



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

UPDATE ON THE SCHOOL RECOGNITION WORKGROUP

Prepared for the September 2019 Board Meeting

Summary

RCW 28A.657.110(3) authorizes the State Board of Education (SBE), in cooperation with the Office of the Superintendent of Public Instruction (OSPI), to annually recognize schools for exemplary performance as measured on the Washington School Improvement Framework (WSIF). The SBE shall have ongoing collaboration with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) regarding the indicators used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.

In spring 2018, the SBE, OSPI, and EOGOAC agreed to suspend school recognition for one year in order for a workgroup to redesign the system to better align to the Every Student Succeeds Act (ESSA) accountability system and to make the school recognition system more equitable. In spring 2018, the three organizations initiated a three-year effort to revamp Washington's school recognition framework to better highlight the successes across our K-12 educational system.

SBE, OSPI, and EOGOAC staff worked closely together in consultation with the recognition workgroup to design a pilot recognition system as the first phase in the development of a new recognition. The new approach to recognition is designed to identify schools throughout the continuum of growth and proficiency. Phase I of the revised framework recognized Schools that are closing gaps for their students groups identified for support, demonstrating growth and high levels of proficiency. Phase I of the Framework is best described as a single system of recognition that incorporates three routes to recognition, and multiple measures within each route derived from the WSIF.

The SBE, OSPI, and EOGOAC plan to refine the recognition framework over the next two years to recognize schools across the state and consider state level student outcome data as well as local qualitative and quantitative information. The organizations are following a general work plan in order to complete the Phase II and Phase III revisions by the end of the 2020-21 school year. Central to the proposed or planned recognition framework revisions are the following:

1. To include other measures (including local measures) in the recognition framework,
2. To include measures that are more qualitative in character,
3. To provide the opportunity for stakeholder input and review, and
4. To develop a platform to collect and share 'effective practices' of recognized schools.

Phase II Work Plan

Phase II of this work includes examination of the following measures for possible inclusion in the recognition system:

- School climate and student engagement,

- Exclusionary discipline rates and disproportionate student discipline, and
- Equitable student access to educators.

Table 1: shows the general work plan for Phase II of the school recognition workgroup.

| Date | Event | Actions and Discussion Items |
|-------------|-------------------------------|---|
| Sep. 2019 | SBE Meeting | Review the work plan and discuss metrics for possible inclusion in the Phase II recognition. |
| Sep. 2019 | EOGOAC Meeting | EOGOAC and SBE staff will provide an update on the work plan and a summary of the technical work of the SBE and OSPI staff. |
| Oct. 2019 | Joint Meeting EOGOAC-SBE-OSPI | Review the Phase I metrics, receive feedback from local schools and districts, decide on whether to include additional metrics, discuss other changes to the Phase I methodology. |
| Nov. 2019 | SBE Meeting | SBE staff will provide a summary of the technical work of the SBE and OSPI staff on the Phase II methodology. |
| Nov. 2019 | EOGOAC Meeting | EOGOAC and SBE staff will provide a summary of the technical work of the SBE and OSPI staff. |
| Nov. 2019 | WSSDA Annual Conference | Discuss and receive feedback on the school recognition model to inform Phase II and Phase III. |
| Dec. 2019 | Joint Meeting EOGOAC-SBE-OSPI | Finalize recommended changes to the Phase II quantitative methodology and set a date for the spring 2020 recognition ceremony. Discuss options for local and qualitative data and the potential for regional pilots. Discuss how “what’s working” would be shared with other schools. |
| Dec. 2019 | WERA Annual Conference | Discuss and receive feedback on the school recognition model to inform Phase III. |
| Jan. 2020 | SBE Meeting | Final approval of Phase II methodology and metrics. |
| Jan. 2020 | EOGOAC Meeting | EOGOAC and SBE staff will update the EOGOAC on the Phase II methodology and metrics. |
| Mar. 2020 | SBE Public Release | SBE announces the list of recognized schools through a news release. |
| Spring 2020 | Recognition Ceremony | School recognition event is held. |

Summary of the July Workgroup Meeting

On July 30, 2019, 18 participants or presenters representing the SBE, EOGOAC, and OSPI engaged in a series of presentations and small group activities in order to consider the suitability of additional measures for possible inclusion in the Phase II school recognition framework. The participants learned about each of the measures, had the opportunity to discuss the appropriateness of each measure for the school recognition system, and discussed some possible manners in which to use the measures in school recognition. The presentations are summarized below.

- After reviewing the agenda for the day, the attendees heard from Randy Spaulding, Michaela Miller, and Maria Flores on the scope, purpose, and work plan.
- The attendees heard a presentation on research of school climate and student engagement from Ann Ishimaru of the University of Washington.
- Dixie Grunenfelder from the OSPI made a presentation to the group on the School Climate Transformation Grant and Healthy Youth Survey.
- The attendees heard a presentation on equitable student access to educators from Kaori Strunk and Maria Flores from the OSPI.
- The attendees heard a presentation on disproportionate student discipline from Mark McKechnie of the OSPI.
- After each of the presentations, the attendees participated in a small group activity designed to address ideas and concepts relevant to the preceding presentation.