School
Recognition Model

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 RECOGNITON WORKGROUP

Prepared for the September 2019 Board Meeting

Information item.

As related to:

☐ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.

☐ **Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

☒ **Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

☒ **Goal Four:** Students successfully transition into, through, and out of the P-12 system.

☐ **Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

☐ **Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

☐ **Other**

Materials included in packet:

- Staff Memo
- Staff PowerPoint Presentation

Synopsis and Policy Considerations:

Phase II of the school recognition revisions was set into motion by the July 30, 2019 EOGOAC-SBE-OSPI joint meeting. The 18 attendees met for the purpose of learning about and examining the possible use of other measures in the recognition system, and those measures are the following:

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

The memo that follows summarizes the presentations on the possible additional metrics made to the meeting attendees. The memo also includes a general timeline, activities, and events leading to the finalizing of the Phase II methodology and culminating in the spring school recognition ceremony.

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UPDATE ON THE SCHOOL RECOGNITON 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.

School Recognition – Phase II

Washington State Board of Education
September 12, 2019

Phase I Metrics

199

Statutory Direction: 28A.657.110

(3) The state board of education, in cooperation with the office of the superintendent of public instruction, shall **annually recognize** schools for **exemplary performance** as measured on the Washington achievement index. The state board of education shall have ongoing collaboration with the educational opportunity gap oversight and accountability committee regarding the measures used to measure the **closing of the achievement gaps** and the **recognition provided to the school districts for closing the achievement gaps**.

Rationale for Redesigning the School Recognition System
Spring 2017 Washington Achievement Awards

Approximately one-third of the school awards went to a handful of districts, which were mostly low poverty.

One-third of awarded schools (93 of 281 schools) were from five school districts in the central Puget Sound area.

The 93 schools from the five school districts had an average FRL rate of 11.8%.

The rationale to redesign the system was driven in part by the changes brought about by the shift to the Every Student Succeeds Act (ESSA) accountability system and by the desire of the organizations to make the school recognition system more equitable.

201

Phase I Combined Quantitative Model
Schools Can Demonstrate Being Exemplary in Many Ways

Route 1

Closing Gaps

Greatest progress among schools receiving support

Route 2

Growth

School progress one year to the next or high student growth

Route 3

Achievement

High performer in multiple measures

202

Phase I Combined Quantitative Model

Closing Gaps
Greatest progress among schools receiving support

- Largest improvement for All Student category
- Largest improvement for student groups identified for support
- Highest EL Progress
- Greatest Gains in Grad Rate > 67%

Growth
School progress one year to the next or high student growth

ELA proficiency	Math proficiency
ELA growth (SGP)	Math growth (SGP)

- Grad rate (4-YR) progress
- Grad rate extended progress
- Attendance progress
- Dual credit progress
- 9th graders on track progress
- English learner progress

Achievement
High performer in multiple measures (3-Year Roll-Up)

- ELA proficiency
- Math proficiency
- Graduation rate (4-YR)
- Regular Attendance
- Dual credit
- 9th graders on track

Phase I School Recognition - Closing Gaps Route
Schools Identified for Support Closed Gaps for Certain Student Groups

Data Element	Data Definition	Min. N-Count	How the Data Element is Used
2018 Participation Rate on Statewide ELA and Math Assessments	School did not meet ELA or math participation requirement if N ≥ 20 and percent tested < 95 from the unsuppressed, non-public, annual, WSIF file for the All Students group.	20	Excluder for all schools. Recognized schools must meet ELA and math participation requirements from the spring 2018 administration.
W2018 and W2019 WSIF	Change in the WSIF rating from W2018 to W2019 for All Students group for Comprehensive Support Schools. Change in the WSIF rating from W2018 to W2019 for student groups for Tier 1 Targeted (1-2) and Tier 2 Targeted (>2) Support Schools.	20	At least one student group leading to school support identification must increase by ≥ 0.65 decile points (the top 20 percent threshold), other student groups leading to school support ID must increase, and no new groups are allowed to post a winter 2019 WSIF below the 2.30 threshold for support identification.
2018 Four-Year Graduation Rate	From the unsuppressed, non-public, annual file for Comprehensive-Low Grad Rate Schools	10	The class of 2018 four-year graduation rate must be ≥ the cutoff for identification (66.7 percent) for the All Students group.
2018 EL Progress Rate	From the unsuppressed, non-public, annual file for Tier 2: Low EL Progress Schools	10	The 2018 EL Progress rate must be ≥ the cutoff for identification (48.9 percent) for the school.

Only schools identified for Tier 1 Targeted (1-2 groups), Tier 2 Targeted (≥ 3 groups or EL Progress) , or Tier 3 Comprehensive supports on the winter 2018 WSIF are eligible for recognition through the Closing Gaps route.

Data Element	Data Definition	Min. N-Count
W2018 and W2019 WSIF	Change in the WSIF gap between the highest and lowest groups from W2018 to W2019	20
2017 and 2018 ELA Proficiency	Change in ELA proficiency rate from 2017 to 2018 if the participation rate was ≥ 95 percent for both years.	10
2017 and 2018 Math Proficiency	Change in math proficiency rate from 2017 to 2018 if the participation rate was ≥ 95 percent for both years.	10
2018 ELA SGP	ELA median SGP	10
2018 Math SGP	Math median SGP	10
2017 and 2018 Four-Year Graduation Rate	Change in four-year graduation rate from 2017 to 2018	10
2017 and 2018 Ext. Graduation Rate	Change in extended graduation rate from 2017 to 2018	10
2017 and 2018 EL Progress	Change in EL Progress rate from 2017 to 2018	10
2017 and 2018 Regular Attendance	Change in Regular Attendance rate from 2017 to 2018	10
2017 and 2018 9th Graders On-Track	Change in the 9th Graders On-Track rate from 2017 to 2018	10
2017 and 2018 Dual Credit Participation	Change in the Dual Credit Part. rate from 2017 to 2018	10

205

The High/Low WSIF gap is an excluder for schools. The High/Low WSIF gap must be declining and the highest performing group must be increasing.

For each of the ten measures:
- Is the change from 2017 to 2018 reportable?
- Is the change among the top performers (top 20 percent)?
- What percentage of reportable measures are in the top 20 percent (top quintile)?

School qualifies for recognition if:
- The percentage of reportable measures in the top 20 percent of schools ≥ 60, and
- The school is not excluded on account of the High/Low WSIF gap measure, and
- The school meets the assessment participation requirements for spring 2018 (≥ 95 percent on ELA and Math).

Note: All ten measures are calculated for the All Students group and are derived from the 2017 and 2018 unsuppressed, non-public, annual WSIF files provided to the SBE from the OSPI.

Phase I School Recognition - Achievement Route
Schools Demonstrating the Highest Performance on Multiple Measures

Data Element	Data Definition	Min. N-Count
Winter 2019 WSIF	The winter 2019 WSIF rating for student groups.	20
Winter 2019 WSIF ELA Proficiency Rate	Percentage of students meeting standard on the statewide ELA assessments or alternative assessments.	20
Winter 2019 WSIF Math Proficiency Rate	Percentage of students meeting standard on the statewide math assessments or alternative assessments.	20
Winter 2019 WSIF Four-Year Graduation Rate	Percentage of students graduating from high school in four years or less.	20
Winter 2019 WSIF Regular Attend. Rate	Percentage of students who regularly attend school.	20
Winter 2019 9th Graders On-Track Rate	Percentage of 9th grade students who earn credit for all courses attempted.	20
Winter 2019 Dual Credit Participation Rate	Percentage of students in grades 9-12 who participated in at least one dual credit course.	20

To be high performing on the WSIF, all reportable racial, ethnic, and special program student groups must post a winter 2019 WSIF rating ≥ 6.00.

For each of the six measures, a determination is made as to whether the All Students group performance is among the top performers (top 20 percent).

A school qualifies for recognition if:
- Two or more measures are in the top 20 percent of schools, and
- At least one of the high performing measures must be the ELA, math, or graduation measure, and
- The school is not excluded on account of the highest performing WSIF measure, and
- The school meets the assessment participation requirements for spring 2018 (≥ 95 percent on ELA and math).

Note: All six measures are calculated for the All Students group and are derived from the Winter 2019 public, WSIF file provided by the OSPI.

Phase I Results

207

216 Schools Earned Recognition

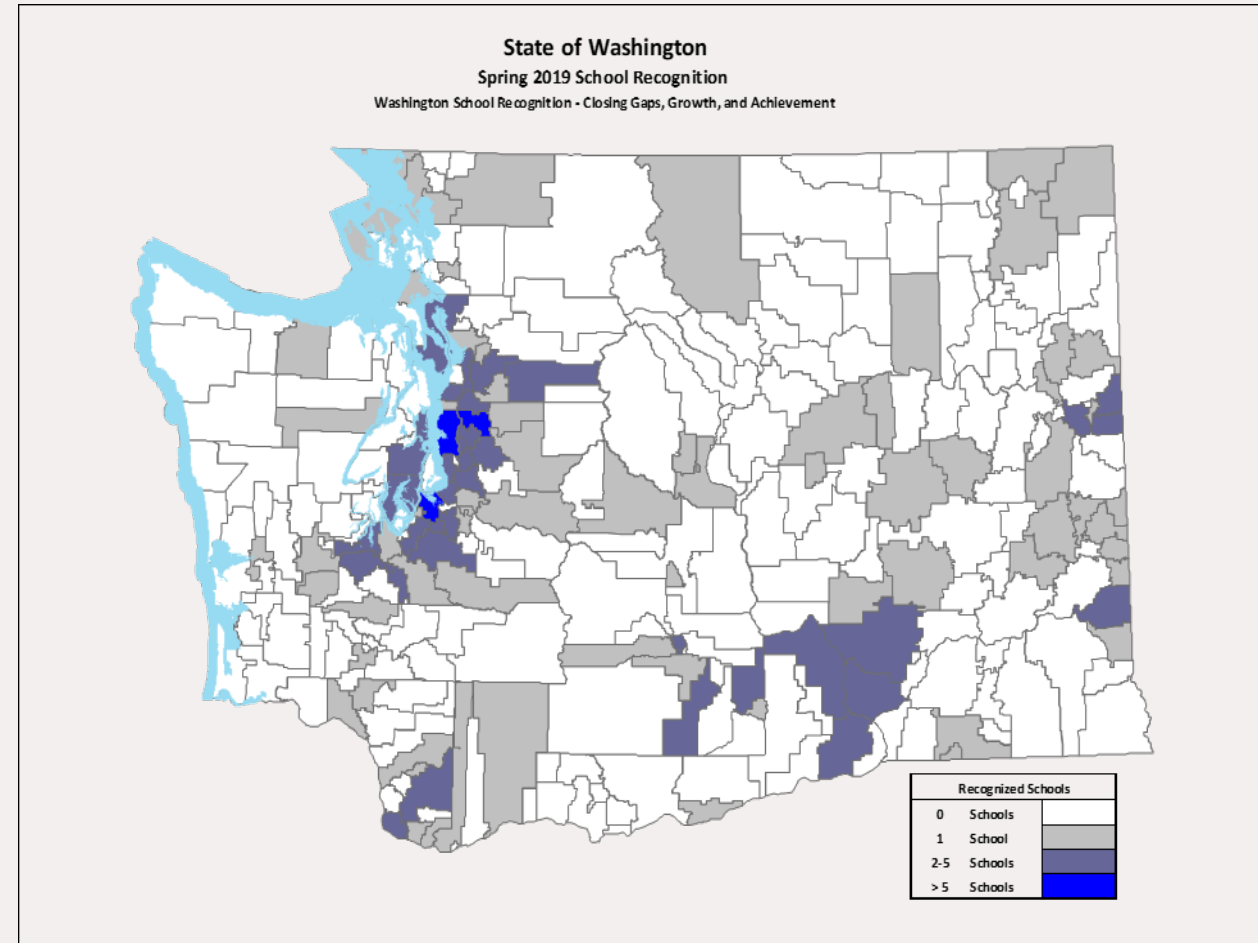|	Closing Gaps	Closing Gaps and Growth	Growth	Growth and Achievement	Achievement	Total
Tier 3: Comprehensive	24	1	4			28
Tier 2: Targeted 3+ Groups or Low EL Progress	13		2			15
Tier 1: Targeted 1-2 Groups	71	7	3			74
Foundational			30	1	68	99
Total	99	8	39	1	68	216

208

Recognition – Achievement Route

We see evidence of performance differences based on school level. The meaningfulness of school **recognition may be** enhanced if Phase II were to be revised in a manner to consider school level as a distinguishing factor. In other words, compare a high school's performance to other high schools, an elementary school's performance to other elementary schools, and so on.

	ELA Prof.	Math Prof.	4-Year Grad.	Reg. Attend.	9th Grade On Track	Dual Credit Part.	Total
Elementary Schools	40	42		38			42
Middle Schools	5	5		4			5
Combined Schools	2	2		1			2
High Schools	11	1	9		5	4	11
Combined High Schools	4	2	7	5	8	1	9
Total	**62**	**52**	**16**	**48**	**13**	**5**	**69**

209

Spring 2019 Recognized Schools

- 216 schools were recognized

- Average FRL rate is 40.1 percent, just a little lower than the state average of 46.0 percent.

- Approximately 54 percent of the recognized schools (117/216) were identified for Tier 1-3 supports in the winter 2018 WSIF.

- The demography of the recognized schools is similar in many respects to the demography of schools not identified.

State of Washington
Spring 2019 School Recognition
Washington School Recognition - Closing Gaps, Growth, and Achievement

Recognized Schools	
0	Schools
1	School
2-5	Schools
> 5	Schools

210

13

Recognized Schools – Performance Along a Continuum
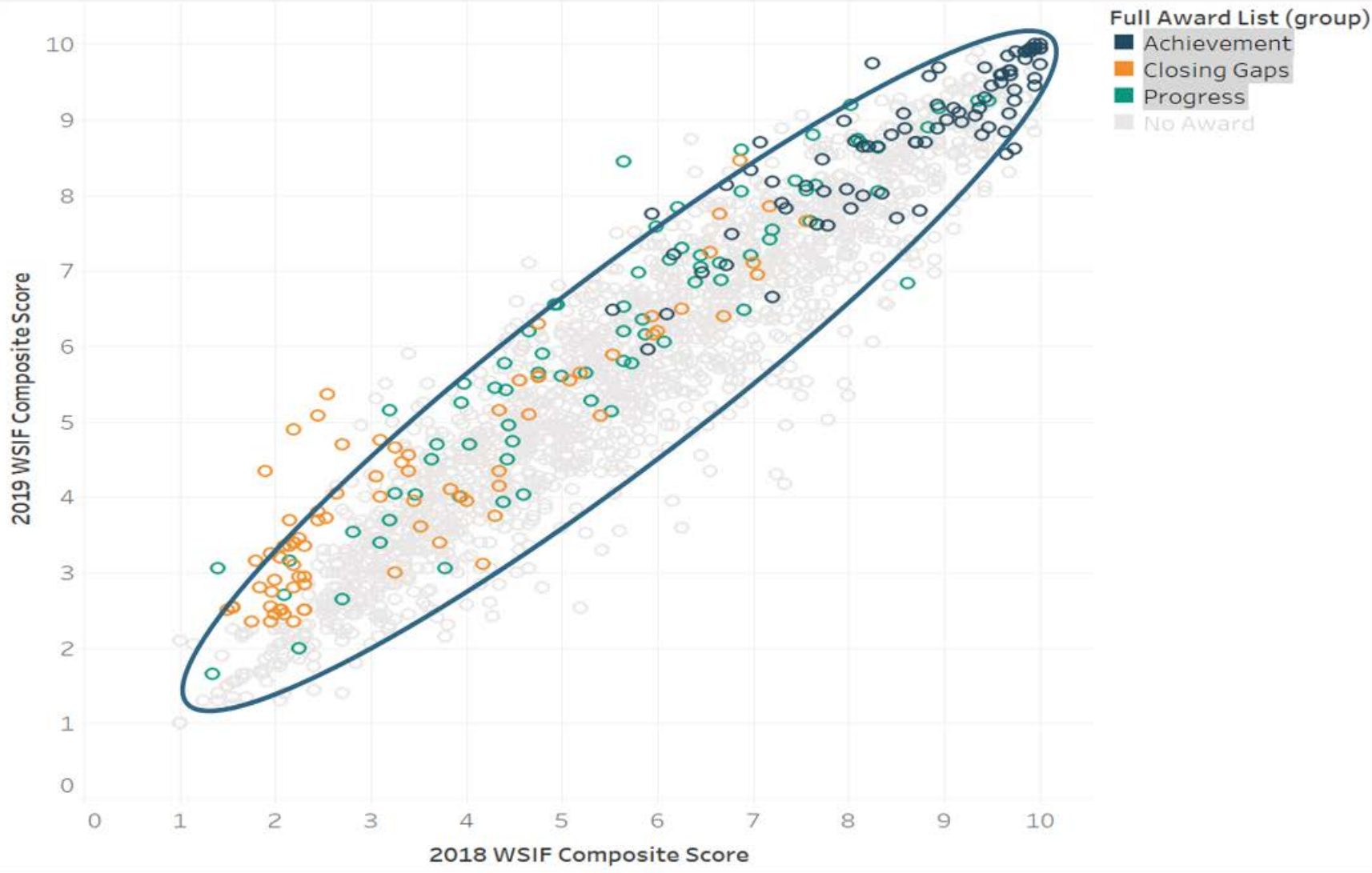
Disproportionately Low Rate of Recognition?
High Schools

	Recognized Schools when the ESSA Participation Requirement is Applied	Identified Schools when the ESSA Participation Requirement is Not Applied	All Schools - Percentage by School Level in Washington
Elementary Schools	137 (63.4%)	139 (58.9%)	53.1 %
Middle Schools	34 (15.7%)	34 (14.4%)	18.1 %
Combined Schools	6 (2.8%)	6 (2.5%)	4.0 %
High Schools	22 (10.2%)	33 (14.0%)	17.3 %
Combined High Schools	17 (7.9%)	24 (10.2%)	7.5 %
Total	216	236	1960*

212

Had the ESSA participation requirement not been in place, 57 high schools (24.2 percent of the total) would have been recognized, which is reflective of the statewide totals.

*Note: the total of 1960 schools represents those schools with a winter 209 WSIF rating. Approximately 500 additional schools without a WSIF rating are not included here.

Recognition - Achievement Route

	Average Number of Reportable Groups in the Winter 2019 WSIF	Average Number of Reportable Groups for Schools through the Achievement Route
Elementary Schools	5.9	5.1
Middle Schools	7.1	4.6
Combined Schools	4.5	2.0
High Schools	5.0	2.6
Combined High Schools	2.4	2.2
Total	**5.6**	**4.2**

It is evident that elementary and middle schools meet the Phase I recognition requirements for the Achievement route even when larger numbers of reportable student groups are present, while high schools and combined with more reportable groups (typically larger schools) are less likely to meet the recognition requirements.

213

Phase II Considerations and Discussion

Questions to Consider

- Are we measuring the "right" things in the "right" manner?

- Does the methodology adequately assess the performance of student groups as well as the All Students group?

- Would the framework benefit from better differentiation of schools by school enrollment, school level, school location, and or school type?

- Would the framework be improved through better recognition of school differences by race, ethnicity, income, or other student characteristics?

215

SBE-EOGOAC-OSPI Joint Workgroup Meeting (July 30) Information on Additional Metrics

- The workgroup discussed the suitability of other metrics in the school recognition system
  - School climate and student engagement data
  - School discipline data
  - Equitable student access to educators

- The workgroup discussed the possible manners in which to include other metrics in the school recognition system
  - Qualitative vs. quantitative data elements
  - Use as an excluder or a measure of high performance or closing gaps

216

Should the Recognition System Differentiate Performance Thresholds by School Level, Type, or other School Characteristics?

Phase I explored various manners in which to differentiate schools

- School level
  - Elementary (K-5), middle (6-8), combined (K-8), HS (9-12), and combined HS (K-12)
  - Five school types

- School location
  - Regional by ESD, setting (urban, suburban, rural, etc.)
  - Four school types

- School enrollment (# of assessment records)
  - small < 70, medium 70-334, and large >335

- Combinations of the discriminators
  - School level by setting
  - Five by four matrix yielding 20 distinct school types (e.g. rural high schools)

> **The decision was made to not differentiate schools in Phase I and to reconsider the issue more closely in Phase II after considering feedback from districts, schools, and other stakeholders.**

217

Phase I Recognized Schools by ESD

- The Phase I methodology identified schools across the state at a rate that approximated the distribution of all schools across the state.

- For example, approximately seven percent of the recognized schools were in the ESD 105 region, and approximately eight percent of all schools in the state are in the ESD 105 region.

The percentages of recognized schools for all ESDs appeared reasonable, so school discrimination by region was not deemed necessary.

	ESD 101 Spokane	ESD 105 Yakima	ESD 112 Vancouver	ESD 113 Tumwater	ESD 114 Bremerton	ESD 121 Renton	ESD 123 Pasco	ESD 171 Wenatchee	ESD 189 Anacortes
Number of Schools Recognized	32	15	15	15	4	86	14	5	32
Percent of Recognized Schools by ESD	14.8	6.9	6.9	6.9	1.9	39.8	6.5	2.3	14.8
Percent of Total Schools by ESD	11.2	5.5	8.4	7.7	4.6	31.1	5.8	5.4	14.2

218

Phase I Recognized Schools by School Size

- The Phase I methodology identified schools from very small to large.

- For example, approximately 19 percent of the recognized schools were categorized as large, and approximately 23 percent of all schools in the state are categorized as large.

The percentages of recognized schools by school size approximated the state distribution, so school differentiation by school size was not deemed necessary.

School Size*	Recognized	Not Recognized	Washington Total
Small School (< 75 records)	41 (19%)	504 (25%)	545 (24%)
Medium School (75 to 334 records)	133 (62%)	1048 (52%)	1181 (52%)
Large School (≥ 335 records)	42 (19%)	488 (24%)	530 (23%)

*Note: the school size uses the number of ELA assessment records from 2018 as a proxy measure for the 2018 school enrollment.

219

Should the School Recognition System Expand the Explicit Consideration of Race, Income, or Special Populations when Evaluating Growth?

- The Closing Gaps route explicitly requires at least one student group corresponding to the support tier identification to demonstrate substantial improvement.
  - Identify student groups (based on race/ethnicity) at a school that met the group's ESSA annual step increases in ELA, math, graduation rate.
  - Identify student groups (based on FRL, EL, and SWD status) at a school that met the group's ESSA annual step increases in ELA, math, graduation rate.

- An expansion such as this would have the expected results of:
  - Explicitly connecting school recognition to the ESSA plan and improvement goals specified in RCW 28A.305.130 (4)(a).
  - Providing information to other schools or districts that could be applied locally to bolster the outcomes of similar students. (e.g. the XXX student group at this school improved greatly, what did this school do to get the results and how can I apply these practices to my school to achieve similar results for my XXX students?)

220

Phase I Combined Quantitative Model
Schools Can Demonstrate Being Exemplary in Several Ways

Closing Gaps
Best improvement among schools receiving support

- WSIF Change All Students
- WSIF Change Student Groups
- EL Progress Improvement
- Grad Rate Improvement

By student group for support schools only. *(box around WSIF Change Student Groups and EL Progress Improvement)*

Nearly all of the measures used for the Phase I school recognition rely on the All Students group.

Growth
School progress one year to the next or high student growth

- ELA Proficiency
- Math Proficiency
- ELA growth (SGP)
- Math growth (SGP)
- Grad rate (4-YR)
- Extended Grad rate
- Regular Attendance
- Dual credit participation
- 9th graders on track
- EL Progress

Achievement
High performer in multiple measures
(3-YR Rollup)
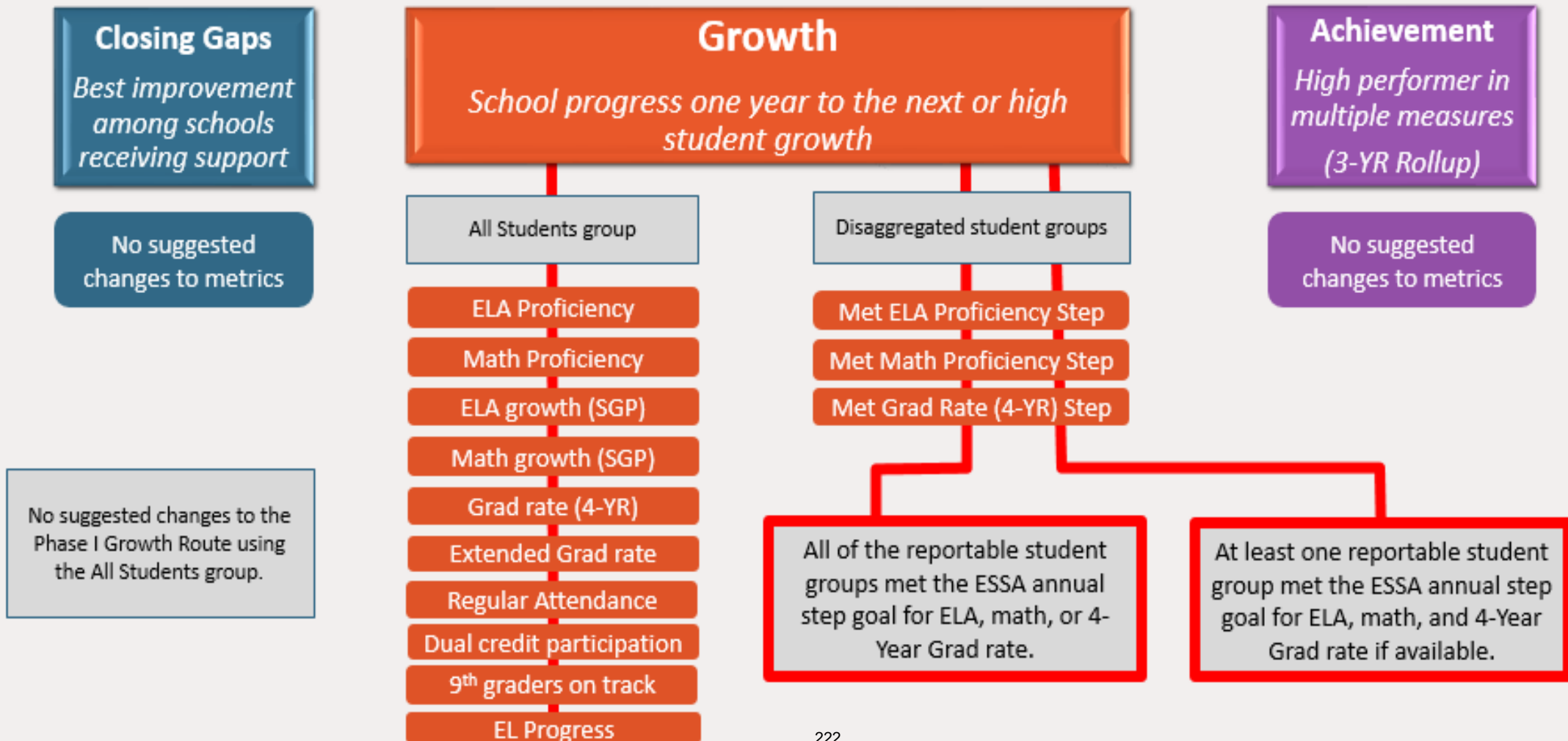
- ELA proficiency
- Math proficiency
- Graduation rate (4-YR)
- Regular Attendance
- Dual credit
- 9th graders on track

Example: Suggested Phase II Combined Quantitative Model Schools Can Demonstrate Being Exemplary in More Ways

Closing Gaps
Best improvement among schools receiving support

No suggested changes to metrics

No suggested changes to the Phase I Growth Route using the All Students group.

Growth
School progress one year to the next or high student growth

All Students group

- ELA Proficiency
- Math Proficiency
- ELA growth (SGP)
- Math growth (SGP)
- Grad rate (4-YR)
- Extended Grad rate
- Regular Attendance
- Dual credit participation
- 9th graders on track
- EL Progress

Disaggregated student groups

- Met ELA Proficiency Step
- Met Math Proficiency Step
- Met Grad Rate (4-YR) Step

All of the reportable student groups met the ESSA annual step goal for ELA, math, or 4-Year Grad rate.

At least one reportable student group met the ESSA annual step goal for ELA, math, and 4-Year Grad rate if available.

Achievement
High performer in multiple measures (3-YR Rollup)

No suggested changes to metrics

222

Student Groups Making Annual Step Increases Toward Meeting Long-Term Goals

Example: a high school with four reportable student groups.

Hispanic group exceeded the annual step requirements in ELA, math, and graduation rate, school recognized for Hispanic student growth*.

All reportable student groups exceeded the annual step requirements in ELA, school recognized for student growth in ELA*.

	Native American	Asian	Black	Hispanic	Hawaiian or Pacific Isl.	White	Two or More	English Learner	Low Income	Special Educ.
ELA				✓		✓		✓	✓	
Math				✓		No		✓	No	
4-YR Grad.				✓		✓		No	✓	

*Note: if other qualifying criteria (assessment participation, high/low gap reduction, and other WSIF improvements) are met.

Phase II
General Work Plan and Timeline

September	October	November	December	January	Feb	March	March - April
SBE meeting and discussion	Joint EOGOAC, SBE, OSPI meeting	SBE meeting and discussion	Joint EOGOAC, SBE, OSPI meeting	SBE meeting		SBE Task	SBE Task
EOGOAC meeting		EOGOAC meeting		EOGOAC meeting			
Review work plan and discuss metrics	Review current and additional metrics & get LEA feedback		Agree on final Phase II methodology	Final approval of Phase II metrics and methodology		Identify and notify schools after WSIF public release	Recognition event(s)

224

Contact Information

Website: www.SBE.wa.gov

Facebook: www.facebook.com/washingtonSBE

Twitter: @wa_SBE

Email: sbe@k12.wa.us

Phone: 360-725-6025

Web updates: bit.ly/SBEupdates