

The Washington Achievement Index High School Indicator Weighting



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Presentation Roadmap



- **Update on Growth Model Calculations**
 - ✦ Potential challenges to computing SGPs
 - ✦ Position Statement includes a paragraph on the Growth indicator
- **Impact Analyses for High School Indicator Weightings**
 - ✦ Minor changes to the HS Index indicator weightings
 - ✦ Inclusion of Dual Credit Participation
 - ✦ Recommending a slightly more heavily weighted CCR indicator
- **Position Statement**
 - ✦ Two additional statements (Dual Credit Weighting and Growth)



2015 Growth Model Issues and Challenges



**STATES TRANSITIONING TO NEW
ASSESSMENTS SHARE COMMON ISSUES BUT
ALSO FACE UNIQUE CHALLENGES IN USING
STUDENT GROWTH INFORMATION IN THEIR
SCHOOL AND EDUCATOR ACCOUNTABILITY
SYSTEMS**



Complexities to the 2015 SGP Calculations



- **Implementation of Smarter Balanced assessments**
 - ✦ SGPs can be computed but require a thorough technical review by the OSPI prior to public release
 - ✦ Lingering impact from the 2014 SBAC Field Test
 - ✦ Change to an ELA test from separate Reading and Writing tests
- **Added complexities for high school SGPs**
 - ✦ Low participation rates – high test refusal rates
 - ✦ Unusual pattern of performance for the 11th grade test takers



Generating SGPs – Possible Scenarios



- At the AAW, the OSPI reported that SGPs may be:
 - ✦ Computed and reported for all grades (4 to 8, 11) as is the norm.
 - ✦ Computed and reported for all elementary and middle school grades (4 to 8) but not for high school.
 - ✦ Unusable (as determined by the OSPI) and not reported for any grades.
- For high school ELA Growth:
 - ✦ ELA SGPs using 11th Grade SBAC results (3-Year SGP)
 - ✦ ELA SGPs using 10th Grade SBAC results (2-Year SGP)
- For high school Math Growth:
 - ✦ Math SGPs using 11th Grade SBAC results (3-Year SGP)
 - ✦ Math SGPs using 9th and/or 10th Grade EOC (1- or 2-Year SGP)



Position Statement



- Emphasizes that growth model data will be included in the current and future versions of the Index.
- Provides a mechanism to populate growth model data in the Index even if SGPs are not reportable.
 - ✦ Rolling three-year average for student groups
 - ✦ 2016 version (2015 data) – average of 2012, 2013, and 2014
 - ✦ 2017 version (2016 data) – average of 2013, 2014, and 2015
 - ✦ 2018 version (2017 data) – average of 2014, 2015, and 2016
- Includes language explaining that the SBE will adjust the Growth indicator as necessary.



Highlighted Bullet 2 in the Position Statement



- **Student growth model data will continue to be an indicator of student achievement in the Index.** In the event that growth model SGPs are not publicly released by the OSPI for the winter 2016 Index version and for one or more additional years, the Index will utilize a three-year rolling average SGP for all reportable student groups in the place where annual SGP data would normally populate until the growth model SGPs are endorsed and released by the OSPI. The Board is committed to making student academic growth as measured by the Student Growth Percentiles Growth Model a major component of the Index. The SBE will adjust the Growth indicator as needed to align with the public reporting of SGPs by the OSPI.



Position Statement from the Board



**ADDRESSES SCHOOL ACCOUNTABILITY
DURING THE NEXT SEVERAL YEARS**



Position Statement by the Board



- Approved a Provisional Position Statement at the July board meeting
 - ✦ Excluded the proposed high school indicator weighting
 - ✦ No substantive changes to the Index for elementary and middle schools
 - ✦ Included other items discussed by the AAW in June
- SBE workgroup formed to discuss high school indicator weighting
 - ✦ 3 board members and SBE staff
 - ✦ Directive – bring an indicator weighting scheme forward that includes Dual Credit for the Board to consider at the September meeting



Changes to the CCR Weighting



Inclusion of Dual Credit Participation requires a change that preserves the emphasis of High School Graduation rate.

Staff recommends to increase the CCR weighting to accommodate the inclusion of Dual Credit Participation.

Impact data were created for two models or simulations.



Considerations

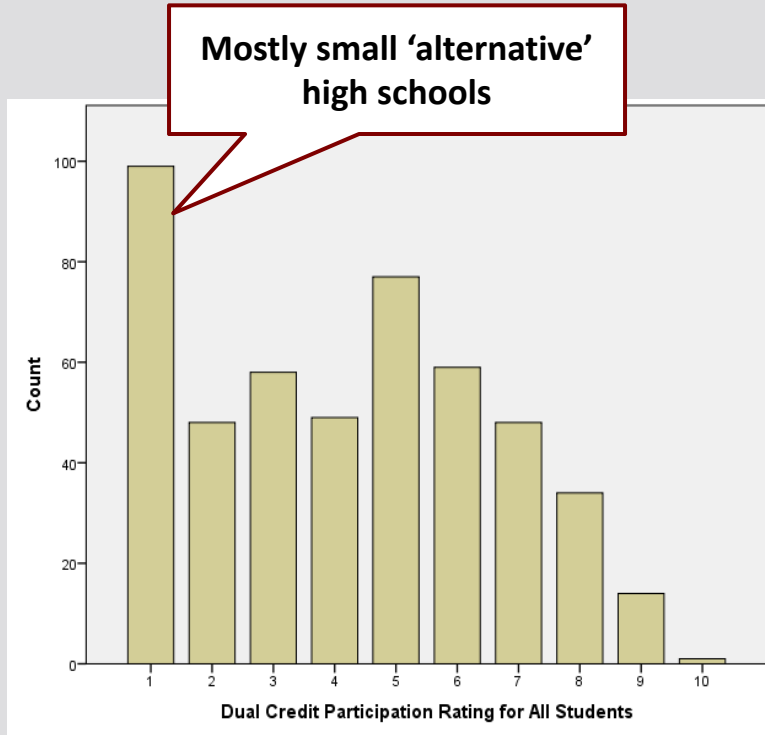


- Maintain year to year Index comparability.
- Minimize negative impacts to school ratings.
- Avoid the perception that the change is related to a 'problem' with the Index.
- Incentivizing performance of the Targeted Subgroup.
- Avoid giving the impression that the weighting change is biased for (or against) certain student groups.
- Ability to receive approval from the U.S. Department of Education when the ESEA is reauthorized.

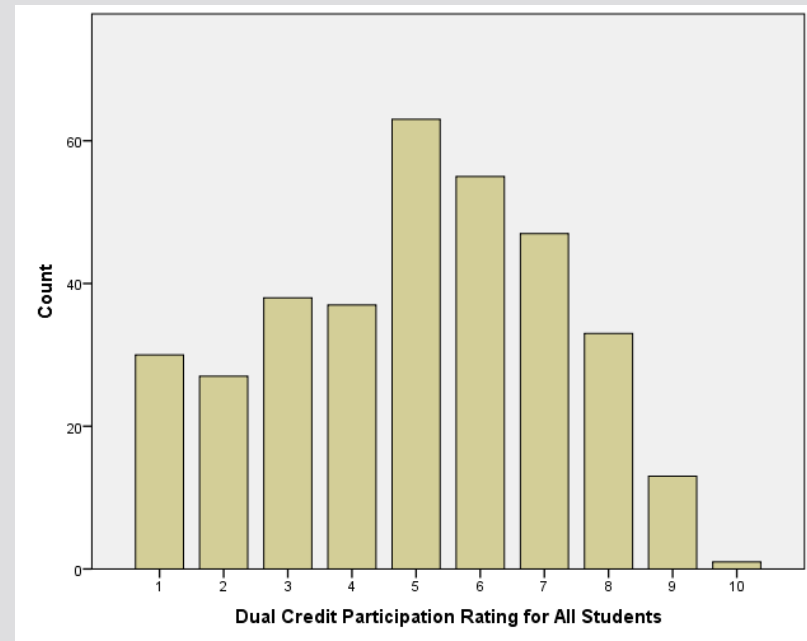


Dual Credit Participation

- Distribution of rating values for the All Students group.

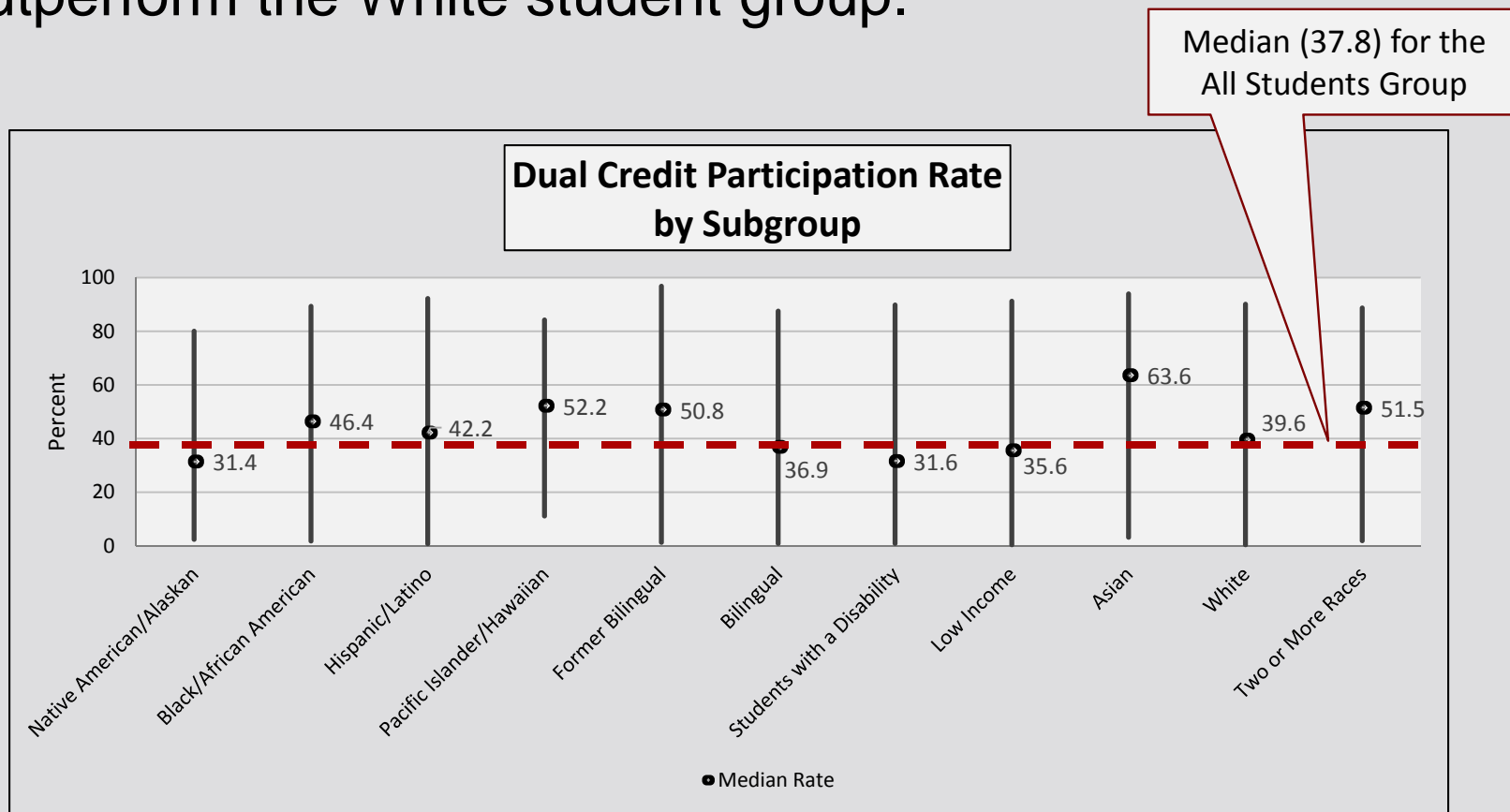


- Distribution when 'alternative' high schools are excluded.



Dual Credit Participation by Subgroup

- Black, Hispanic, and Pacific Islander student groups outperform the White student group.



Dual Credit Participation Descriptive Statistics



- Ranges and median values for the Dual Credit Participation rates are similar for all subgroups.

	Percent of Students Participating in Dual Credit Programs			
	Low	High	Median	Schools
All Students	0.4	90.8	37.8	487
Targeted Subgroup				
Native American/Alaskan	2.4	80.0	31.4	71
Black/African American	1.8	89.3	46.4	151
Hispanic/Latino	0.8	92.2	42.2	320
Pacific Islander/Hawaiian	11.1	84.2	52.2	53
Former Bilingual	1.3	96.8	50.8	255
Bilingual	0.9	87.5	36.9	151
Students with a Disability	0.9	89.8	31.6	298
Low Income	0.4	91.2	35.6	442
Non-Targeted Subgroups				
Asian	3.2	93.9	63.6	181
White	0.4	90.1	39.6	463
Two or More Races	1.9	88.7	51.5	239



Dual Credit Participation



IMPACT DATA FOR TWO SIMULATIONS



High School Indicator Weighting Model 1



		ELA	Math	Science	Component Average	Overall Average
Proficiency	All Students	5%	5%	5%	15%	30% of Index
	Targeted Subgroup	5%	5%	5%	15%	

		ELA	Math	Component Average	Overall Average
Growth	All Students	7.5%	7.5%	15% of Index	30% of Index
	Targeted Subgroup	7.5%	7.5%	15% of Index	

		5-Year Graduation Rate	Dual Credit Participation	Component Average	Overall Average
College and Career Readiness	All Students	17.5%	2.5%	20% of Index	40% of Index
	Targeted Subgroup	17.5%	2.5%	20% of Index	



Model 1 Impact Data



- Dual Credit ratings are lower than graduation ratings, so the scores would expectedly decline a small amount.
- 75 percent of impacted schools experience a rating decline of up to -0.413 rating points.
- School staff would be incentivized to provide and enroll more students in Dual Credit courses.

Group	Schools	Change to Index Ratings		
1	High schools with reportable Dual Credit Participation data	319*	239 ratings decreased up to -0.413 rating points	79 ratings increased up to 0.217 rating points
2	High schools lacking reportable CCR data elements	62	None	
3	High schools lacking a 2014 Index rating because of insufficient data	275	None	

*Note: The rating for one school was unchanged.



High School Indicator Weighting Model 2 - Recommended



		ELA	Math	Science	Component Average	Overall Average
Proficiency	All Students	5.33%	5.33%	5.33%	16%	32% of Index
	Targeted Subgroup	5.33%	5.33%	5.33%	16%	

		ELA	Math	Component Average	Overall Average
Growth	All Students	8%	8%	16% of Index	32% of Index
	Targeted Subgroup	8%	8%	16% of Index	

		5-Year Graduation Rate	Dual Credit Participation	Component Average	Overall Average
College and Career Readiness	All Students	16%	2%	18% of Index	36% of Index
	Targeted Subgroup	16%	2%	18% of Index	



Model 2 – Impact Data



- Recommended Model – impacts a few more schools the magnitude of impact is smaller.
- 79 percent of impacted schools experience a rating decline of up to -0.272 rating points.
- Provides a greater degree of year to year comparability.

Group		Schools	Change to Index Ratings	
1	High schools with reportable Dual Credit Participation data	319	253 ratings decreased up to -0.272 rating points	66 ratings increased up to 0.146 rating points
2	High schools lacking reportable CCR data elements	62	None	
3	High schools lacking a 2014 Index rating because of insufficient data	275	None	



Summary of Models

- All of the Models
 - ✦ Equally weight content area assessments
 - ✦ Equally weight All Students and Targeted Subgroup
- Model 1
 - ✦ Makes graduation the heaviest weighted measure
- Model 2 (recommended)
 - ✦ Equally weights proficiency, growth, and graduation rate
 - ✦ Smallest negative impacts to schools.

Measure	Percent of Index Rating		
	Current	Model 1	Model 2
Proficiency	33.3	30	32
Growth	33.3	30	32
CCR	33.3	40	36
Grad Rate	33.3	35	32
Dual Credit		5	4
Negatively Impacted Schools		239	253
Maximum Rating Point Decline		-0.413	-0.272
Median Rating Point Decline		-0.120	-0.099



Discussion

Highlighted Bullet 1 in the Position Statement



- **Adjust the Proficiency, Growth, and College- and Career-Readiness (CCR) Indicator weightings for high schools to accommodate the inclusion of Dual Credit Participation beginning with the winter 2016 Index version.** The OSPI will compute the high school Index ratings based on indicator weighting factors of Proficiency (32 percent), Growth (32 percent), and CCR (32 percent Graduation and 4 percent Dual Credit Participation).



Questions



Please contact Andrew Parr via email at
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if you have questions about this presentation.

