



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

UPDATE ON THE SCHOOL RECOGNITION WORKGROUP

Prepared for the July 2019 Board Meeting

Information item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** 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.
- Other**

Materials included in packet:

- Memo with figures and tables
- School recognition PowerPoint

Synopsis and Policy Considerations:

The memo describes the latest work of the school recognition workgroup on the redesign of the system of school recognition. The State Board of Education (SBE), Office of the Superintendent of Public Instruction (OSPI), and the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) staff have been collaborating on school recognition per RCW 28A.657.110(3).

The SBE, OSPI, and EOGOAC have a preliminary plan to refine the recognition framework over the next two years to create an even more equitable recognition system that highlights success across our K-12 system and takes into account state level accountability data as well as local qualitative and quantitative information. An overview of the approach is provided in this memo along with information on the schools recognized in Phase I of this work.



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Summary

The State Board of Education (SBE), Office of the Superintendent of Public Instruction (OSPI) and the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) staff have been collaborating on school recognition per RCW 28A.657.110(3).

The three organizations are in the midst of a three-year collaborative effort to revamp Washington's school recognition framework to be more equitable and highlight the successes across our K-12 educational system. On June 6, the SBE, OSPI, and EOGOAC staff honored 216 schools at a recognition ceremony, which was attended by 300 to 400 educators in Olympia and Spokane.

This memo covers two principal aspects on the topic of school recognition:

1. The overall approach to the phased school recognition revisions and next steps, and
2. Results of the Phase I methodology used to recognize schools.

Approach to School Recognition

In May 2018, the SBE, OSPI, and EOGOAC agreed to suspend school recognition for one year in order for a workgroup to be formed for the purpose of redesigning the school recognition system. The rationale to redesign the system was driven in part by the changes brought about by 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.

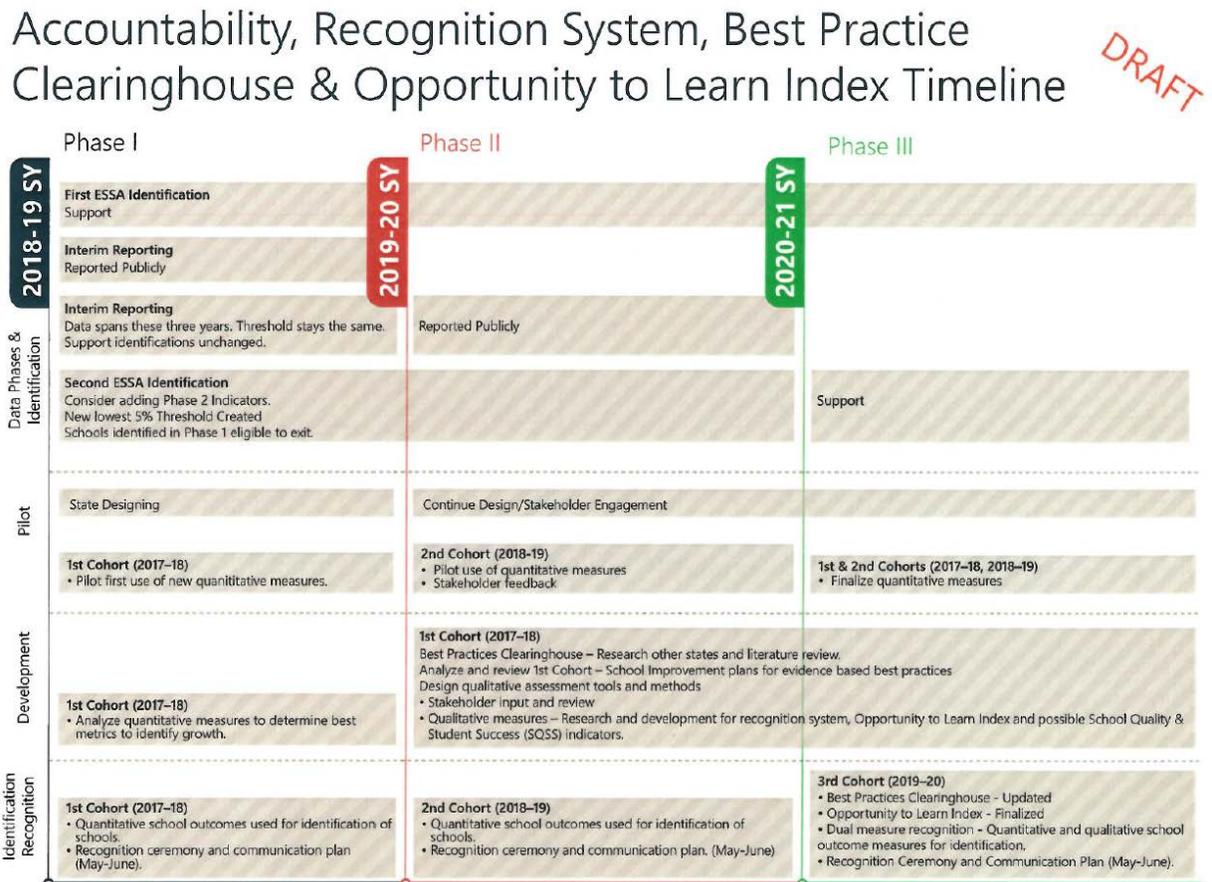
SBE, OSPI, and EOGOAC staff worked closely together in consultation with the recognition workgroup to design a pilot recognition system as the first phase in the development of a new recognition framework for Washington that incorporates state level and local information to identify schools that are exemplars in terms of growth and achievement. The new approach to recognition is designed to identify schools throughout the continuum of support. The revised framework recognizes schools that have made gains in targeted areas and are on a path toward overall improvements in achievement and growth. Phase I of the Framework describes a single system of recognition that incorporates three routes to recognition, and multiple measures within each route derived primarily from the Washington School Improvement Framework (WSIF).

The SBE, OSPI, and EOGOAC have a preliminary plan to refine the recognition framework over the next two years to create an even more equitable recognition system that highlights success across our K-12 system and takes into account state level accountability data as well as local qualitative and quantitative information. The organizations are following a draft timeline (Figure 1) outlining some of the tasks

necessary to complete the Phase II and Phase III revisions by the end of the 2020-21 school year. Central to the proposed or planned recognition framework revisions are the following:

1. To include other measures (including local measures) in the recognition framework,
2. To include measures that are more qualitative in character,
3. To provide the opportunity for stakeholder input and review, and
4. To develop a platform to collect and share 'best practices.'

Figure 1: shows the draft timeline for the phased school recognition revisions.



Phase II – Next Steps

On July 30, the SBE, OSPI, and EGOAC school recognition workgroup is expected to meet for the purpose of examining the possible use of other measures in the recognition system, and those measures are the following:

- School climate and student engagement,
- Disproportionate student discipline, and
- Equitable student access to educators.

Participants are expected to learn about each of the measures and will have the opportunity to discuss the appropriateness of each measure for the school recognition system and discuss the best manner in which to use the measures in school recognition.

Phase I Results of the Adopted School Recognition Methodology

Phase I of the recognition system utilizes a multiple pathway approach that is summarized below and on Figure 2:

- Closing Gaps: recognizes schools previously identified for ESSA support tiers 1-3 with low performing student groups that showed substantial improvement.
- Growth: recognizes schools making the largest annual gains on the WSIF measures and meeting a gap reduction requirement - the WSIF gap between the highest and lowest performing student group must be narrowing.
- Achievement: recognizes the highest achieving schools on ELA and math proficiency, high school graduation rate, and the SQSS measures, and meeting the winter 2019 WSIF performance requirement – all student groups must be performing at 6.0 or higher on the 2019 WSIF, well above the state average.

Figure 2: shows an overview of the school identification approach.

Phase 1 Combined Quantitative Model (May 2019)

Schools Can Demonstrate Being Exemplary in Many Ways



The adopted approach resulted in the recognition of 216 schools that are listed on the [SBE website](#).

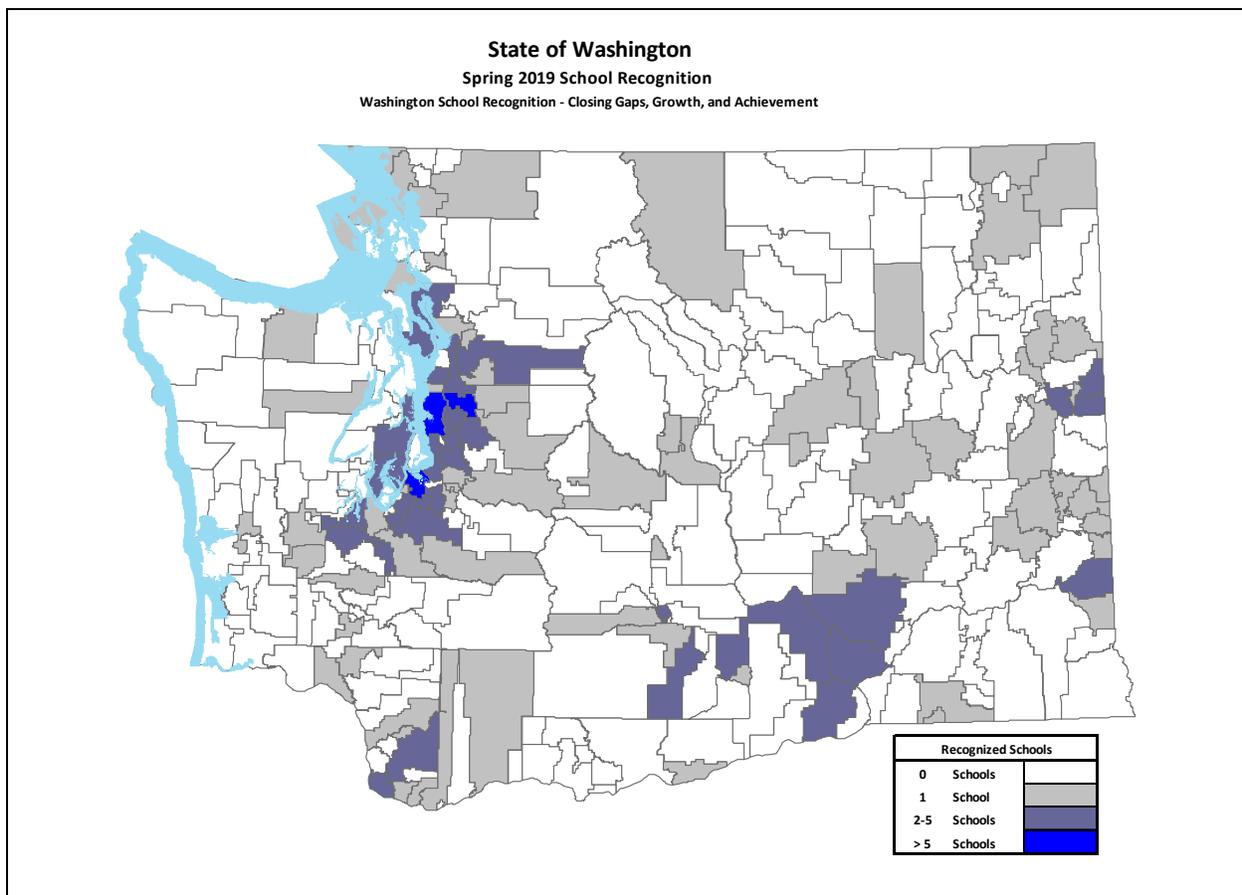
- The average enrollment of the Phase I recognized schools is 429 students.
- The average free and reduced price lunch (FRL) rate of the Phase I recognized schools is 40.1 percent, just a little lower than the average for all schools.
- Elementary schools = 137, middle schools = 34, high schools = 22, combined schools = 6, and combined high schools = 17.
- Approximately 54 percent of the Phase I recognized schools (117/216) were identified for Tier 1-3 supports in the winter 2018 WSIF (Table 1).
- The distribution by ESD and across the state is fairly representative (Figure 3).
- The demography of the Phase I recognized schools is similar in many respects to the demography of schools not recognized.

School recognition under Phase I is substantially different from the previously used system. In particular, the Closing Gaps route to school recognition intentionally differs from past practice by acknowledging the successes of schools bolstering the learning of identified student groups, and is the single greatest contributor to broadening the eligibility pool.

Table 1: Support tiers of the Phase I recognized schools by recognition route.

	Closing Gaps	Closing Gaps and Growth	Growth	Growth and Achievement	Achievement	Total
Tier 3: Comprehensive	24	2	4			28
Tier 2: Targeted 3+ Groups or Low EL Progress	13		2			15
Tier 1: Targeted 1-2 Groups	71	7	3			74
Foundational			30	1	68	99
Total	99	9	39	1	68	216

Figure 3: shows the distribution of the Phase I recognized schools across the state by school district.



The SBE received a number of comments about the Phase I recognition revisions and the recognition ceremony, and representative comments are shown in Appendix A. There were several concerns about whether the Phase I methodology was identifying high schools at a disproportionately low rate. Of the

216 schools recognized in June 2019, 39 of the schools (18.1 percent of the total) were high schools or combined high schools. This percentage would indicate that high schools are underrepresented, as high schools make up approximately 24.8 percent of all schools in the state (Table 2).

The Phase I methodology required that recognized schools meet the ESSA participation requirements on statewide assessments in the spring 2018. Had this requirement not been in place, 57 high schools (24.2 percent of the total) would have been recognized, which is reflective of the statewide totals. Nearly one in three (31.5 percent) high schools did not meet the ESSA assessment participation requirements and this is one reason why high schools are underrepresented in the Phase I school recognition.

Table 2: shows the number (and percentage) of schools by school level that were recognized or would have been recognized when the ESSA assessment participation requirements are applied or not applied.

	Recognized Schools when the ESSA Participation Requirement is Applied	Recognized Schools when the ESSA Participation Requirement is Not Applied	Percentage of Schools by School Level in Washington*
Elementary Schools	137 (63.4%)	139 (58.9%)	53.1 %
Middle Schools	34 (15.7%)	34 (14.4%)	18.1 %
Combined Schools	6 (2.8%)	6 (2.5%)	4.0 %
High Schools	22 (10.2%)	33 (14.0%)	17.3 %
Combined High Schools	17 (7.9%)	24 (10.2%)	7.5 %
Total	216	236	1960

*Note: total number of schools with a winter 2019 WSIF rating for All Students group.

Some commenters speculated that schools with a large number of reportable student groups might be recognized at a disproportionately low rate through the Achievement route, as the Phase I methodology required all reportable student groups to post a 6.00 or higher on the winter 2019 WSIF. Researchers theorized that it would be more difficult to attain the above average 6.00 rating on many groups as compared to achieving the rating for a few groups. It was further speculated that schools with greater numbers of reportable student groups would be more than likely be larger middle and high schools and that this might contribute to the disproportionately low rate of high school recognition through the achievement route.

When all schools with a WSIF rating are considered and on average, middle schools have approximately seven reportable groups, elementary schools six reportable groups, and high schools five reportable groups (Table 3). The fact that, on average, elementary schools had more reportable student groups on the WSIF than high schools was unexpected. It is evident that elementary and middle schools meet the Phase I recognition requirements even when larger numbers of reportable student groups are present, while high schools with more reportable groups are less likely to meet the recognition requirements.

Table 3: shows the average number of reportable student groups for schools with a winter 2019 WSIF rating by school level.

	Average Number of Reportable Groups in the winter 2019 WSIF	Average Number of Reportable Groups for Schools through the Achievement Route
Elementary Schools	5.9	5.1
Middle Schools	7.1	4.6
Combined Schools	4.5	2.0
High Schools	5.0	2.6
Combined High Schools	2.4	2.2
Total	5.6	4.2

An analysis of the measures leading to recognition through the Achievement route by school level and by measure is presented in Table 4.

- Nearly all of the elementary and middle schools were the highest performing in three measures (ELA proficiency, math proficiency, and regular attendance) even though the requirement was to be the highest performing in at least two measures.
- Six of the high schools were the highest performing in at least three measures (most commonly ELA proficiency, graduation rate, and one or more of the WSIF SQSS measures).
- No recognized high schools were the highest performing in regular attendance and only one high school was highest performing in math.

Table 4: shows the manner in which schools by school level earned recognition through the Achievement route.

	ELA Prof.	Math Prof.	Grad.	Attend.	9 th Gr. On Track	Dual Credit Partic.	Total
Elementary Schools	40	42		38			42
Middle Schools	5	5		4			5
Combined Schools	2	2		1			2
High Schools	11	1	9		5	4	11
Combined High Schools	4	2	7	5	8	1	9
Total	62	52	16	48	13	5	69

Taken together, Tables 3-4 provide evidence of performance differences based on school level. The meaningfulness of school recognition would be enhanced if Phase II were to be revised in a manner to consider school level as a distinguishing factor. In other words, compare a high school's performance to other high schools, an elementary school's performance to other elementary schools, and so on.

APPENDIX A: Feedback on the Recognition Methodology and Ceremony

RECOGNITION METHODOLOGY

“Thank you so much. I have been doing education reform and turning schools around for years. So much of the growth we see has not been recognized in the past as it takes a while to start meeting performance benchmarks. The shift in how schools are recognized is a refreshing surprise. Thank you for honoring the work of our staff and students.” (School District Principal)

“This is the best news ever! While we are thankful for the achievement honor, our students’ growth is of paramount importance to us at _____. Thank you for this special recognition!” (School Principal)

“I am wondering if you can tell me more specifically what _____ school is being recognized for. We have so many areas that we are trying to impact and don't always feel that we are being successful. This is a nice surprise. I want to be sure to give correct information when staff and parents ask.” (School Principal)

“I notice that none of our high schools, which have among the highest graduation rates in the state, are not recognized. Why is that?” (School District Superintendent)

“I am just trying to gain a better understanding of the new methodology. Thank you for the feedback. We really strive to be a "data informed" system and I know we are making progress with our _____ students, and we will take this feedback to heart and make adjustments. Again, I really appreciate you taking the time to help me understand this process. I take this stuff seriously and really try to learn and dissect the information that is being presented so that I can best serve my students.” (School Principal)

RECOGNITION CEREMONY

“I like that there were two events--one on each side of the state.”

“Thank you for having us stand rather than file across the stage. It was so nice to be able to see all those receiving the recognition but not have to wait for people to line up and cross the stage. So much better use of our time!”

“Make it a full day for work sessions and then awards. Nowhere do we get the opportunity to meet with so many talented administrators. We need to share what's working.”

“We were delighted to be part of this important recognition. Our district, site team and students were all excited about the honor.”

“Local makes it easier to get to. We enjoyed the convenience. Getting to participate while not missing much time at school was appreciated.”

“I think local press coverage and recognition is important. Staff work hard and should be able to attend a recognition. 1:00 in the afternoon in the middle of the week is tricky especially those that had to travel 2-3 hours.”

“Standing in place felt a bit impersonal. When school names were announced, we could not see the people who stood. It was nice to get through quickly, but I felt that his format did not provide individual recognition for schools being recognized. I think future events should be personalized and formalized (as in the past). Perhaps organizing schools in advance could help speed up the process.”

“It felt awkward when schools were called up. Maybe on the big screen have the school and who is representing the school as a possibility. Maybe a reception afterwards.”



School Recognition Workgroup Update

Washington State Board of Education
July 11, 2019

Routes to School Recognition



Phase 1 Combined Quantitative Model (May 2019)

Schools Can Demonstrate Being Exemplary in Many Ways

Route 1	Route 2	Route 3
Closing Gaps <i>Greatest progress among schools receiving support</i>	Growth <i>Progress or improvement from one year to the next on multiple measures</i>	Achievement <i>High performer in multiple measures</i>

2016 Schools Earned Recognition



	Closing Gaps	Closing Gaps and Growth	Growth	Growth and Achievement	Achievement	Total
Tier 3: Comprehensive	24	2	4			28
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Recognized Schools – Performance Along a Continuum

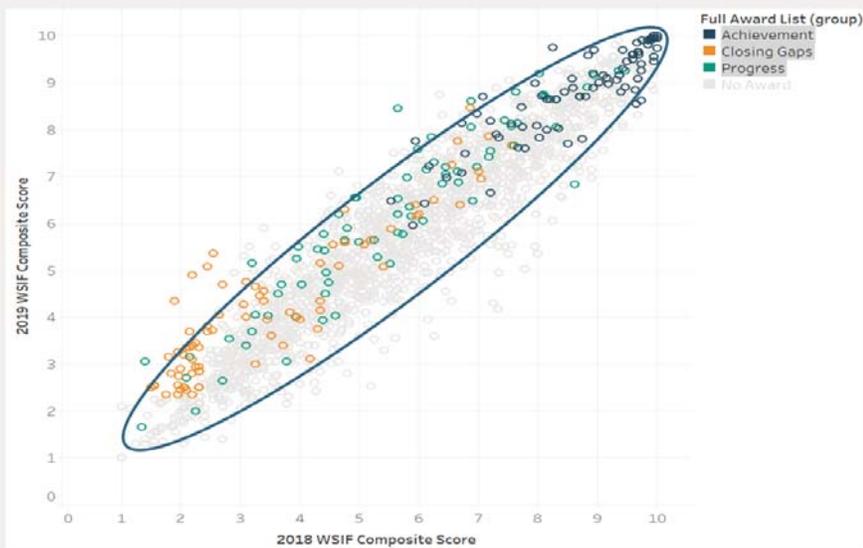


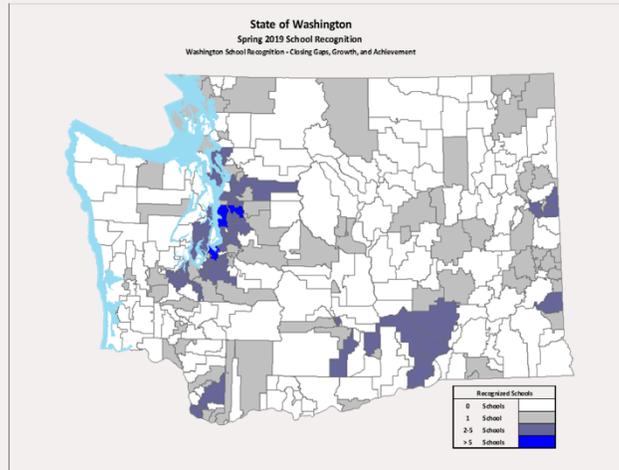
Image provided to the SBE by the OSPI.

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Spring 2019 Recognized Schools

- 216 schools were recognized
- Average FRL rate is 40.1 percent, just a little lower than the average for all schools
- Approximately 54 percent of the recognized schools (117/216) were identified for Tier 1-3 supports in the winter 2018 WSIF.
- The demography of the recognized schools is similar in many respects to the demography of schools not identified.



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Nob Hill Elementary School, Yakima SD

Nob Hill Elementary School was identified for recognition through the Closing Gaps route.

- Identified for Targeted Tier 2 Support in winter 2018 WSIF.
- The Targeted Support identification was based on the Hispanic, English Learner, and students with a disability student groups.
- **All three student groups increased by at least 1.00 decile points.**
- The school has not been recognized in previous years.



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South Whidbey Academy, South Whidbey SD



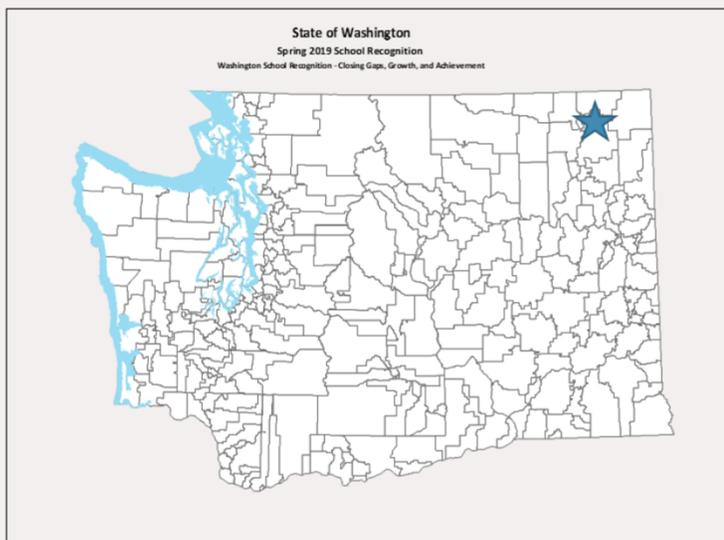
South Whidbey Academy was identified for recognition through the Closing Gaps route.

- Identified for Comprehensive Low Grad Rate in winter 2018 WSIF.
- Three year rolled up graduation rate (2015, 2016, & 2017) was approximately 52 percent.
- The All Students group 2018 four-year graduation rate **increased 39 percentage points** to 89 percent.

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Northport Elementary School, Northport SD



Northport ES was identified for recognition through the Growth route.

- In winter 2018 WSIF, the school was identified for the Foundational Support tier.
- School had reportable values for five separate WSIF measures.
- The school was **a top performer in all five of the WSIF measures** for which the school had a reportable value.

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Recognition through the Achievement Route



Schools recognized for overall excellence in previous years continue to be recognized under the new system.

- St. John Elementary School was recognized in each of the previous three years.
- Jefferson Middle School was recognized in each of the previous three years.
- Rosa Parks Elementary School was recognized in previous years.
- Liberty Bell High School was recognized in previous years.



Disproportionately Low Rate of Recognition? High Schools

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Recognition - Achievement Route

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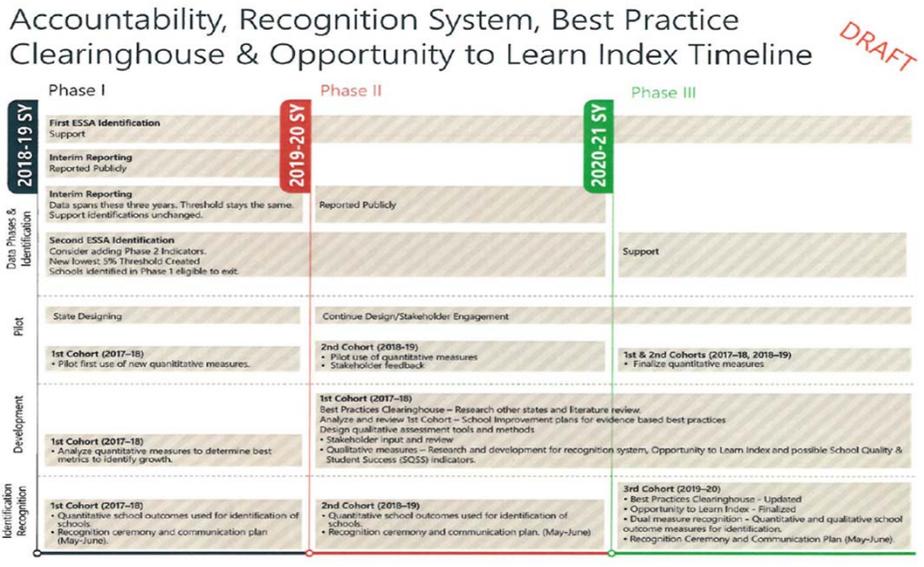
Recognition – Achievement Route

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Recognition Workgroup is Entering Phase II



Contact Information

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