**2019 Washington School Improvement Framework**

**Business Rules**

Methodology, business rules, and data components used for the

March 2020 implementation of the ESSA

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## Overview of 2019 the Washington State School Improvement Framework

The new Washington state and federal accountability system, the Washington School Improvement Framework, is the result of two years of dedication by 12 workgroups, 200+ educators and experts, and more than 1000 public comments. Washington submitted its [Consolidated ESSA](http://www.k12.wa.us/ESEA/ESSA/pubdocs/ESSAConsolidatedPlan-Final.pdf) plan in September 2017 which was approved on January 17th 2018.

The School Improvement Framework will use seven indicators: Proficiency, Growth, Graduation, English Language Progress, Regular Attendance, 9th Grade on Track, and Dual Credit. Each indicator will be a composite of the three most recent years of data (with the exception of English Language Progress indicator, which is in its second year, due to ELPA21 being in year three of implementation). All indicators will initially be measured on a decile distribution, and combined into a composite school score weighted based on indicators available. Indicator and composite school scores will be computed for each school’s All Students group. Those score cuts will be applied to each federally recognized student group, resulting in an overall score for each student group in a school.

The Proficiency indicator is made up of two scores, English Language Arts and Math percent met federal standard on the [Smarter Balanced Assessment](http://www.k12.wa.us/smarter/) (SBA) or the [Washington Access to Instruction and Measurement](http://www.k12.wa.us/assessment/WA-AIM/) (WA-AIM) alternative assessment . The Growth indicator also made up of two scores, three year school Median Student Growth Percentiles (MSGPs) in English Language Arts and Mathematics based on [Student Growth Percentiles](http://www.k12.wa.us/assessment/StudentGrowth.aspx) (SGPs). The English Language Progress indicator is derived from the results on the [English Language Proficiency Assessment for the 21st Century](http://k12.wa.us/ELPA21/default.aspx) (ELPA21). The Graduation indicator is based on a weighted 3 year composite 4 year graduation rate, with extra credit points possible for schools with significant increases in their 5, 6, and 7 year graduation rates. The School Quality and Student Success indicators (SQSS) - Regular Attendance, 9th Grade on Track, and Dual Credit - are all driven by school information submitted through local student information systems.

Each indicator will be assigned a score, evenly distributing 10% of schools at each level from 1-10. *Note, scores reflect deciles for the initial calculations for the 2017 run (using 2014-15, 2015-16, 2016-17 data) and will be frozen for a number of years so that schools and parents can visualize tangible improvements as movement up the scale year over year.* This applies to all deciles except English Learner Progress, which was reset for the 2019 run.

Below are the current cut scores for each measure:

| **Indicator Score Ranges** |
| --- |
| 1. **ELA Proficiency Indicator** is based on the percent of students meeting standard in English Language Arts on the SBA or WA-AIM assessments, for students meeting half year enrollment requirement.
 |
| % Met Standard Score* + - 76 – 100% ………..10
		- 70 – 75.9% ………...9
		- 65 – 69.9% ………...8
		- 61 – 64.9% ………...7
		- 56 – 60.9% ………...6
		- 52 – 55.9% …………5
		- 47 – 51.9% …………4
		- 41 – 46.9% …………3
		- 33 – 40.9% …………2
		- 0 – 32.9% …………1
 |
| 1. **Math Proficiency Indicator** is based on the percent of students meeting standard in Mathematics on the SBA or WA-AIM assessments, for students meeting half year enrollment requirement.
 |
| % Met Standard Score* + - 72 – 100% ………..10
		- 62 – 71.9% ………...9
		- 56 – 61.9% ………...8
		- 50 – 55.9% ………...7
		- 44 – 49.9% ………...6
		- 39 – 43.9% ……..….5
		- 33 – 38.9% …………4
		- 25 – 32.9% …………3
		- 11 – 24.9% …………2
		- 0 – 10.9% ..............1
 |
| 1. **ELA Growth Indicator** is based on the three year median growth percentile in English Language Arts for students meeting half year enrollment requirement.
 |
| Median SGP Score* + - ≥ 61 ……..…..10
		- 58 – 60.5 ……..……9
		- 55 – 57.5 …….….…8
		- 53 – 54.5 ……..……7
		- 50 – 52.5 ….............6
		- 48 – 49.5 …………..5
		- 46 – 47.5 …………..4
		- 43 – 45.5 …………..3
		- 39 – 42.5 …………..2
		- < 39 …………..1
 |
| 1. **Math Growth Indicator** is based on the three year median growth percentile in Mathematics for students meeting half year enrollment requirement.
 |
| Median SGP Score* + - ≥ 63 ….……..10
		- 59 – 62.5 ….………9
		- 56 – 58.5 ….………8
		- 54 – 55.5 …..………7
		- 51 – 53.5 ….............6
		- 48 – 50.5 …………..5
		- 45 – 47.5 …………..4
		- 42 – 44.5 …………..3
		- 37 – 41.5 …………..2
		- < 37 …………..1
 |
| 1. **Graduation Indicator** is based on a composite 3 year Adjusted 4-year Cohort Graduation Rate from the 2016, 2017, and 2018 cohorts. This indicator applies only to schools that graduate students.
 |
|  Graduation Rate Score* + - ≥ 94% ………...10
		- 91 – 93.9% ………….9
		- 88 – 90.9% ………….8
		- 86 – 87.9% ………….7
		- 81 – 85.9% ………….6
		- 74 – 80.9%.................5
		- 51 – 73.9%.................4
		- 32 – 50.9%.................3
		- 8 – 31.9% .................2
		- <7.9% …..............1
 |
| 1. **Extra Credit for Graduation Indicator** is based on the percentage increases in 5, 6, and 7-year graduation rates across cohorts. This indicator applies only to schools that graduate students.
 |
|  Extended Cohort  Graduation Rate Extra Credit* + - ≥ 22% ………….2
		- 14.8 – 21.9% ………….1
 |
| 1. **English Language Progress Indicator** is based on the percent of students making sufficient progress to exit English Language Learning services in a 6-year timeframe, based on the annual English Language Proficiency (ELP) assessment, for students meeting half year enrollment requirement.
 |
| % Progressing Score* + - 75 – 100% …….…..10
		- 68 – 74.9% ………....9
		- 63 – 67.9% ………....8
		- 59 – 62.9% …….…...7
		- 56 – 58.9% …….…...6
		- 52 – 55.9% ………….5
		- 47 – 51.9% ………….4
		- 42 – 46.9% ………….3
		- 35 – 41.9% ………….2
		- 0 – 34.9% ………….1
 |
| 1. **Regular Attendance Indicator** is based the percentage of students whom regularly attended school, for students enrolled 90 days or more over the school year.
 |
|  % Regularly  Attending Score* + - 97 – 100% 10
		- 94 – 96.9% 9
		- 92 – 93.9% 8
		- 90 – 91.9% 7
		- 88 – 89.9% 6
		- 86 – 87.9% 5
		- 84 – 85.9% 4
		- 80 – 83.9% 3
		- 71 – 79.9% 2
		- 0 – 70.9% 1
 |
| 1. **Ninth Grade On Track** is based on the percentage of first time ninth grade students whom are on track to graduate with their cohort in 4 year timeframe.
 |
|  % On Track Score* + - 92 – 100% 10
		- 85 – 91.9% 9
		- 81 – 84.9% 8
		- 77 – 80.9% 7
		- 72 – 76.9% 6
		- 68 – 71.9% 5
		- 64 – 67.9% 4
		- 57 – 63.9% 3
		- 45 – 56.9% 2
		- 0 – 44.9% .. 1
 |
| 1. **Dual Credit Indicator** is based on the percent of students enrolled in dual credit programs.
 |
|  % Enrollment Score* + - 74 – 100% 10
		- 62 – 73.9% 9
		- 54 – 61.9% 8
		- 45 – 53.9% 7
		- 33 – 43.9% 6
		- 20 – 32.9% 5
		- 9 – 19.9% 4
		- 3 – 8.9% 3
		- 0 – 2.9% .2\*
 |
| \*Note: If a 1 or 10 score are missing, that means more than 10% of schools in the state have 0% or 100% in 2018, and have therefore have condensed the initial decile distribution. |

Indicators will be combined based on a schools available indicators to create a composite school score (for the All Students group and each student group.

These composite scores will be created from applicable indicators based on the table below:

| Detailed Weighting Based on Missing Indicators Due to Small N or Grade Level of School | Proficiency (ELA and Math Proficiency averaged) | Growth(ELA MSGP and Math MSGPaveraged) |  Graduation(composite4 year cohorts + Extra Credit) | EL Progress | School Quality or Student Success Indicators (averaged) |
| --- | --- | --- | --- | --- | --- |
| K–12 Schools (All Indicators) | 30% | 25% | 25% | 5% | 15% |
| K–8 (No Graduation) | 40% | 50% | 0% | 5% | 5% |
| 7 – 9 (Typical Junior High) | 30% | 50% | 0% | 5% | 15% |
| 10 – 12 (No 9th Grade) | 35% | 0% | 50% | 5% | 10% |
| No Growth (Typical High School) | 30% | 0% | 50% | 5% | 15% |
| K–12 (No EL Progress) | 35% | 25% | 25% | 0% | 15% |
| K–8 (No Graduation or EL Progress) | 40% | 55% | 0% | 0% | 5% |
| 7 – 9 (No Graduation or EL) | 35% | 50% | 0% | 0% | 15% |
| 10 – 12 (No 9th Grade or EL) | 40% | 0% | 50% | 0% | 10% |
| No Growth or EL Progress | 35% | 0% | 50% | 0% | 15% |

Each performance indicator will be reported by each student group currently used in our state for federal accountability: All Students, American Indian/Alaskan Native, Asian, Black, Hispanic, Pacific Islander, White, Two or More Races, English Learner (Current EL), Students with disabilities, and Low Income.

Supports:

The ESSA requires that each state identify schools for comprehensive and targeted. The bottom 5% of school scores establish a support threshold - any school under the threshold will be identified for comprehensive support, and any student group under the threshold will be identified for targeted support. Effectively, all students will be held to the same standard as set by the all students group. The all students cut score for comprehensive support is 2.3. In February 2018, these support schools were identified; the next cycle of support identification will happen in 2021.

## Data Sources for 2019 School Improvement Framework

* **School Enrollment and Student demographic fields:** School enrollment and student demographics were pulled directly from CEDARS on 1/29/2020, specifically the following CEDARS elements:
	+ District Code: Element B02
	+ School Code: Element C02
	+ Student SSID: B05
	+ Student Federal Race and Ethnicity: Combination of L05 and M05
	+ Student Low Income Status: I06
	+ Student English Learner Status: File J
	+ Student Disability Status: File K
* **Proficiency**: School ELA and Math state assessment results pulled directly from internal OSPI database. Uses 2017, 2018, and 2019 proficiency data. Results can be found in WAMS or in WAQuery.
* **Median Student Growth Percentiles**: Student Growth Percentiles (SGPs) pulled directly from internal OSPI database. Uses 2017, 2018, and 2019 SGPs. Results can be found in WAMS.
* **Adjusted 4, 5, 6, and 7-Year Cohort Graduation Rates:** Data located in school P210 reports. Composite three year 4-year cohort includes 2017 4- year cohort, 2018 4-year cohort, and 2019 4-year cohort. Extended graduation change calculations use 2016 7-year cohort, 2017-6 year cohort, 2018-5 year cohort.
* **English Language Progress:** Assessment results pulled directly from internal OSPI database. Uses 2017 2018 and 2019 ELPA21 results. ELPA21 results can be found in WAMS. EL Progress results can be found in the district secure server.
* **Regular Attendance:** Uses student enrollment and absence data from 2017, 2018, and 2019. Student data pulled directly from CEDARS on 1/29/2020, specifically the following CEDARS elements:
	+ Student Enrollment Dates: Element C06 and C09
	+ Student Absences: Elements N06 and N07
* **Ninth Grade On Track:** Uses student grade history and absence data from 2017, 2018, and 2019. Student data pulled directly from CEDARS on 1/29/2020, specifically the following CEDARS elements:
	+ Student Courses Attempted: H11
	+ Student Credits Earned: H12
* **Dual Credit participation:** Uses student enrollment data from 2017, 2018, and 2019. Student data pulled directly from CEDARS on 1/29/2020, specifically the following CEDARS elements:
	+ Student Course Designation Code: H13

## Business Rule Highlights

In the 2019 School Improvement Framework master data file, there are a combination of business rules and implementation decisions/formulas. This section presents an overview of the business rules as applied to the All Students group and each student group.

Minimum N rule: A minimum sample size of 20 students over the three years of data is applied to all indicators.

* Proficiency: Minimum N is applied to number of students tested and not tested, over a three year period, per content area per school. Grades included are 3-8 and 11.
* Student Growth: Minimum N is applied to number of students with a Student Growth Percentile, over a three year period, per content area per school. Student growth is calculated for grades 4-8.
* Graduation: Minimum N is applied to number of students in the 4-year cohort aggregated over a three year period.
* English Language Progress: Minimum N is applied to number of students with two years of ELPA21 data, over a three year period, per school. There are now two years of progress, over three years of ELPA21 data, included in the measure. The minimum N will stay at 20, but it will only include the number of students with valid scores in two administrations of the ELPA21, plus the number of students who transitioned in 2018-19 without a valid 2018 score.
* Regular Attendance: Minimum N is applied to number of students enrolled for more than 90 calendar days, over a three year period per school
* Ninth Grade On Track: Minimum N is applied to number of first time ninth graders that have attempted one or more credits, over a three year period, per school.
* Dual Credit Rate: Minimum N is applied to number of students taking any course at a 9-12 grade school, over a three year period.

Indicator Score assignment: In the Achievement Framework methodology, each of the performance indicators is mapped to a 1-10 score. The scores are assigned as per the cuts listed in Table 1 earlier in this document.

High Level Indicator Specifics:

* To receive a Composite School Score, schools/student groups need to have proficiency, growth, and SQSS indicator OR proficiency, graduation, and SQSS indicator. Schools/student groups without these required indicators will not generate an overall score, but will still display all data meeting the N-size requirement.
* Proficiency: A school/student group must have either ELA or math results to calculate the combined proficiency. If a school has both, the combined score will be an average of the two subjects.
* Student Growth: A school/student group must have either ELA or math MSGP values in order to calculate the combined Student Growth indicator. If a school has both, the combined score will be an average of the two subjects.
* Graduation: A school/student group must generate a composite 3 year Adjusted 4-year Cohort Graduation Rate to be eligible for Extra Credit points.
* Continuous enrollment requirements have been replaced by new Half Year Enrollment requirement. A student must be enrolled 150 days during the period of September 1st through June 1st and enrolled on October 1st. This applies to proficiency, growth, and English language progress measures.
* Students are connected to their primary enrollment records only.
* A student’s demographic designation is pulled from the most recent enrollment file for that student, and mapped on SSID to proficiency, growth, English language progress, and SQSS indicators (preventing possibly incorrect past student demographics).
* First time ninth graders and the ninth grade cohort were determined by looking at students whom were coded as 9th graders with a graduation requirement year of 4 years out. Also validated to ensure the student wasn’t listed as 9, 10, 11, or 12th at any point since the 2010-11 school year.
	+ For example, in 2016, the ninth grade cohort would be both coded as 9th grade and have a graduation requirement year of 2019.

## Implementation Details- Indicator Specific Business Rules

### **Proficiency:**

Proficiency Numerator: Number of students whom met federal standards in the last three years.

Proficiency Denominator: Whichever is higher:

1. Number of students tested in the last three years
2. 95% of students expected to test

Additional proficiency considerations:

* Includes Smarter Balanced Assessment (SBA) and Washington Access to Instruction and Measurement (WA-AIM) Assessment.
* Meeting federal standards are earning a level 3 or 4, or previously passed
* All students in both numerator and denominator must meet half year enrollment requirement
* Students who are less than .8 full time enrollment are not required to participate
* Students with an F1 visa are not required to participate
* Each subject, ELA and Math, is calculated and receives a separate scores

If you have any questions about proficiency data, contact OSPI Assessment Analysts in Student Information.

In addition to the proficiency calculation above, if a school fails to meet 95% participation for three consecutive years, the score for that subject is lowered by 1 point.

### **Growth:**

Median Student Growth Percentile: The median of all Student Growth Percentiles (SGP) given to that school/student group in the last three years.

Additional growth considerations:

* To get an SGP, students much have at least two years of testing data
* Each subject, ELA and Math, is calculated and receives a separate scores
* Minimum N size requirement is determined from the number of students reporting SGPs
* Students must meet half year enrollment requirement to be included

If you have any questions about growth data, contact studentgrowth@k12.wa.us

### **Graduation:**

Adjusted 4-Year Cohort Rate Numerator: Number of students who graduated in 4-years based on their first time ninth grade cohort, for the last three years.

Adjusted 4-Year Cohort Rate Denominator: Number of students in cohort.

Extended Graduation Rate Change: The percentage increase of additional graduates in extended years. (5-year rate minus 4-year rate) + (6-year rate minus 5-year rate) + (7-year rate minus 6-year rate) = total extended year change.

Additional graduation considerations:

* Graduation rates are calculated using the “adjusted cohort rate” methodology. Students are placed in a group — or cohort — based on the year they enter ninth grade for the first time
* Adjusted cohort rate is adjusted for students who transfer in and out of a school
* Minimum N size requirement is determined from the number of students in the cohort
* There is no minimum N size requirement for extended year rate calculation

If you have any questions about graduation data, contact Lisa Ireland Lisa.Ireland@k12.wa.us

### **English Language Progress:**

ELP Numerator: Number of students whom made adequate progress to transition out of services within 6 years, based on the table below, plus the number of students who enter the program and transition in the same year.

ELP Denominator: Number of students with two years of ELPA21 testing results, plus the number of students who enter the program and transition in the same year.

Additional English Language Progress considerations:

* Baseline year is 2016, and we are in year 4 of the table below.
* Washington will calculate the ELP measure by comparing the student’s level at the first-year level (Emerging, Progressing 1, Progressing 2, or Progressing 3) to their Year 2 level (P1, P2, P3) to determine if a student is progressing
* Progressing levels (P1, P2, and P3) are defined as any student with AT LEAST a level 3 in a single domain
* Progressing levels are assigned P1, P2, and P3 by looking across all of the domains and taking the student’s lowest level in any of the domains.
* Students that test into services and transition in the same year are counted as Progressing
* Title III Native American students who are in EL program services are also included in these calculations
* Only students who meet the Half Year Enrollment criteria are included

| First YearGrade | Baseline Year | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| All | Emerging (Level 1 or Level 2 in all 4 domains) | P1 | P2 | P3 | P3 | T |
| All | Progressing 1 | P2 | P3 | P3 | T |  |
| All | Progressing 2 | P3 | P3 | T |  |  |
| All | Progressing 3 | P3 | T |  |  |  |

Examples: If a student scores 1=reading, 2=writing, 2=listening, and 2=speaking they would be emerging • If a student scores 1=reading, 2=writing, 2=listening, and 3=speaking they would get a P1 • If a student scores 2=reading, 3=writing, 2=listening, and 4=speaking they would get a P2

If you have any questions about ELPA21 data, contact OSPI Assessment Analysts in Student Information at AssessmentAnalysts@k12.wa.us.

### **Regular Attendance:**

Regular Attendance Numerator: Number of students whom have less than an average of 2 absences per month enrolled, in the last three years.

Regular Attendance Denominator: Number of students enrolled for 90 calendar days between September 1st and June 1st, in the last three years.

Additional Regular Attendance considerations:

* Each student’s attendance will be looked at per school year, and rolled up to three years of data
* Absence must be reported as full day to be counted
* Absences and enrollment data calculated between 9/1 and 6/1
* Multiple partial day absences are not combined into composite full day absences
* Excused and unexcused absences are both included in ‘absence’ calculation
* Absences that occurred before 9/1 or after 6/1 were not included. This specific criteria is subject to change based on feedback from our Technical Advisory Committee

If you have any questions about attendance metrics in CEDARS, contact OSPI customer support.

### **Ninth Grade On Track:**

On Track Numerator: Number of first time 9th grade students that have earned all credits attempted, in the last three years.

On Track Denominator: Number of first time 9th grade students that attempted a credit, in the last three years.

Additional Ninth Grade On Track considerations:

* Letter grade isn’t considered, only credits earned and credits attempted.
* Includes all records where a student attempted and earned credits at each school attended (credits only counted at school attended, no transfer credits considered).
* Attempted credit does not include withdrawals.

If you have any questions about CEDARS, contact OSPI customer support.

### **Dual Credit:**

Dual Credit Numerator: Number of high school students (grades 9, 10, 11, and 12) that have completed a Dual Credit course, in the last three years

Dual Credit Denominator: Number of high school students that attempted a credit, in the last three years.

Additional Dual Credit considerations:

* Letter grade and certification not taken into consideration, only enrollment and successful completion of the course.
* Attempted credit does not include withdrawals.
* Dual credit courses include: AP, IB, College in the High School, Cambridge, Running Start, Advanced Certificated Courses, or Tech Prep.
* All Dual Credit courses are treated the same; if any Dual Credit course has been attempted, that student will be counted (one credit attempted is counted the same as six credits attempted).
* Running Start courses are attributed to the last school in the district where the student was enrolled.

If you have any questions about course designation codes in CEDARS, contact OSPI customer support.

For any other questions, contact AchievementData@k12.wa.us.