Washington Achievement Index

1. Why the Index was created
2. Index components
3. Criteria used for recognition
4. Changes with ESEA Flexibility

Sarah Rich, Research Director
Washington State Board of Education
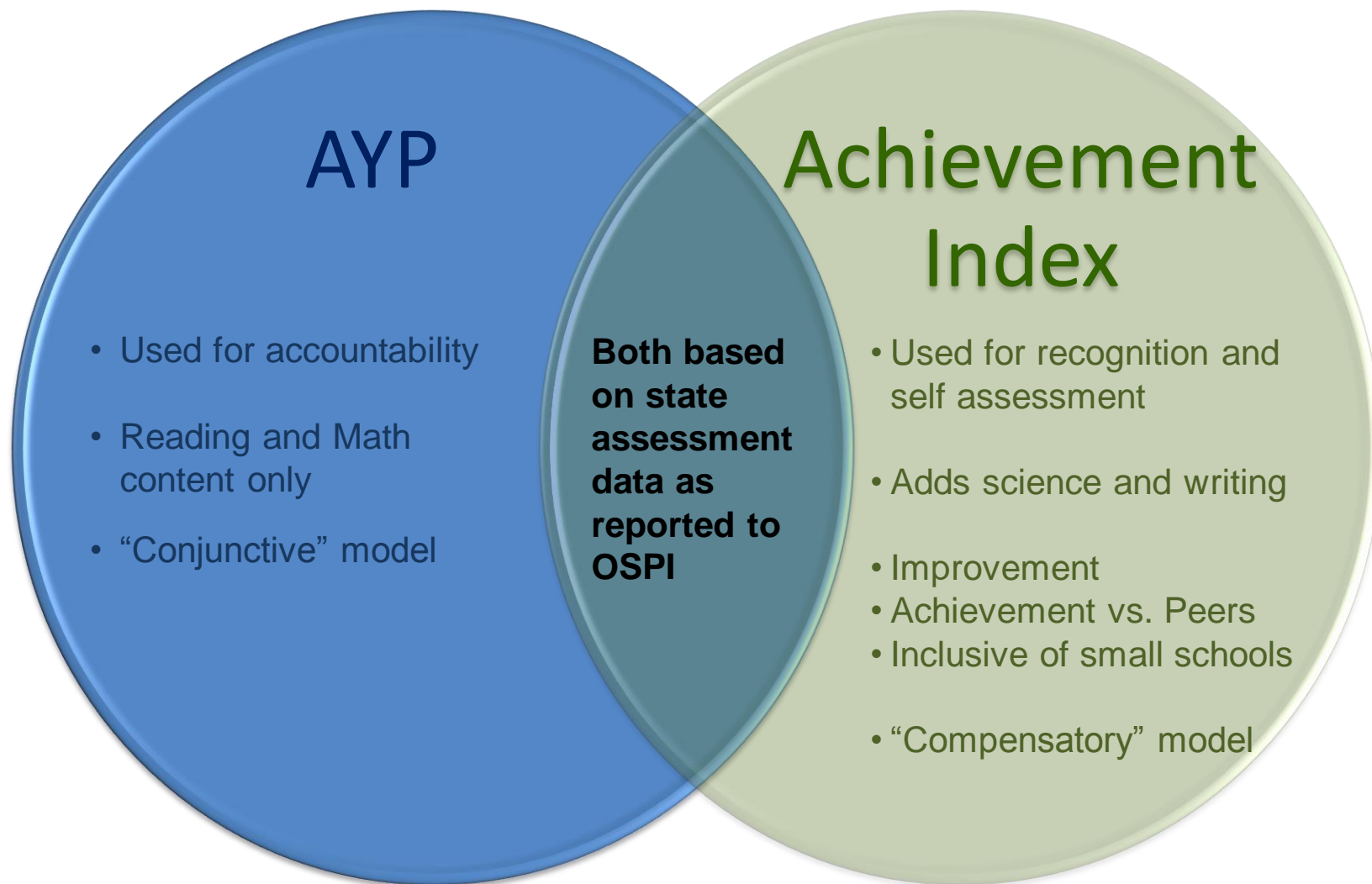
Sarah Rich, Policy Director

Background & Purpose

ESHB 2261 (signed May 2009):
create accountability index

Purpose: complement or replace federal accountability system (AYP)
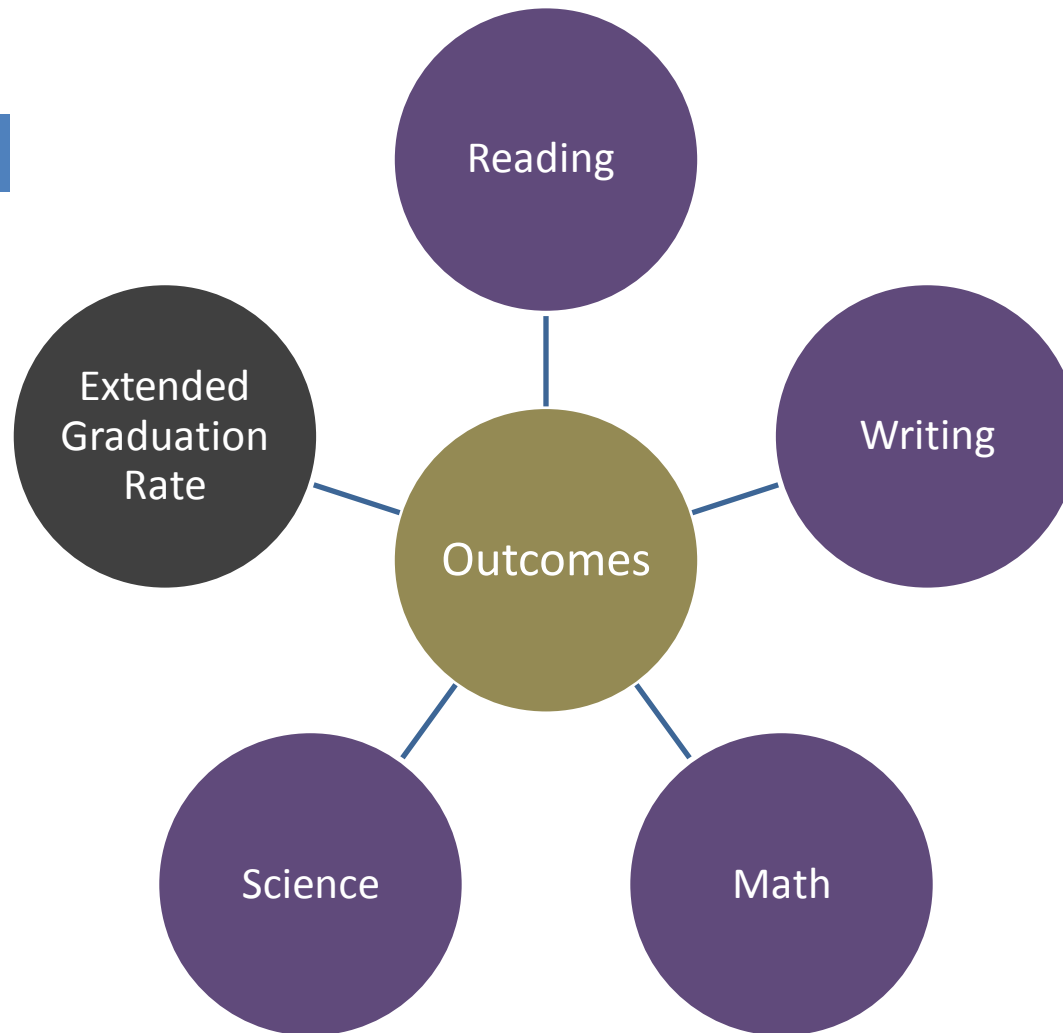
A revised Index is proposed as the backbone of ESEA Flexibility
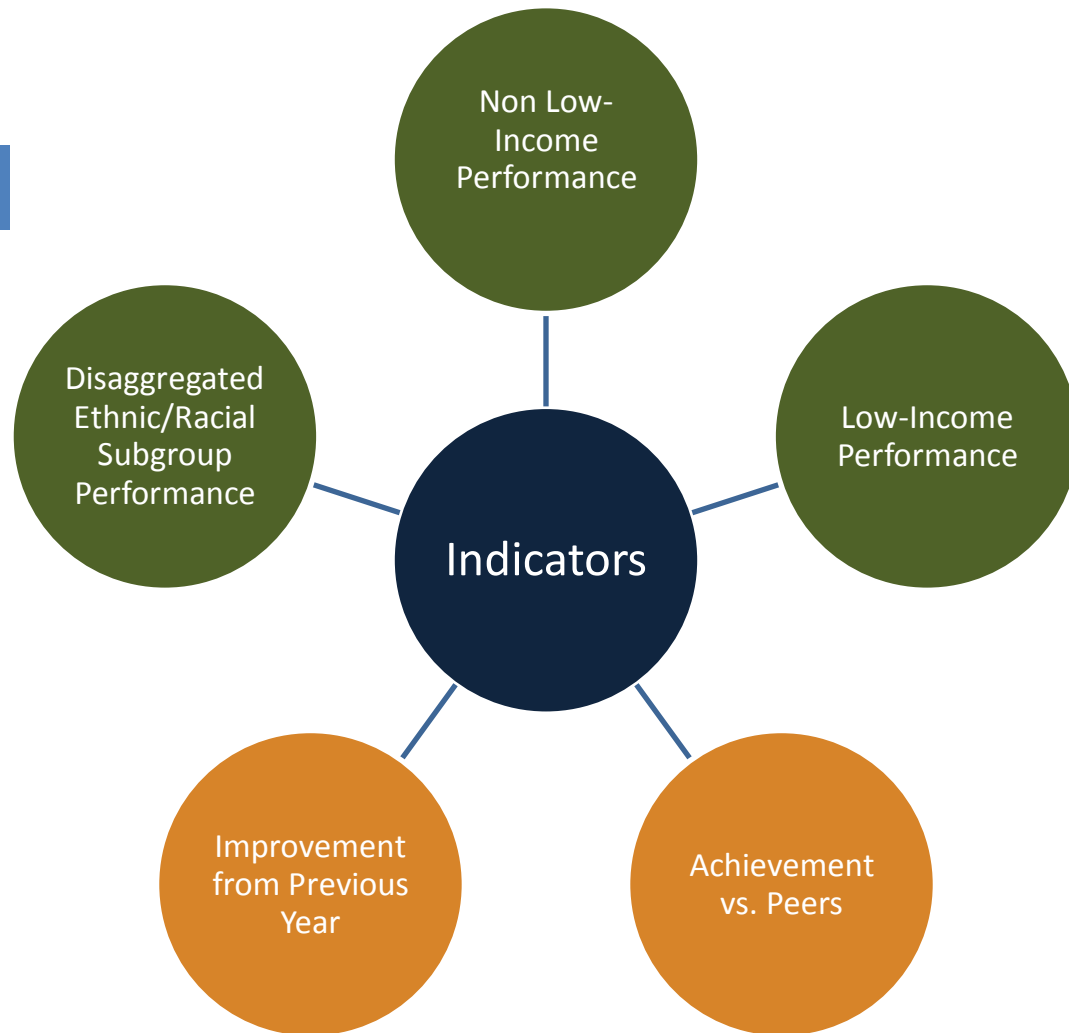
How is the Index Different from AYP?

AYP

- Used for accountability

- Reading and Math content only

- "Conjunctive" model

Both based on state assessment data as reported to OSPI

Achievement Index

- Used for recognition and self assessment

- Adds science and writing

- Improvement
- Achievement vs. Peers
- Inclusive of small schools

- "Compensatory" model

Outcomes

Rows

Reading

Writing

Math

Science

Extended Graduation Rate

Outcomes

Indicators

Columns

Non Low-Income Performance

Low-Income Performance

Achievement vs. Peers

Improvement from Previous Year

Disaggregated Ethnic/Racial Subgroup Performance

Indicators

Ratings

Indicator	Reading	Writing	Math	Science	Ext. grad rate	
Achievement of - *Non-low inc.* - *Low income* (% met standard)	% MET STANDARD 90 – 100% 80 – 89.9% 70 – 79.9% 60 – 69.9% 50 – 59.9% 40 – 49.9% < 40%		RATING 7 6 5 4 3 2 1		RATE > 95 90 – 95% 85 – 89.9% 80 – 84.9% 75 – 79.9% 70 – 75% < 70%	RATING 7 6 5 4 3 2 1
- *Achievement vs. Peers* (Learning Index)	DIFFERENCE IN LEARNING INDEX > .20 .151 to .20 .051 to .15 -.05 to .05 -.051 to -.15 -.151 to -.20 < -.20		RATING 7 6 5 4 3 2 1		DIFFERENCE IN RATE > 12 6.1 to 12 3.1 to 6 -3 to 3 -3.1 to -6 -6.1 to -12 < -12	RATING 7 6 5 4 3 2 1

Ratings

Indicator	Reading	Writing	Math	Science	Ext. grad rate
- *Improvement* (Learning Index)	CHANGE IN LEARNING INDEX > .15 .101 to .15 .051 to .10 -.05 to .05 -.051 to -.10 -.101 to -.15 < -.15	RATING 7 6 5 4 3 2 1			CHANGE IN RATE > 6 4.1 to 6 2.1 to 4 -2 to 2 -2.1 to -4 -4.1 to -6 < -6 RATING 7 6 5 4 3 2 1

Learning Index

2009-10 Gr3 Reading MSP

	Percent	Multiplier	Result
Not Tested	0.7	x 0 =	0.0
Level 1	12.6	x 1 =	12.6
Level 2	16.8	x 2 =	33.6
Level 3	30.7	x 3 =	92.1
Level 4	38.0	x 4 =	152.0
Learning Index (Total / 100)			**2.90**

Peers Rating

Multiple Regression based on:

- % low income
- % English Learners
- % students w/disabilities
- % mobile
- % gifted

Math Learning Index, 2007 = 3.26 + -0.01 * PctLowInc
R-Square = 0.70
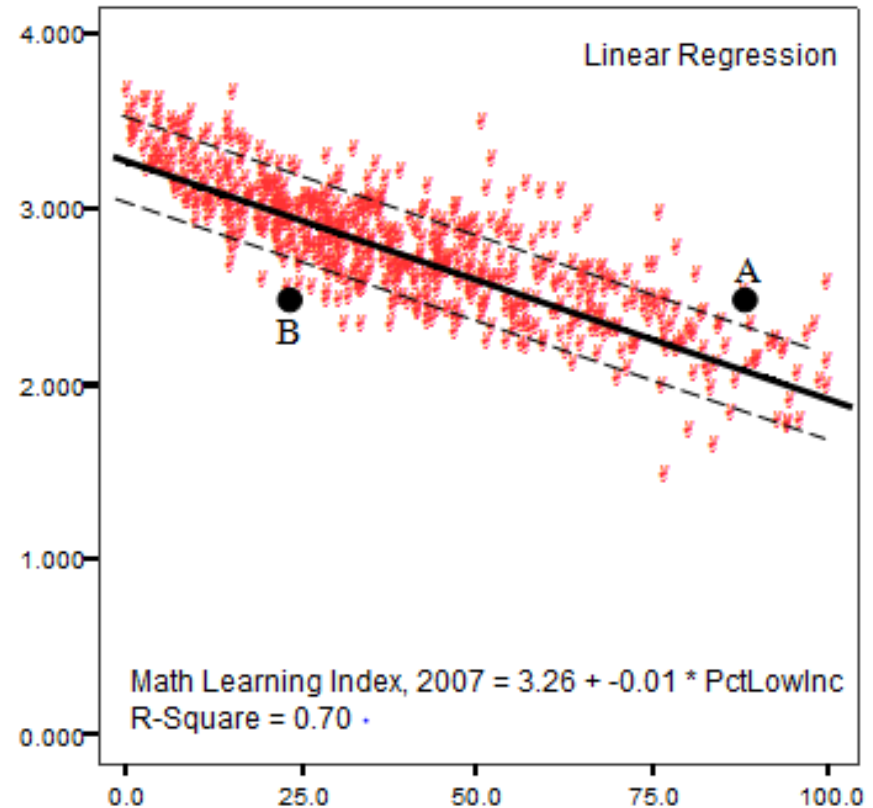
Example

INDICATORS	OUTCOMES					
	Reading	Writing	Math	Science	Ext Grad Rate	Average
Achievement of non-low income students	7	7	5	4.5	6	5.9
Achievement of low income students	5	5.5	2	1	1	2.9
Achievement vs. peers	4.5	5	7	6.5	4	5.4
Improvement from the previous year	4	5.5	4.5	4.5	4	4.5
Index scores	5.13	5.75	4.63	4.13	3.75	4.68 Tier: Good

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

Washington Achievement Award

- SBE and OSPI Sponsored
- Awarded based on Achievement Index Performance

Award Categories

Outstanding Achievement: Top 5%

- Elementary
- Middle/Jr High
- High
- Comprehensive

Special Recognition

- Language Arts
- Math
- Science
- Graduation Rate
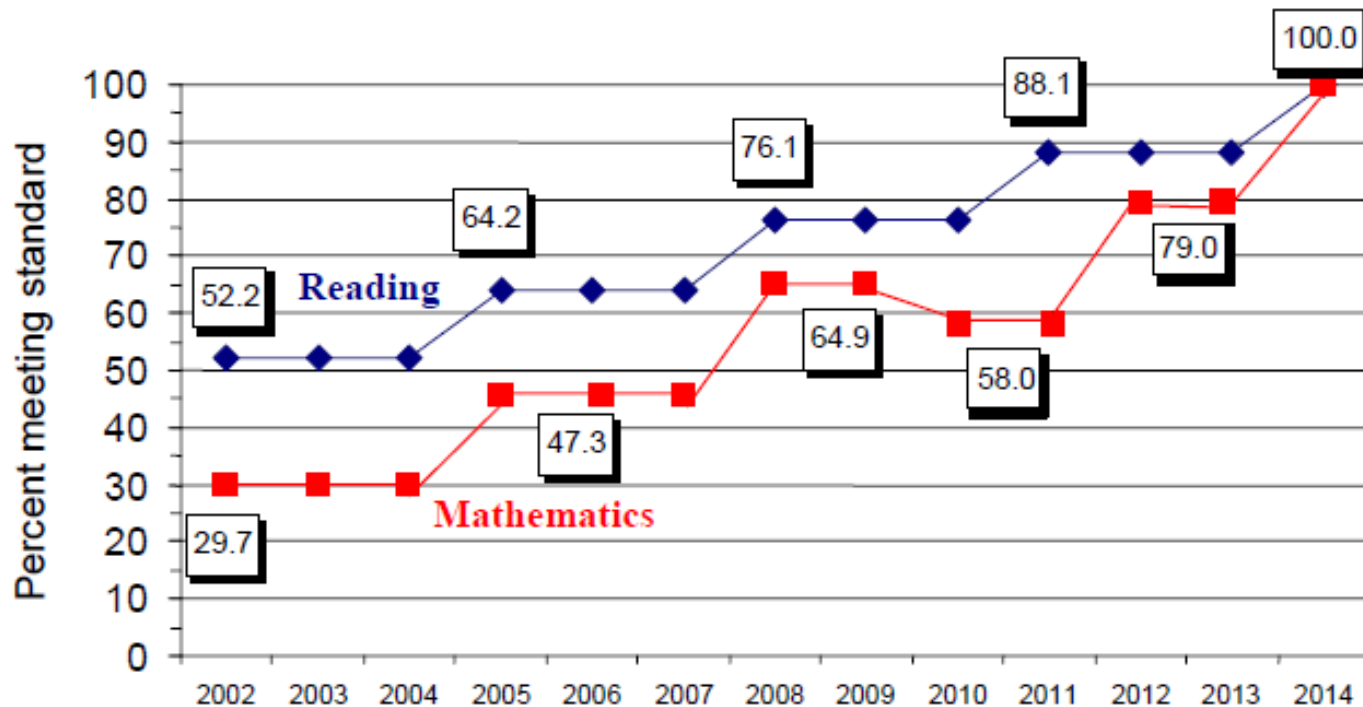- Closing Achievement Gaps
- Improvement

ESEA Flexibility
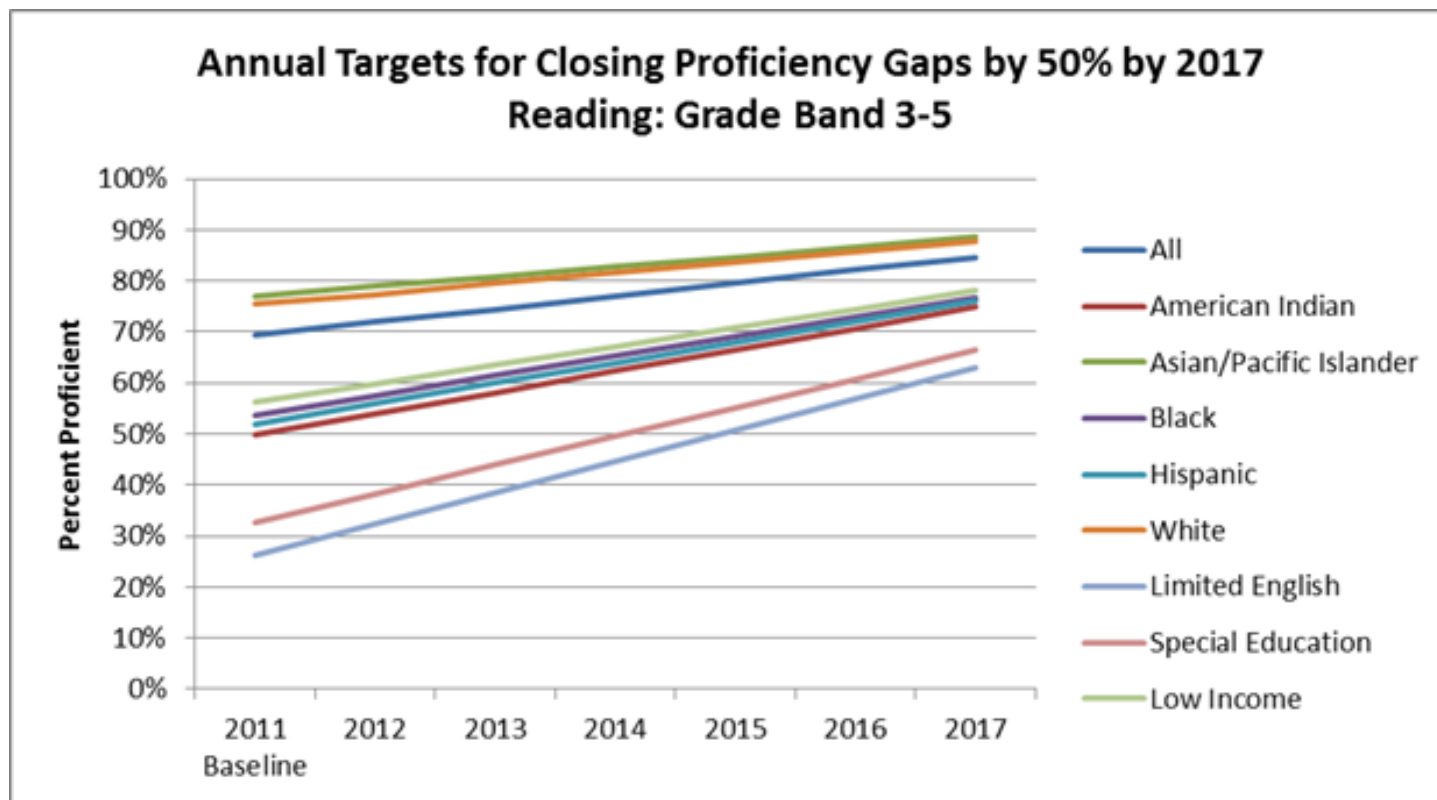
Adequate Yearly Progress:

Current System of Uniform Bars

ESEA Flexibility

Adequate Yearly Progress:

Proposed System
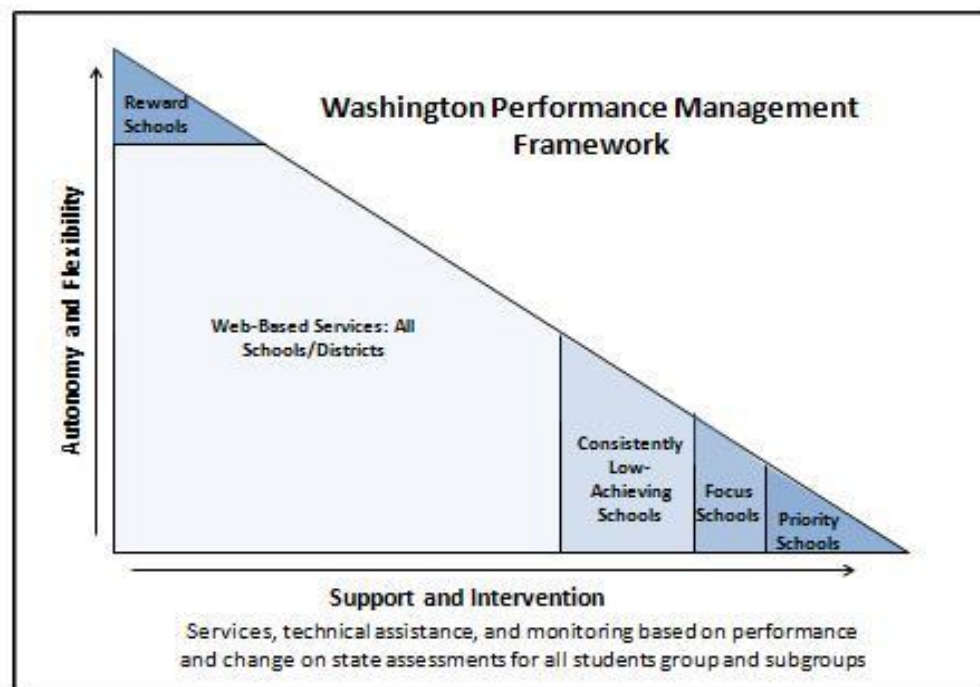
Targets set by subgroup, at building level

Annual Targets for Closing Proficiency Gaps by 50% by 2017
Reading: Grade Band 3-5

Next Generation Index

- To identify reward, priority, focus schools
- US ED will not permit Peers
- Student growth percentiles in reading and math
- Disaggregated subgroups

Student Growth

District C: 2008 CSAP Math School Results
Student Growth versus Student Achievement by Percent Free/Reduced Lunch