



Strategic Plan Priority | Funding & Accountability

Goal: 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.

Proposed Phase 2 School Recognition

PREPARED FOR THE JANUARY 2020 BOARD MEETING

Information and Action

After thorough and thoughtful discussions on the approach to Phase 2 school recognition, the School Recognition work group agreed to further explore the use of additional metrics and other identification criteria as part of the Phase 3 work. The work group reached consensus on the Phase 2 methodology that includes a “revised Growth Route” which provides schools with the opportunity to be identified for a high performing student group. If the approach had been applied to the Phase 1 methodology, the number of identified schools would have increased from 216 to 354.

Materials included in packet:

- Proposed Phase 2 School Recognition PowerPoint
- Proposed Phase 2 School Recognition Memo
- Phase 2 School Recognition Communications Plan
- “Why” One-pager Draft

Synopsis:

The report will include a review of the work completed by the School Recognition work group, a collaboration by the State Board of Education (SBE), the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), and the Office of the Superintendent of Public Instruction (OSPI). The materials include the following:

- A memo outlining the proposed Phase 2 methodology and the results of the identification methodology that would have occurred

- if the methodology were applied to the winter 2019 (last year's) Washington School Improvement Framework, and
- A draft of the communications plan and one-pager developed by the SBE and OSPI communications staff.

Business Items:

- After discussion, the Board is expected to approve the Phase 2 school recognition methodology and direct staff to advance the work of the School Recognition work group.



School Recognition – Phase 2

Work of the School Recognition
Workgroup

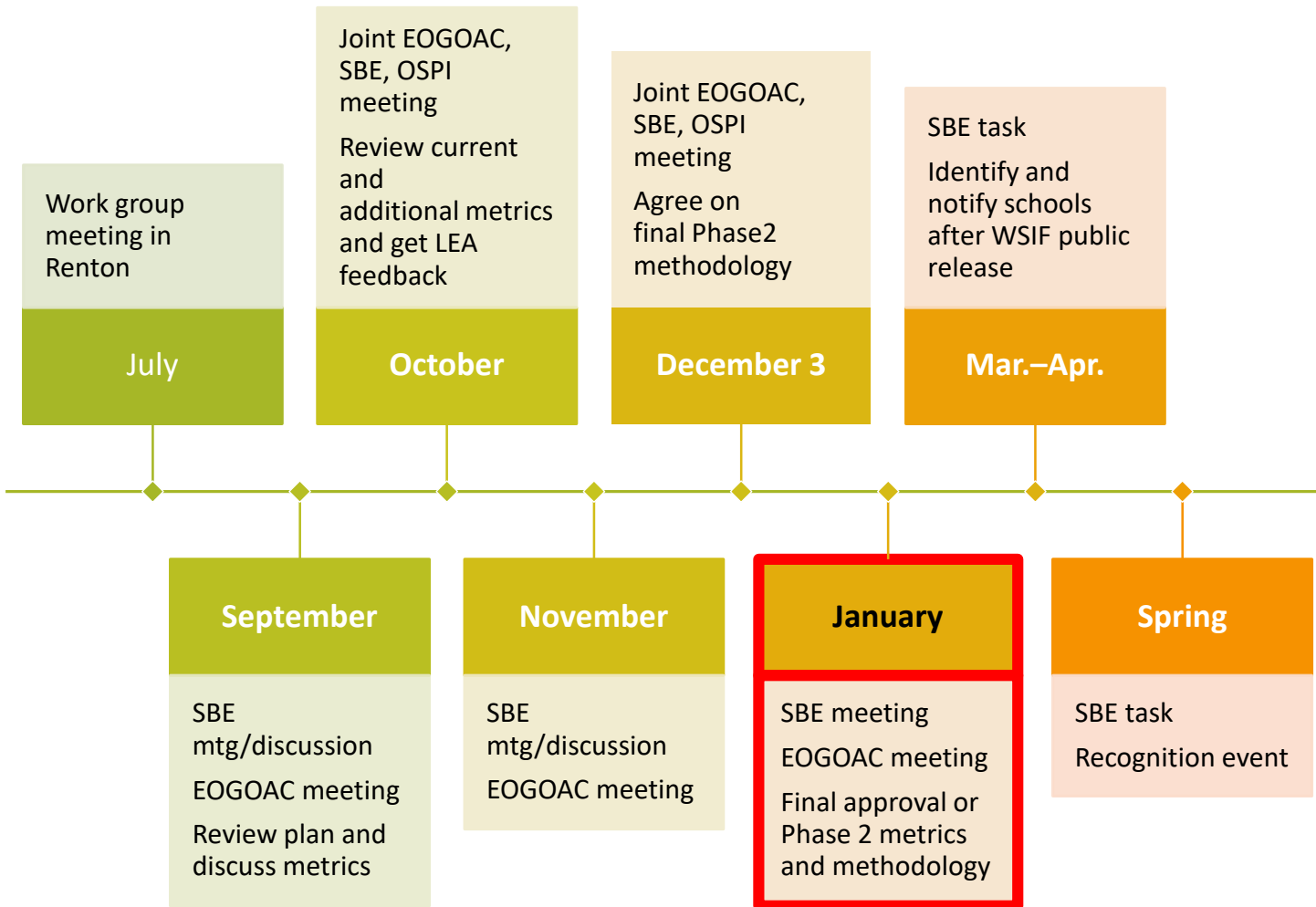
(SBE – EOGOAC – OSPI)

January 15, 2020

Phase 2

Revised Growth Route

A New Manner in which to
be Recognized through the
Growth Route



Timeline

Closing Gaps

Best improvement among schools receiving support

WSIF Change All Students

By student group for support schools only.

WSIF Change Student Groups

EL Progress Improvement

Grad Rate Improvement

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

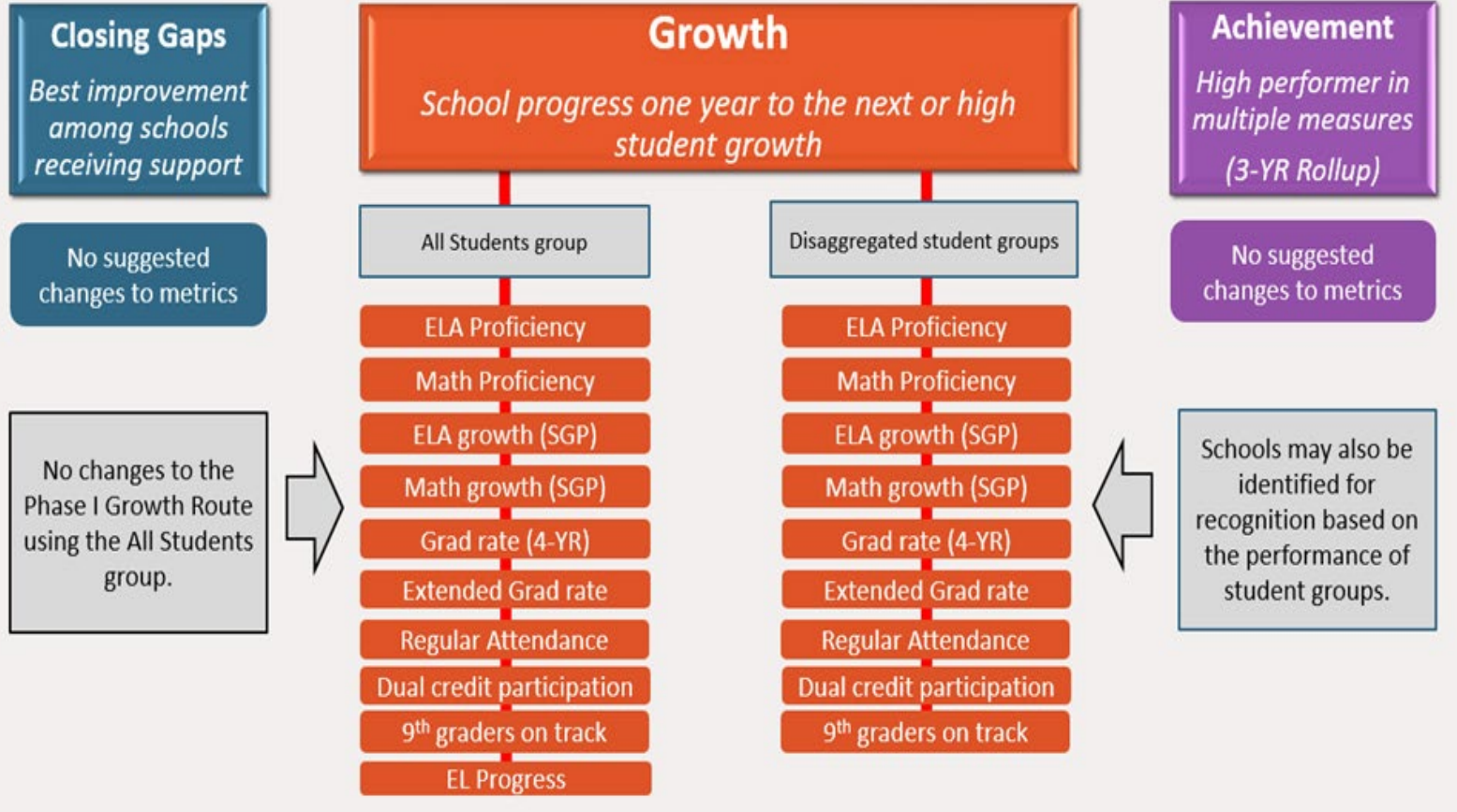
9th graders on track

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

Phase 1 Combined Quantitative Model:

Schools Can Demonstrate Being Exemplary in Several Ways via Multiple Measures

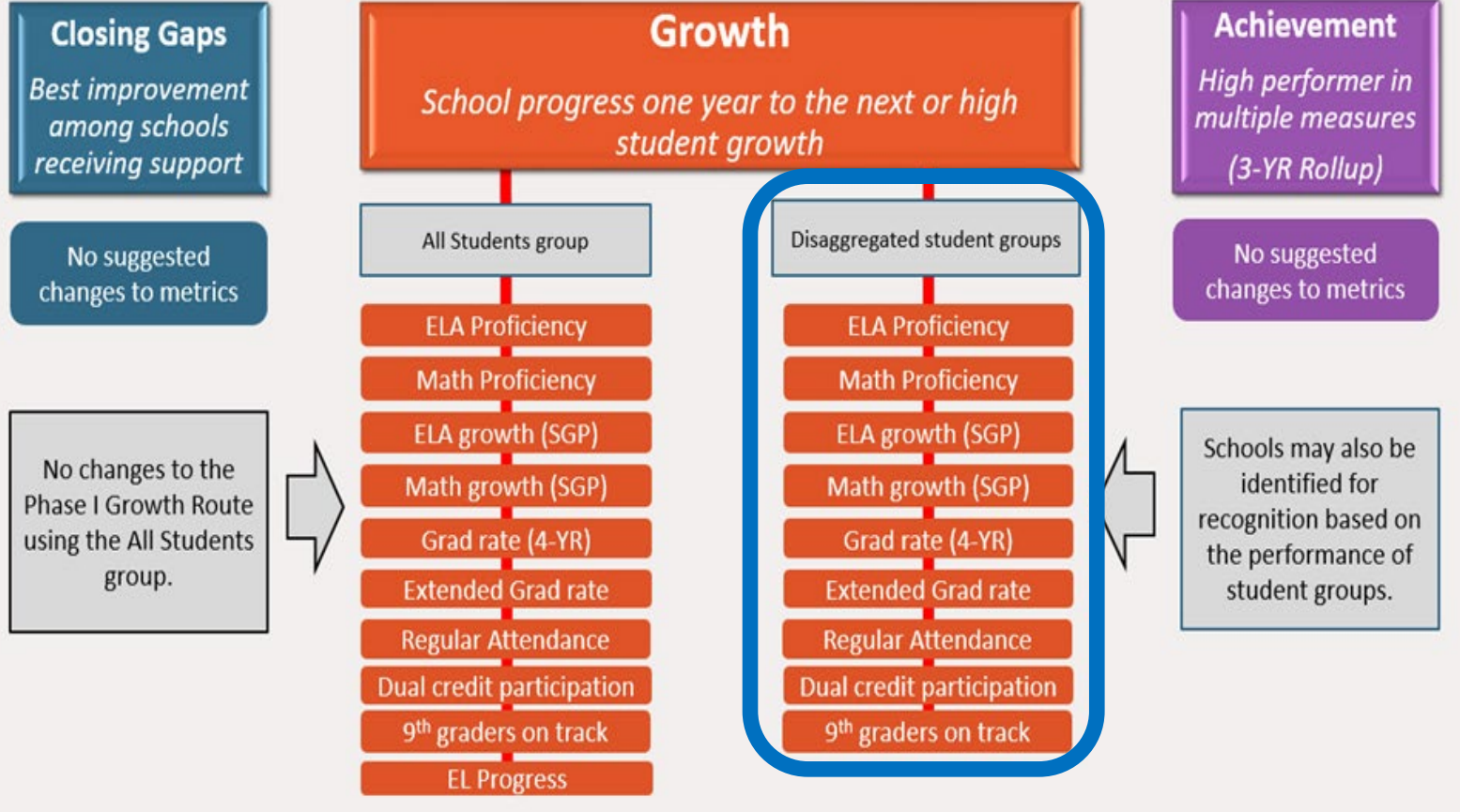
Phase 2 Combined Quantitative Model



Revision to
Growth Route:

Trial Requested
by the School
Recognition
Workgroup

Phase 2 Combined Quantitative Model



Revision to Growth Route:

Trial Requested by the School Recognition Workgroup

Route 4 (Revised Growth) by Student Group Within Group Thresholds and Meeting the other Criteria in Phase 1

Aside from other criteria, an identified school would have at least one student group performing in the top 20 percent of schools on at least 60 percent of the reportable measures for the student group.

Examples: special education group at two elementary schools

ELA Proficiency	Math Proficiency	ELA SGP	Math SGP	Regular Attendance
No, not in Top 20%	Yes, in top 20%	No, not in Top 20%	Yes, in top 20%	Yes, in top 20%

3/5 measures (60 percent) are in the top 20 percent, so this school would be identified for recognition for a high performing special education group.

ELA Proficiency	Math Proficiency	ELA SGP	Math SGP	Regular Attendance
No, not in Top 20%	Yes, in top 20%	No, not in Top 20%	Yes, in top 20%	No, not in Top 20%

2/5 measures (40 percent) are in the top 20 percent, so this school would not be identified for recognition for a high performing special education group.

Identified Schools:

Does the demography of schools differ by identification status?

The demography of the 226 schools identified is very similar to the demography of schools not identified and to the Washington public schools.

	Native American	Asian	Black	Hispanic	Pacific Islander	White	Two or More	English Learner	Low Income	Special Education
Not Identified	2.5%	5.3%	4.1%	22.0%	0.9%	56.6%	7.6%	10.3%	45.1%	16.1%
Identified	1.0%	8.5%	4.3%	20.8%	1.0%	55.8%	8.7%	11.9%	42.8%	14.2%
Washington	2.3%	5.5%	4.1%	21.5%	0.9%	55.6%	7.6%	10.2%	44.0%	15.6%

Table 1 in Board Packet

Identified Schools:
How many schools identified for how many groups?

Route 4 identified 226 schools with at least one high performing student group.

88/226 schools were identified through at least one of the Phase 1 recognition routes

	0 Groups	1 Group	2 Groups	3 Groups	4 Groups	5 Groups	6 Groups	Total
ES	969	82	28	22	9	3	2	146
MS	334	22	10	3		1		36
Comb	98	4	4					8
HS	459	14	8	3	1	1		27
Comb HS	272	6	3					9
Total	2132	128	53	28	10	5	2	226

Table 2 in Board Packet

Route 4 identified 226 schools with at least one high performing student group.

Hispanic students at 59 schools would be identified as high performing.

Identified Schools:

Which student groups are identified at which schools?

	Native American	Asian	Black	Hispanic	Pacific Islander	White	Two or More Races	English Learner	Low Income	Special Education
ES	2	11	10	42	3	44	29	24	49	53
MS			3	8	1	7	12	8	7	10
Comb				1		4			4	3
HS	1	2	2	6	1	4	4	7	6	15
Comb HS				2		2		1	3	4
Total	3	13	15	59	5	61	45	40	69	85

Table 3 in Board Packet

95/226 schools (42 percent) of the identified schools were in EDS 121, which is home to 33 percent of Washington public K-12 schools.

Identified Schools:

What is the distribution of identified schools by ESD?

	Native American	Asian	Black	Hispanic	Pacific Islander	White	Two or More	English Learner	Low Income	Special Education	Total Schools	Percent*
ESD 101 Spokane			1	9	2	5	4	1	9	8	27	12/11
ESD 105 Yakima				3		2	5	3	2	4	11	5/6
ESD 112 Vancouver			1	3		6	4		7	4	13	6/9
ESD 113 Tumwater	1		1	5		3	2	6	3	5	17	8/8
ESD 114 Bremerton				2		1	1		2	3	5	2/5
ESD 121 Renton		8	9	21	2	22	20	18	24	38	95	42/33
ESD 123 Pasco		3		1		4	2	4	4	5	14	6/6
ESD 171 Wenatchee				1		3		3	2	4	8	4/6
ESD 189 Anacortes	2	2	3	14	1	15	7	5	16	14	36	16/15

*Note: Percent is shown as the percent of identified schools situated in the ESD/percent of all Washington public schools in the ESD.

Identified Schools:

How many schools would be identified by Support Tier?

Route 4 identified 226 schools with at least one high performing student group.

25/226 schools (11 percent) were identified for Tier 2 or Tier 3 supports in the winter 2018 Washington School Improvement Framework.

	ES	MS	Comb	HS	Comb HS	Total
Tier 3 Comprehensive	1			5		6
Tier 2 Targeted >2 or Low EL Progress	14	4		1		19
Tier 1 Targeted 1-2	44	15		1		60
Foundational	87	17	8	20	9	141
Total	146	36	8	27	9	226

Table 5 in Board Packet

The 226 identified schools are distributed across Washington.

Identified Schools:

What is the distribution of identified schools across the state?

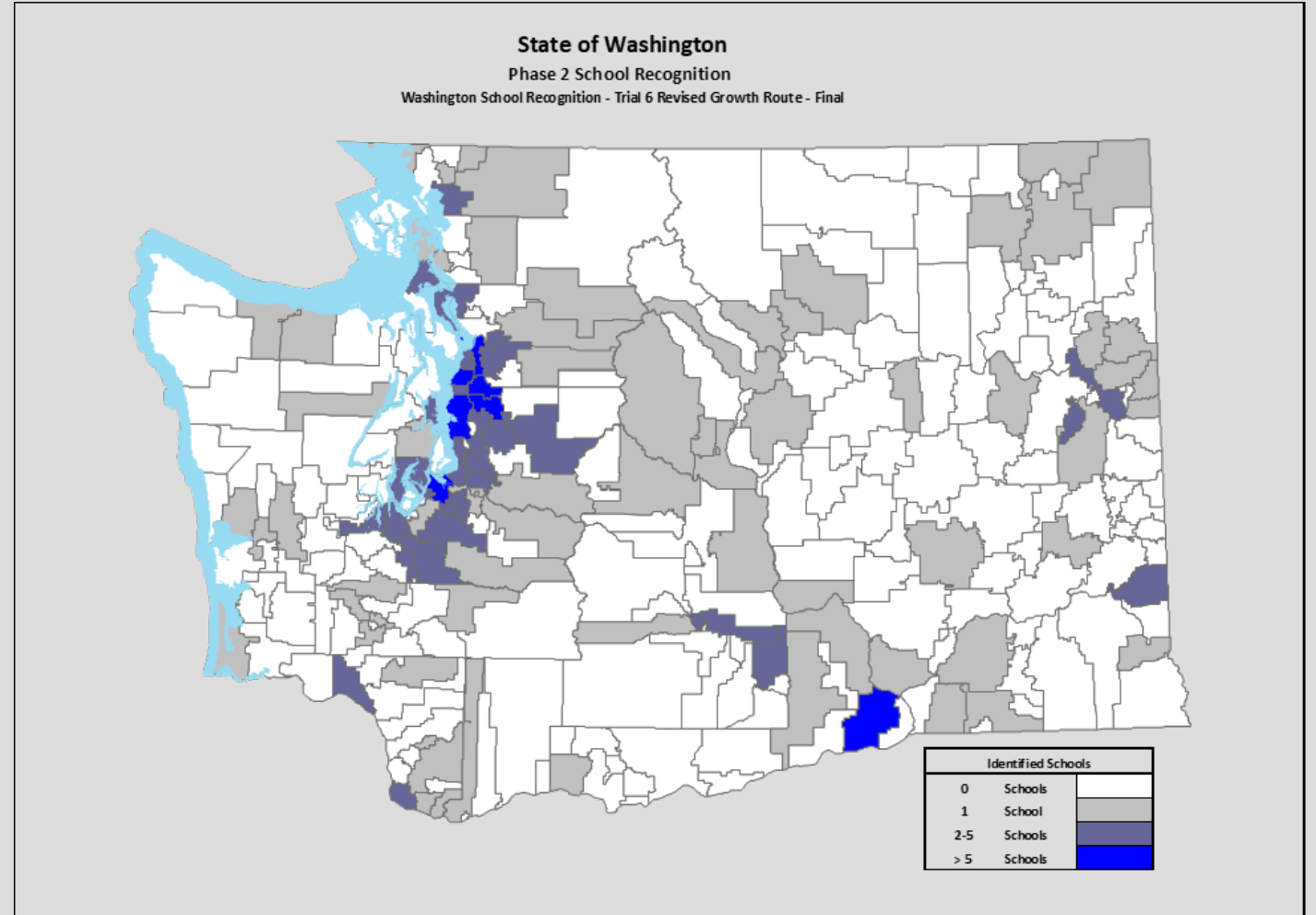


Figure 3 in Board Packet

Phase 2 Revised Model

How would the possible revisions impact the number of identified schools?

	Phase 1 Closing Gaps	Phase 1 Growth All Students	Phase 2 Growth Student Groups	Phase 1 Achievement	Total (Unique Schools)
Phase 1	108	48		69	216
Phase 2 - Final	108	48	226	69	354

Table 6 in Board Packet

Phase 2 Identified Schools:

Does the
demography of
schools differ by
identification
status?

The demography of the 354 schools identified is very similar to the demography of schools not identified and to the Washington public schools.

	Native American	Asian	Black	Hispanic	Pacific Islander	White	Two or More	English Learner	Low Income	Special Education
Not Identified	2.6%	5.1%	4.2%	22.0%	0.9%	56.7%	7.7%	10.1%	45.5%	16.3%
Identified	1.3%	8.5%	3.9%	21.6%	0.9%	55.7%	8.1%	12.3%	41.7%	13.7%
Washington	2.3%	5.5%	4.1%	21.5%	0.9%	55.6%	7.6%	10.2%	44.0%	15.6%

Table 7 in Board Packet

Phase 2 Identified Schools:

How many schools would be identified by Support Tier?

Phase 2 would identify 354 unique schools through at least one of the recognition routes.

59/354 schools (17 percent) were identified for Tier 2 or Tier 3 supports in the winter 2018 Washington School Improvement Framework.

	ES	MS	Comb	HS	Comb HS	Total
Tier 3 Comprehensive	11	1		11	6	29
Tier 2 Targeted >2 or Low EL Progress	24	4		1		29
Tier 1 Targeted 1-2	73	27		2	1	103
Foundational	119	21	8	28	17	193
Total	227	53	8	42	24	354

Table 8 in Board Packet

143/354 schools (42 percent) of the identified schools were in EDS 121, which is home to 33 percent of Washington public K-12 schools.

Phase 2 Identified Schools:

What is the distribution of identified schools by ESD?

	ESD 101	Spokane	ESD 105	Yakima	ESD 112	Vancouver	ESD 113	Tumwater	ESD 114	Bremerton	ESD 121	Renton	ESD 123	Pasco	ESD 171	Wenatche	ESD 189	Anacorte
Number of Schools Recognized		45	24		23		24		6		143		23		12		54	
Percent of Recognized Schools by ESD		12.7	6.8		6.5		6.5		1.7		40.4		6.5		3.4		15.3	
Percent of Total Schools by ESD		11.7	5.7		8.8		8.1		4.8		32.6		6.1		5.6		14.9	

Table 9 in Board Packet

The 354 schools that would be identified are distributed across Washington.

Phase 2 Identified Schools:

What is the
distribution of
identified
schools across
the state?

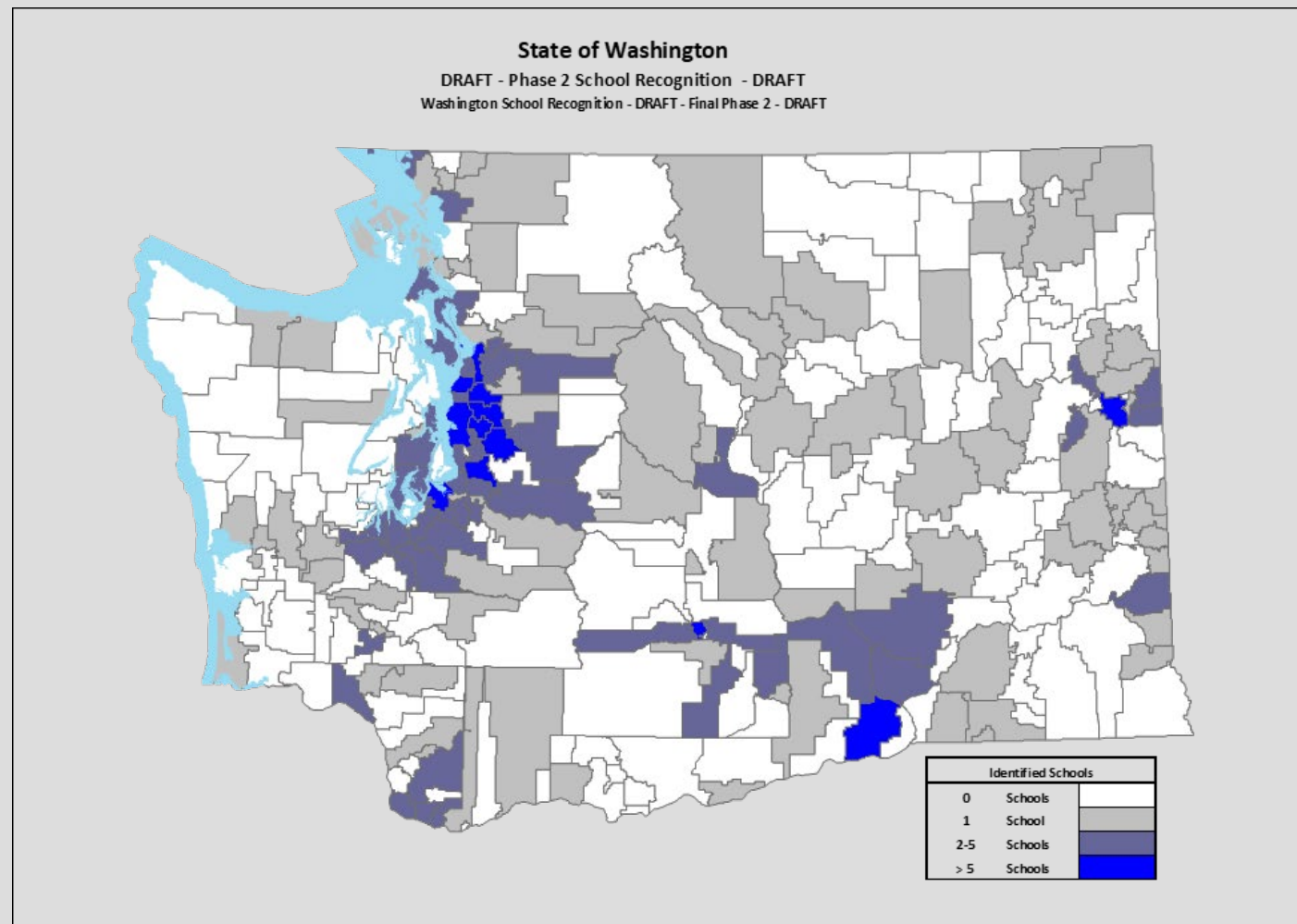


Figure 4 in Board Packet

Phase 2 – Questions and Discussion

September	October	November	December	January	Feb	March/ April	Spring 2020
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 2 methodology	Final approval of Phase 2 metrics and methodology		Identify and notify schools after WSIF public release	Recognition event(s)

Phase 2 General Work Plan and Timeline



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.

PROPOSED PHASE 2 SCHOOL RECOGNITION

Prepared for the January 2020 Board meeting

Summary

Over the last 18 months, 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 the Washington system of school recognition.

The SBE, EOGOAC, and OSPI collaborated on the Phase 1 school recognition system that resulted in the identification of 216 schools for recognition in the spring 2019 based on the metrics in the state accountability system as used in the Washington School Improvement Framework (WSIF). The 216 schools achieved recognition status via one or more of three distinct routes. Each of the routes rely on multiple measures, primarily based on the performance of the All Students group at schools.

In the summer and fall 2019, the SBE, EOGOAC, and OSPI met for a series of full day work sessions for the purpose of revising the Phase 1 recognition methodology. At the December 3 work session, the work group reached consensus on a revised Phase 2 school recognition methodology that would provide schools with the opportunity to be identified for recognition on the basis of a high performing student group. If the Phase 2 methodology had been in place last year, approximately 350 schools would have been identified for recognition, based on an analysis derived from the winter 2019 WSIF.

Analysis of the schools identified through the Phase 2 methodology includes the following:

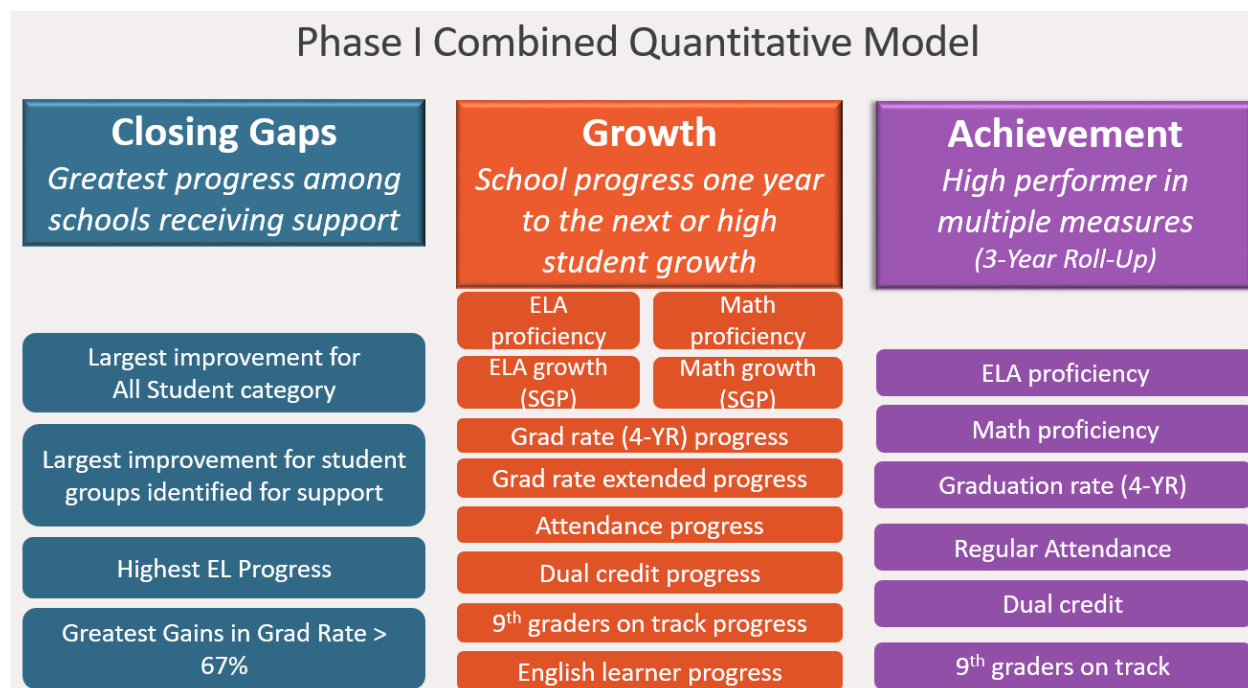
1. The student demography of the recognized schools is similar to that of the schools not recognized and similar to all schools in the state.
2. The recognized schools are physically situated in school districts spread across the state.
3. The proposed methodology identifies schools for recognition representing improvements along a continuum of performance.

The SBE is expected to adopt the Phase 2 methodology at the January meeting, and expects to make the next identification of recognized schools in anticipation of a spring 2020 school recognition ceremony.

Background Information

The SBE, EOGOAC, and OSPI collaborated on the Phase 1 school recognition system that resulted in the identification of 216 schools for recognition in the spring 2019 based on the state accountability system metrics used in the winter 2019 WSIF. The 216 schools achieved recognition status via one or more of three distinct routes. Each of the routes rely on multiple measures, primarily based on the performance of the All Students group at schools (Figure 1).

Figure 1: shows the measures utilized for each of the Phase 1 school recognition routes.



The SBE, EOGOAC, and OSPI assembled on July 30, October 1, and December 3 in all-day work sessions for the purpose of considering changes to the Phase 1 methodology and approach. At the December 3 work session, the work group reached consensus on a revised Phase 2 school recognition methodology that is reflected in the following paragraphs.

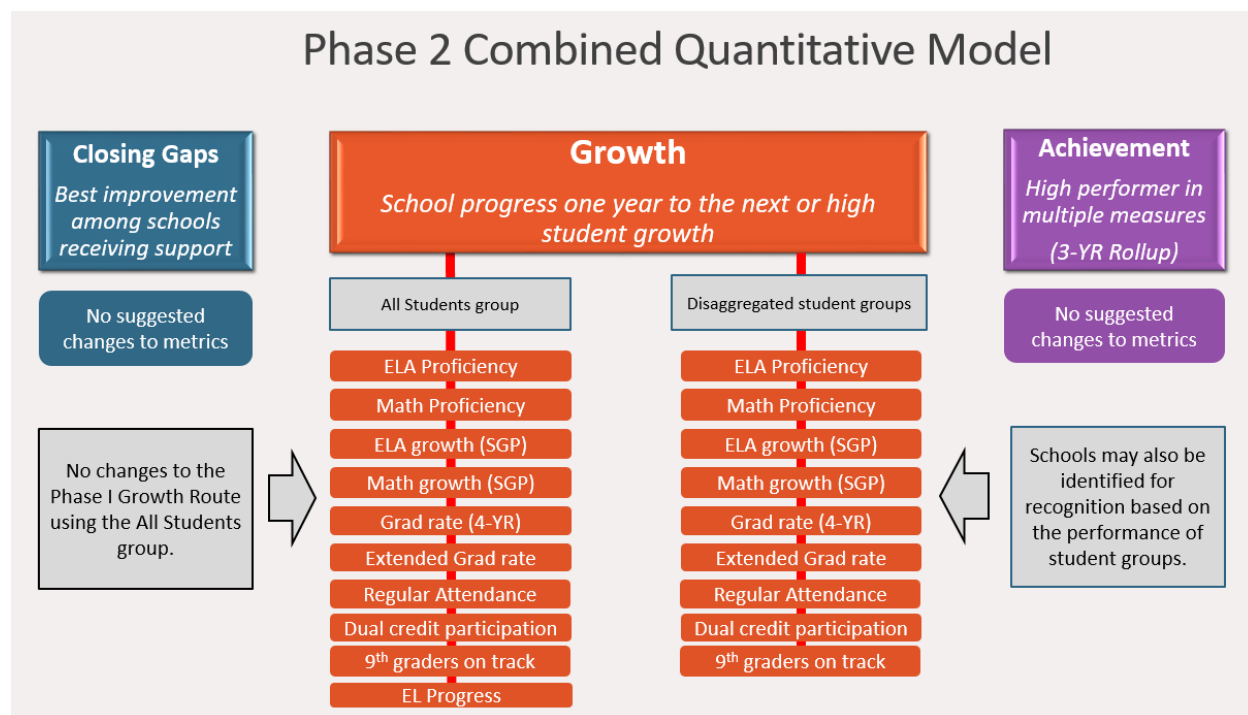
This memo is divided into two parts:

- Part 1: describes the changes to the Growth Route and the characteristics of schools that would be identified if the methodology were to be adopted, and
- Part 2: describes the Phase 2 methodology that incorporates the Phase 1 recognition elements in combination with the Phase 2 Growth Route revisions.

Part 1: Revised Phase 2 Growth Route

Based on the feedback provided by the workgroup members at the October 1 work session, the staff conducted the analysis depicted in Figure 2. This part of the memo addresses the right side of the Growth route for the student groups.

Figure 2: shows the added path to the Growth route based on student groups.



In addition to meeting other criteria (High/Low Gap and participation on assessments) and to be identified for recognition via the Growth route, different types of schools must be a top performer on a different number of measures:

- Elementary and middle schools are most often eligible for five or six measures (ELA proficiency, math proficiency, ELA SGP, math SGP, and regular attendance, ± EL Progress). So these schools would need to be a high performer in at least three of five (60 percent) or four of six (67 percent) reportable measures to achieve recognition status.
- Regular high schools are most often eligible for seven or eight measures (ELA proficiency, math proficiency, four-year graduation rate, extended graduation rate, regular attendance, 9th graders on-track, and dual credit participation ± EL Progress). So these schools would need to be a high performer in at least five of seven (71 percent) or five of eight (63 percent) reportable measures to achieve recognition status.
- Combined high schools (e.g. 7-12 or K-12) could be eligible for all ten measures, so these schools would need to be a high performer in at least six of ten (60 percent) of reportable measures to achieve recognition status.
- In many cases a given school may not meet n-size requirements to have a reportable score on a given metric. In that case at least 60 percent of the reportable measures must be in the top 20 percent to be identified for recognition.

The revised Phase 2 Growth route analysis followed the same approach as that conducted on the All Students group, but was based on the performance of the race/ethnicity, low income, limited English, and special education student groups. If this revision were to be adopted, a school could be identified for recognition via the Growth route if any student group (Native

American, Asian, Black, Hispanic, White, Pacific Islander, Two or More races, low income, limited English, or special education) meets the specified criteria.

Results of the Revised Phase 2 Growth Route

The work group technical staff conducted the analysis depicted in Figure 2 per the methodology agreed upon by the work group. Please note the following:

- The methodology required the computation of a threshold cut point for the each student group for each measure and applied that threshold cut point the particular student group (Appendix A - Tables A1 and A2). To be in the top 20 percent of a measure, a student group must have met or exceeded the threshold cut point for that group and the threshold cut point differed for each student group on each measure.
- The workgroup reached consensus that a student group would not be recognized if the only top performing measure was the regular attendance metric.
- The analyses described here include the application of the High/Low Gap (Appendix A) criteria, requiring an identified school to show a reduction the gap on the Washington School Improvement Framework (WSIF) rating between the highest and lowest performing student groups.

Be advised that the ensuing discussion addresses only the schools that would be identified for recognition via the revised Growth route for student groups if this Phase 2 revision were to be adopted. Part II of this analysis provides information on the overall impact on recognition (taking into account all the pathways).

The revised methodology identified 226 schools with one or more student groups meeting the recognition criteria. The student demography at the identified schools is very similar to the demography of the schools not identified (Table 1). Schools with at least one high performing student group had an average Free or Reduced Prices Lunch (FRL) rate of 42.8 percent which compares favorably with the state average of 44.0 percent and the average rate for schools not identified.

Table 1: shows the demography of the identified schools in comparison to those schools not identified via the revised Growth route for student groups.

	AI %	A %	B %	H %	PI %	W %	TWO %	EL %	FRL %	SWD %
Not Identified	2.5	5.3	4.1	22.0	0.9	56.6	7.6	10.3	45.1	16.1
Identified	1.0	8.5	4.3	20.8	1.0	55.8	8.7	11.9	42.8	14.2
Washington	2.3	5.5	4.1	21.5	0.9	55.6	7.6	10.2	44.0	15.6

*Note: AI = Native American, A = Asian, B = Black, H = Hispanic, PI = Pacific Islander, W = White, TWO = Two or More races, EL = Limited English, FRL = Low Income, and SWD = special education.

Of the 226 schools, 88 earned recognition in the spring 2019 via one or more of the three Phase 1 recognition routes. If this Phase 2 revised Growth route methodology were to be adopted, an additional 138 schools would be identified for recognition. Of the identified schools:

- Approximately 57 percent of the schools (128/226) had only one high performing student group.
- Approximately two-thirds (65 percent) of the 146/226 schools are elementary schools (Table 2).

Table 2: shows the number of schools with at least one high performing student group by school level and by the number of high performing groups at the school.

	0 Groups	1 Group	2 Groups	3 Groups	4 Groups	5 Groups	6 Groups	Total*
ES	969	82	28	22	9	3	2	146
MS	334	22	10	3		1		36
Comb	98	4	4					8
HS	459	14	8	3	1	1		27
Comb HS	272	6	3					9
Total	2132	128	53	28	10	5	2	226

*Note: total represents the number of schools that would be recognized for at least one high performing student group.

The revised Growth route methodology results in the identification of every student group (Table 3) at one or more schools. Of the identified schools:

- 85 schools would be identified for recognition due to high growth among special education students.
- 59 schools would be identified for recognition due to high growth among students identifying as Hispanic or Latinx.

Table 3: shows the number of schools that would be identified for growth among student groups by school level.

	AI	A	B	H	PI	W	TWO	EL	FRL	SWD
ES	2	11	10	42	3	44	29	24	49	53
MS			3	8	1	7	12	8	7	10
Comb				1		4			4	3
HS	1	2	2	6	1	4	4	7	6	15
Comb HS				2		2		1	3	4
Total	3	13	15	59	5	61	45	40	69	85

*Note: AI = Native American, A = Asian, B = Black, H = Hispanic, PI = Pacific Islander, W = White, TWO = Two or More races, EL = Limited English, FRL = Low Income, and SWD = special education.

The revised methodology identified schools in ESDs that are fairly representative of the distribution of schools across the state (Table 4). Approximately 42 percent (95/226) of the schools identified are physically situated in the Puget Sound ESD, which is home to approximately 33 percent of all Washington public schools. The distribution of identified schools by ESD is noteworthy as follows:

- Approximately 12 percent (27/226) of the identified schools are from ESD 101, which is home for approximately 11 percent of all public schools.
- In the east Puget Sound region, 58 percent (131/226) of the identified schools were in ESDs 121 and 189, which is home for approximately 45 percent of all public schools.

Table 4: shows the number of schools with high performing student groups by ESD and by student group.

	AI	A	B	H	PI	W	TWO	EL	FRL	SWD	Total*
ESD 101 Spokane			1	9	2	5	4	1	9	8	27
ESD 105 Yakima				3		2	5	3	2	4	11
ESD 112 Vancouver			1	3		6	4		7	4	13
ESD 113 Tumwater	1		1	5		3	2	6	3	5	17
ESD 114 Bremerton				2		1	1		2	3	5
ESD 121 Renton		8	9	21	2	22	20	18	24	38	95
ESD 123 Pasco		3		1		4	2	4	4	5	14
ESD 171 Anacortes				1		3		3	2	4	8
ESD 189 Wenatchee	2	2	3	14	1	15	7	5	16	14	36

*Note: Total is the number of schools with at least one high performing group. AI = Native American, A = Asian, B = Black, H = Hispanic, PI = Pacific Islander, W = White, TWO = Two or More races, EL = Limited English, FRL = Low Income, and SWD = special education.

Of the 226 schools identified through the revised Growth route, 141 schools (62 percent) were identified for Foundational supports in the winter 2019 WSIF (Table 5). A total of 11 percent (25/226) of the identified schools were receiving Tier 2 Targeted or Tier 3 Comprehensive report during the 2017-18 school year.

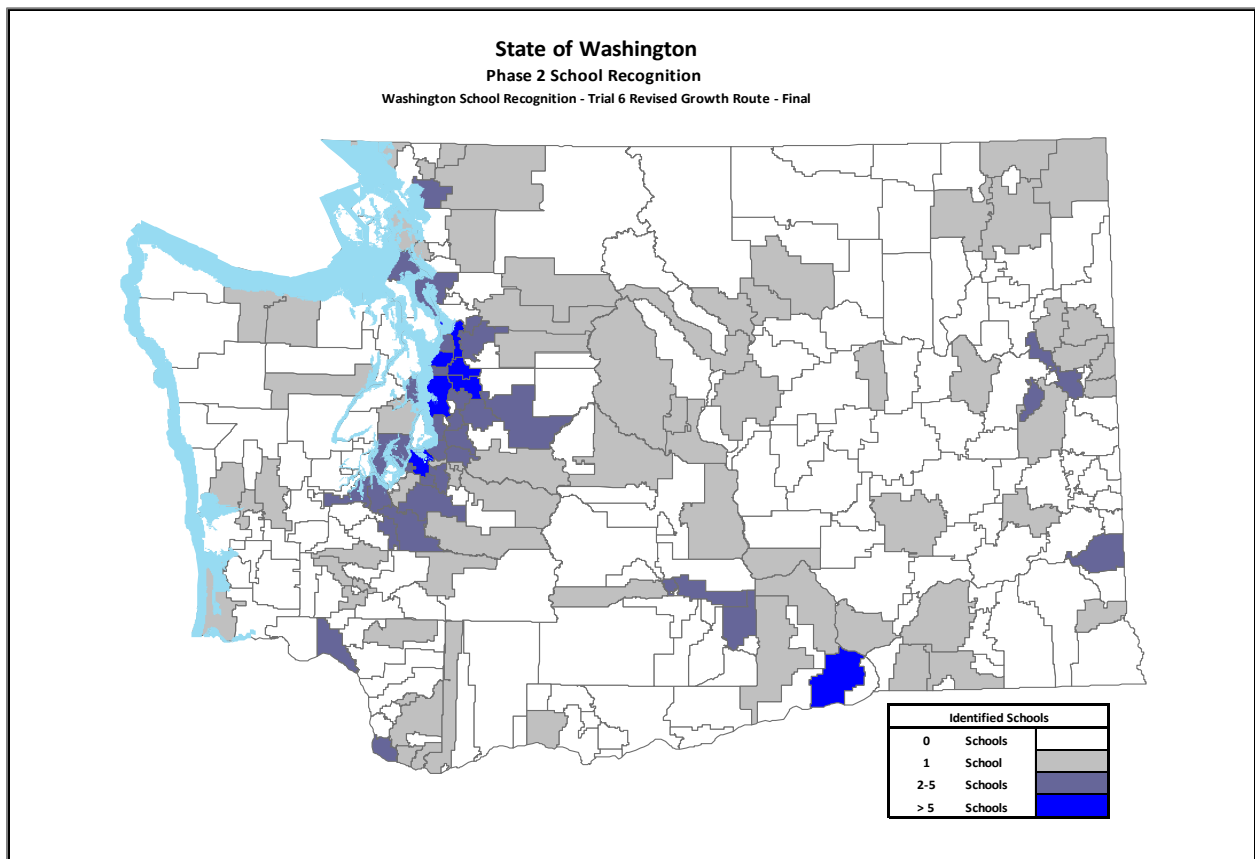
Schools identified for recognition through the proposed revised Growth methodology are situated in school districts spread throughout the state (Figure 3).

Table 5: shows the number of schools that would be identified via the revised Growth route if the methodology were to be adopted for the Phase 2 school recognition.

	ES	MS	Comb	HS	Comb HS	Total*
Tier 3 Comprehensive	1			5		6
Tier 2 Targeted >2 or Low EL Progress	14	4		1		19
Tier 1 Targeted 1-2	44	15		1		60
Foundational	87	17	8	20	9	141
Total	146	36	8	27	9	226

*Note: Total is the number of schools with at least one high performing group.

Figure 3: shows the school districts in which one or more schools would be identified for recognition via the revised Growth route if the methodology were to be adopted for use in the school recognition methodology.



Part 2: Description of Proposed Phase 2 Methodology

The proposed Phase 2 school recognition methodology follows the overall approach of the Phase 1 methodology, but a few comments are noteworthy here and are described in more detail in the sections that follow.

- The Phase 2 proposed methodology for the Closing Gaps route is unchanged from the Phase 1 methodology.
- The Phase 2 proposed methodology for the Growth route would be revised as follows:
 - For the All Students group a change is made that would prevent a school from being recognized if the regular attendance metric is the only reportable measure for a school. This change is to be consistent with the new growth route described below. No schools would have been eliminated from recognition in 2019 due to this change.
 - A second Growth route is added that includes the opportunity for a school to be identified for recognition for one or more high performing student groups. As described in part one, the net impact of this change would have been to recognize an additional 138 schools in 2019.
- The Phase 2 proposed methodology for the Achievement route is unchanged from the Phase 1 recognition methodology.

Closing Gaps Route (From Phase 1)

The Phase 2 proposed methodology for the Closing Gaps route is unchanged from the Phase 1 methodology. Schools identified for Targeted (Tiers 1 and 2) or Comprehensive (Tier 3) support in the winter 2018 WSIF version are preliminarily identified for recognition when any of the following criteria are met. Also, a school must meet the assessment participation requirements in ELA and math for the spring 2018 statewide assessments.

- a. For Comprehensive supports schools, the All Students group must post a gain of at least 0.65 decile points (top quintile threshold cut) from the winter 2018 WSIF to the winter 2019 WSIF.
- b. For Targeted support schools, all of the school's low performing student groups must post an increase on the 2019 WSIF and at least one low performing group must post an increase of at least 0.65 decile points from the winter 2018 WSIF version to the winter 2019 WSIF version. The threshold represents the top 20 percent of schools for a given measure. No new student groups may fall below the 2.30 threshold cut¹ and at least one student group previously identified as low performing must move above the 2.30 threshold cut.
- c. Schools identified in the winter 2018 WSIF version for Tier 2: Targeted-Low EL Progress supports must post an EL progress rate higher than the winter 2018 WSIF threshold cut for EL Progress identification.

¹ The 2.30 threshold cut point is the decile value established through the Washington School Improvement Framework to identify the lowest performing schools or student groups

- d. Schools identified in the winter 2018 WSIF version for Tier 3: Comprehensive Low Grad Rate must post a four-year graduation rate of 66.7 percent² or higher for the class of 2018.

Growth Route

All Students Group (From Phase 1)

The Phase 2 proposed methodology for the Growth route for the All Students group is unchanged from the Phase 1 recognition methodology, except for one change shown in bold font in the paragraph below. Note the fact that no schools would have been impacted by this change if the change had been in effect for the Phase 1 recognition methodology in 2019.

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 (Figure 2), which include student growth percentiles (SGPs), proficiency rates, four-year graduation rate, extended graduation rate, EL progress, and SQSS measures. The measures are generally defined as follows:

- a. The one-year 2018 school median SGP for ELA and math (separately) is in the top quintile of schools and the school met the performance gap requirement.
- b. The change in the ELA and math proficiency rates is sufficiently large to place the school in the top 20 percent of schools, and additional participation requirements are met.
- c. The change in the four-year graduation rates is sufficiently large to place the school in the top 20 percent.
- d. The extended graduation rate measure from the winter 2019 WSIF is amongst the highest.
- e. The annual change in the percentage of EL students making progress is among the highest.
- f. The annual changes in the school performance on the regular attendance, 9th grade on-track, and dual credit participation measures (separately) are sufficiently large to place the school in the top 20 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 quintile of schools on at least 60 percent of the reportable measures for which the school was eligible. **On December 3, the work group reached consensus to add a rule to ensure that a student group at a school will not be recognized if the only top performing measure for the All Students group was the regular attendance metric.** The school must also meet the assessment participation requirements in ELA and math for the spring 2018 statewide assessments. Finally, the school must have met the requirement of reducing the WSIF high/low gap from the winter 2018 WSIF to the winter 2019 WSIF.

² The 66.7 percent threshold cut point for identification of a low graduation rate is defined and specified in the Washington Every Student Succeeds Act (ESSA) State Accountability Plan.

Student Groups (Proposed Phase 2)

For a school to be identified under the Growth route for a student group, the school must have posted outcomes in the top 20 percent of schools on at least 60 percent of the measures for which the school was eligible. 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 2018 statewide assessments. Finally, the school must have met the requirement of reducing the WSIF high/low gap from the winter 2018 WSIF to the winter 2019 WSIF.

Achievement Route (From Phase 1)

The Phase 2 proposed methodology for the Achievement route is unchanged from the Phase 1 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. In this model, a school would qualify for recognition under the achievement route if at least two of the following criteria are met.

- a. The school performed in the top 20 percent of schools on the three-year proficiency rates for the ELA and math assessments (separately).
- b. The school performed in the top 20 percent of schools on the four-year high school graduation rate aggregated over three years.
- c. 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 2019 WSIF rating of 6.00 or higher. The school also was required to meet the assessment participation requirements in ELA and math for the spring 2018 statewide assessments.

Results of the Phase 2 Methodology

As a reminder, the ensuing discussion addresses the schools that would have been identified for recognition if the Phase 2 methodology had been applied in 2019 recognition calculations. In this discussion, the revised Phase 2 Growth route for student groups is combined with the Phase 1 methodology.

If the methodology were to be adopted and applied to the winter 2019 WSIF data, a total of 354 unique schools would be identified. The increase from 216 schools to 354 schools represents a 64 percent increase. Details regarding the increase are presented in Table 6.

The student demography at the identified schools is very similar to the demography of the schools not identified (Table 7). The identified schools had an average FRL rate of 41.7 percent which compares favorably with the state average and the average for schools not identified.

Table 6: shows the number of schools that would be identified if the Phase 2 school recognition methodology by recognition route.

	Phase 1 Closing Gaps	Phase 1 Growth All Students	Phase 2 Growth Student Groups	Phase 1 Achievement	Total* (Unique Schools)
Phase 1	108	48	n/a	69	216
Phase 2	108	48	226	69	354

*Note: Total shown represents the number of unique schools that would be identified using the winter 2019 WSIF data if the methodology was to be adopted. n/a = not analyzed.

Table 7: shows the demography of the identified schools in comparison to those schools not identified via the Phase 2 methodology.

	AI %	A %	B %	H %	PI %	W %	TWO %	EL %	FRL %	SWD %
Not Identified	2.6	5.1	4.2	22.0	0.9	56.7	7.7	10.1	45.5	16.3
Identified	1.3	8.5	3.9	21.6	0.9	55.7	8.1	12.3	41.7	13.7
Washington	2.3	5.5	4.1	21.5	0.9	55.6	7.6	10.2	44.0	15.6

*Note: AI = Native American, A = Asian, B = Black, H = Hispanic, PI = Pacific Islander, W = White, TWO = Two or More races, EL = Limited English, FRL = Low Income, and SWD = Special Education.

Of the 354 schools identified through the proposed Phase 2 methodology, 193 schools (55 percent) were identified for Foundational supports in the winter 2018 WSIF (Table 8). Also, approximately 16 percent (58/354) of the identified schools were receiving Tier 2 Targeted or Tier 3 Comprehensive report during the 2017-18 school year.

Table 8: shows the number of schools that would be identified via the revised Growth route if the methodology were to be adopted for the Phase 2 school recognition.

	ES	MS	Comb	HS	Comb HS	Total
Tier 3 Comprehensive	11	1		11	6	29
Tier 2 Targeted >2 or Low EL Progress	24	4		1		29
Tier 1 Targeted 1-2	73	27		2	1	103
Foundational	119	21	8	28	17	193
Total	227	53	8	42	24	354

The proposed Phase 2 methodology identified schools in ESDs that is fairly representative of the distribution of schools across the state (Table 9). Approximately 40 percent (143/354) of the

schools identified are physically situated in the Puget Sound ESD, which is home to approximately 33 percent of all Washington public schools. The distribution of identified schools by ESD is noteworthy as follows:

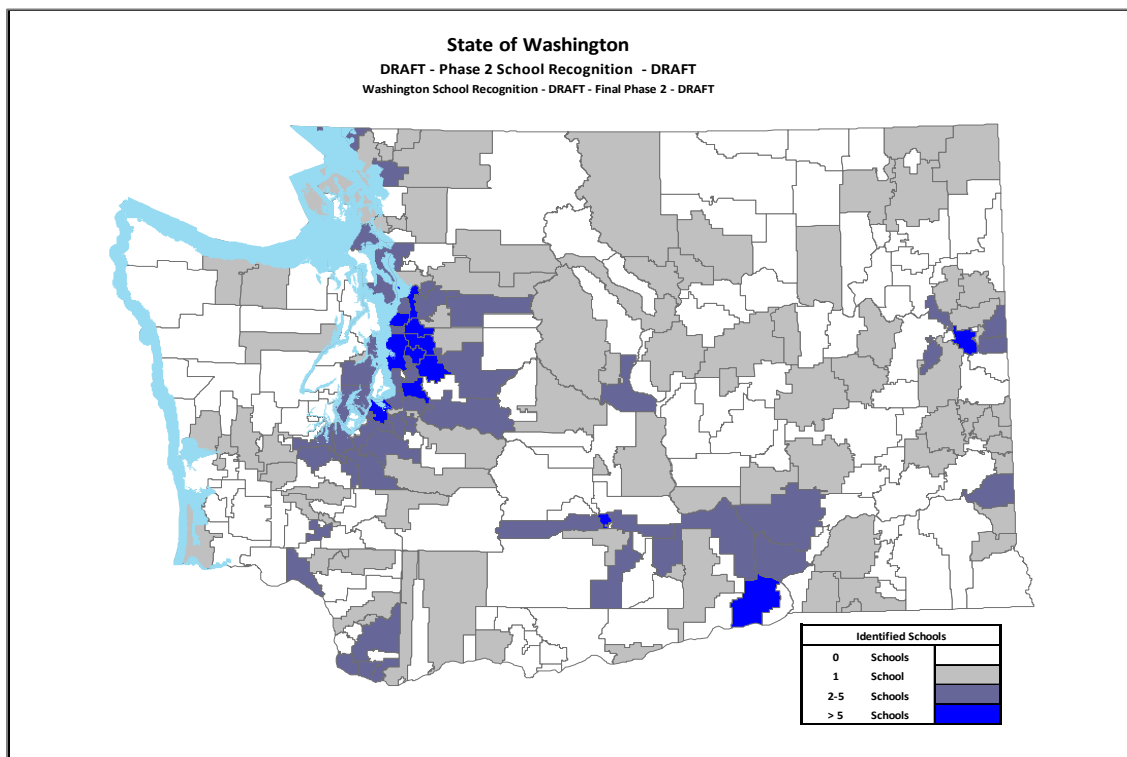
- Approximately 12.7 percent (45/354) of the identified schools are from ESD 101, which is home for approximately 11.7 percent of all public schools.
- In the east Puget Sound region, 56 percent (197/354) of the identified schools were in ESDs 121 and 189, which is home for approximately 48 percent of all public schools.

Table 9: shows the regional distribution of identified schools by ESD. For example, of the 354 identified schools, 45 schools (12.7 percent of the identified schools) were situated in ESD 101.

	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	45	24	23	24	6	143	23	12	54
Percent of Recognized Schools by ESD	12.7	6.8	6.5	6.5	1.7	40.4	6.5	3.4	15.3
Percent of Total Schools by ESD	11.7	5.7	8.8	8.1	4.8	32.6	6.1	5.6	14.9

Schools identified for recognition through the proposed Phase 2 methodology are situated in school districts spread throughout the state (Figure 4).

Figure 4: shows the schools districts in which the 354 identified schools are physically situated.



Appendix A

Other analytical parameters:

- The High/Low Gap from the winter 2018 and winter 2019 WSIF will be used in the same manner as is used for the Phase I Growth route. The gap for a school must be declining and the scores for groups used in the gap analysis must be improving.
- Schools must meet the ESSA assessment participation requirements.
- For the ELA and math proficiency rate changes, a rate of < 95 percent in 2017 or 2018 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 20 percent threshold cut points for each measure are included in Table A2,
- A school will not be identified for recognition via the growth route if the regular attendance measure is the only reportable measure.

Table A1: includes a brief description of the Phase 1 data elements for the Growth route and the top 20 percent threshold cut points for each of the ten possible reportable measures for the All Students group.

Data Element	Data Definition	Threshold Top 20 Percent (All Students Group)
2017 and 2018 ELA Proficiency	Change in ELA proficiency rate from 2017 to 2018 if the participation rate was ≥ 95 percent for both years.	5.6409 pp
2017 and 2018 Math Proficiency	Change in math proficiency rate from 2017 to 2018 if the participation rate was ≥ 95 percent for both years.	4.0755 pp
2018 ELA SGP	ELA median SGP	59.0 SGP (median)
2018 Math SGP	Math median SGP	60.0 SGP (median)
2017 and 2018 Four- Year Graduation Rate	Change in four-year graduation rate from 2017 to 2018	6.6507 pp
2017 and 2018 Ext. Graduation Rate	Change in the graduation rate (Four to Seven Year) in the Winter 2019 WISF	Bonus Decile ≥ 1
2017 and 2018 EL Progress	Change in EL Progress rate from 2017 to 2018	3.9608 pp
2017 and 2018 Regular Attendance	Change in Regular Attendance rate from 2017 to 2018	2.5950 pp
2017 and 2018 9 th Graders On-Track	Change in the 9th Graders On-Track rate from 2017 to 2018	7.1429 pp
2017 and 2018 Dual Credit Participation	Change in the Dual Credit Part. rate from 2017 to 2018	6.2672 pp

*Note" pp = percentage points.

Table A2: shows the threshold values for the top 20 percent of schools.

	ELA PRO CHANGE	MATH PRO CHANGE	ELA SGP	MATH SGP	GRAD CHANGE	DUAL CREDIT CHANGE	ON TRACK CHANGE	ATT CHANGE
	Top Quintile	Top Quintile	Top Quintile	Top Quintile	Top Quintile	Top Quintile	Top Quintile	Top Quintile
All Students	5.6409	4.0775	59.00	60.00	6.6507	6.2672	7.1429	2.5950
Native American	11.1648	7.6471	69.50	70.00	19.5218	13.5870	18.2051	9.9560
Asian	8.7823	6.8182	71.00	73.00	7.1703	13.5934	6.1187	4.1272
Black	10.7639	9.1775	65.00	64.80	9.1149	10.7441	13.7033	6.0642
Hispanic	8.4885	6.6142	59.50	59.50	9.5238	8.0758	9.8354	4.4423
White	6.2450	5.2242	60.50	61.00	7.0523	7.4285	8.2362	3.1297
Pacific Islander	13.1765	13.9929	68.90	66.00	18.8043	14.3838	24.1958	10.0000
Two or More Races	10.8312	8.6255	64.50	64.00	8.8889	11.0765	10.3225	5.5050
English Learner	7.6584	5.9864	61.00	61.00	15.7219	13.1603	17.2389	5.5887
Low Income	7.1440	5.2853	58.00	57.50	8.5195	7.8261	10.0447	3.9155
Special Education	7.7750	6.4780	55.00	55.50	13.7202	8.3333	14.1143	5.1080

*Note: each change is shown in percentage points change computes as the 2018 value minus the 2017 value. A positive result means the 2018 value was greater than the 2017 value indicating that the group at the school demonstrated improvement on the educational outcome measure.

High/Low Gap

In order to qualify for recognition by way of the Growth route, a school was required to demonstrate a decreasing High/Low gap. As an added control, the lowest performing group from the winter 2018 WSIF was required to show an increase on the winter 2019 WSIF.

1. The High/Low gap for winter 2018 WSIF was computed as the WSIF rating for the highest performing student group minus the WSIF rating for the lowest performing student group. The 2019 WSIF gap was computed for the winter 2019 WSIF in the same manner.
2. The High/Low gap change was computed as the winter 2019 WSIF High/Low gap minus the winter 2018 WSIF High/Low gap. Three outcomes are possible:
 - a. A positive value means the winter 2019 WSIF gap increased from the winter 2018 WSIF, so the school would not qualify for recognition via this route.
 - b. A value of zero means the winter 2019 WSIF gap was unchanged from the winter 2018 WSIF, so the school would not qualify for recognition via this route because a gap reduction was required.

- c. A negative value means the winter 2019 WSIF gap decreased from the winter 2018 WSIF, so the school would could qualify for recognition via this route.

The WSIF performance by the All Students group was not allowed to factor into the gap calculations as only the seven race/ethnicity groups and the program participation groups (Free and Reduced Price Lunch (FRL), English Learners (EL) and special education (SWD) were considered. The workgroup acknowledged that some recognized schools could have a substantial gap between the highest and lowest performing student groups but found this to be more acceptable knowing that, to be recognized, the gap must be decreasing.

Proficiency Rate Changes

The ELA and math proficiency rate changes from the spring 2017 testing to the spring 2018 testing was computed as follows:

1. Spring 2018 proficiency rate for the All Students group minus the spring 2017 proficiency rate for the All Students group.
2. The computation was made separately for ELA and math using a minimum n-count of 10 student records.

The workgroup members acknowledged that the annual proficiency rates were particularly sensitive to testing participation rates, and that it would be virtually impossible to distinguish an increase attributed to increased performance on tests from an increase attributed to higher participation in testing. In order to minimize the possibility of an erroneous identification, the change in proficiency rate was computed for schools only if the 2017 and 2018 participation rates were at least 95 percent. For calculations relying on these measures, numerators and denominators were coded as a zero so as to not penalize a school for low participation rate on a given change score.

2018-19 State Recognized Schools Communications Plan

Objectives	<ul style="list-style-type: none"> • Expand deliberate communications regarding State Recognized Schools • Promote share-able stories about successful strategies happening now in Washington schools and districts • Build understanding and awareness of State Recognized Schools and the criteria used to identify those schools • Bolster unified, co-brand of the State Recognized Schools program
Audiences (Primary)	<ul style="list-style-type: none"> • State Recognized Schools and their: <ul style="list-style-type: none"> ○ Communities and ESDs ○ School Districts ○ Superintendents ○ Principals ○ Educators ○ Students • Broad education community: school districts statewide • Stakeholders/partnership organizations
Key Message Options	<ul style="list-style-type: none"> • The State Board of Education (SBE) along with the Office of the Superintendent of Public Instruction (OSPI) and the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is developing a new recognition framework that incorporates state-level and local information to identify schools that are exemplars in terms of closing gaps, growth, and achievement. This new recognition framework identifies schools along the entire continuum of support. • The framework used to measure growth and achievement includes as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts). • State Recognized Schools are models of achievement in closing gaps and growth in fundamental areas of education that are crucial to student success. • State Recognized Schools make great strides to improve outcomes for students by closing gaps and showing tremendous growth and achievement.
Key Date(s)	<ul style="list-style-type: none"> • April 2020: Tentative release of State Recognized Schools • Spring 2020: "School Recognition Week" Event(s) to showcase recipients
Communication Channels and Vehicles	<ul style="list-style-type: none"> • Print <ul style="list-style-type: none"> ○ Banners ○ Certificate

	<ul style="list-style-type: none"> ○ State Recognized Schools data highlight one-pagers • Digital <ul style="list-style-type: none"> ○ Sbe.wa.gov “database” ○ State Recognized Schools data highlight one-pagers ○ Social Media <ul style="list-style-type: none"> ▪ Toolkit ▪ School features ▪ Periodic joint promotion with partners • Media <ul style="list-style-type: none"> ○ Press release (joint from OSPI/SBE/EOGOAC) ○ Press invitation and media kit (for event) ○ Earned media? (e.g. editorials or interviews)
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Action Items

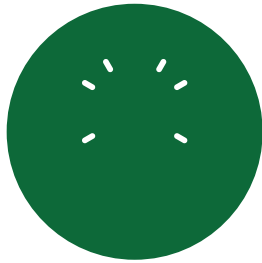
Date		Notes
January 2020	Joint meeting to establish concrete dates/places. Pre-liminary message: Here’s what’s happening!	<ul style="list-style-type: none"> • State Recognized Schools are going to be announced soon! • Audience: Superintendents, ESDs, Communications Partners
February (all month)	17-18 State Recognized Schools promotional campaign	<ul style="list-style-type: none"> • Features of 17-18 recognized schools on blog, social media, website, in direct email campaigns, etc.
April TBD	Letter/Email: Your school has been recognized!	<ol style="list-style-type: none"> 1. Superintendents and ESD Superintendents first 2. Followed by letter to School principal/leadership <ul style="list-style-type: none"> • Should be signed by Work Group leadership • Content: <i>Congrats! Your school is recognized. Here’s how/why. Here’s what you get. There will be a press release on this day and an event at this place and time. Link to website where listing will occur.</i>
April TBD	Press Release: State Recognized Schools Announced	
May TBD	State Recognized Schools event(s)	

Last year's branding, most recent positive press:



Why are schools being recognized?

Washington State's school recognition program has been reimagined over the past few years. Changes are due in part to 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.



Achievement

High performance in multiple measures

9th Graders On-track

English Language Arts

Math

Dual Credit

Regular Attendance

Proficiency & Growth

Graduation Rate

Extended Graduation Rate

English Language Arts

Proficiency & Growth



Growth

School progress one year to the next or high student growth

Growth is measured by all student groups, and disaggregated student groups*, with the exception of English Learner Progress.

English Learner Progress

Graduation Rate

WSIF* Change

Student groups

All students

WSIF* Change



Closing Gaps

Best improvement among schools receiving support

*The Washington School Improvement Framework (WSIF) uses academic indicators English Language Arts and Math proficiency and growth, graduation, English learner progress, regular attendance, 9th-graders on-track, and dual credit.

*Disaggregated student groups: The breaking down of student data into smaller groupings, often based on characteristics such as sex, family income, or racial/ethnic group.

