

System Performance Accountability (SPA) Meeting
April 13, 2010

AGENDA

- 9:00 a.m. Welcome and Informal Networking**
Dr. Kris Mayer, SPA Board Lead
Ms. Edie Harding, Executive Director
- 10:05 a.m. Washington Achievement Awards**
Mr. Aaron Wyatt, SBE Communications Manager
- 10:15 a.m. Recognition for Closing the Achievement Gap**
Dr. Pete Bylsma, SBE Consultant
- SPA Member Discussion and Feedback
- 11:30 a.m. Update on School Improvement Grants for 2010 and Looking Ahead**
Dr. Janell Newman, Assistant Superintendent, District and School Improvement, OSPI
- 12:30 p.m. Lunch**
- 1:00 p.m. Washington's Final Education Reform Bill (E2SSB 6696) Next Steps for Accountability**
ESEA Reauthorization
SBE Trip to D.C. to Discuss SBE Accountability Index
Ms. Edie Harding, Executive Director
Ms. Sarah Rich, SBE Research Director
- 1:45 p.m. Washington's Education Reform Plan and Race to the Top Update**
Ms. Edie Harding, Executive Director
- SPA Member Discussion and Feedback
- 3:15 p.m. Wrap Up and Next Steps**
Dr. Kris Mayer, SPA Board Lead
Ms. Edie Harding, Executive Director
- 3:30 p.m. Adjourn**

2009 WASHINGTON ACHIEVEMENT AWARDS

by award category

schools listed alphabetically by level – districts in parentheses

OVERALL EXCELLENCE

Elementary Schools

- Audobon (Lake Washington)
- Beacon Hill International (Seattle)
- Bryant (Seattle)
- Cascade View (Snoqualmie Valley)*
- Challenge (Edmonds)*
- Clyde Hill (Bellevue)*
- Crestwood (Sumner)
- Crownhill (Bremerton)*
- East Ridge (Northshore)*
- Enatai (Bellevue)*
- Evergreen Forest (North Thurston)
- Fall City (Snoqualmie Valley)*
- Fidalgo (Anacortes)*
- Fisher (Lyden)*
- Glacier Park (Tahoma)*
- Grant (Ephrata)
- Grant (Eastmont)
- Happy Valley (Bellingham)
- Hay (Seattle)*
- Hutton (Spokane)*
- Island Park (Mercer Island)*
- Juanita (Lake Washington)
- Kettle Falls (Kettle Falls)
- Lakeridge (Mercer Island)
- Lakeview Terrace (Moses Lake)
- Larrabee (Bellingham)
- Laurelhurst (Seattle)
- Liberty Lake (Central Valley)
- Lincoln (Kennewick)
- Mann (Lake Washington)*
- Martin Sortun (Kent)
- McAuliffe (Lake Washington)
- McGilvra (Seattle)*
- Mead (Lake Washington)
- Mill Creek (Everett)*
- Moran Prairie (Spokane)*
- Morgen Owings (Lake Chelan)*
- Nooksack (Nooksack)*
- Prosser Heights (Prosser)
- Redmond (Lake Washington)
- Ridge View (Kennewick)*
- Rock Creek (Tahoma)
- Rock Island (Eastmont)
- Samish (Sedro-Woolley)
- Sherwood Forest (Bellevue)
- Silver Firs (Everett)
- Skyline (Tacoma)
- Smith (Lake Washington)*
- Sunrise (Northshore)*
- Washington (Kennewick)*
- Wellington (Northshore)
- Wilder (Lake Washington)*
- Wilson (Spokane)

Middle & Junior High Schools

- Chief Kanim (Snoqualmie Valley)*
- Fairhaven (Bellingham)
- Federal Way Public Academy (Federal Way)
- Gateway (Everett)
- Icicle River (Cascade)

- Illahee (Federal Way)
- Inglewood (Lake Washington)
- Kellogg (Shoreline)*
- Liberty (Camas)
- Mercer (Seattle)
- Nooksack Valley (Nooksack)
- Orcas Island (Orcas Island)
- Sakai (Bainbridge)
- Skyridge (Camas)
- Sterling (Eastmont)
- Stevens (Port Angeles)
- Tahoma (Tahoma)*
- Tillicum (Bellevue)
- Tye (Bellevue)

High Schools

- Almira Coulee Hartline (Coulee-Hartline)*
- Aviation (Highline)*
- Bainbridge (Bainbridge Island)*
- Bellevue (Bellevue)*
- Bridgeport (Bridgeport)*
- Camas (Camas)*
- Chelan (Lake Chelan)*
- Colville (Colville)
- Eastlake (Lake Washington)
- Friday Harbor (San Juan)
- Hazen (Renton)*
- Kettle Falls (Kettle Falls)
- Mercer Island (Mercer Island)
- Newport (Bellevue)
- Orcas Island (Orcas Island)*
- Palouse (Palouse)*
- Quincy (Quincy)*
- Taholah (Taholah)*
- Tonasket (Tonasket)
- Waitsburg (Waitsburg)*

Comprehensive Schools

- Almira Elementary (Almira)
- CAM Junior Senior (Battle Ground)*
- Clallam Bay High & Elementary (Cape Flattery)
- Colton (Colton)*
- Continuous Curriculum (East Valley – Spokane)
- Curlew Elementary & High (Curlew)*
- Lacrosse Elementary (Lacrosse)
- Liberty Bell Junior Senior (Methow Valley)
- Maplewood Parent Cooperative (Edmonds)
- Napavine Junior Senior (Napavine)
- Naselle Junior Senior (Naselle)*
- Pateros (Pateros)*
- Paterson (Paterson)
- Ritzville Grade (Ritzville)
- Vancouver School of Arts and Academics (Vancouver)
- Wilson Creek (Wilson Creek)

LANGUAGE ARTS

Elementary Schools

- Captain Charles Wilkes (Bainbridge Island)
- Challenge (Edmonds)*
- Clyde Hill (Bellevue)*
- Crownhill (Bremerton)*
- Discovery (Lake Washington)
- East Ridge (Northshore)*
- Fidalgo (Anacortes)*
- Fisher (Lyden)*
- Island Park (Mercer Island)*
- Mill Creek (Everett)*
- Morgen Owings (Lake Chelan)*
- Ridge View (Kennewick)*
- Washington (Kennewick)*
- Wilder (Lake Washington)*

Middle & Junior High Schools

- Kellogg (Shoreline)*
- Tahoma (Tahoma)*

High Schools

- Academy of Citizenship (Highline)
- Almira Coulee Hartline (Coulee-Hartline)*
- Bridgeport (Bridgeport)*
- Camas (Camas)*
- Chelan (Lake Chelan)*
- Eagle Harbor (Bainbridge Island)
- Health Sciences & Human Services (Highline)
- Lincoln (Port Angeles)
- Lindbergh (Renton)
- Mariner (Mukilteo)
- Mount Baker (Mount Baker)
- North Thurston (North Thurston)
- Onalaska (Onalaska)*
- Quincy (Quincy)*
- Republic (Republic)
- South Bend (South Bend)
- Sprague (Sprague)
- Waitsburg (Waitsburg)*

Comprehensive Schools

- Naselle Junior Senior (Naselle)*
- Wilson Creek (Wilson Creek)*

MATH

Elementary Schools

- Challenge (Edmonds)*
- Crestwood (Sumner)*
- Crownhill (Bremerton)*
- East Ridge (Northshore)*
- Garfield (Garfield)
- Hay (Seattle)*

High Schools

- Almira Coulee Hartline (Coulee-Hartline)*
- Taholah (Taholah)*

* Indicates a school receiving recognition in multiple categories

2009 WASHINGTON ACHIEVEMENT AWARDS

by award category

schools listed alphabetically by level – districts in parentheses

MATH (continued)

Comprehensive Schools

- Stehekin Elementary (Stehekin)
- Taholah Elementary & Middle (Taholah)

SCIENCE

Elementary Schools

- Cascade View (Snoqualmie Valley)*
- Chester (Central Valley)
- Clyde Hill (Bellevue)*
- East Ridge (Northshore)*
- Enatai (Bellevue)*
- Fall City (Snoqualmie Valley)*
- Glacier Park (Tahoma)*
- Hutton (Spokane)*
- Island Park (Mercer Island)*
- Mann (Lake Washington)*
- Marvista (Highline)
- McGilvra (Seattle)*
- Mead (Lake Washington)*
- Moran Prairie (Spokane)*
- Nooksack (Nooksack)*
- Ridge View (Kennewick)*
- Smith (Lake Washington)*
- Sunrise (Northshore)*

Middle & Junior High Schools

- Chief Kanim (Snoqualmie Valley)*
- Environmental & Adventure School (Lake Washington)
- Palouse at Garfield (Palouse)

High Schools

- Aviation High School (Highline)*

Comprehensive Schools

- CAM Junior Senior (Battle Ground)*
- International Community School (Lake Washington)

EXTENDED GRADUATION RATE

High Schools

- Almira Coulee Hartline (Coulee-Hartline)*
- Auburn Mountainview (Auburn)
- Bainbridge (Bainbridge Island)*
- Battle Ground (Battle Ground)
- Bellevue (Bellevue)*
- Cashmere (Cashmere)
- Connell (North Franklin)
- Dayton (Dayton)
- Ephrata (Ephrata)
- Futures Schools (Lake Washington)
- Grandview (Grandview)
- Hazen (Renton)*
- Hockinson (Hockinson)
- Lacrosse (Lacrosse)
- Lakeside (Nine Mile Falls)
- Medical Lake (Medical Lake)
- Onalaska (Onalaska)*

- Orcas Island (Orcas Island)*
- Palouse (Palouse)*
- Port Townsend (Port Townsend)
- River View (Finley)
- Riverside (Riverside)
- Smokiam Alternative (Soap Lake)
- Spokane Valley (West Valley – Spokane)
- Wahluke (Wahluke)
- Waitsburg (Waitsburg)*
- Winlock (Winlock)

Comprehensive Schools

- Adna Middle High (Adna)
- Asotin Junior Senior (Asotin-Anatone)
- Colton (Colton)*
- Curlew Elementary & High (Curlew)*
- Lind Junior Senior (Lind)
- Lopez Middle High (Lopez)
- Manson Junior Senior (Manson)
- Pateros (Pateros)*

GIFTED EDUCATION

Elementary Schools

- Adelaide (Federal Way)
- Brigadoon (Federal Way)
- Cedar Wood (Everett)
- Chambers Elementary (University Place)
- Kitsap Lake (Bremerton)
- Lewis & Clark (Richland)
- Mark Twain (Federal Way)
- Medina (Bellevue)
- Mirror Lake (Federal Way)
- Somerset (Bellevue)
- Star Lake (Federal Way)
- Stevenson (Bellevue)

Middle & Junior High Schools

- Explorer (Mukilteo)
- Morris Ford (Franklin Pierce)
- Odle (Bellevue)
- Sadie Halstead (Newport)
- Washington (Seattle)

High Schools

- Interlake (Bellevue)

Comprehensive Schools

- Odyssey Multiage Program (Bainbridge Island)
- Tekoa High (Tekoa)

* Indicates a school receiving recognition in multiple categories

OPTIONS FOR ACHIEVEMENT GAP RECOGNITION

Pete Bylsma, EdD, MPA

April 13, 2010

OSPI and State Board of Education (SBE) provided recognition to schools in six areas in March 2010. The Outstanding Overall Performance award was given to schools whose 2-year Accountability Index average put them in the top 5%, based on the number of schools in each of the four grade levels (elementary, middle/junior, high, comprehensive). Special Recognition awards were given to schools for high performance (a 2-year “column” average of at least 6.00) in four areas: **language arts** (reading and writing combined), **math**, **science**, and the **extended graduation rate**. These five awards required fewer than 10% of the students to be gifted each year. To ensure schools with a gifted program were not excluded, Special Recognition was also given to **schools with a gifted program** (i.e., those with $\geq 10\%$ gifted each year) that had a 2-year peer average of at least 6.00.

The matrix used to calculate the Accountability Index is shown below. The green cells relate to areas where recognition was given. Additional criteria used for these awards and details about the winners are shown in Appendix A.

	Outcomes					
Indicator	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>	<i>Ext. Grad. Rate</i>	Average
<i>Non-low inc. achievement</i>						
<i>Low inc. ach.</i>						
<i>Ach. vs. peers</i>						6.00* for gifted
<i>Improvement</i>						
Average	6.00*	6.00*	6.00*	6.00*	6.00*	Top 5%*

* Minimum 2-year average rating to earn recognition

↑
INDEX

OSPI/SBE had planned to recognize schools that had closed the achievement gap. However, the criteria established to receive this award ended up being too stringent, so no schools met the criteria and no recognition was given.¹ OSPI/SBE want to find a method to provide recognition next year for schools that have reduced or closed the achievement gap.

¹ The initial criteria established to earn recognition for closing the achievement gap was rather complicated. It required a school to have at least 10 students in at least 2 of the 5 outcomes (columns) in both of the income-related cells (non-low income and low income), there could be no rating of 1 in any income-related cell or peer cell, there could be no more than a 1-point difference in the rating between the two income-related cells (e.g., if the reading non-low income cell is rated 5, the reading low-income cell could be rated no lower than 4 and no higher than 6), and there had to be fewer than 10% students designated as gifted each year. Each of the above criteria had to be met two years in a row. Original estimates found that less than 1% of schools met these criteria using 2007 and 2008 data.

The options described below are possible methods for the state to give this type of recognition.

- Options 1 and 2 use the Accountability Index matrix, and the achievement gap is measured in terms of *socioeconomic status*.
- Options 3 and 4 use a modified matrix that was created to examine subgroup results. In these options, the achievement gap is measured in terms of performance by *racial/ethnic groups*.

OPTIONS 1 AND 2

Option 1 is criteria-referenced and Option 2 is norm-referenced (recognizing the top 5% of schools). These options examine the difference in the averages of the non-low income and the low income rows (see yellow cells of the matrix below). The same minimum criteria would apply to both options:

1. The 2-year average for each row must be at least 4.00;
2. At least 2 of the 5 cells in the row must be rated each year;
3. The Accountability Index must be at least 4.00 each year; and
4. There must be fewer than 10% students designated as gifted each year.

	Outcomes					
Indicator	Reading	Writing	Math	Science	Ext. Grad. Rate	Average
<i>Non-low inc. achievement</i>						Compare ↑ ↓
<i>Low inc. ach.</i>						
<i>Ach. vs. peers</i>						
<i>Improvement</i>						
Average						

Option 1 Give recognition to any school that has a difference between the row averages of less than 1 in both years.² If the above criteria were used in 2009, 30 schools would have been recognized in 2009 (18 elementary, 2 middle, 7 high, 3 comprehensive). This represents 1.4% of schools statewide.

Option 2 Give recognition to schools whose 2-year average in the non-low income and low income rows put them in the top 5%, based on the number of schools in each of the four grade levels: elementary, middle/junior, high and comprehensive (the smaller the difference, the higher the rank). If the above criteria were used in 2009, the same number of schools would have been recognized as Outstanding Overall Performance award (108) because both are based on the top 5% (the number could be slightly different due to the possibility of a tie).

Options 1 or 2 have the advantage of relying on the same Index matrix that is used for the other awards. It also recognizes that the achievement gap is driven primarily by differences in socioeconomic status. However, it does not highlight the gap among racial/ethnic groups.

² This includes when the low income row has a higher rating than the non-low income row.

OPTIONS 3 AND 4

Like the first two options, Option 3 and 4 also use either a criteria-referenced or a norm-referenced (top 5%) system. These options are based on concepts used in a modified matrix that was developed to examine subgroup results for possible AYP use. This matrix uses the same concepts as the Accountability Index³ but includes only the outcomes used for federal accountability (reading, math, extended graduation rate) and combines the two income-related indicators. A “row average” is calculated for each subgroup, as shown in the table below for a hypothetical high school. (This example reflects at least 10 students in each subgroup, but in reality, no school has at least 10 students in every group.)

Both Option 3 and 4 examine the average size of the gap between the four groups that have historically underperformed (American Indian, Black, Hispanic, Pacific Islanders) and the two groups that have historically performed at higher levels (Asian, White).⁴ The same minimum criteria would apply to both options:

1. The 2-year average for each row must be at least 3.50;
2. At least 4 of the 9 cells in the row must be rated each year; and
3. There must be fewer than 10% students designated as gifted each year in the school.

Subgroup	READING			MATH			EXT. GRAD. RATE			Average rating	Change from previous year
	Met Std. (All stud.)	Peers	Improve.	Met Std. (All stud.)	Peers	Improve.	Met Std. (All stud.)	Peers	Improve.		
American Indian	4	4	4	1	5	4	1	4	4	3.44	0.33
Black	3	3	3	1	3	5	1	3	2	2.67	-1.00
Hispanic	3	4	4	1	4	4	1	4	4	3.22	-0.11
Pacific Islander	4	4	4	1	5	4	1	4	4	3.44	0.22
Average	3.5	3.75	3.75	1	4.25	4	1	3.75	3.5	3.17	-0.17
White	5	4	4	3	3	4	3	4	4	3.78	-0.22
Asian	6	4	5	4	5	4	5	4	6	4.78	0.56
Average	5.50	4.00	4.50	3.50	4.00	4.00	4.00	4.00	5.00	4.28	0.17

Compare these

Option 3 Give recognition to any school that has less than a .50 difference between the row averages in two consecutive years. In the above example, the school would not receive recognition because (1) some of the row averages fall below 3.5 and (2) the difference between the average ratings for the two groups is more than .50 (the difference in this year was 1.11, or 4.28 – 3.17).

Option 4 Give recognition to schools whose difference in the 2-year average of the combined group rows puts them in the top 5%, based on the number of schools in each of the four grade levels: elementary, middle/junior, high and comprehensive (the smaller the difference, the higher the rank).

Results for the racial/ethnic subgroups have not yet been computed, so the number of schools that would have been recognized using the criteria for Options 3 and 4 is not yet known.

Options 3 and 4 have the advantage of focusing on the achievement gap between racial/ethnic groups. However, these options are more complicated because they rely on a different matrix than the other awards. Moreover, the performance of higher-income students of color may result in schools getting awards simply because they have a similar socioeconomic status.

³ For example, both use the same minimum N, benchmarks, and ratings, the results are combined across grades, and no margin of error is used.

⁴ Looking at the results of the special education or ELL groups is not recommended because students in these groups are included in the other groups.

APPENDIX A – CURRENT RECOGNITION SYSTEM

In March 2010 OSPI and State Board of Education announced the winners in the new recognition system based on the Accountability Index. Recognition was given to schools in six areas.

- The Outstanding Overall Performance award was given to schools whose 2-year Accountability Index average put them in the top 5%, based on the number of schools in each of the four grade levels: elementary, middle/junior, high and comprehensive.⁵ Each year schools had to have at least 10 cells of the 20-cell matrix rated and fewer than 10% students designated as gifted to be considered.
- Special Recognition awards were given to schools for high performance in **language arts** (reading and writing combined), **math**, **science**, and **extended graduation rate**. To receive this award, a school's overall (column) 2-year average was at least 6.00, at least 2 of the 4 cells in the column were rated each year, and there were fewer than 10% students designated as gifted each year.⁶
- The above awards required fewer than 10% of the students to be gifted each year. To ensure schools with gifted program would not be excluded, special recognition for a separate award was established.⁷ **Schools with a gifted program** (i.e., those with at least 10% gifted each year) received recognition when their 2-year average peer (row) ratings was at least 6.00.⁸

The table below shows how many schools received recognition in 2009. A total of 108 schools received the Outstanding Overall Performance award. Different index scores were required at each grade level because this award was given to the top 5%. A total of 125 awards were given for meeting the Special Recognition criteria. A total of 174 different schools received recognition in 233 areas, and 48 schools received recognition in more than one category.

Grade Band	# in top 5%	Index cut-off	Total awards
Elementary	53	5.280	70
Middle	19	4.875	26
High	20	4.910	52
Multiple	16	4.735	26
Total	108		174

Focus	Total awards
Lang. Arts	36
Math	10
Science	24
Grad rate	35
Gifted	20
Total	125

⁵ The “2-year average” refers to the average of data from 2008 and 2009. The top 5% is based on the total schools at that level in the 2009 index (this includes schools that did not receive an index).

⁶ For language arts, both reading and writing must have a 2-year average of at least 6.00 and at least 2 of the cells rated in each column each year.

⁷ Statewide, roughly 3% of all students receive this designation, so schools with 10% or more gifted students have much higher concentrations of highly capable students. The exclusion criterion prevents a school from receiving recognition simply because of its student composition.

⁸ Results for the peer indicators control for the types of students attending the school (the percent gifted, low income, ELL, special education, and mobile).

Washington State Board of Education
System Performance Accountability (SPA)
April 13, 2010

Achievement Gap Recognition

Dr. Pete Bylsma
SBE Consultant

Existing Recognition (6 areas)

- Recognition given for *Overall Outstanding Performance* using norm-referenced system
 - Top 5% of Index, by grade band (elementary, middle, high, comp.)
- *Special Recognition* given using criteria-referenced system
 - 2-year average of 6.00 in language arts, math, science, ext. grad. rate, gifted (among peers)

	Outcomes					
Indicator	Reading	Writing	Math	Science	Ext. Grad. Rate	Average
<i>Non-low inc. achievement</i>						
<i>Low inc. ach.</i>						
<i>Ach. vs. peers</i>						6.00* for gifted
<i>Improvement</i>						
Average	6.00*	6.00*	6.00*	6.00*	6.00*	Top 5%*

* Minimum 2-year average rating to earn recognition

INDEX

Recognition Results

174 schools recognized in 233 areas

(48 schools received multiple recognition)

Grade Band	# in top 5%	Index cut-off	Total awards
Elementary	53	5.280	70
Middle	19	4.875	26
High	20	4.910	52
Multiple	16	4.735	26
Total	108		174

Special Recognition

Lang. Arts	36
Math	10
Science	24
Grad. rate	35
Gifted	20
Total	125

Achievement Gap Recognition

- Criteria used this year were too stringent, so no schools were recognized
- OSPI/SBE want to give recognition for closing the achievement gap next school year
- Four options to consider
 - Options 1 and 2 use the Accountability Index matrix
 - Options 3 and 4 use modified matrix for subgroups
 - Options are either criteria-based or norm-based (top 5%)
- Other options are possible
(can also change details of proposed options)

Options 1 and 2

- Look at difference in average of non-low income and low income rows (see yellow cells)
- Same minimum criteria apply to both options
 - 2-year average for each row must be at least 4.00
 - At least 2 of 5 cells in the row must be rated each year
 - Accountability Index must be at least 4.00 each year
 - Must be fewer than 10% students designated as gifted each year

	Outcomes					
Indicator	Reading	Writing	Math	Science	Ext. Grad. Rate	Average
Non-low inc. achievement						Compare ↕
Low inc. ach.						
Ach. vs. peers						
Improvement						
Average						

Options 1 and 2

- **Option 1 (criterion-referenced)**

For any school that has a difference between the row averages of less than 1 in both years

30 schools would have been recognized in 2009 (18 elementary, 2 middle, 7 high, 3 comprehensive); 1.4% of schools statewide

- **Option 2 (norm-referenced)**

When a school's 2-year average in the non-low income and low income rows puts it in top 5%, given for each of the four grade levels—elem., middle/jr., high and comprehensive (the smaller the difference, the higher the rank)

108 schools recognized (same number as Outstanding Overall Performance award because both are based on the top 5%)

Options 3 and 4

- Look at difference in average of lower performing groups (Amer. Indian, Black, Hispanic, Pac. Is.) and higher performing groups (Asian, White)
- Same minimum criteria apply to both options
 - 2-year average for each row must be at least 3.50
 - At least 4 of 9 cells in the row must be rated each year
 - Must be fewer than 10% students designated as gifted each year

Results for Hypothetical School

Subgroup	READING			MATH			EXT. GRAD. RATE			Average rating	Change from previous year
	Met Std. (All stud.)	Peers	Improve.	Met Std. (All stud.)	Peers	Improve.	Met Std. (All stud.)	Peers	Improve.		
American Indian	4	4	4	1	5	4	1	4	4	3.44	0.33
Black	3	3	3	1	3	5	1	3	2	2.67	-1.00
Hispanic	3	4	4	1	4	4	1	4	4	3.22	-0.11
Pacific Islander	4	4	4	1	5	4	1	4	4	3.44	0.22
Average	3.5	3.75	3.75	1	4.25	4	1	3.75	3.5	3.17	-0.17
White	5	4	4	3	3	4	3	4	4	3.78	-0.22
Asian	6	4	5	4	5	4	5	4	6	4.78	0.56
Average	5.50	4.00	4.50	3.50	4.00	4.00	4.00	4.00	5.00	4.28	0.17

Options 3 and 4

- **Option 3 (criterion-referenced)**

Give recognition to any school that has less than a .50 difference between the row averages in two consecutive years

- **Option 4 (norm-referenced)**

*Give recognition to schools whose difference in the 2-year average of the combined group rows puts them in top 5%, given for each of the four grade levels—elem., middle/jr., high and comprehensive
(the smaller the difference, the higher the rank)*

No results computed yet for this matrix, so number of schools to be recognized is unknown

Advantages and Disadvantages

Options 1 and 2

- + Uses the same Index matrix as the other awards
- + Recognizes the achievement gap is driven primarily by differences in socioeconomic status
- Does not highlight the gap among racial/ethnic groups

Options 3 and 4

- + Focuses on gap between racial/ethnic groups
- Options are more complicated because they rely on a different matrix than the other awards
- Performance of higher-income students of color may result in schools getting awards simply because they have a similar socioeconomic status

Advantages and Disadvantages

Criterion-referenced system

- + No competition for award, supports cooperation among schools and districts
- Fewer schools recognized

Norm-referenced system

- + More schools recognized
- Could create competition

District Applicant Questions March 18-25, 2010

Reviewer Name: _____

District: _____ Date: _____

Scoring Guide		
0 points	3 points	5 points
<ul style="list-style-type: none"> -Response failed to answer the question -Response did not speak to any of the look fors -Response was vague or inconsistent with the SIG requirements 	<ul style="list-style-type: none"> -Response did not clearly demonstrate an understanding of the SIG requirements -Response addressed none or some of the look fors and district expressed an openness to new ideas -Response demonstrated some commitment to the SIG requirements 	<ul style="list-style-type: none"> -Response met or exceeded expectations -Responses were bold -Evidence of most of the look fors -Evidence the district is committed to the success of the grant -District was eager to learn how they can improve application and explore new approaches

Existing/prior efforts:

1. What are the previous actions the district has undertaken to address the academic achievement of the Tier I or Tier II school(s) identified in the SIG grant application? What evidence do you have that these efforts were or were not successful and how did that inform the development of your application?

Look fors: History of taking action to intervene in low performing schools; practices for monitoring implementation and impact of interventions; evidence of differences in their new proposal that reflect learning from past experience; evidence of effectiveness exists for those practices the district is planning to continue.

Bold/Disruptive change:

2. The SIG funding provides an extraordinary opportunity for bold and disruptive change in schools identified as persistently failing. Beyond replacing the principal, describe how your proposal is bold and disruptive?

Look fors: Challenges existing assumptions about schooling; includes ambitious, far-reaching goals; explores schedules and processes for teaching and learning that are different than the status quo; changes structures and relationships among those responsible for student learning; exploration of rewards for performance.

District Applicant Questions
March 18-25, 2010

3. This is an opportunity to create a school to meet the unique needs of the students you have. Imagine three years from now, your district is presenting to the USDOE on the effectiveness and impact of the model you put in place. What will you say about the boldness and effectiveness of your plan at ensuring the college and career readiness of your students?

Look fors: District leaders own responsibility for educating the children of their community and demonstrate a strong belief they can do so; plans respond to identified barriers to learning that exist currently; ambitious goals are expressed and realized with measurable indicators identified;

4. How are district leaders and local school board members leading the effort to challenge the status quo among your lowest performing schools?

Look fors: Evidence of intellectual engagement and research on rapid improvement; evidence of performance management – like work to identify and intervene in low performing schools; examples of leaders communicating with broad stakeholder groups to own the problem, express high expectations for all adults/students, and to generate shared understanding of a new vision for these schools; initial steps already taken to establish the necessary context and identify necessary personnel for challenging the status quo; stepping up to identified barriers; making clear change is not optional.

5. In the schools for which you've applied, what will be different for staff, students, parents and the community in the first week, month and quarter of next school year? What would be an expected "early win"?

Look fors: District leaders have staged the planning and implementation processes to consider necessary early wins; clear signaling of change for all stakeholder groups; high visibility and confidence of leaders; focus on a few, achievable priorities for year one; considerable staff time in summer preparation, high level of collaboration in the school year; orientation of students and families, possible summer entry activities to reset expectations and prepare students for success; strategies to monitor, sense of urgency signaling change; immediate implementation of monitoring activities; scheduled opportunities to celebrate successes at each of these marks.

District Applicant Questions
March 18-25, 2010

Central Office Changes

6. How will roles, actions and accountability of district central office personnel be aligned and differentiated to address the needs of each Tier I or Tier II school?

Look fors: Accountability for central office personnel established; restructuring of central office responsibilities to provide an increased ratio/amount of support to SIG schools; increased amount of time in SIG schools for central staff, including supervisors and assistance providers (coaches, directors, TOSAs, etc.); recognition of different needs between schools if the district has more than one eligible school; schedules and processes established for reporting monitoring and reporting progress.

7. To what extent will you require all faculty participation in the required actions of the selected model?

Look fors: Extended time, professional development, formative assessment, new evaluation system

Teacher and Principal Effectiveness/Assignment:

8. What competencies, skills and experiences will you seek in teachers for placement in the Tier I or Tier II schools? How will the district ensure that highly effective teachers are placed in persistently low-achieving schools?

Look fors: Belief in all students; strong desire, persistence, and planning to achieve outstanding student learning results; uses teaming and interpersonal influence to positively influence other faculty; applies problem solving strategies to overcoming student learning challenges; strong self-confidence, sense of self-efficacy, flexibility; potential use of NBCTs as teachers and leader; use of tiered evaluation system as an ongoing measure of effectiveness; work with the local education association to renegotiate collective bargaining agreements; use of nationally available resources to plan for this process, such as Public Impact turn-around competencies and selection guides.

District Applicant Questions
March 18-25, 2010

9. If you are not replacing the currently assigned principal, describe how this principal has already undertaken, in whole or in part, the required elements of the chosen intervention model. Elaborate on the principal's experience and success in turning around a low performing school.

Look fors: District's determination to not change the principal based on evidence beyond time in the job; required elements of the intervention model evident in new work of the last two years; measurable evidence of the principal's preparation and experience for turning around a low performing school.

10. In selecting a new principal, what competencies, skills and experiences will you seek that are different from those you typically seek in principal selection? How will you construct a selection process to best assess these competencies and skills?

Look fors: Results-driven orientation; ability to engage and motivating personnel; ability to use multiple forms of data to inform decisions, including data round instructional practices and classroom learning; ability to develop logical plans people can follow; ensures strong connection between learning goals and school activities; positive and creative orientation to ongoing problem-solving, willing to break norms; confidence, resilience and visibility. Selection process requires demonstration of skills through simulation activities, targeted questions that require applicants to detail their actions and thinking in past settings, and reference checks specific to the attributes noted; recognizes that evaluation of what candidates 'have done' is a stronger predictor of success than hearing what they 'will do'; input from participants around 'likeability' is mediated by an effective process focused on evidence with full central office oversight; use of nationally available resources to plan for this process, such as Public Impact turn-around competencies and selection guides.

11. The Turnaround and Transformation models require principal operational flexibility and principals in SIG schools will have significantly more resources, personnel and higher expectations. Given this, how will his/her support be different and discernable from his/her colleagues? What flexibility will you permit around personnel decisions, financial management, educational program, governance and operation?

Look fors: Recognition of needs particular to SIG principals as they relate to the demands of the job at the school site and internal district politics/culture; attention to how the district will mitigate the differentiated level of funding and supports available to tier I/II schools v. non-funded schools; acknowledgement of flexibility, autonomy in staffing, budget, calendar provided to principals and recognition of necessary training, coaching, and access to central office supports for a principal to be successful under these conditions; willingness to support dramatic change; hiring and firing, management, performance standards, curriculum instructional approaches, discipline policies, professional development and parental involvement calendar, length of the school day.

District Applicant Questions
March 18-25, 2010

Capacity/External Support:

12. Describe how the implementation and impact of your plan will be monitored.

Look fors: Recognition of both leading and trailing indicators of progress; attention to monitoring both implementation (Did we do it and to what extent?) and impact (What is the effect on staff and students?); formative, interim, and summative measures for reading and mathematics progress; calendar for ongoing review with frequent engagement of staff and students in analyzing progress; transparency of results through reporting progress to local board and others; thought toward how successes and shortcomings will be managed.

13. The State's task is to select districts that can demonstrate dramatic success in creating effective schools for high poverty, high ELL student populations. Why should your proposal be funded over others?

Look fors: Passion for a new level of success for the students of the school community; high sense of efficacy and energy to get going, building on steps already underway.

Side-by-Side Guide to Reauthorization

The Obama administration's blueprint for reauthorization of the Elementary and Secondary Education Act seeks to retain assessment, accountability, and other features of the existing law while offering states and school districts greater flexibility.

No Child Left Behind Act

- Teachers must be "highly qualified," meaning they demonstrate subject-matter proficiency and meet state certification requirements.
- States set their own academic standards.
- Perennially struggling schools can choose from a range of improvement options, the most popular of which is a broad category called "other methods of restructuring."
- The law requires all students to reach proficiency on state tests by the 2013-14 school year.
- There is no clear distinction between schools that miss achievement targets because all of their students are struggling vs. those that are having trouble with a particular subgroup of students, such as students in special education.
- Schools that miss achievement targets for two years in a row must let students choose another school, including a charter school. And those that miss targets for three years must offer students extensive tutoring.
- Student performance is measured using "status models," which compare different cohorts of students to one another.
- Schools that make strides in closing the achievement gap don't get any sort of special reward.
- States primarily rely on reading and mathematics tests to gauge student progress, although states must also test their students in science in specific grade spans.
- Students are tested in reading and math in grades 3-8 and once in high school.
- Student data are disaggregated by racial- and ethnic-minority group, as well as by special populations, such as English-language learners.

ESEA Renewal Blueprint

- States would have to come up with a definition of "effective teacher" and "highly effective teacher" based in part on student outcomes.
- States would have to adopt college- and career-ready standards, such as those being drafted by the Common Core State Standards Initiative.
- Struggling schools would have a list of four very specific options for turning around low-performing schools. In nearly all cases, the school's principal would have to be removed.
- A goal would be set making all students college- and career-ready by 2020, but that isn't a hard and fast deadline.
- Schools that are persistently low-achieving would be subject to a different set of interventions than those that miss achievement targets for one or two subgroups of students.
- Schools that don't meet achievement targets wouldn't automatically have to offer public school choice or tutoring.
- Student performance would be measured using "growth models," which look at individual student progress from year to year.
- Schools that make strides in closing the achievement gap would be rewarded with money and flexibility.
- States may choose to assess students in subjects other than reading and math, such as foreign language and history, and make those tests part of their accountability system.
- Students would be tested in reading and math in grades 3-8 and once in high school.
- Student data would continue to be disaggregated by racial- and ethnic-minority group, as well as by special populations, such as English-language learners.

SOURCES: U.S. Department of Education, *Education Week*

Obama Administration Blueprint for ESEA Reauthorization Overview

This Blueprint aims to keep what was positive about No Child Left Behind (NCLB) – the requirements to disaggregate assessment data to measure achievement gaps – while addressing the major criticisms of the existing law. The proposal intends to eliminate the ‘perverse incentives’ in NCLB, which encouraged states to lower standards and focus on test preparation.

Blueprint Elements:

- Replace the goal of ‘all students proficient by 2014’ with a focus on career and college ready students with a soft 2010 deadline. States would adopt new standards and set performance targets against the standards. The focus would be on improvement and growth, not just overall performance.
- States would adopt **career- and college- ready standards**, such as the Common Core Standards Initiative. Receipt of competitive grant funds would be contingent upon adopting new standards.
- Retain requirements to **test annually** in reading and math, but allow states to assess academic performance in additional subjects and measure additional factors such as school climate. Disaggregated data would transparent and public, as under NCLB.
- **Intervention in struggling schools:** The bottom five percent of schools must choose one of four turnaround models (Transformational, Turnaround, Restart, and Closure). The next five percent would be on a warning list and the state would have flexibility in determining research-based interventions. States would take aggressive action with schools that have the highest achievement gaps. States would take over Title I spending in schools that do not turn around within three years.
- Allow states **flexibility in intervening** with schools that do not meet achievement targets. States would provide different support for schools that, under old AYP rules, missed AYP in one area versus schools that did not meet the bar in multiple areas.
- Eliminate the NCLB mandate that struggling schools offer **school choice** and **supplemental educational services**, draining resources from already struggling schools.
- High-poverty schools, districts, and states that show success in **closing achievement gaps** would be recognized and rewarded with additional funding (“Reward” schools). Schools, districts, and states would be subject to consequences for lack of improvement (“Challenge” schools).
- States would ensure that effective teachers are equitably distributed among schools with high concentrations of high- and low- income students.
- Eliminate current “**highly qualified**” teacher requirements. States would create their own definitions for “effective teachers,” “highly effective teachers,” “effective principals” and “highly effective principals” using student performance as a major factor. Teacher and principal evaluation would be based on student performance. Formula funding (such as Title II) would continue as long as states are improving teacher and leader effectiveness.
- States would monitor the effectiveness of **teacher preparation programs** and invest more in programs with strong outcomes for students.
- Expanding high performing **charter schools** and autonomous public schools.
- **English Language Learners (ELL):** states would create new criteria for identification of

students as ELL, determining eligibility, placement, and duration of support. States would create a system for evaluating the effectiveness of ELL instructional programs and provide information on achievement of ELL subgroups.

- Additional funds would be available through competitive grants to states. Multiple smaller programs would be rolled into these projects or eliminated (e.g. Reading is Fundamental, Mathematics and Science Program).
 - **Literacy**: States would be required to develop a statewide pre-K–12 literacy plan (Washington currently has a K–12 literacy plan, one of only a few states). States could compete for funds to sub-grant to districts to implement comprehensive literacy programs.
 - Science, Technology, Engineering, and Math (**STEM**): States would be required to develop statewide STEM plans and improve STEM instruction statewide.
 - **Well-rounded Education**: states, high need districts, and non-profit partners could compete for competitive grants to strengthen instruction in the arts, world languages, history, civics, financial literacy, and environmental education.
 - **College Pathways and Accelerated Learning**: states could compete for competitive grants to increase access to college and accelerated learning opportunities.

Support is widespread:

Overall, the blueprint has been received positively by Council of Chief State School Officers, National Association of State Boards of Education (NASBE), National School Boards Association (NSBA), the Alliance for Excellent Education, and other policy groups. The Office of Superintendent of Public Instruction has issued a set of legislative recommendations, many of which are aligned to the blueprint themes. Congress is generally supportive of the themes of reauthorization and attempts to remedy long-standing problems with NCLB. Specifically, these stakeholders are generally supportive of the move toward common core standards to ensure that students are college and career ready, elimination of school choice and tutoring, elimination of the requirement that all students are proficiency by 2014, and the use of growth models to look at student performance from year to year.

Some concerns expressed:

The National Education Association (NEA) and American Federation of Teachers (AFT) do not want to see teacher evaluation or pay linked to student achievement. They argue that teachers have too much responsibility and not enough authority.

Only teachers' unions have expressed overall opposition to the blueprint:

- **NASBE, NSBA, Senator Patty Murray, and others** are concerned about linking Title I funding to adoption of common core standards.
- **Senator Murray** wants to ensure Title II funding levels are not reduced or replaced by competitive grants.
- Multiple stakeholders have expressed concern about the move to making more funds available on a **competitive** basis rather than formulas.
- **Rural** schools and districts may not have the staff capacity to compete for funds. Evaluating teachers and principals based on a very small number of students is problematic.
- **Charter schools** have been criticized as a 'siphoning' of declining public funds away from public schools with little research to back them up.
- Questions have been raised about the effectiveness of the four **turnaround school models** and the research (or lack thereof) behind them.

Budget Highlights:

Under President Obama's FY 2011 budget request, the Department of Education would receive \$49.7 billion, an increase of 7.5%. Many programs would be consolidated or eliminated. More funding streams would be competitive than in past years (additional \$3 billion). Overall, an additional \$1 billion would go to K-12 programs:

- Title I would be renamed "College-and-Career Ready Students" and would be flat funded.
- IDEA would receive \$11.8 billion, a 2.2% increase.
- Title II would receive a cut of \$500 million.
- Race to the Top would receive an additional \$1.35 billion and competition would open up to districts.
- SIG grants would be renamed "School Turnaround Grants Program" and increased to \$900 million, a 65% increase.

New programs include:

- \$405 million for pathways to teaching program, adding alternative routes to teaching.
- \$490 million for charter schools.
- \$950 million for Teacher and Leader Innovation Fund to promote 'bold' ways of rewarding and advancing teachers and leaders.
- \$2.5 billion for Effective Teachers and Leaders Grants to recruit, prepare, reward, retain effective teachers.
- \$450 million for states to work with nonprofits and higher education to improve reading and writing instruction.

Eliminated programs:

- \$3 billion for Improving Teacher Quality State Grants program and \$950 million for Teacher Incentive Fund (both rolled into new Teachers and Leaders Innovation Fund).
- \$250 million for Striving Readers program, \$66.5 million for Even Start Family-literacy program, and \$25.6 million for National Writing Project (all collapsed into reading and writing instruction program, above).

Sources:

- A Blueprint for Reform: <http://www2.ed.gov/policy/elsec/leg/blueprint/index.html>
- EdWeek Articles: Obama Budget a Blueprint for Ed. Dept. Overhauls (2/5/2010) http://www.edweek.org/ew/articles/2010/02/05/21budgetweb_ep.h29.html
- Budget Summary on Ed.Gov <http://www2.ed.gov/about/overview/budget/statetables/11stbyprogram.pdf>
- OSPI: <https://www.k12.wa.us/Esea/pubdocs/WaStateLegRecomforReauthorizationofESEA.pdf>
- NASBE: <http://nasbe.org/index.php/press-releases/946-nasbe-principles-for-esea>
- CCSSO: <http://www.ccsso.org/content/pdfs/ESEA%20Task%20Force%20Policy%20Statement%20310.pdf>
- NEA: <http://www.nea.org/home/1335.htm>
- Alliance for Excellent Education: <http://www.all4ed.org/files/ESEAREcs.pdf>

**Washington Ed Reform Plan Goals Three and Four
And Innovation Clusters**

Education Reform Plan Goals	Opportunities for Improving Performance	State Strategies	Key Local Initiatives	Specific Measures
<p>3. Attain high academic standards regardless of race, ethnicity, income, or gender</p>	<p>NAEP Reading Results 2009 Grade 4: white – black gap – smaller than the nation, but seems to be growing. 2003 was the smallest gap listed in the report (14) and it is now 20.</p> <p>Grade 8: white – black gap – now larger than the nation; however, black Washington students perform on par with their peers (just further behind white Washington students than the rest of the nation). Trend for last three years is that the gap is growing.</p> <p>Grade 4: ELL – non-ELL gap – Washington has a much greater gap than the nation as a whole, and Washington’s ELL students are performing significantly lower than their peers in the nation.</p> <p>Grade 8: ELL—non-ELL gap – Washington has a much greater gap than the nation, and the gap is growing. Only four other states have a gap this big: Massachusetts, Nevada, New York, and Rhode</p>	<p>Increase quality of teachers by supporting high quality professional development aligned to the Common Core to ensure all teachers have the tools and skills they need.</p> <p>Increase equity of distribution of great teachers and principals across all schools and districts.</p> <p>Increase the number of pre-K and all day kindergarten programs.</p> <p>Increase the focus on low achieving schools to make systemic changes through four federal turnaround models.</p> <p>Support districts and schools in implementing comprehensive research-</p>	<p>Close the P-13 Achievement Gap – focusing on achievement gaps within P-13.</p> <p>Improve outcomes for all students in an aligned, strategic, research-based system, using approaches such as:</p> <ul style="list-style-type: none"> • P-3 aligned systems, pre-K numeracy and literacy. • Research-based models such as Response to Intervention (RTI). • Positive Behavior Intervention Support (PBIS). • Jobs for America's Graduates (JAG). • Credit retrieval and dropout prevention strategies. • Approaches informed by brain research. 	<p><i>We will need to start with our baseline and then develop expected increases by a certain date.</i></p> <p>Closing the achievement gaps on NAEP and Washington Assessments using current baseline.</p> <p>Percent proficient or advanced on NAEP.</p> <p>Percent proficient or advanced on state assessments.</p>

**Washington Ed Reform Plan Goals Three and Four
And Innovation Clusters**

Education Reform Plan Goals	Opportunities for Improving Performance	State Strategies	Key Local Initiatives	Specific Measures
	<p>Island.</p> <p>NAEP Math Results 2009</p> <p>Grade 4: white – black gap – Washington black students perform between five and 11 points higher than their national peers (with the exception of 2007, when Washington’s black students performed the same as their national peers). Although there is a persistent gap, performance is improving at the same rate as white students in Washington.</p> <p>Grade 8: white – black gap – smaller than the rest of the nation (26 points versus 32). Washington’s black students’ performance is slightly better than national peers (four to seven points over the past three years) and is slowly improving.</p> <p>Grade 4: ELL – non-ELL gap – Washington has a slightly larger gap than the nation as a whole (six points in each of the last two years) and the gap has grown slightly since 2003. There has been no ELL improvement since 2003.</p>	<p>based instructional models, including comprehensive assessment systems: screening, diagnostic, progress monitoring/benchmarking, and outcome assessments; high quality initial ('core') instruction, and research-based intervention when needed.</p>	<p>Prevent academic failure by intervening with students in early elementary years when screening and other assessments indicate they are struggling.</p> <p>Modify school calendar and provide extended learning opportunities.</p>	

**Washington Ed Reform Plan Goals Three and Four
And Innovation Clusters**

Education Reform Plan Goals	Opportunities for Improving Performance	State Strategies	Key Local Initiatives	Specific Measures
	<p>Grade 8: ELL – non-ELL gap – Washington has a larger gap than the nation as a whole and it is also much larger than the grade 4 gap. Since 2003, ELL achievement has not grown, while white students have grown steadily (seven points in since 2003).</p>			

Education Reform Plan Goals	Opportunities for Improving Performance	State Strategies	Key Local Initiatives	Specific Measures
<p>4. Graduate college and career ready</p>	<p>High school graduation requirements are not currently aligned with the Higher Education Coordinating Board (HECB) minimum entry requirements.</p> <p>Graduation rates have remained flat for the past three years: 2005-06=75% 2006-06= 77.5% 2007-08= 77%</p> <p>Washington ranks in the lowest five states for high school graduates immediately enrolling in college after high school (PostSecondary Education Opportunity Sept 2008).</p>	<p>Invest in guidance counseling programs such as Navigation 101.</p> <p>Invest in the Higher Education Coordinating Board's (HECB) College Bound Scholarship Program.</p> <p>Invest in supporting college credit programs.</p> <p>Align high school graduation requirements with HECB minimum college entry requirements/SBE Core 24, and make investments to support new graduation requirements.</p> <p>Increase students of color and ELL meeting HECB minimum college entry requirements.</p> <p>Invest in skills certificate programs that will pay family wage jobs.</p>	<p>Create strong middle school and high school guidance counseling programs such as Navigation 101.</p> <p>Recruit more eligible 7th and 8th grade low income students for the College Bound Scholarships for low income 7th and 8th graders to cover college tuition and books at public college in Washington.</p> <p>Provide more college credit opportunities for students through Running Start, Advanced Placement (AP) and International Baccalaureate (IB) online programs, etc.</p> <p>Offer courses and programs to deliver content aligned with standards and HECB minimum requirements</p>	<p><i>We will need to start with our baseline and then develop expected increases by a certain date.</i></p> <p>Percent of 7th and 8th grade low income students who sign up for College Bound Scholarship program.</p> <p>Percent of 8th grade students with high school and beyond and or learning improvement plans.</p> <p>Percent of students scoring college ready on a high school assessment.</p> <p>Percent of students earning college credit from Advanced Placement (AP) and International Baccalaureate (IB) exams.</p> <p>Increase percentage graduating from high school within five years from 77% to 90% by 2014.</p> <p>Number of students earning \$10 an hour after graduation.</p>

Education Reform Plan Goals	Opportunities for Improving Performance	State Strategies	Key Local Initiatives	Specific Measures
			<p>to students to prepare them for college and career success.</p> <p>Increase pathways to apprenticeship programs and skills certificate programs.</p>	<p>Earning rank in top five states for high school graduates enrolling immediately in college.</p> <p>Increase college retention rate.</p>

INNOVATION CLUSTERS for COMPETITIVE APPLICATIONS

Race to the Top Criteria	State Commitment	Detailed Ideas for Districts to Consider Under Clusters	Optional or Required Component
<i>Washington Innovation 'Clusters'</i>			
<p>Turning Around the Lowest-Achieving Schools</p> <p>Turning around the persistently lowest-achieving schools</p>	<p>INNOVATION CLUSTER FOCUSED ON PERSISTENTLY LOWEST-ACHIEVING (PLA) SCHOOLS</p> <p>State will provide technical and instructional assistance to Title I and Title I eligible schools identified in the lowest ten percent of the persistently lowest achieving schools:</p> <ul style="list-style-type: none"> ○ Implement one of the four federal models, and rapid improvement and turnaround practices. ○ Participate in leadership training through Washington State Leadership Academy. ○ Scale practices within and outside of the cluster. 		<p>OPTIONAL Requires initials of Superintendent HERE:</p> <hr/> <p>Name of District HERE:</p> <hr/>
<p>State Success Factors Building strong statewide capacity to implement, scale up, and sustain proposed plans</p>	<p>INNOVATION CLUSTER FOCUSED ON IMPROVING COLLEGE AND CAREER READINESS AND CLOSING THE ACHIEVEMENT GAP</p> <p>The State will provide competitive funding opportunities for LEAs to take a <u>comprehensive systemic approach</u> to:</p> <ul style="list-style-type: none"> • Close the P-13 Achievement Gap – focusing on achievement gaps within P-13, early learning, ELL, cultural competency, dropout prevention [for example, using models such as Response to Intervention (RTI)/Positive Behavior Intervention Support (PBIS), Jobs for America's Graduates (JAG), P-3 aligned systems, preK numeracy and literacy, credit retrieval, approaches based on brain research]. <p>and/or</p> <ul style="list-style-type: none"> • Increase Academic Rigor to Enhance College and Career Readiness and the alignment of high school graduation requirements with the minimum Higher Education Coordinating Board's college entry requirements, courses that lead to college credit, and the guidance to prepare for college and careers [for example, AP courses, International Baccalaureate, AP-CTE courses, Project Lead the Way, AVID, and/or college preparation incentives, and/or Navigation 101]. 		<p>OPTIONAL Requires initials of Superintendent HERE:</p> <hr/> <p>Name of District HERE:</p> <hr/>

Classroom Observation Study

Hawthorne Elementary School

Seattle School District

February 23, 2010



Classroom Observation Study

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

The BERC Group, under contract, for
District and School Improvement and Accountability
Office of Superintendent of Public Instruction

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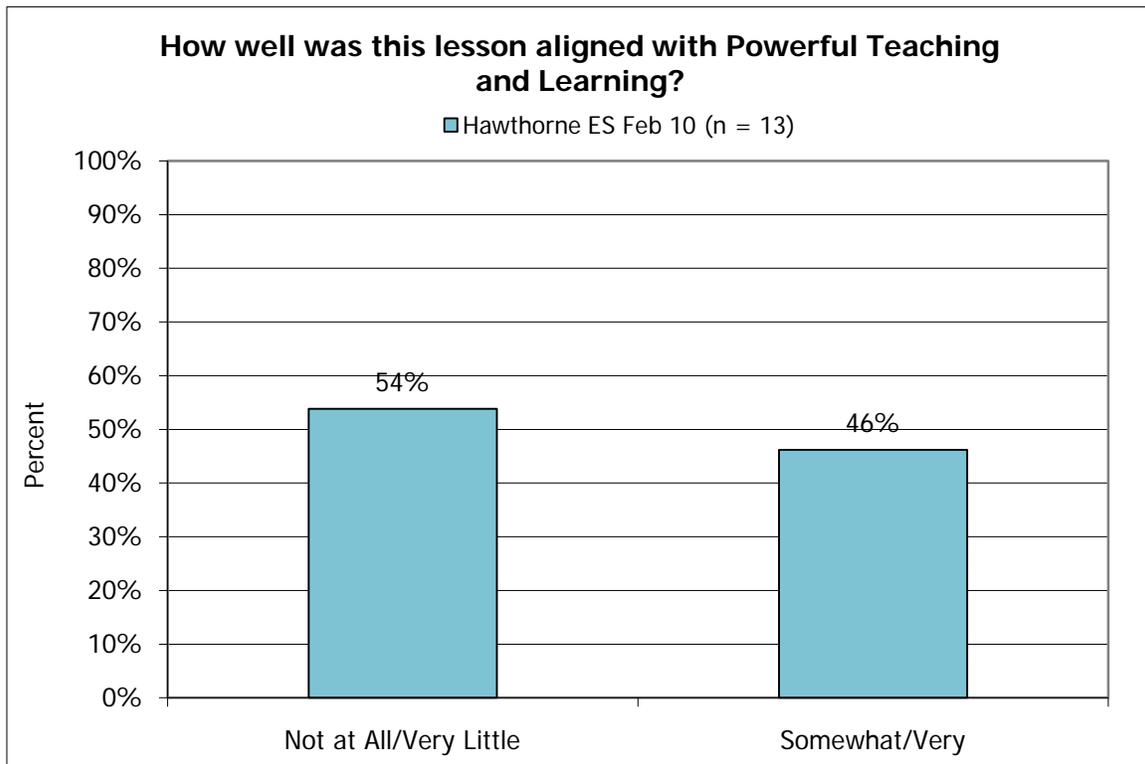
Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

STAR Classroom Observation Study

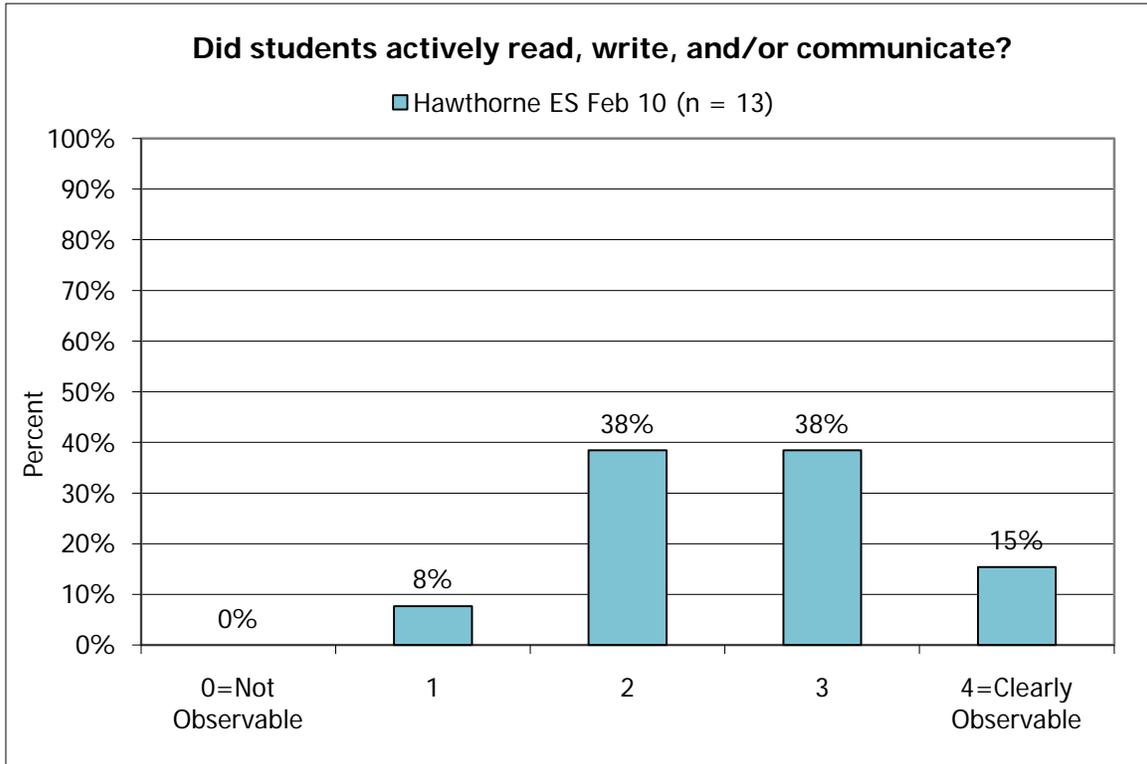
The STAR Classroom Observation Protocol™ is a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during a classroom observation. As part of the design of the STAR Protocol, only the most significant and basic indicators are used to determine the presence of Powerful Teaching and Learning™. Thus, the STAR protocol allows for ease of use with any classroom observation and aligns with the educational improvement goals and standards for effective instruction. The STAR Protocol helps participants view Powerful Teaching and Learning™ through the lens of 5 Essential Components and 15 Indicators.

The goal of this data collection is to determine the extent to which general instructional practices throughout the school align with Powerful Teaching and Learning™. Findings within this report highlight Hawthorne Elementary School's STAR classroom observation results for 2010. The results for the Essential Components are shown on pages 2 through 4, and the results for the Indicators are on page 5. A summary and recommendations are included at the end of the report.

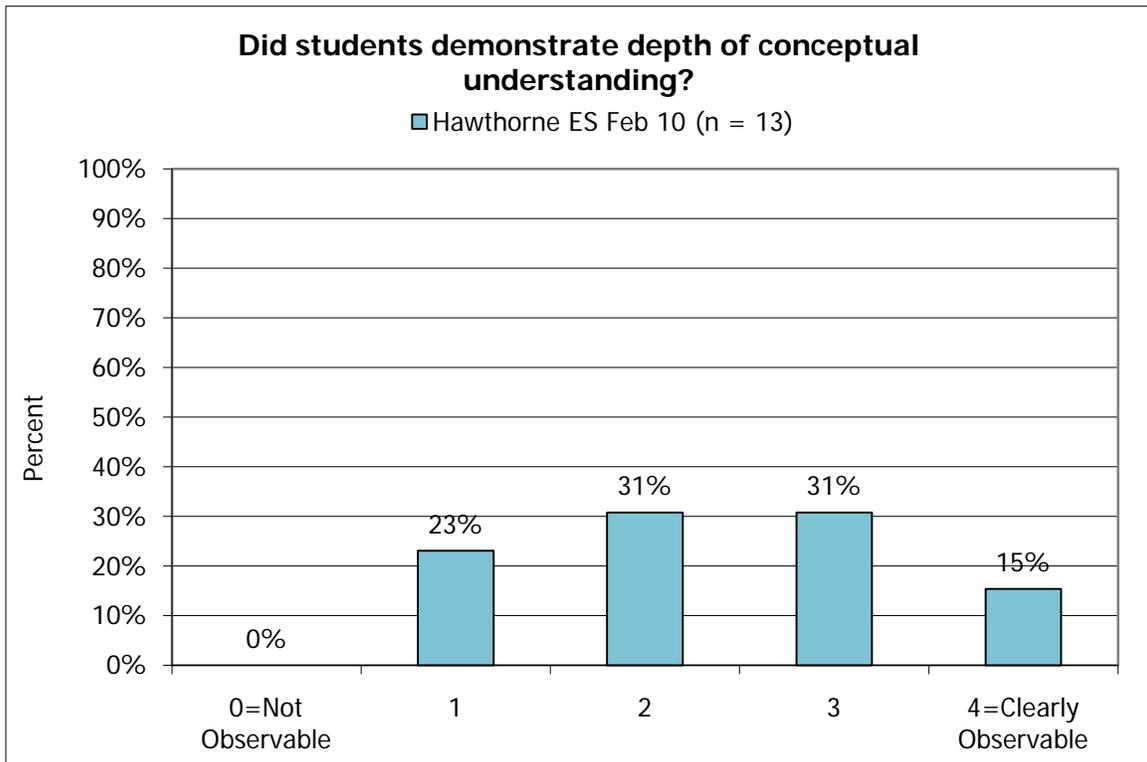
OVERALL RESULTS



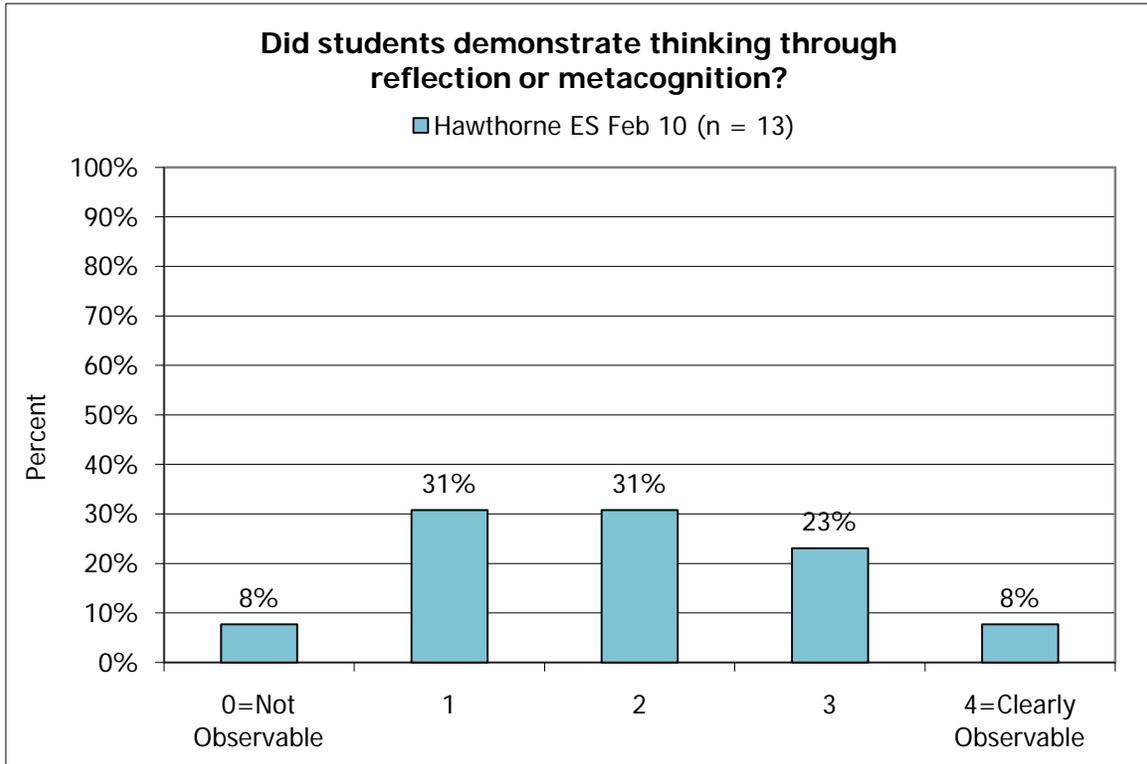
SKILLS



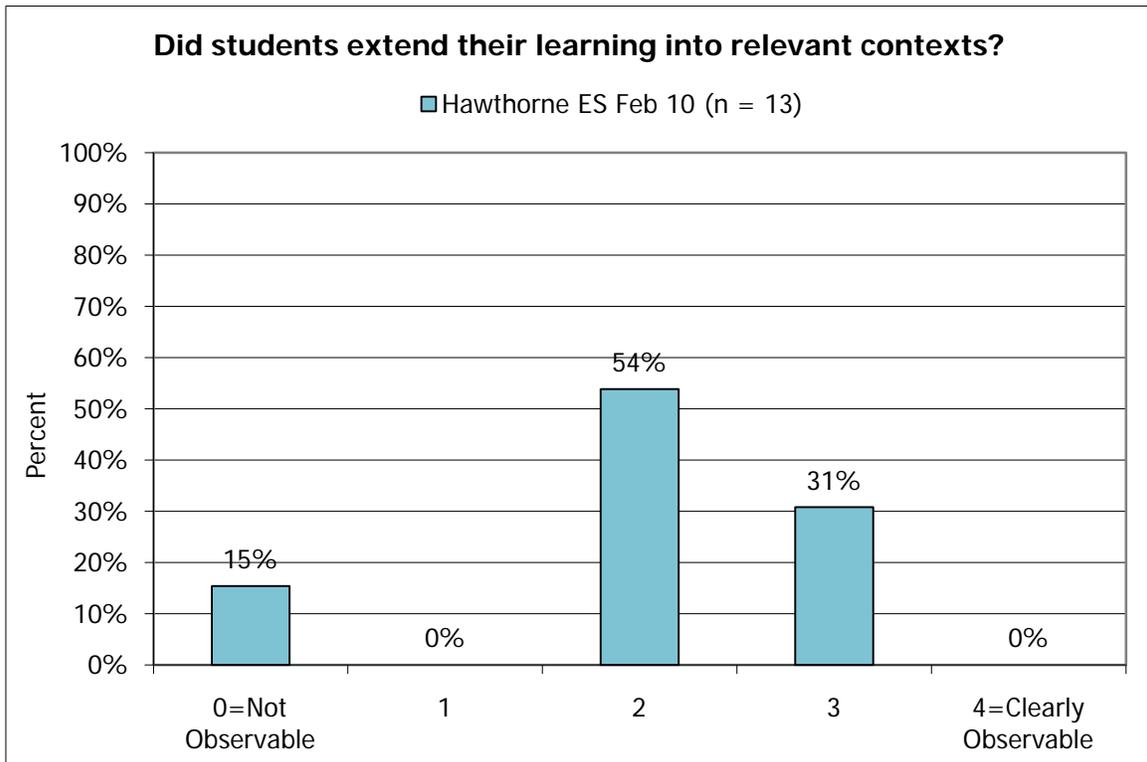
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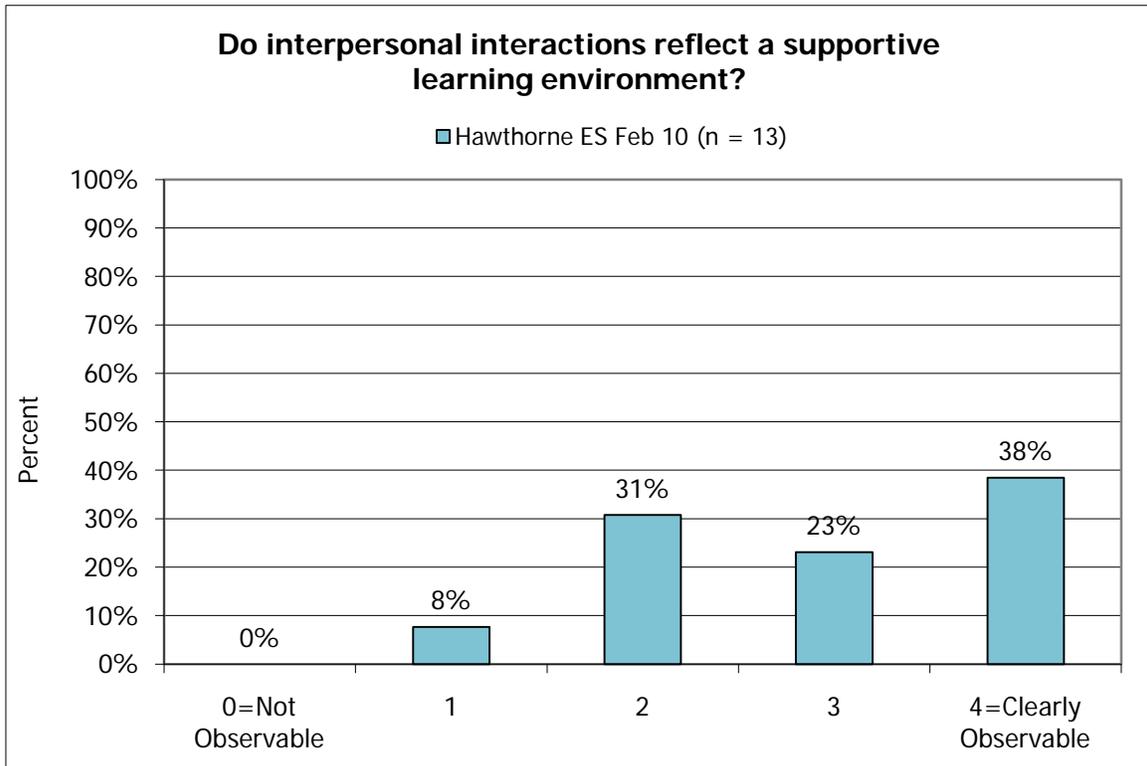
THINKING



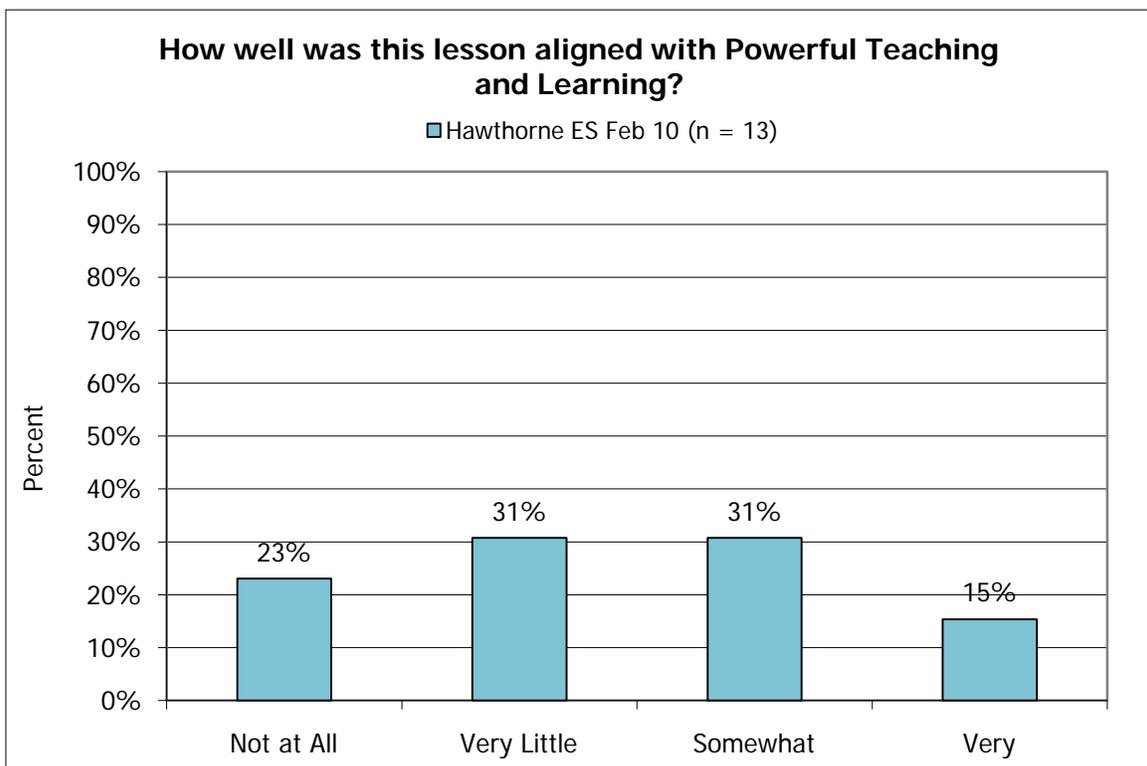
APPLICATION



RELATIONSHIPS



OVERALL (SCALES 1-4)



Disaggregated STAR Indicator Results

<i>Skills Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating.	0%	8%	38%	15%	38%
				54%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	0%	23%	31%	31%	15%
				46%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	0%	15%	46%	23%	15%
				38%	
<i>Knowledge Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
4. Teacher assures the focus of the lesson is clear to all students.	0%	8%	15%	46%	31%
				77%	
5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and to develop conceptual understanding, not just recall.	8%	38%	15%	31%	8%
				38%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	15%	23%	15%	38%	8%
				46%	
<i>Thinking Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	8%	23%	46%	15%	8%
				23%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	15%	38%	0%	31%	15%
				46%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	15%	31%	31%	23%	0%
				23%	
<i>Application Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	15%	0%	54%	15%	15%
				31%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	23%	0%	62%	15%	0%
				15%	
12. Students produce a product and/or performance for an audience beyond the class.	100%	0%	0%	0%	0%
				0%	
<i>Relationships Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	0%	23%	15%	62%
				77%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	23%	23%	31%	8%	15%
				23%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	0%	15%	38%	23%	23%
				46%	

Summary and Recommendations

Overall, researchers observed instruction aligned with Powerful Teaching and Learning™ in 46% of the lessons. The *Relationships* component scored highest on the Protocol and reflected supportive learning environments in the majority of classroom observations. To ensure continuous improvement, we recommend that staff members explore three specific Essential Components of the STAR Classroom Observation Protocol™ :

Skills: The *Skills Component* scored at a moderate level on the Protocol, with 53% of the lessons scoring a 3 or 4. In many classrooms there were evidence of students actively reading, writing, and/or communicating to develop skills. However many of these activities focused on recall or copying of information rather than conceptual understanding. To increase opportunities for students to develop skills at a conceptual level, we recommend staff members provide more opportunities for students to organize, sequence, interpret, and/or evaluate information through activities such as sharing problem solving in front of the class, making predictions, analyzing information, identifying what is essential, and writing it in their own words. The use of questions, cues, and graphic organizers will allow students to acquire and represent information.

Thinking: The *Thinking Component* scored at a low level on the Protocol, with 31% of the lessons scoring a 3 or 4. While Indicator 8 showed 46% of lessons showing evidence of students developing or demonstrating effective thinking, Indicators 7 and 9 were slightly lower. Researchers observed only a few classrooms in which effective questioning strategies were used. We recommend teachers focus their efforts on developing higher-order questions that allow students to articulate their thinking strategies, express their opinions, and to make connections to text or self. Two techniques that are likely to make a difference are (1) probe correct responses with two to five follow up questions, and (2) if more than half the students raise their hand to respond have them turn and talk to a partner before sharing with the class. This allows multiple responses to a question and allows students to explain their thinking to peers.

Application: The *Application Component* also scored at a low level on the Protocol, with 31% of lessons scoring a 3 or 4. Researchers observed some instances of teachers and/or students making personal connections and relating subject matter to other subject areas. Examples included students envisioning clouds and referencing to the clouds outside, before they read a story about clouds. In another class students were coming up with real world examples of things that are yellow when learning about the color, and sharing "Stories About Me" with the class. Students benefit from these experiences and connections, and it is recommend that teachers find more ways to connect learning within and beyond the classroom to make lessons relevant for students. We recommend staff members work together to generate additional ideas for extending student learning. Referring to the three Indicators, it is a reasonable strategy to incorporate Indicators 10 and 11 in each lesson and Indicator 12 every month.

STAR Classroom Observation

Reflection Page

Use this page to take notes, synthesize information, draw conclusions, and make plans

General observations, comments, questions regarding the data

What is/are the highest scoring Essential Component(s)? _____

What is/are the lowest scoring Essential Component(s)? _____

What is/are the highest scoring Indicator(s)? _____

What is/are the lowest scoring Indicator(s)? _____

What are some areas that we could all focus on? _____

What should we do next? _____

Additional Notes

School and Classroom Practices Study

Hawthorne Elementary School

Seattle Public Schools

February 23, 2010



School and Classroom Practices Study

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

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Hawthorne Elementary School School and Classroom Practices Study

Introduction

The purpose of this report is to assist Seattle School District (SSD) in identifying a federal intervention model appropriate for Hawthorne Elementary School (HES) and to inform the district School Improvement Grant application. Information about district level practices and policies will be reviewed to identify potential barriers in district policy and practices that may impede the district's ability to implement an intervention. The report also includes information from a classroom observation study focusing on instructional practices within the school and a study of the alignment of school structures and practices with OSPI's *Nine Characteristics of High Performing Schools*. This report is intended to be formative in nature to assist in the ongoing implementation of improvement goals and action plans at the school and district levels.

Evaluators obtained information during a site visit on February 23, 2010. Forty-one people, including district and building administrators, union leaders, certificated and non-certificated staff members, counselors, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 13 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed information gathered through the District and School Improvement Accountability office. The additional information includes school and district improvement plans, collective bargaining agreements, salary allocation model, student achievement data, and additional school documents.

The following section includes an overview of the district findings. This is followed by a detailed review of the schools alignment to the *Nine Characteristics of High Performing Schools*. The report concludes with a summary, recommendations, and an appendix that supports the recommendation rationale.

District Level Findings

Introduction

The purpose of this report is to assist district administrators in identifying the most suitable school improvement model: Closure, Restart, Turnaround, and Transformation. The tables in the Appendix of this report address the turnaround model and the transformation model. Due to continuing contract statutes within Washington State and the resulting limitation on replacing or rehiring tenured teachers, evaluation of the turnaround model can only occur if the district has:

- (1) a commitment from the local bargaining unit to calendar sessions to negotiate an MOU or other agreements on processes for moving forward with the identified persistently lowest achieving school and the desired federal model
- (2) a flexible reassignment/transfer process within its collective bargaining agreement,
- (3) school staff in other schools who possess the necessary competencies for a turnaround model, and
- (4) a sufficient threshold of schools and staff to allow for effective use of the reassignment/transfer process from and to the school under review.

For the human resource management aspects of the turnaround and transformation model it is important that the entire district program be considered, in that the district remains a single workforce and the leadership and staff will continue to shift over time through normal and uncontrolled movement and attrition. Addressing the same human resource management aspects across the district will provide for the immediate needs of the school(s) under review as well as a sustainable system over time and lessen the likelihood of other schools falling into the low-achieving category.

The restart model and the school closure model are not addressed, in that the factors considered for turnaround and transformation are not relevant to either model. Should the school make a grant application decision to implement either a restart model or school closure model, the school would be required to declare the administrator(s) and staff as excess and implement the reduction-in-force provisions of the existing collective bargaining agreement. All districts have reduction-in-force procedures in existence to determine the placement and/or termination of staff. It is noted, if school closure is not an option due to the absence of higher performing schools within the district for the students to attend. The "restart" model is a limited option in that specific legislative authority would be required to create a charter school. Districts, however, may consider the Education Management Organization ("EMO") model.

District Overview

Seattle School District employs approximately 3,500 teachers serving 45,700 students. Two elementary and one high school fall within the 5% criteria. The high school has a student enrollment of 728, and the elementary schools have enrollments of 282 and 324. The high school is designated to become a STEM (Science, Technology, Engineering and Math) school for 2010-11. Hawthorne Elementary School principal is in the first year of assignment. In selecting the principal, the district identified and considered turnaround competencies in the presence of proven success in turnaround environments and the ability to change structure, culture, instructional process, and community engagement (i.e., they "have" walked the talk

Seattle is well ahead of the power curve on selecting and adapting school improvement models under the grant and on the assumption of grant approval. To give credence to this assumption and the commitment, the district, and the union are moving in partnership with the grant requirements.

The high school principal is currently in the second year of assignment, while one elementary principal is in the first year of assignment, and the other elementary principal in the fifth year. In selecting the two principals, the district identified and considered turnaround competencies in the presence of proven success in turnaround environments and the ability to change structure, culture, instructional process, and community engagement (i.e., they "have" walked the talk). The district has notified the 5 year principal of the district's intent to reassign. The district envisions an external recruitment to replace the principal.

The union and the district have an excellent partnership and have a shared commitment to address the needs of the three schools. To that end, the union has reached agreement with its leadership to support a transformation model. The union gave strong consideration to a turnaround model but concluded in part that teacher turnover is part of the problem with the schools and stabilizing the teaching corps was more critical. The association is supporting use

of site-based candidate screening and selection processes, without strict contract rules, for the selection of new teachers to the schools. This will allow the opportunity to build more cohesive teams without being bound by seniority-based systems.

The district has planned a series of group meetings to share the grant requirements and strategies, receive comments, suggestions, and feedback on specific teaching and learning initiatives to introduce in the schools. Meetings will focus on teachers, community and parent groups. These meetings will help identify the initiatives to be undertaken and the associated professional development strategies to support the initiatives. The district is committed to a strong accountability system from the district office for monitoring and managing the turnaround process. The assignment of a turnaround director is being considered for the three schools. A turnaround director would also serve as the primary interface between the schools and the district regarding the turnaround process to assure timely and quick attention to turnaround issues. The district sees the grant requirements as an opportunity to make a great leap forward in each of these areas in cooperation with the union.

The district recognizes that the level of instruction is not consistently high and that there have been contractual limitations on directing teacher professional development. Performance emphasis on instruction and learning leadership for principals, and on a more modern and comprehensive teacher competency model, is in need of improvement. The district has recently created a leadership development position and is in the process of creating a leadership program. This work is in concert with the Center for Educational Leadership at the University of Washington.

The district initiated development of a new performance management process a year ago in partnership with the union. Building of the Framework for Teaching (Danielson), the team has identified a new set of competencies and is nearly a pilot process. The model is intended to drive professional growth and development and includes a more expansive rubric for identify where a teacher's skill level lies between undeveloped and outstanding. The schools identified in the grant provide a unique opportunity to pilot the model for eventual application district-wide.

Under the grant, the district's objective is to avoid the sustainment issue by identifying and seeking out those professional development initiatives that will be self-sustaining. One example is creating a stronger and more directed professional learning community environment. Currently, PLC's are not subject to a rigid protocol. Initially teachers would be compensated for additional time invested in PLC's, but would eventually embrace the practice and essence of PLC's in their normal planning activities. The district is in the developmental stages of the data warehouse and needs to move quickly to allow teachers access to the information that will inform and guide instruction and provide the basis for measuring student growth. The union supports a student growth model (utilizing the Colorado Growth Model) in which students are compared to other students who enter at the same level (e.g., students aren't compared at grade-level per se, but rather at performance level and resulting growth.)

The district is one year into the development and implementation of a district-wide accountability system. The system defines what is to be accomplished, how it will be measured, what tools will be used to track progress, and the consequences of failing to make progress. Each school and each central office has a scorecard on progress and quarterly

meetings are used to review progress using a red, yellow, green rubric. The school level scorecard is used to drive differentiated support from the district. The superintendent visits schools in improvement on a monthly basis to follow-up on “to do’s” from the previous month and set new “to do’s” for the upcoming month.

School and Classroom Level Findings

Using data collected through the School and Classroom Practices Study, team members reached consensus on scoring decisions for 19 Indicators organized around the *Nine Characteristics of High Performing Schools*. Each Indicator was scored using a rubric along a continuum of four levels that describe the degree to which a school is effectively implementing the Indicator. The four levels are:

- 4 – Leads to continuous improvement and institutionalization (meets criteria in column 3 on this indicator plus additional elements)
- 3 – Leads to effective implementation
- 2 – Initial, beginning, developing
- 1 – Minimal, absent, or ineffective

Indicators with a score of a 3 or above represent strengths in the school, whereas Indicators with a score of 2 or below warrant attention. Recommendations in this report do not address each Indicator, but instead focus on a few priority areas. School and district staff members should review this report and accompanying recommendations with the realization they are based on a snapshot in time, and some school improvement efforts may already be underway but were just not evident. The school plan should be developed or revised to select, to implement, and to monitor the recommendations deemed most appropriate and critical to improving student achievement.

Table 1 includes rubric scores for all the Indicators.

Table 1

Indicator Scores for the Nine Characteristics of High Performing Schools

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	2
High Standards and Expectations for All Students	
Academic Focus	2
Rigorous Teaching and Learning	2
Effective School Leadership	
Attributes of Effective School Leaders	3
Capacity Building	2
Distributed Leadership	2
High Levels of Collaboration and Communication	
Collaboration	2
Communication	2
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	2
Instruction	2
Assessment	2
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	3
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	2
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	3
Personalized Learning for All Students	2
High Levels of Family and Community Involvement	
Family Communication	3
Family and Community Partnerships	3

Clear and Shared Focus

Everyone knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	2

Core Purpose – Student Learning The mission statement for Hawthorne Elementary School is displayed prominently in communication materials to parents, and the majority of Hawthorne staff members were able to identify that they are preparing students for high school and to be successful in the future. However, the school's mission and belief statements do not specifically mention student learning, raising the bar for all students, and closing achievement gaps.

When the staff was asked about how they view their mission and beliefs, most interviewees spoke about student learning, creating an excitement about learning, conveying an attitude that every student can be successful, getting the students to standard, and involving parents in their children's education. Parents spoke about a positive learning environment for both students and parents.

The School Improvement Plan (SIP) includes clear targets for improvement with specific strategies and plans to monitor effectiveness. The staff is beginning to focus on instruction and has streamlined the SIP to establish strategies for improving instruction in the classroom. Many interviewees verbalized an undeterred commitment to raise the academic performance of their students against the standards. One teacher said, "Everyone is being very diligent to get the students to standard in a collaborative manner."

High Standards and Expectations for All Students

Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. All students are offered an ambitious and rigorous course of study.

Indicators	Rubric Score
High Standards and Expectations for All Students	
Academic Focus	2
Rigorous Teaching and Learning	2

Academic focus. Staff members are knowledgeable about the Essential Academic Learning Requirements (EALR's) and the Grade Level Expectations (GLE's) and other documents related to state and local standards and use them to develop lessons and guide assessments. Teachers and school staff set high expectations and provide challenges, structure, and support for some students but students from some subgroups may be differentially affected. Some students are required to complete a challenging academic core but not all students are held to this same standard, according to reports. There is some expectation in the curriculum that students will interpret, analyze, synthesize, or evaluate information but this is not a regular occurrence in the lessons or materials

The goals for the School Improvement Plan(SIP) are focused on reading, math, and improving the school environment. The principal said, "We need to have growth in math and reading at 30% to get us to AYP. When you look at the assessment data for K, 1, and 2, the students leave grade 2 at grade level in reading and math. On the other hand, the assessment data for grades 3, 4, and 5, indicates student performance begins to fall in grade 3 and continues to fall in grades 4 and 5." The drop in student achievement in the 3rd grade sets the students up for difficulty in 4th and 5th grades. The principal believes that the drop is due to a focus on teaching the curriculum rather than teaching to the standards.

Rigorous teaching and learning. Classroom instruction is focused on student behavior, compliance with classroom rules, and completion of tasks. Instruction is very teacher centered and student input/response is minimal or absent. According to the classroom observation results, researchers observed instruction that was aligned with Powerful Teaching and Learning in 46% of the classes. The target for schools participating in the Washington Improvement and Implementation Network is 85% of Somewhat and Very scores combined on the STAR Protocol. According to the STAR Classroom Observation Protocol™ report, Hawthorne Elementary School's scores on the five essential components; Some What (3's) and Clearly Observable (4's) combined) were: *Skills* (53%), *Knowledge* (46%), *Thinking* (31%), *Application* (31%), and *Relationships* (61%). The *Relationships* component scored the highest on the Protocol and reflected supportive learning environments in the majority of classroom observations. The moderate scores on the *Relationships* component may be due to the fact that the day of the observations was the second day back from winter break. To ensure continuous improvement, we recommend that staff members explore three specific Essential Components of the STAR Classroom Observation Protocol: Skills, Thinking, and Application.

Effective School Leadership

Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles. Teachers and other staff, including those in the district office, often have a leadership role.

Indicators	Rubric Score
Effective School Leadership	
Attributes of Effective School Leaders	3
Capacity Building	2
Distributed Leadership	2

Attributes of effective school leaders. The principal at Hawthorne Elementary School collaborates with staff to monitor and consistently modify the instructional practices and physical facilities to align with continuous school improvement goals. The principal demonstrates trust and supports innovation and risk-taking. In service on student learning is provided and support is given to staff as they implement and/or reflect on their innovations to improve learning.

At HES, the current principal is new to the school this school year. Staff indicated that the principal came from another elementary school in the district that was also a low performing school. Over a period of seven years, she transformed the school into a high performing school that parents wanted their children to attend. Staff also indicated that there is a much higher level of accountability this year. One teacher said, "We have a principal who has a vision and she is very clear to let us know where she wants to go." Another teacher said, "This year, because of the direction set by the principal, as staff meet informally, there is much more discussion about instruction and assessment rather than complaining."

The principal said, "I am in the classrooms a lot, if I see something that needs to be addressed I speak to the teacher or put it in writing." One teacher said, "The principal is in the classrooms on a daily basis and we are scheduled to have monthly observations by the Assistant Superintendent, Director of Curriculum and Instruction, Director of Special Education, and the Director of Bilingual Education. The expectations for improved instruction have been made very clear."

Capacity building. School leadership has set high expectations for adult performance within the school, and communicates these expectations regularly and in a variety of ways. Performance and professional standards are intentionally used as benchmarks for evaluation. School leadership is highly visible and conducts frequent informal and formal classroom observations. Teachers are provided with follow-up support to ensure that the evaluation process results in improved instructional practice and higher student achievement. One teacher said, "I feel strongly that we have the most cohesive staff that we have had in years. Every evening event this year was attended by the full staff." Another teacher said, "Because of our continued status as a failing school, I think some staff is very careful about what they say. The elephant is always in the room at staff meetings."

The principal said, "When I came in the staff were already assigned to grade levels. Next year, I will place the highest performing teachers in the classes that are not making gains. I also want to do some looping in grades K-1-2, and grades 3-4-5 in an effort to sustain consistent instruction."

Distributed leadership. There is no evidence of a clearly defined and communicated decision making process at Hawthorne Elementary School. There was no Leadership Team in place when the new principal arrived so this will be a priority for the school leadership as she completes her first year. There are decisions that are made by the staff and the principal makes some of the decisions. Staff members indicated that they are in a state of transition so the domains of decision making are in flux. One teacher said, "This year, we have organized a Building Leadership Team (BLT) and we have sub-committees that look at specific areas of school operations."

The principal said, "We need to have an empowered Leadership Team that represents all of the staff." The staff agreed to set goals for growth and appropriate professional development is being provided by the district with assistance from the instructional coaches in math and reading. The principal added, "Next year the decision making process will be more directed and transparent."

High Levels of Collaboration and Communication

There is strong teamwork across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community to identify problems and work on solutions.

Indicators	Rubric Score
High Levels of Collaboration and Communication	
Collaboration	2
Communication	2

Collaboration. There is a climate of support and respect for staff members' work, and school leaders provide opportunities for a continuous cycle of innovation, feedback, and redesign. Resources (time, space, people, money, and materials) are committed to support this. Teachers are assigned common planning time by grade level and teachers meet as grade level teams to review data from common assessments. In some cases, teachers are planning common lessons but, the majority appear to be using a common rubric and common assessments. In reading and math, the coaches are working with staff to ensure that they are targeting the standards. In math, the teachers have a pacing guide that has been produced by the district that addresses the GLE's but, teachers indicate that they have to develop teacher made curriculum to fill in the gaps. Although collaboration time is provided, several indicated that they were in the beginning stages of using the time effectively.

Communication. The school staff at Hawthorne uses a variety of technological resources (e.g., voice mail, robot-caller, and email) and communication strategies to provide interactive communication with the school community. Individual student information is organized and secure, and is readily accessible to teachers, students, and parents. Staff members work hard to create opportunities to connect with parents by sending home newsletters, hosting open house, Math fest, Celebration of Learning, Social Justice celebration, Parent Involvement Night, Multicultural Night, and conferences. School events are advertised on signage and advertised through local business establishments. HES has instructional assistants who serve as translators. There are Somali, Ethiopian, Spanish, and Vietnamese speaking parents. Every document that goes home is translated in all of these languages. Parents stated that they always feel welcome and informed and that the school has made communication with parents a priority.

Curriculum, Instruction, and Assessments Aligned with State Standards

The planned and actual curriculums are aligned with the Essential Academic Learning Requirements and Grade level Expectations. Research-based teaching strategies and materials are used. Staff understands the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

Indicators	Rubric Score
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	2
Instruction	2
Assessment	2

Curriculum. HES uses Essential Academic Learning Requirements (EALRs), and Grade Level Expectations (GLEs) to guide student learning. Curriculum materials are provided by the district, and the staff has made efforts to ensure curriculum is aligned with the state standards. Staff members commented that consultants/coaches for math and reading have helped in the efforts to align instruction with the content and achievement standards. The school has taken initial steps to ensure that the standards drive the instruction rather than the curriculum driving the instruction.

Hawthorne Elementary School is using the *Everyday Math* curriculum and the *Houghton Mifflin* Reading curriculum. The math and reading coaches have worked with the teachers to align the GLE's to the curricula. Teachers are beginning to post Learning Targets in their classrooms that address the GLE's and they are discussing them with their students during the lesson and revisiting them at the end of the class. One teacher said, "I think it all starts with the teachers: we have to hold ourselves accountable to teach to the GLE's if our students are going to improve."

Instruction. Staff members reported significant changes in how they view instruction after the new administration arrived. The principal has put in place steps to ensure that instructional improvement is a focus in classrooms, and the staff engages in improvement activities that align with standards. Powerful Teaching and Learning is occurring in some classrooms.. According to the STAR Report, 46% of the classrooms are aligned with Powerful Teaching and Learning, highlighting evidence that the principles of effective learning need to be incorporated into the majority of classrooms (see Supplemental Classroom Observation Report).

Some teachers are using methods that they have been trained in and believe are most successful; there is some discussion and implementation of instructional methodologies that are constructivist in nature but these were not observed across all classrooms. Many of the classrooms had Learning Targets posted, and the students seemed to be aware of the GLE's.

Assessment. Staff members indicated that they have access to disaggregated assessment data which is used for placement of students, tracking student performance, and in some cases to inform instruction. Staff members are looking at disaggregated data to determine which cohorts are not achieving. At that point, the Intervention team looks at every student in the school to determine what interventions should be used to address individual student deficits. The principal said, "I am collecting math and reading assessment data on a monthly basis to

see where the students are performing. I share this information with the teachers and we look for improvements and deficits."

Staff members are using a new assessment this year, the Teacher's College Test which assesses reading at multiple levels. Staff members are also using the Measure of Academic Progress (MAP) assessment. Staff members states that they used to have scheduled meetings devoted to discussing assessment data. Now, because of budget cuts they no longer meet as a total staff, instead they meet with coaches in grade level teams. The principal added, "Our weaknesses are across the board at the intermediate level but, the African American cell on the WASL is performing the poorest."

Frequent Monitoring of Learning and Teaching

A steady cycle of different assessments identify students who need help. More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

Indicators	Rubric Score
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	3

Supporting students in need. At HES, school profile data are collected regularly and are disaggregated and analyzed by appropriate subgroups to identify students with unmet special learning needs. Data are disseminated to school leaders and teachers and is used to develop specific strategies and interventions to meet student needs. Support programs and services (Title I, Bilingual, and after school tutoring) are evaluated, modified and/or expanded to meet the needs of participating students. With over 75% of the students enrolled in the Free and Reduced Lunch program, the school has taken several steps to level the playing field for students of poverty.

In the majority of interviews, staff members indicated a deep commitment to helping students in need with many staff providing financial help for school related items. The classroom observation study indicated that 61% of the classrooms observed demonstrated strong interpersonal interactions between the teacher and the students. This behavior reflects a commitment on the part of the staff to create a supportive learning environment for students.

The school has a Family Support Worker who makes frequent home visits to provide families with assistance and refer them to community services. This position is full-time and she coordinates with the school counselor, administration, and numerous community partners and community agencies.

The teachers are trained to look for student behaviors that might indicate that something at home is causing a problem at school. When a change in behavior arises, the counselor and the Family Support Worker try to find out what is going on. There are so many needs effecting the students , lack of stability, not knowing where they will be from day to day, and hunger.

The principal said, "Next year, we want to have the ability to have teams of staff, with translators, who would go to students' homes or a comfortable venue to meet with ELL parents to discuss issues."

Focused Professional Development

A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focused extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

Indicators	Rubric Score
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	2

Planning and implementation. An informal and formal process is used to assess the professional growth needs of staff members. According to staff, the Seattle School District has done an excellent job of providing a wide variety of in-service programs for staff. One staff member said, "I think the areas of professional development are really unlimited. We get clock hours for most in service activities and some we are financially compensated. In-building in service on Wednesdays and professional days are determined by the district." However, staff members indicated that in service on instructional best practice has been varied and lacks a focus.

Curriculum, instruction, and assessment. Hawthorne Elementary School staff members appear to have a variety of professional development support in the areas of curriculum, instruction, and assessment. The Seattle School District provides teachers with a schedule of in-service programs that support the district's instructional goals. Often these programs are offered multiple times throughout the year to accommodate staff schedules. The district provides qualified personnel or outside contractors to help guide school level professional development and to support building initiatives. Instructional coaches will take the information from these in-service programs and work with teachers individually and in small groups.

Supportive Learning Environment

The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

Indicators	Rubric Score
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	3
Personalized Learning for All Students	2

Safe and orderly environment. The physical structures and condition of the school provides all students and staff members with a safe, clean, and orderly learning environment. Behavior and attendance expectations are reasonable; applications of the rules is consistent and fair. Expectations for attendance and behavior are clearly outlined in the Family Handbook, which all parents must sign off indicating that they have read the policies. Students indicated that they did not feel there are any serious behavioral issues in the school. One student said, "I think most students respect each other however, when they do not respect themselves because of outside issue they pick on someone else."

The staff is using a behavior model called Positive Discipline. The model follows a step program of progressive discipline. For extreme issues parents and security are contacted. The counselor runs groups for students on multiple issues. The principal said, "Although discipline referrals are down this year, I think we need to tighten up the discipline process in the school. We need to define how we handle referral slips because we need to know what actions have been taken before the student gets to the office. I want to set an expectation that we want the student in the classroom not in the office, and we need to help our students figure out how to solve their own problems."

Building relationships. Ongoing relationships between adults at the school and students and their families are nurtured and leveraged to support increased student achievement and the school improvement plan. School community members collaborate to establish structures, policies, and practices in the school that support a culture of mutual caring and respect. The school leaders receive ongoing formal and informal feedback from teachers, parents, and students. Feedback is considered and used to make modifications to policies and practices that support student achievement.

Personalized learning for all students. School structures include student groupings and teacher assignments that personalize the educational setting and allow each and every student to be personally monitored and supported. Staff also engages students' parents in school processes. Intervention time is scheduled into the daily schedule and staff indicate that they attempt to differentiate their instruction to reach all students. Guidance practices are intentionally designed to assist students and their families with both academic and psycho/social issues.

High Level of Family and Community Involvement

There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Indicators	Rubric Score
High Levels of Family and Community Involvement	
Family Communication	3
Family and Community Partnerships	3

Family communication. Staff members at HES understand the importance of communicating effectively with parents. Staff members said they communicate with families via report cards, telephone calls, e-mails, newsletters, flyers, personal notes, student-led conferences, and many in school activities. These interactive communications between home and the school is consistently and intentionally proactive, and includes information about the school as well as the student.

Policies and strategies are in place to ensure that families and community members are actively invited and recruited to participate in school activities and to make sure they feel welcome in the school. Translators are present at conferences or when the parent of a student who has a behavior problem needs to be called. Parents who were interviewed consistently praised the efforts of the school to communicate. One parent said, "I know the teachers extremely well, we communicate on a regular basis but, there are a lot of parents that the school has to reach out to in order to get the parents involved. A lot of the reluctance is based on cultural differences and parents working to feed their children."

Family and community partnerships HES has established numerous relationships with community agencies to assist in providing support to families. The Family Support Worker identifies families with issues that are impacting the education of their students and works to find solutions. These services extend from vouchers for food and housing needs, domestic violence assistance, homelessness assistance, unemployment assistance, and family counseling.

HES has created a partnerships with the Coast Guard who provide tutors, Emerald City Rotary, who supply financial and staff support, and City of Seattle and King County social agencies. A major partner is NW Harvest who supplies food on Fridays for the most indigent students. Safeway and Albertson's provide food vouchers and Windermere Real Estate provides vouchers for power bills, water bills and rent.

Summary and Recommendations

The district is committed to a turnaround or transformation model. The district also enjoys exceptionally strong union support, which has voted its preference for the **transformation model**. The district has very solid foundations in place to adopt the initiatives contemplated under the model, has sufficient size and staff to orchestrate the teacher and administrator staff changes necessary for adoption of the model, and has already made dramatic progress in moving towards model adoption on the assumption of grant approval.

Hawthorne Elementary School staff members experienced a change of leadership in this year. The new principal has energized the staff, increased the trust level among staff, and heightened the focus and accountability on instruction. There is evidence of attention to each of the *Nine Characteristics of High Performing Schools*. The majority of these characteristics are currently in the "Initial, beginning, or Developing" stage, the staff is clearly aware of the difficulties and is continuing to focus their efforts in these areas, and many of the intervention strategies included within the transformation model have already begun to be implemented. HES has provided their staff with ongoing, job-embedded professional development through the use of consultants and coaches. An instructional program has been implemented to improve learning by posting learning targets and developing lesson plans that are aligned to the state standards. Additionally, the workday has been lengthened by providing after school tutoring through the Afterschool Homework Center to provide help for low-performing students. HES personnel are willing to work hard to improve effectiveness in their profession.

The results of this study suggest there are a few areas that would benefit from additional attention. The recommendations represent the most critical areas to move forward in with a school improvement grant:

- **Conduct an action planning process to identify a mission and vision statement, specific goals, and strategies for school improvement.** The creation of a clear and shared mission and vision is critical in the goals of the school and the strategies for improvement. This vision should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The School Improvement Plan should be transparent and monitored regularly.
- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices** These efforts have begun through the extensive professional development provided by the Seattle School District. In-service activities have covered a variety of topics but they have not been focused, according to reports. We recommend that staff, including classified paraprofessionals, receive intensive in-service focused on research based best instructional practice. We recommend that staff members continue to focus on instruction in a manner that draws from research-based approaches and strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them after implementation.
- **Use of student data to inform and differentiate instruction to meet academic needs of individual students.** Staff members are in the initial stages of using data, however data analysis is primarily used for placement of students. Staff members need

more training and support in the use of data to inform instruction and sufficient time to work collaboratively with colleagues to analyze the data.

- **Extend learning time for students to increase opportunities for time on task.** School personnel should identify ways to extend the learning program beyond before and after school tutoring programs, which only reach students who take advantage of that support.

Appendix

Scoring of the conditions under each model as **“In Place”** or **“Able to Put in Place”** is based on:

- (1) The condition for the model does not currently exist and essential pieces for implementing the condition do not exist (e.g., policies, procedures, collective bargaining language, and programs or processes are not in place). This scoring level does not mean that the condition cannot be implemented; but rather that implementation will be more demanding, require more extensive engagement of all parties, and require greater external support and assistance.
 - (2) Essential pieces to implement the condition exist (e.g., no significant barriers are contained in the current collective bargaining agreement, existing programs lend themselves to adaptation). The condition can be implemented at an acceptable level with some support and assistance.
 - (3) The condition is currently in place at an acceptable level.
 - (4) The condition is currently in place at a high level and could be considered as an exemplar.
- Note: Rows shaded in blue are conditions that are primarily dependent upon the input of the school and district as opposed to the external assessment.

"X" Required "O" Permissible

Actions				
Teachers and Leaders	Turn Around	Transform	In Place or Able to Put in Place	Comment
Replace the principal.	X	X(O)	3	The district has changed two of the three administrators in the last year within a turnaround framework and has notified the third administrator of the need to change assignments.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	X		3	The district has gained, on the assumption of grant approval, the agreement of the association to support turnaround competencies through its site-based process in selecting teachers for the schools.
Screen all existing staff, rehiring no more than 50% of the school staff.	X	O	2	The district and the association have agreed to use the transformation model.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	X	X	2	The district has a large base (3500 teachers) to select from, and is also open and receptive to assistance in changing the recruiting model and strategies as necessary to attract highly qualified candidates particularly in hard-to-fill areas.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	X	X	3	The district still uses the minimal competency model in the RCW but has completed a year-long joint effort at developing a new model. The current intent is to apply the new model to the low achieving schools and use that effort to adjust and finalize the model for district-wide application.

Teachers and Leaders -continued-	Turn Around	Trans- form	In Place or Able to Put in Place	Comment
Identify and reward school leaders who have increased student achievement and graduation rates Identify and reward school leaders who have increased student achievement and graduation rates; Identify and remove school leaders and teachers who, after ample opportunities to improve professional practice have not done so.	0	X	2	There are no inhibitors in the CBA to effective accountability or to rewards for student achievement. The intent is to use "building based" gains as the means of assessment. Specific plans and details remain to be developed and agreed to.
Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school).	0	0		To be determined by the district.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	0	0	3	The current collective bargaining agreement does require a site-based process for teacher screening and selection, but does not constrain the process by a rigid set of selection criteria in the collective bargaining agreement. The superintendent has already introduced grant responsive criteria for principal selection.

Instructional and Support Strategies	Turn Around	Trans-form	In Place or Able to Put in Place	Comment
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	X	X		To be determined by the district.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	X	X	2	A systemic method of analyzing and planning for professional development across all teacher competencies would enhance professional development especially in the areas of personal and professional growth. Progress on a new evaluation model gives the district an advance start on introducing an integrated competency, evaluation and professional development and growth model.
Ensure continuous use of data (e.g., formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	X	X	2	Staff need additional training and collaborative time during the school year to shift the use of data from placement of students and identifying skill deficits to informing and differentiate instruction.
Institute a system for measuring changes in instructional practices resulting from professional development.	O	O	1	A systemic method of evaluating the impact of professional development on classroom instruction does not currently exist and would have to be developed concurrent with introduction of a new competency based evaluation model.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	O	O	2	The district's right to require teachers to apply district approved curriculum and instructional guidelines is not compromised in the collective bargaining agreement.

Instructional and Support Strategies – continued-	Turn Around	Transform	In Place or Able to Put In Place	Comment
Implement a school-wide response to intervention model.	0	0	3	A systematic process is in place to identify student needs and to personalize assistance.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	0	0		To be determined by the district.
Use and integrate technology-based supports and interventions as part of the instructional program.	0	0		To be determined by the district.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	0	0		N/A
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	0	0		N/A
Secondary Schools: Improve student transition from middle to high school.	0	0		N/A
Secondary Schools: Establish early warning systems.	0	0		N/A

Learning Time and Support	Turn Around	Trans- form	In Place or Able to Put in Place	Comment
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	X	X	2	Collective bargaining agreements would be required to implement increased learning time proposals and provide for associated professional development and collaboration (e.g., PLC) time to support and enhance the increased learning time. The association has stated its commitment to support the change dependent upon teacher and association continued involvement.
Provide appropriate social-emotional and community-oriented services and support for students.	X	O	3	These services are in place through the services of the Family Support Worker.
Provide ongoing mechanisms for family and community engagement.	O	X	3	Staff do an excellent job of engaging families and community into the school community.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	O	O		To be determined by the district.
Implement approaches to improve school climate and discipline.	O	O	3	School staff have a process that is used across grade levels for classroom management but it needs to be refined and strengthened.
Expand program to offer pre-kindergarten or full day kindergarten.	O	O		To be determined by the district.

Governance	Turn Around	Trans-form	In Place or Able to Put In Place	Comment
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	X	O	3	The district has a strong site-based model, is envisioning adding a turnaround specialist, and has recently developed a comprehensive and strategic means of monitoring and managing accountability at the school and department level.
Grant sufficient operational flexibility (e.g., staffing, calendar, budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.	X Principal	X School	3	There are no significant contractual limitations to granting greater governance flexibility. A site-based process currently exists that provides the foundation for greater flexibility.
Ensure school receives intensive ongoing support from district, state, or external partners.	O	X	4	The district leadership has the skills to support the turnaround model and the associated human resource management responsibilities of administrators. The district staff, including the HR office, enjoys credibility with school and district office administrators and is able to influence building level programs and operations.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	O	O		To be determined by the district.
Implement a per-pupil school based budget formula that is weighted based on student needs.	O	O		To be determined by the district.

School Closure Model	Yes	No	Comment
Other schools exist (with capacity).		X	The district has very little capacity to close schools.

RECOGNIZING WASHINGTON STATE'S TOP PERFORMING SCHOOLS

The Washington Achievement Awards recognize the state's top-performing schools. Award recipients demonstrate the capacity to profoundly affect student learning.

The Office of Superintendent of Public Instruction and the Washington State Board of Education identify award recipients using a new school Accountability Index designed to support continuous improvement efforts.



2009 Awards

AWARD CATEGORIES

Overall Excellence

Awarded to the top 5 percent of all elementary, middle, high, and comprehensive schools across the state.

Special Recognition Awards

High performing schools in the following areas receive special recognition:

- ★ Language Arts
- ★ Math
- ★ Science
- ★ Extended Graduation Rate
- ★ Gifted Education

Note: Schools closing the achievement gap will be recognized in the 2010 award program.



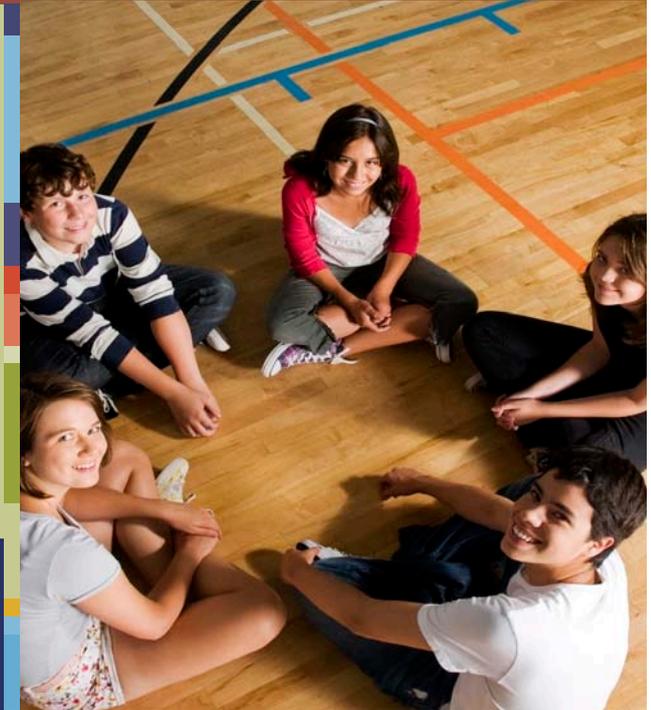
ACCOUNTABILITY INDEX

AN INTRODUCTION

2010.03.15

Washington's ACCOUNTABILITY INDEX is designed to identify and recognize the state's highest achieving schools and identify those in greatest need of help. The index:

- ✓ Provides a **fair** and **consistent** measurement of Washington's public schools
- ✓ Presents a **clear picture** of how our schools and districts are performing in five key areas, how they are improving over time, and whether they are closing the achievement gap
- ✓ Tells us more - in an easier-to-understand way - than the federal No Child Left Behind Act's requirements for Adequate Yearly Progress



The index is based on how schools and districts perform on a set of **FIVE OUTCOMES** and **FOUR INDICATORS**

Hypothetical Example of Accountability Index for a School:

INDICATORS	OUTCOMES						AVERAGE	CLOSING THE ACHIEVEMENT GAP
	READING	WRITING	MATH	SCIENCE	EXTENDED GRADUATION RATE			
Achievement of non-low income students	7	6	6	2	5	5.20	}	
Achievement of low income students	5	4	4	2	7	4.40		
Achievement vs Peers	6	3	7	4	6	5.20	}	
Improvement from the previous year	4	4	5	6	7	5.20		
INDEX SCORES	5.50	4.25	5.50	3.50	6.25	5.00	← OVERALL SCHOOL PERFORMANCE SCORE	

HOW ARE THE RATINGS CALCULATED?

- The index is the simple average of all the ratings in a given column or row from 1.0 to 7.0.
- The ratings are a reflection of the percentage of students who met standards in a given assessment (e.g. 7=90.1-100% of the students met standard, 6=80.1-90%).
- The ratings are calculated based a student's scores by category in a two-year period.
- The Achievement vs. Peers indicator reflects the how well a school performs compared to its "statistical peers" (i.e., schools with a similar percentage of low income, ELL, mobile, special education, and gifted students). The Improvement indicator reflects the amount of change in student performance that took place from the previous year.

TIER	INDEX RANGE
Exemplary	7.00 – 5.50
Very Good	5.49 – 5.00
Good	4.99 – 4.00
Fair	3.99 – 2.50
Struggling	2.49 – 1.00
Priority	TBD after in-depth analyses of those not making AYP in at least two consecutive years.

Washington's Race to the Top

Overview

April 2010

AGENDA

- ▶ Why is Washington applying for a Race to the Top grant?
- ▶ How does this build on Washington's current education reform efforts?
 - Washington's Education Reform Plan and relationship to Race to the Top application
- ▶ Approaches to innovation and participation
 - Budget model
 - Commitments
 - State capacity
- ▶ Timeline

Why is Washington Applying?

- ▶ Priority number one: This will help our students
- ▶ Race to the Top competition criteria and four federal assurances reflect direction of future federal funding (ARRA & ESEA)
- ▶ Opportunity to receive \$250M
 - Advances systemic Washington State and district education reform
 - Competitive monies will allow state to further support priority areas such as STEM and achievement gap closure

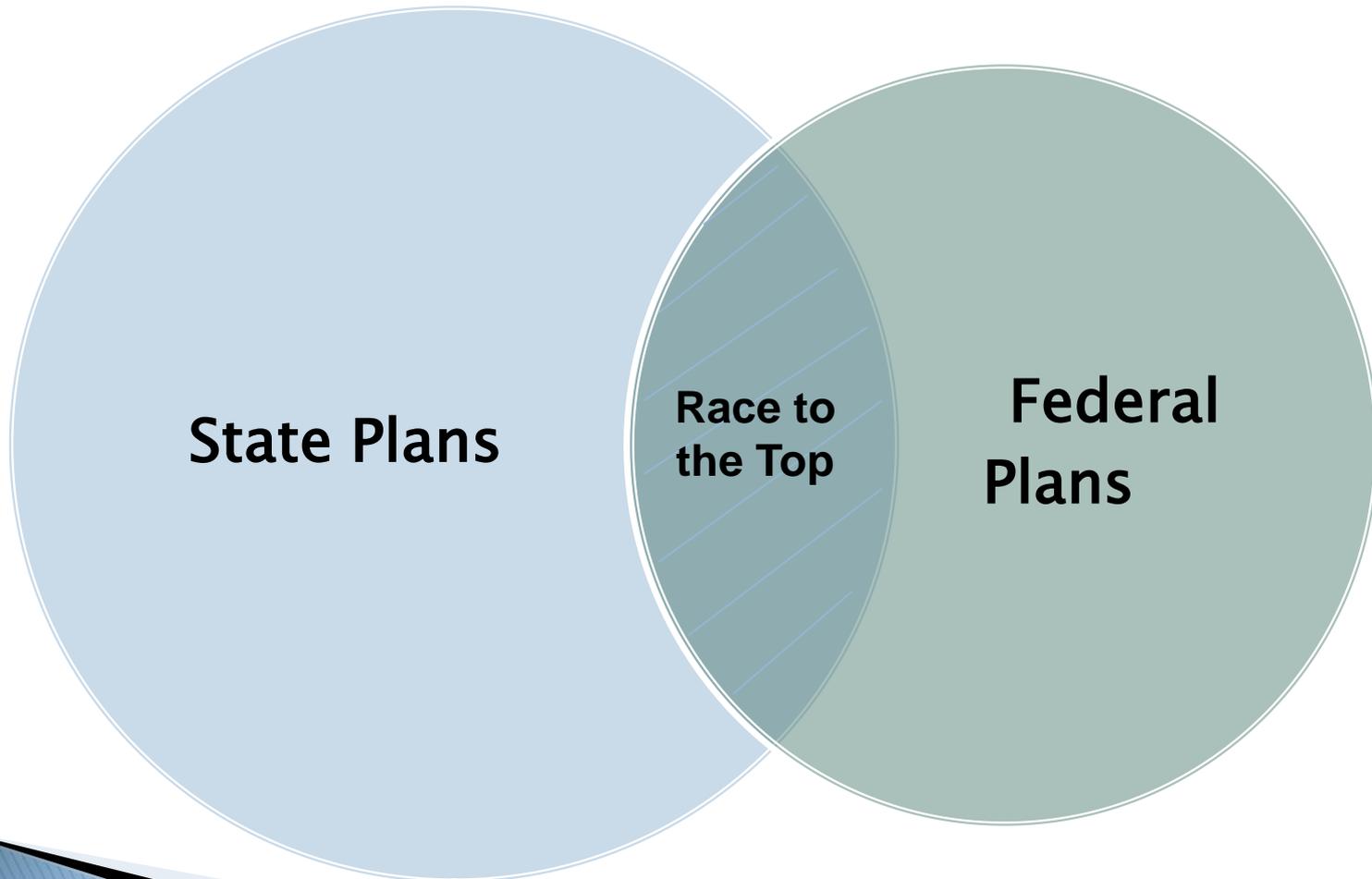
Key Areas in Grant

- ▶ Address four federal assurances:
 1. Develop and Adopt Common Standards
 2. Data Systems for Increased Access and Use of Data
 3. Support of Effective Teachers and School Leaders
 4. Turning around Struggling Schools

Washington State Education Reform Plan

How Does This Build on Washington's Education Reform?

The Race to the Top proposal is just one additional effort and fund source to support the reform plan and continuing efforts of the Governor's Office, state law, OSPI, SBE, PESB, and QEC



WA Education Vision... from the Washington Learns Report

“All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship”

Ed Reform Plan Goals & Outcome Measures

Goals	Outcome Measures
<p>Washington students will...</p> <ol style="list-style-type: none"> 1) Enter Kindergarten prepared for success 2) Be competitive in math and science nationally and internationally 3) Attain high academic standards regardless of race, ethnicity, income, or gender 4) Graduate college and career ready 	<ol style="list-style-type: none"> a) Annual reduction in achievement gaps, including Kindergarten entrance b) Annual increase in math and science performance c) Annual increase in low-achieving schools turned around and that sustain improvements d) Annual increase in student annual growth rates and absolute student performance e) Annual increase in teacher and leader effectiveness f) Annual increase in 4 and 5 year graduation rates g) Annual increase in college-going, college persistence, and degree attainment

Education Reform Roadmap

Ed Reform Plan Roadmap

Education Reform Roadmap

- Raise academic standards, increase expectations, and provide rigorous opportunities and curriculum for students to attain the standards
- Develop highly-qualified teachers and leaders, particularly in science and mathematics
- Increase the rigor of, and student participation in, mathematics and science offerings
- Create assessments that are consistent with our goals and standards and provide early, ongoing support for students to master the standards
- Provide higher, more equitable levels of public funding
- Catalyze and reward innovation
- Partner with stakeholders and reformers
- Build capacity at the state, regional, district, school, and classroom levels to implement and support these reforms
 - Instructional Leadership
 - Alignment between high school, college, and careers
 - School improvement
 - Accountability for student performance
 - Systemic improvements in data systems

Race to the
Top Four
Assurances
&
Washington
State
Education
Reform
Initiatives

Approaches to Innovation and Participation: Budget Model and Commitments

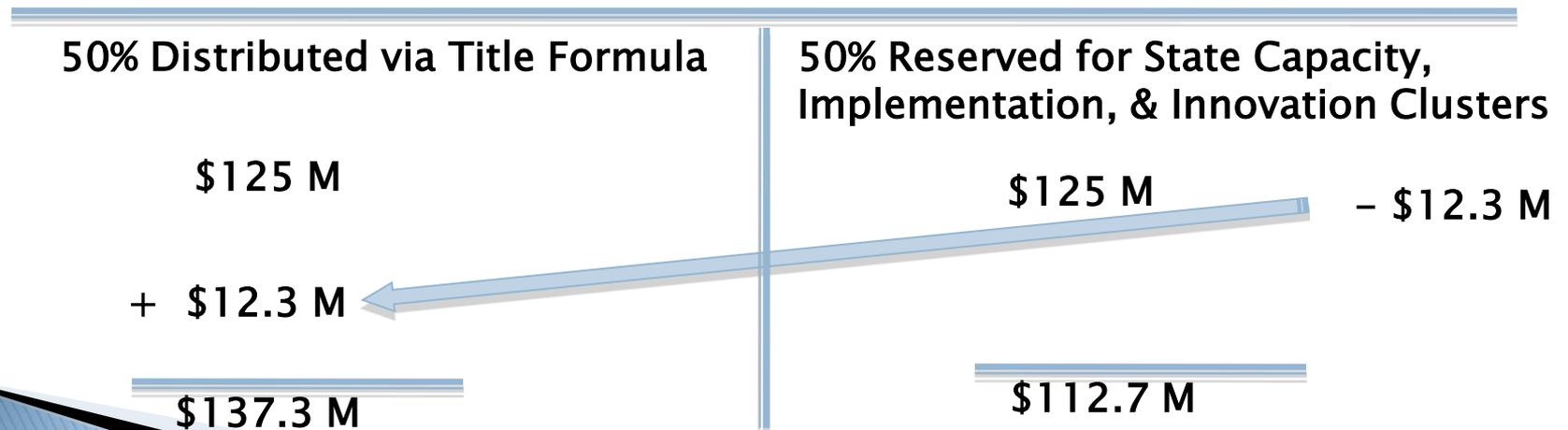
Explanation: Federal Budget Rules

- ▶ 50% is reserved for school districts participating in the Required Sections of a State's plan
 - *District allocations are based on the Title I Formula*
 - *Title I rules do not apply to district use of these grant funds, including "supplement, not supplant" provisions*
- ▶ 50% is reserved for state-level implementation of the Race to the Top plan and optional/competitive components

State Budget Model

Increase district allocations so that each district receives at least \$22 per student per year and no (small) district receives less than \$50 per student per year up to \$4,000 per year

- Moves \$12.3M from State side to LEAs Title I formula side
- Reduces state side from \$125M to \$112.7M
- Motivates additional districts to participate in “required” components
- Results in less money for state capacity building and innovation cluster



State Provided “Required” Components

State will support districts with implementation of:

- ▶ Common Core Standards
- ▶ Aligned Formative & Summative Assessments
- ▶ Instructional Improvement Data System & Technical Assistance
- ▶ Improved Math and Science Instruction and Comprehensive STEM Models
- ▶ Model Teacher & Leader Evaluation Systems
- ▶ New, District-based Teacher Preparation Models
- ▶ Regional Professional Development Delivery Network & New PD Center
- ▶ Math & Science Specialty Endorsements (elementary) & Credentialing (middle & high)

District “Required” Components

To receive formula monies, districts agree to:

- ▶ Implement Common Core Standards and Washington standards in other content areas
- ▶ Implement aligned formative and summative assessments
- ▶ Increase student participation in courses earning college credit
- ▶ Implement an Instructional Improvement Data System
- ▶ Implement the new evaluation system and use it to inform professional development and assignment (includes student growth)
- ▶ Develop and implement a required action plan (if designated and not funded in first School Improvement Grant round)
- ▶ Improve math and science instruction and increase math and science exposure in elementary grades
- ▶ Partner with STEM experts and organizations to prepare teachers and provide student opportunities

Optional/Competitive Components

- ▶ State provides grants & technical assistance for bold, innovation clusters:
 - 1 Teacher & Leader Development and Effectiveness (est. \$20 M)
 - 2 Persistently Lowest-Achieving (PLA) Schools (est. \$10 M)
 - 3 Improving College and Career Readiness, and Closing Achievement Gap (est. \$10 M)
 - 4 STEM (est. \$15 M)
- ▶ *Districts agree to apply for grants and participate in innovation clusters*

Optional/Competitive Components

What does it mean to be in an innovation cluster”?

- ▶ Competitive and non–required components of the state plan
- ▶ Rewarding excellence in innovation
- ▶ Groups of school district innovators share interests, research and new strategies for improving student achievement and outcomes or closing achievement gaps and serve as models for other schools or districts
- ▶ Support, reward, catalyze and scale the innovative strategies to the larger state or national level
- ▶ Receive state financial support or special technical assistance over and above the initial Race to the Top allocation to the district

Timeline

DATE	ACTION
Late March to Early-April	Key outreach events to ESDs, state-wide educational organizations, advocacy organizations, & WA leadership, to secure feedback on required & optional elements
April 7	Official transmittal of Partnership Agreement
April 8 & 12	Transmittal meetings with ESDs & LEAs
Mid April to Mid-May	Signatures to partnership agreements and letters of support secured
Late April	1 st draft of application <u>and</u> 1 st draft of WA Education Reform Plan
May 17 DEADLINE	All signed Partnership Agreements due to Governor's Office
May 3 – 26	WA State application revisions
June 1	WA State application submission
Late August – Early September	Federal notification WA State's Race to the Top application status & grant award level
August – September	State-level development of RFP, 90-day plan guidelines, optional eligibility and participation criteria, state-level capacity structure
September – November	90- Day District Plan Development
December	District grants awarded

Stakeholder Information
Sessions, Media Outreach,
Events, & Website

Contact

- ▶ Find basic Race to the Top information, links, and Q&A at:

<http://www2.ed.gov/programs/racetothetop/index/html>

www.waracetothetop.org

- ▶ Pose additional questions by contacting:

RaceToTheTop@gov.wa.gov

360-725-6070

Federal School Improvement Grant (SIG) Scoring Guide for District SIG Application

DISTRICT: _____

REVIEWER # _____

____/100

TIER I and TIER II Schools: _____

TIER III Schools (If applicable): _____

DIRECTIONS TO READERS:

Each application will have at least three readers; readers are not to share or compare scores. Follow these steps when scoring each application:

1. Read and score each section of the application, using the *Scoring Guide* to determine *Points Awarded* for each question.
 - a. All districts must complete the following: *Assurances, Certification, Section A: Schools to be Served, and Section C: Budget.*
 - b. Districts applying to serve Tier I or Tier II schools must respond to Questions 1-6.
 - c. Only districts applying to serve Tier III schools must respond to Questions 7a – 7c.
2. Enter the scores at the bottom of each section and in *Points Awarded* column in the table on page 2 - 3. The *Grand Total* for each application will be computed separately.
3. After scoring the application, please summarize in the space below *at least two strengths* and *one weakness* you found in the application. Remember that completed *Scoring Guides* may be disclosed upon request per OSPI's public disclosure rules.
4. Please respond to the two questions on page 4. Remember that completed *Scoring Guides* may be disclosed upon request per OSPI's public disclosure rules.
5. Note: Applications are assessed first for completeness. Complete application will be scored by three independent, external reviewers. Final determination of successful grantees for SIG awards will be made after OSPI reviews the district's application and conducts interviews as needed with finalists consistent with the recommendations from the United States Department of Education (ED).

Thank you!

Strengths (at least two): _____

Weakness (at least one)

SCORING GUIDE

Question or Section	Points Possible	Points Awarded N/A	Multiplier	Sub Total	Factor	TOTAL
Assurances and Certification	Required	N/A	N/A	N/A	N/A	Required
Section A: Schools to be Served	Required	N/A	N/A	N/A	N/A	Required
Section B: Descriptive Information Question 1a: Selection of Intervention Model	30		3.3		.10	
Section B: Question 1b: District Capacity	50 or 60 or 70		2 (if 50 pt poss) 1.7 (if 60 pt poss) 1.4 (if 70 pt poss)		.20	
Section B: Question 2a: Applying to serve each Tier I school?	Required response	N/A	N/A	N/A	N/A	Required response
Section B: Question 2b: Explanation for district lack of capacity (if applicable)						
Section B: Question 3a: Actions to implement model (100 total per each Tier 1 and Tier 2 School)	100 pts/Tier I and Tier II school		.2 (1 school) .1 (2 schools) .067 (3 schools) .05 (4 schools) .04 (5 schools)	Sum of 3a – 3e	.35	
Section B: Question 3b: Actions to provide ongoing technical assistance	30		.67			
Section B: Question 3c: Actions to align resources	20		1			
Section B: Question 3d: Actions to modify practices or policies	40		.5			
Section B: Question 3e: Actions to sustain reforms	10		2			

Section B: Question 4: Timeline	30 40 50 60 70		3.3 (if 30 pts poss) 2.5 (40 pts poss) 2 (50 pts poss) 1.7 (60 pts poss) 1.4 (70 pts poss)		.15	
Section B: Question 5a: Annual Goals	10		3.3 (if answer 5b) 5 (if do not)	Sum 5a, 5b if applicable & 5c	.15	
Section B: Question 5a: High School Dropout Rate (if applicable)	10 (if applicable)		3.3 (if applicable)			
Section B: Question 5b: Interim Assessments	10		3.3 (if answer 5b) 5 (if do not)			
Section B: Question 6: Stakeholder Involvement	10		10		.05	
Budget	Required	N/A	N/A	N/A	N/A	Required
GRAND TOTAL						/100

Complete the following tables only for Districts applying to serve Tier 3 Schools						
Section B: Question 7a: Tier III Accountability	10		3.3	Sum of 7a – 7c		
Section B: Question 7a: Tier III Services	50		.67			
Section B: Question 7c: Tier III & ESEA Requirements	10		3.3			
Total for Question 7						/100

How BOLD do you consider this proposal to be? How significant is the level of change proposed by the district? Please refer to the district profile to review background information regarding the applying district, e.g., size, geography, staffing capacity, etc.

What follow-up questions would you have for this district?

Section B: Descriptive Information

For each question, determine the degree to which the District completed the following actions:

Q 1a: For each Tier I and Tier II school the District has committed to serve, describe the process of determining the appropriate intervention model (i.e., turnaround, restart, closure, transformation) for each school including how the findings of the required OSPI School-level Needs Assessment and the District’s local analysis were utilized. Include the name(s) of the school(s) in the description.				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Used <u>results of OSPI’s School-level Needs Assessment</u> to identify strengths, challenges, and barriers to reform for each Tier I and Tier II school the district has identified it will apply to serve.	Makes reference to OSPI’s <i>Needs Assessment</i> .	Shows analysis of OSPI’s <i>Needs Assessment</i> .	Goes beyond OSPI’s <i>Needs Assessment</i> with further local analysis.	___/10
b. Utilized <u>multiple forms of data</u> and described how they were used to supplement the findings of the <i>Needs Assessment</i> to select an appropriate intervention model in each Tier I and Tier II school. Examples may include: <ul style="list-style-type: none"> • Perceptual data from students, staff, and parents regarding alignment of school practices with OSPI’s <i>Nine Characteristics of High Performing Schools</i>; • Student achievement data on formative and summative assessments; • Teacher qualifications and placement; • Budget, including per pupil expenditures; and • Current school improvement plans and progress toward identified goals. 	Shows evidence of 1 to 2 additional forms of data.	Shows evidence of 3 or 4 additional forms of data.	Shows evidence of 5 or more sources of additional data in the district’s analysis of the best intervention model for the school.	___/10
c. Engaged <u>relevant stakeholder groups</u> , including: <ul style="list-style-type: none"> • Local education associations regarding teacher evaluation and assignment within the specified intervention models; evidence may include a Memorandum of Understanding and/or timeline for collaborating on matters related to contracts and current collective bargaining practices. • Local school board, community partners, parents, students, and staff. 	Shows evidence of 1 – 2 instances of outreach and how input was used.	Shows evidence of engagement with education association in addition to 2 other stakeholder groups; describes how input was used.	Shows evidence of engagement with education association and at least 3 other stakeholder groups; describes how input was used to determine intervention model.	___/10
Total for Question 1a				___/30

Q 1b: Provide evidence the District has the capacity to use SIG funds to provide adequate resources and related support to each Tier I and Tier II school in order to fully and effectively implement the required activities of the intervention model selected (i.e., turnaround, restart, closure, or transformation).				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Provides evidence the district has, or has plans to develop, <u>infrastructures, policies, and practices</u> which are consistent with OSPI's <i>Characteristics of Improved Districts: Themes from Research</i> which will enable the district to implement the intervention fully and effectively. Evidence may include: <ul style="list-style-type: none"> • Developing a network to support a cluster of schools which may include the district's Tier I and Tier II schools; • Revising policies and practices to increase operational flexibility at the building level; and • Developing processes to differentiate resources (e.g., fiscal, human) across the district based on the unique student needs of each school. 	Provides minimal evidence of effort in this area.	Addresses at least 2 steps to increase capacity to implement intervention.	Addresses 3 or more steps to increase capacity to implement intervention.	___/10
b. Provides description of <u>mechanisms for principal and teacher selection and placement</u> and for aligning staff competencies to student needs, in order to assure teachers and principals have the capability to implement one of the four intervention models. (Evidence of use of research on competencies for turnaround principals and teachers.)	Provides minimal evidence of effort in this area.	Describes at least 2 strategies for selection and placement.	Describes 3 or more strategies related to student needs for selecting and placing principals and teachers.	___/10
c. Provides an explanation of ways in which the district has <u>addressed the needs and provided support to these Tier I and Tier II schools in the past</u> . Evidence used to assess this criterion may include: <ul style="list-style-type: none"> • Ways in which district has used data and research to support improvement efforts in identified Tier I and Tier II schools; • District improvement plans demonstrating specific actions which support improvement efforts at identified schools; and • List of resources (e.g., fiscal, leader and teacher assignment, professional development) allocated to support school improvement. 	Provides minimal evidence of effort in this area.	Provides moderate evidence of effort in this area.	Addresses 3 or more steps to increase capacity to support intervention.	___/10
d. Provides evidence of <u>school board commitment</u> to eliminate any barriers to reform and to facilitate full and effective implementation of the model(s).	N/A	N/A	Yes/No	Required
e. Provides <u>timeline and process</u> to build sufficient central office and school-level administrative and teacher leadership capacity to implement the selected model(s).	Provides minimal evidence of effort in this area.	Describes broad steps and timeline.	Provides specific steps and timeline.	___/10

f. As applicable, provides evidence of <u>support of the teachers' union</u> with respect to the staff and teacher evaluation requirements in the turnaround and transformation models, OR provides timeline and process for designing and implementing an evaluation system which takes into account data on student growth (as defined in the interim final notice) as a significant factor. The process should include ways in which the district will collaborate with employee associations to adopt locally-developed competencies to measure the effectiveness of staff who can work within the selected intervention(s).	Provides minimal evidence of effort in this area.	Describes broad steps and timeline.	Shows union support for developing an evaluation system which includes student growth as a factor.	___/10
g. As applicable, describes strategies to be used in <u>recruiting new principals</u> who demonstrate essential competencies necessary to implement the turnaround or transformation model.	Provides minimal evidence of effort in this area.	Provides moderate evidence of effort in this area.	Provides strong evidence for recruiting principal(s) consistent with intervention model(s).	___/10 If applicable
h. As applicable, provides evidence of the <u>availability of EMOs</u> that could be enlisted to implement the restart model.	Provides minimal evidence of effort in this area.	Provides moderate evidence of effort in this area.	Provides strong evidence of effort to identify appropriate provider.	___/10 If applicable
Total Score for Question 1b				___/50 (or 60 or 70)

Q 2a: Is the District applying to serve each Tier I school identified by the State? Yes / No

If “Yes,” skip to Question #3; if “No,” answer Question #2b and then continue to Question #3.

Q 2b: Explain why the District lacks capacity to serve each Tier I school, that is, why the District is not choosing to serve each Tier I school with S/G funds. Include the name(s) of the Tier I school(s) the District is choosing NOT to serve.

Criteria	1-3 points	4-6 points	7-10 points	Score
<p>Note: The district may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.</p> <p>When determining capacity to use school improvement funds, OSPI will take into account such factors as:</p> <ul style="list-style-type: none"> • Number of Tier I and Tier II schools in the district and if they are in a “feeder pattern” or network. • Availability and quality of EMOs which may be enlisted to implement the restart model. • Teacher talent (e.g., highly qualified educators, advanced degrees, demonstrated success in accelerating student achievement in mathematics and/or reading). • District’s ability to recruit a sufficient number of new principals to implement the turnaround or transformation model. • Infrastructures and system-wide supports (e.g., coordinated and aligned standards-based curriculum and assessments, response to intervention framework) to fully and effectively implement one of the four intervention models in each Tier I school. • District determined that it can have the greatest impact on student achievement by focusing resources heavily in a subset of Tier I schools and attempting to turnaround some schools before proceeding to others. • District determined that it can have the greatest impact on student achievement by serving Tier II schools instead of all of its Tier I schools. • For the closure model, access and proximity to higher-performing schools. 	<p>District fails to address sufficient elements in making a case for not serving all of its identified Tier I schools.</p>	<p>District addresses sufficient elements in making a case for not serving all of its identified Tier I schools.</p>	<p>District makes a strong case for not serving all of its identified Tier I schools.</p>	<p>___/10</p>
<p>Total Score for Question 2b</p>				<p>___/10</p>

Q3a: For each Tier 1 and Tier II school the District is applying to serve, select the appropriate Intervention Scoring Guide, score the district’s plan to implement the elements of the intervention, transfer the score to the cover sheet and include the Intervention Scoring Guide in the District’s application folder.

Q 3b: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District, the District and School Improvement and Accountability Division (DSIA) of OSPI, or a designated external lead partner organization (such as a school turnaround organization or an EMO.)

If the District plans to use an external lead partner organization or EMO, explain actions the District has taken, or will take, to recruit, screen, and select the provider(s). Districts may contact DSIA for information regarding technical assistance available through DSIA.

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>a. Provides an explanation of how the district has determined that <u>engagement of external partners is expected to result in substantial raises in student achievement</u>, such as:</p> <ul style="list-style-type: none"> • Description of types of data and research used to make the decision to engage external partners (e.g., <i>School-level Needs Assessment</i>, district-level capacity); • Expectations for external partners with respect to required, and if applicable, permissible actions for intervention(s) and improvement activities; and • Specific qualifications (e.g., demonstrated success in turning around schools) which will be used to recruit, screen, and select external partners. 	Provides minimal evidence of steps to engage external partners to support intervention.	Provides moderate evidence of steps to engage external partners to support intervention.	Provides extensive evidence of steps to engage external partners to support intervention.	___/10
<p>b. If the district plans to use an external lead partner, response describes <u>selection process</u>; response may include:</p> <ul style="list-style-type: none"> • Description of ways in which the district collaborated with the state or other educational agencies to create a rigorous process for recruiting, screening and selecting external provider(s); and • Criteria and rubric used to match applicant credentials and qualifications to specific intervention(s) and improvement activities/services, school level, and needs. 	Provides little or no explanation of the selection process.	Provides some explanation of the selection process.	Provides extensive explanation of the selection process detailing ways the district worked with state or other agencies to create a rigorous process for selection with a clear match to desired outcomes of intervention.	___/10
<p>c. Describes evaluation process which will be used to monitor <u>supports and services provided by external lead partner</u>. Description may include:</p> <ul style="list-style-type: none"> • Steps and timeline for implementing the evaluation process; • Data (e.g., progress toward annual goals and leading indicators) which will be used to monitor and assess implementation and impact of intervention(s) and/or improvement activities; • Process for determining additional metrics which will be used in the evaluation process (if any), and • Opportunities for stakeholder involvement in the process. 	Provides little or no explanation of the process for monitoring and evaluating the external lead partner.	Provides some explanation of the process for monitoring and evaluating the external lead partner.	Provides extensive explanation of the process for monitoring and evaluating external lead partners, detailing timelines and measures of impact on student learning and other leading indicators.	___/10
Total Score for Question 3b				___/30

Q 3c: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to align other resources to fully and effectively implement the intervention (i.e., turnaround, restart, closure, or transformation).				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>a. Dedicates <u>resources needed to fully and effectively implement each intervention</u> as defined in the federal guidelines. Resources may include:</p> <ul style="list-style-type: none"> • Personnel (e.g., assigning effective teachers and leaders, instructional coaches, and district liaison to the district’s persistently lowest-achieving schools); • Federal, state, and local funding which will be used in addition to <i>S/G</i> funds; • Technology (e.g., data systems and assessment systems); • Standards-based curriculum and assessment materials; and • Partnerships with community agencies. 	Provides minimal attention to reallocation of local resources to support the intervention.	Describes some reallocation of local resources to assure that local resources support the intervention.	Completely addresses this issue with human resources, technology supports, instructional coaches, etc.	___/10
<p>b. Describes <u>systematic process</u> in which central office and building administrators work together to analyze, coordinate, blend, and align available resources to support the continuous improvement process and intervention(s):</p> <ul style="list-style-type: none"> • Data collected and analyzed to differentiate and coordinate resources; • Collaborative decision-making process used in differentiating resources; • Alignment of the intervention with other district/school initiatives and grants; • Process to acquire additional resources and partnerships); and • Plan for continuously reviewing and making timely adjustments in resource allocations to assure these schools receive the resources necessary to make adequate yearly progress (AYP) and exit improvement status. 	Addresses 1 or 2 of these elements	Addresses 3 of the suggested elements.	Addresses more than 3 of the suggested elements to support identified school.	___/10
Total Score for Question 3c				___/20

Q 3d: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to fully and effectively implement the interventions (i.e., turnaround, restart, closure				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>a. Identifies process to review current practices and policies which <u>support or impede reform efforts</u> at the identified schools, such as:</p> <ul style="list-style-type: none"> • Timeline for review of current policies and practices; • Process for annual review and revision of board policies and procedures; • Opportunity for stakeholder involvement; • Data used to assess impact of practices and policies; • Identification of district practices or policies that research (e.g., OSPI's <i>Characteristics of Improved Districts: Themes from Research</i>) suggests can support or impede implementation of intervention(s); and • Evidence of district's assessment of current practices and policies in light of required, and as appropriate, permissible actions for selected intervention(s). 	Addresses fewer than 3 of these elements.	Addresses 3 or 4 of the suggested elements.	Addresses more than 4 of the suggested elements; the plan uses research on effective district practices to support implementation of intervention.	___/10
<p>b. Identifies processes and policies related to <u>recruiting and retaining highly effective teachers and leaders</u> to work in the district's persistently lowest-achieving schools. Response may include process and timeline to:</p> <ul style="list-style-type: none"> • Address issues in collective bargaining agreements which may impact implementation of intervention (if needed); • Collaboratively identify teacher and leader competencies essential for full implementation of intervention(s) and improvement activities; and • Provide competitive salaries and benefits, professional autonomy and flexibility. 	Addresses 1 of these elements.	Addresses 2 of the suggested elements.	Addresses all of the suggested elements.	___/10
<p>c. Describes processes for <u>intentional, frequent communication</u> between superintendent/district office and staff in participating schools. The response identifies <u>multiple methods for ongoing communication</u> and <u>opportunities for collaboration</u> to build clarity, commitment, and consistency in district practices.</p>	Minimally addresses communication plan.	Addresses quarterly communication between district and school.	Details frequent 2-way communication using multiple methods.	___/10
<p>d. Describes process to <u>examine system-wide alignment of programs and practices</u> with the intervention(s). The district's response may include the following:</p> <ul style="list-style-type: none"> • Identification of current programs and practices which may support or impede the intervention(s); • Description of the process, including timeline and data collected, for assessing the impact of these programs and practices on the intervention(s); and • Strategies for aligning these programs and practices with the required and, if applicable, permissible actions for the intervention(s). 	Minimally addresses system-wide plan.	Describes plans to align some programs and practices.	Details a complete plan to align programs and practices with the selected intervention(s).	___/10
Total Score for Question 3d				___/40

Q 3e: For each Tier I and Tier II school the District is applying to serve, explain actions the District has taken, or will take, to sustain reforms after the funding period ends.

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Describes <u>system-wide infrastructures</u> the district has developed, or will develop, to sustain reforms in Tier I and Tier II schools over time. The district's response may identify the following:</p> <ul style="list-style-type: none"> • Board-adopted policies and practices, systems, and supports for Tier I and Tier II schools to sustain changes and innovations; • Tools, systems, and practices supporting the use of data to inform district, school, and classroom decision-making; • Process for delivering collaboratively determined, job-embedded professional development to increase teacher and leader effectiveness and to help staff internalize changes so they become part of routine practice; • Calendar and schedule which provide extended learning time; • System for continued alignment of curriculum, assessments, and intentions and, if appropriate, for continued support of the instructional model(s); • Budget which uses federal, state, and local education funding to sustain reforms; • Narrative describing process for differentiating resources to sustain reforms and avoid a "funding cliff" at the conclusion of the grant; and • Decision-making practices at the district and school levels which provide for stakeholder involvement and input for sustaining changes, innovations, and a continuous improvement process. 	Addresses fewer than three of these elements.	Addresses 3 or 4 of the suggested elements.	Addresses more than 4 of the suggested elements; the plan uses research on effective district practices to support sustaining reforms after the funding period ends.	__/10
Total Score for Question 3e				__/10

Q 4: Provide a timeline delineating the steps the District will take to implement the selected interventions (i.e., turnaround, restart, closure, or transformation) in each Tier I and Tier II school identified in this application. The timeline should indicate that the District has the ability to get the basic elements of its selected models up and running by the beginning of the 2010-11 school year.				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Provides <u>three-year timeline</u> for implementing the selected interventions in each Tier I and Tier II school identified in the application.	Minimally developed.	Describes broad overview of 3 year timeline.	Addresses most of the elements of the selected intervention(s) for 3 year timeline.	___/10
b. Timeline for 2010-11 indicates <u>basic elements of the selected intervention model(s) will be up and running by the beginning of the 2010-11 school year.</u> Note: <ul style="list-style-type: none"> Basic elements are attached to this <i>Scoring Guide</i>. 	Minimally developed.	Describes broad overview of basic elements which will be implemented during first year for each intervention.	Addresses most of the basic elements which will be implemented during first year for each intervention.	___/TBD (Total based on total # of Tier I/II schools)
c. Timeline allows for <u>certain intervention model components</u> (e.g., job-embedded professional development or identifying and rewarding teacher and principals who have increased student achievement) <u>to occur later</u> in the process of implementing the model.	Minimally developed.	Describes remaining components of selected intervention(s) which will be implemented during the 3-year timeline.	Addresses most of the remaining components of selected intervention(s) which will be implemented during the 3-year timeline.	___/10
Total Score for Question 4				___/TBD

Q 5a: ACADEMIC GOALS Describe the annual goals for student achievement on the State’s assessments in reading and mathematics that the District has established to monitor its Tier I and Tier II schools that receive school improvement funds.

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Provides specific <u>annual goals</u> on the State’s annual assessments in reading and mathematics.</p> <p>****Schools may set additional goals for sub-groups of students, for example:</p> <ul style="list-style-type: none"> • <i>ELL students’ year to year growth exceeds the expected growth on WLPT-II.</i> • <i>In addition to growth goals for all students, the school’s achievement gaps will diminish by X% annually.</i> 	<p>Grade-level annual goals for increase in the percent of students proficient are missing or are less than or equal to the annual state growth.</p>	<p>Grade-level annual proficiency goals would result in not closing the gap between the school’s baseline (’07-’09 average) and the State Uniform Bar by at least 50%.over 3 years.</p>	<ul style="list-style-type: none"> • Grade-level annual proficiency goals target a 30% gain over 3 years, or exceed their baseline by 10% a year, or • result in surpassing the State Uniform Bar, or • the school’s matched cohort (same students) growth from level to level (MSP performance levels) exceeds by at least 15%the State’s level to level growth per year, e.g., L1 to L2; L2 to L3 & L4. • ****sub group goals 	<p>___/10</p>
<p>Total Score for Question 5a (academic)</p>				<p>___/10</p>

Q 5a: DROPOUT REDUCTION GOAL (If applicable): High schools identified as Tier I or Tier II schools due to average weighted graduation rates less than 60% must also set goals targeting reducing their annual dropout rates..

Criteria:	1-3 points	4-6 points	7-10 points	Score
For High Schools: Provides specific annual goals for drop-out rates.	Dropout reduction goals are missing or less than a reduction of 1% per year.	Dropout rate goals target an annual dropout rate of less than 5%/year for each of the next 3 years.	Dropout rate goals target an annual dropout rate of less than 3%/year for each of the next 3 years.	___/10
Total Score for Question 5a (dropout reduction)				___/10 If applicable

Q 5b: Describe how the District will use interim assessments or other indicators of progress to determine if students are on track to reach annual goals the District has established to monitor its Tier I and Tier II schools that receive school improvement funds.

Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Describes data which will be used to measure progress; actions may include:</p> <ul style="list-style-type: none"> • Identifies <u>interim assessments or other indicators of progress</u> which will be used to monitor progress in Tier I and Tier II schools; or District's plan to put in place. • Provides <u>timeline</u> for collecting and analyzing data from interim assessments or other indicators of progress; • Describes <u>technical assistance and other resources</u> which will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress; • Describes <u>additional resources</u>, if any, which will be provided to implement interim assessments and other indicators of progress; and • Describes process to <u>reassess current and/or provide additional support and resources</u> (e.g., human, fiscal) if school is not meeting or on target to meet annual goals. 	<p>Addresses 1 or 2 of the steps to establish interim assessments to determine if students are on track to meet annual goals.</p>	<p>Addresses 3 of the steps to establish interim assessments with timeline for data collection and analysis.</p>	<p>Addresses 4 or more of the steps to establish interim assessments with timeline for data collection and analysis, technical assistance, and other supports for effective monitoring of interim assessments.</p>	<p>___/10</p>
Total Score for Question 5b				___/10

Q 6: Describe how, as appropriate, the District consulted with relevant stakeholders regarding the District's application and implementation of school improvement models (i.e., turnaround, restart, closure, or transformation) in its Tier I and Tier II schools.				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Identifies <u>relevant stakeholder groups</u> who were consulted during the <u>application process</u> and will be consulted during the <u>implementation process</u>. Actions include:</p> <ul style="list-style-type: none"> • Describes variety of two-way communication models (e.g., survey, focus group) which were used to gather input during the <u>application process</u> from these groups; and • Describes how stakeholder input was utilized in the <u>application process</u>. • Identifies relevant stakeholder groups who will be consulted with during the <u>implementation process</u>; • Provides timeline for Tier I and Tier II schools which indicates regular consultation with relevant stakeholders during the <u>implementation process</u>; • Describes a variety of two-way communication models (e.g., survey, focus group) that will be used to gather input during the <u>implementation process</u> from these groups; and • Describes how stakeholder input will be utilized during the <u>implementation process</u>. 	Provides minimal evidence of stakeholder involvement in the application process.	Provides moderate evidence of stakeholder involvement in the application process and some indication of plans for continued engagement.	Provides extensive evidence of stakeholder involvement in the application process with plans for continued involvement through the <i>SIG</i> timeline.	___/10
Total Score for Question 6				___/10

For Districts Applying to Serve Tier III Schools (NOTE: OSPI may fund Tier III schools only after all TIERs I and II are funded)

Q 7a: Describe how the district will hold each Tier III school receiving SIG funds accountable for meeting the goals the school has established..				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<p>Describes data which will be used to measure progress; actions may include:</p> <ul style="list-style-type: none"> Identifies <u>interim assessments or other indicators of progress</u> which will be used to monitor progress in Tier III schools; Provides <u>timeline</u> for collecting and analyzing data from interim assessments or other indicators of progress; Describes <u>technical assistance and other resources</u> which will be utilized to train teachers and leaders to implement and analyze interim assessments and other indicators of progress; Describes <u>additional resources</u>, if any, which will be provided to implement interim assessments and other indicators of progress; and Describes process to <u>reassess current and/or provide additional support and resources</u> (e.g., human, fiscal) if school is not meeting or on target to meet annual goals. 	Addresses 1 or 2 of the steps to establish interim assessments to determine if students are on track to meet annual goals.	Addresses 3 of the steps to establish interim assessments with timeline for data collection and analysis.	Addresses 4 or more of the steps to establish interim assessments with timeline for data collection and analysis, technical assistance, and other supports for effective monitoring of interim assessments.	___/10
Total for Question 7a				___/10

Q 7b: For each Tier III school the District commits to serve, identify the services the school will receive or the improvement activities the school will implement. These services may be provided by the District, or with the approval of the District, support by the District and School Improvement and Accountability Division of OSPI or by other external providers. Include the timeline for providing these services and activities.				
Criteria:	1-3 points	4-6 points	7-10 points	Score
a. Describes <u>specific services or improvement activities</u> for each Tier III school.	Provides minimal response.	Outlines system of supports to support improvement efforts in identified schools.	Provides comprehensive school support plan which specifies improvement activities.	___/10
b. Identifies data analyzed to determine services the school will receive or the activities the school will implement.	Provides little evidence of data analysis.	Describes 3 sources of data which were analyzed.	Describes at least 4 sources of data and how they were used to determine	___/10

			services.	
c. Identifies research base utilized to identify services the school will receive or the activities the school will implement.	Minimally refers to evidence-based practices which will be implemented in the school.	Describes 2 evidence-based practices which will be implemented in the school, and cites relevant research.	Describes at least 3 evidence-based practices which will be implemented in the school, and cites relevant research.	___/10
d. Provides three-year timeline for implementing the selected school improvement strategies.	Minimally developed.	Describes broad overview of 3 year timeline.	Addresses most of the elements of the selected intervention(s) for 3 year timeline.	___/10
e. Outlines specific actions the District will take to sustain reforms in Tier III schools after the funding period ends.	Describes 1 or 2 actions.	Describes 3 or 4 actions, citing research on effective district practices.	Describes at least 5 actions, citing research on effective district practices to support sustaining reforms after the funding period ends.	___/10
Total for Question 7b				___/50

Q 7c: Describe how the District will address ESEA requirements in each identified Tier III school in corrective action or restructuring (Step 3, Step 4, or Step 5) based on 2009-10 state assessment data. In the description, include the name of the Tier III school and its step of improvement (Step 3, Step 4, or Step 5).				
Criteria:	1-3 points	4-6 points	7-10 points	Score
<ul style="list-style-type: none"> Describes <u>specific actions</u> the District will take to address ESEA requirements for schools in corrective action or restructuring in 2009-10 (Step 3, Step 4, or Step 5.) Includes the <u>name of each Tier III school</u> and its <u>step of improvement in 2009-10</u> (Step 3, Step 4, or Step 5). Provides an <u>explanation of ways in which the District has addressed the needs and provided support</u> to these Tier III schools in the past. 	Provides little or no description of future or past/current actions taken to address ESEA requirements.	Describes future or past/current actions taken to address ESEA requirements.	Describes future or past/current actions taken to address ESEA requirements; includes explanation regarding outcomes of past/current actions and reasons for future actions.	___/10
Total for Question 7c				___/10

Budget

The district's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the district's application as well as to support school improvement activities in Tier III schools throughout the period of availability of SIG funds (taking into account any waiver extending that period received by either OSPI or the district).			
Criteria:			Meets Criteria
a. Proposed budget for each Tier I and Tier II school the district is applying to serve is of sufficient size and scope to support full and effective implementation of the selected intervention for these Tier I and Tier II schools over a period of three years through September 30, 2013, pending approval of the state's waiver to the United States Department of Education (ED).	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
b. Proposed budget for each Tier III school the district is applying to serve includes the services the district will provide the school at a scale sufficient to support school improvement activities in those schools. A district may "serve" a Tier III school by providing services that provide a direct benefit to the school. While the Tier III school must receive some tangible benefit from the district's use of SIG funds, the value of which can be determined by the district, the school need not actually receive SIG funds. (Funding is only available for Tier III schools after all Tier 1 and Tier II schools have been funded.)	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
c. Overall proposed budget, with supporting rationale, indicates how district will allocate school improvement funds over a maximum of a three year period, with separate budgets for each of the Tier I, Tier II, and Tier III schools it is applying to serve.	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
d. Proposed budget includes funding for district-level activities necessary to support the implementation of school intervention models in Tier I and Tier II schools and services/improvement activities in Tier III schools.	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
e. Proposed budget reflects how the district will sustain improvement efforts after the end of the grant period.	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No
f. If applicable, proposed budget reflects amounts agreed upon between the district and OSPI/DSIA to provide technical assistance and other supportive services; if applicable, proposed budget reflects agreed-upon amounts to contract with external provider(s).	Information is incomplete	All information is complete and proposed budget follows federal guidelines	Yes/No If applicable
Budget is complete:			Yes/No

Summary of Chapter 235, 2010 Laws, with a section-by-section summary of Part I

- E2SSB 6696 was signed by Governor Gregoire on March 29, 2010. This session law will become Chapter 235, 2010 laws, and will become effective on 6/10/2010.

Part I: Accountability Framework

<p>Section 101: Intent</p>	<p>State's responsibility to create a coherent and effective accountability framework for the continuous improvement for all schools and districts. This system must provide an excellent and equitable education for all students; an aligned federal/state accountability system; and the tools necessary for schools and districts to be accountable. These tools include the necessary accounting and data reporting systems, assessment systems to monitor student achievement, and a system of general support, targeted assistance, and if necessary, intervention.</p> <p>Definition of roles of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) for accountability outlined.</p> <p>Phase I will recognize schools that have done an exemplary job of raising student achievement and closing the achievement gaps through the SBE Accountability Index. SBE will have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps. Phase I will also use the federal guidelines to identify the lowest five percent of persistently low achieving schools to use federal funds and federal intervention models beginning in 2010 (voluntary) and 2011 (required).</p> <p>Phase II will implement the SBE Accountability Index for identification of schools including non Title I schools in need of improvement and develop state and local intervention models with state and local funds beginning in 2013. Federal approval of the State Board of Education's Accountability Index must be obtained or the federal guidelines for persistently low-achieving schools will continue to be used.</p> <p>The expectation from implementation of this accountability system is the improvement of student achievement for all students to prepare them for postsecondary education, work, and global citizenship in the twenty-first century.</p>
<p>Section 102: Identification of the Persistently Lowest Achieving Schools</p>	<p>Beginning no later than December 1, 2010, and annually thereafter, OSPI will use the federal criteria set forth in the final federal rules for school improvement to identify the persistently lowest achieving schools and their districts. The criteria for determining whether a school is among the persistently lowest-achieving five percent of Title</p>

	<p>I schools, or Title I eligible schools, shall be established by OSPI. The criteria must meet all applicable requirements for the receipt of a federal school improvement grant under the American recovery and reinvestment act of 2009 and Title I of the elementary and secondary education act of 1965, and take into account:</p> <ul style="list-style-type: none"> • The academic achievement of the "all students" group in a school in terms of proficiency on the state's assessment, and any alternative assessments, in reading and mathematics combined. • The school's lack of progress on the mathematics and reading assessments over a number of years in the "all students" group.
<p>Section 103: Required Action Districts</p>	<p>Beginning in January 2011, OSPI shall annually recommend to SBE districts for designation as required action districts based on the availability of federal funds and criteria developed by SPI. Districts must have at least one of the persistently lowest achieving schools. School districts that have volunteered in 2010 or have improved shall not be included in this designation. SBE may designate a district that received a school improvement grant in 2010 as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest-achieving and meets the criteria for designation established by the Superintendent of Public Instruction.</p> <p>OSPI will provide districts with written notice. School districts may request reconsideration of this designation within ten days.</p> <p>SBE will annually designate those districts recommended by OSPI. Districts must notify all parents with students in persistently low achieving schools that the district is in required action.</p>
<p>Section 104: Academic Performance Audit</p>	<p>OSPI will contract with an external review team to conduct an academic performance audit of the required action district. The review team shall have expertise in comprehensive school and district reform and shall not be from OSPI, SBE, or school districts subject to audit.</p> <p>OSPI shall establish audit criteria. The audit shall include, but not be limited to: student demographics, mobility patterns, school feeder patterns, performance of different student groups on assessments, effective school leadership, strategic allocation of resources, clear and shared focus on student learning, high standards and expectations for all students, high level of collaboration and communication, aligned curriculum, instruction and assessment to state standards, frequency of monitoring learning and teaching, focused professional development, supportive learning environment, high level of family and community involvement, alternative secondary schools best practices, and any unique circumstances or characteristics of the school or district.</p> <p>Audit findings shall be made available to the local school district, its staff, community, and the State Board of Education.</p>

<p>Section 105: Required Action Plan</p>	<p>The local school district superintendent and local board of a required action district shall submit a required action plan to SBE upon a schedule SBE develops.</p> <p>The required action plan must be developed in collaboration with administrators, teachers, staff, parents, union (representing any employees in district), students, and representatives of the local community. OSPI will assist district as requested in plan development. The local school board will hold a public hearing on the proposed required action plan.</p> <p>The required action plan must address the concerns raised in the audit and include:</p> <ol style="list-style-type: none"> a) Implementation of one of four federal intervention models, including turnaround, restart, closure, and transformation (no charters unless expressly authorized by legislature). The intervention model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the State Board of Education within three years of implementation of the plan. b) An application for a federal school improvement grant to OSPI. c) Budget for adequate resources to implement. d) Description of changes in district or school policies and practices to improve student achievement. e) Metrics used to assess student achievement to improve reading, math, and graduation rates. <p>The plan will have to be implemented over a three year period. OSPI will review the local school district required action plan and approve that it is consistent with federal guidelines prior to the local superintendent and board submitting the plan to the SBE.</p> <p>Expiring collective bargaining agreements for all school districts that are designated required action districts as of the effective date of this section must have the authority to reopen its collective bargaining agreements if needed to develop and implement an appropriate required action plan.</p> <p>If no agreement can be reached between district and employee organizations, then:</p> <ul style="list-style-type: none"> • Mediation through the Public Employment Relations Commission must start no later than April 15 and be completed by May 15. • Or it will be go to Superior Court with decision by June 15.
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	<p>If it goes to Superior Court, then:</p> <ul style="list-style-type: none"> • The school district must file a petition with the superior court by May 20. • Within seven days of filing the petition each party must file a proposal to be implemented in a final required action plan. • The court's decision must be issued no later than June 15. <p>Each party will bear its own costs for mediation or courts. All mediation shall include employer and representatives of all affected bargaining units.</p>
<p>Section 106: SBE Approves Required Action Plan</p>	<p>SBE shall approve the local district required action plan if it meets the requirements identified in Section 105 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. The SBE must accept for inclusion any final decision by the superior court.</p> <p>The required action plan goes into effect for the next school year (thus a district designated in January 2011 would implement the plan in the immediate school year following designation as a required action district). Federal funds must be available to implement the plan or it will not go into effect.</p> <p>Any addendum to the collective bargaining agreement related to student achievement or school improvement shall not go into effect until SBE approves the plan.</p> <p>If SBE does not approve the plan. SBE must notify the district in writing and provide reasons. The district may either:</p> <ul style="list-style-type: none"> • Submit new plan within 40 days with OSPI assisting the district with resubmission of the plan; or • Submit a request to the Required Action Plan Review Panel (established under section 107) for reconsideration of SBE's rejection within ten days of the notification that the plan was rejected. <p>If federal funds are not available, the plan is not required to be implemented until such funding becomes available. If federal funds for this purpose are available, a required action plan must be implemented in the next immediate school year.</p>
<p>Section 107: Required Action Review Panel</p>	<p>A Required Action Review Panel is established and shall be composed of five individuals with expertise in school improvement, school and district restructuring, or parent and community involvement in schools. Two of the panel members shall be appointed by the speaker of the house of representatives; two shall be appointed by the president of the senate; and one shall be appointed by the governor.</p>

	<p>If SBE does not approve a district's Required Action Plan, then the district may appeal the decision to the panel for consideration. The panel will be convened as-needed.</p> <p>The panel may reaffirm the decision of SBE, recommend that the SBE reconsider the rejection, or recommend changes to the required action plan that should be considered by the district and SBE to secure approval of the plan. SBE shall consider the recommendations of the panel and issue a decision in writing to the local school district and the panel. If the school district must submit a new required action plan to the State Board of Education, the district must submit the plan within forty days of the board's decision.</p> <p>SBE and OSPI must develop timelines and procedures for the deliberations under this section so that school districts can implement a required action plan within the time frame required under section 106.</p>
<p>Section 108: Redirect of Title I Funds if No Required Action Plan</p>	<p>SBE may charge OSPI to redirect district's Title I funds based on the academic performance audit findings if a school district has not submitted a required action plan for approval or the final plan submitted has not received approval by SBE.</p>
<p>Section 109: Implementation of Required Action Plan</p>	<p>A school district must implement a required action plan upon approval by the State Board of Education. OSPI must provide the required action district with technical assistance and federal school improvement grant funds or other federal funds for school improvement, if available, to implement an approved plan.</p> <p>The district will provide regular updates to OSPI on its progress in meeting the student achievement goals based on the state's assessments, identifying strategies and assets used to solve audit findings, and establishing evidence of meeting plan implementation benchmarks as set forth in the required action plan.</p>
<p>Section 110: Biannual Reports and Delisting Districts</p>	<p>OSPI will inform SBE at least biannually (twice a year) of the progress of the Required Action District's progress on its plan implementation and metrics.</p> <p>OSPI will recommend to SBE that a district is no longer in required action after three years of district implementation based on improvement as defined by OSPI, in reading and mathematics on the state's assessment over the past three consecutive years.</p> <p>SBE will release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release or SBE will recommend that the district remain in required action.</p>

<p>Sec. 111: Recognition of Exemplary Performance and Collaboration with the Achievement Gap Oversight and Accountability Committee</p>	<p>SBE, in cooperation with OSPI, shall annually recognize schools for exemplary performance as measured on the State Board of Education Accountability Index. SBE shall have ongoing collaboration with the achievement gap oversight and accountability committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.</p>
<p>Sec. 112: Definitions</p>	<p>Definitions for the Chapter:</p> <ul style="list-style-type: none"> • "All students group" means those students in grades three through eight and high school who take the state's assessment in reading and mathematics. • "Title I" means Title I, part A of the federal elementary and secondary education act of 1965.
<p>Sec. 113: Adopting Rules</p>	<p>OSPI and SBE may each adopt rules in accordance with chapter 34.05 RCW as necessary to implement this chapter.</p>
<p>Sec. 114: Joint Select Committee on Education Accountability</p>	<p>A joint select committee on education accountability is established beginning no earlier than May 1, 2012, to:</p> <ul style="list-style-type: none"> • Identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a required action district. • Identify and analyze appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level within such an accountability system. • Examine models and experiences in other states. • Identify the circumstances under which significant state action may be required. • Analyze the financial, legal, and practical considerations that would accompany significant state action. <p>The committee shall submit an interim report to the education committees of the legislature by September 1, 2012, and a final report with recommendations by September 1, 2013.</p>

Part IX: Closing the Achievement Gap

<p>Sec. 901: Closing the Achievement Gap</p>	<p>Adds to the RCW 28A.300.136 that the Superintendent of Public Instruction, the State Board of Education, the Professional Educator Standards Board, and the Quality Education Council shall work collaboratively with the Achievement Gap Oversight and Accountability Committee to close the achievement gap.</p>
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Summaries of other sections of Chapter 235, 2010 Laws:

<p>Parts II, III, IV: Educator Evaluation</p>	<p>Requires development of new classroom teacher and principal four-level rating evaluation systems based on new statewide minimum criteria. Requires implementation in all school districts by 2013-14.</p> <p>The Superintendent of Public Instruction (SPI), in collaboration with state associations representing teachers, principals, administrators, and parents, shall create models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator training for certificated classroom teachers and principals.</p> <p>A set of school districts shall be selected by OSPI to participate in a collaborative process resulting in the development and piloting of new certificated classroom teacher and principal evaluation systems during the 2010-11 and 2011-12 school years.</p> <p>In a July 1, 2011 report to appropriate committees of the legislature and governor, the Superintendent shall include recommendations for whether a single statewide evaluation model should be adopted, whether modified versions developed by school districts should be subject to state approval, and what the criteria would be for determining if a school district's evaluation model meets or exceeds a statewide model.</p> <p>Establishes a new process and standard for transferring principals to a subordinate position in school districts with more than 35,000 students, applying only to principals hired after the effective date of the bill.</p> <p>Extends provisional status for non-supervisory certificated staff from two to three years.</p> <p>Includes as a subject of supplemental contracts: innovative activities to close the achievement gap; develop learning opportunities in science, technology, engineering, and mathematics; or offer arts education.</p>
<p>Part V: Educator Preparation and Workforce</p>	<p>Requires the Professional Educator Standards Board to accept proposals for preparation program providers that include community colleges and non-higher education providers.</p> <p>Modifies the alternative routes to certification from a partnership grant program to a model of program delivery. Requires public colleges of education that offer residency certification to submit a proposal to offer an alternative route program.</p>

	<p>Requires a new evidence-based performance assessment for preservice candidates beginning in 2011-12.</p> <p>Requires Educational Service Districts to convene school districts and educator preparation programs to review educator workforce data and identify how to meet projected need.</p>
Part VI: Standards	Authorizes the OSPI to provisionally adopt, by August 2, 2010, the Common Core Standards developed by a multi-state consortium, but prohibits implementation until the legislature has an opportunity for review.
Part VII: Parents and Community	<p>Requires each school to conduct outreach and seek feedback from a diverse range of parents and community members and to include a summary of this information in its annual school performance report.</p> <p>Directs the Center for the Improvement of Student Learning to identify measures of parent involvement in schools and highlight successful models and best practices.</p>
Part VIII: Collective Bargaining	Revises Chapter 41.56 RCW and Chapter 41.59 RCW to include that all collective bargaining agreements entered into between a school district employer and school district employees under this chapter after the effective date of this section, as well as bargaining agreements existing on the effective date of this section but renewed or extended after the effective date of this section, shall be consistent with section 105 of this act.
Part X: Miscellaneous Provisions	Sections 101 through 110 and 112 through 114 of this act constitute a new chapter in Title 28A RCW and RCW 28A.305.225 is recodified as a section in the chapter.

To review the entire bill please visit the Legislature's Bill Information Page for E2SSB 6696 at:
<http://apps.leg.wa.gov/billinfo/summary.aspx?bill=6696&year=2009>

Classroom Observation Study

West Seattle Elementary School

Seattle Public Schools

February 23, 2010



Classroom Observation Study

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

The BERC Group, under contract, for
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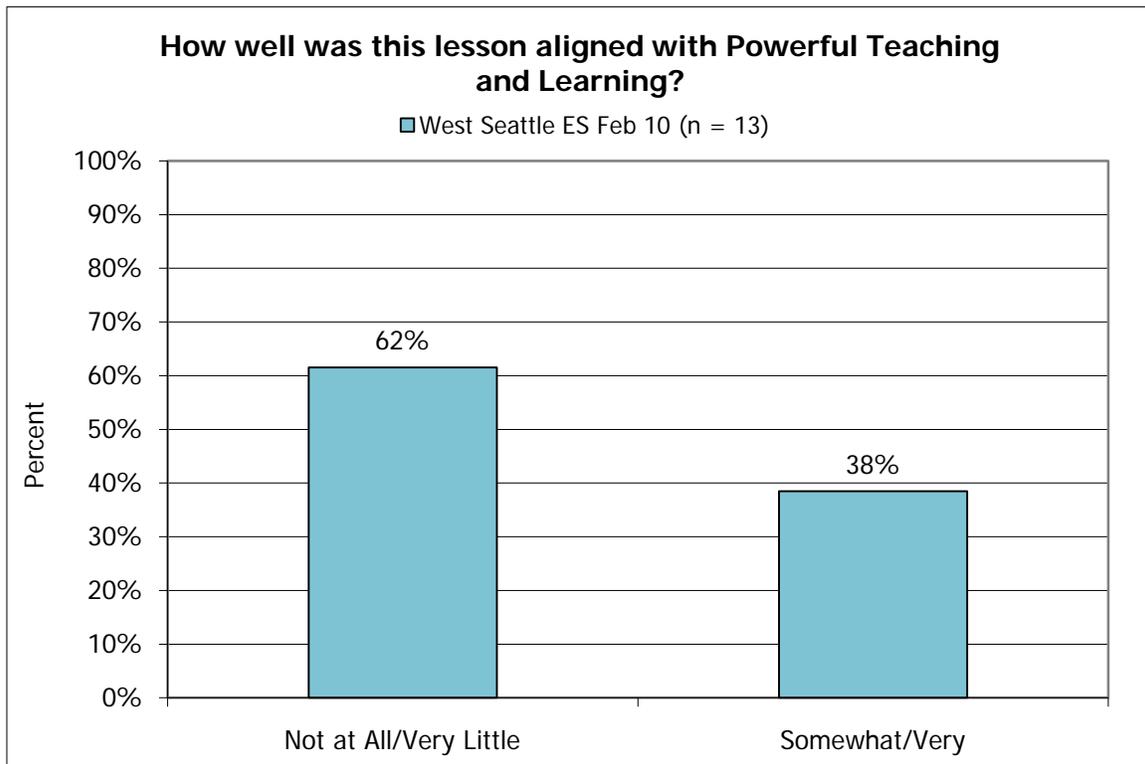
Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

STAR Classroom Observation Study

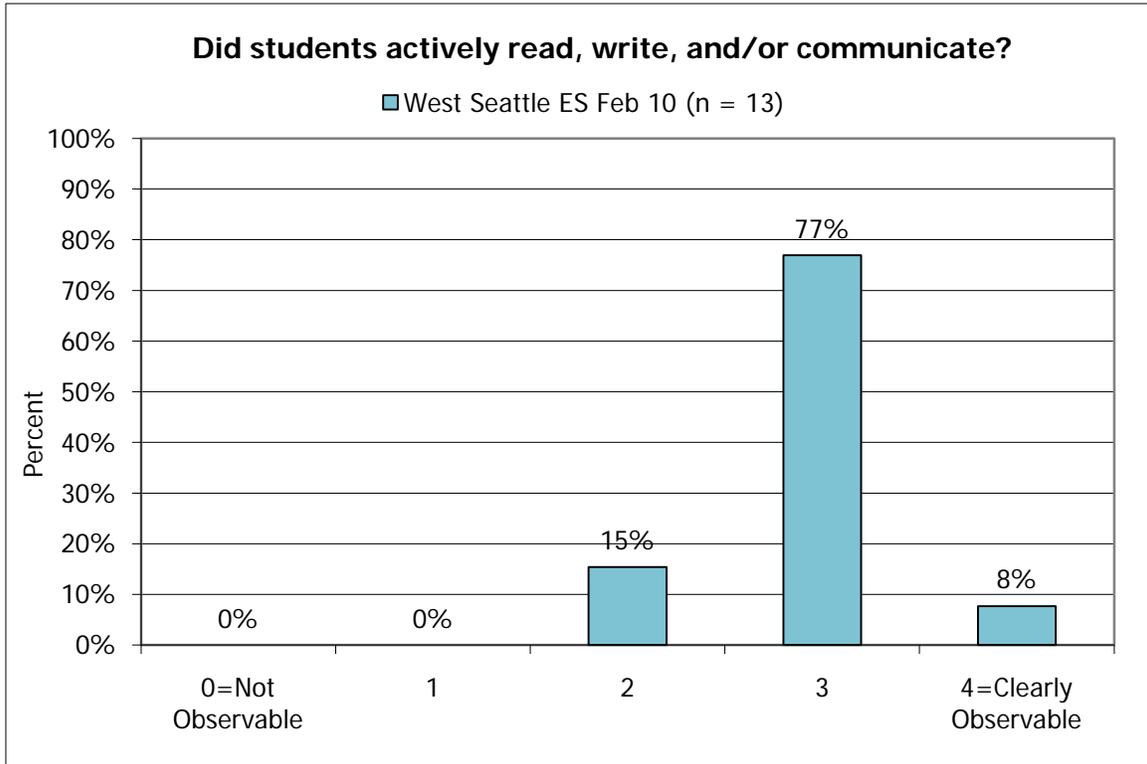
The STAR Classroom Observation Protocol™ is a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during a classroom observation. As part of the design of the STAR Protocol, only the most significant and basic indicators are used to determine the presence of Powerful Teaching and Learning™. Thus, the STAR protocol allows for ease of use with any classroom observation and aligns with the educational improvement goals and standards for effective instruction. The STAR Protocol helps participants view Powerful Teaching and Learning™ through the lens of 5 Essential Components and 15 Indicators.

The goal of this data collection is to determine the extent to which general instructional practices throughout the school align with Powerful Teaching and Learning™. Findings within this report highlight West Seattle Elementary School's STAR classroom observation results for 2010. The results for the Essential Components are shown on pages 2 through 4, and the results for the Indicators are on page 5. A summary and recommendations are included at the end of the report.

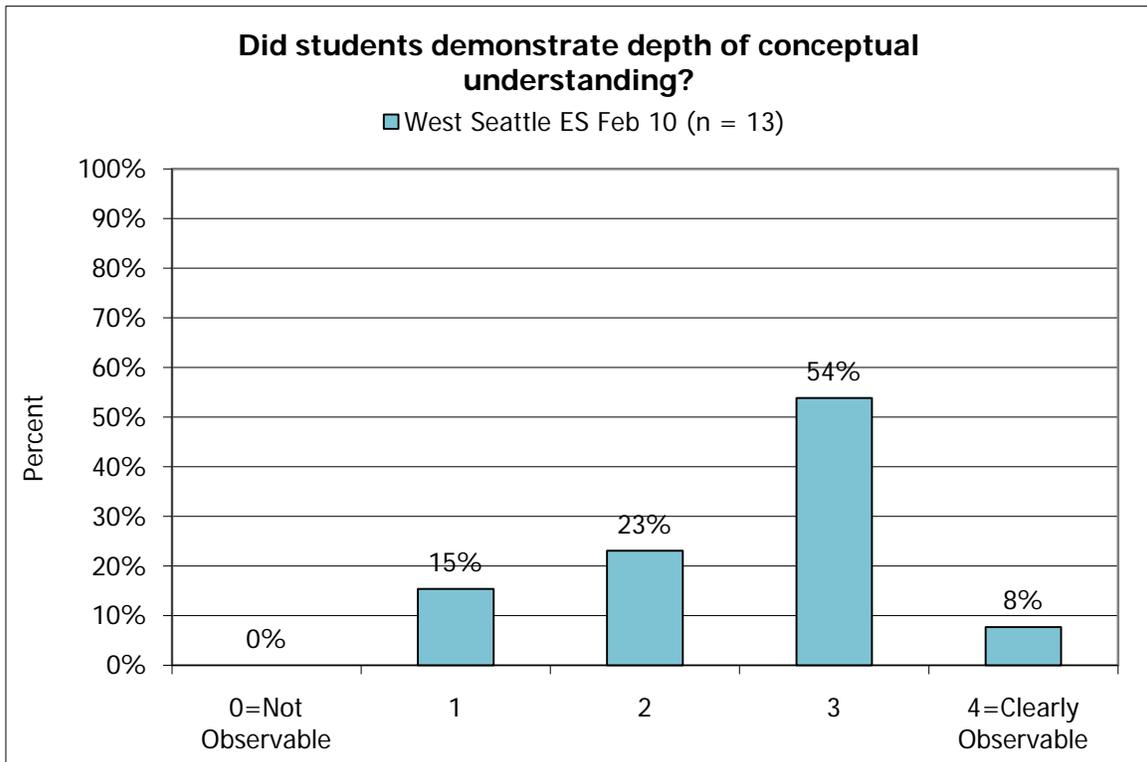
OVERALL RESULTS



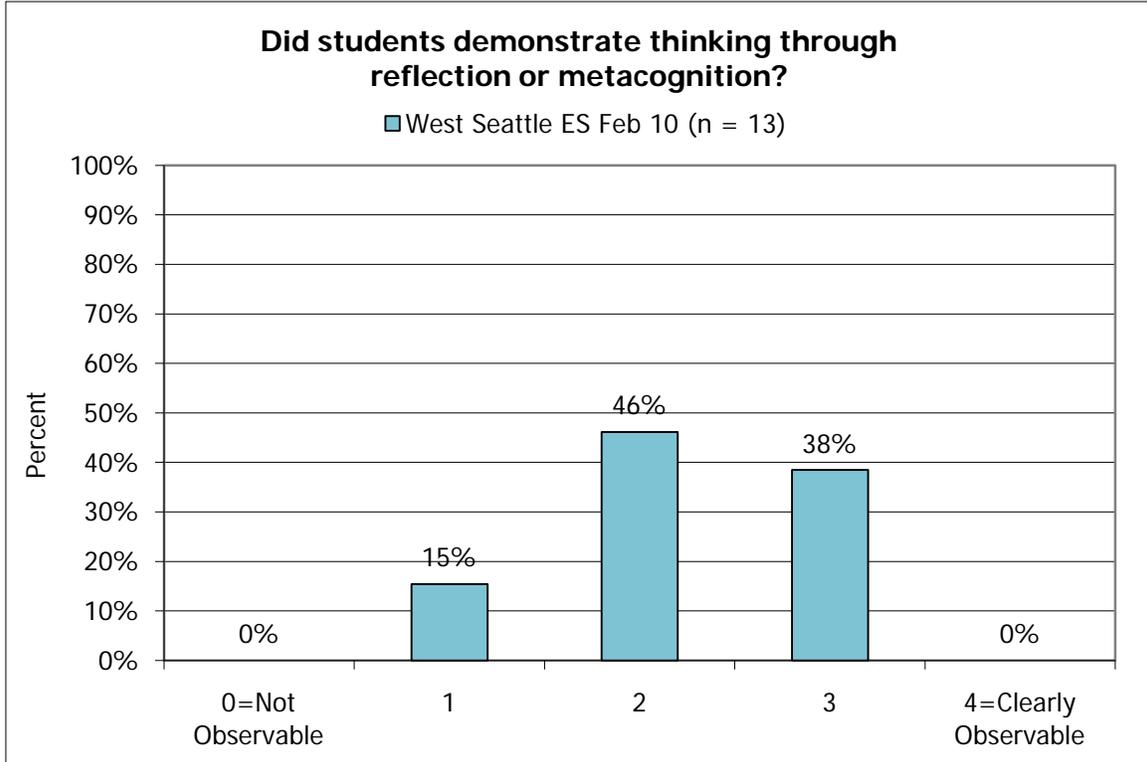
SKILLS



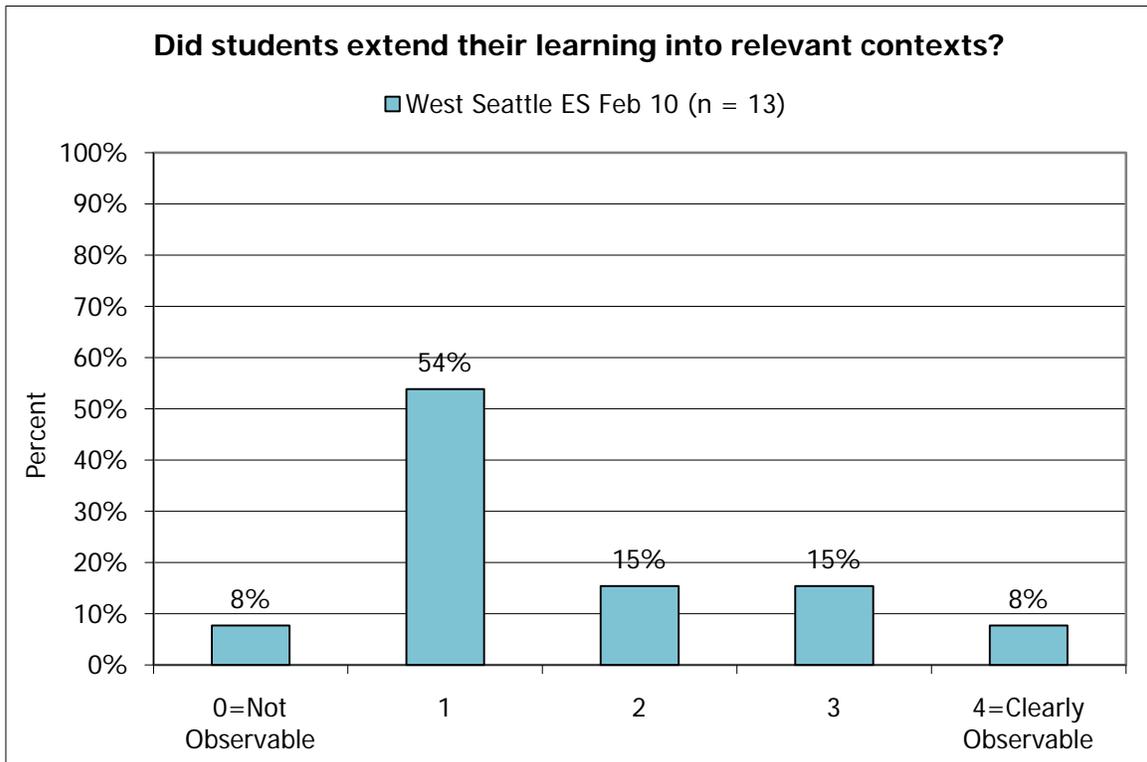
KNOWLEDGE



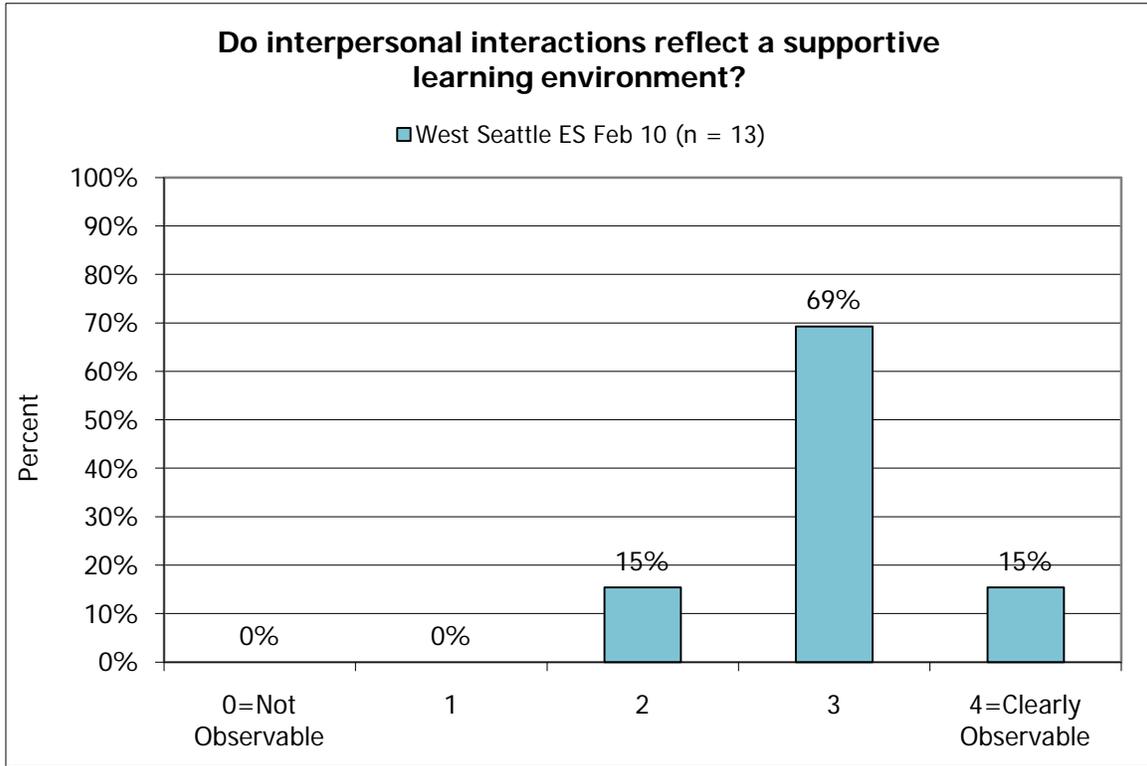
Thinking



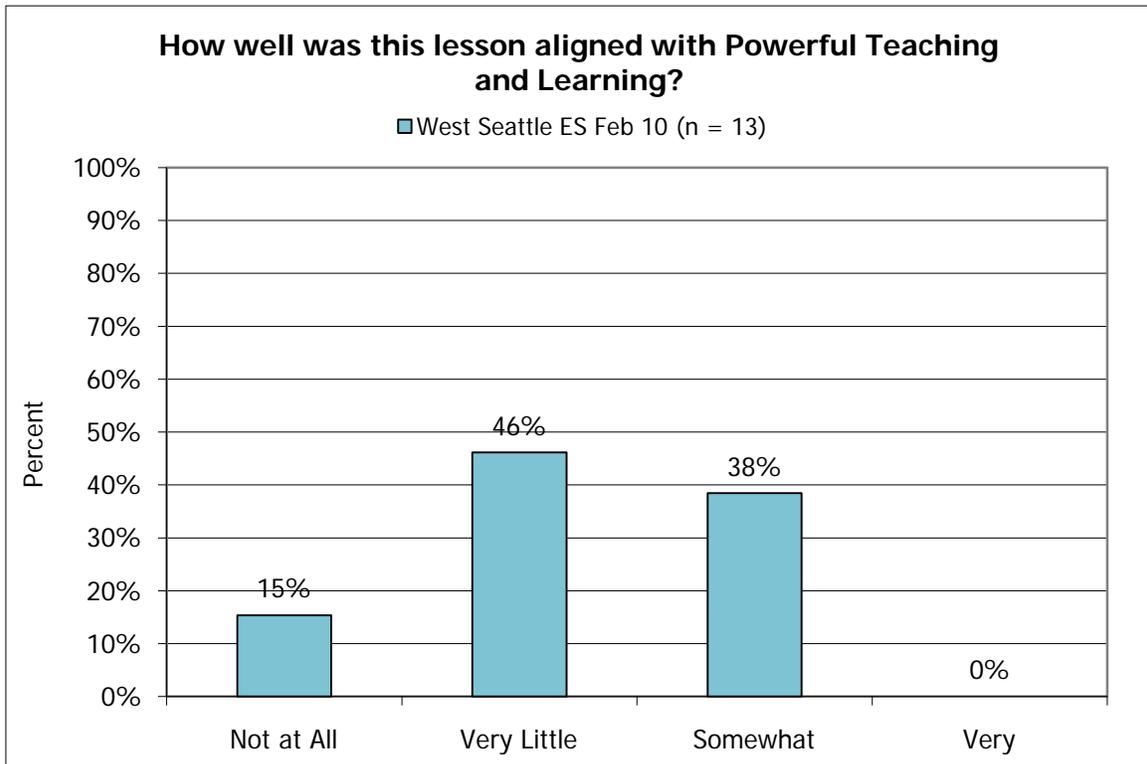
APPLICATION



Relationships



OVERALL (SCALES 1-4)



Disaggregated STAR Indicator Results

<i>Skills Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating.	0%	0%	8%	77%	15%
				92%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	0%	15%	38%	46%	0%
				46%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	0%	0%	54%	46%	0%
				46%	
<i>Knowledge Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
4. Teacher assures the focus of the lesson is clear to all students.	0%	15%	23%	54%	8%
				62%	
5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and to develop conceptual understanding, not just recall.	0%	15%	23%	54%	8%
				62%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	0%	15%	46%	31%	8%
				38%	
<i>Thinking Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	0%	15%	46%	38%	0%
				38%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	0%	8%	46%	46%	0%
				46%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	0%	38%	31%	31%	0%
				31%	
<i>Application Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	8%	54%	15%	15%	8%
				23%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	8%	38%	31%	15%	8%
				23%	
12. Students produce a product and/or performance for an audience beyond the class.	100%	0%	0%	0%	0%
				0%	
<i>Relationships Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	0%	15%	54%	31%
				85%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	15%	15%	38%	31%	0%
				31%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	8%	15%	31%	31%	15%
				46%	

Summary and Recommendations

Overall, researchers observed instruction that was aligned with Powerful Teaching and Learning™ in 38% of the lessons. The *Skills* and *Relationships* indicators scored highest on the Protocol. Researchers observed supportive learning environments in which, in the majority of the classrooms, students were actively reading, writing, and communicating. When reviewing data it is important to remember that researchers observed on a day where many students, sometimes more than half of a class, were being pulled out for ESL testing. To ensure continuous improvement, we recommend that staff members explore three specific Essential Components of the STAR Classroom Observation Protocol™ :

Knowledge: The *Knowledge Component* scored at a moderate level on the Protocol, 62% of lessons scored showed evidence (scored a 3 or 4) of the Component. In most classrooms, teachers conveyed high standards of performance for all students, made lesson objectives clear, and organized lessons around essential questions. However, many of the observations recorded teaching and learning that focused on *recall*-level knowledge or simple copying of correct information. Researchers observed some classes in which learning was teacher-led rather than student-centered, and classes in which lessons were not very rigorous or challenging. We recommend staff members increase their efforts to provide students with opportunities to develop and/or use conceptual knowledge and develop critical thinking skills. Lessons should be reexamined in terms of the extent to which they allow students to engage in substantive communication that builds conceptual knowledge.

Thinking: The *Thinking Component* scored at a moderate level on the Protocol, with 38% of the lessons scoring a 3 or 4. Researchers observed several instances where teachers were using a variety of questioning strategies to probe student thinking and reflection. However, the majority of questions were focused on obtaining the “correct” answer or were answered by the teacher before students could respond. Questions such as “How did you get that answer?”, “Why do you think that?” and “Do you agree? Why or why not?” promote critical thinking and reflection. We recommend teachers focus their efforts on developing higher-order questions that allow students to articulate their thinking strategies, to express their opinions, and to make connections to text or to self. Two techniques that are likely to make a big difference are (1) probe correct responses with two to five follow-up questions, and (2) if more than half of the students raise their hands to respond to a question, have them turn and talk to a partner for one minute before taking answers from the whole class. This allows multiple responses to a single question and gives students an opportunity to explain their thinking to peers.

Application: The *Application Component* scored the lowest on the Protocol, with 23% of lessons scoring a 3 or 4. Researchers observed some lessons where students were making personal connections to texts, discussing school wide behavioral issues, and writing personal letters to characters in stories. Students benefit from such experiences, and it is recommend that teachers find more ways to connect learning within and beyond the classroom to make lessons relevant for students. Increased relevance also increases student conceptual knowledge and higher-level thinking skills. We recommend staff members work together to generate additional ideas for extending student learning. Referring to the three Indicators, it is a reasonable strategy to incorporate Indicators 10 and 11 in each lesson and Indicator 12 every month.

STAR Classroom Observation

Reflection Page

Use this page to take notes, synthesize information, draw conclusions, and make plans

General observations, comments, questions regarding the data

What is/are the highest scoring Essential Component(s)? _____

What is/are the lowest scoring Essential Component(s)? _____

What is/are the highest scoring Indicator(s)? _____

What is/are the lowest scoring Indicator(s)? _____

What are some areas that we could all focus on? _____

What should we do next? _____

Additional Notes

School and Classroom Practices Study

West Seattle Elementary School

Seattle Public Schools

February 23, 2010



School and Classroom Practices Study

Prepared by



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West Seattle Elementary School School and Classroom Practices Study

Introduction

The purpose of this report is to assist Seattle School District (SSD) in identifying federal intervention model appropriate for West Seattle Elementary School (WSES) and to inform the district School Improvement Grant application. Information about district level practices and policies will be reviewed to identify potential barriers in district policy and practices that may impede the district's ability to implement an intervention. The report also includes information from a classroom observation study focusing on instructional practices within the school and a study of the alignment of school structures and practices with OSPI's *Nine Characteristics of High Performing Schools*. This report is intended to be formative in nature to assist in the ongoing implementation of improvement goals and action plans at the school and district levels.

Evaluators obtained information during a site visit on February 23, 2010. Fifty-four people, including district and building administrators, union leaders, certificated and non-certificated staff members, counselors, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 15 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed information gathered through the Washington Improvement and Implementation Network. The additional information includes school and district improvement plans, collective bargaining agreements, salary allocation model, student achievement data, and additional school documents.

The following section includes an overview of the district findings. This is followed by a detailed review of the schools alignment to the *Nine Characteristics of High Performing Schools*. The report concludes with a summary, recommendations, and an appendix that supports the recommendation rationale.

District Level Findings

Introduction

The purpose of this report is to assist district administrators in identifying the most suitable school improvement model: Closure, Restart, Turnaround, and Transformation. The tables in the Appendix of this report address the turnaround model and the transformation model. Due to continuing contract statutes within Washington State and the resulting limitation on replacing or rehiring tenured teachers, evaluation of the turnaround model can only occur if the district has:

- (1) a commitment from the local bargaining unit to calendar sessions to negotiate an MOU or other agreements on processes for moving forward with the identified persistently lowest achieving school and the desired federal model
- (2) a flexible reassignment/transfer process within its collective bargaining agreement,
- (3) school staff in other schools who possess the necessary competencies for a turnaround model, and
- (4) a sufficient threshold of schools and staff to allow for effective use of the reassignment/transfer process from and to the school under review.

For the human resource management aspects of the turnaround and transformation model it is important that the entire district program be considered, in that the district remains a single workforce and the leadership and staff will continue to shift over time through normal and uncontrolled movement and attrition. Addressing the same human resource management aspects across the district will provide for the immediate needs of the school(s) under review as well as a sustainable system over time and lessen the likelihood of other schools falling into the low-achieving category.

The restart model and the school closure model are not addressed, in that the factors considered for turnaround and transformation are not relevant to either model. Should the school make a grant application decision to implement either a restart model or school closure model, the school would be required to declare the administrator(s) and staff as excess and implement the reduction-in-force provisions of the existing collective bargaining agreement. All districts have reduction-in-force procedures in existence to determine the placement and/or termination of staff. It is noted, if school closure is not an option due to the absence of higher performing schools within the district for the students to attend. The "restart" model is a limited option in that specific legislative authority would be required to create a charter school. Districts, however, may consider the Education Management Organization ("EMO") model.

District Overview

Seattle School District employs approximately 3,500 teachers serving 45,700 students. Two elementary and one high school fall within the 5% criteria. The high school has a student enrollment of 728, and the elementary schools have enrollments of 282 and 324. The high school is designated to become a STEM (Science, Technology, Engineering and Math) school for 2010-11. The West Seattle Elementary School principal is in the fifth year of assignment. The district has notified the principal of the district's intent to reassign. The district envisions an external recruitment to replace the principal.

Seattle is well ahead of the power curve on selecting and adapting school improvement models under the grant and on the assumption of grant approval. To give credence to this assumption and the commitment, the district, and the union are moving in partnership with the grant requirements.

The union and the district have an excellent partnership and have a shared commitment to address the needs of the three schools. To that end, the union has reached agreement with its leadership to support a transformation model. The union gave strong consideration to a turnaround model but concluded in part that teacher turnover is part of the problem with the schools and stabilizing the teaching corps was more critical. The association is supporting use of site-based candidate screening and selection processes, without strict contract rules, for the selection of new teachers to the schools. This will allow the opportunity to build more cohesive teams without being bound by seniority-based systems.

Seattle Public Schools personnel have planned a series of group meetings to share the grant requirements and strategies, receive comments, suggestions, and feedback on specific teaching and learning initiatives to introduce in the schools. Meetings will focus on teachers, community, and parent groups. These meetings will help identify the initiatives to be undertaken and the associated professional development strategies to support the initiatives. The district is

committed to a strong accountability system from the district office for monitoring and managing the turnaround process. The assignment of a turnaround director is being considered for the three schools. A turnaround director would also serve as the primary interface between the schools and the district regarding the turnaround process to assure timely and quick attention to turnaround issues. The district sees the grant requirements as an opportunity to make a great leap forward in each of these areas in cooperation with the union.

The district recognizes the level of instruction is not consistently high and there have been contractual limitations on directing teacher professional development. Performance emphasis on instruction and learning leadership for principals, and on a more modern and comprehensive teacher competency model, is in need of improvement. The district has recently created a leadership development position and is in the process of creating a leadership program. This work is in concert with the Center for Educational Leadership at the University of Washington.

The district initiated development of a new performance management process a year ago in partnership with the union. Building of the Framework for Teaching (Danielson), the team has identified a new set of competencies and is nearly in the pilot process. The model is intended to drive professional growth and development and includes a more expansive rubric for identifying where a teacher's skill level lies between undeveloped and outstanding. The schools identified in the grant provide a unique opportunity to pilot the model for eventual application district-wide.

Under the grant, the district's objective is to avoid the sustainment issue, by identifying and seeking out those professional development initiatives that will be self-sustaining. One example is creating a stronger and more directed professional learning community (PLC) environment. Currently, PLCs are not subject to a rigid protocol. Initially teachers would be compensated for additional time invested in PLCs, but would eventually embrace the practice and essence of PLCs in their normal planning activities. The district is in the developmental stages of the data warehouse and needs to move quickly to allow teachers access to the information that will inform and guide instruction and provide the basis for measuring student growth. The union supports a student growth model (utilizing the Colorado Growth Model) in which students are compared to other students who enter at the same level (e.g., students are not compared at grade-level per se, but rather at performance level and resulting growth.)

The district is one year into the development and implementation of a district-wide accountability system. The system defines what is to be accomplished, how it will be measured, what tools will be used to track progress, and the consequences of failing to make progress. Each school and each central office has a scorecard on progress, and quarterly meetings are used to review progress using a red, yellow, green rubric. The school level scorecard is used to drive differentiated support from the district. The superintendent visits schools in improvement on a monthly basis to follow-up on "to do's" from the previous month and set new "to do's" for the upcoming month.

School and Classroom Level Findings

Using data collected through the School and Classroom Practices Study, team members reached consensus on scoring decisions for 19 Indicators organized around the *Nine Characteristics of High Performing Schools*. Each Indicator was scored using a rubric along a continuum of four

levels that describe the degree to which a school is effectively implementing the Indicator. The four levels are:

- 4 – Leads to continuous improvement and institutionalization (meets criteria in column 3 on this indicator plus additional elements)
- 3 – Leads to effective implementation
- 2 – Initial, beginning, developing
- 1 – Minimal, absent, or ineffective

Indicators with a score of a 3 or above represent strengths in the school, whereas Indicators with a score of 2 or below warrant attention. Recommendations in this report do not address each Indicator, but instead focus on a few priority areas. School and district staff members should review this report and accompanying recommendations with the realization they are based on a snapshot in time, and some school improvement efforts may already be underway but were just not evident. The school plan should be developed or revised to select, to implement, and to monitor the recommendations deemed most appropriate and critical to improving student achievement.

Table 1 includes rubric scores for all the Indicators.

Table 1***Indicator Scores for the Nine Characteristics of High Performing Schools***

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	3
High Standards and Expectations for All Students	
Academic Focus	3
Rigorous Teaching and Learning	2
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	2
Distributed Leadership	3
High Levels of Collaboration and Communication	
Collaboration	2
Communication	2
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	2
Instruction	2
Assessment	3
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	2
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	2
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	2
Personalized Learning for All Students	2
High Levels of Family and Community Involvement	
Family Communication	2
Family and Community Partnerships	3

Clear and Shared Focus

Everyone knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	3

Core Purpose – Student Learning. The mission statement at West Seattle Elementary School includes a focus on student learning through rigorous curriculum, community engagement, and staff empowerment through collaborative, data driven instruction. The mission is revisited and refined every year by the Building Leadership Team (BLT). Parents and students in focus groups agreed that the school is focused on student learning. As one parent put it, “We brought [our kids] back to Seattle schools because they were more focused on the academics, especially here at West Seattle ES. It pushed my children to strive.” The school improvement plan includes specific activities that support the school’s mission and vision. “The vision/mission is more of a global picture and the school improvement plan puts in place specific areas of focus and steps to do that,” said one staff member. Resources (including support for a full time coach in reading and math, and collaborative time for data and grade level teams) appear to be generally aligned with school improvement goals which this year includes a focus on math. “We’ve prioritized [math data teams] as a professional development expenditure. That was part of looking at resources to make sure we were using them to impact learning,” said the principal.

High Standards and Expectations for All Students

Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. All students are offered an ambitious and rigorous course of study.

Indicators	Rubric Score
High Standards and Expectations for All Students	
Academic Focus	3
Rigorous Teaching and Learning	2

Academic focus. Most staff members at West Seattle ES are familiar with state standards and grade level expectations and use them to plan lessons. The Spectrum program is available for high achieving students who qualify. There is also a concerted effort to focus on data in collaborative groups and use it to set academic goals for students. "There are grade level team meetings monthly and data shares three times a year where we're looking at data and setting smart goals to move the majority of students into a different tier of learning," said one teacher. Staff members work to encourage students to reach standard. Parents believe that their children are pushed to improve. "A child can get comfortable and drop a couple of levels but they make sure they're pushing forward," said one parent.

Rigorous teaching and learning. West Seattle staff members report that they struggle with rigorous teaching and learning because of the widely divergent learning levels of students in their classrooms. As one teacher explained, "Everyone has to have that conversation with themselves as to 'ok I need to focus on these lower level skills for these students and at the same time put out really challenging questions for this other group of students. I think that's something teachers battle with on a daily basis and I think that's a place where we could use some help." According to classroom observations, only 38% of classrooms at West Seattle ES showed evidence of powerful teaching and learning. According to the STAR Classroom Observation Protocol™ report, West Seattle's scores on the five essential components (scores of 3 and 4 combined) were: *Skills* (85%), *Knowledge* (62%), *Thinking* (38%), *Application* (23%), and *Relationships* (84%). Thus, while *Skills* and *Relationships* are strengths for West Seattle, *Knowledge*, *Thinking*, and *Application* are areas that need attention.

Effective School Leadership

Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles. Teachers and other staff, including those in the district office, often have a leadership role.

Indicators	Rubric Score
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	2
Distributed Leadership	3

Attributes of effective school leaders. The principal at West Seattle has been at the school for several years and is well liked. Staff and parents report that they feel she is accessible. She knows parents and kids by name and is visible in the hallways and before and after school. The principal monitors programs and instruction through formal observations, goal setting conversations and informal walk throughs in classrooms (although these last don't happen as often as she would like this year). She works collaboratively with the Head Teacher to monitor collaborative groups and teachers are asked to work through tasks (submit unit plans, assessments, strategies) and submit them. Staff report that there has not been consistent follow-through with some of these accountability measures. "This is a high needs school and she's focusing on a lot of things so there hasn't been that consistency partly because of that. If there was follow through, I think it could be really effective," said one person.

Capacity building. West Seattle has two full time coaches for reading and math who assist with professional development and job embedded capacity building for teachers, although the reading coach is limited contractually to working primarily with K-3rd grade teachers. Resources are allocated to support data collection and analysis and collaborative processes that help teachers build their skills. One teacher explained, "For me I feel it's very helpful, not only the trainings but also collaboration with other staff members helps me to build on what I'm lacking." While data analysis seems to be firmly in place and staff members are in the process of building their skills in that area, other elements of capacity building such as peer observations are only just being organized and will take time although the principal is focused on moving in this direction. "My next step is to help them figure out how to be in each other's classrooms and observe lessons and talk about them. I remind myself that those teams don't happen without needing to learn to do them together." Teachers are taking some responsibility for leading professional development in their grade level teams which also helps to incorporate and provide training for new staff members.

Distributed leadership. West Seattle ES uses a team based decision making model. There is a building leadership team (BLT) made up of representatives from all grades, specialists, coaches and counselors, that serves as a recommendation-making group. Staff input is sought through staff meetings and data teams and grade level bands also bring recommendations to BLT meetings for discussion. "I work to make decisions by consensus as much as possible," said the principal. Decisions about professional development tend to be made by the BLT and instructional decisions are made by data or grade level teams. A student council was formed last year and its efforts are focused on planning school wide activities and considering ways to improve student behavior.

High Levels of Collaboration and Communication

There is strong teamwork across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community to identify problems and work on solutions.

Indicators	Rubric Score
High Levels of Collaboration and Communication	
Collaboration	2
Communication	2

Collaboration. Teachers at West Seattle ES collaborate in a variety of ways. Grade level teams meet monthly and data teams in various subject areas meet three times per year to discuss student performance and set goals. The principal has been intentional about building in staff collaboration skills that support instruction. "When I came here people really liked and supported each other but I would not call it collaborative which is about the business of teaching and instruction and how are we supporting that with each other," said the principal. Building collaboration has been made more difficult this year because approximately 50% of staff is new to the school and the principal has had to find ways to bring new teachers into the process. Several collaborative teams are working on unit curriculum maps and common assessments.

Communication. Staff members at West Seattle have ready access to student data including assessments, attendance, grades, and assignments through data teams. Parents are kept informed of their children's progress through phone calls, emails, and letters. Parents report that communications from the school have increased this year. There is a website where parents can check student grades and assignments but parents report that the site is not regularly updated and is "hit or miss." Translation services are available for parents who do not speak English.

Curriculum, Instruction, and Assessments Aligned with State Standards

The planned and actual curriculums are aligned with the Essential Academic Learning Requirements and Grade level Expectations. Research-based teaching strategies and materials are used. Staff understands the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

Indicators	Rubric Score
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	2
Instruction	2
Assessment	3

Curriculum. Essential Academic Learning Requirements (EALRs), and Grade Level Expectations (GLEs) guide lesson planning and teaching at West Seattle ES. As one teacher explained, "We'll go over the standard that we should be teaching and pick the lessons. Sometimes we'll leave lessons out or spend an extra day or two if students need it. It's easier to work with standards first." This holds true for special education teachers as well as those who teach core curriculum. West Seattle uses Reading First curriculum in K-3, and Everyday Math K-5. The Walk to Read curriculum supports differentiation for all students in reading. All of these curricula are aligned to standards. The curriculum is horizontally aligned through grade level team meetings and vertically aligned although with some gaps when the curriculum changes (as between 3rd and 4th grade in reading) or when there is no curriculum (writing). Some teachers will be trained on the Writers Workshop curriculum although that has not happened yet. Of concern to many is that the school will lose its Reading First grant next year, which has supplied an extra teacher, instructional aide, and reading coach. It is unclear whether the school has made provisions for this change. In addition, while math is a specific focus for the school this year, it has not had the support of a grant funded program such as Reading First to drive improvement.

Instruction. Although staff members at West Seattle ES spend a lot of time looking at student data and setting goals for instruction, there is no shared instructional framework. There is a school wide focus on differentiation and attention to learning styles this year. Teachers report that they use grouping, leveled readers, extra one-on-one help from instructional aides and optional assignments to assist in differentiating for students' levels. They also report that differentiating in math is more difficult since there is no specific curriculum in math that groups students by ability, such as the Walk to Read program does for reading. Classroom observations show that in 46% of classrooms students experienced instructional approaches that are adapted to meet the needs of diverse learners. In addition, observers found that students were working collaboratively in 36% of classrooms, students were asked to demonstrate effective thinking processes in 46% of classrooms, and teachers were using a variety of higher level questioning skills in only 38% of classrooms.

Assessment. At some grade levels, West Seattle staff members create and administer common assessments and use this data to monitor student achievement and modify their practice. Other data collected includes the Washington Assessment of Student Learning (WASL), Diagnostic Reading Assessment (DRA), DIBELS, district math assessment, curriculum and classroom based assessments. The school will be adding MAPS data next year to further refine their understanding of student learning. There is frequent progress monitoring, including

biweekly monitoring for students not meeting benchmark. Data teams look at all of the data to assess whether changes need to be made. “[Data teams] meet and look at the overall picture which helps us look at what we’re teaching, do we need to be focusing on certain strands, and identify students who need help,” explained one staff member.

Frequent Monitoring of Learning and Teaching

A steady cycle of different assessments identify students who need help. More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

Indicators	Rubric Score
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	2

Supporting students in need. Student data analysis and monitoring are a regular and ongoing focus at West Seattle ES. Data teams, assessments, frequent progress monitoring for students who aren't reaching benchmark, Walk to Read groupings and IEPs for special education students all assure that students in need are identified and supported. After school tutoring is provided by teachers and by outside organizations. There is no intervention specialist but there is a Student Intervention Team (SIT) run by the school counselor that meets weekly to consider students who are having ongoing academic or behavior issues. Students are recommended for consideration by the SIT by teachers or another adult. Meetings involve the counselor, family support specialist, teachers, parents, the student and administrators. The SIT examines academic assessments, report cards, attendance, previous interventions, health information and family history. Translators are provided if necessary. "We'll take a look at that child's strengths and areas of growth and it might lead to certain interventions or contracts or placement in an after school program. If we need to do a follow up, we'll do that," explained an administrator. One difficulty with the SIT process noted by staff members is the ability to coordinate and follow up on decisions and actions taken by the SIT. These sometimes are not attended to because of the many other issues on everyone's plate. "The difficulty is always being able to coordinate and follow-up. I would say that's our weakest point," explained one staff member. "It would be very helpful to have an intervention specialist with their role being that follow-up piece."

Focused Professional Development

A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focused extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

Indicators	Rubric Score
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	2

Planning and implementation. West Seattle ES staff participates in a variety of professional development workshops that are based on the curriculum they are using, including Reading First and Everyday Math workshops. In previous years the staff has also had training in Positive Discipline, the discipline program that the school has adopted to structure teacher response to student behavior. The Building Leadership Team (BLT) meets during the summer to analyze WASL and other data and determine professional development needs. Data and grade level teams also suggest professional development needs. However, there is no professional development calendar established at the beginning of the year and as a result, some staff feel that there is not a deliberate approach to professional development at West Seattle ES. "In the best case scenario BLT would like to see ourselves putting [long range planning for] professional development into place but with everything else that comes up, it doesn't turn out that way," explained one staff member.

Curriculum, instruction, and assessment. Staff members appreciate the professional development they do get and find the Reading First and Positive Discipline trainings especially useful. The trainings are relevant, and in the case of Reading First, include job embedded coaching with a full time Reading First coach for K-3rd grades. One difficulty for the school is that 4th and 5th grades cannot be coached by the Reading First coach and thus receive less assistance. The school has also hired a full time math coach who also works with teachers, particularly in data teams, and focuses on differentiation and engagement in math lessons. There has been some small success with 4th and 5th grades in group students and running different activities that support the same concept in math. Several teachers mentioned a desire for a "Walk to Math" program similar to the Walk to Read program that would provide them with a differentiated curriculum but the school as a whole is not considering that at this time. Another difficulty for the school in relation to professional development is that 50% of the teachers are new to the school and have not had the training in Reading First, Everyday Math or Positive Discipline that others have had. Most teachers feel that refresher courses in all of these trainings would be worthwhile to get all teachers on the same page. "When we started [these programs] we had a lot of training but that was a few years ago and we've continually added new staff and new children," said one person.

Supportive Learning Environment

The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

Indicators	Rubric Score
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	2
Personalized Learning for All Students	2

Safe and orderly environment. West Seattle ES's physical plant is clean, orderly and kid friendly with murals on the walls and a fish tank in the hallway. With the influx of students in recent years, the building is now at capacity however. The playground is crowded and teachers report that there is no extra space. Many teachers have been trained in the Positive Discipline program that develops practices that build community and solve behavior problems. The program builds social skills and emphasizes the importance of teacher-student relationships. In addition, the school has added a program for students that focuses on respect. Each grade level focuses on an attribute of respect and student are rewarded at assemblies for showing evidence of respect. The counselor also runs sessions on Steps to Respect and Roots of Empathy that are designed to have students reflect on their behavior and develop relationships with each other and their teachers. In spite of these efforts, students reported some concerns about safety, discipline, and respect, noting that fighting among students happens not infrequently and is something they would like to see changed. "I'd like to change all the fighting and bad behavior and how the class acts when it's not a good day," said one student. Observers noted that in almost every classroom discipline issues disrupted the learning of others in spite of all of the programs in place to address these issues. Some staff members suggested that perhaps not all teachers were using the program or using it with fidelity because so many were new and had not received the training. Others noted that they themselves could use a refresher course and would like coaching to improve their ability to implement the curriculum. "I think because we do have new staff, we need to have training as a whole staff and get on board with that as a whole staff," said one teacher.

Building relationships. Most adults at West Seattle ES work to build relationships with their students. The atmosphere in the school is generally friendly although staff have noticed a slight tendency to back away from relationships with each other this year that seems uncharacteristic and may be a function of the influx of new staff and the need to reestablish relationships with each other. There are positive interactions among the different cultural groups represented at the school and special education students who are mainstreamed have been taken under students' wings and cared for. Difficulties with an unruly 5th grade class and the loss of the 5th grade teacher have caused ripples throughout the school but this situation is being addressed and both administrators believe positive change has happened in the last month in that area. "That crazy 5th grade situation was running the place in a negative way. Now that that is getting under control with the new substitute teacher, the whole feeling of the place is better," explained one staff member. Administrators maintain an open door policy although feedback systems are primarily informal apart from an annual climate survey once a year. The principal is accessible although some staff do not always feel she responds to their needs or suggestions.

Personalized learning for all students. Learning is personalized for all students at West Seattle ES. There is positive reinforcement for good behavior through classroom and school wide awards and the attention to data described throughout this report ensures that students are monitored and supported and do not fall through the cracks. There is no transition program in place.

High Level of Family and Community Involvement

There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Indicators	Rubric Score
High Levels of Family and Community Involvement	
Family Communication	2
Family and Community Partnerships	3

Family communication. Part of West Seattle ES's mission is to increase family and community engagement with the school and staff members work hard to make this happen. There is regular communication with parents through phone calls, emails, automated announcements, and parent conferences that happen two times per year. Parents are welcome to visit the school and some parents volunteer in the classrooms. Parents in focus groups noted that the number of parent volunteers has risen this year. The school also employs a part time family partnership specialist who helps to address family issues such as housing, food, and basic needs that interfere with student attendance and learning at school. There is no PTA and the principal explained that the school is "still trying to figure out access points to reach parents," in this particular population. The school hosts Family First dinners, family math nights, curriculum nights, and offers tours of the school. Parents say they feel welcome. "I'm always comfortable walking into the office to talk to the front desk or talk to the principal," said one parent. "I feel welcome and the children feel welcome. They know they're cared for. It helps a lot when they know they're cared for," said another parent.

Family and community partnerships. West Seattle ES has several grants and ongoing partnerships with organizations in the surrounding community such as Neighborhood House which runs workshops helping student with math homework, the Community Learning Center that provides tutoring and a recreation program, and SES tutoring. Community volunteers have adopted the 5th grade class and are assisting with small group work in that class.

Summary and Recommendations

The district is committed to a turnaround or transformation model. The district also enjoys exceptionally strong union support, which has voted its preference for the **transformation model**. The district has very solid foundations in place to adopt the initiatives contemplated under the model, has sufficient size and staff to orchestrate the teacher and administrator staff changes necessary for adoption of the model, and has already made dramatic progress in moving towards model adoption on the assumption of grant approval.

West Seattle Elementary School staff members have experienced high turnover in teaching staff and a large increase in student enrollment over the past three or four years. However, there is evidence of attention to each of the *Nine Characteristics of High Performing Schools*. While most of these characteristics are currently in the "Initial, beginning, developing" stage, the staff is clearly aware of the difficulties and is laying a foundation for growth in many of these areas, and many of the intervention strategies included within the transformation model have already begun to be implemented. West Seattle ES has provided their staff with ongoing, job-embedded professional development through the use of coaches. An instructional program has been implemented to improve math and reading by paying attention to data and using it to develop targeted and differentiated lesson plans. Additionally, collaborative planning time has been put into place for all grade levels to allow teachers to share their instructional practice and learn from each other. WSES personnel are willing to work hard to improve effectiveness in their profession.

The results of this study suggest there are a few areas that would benefit from additional attention. The recommendations represent the most critical areas to move forward in with a school improvement grant:

- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** The high staff turnover at WSES has resulted in a less cohesive staff that does not necessarily implement the school's chosen curriculum with fidelity or common intent. We recommend that staff members engage in "refresher" workshops in the curriculum and continue to focus on instruction in a manner that draws from research-based approaches and strongly emphasizes rigorous teaching and learning. A professional development calendar should be established at the beginning of every year to better align PD with the school's mission, vision, and SIP.
- **Provide training for classroom walk-through process and data collection.** The administrator currently conducts classroom walk-throughs, but this practice does not occur on a regular basis. Administrators should have time and training to conduct walk-throughs and to share the information with the staff in reflective meetings
- **Re-establish a school-wide Positive Behavior Intervention system.** Although staff members have implemented a behavior program, they have not implemented it with fidelity and the influx of new staff members have not been trained in the program's use. New staff and the counselor have implemented competing behavior and discipline programs, leading to lack of clarity of purpose, and a scattered approach to discipline.
- **Establish a school-wide Response to Intervention system.** Staff members created a Student Intervention Team to look at data and assist in determining

interventions for students. However, there has not been as much follow through on the decisions.

- **Consider ways to support the progress made through Reading First when the grant ends next year.** Reading First has had a powerful effect on student learning and teacher practice. With the grant ending next year, WSES needs to consider how it will sustain the work that has already been done without the resources of the grant and how it will built on the work already done to further strengthen the reading curriculum at all grade levels.

Appendix

Scoring of the conditions under each model as **“In Place”** or **“Able to Put in Place”** is based on:

- (1) The condition for the model does not currently exist and essential pieces for implementing the condition do not exist (e.g., policies, procedures, collective bargaining language, and programs or processes are not in place). This scoring level does not mean that the condition cannot be implemented; but rather that implementation will be more demanding, require more extensive engagement of all parties, and require greater external support and assistance.
- (2) Essential pieces to implement the condition exist (e.g., no significant barriers are contained in the current collective bargaining agreement, existing programs lend themselves to adaptation). The condition can be implemented at an acceptable level with some support and assistance.
- (3) The condition is currently in place at an acceptable level.
- (4) The condition is currently in place at a high level and could be considered as an exemplar.

Note: Rows shaded in blue are conditions that are primarily dependent upon the input of the school and district as opposed to the external assessment.

"X" Required "O" Permissible

Actions				
Teachers and Leaders	Turn Around	Transform	In Place or Able to Put in Place	Comment
Replace the principal.	X	X(O)	3	The district has changed two of the three administrators in the last year within a turnaround framework and has notified the third administrator of the need to change assignments.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	X		3	The district has gained, on the assumption of grant approval, the agreement of the association to support turnaround competencies through its site-based process in selecting teachers for the schools.
Screen all existing staff, rehiring no more than 50% of the school staff.	X	O	2	The district and the association have agreed to use the transformation model.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	X	X	2	The district has a large base (3500 teachers) to select from, and is also open and receptive to assistance in changing the recruiting model and strategies as necessary to attract highly qualified candidates particularly in hard-to-fill areas.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	X	X	3	The district still uses the minimal competency model in the RCW but has completed a year-long joint effort at developing a new model. The current intent is to apply the new model to the low achieving schools and use that effort to adjust and finalize the model for district-wide application.

Teachers and Leaders -continued-	Turn Around	Trans- form	In Place or Able to Put in Place	Comment
Identify and reward school leaders who have increased student achievement and graduation rates Identify and reward school leaders who have increased student achievement and graduation rates; Identify and remove school leaders and teachers who, after ample opportunities to improve professional practice have not done so.	0	X	2	There are no inhibitors in the CBA to effective accountability or to rewards for student achievement. The intent is to use "building based" gains as the means of assessment. Specific plans and details remain to be developed and agreed to.
Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school).	0	0		To be determined by district.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	0	0	3	The current collective bargaining agreement does require a site-based process for teacher screening and selection, but does not constrain the process by a rigid set of selection criteria in the collective bargaining agreement. The superintendent has already introduced grant responsive criteria for principal selection.

Instructional and Support Strategies	Turn Around	Trans-form	In Place or Able to Put in Place	Comment
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	X	X	3	Data is systematically collected and analyzed and is being used to discuss and modify instruction.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	X	X	2	A systemic method of analyzing and planning for professional development across all teacher competencies would enhance professional development especially in the areas of personal and professional growth. Progress on a new evaluation model gives the district an advance start on introducing an integrated competency, evaluation and professional development and growth model.
Ensure continuous use of data (e.g., formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	X	X	2	This is a distinct focus for the school and teachers. Supports for differentiation in reading are strong. Differentiation in math is still a struggle although a few grade levels are having some success.
Institute a system for measuring changes in instructional practices resulting from professional development.	O	O	1	A systemic method of evaluating the impact of professional development on classroom instruction does not currently exist and would have to be developed concurrent with introduction of a new competency based evaluation model.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	O	O	2	The district's right to require teachers to apply district approved curriculum and instructional guidelines is not compromised in the collective bargaining agreement.

Instructional and Support Strategies – continued-	Turn Around	Trans-form	In Place or Able to Put In Place	Comment
Implement a school-wide response to intervention model.	0	0	2	With the school's focus on data, the addition of a response to intervention model should not be too great a leap.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	0	0	2	Some special education students are already mainstreamed. Teachers already work in collaborative groups with special education teachers.
Use and integrate technology-based supports and interventions as part of the instructional program.	0	0		To be determined by the district.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	0	0		N/A
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	0	0		N/A
Secondary Schools: Improve student transition from middle to high school.	0	0		N/A
Secondary Schools: Establish early warning systems.	0	0		N/A

Learning Time and Support	Turn Around	Trans- form	In Place or Able to Put in Place	Comment
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	X	X	2	Collective bargaining agreements would be required to implement increased learning time proposals and provide for associated professional development and collaboration (e.g., PLC) time to support and enhance the increased learning time. The association has stated its commitment to support the change dependent upon teacher and association continued involvement.
Provide appropriate social-emotional and community-oriented services and support for students.	X	O	2	Family support specialist (part time) works to provide all of these services. School would like an intervention specialist to assist with Student Intervention Team coordination and follow-up.
Provide ongoing mechanisms for family and community engagement.	O	X	2	Many opportunities in place. Could improve online access and address lack of interest in PTA.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	O	O	2	Morning and class meetings already part of current discipline program but tightly scripted and not used school wide.
Implement approaches to improve school climate and discipline.	O	O	2	Staff need refresher and retraining on discipline program and agreement on its use school wide.
Expand program to offer pre-kindergarten or full day kindergarten.	O	O		N/A

Governance	Turn Around	Trans-form	In Place or Able to Put In Place	Comment
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	X	O	3	The district has a strong site-based model, is envisioning adding a turnaround specialist, and has recently developed a comprehensive and strategic means of monitoring and managing accountability at the school and department level.
Grant sufficient operational flexibility (e.g., staffing, calendar, budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.	X Principal	X School	3	There are no significant contractual limitations to granting greater governance flexibility. A site-based process currently exists that provides the foundation for greater flexibility.
Ensure school receives intensive ongoing support from district, state, or external partners.	O	X	4	The district leadership has the skills to support the turnaround model and the associated human resource management responsibilities of administrators. The district staff, including the HR office, enjoys credibility with school and district office administrators and is able to influence building level programs and operations.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	O	O		To be determined by the district.
Implement a per-pupil school based budget formula that is weighted based on student needs.	O	O		To be determined by the district.

School Closure Model	Yes	No	Comment
Other schools exist (with capacity).		X	The district has very little capacity to close schools.



Washington Performance Management Framework

Overview

DSIA uses the **Washington Performance Management Framework** as a systematic way to determine the range of services and supports provided to districts/schools across the state. As illustrated below, districts and their schools are assigned to one of four segments on the **Framework** based upon **performance** and **growth/gains** data on state assessments.

Technical Assistance

Eligibility for technical assistance is determined by **greatest need, strongest commitment to engage in significant reform, capacity to sustain changes** over time, and **available resources** at the district and state levels. District/school teams collaborate with DSIA leadership to determine the level of services.

Districts and their schools identified for **Targeted Assistance**, **Intensive Assistance**, or **Turnaround Assistance** may apply to engage in professional development offered through DSIA's **Washington Improvement and Implementation Network (WIIN)**.

The *WIIN* delivers professional development in evidence-based practices and other innovations in **English Language Development, Instructional Strategies, Mathematics, Reading, Special Education, and Turnaround Leadership**.

The following describes the range of services and supports available to districts/schools:

Basic Assistance

Web-based resources which include research & studies, improvement processes & instruments, and needs assessments & diagnostic tools.

Targeted Assistance

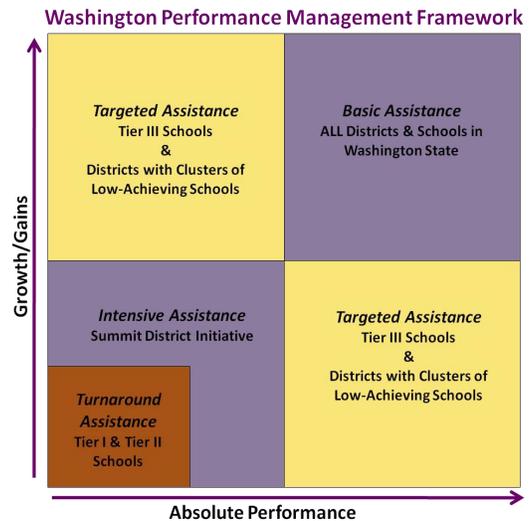
Basic Assistance plus access to the following tools and services: 1) Needs Assessment & Gap Analysis processes; 2) Online Action Planning Tool; 3) professional development that targets standards-based curriculum, research-based instruction, assessment/intervention systems, and classroom walkthrough protocols; and 4) guided facilitation & technical assistance.

Intensive Assistance

Targeted Assistance plus access to guided facilitation and technical assistance.

Turnaround Assistance

Targeted Assistance plus access to the following tools and services: 1) support for tiered evaluation systems; 2) implementation & accountability reviews; 3) targeted turnaround leadership training; 4) approaches to increased learning time; and 5) methods that boost graduation rates and reduce dropouts of English Language Learners & low income students.





Mathematics & Reading Improvement Frameworks

Overview

The *Mathematics and Reading Systems Improvement Frameworks* offer Washington's school districts actionable steps and guidance around which comprehensive K-12 systems can be built. The *Frameworks* also provide clarity and vision for aligning state-wide improvement efforts in mathematics and reading.

Mathematics

The *Mathematics Systems Improvement Framework (Draft)* is built on four principles from the *NCSM PRIME Leadership Framework* that “drive an improved future for mathematics education” in order to ensure:

- High expectations and access to meaningful mathematics learning for every student;
- High expectations and access to meaningful mathematics instruction;
- Relevant and meaningful mathematics in every lesson; and
- Timely, accurate monitoring of student learning and adjustment of teacher instruction for improved student learning.



Reading

The *Reading Systems Improvement Framework (Draft)* aligns with essential elements of OSPI's *Washington State K-12 Reading Model Implementation Guide*. Common elements of the *Framework* and *K-12 Reading Model* include:

- Reading Leadership;
- Core/Tier I Instruction;
- Reading Assessment System;
- Tier II and Tier III Reading Intervention; and
- System Support.

Rather than advocating for one “best” instructional program and expecting learning outcomes to improve for all students, the *Framework* offers a systemic, multi-faceted plan to improve outcomes for both struggling and highly skilled readers.

Copies of both *Frameworks* are available upon request.

Mathematics and Reading Frameworks are organized into the following sections; each is consistent with evidence-based practices:

- 1) Mathematics/Reading Leadership
- 2) Core/Tier I Program
- 3) High Quality Instruction
- 4) Assessment System
- 5) Tier II and Tier III Intervention

Each *Framework* addresses five critical areas for improving learning outcomes for ALL students:

- 1) Standards
- 2) Assessment
- 3) Instruction & Intervention
- 4) Leadership
- 5) System-wide Commitment



District/School Self-Assessment Process

Overview

As illustrated below, district and school teams participating in *WIIN* professional development engage in three foundational processes to generate actionable goals: *Conducting District Self-Assessment*, *Completing Gap Analysis in Mathematics and Reading*, and *Facilitating Action Planning*.



Purpose of the Self-Assessment

The Self-Assessment **assists districts/schools to develop targeted action plans and goals** aligned with research and evidence-based practices in the areas of leadership and instruction and anchored in locally-developed data. **Inquiry processes target attributes of the system** which align with research-based characteristics of improved districts.

Participants

Stakeholder teams represent all levels of the system: district and school leadership, teachers, and other staff; parents and students; and community. The process is led by a district leadership team and may be guided by an external facilitator or district leader.

Outcomes

The **Self-Assessment Summary** is used in the **Action Planning** process and supports district/school teams to develop targeted plans which research suggests will have the greatest impact on student achievement.

Research-Based Process

Inquiry processes focus on district attributes asserted in research as significant to raising the achievement of ALL students and schools across the district:

- Effective Leadership;
- Quality Teaching and Learning;
- Support for System-wide Improvement; and
- Clear and Collaborative Relationships.

Process at a Glance

Preparation

- Communicate process; engage team to lead process
- Collect relevant data
- Create district/school portfolio; include data from the Systems Gap Analysis

Day 1

- Analyze portfolio
- Identify needs & possible research-based strategies

Day 2

- Prioritize needs and research-based strategies
- Generate **Self-Assessment Summary**



District/School Systems Gap Analysis Process

Overview

The **Gap Analysis** is a “big-picture” reflective process which focuses on what students experience as they progress through the school/district system over time.

Throughout the process, participants identify specific district-wide strengths and opportunities for improvement in order to create a focus for future **Action Planning** at the district/school levels.



Purpose of the Gap Analysis

The process is designed to: 1) analyze the curriculum, instruction, assessment, and intervention components of the existing K-12 Mathematics and Reading Systems; 2) identify strengths and growth opportunities for improving these systems; and 3) prioritize systemic “gaps” which provide the focus for future action planning.

Participants

Reading and Mathematics Gap Analysis teams represent all parts of the system: District leaders, Math/Reading middle and high school teachers, Elementary teachers, Alternative program representatives, Instructional coaches, and ELL, Special education, and *Title I* teachers and leaders.

Outcomes

Summary Statements which emerge from the **Gap Analysis Process** form the platform for proposed changes designed to ensure coherent K-12 Reading and Mathematics Systems. **Summary Statements** are used in both the **District Self-Assessment** and **Action Planning** processes.

Research-Based Process

Teams complete a systematic review of the curriculum, assessment, instruction, and intervention components of K-12 Reading and Mathematics Systems. Research in evidence-based practice, district data, and district curriculum documents guide the review and provide evidence for strengths and opportunities for growth.

Process at a Glance

Preparation

- Communicate process to district leaders
- Collect relevant data

Mathematics (1 day) & Reading (2 days)

- Review current research
- Analyze data
- Identify strengths and “gaps”
- Prioritize needs and research-based strategies
- Generate **Summary Statements**

Debrief

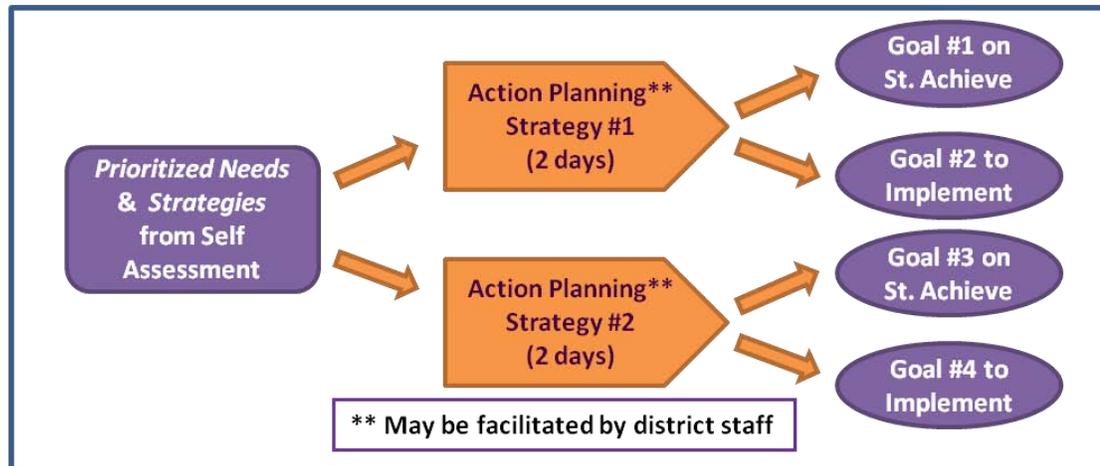
- Review findings with district leaders
- Analyze data



District/School Action Planning Process

Overview

The **Action Planning Process** is used to transform the prioritized needs and strategies identified in the **Self-Assessment** into actionable goals. The process may take **1-3 weeks**; may be facilitated by a **trained district leader or external facilitator**; and requires commitment **from the boardroom to the classroom and across the community**.



Purpose of Action Planning

As illustrated above, the process results in several narrowly **targeted goals** focused upon substantially raising and accelerating student achievement.

Participants

Committees are comprised of 8-10 staff with roles and expertise related to the prioritized needs and strategies identified in the **Self-Assessment Summary**.

Outcomes

SMART Goals which emerge share the following attributes: **S**pecific, **M**easurable, **A**ttainable, **R**esults-oriented, and **T**ime-framed. The goals include action steps, tasks, resources, and monitoring systems. Districts will use OSPI's Online Action Planning Tool as they develop and implement their plans.

Research-Based Process

The **Action Planning Process** is anchored in implementation science, evidence-based practices in leadership and instruction, and locally-developed data.

Process at a Glance

Preparation

- Communicate process to district leaders
- Select committees based on findings from Self-Assessment

Process for each Strategy (1-2 Days)

- Review current research
- Develop SMART Goal: Impact on Student Achievement
- Develop SMART Goal: Implementation
- Identify action steps, tasks, resources, and monitoring systems for each goal
- Collaborate with other stakeholders throughout the process



Instructional Strategies

Overview

The Classroom Walkthrough Process (*CWT*) and Research-Based Instructional Strategies support districts to create **common language around a shared vision of quality instruction** that can be implemented to ensure ALL students have access to effective teachers and leaders.

Key professional learning outcomes for professional development in Instructional Strategies include:



- **Build deep understanding** of high quality **instructional strategies** demonstrated to be effective in increasing achievement among ALL students;
- **Enhance educator capacity** to apply **research-based instructional strategies** using data collected through classroom walkthroughs; and
- **Develop effective conditions and structures** to support district-wide implementation of **classroom walkthroughs** for instructional planning and program implementation.

Participation in Technical Assistance

Access to *WIN* services is based upon **greatest need** (i.e., districts and/or schools in a step of improvement or qualifying for federal *School Improvement Grants*), **strongest commitment**, **capacity to sustain changes**, and **available resources** at both the state and district levels.

Classroom Walkthrough Process (*CWT*)

CWT supports continuous improvement of teaching and learning through a process of gathering, analyzing, and reflecting upon data around classroom practice. At the heart of this process is a shared and deep understanding of effective practices of instruction and learning.

This module is divided into three parts:

- **Days 1 & 2:** Current research in effective instructional practice and the use and application of the *CWT* collection tool to identify curricular and instructional trends and patterns;
- **Coaching:** On-site coaching to support effective implementation of the *CWT* tool and analysis of associated data; and
- **Day 3:** Data analysis and action planning.

Participants will develop a working knowledge of *CWT* look-fors, understand the connection between data and instructional practice, and create a plan for walkthroughs at their sites. Teams will be required to utilize *CWT* tools and other related resources.

A well-articulated knowledge base is a prerequisite for developing expertise in any systematic way.
Marzano, 2009



Instructional Strategies

Research-Based Instructional Strategies

Modules in **Research-Based Instructional Strategies** are designed to address instructional needs based on analysis of data collected through the **Classroom Walkthrough Process (CWT)**. In these modules, participants will:

- Define and identify **WHAT** research-based strategies are and how they may be used to increase student learning;
- Develop a rationale for **WHY** schools, staff, and students benefit from using the strategies; and
- Learn **HOW** to effectively implement research-based instructional strategies in their classroom practice.

Strategies are examined in the context of the classroom, and connect instruction to curriculum design and classroom management. Each module emphasizes the **use of data to inform instruction** and encourages **professional reflection**—both of which are critical to enhancing student achievement.

Module		
Setting Objectives and Providing Feedback	Homework and Practice	Nonlinguistic Representations
Identifying Similarities and Differences	Reinforcing Effort and Providing Recognition	Cues, Questions, and Advance Organizers
Summarizing and Note-Taking	Cooperative Learning	Generating and Testing Hypotheses

Modules can be **customized in either three or six hour sessions** to address the specific needs of districts/schools. Considerations in the module selection process may include prior professional development experiences, identified needs of district/schools, and resource availability.

The length and content of modules are determined in consultation with schools, districts, DSIA leaders, and service providers.

Districts can incorporate these evidence-based strategies in their **framework for effective instruction** and use the *CWT* as an observation tool reflecting that framework. Additionally, the **common language** developed as leaders and teachers become adept at implementing these strategies can enable staffs to collaborate and reflect upon ways that will improve instructional and leadership practices over time.

Instructional Coaching and Technical Assistance

On-site coaching may be provided to selected districts. Additionally, modules emphasize building individual and organizational capacity at the local level to sustain instructional coaching over time.



Mathematics Improvement

Overview

Technical Assistance in Mathematics supports educators to build capacity in evidence-based leadership and instructional practices. The primary purpose is to increase district capacity in implementing a coherent K-12 Mathematics System.

Key professional learning outcomes that apply to teachers and leaders include the following:



- **Develop effective structures and conditions** to support system-wide improvement of teaching and learning in **mathematics**;
- **Enhance instructional leaders' capacity** to support, promote, lead, and sustain professional learning that improves teaching practices and learning outcomes in **mathematics** for all students; and
- **Build deep understanding of mathematical** knowledge, standards, and pedagogy, as well as the capacity to apply evidence-based instructional practices demonstrated to be effective in increasing student achievement.

Participation in Technical Assistance

Access to *WIIN* services is based upon **greatest need** (i.e., districts and/or schools in a step of improvement or qualifying for federal *School Improvement Grants*), **strongest commitment**, **capacity to sustain changes**, and **available resources** at both the state and district levels.

Mathematics Systems Improvement Framework

The **Framework** provides the foundation for the suites of the professional development modules in Mathematics. Created by a team of experts, including district leaders from across the state and ESD and OSPI staff, the **Framework** offers Washington's school districts actionable steps and guidance upon which a comprehensive K-12 Mathematics System can be built.

Anchored in current research and the recommendations of the *National Mathematics Advisory Panel*, the **Framework** provides clarity and vision for school districts to improve mathematics teaching and learning.

As indicated in the descriptions which follow, modules are designed to reflect key elements in the **Framework**:

- Mathematics Leadership
- Core/Tier I Mathematics Program
- High Quality Mathematics Instruction
- Mathematics Assessment System
- Tier II and Tier III Mathematics Intervention

A copy of the Mathematics Systems Improvement Framework (Draft) is available upon request.

District and School Improvement and Accountability



Mathematics Improvement

Improvement Series 1—Developing a Comprehensive Mathematics System

Key Elements in Framework	Module	Participants	Description
Mathematics Leadership	Mathematics Systems Gap Analysis (1 Day)	District/school math leadership teams	Facilitates teams in systematically reviewing their current K-12 mathematics program to: 1) provide evidence of strengths and opportunities for growth, and 2) identify systemic “gaps” to guide future planning.
Core/Tier I Mathematics Program High Quality Instruction	Mathematics Education Research (1 Day)	District/school math leadership teams	Reviews current research so that districts can align their mathematics curriculum, assessment, and instruction with effective practice.
Core/Tier I Mathematics Program	Washington State Math Standards (1/2 Day)	District/school math leadership teams & additional teacher leaders	Provides a deep understanding of the <i>Washington State Mathematics Standards</i> .
Core/Tier I Mathematics Program	Instructional Materials Alignment (1 1/2 Days)	District/school math leadership teams & additional teacher leaders	Emphasizes knowledge and tools educators need to unpack standards and check for alignment with current instructional materials; participants generate aligned curriculum and pacing guides to support classroom instruction across the district.
Core/Tier I Mathematics Program	Curriculum Guide Development (2 Days)	District/school math leadership teams & additional teacher leaders	Facilitates teams in: 1) developing curriculum guides that align to the standards, 2) aligning materials to standards and state test specifications, and 3) providing supports for teachers to focus on standards in their instruction. Prerequisite: <i>Instructional Materials Alignment</i> Module

Improvement Series 2—Developing a Comprehensive Mathematics System – Continued

Key Elements in Framework	Module	Participants	Description
Mathematics Leadership	Mathematics Leadership and Implementation Research (1 Day)	District/school math leadership teams	Reviews current research-informed practices in leading, implementing, and monitoring comprehensive mathematics programs.
High Quality Mathematics Instruction	Developing a Shared Vision of Quality Mathematics Instruction (2 Days)	District/school math leadership teams	Uses both current research and observation to support teams to develop a district vision of quality mathematics instruction and an observation tool that reflects their vision.
Mathematics Leadership	Professional Collaboration & Facilitation (1 Day)	District/school math leadership teams	Provides evidence-based knowledge, skills, and tools teams can use to create, implement, facilitate, and sustain structures to promote collaboration across schools and the district.
High Quality Mathematics Instruction	Formative Assessment in Mathematics (2 Days)	District/school math leadership teams & additional teacher leaders	Reviews research around the role of formative assessments in improving student outcomes; supports teams to build process for creating and implementing formative assessments which will inform decision-making in instruction and curriculum.
High Quality Instruction Mathematics Assessment System	Data Analysis & Instructional Improvement Cycle (2 Days)	District/school math leadership teams	Supports schools/districts to create a data review and analysis protocol designed to encourage a collaborative culture of data-driven decision-making in curriculum and instruction.

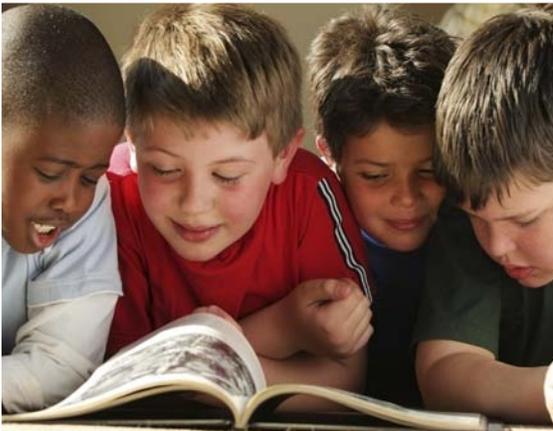


Reading Improvement

Overview

Technical Assistance in Reading delivered through the *WIIN* Center supports educators to build capacity in evidence-based leadership and instructional practices essential to implementing a coherent and comprehensive K-12 Reading System.

Professional learning outcomes for teacher and leader participants include the following:



- **Apply deep understanding** of state standards and evidence-based practices in instruction, assessments, and interventions in **reading** in order to increase learning outcomes for all students and close achievement gaps;
- **Build effective structures and conditions** to support and sustain system-wide continuous improvement of teaching and learning in **reading**; and
- **Enhance the capacity of instructional leaders** to support, promote, lead, and sustain professional learning that advances teaching practices, learning outcomes, and student achievement in **reading** for all students.

Participation in Technical Assistance

Access to *WIIN* services is based upon **greatest need** (i.e., districts and/or schools in a step of improvement or qualifying for federal *School Improvement Grants*), **strongest commitment**, **capacity to sustain changes**, and **available resources** at both the state and district levels.

Reading Systems Improvement Framework

The **Framework** helps schools/districts to implement and enhance their K-12 Reading System. The **Framework** is aligned with the five essential elements of OSPI's *Washington State K-12 Reading Model*: standards, assessment, instruction & interventions, leadership, and system-wide commitment.

Anchored in current research, OSPI's *K-12 Reading Model*, and the recommendations of the *National Reading Panel*, the **Framework** provides clarity and vision for school districts to improve teaching and learning in reading for ALL students.

As indicated in the descriptions which follow, modules are designed to reflect key elements in the **Framework**:

- Reading Leadership
- Core/Tier I Reading Program
- Reading Assessment System
- Tier II and Tier III Reading Intervention
- System Support

Modules also align with a *Response to Intervention framework (RTI)*, a multi-level system to maximize student achievement.

*A copy of the **Framework** is available upon request.*

District and School Improvement and Accountability



Reading Improvement

Improvement Series 1—Developing a Comprehensive Reading System

Key Elements in Framework	Module	Participants	Description
All Elements	Reading Systems Gap Analysis (2 Days)	District/school reading leadership teams	Facilitates teams in systematically reviewing their current K-12 Reading System to: 1) provide evidence for strengths and opportunities for growth, and 2) identify systemic “gaps” to guide future planning.
All Elements	Reading Education Research (1 Day)	District/school reading leadership teams	Reviews current research so that districts can align their reading/literacy curriculum, assessment, and instruction with evidence-based practices. Utilizes the <i>Report of the National Reading Panel</i> and other research.
Reading Assessment System Core/Tier I Reading Program	Washington State Reading Standards (3 Days)	District/school reading leadership teams & additional teacher leaders	Supports participants to analyze the standards, so that they can align curriculum, make instructional decisions, and develop assessment systems consistent with state standards.
Core/Tier I Reading Program Tier II and Tier III Intervention	Curriculum Guide Development (1 1/2 Days)	District/school reading leadership teams & additional teacher leaders	Emphasizes knowledge and tools educators need to unpack standards and check for alignment with current instructional materials; participants generate aligned curriculum guides to support classroom instruction across the district.
Core/Tier I Reading Program Tier II and Tier III Intervention	Pacing Guide Development (1 Day)	District/school reading leadership teams & additional teacher leaders	Supports teams to align their K-12 Reading System to state standards and test specifications by creating pacing guides to: 1) support effective use of instructional time and curriculum materials, and 2) sequence topics.

Improvement Series 2—Developing a Comprehensive Reading System—Continued

Key Elements in Framework	Module	Participants	Description
Core/Tier I Reading Program Tier II and Tier III Intervention	Response to Intervention System in Reading (1 Day)	District/school reading leadership teams & additional teacher leaders	Uses OSPI’s <i>Washington State K-12 Reading Model</i> and a <i>Response to Intervention framework</i> to develop structures and supports necessary for implementing a three-phase reading system (i.e., Tier I Instruction and Tier II and Tier III Intervention) to improve achievement for all students.
Reading Assessment System	Washington State Diagnostic Assessment Guide Overview (1 Day)	District/school reading leadership teams & additional teacher leaders	Reviews research around role of formative assessments in improving student outcomes; supports teams to build process for creating and implementing formative assessments which will inform decision-making in instruction and curriculum.
Core/Tier I Reading Program	Tier I Instruction (1 Day)	District/school reading leadership teams & additional teacher leaders	Provides participants with practical classroom applications for Tier I Instruction to increase student reading achievement for all students, including English Language Learners and students receiving Special Education services.



Special Education

Overview

Technical Assistance in Special Education supports educators to build capacity in evidence-based leadership and instructional practices to meet the needs of ALL of their diverse learners. The primary purpose is to increase capacity for developing effective structures and conditions to support system-wide continuous improvement of teaching and learning for ALL students with disabilities.

Professional learning outcomes that apply to teachers and leaders include the following:



- **Develop and implement** Standards-Based Individualized Education Programs (SB-IEPs);
- **Enhance instructional leaders' capacity** to support, promote, lead, and sustain professional learning that improves both teaching practices and learning outcomes for **ALL students with disabilities**; and
- **Build deep understanding** of knowledge, standards, and pedagogy, as well as the capacity to apply evidence-based instructional practices demonstrated to be effective in increasing student academic achievement and functional performance for **ALL students with disabilities**.

Participation in Technical Assistance

Access to *WIIN Center* services is based upon **greatest need** (i.e., districts and/or schools in a step of improvement or qualifying for federal *School Improvement Grants*), **strongest commitment, capacity to sustain changes**, and **available resources** at both the state and district levels.

Research-Supported Practices

Anchored in current research, *IDEA 2004*, and *NCLB 2001*, modules in Special Education provide clarity and vision for school districts to create Standards-Based IEPs and deliver specially designed instruction based on individual needs. SB-IEPs provide the structure to set high standards and measure student outcomes.

Research and resources informing development of modules includes:

- U.S. Office of Special Education Programs
- IRIS Center for Training Enhancements
- National Reading Panel Report

- National Mathematics Advisory Panel Report
- Alabama State Department of Education Special Ed Services
- California Department of Education—Toolkit
- Research of Dr. Margaret McLaughlin, University of Maryland

Additionally, principles of a *Response to Intervention framework (RTI)* are incorporated throughout the *WIIN Professional Development modules in Instructional Strategies, Mathematics, and Reading*.

District and School Improvement and Accountability

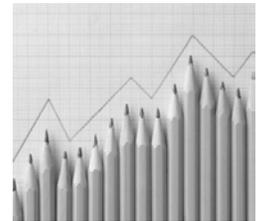


Special Education

Standards-Based Individualized Education Programs (SB-IEPs)

As a result of participation in these modules, district and school teams of Special Education staff will:

- Increase their functional knowledge of state content standards;
- Understand the direct relationship between the standards and IEP development; and
- Create data-based *Present Levels of Academic Achievement and Functional Performance (PLAAFP)* and *IEP Goals* that will lead to effective instruction for ALL students with disabilities.



Modules are listed sequentially. To the maximum extent possible, teams will use their district student data during the sessions.

Module	Participants	Description
Development of Standards-Based IEPs (1 1/2—2 days)	District/school special education leadership and instructional teams & IEP team members	Reviews current research and state content standards and expectations in reading, math, and written language. Participants unpack state standards and use student data to determine appropriate learning targets and use templates to gather data and create PLAAFPs and measureable annual goals.
Alignment of Instruction with Standards-Based IEPs (1 1/2—2 days)	District/school special education leadership and instructional teams & IEP team members	Continues process for creating SB-IEPs: determine appropriate assessments and accommodations; collaborate with general education colleagues for instruction/progress monitoring; and use differentiated instruction and a variety of instructional strategies to facilitate learning for all students with disabilities.
Alignment of Assessments with Standards-Based IEPs (1 1/2—2 days)	District/school special education leadership and instructional teams & IEP team members	Supports teams to develop processes for creating and using assessments which align to student Standard-Based IEPs. Data from assessments can be used to monitor student progress and to develop/revise specially designed instruction and learning opportunities provided to students.
Research in Special Education Services (1 1/2—2 days)	District/school special education leadership and instructional teams & IEP team members	Assists teams to identify evidence-based instructional strategies and to design learning opportunities that will enable all students with disabilities to gain access to and make progress in the general education curriculum; utilizes research from National Reading Panel and National Mathematics Advisory Panel; connects to modules in <i>Classroom Walkthrough</i> and <i>Research-Based Instructional Strategies</i> .
Strongly Recommended Instructional Materials Alignment and Curriculum Mapping Modules in Mathematics and Reading	Special Education, Title I, & ELL teachers	Research indicates that a seamless instructional support system which aligns supplemental instructional materials to core instruction is essential to increasing learning outcomes for ALL students, including those with IEPs. Technical assistance delivered by TACSEs in Mathematics and Reading will focus on ensuring equitable access of materials. TACSEs will also offer suggestions regarding ways in which existing supplemental materials and instruction can be utilized to strengthen the core.

All Washington Students...

Career and College-Ready



To ensure that students graduate career and college-ready, they must have equitable access to high-quality educators, research-based practices, and a challenging curriculum.

History

Since 2001, District and School Improvement and Accountability (DSIA) has provided assistance to over 200 schools and 100 districts. While programs initially centered on *school* improvement, the emphasis transitioned to the *district* as the primary unit of service. Based on federal guidelines for *School Improvement Grants* published in 2009, DSIA is focused on the state's *persistently lowest-achieving schools and their districts*.

In 2010, DSIA launched the *Washington Improvement and Implementation Network (WIIN)* to provide district/school teams with centralized technical assistance focused on research-based practices and innovation. This assistance is designed to respond effectively to requests from districts/schools in improvement status and/or which qualify for federal *School Improvement Grants*.

The Washington Improvement and Implementation Network (WIIN)

District/school teams may gain access to *WIIN* services based on their placement on the *Washington Performance Management Framework*. DSIA uses the *Framework* as a *systematic* way to create district/school cohorts and deliver services based on *performance and growth data* on state assessments, strongest commitment, and available resources.

WIIN Highlights

Participants: District/schools are chosen according to federal *No Child Left Behind (NCLB)* and *School Improvement Grant* eligibility requirements. Selection is based upon greatest need, strongest commitment, and available resources.

Differentiated Services: A variety of services are offered through the *WIIN* Center and partnerships; these align with the *Washington Performance Management Framework*.

Expert Providers: Technical Assistance Contractors with Specialized Expertise (TACSEs) deliver high-quality professional development in Instructional Strategies, Mathematics, Reading, and Special Education.

Research-based Professional Development: A series of resources and systems-based processes are designed to be facilitated at the *WIIN* Center, school/district sites, and/or regional locations.

Location: The *WIIN* Center is located at the Tacoma School District's Professional Development Center. The facility has flexible meeting space options, complete with K-20 access.

**The State Board of Education Work Plan on Accountability from Chapter 235, 2010 Laws
Effective June 10, 2010
(Formerly E2SSB 6696)**

Some of the key issues we will have to resolve to adopt the criteria and rules for the new law for Required Action will include:

Given that there will be limited funds (estimated \$8 million for next fiscal year), how should OSPI prioritize the funds for districts identified with the lowest achieving schools.

- What happens to the 21 schools that were not funded this year? How do we address:
 - Those that applied and did not receive funding this year.
 - Those that did not apply.
 - New schools identified within district that already received a school improvement grant (SIG).
 - New schools identified within a district that did not receive a school improvement grant (SIG).

- What criteria should we use to prioritize the schools and their districts?

- Can districts volunteer for SIGs and not go through Required Action?

- How will we mesh up the SIG very rapid application process with our own more detailed process for the local community to participate?

- What happens if the local parties cannot agree on a plan in time to receive a SIG grant?

The calendar below outlines the broad tasks required under Required Action. A more detailed timeline will also need to be determined.

Spring – summer 2010

Announce and celebrate schools recognized for achievement based on SBE Accountability Index with OSPI. Determine how to recognize schools for closing the achievement gap under the SBE Accountability Index and consult with Achievement Gap Oversight and Accountability Committee. Need to work with OSPI to calculate subgroup data.

Fall 2010

Adopt rules for Required Action Districts with persistently lowest-achieving schools. Schedule draft for September 15-16 Board meeting and final for November 9-10 Board meeting.

Winter – spring 2011 (and every year thereafter)

Designate school districts that will be Required Action Districts (if district did not receive school improvement grant in 2010) based on OSPI recommendations of persistently lowest-achieving schools using the federal criteria in school improvement grant program. Schedule for January 12-13 Board meeting.

Approve local districts' required action plans by (date TBD) Schedule for (date TBD) Board meeting. Award jointly with OSPI schools recognized for exemplary performance using the SBE Accountability Index.

Spring 2012

Joint select education accountability committee of eight legislators created to analyze complete system of education accountability especially in the case of lack of improvement in Required Action District by May 1 with reports September 1, 2012 and September 1, 2013.

Fall 2012

Create state and local intervention models to add to four federal intervention models that could be funded through state and local funds for Required Action Districts with persistently lowest achieving schools (both Title I and non Title I) beginning in 2013.

SBE Estimated Timeline for Required Action
(bold in statute, rest will be in rule)
April 1, 2010

Required Action Schedule if Parties Agree

- Winter 2010: OSPI invites districts to volunteer, based on list of five percent lowest achieving Title I or Title I eligible schools.
- **By December 1, 2010: OSPI creates list of five percent lowest achieving Title I or Title I eligible schools and identifies schools/districts for required action. OSPI will establish criteria for identification that meet applicable requirements for receipt of federal school improvement grant.**
- **January 2011 (before January SBE meeting): OSPI recommends school districts for Required Action. School districts may request reconsideration within ten days of recommendation based on whether it met the OSPI criteria. School districts will not be recommended if they received a school improvement grant in 2010 and for three consecutive years thereafter.**

SBE designates Required Action Districts (annual process). Required Action District must notify all the parents of students attending a lowest achieving school. SBE will create a model letter for districts.

- By (TBD): **OSPI conducts academic performance audit with external team.**

Required action districts and parties subject to collective bargaining to be negotiated, renewed, or extended will reopen the agreements or negotiate an addendum or modification to the existing collective bargaining agreement to implement the Required Action Plan.

- By (TBD): **Local district submits its draft required action plan that includes draft federal school improvement application, potential model(s), and budget to OSPI.**
- By (TBD): **OSPI confirms Required Action District proposal is alignment with federal school improvement guidelines.**
- By (TBD): **Required Action Districts create Required Action Plan after working with administrators, representatives of unions, staff, teachers, parents, students, and community members. Also must hold public hearing to allow for comment on its Required Action Plan that includes draft federal school improvement application, potential model(s), budget, description of changes, and identification of performance measures to SBE.**
- By (TBD): SBE approves Required Action Plan or sends back to district with rationale.

If SBE does not approve plan then local district may submit a new plan within 40 days or ask the Required Action Review Panel (five member panel with

appointments by House, Senate, and Governor¹) to determine if the SBE gave appropriate consideration to the unique circumstances and characteristics identified in the academic performance audit. Panel may affirm the SBE decision; recommend the SBE reconsider or recommend changes to the plan for Required Action District and SBE to consider.

- By (TBD): Local district will submit a revised Required Action Plan if SBE does not approve the first plan.
- By (TBD): SBE approves revised Required Action Plan.
- By (TBD): If Required Action District does not submit plan or plan is not approved, OSPI may redirect Title I funds to that district that align with academic performance audit.
- School year 2011-12 (next school year after district is designated a Required Action District): Required Action District implements plan).

Required Action Schedule if Parties Do Not Agree:

A. Mediation

- **By April 15: a Required Action District must begin mediation with PERC if the local parties are unable to resolve disputed issues.**
- **By May 15: local parties must agree to mediation or the PERC executive director will certify the disputed issues for the local Superior Court.**
- By June 1: local board submits plan agreed to under mediation to OSPI and SBE.
- By June 15: OSPI confirms alignment with federal school improvement guidelines; SBE approves local district required action plan based on audit findings.
- **School year 2011-12 (next school year after district is designated a Required Action District): Required Action District implements plan).**

B. Superior Court (if Mediation is Unsuccessful)

- **By May 20: School district will file a petition in Superior Court on the unresolved issues.**
- **By June 15: Superior Court determines the issues needed to complete required action plan as final and binding.**
- By June 30: Local board will submit a plan based on Superior Court decisions.
- By July 15: SBE will approve plan (pieces that Superior Court did not decide).
- **School year 2011-12 (next school year after district is designated a Required Action District): Required Action District implements plan).**

¹ Panel members must be appointed by December 1, 2010. Appointments are for four years. OSPI convenes only at local school district request.