The Washington State Board of Education

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

Title:	REVISED ACHIEVEMENT INDEX – ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) INPUT AND STAFF RECOMMENDATIONS	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap.	☒ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Taking into consideration the input of the AAW, the Board will consider a motion approving the following: • The model Index including performance indicators, scoring, and subgroup disaggregation; • Weighting of performance indicators, and • Cut points for Exemplary, Very Good, Good, Fair, and Struggling tiers. At its June 12, 2013 meeting the AAW will review the Revised Index as a whole and produce a report summarizing their recommendations. The SBE will hold a special meeting on June 19, 2013, for approval of the Revised Achievement Index for submission to the US Department of Education.	
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☒ PowerPoint	
Synopsis:	The April 10 AAW meeting focused on analyzing the proposed Index and the question of whether growth should be weighted the same as or more than proficiency for grades K-8. The AAW's strong but not unanimous recommendation was that weighting growth more heavily is appropriate for elementary and junior high/middle schools. This memorandum presents a staff recommendation that aligns with AAW input. The AAW input is summarized in the April AAW Feedback Report. Staff recommendations are also provided and will be discussed in detail at the Board meeting.	

REVISED ACHIEVEMENT INDEX – ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP INPUT AND STAFF RECOMMENDATIONS

Policy Consideration

The Board will consider a motion to provisionally approve the following:

1. Revised Index model as described in this memorandum
2. Weighting of performance indicators: 75 percent growth, 25 percent proficiency for non-high schools; 33 percent growth, 33 percent proficiency, 33 percent career and college readiness for high schools
3. Cut points for Tiers (Exemplary – Struggling)

The Achievement and Accountability Workgroup will, at its next meeting on June 12, 2013, review the proposed Revised Index model and produce a report summarizing their recommendations. The SBE will hold a special meeting on June 19, 2013, for approval of the Revised Achievement Index for submission to the US Department of Education (USED). Over the summer of 2013, SBE and OSPI staff will engage in an iterative review process working toward federal approval, culminating in a targeted September adoption of the Revised Index by SBE. In late fall OSPI and SBE will release the 2013 Revised Index which will be used to designate Priority, Focus, Emerging, and Reward schools for the 2014-15 school year. The end result will be a robust, transparent, aligned state and federal accountability system.

Summary

With input and guidance from the Achievement and Accountability Workgroup (AAW), SBE and OSPI have been engaged in a process to revise the current Achievement Index and incorporate federally required elements to result in a tool that can serve to align and unite state and federal accountability systems.

During this Board meeting discussion, members will review AAW input and staff recommendations on key decision points facing the SBE between now and the June special meeting.

Background

Beginning in July 2013, the SBE passed a series of motions to culminate in the Revised Index model that is displayed in this memorandum. This model includes the performance indicators and scoring system and will be outlined in detail.

Key SBE decisions to date:

Date	Topic/Decision
July 2012	• Accountability Resolution • Achievement and Accountability Workgroup Charter
September 2012	• Theory of Action

November 2012	• Performance Indicators:
	   o Proficiency
	   o Student Growth Percentiles
	   o College and Career Readiness (CCR)

January 2013	• Prototype Index, including CCR sub-indicators • Subgroup disaggregation
March 2013	• Phase In Plan for CCR sub-indicators • Using the Index to determine Priority, Focus, Emerging, and Reward designations
Future Planning:	
May 2013	Targeted: Approval of Model Index, weighting performance indicators, and cut points for tiers
June 2013	Approval to submit Revised Index to USED
September 2013	Revised Index Adoption

Policy Question One: Revised Index Model
The SBE will be asked to consider a motion to support the Revised Index Model as described in this memorandum. The model includes performance indicators, scoring, and disaggregated subgroup data.

Performance Indicators
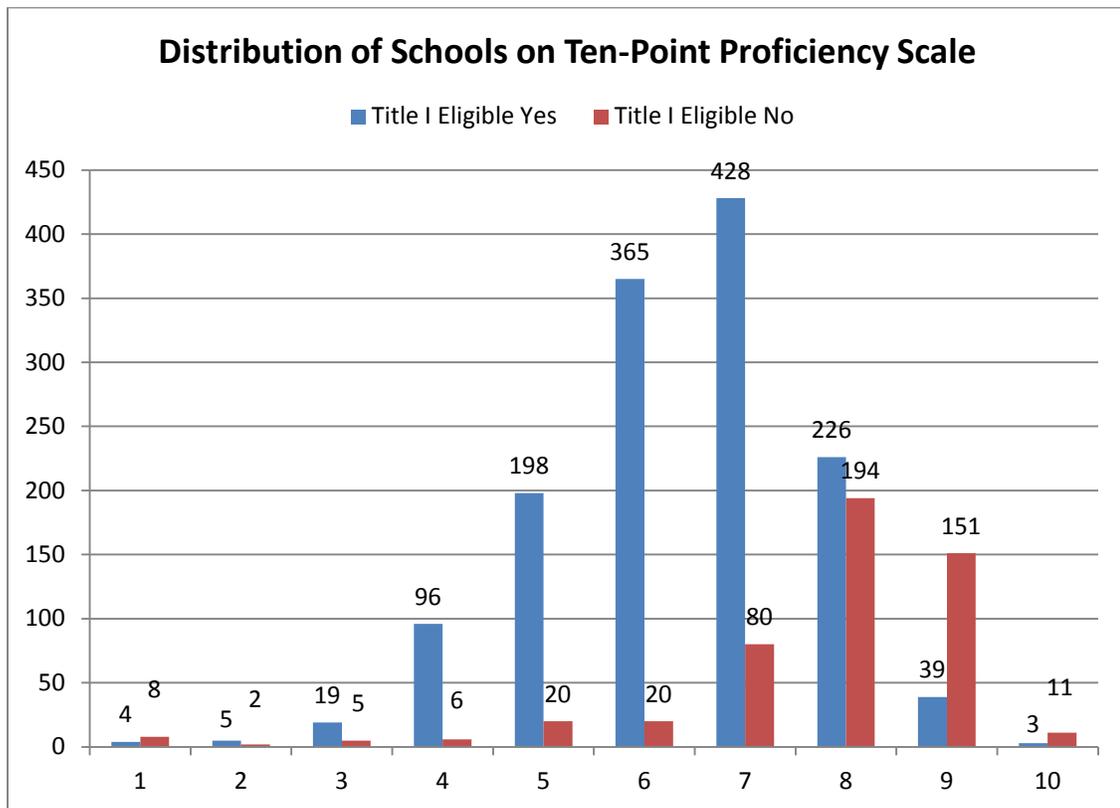There are three performance indicators that will be included in the Index:

1. Proficiency. This indicator includes the percent of students meeting or exceeding state standards in Reading, Writing, Mathematics, and Science using the Washington State assessment system data. This indicator will include performance by all students and subgroups (see subgroup disaggregation below).

   Proficiency Scoring:
   The current Achievement Index used a 1-7 scale for scoring proficiency. The Index model presented here uses a 10-point scale. This decision does not fundamentally alter the original intent of the scoring system, does not alter the range for each point on the Index rating scale (10 percentage points) and serves primarily to further differentiate at the lower end of the scale. It also lends itself better to combining with the five-point scoring system proposed for Student Growth Percentile (SGP) scoring. To combine a seven-point scale with a five-point scale would not be as readily understood by the field.

% Met or Exceeded Standard	Original Index Rating
90-100	7
80-89.9	6
70-79.9	5
60-69.9	4
50-59.9	3
40-49.9	2
<40	1

% Met or Exceeded Standard	Revised Index Rating
90-100	10
80-89.9	9
70-79.9	8
60-69.9	7
50-59.9	6
40-49.9	5
30-39.9	4
20-29.9	3
10-19.9	2
1-9.9	1

The graph below displays the number of schools that received a one through ten for proficiency for the 'all students' category using the 2012 model Index. The percent of students meeting standard on Reading, Writing, Mathematics, and Science state assessments are combined. The blue bars represent schools that are eligible for Title I, based on the percent of students who are eligible for free and reduced price meals. The higher on the ten-point scale, the lower the percentage of schools appear that are Title I eligible. This is due to the correlation between the percent of low income students and lower rates of proficiency. However, there are both Title I eligible and non-Title I eligible schools at each of the ten points. For example, there are 11 non-Title I eligible schools that received the highest possible rating of a ten. There are also 3 Title I eligible schools that attained that same rating.

Distribution of Schools on Ten-Point Proficiency Scale

■ Title I Eligible Yes   ■ Title I Eligible No

Point	Title I Eligible Yes	Title I Eligible No
1	4	8
2	5	2
3	19	5
4	96	6
5	198	20
6	365	20
7	428	80
8	226	194
9	39	151
10	3	11

2. Growth. This indicator is derived from 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 and as selected by OSPI. Growth in Reading and Mathematics will be included for all students and subgroups in grades four through eight and high school.
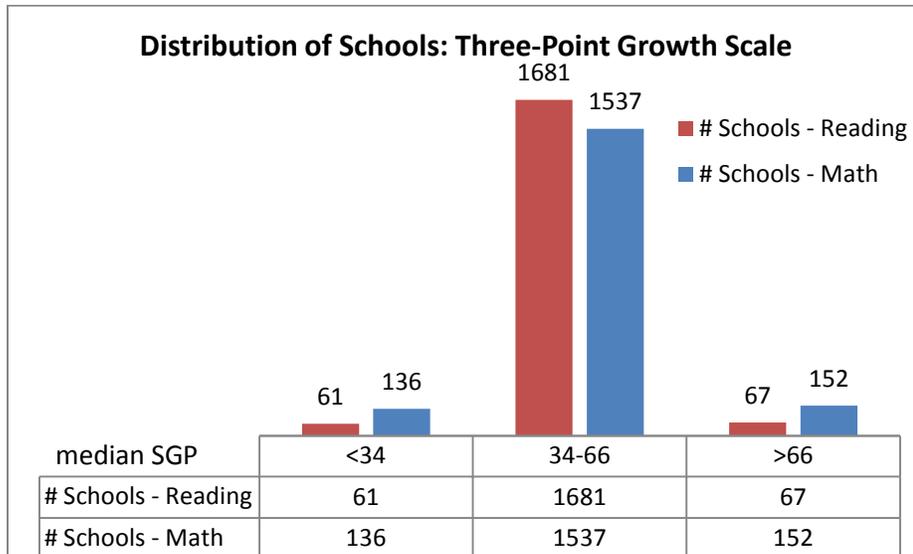
Growth Scoring:
A variety of scoring options were explored for SGPs, particularly given that this is a new element for Washington's accountability system and also because in the long term the Board's clear intent has been to include the concept of adequate growth – that is, to

what degree are students on track to either reach proficiency or maintain proficiency within the next three years? Once adequate growth data are available, scoring will be shifted accordingly. This model therefore scores median SGP. The following graphs display the scoring options that staff explored.
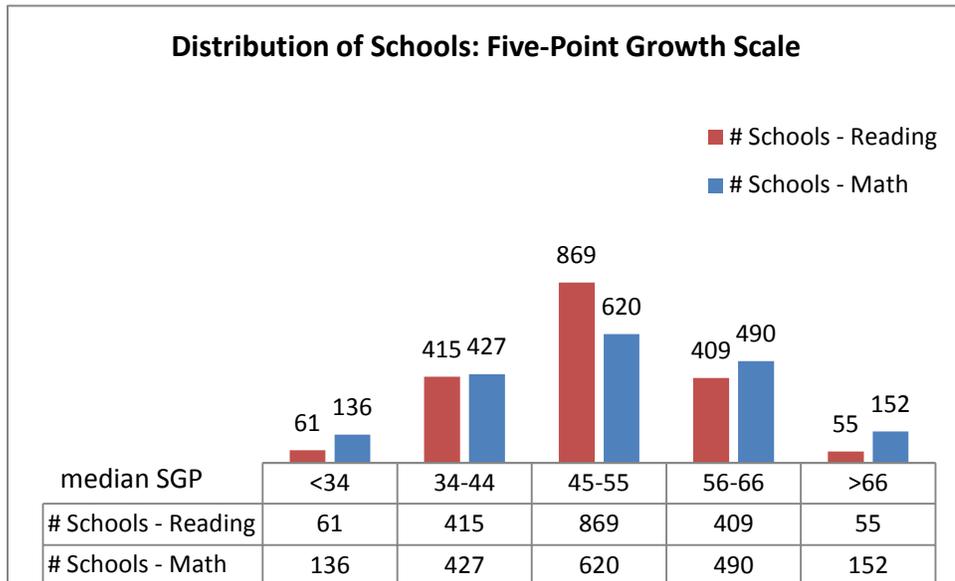
Option One: Three-Point Scale.
This option was explored because if offers a direct parallel with student level reports. Students' growth is characterized as low, typical, or high. Therefore one option was to score schools this way based on their median student. However, the end result is that because this represents the median student in each school and is normed data, the vast majority of schools ended up in the middle, with very little differentiation. However, this method did identify a relatively small number of schools with either very high or very low growth. This option was not selected due to the lack of differentiation in the middle. However, the next option builds upon this idea by further differentiating these schools into three additional ranges.

Distribution of Schools: Three-Point Growth Scale

median SGP	<34	34-66	>66
# Schools - Reading	61	1681	67
# Schools - Math	136	1537	152

Option Two: Five-Point Scale (Recommended).
This option, upon which the Index data presented at this meeting is calculated, uses a five-point scale that parallels the student level definition of low and high growth, yielding a small number of schools that have truly exceptional growth on both ends of the spectrum, but also differentiates the middle schools into three different performance levels. This scale would not need to change each year but could be recalibrated as necessary.
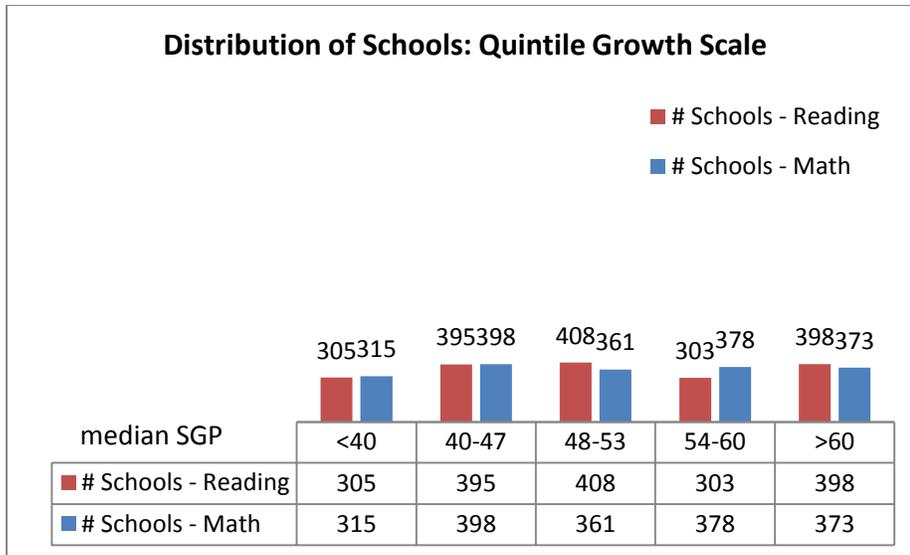
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Distribution of Schools: Five-Point Growth Scale

■ # Schools - Reading
■ # Schools - Math

median SGP	<34	34-44	45-55	56-66	>66
# Schools - Reading	61	415	869	409	55
# Schools - Math	136	427	620	490	152

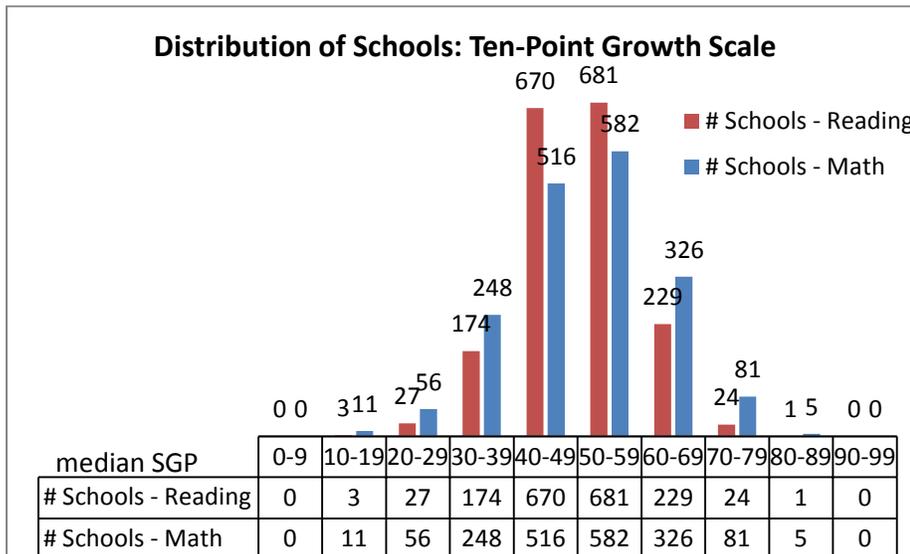| Median SGP	Revised Index
>66	5
56-66	4
45-55	3
34-44	2
<34	1

Option Three: Quintile Growth Scale.

Another option that was explored was scoring growth based on a quintile analysis. That is, the lowest 20 percent of schools would receive a one, the next twenty percent a two, the middle 20 percent a three, the next twenty percent a four, and the top twenty percent a five. The logic to this approach is that since growth is normed data that it might be best to look at ranges for scoring growth that are relative to all other growth in the state. Additionally, absent a specific basis for establishing scoring criteria, normative methods can be useful interim solutions. The disadvantage from a school perspective is that from one year to the next the scoring would shift and what is required to get a particular score would be unknown for several months while the Index is calculated. The more the Index is transparent and consistent from one year to the next, the more schools and districts can use it for goal setting. Additionally, it may not be desired to consistently assign 20 percent of schools to the lowest possible score by definition, outside of whether or not those schools had low, typical, or high growth.

Distribution of Schools: Quintile Growth Scale

■ # Schools - Reading
■ # Schools - Math

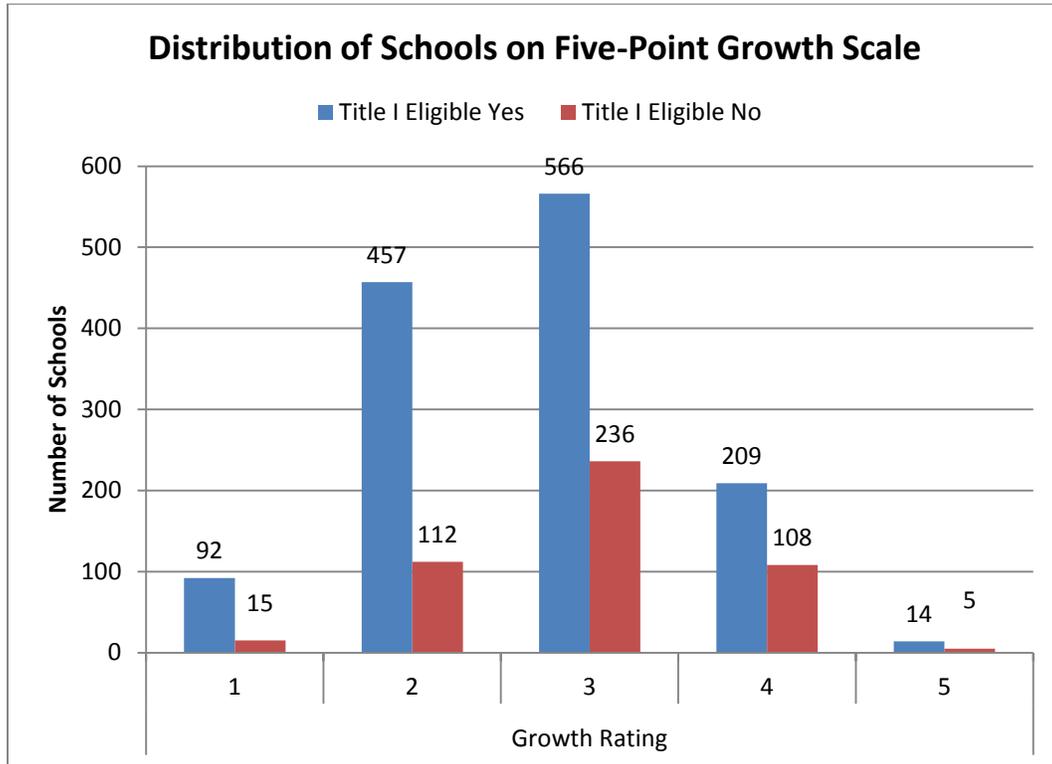| median SGP	<40	40-47	48-53	54-60	>60
■ # Schools - Reading	305	395	408	303	398
■ # Schools - Math	315	398	361	378	373

Option Four: Ten-Point Scale.

A final option for scoring SGP that staff explored was using a ten-point scale that corresponds directly to the median SGP, similar to the way proficiency is scored. For example, a school with a median SGP of less than ten would receive a one; a school with a median SGP of between 40 and 49 would receive a five; and a school with a median SGP of between 90 and 99 would receive a ten. This approach yielded no schools in the one or ten range for either Reading or Mathematics or both combined, and no subgroups were ever scored at these extreme ends of the scale either. Very few schools received a two or a nine.

Distribution of Schools: Ten-Point Growth Scale

■ # Schools - Reading
■ # Schools - Math

median SGP	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99
# Schools - Reading	0	3	27	174	670	681	229	24	1	0
# Schools - Math	0	11	56	248	516	582	326	81	5	0

The graph below displays the number of schools that received a one through five for SGP for the 'all students' category using the 2012 model Index (see Option Two above). The growth for Reading and Mathematics has been combined. The blue bars represent schools that are eligible for Title I, based on the percent of students who are eligible for

free and reduced price meals. There are both Title I eligible and non-Title I eligible schools at each of the five levels. For example, there are five non-Title I eligible schools that received the highest possible rating of a five. There are also 14 Title I eligible schools that attained that same rating.

Distribution of Schools on Five-Point Growth Scale

■ Title I Eligible Yes   ■ Title I Eligible No

Growth Rating	Title I Eligible Yes	Title I Eligible No
1	92	15
2	457	112
3	566	236
4	209	108
5	14	5

Number of Schools

3. Career and College Readiness (CCR). This indicator will include three sub-indicators:
   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[1] or earning a state or nationally recognized industry certification, for all students and subgroups, to be phased in for school year 2013-14. SBE agreed to begin to display these data in 2012-13 and model some scoring options based on a normative scale (below average, average, above average).
   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. It may be advisable to include these data in the Proficiency performance indicator, but for now SBE has conceived of this as more of a CCR performance indicator.

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[1] 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.
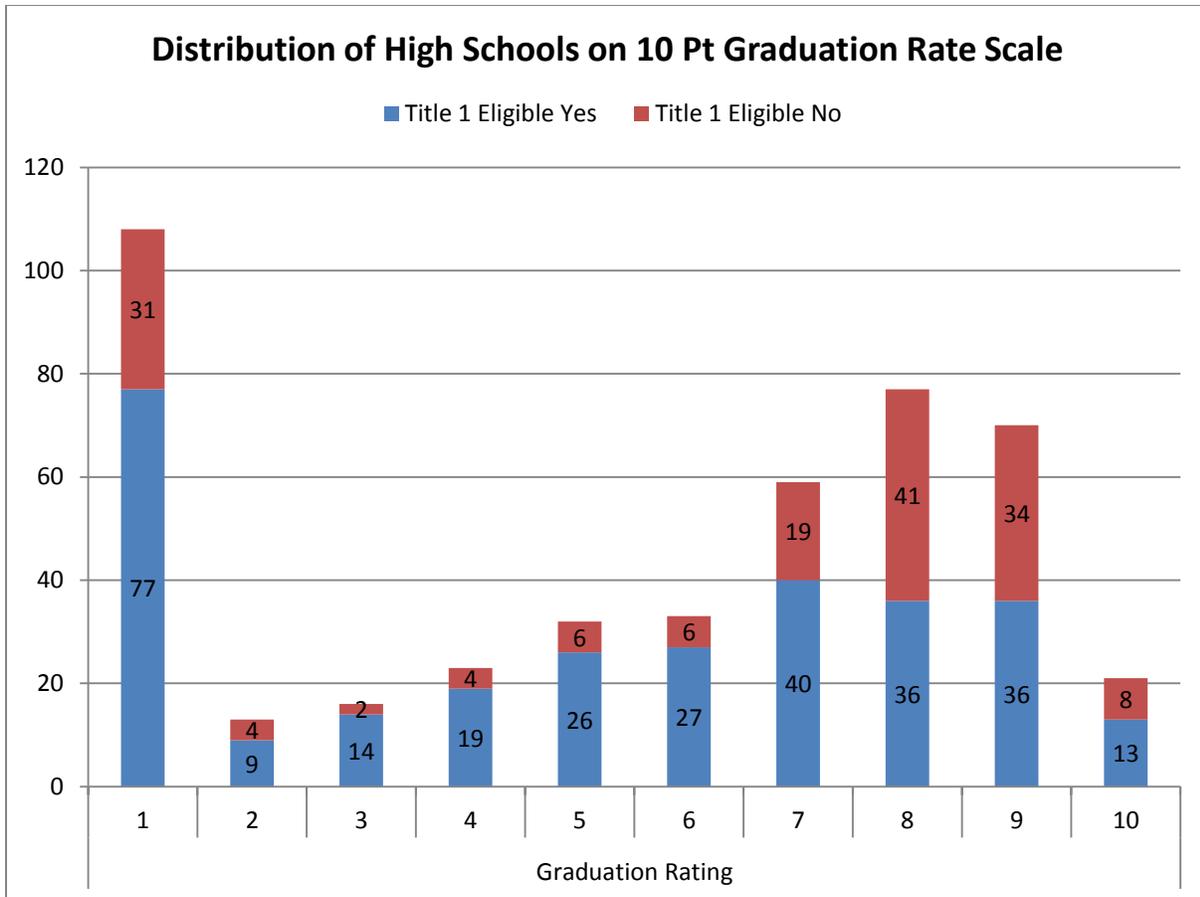
CCR Scoring:

The current Achievement Index used a 1-7 scale for graduation rates. The Index model presented here uses a 10-point scale. This decision does not fundamentally alter the original intent of the scoring system, does not alter the range for each point on the Index rating scale (5 percentage points), and serves primarily to further differentiate at the lower end of the scale. Similar to the adjustment in scoring for proficiency, it also lends itself better to combining with the five-point scoring system proposed for Student Growth Percentile (SGP) scoring.

Graduation Rate	Original Index
95-100	7
90-94.9	6
85-89.9	5
80-84.9	4
75-79.9	3
70-74.9	2
<70	1

Graduation Rate	Revised Index
95-100	10
90-94.9	9
85-89.9	8
80-84.9	7
75-79.9	6
70-74.9	5
65-79.9	4
60-64.9	3
55-59.9	2
<55	1

The graph below displays the number of schools that received a one through ten for graduation rates for the 'all students' category using the 2012 model Index. The blue bars represent schools that are eligible for Title I, based on the percent of students who are eligible for free and reduced price meals. The higher on the ten-point scale, the lower the percentage of schools that are Title I eligible. This is due to the correlation between low income and lower graduation rates. However, there are both Title I eligible and non-Title I eligible schools at each of the ten points. For example, there are eight non-Title I eligible schools that received the highest possible rating of a ten. There are also 13 Title I eligible schools that attained that same rating. On the lower end of the spectrum, there are 108 schools (77 Title I eligible, 31 non-Title I eligible) that received a rating of one. That means in these schools, fewer than 55 percent of students graduated in either four or five years. These 108 schools are alternative schools, on-line schools, dropout recovery schools, and some traditional comprehensive high schools.

Distribution of High Schools on 10 Pt Graduation Rate Scale

Legend: ■ Title 1 Eligible Yes ■ Title 1 Eligible No

Graduation Rating	Title 1 Eligible Yes	Title 1 Eligible No
1	77	31
2	9	4
3	14	2
4	19	4
5	26	6
6	27	6
7	40	19
8	36	41
9	36	34
10	13	8

Subgroup disaggregation:
Every performance indicator will be disaggregated by the same subgroups 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. Note. We will continue to use an N of 20 for reporting subgroup performance.

Each of the three performance indicators will be scored once for the All Students group and again for an Opportunity Gap score. The Opportunity Gap score is the performance of all subgroups with the exception of All, White, and Asian. The American Indian, Pacific Islander, Black, Hispanic, Two or More Races, Limited English, Special Education, and Low Income subgroups will have their proficiency, growth, and graduation rate data displayed, scored, and then combined into a simple average. This average Opportunity Gap score will be combined with the All Students score for an overall performance indicator score.

Model Index Summary Level – Three Performance Indicators with Opportunity Gaps Ratings

Example School:

		Reading	Writing	Math	Science	Average
Proficiency (10 possible points)	All Students	7.0	8.0	7.0	6.0	7.0
	Opportunity Gaps	5.0	5.0	5.0	4.3	4.8

		Reading	Math	Average	Doubled for 10-point scale
Growth (5 possible points)	All Students	4.0	3.0	3.5	7.0
	Opportunity Gaps	3.0	3.2	3.1	6.2

		Grad Rates	Dual/Ind Cert	11th Grade Assessments	CCR Overall
College and Career Readiness (10 possible points)	All Students	6.0			6.0
	Opportunity Gaps	3.5			3.5

Overall Index Rating (10 possible points)	5.75

Model Index Proficiency Level – Reading, Writing, Mathematics, Science by All Students and by Opportunity Gaps

Proficiency					
Student Groups	Reading	Writing	Math	Science	Average
All	7	8	7	6	7.0
Asian					
White	8	8	8	6	7.5
American Indian/Alaska Native					
Pacific Islander/Native Hawaiian					
Black/African American					
Hispanic	8	8	7	6	7.0
Two or more Races					
Limited English	1	1	2	1	1.3
Special Education	5	4	4	4	4.3
Low Income	7	7	7	6	6.8
Opportunity Gaps (simple average)	5.0	5.0	5.0	4.3	4.8

Model Index Growth Level – Reading, Mathematics by All Students and by Opportunity Gap

Median Student Growth Percentiles				
Student Groups	Median SGP-Reading	Reading Rating	Median SGP - Math	Math Rating
All	61	4	47	3
Asian	64	4	60	4
White	57	4	51	3
American Indian/Alaska Native				
Pacific Islander/Native Hawaiian				
Black/African American	42	2	52	3
Hispanic	53	3	37	2
Two or more Races				
Limited English			71	6
Special Education	56	4	40	2
Low Income	48	3	48	3
Opportunity Gaps		3.0		3.2

Other Indicators:
As required by USED, the Revised Index will also need to incorporate assessment participation rates, as well as unexcused absences. Staff recommend addressing this by excluding a school from Exemplary status if the school does not meet the assessment participation rate of 95 percent or if there are a high number of unexcused absences, and requiring that for a school to exit Priority, Focus, or Emerging status it must meet both participation rates and unexcused absence rates.
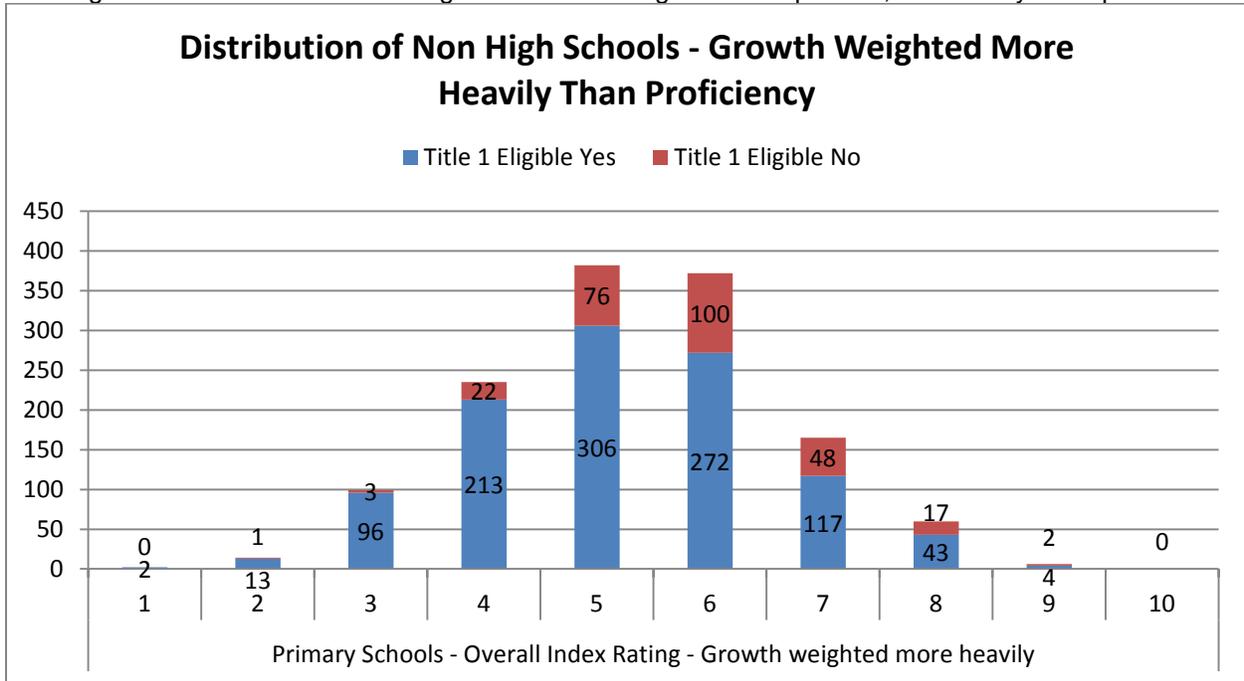
Overall Index Rating:
One issue that the AAW spent the majority of time on at the April meeting was the question of whether or not to weight growth more heavily in the scoring of non-high schools. The AAW recommendation and the staff recommendation are the same: to weight growth more heavily than proficiency in non-high schools. The policy rationale is that the selection of performance indicators and the emphasis placed on them will likely garner attention and motivate schools to meet targets. Emphasizing growth in elementary and junior high/middle schools puts the focus where it belongs, early in the educational pipeline. The Index Model derives an overall Index score from 75 percent growth and 25 percent proficiency. With enough focus on growth most students will have accelerated to the point that they are meeting state standards and high schools can focus on graduation and postsecondary readiness such as dual credit and industry certification opportunities rather than remediation or intervention strategies. At high school, the Index model has growth equally weighted with graduation rates and proficiency. The AAW strongly weighed in, with only a few exceptions, in favor of the idea of heavily weighting growth prior to high school.
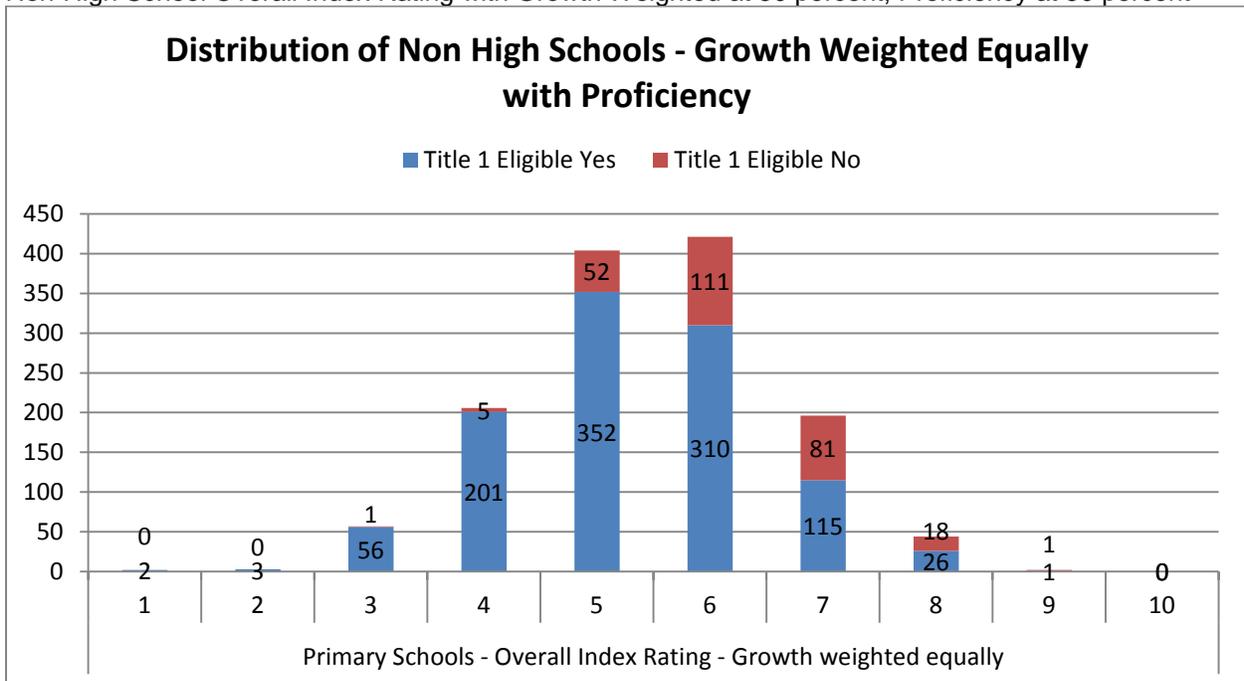
The graphs below display both weighted and unweighted growth for non-high schools. Weighting growth more heavily provides a more even distribution of Title I eligible schools

across all ten ratings. Equally weighting growth results in more schools that are Title I eligible performing at lower levels. Weighting growth more heavily begins to decouple the correlation between low income and low Index scores.

Non-High School Overall Index Rating with Growth Weighted at 75 percent, Proficiency at 25 percent

Distribution of Non High Schools - Growth Weighted More Heavily Than Proficiency

Title 1 Eligible Yes   Title 1 Eligible No

Rating	Yes	No
1	2	0
2	13	1
3	96	3
4	213	22
5	306	76
6	272	100
7	117	48
8	43	17
9	4	2
10	0	0

Primary Schools - Overall Index Rating - Growth weighted more heavily

Non-High School Overall Index Rating with Growth Weighted at 50 percent, Proficiency at 50 percent

Distribution of Non High Schools - Growth Weighted Equally with Proficiency

Title 1 Eligible Yes   Title 1 Eligible No

Rating	Yes	No
1	2	0
2	3	0
3	56	1
4	201	5
5	352	52
6	310	111
7	115	81
8	26	18
9	1	1
10	0	0

Primary Schools - Overall Index Rating - Growth weighted equally

Rating System
The current Index assigns schools to one of five tiers: Exemplary, Very Good, Good, Fair, or Struggling. The SBE has expressed no intention to meaningfully alter this system; however there are currently bills making their way through the Legislature which would require OSPI and SBE to use an A-F grading system instead of the current tiers.

A proposed set of cut scores for these tiers mapped onto the new ten-point Index will be reviewed at the meeting.

School Designations
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 USED[2]. The cut score for Priority schools will set at a score to include five percent 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 percent. Focus schools will be set to include the lowest 10 percent of Title I schools based on achievement gaps in subgroup performance across the three performance indicators. Emerging schools will be the next 5 percent and 10 percent from the Priority and Focus lists respectively.

While the requirement for ESEA flexibility is tied to Title I status, <u>this system will rate every school in the state regardless of Title I status</u>. Per USED requirements, the cut scores for these performance bands will be set to as to include the minimum numbers of Title I schools. The Washington State Legislature is currently considering bills that would require state-supported intervention for low-performing schools regardless of Title I status.

Proficiency	Growth	College and Career Readiness	School Designations[2]
Percent of students proficient on Reading, Writing, Mathematics, and Science assessments grades 3-8 (Measurements of Student Progress) and 10 (End-of-Course, High School Proficiency Exam)	Median Student Growth Percentile in Reading, Mathematics	• 4- and 5-year cohort graduation rates • percent of students earning dual credit and industry certification • percent of students career- and college-ready on 11th grade Math and English/Language Arts assessments	*All Students*: Reward: Highest performing and highest improving Title I schools that do not have significant achievement gaps that are not closing. Priority: Lowest 5 percent of Title I schools based on "All Students" across the three performance indicators and Title I-participating school and Title I-eligible high schools with graduation rates <60 percent. Emerging: Next 5 percent of Title I schools from Priority list. *Opportunity Gap:*

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[2] In alignment with USED guidance: *Demonstrating that an SEA's Lists of Reward, Priority, and Focus Schools Meet ESEA Flexibility Definitions*

			Focus: Lowest 10 percent of Title I schools based on subgroup performance across the three performance indicators
			Emerging: Next 10 percent of Title I schools from Focus list.

Next Steps

SBE has signaled that in the long term, scoring growth must shift from scoring median growth to adequate growth; that is, students who are on target to either reach grade level or stay at grade level within three years. SBE has also opted to report but not score English Language acquisition data in the Achievement Index. District-level Achievement Index data will also be calculated.

Background

By June of 2013, SBE and OSPI will develop a revised Achievement Index for submission to USED. To better inform this work, the AAW, comprised of 22 representatives from a wide variety of stakeholders, will be meeting multiple times in 2013 to provide feedback to SBE on Index principles and design. The fourth in-person AAW meeting was held in Renton, Washington, on April 10.

Workgroup members' discussions focused primarily on Achievement Index design options related to the following:

1. Does the model Index data, as presented by SBE staff, reflect the appropriate performance indicator weighting?
2. How will the Index data be combined into a district and state level Index?
3. How should alternative schools be considered in regards to Index calculations?

For each AAW meeting, SBE staff will produce a feedback report summarizing AAW member's discussions. Available on the SBE website shortly after the AAW meeting, the feedback report will assist the Board as they progress to the final approval and adoption of the revised Index.

Action

Consider a motion to approve the staff recommendations regarding the model Index, weighting of performance indicators, and cut points for tiers.

Achievement & Accountability Workgroup (AAW)
Recommendations to the State Board of Education
Feedback Report from the April 10, 2013 Meeting

Overview

Upon completion of each AAW meeting, SBE staff will generate a report of the members' discussions. Each member had the opportunity to review and contribute to this report prior to publication.

Executive Summary

AAW members provided input on the following Index questions:

Discussion Questions	Feedback
Do you think growth should be weighted equally or more heavily in the scoring of primary schools (K-8)?	Most of the AAW supports weighting growth more heavily for primary schools.
Does the model Index data strike the right balance in scoring student growth, proficiency, and 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.
What should the criteria be for exemplary schools?	AAW members tended to value high growth, high proficiency, and closing opportunity gaps (or no opportunity gap).
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/student surveys to assess school climate.

Question 1: Do you think growth should be weighted equally or more heavily in the scoring of primary schools (K-8)?

Options:
   A. Weight growth equally.
   B. Weight growth more heavily.

Recommendation:

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. Members also believe that growth will rate schools more

The Washington State Board of Education

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

<u>Additional Considerations & Questions:</u>

- Fundamentally, growth should be weighted more heavily. However, I need to see more data on the impact this would have.
- Growth should be weighted more heavily to minimize the effects of student demographics and to measure what schools do.
- We need some experience with the data compared to the real world before assigning weights.
- Weight growth more heavily, proficiency will take care of itself. If there is disproportionality it has to be corrected through efforts resulting in growth.
- Weight growth more heavily. It is the only way to make progress on the achievement gap, and it also changes culture at schools.
- Weight growth more heavily. It focuses schools on growth, which is measuring how much students are learning, which is the goal of schooling and what the school has the most impact on. I would feel more strongly this if it was adequate growth, which eliminates the potential shift of focus away from proficiency.
- Weighting growth more heavily will allow schools with high numbers of ELL and low socio-economic status to be acknowledged for the growth of their students. Parents of higher socio-economic status may be upset that schools of poverty are being acknowledged for their growth. Higher socio-economic communities may also be upset that communities of high poverty with large numbers of minority and ELL students would be acknowledged as "rewarded."
- Growth should be weighted more heavily than proficiency.
- Weight growth more heavily – we need to shine the light on the opportunity gap so that more interventions can be targeted to those students.

Question 2: Does the model Index data strike the right balance in scoring student growth, proficiency, and career and college-readiness (secondary only)?

<u>Recommendation:</u>

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.

<u>Considerations & Questions:</u>

- Still have questions – what does career and college-readiness look like?
- Growth and graduation rates should be rated heavily.
- Still prefer to weight growth 50, graduation rates 25, and career/college-ready 25.
- The old tier descriptions don't fit with graduation rates. Demographics should be considered when looking at growth rate and graduation.

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- I would be comfortable weighting growth more heavily if it was adequate growth. I understand the need to weight it less here to give space for focus on the end goal, proficiency at graduation.
- I have some concern that we aren't actually measuring the comparative size of growth gaps and judging a school on that gap size or the amount the gap is closed. Instead we are mostly double counting students we assume will experience a gap.

Question 3: What should the criteria be for exemplary schools?

Recommendation:

AAW members tended to value high growth, high proficiency, and closing opportunity gaps (or no opportunity gap). Some members provided very detailed feedback on cut points in their handouts that has since been addressed by the technical advisory committee.

Considerations & Questions:
- School 1 and School 2 belong in the same tier.[1]
- All subgroups and data points should be in the exemplary range.
- Prefer just publishing the scores and not labeling schools.
- High growth.
- Please get rid of "cut" as a verb in this conversation. We cut budgets, positions, etc. - but not people or their learning.
- Weight growth more heavily. Growth equals achievement.
- Both high growth and achievement. I think the harder question is where to draw the line and how to differentiate the large middle.
- More weight on growth for primary schools and a realistic expectation for meeting standard (it's harder for students who come in with less to meet standard at the same rate). For secondary schools they should meet the graduation requirement in five years.
- Exemplary is high growth and high proficiency. Very good is high growth, medium proficiency. Good is high proficiency, average growth. Fair is average growth and average proficiency. Struggling is no or low growth and low proficiency.
- We should keep proficiency and growth scores separate. It provides a misleading number or score that will be difficult for the community and parents to understand. All of this information is great, but we still don't have a simple way to adequately/accurately provide it to the community without a lot of explanation. It is challenging to create a model that provides appropriate feedback to schools, yet is still understandable to the public – understandably, they will only read the biased view printed by the paper.
- No opportunity gap, high proficiency, high growth.

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[1] References Primary Schools 1 and 2 from data exercise. A school with approximately 90 percent of students proficient and a median student growth percentile of approximately 50 percent should not be rated lower than a school with 75 percent of students proficient and a median student growth percentile of 72 percent.

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Question 4: What additional data sources should the state invest in to improve future Index measures, and how?

Recommendations:

Many AAW members support investing in assessing for 21st century "soft" skills as well as parent, teacher, and student surveys to assess school climate. Members discussed at some length the validity of these surveys and whether or not they are an effective outreach tool for parents.

Considerations & Questions:
- Extracurricular offerings.
- Attendance.
- College/career acceptance rates.
- SAT/ACT performance.
- Work readiness assessment for secondary.
- Post high school measure of employment and/or postsecondary.
- 21st century skills test.
- Student engagement survey (Renton).
- Robust data, sufficient to compare to U.S. census.
- Quality survey related to Maslow's hierarchy (parents & students).
- Parent and student surveys.
- College Board sign-up.
- Is there a way to reward a broad curriculum (e.g. broad elective choices) that doesn't punish small schools?
- School climate surveys.
- WorkKeys.
- Teacher evaluations.

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Accountability System Resolution - Washington State Board of Education

WHEREAS, the State Board of Education believes that all students deserve an excellent and equitable education and that there is an urgent need to strengthen a system of continuous improvement in student achievement for all schools and districts; and

WHEREAS, the Washington State Legislature has established as the primary goal of our educational system the provision of instruction of sufficient quality and quantity to prepare students to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship; and

WHEREAS, the Washington State Legislature assigned the State Board of Education responsibility and oversight for creating an accountability framework that provides a unified system of support for challenged schools, increases the level of support based upon the magnitude of need, and uses data for decisions; and

WHEREAS, the Achievement Index developed by the State Board of Education in 2009 was intended to be the foundation of the new accountability system and has since been used for school recognition purposes only due to constraints contained within the federal No Child Left Behind legislation; and

WHEREAS, the Elementary and Secondary Education Act flexibility waiver process presents the opportunity to reform Washington's accountability framework to utilize one unified methodology for recognizing schools and identifying schools in need of assistance; and

WHEREAS, the State Board of Education recognizes the persistent achievement and opportunity gaps among English Language Learners, students of color, students with disabilities, and students in poverty; and

WHEREAS, the incorporation of student growth data into the Index will support a fair and equitable approach to measuring the state's progress toward the paramount goal of the educational system; and

THEREFORE, BE IT RESOLVED that the State Board of Education will begin development and implementation of "Phase II" of the accountability system established under RCW 28A.657, will focus on revising the Achievement Index to incorporate student growth, and will establish a unified system for evaluating school and district performance in Washington State; and

FURTHER, BE IT RESOLVED that the State Board of Education is hereby adopting the following principles and statements of belief to guide its revision of the Index:

- The key performance indicators utilized in the revised Index will be aligned with the goals of preparing students for postsecondary education, gainful employment, and citizenship.
- The incorporation of student growth data will establish a fair and equitable means of evaluating school and district performance over time.
- Aggregate assessment results mask large achievement and growth gaps impacting our most vulnerable student populations. Disaggregation by subgroup is a necessary feature of any revised Index.

- The revised Index will be transparent and will support both external accountability and internal improvement purposes.
- The revised Index will incorporate both school and district level achievement data in recognition of the unique roles of each in an accountability framework.

FURTHER, BE IT RESOLVED that the State Board of Education hereby establishes a stakeholder workgroup with broad-based representation to provide focused and constructive input relating to the key design features of a revised Index, and system changes necessary to implement "Phase II" of the accountability system envisioned under RCW 28A.657; and

FURTHER, BE IT RESOLVED that the State Board of Education establishes a goal of developing a revised Achievement Index prototype by February of 2013, and a final Achievement Index for the beginning of the 2013-14 school year.

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Theory of Action for the Washington Achievement Index

Background:

Washington currently calculates an Achievement Index of school performance for the purposes of recognizing high-performing schools and to provide schools and districts an opportunity to self-reflect on their own performance trends. At the same time, Washington has operated under the accountability requirements of No Child Left Behind. The opportunity to substitute a state-developed accountability system through the ESEA flexibility process makes this an opportune time to revise the existing Index. This theory of action articulates the rationale behind the revised Index.

The State Board of Education is charged with developing an accountability framework that "provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. Such a system will identify schools and their districts for recognition as well as for additional state support…" (RCW 28A.657.005)

This theory of action will guide the revision of the Index, as well as its implementation as a tool in an overall accountability framework that provides support to struggling schools and districts over the next three to five years. The Index will be revisited as needed.

Improving Student Achievement:

The revised Index is a central component of an accountability framework. It is aligned with the primary goal of the educational system - to ensure that all students are prepared for post-secondary education, gainful employment, and citizenship. The revised Index will drive improved student achievement in the following ways:

- **Informs school decision-making --** School and district performance on key indicators will be calculated and reported through the Index. This likely will include aggregated information on individual student growth across years. The Index data will allow schools and districts the ability to analyze their own data, compared to other schools and districts, to inform curricular and instructional decision making.
- **Aligns incentives with goals --** The incentive structures created through the revised Index will be aligned with goals that emphasize proficiency, as well as rates of growth necessary to get each child to standard. For the first time, 'high-growth' schools will be recognized for their efforts, even if achieving 'proficiency' is still a work-in-progress. By measuring and recognizing the right things, the Index incentivizes the right system behaviors and improves morale and productivity.
- **Values multiple content areas** -- The revised Index will include student proficiency and rates of growth in multiple content areas (at a minimum, reading, writing, math, and science) to provide a broad-based and equitable evaluation of school and district performance over time.
- **Drives resources and supports through an accountability framework** -- At the state level, the Index will identify high-performing schools for recognition and reward. The Index will also identify lower performing schools, including schools with low rates of student growth, for supports and interventions augmented with adequate expertise and resources at the state level.

<u>Assumptions</u>:

- The current Achievement Index has served as a helpful and informative look at school performance and is a strong basis from which to build a revised Index.
- State and federally funded interventions and supports will be allocated through a process that utilizes the Index in decision making. The effectiveness of the Index as a tool relies on a robust accountability system that includes state supports and technical assistance to schools in need of assistance.
- The goal is to prepare all students for post-secondary education and training, gainful employment, and citizenship. To that end, both student growth and proficiency serve as critical benchmarks. However, the Index must uphold growth measurements as a means to an end, not an end itself. All students deserve to achieve college and career readiness.
- To ensure all students have equal access to a high-quality education, data disaggregated by subgroups (e.g., racial/ethnic, students with disabilities, English Learners, and low-income students) will be included in the school and district performance calculations. Disaggregated data help schools identify and plan for the instructional needs of particular student groups that might not be apparent from aggregate data.