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# REVISING THE WASHINGTON ACHIEVEMENT INDEX

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# AUTHORIZED SBE ROLE

## ESHB 2261 (2009):

- Create an Index that complements the federal accountability system or replaces it altogether.
- Provide Index data for recognition of schools and for schools and districts to assess their progress.

## E2SSB 6696 (2010):

- Use the Index to recognize schools for closing achievement gaps.
- Use the Index to identify schools in need of improvement, including non-Title I schools.
- Create a Required Action Process for persistently low-achieving schools.
- Develop an accountability framework.

# WHY REVISE THE INDEX?

An opportunity to:

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 achievement and 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.

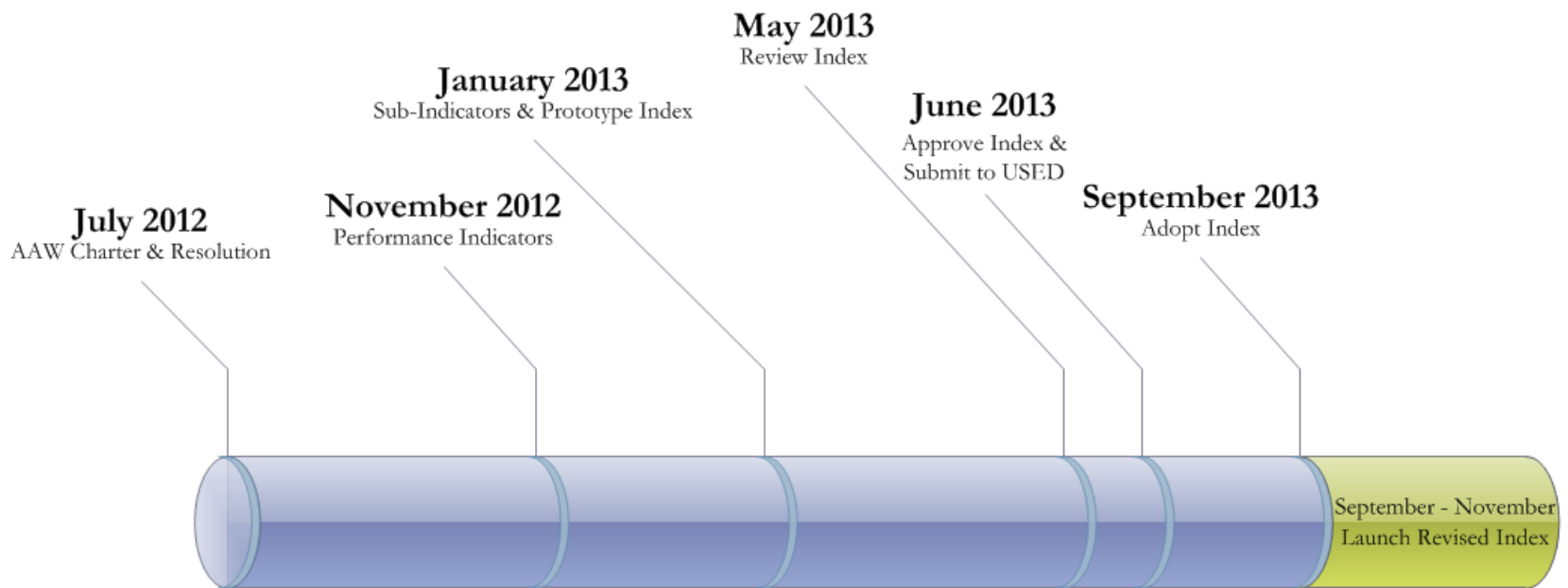
Disaggregation by subgroup

- 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.

# TIMELINE



July 2012

November 2013

# CURRENT INDEX

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

School Year 2010-2011						
INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
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
<b>Index Scores</b>	<b>5.75</b>	<b>6.00</b>	<b>4.50</b>	<b>3.75</b>	<b>3.50</b>	<b>4.70</b> 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
<b>Achievement Gap</b>										<b>1.12</b>

# INDEX DECISIONS TO DATE

## Gaps

- Opportunity gaps matter for both proficiency and growth.

## Career and College Readiness

- Indicators beyond high school graduation rates

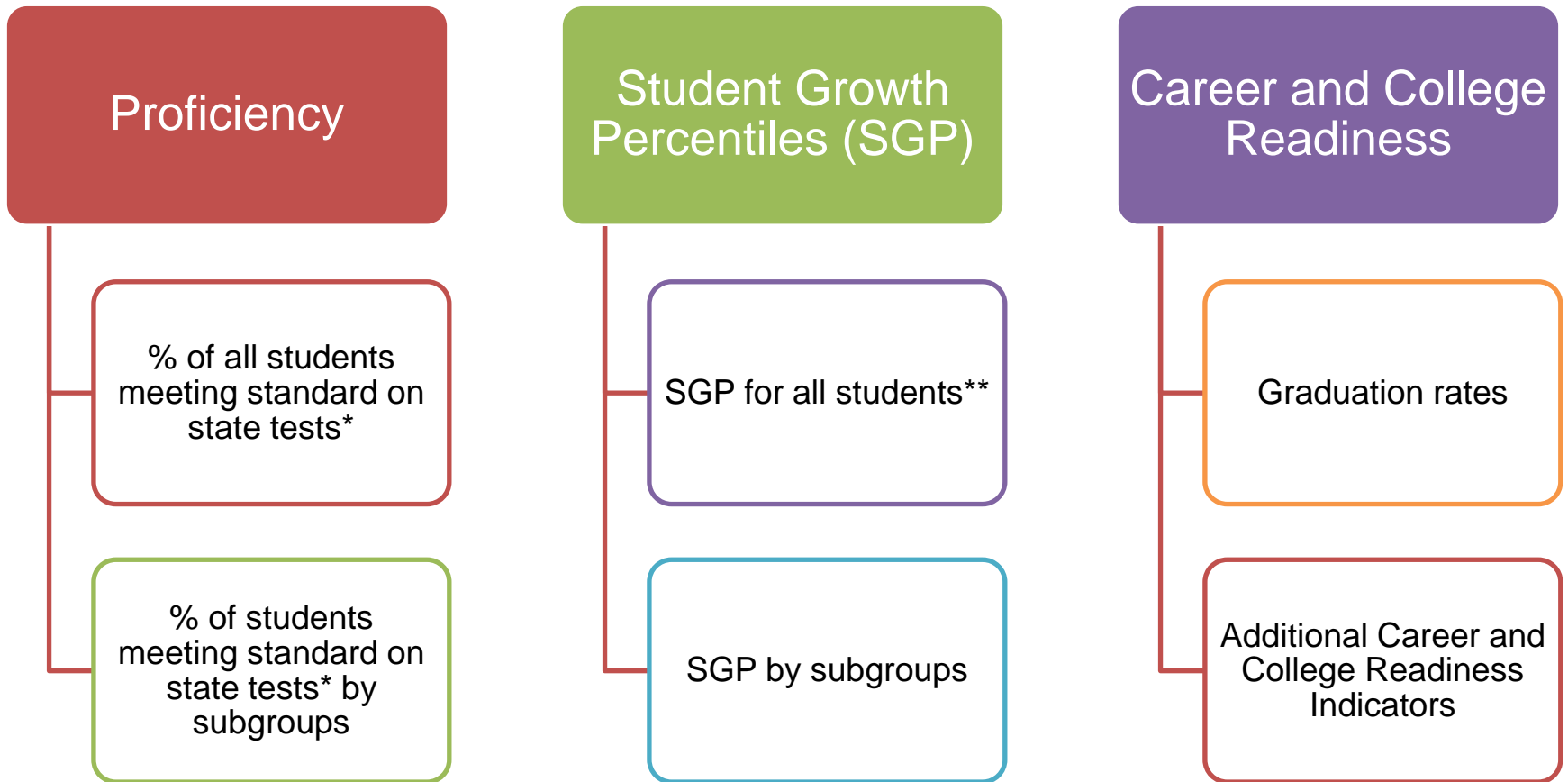
## Assessments

- Reading
- Math
- Science
- Writing

## Tier Labels

- Exemplary
- Very Good
- Good
- Fair
- Struggling

# PERFORMANCE INDICATORS



\* Reading, Writing, Math, and Science in grades 3-8 and high school

\*\* Student Growth Percentile data will be available in reading and math for grades 4 – 8 and high school



# INDEX QUESTIONS REMAINING

- Which career- and college- readiness indicators to include.
- Targets for career- and college- ready indicators.
- Whether to include English Language acquisition data.
- Whether to establish “supersubgroups” to expose hidden opportunity gaps.

# AAW INPUT

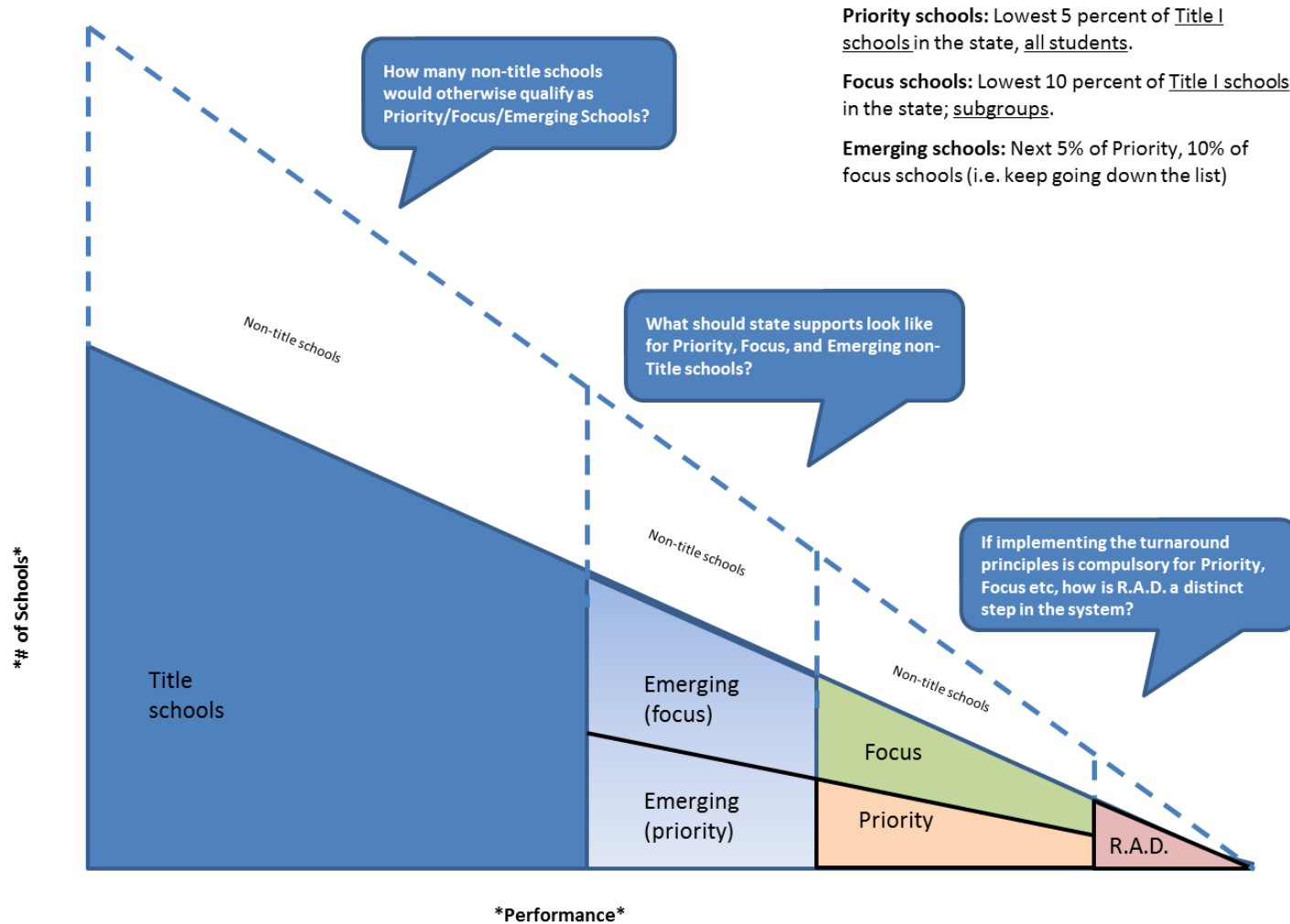
## Phase I: Achievement Index

- **October 2012 – April 2013**
- What performance indicators should be included in the revised Index?
- How should the Index measure opportunity and achievement gaps?
- How should performance indicators be weighted, and what targets should be set?

## Phase II: Accountability Framework

- **June 2013 – December 2013**
- What should a state accountability framework include?
- What state and local models for intervention should be employed?

# ACCOUNTABILITY DESIGN PRINCIPLES



# ACCOUNTABILITY DESIGN PRINCIPLES

- All Schools and Districts Count – For Recognition, Assistance, and Required Action.
- Our Accountability System Shouldn't be Premised on Title Eligibility.
- New Achievement Index Should Drive School (Priority, Focus, etc) and AMO Designations.
- Continue to Refine the Role of Required Action in a System that Provides a Continuum of Services.