



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.

Washington School Improvement Framework

PREPARED FOR THE MARCH 2020 BOARD MEETING

Information Item

Materials included in packet:

- Memo from the SBE staff
- Presentation from SBE staff

Synopsis:

The Board will participate in a presentation on the Washington School Improvement Framework (WSIF) from SBE and OSPI staff. In addition to hearing about WSIF background information for context from the SBE staff, the Board will see and hear about how the WSIF scores are changing over time for various student groups.

The OSPI staff is expected to provide more detailed information about the improvements made by the schools identified for Tier 2 and Tier 3 supports. The OSPI presentation is also expected to include information on the performance of the schools expected to be recommended for Required Action.

Business Items:

- None



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.

Washington School Improvement Framework

PREPARED FOR THE MARCH 2020 BOARD MEETING

Executive Summary

In RCW [28A.657.110](#) (2), the State Board of Education (SBE) is authorized to develop the Washington Achievement Index to identify schools and school districts for recognition, for continuous improvement, and for additional support. Section (3) states that the SBE, in cooperation with the OSPI, shall annually recognize schools for exemplary performance as measured on the Washington Achievement Index, and 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. Section (4) directs the SBE to coordinate with the OSPI on seeking approval from the United States department of education (USED) to use of the Washington Achievement Index and the state system of differentiated support, assistance, and intervention in a manner connecting and unifying the state and federal accountability systems.

In mid-February, the Washington Office of the Superintendent of Public Instruction (OSPI) publicly released the third version of the Washington School Improvement Framework (WSIF). In addition to providing background information for context, this memo provides information on four key questions.

1. What are the WSIF indicators and measures?
2. How are the WSIF school ratings computed?
3. What is the main use of the WSIF school ratings?
4. How are the WSIF results changing over time?

Background and Information on the Key Questions

The Every Student Succeeds Act (ESSA) was signed into law in December 2015 and is the reauthorized Elementary and Secondary Education Act (ESEA), formerly referred to as the No Child Left Behind (NCLB) Act. The ESSA addresses many aspects of public school K-12 education for low performing student populations, such as students from low income families, students with a disability, English language learners, and others. The federal government provides supplemental funding to states to help cover the higher costs of educating students, and in return expects the states to follow regulations developed by the U.S. Department of Education for serving the above-cited student groups.

In order to continue to receive certain federal funding under the ESSA, the OSPI was required to submit a state plan to the USED for approval after being subjected to a peer review process. To accomplish this task, the OSPI created approximately a dozen workgroups to simultaneously develop plan components and make recommendations to the OSPI on the state plan. In the spring of 2016, the OSPI convened the ESSA Accountability System Workgroup (ASW) for the purpose of developing a statewide state wide accountability system that would meet peer review requirements and be approved by the USED. The ASW recommendations were developed in a manner ensuring that the accountability framework would meet both the state and federal requirements. After engaging other state agencies and the public, the OSPI submitted the [Washington Every Student Succeeds Act \(ESSA\) State Plan](#) to the USED for approval in the fall 2017. As required, the USED approved Washington's plan and notified the OSPI of the approval in January 2018.

The Washington ESSA plan included a description of the Washington School Improvement Framework that was cooperatively developed by the SBE and OSPI through a series of meetings of the ESSA Accountability Systems Workgroup in 2016 and 2017. Although referred to as the Washington Achievement Index in statute, the system of school differentiation approved in the Washington Every Student Succeeds Act Plan under the ESSA is now referred to as the Washington School Improvement Framework (WSIF).

WHAT ARE THE WSIF INDICATORS AND MEASURES?

The ESSA requires the state to measure and report on different indicators for all reportable student groups for different school levels. Figure 1 shows the indicators that are required for the different school levels. At least one measure of school quality or student success (SQSS) is required in the system of school differentiation under ESSA and the USED allowed states the opportunity to identify and develop the most meaningful measure(s).

HOW ARE THE WSIF SCHOOL RATINGS COMPUTED?

General information about the WSIF is bulleted below. A series of infographics for the public and other stakeholders have been developed by the OSPI and can be found on the OSPI [website](#).

- All schools with a sufficient number of reportable indicators earn a WSIF rating score ranging from 1.0 to 10.0.
- The WSIF rating is derived from a combination of the indicators shown in Figure 1, rolled up or aggregated over three years (Figure 2), after applying a minimum n-count of 20 student records.
- The performance on each measure is transformed to a decile value in which the lowest performance is assigned a decile value of one and highest performance is assigned a decile value of ten. The WSIF rating is a weighted average (Figure 3) of the reportable indicators for the school.
- The WSIF rating is computed for the All Students group, seven race/ethnicity student groups (Native American/Alaskan, Asian, Black, Hispanic, Hawaiian/Pacific Islander,

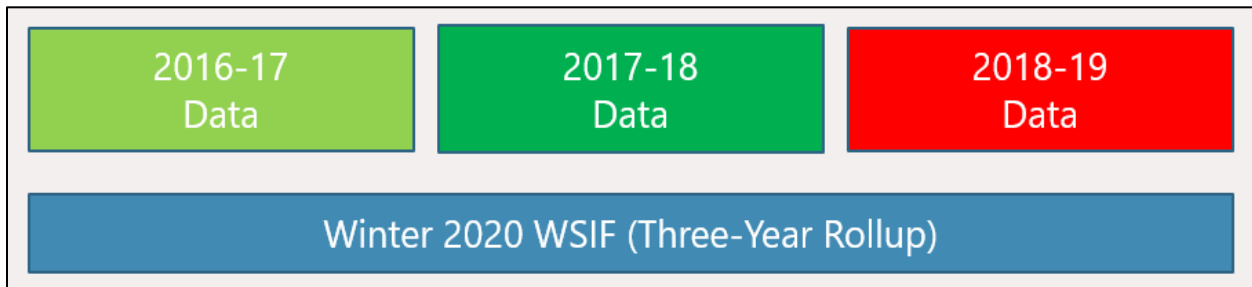
White, and Two or More races), and three program participation groups (English learners, Free and Reduced Price Lunch program, and special education).

Figure 1: shows the accountability system indicators required under ESSA that are included in the WSIF.

Indicator	Elementary Schools	Middle Schools	High Schools
Proficiency in ELA and math	✓	✓	✓
Growth in ELA and math	✓	✓	
Four-Year Graduation Rate			✓
Progress in English language proficiency	✓	✓	✓
Other measures of school quality or student success (SQSS)			
Regular Attendance	✓	✓	✓
9 th Graders On-Track*			✓
Dual Credit Participation			✓

*Note: a small number of Washington school districts continue to align with the junior high school model, which places 9th graders in a junior high school serving the 7th, 8th, and 9th grades

Figure 2: shows that the most recent school ratings from the winter 2020 WSIF are based on results for the 2016-17, 2017-18, and 2018-19 school years.



WHAT IS THE MAIN USE OF THE WSIF SCHOOL RATINGS?

Per RCW 28A.657.110, the Washington School Improvement Framework is to be the basis from which to identify schools for recognition, for continuous improvement, and for additional support.

SCHOOL RECOGNITION

At the January 2020 SBE meeting, the Board approved the Phase 2 school recognition methodology depicted in Figure 4. The adopted methodology provides schools with the opportunity to achieve recognition status via any of three routes utilizing multiple measures. The

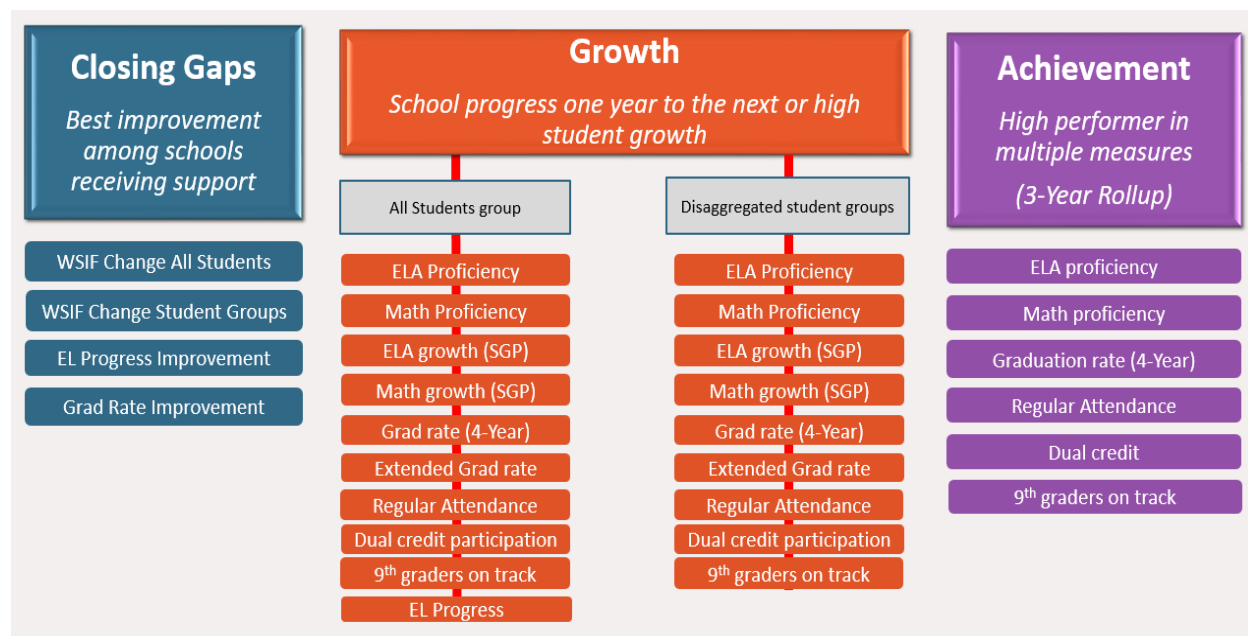
identification of schools to be recognized for high performance for the 2018-19 school year is underway and is expected to be publicly announced in late March.

Figure 3: Indicator weightings (in percent) applied to the WSIF school ratings.

School Level*	ELA and Math Proficiency	ELA and Math Growth (SGPs)	Four-Year Graduation Rate	English Learner Progress	SQSS Measures
Elementary School (e.g. K-5)	40	50		5	5
Middle Schools (e.g. 6-8)	40	50		5	5
High Schools (e.g. 9-12)	30		50	5	15
Combined Schools (e.g. K-12)	30	25	25	5	15

*Note: six other weighting schemes are applied in cases where certain indicators (e.g. English Learner Progress) are not reportable. See more about the indicator weighting at <https://www.k12.wa.us/sites/default/files/public/esea/essa/pubdocs/5wsifweighting.pdf>.

Figure 4: illustrates the Phase 2 school recognition methodology applied for the winter 2020 WSIF.



CONTINUOUS IMPROVEMENT

In the fall 2017, the SBE initiated the process of amending WAC 180-105-020, 040, and 060 for the purpose of making technical corrections, updating the school improvement goal process to align to the Washington ESSA State Plan, to clarify definitions, and describe the process for setting school improvement goals. The final rules directed districts and schools to establish goals for each of the WSIF indicators for all of the reportable student groups as part of the district and school improvement plan required in WAC 180-16-220. In November 2018, the SBE finalized the rules and submitted the required materials to the Washington Code Reviser.

ADDITIONAL SUPPORT

In the winter 2018 WSIF version, the OSPI used the WSIF school rating to identify schools for varying levels of additional support (Figure 5). Schools retain the support designation for three full years and new designations will be made based on the winter 2021 WSIF school ratings. The OSPI provides an overview of the school improvement and support programs on the organization's website at <https://www.k12.wa.us/student-success/support-programs>. It should be noted that Foundational and Tier 1 Targeted supports are school- and district-directed and are available to all schools through the OSPI, educational service districts (ESDs), and other partnerships. Schools identified for Tier 2 and Tier 3 are eligible to access additional funding from the OSPI and additional supports through the OSPI coordinated support team and the Association of Washington School Principals (AWSP) Principal Leadership Network.

Figure 5: provides a general description of the OSPI developed school support tiers.

Support Tier	Schools*	Description
Foundational Support	1541*	A school with a strong instruction model but possibly needing focused support.
Tier 1 Targeted Support – 1 to 2 Groups	484	A school with a relatively strong instruction model but needing focused support on improving the outcomes of one or two student groups.
Tier 2 Targeted Support – 3 or More Groups	120	A school with three or more student groups requiring additional supports to improve the educational outcomes of the students.
Tier 2 Targeted Support – Low English Learner Progress	41	A school needing support to bolster the percentage of English learner students making progress toward English proficiency.
Tier 3 Comprehensive Support – Low WSIF Rating	98	A school with a winter 2018 WSIF rating of 2.30 or lower for the All Students group needing substantial support in a number of areas.
Tier 3 Comprehensive Support – Low Graduation Rate	149	A high school needing support to improve the average, four-year, graduation rate to more than 67 percent.

*Note: a total of 2433 schools were included in the winter 2020 WSIF version. The number of Foundational Support schools, includes newly opened schools and 28 other schools recently closed that are included the winter 2020 WSIF file.

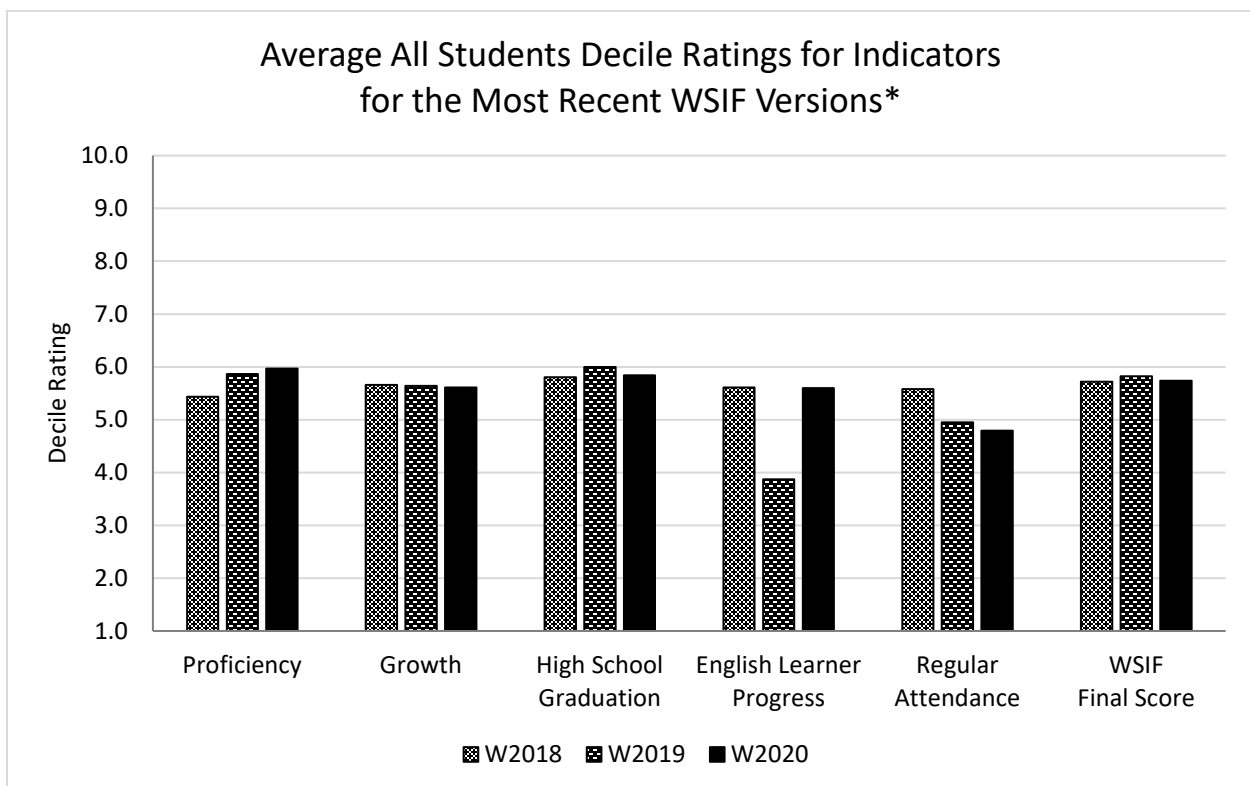
HOW ARE THE WSIF RESULTS CHANGING OVER TIME?

The most recent school results of the Washington School Improvement Framework are posted on the Washington State Report Card, at <https://washingtonstatereportcard.ospi.k12.wa.us/>. The performance over time for the All Students group on the WSIF (Figure 6) is summarized below:

- The average, ELA and math (combined) proficiency, decile rating increased by approximately 0.54 decile points from the winter 2018 to the winter 2020 WSIF version.

- The average, ELA and math (combined) growth, decile is virtually unchanged from the winter 2018 to the winter 2020 WSIF version.
- The average, high school graduation (four-year rate), decile is virtually unchanged from the winter 2018 to the winter 2020 WSIF version.
- After acquiring two additional years of English Learner assessment results, the deciles were reset for the winter 2020 WSIF.
- The average, regular attendance, decile declined approximately 0.79 decile points from the winter 2018 to the winter 2020 WSIF version.
- The average, final WSIF, decile declined approximately 0.08 decile points from the winter 2019 to the winter 2020 WSIF version, but the average winter 2020 WSIF is slightly higher than the average winter 2018 WSIF.

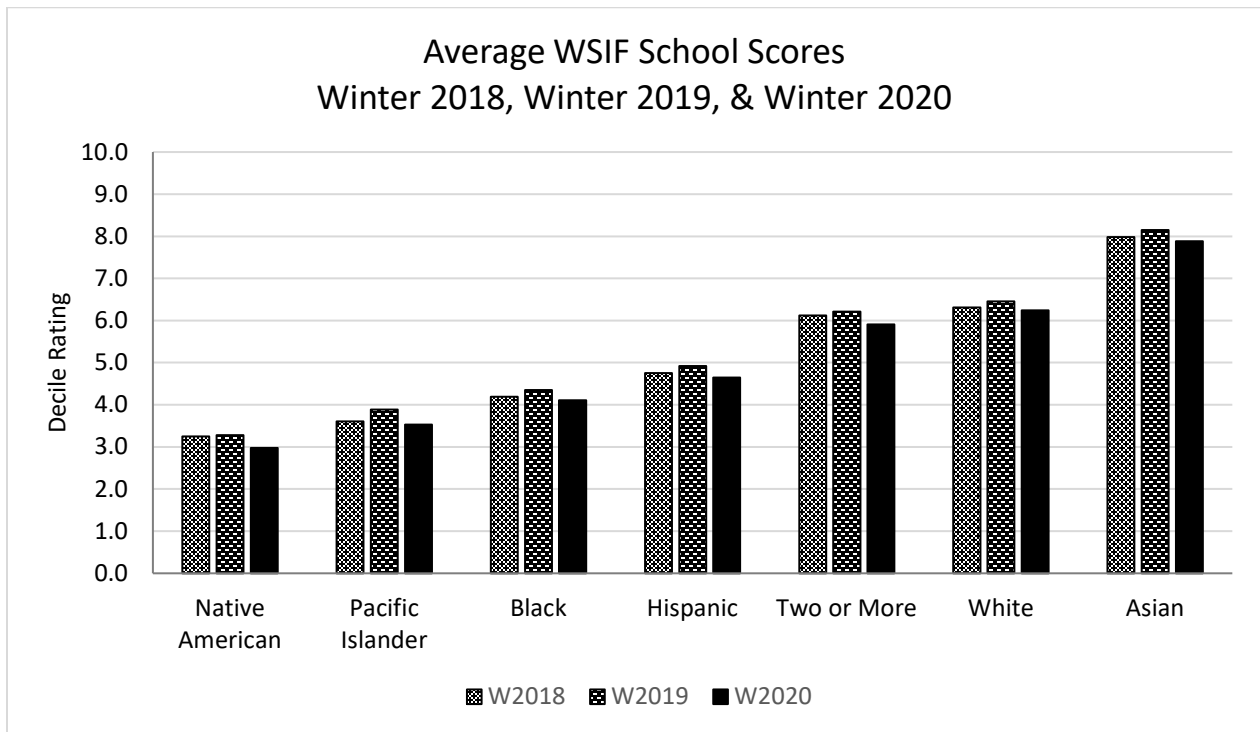
Figure 6: shows average decile ratings for the All Students group for the most recent versions of the WSIF.



*Note: the W2020 on the x-axis explanation references the winter 2020 version of the WSIF.

The performance over time for the federally reported student groups based on race/ethnicity on the WSIF is shown on Figure 7. On average, all of the student groups made WSIF gains from the winter 2018 WSIF version to the winter 2019 WSIF version, but then, all of the student groups posted WSIF declines from the winter 2019 WSIF version to the winter 2020 WSIF version. For all student groups, the average winter 2020 WSIF score is approximately 0.1 to 0.2 decile points lower than the winter 2018 WSIF score.

Figure 7: shows average decile ratings for the race/ethnicity student groups for the most recent versions of the WSIF.



*Note: the W2020 on the x-axis explanation references the winter 2020 version of the WSIF.

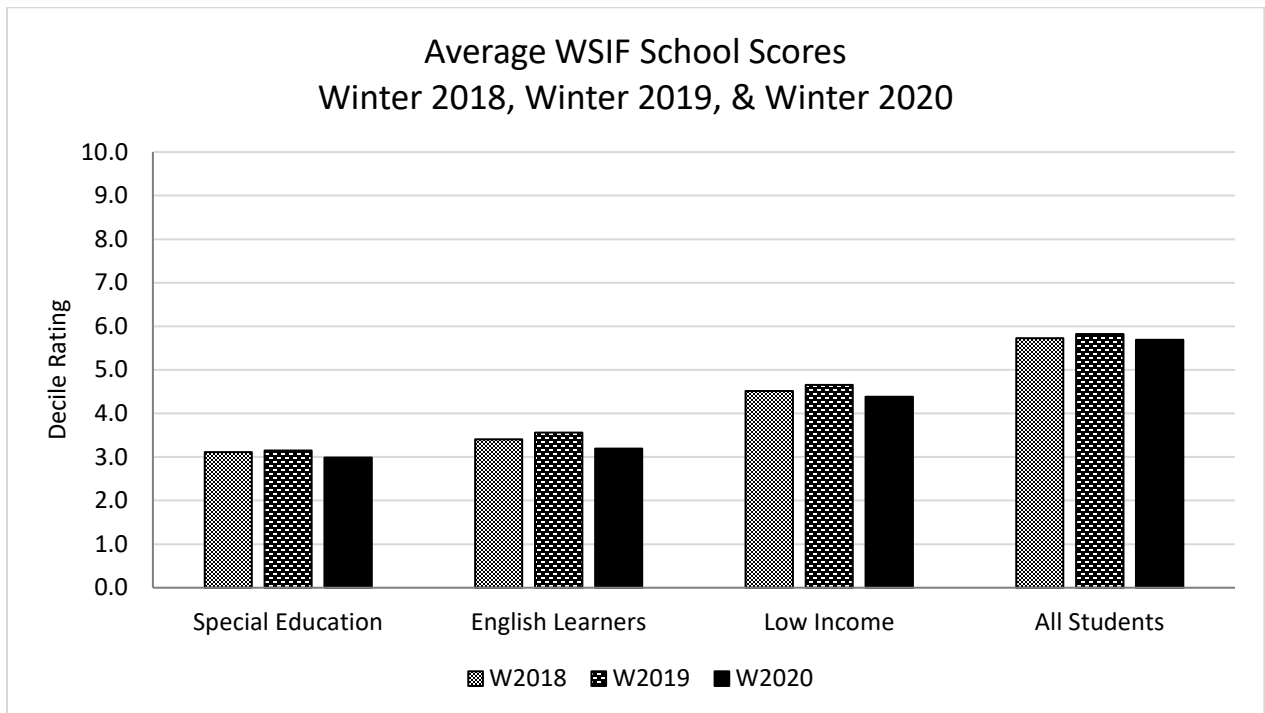
The performance over time for student groups based on program participation on the WSIF (Figure 8) is summarized below:

- All of the student groups made small gains (approximately 0.05 to 0.15 decile points) from the winter 2018 to the winter 2019 WSIF version.
- All of the student groups posted small declines (approximately 0.15 to 0.35 decile points) from the winter 2019 to the winter 2020 WSIF version.
- For all the groups, the winter 2020 WSIF is a little lower than the winter 2018 WSIF.

An analysis was conducted to determine whether the declines in the WSIF ratings were consistent across schools (Figure 9). The findings are summarized below.

- Schools serving grades K-8 (elementary, middle, and combined schools) posted average declines of approximately 0.21 to 0.27 decile points.
- Regular high schools posted an average WSIF gain of approximately 0.08 decile points.
- Combined high schools posted an average WSIF decline of approximately 0.08 decile points.

Figure 8: shows average decile ratings for the race/ethnicity student groups for the most recent versions of the WSIF.



*Note: the Low Income group refers to those students who are eligible for the Free and Reduced Price Lunch program. The W2020 on the x-axis explanation references the winter 2020 version of the WSIF.

Figure 9: shows the average change in WSIF rating for the All Students group from the winter 2019 WSIF to the winter 2020 WSIF.

	W2019 WSIF	W2020 WSIF	Change
Elementary School (e.g. K-5)	6.02	5.81	-0.21
Middle School (e.g. 6-8)	5.46	5.25	-0.21
Combined School (e.g. K-8)	5.82	5.55	-0.27
High School (e.g. 9-12)	6.05	6.13	0.08
Combined High School (e.g. K-12)	5.14	5.06	-0.08

For all school levels except for the combined high schools, the difference between the winter 2019 and winter 2020 WSIF scores are small but are statistically significant. The W2020 on the x-axis explanation references the winter 2020 version of the WSIF.



Washington School Improvement Framework

Washington State Board of Education

March 11, 2020



Conversation Today - WSIF

Review of the statutory authority

Background on the development of the WSIF

Introduction to the most recent WSIF results

OSPI colleagues will elaborate more on the most recent WSIF results



WSIF Statutory Authority (Excerpt)

RCW 28A.657.110

Accountability framework for system of support for challenged schools - Washington achievement index - Recognition of schools for exemplary performance - Use of state system to replace federal accountability system.

- (2) The SBE shall develop a Washington achievement index to identify schools and school districts for recognition, for continuous improvement, and for additional state support.
- (3) The SBE, in collaboration with the OSPI and EOGOAC, shall annually recognize schools for exemplary performance as measured on the Washington achievement index.
- (4) In coordination with the OSPI, the SBE shall seek to develop an accountability system meeting both state and federal requirements.



Milestones to a Unified Accountability System

- ESSA was enacted in December 2015
- OSPI convened a number of workgroups for the purpose of making recommendations on the Washington Consolidated State Plan. The Accountability System Workgroup (ASW) was convened in spring 2016 to provide recommendations to the ESSA Consolidated Plan Team on:
 - A system that would align with and meet both state and federal requirements and
 - The Washington School Improvement Framework (WSIF).
- The Washington Consolidated State Plan is a 190 page document describing a very wide range of topics, including a description of the system of school differentiation, the Washington School Improvement Framework (WSIF).
- Submitted in the fall of 2017 and approved by the USED in January 2018.
- The first WSIF was published in March 2018, and subsequently in April 2019, and February 2020.

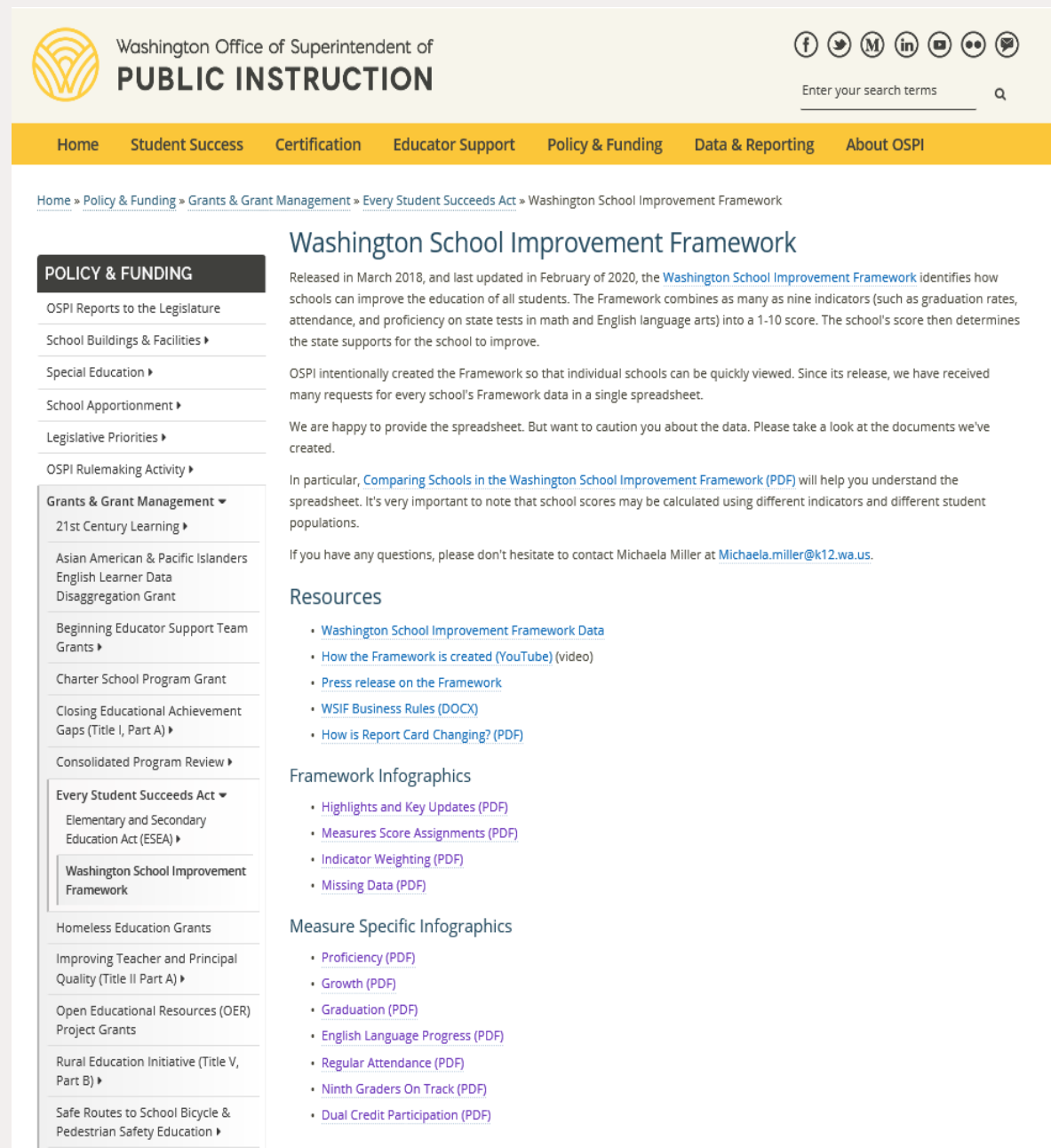


Description of the WSIF

Where to learn more about the WSIF

The OPSI has an excellent series of infographics and other materials to assist in better understanding the WSIF.

- <https://www.k12.wa.us/policy-funding/grants-grant-management/every-student-succeeds-act-essa-implementation/washington-school-improvement-framework>



The screenshot shows the Washington Office of Superintendent of Public Instruction website. The header includes the logo and name, social media icons, and a search bar. The navigation menu lists Home, Student Success, Certification, Educator Support, Policy & Funding, Data & Reporting, and About OSPI. The breadcrumb trail is Home » Policy & Funding » Grants & Grant Management » Every Student Succeeds Act » Washington School Improvement Framework. The main content area is titled "Washington School Improvement Framework" and contains text about the framework's release and purpose, along with a list of resources and infographics. A sidebar on the left lists various grant categories, with "Every Student Succeeds Act" expanded to show "Washington School Improvement Framework" selected.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Enter your search terms

Home Student Success Certification Educator Support Policy & Funding Data & Reporting About OSPI

Home » Policy & Funding » Grants & Grant Management » Every Student Succeeds Act » Washington School Improvement Framework

POLICY & FUNDING

- OSPI Reports to the Legislature
- School Buildings & Facilities ▶
- Special Education ▶
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- Grants & Grant Management ▼**
 - 21st Century Learning ▶
 - Asian American & Pacific Islanders English Learner Data Disaggregation Grant
 - Beginning Educator Support Team Grants ▶
 - Charter School Program Grant
 - Closing Educational Achievement Gaps (Title I, Part A) ▶
 - Consolidated Program Review ▶
 - Every Student Succeeds Act ▼**
 - Elementary and Secondary Education Act (ESEA) ▶
 - Washington School Improvement Framework**
 - Homeless Education Grants
 - Improving Teacher and Principal Quality (Title II Part A) ▶
 - Open Educational Resources (OER) Project Grants
 - Rural Education Initiative (Title V, Part B) ▶
 - Safe Routes to School Bicycle & Pedestrian Safety Education ▶

Washington School Improvement Framework

Released in March 2018, and last updated in February of 2020, the [Washington School Improvement Framework](#) identifies how schools can improve the education of all students. The Framework combines as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts) into a 1-10 score. The school's score then determines the state supports for the school to improve.

OSPI intentionally created the Framework so that individual schools can be quickly viewed. Since its release, we have received many requests for every school's Framework data in a single spreadsheet.

We are happy to provide the spreadsheet. But want to caution you about the data. Please take a look at the documents we've created.

In particular, [Comparing Schools in the Washington School Improvement Framework \(PDF\)](#) will help you understand the spreadsheet. It's very important to note that school scores may be calculated using different indicators and different student populations.

If you have any questions, please don't hesitate to contact Michaela Miller at Michaela.miller@k12.wa.us.

Resources

- [Washington School Improvement Framework Data](#)
- [How the Framework is created \(YouTube\)](#) (video)
- [Press release on the Framework](#)
- [WSIF Business Rules \(DOCX\)](#)
- [How is Report Card Changing? \(PDF\)](#)

Framework Infographics

- [Highlights and Key Updates \(PDF\)](#)
- [Measures Score Assignments \(PDF\)](#)
- [Indicator Weighting \(PDF\)](#)
- [Missing Data \(PDF\)](#)

Measure Specific Infographics

- [Proficiency \(PDF\)](#)
- [Growth \(PDF\)](#)
- [Graduation \(PDF\)](#)
- [English Language Progress \(PDF\)](#)
- [Regular Attendance \(PDF\)](#)
- [Ninth Graders On Track \(PDF\)](#)
- [Dual Credit Participation \(PDF\)](#)





Washington School Improvement Framework Snapshot At A Glance



The Every Student Succeeds Act (ESSA) replaced No Child Left Behind on December 10, 2015, as the re-authorization of the Elementary and Secondary Education Act.

As a result, the Washington School Improvement Framework includes each student group individually, creating a holistic vision of a school through two lenses: the performance of the all students group and that of their student group populations.

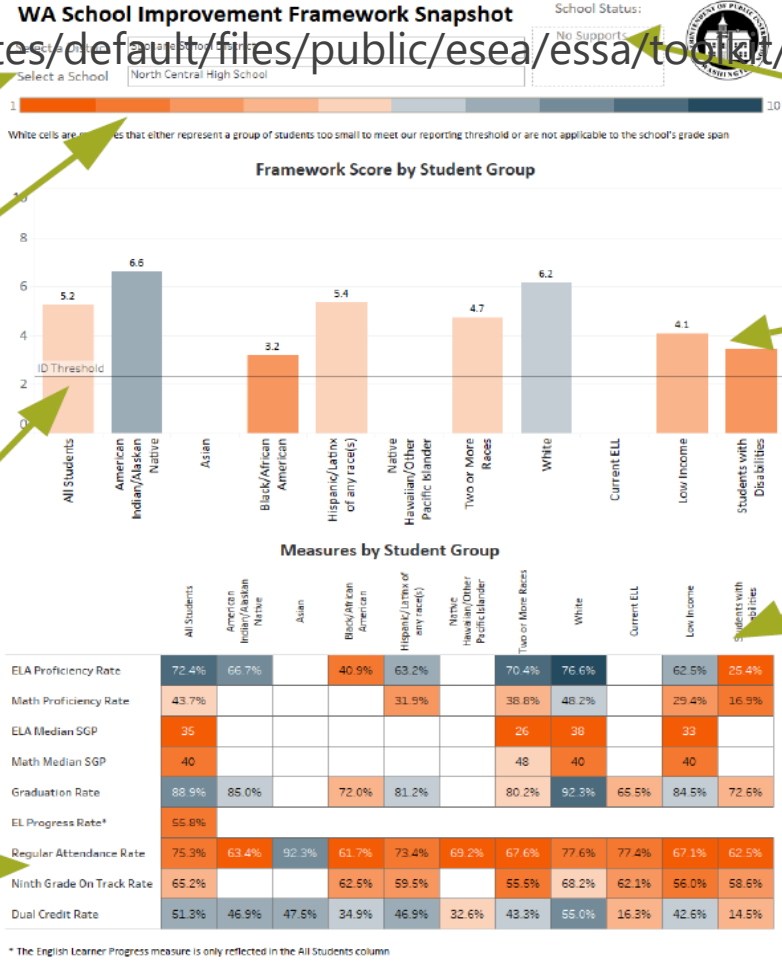
https://www.k12.wa.us/sites/default/files/public/essa/essa_toolkit/wsiifata glance.pdf
Select a district and school to see their School Improvement Framework results.

Only one school can be seen at a time.

Each score is assigned a color on this scale, 1 being the lowest and 10 being the highest. This applies to the top and bottom portion of the page.

The lowest performing 5% of the all students group scores across the state establish a support threshold - called the ID Threshold - any all students score under the threshold will be identified for comprehensive support, and any student group under the threshold will be identified for targeted support.

The Framework uses multiple measures of school success. These measures include results on state standardized tests (Proficiency), student growth over multiple test periods (Student Growth Percentiles), graduation, English learner progress towards language attainment, School Quality or Student Success measures of attendance, 9th graders on track to graduate, and dual credit class enrollments.



A school's support level is displayed here. For information on supports, visit: <http://www.k12.wa.us/OSSI>

Measure scores are combined based on the grade span of the school, creating an overall score. This score is what determines a school's identification for a variety of supports. The all students group includes all students in the school, where each student group shows the performance of students by race/ethnicity and program enrollment.

Displayed here are the rates of each of the measures, with a color corresponding to the 1-10 score given for that measure.

If the rate is white and blank, that means either
1) the measure isn't relevant for the grade span of the school
2) that the student group was too small to report out publicly, to protect student privacy or
3) English Learner Progress measure, which is only reported for the all students group

To learn more about the Washington School Improvement Framework: <http://www.k12.wa.us/essa/>

If you have any questions regarding the Framework data calculations, please contact: AccountabilityData@k12.wa.us

WSIF Indicators Differ by School Level



Washington School Improvement Framework: Key Highlights



The WA School Improvement Framework includes **each student group individually**, creating a holistic vision of a school through two lenses: the performance of the all students group and that of their student group populations.

How are your schools measured?

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				[Yellow bar]							[Yellow bar]		
ELA and Math Growth					[Yellow bar]								
Graduation													[Orange bar]
English Language Progress	[Dark teal bar]												
School Quality or Student Success Indicators (SQSS)													
Regular Attendance	[Dark teal bar]												
Ninth Graders On Track											[Orange bar]		
Dual Credit											[Orange bar]		

School Quality or Student Success English Language Progress

% of students making adequate progress to transition out of program within six years

Regular Attendance
% of students attending 90% or more school days

9th Graders On Track
% of first time 9th graders who earned all credits attempted

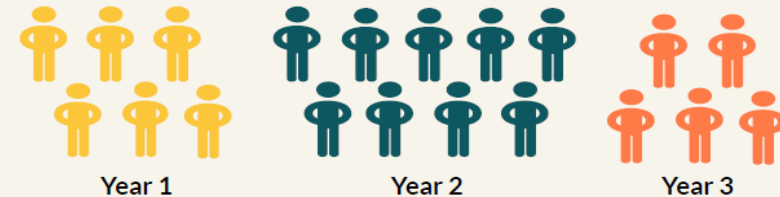


Measures Combine into Overall Score

Each indicator noted above is mapped to a 1-10 score. These scores are combined based on the grade span of the school, creating the Framework.

The lowest performing 5% of school scores establish a support threshold - any school under the threshold will be identified for comprehensive support, and any school with a student group under the threshold will be identified for targeted support.

Student Privacy - Minimum Number



To protect student privacy, a minimum number of students is required so no one student can be identified. For the Framework, the minimum number of students is 20 students over three years.

For more information about the Framework, visit <https://tinyurl.com/WAESSA>
For data related inquiries, email us at AccountabilityData@k12.wa.us





Washington School Improvement Framework: Indicator Weighting



How are indicators combined to create an Overall Framework Score?

Indicators will be combined based on a schools available indicators to create a composite school score (for the all students group and each student group), which will be used to identify schools for supports.

These Overall Framework Scores will be created from applicable indicators based on the table below:

Detailed Weighting Based on Missing Indicators Due to Small N or Grade Level of School	Proficiency (English Language Arts & Math Proficiency averaged)	Growth (English Language Arts & Math Median Student Growth Percentile, averaged)	Graduation (composite 4 year cohorts + extra credit)	English Language Progress	School Quality or Student Success Indicators (averaged)
K - 12 Schools (All Indicators)	30%	25%	25%	5%	15%
K - 8 (No Graduation)	40%	50%	0%	5%	5%
7 - 9 (Typical Junior High)	30%	50%	0%	5%	15%
10 - 12 (No 9th Graders On Track)	35%	0%	50%	5%	10%
No Growth (Typical High School)	30%	0%	50%	5%	15%
K - 12 (No EL Progress)	35%	25%	25%	0%	15%
K - 8 (No Graduation or EL Progress)	40%	55%	0%	0%	5%
7 - 9 (No Graduation or EL Progress)	35%	50%	0%	0%	15%
10 - 12 (No 9th Graders On Track or EL)	40%	0%	50%	0%	10%
No Growth or EL Progress	35%	0%	50%	0%	15%



For more information about the Framework, visit <https://tinyurl.com/WAESSA>
 For data related inquiries, email us at AccountabilityData@k12.wa.us
 For more information about supports, visit <http://www.k12.wa.us/OSSI>



Proficiency-All School Levels but not All Grades



Washington School Improvement Framework: ELA and Math Proficiency



The percent of students that met standard in English Language Arts and Math on state assessments.

How is it calculated?

The percentage of students, grades 3-8 and 11, that score level 3 or level 4 in English Language Arts (ELA) or Mathematics on the Smarter Balanced Assessment (SBA) or Washington Access to Instruction & Measurement Alternative Assessment (WA-AIM) over the last three years.

Proficiency = [among students in the denominator, the number that achieved Level 3 or 4 on the assessment] / [95 percent of the number of enrolled students or the number of tested students (whichever is greater)]

Which grades are included?

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts				[Yellow bar]							[Yellow square]		
Math				[Yellow bar]							[Yellow square]		

Note!

For calculations prior to 2017-18 school year, ELA and Math were assessed in 11th grade.



How is it combined?

Each rate is scored from 1 to 10, representing that school's performance in comparison to the rest of the state. The ELA Proficiency and Math Proficiency rates will be scored separately and reported for each student group within a school. These scores are averaged together to create the Proficiency indicator.

If a school misses the federal participation requirement for three years, the indicator score will be reduced by one point.

Why is Proficiency included? Why does it matter?

School districts and communities are different across the state. Families have the the right to know how their child is progressing toward college and career readiness. Districts also need to know if the curriculum they've chosen teach their students to the state learning standards is working, or if they should make adjustments. State testing is required by state law and federal law.

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to:



Follow student progress, identify strengths, weaknesses, and gaps in curriculum/instruction, and identify students who may need additional help.

Visit <https://www.k12.wa.us/student-success/testing/state-testing-overview> for more information.

For more information about the Framework, visit <https://tinyurl.com/WAESSA>
For data related inquiries, email us at AccountabilityData@k12.wa.us



Student Growth Percentiles (SGPs) – Grade 4 to 8 Only



Washington School Improvement Framework: ELA & Math Growth



Academic growth, based on Student Growth Percentiles on the Smarter Balanced Assessment, in English language arts and math.

How is it calculated?

Median Student Growth Percentile (MSGP) of all students in the school, over the last three years.

The median represents how the middle student in a school or student group grew in comparison to their academic peers.



Which grades are included?

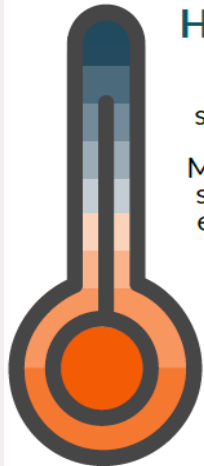
	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA Growth					[Yellow bar]								
Math Growth					[Yellow bar]								

What else is there to know?

Student Growth Percentiles (SGPs) compare growth of students across the state with similar test score histories. SGPs require two test scores to determine how many scale points a student grew compared to how their peers grew.

High schools don't get SGPs because of the gap between 8th and 10th grades.

How is the score assigned?



Each subject's growth is scored from 1 to 10, representing that school's performance in comparison to the rest of the state. ELA and Mathematics growth will be reported separately and will be calculated for each student group within a school. Each student group's scores are averaged together to create the Growth indicator.

If one subject is missing, the present subject will make up the total of the indicator score for that student group.

Why is Growth included? Why does it matter?

Most of us are familiar with the four assessment performance levels and the typical school metric of percent meeting standard.

Student Growth Percentiles, and median Student Growth Percentiles, add another tool for looking at performance.

Instead of simply looking at a snapshot of the percent of students meeting standard on the statewide tests, we now have a metric that looks at the growth of individual students over time.



For more information about SGPs or MSGPs, visit <https://www.k12.wa.us/data-reporting/reporting/student-growth-percentiles-sgp>

For more information about the Framework, visit <https://tinyurl.com/WAESSA>
For data related inquiries, email us at AccountabilityData@k12.wa.us



Four-Year Graduation Rate



Washington School Improvement Framework: Graduation



The percentage of students that started 9th grade together who graduated in 4 year time frame.

How is it calculated?

The percent of students, over the last three years, that graduated in four-year time frame.

Students are included in the cohort based on when they first enter 9th grade, regardless of their expected graduation year.

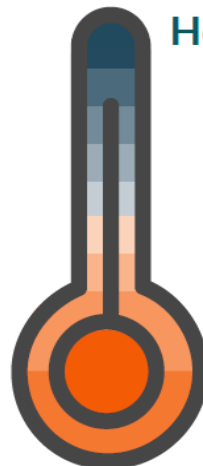
The cohort of entering 9th graders is "adjusted" for transfers in and out of high school through the next four and five years.



Which grades are included?

	K	1	2	3	4	5	6	7	8	9	10	11	12+
Graduation													

How is the score assigned?



The 4 year graduation rate is scored from 1 to 10, representing that school's performance in comparison to the rest of the state. The measure will be reported and calculated for each student group within a school.

Up to 2 additional extra credit points can be added to a schools score, with a max score of 10.



Graduation Bonus Points

The graduation calculation recognizes work schools do to serve students after four years by including possible bonus points for schools that have made the most significant gains in transitioning students in years five, six and seven.

The bonus calculation looks at the percentage increase of students that graduate in extended time frames. Specifically, for 2019: the change of the 2018 four year to five year cohort, plus the change of the 2017 five to six year cohort, plus the change of the 2016 six to seven year cohorts.

The three percentage changes from those three cohorts will be combined, and a school will be assigned a bonus score of 0, 1, or 2 based on the distribution of increases statewide.

For more information about the Framework, visit <https://tinyurl.com/WAESSA>
For data related inquiries, email us at AccountabilityData@k12.wa.us



English Learner Progress – Spans all Grade Levels



Washington School Improvement Framework: English Language Progress



Percentage of students who are making enough progress to transition out of language services within six years.

How is it calculated?

The percent of students, in the last three years, who took the English Language Progress Assessment for the 21st Century (ELPA21) that showed enough progress to transition out of language development services within 6 years.



Which grades are included?

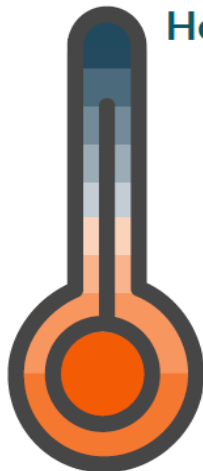
	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Progress	[Solid dark blue bar indicating inclusion for all grades K-12]												

What else is there to know?

Students are included if they have two ELPA21 test results or transitioned out of services their first year.

Students must qualify through the ELPA21 Screener, which is used to determine initial eligibility for English Language Development services.

How is the score assigned?



The English Language Progress rate is scored from 1 to 10, representing that school's performance in comparison to the rest of the state.

This indicator is only calculated for Students that are English Learners and reported out under the All Students category.



Additional Resources

<https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education>

PK-5 Grade - Promising Practices: Types of English Language Programs:
www.nap.edu/resource/24677/toolkit/pre-K5-promising-practices.html

What do Educators & Parents Need to Know about Children's Language Development?
www.nap.edu/resource/24677/toolkit/childrens-language-development.html

Children's Language Development:
www.nap.edu/resource/24677/toolkit/childrens-language-development.html

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Regular Attendance – Spans all Grades



Washington School Improvement Framework: Regular Attendance



Percentage of students who regularly attend school.

How is it calculated?

The percent of students enrolled for 90 calendar days or more throughout the school year, who are present for at least 90% of school days, or missing fewer than an average of 2 days per month.

This includes excused and unexcused absences, and any absence where a student misses 50% or more of the school day.

Which grades are included?

	K	1	2	3	4	5	6	7	8	9	10	11	12
Regular Attendance	[Bar chart showing 100% attendance for all grades K-12]												



A student's total days enrolled are added together and divided by the number of absences. If there are less than 2 absences on average per 30 days enrolled, that student is considered regularly attending.

If there are an average of 2 or more absences, that student is considered chronically absent.



How is it combined?

The Regular Attendance rate is scored from 1 to 10, representing that school's performance in comparison to the rest of the state. The measure will be reported and calculated for each student group within a school. Each student group's scores are averaged with 9th Graders on Track and Dual Credit Participation, as applicable by grade span, to create the School Quality or Student Success indicator.

Why is Regular Attendance included? Why does it matter?

Every absence, excused or unexcused, is a learning opportunity lost and can have significant impacts on a student's success in school and life. A student who misses 10% or more of their school days (just two days a month, for any reason) is considered chronically absent.

Chronically absent students are more likely to fall behind academically and less likely to graduate from high school. In Washington, 155,000 students are chronically absent. **Absences are one of the key early warning indicators of not finishing high school.**



Absences can often be the first signal that a student is facing barriers or challenges (such as academics, health concerns, transportation, not feeling safe, etc).

Visit <https://www.k12.wa.us/student-success/support-programs/attendance-chronic-absenteeism-and-truancy>

For more information about the Framework, visit <https://tinyurl.com/WAESSA>
For data related inquiries, email us at AccountabilityData@k12.wa.us





Washington School Improvement Framework: Ninth Graders on Track



Percentage of ninth graders that earn credit for all attempted courses.

How is it calculated?

The percent of first-time ninth grade students who earned credit for all attempted courses. This does not include withdrawals.

"All attempted courses" include any credit bearing class, including .5 credit mentoring or tutoring classes.

This measure is determined by grade data reported to CEDARS. Schools that serve 20 or more 9th grade students over a three year period will receive this indicator. This includes junior high schools.

Which grades are included?

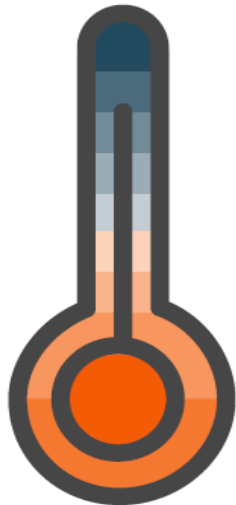
	K	1	2	3	4	5	6	7	8	9	10	11	12
9th Graders On Track													



What else is there to know?

This does not include an eight grader that enrolled in a ninth grade course, such as math or technology classes.

This measure connects to a student's primary school only.



How is it combined?

The Ninth Graders on Track rate is scored from 1 to 10, representing that school's performance in comparison to the rest of the state. The measure will be reported and calculated for each student group within a school. Each student group's scores are averaged with Regular Attendance and Dual Credit Participation, as applicable by grade span, to create the School Quality or Student Success indicator.

Why is Ninth Graders on Track included? Why does it matter?

In research done by the University of Chicago, they found that students who ended their 9th grade year on track for graduation were three and a half times more likely to graduate than their off track peers.

Course grades are an early warning indicator that a student is facing challenges and needs support. Supporting 9th graders to stay on track is a high leverage measure that is a stronger predictor of graduation than test scores or demographics, including poverty and race/ethnicity.



<https://www.k12.wa.us/student-success/support-programs/freshman-success>

For more information about the Framework, visit <https://tinyurl.com/WAESSA>
For data related inquiries, email us at AccountabilityData@k12.wa.us





Washington School Improvement Framework: Dual Credit Participation



Percentage of students, grades 9-12, that complete a dual credit course.

How is it calculated?

Among all enrolled students in grades 9-12, the percent of students who completed a dual credit course.

See OSPI's web page for further information on dual credit program options in Washington at <https://www.k12.wa.us/student-success/support-programs/dual-credit-programs>.

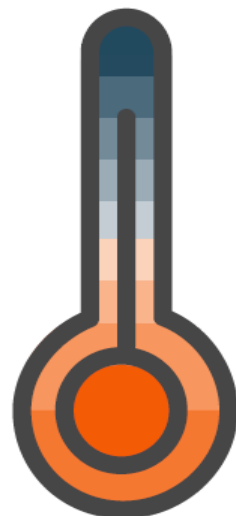
Which grades are included?

	K	1	2	3	4	5	6	7	8	9	10	11	12
Dual Credit										[Orange bar]			



What else is there to know?

This measure does not take into consideration a student's final grade in the course or attainment of college credits, as this information isn't collected by OSPI at this time.



How is it combined?

The Dual Credit rate is scored from 1 to 10, representing that school's performance in comparison to the rest of the state. The measure will be reported and calculated for each student group within a school. Each student group's scores are averaged with Regular Attendance and 9th Grade on Track measures, as applicable by grade span, to create the School Quality or Student Success indicator.



Why is Dual Credit included? Why does it matter?

According to national research, in today's world, 2/3 of all jobs require some post-high school training or education. Dual credit courses are rigorous classes taught in a college or high school that provide academically ready and interested students with the potential to earn high school and college credit and possibly get a head start on needed post-secondary training.

In addition, national research shows that taking dual credit is connected to higher high school graduation rates and grades, increased college enrollment and degree completion and improved student self-confidence related to succeeding in college.

For more information about the Framework, visit <https://tinyurl.com/WAESSA>
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Winter 2020 WSIF Results



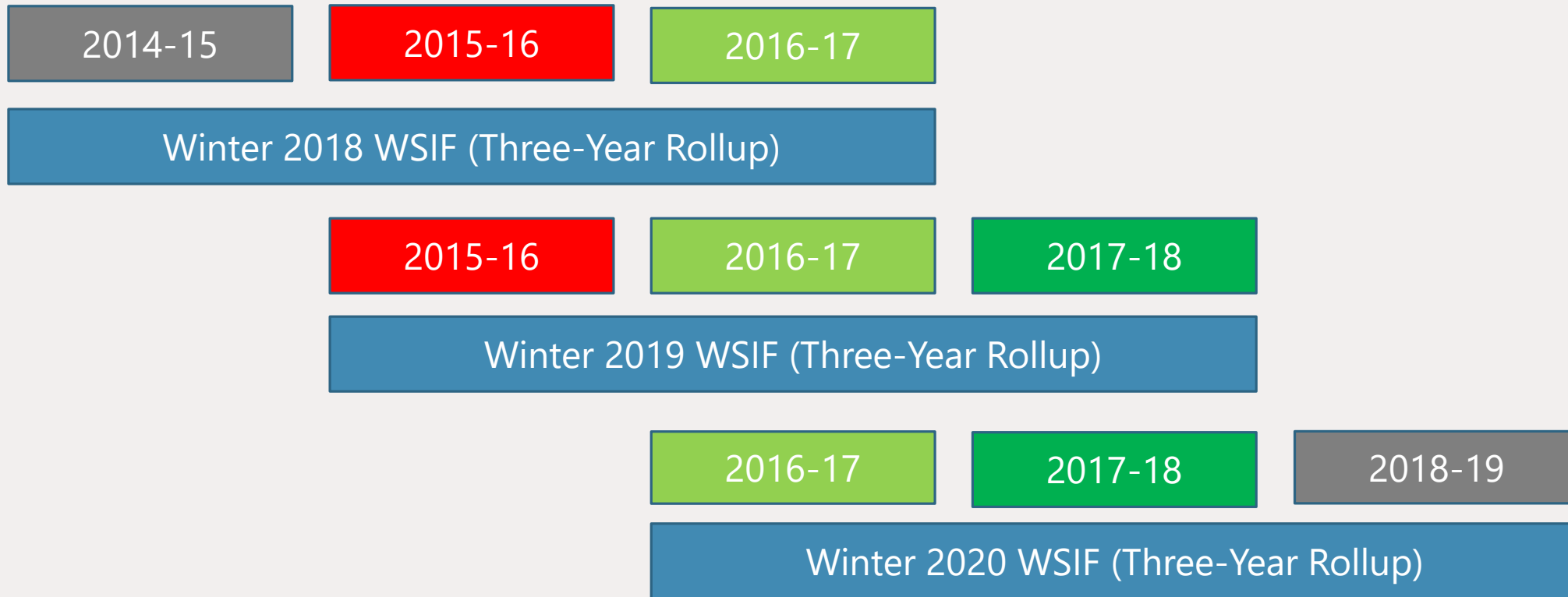
Comparing the Results from the Winter 2019 WSIF to the Winter 2020 WSIF



When comparing a Winter 2019 WSIF metric to the Winter 2020 WSIF, a three-year change is the result because two years of measures overlap in the separate aggregations.



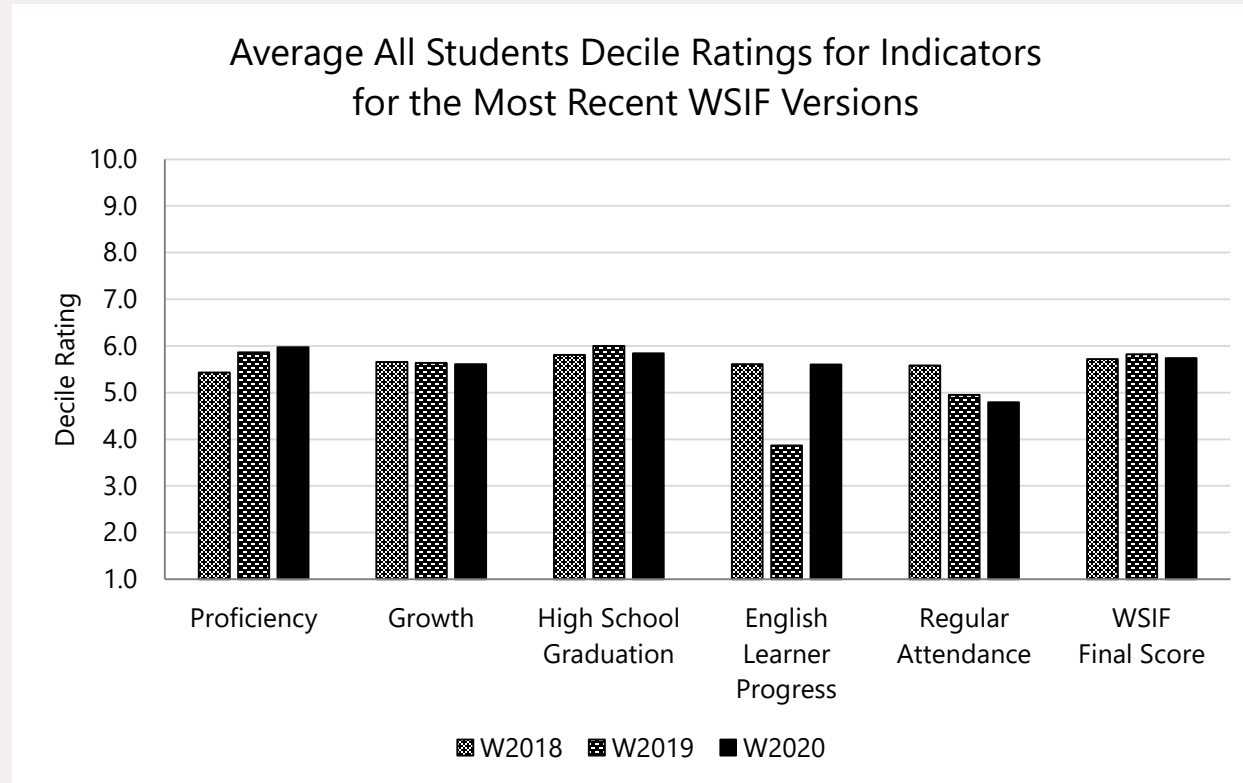
Comparing the WSIF Results from the Winter 2018, Winter 2019, and Winter 2020



When comparing a Winter 2019 WSIF metric to the Winter 2020 WSIF, a three-year change is the result because two years of measures overlap in the separate aggregations.

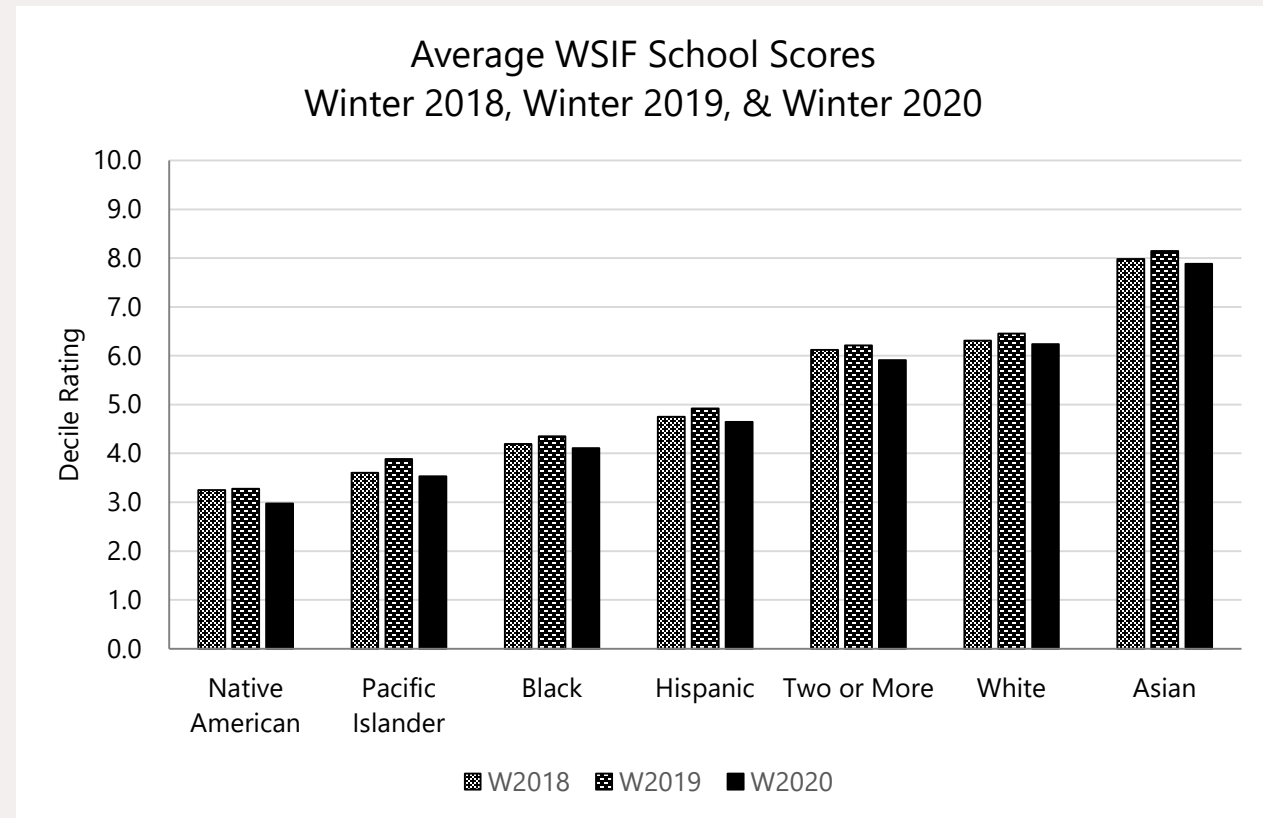
Three Most Recent Versions of the WSIF – All Students

- Proficiency decile is systematically increasing.
- Growth and graduation indicators are flat.
- English Learner Progress indicator was reset in the winter 2020 WSIF.
- Regular Attendance decile is systematically decreasing.
- WSIF final score
 - Flat from the winter 2018 WSIF
 - Down a little from the Winter 2019 WSIF



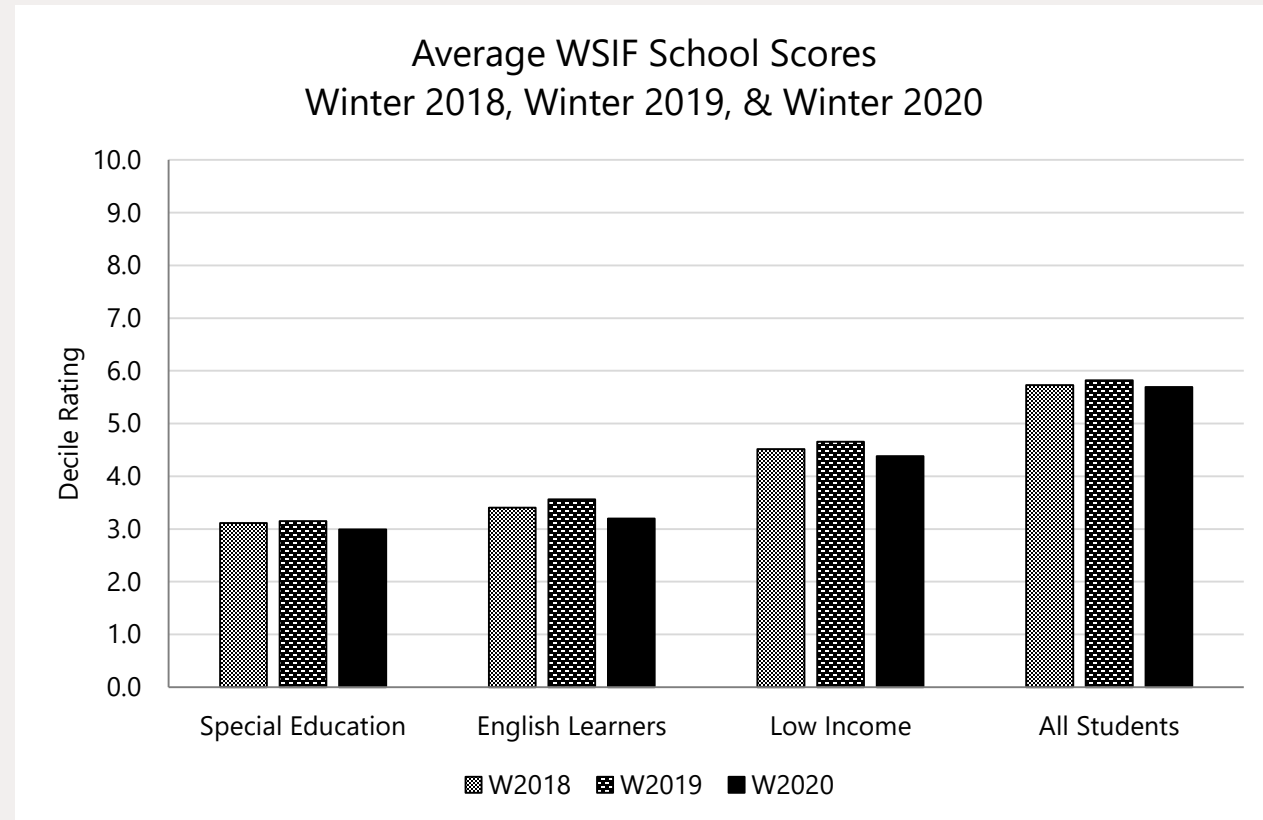
Three Most Recent Versions of the WSIF Student Groups by Race/Ethnicity

- All student groups increased on the WSIF from the winter 2018 version to the winter 2019 version
- Then, all student groups declined on the WSIF from the winter 2019 version to the winter 2020 version.
- The winter 2020 WSIF is a little lower than the winter 2018 WSIF.



Three Most Recent Versions of the WSIF Student Groups by Program Participation

- All student groups increased on the WSIF from the winter 2018 version to the winter 2019 version
- Then, all student groups declined on the WSIF from the winter 2019 version to the winter 2020 version.
- The winter 2020 WSIF is a little lower than the winter 2018 WSIF.



WSIF Change by School Level

- Schools serving grades K-8 (elementary, middle, and combined schools) posted average declines of approximately 0.21 to 0.27 decile points.
- Regular high schools posted an average WSIF gain of approximately 0.08 decile points.
- Combined high schools posted an average WSIF decline of approximately 0.08 decile points.

	W2019 WSIF	W2020 WSIF	Change
Elementary Schools (e.g. K-5)	6.02	5.81	-0.21
Middle Schools (e.g. 6-8)	5.46	5.25	-0.21
Combined Schools (e.g. K-8)	5.82	5.55	-0.27
High Schools (e.g. 9-12)	6.05	6.13	0.08
Combined High Schools (e.g. K-12)	5.14	5.06	-0.08



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