



# 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 WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK AND SCHOOL RECOGNITION

Prepared for the May 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**

Related Materials:

- Update On the Washington School Improvement Framework and the School Recognition Workgroup
- 2019 WSIF Results PowerPoint (OSPI – Additional Materials)
- Recognition System PowerPoint (Additional Materials)
- OSPI RAD Recommendations (Additional Materials)

Synopsis and Policy Considerations:

This section addresses three related topics that align with the Board's strategic priorities and statutory responsibilities with regard to school accountability and recognition. To that end this section of the agenda will include:

- A presentation and discussion of the winter 2019 Washington School Improvement Framework (WSIF) results. The average gains made by student groups were small, but the average gains made schools identified for school supports were mostly larger than the average gains posted by the schools not identified for supports.

- 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). During the May meeting the Board will have an opportunity to discuss phase one of the new model for school recognition that leverages the changes to our accountability system as implemented in the WSIF, employs a multiple measures approach to recognition, and recognizes success in schools across the continuum of support provided in our system.
- Finally, the Board will receive an update and recommendation from OSPI regarding Required Action Districts. The Board released districts from required action in 2018 as the state shifted to a new system of support. However, three schools continued to receive supports while SBE and OSPI revised rules for the program to align with changes in the state and federal accountability framework. OSPI will recommend an approach to transition to the new RAD framework prior to the next identification of districts.



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## UPDATE ON THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK AND THE SCHOOL RECOGNITION WORKGROUP

Prepared for the May 2019 Board meeting

### Summary

The State Board of Education (SBE) and the Office of the Superintendent of Public Instruction (OSPI) publicly released the winter 2019 version of the Washington School Improvement Framework (WSIF) in mid-April. The [WSIF](#) is now fully integrated into the Washington Report Card and can be accessed through the OSPI website.

The SBE, 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 and OSPI staff continue to fine tune the multiple pathway approach to recognizing schools. An overview of the approach is provided in this memo.

This memo consists of two parts:

- Part 1 provides a few informative facts about school performance on the winter 2019 version of the WSIF; and
- Part 2 provides information on the latest approach to school recognition.

### Part 1 – Washington School Improvement Framework

With respect to the data elements, data definitions, and calculations, the winter 2019 version of the WSIF is unchanged from the winter 2018 WSIF version. In the winter 2018 WSIF, the OSPI identified schools for supports and provided tiered supports for those schools through to the present. No new school identifications were made based on the 2019 results, so support tier identifications remain in place as follows:

- Support Tier 1: Targeted 1-2, 484 schools
- Support Tier 2: Targeted 3+, 120 schools
- Support Tier 2: Targeted-EL Progress, 41 schools
- Support Tier 3: Comprehensive, 98 schools
- Support Tier 3: Comprehensive-Low Grad Rate, 135 schools
- Support Tier 3: Comprehensive-Low Grad Rate-Opted out, 14 schools

On average, most student groups increased in WSIF rating from the 2018 WSIF version to the 2019 WSIF version (Table 1). While some student group changes on the WSIF for 2018 to 2019 were substantially higher or lower, the average change fell within a narrow range of -0.010 to 0.154 decile points.

Table 1: shows descriptive statistics for the change in WSIF rating for student groups from the winter 2018 WSIF version to the winter 2019 WSIF version.

	Average WSIF 2019	Number of Groups	Minimum Change	Maximum Change	Average Change
<b>All Students</b>	<b>5.79</b>	<b>1925</b>	<b>-3.25</b>	<b>2.81</b>	<b>0.052</b>
Native American / Alaskan Native	3.24	117	-2.32	3.50	-0.003
Asian	8.12	744	-3.97	3.45	0.135
Black / African American	4.34	514	-4.83	3.92	0.121
Hispanic / Latino	4.89	1539	-3.57	4.32	0.119
Native Hawaiian / Pacific Islander	3.88	136	-3.28	2.38	0.154
White	6.43	1819	-3.26	2.90	0.095
Two or More Races	6.18	1143	-3.80	4.20	0.076
English Learner	3.52	936	-5.00	4.17	0.065
Low Income	4.63	1804	-3.97	3.18	0.106
Students with a Disability	3.12	1610	-3.46	3.78	-0.010

On average, schools identified for support in the winter 2019 WSIF made greater gains than schools not identified support (Figure 2). A positive mean difference indicates that the change value for the support tier school is larger than the change value for the non-tier support school. It is noteworthy that the gains made by English learners, low-income students, and students with a disability at schools identified for support were substantially and significantly larger than for comparable student groups at schools not identified for support.

Figure 2: shows descriptive statistics for the change in WSIF rating for student groups from the winter 2018 WSIF version to the winter 2019 WSIF version by tier support identification.

	Identified for Foundational Supports (WSIF Change)	Identified for Support Tiers 1-3 (WSIF Change)	Mean Difference
<b>All Students</b>	<b>0.026</b>	<b>0.088</b>	<b>0.062</b>
Native American / Alaskan Native	-0.219	0.109	0.328
Asian	0.126	0.149	0.022
Black / African American	0.107	0.137	0.030
Hispanic / Latino	0.080	0.168	0.088*
Native Hawaiian / Pacific Islander	0.280	0.093	-0.187
White	0.067	0.134	0.067
Two or More Races	0.069	0.087	0.018
English Learner	-0.071	0.175	0.246*
Low Income	0.071	0.152	0.081*
Students with a Disability	-0.134	0.148	0.282*

\*Note: means were statistically different at alpha set to 0.05. A positive mean difference indicates that the change value for the support tier school is larger than the change value for the non-tier support school.

## Part 2 – Approach to School Recognition

Approximately one year ago, 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. The now obsolete Washington Achievement Awards were based on measures, some of which are no longer computed, that tended to be highly correlated to the school Free and Reduced Price Lunch (FRL) rate (Table 1). In the past, the state made 450 awards in seven categories to nearly 300 schools. Most awards went to schools with lower than average FRL rates in the Puget Sound region and many schools received multiple awards. The SBE, OSPI, and EOGOAC all agreed that a change was needed.

Table 1: shows the nature of the school recognition system used in the spring 2017.

Washington Achievement Awards Spring 2017	Number of Awarded Schools	School Average FRL Rate (%)
Overall Excellence	72	17
High Progress	135	14
Math Growth	72	37
ELA Growth	75	23
Five-Year Graduation Rate	4	63
English Language Acquisition	16	18
Achievement Gap Reduction	77	42
<b>Awarded Schools</b>	<b>281</b>	<b>30</b>
<b>Non-Awarded Schools</b>	<b>1541</b>	<b>50</b>

SBE, OSPI, and EOGOAC staff worked closely together in consultation with the recognition workgroup and each of our respective organizations 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. Unlike prior recognition frameworks, this approach is designed to identify schools throughout the continuum of support. As such, this revised framework will recognize schools that have made gains in targeted areas and are on a path toward overall improvements in achievement and growth. The Framework describes a single system of recognition that incorporates three pathways to recognition, and multiple measures within each pathway (Figure 1).

Figure 1: shows an overview of the school identification approach used for this demonstration.

## Phase 1 Combined Quantitative Model (May 2019)

Schools Can Demonstrate Being Exemplary in Many Ways



At the latest workgroup technical meeting of April 23, the workgroup members generally agreed on the parameters and measures for a multiple pathway approach to identify schools for recognition. The use of multiple stages or paths and multiple measures provides schools with multiple ways in which to qualify for recognition. The approach is summarized as follows:

- Pathway 1 – Closing Gaps: identifies schools identified for ESSA support tiers 1-3 with low performing student groups that showed substantial improvement.
- Pathway 2 – Progress/Growth: identifies schools making the largest annual gains on the WSIF.
- Pathway 3 – Achievement: identifies the highest achieving schools on ELA and math proficiency, high school graduation rate, and the SQSS measures.

The latest results of the SBE-OSPI joint analysis identifying the number and type of schools that would be recognized if the approach were to be adopted will be included with the additional materials at the board meeting.