

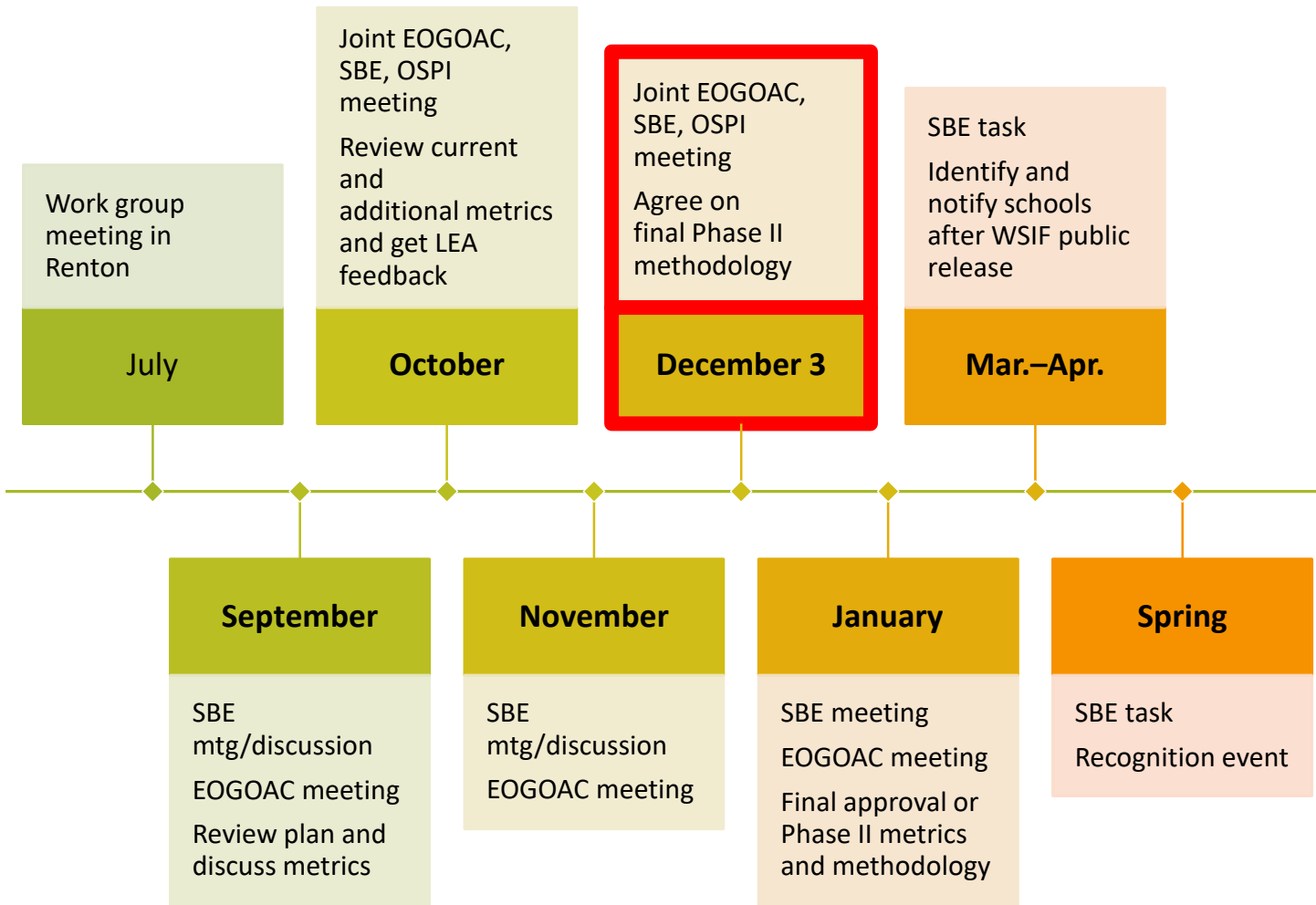


School Recognition – Phase II

School Recognition Workgroup

(SBE – EOGOAC – OSPI)

December 3, 2019



Timeline

Phase 2 Considerations and Discussion

SBE-EOGOAC- OSPI Joint Workgroup Meetings (July- October): Phase 2 Model Assumptions

§ The workgroup discussed the Phase 1 methodology and the schools identified via the three routes.

Assumption 1 : no changes will be made to the Closing Gaps or Achievement routes for Phase 2.

§ The workgroup discussed the suitability of other metrics in the school recognition system

Assumption 2: the decision to add other metrics will form part of the Phase 3 work.

§ The workgroup discussed the possible manners in which to differentiate schools.

Assumption 3: the decision to the differentiate schools will be further explored as part of the Phase 3 work.

The desired outcome for today is to agree on the Phase 2 school recognition methodology.

Closing Gaps

Best improvement among schools receiving support

WSIF Change All Students

By student group for support schools only.

WSIF Change Student Groups

EL Progress Improvement

Grad Rate Improvement

Growth

School progress one year to the next or high student growth

ELA Proficiency

Math Proficiency

ELA growth (SGP)

Math growth (SGP)

Grad rate (4-YR)

Extended Grad rate

Regular Attendance

Dual credit participation

9th graders on track

EL Progress

Achievement

High performer in multiple measures (3-YR Rollup)

ELA proficiency

Math proficiency

Graduation rate (4-YR)

Regular Attendance

Dual credit

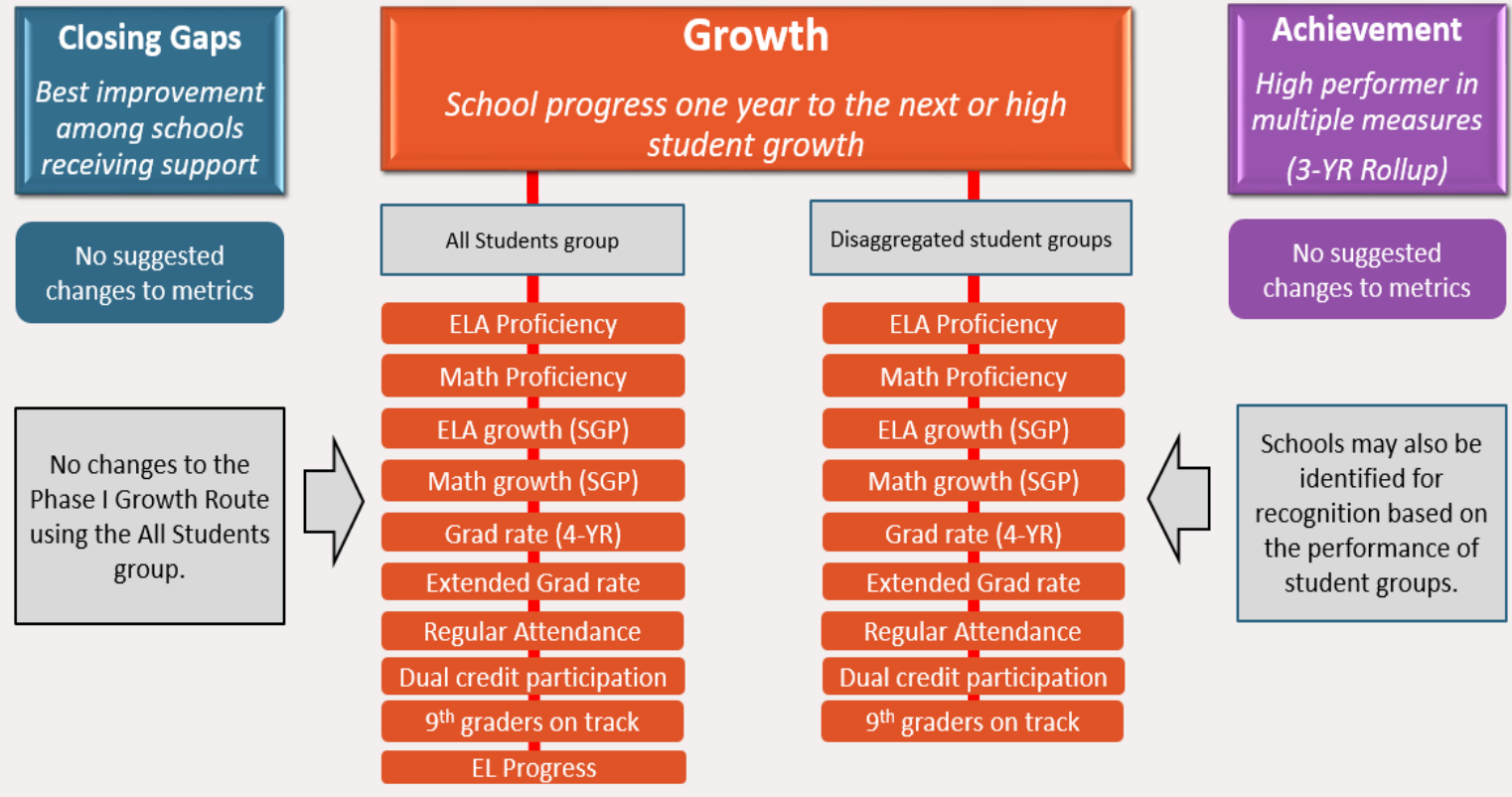
9th graders on track

Nearly all of the measures used for the Phase I school recognition rely on the All Students group.

Phase I Combined Quantitative Model:

Schools Can Demonstrate Being Exemplary in Several Ways via Multiple Measures

Example: Possible Phase II Combined Quantitative Model



Revision to Growth Route:

Trial Requested by the School Recognition Workgroup

Route 4, Trial 6 (Revised Growth Route)

by Student Group

All Students Threshold

and Meeting the other
Criteria in Phase 1

Aside from other criteria, an identified school would have at least one student group performing in the top 20 percent of schools on at least 60 percent of the reportable measures for the student group.

Examples: English Learner group at two elementary schools

ELA Proficiency	Math Proficiency	ELA SGP	Math SGP	Regular Attendance
No, not in Top 20%	Yes, in top 20%	No, not in Top 20%	Yes, in top 20%	Yes, in top 20%

3/5 measures (60 percent) are in the top 20 percent, so this school would be identified for recognition for a high performing English Learner group.

ELA Proficiency	Math Proficiency	ELA SGP	Math SGP	Regular Attendance
No, not in Top 20%	Yes, in top 20%	No, not in Top 20%	Yes, in top 20%	No, not in Top 20%

2/5 measures (40 percent) are in the top 20 percent, so this school would not be identified for recognition for a high performing English Learner group.

Identified Schools:

How many schools identified for how many groups?

Route 4 Trial 6 identified 355 schools with at least one high performing student group.

104/355 schools were identified through at least one of the Phase 1 recognition routes

	0 Groups	1 Group	2 Groups	3 Groups	4 Groups	5 Groups	6 Groups	7 Groups	Total
ES	881	106	56	28	22	10	6	4	232
MS	313	30	18	5	3	1	1		58
Comb	98	2	3	2	1				8
HS	483	19	10	5	3	2	1		40
Comb HS	280	11	3	3					17
Total	2204	168	90	43	29	13	8	4	355

Route 4 Trial 6 identified 355 schools with at least one high performing student group.

Hispanic students at 93 schools would be identified as high performing.

Identified Schools:

Which student groups are identified at which schools?

	Native American	Asian	Black	Hispanic	Pacific Islander	White	Two or More Races	English Learner	Low Income	Special Education
ES	5	58	35	62	20	54	88	62	57	63
MS	4	5	8	12	3	11	23	17	9	12
Comb		1		2		4	3		3	5
HS	3	4	6	10	3	4	9	11	6	26
Comb HS	2	1		7		2	4	2	4	4
Total	14	69	49	93	26	75	127	92	79	110

156 student groups were identified on the basis of performing in the top 20 percent of only one reportable measure – most often this is the regular attendance measure.

Identified Schools:

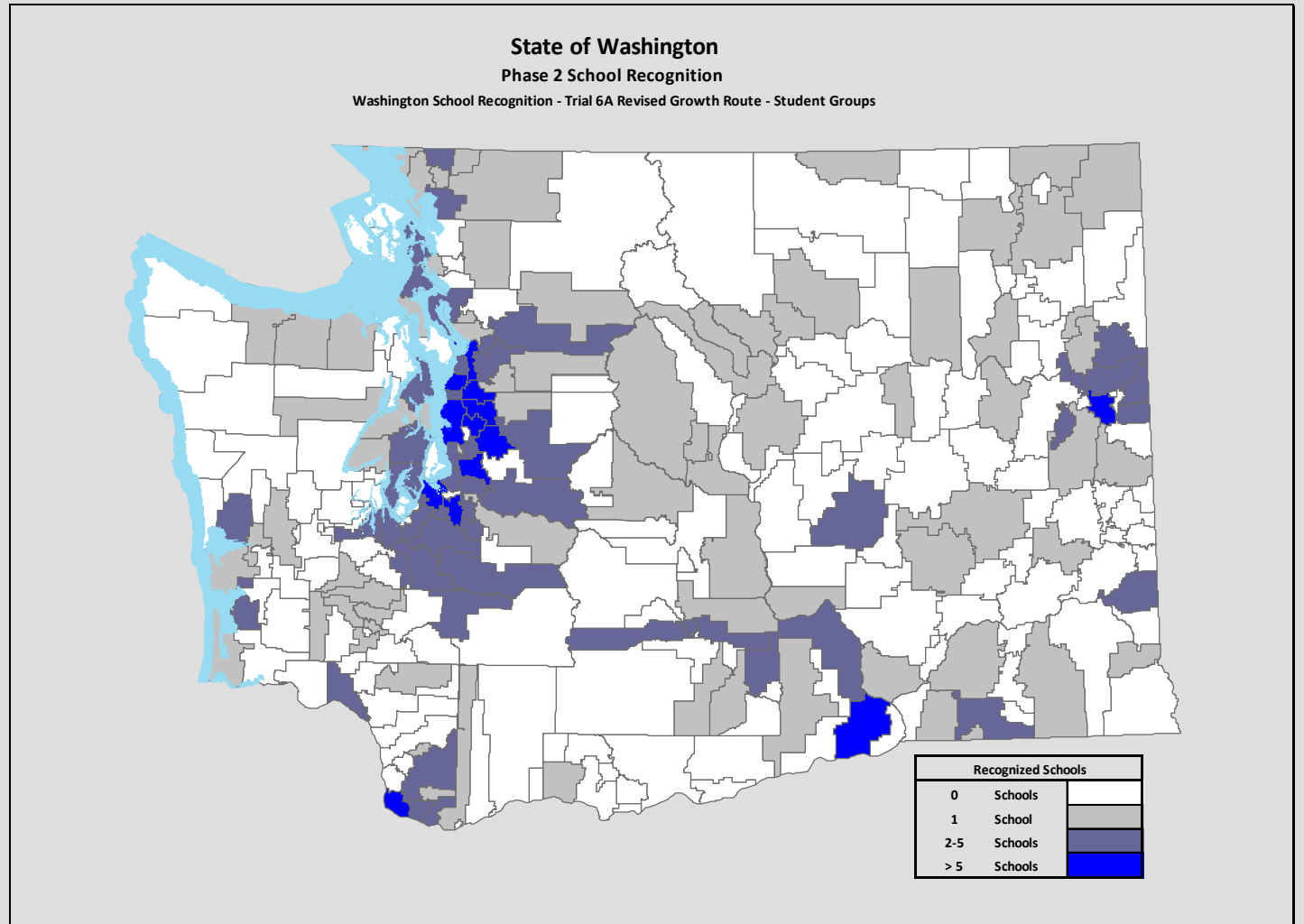
How many measures are reportable for identified student groups?

	Native American	Asian	Black	Hispanic	Pacific Islander	White	Two or More	English Learner	Low Income	Special Education
1 Measure	4	24	20	14	15		30	33	6	8
2 Measures	3	1	1	2	1		3	5		
3 Measures	2	10	11	12	5	6	12	13	5	21
4 Measures	1			3		3	1	1	3	5
5 Measures	4	33	17	61	5	65	80	40	61	69
6 Measures							1		1	5
7 Measures		1		1					3	2
8 Measures						1				

The 355 schools are distributed in 144 districts across Washington.

Identified Schools:

What is the distribution of identified schools across the state?



Identified Schools:

What is the distribution of identified schools by ESD?

33/355 schools (37 percent) of the identified schools were in EDS 121, which is home to 31 percent of Washington public K-12 schools.

	Native American	Asian	Black	Hispanic	Pacific Islander	White	Two or More	English Learner	Low Income	Native American	Total Schools	Percent*
ESD 101 Spokane	1	4	2	14	3	9	14	7	10	12	43	12/11
ESD 105 Yakima	2			3		3	7	3	3	5	16	5/6
ESD 112 Vancouver	2	5	1	7	4	6	11	6	5	5	28	8/8
ESD 113 Tumwater	6	2	3	9		5	8	7	3	6	28	8/8
ESD 114 Bremerton	1	2		4		1	6	2	3	4	13	4/5
ESD 121 Renton		36	28	32	16	25	49	40	33	44	133	37/31
ESD 123 Pasco		5	3	1		4	5	8	3	6	21	6/6
ESD 171 Wenatchee				2		4	3	4	2	6	13	4/5
ESD 189 Anacortes	2	15	12	21	3	18	24	15	17	22	60	17/14

*Note: Percent is shown as the percent of identified schools situated in the ESD/percent of all Washington public schools in the ESD.

Identified Schools:
 How many schools would be identified by Support Tier?

Route 4 Trial 6 identified 355 schools with at least one high performing student group.

39/355 schools (11 percent) were identified for Tier 2 or Tier 3 supports in the winter 2018 Washington School Improvement Framework.

	ES	MS	Comb	HS	Comb HS	Total
Tier 3 Comprehensive	5			6	1	12
Tier 2 Targeted >2 or Low EL Progress	19	6		2		27
Tier 1 Targeted 1-2	79	27		1	2	109
Foundational	129	25	8	31	14	207
Total	232	58	8	40	17	355

Identified Schools:

Does the demography of schools differ by identification status?

The demography of the schools identified is very similar to the demography of schools not identified and to the Washington public schools.

	Native American	Asian	Black	Hispanic	Pacific Islander	White	Two or More	English Learner	Low Income	Special Education
Not Identified	2.5%	5.2%	4.1%	21.7%	0.9%	55.2%	7.4%	10.1%	44.3%	15.8%
Identified	1.3%	7.6%	3.8%	20.3%	0.9%	57.6%	8.5%	10.9%	42.4%	14.4%
Washington	2.3%	5.5%	4.1%	21.5%	0.9%	55.6%	7.6%	10.2%	44.0%	15.6%

How would the possible revisions impact the number of identified schools?

	Phase 1 Closing Gaps	Phase 1 Growth All Students	Phase 2 Growth Student Groups	Phase 1 Achievement	Total (Unique Schools)
Phase 1	108	48		69	216
Phase 2 – Growth Route 4, Trial 6A	108	48	355	69	467
Phase 2 – Growth Route 4, Trial 6B	108	48	285	69	405
Phase 2 – Growth Route 4, Trial 7A	108	48	298	69	420
Phase 2 – Growth Route 4, Trial 7B	108	48	225	69	354

Difference between “A” and “B”

- “A” applies the same Top 20 percent cut point (All Students) to every student group.
- “B” applies a different Top 20 percent cut point to each student group.

Difference between Trials 6 and 7

- Trial 6: student group may be identified on the basis of high performance on one or more measures.
- Trial 7: student group must be identified on the basis of high performance on two or more measures.

Decision Points

1. What comparison group should be used in defining the Top 20 percent performance?
2. Should a school be recognized for growth on the basis of SQSS measures only?
3. Should a school be recognized for growth on the basis of one reportable measure or multiple reportable measures?

Decision Point 1:

What should the comparison group be?

The All Students threshold cut applies the same cut to each student group. The performance of each student group (e.g. FRL) is being compared to the performance of the All Students groups across the state.

A different threshold cut may be applied to each student group. The performance of a student group at a school (e.g. FRL) is compared to the performance of FRL student groups across the state.

How would the possible revisions impact the number of identified schools?

	Phase 1 Closing Gaps	Phase 1 Growth All Students	Phase 2 Growth Student Groups	Phase 1 Achievement	Total (Unique Schools)
Phase 1	108	48		69	216
Phase 2 – Growth Route 4, Trial 6A	108	48	355	69	467
Phase 2 – Growth Route 4, Trial 6B	108	48	285	69	405
Phase 2 – Growth Route 4, Trial 7A	108	48	298	69	420
Phase 2 – Growth Route 4, Trial 7B	108	48	225	69	354

Difference between “A” and “B”

- “A” applies the same Top 20 percent cut point (All Students) to every student group.
- “B” applies a different Top 20 percent cut point to each student group.

Difference between Trials 6 and 7

- Trial 6: student group may be identified on the basis of high performance on one or more measures.
- Trial 7: student group must be identified on the basis of high performance on two or more measures.

Decision Point 2:

Should a school be recognized on the basis of SQSS measure(s) only?

The Phase 1 Achievement route specified that high performance be attained in ELA proficiency, math proficiency, or four-year graduation rate rolled up over three years.

This requirement could be added to the revised Phase 2 Growth route or could be deleted from the Phase 1 Achievement route.

Decision Point 3:

Should a school be recognized on the basis of only one reportable measure?

Some student groups at schools have only one reportable measure and the performance on that measure is in the top 20 percent of schools.

If multiple measures are to be required, how many measures should be required? 2? 3?

How would the possible revisions impact the number of identified schools?

	Phase 1 Closing Gaps	Phase 1 Growth All Students	Phase 2 Growth Student Groups	Phase 1 Achievement	Total (Unique Schools)
Phase 1	108	48		69	216
Phase 2 – Growth Route 4, Trial 6A	108	48	355	69	467
Phase 2 – Growth Route 4, Trial 6B	108	48	285	69	405
Phase 2 – Growth Route 4, Trial 7A	108	48	298	69	420
Phase 2 – Growth Route 4, Trial 7B	108	48	225	69	354

Difference between “A” and “B”

- “A” applies the same Top 20 percent cut point (All Students) to every student group.
- “B” applies a different Top 20 percent cut point to each student group.

Difference between Trials 6 and 7

- Trial 6: student group may be identified on the basis of high performance on one or more measures.
- Trial 7: student group must be identified on the basis of high performance on two or more measures.

September	October	November	December	January	Feb	March/ April	Spring 2020
SBE meeting and discussion	Joint EOGOAC, SBE, OSPI meeting	SBE meeting and discussion	Joint EOGOAC, SBE, OSPI meeting	SBE meeting		SBE Task	SBE Task
EOGOAC meeting		EOGOAC meeting		EOGOAC meeting			
Review work plan and discuss metrics	Review current and additional metrics & get LEA feedback		Agree on final Phase II methodology	Final approval of Phase II metrics and methodology		Identify and notify schools after WSIF public release	Recognition event(s)

Phase II General Work Plan and Timeline

Contact Information

SBE



Randy Spaulding

360-725-6024

Randy.Spaulding@k12.wa.us

Website: www.SBE.wa.gov

Facebook:

www.facebook.com/washingtonSBE

Twitter: [@wa_SBE](https://twitter.com/wa_SBE)

Email: sbe@k12.wa.us

Phone: 360-725-6025

Web updates: bit.ly/SBEupdates

OSPI



Lance Sisco

360-725-0421

Lance.Sisco@k12.wa.us

<http://k12.wa.us>

EOGOAC

Maria Flores

Phone: 360-725-6359

Email: Maria.Flores@k12.wa.us

<https://tinyurl.com/EOGOAC>