Development of a Revised Accountability Framework

Topics for Discussion

- Revising the Achievement Index

- Implementing Charter Schools Law

Why Revise the Achievement Index?

ESEA Waiver opens the door . . .

1. Replace federal accountability system with aligned state system that applies to all schools, not just Title I funded schools	2. Fulfill legislative expectations: ESHB 2261 (2009) E2SSB 6696 (2010)	3. Incorporate newly available student growth data for a fairer representation of school performance	4. Focus on closing opportunity gaps

Index Principles

Alignment with system goals
- Preparing students for post-secondary education, gainful employment, and citizenship.

Student growth data
- Equitable way to evaluate school and district performance.

Disaggregation by subgroup
- Necessary to ensure that achievement and growth gaps are not hidden.

Tool for practitioners and policymakers
- Used by educators, parents, and community members for both internal improvement and external accountability.

Revised Index Scoring

- Moving from a seven-point scale to a 10-point scale

- Lens on achievement gap -- moves <u>from</u> low-income vs. non low-income <u>to</u> incorporation of individual federal subgroups.

- Targeted Subgroups (e.g. Opportunity Gap) – half of overall Index score, and included in every performance indicator

- Typical federal accountability business rules will apply:
    - Non-continuously enrolled students not included in school Index rating
   - Multiple years of data used
    - Participation rates of 95%

What is Changing?

- Revised Index:

  - Removes peers, improvement indicators

  - Adds SGP growth in reading and math for grades 4-8 and high school

  - Will disaggregate by every federal subgroup

  - Incorporates "Ever ELL" approach to language learners.

  - In future years, adds dual credit/industry certification rates for high schools

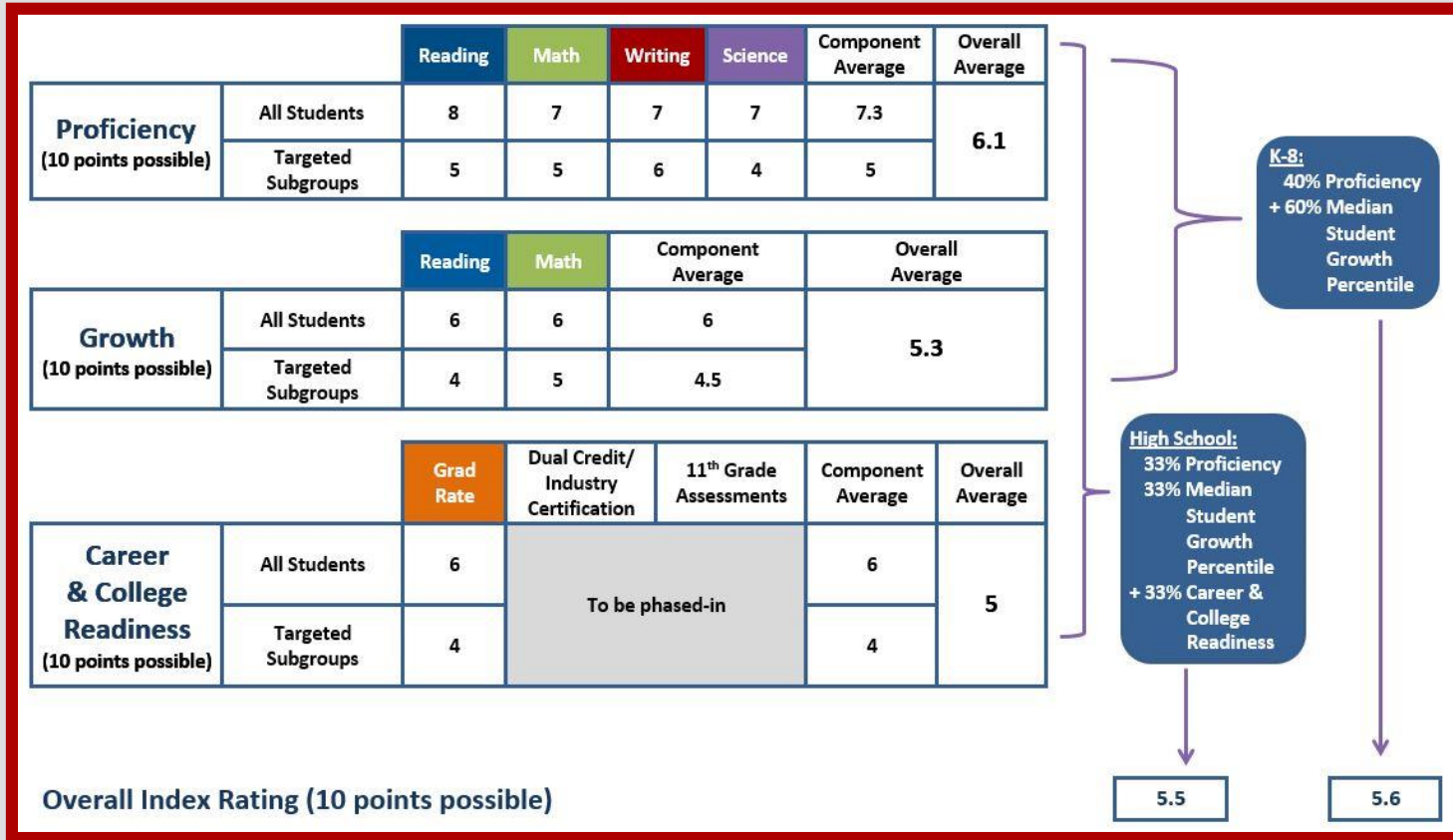# Proficiency + Growth = Better Evaluation
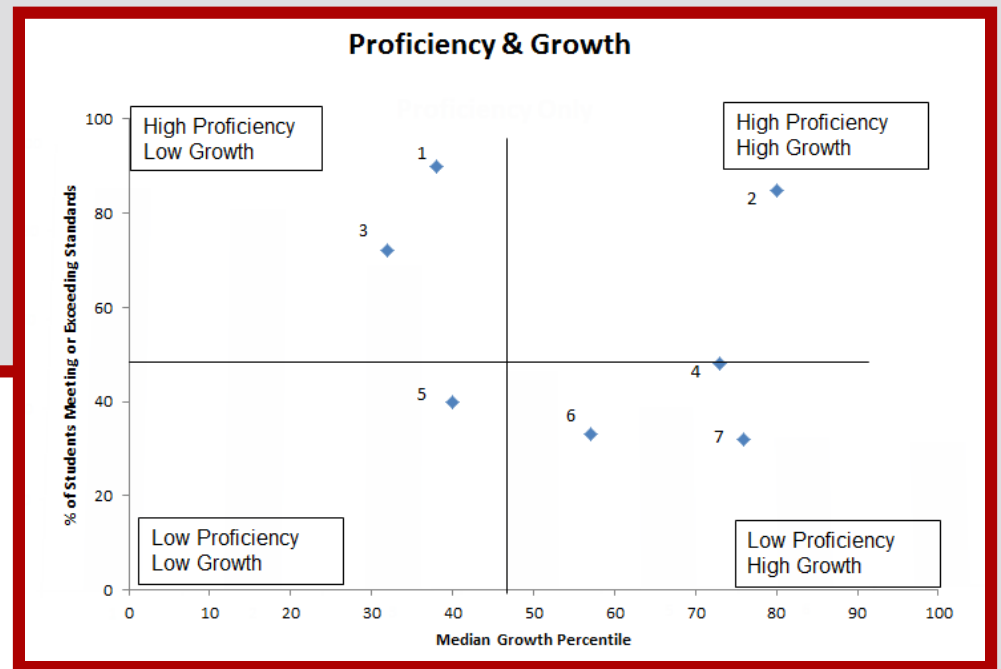
Current Index

School Year 2010-2011						
INDICATORS	**OUTCOMES**					
	Reading	Writing	Math	Science	Ext Grad Rate	Average
Achievement of non-low income students	6	7	5	4	7	5.80
Achievement of low income students	6	6	1	1	2	3.20
Achievement vs. peers	7	7	6	4	4	5.60
Improvement from the previous year	4	4	6	6	1	4.20
Index Scores	5.75	6.00	4.50	3.75	3.50	4.70 Good

2010-11 Achievement Gap									
INDICATORS	Reading			Math			Ext Graduation Rate		Average
	Met Std	Peers	Imp	Met Std	Peers	Imp	Met Std	Peers	Imp	
Achievement of Black, Pacific Islander, American Indian/Alaskan Native, Hispanic stds	6	7	7	3	7	7	4	3	1	5.00
Achievement of white and Asian students	7	7	7	4	7	7	6	3		6.12
Achievement Gap									1.12

Revised Index

		Reading	Math	Writing	Science	Component Average	Overall Average
Proficiency (10 points possible)	All Students	8	7	7	7	7.3	6.1
	Targeted Subgroups	5	5	6	4	5	

		Reading	Math	Component Average	Overall Average
Growth (10 points possible)	All Students	6	6	6	5.3
	Targeted Subgroups	4	5	4.5	

		Grad Rate	Dual Credit/ Industry Certification	11th Grade Assessments	Component Average	Overall Average
Career & College Readiness (10 points possible)	All Students	6			6	5
	Targeted Subgroups	4	To be phased-in		4	

K-8: 40% Proficiency + 60% Median Student Growth Percentile

High School: 33% Proficiency 33% Median Student Growth Percentile + 33% Career & College Readiness

Overall Index Rating (10 points possible)

5.5   5.6

Tier Labels

Current Labels

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

Revised Labels

Intent is to establish initial distribution, then develop objective cut scores as we transition to Common Core. Ultimate goal: many more schools strive for and gravitate to 'good' 'very good' and 'exemplary' tiers.

Tier Labels	Definitions
Exemplary	Top 5% of schools that meet proficiency standard
Very Good	Approximately the next 15% of schools
Good	Approximately the next 30% of schools
Fair	Approximately the next 30% of schools
Underperforming	The next 5% of schools + Schools with large achievement gaps (approximately 10%)
Priority – Lowest 5%	Bottom 5% of schools

Growth vs. Proficiency
Two different points of view

Fourth Grade Reading Proficiency, 2012-2013

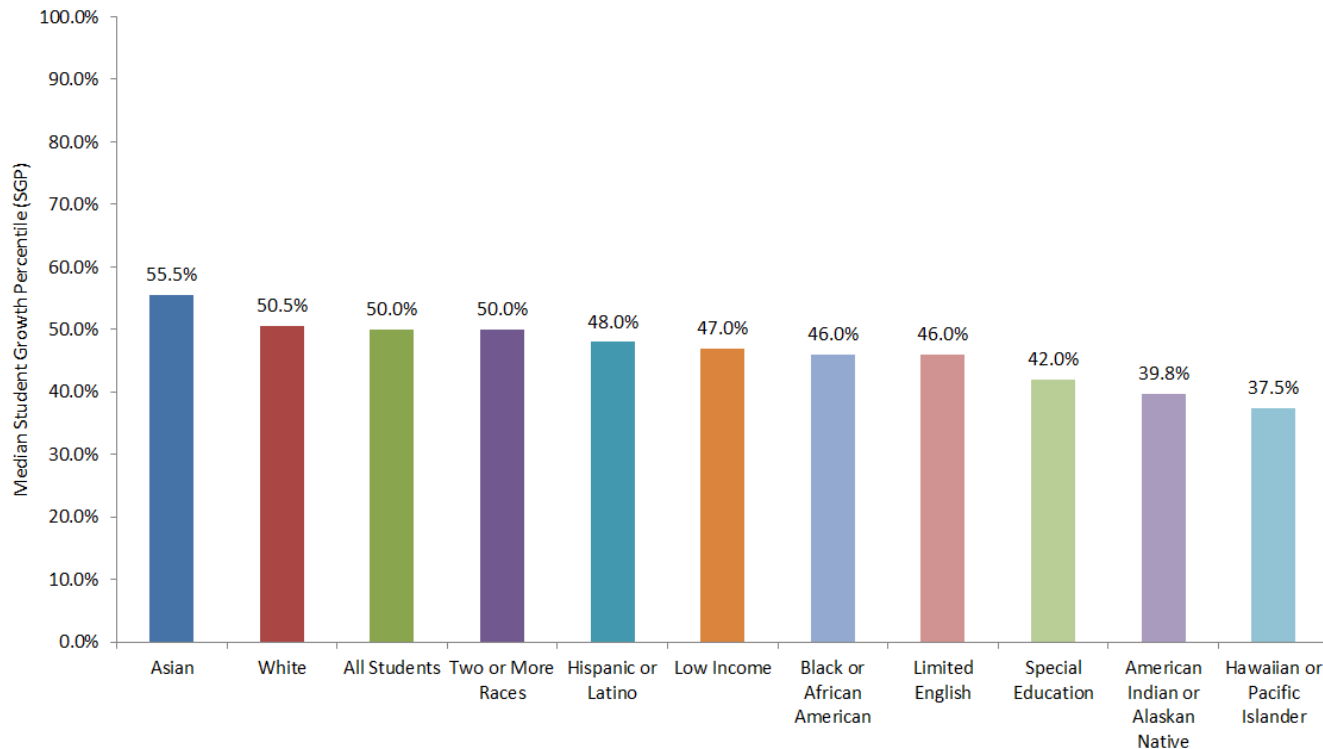Similar gaps which reveal in the WaKids readiness data, with some exceptions.
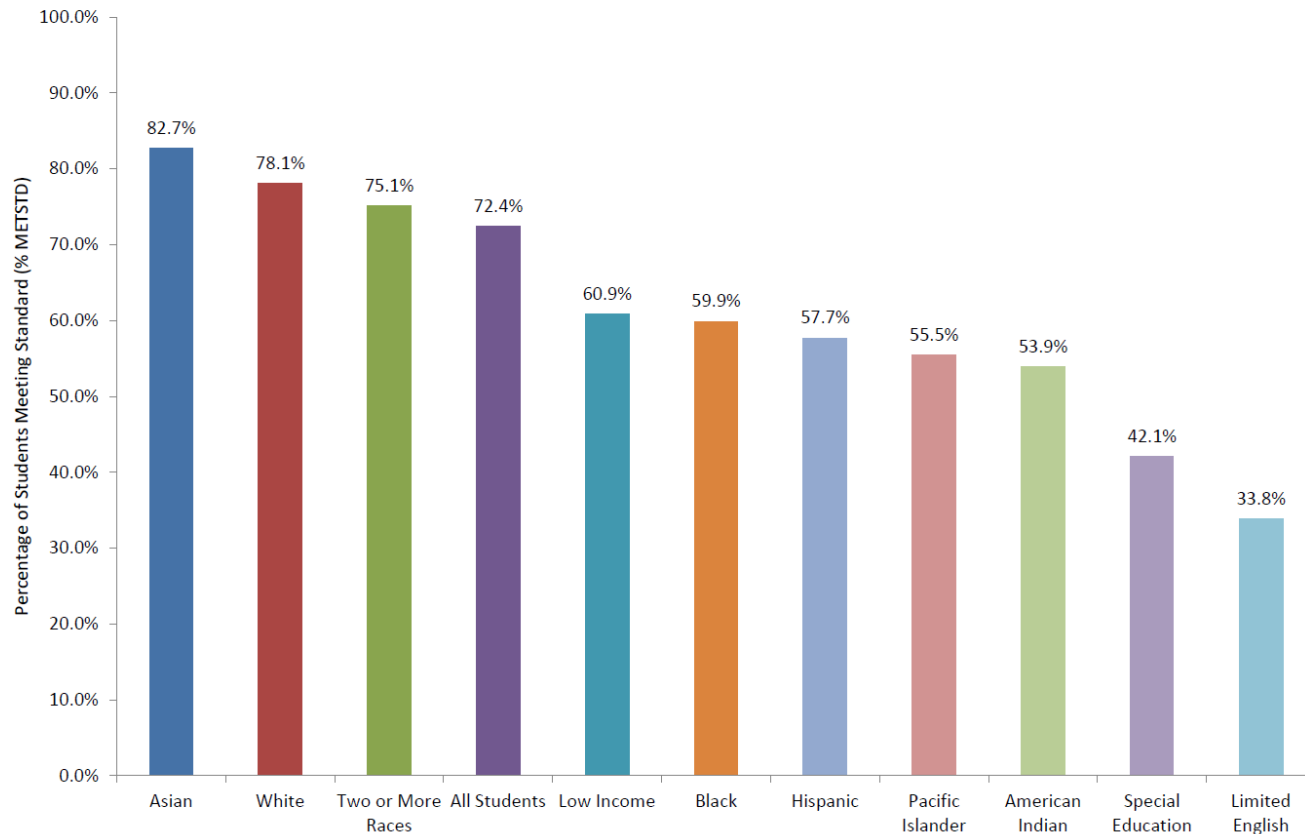
Growth vs. Proficiency
Two different points of view

Reading Growth Gap – Student Growth Percentiles at the Median School for Each Student Group, 2011-2012

Key point: Growth gaps and achievement gaps are not the same (e.g. LEP and Sp.Ed – achievements gaps appear larger than growth gaps)

Impacts of Index Revisions

- A Fairer way of evaluating what schools do.

  - Most schools have little control over which kids show up at their door, but they do have some control over how much academic growth those students experience once they are in school. Growth is what schools do!

- The Index itself is less important than how its used -- how does it trigger resources and assistance for those schools that need it?

  - Senate Bill 5329 – More $ for assistance, stronger OSPI role.
  - SBE **OPPOSES** A – F grading proposals.

Ever ELL

- SBE decided to replace the 'ELL' subgroup with an 'Ever ELL' subgroup in the revised Achievement Index submitted to the U.S. Dept. of Education.

- The 'ELL' subgroup consists ONLY of students currently in TBIPs.

- An 'Ever ELL' subgroup would consist of current AND former ELL students.

- The goal: recognize that language learners have needs after exit, and incorporate long-term approach to ELL evaluation
  - "Just as many ELLs achieve success, they leave the category"

Next steps

- SBE adopts 'accountability framework' in rule, and works with OSPI to establish business rules on Priority, and Focus schools designations.

- Negotiations with US Dept of Education continue.

- Data vetting process with districts.

- Development of online tools and training opportunities.

Resources

- Website: www.SBE.wa.gov

- Blog: washingtonSBE.wordpress.com

- Facebook: www.facebook.com/washingtonSBE

- Twitter: www.twitter.com/wa_SBE

- Email: sbe@sbe.wa.gov

- Call: 360-725-6025