THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	Achievement Index
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. How is development of the winter 2018 Achievement Index moving forward after the submission of the plan to the U.S. Department of Education (USED) in September? 2. How are the new Index calculations and information being communicated to school district personnel to enhance their understanding of the new Index?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The memo provides an brief update on the work of the OSPI and the SBE on the tasks necessary to publish the Index in the winter 2018.

ACHIEVEMENT INDEX

Policy Considerations

Among the many duties specified in 28A.657.110, Sections (2) (3) and (4) authorize the State Board of Education (SBE) to develop the Washington Achievement Index to identify schools and school districts for recognition, for continuous improvement, and for additional state support. In cooperation with the Office of the Superintendent of Public Instruction (OSPI), the SBE shall annually recognize schools for exemplary performance as measured on the Washington Achievement Index. In cooperation with the OSPI, the SBE shall seek approval from the United States Department of Education (USED) for use of the Washington Achievement Index and the state system of differentiated support, assistance, and intervention to replace the federal accountability system.

The new Index was submitted to the U.S. Department of Education in September 2017 as part of the Every Student Succeeds Act (ESSA) Consolidated Plan. While USED feedback and approvals are pending, the SBE and OSPI are moving forward with the necessary tasks to ensure the Index is published in the winter 2018.

Key Questions

1. How is development of the winter 2018 Achievement Index moving forward after the submission of the plan to the U.S. Department of Education in September?
2. How are the new Index calculations and information being communicated to school district personnel to enhance their understanding of the new Index?

Summary of the Work Plan for the Index Release

The OSPI is well into the process of implementing the changes necessary to produce new Index ratings for the winter 2018 based on student data from 2014-15, 2015-16, and 2016-17. The tasks and timeframes described below are generalized approximations, as many of the tasks are inter-related and interdependent. The SBE anticipates that the work tasks might follow the approximate timeline described below.

- *Technical Assistance Committee (TAC):* Consider reconvening the TAC in November 2017 to advise on technical issues, calculations, business rules, and the SQSS measures.
- *Outreach and Communication*: Beginning in November 2017, the OSPI Student Information team proposed and the OSPI leadership is considering conducting a series of informational webinars for school district personnel on the Index in general, and details about the SQSS measures.
- *Data Review*: Also beginning as early as November 2017, the OSPI Student Information proposal anticipates providing school district personnel with an internal viewing of the Index simulation using data through 2016. Then in December and January, the OSPI anticipates a series of other confidential data releases for live data (2015, 2016, and 2017) to be included in the new Index.

- *Index Review*: After district review of data, the OSPI Student Information proposal anticipates a confidential school district review of the new Index in February 2018. When this review is deemed complete, the OSPI will be poised to identify schools for Comprehensive and Targeted support (late-February).
- *Index Release*: After district review and the public notification of schools identified for support, schools identified for recognition will be announced to the public at the time of the Index release in late winter 2018.
- *Research and Reporting*: the OSPI (Assessment and Student Information team) and the SBE discussed the benefits of conducting, jointly producing, and publicly reporting on statistical analyses related to the Index. The precise nature and scope of the work have yet to be decided upon and continue to be discussed.

Action

No Board action is anticipated for this agenda item. The Board is expected to discuss or may have questions about the rollout of the winter 2018 version of the Achievement Index.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

Accountability Index and Report Card

STATE BOARD OF EDUCATION

NOVEMBER 8, 2017

Topics

Accountability Index

- Update
- TAC plan
- Data rollout

Report Card

Past
- Report Card context
- Multiple locations

Present
- ESSA

Future
- Ideas
- Report Card plan

➢ *SBE input*

Accountability Index – Upcoming TAC work

TAC Meeting Date	Agenda Items
Early November	Setting the stage for TAC work and discussion of Assessment (Proficiency, Growth and English Learner Progress)
Mid November	Graduation Rates and "extra credit" for extended graduation rates
Late November	SQSS measures (attendance, dual-credit participation, and 9th grade on-track)
December	Addressing changes stemming from DOE review

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Proposed Timeline for Data

November
- Webinar – Intro to Accountability Framework
- Webinar - Graduation Measure
- Webinar – School Quality or Student Success Measures

January - February
- Data Release - Initial Release of final data (without identification of schools for supports)
- Notification - Schools identified for supports

December
- Webinar - English Language Progress Measure
- Data Release - District Preview of Measures
- Webinar - Review of Data Release

February - March
- Data Release - Full release of New Multiple Measures Index

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Report Card

Some Report Card context

Established late 1990s (current structure built 2003)

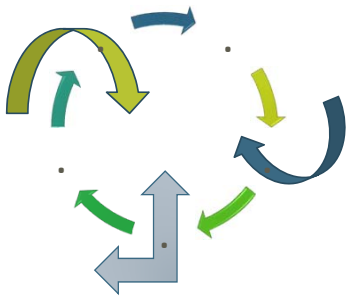
Additional reporting requirements and data elements

NCLB, AYP, AMO, AYP again

New tests (WASL, MSP, Smarter Balanced)

Measuring new learning standards

Additional suppression to maintain student data privacy



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

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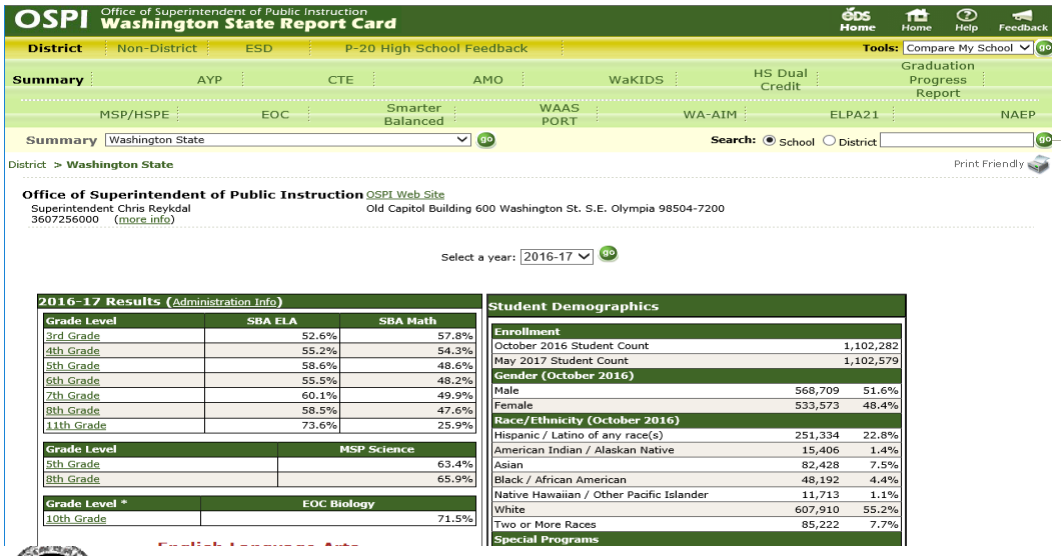

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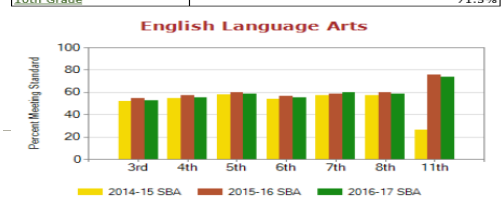
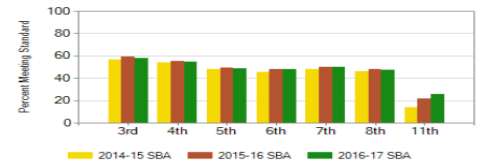
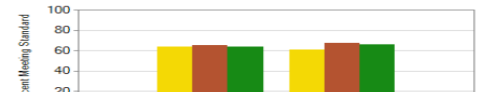
Grade Level *	EOC Biology
10th Grade	71.5%







Native Hawaiian / Other Pacific Islander	11,713	1.1%
White	607,910	55.2%
Two or More Races	85,222	7.7%
Special Programs		
Free or Reduced-Price Meals (May 2017)	473,309	42.9%
Special Education (May 2017)	151,649	13.8%
Transitional Bilingual (May 2017)	124,663	11.3%
Migrant (May 2017)	20,102	1.8%
Section 504 (May 2017)	35,619	3.2%
Foster Care (May 2017)	9,495	0.9%
Other Information (more info)		
Unexcused Absence Rate (2016-17)	812,610	0.7%
Adjusted 4-Year Cohort Graduation Rate (Class of 2016)	81,041	79.1%
Adjusted 5-year Cohort Graduation Rate (Class of 2015)	80,564	81.9%
College/University enrollment rates of graduates		

Information on Homeless Students may be found here

Teacher Information (2016-17) (more info)	
Classroom Teachers	63,541
Hispanic / Latino of any race(s)	2,685
American Indian / Alaskan Native	445
Asian	1,711
Black / African American	822
Native Hawaiian / Other Pacific Islander	157
White	56,734
Two or More Races	952
Not Specified	35
Average Years of Teacher Experience	13.1
Hispanic / Latino of any race(s)	9.8
American Indian / Alaskan Native	13
Asian	10.9
Black / African American	12.1
Native Hawaiian / Other Pacific Islander	9.8
White	13.4
Two or More Races	10.6
Not Specified	2.5
Teachers with at least a Master's Degree	66.9%
% of teachers teaching with an emergency certificate	0.2%
% of teachers teaching with a conditional certificate	0.4%

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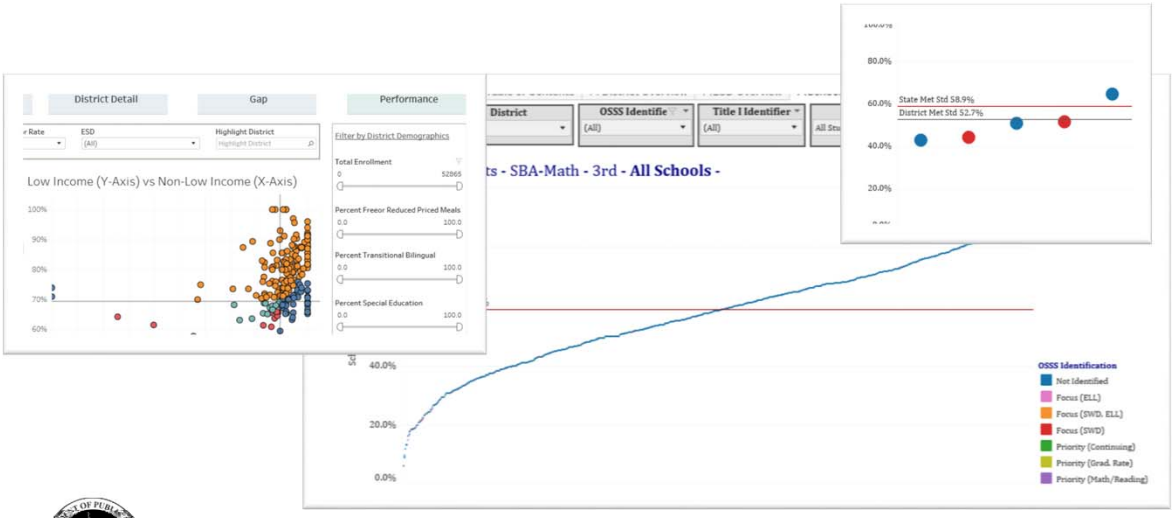

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PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST	7.83	10.00
	6.77	<7.83
	5.67	<6.77
	4.15	<5.67
	3.86	<4.15
LOWEST	1.00	<3.86

2015-2016 Smarter Balanced Assessment Participation Rate		
ELA	100.00%	School Met Federal Accountability Participation Requirements
Math	99.60%	

Achievement Index | Awards and Designations | Performance Details

Proficiency					
	ELA	Math	Science	Average	Proficiency Average
All Students	4.00	3.00	4.00	3.67	3.55
Targeted Subgroups	3.40	3.40	3.50	3.43	

Growth				
	ELA	Math	Average	Growth Average
All Students	6.00	7.00	6.50	6.50
Targeted Subgroups	6.00	7.00	6.50	

2016 INDEX RATING	5.32

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ESSA and Report Card

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ESSA: Report Card shall include

Clear / concise description of accountability framework

- Minimum N
- Long-term goals and measurements of interim progress
- Indicators used to differentiate
- Weighting of indicators
- System for differentiating
- Names of schools identified for support
- Exit criteria

ESSA: Report Card shall include

- Achievement on assessments
- Other academic indicator (Student Growth Percentiles)
- English Learners
- *School quality or student success (9th Grade On-Track, Attendance, Dual Credit Participation)*
- Progress toward long term and interim goals (assessment, graduation, & EL proficiency)
- Percentage of students assessed / not
- *Civil Rights Data Collection*
- Professional qualifications of teachers
- *Per-pupil expenditures*
- Alternate assessment
- NAEP
- Post-secondary

"Any additional information"

ESSA Report Card Workgroup Recommendations

Rich. Provide access to meaningful and relevant data with different levels of detail. This would include having disaggregated information, longitudinal data, drill-down capacity, and downloadable data files.

Timely. Updated regularly, such that it contains the most recent information.

Easy-to-use. Simple and intuitive navigation that is ADA compliant, and multilingual.

Understandable. Information is clearly labeled. Definitions and documentation are readily available and easily understood.

Interactive. Information is accessible in a variety of user customizable presentations that allows users to consume information in a manner that suites them best. User experience should be customizable and provide search and help features.

Actionable. Contextual documentation is easily accessible that enables users to fully understand the information viewed.

ESSA Report Card Workgroup Recommendations

Leverage parental input activities initiated by other ESSA workgroups to gather as much parental input as is possible.

Leverage District and Stakeholder activities initiated by other ESSA workgroups to gather as much input as possible.

Design and implement a feedback survey:

- Incorporate feedback survey into current Report Card website for the purpose of influencing design of new Report Card.
- Incorporate feedback survey into new Report Card for the purpose of continues product improvement.

Should if possible, allow users to 'bundle' sub-groups until minimum N-size is achieved.

ESSA Report Card Workgroup Recommendations – functions & features

Map view – school location & performance

Leaderboard - arrows / trends

Achievement gap visual

Compare my school

Question box

Display modifications for small N-size

Toggle between All Report Card vs school accountability (index)

Hover over explanations / context

Two versions of longitudinal: same grade, year by year

Follow cohorts over time

Groups vs non groups (ELL vs non-ELL)

Cross-tabs (e.g., non-white Spec Ed)

Customize data download

Calculate performance of school groups

Defining school challenge index

One page (PDF) report

Enter address (find your school) & get info

White space

FAQ

Color code / display

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Other Inputs to Report Card Content & Design

1. Report Card Workgroup meet Spring 2016 and drafted recommendations.
2. Feedback gathered through the ASW meetings, TAC meetings, and Public Comment period.
3. Other state examples of Report Cards.
4. Feedback on data display and measures through experience with Performance Indicator analytics work.

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Status of data elements

Available
Partial
New / not available

Data Element	Federal	State	Status
Achievement on assessments	x	x	On Report Card
Graduation Rate	x	x	On Report Card
Student Growth Percentile			Growth (Student Growth Percentiles) – available, but not on RC
Percentage of students assessed / not	x	x	On Report Card
English Learners	x	x	WELPA and ELPA21 is on Report Card; English Learner Progress measure will be new.
School quality or student success	x		9th Grade On-Track, Attendance, & Dual Credit Participation – available, but not on RC
Progress toward long term and interim goals	x		Report Card has similar info (AYP); will need to be reworked

Status of data elements

Available
Partial
New / not available

Data Element	Federal	State	Status
Professional qualifications of teachers	x		Some info available; some new components
Per-pupil expenditures	x		Not required until 2018-19 school year; reported in 2019-2020
Civil Rights Data Collection	x		Can link directly to federal site with data
Alternate assessment	x		On Report Card
NAEP	x		On Report Card
Post-secondary	x		Available – via Education Research and Data Center – link on Report Card
Discipline rates		X	Available, but not on Report Card
Mobility	X	X	Previously posted on Report Card – need revised definition

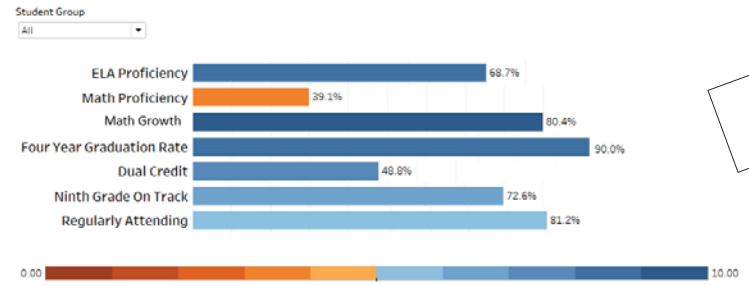
Status of disaggregation categories

Available
Partial
New / not available

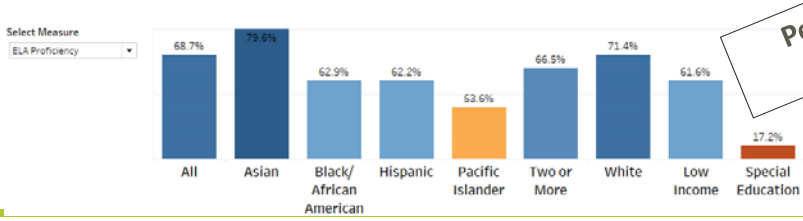
Data Element	Federal	State	Status
Federal race/ethnicity federal categories	x	x	✓
Sub-racial/sub-ethnic categories	x	x	Some new/some existing
Economically disadvantaged students	x	x	✓
Students with disabilities	x	x	✓
English Learners	x	x	✓
Gender			✓
Migrant	x	x	✓
Homeless	x	x	NEW (but available)
Foster Care	x	x	NEW (but available)
Armed Forces	x	x	NEW (will be available 16-17)

Washington Mockup of a Multiple Measures Dashboard and Examples from Other States

Multiple Measures – Dashboard Mockup

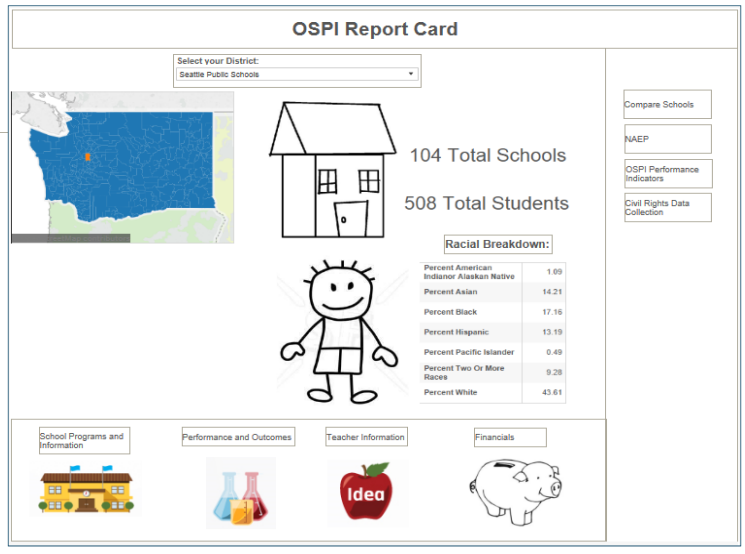


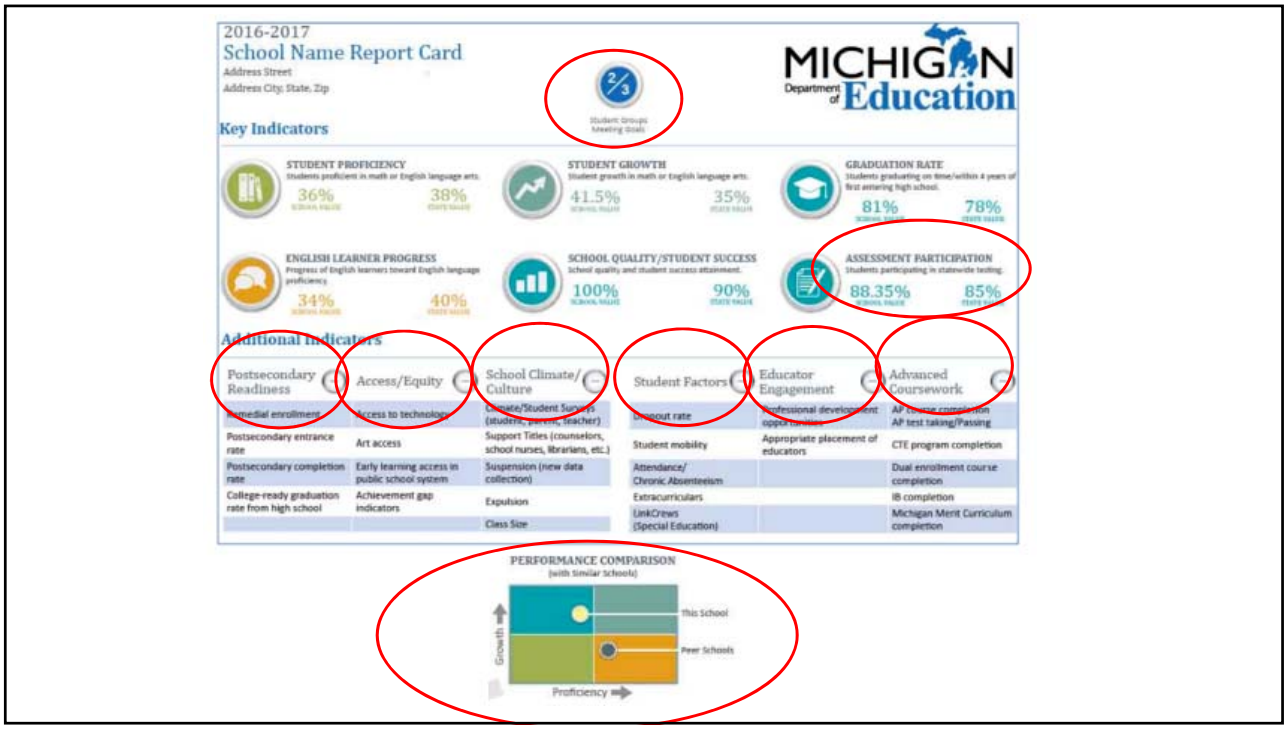
Performance by Indicator

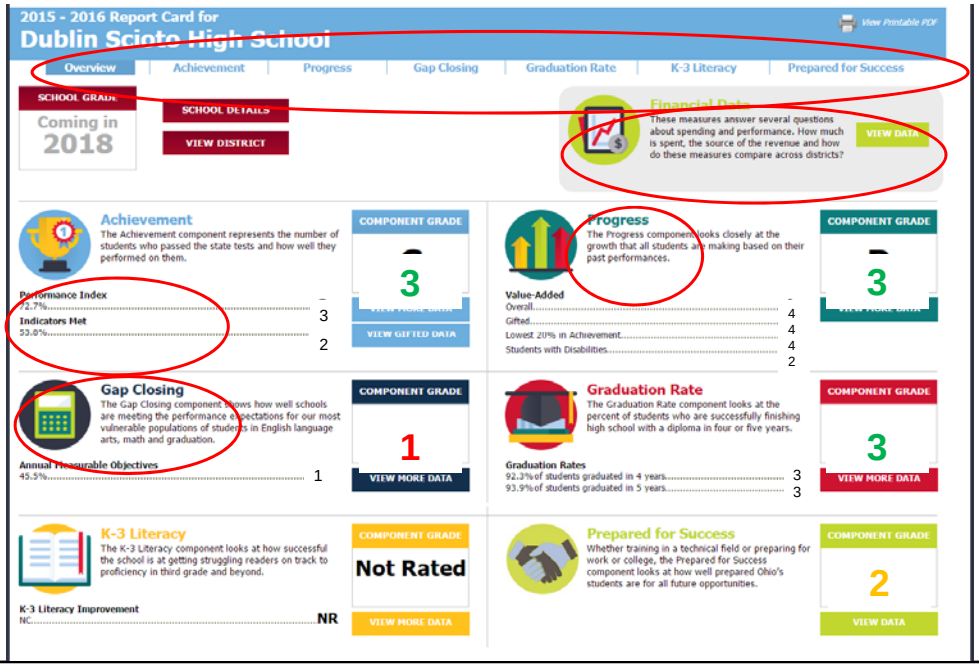


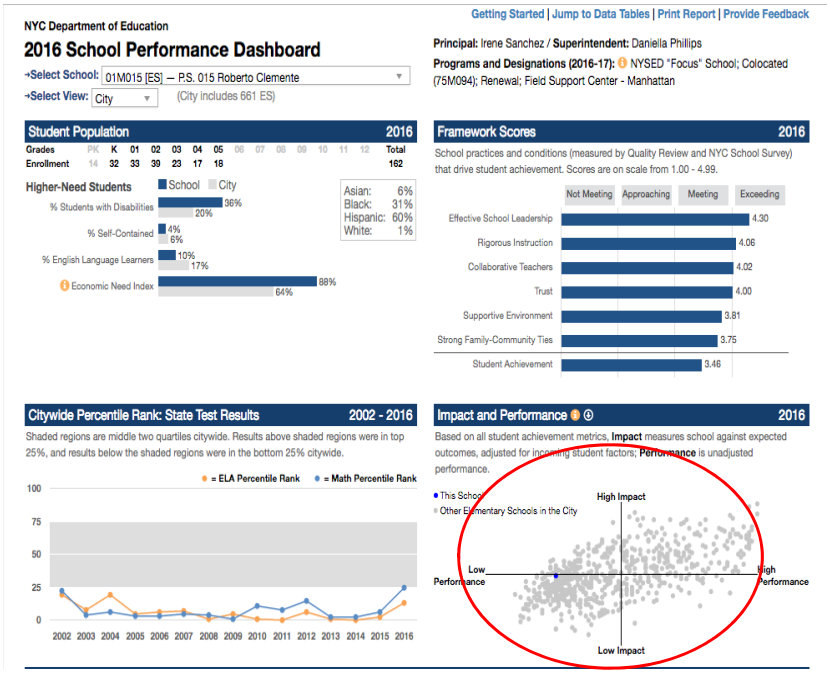
Performance by Subgroup

Report Card Workgroup Recommendation of Data Presentation Style




2016-2017
School Name Report Card
Address Street
Address City, State, Zip
MICHIGAN Department of Education
Key Indicators
STUDENT PROFICIENCY
36%
38%
STUDENT GROWTH
41.5%
35%
GRADUATION RATE
81%
78%
ENGLISH LEARNER PROGRESS
34%
40%
SCHOOL QUALITY/STUDENT SUCCESS
100%
90%
ASSESSMENT PARTICIPATION
88.35%
85%
Additional Indicators
Postsecondary Readiness
Access/Equity
School Climate/ Culture
Student Factors
Educator Engagement
Advanced Coursework
Remedial enrollment
Access to technology
Climate/Student Surveys (student, parent, teacher)
Dropout rate
Professional development opportunities
AP course completion
AP test taking/Passing
Postsecondary entrance rate
Art access
Support Titles (counselors, school nurses, librarians, etc.)
Student mobility
Appropriate placement of educators
CTE program completion
Postsecondary completion rate
Early learning access in public school system
Suspension (new data collection)
Attendance/ Chronic Absenteeism
Dual enrollment course completion
College-ready graduation rate from high school
Achievement gap indicators
Expulsion
Extracurriculars
IB completion
Class Size
LinkCrews (Special Education)
Michigan Merit Curriculum completion
PERFORMANCE COMPARISON
(with Similar Schools)
This School
Peer Schools
Growth
Proficiency


2015 - 2016 Report Card for
Dublin Scioto High School
View Printable PDF
Overview
Achievement
Progress
Gap Closing
Graduation Rate
K-3 Literacy
Prepared for Success
SCHOOL GRADE
Coming in 2018
SCHOOL DETAILS
VIEW DISTRICT
Financial Data
These measures answer several questions about spending and performance. How much is spent, the source of the revenue and how do these measures compare across districts?
VIEW DATA
Achievement
The Achievement component represents the number of students who passed the state tests and how well they performed on them.
COMPONENT GRADE
3
Performance Index
92.7%
3
Indicators Met
93.0%
2
VIEW GIFTED DATA
Progress
The Progress component looks closely at the growth that all students are making based on their past performances.
COMPONENT GRADE
3
Value-Added
Overall
4
Gifted
4
Lowest 20% in Achievement
4
Students with Disabilities
2
Gap Closing
The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.
COMPONENT GRADE
1
Annual Measurable Objectives
45.5%
1
VIEW MORE DATA
Graduation Rate
The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.
COMPONENT GRADE
3
Graduation Rates
92.3% of students graduated in 4 years
3
93.9% of students graduated in 5 years
3
VIEW MORE DATA
K-3 Literacy
The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.
COMPONENT GRADE
Not Rated
K-3 Literacy Improvement
NC
NR
VIEW MORE DATA
Prepared for Success
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.
COMPONENT GRADE
2
VIEW DATA



Getting Started | Jump to Data Tables | Print Report | Provide Feedback

NYC Department of Education

2016 School Performance Dashboard

Principal: Irene Sanchez / **Superintendent:** Daniella Phillips

Programs and Designations (2016-17): NYSED "Focus" School; Colocated (75M094); Renewal; Field Support Center - Manhattan

→Select School: 01M015 [ES] — P.S. 015 Roberto Clemente

→Select View: City (City includes 661 ES)

Student Population 2016

Grades	PK	K	01	02	03	04	05	06	07	08	09	10	11	12	Total
Enrollment	14	32	33	39	23	17	18								162

Higher-Need Students (School / City)

- % Students with Disabilities: 36% / 20%
- % Self-Contained: 4% / 6%
- % English Language Learners: 10% / 17%
- Economic Need Index: 88% / 64%

Asian: 6%
Black: 31%
Hispanic: 60%
White: 1%

Framework Scores 2016

School practices and conditions (measured by Quality Review and NYC School Survey) that drive student achievement. Scores are on scale from 1.00 - 4.99.

	Not Meeting	Approaching	Meeting	Exceeding
Effective School Leadership				4.30
Rigorous Instruction				4.06
Collaborative Teachers				4.02
Trust				4.00
Supportive Environment				3.81
Strong Family-Community Ties				3.75
Student Achievement				3.46

Citywide Percentile Rank: State Test Results 2002 - 2016

Shaded regions are middle two quartiles citywide. Results above shaded regions were in top 25%, and results below the shaded regions were in the bottom 25% citywide.

● = ELA Percentile Rank ● = Math Percentile Rank

100 / 75 / 50 / 25 / 0

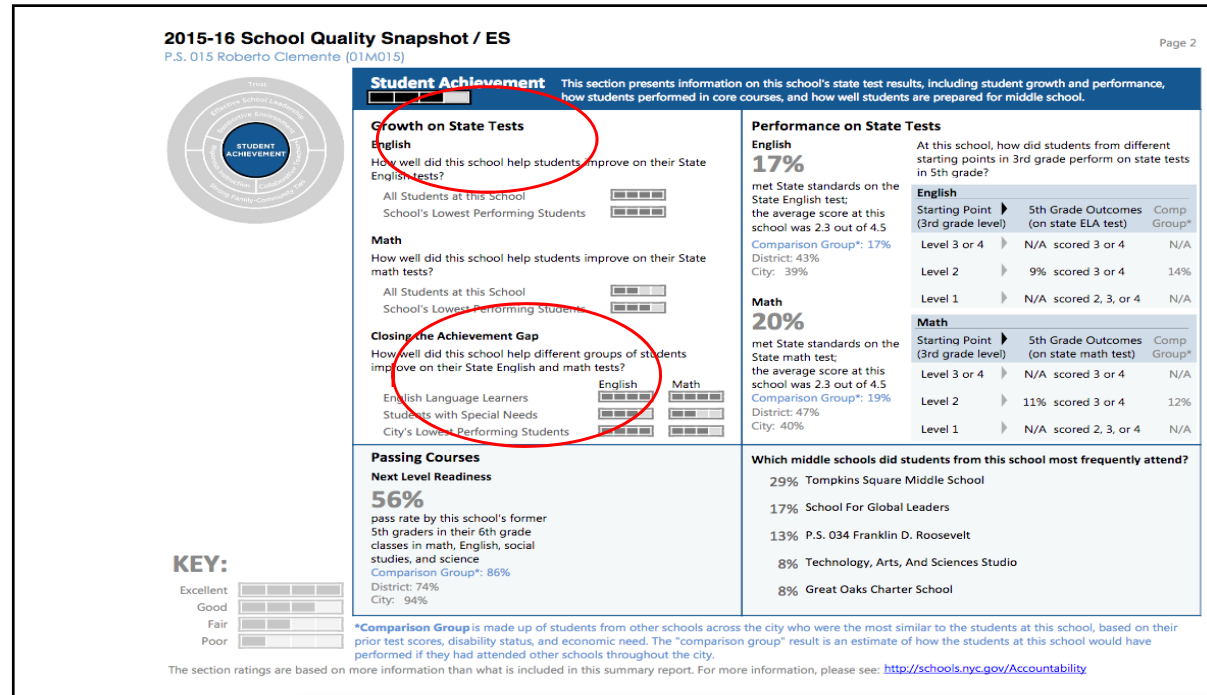
2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016

Impact and Performance 2016

Based on all student achievement metrics, **Impact** measures school against expected outcomes, adjusted for incoming student factors; **Performance** is unadjusted performance.

● This School
● Other Elementary Schools in the City

High Impact / Low Impact / Low Performance / High Performance



2015-16 School Quality Snapshot / ES

P.S. 015 Roberto Clemente (01M015)

Student Achievement

This section presents information on this school's state test results, including student growth and performance, how students performed in core courses, and how well students are prepared for middle school.

Growth on State Tests

English

How well did this school help students improve on their State English tests?

- All Students at this School
- School's Lowest Performing Students

Math

How well did this school help students improve on their State math tests?

- All Students at this School
- School's Lowest Performing Students

Closing the Achievement Gap

How well did this school help different groups of students improve on their State English and math tests?

	English	Math
English Language Learners		
Students with Special Needs		
City's Lowest Performing Students		

Performance on State Tests

English

17%

met State standards on the State English test;
the average score at this school was 2.3 out of 4.5

Comparison Group*: 17%
District: 43%
City: 39%

Math

20%

met State standards on the State math test;
the average score at this school was 2.3 out of 4.5

Comparison Group*: 19%
District: 47%
City: 40%

At this school, how did students from different starting points in 3rd grade perform on state tests in 5th grade?

English: Starting Point (3rd grade level)	5th Grade Outcomes (on state ELA test)	Comp Group*
Level 3 or 4	N/A scored 3 or 4	N/A
Level 2	9% scored 3 or 4	14%
Level 1	N/A scored 2, 3, or 4	N/A

Math: Starting Point (3rd grade level)	5th Grade Outcomes (on state math test)	Comp Group*
Level 3 or 4	N/A scored 3 or 4	N/A
Level 2	11% scored 3 or 4	12%
Level 1	N/A scored 2, 3, or 4	N/A

Passing Courses

Next Level Readiness

56%

pass rate by this school's former 5th graders in their 6th grade classes in math, English, social studies, and science

Comparison Group*: 86%
District: 74%
City: 94%

Which middle schools did students from this school most frequently attend?

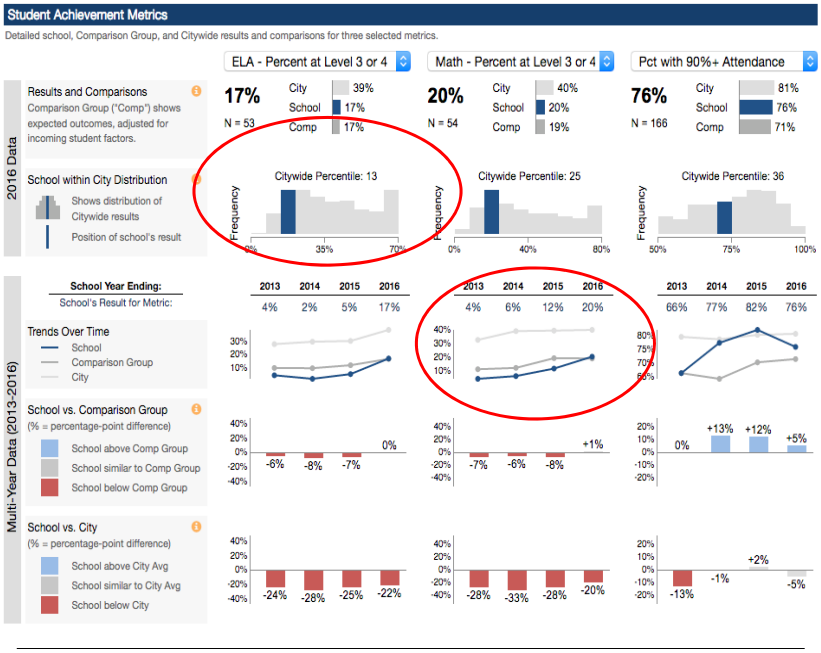
- 29% Tompkins Square Middle School
- 17% School For Global Leaders
- 13% P.S. 034 Franklin D. Roosevelt
- 8% Technology, Arts, And Sciences Studio
- 8% Great Oaks Charter School

KEY:

Excellent / Good / Fair / Poor

***Comparison Group** is made up of students from other schools across the city who were the most similar to the students at this school, based on their prior test scores, disability status, and economic need. The "comparison group" result is an estimate of how the students at this school would have performed if they had attended other schools throughout the city.

The section ratings are based on more information than what is included in this summary report. For more information, please see: http://schools.nyc.gov/Accountability



Report Card Timeline & Next Steps

Report Card – Proposed Timeline

Activity	Timeline
Planning: establish scope, hiring of staff, acquire server	Fall 2017 – Winter 2018
Public release of accountability measures and interim display of new index	*Spring 2018*
Architecture	Winter 2018 – Spring 2018
Initial input from parents and key external stakeholders	Spring 2018
Business rules	Spring 2018
Wireframes and content development	Spring 2018 – Summer 2018
Ongoing stakeholder input	Summer 2018
Report Card release - phase I	December 31, 2018
Report Card release - phase II	August 2019

SBE Input

Content

Features

Display

Design

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Contact

Deb Came, Ph.D.

Assistant Superintendent, Assessment and Student Information

Office of Superintendent of Public Instruction

360-725-6336

Deb.Came@k12.wa.us