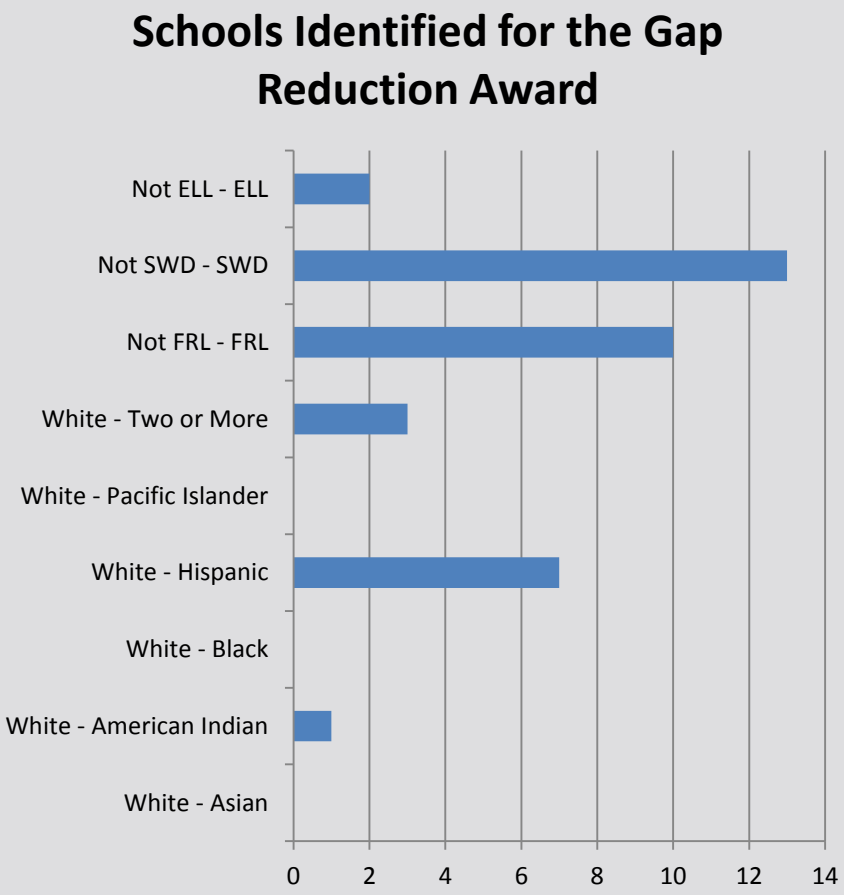
More on Trial 4

- Identified 105 Schools
  - 76 elementary schools
  - 7 middle schools
  - 13 high schools
  - 9 combined schools
  - Large and small districts
  - Across the state

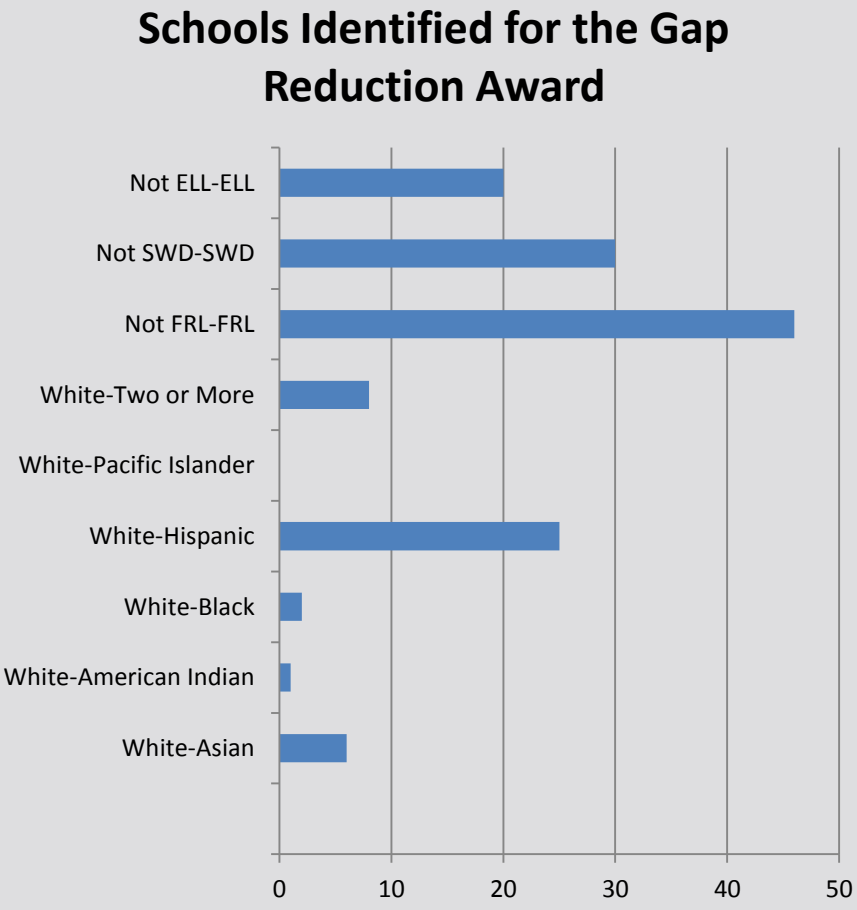
	Low	High	Average
Enrollment	62	1928	529
FRL Percent	2	100	53

Comparison of Trials 3 and 4

Trial 3 - 36 Awards (30 sch.)



Trial 4 - 138 Awards (105 sch.)



Questions

For questions and other information, contact:

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