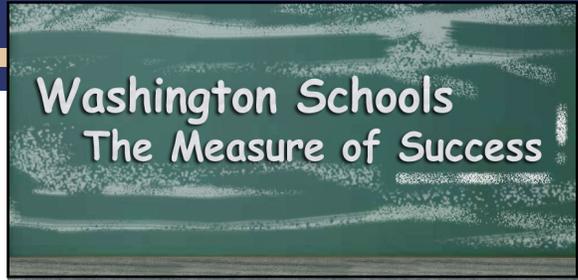


# Recognizing Washington's Successful Schools



## Background

In the 2009 legislative session, Governor Christine Gregoire signed into law a robust program of education reform. Essential components of that program included:

1. Full day kindergarten.
2. 24 credits required for graduation.
3. Increased instructional time for all students.
4. An implementation of a revised Accountability Index.

## A measure of success

How do you measure success? For parents, it can be found in the knowledge that their student is receiving an exemplary education, that they are enjoying school, and that they will graduate prepared for what lies ahead. For educators, it may be the well-constructed lesson and the clear growth students have made as they progressed through the academic year. For schools and districts, success is often marked by improved scores on statewide assessments, graduation rates, and the ability of the district to develop young minds that are ready for post secondary challenges.

## Guiding principles of recognition

By acknowledging the schools that are succeeding in various ways, we not only affirm their efforts but also highlight their effectiveness as a model for other schools to follow.

## How is this new model of recognition different from what already exists?

The federal government's models for recognition are largely centered around Title I schools and use the "Adequate Yearly Progress" (AYP) formula. There are many schools that do not receive Title I funds and do not get recognized, despite their great accomplishments. The State's "Schools of Distinction" model focuses primarily on reading and math in only three grades.

Under the new model, two types of awards could be available. The process for identifying the winners is updated to coincide with the new Accountability Matrix.

## What's the benefit of this new Accountability Matrix?

The new measure of success is designed to supply schools and the general public with transparent and easy to understand information for how a school/district is performing, where its strengths lie, and areas to target for future improvement.

## How does it work?

Schools/Districts are first assessed for how their students perform in four key areas: reading, writing, math, and science.

If it is a secondary school or a K-12 district as a whole, a fifth component, the extended graduation rate, is also measured.

The table left represents one row of the matrix. A rating from 1-7 is applied to each box (7 being high). The rating system is available on our website: [sbe.wa.gov](http://sbe.wa.gov).

OUTCOMES					
Reading	Writing	Math	Science	Ext. Grad. Rate	Average

INDICATORS	
Achievement of non-low income	Reading
Achievement of low income	
Achievement vs. peers	
Improvement from previous year	
Average	

Once the ratings for the scores for reading, math, etc. are in, scores are also sub-divided to represent how the school and district did on four "indicators":

- 1) achievement of non-low income students,
- 2) achievement of low income students,
- 3) achievement vs. peers (those with similar student demographics), and
- 4) and improvement from the previous year.

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## The new Accountability Matrix

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext. Grad. Rate	
Achievement of non-low income						
Achievement of low income						
Achievement vs. peers						
Improvement from previous year						
<i>Average</i>						<i>INDEX</i>

The chart to the left is the new Accountability Matrix. Notice that the scores for both the rows and columns are averaged, and that the average is the Index for a school/district.

This matrix gives us a clear picture of how our schools/districts are performing. A score

of 5 is considered high, so you can see that our sample schools (below) are doing very well in many areas. Educational leaders also now have a roadmap of where to direct their energies for improvement next year.

## Awards and accolades

The Office of Superintendent of Public Instruction with the State Board of Education, beginning in the fall of 2009, could present two types of awards using this new Accountability Matrix.

**Outstanding Overall Performance** (8 possible awards): Schools receive this award for accomplishing any/all of the following:

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext. Grad. Rate	
Achievement of non-low income	Compare the two income-related cells to each other in each column, must have no more than a 1-point difference in each column					
Achievement of low income						
Achievement vs. peers						
Improvement from previous year						
<i>Average</i>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>5.50</b>

- Have a 2-year average of 5.5 in the overall index.
- Have a 2-year average of 6.0 in reading, writing, math, science, or the graduation rate.
- Close the achievement gap between low and non-low income students in all 4-5 columns, with no scoring differential larger than "1" between the income rows, two years in a row.

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext. Grad. Rate	
Achievement of non-low income	5.0	6.2	7.0	6.0	5.5	5.94
Achievement of low income	3.4	4.5	5.2	6.5	3.4	4.60
Achievement vs. peers	6.5	5.5	7.0	7.0	6.5	6.50
Improvement from previous year	6.2	5.0	7.0	7.0	6.2	6.28
<i>Average</i>	5.28	5.30	6.55	6.63	5.40	5.83

**Example School:** In the chart of 2-year averages depicted to the left, the school will receive three awards in the category of Outstanding Performance.

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext. Grad. Rate	
Achievement of non-low income	5.50					
Achievement of low income						
Achievement vs. peers						
Improvement from previous year						
<i>Average</i>						5.00

Note: the low-income cell must have a 2-year average of at least 4.00

**Noteworthy Recognition** (21 possible awards): Schools received this award for accomplishing any/all of the following:

- Have a 2-year average of 5.50 or higher in any cell, with scores ranging from 5-7 in both years.
- For recognition in non-low income reading and writing, the 2-year minimum average for the low income group must be at least 4.00.

INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext. Grad. Rate	
Achievement of non-low income	5.0	4.8	7.0	4.2	5.5	5.30
Achievement of low income	3.4	4.0	5.2	3.5	3.4	3.90
Achievement vs. peers	5.6	4.4	7.0	4.5	6.5	5.60
Improvement from previous year	3.8	5.0	4.8	3.0	6.2	4.56
<i>Average</i>	4.45	4.55	6.00	3.80	5.40	4.84

**Example School:** Based on the 2-year average scores, this school will receive five awards for Noteworthy Recognition.