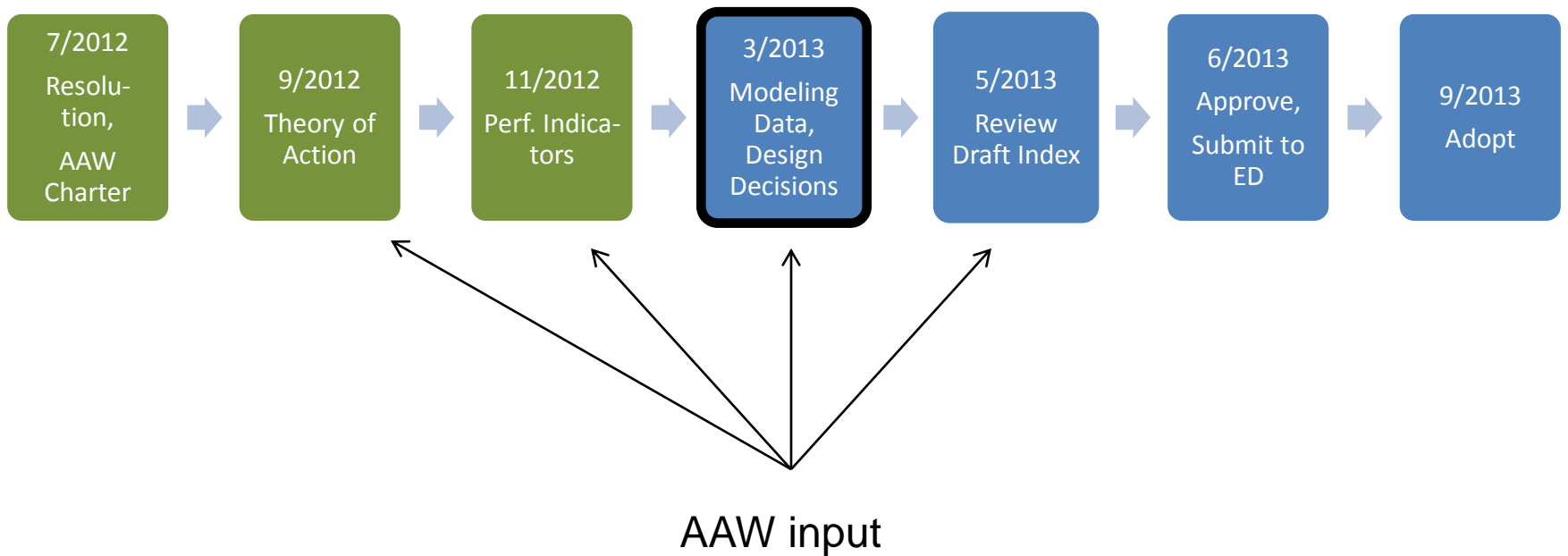


# Achievement Index Revision: Workgroup Input and Staff Recommendations

Sarah Rich, Policy Director

March 13, 2013

# Index Revision Timeline



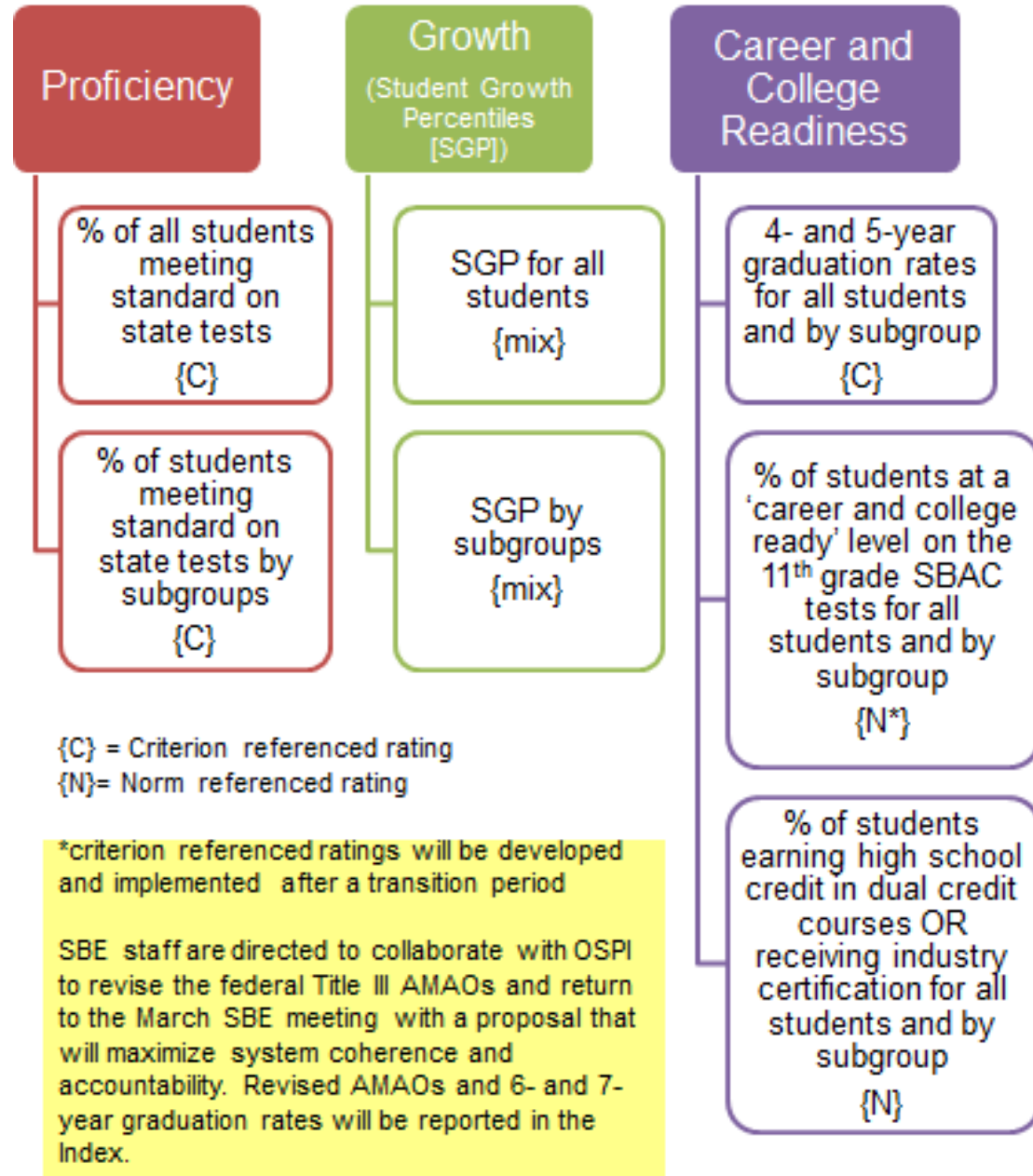
# Purpose of Today's Discussion

Review survey data.

Consider a motion to approve:

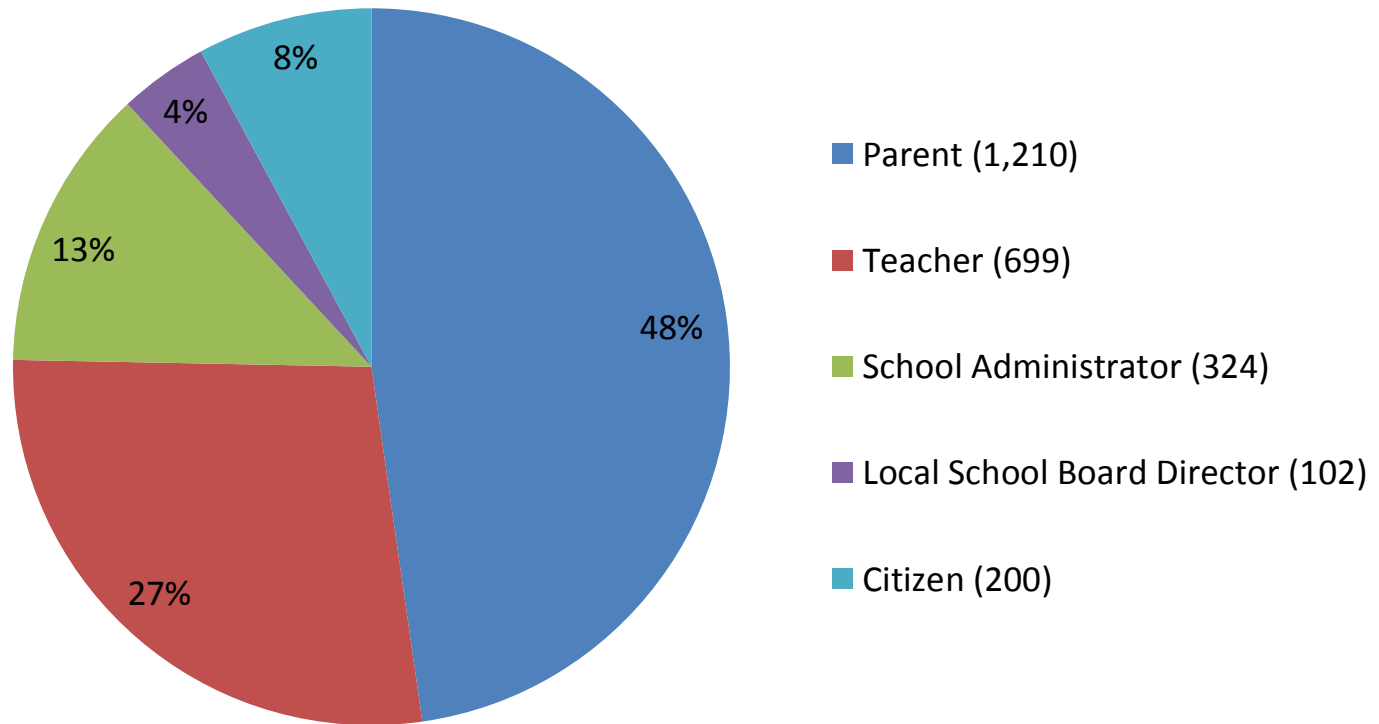
- Modeling Index data based on two options.
- Phase-in plan for Career and College Readiness subindicators (dual credit/industry certification and 11<sup>th</sup> grade assessments).
- Simulating growth-based Annual Measurable Objectives.
- Aligning awards for high performing schools and identification of lower performing schools for support and intervention.

# Prototype Index as Approved by SBE January 2013



# Parent and Teacher Survey

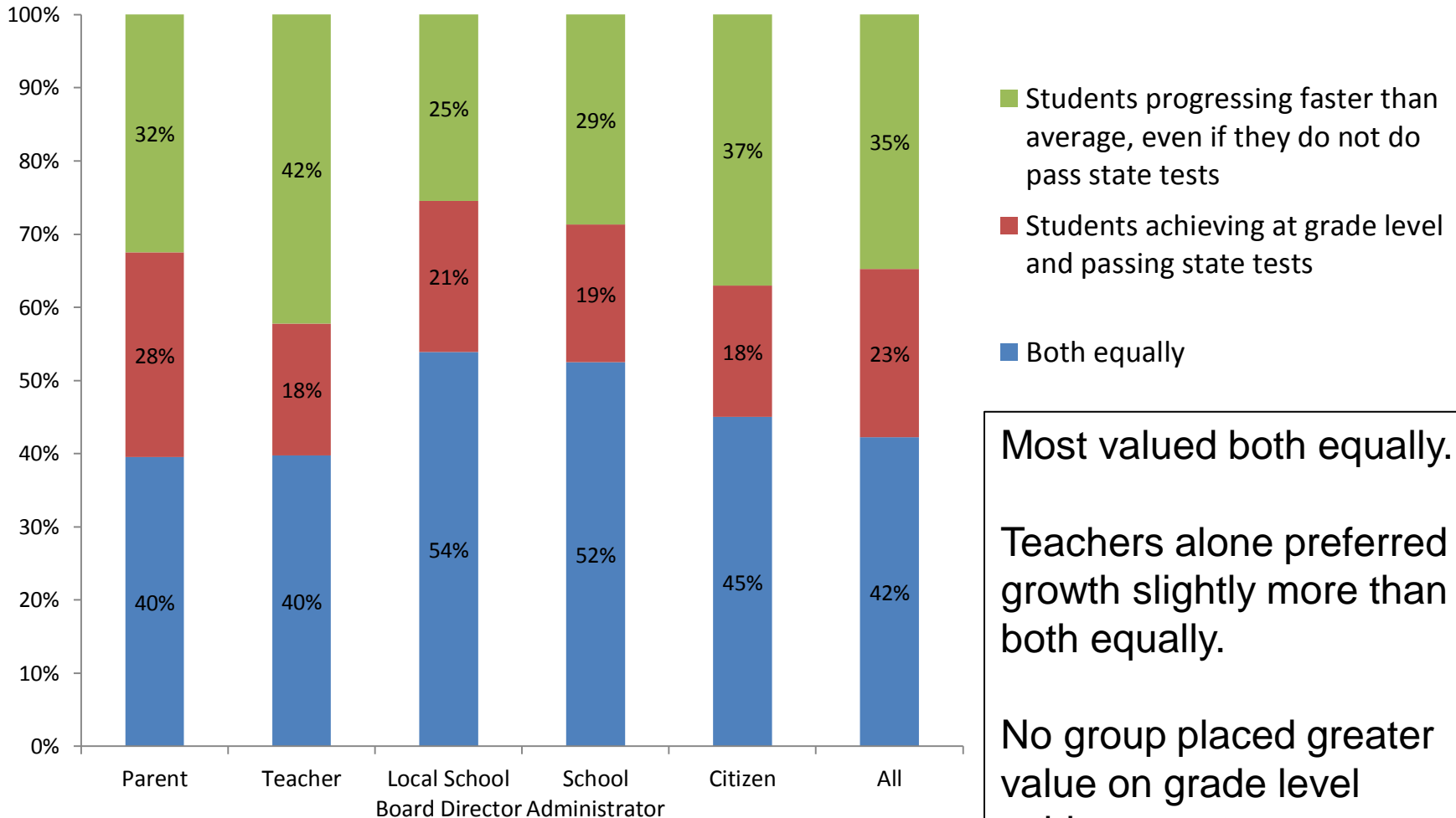
I am answering this survey from the perspective of a:



Total responses: 2,535

# Weighting of Proficiency and Growth

When evaluating a school's overall performance, I place greater value on:



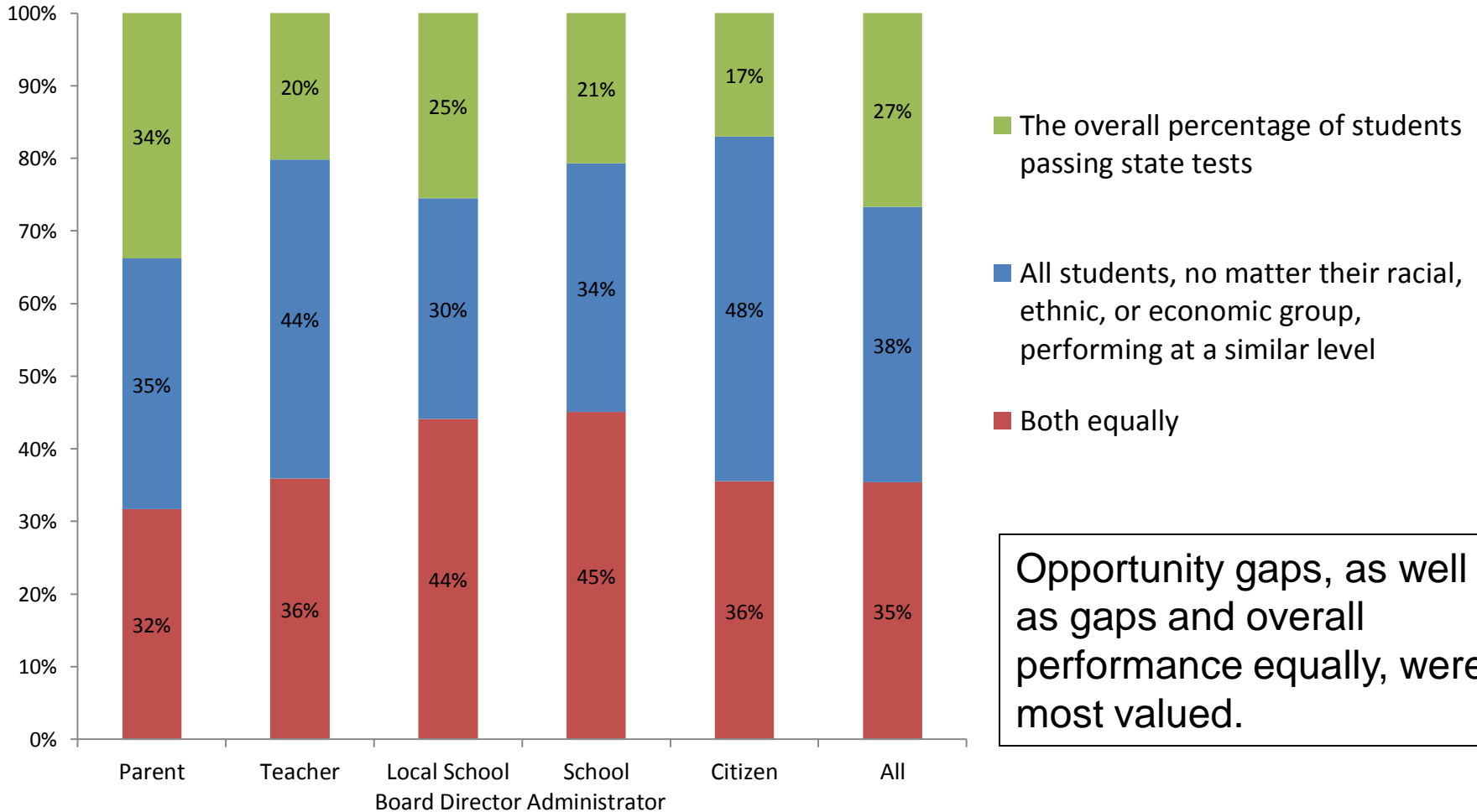
Most valued both equally.

Teachers alone preferred growth slightly more than both equally.

No group placed greater value on grade level achievement.

# Opportunity Gaps

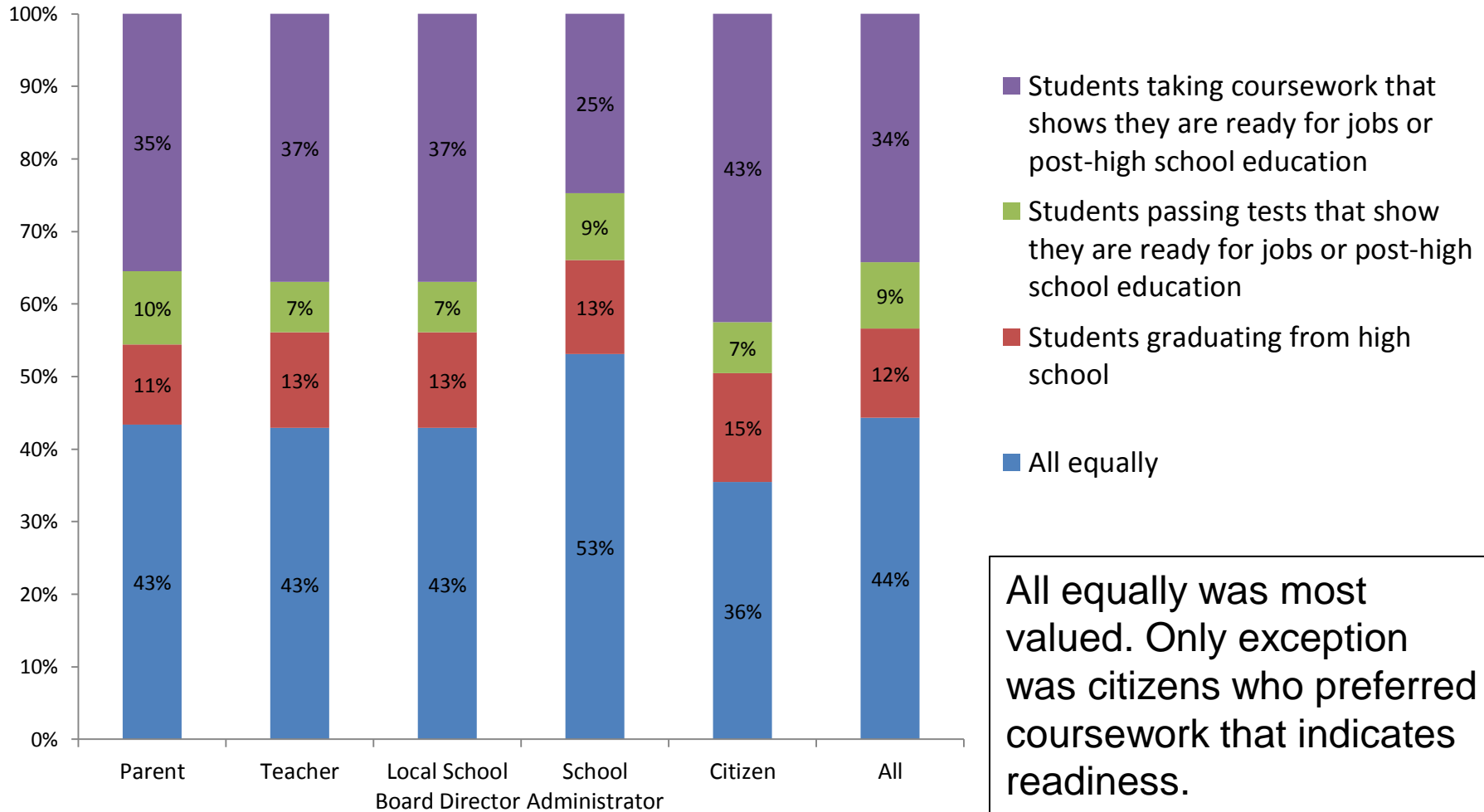
When evaluating a school's overall performance, I place greater value on:



Opportunity gaps, as well as gaps and overall performance equally, were most valued.

# Within Performance Indicator Weights: Career- and College-Readiness

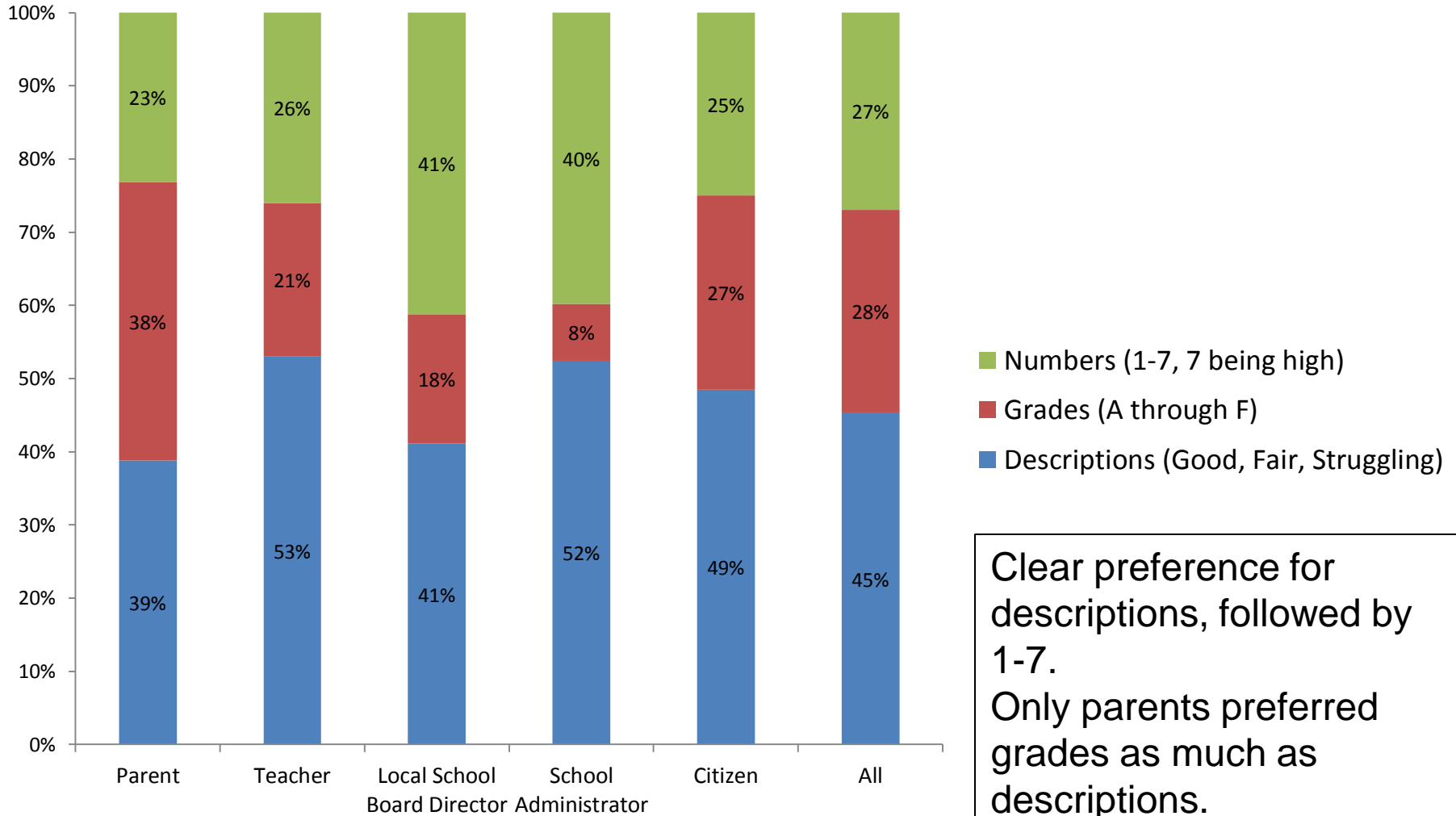
When evaluating a high school's overall performance, I place greater value on:





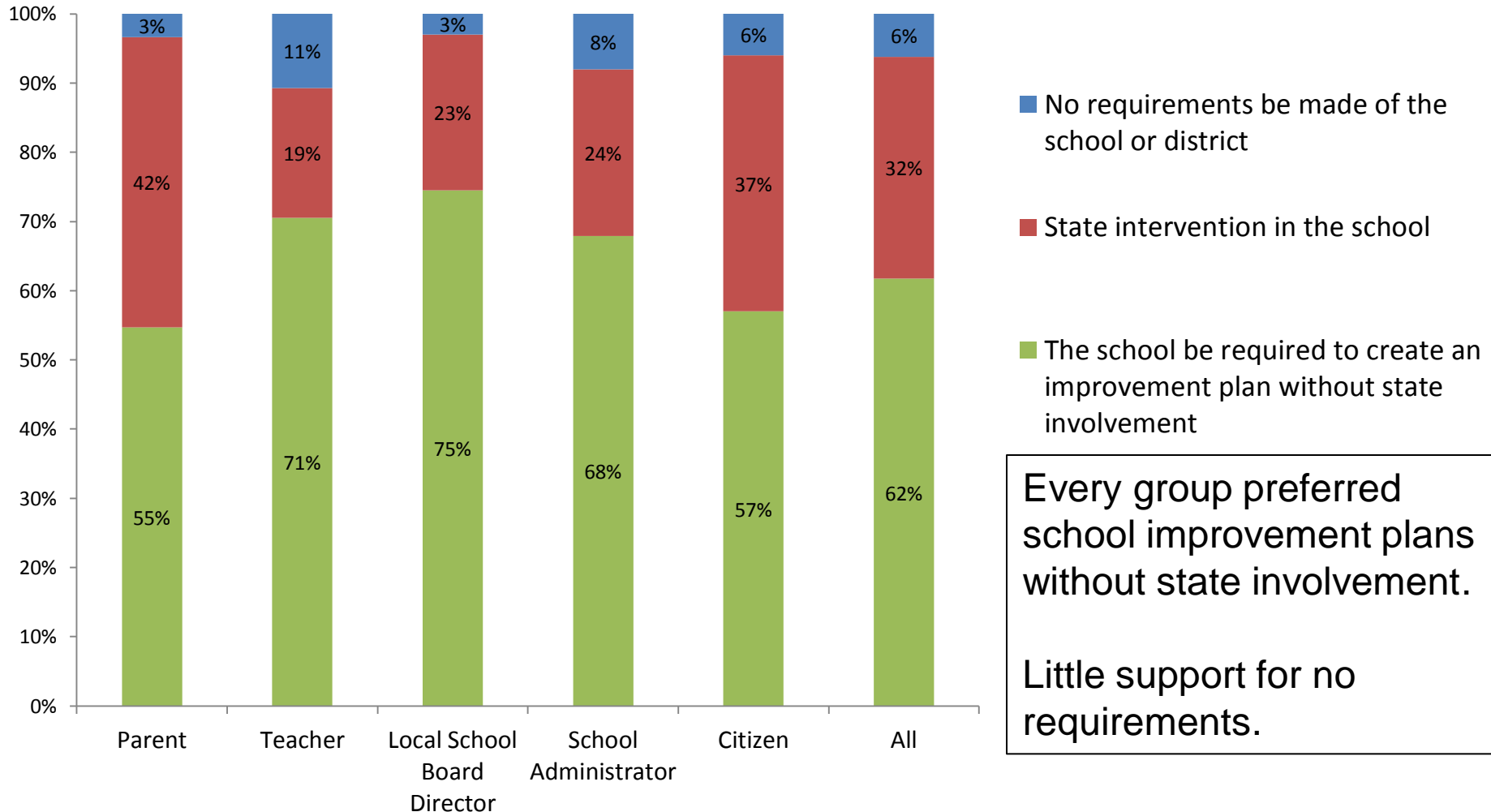
# Tier Label Preferences

When assigning a score to school performance, I would prefer:



# Intervention Preferences

If a school performs at a low level for several years, I would prefer:



# What is Growth?

State tests show how each student is achieving relative to state standards

- Is John proficient in 6<sup>th</sup> grade mathematics?
  - Cannot compare John's scaled scores from year to year (not 'vertically aligned')

Growth measures add a dimension of student performance over time

- How much did John improve in mathematics from 5<sup>th</sup> grade to 6<sup>th</sup> grade?
- Did John improve more or less than his academic peers?

# Student Growth Percentiles

Each student is compared to other students with a similar test score history (“academic peers”)

The rate of change is expressed as a percentile.

- How much did John improve in mathematics from 5<sup>th</sup> grade to 6<sup>th</sup> grade, relative to his academic peers?
- If John improved more than 65 percent of his academic peers, then his student growth percentile would be 65.

# Why Measure Growth?

A way to measure progress for students at all performance levels

- Students who are far below grade level can have high growth, which over time will get them to grade level. They can also have low growth, which means they are unlikely to get to grade level.
- Students who are above grade level can have high growth. They can also have low growth, which may lead to them no longer being at standard over time.

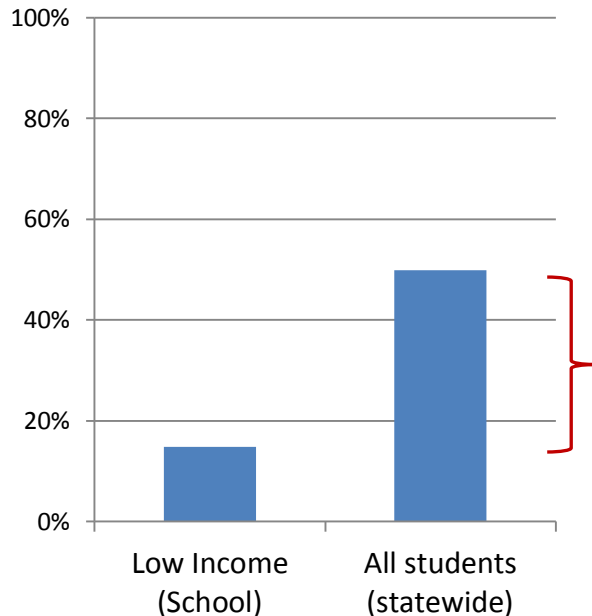
Growth provides evidence of effectiveness even among schools with low achievement.

Gives high achieving students and schools something to strive for beyond proficiency.

States are required to measure growth for ESEA Flexibility.

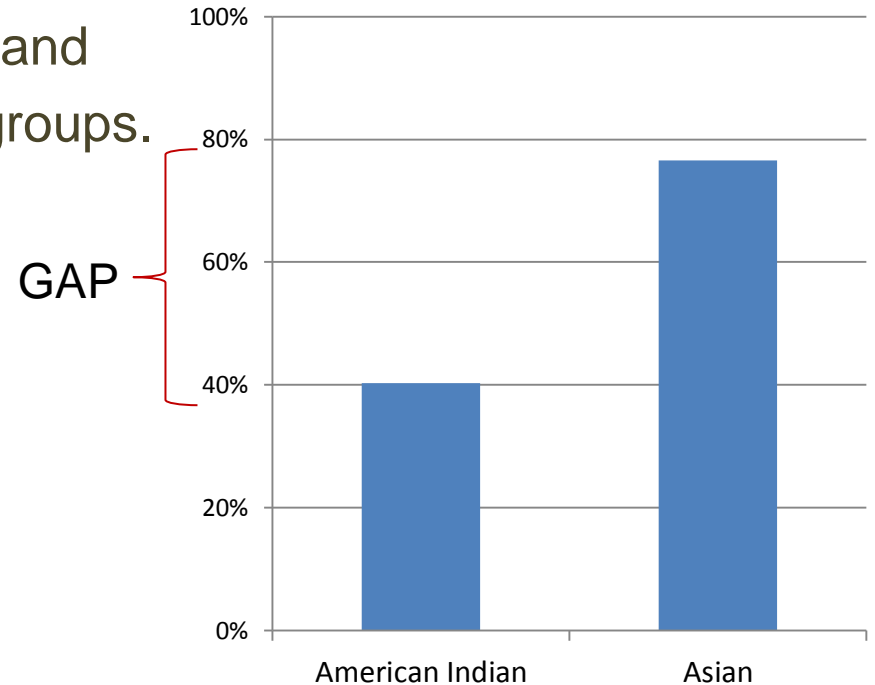
# Conceptualizing Opportunity Gaps

Gaps between highest and lowest performing subgroups.



GAP

Gaps between a subgroup and the rest of the state.



GAP

# Opportunity Gaps in the Index

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

**Proficiency Gaps:** Absolute performance of each subgroup

INDICATORS	OUTCOMES				Average
	Reading	Writing	Math	Science	
Achievement of non-low income students	7	7	6	7	6.75
Achievement of low income students	4	5	3	4	4.00

--reflects Focus Schools designation framework

--matches the goal of all students and each student at standard

**Growth Gaps:** Rates of growth for each subgroup

**CCR Gaps:** Graduation rates for each subgroup; Dual Credit/Industry Certification for each subgroup; 11<sup>th</sup> grade assessments for each subgroup

# AAW Questions: February

## Performance Indicator Weighting

What relative weight should be assigned to each performance indicator for elementary, middle, high, and district level calculations?

## Annual Measurable Objectives

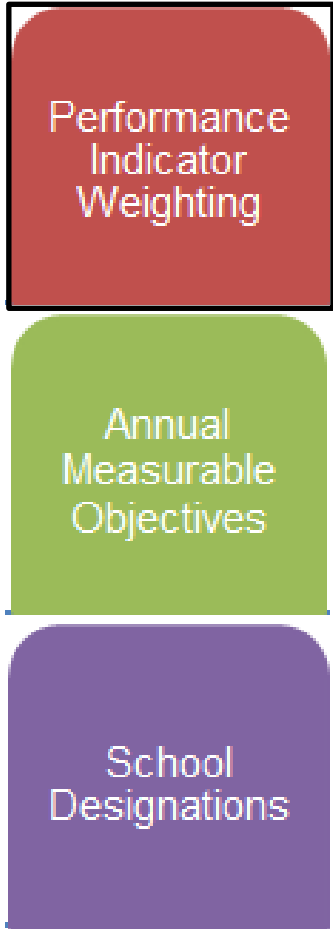
How should the revised Index be used to establish Annual Measurable Objectives (AMOs) for schools, and would this be preferable to the current AMOs?

## School Designations

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 in order to establish a coherent system?



# Performance Indicator Weighting



Performance  
Indicator  
Weighting

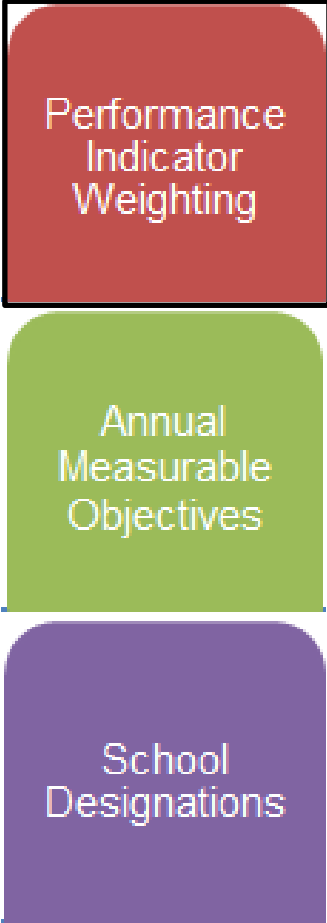
What relative weight should be assigned to each performance indicator for elementary, middle, high, and district level calculations?

Or... what are the most important factors in answering “What is a good school?”

Annual  
Measurable  
Objectives

School  
Designations

# AAW Input



Performance  
Indicator  
Weighting

Annual  
Measurable  
Objectives

School  
Designations

Themes from AAW discussion:

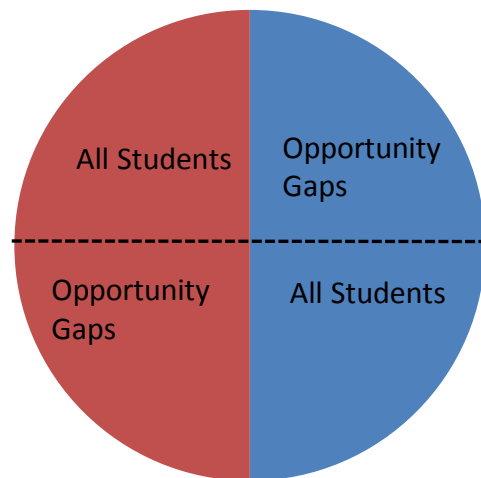
- no consensus on weighting
- many members prefer equal weighting
- some members value proficiency most, others growth and career and college readiness most
- emphasis on opportunity gaps in every performance indicator

# Staff Recommendation: Build and Test Options

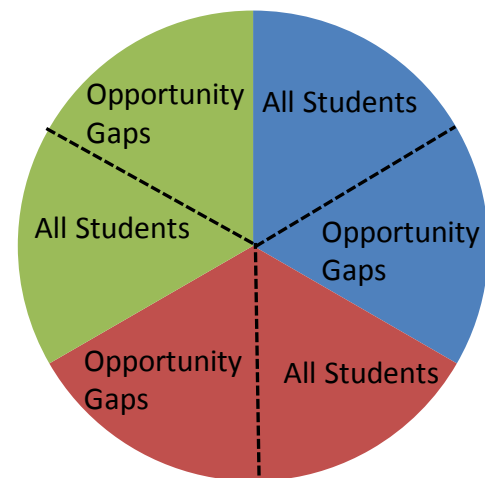
**Option One:** Equal weight for each performance indicator.

Opportunity gaps count for half of each performance indicator and half of the overall Index score.

## Elementary and Middle Schools



## High Schools



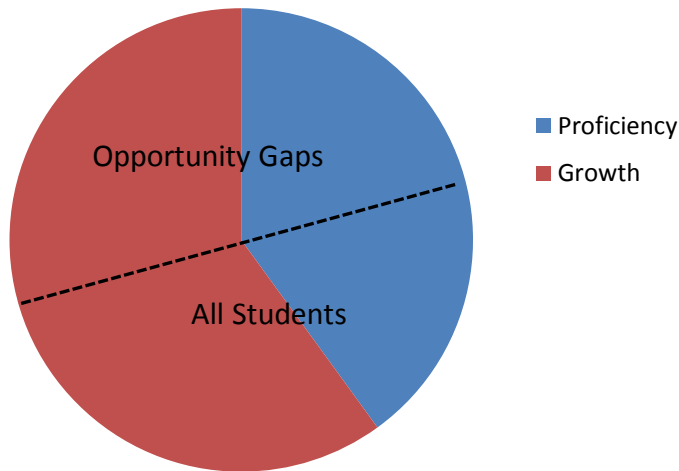
- Proficiency
- Growth
- Career and College Readiness

# Build and Test Options

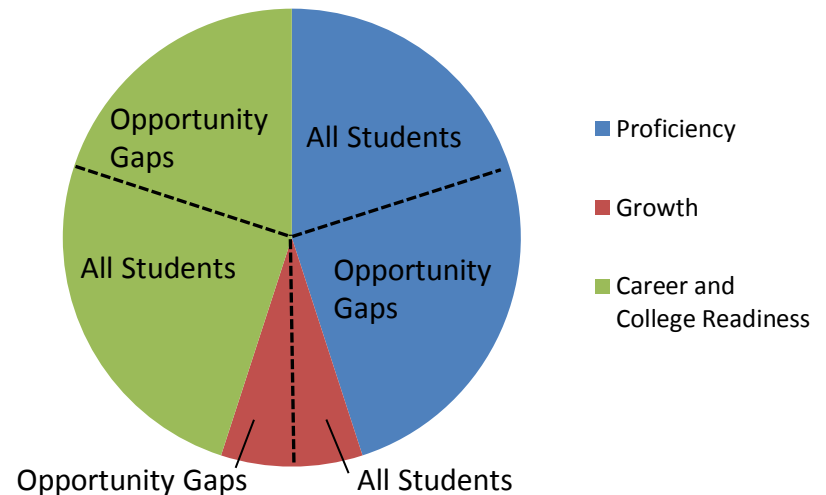
**Option Two** : more weight for growth K-8, proficiency and CCR in high school.

Opportunity gaps count for half of each performance indicator and half of the overall Index score.

## Elementary and Middle Schools



## High School



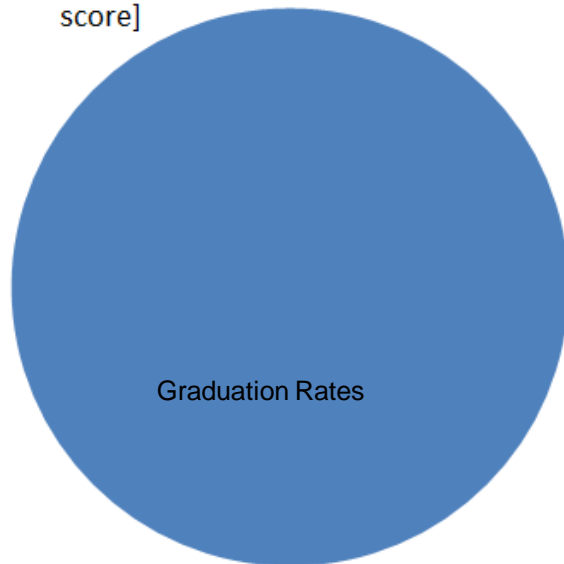
# Within-Performance Indicator Weights CCR Phase-In Proposal

Opportunity gaps count for half of each performance indicator and half of the overall Index score.

## 2013 Index:

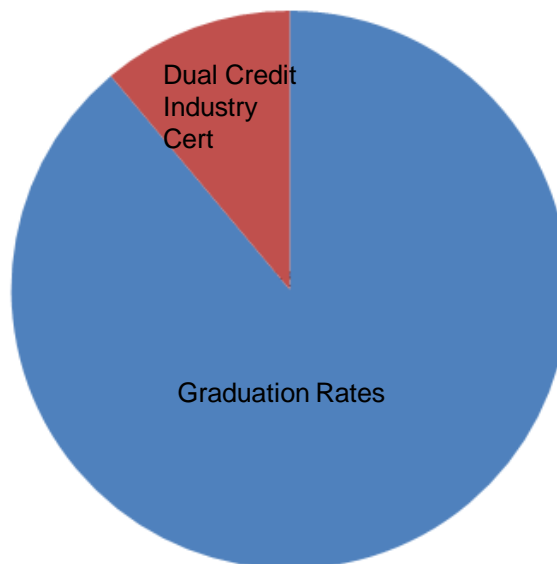
- Graduation Rates

[Dual Credit/Industry Certification reported, not included in Index score]



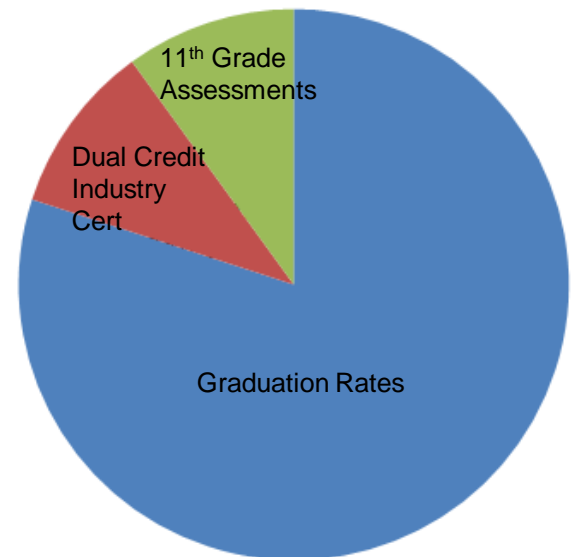
## 2014 Index

- Graduation Rates
- Dual Credit/Industry Certification

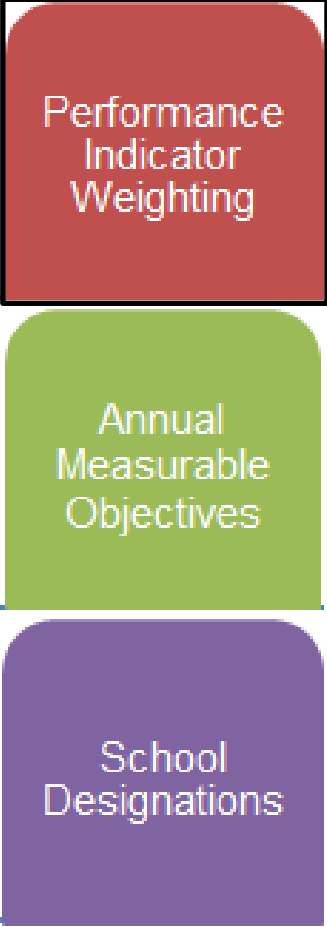


## 2015 Index

- Graduation Rates
- Dual Credit/Industry Certification
- 11<sup>th</sup> Grade Assessments



# Performance Indicator Weighting Discussion



Performance  
Indicator  
Weighting

Annual  
Measurable  
Objectives

School  
Designations

Guiding questions for discussion:

Do you prefer equal or differentiated weighting of performance indicators?

Do you agree with the approach to opportunity gaps?

Do you support the proposed phase-in plan for CCR indicators?

# Annual Measurable Objectives

Performance  
Indicator  
Weighting

Annual  
Measurable  
Objectives

School  
Designations

How could the revised Index be used to establish Annual Measurable Objectives (AMOs) for schools, and would this be preferable to the current AMOs?

What are AMOs?

- Performance Targets in at least Reading and Math
- Replace old “Uniform Bar” targets of AYP
- No longer used to trigger sanctions (reporting only)

# ESEA Flexibility Requirements

Performance Indicator Weighting

States must set new ambitious but achievable AMOs in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups, that provide meaningful goals and are used to guide support and improvement efforts.

Annual Measurable Objectives

## OPTIONS

**A**

- Set annual equal increments toward the goal of reducing by half the percent of students who are not proficient in all subcategories by fall 2017 (within six years).

**B**

- Move the current 2014 deadline for 100% proficiency in reading and math to 2020.

**C**

- State determined method to establish AMOs that is educationally sound and results in ambitious and achievable AMOs.

School Designations

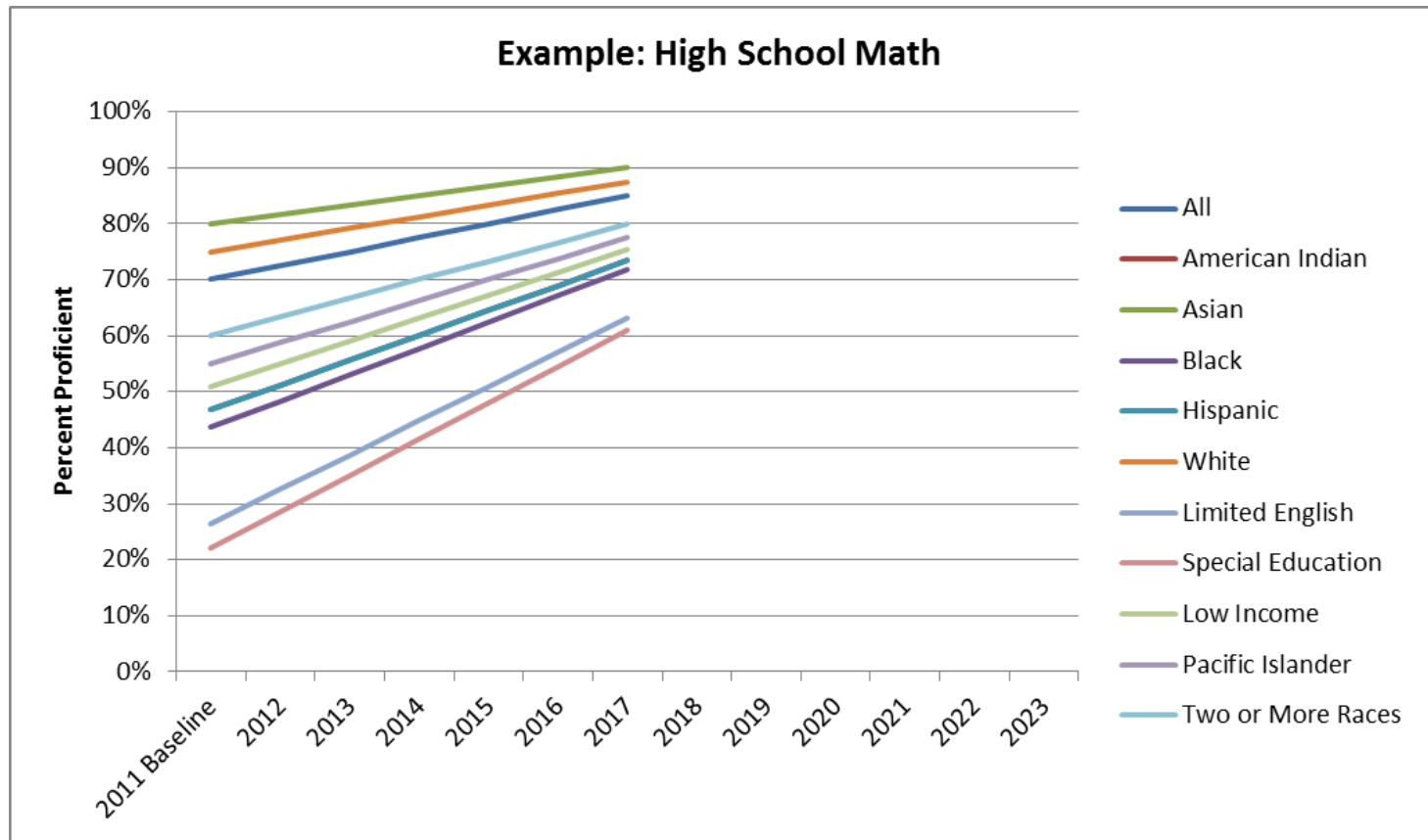


# Washington Chose Option A: Cut Proficiency Gap by Half by 2017

Performance Indicator Weighting

Annual Measurable Objectives

School Designations

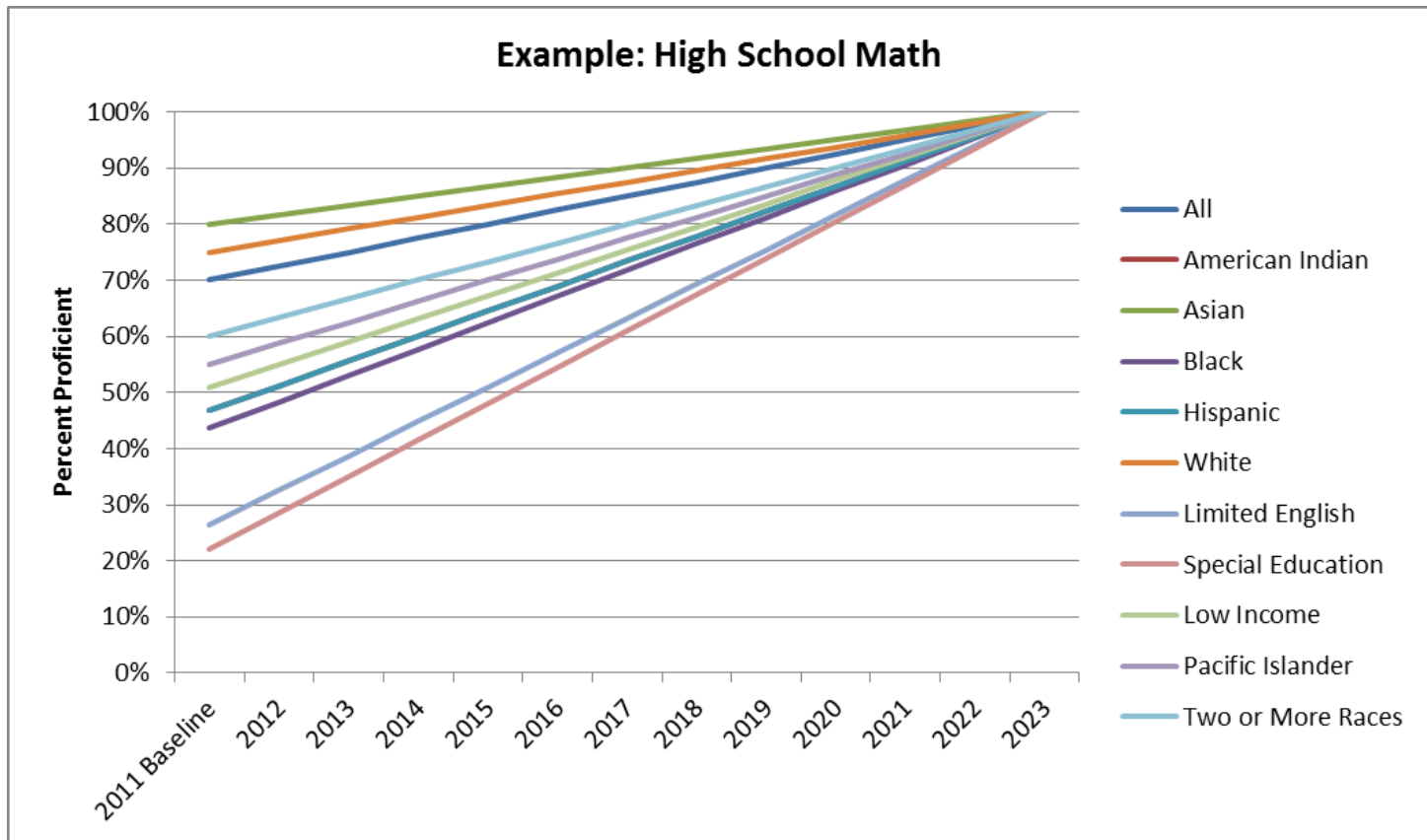


# Vision: 100% of Students at Standard

Performance Indicator Weighting

Annual Measurable Objectives

School Designations



# AMO Options

Performance  
Indicator  
Weighting

Option 1: Keep AMOs as they are currently set

Option 2: Change AMOs to a set of goals based on Index Performance Indicators

Annual  
Measurable  
Objectives

Option 3: Other

School  
Designations

State Determined AMOs:

- Must be ambitious and educationally sound
- Must require LEAs, schools, and subgroups that are further behind to make greater progress
- USED open to “innovative ideas”

# AAW Input

Performance  
Indicator  
Weighting

Majority want the AMOs to align with the Index

No consensus on how the AMOs would be derived

Annual  
Measurable  
Objectives

Several recommended seeing how schools perform in the Revised Index prior to making decisions about AMOs

School  
Designations

# Staff Recommendations

Performance  
Indicator  
Weighting

Maintain current AMOs through the 2013 Index (fall 2013)  
as separate from the Index

Using 2013 Index data, simulate growth-based AMOs

Annual  
Measurable  
Objectives

Questions/Discussion

School  
Designations

# School Designations: Reward, Priority, Focus, Emerging

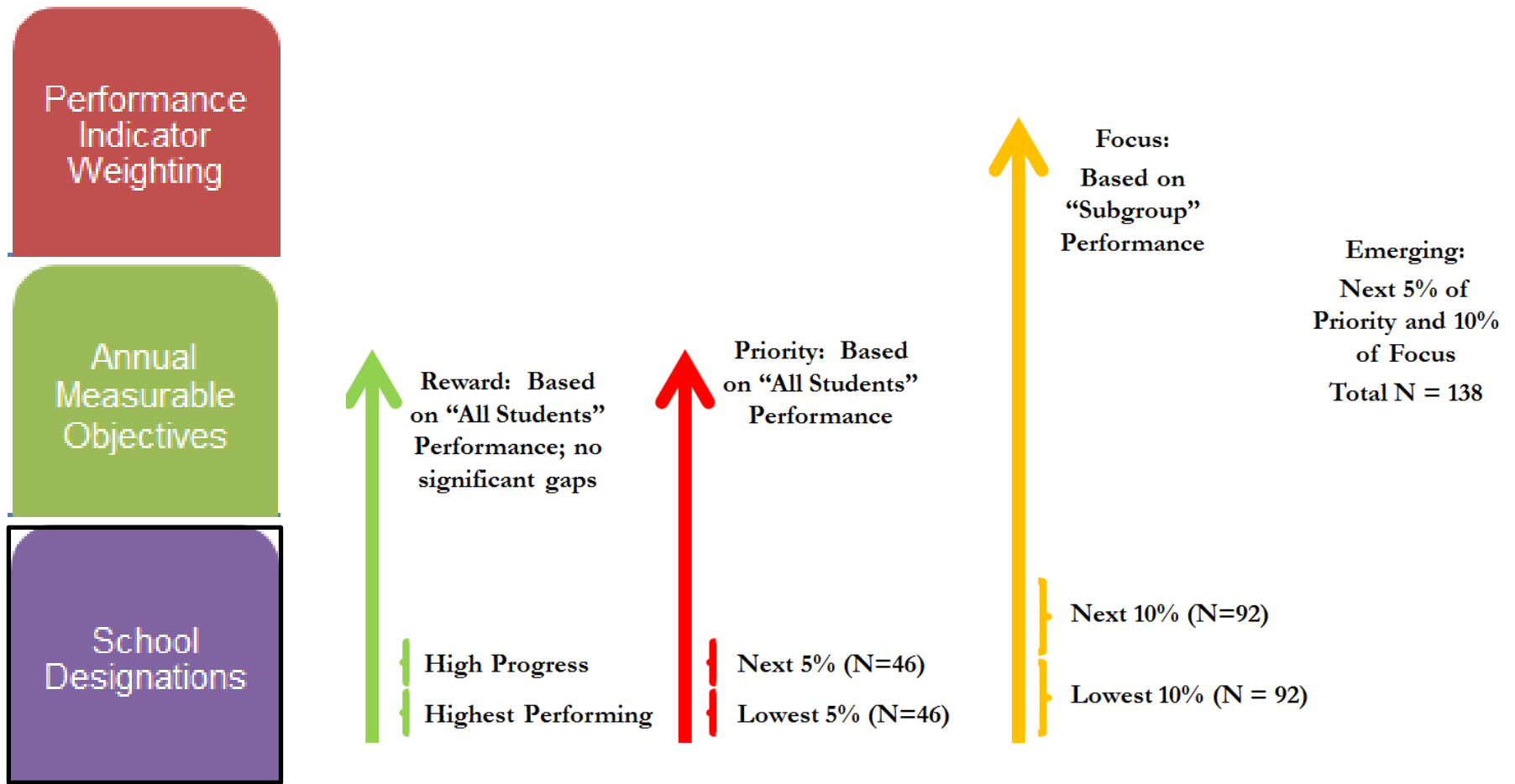
Performance  
Indicator  
Weighting

Annual  
Measurable  
Objectives

School  
Designations

How can the Index serve to unify our existing designation systems for both higher and lower performing schools?

# Existing Title I Designations



# ESEA Flexibility Designations

For Title I schools only

Based on reading, math, graduation rates

Performance  
Indicator  
Weighting

Annual  
Measurable  
Objectives

School  
Designations

Category	Overview
Reward – highest performing	Schools that have met AMOs and have no significant gaps that are not closing
Reward – high progress	Highest-improving schools that have no significant gaps that are not closing.
Priority	Lowest 5 percent of schools on state reading and math assessments; schools with < 60 percent graduation rate in Title I or Title I eligible high schools.
Focus	Lowest 10% of schools based on subgroup performance.
Emerging	Next 5% up from the bottom of the Priority list and the next 10% up from the bottom of the Focus list.



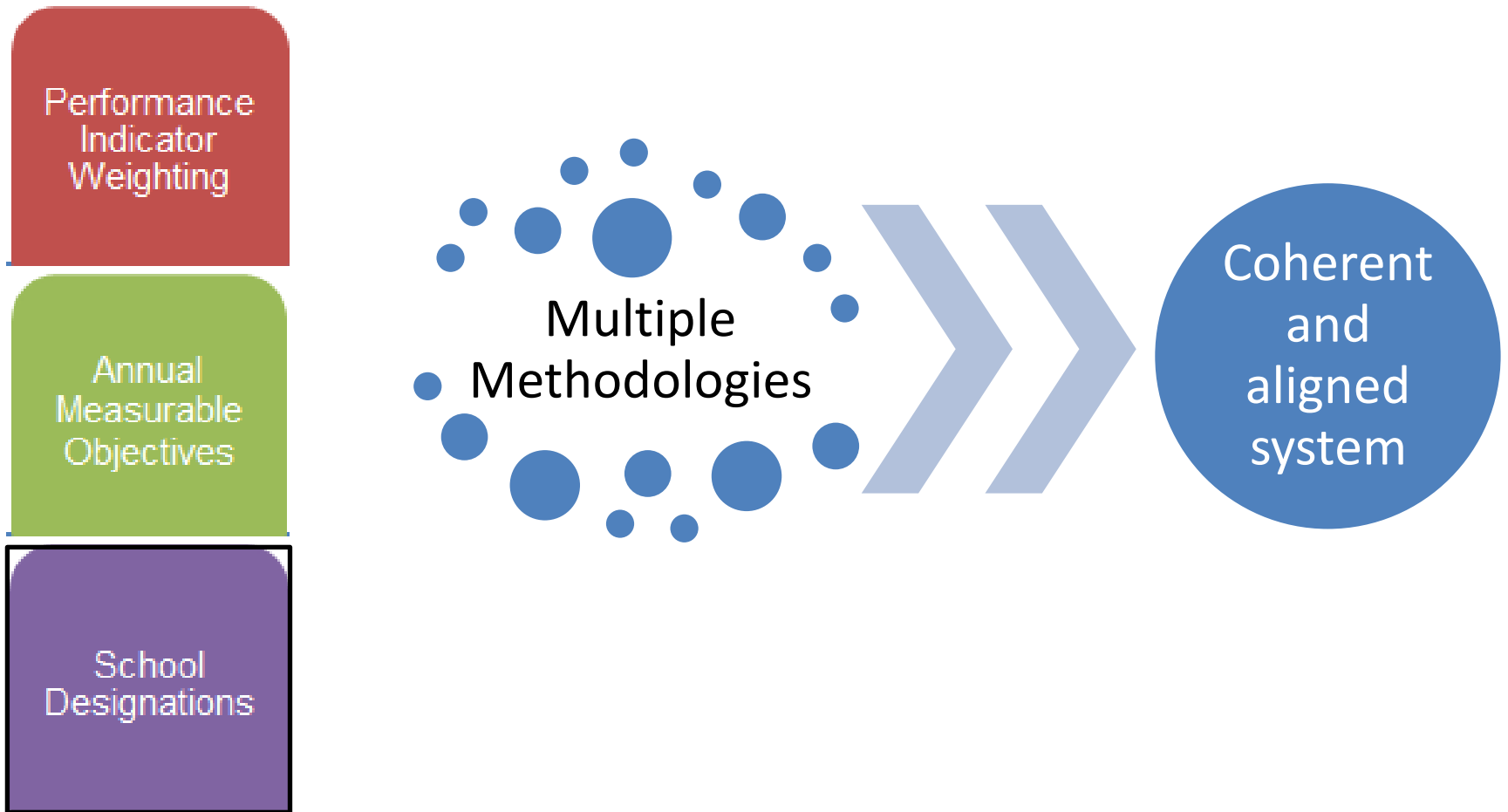
# Current Awards

	ESEA Flexibility System	Index: Washington Achievement Awards
<b>Which Schools</b>	Title I only	All Schools
<b>Data</b>	Reading, Math, Graduation Rates	Reading, Math, Writing, Science, Graduation Rates; Improvement and Peers
<b>Subgroups</b>	All 11 federal subgroups, including ELL and Students with Disabilities (SWD)	Low income, super-subgroup of race/ethnicity; No separate ELL or SWD
<b>Time Span</b>	3 year average	2 year average
<b>Performance</b>	<b>Highest Performing</b> Title I schools that have met AMOs; schools must have no significant gaps	<b>Overall Excellence</b> Top 5% of Elementary, Middle, High School, Comprehensive; schools must not have significant gaps
<b>Progress</b>	<b>High Progress</b> Highest-Improving Title I schools	<b>Improvement</b> Schools receiving a 6 or above for improvement
<b>Additional</b>		<b>Closing Achievement Gaps</b> <b>Language Arts, Math, Science, Graduation Rates</b>

# Current Identification of Low Performing Schools

	ESEA Flexibility System	Index
<b>Which Schools</b>	Title I only	All Schools
<b>Data</b>	Reading, Math, Graduation Rates	Reading, Math, Writing, Science, Graduation Rates; Improvement and Peers
<b>Subgroups</b>	All 11 federal subgroups, including ELL and Students with Disabilities (SWD)	Low income, super-subgroup of race/ethnicity; No separate ELL or SWD
<b>Low Performance</b>	<b>Priority</b> Lowest 5%	<b>Struggling</b> Index of less than 2.5 (for reflection only)
<b>Low Subgroup Performance</b>	<b>Focus</b> Lowest 10% of schools based on subgroup performance	NA
<b>Additional Designations</b>	<b>Emerging</b> Next 5% of Priority, next 10% of Focus	Fair(?)

# School Designations



# Proposed Reward, Priority, Focus Indicators



	Current	Proposed
Reward	Reading Math Graduation Rates	Reflect the full Index, including Proficiency:
Priority (all students group)		<ul style="list-style-type: none"> <li>• Writing</li> <li>• Science</li> </ul>
Focus (subgroups)		Growth: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> </ul> CCR: <ul style="list-style-type: none"> <li>• Graduation Rates</li> <li>• Dual Credit/Ind Cert</li> </ul>

# AAW Input

Performance  
Indicator  
Weighting

Generally supportive of concept presented.

Strongly suggested that schools with large or persistent opportunity gaps should not receive recognition.

Annual  
Measurable  
Objectives

Opposed to “failing” terminology and preferred to think of these designations in terms of directing resources to schools that need them.

School  
Designations

# Staff Recommendations

Performance  
Indicator  
Weighting

Align Reward, Priority, Focus with full revised Index

Add recognition for Growth

Annual  
Measurable  
Objectives

Do not award highest recognition to schools with large or persistent gaps

School  
Designations

Questions/Discussion

# Overall Staff Recommendations

- Staff are directed to build and test two options for performance indicator weighting.
- Approval of phase-in plan for Career and College Readiness subindicators (dual credit/industry certification and 11<sup>th</sup> grade assessments).
- Staff are directed to simulate growth-based Annual Measurable Objectives using 2013 Index data.
- Revised Index will be used to determine awards for high performing schools and identification of lower performing schools for support and intervention