



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

COVER: UPDATE ON THE SCHOOL RECOGNITION WORKGROUP

Prepared for the March 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:

- Staff Memo

Synopsis and Policy Considerations:

The school recognition workgroup continues to meet regularly for the purpose of evaluating models or approaches to recognizing schools. The SBE, OSPI, and EOGOAC explored at least five methodologies or models of school recognition and are narrowing in on a recommendation. The memo summarizes the efforts of the workgroup, summarizes the approaches or models considered by the workgroup, and provides a general work plan.



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Overview

Section 3 of RCW 28A.657.110 tasks the State Board of Education (SBE) with annually recognizing schools for exemplary performance, in cooperation with the Office of the Superintendent of Public Instruction (OSPI). The SBE is further directed to have ongoing collaboration with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) regarding the measures used to track progress in closing achievement gaps and to recognize schools and districts for that progress. To this end, the SBE, OSPI, and EOGOAC convened the school recognition workgroup in the fall 2018 to redesign the school recognition system to better reflect the widespread changes to the statewide accountability system resulting from a number of recent actions, including the approval of Washington's Every Student Succeeds Act (ESSA) State Accountability Plan. The school recognition workgroup engaged and has been collaborating on this work with Dr. Pedro Noguera, Distinguished Professor at the Graduate School of Education and Information Studies at UCLA.

The school recognition workgroup's kickoff meeting occurred in October 2018. The workgroup has met on a number of occasions through the spring 2019 and workgroup members have provided updates to the EOGOAC and SBE at each organizations' regular public meetings. The updates have included many aspects of workgroup discussions and the design of a school recognition system embracing a wide range of values articulated by workgroup members at meetings. From the discussions between workgroup members and feedback received from collaborating partners, the overarching concepts believed to be most important in developing a school recognition system are listed below and presented in Appendix A.

- The identification of schools for recognition should be based on the comparison of some form of "like" schools.
- It is very important that the recognition methodology result in the identification of schools which are closing performance gaps.
- It is important that the highest achieving schools should be recognized.
- Schools should be able to achieve recognition status in a variety of ways, including on the basis of measures not necessarily defined by or based upon statewide assessment results.
- In addition to measures in the Washington School Improvement Framework (WSIF), school recognition should be based on other "qualitative" information or measures.
- The recognition system should be simple, understandable, and easy to communicate.

School Recognition Modeling

The SBE, OSPI, and EOGOAC exploration of school identification options entailed the development of the initial identification criteria for schools (see "quantitative criteria" in appendix 1b), conducting a trial run of the methodology under consideration using the winter 2018 WSIF version, and then an analysis of the

characteristics of the schools identified if that methodology were to be adopted. Some of the school identification methodologies explored by the SBE or OSPI include the following and several of those approaches are summarized in Table 1:

- Identify schools based on the WSIF rating.
- Use of a growth or progress focused model to identify schools which are reducing gaps for “like” schools based on group size and geopolitical code (e.g. urban, rural, etc.).
- Schools performing at the ESSA goal of 90 percent for all sub-groups in terms of proficiency or graduation rate.
- Use of a growth or progress focused model to identify schools reducing gaps, schools performing above 90 percent in terms of proficiency or graduation rate, those schools performing at the highest levels on the English Learner (EL) progress, or the school quality or student success (SQSS) outcome measures on the WSIF for like schools based on school level and geographic setting.
- Same as approach #4, except that “like” schools are based on school level only.
- Use of an inclusive model that recognizes achievement across multiple categories. This approach would recognize schools that are succeeding in a variety of ways including achievement and progress on the WSIF measures, as well as closing gaps via improvement for lower performing student groups.

The analyses carried out thus far have been conducted on WSIF data from last year that was comprised of 2015, 2016, and 2017 educational outcomes. We are expecting the 2018 educational outcome data to become ready for use shortly before the end of March, at which time trial runs can be conducted on live data. The public release of simulated results would not be appropriate at this point in the analysis.

Each approach or model relies on a lot of “moving parts” that are capable of being adjusted or refined to better align with the workgroup’s values or vision of the recognition. For example, if an important value is to see identified schools representative of the statewide student demography, certain measures or approaches might be avoided or de-emphasized because the measures might be highly correlated with a particular demographic characteristic (e.g. socioeconomic status). Because each model relies on a different definition of “like” schools and a different combination of measures, the schools identified differ by model approach. Also, the demographic characteristics of the schools can differ considerably by the approach consideration.

Nearly a dozen trial runs completed to date have shed light on the pros and cons of different methods and each analysis leads to the next with modifications. The OSPI and SBE staff independently advanced various iterations of methodologies. As noted in table 1 these methodologies address like schools differently and include or emphasize indicators differently. Following these trials and discussions with workgroup members, the respective researchers are now working toward the development of a unified model constructed from elements applied to the different iterations or trial runs.

Each of the models described above meet the minimum standard of identifying an initial group of schools to be considered for recognition, but none of the models fully honor all of the values expressed by the school recognition workgroup. In particular, the models represent only the first step in a revised recognition process that uses state level quantitative data to initially identify schools but also draws on local quantitative and qualitative analysis to make final selections for recognition.

This work is of the highest priority, as the workgroup is well aware of the SBE, OSPI, and EOGOAC’s responsibility to annually recognize schools per RCW 28A.657.110 (3). The workgroup developed a timeline that provides for school recognition in the coming months for the 2018 school year and provides for the continued refinement of school recognition through next year.

Table 1: Summary of some of the school recognition models explored by the school recognition workgroup, emphasizing two elements integral to approach #2 described above in general terms.

	1 – WSIF	2A – Closing Opportunity Gaps Through Growth or Progress	2B– High Performance on Statewide Assessments and Graduation Rate	3 – Inclusive
Basis for “Like” Schools		School Level by Geopolitical Code	School Level by Geopolitical Code	WSIF Support Tier
All Students	✓	✓	✓	✓
Student Groups		✓	✓	✓
WSIF Rating	✓			
Proficiency Rates			✓	✓
Student Growth Percentiles		✓		✓
Four Year Graduation Rates		✓	✓	✓
Extended Graduation Rates				✓
English Learner Progress				✓
SQSS				
Regular Attendance				✓
9 th Grade On-Track				✓
Dual Credit Part.				✓

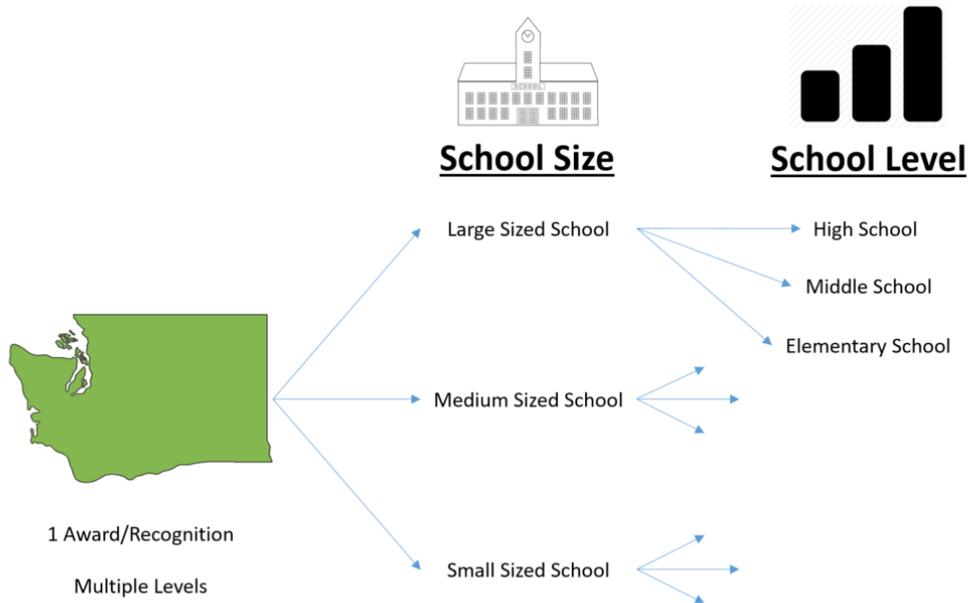
*Note: approach 2A-B is broadly characterized as growth or progress focused because the majority of schools that would be identified through this approach are closing opportunity gaps through the posting of high academic growth as measured by student growth percentiles.

Next Steps for the Workgroup

- The workgroup will develop a timeline and work plan to integrate qualitative information and a qualitative review into the recognition system methodology.
- The workgroup expects to provide updates to the collaborating agencies or organizations in March, April, and May in anticipation of moving forward with school recognition.
- The SBE, OSPI, and EOGOAC will continue to develop a model for the recognition of schools relying on the educational data and results from the winter 2018 version of the WSIF.
- When the winter 2019 WSIF data are finalized after the school district review, the models will be upgraded to include the most recent results.

Appendix 1a: Conceptual Model proposed by EGOAC

DRAFT – EGOAC WA Achievement Award & Recognition Proposal
Recognition Layout



Appendix 1b: Recognition Recipient Selection

DRAFT – EGOAC WA Achievement Award & Recognition Proposal
Recipient Selection

