



# 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.

## 2021-22 School Recognition

### Overview, Business Rules, and Technical Documentation



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If you have questions about the methodology, calculations, and school identifications, please contact Dr. Andrew J. Parr via email: [andrew.parr@k12.wa.us](mailto:andrew.parr@k12.wa.us).

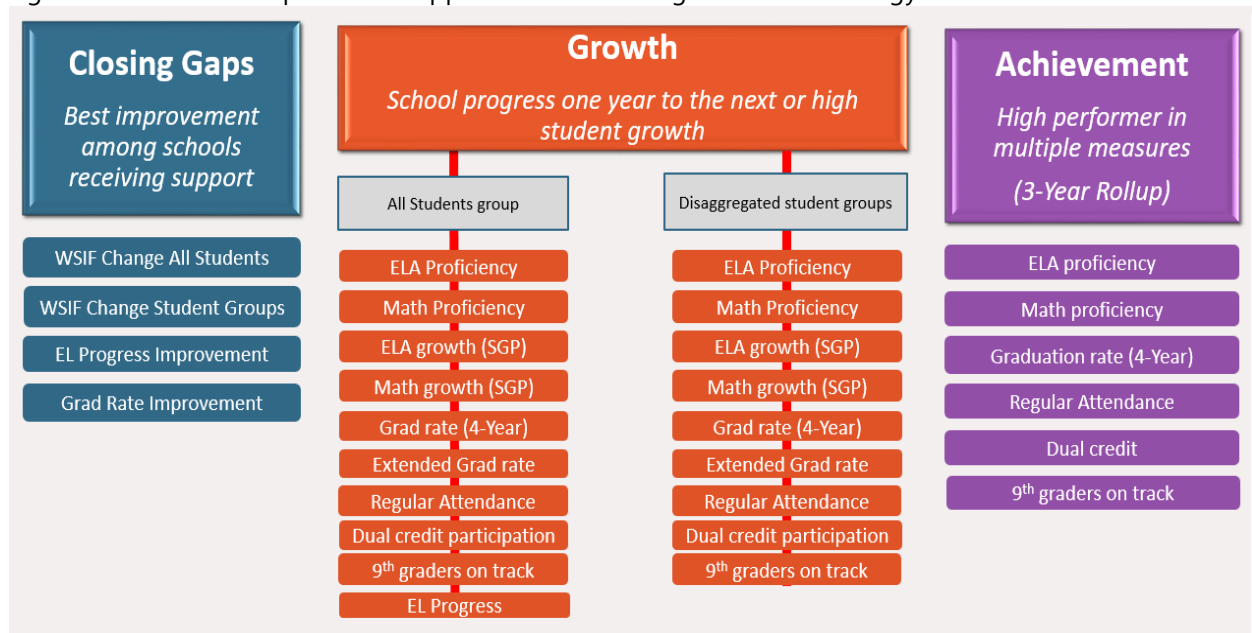
# 2021-22 SCHOOL RECOGNITION

## Background on the State School Recognition System

Since the spring 2018, the State Board of Education (SBE), Educational Opportunity Gap Accountability Oversight Committee (EOGOAC), and the Office of the Superintendent of Public Instruction (OSPI) have been collaborating on redesigning Washington school recognition. In the spring 2019 and spring 2020, schools were recognized based on the metrics in the state accountability system as used in the Washington School Improvement Framework (WSIF).

The spring 2020 school recognition followed an approved methodology (Figure 1) that would provide schools with the opportunity to be identified for recognition for a high performing student group as well as the All Students group. The methodology developed by the workgroup was adopted by the SBE at the January 2020 Board meeting, and final identifications were presented to the SBE and collaborating partner meetings in the following March.

Figure 1: shows the simplified and approved school recognition methodology.



In March 2020, Washington public schools were physically closed and remote instruction became the norm because of the COVID pandemic. Shortly thereafter, the OSPI cancelled the spring 2020 statewide assessment administration and later postponed the spring 2021 statewide assessment administration to the fall 2021. Because of these circumstances, the OSPI did not create WSIFs for either the winter 2021 or the winter 2022, which resulted in the suspension of school recognition, as the required data was not available.

The school recognition scheme depicted in Figure 1 is the result of a collaboration between the Educational Opportunity Gap Oversight Accountability Committee, the Office of the Superintendent of Public Instruction, and the State Board of Education. The approved

methodology relies on the three-year WSIFs from one year to the next, and the unsuppressed annual WSIF data from the two most recent years.

For the current school recognition cycle, data from which to identify schools for recognition should have come entirely from the 2019-20, 2020-21, and 2021-22 school years. Because of the data availability issues related to the COVID pandemic, the winter 2023 WSIF school scores were derived from data elements from a five-year time span (Figure 2).

- School recognition for Closing Gaps was intended to be based on WSIF score changes from one year to the next (e.g., winter 2022 to winter 2023). However, this revised model relies on the winter 2020 WSIF and the winter 2023 WSIF because neither the winter 2021 nor the winter 2022 WSIFs were calculated by the OSPI.
- School recognition for Growth was meant to be derived from the annual change from the two most recent years of data (e.g., data from the 2020-21 and 2021-22 school years). This revised model relies on annual changes from one year to the next where possible, but also relies on changes separated by two- and even three-year intervals. For example, proficiency rate changes were computed from the 2018-19 school year to the 2021-22 school year because there is no intervening assessment data.
- School recognition for Achievement was meant to identify the highest performing schools over the three most recent years. However, this revised model identifies the highest performing schools based on data from three of the five most recent years.

Figure 2: shows the data elements used for the winter 2023 WSIF.

ESSA Accountability Term		School Year				
Indicator	Measure	2017-18	2018-19	2019-20	2020-21	2021-22
Academic Achievement	ELA Proficiency	○	○	N/A	N/A	○
	Math Proficiency	○	○	N/A	N/A	○
Other Academic Achievement	Student Growth Percentile & Average Achievement Level	SGP	SGP	N/A	N/A	Average Achievement Level (2022 only)
Graduation Rate	4-Year Adjusted Cohort			○	○	○
School Quality and Student Success (SQSS)	Regular Attendance		○	Adjusted (Sept-Feb)	N/A	○
	Ninth Grade on Track			○	○	○
	Dual Credit			○	○	○
English Learner Progress	EL Progress					ELPA21 (2021) to WIDA (2022)

From OSPI [FAQ](#) on the identification of schools from the winter 2023 WSIF on the OSPI website.

## 2021-22 Washington School Recognition System

### ***OVERVIEW OF THE RECOGNITION ROUTES***

The currently approved school recognition methodology follows the overarching approach of identifying schools through any of three routes shown on Figure 1: Closing Gaps, Growth, and Achievement. Each of the routes relies on multiple measures.

- Closing Gaps: recognizes schools previously identified for Every Student Succeeds Act (ESSA) Comprehensive or Targeted Supports demonstrating substantial improvements for the school or student groups and meeting other eligibility requirements.
- Growth: a within group analysis identifying the schools where the All Students group or other student groups are making the largest year-to-year gains on the WSIF measures and meeting other eligibility requirements.
- Achievement: recognizes the highest achieving schools on English language arts (ELA) and math proficiency, high school graduation rate, the School Quality and Student Success (SQSS) measures (regular school attendance, 9<sup>th</sup> graders on-track, and dual credit completion) and meeting other eligibility requirements.

### ***CLOSING GAPS ROUTE***

Schools identified for Targeted (Tiers 1 and 2) or Comprehensive (Tier 3) support in the 2017 WSIF version are preliminarily identified for recognition when any of the following criteria are met. In addition, an identified school must meet the assessment participation requirements in ELA and math for the spring 2022 statewide assessments.

- For Comprehensive supports schools, the All Students group must post a gain of at least 0.65 decile points (top 20 percent threshold cut) from the winter 2020 WSIF to the winter 2023 WSIF. In addition, the WSIF score for the All Students group must exceed the 2.19 threshold identification cut point, and none of the school's WSIF reportable student groups may post a decline in the group's WSIF scores from one year to the next.
- For Targeted support schools, all of the school's student groups with a 2017 WSIF less than or equal to 2.30 must not decline on the winter 2023 WSIF from the winter 2020 WSIF. In addition, at least two-thirds of those student groups must post an increase of at least 0.65 decile points from the winter 2020 WSIF to the winter 2023 WSIF, and at least one identified group must improve above the 2.19 identification threshold cut point. Finally, no new student groups may fall below the 2.19 threshold cut.
- Schools identified in the 2017 WSIF version for Tier 2: Targeted-Low EL Progress supports must post an EL progress rate higher than the 2023 WSIF threshold cut for EL Progress identification.
- Schools identified in the 2017 WSIF version for Tier 3: Comprehensive Low Grad Rate must post a four-year graduation rate for the class of 2022 that is higher than the 66.7 percent threshold used for ESSA school identification.

## **GROWTH ROUTE**

### **ALL STUDENTS GROUP**

The currently approved methodology for the Growth route for the All Students group is unchanged from the approved recognition methodology, except that the identification threshold cut point is higher for the regular attender measure. All schools are eligible to be identified on the basis of posting the largest gains in annual performance on any of a number of different measures, proficiency rates, four-year graduation rate, extended graduation rate, English Learner (EL) Progress, and SQSS measures. The measures are generally defined (Table 1) as follows:

- The change in the ELA and math proficiency rates is sufficiently large to place the school in the top 10 percent of schools, and additional participation requirements are met.
- The change in the four-year graduation rate is sufficiently large to place the school in the top 10 percent of schools.
- The extended graduation rate measure from the winter 2023 WSIF is amongst the top 10 percent of schools.
- The annual change in the percentage of English learner students making progress is among the top 10 percent of schools.
- The annual changes in the school performance on the regular attendance, 9<sup>th</sup> grade on-track, and dual credit completion measures (separately) are sufficiently large to place the school in the top 10 percent of schools.

For a school to be identified under the Growth route for the All Students group, the school must have posted outcomes in the top 10 percent of schools on at least 60 percent of the reportable measures for which the school was eligible (Table 1). The school must also meet the assessment participation requirements in ELA and math for the spring 2022 statewide assessments and the school must have been open for at least the three most recent years. Finally, the school must have met the requirement of reducing the WSIF High/Low Gap from the winter 2020 WSIF to the winter 2023 WSIF.

### **STUDENT GROUPS**

For a school to be identified under the Growth route for a student group, at least one student group at the school must have posted outcomes in the top 10 percent of schools on at least 60 percent of the measures for which the group at the school was eligible (Table 2). A student group at a school will not be recognized if the only top performing measure was the regular attendance metric. The school must also meet the assessment participation requirement in ELA and math for the spring 2022 statewide assessments.

Table 1: includes a brief description of the data elements for the Growth route and the top 10 percent threshold cut points for each of the ten possible reportable measures for the All Students group.

Data Element	Data Definition	Threshold Top 10 Percent (All Students Group)
2019 and 2022 ELA Proficiency	Change in ELA proficiency rate from 2019 to 2023 if the participation rate was $\geq$ 95 percent for both years.	0.8056 pp
2019 and 2022 Math Proficiency	Change in math proficiency rate from 2018 to 2019 if the participation rate was $\geq$ 95 percent for both years.	0.2671 pp
2022 ELA SGP	ELA median SGP – Not Computed	NA
2022 Math SGP	Math median SGP – Not Computed	NA
2021 and 2022 Four- Year Graduation Rate	Change in four-year graduation rate from 2021 to 2022	10.0000 pp
2018 and 2019 Ext. Graduation Rate	Change in the graduation rate (Four to Seven Year) in the winter 2023 WISF	21.6213 pp
2019 and 2022 EL Progress	Change in EL Progress rate	1.2996*
2020 and 2022 Dual Credit Completion	Change in the Dual Credit completion rate from 2021 to 2022	14.4872 pp
2021 and 2022 9 <sup>th</sup> Graders On-Track	Change in the 9 <sup>th</sup> Graders On-Track rate from 2021 to 2022	17.3724 pp
2021 and 2022 Regular Attendance	Change in Regular Attendance rate from 2020 to 2022	0.0001 pp

\*Note" pp = percentage points. The EL Progress change is measured as the change in standardized scores from 2020 to 2022, required because of the administration of different assessments.

Values shown as 0.0001 occur where the decile cut point was a negative value, which would have meant recognizing a group for a decreasing performance on the measure. In these instances, the negative decile cut points were increased to a positive number. This means that the inflated positive number does not represent the top 10 percent, but rather greater than the 90<sup>th</sup> percentile (e.g., the 91<sup>st</sup>, 92<sup>nd</sup>, and up to the 95<sup>th</sup> percentile).

Table 2: shows the threshold values and average values (in parentheses) for metric changes for the top 10 percent of schools by student group.

	ELA PRO	MATH PRO	GRAD RATE	EXT GRAD RATE	DUAL CREDIT	ON TRACK	REG ATTEN
	Top Decile	Top Decile	Top Decile	Top Decile	Top Decile	Top Decile	Top Decile*
All Students	0.8056 (-8.17)	0.2671 (-9.73)	10.000 (0.20)	21.6213 (9.13)	14.4872 (0.73)	17.3724 (1.98)	0.0001 (-16.32)
Native American or Alaskan	11.3961 (-5.39)	4.7725 (-8.97)	14.9321 (-3.55)	32.9489 (9.63)	22.1785 (1.06)	35.8824 (0.74)	0.0001 (-24.15)
Asian	8.3766 (-5.44)	7.1429 (-8.61)	7.0394 (-0.86)	10.7640 (3.86)	15.0265 (0.89)	19.8361 (2.80)	2.7252 (-9.64)
Black African Amer.	13.1061 (-7.09)	11.4607 (-8.66)	13.5041 (1.36)	25.0000 (8.36)	21.8535 (1.10)	22.6392 (1.81)	0.0001 (-16.73)
Hispanic	5.2396 (-8.81)	5.3430 (-9.76)	11.9795 (1.11)	20.2296 (7.63)	17.8854 (1.49)	22.3846 (3.03)	0.0001 (-20.60)
White	2.6142 (-8.14)	2.5593 (-9.72)	9.9514 (-0.72)	19.9354 (8.32)	13.4581 (0.65)	16.9933 (1.90)	0.0001 (-15.89)
Hawaiian or Pacific Islander	12.2283 (-9.85)	6.6250 (-12.36)	14.2564 (1.30)	25.0000 (7.01)	22.9915 (1.70)	24.9176 (-0.14)	0.0001 (-26.63)
Two or More Races	10.000 (-7.63)	11.2500 (-9.19)	12.6564 (0.82)	18.0912 (6.27)	18.9388 (1.74)	19.1667 (1.62)	0.0001 (-17.38)
English Learner	10.4948 (-2.41)	7.7836 (-4.54)	15.0794 (-0.79)	25.0313 (10.48)	21.3970 (2.43)	27.2193 (1.99)	0.0001 (-20.22)
Low Income	3.7567 (-8.40)	3.1961 (-9.26)	13.4123 (1.57)	25.4566 (9.74)	17.6715 (1.81)	24.6144 (5.12)	0.0001 (-19.64)
Special Education	10.0317 (-3.74)	10.1893 (-3.78)	18.4156 (0.70)	33.6348 (14.97)	21.6888 (2.90)	24.9905 (1.99)	0.0001 (-19.16)

\*Note: each change is shown in percentage points change computes as the 2022 value minus the most recent corresponding value. A positive result means the 2022 value was greater than the prior value indicating that the group at the school demonstrated improvement on the educational outcome measure. Statewide means for each measure are shown in parentheses and are rounded to the nearest hundredth decimal place. Low Income refers to the students qualifying for the Free and Reduced Price Lunch program.

### **ACHIEVEMENT ROUTE**

The approved methodology for the Achievement route is fundamentally unchanged from the approved recognition methodology. All schools are eligible to be identified through the achievement route on the basis of placing among the highest performers on ELA and math proficiency, four-year high school graduation rate, and SQSS measures. A school qualifies for recognition under the Achievement route if at least two of the following criteria are met.

- The All Students group at the school performed in the top 20 percent of schools on the three-year proficiency rates for the ELA and math assessments (separately).

- The All Students group at the school performed in the top 20 percent of schools on the four-year high school graduation rate aggregated over three years.
- The All Students group at the school performed in the top 20 percent of schools on the separate SQSS measures aggregated over three years.

In order to be identified for recognition under the achievement route, the All Students group and all other reportable student groups must have posted a winter 2023 WSIF rating of 6.00 or higher. The school is also required to meet the assessment participation requirements in ELA and math for the spring 2022 statewide assessments and the school must have been open for at least the three most recent years.

Table 3: shows the threshold values for Achievement measures for the top 20 percent of schools for the all student group.

	ELA Proficiency	Math Proficiency	Four-Year Graduation Rate	Dual Credit	9 <sup>th</sup> Grade On-Track	Regular Attendance
	Top Quintile	Top Quintile	Top Quintile	Top Quintile	Top Quintile	Top Quintile
All Students	72.5105	61.1537	92.8876	70.3102	87.4491	89.3370

Note: all rates are shown as a percentage.

## Additional Information

### **HIGH/LOW GAP ELIGIBILITY AND CALCULATIONS**

**Data Source:** winter 2020 WSIF and the winter 2023 WSIF, final school (decile) scores or ratings for race/ethnicity student groups and the program-based student groups. The final school (decile) score for a group requires a minimum of 20 student records (aggregated over three years) and the reporting of a minimum number of measures or indicators depending on school level

**Overarching Idea:** to determine whether the gap between the highest and lowest performing groups (based on all student groups at the school) on the WSIF at a school is being reduced from one year to the next.

**Eligibility Requirements:** applied to the Growth route for the All Students group. The gap between the highest and lowest groups on the WSIF must be declining and neither the highest nor the lowest group may post a decline on the WSIF from one year to the next

### **PARTICIPATION RATE ELIGIBILITY AND CALCULATIONS**

**Data Sources:** winter 2023 WSIF (3-year rollup) and the 2019 and 2022 annual unsuppressed WSIF files from SBE/OSPI data sharing agreement.

**Overarching Idea:** to determine whether or not schools and student groups met the participation requirements on the statewide assessments.



**Eligibility Requirements:** the All Students group must meet ESSA assessment participation requirements for both the ELA and math as reported in the 3-year WSIF. A separate participation calculation is derived separately for ELA and math from the unsuppressed annual files.

#### ***CHANGE IN WSIF SCORES FOR CLOSING GAP CALCULATIONS***

**Data Source:** winter 2020 WSIF and the winter 2023 WSIF, final decile scores or ratings for race/ethnicity student groups and the program-based student groups. The final decile score for a group requires a minimum of 20 student records (aggregated over three years) and the reporting of a minimum number of measures or indicators depending on school level

**Overarching Idea:** to determine whether a student group met the minimum improvement in WSIF decile points for possible recognition.

**Eligibility Requirements:** applied to the Closing Gaps route for the Comprehensive and Targeted Support schools. The change in the WSIF score from the winter 2020 WSIF to the winter 2023 WSIF for a Targeted student group must be in the top 20 percent of schools.

**Prerequisite Knowledge:** to make the recognition identification, the support tier must be known and the student groups leading to Targeted Support identification must be known.

#### ***CHANGE IN PERFORMANCE FOR THE GROWTH ROUTE***

**Data Sources:** 2018, 2019, 2020, 2021, and 2022 annual unsuppressed WSIF files from SBE/OSPI data sharing agreement.

**Overarching Idea:** to determine whether the change in performance for the All Students group and student groups are in the top 10 percent of schools on reportable measures provided participation requirements are met on certain measures.

**Eligibility Requirements:** at least 60 percent of the reportable measures for a student group at a school is in the top 10 percent of all schools for that group. Each is described below, separately.

**Other Important Information:** For the ELA and math proficiency rate changes, a participation rate of less than 95 percent in 2018 or 2019 will result in “no harm”, as the record will be removed from the numerator and denominator calculations. A student group must have at least 10 valid records in both years to result in a reportable value. The top 10 percent threshold cut points for each measure are included in Tables 1 and 2. A school will not be identified for recognition via the Growth route if the regular attendance measure is the only reportable measure. A school must have been open for the two most recent years as indicated by a regular attendance denominator of at least one student in each of the two most recent years.

#### ***ACHIEVEMENT ROUTE***

**Data Sources:** winter 2023 Washington School Improvement Framework (winter 2023 WSIF) suppressed public file with data aggregated over three years.

**Overarching Idea:** to determine whether the performance for the All Students group is in the top 20 percent of schools on two or more reportable measures.

**Eligibility Requirements:** at least two of the six possible measures for the All Students group at a school are in the top 20 percent of all schools. Each is described below, separately.

**Other Important Information:** The All Students group must have at least 20 valid records to result in a reportable value. The top 20 percent threshold cut points for each measure are included in the business rules below. In addition to meeting the participation requirements, all reportable student groups at the school must school must have achieved a WSIF rating of at least 6.00 on the winter 2023 WSIF. A school must have been open for the three most recent years as indicated by a regular attendance denominator of at least one student in each of the two most recent years.