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.

2023-24 Washington State Recognized School

The Washington State Board of Education
Educational Opportunity Gap Oversight & Accountability Committee
The Office of Superintendent of Public Instruction

Overview, Business Rules, and Technical Documentation

May 1, 2025

**Please contact sbe@k12.wa.us with any questions about the school recognition program**.

Overview of the State School Recognition System

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

The spring 2020 school recognition followed an approved methodology (Figure 1) providing schools with the opportunity to be identified for recognition on the basis of a high performing student group as well as the All Students group. The methodology developed by the workgroup was adopted by the SBE at the January 2020 board meeting, and was presented to the Board and collaborating partner meetings in the following March. The approved methodology relied on the three-year WSIFs from one year to the next, and the annual WSIF data from the two most recent years.

Figure 1: shows the simplified school recognition methodology for the 2018-19 school year.
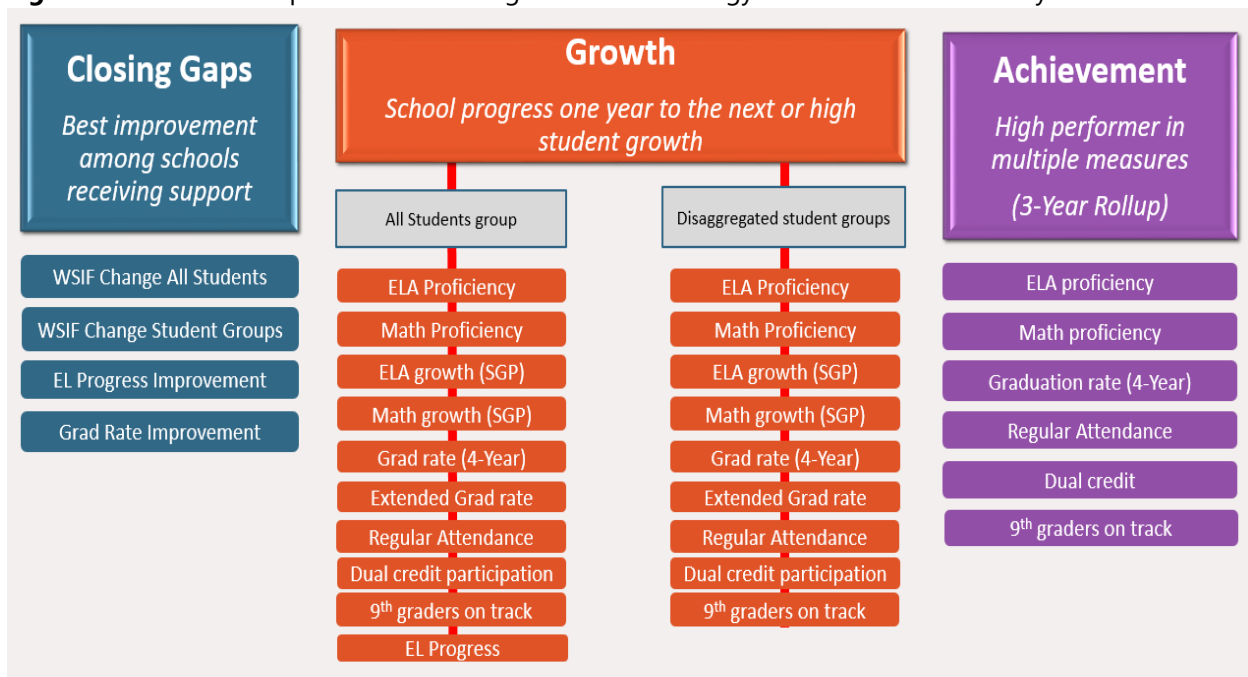
Data from which to identify schools for recognition have come entirely from the 2021-22, 2022-23, and the 2023-24 school years.

2023-24 State School Recognition System

Overview of the Recognition Routes

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

➢ Closing Gaps: recognizes schools previously identified for ESSA Comprehensive or Targeted Supports demonstrating substantial improvements for the school or student groups for which the school was identified and meeting other requirements.

➢ Growth: recognizes schools where the All Students group or other student groups are making the largest annual gains on multiple WSIF measures and meeting other eligibility requirements including the High/Low Gap measure for the All Students group.

➢ Achievement: recognizes the highest achieving schools on ELA and math proficiency, high school graduation rate, and the School Quality and Student Success (SQSS) measures, while also meeting the winter 2025 WSIF performance requirement (all student performing at 6.0 or higher on the winter 2025 WISF).

CLOSING GAPS ROUTE

Schools identified for Targeted (Tiers 1 and 2) or Comprehensive (Tier 3) support in the winter 2024 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 2023 and spring 2024 statewide assessments.

a. For Comprehensive supports schools, the All Students group must post a gain of at least 0.45 decile points (top 20 percent threshold cut) from the winter 2024 WSIF to the winter 2025 WSIF, score above the 2.19 threshold identification score, and no student group may post a decline from the winter 2024 to the winter 2025 WSIF.

b. For Targeted support schools, all of the school's student groups with a winter 2024 WSIF score less than 2.19 must not decline from the winter 2024 WSIF to the winter 2025 WSIF. In addition, at least two-thirds of the identified student groups must post an increase of at least 0.45 decile points from the winter 2024 WSIF to the winter 2025 WSIF. Also, no new student groups may fall below the 2.19 threshold cut and at least one student group previously identified for Targeted Support must move above the 2.19 threshold cut.

c. Schools identified in the winter 2024 WSIF version for Tier 2: Targeted-Low EL Progress supports must post an EL Progress rate higher than the winter 2024 WSIF threshold cut (13.4 percent) for EL Progress identification. In addition, the school must not place in the bottom decile on the EL Progress measure and not be identified for Targeted EL Progress supports in the most recent WSIF version.

d. Schools identified in the winter 2024 WSIF version for Tier 3: Comprehensive Low Grad Rate must post a four-year graduation rate of at least 66.7 percent for the class of 2024.

GROWTH ROUTE

ALL STUDENTS GROUP

The currently approved methodology for the Growth route for the All Students group is unchanged from the Phase 1 recognition methodology, except that the identification threshold is higher. 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 that include proficiency rates, student growth percentiles, four-year graduation rate, extended graduation rate, EL Progress rate, and each SQSS measure. The measures are generally defined (Table A1) as follows:

- The change in the ELA and math proficiency rates is sufficiently large to place the school in the top 10 percent of schools, and the school meets additional participation requirements.
- The student growth percentiles (SGPs) in ELA and math are sufficiently large to place the school in the top 10 percent of schools, and the school meets additional participation requirements.
- The change in the four-year graduation rate is sufficiently large to place the school in the top 10 percent of schools.
- The extended graduation rate measure from the winter 2025 WSIF is among the top 10 percent of schools.
- The annual percentage of English learner students making progress is among the top 10 percent of schools.
- The annual change in the school performance on the regular attendance measure is sufficiently large to place the school in the top 10 percent of schools.
- The annual change in the school performance on the 9th grade on-track measure is sufficiently large to place the school in the top 10 percent of schools.
- The annual change in the school performance on the dual credit completion measure is sufficiently large to place the school in the top 10 percent of schools.

To identify a school under the Growth route for the All Students group, the school must have posted outcomes (year-to-year changes) in the top 10 percent of schools on at least 60 percent of the reportable measures for which the group at the school was eligible. The school will not be identified if the only top performing measure was the regular attendance metric. The school must also meet the assessment participation requirements in ELA and math for the spring 2023 and spring 2024 statewide assessments and the school must have been open for at least the two most recent years. Finally, the school must have met the requirement of reducing the WSIF High/Low Gap from the winter 2024 WSIF to the winter 2025 WSIF.

STUDENT GROUPS

For a school to be identified under the Growth route for a student group, at least one student group at the school must have posted outcomes in the top 10 percent of schools on at least 60 percent of the measures for which the student group at the school was eligible. A student group at a school will not be identified 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 2023 and spring 2024 statewide assessments.

ACHIEVEMENT ROUTE

The approved 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. A school qualifies for recognition under the Achievement route if at least two of the following criteria are met.

a. The All Students group at the school performed in the top 20 percent of schools on the three-year proficiency rate for the ELA assessment.
b. The All Students group at the school performed in the top 20 percent of schools on the three-year proficiency rate for the math assessment.
c. The All Students group at the school performed in the top 20 percent of schools on the four-year high school graduation rate aggregated over three years.
d. The All Students group at the school performed in the top 20 percent of schools on the dual credit completion rate.
e. The All Students group at the school performed in the top 20 percent of schools on the 9th graders on-track rate.
f. The All Students group at the school performed in the top 20 percent of schools on the regular attenders rate.

To be identified for recognition under the achievement route, the All Students group and all other reportable student groups must have posted a winter 2025 WSIF rating of 6.00 or higher. The school is also required to meet the ESSA participation requirements on the 2025 WSIF and the school must have been open for at least the two most recent years.

BUSINESS RULES AND OTHER DETAILS

High/Low Gap Eligibility

Data Source: the winter 2024 WSIF and the winter 2025 WSIF, final school (decile) scores or ratings for race/ethnicity student groups and the program-based student groups. The final school (decile) score for a group requires a minimum of 20 student records (aggregated over three years) and the reporting of a minimum number of measures or indicators depending on school level.

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

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

Calculations:

- Compute winter 2024 Hi/Low Gap: Identify the highest and lowest performing groups on the winter 2024 WSIF and compute the WSIF gap as the winter 2024 highest WSIF score minus the winter 2024 lowest WSIF score.
- Compute winter 2025 Hi/Low Gap: Identify the highest and lowest performing groups on the winter 2025 WSIF and compute the WSIF gap as winter 2025 highest WSIF score minus the winter 2025 lowest WSIF score.
- Compute the change in the Hi/Low Gap as the winter 2025 Hi/Low Gap minus the winter 2024 Hi/Low Gap. Three outcomes are possible:
    - A positive value means the 2025 Hi/Low Gap increased from the winter 2024 Hi/Low Gap, so the All Students group for the school would not qualify for recognition via the Growth route.
    - A value of zero means the winter 2025 Hi/Low Gap was unchanged from the winter 2024 Hi/Low Gap, so the All Students group for the school would not qualify for recognition via the Growth route because the gap was not reduced.
    - A negative value means the winter 2025 Hi/Low Gap decreased from the winter 2024 Hi/Low Gap, so the All Students group for the school could qualify for recognition via the Growth route provided other criteria are met.
- Compute the change in the minimum (MIN or lowest) from the winter 2024 WSIF to the winter 2025 WSIF as the 2025 MIN minus the 2024 MIN. If the computed value is positive or zero, the MIN value increased or was unchanged, so the school could be recognized if other criteria are met.
- Compute the change in the maximum (MAX or highest) from the winter 2024 WSIF to the winter 2025 WSIF as the 2025 MAX minus the 2024 MAX. If the computed value is positive or zero, the MAX value increased or was unchanged, so the school could be recognized if other criteria are met.

Participation Rate Eligibility

Data Sources: winter 2025 WSIF (3-year rollup) and the 2023 and 2024 annual unsuppressed WSIF files from SBE/OSPI data sharing agreement.
Overarching Idea: to determine whether or not schools and student groups met the participation requirements on the statewide assessments.
ESSA Participation Eligibility Requirements: the All Students group must meet ESSA assessment participation requirements for both the ELA and math as reported in the 3-year WSIF. All schools must meet this requirement for recognition.
Annual Participation Eligibility Requirements: A separate participation calculation is derived separately for ELA and math from the unsuppressed annual files for use in the Growth proficiency rate change calculations.

Change in WSIF Scores for Closing Gap Calculations

Data Source: winter 2024 WSIF and the winter 2025 WSIF, final decile scores or ratings for race/ethnicity student groups and the program-based student groups. The final decile score for a group requires a minimum of 20 student records (aggregated over three years) and the reporting of a minimum number of measures or indicators depending on school level.
Overarching Idea: to determine whether a student group met the minimum improvement in WSIF decile points for possible recognition.
Eligibility Requirements: applied to the Closing Gaps route for the Comprehensive and Targeted Support schools. The change in the WSIF score from the winter 2024 WSIF to the winter 2025 WSIF for a Targeted student group must be in the top 20 percent of schools.
Prerequisite Knowledge: to make the recognition identification, the support tier must be known and the student groups leading to Targeted Support identification must also be known.
Calculations:
Determine whether the All Students group at a **Tier 3: Comprehensive Support** school made a sufficient gain and met other criteria to be preliminarily recognized for recognition.

Determine whether an identified student group at a **Tier 1 or Tier 2: Targeted Support** school made a sufficient gain and met other criteria to be preliminarily identified for recognition.

Improvement in Graduation Rate for Closing Gap Calculations
Identify whether or not a **Tier 3: Comprehensive Low Grad** School made an improvement in graduation rate that is now above the 67 percent threshold cut point. Remove flag if participation requirement not met.

Improvement in EL Progress Rate for Closing Gap Calculations
Identify whether or not a **Tier 2: Targeted EL Progress** School made an improvement in the EL Progress rate that is now above the threshold cut point. Remove flag if participation requirement not met.

Change in Performance for the Growth Route

Data Sources: 2023 and 2024 annual unsuppressed WSIF files from SBE/OSPI data sharing agreement.

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

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

Other Important Information: For the ELA and math proficiency rate changes, a participation rate of less than 95 percent in 2023 or 2024 will result in "no harm", as the record will be removed from the numerator and denominator calculations. A student group must have at least 10 valid records in both years to result in a reportable value. The top 10 percent threshold cut points for each measure are included in Tables 1 and 2. A school will be not be identified for recognition via the Growth route if the regular attendance measure is the only reportable measure. A school must have been open for the two most recent years as indicated by information in the annual unsuppressed data files.

Calculations:

Determine the **number and percentage** of measures in the top ten percent of schools for the All Students group.

- Compute the total number of measures reportable for the All Students group.
- Compute the total number of measures in the top 10 percent of schools for the All Students group
- Calculate the percent of reportable measures in the top 10 percent for the All Students group.
- Repeat for all seven race/ethnicity and all three program (EL, FRL, and SWD) student groups student groups

Achievement Route

Data Sources: Washington School Improvement Framework (winter 2025 WSIF) suppressed public file with data aggregated over three years.

Overarching Idea: to determine whether or not the performance for the All Students group is in the top 20 percent of schools on two or more of the measures.

Eligibility Requirements: at least two of the six possible measures for the All Students group at a school are in the top 20 percent of all schools.

Other Important Information: The All Students group must have at least 20 valid records to result in a reportable value. The top 20 percent threshold cut points for each measure are included in the business rules below. In addition to meeting the participation requirements, all reportable student groups at the school must have achieved a WSIF rating of at least 6.00 on the

winter 2025 WSIF. A school must have been open for the two most recent years per the public data file.

Calculations:

- Determine whether the All Students group **ELA proficiency rate** is in the top 20 percent of schools.
- Determine whether the All Students group **math proficiency rate** is in the top 20 percent of schools.
- Determine whether the All Students group **four-year graduation rate** is in the top 20 percent of schools.
- Determine whether the All Students group **Regular Attendance rate** is in the top 20 percent of schools.
- Determine whether the All Students group **9th Grade On-Track rate** is in the top 20 percent of schools.
- Determine whether the All Students group **Dual Credit Completion rate** is in the top 20 percent of schools.
- Determine whether all reportable student groups posted a **score of at least 6.00** on the winter 2025 WSIF as a qualifying threshold.

Additional Information

GROWTH ROUTE - THRESHOLD CUT POINTS FOR THE ALL STUDENTS GROUP

Table 1: includes a brief description of the Phase 2 data elements for the Growth route and the top 10 percent threshold cut points for each of the ten possible reportable measures for the All Students group.

Data Element	Data Definition	Threshold Top 10 Percent (All Students Group)
2023 and 2024 ELA Proficiency Rate Change	Change in ELA proficiency rate from 2023 to 2024 if the participation rate was ≥ 95 percent for both years.	6.2500 pp
2023 and 2024 Math Proficiency Rate Change	Change in math proficiency rate from 2023 to 2024 if the participation rate was ≥ 95 percent for both years.	6.8614 pp
2024 ELA SGP	ELA median SGP	61.50
2024 Math SGP	Math median SGP	63.00
2023 and 2024 Four-Year Graduation Rate Change	Change in the Four-Year graduation rate from 2023 to 2024	6.9219 pp
Extended Graduation Rate Change	Change in the graduation rate (Five- to Seven-Year) in the winter 2025 WISF	16.7778 pp
2024 EL Progress	EL Progress rate in the 2023 annual file	66.67%
2023 and 2024 Regular Attendance Rate Change	Change in Regular Attendance rate from 2023 to 2024	10.4887 pp
2023 and 2024 9th Graders On-Track	Change in the 9th Graders On-Track rate from 2023 to 2024	11.4358 pp
2023 and 2024 Dual Credit Completion Rate Change	Change in the Dual Credit completion rate from 2023 to 2024	13.2746 pp

*Note" pp = percentage points.

GROWTH ROUTE - THRESHOLD CUT POINTS FOR STUDENT GROUPS

Table 2: shows the threshold values for metric changes for the top 10 percent of schools by student group from the 2023 and 2024 annual files.

	Top Decile								
	ELA PRO Change	**MATH PRO Change**	**ELA SGP**	**MATH SGP**	**GRAD RATE Change**	**EXT GRAD RATE**	**DUAL CREDIT Change**	**ON TRACK Change**	**REG ATTEN Change**
All Students	6.2500	6.8614	61.50	63.00	6.9219	16.7778	13.2746	11.4358	10.4887
Native American	15.9300	14.0292	61.65	61.00	n/a	18.2857	20.4167	13.8095	18.3510
Asian	13.1476	12.9586	70.30	74.00	5.5243	16.1905	21.0782	32.9543	14.4274
Black	15.7303	14.5791	65.00	66.00	8.7793	20.0000	17.7632	15.9085	16.5942
Hispanic	10.8464	10.5434	62.00	64.00	8.0519	18.333	17.5973	15.1549	14.3432
White	8.4153	9.0718	64.00	65.50	7.9556	17.4119	14.1784	11.9563	11.4225
Pacific Islander	16.2896	16.5244	61.60	62.70	17.1169	17.0000	21.3187	33.4416	21.0451
Two or More Races	13.8323	15.0180	69.00	70.00	9.3045	16.6667	20.2304	16.8205	16.3889
English Learner	12.5935	12.0000	61.00	64.00	13.1818	19.8074	19.4690	18.3899	16.0913
Low-Income	9.5193	9.0857	61.00	62.00	9.4697	17.7613	14.8518	14.8400	12.9075
Special Education	11.1857	10.5513	59.00	62.00	12.6726	30.5570	18.5085	17.4930	14.5667

*Note: each change is shown in percentage points, computed as the 2024 value minus the 2023 value. A positive result means the 2024 value was greater than the 2023 value indicating that the group at the school demonstrated improvement on the educational outcome measure. Low Income refers to the students qualifying for the Free and Reduced-Price Lunch program. Student Growth Percentiles (SGP) use the year-to-year change in the calculation and the values shown here is the 90th percentile median value for a school.

ACHIEVEMENT ROUTE - THRESHOLD CUT POINTS

Table 3: shows the threshold values for Achievement measures for the top 20 percent of schools for the All Student group from the winter 2025 WSIF.

	Top Quintile					
	ELA Proficiency Rate	**Math Proficiency Rate**	**Four-Year Graduation Rate**	**Dual Credit Completion Rate**	**9th Grade On-Track Rate**	**Regular Attendance Rate**
All Students	67.5616	56.2305	92.3709	71.7718	86.3690	83.9230

Note: all rates are percentages.