THE WASHINGTON STATE BOARD OF EDUCATION

Governance I Accountability I Achievement I Oversight I Career & College Readiness

April 25, 2014

Board Members:

I hope this packet finds you well. Enclosed is your board packet for the May 7-8, 2014 board meeting at the Kennewick School District central office building in Kennewick.

This will be the first time we have met since the formal conclusion of legislative session. As you know, session brought some significant victories – in the form of strengthened high school graduation requirements – and some significant defeats – in terms of Washington's failure to secure the necessary statutory changes to secure an ESEA flexibility waiver from the US Department of Education. The failure of the waiver makes Washington State the first and only state to have its waiver revoked, and puts some of the accountability system work undertaken by the Board in, for lack of a better word, "limbo." More importantly, it creates financial constraints for school districts at a time when their financial needs are particularly acute.

I know the Chair is determined to not let the waiver revocation deter our efforts. The incremental improvements you have made are already showing positive impacts. This was no more evident than at yesterday's Washington Achievement Awards ceremony, where many schools throughout the state were recognized for student growth rates and language acquisition gains for the first time in the state's history. With regards to the language acquisition award, one ELL specialist said to me "I didn't know anybody was paying attention."

For this next meeting, I've tried to put an emphasis on interacting with schools, and observing on-the-ground instructional practice. How are statewide policies impacting teachers and classrooms? To that end, there are a number of fascinating school visit opportunities at this Board meeting. On Tuesday, before the official meeting, interested members have an opportunity to visit Delta High School, as well as the Battelle Science Resource Center in the Kennewick School District. Additionally, the agenda for Thursday morning includes visits to Park Middle School, Phoenix High School, and Southgate Elementary School in Kennewick with Superintendent Dr. Dave Bond.

It is also worth noting that the Kennewick school district responded immediately to the Board's March resolution on school discipline by revising its zero-tolerance policies. Our visit to Kennewick may present an opportunity to express our appreciation for their board's leadership on this issue. Hopefully, more districts throughout the state will follow their courageous act.

I look forward to seeing you in Kennewick, where we will honor Eli during his last official meeting!

Sincerely,

Ben

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Dr. Daniel Plung • Elias Ulmer • Bob Hughes • Jeff Estes
Mara Childs • Cynthia McMullen JD • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier
Randy Dorn, *Superintendent of Public Instruction*

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The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Workforce

Kennewick School District Office
Board Rooms B & C
1000 W. Fourth Avenue
Kennewick, WA 99336
509-222-5000

May 7-8, 2014
AGENDA

Wednesday, May 7, 2014

8:30-8:45 a.m. **Call to Order**

- Pledge of Allegiance
- Announcements
- Administration of the Oath of Office for Jeff Estes
- Welcome from Dave Bond, Superintendent, Kennewick School District

Agenda Overview

Consent Agenda
The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda are determined by the Chair, in cooperation with the Executive Director, and are those that are considered common to the operation of the Board and normally require no special board discussion or debate. A board member may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:

- Approval of Minutes from the March 5-6, 2014 Meeting **(*Action Item*)**

8:45-9:00 **Strategic Plan Dashboard**
Ms. Sarah Lane, Communications Manager

9:00-9:30 **Student Presentation**
Mr. Eli Ulmer, Student Board Member

9:30-10:45 **Review and Discussion of Required Action District Academic Performance Audit Findings**
Mr. Andy Kelly, Assistant Superintendent, OSPI
Mr. Travis Campbell, K-12 Turnaround Director, OSPI
Ms. Chriss Burgess, K-8 Turnaround Director, OSPI
Ms. Maria Flores, Program Manager: Accountability Policy and Research, OSPI

10:45-11:00 **Break**

11:00-11:45 **Required Action Plan Approval Process**
Ms. Linda Drake, Research Director

11:45-12:00 p.m. **Public Comment**

12:00-1:00 **Lunch**

- Recognition of Mr. Eli Ulmer

1:00-2:00 **Implementation of E2SSB 6552**

- Summary and Discussion of Graduation Requirements
- Overview of Impact on High School and Beyond Plan
- Draft Rules to E2SSB 6552

Mr. Ben Rarick, Executive Director
Mr. Jack Archer, Director of Basic Education Oversight
Ms. Julia Suliman, Policy Analyst

2:00-2:45 **Review of Required Action Plan Guidelines and Progress of Current RAD Schools**
Ms. Maria Flores, Program Manager: Accountability Policy and Research, OSPI
Mr. Rick Winters, Principal, Soap Lake Middle/High School, Soap Lake School District
Mr. Dan McDonald, Superintendent, Soap Lake School District

2:45-3:00 **Break**

3:00-4:00 **BEA Waivers**
Mr. Jack Archer, Director of Basic Education Oversight

4:00-4:45 **Board Discussion**

4:45-5:00 **Student Musical Performance**
Kennewick High School Choir

5:00 **Adjourn**

<u>Thursday, May 8, 2014</u>
Note: There will be a five minute window of travel between each school. Directions are provided in the packet.

8:00-8:20 a.m. **School Site Visits Overview at Kennewick School District Office**

8:25-10:50 **School Site Visits**

10:55-11:00 **Return to Kennewick School District Office**

11:00-11:15 **ESEA Update**
Mr. Ben Rarick, Executive Director
Dr. Andrew Parr, Senior Policy Analyst

11:15-12:15 p.m. **Discussion of Successful High School and Beyond Plan Practices**
Mr. Kevin Chase, Superintendent, Grandview School District
Mr. Mike Hubert, Guidance and Counseling Director, OSPI

Ms. Danise Ackelson, Program Supervisor: Career and College Readiness, OSPI

12:15-12:30 **Public Comment**

12:30-1:15 **Lunch**

1:15-2:00 **Board Discussion**

2:00-3:30 **Business Items**

- Approval of Location Change for the July 8-9, 2015 Board Meeting ***(Action Item)***
- Adoption of Emergency Rules on Required Action Plan Approval ***(Action Item)***
- Approval of Required Action Plan Evaluation Process ***(Action Item)***
- Approval of Draft Rules for Publication to Implement E2SSB 6552 ***(Action Item)***
- Approval of Member Appointment to the Expanded Learning Opportunities Council ***(Action Item)***
- Approval of Member Appointments to the School Facilities Citizen Advisory Panel ***(Action Item)***
- Approval of Basic Education Waiver Requests from Bainbridge Island, Lopez Island, Orient, Shoreline, Sunnyside, Federal Way, Wahkiakum and Napavine School Districts ***(Action Item)***
- Approval of letter to the Washington Student Achievement Council Concerning High School Graduation Requirements in Science and College Admission Standards ***(Action Item)***

3:30 **Adjourn**

THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	**Strategic Plan Review**	
As Related To:	☒ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap.	☒ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	Board members will review current work related to the board's 2013–2014 Strategic Plan Goals, and the website for sharing strategies/practices of the English Language Acquisition Award-winners.	

April 25, 2014

Dear Board members:

There are a number of major issues that will come into consideration in the summer and fall for the Board that deserve some initial consideration at our May meeting.

As many of you know, the SBE is in its final year of a 4-year strategic plan, set to expire at the end of this calendar year. This year our September meeting in Wenatchee will serve as our annual retreat. At that retreat, I hope to structure a discussion about adopting a new strategic plan for the next three years. In order to structure this discussion effectively, we need to begin this discussion at the May meeting, have a robust exchange at the July meeting, and come to the September meeting prepared to have impactful discussions and make meaningful decisions about our direction as a Board over the next planning period.

Additionally, we have a number of significant reports that come due in the fall. The first is our report under SB 5491, which discusses the establishment of indicators of educational system health. This legislation also calls on the Board to make policy recommendations based on whether the system is on track to meet its stated goals.

Another is our report completed jointly with the Professional Educator Standards Board. The completion of this report may provide an opportunity to revisit our strategic relationship with this Board, and also consider expanding the scope of our joint meeting in November to include other Boards with similar charges.

As we reflect on the advances we have made on our existing strategic plan, the results are significant and undeniable. The adoption of a 24-credit framework for high school graduation was a major policy initiative of the Board that took nearly seven years to complete. The development of a revised statewide accountability system that establishes common metrics and supports for our Title and non-Title schools alike, and establishes a more clear state role in supporting chronically underachieving schools (known in statute as Level II Required Action status), was a major policy advance that has been under discussion for over 14 years. Indeed, such a structure was originally discussed, but never implemented, by several committees and task forces, including the A+ Commission and the Commission on Student Learning.

The incorporation of the State Achievement Index into the statewide accountability system is a milestone in the evolution of the state's system of accountability and supports for schools. The Board also successfully advocated for over $10 million in supports for struggling schools – the first such investment by the state in many years. The incorporation of student growth percentiles into the accountability system adds a new and positive dimension that places an appropriate emphasis on rates of learning produced by schools, regardless of the learning levels at which students enter their schools. Increased scrutiny to policies impacting English language learners, including recommending a revised framework for AMAO goals associated with the WLPA language acquisition assessment and the

incorporation of an achievement award for districts in the top 5% of language gains, brings increased prominence to these issues. And the development of a thorough regulatory framework for charter school authorizers has created a body of work that other states continue to pay close attention to.

Many other achievements – including advocating for more sensitive school mascots, sensible school discipline policies, and advances in school funding, etc. – round out an impressive list of accomplishments attributable in part or in whole to the Board over the past five years.

As the Board looks ahead to the policy challenges of the next four years, and how its new strategic plan will address them, members should consider the following issues:

- Several of these major initiatives of the Board have been adopted but not yet fully implemented. What is the appropriate role of a policy board in implementation? How can the Board monitor and shape implementation without clouding its central role of focusing on policy?
- While our system of academic standards appears to have long-term stability by virtue of adopting Common Core and Next Generation Science standards, the Board will need to make a series of important recommendations regarding the implementation of the new Common Core standards and the associated battery of assessments (SBAC). These policy decisions are either directly within the statutory purview of the Board (setting the minimum cut score for high school graduation) or something the Board is to be consulted on per statute. Aligning science assessment practices and end-of-course policies to the new testing system will be key considerations moving forward. How can the Board help be a policy leader on assessment policy issues?
- The system of K-12 education has undergone significant changes in the area of education reform, much of which the Board has helped drive. As the implementation timelines for full funding under the *McCleary* order come due, the Board will need to continue to increase its profile on issues of funding analysis and advocacy. How might board members construe their role going forward?

I look forward to engaging the members of the Board on these issues as we prepare for in-depth and meaningful strategic planning discussions at our September Retreat.

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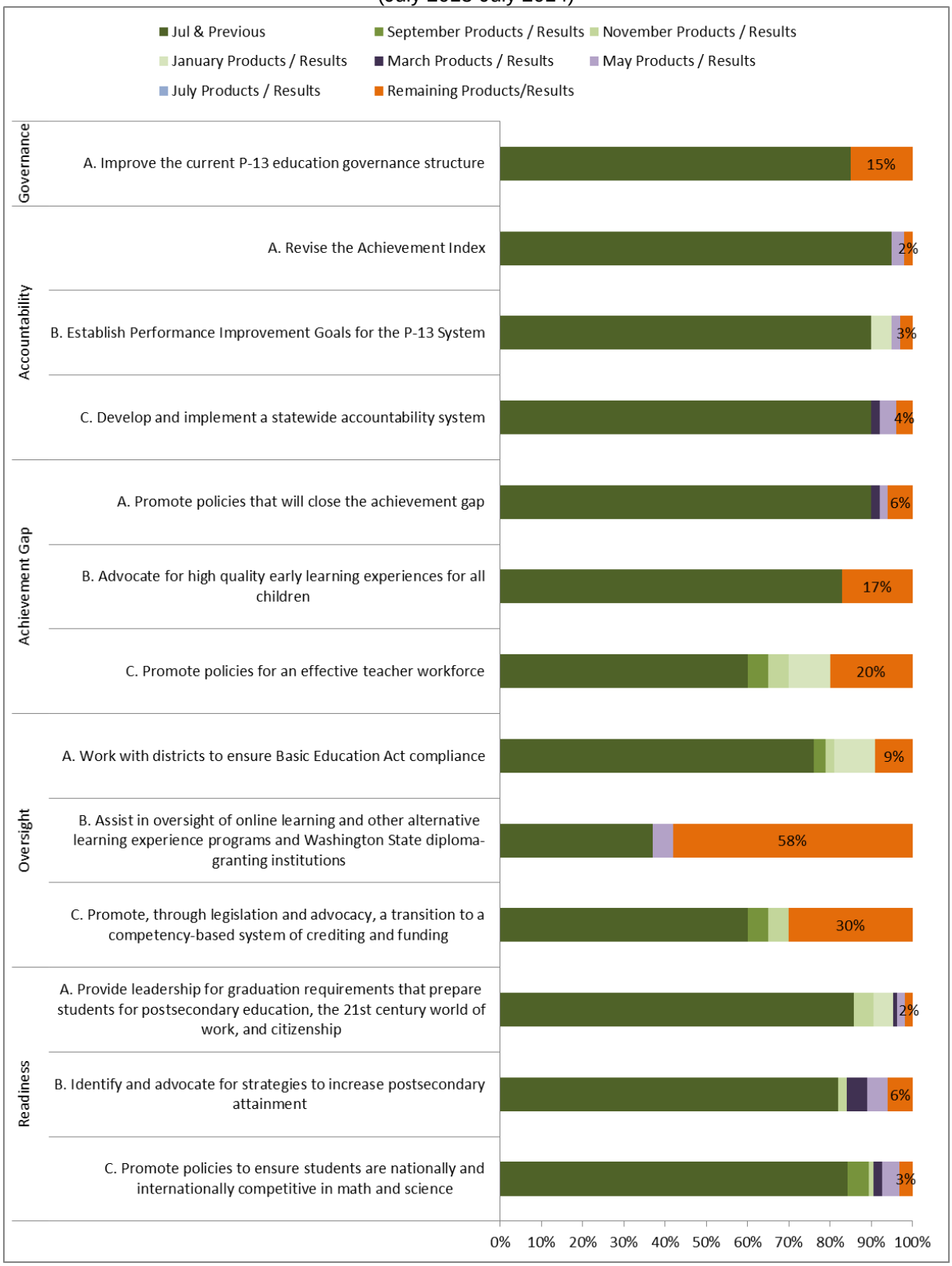
Strategic Plan Annual Progress Dashboard

(July 2013-July 2014)



THE WASHINGTON STATE BOARD OF EDUCATION

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Strategic Plan Two-Month Executive Summary
(March & April 2014)

Goal	Recent Work
Effective and accountable P-13 governance	• Collaborated with the Office of the Superintendent of Public Instruction on the Washington Achievement Awards ceremony.
	Outreach[i, ii]
Comprehensive statewide K-12 recognition and accountability	• Developed revised Achievement Index website. • Visited Required Action District (RAD) school in Yakima. • Reviewed RAD Academic Performance Audit Findings. • Adopted Elementary and Secondary Education Act (ESEA) Waiver Resolution.
	Outreach[iii, iv, v]
Closing the achievement gap	• SB 6163, Summer Learning Loss, signed into law. • Developed English Language Acquisition Award strategy-sharing website. • Adopted School Discipline Resolution.
	Outreach[vi]
Strategic oversight of the K-12 system	• Revised waiver application. • Responded to online diploma mills. • Met with Charter School Commission Executive Director.
	Outreach[vii, viii]
Career and college readiness for all students	• SB 6552, Graduation Requirements and Course Equivalencies, signed into law. • Worked on High School and Beyond Plan, called other states to find out what career and academic planning tools they use. • Worked on draft rules for implementation of the career and college ready graduation requirements.
	Outreach[ix, x, xi, xii, xiii, xiv, xv, xvi, xvii, xviii, xix, xx, xxi, xxii]

[i] SBE Spotlight April 2014 Newsletter
[ii] Educational Service District (ESD) 105 Superintendents meeting
[iii] Educational Opportunity Gap Oversight and Accountability Committee meeting
[iv] Washington Association of School Administrators meeting
[v] ESEA Waiver blog post
[vi] Sent discipline letter and resolution to superintendents
[vii] Private School Council meeting
[viii] Charter School Federal Compliance Training
[ix] Washington State School Directors Association regional spring meetings
[x] McCleary Article IX Litigation Joint Select Committee meeting
[xi] River Ridge High School Principal
[xii] Washington Student Achievement Council (WSAC) ISLS team meeting
[xiii] WSAC Committee for Academic Achievement
[xiv] WSAC Dual Credit Task Force
[xv] State Board for Community and Technical Colleges board meeting
[xvi] ESD 113 Superintendents meeting
[xvii] Core to College Steering Committee
[xviii] Stakeholder work on SB 6552 draft rules
[xix] Legislator outreach
[xx] McCleary Article IX Report blog post
[xxi] Dropout Rate blog post
[xxii] Career Guidance Award of Excellence ceremony

THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	**Student Presentation**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☒ PowerPoint	
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. In his final presentation, student Board Member Elias Ulmer will speak on the following topic: “Past, Present and Future: Where I Started, Where I am, and Where I’m Going.”	

STUDENT PRESENTATION

Policy Consideration

None

Summary

Student Board members have ample opportunity to work with staff in preparation for their presentations.

The presentation schedule and topic assignments are listed below.

Presentation Topics (rotating schedule)

1. My experiences as a student, good, bad, or otherwise (K–High School).
2. One or two good ideas to improve K–12 education.
3. How the Board's work on _____ (you pick) has impacted, or will impact, K-12.
4. Five lessons (from school or elsewhere) that have had an impact.
5. Past, present and future: where I started, where I am, and where I'm going.

Date	Presenter	Topic
2014.05.07	Eli	5
2014.07.10	Mara	4
2014.09.11	Mara	1
2014.11.14	Madaleine	3
2015.01.08	Mara	2
2015.03.12	Madaleine	4
2015.05.14	Mara	5

Background

None

Action

None

Yesterday, Today, and Tomorrow

BY ELI ULMER

All is well

- Life has led me down many paths through good and bad, clouded and clear
- My memorable life began in Tacoma attending Annie Wright School
- Currently, my life is perfect, I have a wonderful family life, excellent education program, clarity

I've been places

- Family trouble springs up and a rollercoaster of events follows
- My delicate life was shaken by divorce and separation from what I was accustomed to
- I attended various different Tacoma public schools over the course of two years and had trouble adapting to the harsh reality of uncaring teachers and cruel students

Life happens

- This transition period was frustrating for me, but I pulled through
- I was confused at why things were falling apart
- At such a young age, the desire to understand everything began to build in me

A new chapter

- I started my life fresh in Moses Lake but I had no idea who I was
- I wandered through middle school attending the Moses Lake Christian Academy and, after what seemed like an eternity, finally started high school
- I was looking for something new my freshman year so I enrolled in online school

A new Direction

- By the time I was a sophomore I was attending Wilson Creek High School, but still had no clue what I wanted in life
- My Principal brought to my attention an opportunity to represent students on the State Board of Ed.
- I made a decision that regardless of my imperfect education and my aimless journey through school, I would pursue this position and I would fulfill the potential that I knew I had

Here I am

- Today, I am a senior on track to graduate June 3rd with a solid education and a firm grasp on what I want in life
- I have a 9 month old son who is the driving force behind all of my dreams
- I plan on pursuing a degree in information technology and teaching and some day working with students in rough situations

Start of the beginning

- Serving on the State Board of Ed. has taught me to look beyond what is on the outside, and that all things take time
- It has not only helped me see things through a wider lens, but has also given me the ability to help others in ways I never thought possible
- It feels like my life has been so long, but I have come to realize that this is only the beginning of my dreams, and there is so much left for me to do

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THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	**Review and Discussion of Required Action District Academic Performance Audit Findings**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	According to RCW 28A.657.060 and RCW 28A.657.050, the SBE shall approve required action plans only if they address the concerns identified in the audit findings. The audit is conducted to identify possible reasons for a required action school's low performance and lack of progress.The Board will need to review and understand the audit findings to prepare for consideration of approval of required action plans.
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Staff from the Office of the Superintendent of Public Instruction's Office of Student and School Success will review and answer questions from Board members on the findings of the academic performance audits conducted for each of the four required action districts: Marysville, Tacoma, Yakima and Wellpinit.

DRAFT
Required Action District Academic Performance Audit:

Tulalip Elementary School and Marysville School District

April 2014

Acknowledgements

This report was prepared for the Office of Superintendent of Public Instruction under contract to Educational Service District 113 and other Educational Consultants.

Individuals participating in the Academic Performance Audit include:

- **Dr. Dana Anderson, Superintendent, Educational Service District 113**
- **Dr. Andrew Eyres, Assistant Superintendent, Educational Service District 113**
- **Rich Staley, Assistant Superintendent, Educational Service District 113**
- **Dr. Ann Renker, Educational Consultant, Office of Student and School Success**
- **Dr. Sue Cohn, Educational Consultant, Office of Student and School Success**

DRAFT

Capital Region ESD 113

My Partner for Learning Solutions

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Appendix A: Required Action District Frequently Asked Questions

Appendix B: School Data Dashboard

Appendix C: Assessment of Progress Report

DRAFT

I. Introduction

In spring 2010, Tulalip Elementary School in the Marysville School District (MSD) was awarded a School Improvement Grant (SIG) for three years (2010 through 2013) to fully and effectively implement a federally approved intervention model. The district selected the Turnaround model. Among other things, this required the district and school to replace the principal and rehire no more than 50% of the school's staff, adopt a new governance structure, and implement a research-based instructional program aligned to state standards. Another School Improvement Grant was awarded to the district in spring 2011 to support Quil Ceda Elementary School to fully and effectively implement the Transformation model, requiring the district and school to replace the principal and address areas critical to transforming persistently low-achieving schools such as developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time, creating community connections, and providing operating flexibility and sustained support.

To maximize district resources, MSD leadership moved Tulalip Elementary School staff and students to the Quil Ceda Elementary School site in fall 2011. The schools were expected to retain their identity and implement actions aligned with their federal intervention model (i.e., Turnaround for Tulalip and Transformation for Quil Ceda). However, while the two schools retained their separate building codes, for all intent and purposes they merged into one school and now serve a combined student population of about 550 students. Additionally, the two principals now serve as "co-principals" and share responsibilities for both Tulalip Elementary School and Quil Ceda Elementary School. During the on-site visit, district leaders indicated they plan to close Quil Ceda Elementary School at the end of this year; the two school will re-open as one (currently referred to as Tulalip-Quil Elementary School) in fall 2014. They have not determined if the co-principal leadership model of the school will continue into the 2014-15 school year.

Marysville School District was identified for required action status because of Tulalip Elementary School's inconsistent and persistent lack of progress for the "all students" group and subgroups on state assessments in Reading and Mathematics the last three years. The Academic Performance Audit Team recognizes the merging of the two schools and intends the recommendations in this report to apply to Tulalip-Quil Elementary School and the Marysville School District.

The purposes of this report are (a) to identify potential reasons for Tulalip Elementary School's low performance and lack of progress and (b) to recommend next steps for the Marysville School District and Tulalip-Quil Elementary School leaders and staff in building educator and system capacity to substantially improve student outcomes. Findings in this report are intended to assist district and school leaders in identifying an approved federal or state school improvement model appropriate for the school. Recommendations in the report will inform the district's Required Action District (RAD) application and the school and district Student and School Success Action Plan.

Sources of Data: This report is based on information gathered from the following sources:

1) Review of extant district- and school-level data (e.g., Student and School Success Action Plan; 2012-13 End-of-Year Report; staff surveys; Assessment of Progress Report)
2) Superintendent and district leader analysis of current practices and policies impacting the ability of district and school leadership and staff to effectively implement an intervention
3) Classroom visits focusing on instructional practices within the school

4) Qualitative interviews and focus groups focusing on the alignment of district and school structures and practices with Turnaround Principles described in federal guidance
5) Demographic and achievement data
6) Additional documents provided by the school and district during the on-site visit (e.g., daily schedule, student/teacher schedule, "MSD/Tulalip Tribes Support Summary – 2013-2014")

Evaluators obtained information during an interview with the district leadership on March 4, 2014 and on-site visit on April 3, 2014. Approximately 26 people, including district and building administrators, staff members, and external service providers participated in interviews and focus groups. In addition, evaluators visited eight classrooms to determine the extent that classroom practices aligned with research-based instructional practices. Finally, evaluators reviewed data previously gathered about the school and district, including improvement plans, student achievement data, and additional school documents.

Organization of Report: Section II of this report describes requirements for Required Action Districts (RADs). The next section (Section III) summarizes findings and recommendations aligned with Turnaround Principles for both the district and school. Section IV provides an overview of the district and school. This is followed by detailed explanations of the three recommendations, including the evidence supporting the Academic Performance Audit Team's conclusions; strengths and concerns; and requirements of the school and district and recommendations for the Office of Student and School Success (Section V). This report concludes with summary and next steps (Section VI) and questions for local improvement teams to consider during their planning processes (Section VII).

Appendices for this report include the following:

- Appendix A: Required Action District Frequently Asked Questions
- Appendix B: School Data Dashboard
- Appendix C: Assessment of Progress Report

II. Required Action Districts

Beginning December 1, 2013 and each December thereafter, the Superintendent of Public Instruction is required by state legislation (E2SSB 5329) to annually identify challenged schools in need of improvement and a subset of these schools that are the persistently lowest-achieving schools in the state. The criteria for determining persistently lowest achieving schools are determined by the Office of Superintendent of Public Instruction and must include the school's lack of progress over a number of years for both its "all students" group and subgroups. As required by state legislation (E2SSB 5329 and E2SSB 6696), the State Board of Education (SBE) can designate districts with at least one school determined to be persistently lowest achieving as Required Action Districts (RADs).

A summary of requirements for RADs follows. Specific requirements are described in OSPI's *Required Action Districts: Level One Plan Guidance* available at:
http://www.k12.wa.us/StudentAndSchoolSuccess/RequiredActionDistricts.aspx

- **Academic Performance Audit**: Each RAD receives an academic performance audit by an external review team. The audit team consists of persons with expertise in comprehensive school and district reform; the team identifies the potential reasons for the school's low performance and lack of progress. (RCW 28A.657.040)

- **Community Collaboration and Public Hearing:** In order to ensure successful collaboration, the required action plan must be developed with administrators, teachers and other staff, parents, unions representing any employees within the district, students, and other representatives of the local community. The school board must conduct a public hearing to allow for comment on the proposed required action plan. (RCW 28A.657.050)
- **Implementation of an Approved School Improvement Model:** The district must select and implement an approved school improvement model for the receipt of federal or state funds for school improvement. The model must address concerns raised in the academic performance audit and be intended to improve school performance to allow the district to exit Required Action District status within three years of implementation of the plan. Approved *federal* school improvement models include **Closure, Restart, Transformation,** and **Turnaround**. The approved *state* school improvement model is the **Synergy Model.**
- **Office of Superintendent of Public Instruction (OSPI) Assistance and Review:** The OSPI can provide assistance in developing a plan if requested. The district will submit the plan first to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. (RCW 28A.657.060)
- **State Board of Education (SBE) Approval:** Following OSPI's review of the plan, each district will submit its plan to the SBE for final approval. (RCW 28A.657.060)
- **Implementation of RAD Plan for 3 Years:** Once approved, the district is required to implement the RAD plan for three years. The school improvement model must be fully implemented, along with other requirements of the plan. OSPI will provide technical assistance and federal or state funds for implementation of the plan. The district will report regularly to OSPI on the progress it is making in meeting 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 in the plan. (RCW 28A.657.090)
- **Semi-annual Reports to the State Board of Education:** For each year of the implementation of the plan, OSPI will report to the SBE semiannually on the progress made by all RADs. (RCW 28A.657.100)
- **Evaluation of Progress:** The OSPI will evaluate progress of each RAD and must recommend to the SBE that a school district be released from the designation after the district implements the plan for three years, has made progress using criteria under RCW 28A.657.020, including progress in closing the educational opportunity gap, and no longer has a school identified as persistently lowest achieving.

Intervention Models: Required Action Districts receive funds targeted to make lasting gains in student achievement and to implement required elements of the selected school improvement model. The model must address concerns raised in the academic performance audit and be intended to improve school performance to allow the district to exit Required Action District status within three years of implementation of the plan. Models are briefly described below.

- **Closure Model** (federal model): District closes school and enrolls students who attended the school in other higher achieving schools in the district.
- **Restart Model** (federal model): District converts the school or closes and reopens it under management of an educational management organization (EMO) or charter organization.
- **Transformation Model** (federal model): District replaces principal and addresses five areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time, creating community connections, and providing operating flexibility and sustained support.

- **Turnaround Model** (federal model): District replaces principal and rehires no more than 50% of the school's staff, adopts a new governance structure, and implements a research-based instructional program aligned to state standards.
- **Synergy Model** (state model): District fully and effectively implements Turnaround Principles described in federal guidance (e.g., ensures principal has capacity to lead turnaround effort and teachers are effective and able to improve instruction; provides operational flexibility for principal to support school turnaround plans in key areas; ensures school significantly extends learning time for students and for teacher collaboration; ensures school improvement initiatives include rigorous, research-based instructional programs, practices, and models; and provides school with technology, training, and support for using data to inform instruction and continuous improvement).

Selection of any of these models may require modification or addition of Board policy and procedures and/or collective bargaining agreements.

III. Executive Summary and Recommendations

A thorough review of extant and collected data by the Academic Performance Audit Team led to the identification of a number of concerns; an analysis of these concerns resulted in the formulation of three recommendations. Legislation enacted in 2012 by the Washington State Legislature (E2SSB 5329) requires the district and school to explicitly address the concerns and recommendations when selecting the intervention model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014). The action plans for Marysville School District and Tulalip-Quil Elementary School will need to address:

- **Recommendation 1: Ensure all students receive grade-level appropriate core instruction and curriculum by (a) aligning curriculum to Common Core and Washington State Standards; (b) using data to inform and differentiate instruction and interventions based on student needs; and (c) continuing to use culturally responsive practices and appropriate materials.**
- **Recommendation 2: Continue the shared leadership model through the transition and provide co-principals operational flexibility that (a) supports the school's turnaround plan; (b) builds staff capacity to deliver culturally relevant, standards-based instruction and curriculum and use data in making instructional decisions; and (c) aligns with districtwide expectations for increases in student achievement.**
- **Recommendation 3: Build upon the school's culturally responsive multi-tiered system of academic and social-emotional support, using a data-based inquiry system to track progress and make adjustments for individual students, classrooms, and the school.**

Turnaround Principles and Indicators identified across these three recommendations are tightly coupled, that is, they are intended to support district and school leadership teams to collaborate and build coherence at each stage of the action-planning process. This tight coupling also enables teams to scaffold their S.M.A.R.T. Goals and Tasks as they create the Required Action Plan and Student and School Success Action Plans.

The Academic Performance Audit Team is confident the school is well-positioned to address these recommendations for several reasons. First, interviewees indicated there is a strong building leadership structure that allows co-principals both to respond to problems and to maintain 50% of their time working with teachers. Building leaders and staff also shared their strong commitment to using student

data to inform and modify instruction, as well as to monitor progress. The principal at the nearby middle school affirmed the impact of these efforts when declaring that the incoming sixth graders are more prepared than in the past. The audit team also learned about several coordinated programs to manage and extinguish unsafe behaviors that disrupt the educational environment. Finally, interviewees described the strong community connection and commitment to healing the historical rift between American system of boarding schools for Native American children and the Tulalip Tribes.

Together, these strengths will serve the school and district well as they address the three recommendations described in this Academic Performance Audit Report.

IV. District and School Overview

The Marysville School District serves the city of Marysville and members of the nearby Tulalip Tribes. More than 11,000 students in kindergarten through grade 12 attend the district's 11 elementary schools, four middle schools, and eight high schools (Source: Marysville School District website). Tulalip Elementary School and Quil Ceda Elementary School share the same location and have a combined enrollment of approximately 540 students in grades Kindergarten through 5th Grade. About 77% of their students qualify for free or reduced price meals (Source: OSPI Report Card).

Students from the two schools attend the same classes, and most do not know if their school of record is Tulalip Elementary School or Quil Ceda Elementary School. The combined school provides a rich learning environment blending the Tulalip Culture with Common Core State Standards to improve student learning. Staff, students, and guests celebrate the each day with a 10-minute Morning Assembly in the gym. The assembly begins with students leading traditional drumming and singing; this is followed by the Pledge of Allegiance and inspirational daily messages from staff (Source: Quil Ceda and Tulalip Elementary website).

The schools are led by co-principals who work with all staff. Both leaders and staff describe the areas of focus of the two schools for this year as (a) leverage the strengths of the cultures represented in the school and communicate across differences; (b) accelerate student achievement and use student data to inform and modify instruction, as well as monitor progress; and (c) address social-emotional concerns and manage behaviors that disrupt the learning environment. The school adopted Tulalip Tribes' values as its own, and uses those to guide interactions with students, their families, and the community.

As indicated in the Introduction, district leaders said they plan to close Quil Ceda Elementary School this spring; the two schools will re-open as one (currently referred to as Tulalip-Quil Elementary School) in fall 2014. The Academic Performance Audit team notes that recommendations in this report are intended for the Marysville School District and newly organized Tulalip-Quil Elementary School.

The Tulalip Tribes invests heavily in the school, providing financial supports for interventions and teaching and support staff time. Strong evidence exists that culturally linked experiences are provided through community partnerships. District and school leaders report active engagement in committees and local advisory boards. Additionally, tribal leaders are actively involved in school decision-making and improvement planning. A formal agreement is in place delineating the roles and expectations of the tribe and district to ensure continuity beyond transitions in local leadership.

Additional background information about Tulalip Elementary School is provided in charts and tables on the next several pages.

Tulalip Elementary School Summary – Marysville School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2012-13 school year.

Enrollment		
October 2012 Student Count		289
May 2013 Student Count		300
Gender (October 2012)		
Male	128	44.3%
Female	161	55.7%
Race/Ethnicity (October 2012)		
American Indian/Alaskan Native	157	54.3%
Hispanic / Latino of any race(s)	45	15.6%
White	38	13.1%
Two or More Races	47	16.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	230	76.7%
Special Education (May 2013)	53	17.7%
Transitional Bilingual (May 2013)	10	3.3%

Student Achievement

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Cells with no shading represent minimal change over time (less than 2%).**

Table 2. Achievement Data on State Assessments from Baseline (2010) to 2013

Tulalip Elementary	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 3	23.30%	34.30%	27.00%	47.70%	24.40%
Reading grade 4	28.60%	35.50%	27.80%	42.50%	13.90%
Reading grade 5	35.30%	33.30%	40.60%	34.10%	-1.20%
Math grade 3	13.30%	14.30%	10.80%	20.50%	7.20%
Math grade 4	20.00%	38.70%	5.60%	27.50%	7.50%
Math grade 5	22.90%	21.20%	21.90%	22.00%	-0.90%

Figure 1. Achievement Data on State Assessments in Reading from Baseline (2010) to 2013

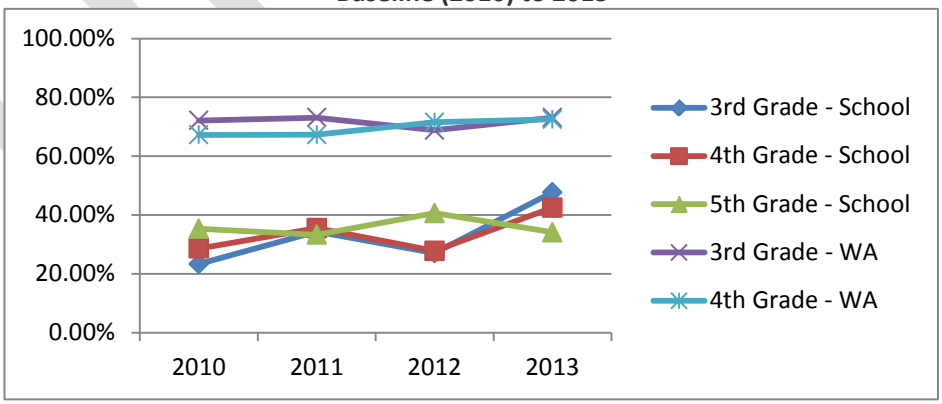

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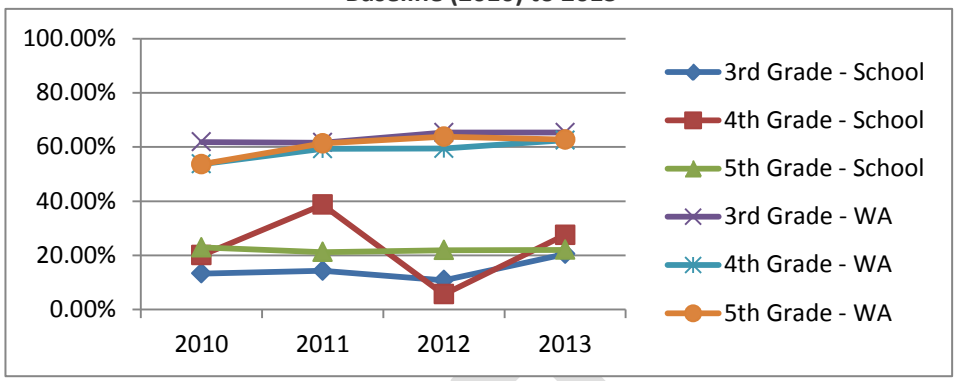
Figure 2. Achievement Data on State Assessments in Math from Baseline (2010) to 2013



Student Achievement - Whole School

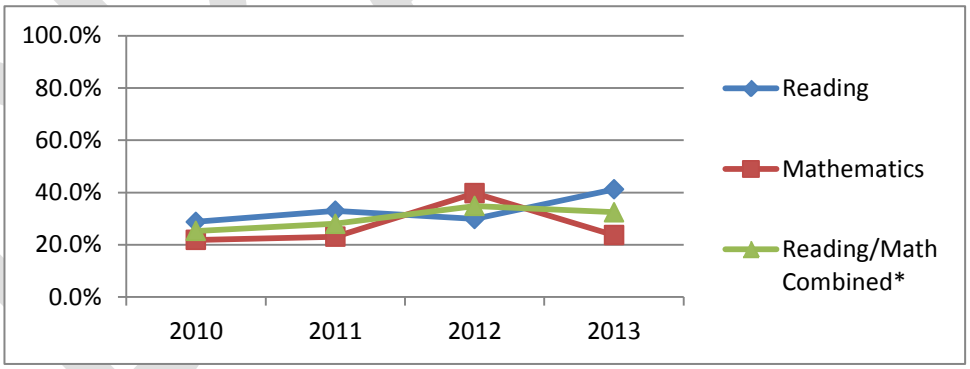
Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Percents are rounded to the nearest tenth.**

Table 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013

Tulalip	2010	2011	2012	2013	Change Baseline to 2013
Reading	28.7%	33.0%	29.9%	41.2%	12.5%
Mathematics	21.9%	23.1%	39.7%	23.7%	1.8%
Reading/Math Combined*	25.3%	28.0%	34.8%	32.5%	7.1%

Figure 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

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Student Achievement-

Subgroup Data

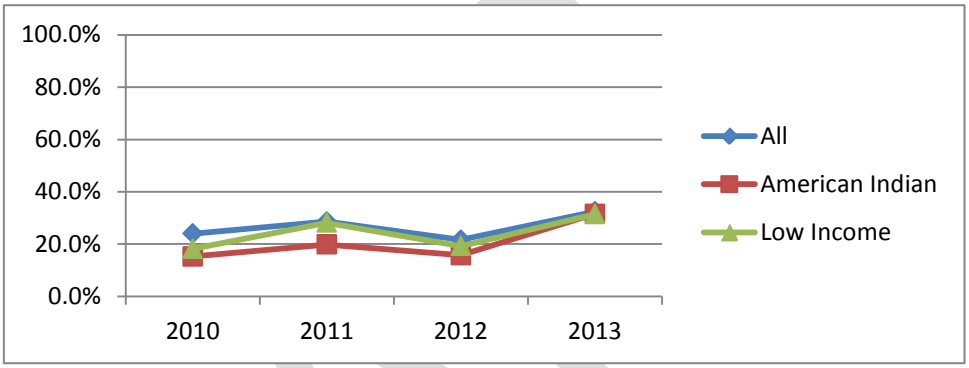
Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Percents are rounded to the nearest tenth.**

Table 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Tulalip	2010	2011	2012	2013	Change Baseline to 2013
All	24.0%	28.6%	21.6%	32.5%	8.5%
American Indian	15.3%	19.8%	15.7%	31.6%	16.3%
Low Income	18.2%	28.2%	19.2%	31.5%	13.3%

Figure 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

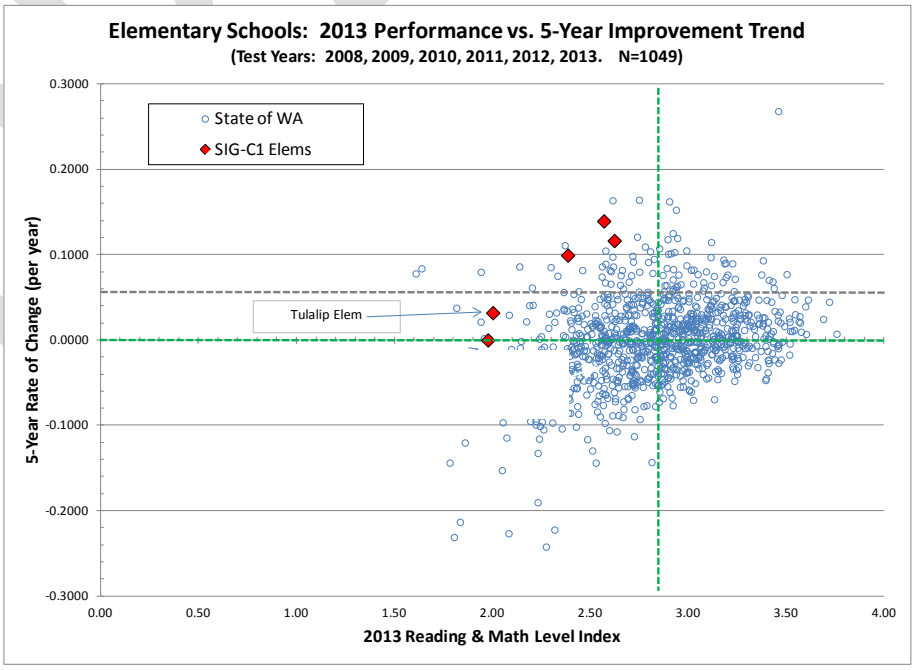


Student Achievement-

Whole School

Source: Center for Educational Effectiveness and OSPI State Report Card

Figure 5. Five-Year Improvement Trend from 2009 to 2013



V. Recommendations

Recommendation 1: Ensure all students receive grade-level appropriate core instruction and curriculum by (a) aligning curriculum to Common Core and Washington State Standards; (b) using data to inform and differentiate instruction and interventions based on student needs; and (c) continuing to use culturally responsive practices and appropriate materials.

The findings informing this recommendation are segmented into the following areas, each of which aligns with Turnaround Principles:

- **1.A – Design and Implement Culturally Responsive, Standards-Based Units of Instruction** (Turnaround Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards)
- **1.B –Utilize Professional Learning Community Structure Supporting Use of Data to Inform Instruction** (Turnaround Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data)
- **1.C – Provide Professional Development, Technical Assistance, and Support** (Turnaround Principle 2: Ensure teachers are effective and able to improve instruction)

Each segment includes a brief description of current practice, concerns identified in data, and strengths upon which to build. A list of specific Turnaround Principles and Indicators that must be addressed by the school and district and recommendations for the Office of Student and School Success conclude the section.

The Academic Performance Audit Team begins this narrative with our finding that, based on a close review of extant data, focus group interviews, and school and classroom visits, Tulalip Elementary School, along with Quil Ceda Elementary School, is at the tipping point with respect to this recommendation. One of the team members observed, "There is better teaching than at other sites we visited; I would put my kids in these classes." Another declared, "It's a half day, and they're still teaching." While there is work to be done, the team believes leaders and staff are committed to and currently engage in building individual and collective capacity for using data and implementing culturally relevant practices to ensure all of their students receive standards-aligned instruction.

1.A – Design and Implement Culturally Responsive, Standards-Based Units of Instruction
Note. The Academic Performance Audit Team intends "rigorous" and "rigor" to signify high expectations for all students achieving or exceeding grade-level Common Core and Washington State Standards.

Tulalip Elementary School leadership and staff described their efforts to increase academic press and ensure students engage in rigorous, standards-based units of instruction. The principals described their vision of culturally responsive teaching they would like to use to ground their work. This vision is in the work of Ginsberg and Wlodkowski (2000). Leaders acknowledged their teachers are already implementing a number of culturally responsive practices that align with the framework; they intend to provide professional development to support all staff to effectively implement the framework.

Staff and leaders also talked about the school's focus on acceleration, rather than remediation, to bring students to standard. The model began as a "flood-in" model in which all resources would "flood-in" to a specific grade level based on identified needs. Staff continues to use a similar model, with each grade

level determining where to allocate resources based on its students' data. For example, to close learning gaps that surfaced in the Math Benchmark Assessments, interviewees said they "flooded" second grade with intervention specialists and paraprofessionals to address specific gaps and accelerate learning.

Interviewees shared recent efforts around unpacking the Common Core State Standards (CCSS) and rewriting their curriculum around those standards. They indicated that teacher-created curriculum materials for both first and second grade are now aligned to the CCSS. Teachers described questions they address when creating curriculum with a focus on acceleration, including "What does the standard look like at the next level," and "How do we 'up the rigor'?"

The leadership team described efforts to bring culture into classrooms and the school. These include theme-based units; focus on building relationships; and increased use of culturally responsive practices, including adapting curriculum materials and assessments to reflect the cultures of the students in the school.

Concerns: Evidence suggests the data-based inquiry process is resulting in higher achievement for students at Tulalip Elementary School at several grade levels (see Table 1 below). However, a close review of data in both Table 1 and Table 2 indicates the achievement of students in Tulalip Elementary School differs markedly from their peers in Quil Ceda Elementary School in grades 4 and 5. The audit team understands that students are not segregated by their school of record, so it will be important for school leadership and staff to dig deeply into these data to understand the disparity and address concerns that surface.

Grade-Level Achievement Data on State Assessments* for
Tulalip Elementary School and Quil Ceda Elementary School from 2011 to 2013**

Table 1. Tulalip Elementary School Data from 2011 to 2013**

Tulalip Elementary	2011	2012	2013	Change 2011 to 2013
Reading grade 3	34.30%	27.00%	47.70%	13.4%
Reading grade 4	35.50%	27.80%	42.50%	7.0%
Reading grade 5	33.30%	40.60%	34.10%	.8%
Math grade 3	14.30%	10.80%	20.50%	6.20%
Math grade 4	38.70%	5.60%	27.50%	-11.2%
Math grade 5	21.20%	21.90%	22.00%	.80%

*Only continuously enrolled students are included in the weighted average.
**First year two schools were co-located at Quil Ceda Elementary School site.

Table 2. Tulalip Elementary School Data from 2011 to 2013**

Quil Ceda Elementary	2011	2012	2013	Change 2011 to 2013
Reading grade 3	52.8%	37.8%	63.4%	10.6%
Reading grade 4	31.8%	58.8%	50.0%	18.2%
Reading grade 5	22.0%	45.2%	44.2%	22.2%
Math grade 3	30.2%	32.4%	39.0%	8.8%
Math grade 4	11.4%	25.5%	39.0%	27.6%
Math grade 5	12.0%	33.3%	27.9%	15.9%

*Only continuously enrolled students are included in the weighted average.
** First year two schools were co-located at Quil Ceda Elementary School site.

During interviews, staff members stated that their alignment work began in first and second grade, so that might explain the similar proficiency levels at third grade. They also indicated their goal is for every student "to grow a year." Because of the achievement gaps in Grades 4 and 5, staff may want to revisit that goal and focus on accelerating learning and closing achievement gaps so that all students (both Tulalip and Quil Ceda) are at grade-level in Reading and Mathematics when they transition to the middle school.

Concerns about lack of rigor in coursework and beliefs around students meeting state standards arose from multiple sources. These may contribute in some fashion to the disparity in learning outcomes between the two schools. Survey results from spring 2013 indicate 36% of staff agreed that students are provided higher level tasks that require critical thinking, and 50% agreed that staff believes that all students can meet state standards. Interviewees indicated some of their staff may have a "fixed mindset" and wonder if these peers believe students can achieve to high levels. Questions related to rigor arose when talking about alignment of curriculum to state standards, both vertically and horizontally. Interviewees added that they wished the district would support "cross-district grade-level coordination and vertical alignment."

Common themes that arose from classroom visits included the following. Note that audit team members looked for shifts in practice described by leadership and staff (e.g., culture, behavior, teaching for expectations/teaching points/ teaching to objective, and acceleration in small group instruction with focus).

- There were times when formative assessment strategies could be used more frequently (students checking each other's work, students showing their responses on whiteboards, etc.), and these opportunities were missed.
- Management appeared be an issue in several classes, as some of the teaching staff tends to not have many years of experience. There was some evidence of learned techniques (take a breath, need you to focus) similar to what was observed during the Morning Assembly.
- Technology is used at a very low level; it was typically used to show things through a projector. There was very little student interaction or manipulation with the technology. Students were observed to be passive users of the technology; this contributed to low engagement in some classrooms.
- Questioning strategies tended to sit at the Depth of Knowledge Level 1 or Level 2. The team encourages teams of teachers to seek opportunities to raise the cognitive level of questioning strategies and to monitor changes in practice as they grow capacity to implement this approach.
- While there was evidence of teacher planning, the right strategy was not always used and/or a non-standards aligned strategy was used (e.g., lesson using coins [not aligned with CCSS in Mathematics]; use of whiteboards as formative way to check student understanding).
- There appears to be horizontal alignment for each grade level; however, staff needs to work on vertical alignment next. For example, teachers could use referential activities and prompt students with statements such as, "Remember how you _ in Kindergarten? We're doing the same in first grade."

The audit team found little evidence of the staff's use of data to determine the strengths and weaknesses of adopted instructional materials and instructional and intervention strategies. This review should "bridge" the act of data analysis to the application of instruction and use of higher order thinking strategies in classrooms. Leader and staff acumen in collecting and analyzing data suggests they can

develop tools and identify evidence they can use to track implementation and impact of both instructional practices and curriculum materials.

Strengths upon which to build: A number of strengths emerged from the review of data, classroom visits, and interviews; these can serve as a platform for continuing the school's improvement efforts. The audit team begins this section with the commitment heard from leadership and staff: "We're all responsible for all of our students. The question becomes, 'How can I adjust around our kids, rather than making them confirm to me?" This commitment was pervasive, and supports the audit team's conviction that this school is poised to experience significant jumps in both the capacity to deliver effective instruction and the learning outcomes of students.

Interviewees indicated the need to make sure their curriculum materials both align with Common Core State Standards and represent the cultures of the students in the school. They recognized that an appropriate next step is to review their supplemental reading materials and possibly revise their mathematics core materials and supplemental materials; district support and engagement in the alignment and selection of culturally appropriate, standard-aligned curriculum materials are critical to the success of this effort.

Audit team members observed a number of research-based practices that align with the building-wide areas of focus (i.e., culture, behavior, and acceleration), including the following.

- Life skills were regularly taught along with the academics in the classroom and in small group settings. Team members also observed the Alternative Lunch setting where students were learning to interact with one another in a low pressure setting.
- Turn and talk with appropriate prompts were used in 4 of 8 classrooms.
- Teachers regularly had students accessing prior knowledge.
- Whiteboards were regularly used for students to record responses for formative assessment purposes (5 of 8 classrooms).
- Teachers in primary grades used small group instruction to teach reading and math.
- The strategy of using Popsicle sticks with names on it to vary who was called upon to respond was used in several rooms.
- Ninety percent of rooms posted the routine for the day.
- Intentional instructional strategies were evident, that is, teachers had a plan to deliver that lesson and the specific strategy matched the plan.
- Certain low-level inappropriate behaviors (e.g., student getting up and walking to another part of the room while the teacher was talking) appeared to be acceptable, allowing instruction to continue with minimal disruption.

The Academic Performance Audit Team reviewed the school's current Student and School Success Action Plan and identified multiple tasks supporting this effort, including the following:

- Select a walkthrough protocol based on Motivational Framework and consistent with CEL 5D Framework. (Principle 1 Indicator P1-IE06)
- Schedule lesson study cycles with all teachers to study culturally responsive practice(s). (Principle 1 Indicator P1-IE06)

These tasks illustrate leadership and staff commitment to ensure students are provided rigorous, standards-based instruction and curriculum. The audit team noted that Student and School Success Action Plans appear to differ for the two schools; revisions to the Tulalip Elementary School plan should reflect common efforts of the combined school.

These strengths can inform the work of leadership and staff as they develop S.M.A.R.T. Goals and tasks associated with this recommendation.

1.B –Utilize Professional Learning Community Structure Supporting Use of Data to Inform Instruction
The Academic Performance Audit Team found strong evidence of a culture of data use and application for making decisions around instruction and interventions. The data team model is based on Doug Reeves' data-based inquiry cycle. As indicated in *Strengths* below, audit team members have rarely seen a more robust data collection and analysis system. Details about this system and the professional learning communities (grade-level teams) engaged in this work follow.

Interviewees talked about the structures, protocols, and norms used by data teams that support their cycle of inquiry. School teams meet twice each week for 50 minutes; additionally teams are allowed an additional 150 minutes of collaboration time each week. The school day was extended by 15 minutes each day to accommodate "teacher collaboration that allows for real-time problem solving." Initially, teachers developed common screeners to place students; they now have access a variety of data to support "much more targeted interventions." Data for all students are displayed on a data wall, and all grades have data profiles for each of their students. They report, "We're used to being very public about our data and learning from one another. It [public display of and focus on data] is very safe for staff."

Interviewees describe the "data team personality [as] growing over time" as staff becomes more agile in disaggregating data and using findings to make instructional and intervention decisions. They indicated teams disaggregate data into proficiency levels (i.e., Not likely, Yet, Close, Far, and Proficient). Next, they analyze student work to determine strengths, obstacles, and errors for each proficiency level, and select instructional strategies appropriate to the needs of that small group of students. Leadership team members agreed, "What moves kids is small group instruction and having kids work on whatever skills will move them."

Staff used the word "acceleration" to describe the focus for their work around instruction and data. They found that students at proficiency weren't really growing: "Kids furthest from proficiency were making the most gains, and proficient students were not making the same gains. The gap was closing, but in the wrong way." In response, teachers now have a plan for every student for 40-50 minutes each day. Proficient students get enrichment at their level, and students performing below level receive more support with a focus on closing gaps. When probed about enrichment activities, staff described a recent assignment for second graders to write a five-paragraph essay on boarding schools. This was an ambitious project for these students, and "they stepped up to the challenge and created five-paragraph essays that exceeded expectations for a second grader."

Grade-level teams identify gaps they intend to close within six to eight weeks. Teachers assume responsibility for all 100 students in their grade level, so they collaborate together in developing interventions to address specific gaps. All students receive core instruction "plus an extra dip if needed, though not always with the same teacher." Though a few students may need special programs, teachers indicated they're "hesitant to send and prefer to serve them in our own classrooms and school." Staff reported this has resulted in an underrepresentation of students receiving special education services. The audit team noted that district leaders shared a concern about appropriate identification and placement of and services provided to students in need of specially designed instruction. Questions were raised with regard to the cultural relevance or appropriateness of identification criteria and strategies and the relevance of services provided to students.

Concerns: An analysis of Tables 1 and 2 in Section 1.A of this recommendation indicates significant disparity in state assessment results between Tulalip Elementary School and Quil Ceda Elementary School for their fourth and fifth graders. The audit team wonders about the types of data teachers in these grade levels can use as they make instructional decisions in order to accelerate their students beyond the stated goal of "one year of growth."

Strengths upon which to build: Teacher teams have been allocated time to collaborate frequently around student data. The school has instituted a number of structures and protocols to support their grade-level teams in drilling down into the data in order to make instructional decisions. Academic Performance Audit Team members agreed, declaring: "We have rarely–if ever–seen a more detailed data wall or robust process used by a school." The team also notes that results on the spring 2013 confirm this finding: 100% of staff agreed that data is used to inform student interventions and instructional strategies, staff monitor the effectiveness of instructional interventions, and struggling students receive early intervention and remediation to acquire skills. However, the audit team noted that only 55% agreed that students are encouraged to self-reflect and track progress toward goals. Since research suggests that goal-setting and tracking progress with students positively impacts their motivation and engagement in learning, staff may want to consider increasing the use of this strategy (Ginsberg & Wlodkowski, 2000).

1.C – Provide Professional Development, Technical Assistance, and Support

Leadership team members described intentional efforts to provide a coherent system of professional development; one used the phrase "pointing all the arrows in the same direction" to describe their collaborative work. Interviewees shared a number of strategies used to provide professional development, technical assistance, and support, including the following:

- Studio: This is particularly helpful for new teachers, since it gives them an opportunity to observe more experienced peers and learn what effective instruction and the "central message" at each grade. Following the observation, teachers and coaches debrief the lesson. Another described the benefit of studio for all teachers as giving them an opportunity to plan lessons together, teach the lessons, and then debrief the lesson to determine what worked well, what didn't, and what they would do differently/the same next time.
- On-site coaches: Coaches work with teacher teams and individual teachers, facilitating data analysis and lesson development and maximizing opportunities for small group instruction. One of the co-principals served as a coach at Tulalip Elementary School, and staff reported that he continues to coach and support them to build their instructional capacity.

These interactions are described as both formal and informal. Teachers reported their "comfort with sharing what's working and not…that helps us learn from each other." They declared that the key to the success of their "job-embedded professional development" is sharing data and using those data to plan instruction. Staff also talked about the leadership opportunities for veteran teachers that arise when new teachers are paired with experienced teachers to learn about small group instruction and other strategies. Similar opportunities are provided for paraprofessionals to learn from teachers with whom they work; these classified staff members are described as "stepping up to the plate and becoming really skilled."

Staff received specific professional development anchored in Doug Reeves' work around data teams and implementing data-based cycles of inquiry. A team of staff attended training in North Carolina; team members then brought what they learned to the staff. This teacher-driven model has now evolved to become a district model for data-based inquiry.

Concerns: Results from spring 2013 surveys report somewhat mixed levels of support and engagement in professional development. Seventy-three percent of staff agreed that teachers engage in professional development activities to learn and apply new skills and strategies, 70% agreed that teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction, and 60% agreed that appropriate data are used to guide building- directed professional development. Yet, 55% agreed that staff have opportunities to learn effective teaching strategies for the diversity represented in our school, 46% agreed that they are provided training to meet the needs of a diverse student population in our school, and only 33% agreed that professional development activities are sustained by ongoing follow up and support. These data suggest there is an opportunity for increasingly focused professional development and follow-up support, particularly around culturally responsive teaching strategies designed to meet the needs of their diverse learners.

Strengths upon which to build: The audit team noted that professional development at the school takes many forms (e.g., learning walks, studio, job-embedded coaching). The team suggests that school and district leaders can maximize the impact of their professional development by clarifying expected changes in educator practice and student outcomes and using a variety of measures to track progress toward these intended changes.

As stated in the introduction to the narrative for this recommendation, the team believes leaders and staff are committed to and currently engage in building individual and collective capacity for using data and implementing culturally relevant practices to ensure all of their students receive standards-aligned instruction.

Requirements for Recommendation #1

In light of concerns raised for this recommendation, Tulalip Elementary School and the Marysville School District must address the following Turnaround Principles and Indicators when selecting the school improvement model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014):

Tulalip Elementary School

- Principle 2: Provide targeted professional development (PD) to build teacher capacity to implement culturally relevant and standards-based curriculum, instruction, and interventions. (Indicators P2-IF11 and/or P2-IF12)
- Principle 3: Continue to provide time for data teams to meet while specialists work with students in the areas of behavioral health and culture (P3IVD02, P4-IIIA07, P5-IIDO8, P5-IID12, and/or P6-IIIC16)
- Principle 4: Implement culturally relevant instructional strategies and materials aligned with state standards and student learning needs; regularly monitor and make adjustments to continuously improve the core instructional program based on identified student needs (Indicators P4-IIA03 and/or P4-IIIA07)
- Principle 4: Upgrade the mathematics program (core and supplemental) and the literacy program (supplemental) and ensure alignment with Common Core State Standards.
- Principle 5: Expand the capacity of teacher teams to monitor and assess mastery of standards-based objectives and to track schoolwide implementation and impact of culturally relevant practices and instructional materials. (P5-IID06)
- Principle 5: Use a variety of data to identify special needs students. (Indicator P5-IID12)

Marysville School District

- Principle 1: Provide operating flexibility to enable staff to continue to employ the replacement strategy with the literacy curriculum in order to foster links with the Tulalip Tribal heritage. (Indicator P1-C)
- Principle 2: Provide differentiated professional development and technical assistance to teachers to implement culturally responsive instruction that increases levels of both relevance and rigor for students. (Indicator P2-C)
- Principle 2: Ensure coherence across professional development and teaching/learning practices within the school. (Indicator P2-C)
- Principle 4: Provide training and support to ensure vertical and horizontal alignment of curriculum to Common Core and Washington State Standards. (Indicator P4-A)
- Principle 4: Provide training and support on culturally relevant practices and multi-tiered systems of support that result in accelerated student learning. (Indicator P4-B)

These Turnaround Principles and Indicators are tightly coupled. Therefore, leadership teams can scaffold the S.M.A.R.T. Goals and Tasks as they revise/create the Required Action Plan submitted to the State Board of Education and the Student and School Success Action Plan submitted to the Office of Student and School Success. The Wise Ways documents on Indistar® describe research-based practices leadership teams can implement as they craft action plans around school- and district-level Indicators.

Office of Student and School Success: Additional next steps for the Office of Student and School Success to support both Tulalip Elementary School and the Marysville School District follow.

- Principle 2, 4, and 5: Provide and monitor professional development and technical assistance to school staff and district instructional coaches consistent with the Required Action Plan and Student and School Success Plan. Suggestions follow:
    - Aligning curriculum to Common Core and Washington State Standards (Principle 4)
    - Implementing a culturally responsive instructional program that ensures all students receive grade-level appropriate instruction and interventions based on student needs (Principles 4 and 5)
    - Gathering evidence to monitor progress of school-based initiatives (Principle 5)
- Principle 2: Convene ongoing meetings among external and internal professional development providers to improve coherence and alignment of supports provided to the school.
- Principle 4 and 6: Provide access to *Since Time Immemorial Curriculum*, culturally relevant supplementary materials, interim assessments and other types of data in addition to state assessments, and support offered through OSPI's Student Support division.

Recommendation 2: Continue the shared leadership model through the transition and provide co-principals operational flexibility that (a) supports the school's turnaround plan; (b) builds staff capacity to deliver culturally relevant, standards-based instruction and curriculum and use data in making instructional decisions; and (c) aligns with districtwide expectations for increases in student achievement.

The findings informing this recommendation are segmented into two areas, each of which aligns with the identified Turnaround Principles:

- **2.A – Principal Leadership** (Turnaround Principle 1: Provide strong leadership)
- **2.B – District Leadership** (Turnaround Principle 1: Provide strong leadership)

Each segment includes a brief description of current practice, concerns identified in data, and strengths upon which to build. A list of specific Turnaround Principles and Indicators that must be addressed by the school and district and recommendations for the Office of Student and School Success conclude the section.

2.A – Principal Leadership

As indicated in the Introduction to this report, the two principals assigned to Tulalip Elementary School and Quil Ceda Elementary School now serve as "co-principals" and share leadership responsibilities for both schools. Interviewees indicated that "Tulalip Elementary School was known for its attention to the culture, while Quil Ceda was known for its academics." During the on-site visit, district leaders indicated they plan to close Quil Ceda Elementary School at the end of this school year; the two school will re-open as one (currently referred to as Tulalip-Quil Elementary School) in fall 2014. They have not determined if the current co-principal leadership model will continue into the 2014-15 school year.

The co-principals are described as having created a strong building leadership structure that allows them both to respond to problems and to maintain 50% of their time working with teachers. Another strength of these leaders is their acumen with data and "drilling down into the data" to make instructional decisions about individual students. They are also described as "clear about expected changes in teacher practice." Another added, "They coach us to build our skills–both around data and around instruction." They recognize the importance of continuing to build relationships with the Tulalip Tribes, so that the educational experiences of the parents and grandparents in boarding schools are not replicated in the current generation of students and those to come.

The co-principals are supported by a leadership team that enables them to distribute leadership across the school. The team includes the co-principals, teachers, counselors, coaches, intervention specialists, and a liaison with the Tulalip Tribes. The team is highly skilled in using data in making instructional and schoolwide decisions. The team is sensitive to the historic conflicts between the American system of boarding schools for Native American children and the Tulalip Tribes and expressed commitment to ensure the cultures representing students at Tulalip-Quil Elementary School are honored and respected. Team members encourage their peers to seek ways to bring these cultures into the classroom and support them with curriculum and instructional strategies that can be used.

Concern: Interviewees expressed concerns that the district has not yet determined the leadership model and staffing assignments for next year. For example, two principals and two counselors currently serve the two schools. Staff indicated that this assignment should continue into the 2014-15 school year, indicating that "continuity of building leadership is important, given the changes in the district [leadership]." Interviewees also declared, "We need to have balance between the change and the trauma that we experience," and "It will take deep planning and time for further transitions."

District leaders indicated the decision hasn't been made. They added that they recently assigned one of the principals to another program in the district for one day each week for the remainder of the year, indicating she has the expertise needed to turn the program around. She will continue to serve as co-principal at Tulalip and Quil Ceda Elementary Schools.

Several wondered about the degree of autonomy that would be given the administrative team, indicating the co-principals "need operational flexibility to do things outside the box." Others described this as finding the balance between "district-wide work for continuity and school-based decision making.

For example, leadership team members raised concerns regarding the flexibility given the school with respect to the building-level curriculum teams have created. One inquired, “What is the district going to do to us?” Others cited frustrations with operational areas of the district. When probed, they described the negative impact when substitute and/or new bus drivers refuse to drop students at homes of their relatives (“Aunties”). They continued, “They have to fight this same issue every year. District practices like these break relationships with students and families, and that’s not okay.” The audit team learned that one of the co-principals rides buses with new and substitute drivers to make sure students are allowed to get off the bus at the home of a relative.

Survey results from spring 2013 indicate that only 22% of staff agreed a clear and collaborative decision-making process is used to select individuals for leadership roles in the building, 50% agreed that the leadership team demonstrates the behavior and practice changes necessary to achieve the preferred future, and 38% agreed the leadership team clearly communicates how behavior and practice will be different in the preferred future. This suggests opportunities for the co-principals and current leadership team as they move forward with reorganizing the two schools into one school.

Strengths upon which to build: Interviewees described the co-principals as forming a “strong leadership team: One is all about instruction and the other looks at the whole lay of the land of the school.” Some described their frequent and transparent communication with staff and parents.” One opined, “It helps that one is male and the other female, they come from different backgrounds, and one is Native and the other is White. “ Others added, “They both put children first selflessly,” They have set a path that is a good one and the teachers are getting stronger every year,” and “The teachers are now choosing to be at these schools.” One summarized the group’s comments: “The district has the right people in the right place at the right time.”

District leaders declared that under the leadership of the co-principals, teachers have gone “well beyond a cookie-cutter look at PLC work.” They added, “Their staff’s level of sophisticated data use is exemplary.” District leaders also indicated, “They work well because they carved out their own territory in the spirit of wanting to complement each other’s strengths.”

The audit team supports the suggestion to continue with the current co-principal model during the transition. This will give the district opportunities to develop the capacity of both as transformational building leaders.

2.B – District Leadership

Both the superintendent and several members of the district’s leadership cabinet are new to their roles this year. They all expressed the desire to maintain relationships with the school and community, recognizing that “continuity is essential to the progress the school is making.” When asked how the district could support their work, the school’s leadership team members responded with several requests. They request the district continue to provide operational flexibility, support the school in this time of transition, and recruit and hire more teachers. They hope the district will continue to differentiate resources based on the needs of their students, stating that “equitable doesn’t always mean equal.” They added that they would appreciate the district “having our backs” and “making it safe to share our story” when peers from across the district share concerns about the level of resources provided to Tulalip and Quil Ceda Elementary Schools.

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Research cited in Indistar's Wise Ways suggests a variety of roles districts play in providing operational flexibility and building capacity of their principals to ensure they can turn around schools and substantially raise student achievement. Questions anchored in this research for district leaders to consider include:

- What supports is the district planning to provide to ensure the success of the school's leaders?
- How will the district assign and support central office leaders to engage with the co-principals, facilitate their growth as instructional leaders and building managers, provide them with operating flexibility, and hold them accountable for student learning?
- What process will the district use to ensure school leaders will have autonomy/flexibility within a districtwide context of accountability for improved educator practice and student learning?
- How will the district differentiate expectations, supports, and services for the school–within the context of district vision, priorities, and strategic plan?

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Requirements for Recommendation #2

In light of concerns raised for this recommendation, Tulalip Elementary School and the Marysville School District must address the following Turnaround Principles and Indicators when selecting the school improvement model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014):

Tulalip Elementary School

- Principle 1: Continue to develop distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10)
- Principle 1: Sustain the practice of spending at least 50% of the time working directly with teachers to improve instruction, including classroom observations. (Indicator P1-IE06)
- Principle 2: Set goals for Professional Development and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)
- Principle 5: Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and improvement initiatives. (Indicator P5-IID08)

Marysville School District

- Principle 1: Provide principal with operational flexibility in order to support school turnaround plans in key areas. (Indicator P1-C)
- Principle 1: Commit to continue to co-principalship model during the first year of transition to one school (2014-15) and build capacity of co-principals as building leaders. (Indicators P1-B and/or P1-C)
- Principle 3: Allocate resources (e.g., personnel, fiscal, and professional development and technical assistance) to support time for teacher collaboration and instructional planning. (Indicator P3-A)
- Principle 5: Provide technology, training, and support for school leadership to continue to collect and analyze a variety of data to track changes in educator practice and student learning. (Indicator P5-A)

Similar to the requirements for Recommendation 1, the Turnaround Principles and Indicators listed above are tightly coupled. Therefore, leadership teams can scaffold the S.M.A.R.T. Goals and Tasks as they revise/create the Required Action Plan submitted to the State Board of Education and the Student and School Success Action Plan submitted to the Office of Student and School Success. The Wise Ways

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documents on Indistar® describe research-based practices leadership teams can implement as they craft action plans around school- and district-level Indicators.

Office of Student and School Success: Additional next steps for the Office of Student and School Success to support both Tulalip Elementary School and the Marysville School District follow.

- Principle 1: Develop and disseminate research-based guidance to support districts to provide operational flexibility to their principals in order to support school turnaround plans in key areas.
- Principle 1: Provide training and support to district leaders who are charged with supporting turnaround principals and developing principal capacity as transformational leaders.
- Principle 5: Provide training and support to build principal and school leadership team capacity to use data to create, implement, monitor, and if needed, revise school improvement plans written in S.M.A.R.T. Goal format; plans should explicitly identify expected changes in educator practice and student learning and evidence that will be used to track progress toward these changes.

Recommendation 3: Build upon the school's culturally responsive multi-tiered system of academic and social-emotional support, using a data-based inquiry system to track progress and make adjustments for individual students, classrooms, and the school.

The findings informing this recommendation are segmented into the following areas, each of which aligns with Turnaround Principles:

- **3.A – School and Classroom Environment** (Turnaround Principle 6: Establish a school environment that improves school safety and discipline; address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs)
- **3.B – Parent/Family and Community Engagement** (Turnaround Principle 7: Provide ongoing mechanisms for family and community engagement)

Each segment includes a brief description of current practice, concerns identified in data, and strengths upon which to build. A list of specific Turnaround Principles and Indicators that must be addressed by the school and district and recommendations for the Office of Student and School Success conclude the section.

3.A – School and Classroom Environment

A safe learning environment evidences itself in several ways, from physical safety to students feeling safe in taking risks as learners and staff taking risks in trying new classroom strategies to meet the needs of their students. Interviewees declared their commitment to ensuring a safe and supportive learning environment when stating, "Of our three goals [Culture, Acceleration/Data, and Behavior], behavior is where we're seeing the greatest need because it's impacting the other two." Interviewees in each of the focus groups declared that "our students experience significant trauma in their lives." When probed, one explained, "They have no filter about what is an emergency, so everything becomes an emergency." Another continued, "Much of our work is about healing and trust; our students and their families need that [if our students are going to learn]."

Staff described a variety of strategies to create a safe learning environment for their students and staff, including a multi-tiered system of support for students (MTSS). They have all been trained in Compassionate Schools. Briefly, the tiers include the following:

- Tier I: A group of staff volunteered to develop a common set schoolwide expectations ("GROWS"). These align with what staff was doing around culture. All students are taught these expectations, and interviewees indicated students have "done well with hallways, classroom expectations, and bathrooms."
- Tier 2: Interventions occur in the classroom and may include assignment to alternative lunch and recess. Additional Tier 2 interventions include individual, group, and classroom interventions by counselors using the Social Thinking curriculum. Staff also developed the ACT where students for students who need strategic intervention outside of the classroom.
- Tier 3: Both ACT and TLC (district program) serve as intensive interventions for students. These interventions emphasize a therapeutic approach.

Both leaders and staff expressed their full commitment to ensuring every child starting and remaining a member of their general education classroom, so they are strategic about services offered to each tier. Supported by a Dean of Students and two intervention specialists, they describe the school as "emerging as a therapeutic setting." They continued, "We're like a 'flipped pyramid,' with about 7 percent of our students needing intensive interventions." Another stated, "Life is a daily challenge for some of our kids. We don't feel like what we're doing really meets their needs; they need a whole set of mental health services."

The audit team also heard many interviewees describe the way they intentionally develop a "growth mindset" with their students. For example, teachers will add "yet" to a student's statements about what he or she hasn't mastered (e.g., "I can't do division" becomes "I can't do division *yet*") emphasizing that students can build their own capacity to tackle difficult tasks. Many nodded agreement with the staff comment: "Our students are very resilient, capable learners, though they may not know that *yet*."

The co-principals described their vision of implementing a framework for culturally responsive teaching aligned with the work of Ginsberg and Wlodkowski (2000). School staff and leaders shared several essential components of the framework when talking about their intent to establish programs and practices that "leverage the many cultures in the school" and enable students, staff, and the families served to "communicate across differences." One declared, "We want our kids to be okay in their own skin and to explicitly make it OK to be Indian." Another said, "If this work is liberating the souls of our grandmothers, they we're doing the right work." The audit team was invited to join the Morning Assembly, giving team members an opportunity to understand one of the practices the school has adopted to build on the cultures of its students. Elders also participate in the Morning Assembly and share stories that help students understand the rich culture of the Tulalip Tribes. "This practice helps to heal the scars of the boarding school era for our entire Tribe," commented one of the Tulalip staff members.

Concerns: Staff members described contrasting beliefs among their peers about students and learning. They indicated some staff members share a "growth mindset" and believe all students can learn and achieve to high levels; this is similar to the growth mindset they're instilling in their students. They also reported that in contrast, some of their peers adhere to a "fixed mindset" philosophy. This is reflected in the results on spring 2013 surveys when 50% of staff indicated agreement with the statement, "Our staff believes that all students can meet state standards." Though this is not a pervasive belief, it does directly impact the learning environment both in individual classrooms and across the school.

When asked about the impact of the behavior of students highly impacted by trauma, interviewees responded that it results in high staff turnover and makes it difficult for other students and their families. They also indicated that staff also experience trauma because attending to the needs of their

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students can become overwhelming. While they recognize the need for self-care, they haven't established formal systems this year to attend to that important need. Another staff concern centered on the need for the district, rather than the Tribe, to invest in funding the counseling and behavior intervention staff.

Additional concerns surfaced with respect to identifying students in trauma as having disabilities. Said one, "We need to recognize there is a difference between having a disability and being in trauma. While this doesn't qualify a student for special education services, it still impacts the child's education and well-being." Staff expressed concern that students experiencing trauma will be "shoved toward special education, even though it's not what they need." Another declared, "They're not special education, but they will be if we don't intervene….We need help in building our therapeutic setting so we can keep and serve our students here in our school." Staff also expressed frustration regarding the district process once the decision is made to recommend a student for special education services. Teachers and leaders reported they implement a variety of interventions in the classroom and school before making that type of recommendation. Hence, a lengthy delay at the district level doesn't serve the student's needs, and it often adversely impacts the learning environment for other students and staff.

Together, these concerns impact the "culture of learning" to which interviewees aspire for Tulalip-Quil Elementary School.

Strengths upon which to build: BERC researches reported: "The building relationships, in support of the students, remain strong and constant. The classroom observation study indicates 88% of the classrooms observed demonstrate 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. This is supported on staff surveys where 100% agree adults care, value and respect all students."

Additionally, the school is anchoring its efforts to create a safe learning environment in research-based practices (e.g., implementing Compassionate Schools and AVID, building on a framework for culturally responsive teaching). Other strengths include:

- Strong community connection which focuses on healing the historical rift between the American system of boarding schools to educate Native American children and the Tulalip Tribes.
- Coordinated MTSS in place (e.g., ACT, Social Thinking curriculum, TLC) to manage and extinguish unsafe behaviors that disrupt the educational environment and to address the needs of students in trauma.
- Desire to create a "behavior team" with structures and protocols for using data to inform decisions and interventions around behavior, similar to teams using data for making decisions related to academic instruction and interventions.

The Academic Performance Audit Team also notes the Student and School Success Plan includes the following tasks for Indicator P6-IIIC03 under Principal 6 (Safe and supportive learning environment):

- Teach Big 6 Expectations across all classrooms in the school using developed lesson plans from the Behavior Team plans
- Create a reinforcement schedule for addressing behavior across the grade levels.
- Counselors teach identified Second Step Lessons across the grade level to promote positive behavior.

- Bring in Carolyn Harkness as a consultant to work with helping us identify strategies for students who challenge our school system be successful in school. Use her to create a list of students who should have a full special education assessment to rule out a disability and to increase the understanding of building and district administrators about how adverse child effects can lead to health impairments that may need an IEP.

Finally, district leaders acknowledge the challenges their current system for qualifying students for special education poses for a school such as Tulalip Elementary School that has employed a number of classroom and school interventions before referring a student. Leaders also indicated the TLC program is not as effective as it has been in the past; they believe the part-time assignment of one of the co-principals to the program will significantly improve the program's effectiveness in serving students.

These strengths represent the work of staff and administration over the last several years and provide a solid foundation as they move forward with efforts to ensure a safe and supportive learning environment for their students.

3.B – Parent/Family and Community Engagement

Interviewees in each focus group reported a high level of tribal commitment to Tulalip and Quil Ceda Elementary Schools. They described this partnership as essential to bring about the healing and trust needed to ensure their students gain the "academic and cultural grounding to be successful in majority society."

Many described the negative experiences of the American boarding school system for educating Native American children that the parents of grandparents of Tulalip and Quil Ceda Elementary School students endured. Because of these experiences, "their lack of trust in the school system is deeply ingrained and they are reluctant to engage with the school." District, school, and tribal representatives acknowledged that changes will come in form of healing what happened and that re-introducing the Native culture in the school is "the tip of the iceberg."

Among the changes are the Morning Assembly that includes traditional songs, stories, and strategies to restore the local culture's influence on the community. Team members said they implemented a number of other practices to "incorporate culture and make sure they [parents and students] can see themselves in the school." Staff asked audit team members to "look at hallways and how we greet families," since these are intentional strategies the school uses to build awareness of culture. Leadership team members also shared ways in which teachers intentionally bring literature about different cultures into their classrooms.

Team members described parent attendance at conferences as much higher than the 50 percent experienced at the former site; one declared, "I had 100 percent parent attendance." They added, "Over 600 attended the winter concert, and the Fifth Grade Potlatch and beginning of the year barbecue and backpack giveaway are popular. Our goal is to create a 'very welcoming feeling' and we find we have a great turnout from parents when we celebrate their students." Interviewees also indicated that Columbus Day is now referred to as Tulalip Day, and students are invited to wear traditional clothing. Interviewees said that parent and community participation "didn't start out this way." Recognizing the need to re-engage parents and community, leadership team members declared, "We had to win them back one at a time; it will take winning back trust from our community one at a time." These efforts are producing increased engagement, and the school and its community are portrayed as "moving forward towards healing."

Concerns: As one interviewee declared, "Racism is part of the reality for our students and their families." The negative impact of the experiences of multiple generations with American assimilation and boarding schools continues to influence how parents and families respond to overtures from Tulalip and Quil Ceda Elementary Schools to increase their engagement. As indicated earlier, the school and district will be well-served by building on the partnerships that exist with the Tulalip Tribes, expanding the opportunities for all students to learn about and identify with their cultures, and implementing strategies that intentionally involve families and the community in their improvement efforts.

Strengths upon which to build: Participants in all focus groups indicated their commitment to building bridges that heal the relationship between the Tulalip Tribes and school district. They recognize that their efforts will result in all of their students, regardless of culture, fulfilling the promise of the "growth mindset." They desire to see the school become the hub of the community; they want to increase engagement, reconnect their students and families to their culture, and open the door to other communities. Discussion of local research into the categorization of the Tulalip culture as an "empathetic culture" makes this especially appropriate as a foundation for teaching respect for diversity.

The Academic Performance Audit Team reviewed the school's Student and School Success Plan and found the following tasks associated with Indicator P7-IVA01 for Principle 7 (Family and Community Engagement) and found several tasks that align with the school's stated commitment to build relationships across all cultures:

- Meet with ELL families at breakfast meeting in conjunction with District ELL Liaisons to engage Russian/Ukrainian and Spanish speaking families. Families will learn more about school initiatives, how to support students at home, and advise school team about needs to students.
- Create an invitation process for including family or community members on the school leadership team and the PBIS team. Use the following strategies: Contact education task force to get input about possible names. Post an invitation on Facebook page Include a blurb in monthly newsletter Reach out to recommended or interested parties.

Requirements for Recommendation #3

In light of concerns raised for this recommendation, Tulalip Elementary School and the Marysville School District must address the following Turnaround Principles and Indicators when selecting the school improvement model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014):

Tulalip Elementary School

- Principle 2: Continue to provide professional development around culturally responsive leadership and instructional practices (e.g., culturally relevant practices, AVID) and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF12 and/or P1-IF07)
- Principle 6: Continue to ensure all staff members reinforce agreed-upon classroom rules and procedures with fidelity, positively teach them to their students, and implement the multi-tiered system of support for students struggling with trauma and unsafe behaviors. (Indicators P6-IIIC13, P6-IIIC16, and/or P6-IIIC04)
- Principle 7: Collaborate with parents and community members to build on the cultures of the students in the school and to identify and implement strategies to engage parents/families and community in the school's improvement efforts. (Indicators P7-IVA05 and/or P7-IVA13)

Marysville School District

- Principle 2: Provide professional development around culturally responsive leadership and instructional practices and monitor the extent to which these practices are implemented and impact student outcomes. (Indicator P2-C)
- Principle 7: Engage parents and community, including the Tulalip Tribes, in the transformation process. (Indicator P7-B)

Similar to the requirements for Recommendations 1 and 2, the Turnaround Principles and Indicators listed above are tightly coupled. Therefore, leadership teams can scaffold the S.M.A.R.T. Goals and Tasks as they revise/create the Required Action Plan submitted to the State Board of Education and the Student and School Success Action Plan submitted to the Office of Student and School Success. The Wise Ways documents on Indistar® describe research-based practices leadership teams can implement as they craft action plans around school- and district-level Indicators.

Office of Student and School Success: Additional next steps for the Office of Student and School Success to support both Tulalip Elementary School and the Marysville School District follow.

- Principles 2 and 6: Disseminate research-based guidance around culturally responsive leadership and instructional practices and provide professional development and technical assistance to support district and school leaders and other staff to build their capacity to implement these practices.
- Principle 6: Collaborate with the OSPI's Student Support Division to disseminate research-based guidance around effective implementation of schoolwide discipline systems and provide professional development and technical assistance to leadership and staff to build their capacity to implement these practices.
- Principle 7: Disseminate research-based guidance to support schools and districts to engage their parents/families and communities in transformational efforts.

VI. Summary and Next Steps

As stated in the Executive Summary, a thorough review of extant and collected data by the Academic Performance Audit Team led to the identification of a number of concerns; an analysis of these concerns resulted in the formulation of three recommendations. Legislation enacted in 2012 by the Washington State Legislature (E2SSB 5329) requires the district and school to explicitly address the concerns and recommendations when selecting the intervention model and completing the Required Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted to the Office of Student and School Success in October 2014). Recommendations include:

- **Recommendation 1: Ensure all students receive grade-level appropriate core instruction and curriculum by (a) aligning curriculum to Common Core and Washington State Standards; (b) using data to inform and differentiate instruction and interventions based on student needs; and (c) continuing to use culturally responsive practices and appropriate materials.**
- **Recommendation 2: Continue the shared leadership model through the transition and provide co-principals operational flexibility that (a) supports the school's turnaround plan; (b) builds staff capacity to deliver culturally relevant, standards-based instruction and curriculum and use data in making instructional decisions; and (c) aligns with districtwide expectations for increases in student achievement.**

- **Recommendation 3: Build upon the school's culturally responsive multi-tiered system of academic and social-emotional support, using a data-based inquiry system to track progress and make adjustments for individual students, classrooms, and the school.**

District and school leadership teams should review current Student and School Success Action Plans for both Tulalip Elementary School and Quil Ceda Elementary and make necessary revisions to ensure the recommendations contained within this report are adequately addressed in the combined plan for Tulalip-Qui Elementary School. As indicated in the Executive Summary, the Academic Performance Audit Team believes the *Strengths* articulated in the narrative will serve the school and district well as they address the three recommendations described in this Academic Performance Audit Report.

Further requirements and general timelines for completion of the Required Action Plan are provided below.

RCW 28A.657.050
Required action plans — Development — Publication of guidelines, research, and models — Submission — Contents — Effect on existing collective bargaining agreements. (Effective until June 30, 2019.)

(1)(a) The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the state board of education for approval. Unless otherwise required by subsection (3) of this section, the plan must be submitted under a schedule as required by the state board. A required action plan must be developed in collaboration with administrators, teachers, and other staff, parents, unions representing any employees within the district, students, and other representatives of the local community.

(b) The superintendent of public instruction shall provide a district with assistance in developing its plan if requested, and shall develop and publish guidelines for the development of required action plans. The superintendent of public instruction, in consultation with the state board of education, shall also publish a list of research and evidence-based school improvement models, consistent with turnaround principles, approved for use in required action plans.

(c) The local school board must conduct a public hearing to allow for comment on a proposed required action plan. The local school district shall submit the plan first to the office of the superintendent of public instruction to review and approve that the plan is consistent with federal and state guidelines, as applicable. After the office of the superintendent of public instruction has approved that the plan is consistent with federal and state guidelines, the local school district must submit its required action plan to the state board of education for approval.

(2) A required action plan must include all of the following:

(a) Implementation of an approved school improvement model required for the receipt of federal or state funds for school improvement for those persistently lowest-achieving schools that the district will be focusing on for required action. The approved school improvement 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. The required action plan for districts with multiple persistently lowest-achieving schools must include separate plans for each school as well as a plan for how the school district will support the schools collectively;

(b) Submission of an application for federal or state funds for school improvement to the superintendent of public instruction;

(c) A budget that provides for adequate resources to implement the model selected and any other requirements of the plan;

(d) A description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school and how the district intends to address the findings of the academic performance audit; and

(e) Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include closing the educational opportunity gap, improving mathematics and reading or English language arts student achievement, and improving graduation rates as defined by the office of the superintendent of public instruction that enable the school to no longer be identified as a persistently lowest-achieving school.

(3)(a) For any district designated for required action, the parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010, must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. For any district applying to participate in a collaborative schools for innovation and success pilot project under RCW 28A.630.104, the parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 7, 2012, must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement an innovation and success plan.

Timeline

April - May 23, 2014	District and school create Required Action Plan; plan must include: • Implementation of approved school improvement model • Application for state funds • Budget • Description of how the district intends to address the findings of the academy performance audit • Initial Revisions to Student and School Success Action Plan (i.e., Indicators identified in the Academic Performance Audit must be assessed on Indistar®. Additional S.M.A.R.T. Goals and tasks may be included; they are required to be included in the October 30, 2014 submission.) • Identification of measures that the school and district will use to assess student achievement • Collective bargaining agreements-reopen or negotiate an addendum to support plan • Parent/guardian notification of RAD status and process for creating plan District and school share Required Action Plan with stakeholder groups, including local board of education, and incorporate feedback into final Required Action Plan submitted to the Office of Student and School Success.
May 23, 2014	District submits revised Student and School Success Action Plan on Indistar®. Office of Student and School Success reviews Required Action Plan and initial revisions to Student and School Success Action Plan.
May 28, 2014	Office of Student and School Success submits Required Action Plan to State Board of Education.
June 6, 2014	District presents Required Action Plan to State Board of Education for approval.
October 30, 2013	District and school submit Student and School Success Action Plans on Indistar®.

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VII. Questions for Leadership Teams to Consider

The questions below emerged during the data review on March 4, 2014 and the on-site visit on April 3, 2014. They are intended to support leadership teams as they engage in dialogues around these recommendations. Leadership teams are NOT required to address the questions in their Required Action Plan or Student and School Success Action Plans. Rather, these questions are only intended to inform their collaborative work.

Recommendation 1: Ensure all students receive grade-level appropriate core instruction and curriculum by (a) aligning curriculum to Common Core and Washington State Standards; (b) using data to inform and differentiate instruction and interventions based on student needs; and (c) continuing to use culturally responsive practices and appropriate materials.

Questions to Consider
The following questions can inform the work of the leadership team as it develops/revises the Student and School Success Plan:

- *How will positions of cultural specialists and behavior interventionists be maintained so that teachers can maintain common data analysis time?*
- *How will the district support ELL and language development training for staff, especially in the areas of Native American math development (e.g., application of Native American Math Avoidance research)?*
- *What structures have been established to plan, implement and monitor professional development provided to staff?*
- *What processes are in place to monitor shifts in educator practice?*
- *How do data teams track the outcomes of their efforts?*
- *How do you track achievement, behavior, and other data of students who have transitioned to the middle school?*

Recommendation 2: Continue the shared leadership model through the transition and provide co-principals operational flexibility that (a) supports the school's turnaround plan; (b) builds staff capacity to deliver culturally relevant, standards-based instruction and curriculum and use data in making instructional decisions; and (c) aligns with districtwide expectations for increases in student achievement.

Questions to Consider:
The following questions can inform the work of the leadership team as it develops/revises the Student and School Success Plan:

- *What supports is the district planning to provide to ensure the success of the school's leaders?*
- *How will the district assign and support central office leaders to engage with the co-principals, facilitate their growth as instructional leaders and building managers, provide them with operating flexibility, and hold them accountable for student learning?*
- *What process will the district use to ensure school leaders will have autonomy/flexibility within a districtwide context of accountability for improved educator practice and student learning?*
- *How will the district differentiate expectations, supports, and services for the school–within the context of district vision, priorities, and strategic plan?*
- *What is the structure of the decision-making system, and what is the role of staff in decision-making in that structure?*

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- *How will leadership responsibilities be distributed among district and school leaders?*
- *How will the superintendent and district leaders demonstrate shared accountability for the school's success?*

Recommendation 3: Build upon the school's culturally responsive multi-tiered system of academic and social-emotional support, using a data-based inquiry system to track progress and make adjustments for individual students, classrooms, and the school.

Questions to Consider

The following questions can inform the work of the leadership team as it develops/revises the Student and School Success Plan:

- *What professional development can be provided to expand visions for engagement with families and community?*
- *How can staff develop transparency in their practices to develop and consistently implement school and classroom practices rules and procedures?*
- *What further refinement is needed in the implementation of the school's multi-tiered system of student support (e.g., development of behavior data team)?*
- *How do students move between tiers and how are interventions determined? How is effectiveness of interventions determined so that students exit the intervention and return to core?*
- *How are academic expectations communicated to parents and supported in the home environment?*

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VIII. Appendix

Appendix A: Required Action District Frequently Asked Questions

Appendix B: School Data Dashboard

Appendix C: Assessment of Progress Report

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Required Action District (RAD), Level One
Frequently Asked Questions

1. Which school districts can become a required action district?
The Office of Superintendent of Public Instruction (OSPI) is required to annually recommend to the State Board of Education (SBE) school districts for designation as required action districts. A district with at least one school identified as persistently lowest achieving will be designated as required action district. The SBE may designate a district that received a school improvement grant in 2010 or 2011 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. See **RCW 28A.657.020** and **RCW 28A.657.030** for additional information.

2. How does a school district superintendent request reconsideration?
A school district superintendent may request reconsideration of the superintendent of public instruction's recommendation. The reconsideration shall be limited to a determination of whether the school district met the criteria for being recommended as a required action district. A request for reconsideration must be in writing and received by superintendent of public instruction within ten days of receipt of the letter notifying the school district of the superintendent's recommendation. See **RCW 28A.657.030** for additional information.

3. What are the requirements for required action districts?

a) **External Review (Academic Performance Audit):** OSPI will provide an external review team to conduct an academic performance audit of the district and each persistently lowest achieving school. The audit will identify potential reasons for the school's low performance and lack of progress. The review team will consist of persons who have expertise in comprehensive school and district reform. The team may not include staff from the agency, the school district that is the subject of the audit, or members or staff of the SBE. The audit is based on criteria developed by OSPI and **must include** but not be limited to an examination of the following:
   - Student demographics
   - Mobility patterns
   - School feeder patterns
   - The 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 of 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.

   Audit findings must be made available to the local school district, its staff, the community, and the SBE. See **RCW 28A.657.040** for additional information.

b) **School Improvement Model:** The district must select and implement a federal- or state-approved school improvement model. Federal models include Closure, Restart, Transformation, and Turnaround. The district may adopt Washington State's Synergy Model that was developed by the Office of Student and

School Success. The selected model must address the concerns raised in the academic performance audit and be designed to increase educator capacity and substantially improve student achievement.

c) **Required Action Plan:** The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the SBE for approval. The SBE will establish submission dates for required action plans. A required action plan must be developed in collaboration with administrators, teachers, and other staff; parents; unions representing any employees within the district; students; and other representatives of the local community. The school board must conduct a public hearing to allow for comment on a proposed required action plan. See **RCW 28A.657.040** and **RCW 28A.657.050** for additional information.

d) **Online action-planning platform (Indistar®):** Districts and schools must use OSPI's approved online action-planning platform (Indistar®) to create, implement, monitor, and revise their required action plans. Staff in OSPI's Office of Student and School Success will provide support to district and school teams to use Indistar® as the platform for their action planning.

e) **Parent notification:** A district designated as a required action district must notify all parents of students attending a school identified as a persistently lowest achieving school in the district of the SBE's designation of the district as a required action district and the process for complying with the required action district requirements. See **RCW 28A.657.040** through **28A.657.100**.

f) **Collective Bargaining Agreement:** The parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010 by a required action district must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. If the school district and the employee organizations are unable to agree on the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the required action plan, must request the public employment relations commission to, and the commission shall, appoint an employee of the commission to act as a mediator to assist in the resolution of a dispute between the school district and the employee organizations. See **RCW 28A.657.040** for specific guidance for mediation of an addendum or modification of an existing collective bargaining agreement and other information.

g) **Professional development and technical assistance (PD/TA):** School and district teams will engage in required PD/TA to build leadership and instructional capacity to effectively implement their action plan.

4. **What elements must be included in the Required Action Plan?**
   a) **The plan must include the following.**
      i. **Selection and implementation of an approved school improvement model**. The approved school improvement 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 SBE within three years of implementation of the plan. The required action plan for districts with multiple persistently lowest achieving schools must include **separate plans** for each school as well as a plan for how the school district will support the schools collectively.
      ii. **Funding**: The district must submit an application to OSPI for federal or state funds for school improvement.
      iii. **Budget**: The plan must include a budget that provides for adequate resources to implement the selected model and any other requirements of the plan.

iv. **Changes to existing policies, practices, etc.:** The plan must include descriptions of changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school.

v. **Academic Performance Audit:** The district must also describe how it intends to address the findings of the academic performance audit.

vi. **Data measures**: The plan must identify the measures that the school district will use in assessing the school's student achievement. Measures will include those related to closing the educational opportunity gap, improving mathematics and reading or English language arts student achievement, and improving graduation rates as defined by OSPI; these measures will also be used to determine the school's status as a persistently lowest achieving school.

b) Assistance with the required action plan: OSPI will provide guidelines for the development of required action plans, as well as a list of research and evidence-based school improvement models to be implemented in the plan. If requested, OSPI will provide a school district with assistance in developing its plan. The local school board will first submit the plan to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. After OSPI approves the plan is consistent with federal and state guidelines, the local school district must submit its required action plan to the SBE for approval. See **RCW 28A.657.040** for additional information.

c) Review of the required action plan: The required action plan developed by a district's school board and superintendent must be submitted to the SBE for approval. The SBE shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. Any addendum or modification to an existing collective bargaining agreement, negotiated under RCW 28A.657.050 or by agreement of the district and the exclusive bargaining unit, related to student achievement or school improvement shall not go into effect until approval of a required action plan by the SBE. *Note.* The SBE must accept for inclusion in any required action plan the final decision by the superior court on any issue certified by the executive director of the public employment relations commission under the process in RCW 28A.657.050. See **RCW 28A.657.060** for additional information.

d) Timeline for implementing the action plan: If federal or state funds for this purpose are available, a required action plan must be implemented in the immediate school year following the district's designation as a required action district. See **RCW 28A.657.060** for additional information.

e) Technical Assistance and Progress Monitoring: OSPI must provide the required action district with technical assistance and federal or state funds for school improvement, if available, to implement an approved plan. The district must submit a report to OSPI that provides the progress the district is making 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. OSPI will report to the SBE twice a year on the progress of a required action district in implementing the required action plan. See **RCW 28A.657.090** for additional information.

5. How can a required action district be released from the designation?

OSPI must recommend to the SBE that a school district be released from the designation as a required action district after the district implements a required action plan for a period of three years; has made progress as defined by the superintendent of public instruction using the criteria adopted under RCW 28A.657.020 including progress in closing the educational opportunity gap; and no longer has a school within the district identified as persistently lowest achieving. The SBE shall release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release.

If the SBE determines that the required action district has not met the requirements for release after at least three years of implementing a required action plan, the board may recommend that the district remain in required action and submit a new or revised plan under the process in RCW 28A.657.050, or the SBE may direct that the school district be assigned to level two of the required action process as provided in RCW 28A.657.105. If the required action district received a federal school improvement grant for the same persistently lowest achieving school in 2010 or 2011, the SBE may direct that the school district be assigned to level two of the required action process after one year of implementing a required action plan under this chapter if the district is not making progress. Before making a determination of whether to recommend that a school district that is not making progress remain in required action or be assigned to level two of the required action process, the SBE must submit its findings to the education accountability system oversight committee under RCW 28A.657.130 and provide an opportunity for the oversight committee to review and comment. See **RCW 28A.657.100** for additional information.

Additional information regarding the required action plan follows.

6. What if the SBE rejects the required action plan?

If the SBE does not approve a proposed plan, it must notify the local school board and local district's superintendent in writing with an explicit rationale for why the plan was not approved. With the assistance of OSPI, the superintendent and school board of the required action district shall either: (1) submit a new plan to the SBE for approval within forty days of notification that its plan was rejected, or (2) submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the SBE's rejection within ten days of the notification that the plan was rejected. See **RCW 28A.657.040** for information.

7. What is the required action plan review panel?

A required action plan review panel is composed of five individuals with expertise in school improvement, school and school 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. The panel is to provide an objective, external review of a request from a school district for reconsideration of the SBE's rejection of the district's required action plan or reconsideration of a level two required action plan developed only by the superintendent of public instruction as provided under RCW 28A.657.105. The review and reconsideration by the panel shall be based on whether the SBE or the superintendent of public instruction gave appropriate consideration to the unique circumstances and characteristics identified in the academic performance audit or level two needs assessment and review of the local school district. See **RCW 28A.657.070** for additional information.

9. What happens if the school district does not submit the required action plan in time?

The SBE may direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received SBE approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings. See **RCW 28A.657.080** for information.

2013 School Data Dashboard

Site:	Tulalip Elem
District:	Marysville

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)

	Reading 2013	Reading 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	47.7%	27.0%	↑	20.7%	Below
Grade 4	42.5%	27.8%	↑	14.7%	Below
Grade 5	34.1%	40.6%	↓	-6.5%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		5.7%	-0.5%
Grade 4		-2.1%	0.1%
Grade 5		0.3%	-0.3%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)

	Math 2013	Math 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	20.5%	10.8%	↑	9.7%	Below
Grade 4	27.5%	5.6%	↑	21.9%	Below
Grade 5	22.0%	21.9%	→	0.1%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		-1.0%	-0.7%
Grade 4		-0.9%	1.1%
Grade 5		2.5%	1.3%

WRITING

STATUS (Percent Meeting Standard)

	Writing 2013	Writing 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 4	27.5%	25.0%	↑	2.5%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 4		-3.3%	-1.0%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)

	Science 2013	Science 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 5	29.3%	18.8%	↑	10.5%	Below

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 5		5.1%	9.6%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the school's 2013 results to the district's to determine whether they are above or below (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

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2013 School Data Dashboard

Site:	Tulalip Elem
District:	Marysville

READING: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	34.1%	40.5%		-6.4%		Larger	Grade 3		-2.0%	0.3%
Grade 4	15.0%	19.4%		-4.4%		Larger	Grade 4		-2.4%	-0.5%
Grade 5	24.4%	28.1%		-3.7%		Larger	Grade 5		-3.6%	-0.4%

MATH: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	52.3%	67.6%		-15.3%		Larger	Grade 3		0.7%	-0.6%
Grade 4	60.0%	72.2%		-12.2%		Larger	Grade 4		4.1%	0.5%
Grade 5	53.7%	53.1%		0.6%		Larger	Grade 5		-2.4%	-1.5%

Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of interventions for struggling students. For Change, we want the percentage of students at Level-1 to decline– so negative values are best. The 5-year Trend looks at whether the school is shrinking the percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students at Level-1.

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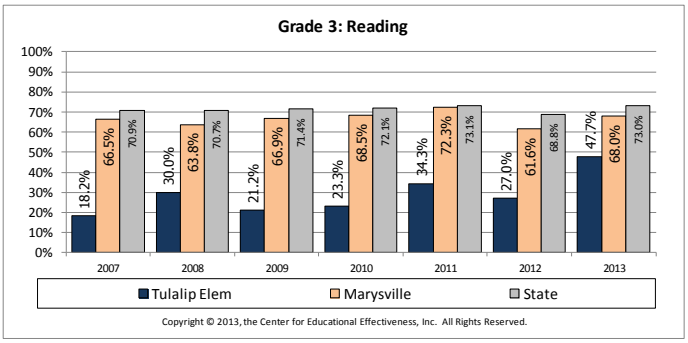
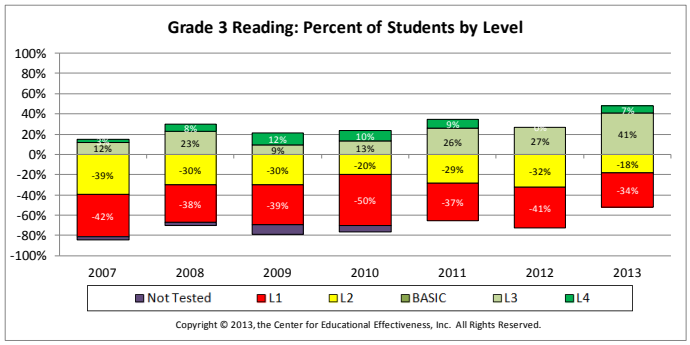
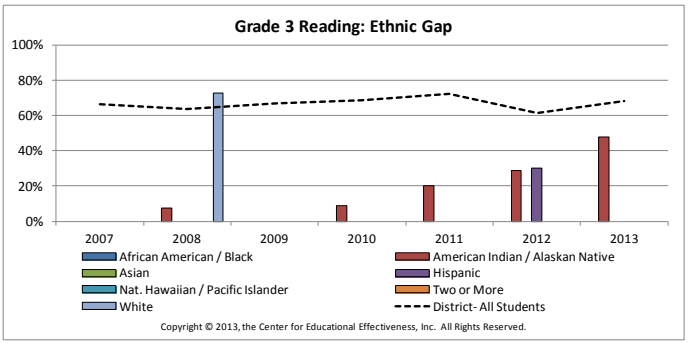
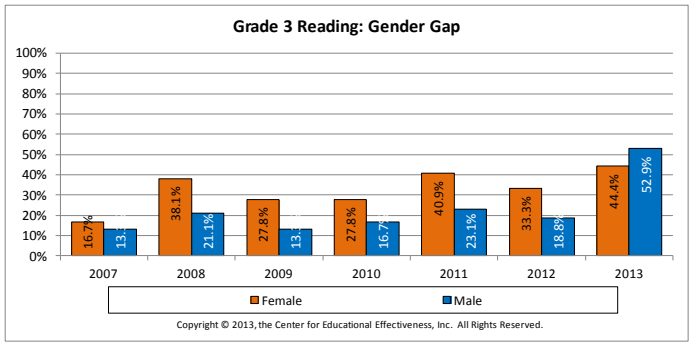
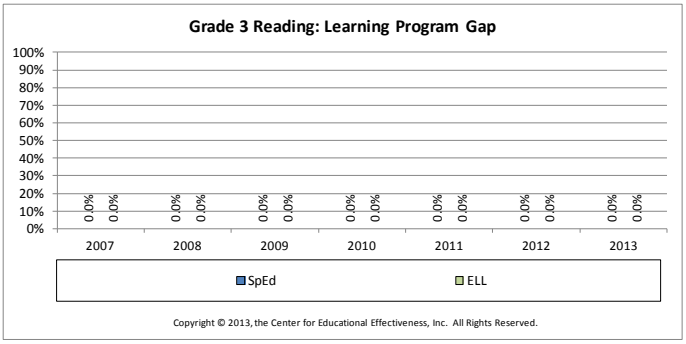
Reading Grade 3

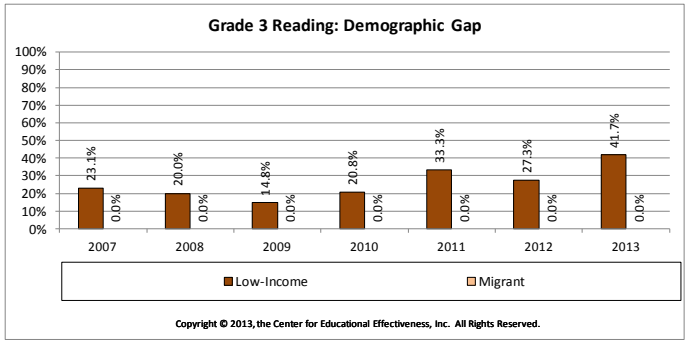












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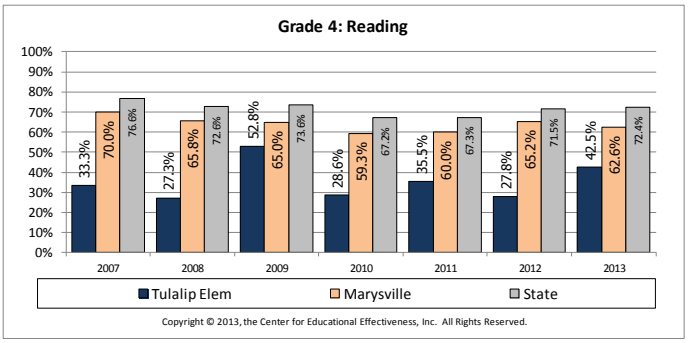
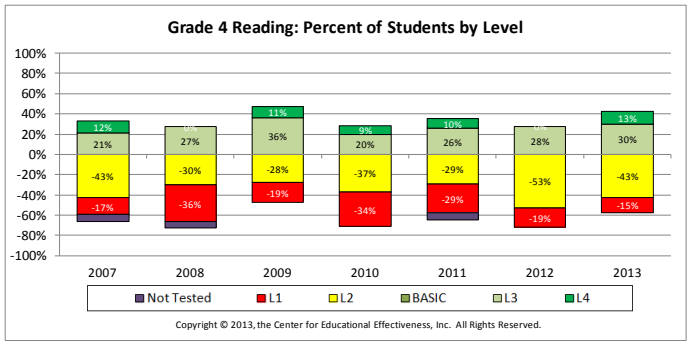
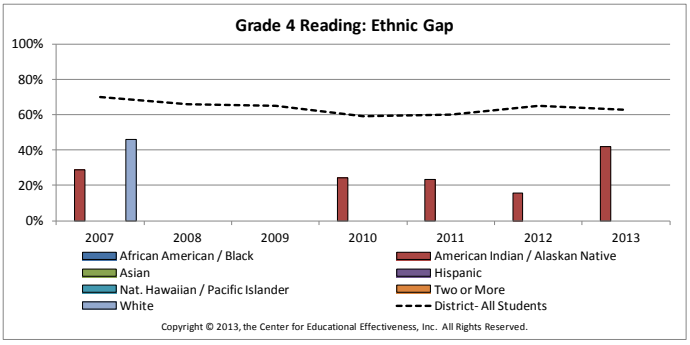
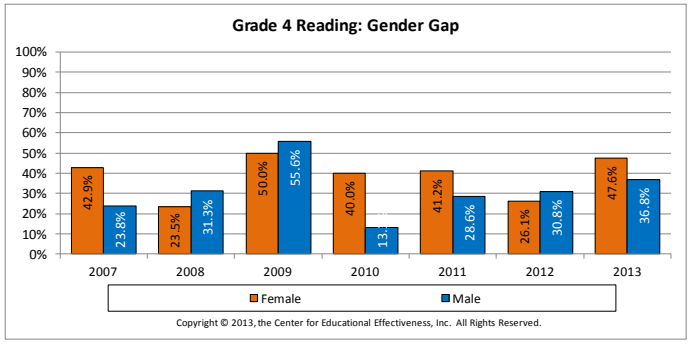
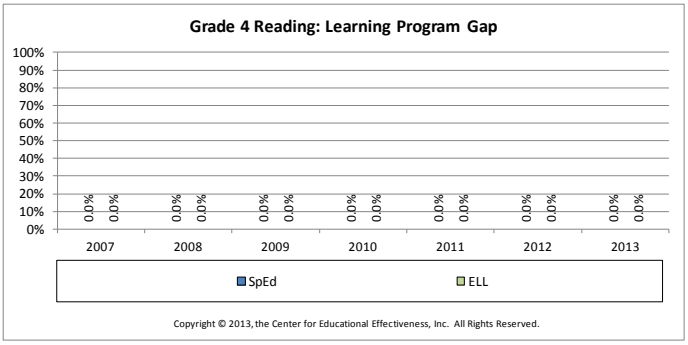
Reading Grade 4

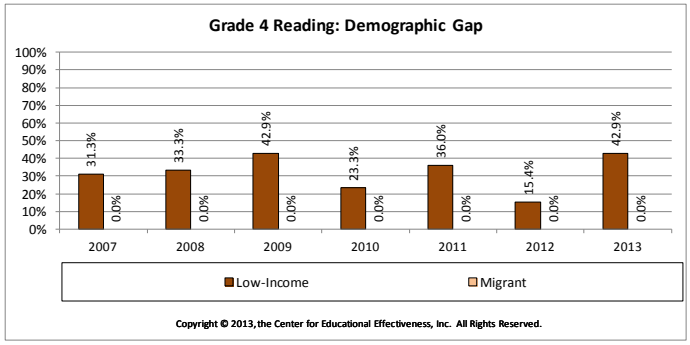












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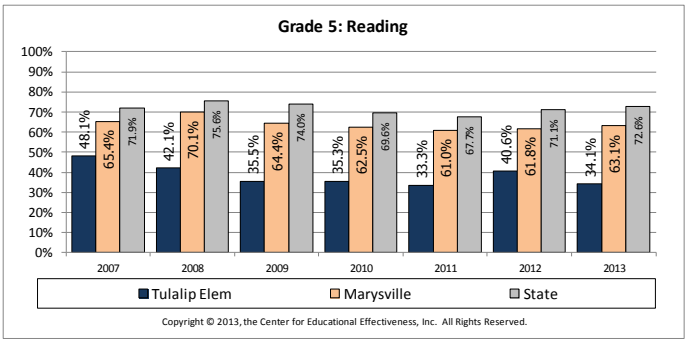
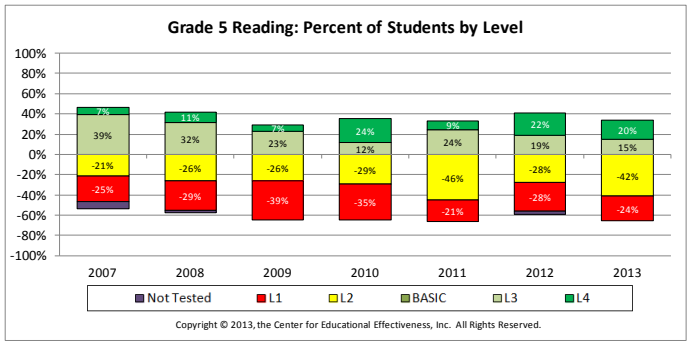
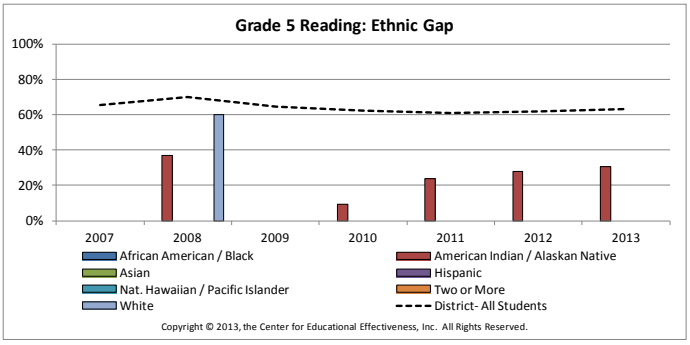
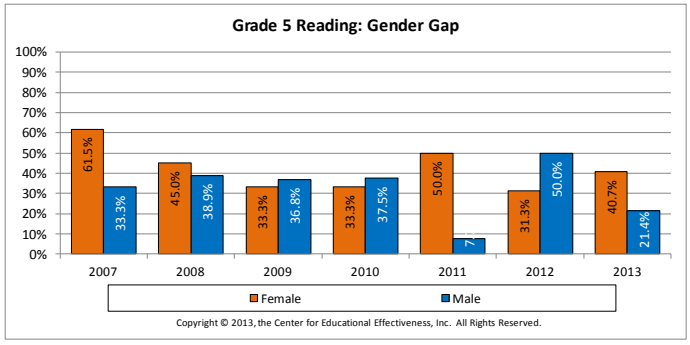
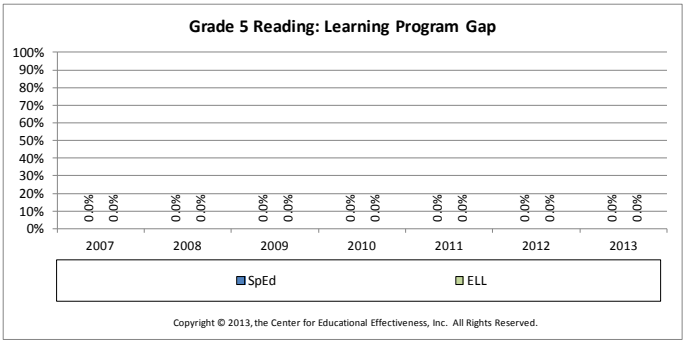
Reading Grade 5

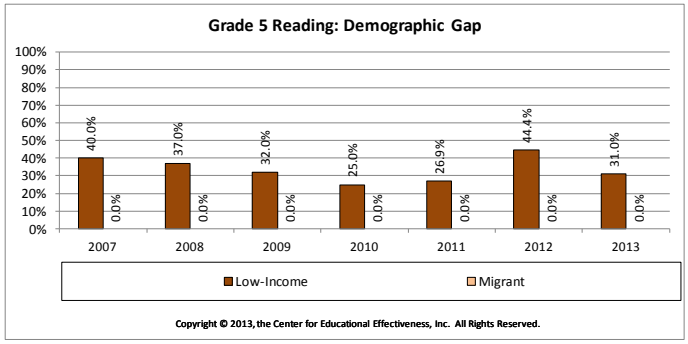












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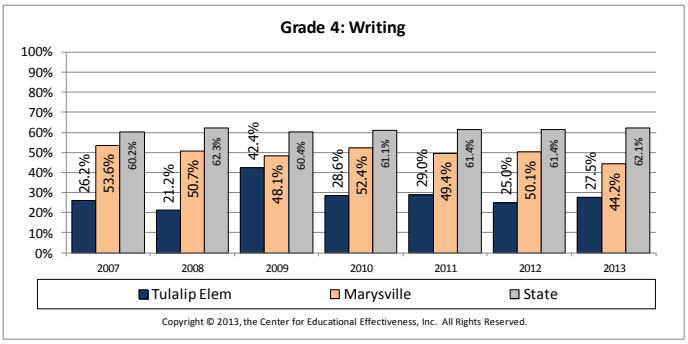
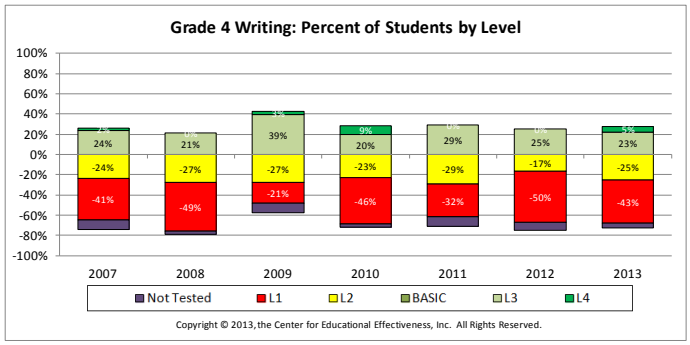
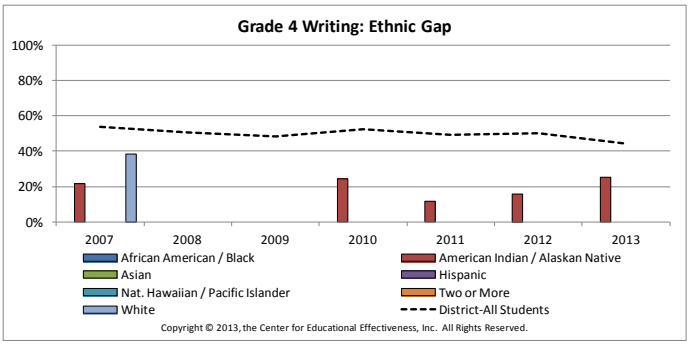
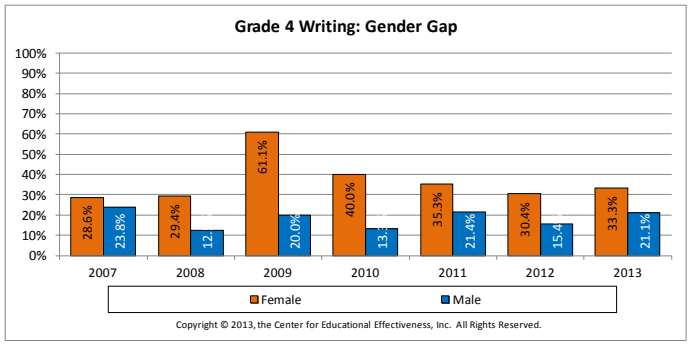
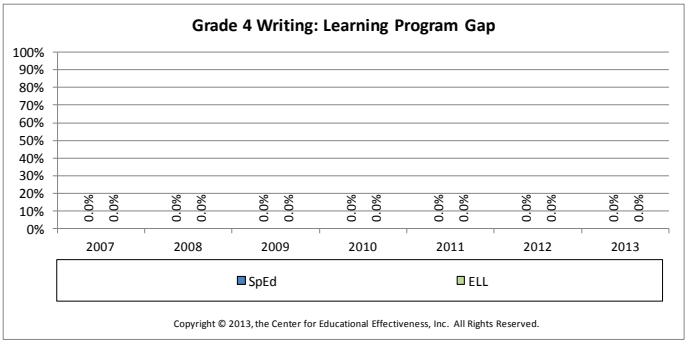
Writing Grade 4

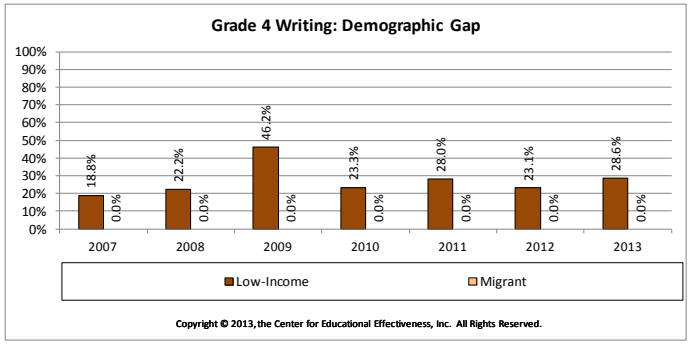












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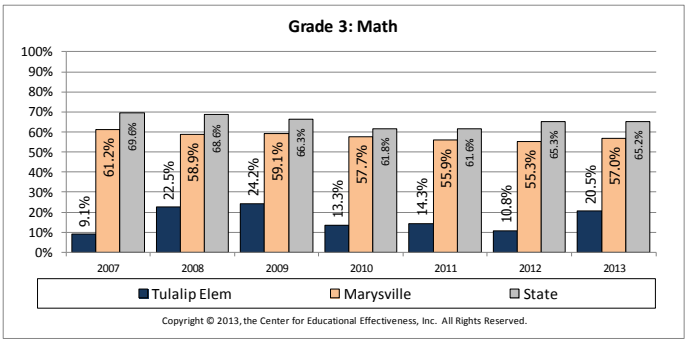
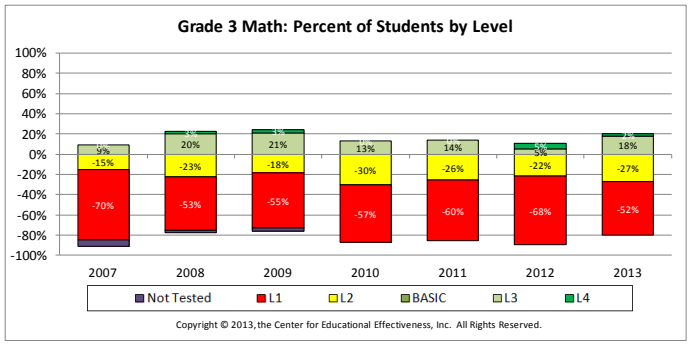
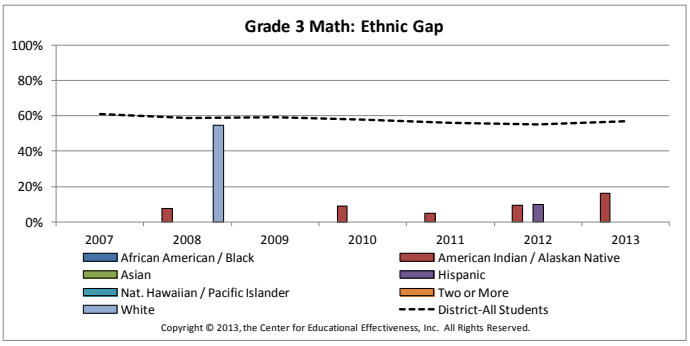
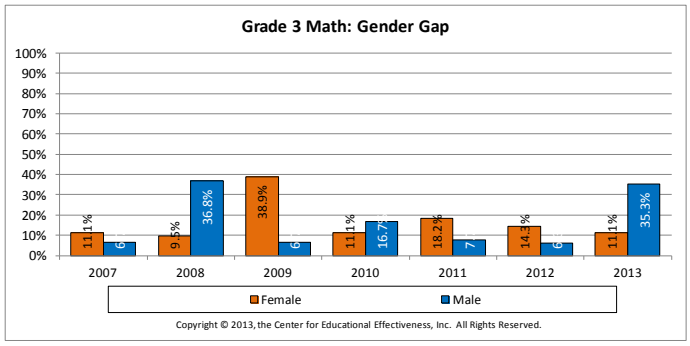
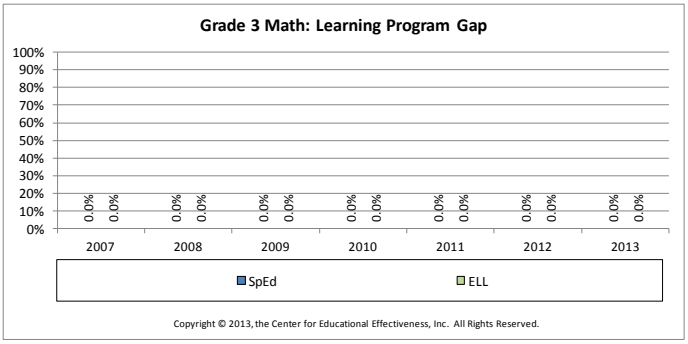
Math Grade 3

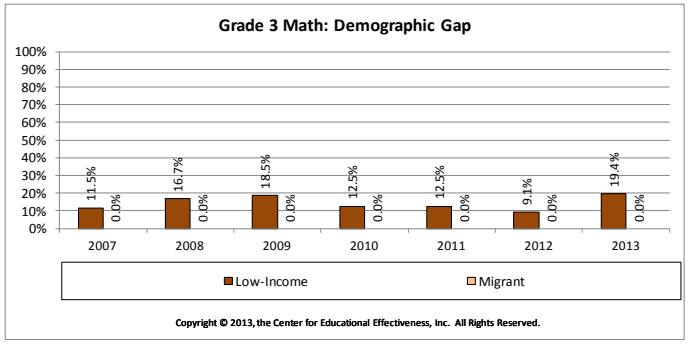












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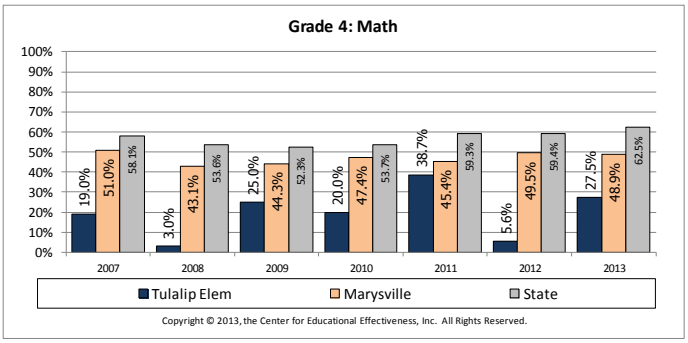
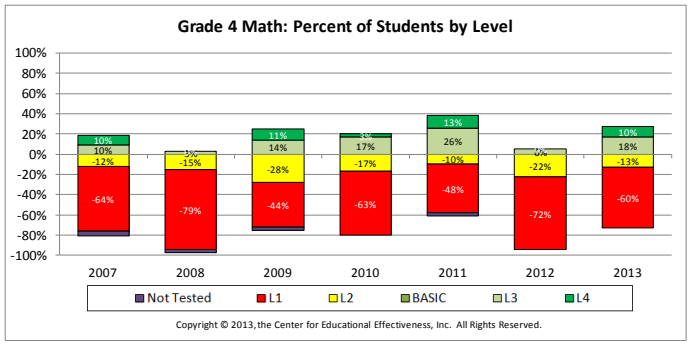
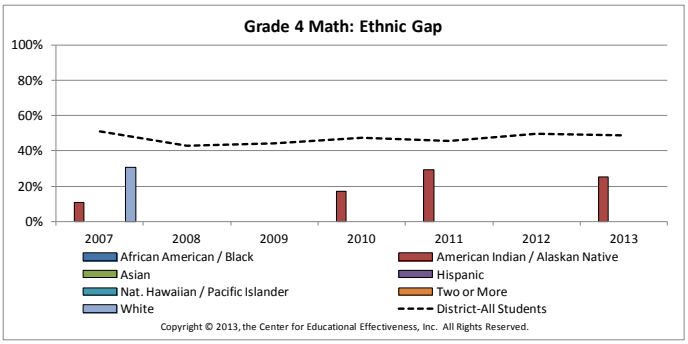
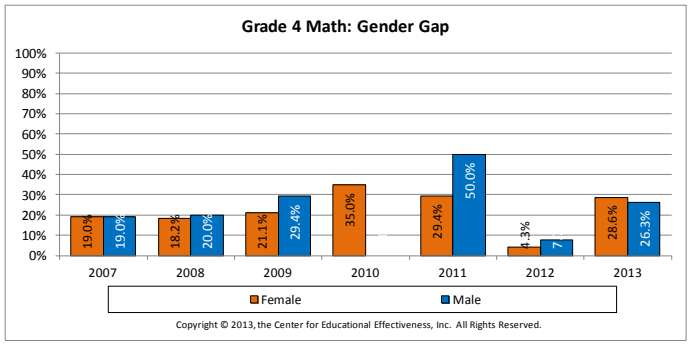
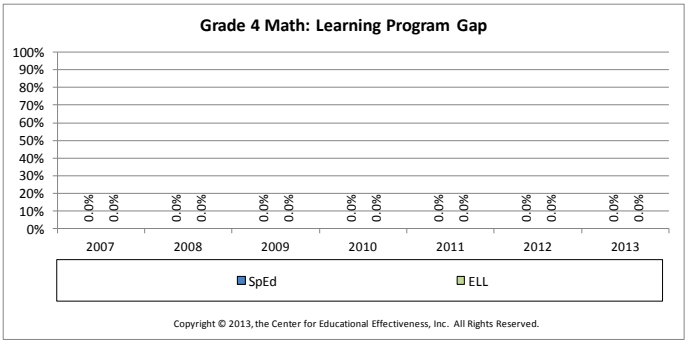
Math Grade 4

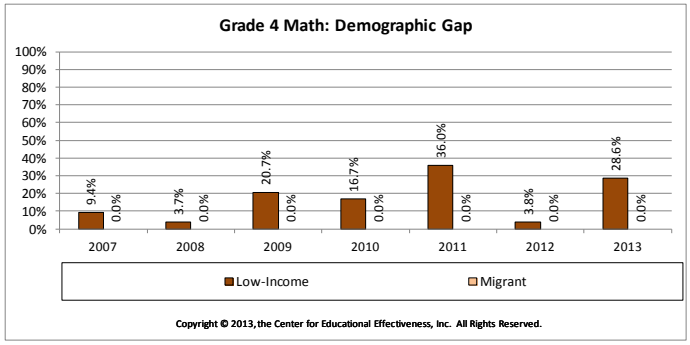












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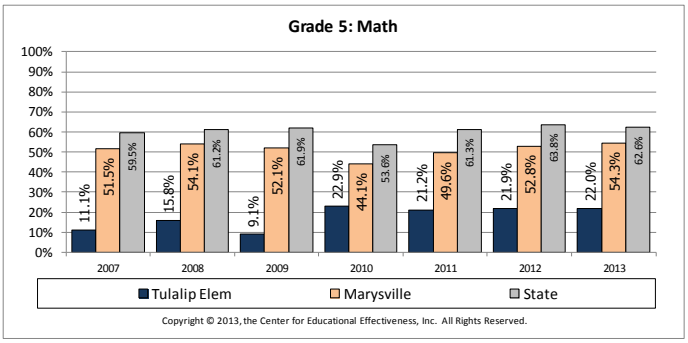
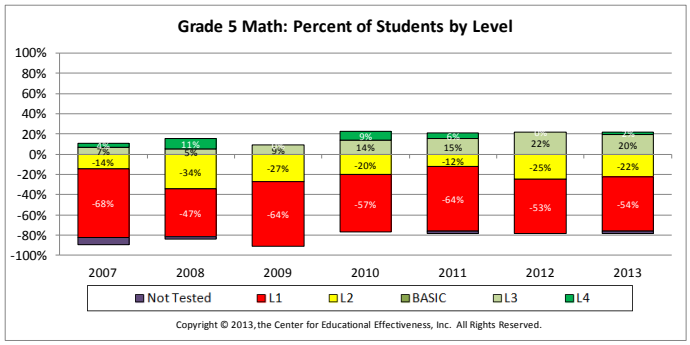
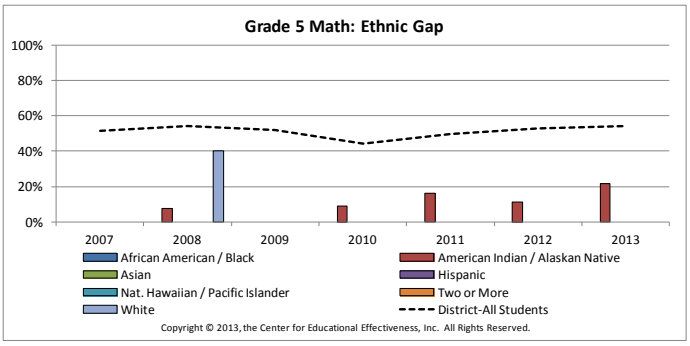
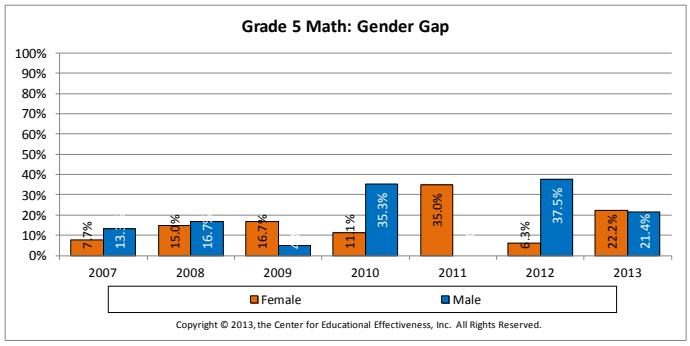
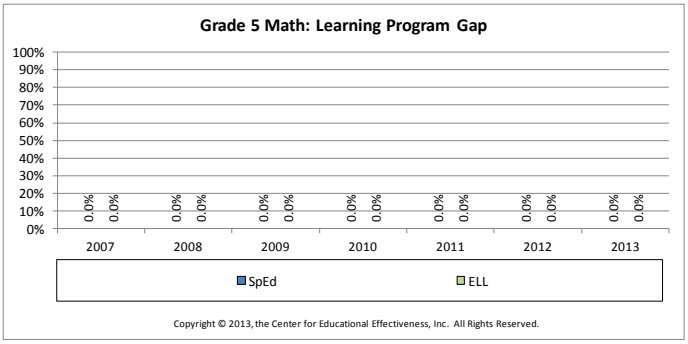
Math Grade 5

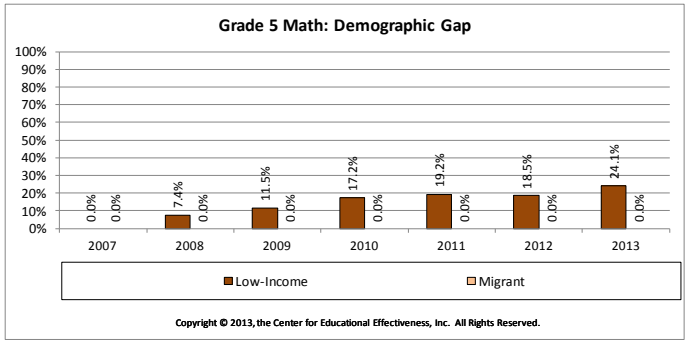












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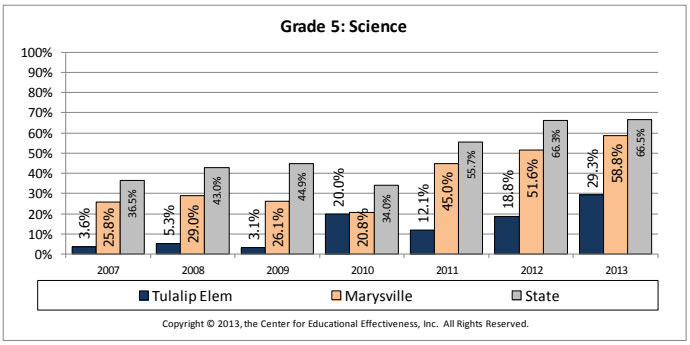
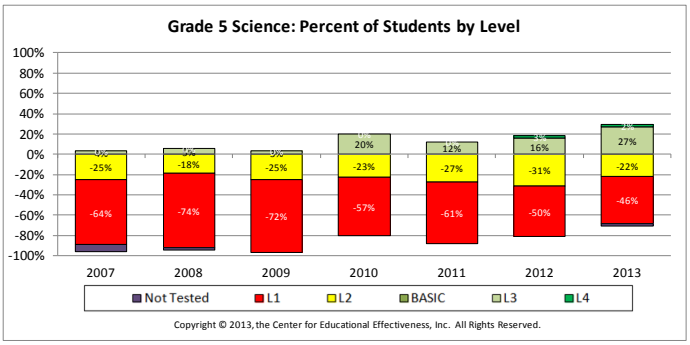
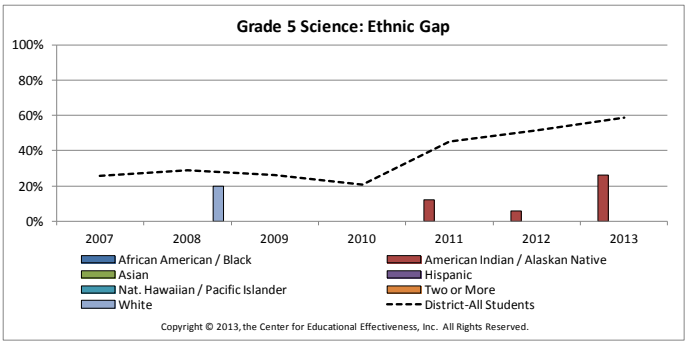
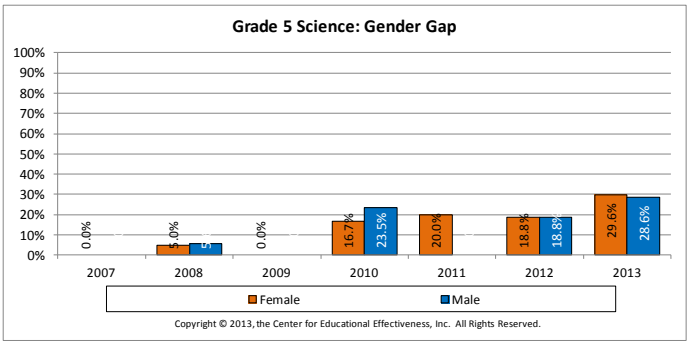
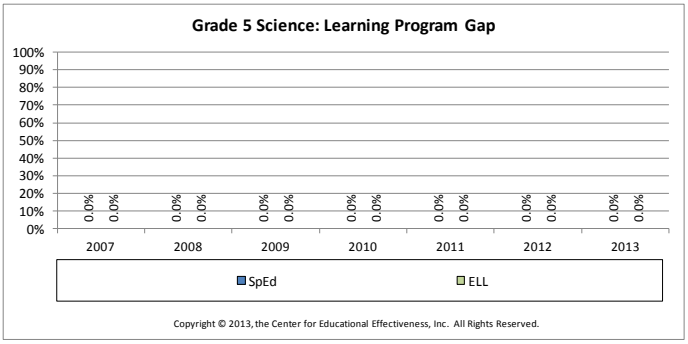
Science Grade 5

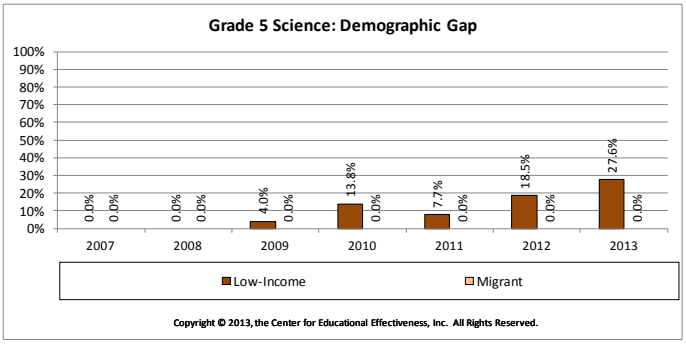












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MERIT - Assessment of Progress

Tulalip Elementary School

Marysville School District

April 9, 2013

School and Classroom Practices Study

Prepared by

BAKER ▪ EVALUATION ▪ RESEARCH ▪ CONSULTING

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Office of Superintendent of Public Instruction

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Tulalip Elementary School
Assessment of Progress

Introduction

In 2010, the Marysville School District (MSD) applied for and received a federal School Improvement Grant (SIG) for one of its schools, Tulalip Elementary School (TES). As part of the application process, The BERC Group, Inc. conducted a School and Classroom Practices Study (SCPS) at Tulalip ES. The BERC Group a) reviewed district level practices and policies to identify potential supports and barriers that may impact the district's ability to implement an intervention; b) collected classroom observation data focusing on instructional practices within the school; and c) conducted qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's Nine Characteristics of High Performing Schools. Findings noted in the initial report were used to complete the application for SIG support and were incorporated into the ongoing implementation of improvement goals and action plans at the school and district levels.

This report is a follow-up to the initial report, highlighting changes the school and district have made over the last year related to the School Improvement Grant (SIG). Evaluators repeated the data collection process used for the first report. The findings in this report are based on information gathered from the following sources:

1) a review of changes in district level practices and policies to support an intervention model;
2) a classroom observation study focusing on instructional practices within the school;
3) qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's *Nine Characteristics of High Performing Schools*; and
4) surveys of school staff, students, and parents.

Evaluators obtained information during a site visit on April 9, 2013. Approximately 48 people, including district and building administrators, union leaders, certificated and non-certificated staff members, counselor, and parents participated in interviews and focus groups. In addition, evaluators conducted 17 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district; including the Comprehensive Plan Report, GROW plan, *Closing the Opportunity Gap for Native Student Achievement* and *History and Culture of The Tulalip Tribes* documents provided by district office, student achievement data, and additional school documents.

The following section describes the federal intervention model MSD and TES chose to adopt. This section also includes a comparative overview of the district findings from both SCPS studies, a description of the support provided to the school by the district, and a summary of the changes made at the school level. Subsequent sections of the report offer a detailed review of the school's alignment to the *Nine Characteristics of High Performing Schools* based on classroom observations, interviews and focus groups, and survey data. Under each of the *Nine Characteristics* indicators, the report will highlight how the school has addressed issues brought to light in the initial study.

Implementation of the Intervention Model

In an effort to improve education and educational opportunities across the nation, the federal government provided funding for School Improvement Grants to support the lowest performing districts and schools. Schools and districts accepting SIG money chose from among four federally defined intervention models for their lowest performing schools: *Closure*, *Restart*, *Turnaround*, and *Transformation*. The school closure model refers to a district closing a school and enrolling the students who attended the school in other higher-achieving schools in the district. The restart model occurs when a district converts the school or closes and reopens it under management of an educational management organization (EMO). The turnaround model includes replacing the principal and rehiring no more than 50% of the school's staff, adopting a new governance structure, and implementing a research-based instructional program aligned to state standards. This model has produced significant gains in student achievement and has helped schools prepare for the longer process of transformation into a high performing organization.[1] The transformation model requires replacing the school principal, addresses four areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.

MSD and TES chose to adopt and implement the *Turnaround* model. The table in Appendix A of this report describes the specific requirements for the transformation model in more detail and shows a comparison of rankings for each requirement from each of the Studies.

District and School Level Change

District Overview

The most current demographic data from the Office of Superintendent of Public Instruction (OSPI) shows MSD serving approximately 11,500 students. The district has 11 elementary schools, four middle schools, two high schools and one secondary campus serving several small learning communities, and an alternative school. MSD's ethnic makeup consists of 58.6% White, 18.5% Hispanic, 10.4% two or more races, 5.9% American Indian, 5.2% Asian/Pacific Islander, and 1.4% Black. The district's free and reduced lunch percentage is 48.1%. The students with disabilities make up 15.1% of the student population, while the Transitional Bilingual is 6.3%. MSD employs 569 classroom teachers with an average of 12 years of experience and 62% hold at least a master's degree. Out of these teachers, 534 teach core classes and 99.6% meet the highly qualified definition.

For the 2013-2014 school year, MSD will see a change in leadership at the district level. Several retirements have been announced including the superintendent, assistant-superintendent, executive director of human resources, and director of school improvement. In early January, the Board of Directors selected a consultant company to begin their search and recruitment for the superintendent position. They held over 30 meetings with a variety of stakeholder groups, and offered opportunities for electronic and paper surveys. The purpose was to gather input to

[1] Mass Insight (June 2010). *School Turnaround Models*. Boston, MA.: Mass Insight Education and Research Institute.

develop selection criteria. Through this feedback, it was determined that the candidate chosen would need to demonstrate success in the following areas: Student Achievement, Leadership, Community Partnerships/Relationships, Budget, Diversity/Multicultural, Roots and Wings, and Commitment to Marysville. The MSD Board of Directors took formal action on March 28, 2013 at a special session board meeting to hire Dr. Becky Berg effective July 1, 2013. She is currently the superintendent of Deer Park School District in Washington State.

Even with the change in leadership, there is a sense of commitment from the central office to ensure a continued focus on student achievement centered on math and literacy. District leaders continue working to accomplish the district mission of "Every student …. 100% Proficient in literacy and math; Graduating on time; Prepared for success in college, career, and responsible citizenship." The district's focus on student achievement has led to curriculum and system changes over the last several years. These changes have generated a student-focused and results-driven approach to guide the district. The district continues to be committed to the implementation of Response to Intervention (RtI) and its full implementation next year.

District leaders are providing school personnel with professional development directly aligned with the goal of closing achievement gaps and the planning of training includes input from both district and school personnel. District leaders believe teacher practice can be improved with a model of support that includes job embedded training and intense coaching cycles. Principals are directly involved with teacher professional development and look for implementation when conducting informal walkthroughs and formal classroom observations; verifying that the professional development is being applied in the classroom. District personnel provided support for this by ensuring principals are trained in conducting informal walkthroughs, formal classroom observations, and assessing the essential components of lesson plans.

In 2011, the union leadership expressed a strong willingness to explore a new evaluation and professional growth model that included some aspect of student growth. The Union President said, "We are in the process of developing a competency-based evaluation system. We hope to roll it out in April and pilot it next year. Using assessment data to inform instruction is what we are trying to get better at. I think the use of student performance data should be a part of the system." In 2012, OSPI made a decision to eliminate some of the pilot teacher evaluation models and the model Marysville was working with was one of the ones eliminated. A significant amount of work went into the pilot and the district had to begin fresh with a new TPEP (Teacher/Principal Evaluation Project) model for the 2012-2013 school year. Working closely together, union and district leaders found common ground with the University of Washington's Center for Educational Leadership (UWCEL) 5D teacher evaluation rubric. One district office representative said, "We have been working with CEL here in the district, so their system was familiar to us. This made it easier for us to adopt." District-wide training on the 5D instructional framework happened in the fall and each building provided follow-up professional development as well.

Presently, the Marysville School District has three schools receiving support through School Improvement Grants (SIG). Totem Middle School and Tulalip Elementary School received SIG grants in 2010 and Quil Ceda Elementary School received one in 2011. A Memorandum of Understanding (MOA) exists between the district and these three buildings. According to bargaining team members, the MOA has specific language on seniority, transfers, and extended day. Both the district and union agree it is essential for the three schools to have the right people in place to serve the students. One district representative talked about the agreement, sharing, "I think we have the right people in the right spot. These three schools are not for

everyone. We do not judge when it is not the right fit." District personnel discussed the importance of school leadership and having strong principals in each building. District leaders discussed how important it is for the schools to have principals with strong instructional and management skills, in addition to needing the stamina and fortitude to make tough decisions, stay the course, and make mid-course key decisions. One district office said, "Our leaders are leading the transformation of our buildings. We have made great strides, but there is still much to do."

According to district administration, relations with the Tulalip Tribes are the strongest they have ever been. The superintendent and assistant superintendent have committed time and attention to working with Tulalip Tribes, and they believe they are providing many opportunities for the Tribes to influence the direction of the schools. Currently, the two parties are developing a shared leadership compact that will formalize their strong working relationship. To add support within the buildings, the district provides support for a Tribal Liaison in each of the three SIG schools and the Tribes provide Tribal Advocates and a Family Support Liaison as well. The Tulalip Tribes also generously put in an additional one million dollars of funding to support the schools in their improvement efforts. Sadly, several members of the Tulalip Tribes have died recently due to drugs, murders, and natural causes. This has caused a tremendous amount of trauma in the Tulalip community and it has significantly impacting tribal students. In an effort to support these students and their families, the district and the schools have stepped up their efforts to increase counseling support, and teacher awareness.

School and Classroom Level Findings

Survey Results

A survey was administered to TES staff members to measure whether these groups see evidence of the *Nine Characteristics of High Performing Schools* in the school. The staff survey includes factors around each of the *Nine Characteristics*, and the family surveys include factors around each of the characteristics, except *Focused Professional Development*. Individual survey items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral/undecided, 4 = agree, and 5 = strongly agree). Researchers consider a "4" or "5" response on an individual survey item a positive response. Likewise, an overall factor score of 4.0 and above is a positive response. These surveys were not administered in the initial assessment.

A summary of the staff survey findings appears in Figure 1. Several scores are above a 4.0, indicating the factor does exist to a high degree. TES staff members scored the *Monitoring Teaching and Learning* (4.42) factor the highest along with *Curriculum, Instruction, and Assessment* (4.40). The lowest factor was *Focused Professional Development* with a score of 3.38, which is in the moderate range. All scores increased from the previous assessment. However, it is noteworthy only 11 staff members responded to all survey items, so these results should be interpreted cautiously.

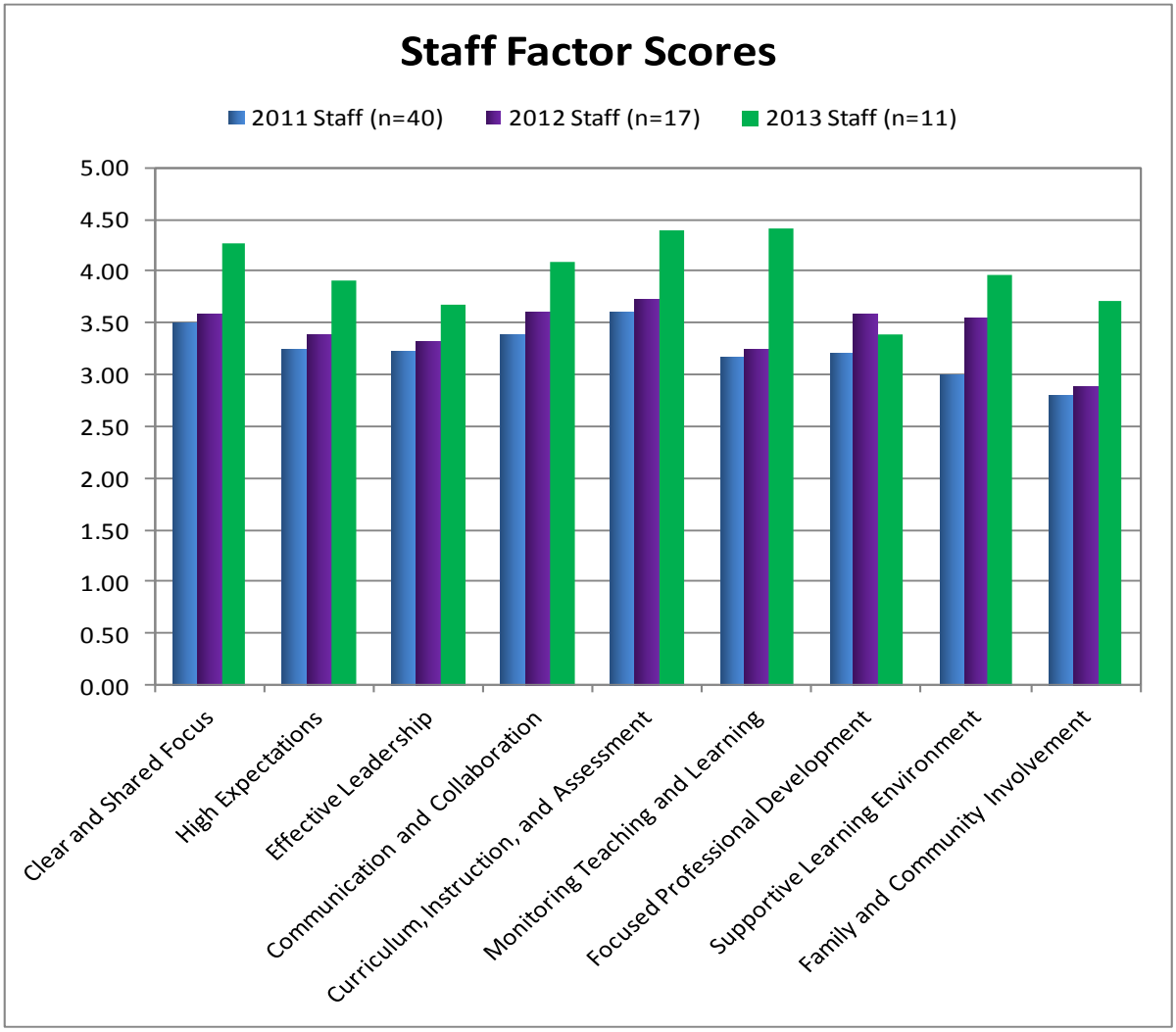


Figure 1. Survey Factor Scores- Staff

School and Classroom Practices Study Findings

Using data collected through the School and Classroom Practices Study and survey results from staff, students, and parents, research team members reached consensus on scores for 19 Indicators organized around the *Nine Characteristics of High Performing Schools*. Each Indicator was scored using a rubric with 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, and Indicators with a score of 2 or below warrant attention. Table 1 includes rubric scores for all the Indicators, including the results from the School and Classroom Practices Study conducted in 2010, 2011, 2012, and the current Assessment of Progress.

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

Indicators	Rubric Score 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Clear and Shared Focus				
Core Purpose – Student Learning	2	2	2	3
High Standards and Expectations for All Students				
Academic Focus	2	3	3	3
Rigorous Teaching and Learning	3	3	2	2
Effective School Leadership				
Attributes of Effective School Leaders	3	3	3	3
Capacity Building	2	2	3	3
Distributed Leadership	1	1	2	2
High Levels of Collaboration and Communication				
Collaboration	1	2	3	4
Communication	2	2	3	3
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	2	3	3	3
Instruction	3	3	2	3
Assessment	3	3	3	4
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	3	3	3	4
Focused Professional Development				
Planning and Implementation	3	3	3	3
Curriculum, Instruction, and Assessment	2	2	2	2
Supportive Learning Environment				
Safe and Orderly Environment	1	2	3	2
Building Relationships	1	2	2	3
Personalized Learning for All Students	2	2	3	3
High Levels of Family and Community Involvement				
Family Communication	1	1	3	3
Family and Community Partnerships	1	1	2	2

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Clear and Shared Focus				
Core Purpose – Student Learning	2	2	2	3

Core Purpose – Student Learning. In the spring of 2010, students and staff at Tulalip Elementary School (TES) pointed to the Orca Motto as their guide. In the spring of 2011, however, a new focus had emerged: P.O.W.E.R. Principles (Proud, Ownership, Welcoming, Encouraging, and Respectful) and C.H.A.M.P.S. Plans (Conversation, Help, Activity, Movement, Participating, and Success) for student behavior management. The core purpose at TES appeared unknown. According to focus groups and interviews, staff and most other adults in the community did not agree on what the school must accomplish. "It's just too much change in one year for us to really know what the priority is," explained one staff member.

In 2011-2012, researchers found the vision and mission statements had been changed for the school year when Quil Ceda and TES merged. The Marysville School District moved the Co-Op program from Quil Ceda to another location, and moved TES to the Quil Ceda building. This allowed the district to save operating costs and enabled the Tulalip Tribe to start a pre-school program in the former Tulalip building. Staff interviews revealed the merger seemed rushed and as a result the staff identified goals for the year, but did not have sufficient time to develop a school specific vision and belief statement. They adopted the district's mission and vision statement with the intent of revisiting at a later time. Researchers recommended developing the vision and mission for the merger school must be accomplished before the start of the 2012-2013 school year, because these two statements should be ever present in the minds of staff to drive every decision regarding the school's operation.

During the summer of 2012, some staff members came together and started the development of a new vision and mission statement. They continued this work in August with the entire staff right before school started. According to the building principal, "We got down our values, beliefs, and goals. It was our intention to wrap up this work by the winter break in December. Truly it has been a lack of time. We will have this done by June when the staff leaves for summer so we can start our school year with this firmly in place."

Even though the mission and vision statements are not in place, the building has developed a set of guidelines for success called GROW and they are displayed in the gym, classrooms, and on posters throughout the school. One staff member said, "These guidelines for success mean more to the students, parents, and staff, than any two lines on a mission statement. GROW is what we stand for." In addition to GROW, the building has established monthly Tulalip Tribal Values, which are introduced on the first of every month at the daily morning assembly, supported by a guest community member that comes in and speaks on behalf of the value, shares a song, and tells a story that correlates with the value. These monthly values are posted at the entry of the school, in classrooms, and around the school. The Tulalip Tribal Values are

reviewed daily, supported by classroom activities, and connected to the GROW Leaf - Growth Mindset Values and the student of the week awards.

GROW

- G – Grow your brain at least six hours a day!
- R – Respect yourself, all people, and things.
- O – Own you actions and attitudes.
- W – Welcome all who come to our community.

Tulalip Tribal Values

- We respect the community of our elders past and present, and pay attention to their good words. (September)
- We show respect to every individual. (October)
- We strengthen our people so that they may walk a good walk. (November)
- We work hard and always try to do our best. (January)
- It is valued work to uphold and serve our people. (February)
- We uphold and follow the teachings that come from our ancestors. (March)
- We do not gossip, we speak the truth. (April)

Growth Mindset Values and Student of the Week Criteria

- September – Individual endures hardships and overcome obstacles. (Resilient/Persistent)
- October – Maintains control over self in all situations. (Self-control)
- November – Careful and thoughtful about interactions with and actions towards others. (Consciousness)
- December – Individual focuses on things she/he can control. (Focused)
- January – The goal is to learn, learn, learn. (Learner)
- February – Individual works hard and is effortful in all endeavors. (Hard worker)
- March – The realization that everyone has unlimited potential in terms of intellect, athletic ability, and personal character. (Recognizes potential)
- April – Belief that you have within yourself the power to be successful. (Confident)

Staff surveys show 100% agree the school's mission and goals focus on raising the bar for all students and closing the achievement gap, a 19 percentage point increase from 2012; 67% agree the school's mission and goals are developed collaboratively, a 29 percentage point increase; and 89% agree TES allocates resources in alignment with school improvement goals, a 16 percentage point increase from 2012. Further survey results show 82% of the staff members agree important decisions are based on the goals of TES, and 89% believe the building has a data-driven improvement plan with measurable goals.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
High Standards and Expectations for All Students				
Academic Focus	2	3	3	3
Rigorous Teaching and Learning	3	3	2	2

Academic focus. At the time of the initial assessment in the spring of 2010, expectations and beliefs about students' abilities varied across the school. While staff members agreed there was a range in beliefs and expectations, staff members reported they used the state standards to guide lesson development more in the 2010-11 school year. When asked how they set high expectations for student learning, one staff member responded, "I believe it comes first from the state. We have state standards, and I believe everyone is aware of them. I'm pretty sure we ask teachers about that when they are interviewed to work here."

In the 2011-2012 school year, the merger brought together a total of 2.5 Math coaches, 1.5 Literacy coaches, and a .5 Response to Intervention (RtI) coordinator. This represented a higher than average number of staff members designated to assist teachers in improving their instructional practice. Because the district is leading an initiative to reduce the number of students being placed in special education, staff members have been working to identify the specific needs of the students who have performance levels below proficiency, and creating accelerations that address these deficiencies without labeling these students as special education. This action was supported by the work of the administration and the building coaches.

During 2012-2013, there has been a continued academic focus on using data aligned to Common Core State Standards to identify the specific needs of students and to drive instructional acceleration for students through the work of data teams. The grade level teachers have two planning sessions per week where they track the learning of every child. They use pre- and post-tests to show what students know and where the gaps are. They find strategies for closing gaps, implement those strategies, and report back three weeks later on how many students are meeting the standard. In recognition of their data team work, Quil Ceda and Tulalip elementary schools were named second in the nation for the prestigious Shirley Hord Award. This award was presented at the Learning Forward's National Conference in July 2012. The school submitted their entry, and a video of their work can be found on YouTube. The data team model is based on Doug Reeves', *5 Steps for Data Teams*. At the grade level planning sessions, the teams follow the five step process:

1. Collect and chart data
2. Analyze strengths and obstacles
3. Establish goals: set, review, revise
4. Select instruction strategies

5. Determine results indicators

According to staff members, through the work of these teams, academic rigor has increased and student gaps are decreasing. One staff member said, "Through this process we are learning we can't do it (close academic gaps) alone. It takes all of us to collaborate, data to drive us forward, and be there for each other when times get tough."

Staff survey results show 91% believe they hold each other accountable for student learning, while only 50% believe their students can meet standards. Eighty percent of staff members also expect all staff to perform responsibilities with a high level of excellence. Further, 46% of staff members agree students are promoted to the next instructional level only when they have achieved competency, a 27 percentage point increase from 2012.

Rigorous teaching and learning. Results from the classroom observations show that the focus on teaching and learning continues to be an area of needed improvement. The 2013 classroom observations using the STAR Classroom Observation Protocol™ yielded the following scores on the five essential components (3s and 4s combined): *Skills* (47%), a three percentage point decrease from 2012, *Knowledge* (41%), a one percentage point increase from 2012, *Thinking* (18%), a 17% point decrease from 2012, *Application* (12%), three percentage point decrease from 2012, and *Relationships* (88%), three percentage point increase from 2012. Overall alignment with Powerful Teaching and Learning is 35%, no change from 2012, and 10% points below the STAR average. The *Relationships* Component remains the highest scoring component showing classrooms were supportive and positive overall.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Effective School Leadership				
Attributes of Effective School Leaders	3	3	3	3
Capacity Building	2	2	3	3
Distributed Leadership	1	1	2	2

Attributes of effective school leaders. Attributes of effective school leaders. TES and Quil Ceda ES have a very unique setup. Each school operates as an independent school, but under one roof. Dr. Anthony Craig is the principal of TES and Ms. Kristin DeWitte leads Quil Ceda. Each school has a designated staff that is separate from each other for all administrative matters (payroll, evaluation), but the grade level teams are composed of both Quil Ceda and Tulalip teachers together. Both Dr. Craig and Ms. DeWitte express what a great team they make. Ms. DeWitte said, "Anthony brings history and culture to the building. He is valuable and brings so much to the table. This is a big job and the support that we give each other is essential to bring the two schools together. We may be two schools on paper, but we are moving as one big unit. Couldn't do it without him."

The TES principal is in his second year leading the building, and he has spent his entire career at TES. His career started with his student teaching, then hired as a teacher, moved into a Literacy Coach position, and finally selected to lead the TES staff last year. While he has assumed all of the responsibilities of the principal, his title as "Director of Turnaround Education" was a necessity due to contractual issues. One staff member said, "Anthony is the face of our school. He knows the culture and he knows our families and kids. That type of resource is so valuable for our building." Another staff member echoed this by saying, "We need to be responsive to our community. We need to learn and grow from each other. He (Dr. Craig) is leading the way."

According to staff members, the principal is strong and focused on improving the school. One teacher said, "I think our principal is an excellent leader, he is very knowledgeable about literacy instruction, and he is very focused on improving instruction across the board." Another teacher added, "I really think he is making a big difference in our ability to analyze assessment data. All of our grade level team meetings are very focused, he does not waste a single minute." Staff survey results show 82% believe they are held accountable for the new behaviors and practices needed to achieve the preferred future, while only 50% believe the leadership team demonstrates the behavior and practice changes necessary to achieve the preferred future.

Capacity building. The building's principals are responsible for the direct supervision and evaluation of all staff members. With the state moving to the new certificated evaluation process known as Teacher/Principal Evaluation Project (TPEP), the two principals have divided the responsibility as follows: Ms. DeWitte evaluates 3rd– 5th grade level staff, special education, and acceleration specialists; Dr. Craig evaluates K – 2nd grade level staff, all support staff, and counselors. This division of labor is based on Ms. DeWitte's expertise in special education and Dr. Craig's expertise in literacy. All certificated staff members at Quil Ceda ES are currently being evaluated based on the MSD adopted CEL's, *5 Dimensions of Teaching and Learning*, (5D). Staff members reported they have received district level professional development the first of the year on the 5D evaluation process. Certificated staff members also report they have sat down with the principal and set their professional goals for the year. These goals are directly tied to student improvement and data. Survey results show 80% of staff members actively participate in the process of their performance evaluation, while 64% report they talk with the principal about their progress on performance goals.

To further support the new TPEP high standards, the principal conducts not only the formal observation model, but several walkthroughs yearly. One staff member said, "The principals like coming into our classrooms and seeing what we are doing, but I also love it because it gives my kids a chance to show-off what they are learning." Some staff members would like even more walkthroughs. One staff member said, "I wish the principals would come around more often. It would help the kids get used to them being around."

Staff members noted how visible the principal is throughout the building and at data team meetings. Each principal continues to meet with their respective grade level data teams on a weekly basis and works closely with the coaches for embedded professional development. They closely monitor and modify the instructional programs and organizational practices to align with continuous school improvement goals. The school staff members engage in formal, ongoing, and regularly scheduled collective professional learning opportunities with an additional hundred minutes of structured data team collaboration time during the school day. Teachers receive frequent support from the instructional coaches and Response to Intervention (RtI) coordinator in the areas of literacy and math. Most focus group respondents reported their professional development needs were being met. However, the para-professional focus group participants reported they could always use more.

Distributed leadership. In the 2010-2011 school year, a School Leadership Team (SLT) existed at TES and convened regularly over matters such as PLC dates, the new behavior plan (CHAMPS), calendar decisions, community outreach, and some professional development planning. TES also had other decision-making groups such as the Transitions Team (to prepare for the upcoming merge with Quil Ceda Elementary School), the Foundations Team (to implement systems to support behavior management and a positive climate), and the Student Intervention Team (to address students of concern). While staff members reported there were more committees and teams in 2010-2011, many were still unclear about how all the teams worked together to support a school goal or who makes the decisions in each one. "The problem is we didn't have a clear way of making decisions," explained one staff member.

In 2011-2012, the school used the grade level teams to process most information and the decision making process, and while it continued to be collaborative it was more decentralized than in 2010-2011. Some staff members complained they did not have enough PLC time to discuss the issues that they are facing as a staff. Other staff members indicated the process

needed to be more representative in nature. In the visit in 2012, several teachers voiced concerns about the number of staff members who were not attending staff meetings, and some staff members did not believe their voices were being heard.

During the 2013 visit, staff members reported there continues to be no formal process with the building to select members to leadership teams. Survey results are consistent with this, showing that 22% of staff members believe there is a clear and collaborative decision-making process used to select individuals for leadership, a decrease of 3 percentage points from 2012. They did identify the building as having at Building Leadership Team (BLT) consisting of grade level, specialist, and classified staff members, and anybody that wants to be on the team. Each group selects a team member to attend BLT meetings. These representatives have a responsibility to represent their team, communicate back to the team, and take ideas/concerns to the BLT for discussion. On the staff survey, 44% believe the BLT listens to their ideas and concerns. BLT team members reported they have only met a handful of times so far this year. Staff members reported at the end of the year, 2012, they were assigned to a committee that would meet over the summer and continue to meet during the 2012-2013 school year. Researchers could only find evidence of one committee meeting over the summer, with the Social Committee and the BLT currently active in the building. Staff members did report that within their grade level teams there are assigned leadership responsibilities that consist of literacy, math, communications, and 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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
High Levels of Collaboration and Communication				
Collaboration	1	2	2	4
Communication	2	2	3	3

Collaboration. In 2010-2011, some TES staff members characterized their collaboration with peers as "a collective sense of community," and "a family." Most, however, believed there was much room for improvement. "I think we have a real problem with communication still," one staff member explained, "and we're (staff) not really a valid part of making decisions."

In 2011-2012, staff members indicated most efforts to promote collaboration were limited to the grade level teams. Building coaches planned and led collaboration. However, several staff members raised concerns about the lack of PLC time to discuss school wide issues, and some of the staff indicated there were some difficulties with collaboration efforts between Quil Ceda and Tulalip staff in some of the grade level teams. These issues seemed to be related to establishing mutual respect between members of the different schools. The staff recognized the dynamics precipitated the move, but many staff members felt the district could have done a better job of helping each staff to cope with the transition.

During the visit in 2013, researchers found evidence of collaboration time being established several different ways for grade level teams during the school day. The building grade level teams have common planning time three times a week for 150 minutes total. These planning times are covered by building specialist (music, art, library, science, and PE). TES also has a MOU (Memorandum of Understanding) with the union for their grade level teams to have an additional 100 minutes a week of time to collaborate in structured data teams. In addition to this sustained collaboration time, the Marysville School District has early release time on Wednesdays for staff development and team collaboration. On the staff survey, 100% agree that TES staff members collaborate to improve student learning, and 91% believe they collaborate to lesson plan.

Specialists and the ACT team do not get the additional MOU time. When meeting with those focus groups, they expressed a desire to meet on a regular monthly basis with their grade level teams. They believe they could be supporting the classroom instruction with aligned activities and collaborate with grade level staff concerning strategies for behaviors and academic growth.

Communication. During the visit in 2012-2013, the staff members at TES report they do not have a formal communications plan. While they use "face-to-face", emails, phone, and planning times to communicate with each other, they are experiencing some snags. One person said, "Communication is an issue. It is driving us crazy. We are still figuring out how to communicate in a timely manner so that we all stay informed." Another staff member said, "There is so much going on that it really becomes a need to know basis."

Staff members work hard to create opportunities to connect with families by sending home newsletters in the Wednesday Envelopes, daily behavior/progress sheets, emails, hosting a Back to School Night, and by having parent nights and conferences. Staff surveys show 100% believe TES communicates effectively with their families, an increase of 44 percentage points from 2012. In addition to school newsletters, the school uses the Connect-Ed system to make phone calls. Interpretation services are available and attempts are made to provide information in Russian, Spanish, and Cambodian as well as English. The tribal liaisons and the tribal advocates continue to be proactive in helping the staff communicate with tribal parents. The biggest addition this school year has been the Quil Ceda/Tulalip Facebook account. This is updated daily and has become a great source for parents and staff alike.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	2	3	3	3
Instruction	3	3	2	3
Assessment	3	3	3	4

Curriculum. In 2010-2011, TES staff members used state standards to plan instruction. The district-written, research-based Units of Study provided teachers with explicit guidance each month on literacy skills required by state standards. Since most teachers utilized the Units of Study to plan lessons, TES curriculum appeared aligned with state standards. There was some debate among staff members about whether the Units of Study was a curriculum or a suggested practice, as one staff member explains, "The district says it's not curriculum, but a practice, but if you don't follow it, it's called curriculum."

In 2012, the curriculum appeared to be in place and the building coaches had shifted their focus on dissecting the curriculum to determine which areas were conceptual and which were skill based. The staff members made a commitment to throw out everything else and focus on using Balanced Literacy in reading, which does not have a basal reader. The teachers used Everyday Math and a lot of work had gone into working through the curriculum and determining what should go into a lesson.

During the current visit in 2013, researchers found no changes in the curriculum. TES continues to use the MSD's reading and writing units of study (Balanced Literacy), Everyday Math 3 curriculum, and the Motivational Framework for Culturally Responsive Teaching. Every effort is being made by the data teams to align their work to ensure their lessons are aligned to the Common Core State Standards. Staff surveys show 100% agree they teach programs that are aligned with state learning standards and 90% demonstrates a thorough understanding of the the state learning standards. One staff member said, "We are aligned in kindergarten and first grade. We close in second and working on third through fifth. It is a work in progress." There is a continued concern by staff members that Everyday Math 3 is not deep enough to close the achievement gaps. These concerns are reflected by the staff survey where 75% agree the school provides curriculum that is relevant and meaningful.

Additionally, the fifth grade team is leading the building by working with Sarah Collinge, a consultant and author of the book, *Raising the Standards Through Chapter Books: The C.I.A. Approach,* which outlines effective ways to improve students' reading skills and growth. Collinge coined the C.I.A Model or Approach, to help students collect, interpret, and apply reading skills. The read aloud model, which is intended to build learning along Bloom's Taxonomy ladder,

helps students approach their reading as if it's a puzzle in order to overcome the overwhelm of reading texts above their reading level and transfer their confidence to independent reading. Collinge's model goes beyond simple character, setting, and plot analyses to critical thinking, problem solving, and synthesis of new knowledge.

Instruction. In 2011-2012, there had been considerable growth in how teachers approach instruction. The administration and the coaches stressed the use of data analysis to inform instruction, and the teachers were looking at the data and developing lessons collaboratively under the watchful eye of the coaches. In literacy, the staff members used Jan Richardson's work to help teachers in guided reading. Richardson identified the essential components of an effective guided reading lesson: targeted assessments, data analysis that pinpoint specific strategies students need, and the use of guided writing to support the reading process. Math instruction was built around a pre-test - teach - post-test model. The pre-test information informed the instruction. After pre-testing and teaching, the staff used other math materials to re-teach, and used a multi-station approach with an emphasis upon conceptual knowledge the students should know and be able to do.

During the visit in 2013, instruction continues to be intentional and there is a sense of urgency throughout the building. The support by the literacy and math coaches, plus an RtI coordinator, play a key role in helping build a deeper conceptual understanding of core curriculum based on the specific needs in reading and math and students making accelerations (not remediation) by targeting instruction that closes gaps. Pre- and post- assessments are essential to target the learning needs for students, to identify job embedded professional development needs for staff, and to identify strategies and materials to enhance lesson effectiveness. The in-house expertise, combined with research-based support from the University of Washington (CEL) and Native American Center in Wyoming have helped assist the efforts.

Teachers have two planning sessions per week where they are in data teams determining what the students know and where the gaps are. They determine how many students are at proficiency, near proficiency, far from proficiency, or in need of acceleration. Teachers work together to design assessments, to plan for a given unit, to select common instructional strategies, and to set a timeline for implementation. Teachers assess the effectiveness of instruction mid-way through a unit and discuss progress of student learning and instructional implementation. At that time, necessary adjustments are made to strategies being used. As a result of this horizontal planning, teachers and coaches collaborate to identify and teach to "power standards" that are aligned to Common Core State Standards. Teachers implement lessons in common, administrators and coaches monitor and support implementation, and students receive adequate and appropriate support.

Survey results report 91% of staff agrees they provide students with tasks that require higher-level thinking skills and teachers are providing regular feedback to students about their learning. Eighty-two percent of staff members agree instruction is personalized to meet the needs of each student. These results are more positive than classroom observation results. However, there appears to be a common focus around instruction, as well as substantial support.

Assessment. In 2010-2011, staff members indicated the focus to use assessment data to inform instruction has helped staff to increase rigor and student engagement. In 2011-2012, the use of assessment data had become the driving force behind instructional changes.

Teachers were working closely with the coaches to identify what the data said and designed lesson plans that used data to organize differentiated methods within the classroom.

During the visit for 2012-2013, researchers found ample assessments happening throughout the MSD and TES. TES staff members assesse their students according to the statewide assessment system. Staff members use a number of assessments to inform instruction, including the Measurements of Student Progress (MSP), DIBELS (**D**ynamic **I**ndicator of **B**asic **E**arly **L**iteracy **S**kills), the Fonntas & Pinnell, MAP (Measurement of Academic Progress), MBA (Math Benchmark Assessment), and the Universal Screening assessment. Staff members recognize the value of all of the assessments mentioned above, but they believe their most informative assessment that drives their instruction forward is the pre- and post- test for each unit of study. One staff member said, "The pre and posttests drive our data teams, which drive our instruction and acceleration groups. These assessments help us close the achievement gaps for it directly aligns with our curriculum and instructional strategies."

The results of the staff survey show 100% of staff members agree they use assessments aligned to standards and instruction and that regular unit assessments are used to monitor student progress. Results also show 89% of staff members agree common benchmark assessments are used to inform instruction.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	3	3	3	4

Supporting students in need. In 2010-11, TES established a well-defined system for monitoring progress and providing interventions for students. In 2011-2012, staff members used the system to support differentiation and intervention. The grade level team's work on data analysis increased to the point teachers were looking at pre-test data to design lessons, teaching, and then post-testing data to determine which students need re-teaching and what strategy to use. The school staff made extensive efforts to meet the needs of all students.

In 2012-2013, the use of data to support the needs of students is more evident than in prior years. Staff members make instructional and placement decisions in response to intervention by using formative and summative student data. For each unit of study in reading and math, teachers create, administer, and analyze a pre- and post- test. These are based on "power standards" aligned to the Common Core State Standards. Along with screening assessments, such as DIBELS, MAP, and the Universal Screener, the unit tests determine placement of each student in the school, at their point of need, to accelerate their learning. Between classroom teachers, acceleration teachers, and Para-professionals, about 10 staff members are dedicated to each grade level to support literacy and math accelerations. One coach said, "It was so great to see a teacher so excited about her end of the unit poetry results. It was so nice to have the conversation of how and why those results were achieved." Survey data indicates 100% of staff members agree data is used to identify student needs and appropriate instructional interventions. Staff members also agree they monitor the effectiveness of instructional interventions and struggling students receive early intervention and remediation to acquire skills.

The ELL program supports over nine students at TES who are served by a .5 Para-professional. Students qualify for services based on the *Washington English Language Proficiency Assessment (WELPA)*. The *WELPA* annually assesses growth in English language development by the state's English language learners. This assessment tests reading, writing, listening and speaking knowledge and skills. The Placement Test is used to determine initial student eligibility for English language development services. The Placement Test is given to all students whose families answer "yes" to question #2 on the Home Language Survey: "Is your child's first language a language other than English?" The annual test is given to all students who qualified for ELD services with a Placement Test. It measures students' growth in English language knowledge and skills. Results from this test determine which students are eligible to continue to receive ELD services. Upon completion of the test, students will get a score of Level 1 – 4 (beginning, intermediate, advanced, and transitional). The state made a change to this

requirement this spring. According to TES staff members, all of the Native America students were tested this spring. District leadership recognizes the numbers at TES could increase, which would increase the need for support.

The students with disabilities are being served by one full-time and one .5 certificated teacher. This program supports over 45 identified students in a pull-out model. Most grade level staff members report special education services are aligned with the acceleration services and the students are in class for core content instruction. One staff member said, "This does not happen all the time, but we try and make sure our special education students get double dipped, if not triple. We really want to bring as many strategies as possible their way." There are times when services that are being provided are given by a para-professional, while under the direct supervision of the special education case manager.

Three other unique programs that support students in need are the All Day Kindergarten, Acceleration through Computers (ACT), and FLEX programs. Four full-time staff members serve the tuition free all-day kindergarten programs. It is a firm belief that students in this program will get a firm foundation for learning and "jump start" their success as they enter into first grade. Because of the instructional rigor, Quil Ceda and Tulalup Elementary School kindergarten students scored the highest in the district on the Dynamic Indicators of Early Literacy Skills (DIBELS) assessment in 2011 – 2012, according to staff members.

The ACT program is a targeted program serving students who have been identified as needing extra support in the area of social/emotional/behavioral. This program provides academic support to students while working on specific behaviors. The students are provided with support from three certificated staff and three para-professionals in very small classes for half-day (few identified as full-day). These programs maintain a stable learning environment in the regular classes and gives behaviorally challenged students the support they need to accelerate their learning and learn behavior skills.

The FLEX program is a "reset" placement for students who need extra support on an intermittent basis. The classroom teacher can refer a student to FLEX, with the student returning as soon as their behavior is stabilized. Two staff members support this program.

Staff members continue to address the social-emotional needs of students. One staff member explained, "This year, there were 54 members of the tribes who died due to drugs, murders, and natural causes. This has caused a tremendous amount of trauma in the Tulalip community, and it has significantly impacted tribal students. The trauma that hit the tribes this year created even more challenging issues for both the school and the tribes." With the support of the two full-time school counselors, two Native liaisons, and one Family liaison, the staff members help support families in regards to doctor's appointments, community resources, and finding help in working with families through the grief cycles of denial-anger-bargaining-depression-acceptance-and beginning to resolve underlying medication, social, and emotional issues. School counselors provide one-on-one, small group, and whole class instruction surrounding the needs of each of the groups.

Everyone continues to make supporting the children in need their number one priority. One staff member said, "By helping our parents and students, we are making a world of difference for some of our families. We just keep working one student at a time." The TES principal explained, "We had several students who were suspended from the bus who lived on the reservation, and we wanted them to be in school. As a school, Kristen and I worked together

with the transportation department to get a van to pick these students up." When TES was at its original location, the Boys and Girls Club was across the street. When the school moved to the Quil Ceda campus, it forced more students to ride the bus. School staff worked with families to make the transition as smooth as possible. Because the tribal students often stay overnight with different relatives, it required a modification of the bus schedules. A school leader said, "We probably get 100 calls a day telling us that a student will be going to a relative that night. We had to find a way to get the kids to the appropriate part of the reservation in an effort to honor tribal ways, without placing anyone in danger because they were dropped too far from the relative. Our secretary does an outstanding job of managing this process. She adjusts the bus routes based on where the relative lives and is very good at checking the relatives listed on the emergency contact card."

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Focused Professional Development				
Planning and Implementation	3	3	3	3
Curriculum, Instruction, and Assessment	2	2	2	2

Planning and implementation. Continued extensive professional development support has been embedded through school-based coaches. Teachers receive extensive training in research-based instruction, Common Core State Standards, and interpreting assessment data. The building coaches work directly with the teachers individually and through grade level teams. Teachers work together to implement new strategies in reading, receiving support for balanced literacy, in addition to using a pre-teach, assess, re-teach model to implement the mathematics curriculum.

In 2011-2012, the staff members had been receiving professional development from Stephanie Fryberg, a psychologist from the Tulalip tribes on Native American culture. Developing cultural awareness of the Native American population was, and is, extremely important at TES because 54% of the students are Native American. Stephanie Fryberg spent large amounts of time at TES helping the staff to understand what instructional strategies work best with Native learners and how to establish better connections with the Native parents. Even though, during the 2012-2013 school year she has not been to the building as often, most staff members believe her professional development was valuable and still is in use currently in the building. However, survey results show staff members would like more training, and only 46% of staff members agree they are being provided with training to meet the needs of diverse student population at TES.

In 2013, participants in the para-professional focus group stated that because TES has early release Wednesdays and the district has early release Fridays, they are not able to attend any of the district professional development opportunities. Because of this, para-professional focus group participants believe they are missing opportunities to further their knowledge in working with students. They do feel supported by the building coaches when providing instruction on how to work with students in their acceleration groups. This focus group is in consensus that if they wanted to attend staff meetings and trainings they definitely could do that, they just do not always knows when those trainings will be happening.

Curriculum, instruction, and assessment. In 2011-2012, the building coaches had been working with teachers to align instruction to the standards. Units were broken down and lessons were created. The teachers worked with the coaches to identify the standards, to develop a pre-test to determine where the students were, to deliver the lesson using research-based strategies, then to administer a post-test. The coaches had also been training the teachers to shift the emphasis from concrete to conceptual.

For the 2012 – 2013 school year, staff members continue to receive regular professional development in the use of instructional materials, Common Core State Standards, and classroom-based assessments in reading and mathematics. According to the building's Comprehensive Plan Report, the staff participated in several professional development sessions surrounding Growth Mindset and Motivational Framework for Culturally Responsive Teaching (GM/MF). Teachers adapt educational experiences to meet the cultural needs of students where barriers exist. As part of the core curriculum and instruction, teachers incorporate both GM and MF culturally responsive practices into regular practice. Even though researchers did not hear specifically about this professional development during focus groups, staff members used the terms "culturally responsive" and "growth mindset" to describe their practices. Additionally, the building's plan referenced Compassionate Schools. The Comprehensive Plan Report describes a whole group presentation, a book study, and setting up "reset places" for students to go. In addition, staff members talked about the building's continual focus on helping their students and the emotional trauma many of the students carry to school. Many staff focus groups talked about setting up the "reset place" and the creation of the FLEX room.

Staff survey results show 70% agree that professional development activities help the school staff acquire greater knowledge of effective, research-based, content pedagogy, a decrease of five percentage points from 2012. Thirty-three percent of staff members also report their professional development activities are sustained by on-going follow-up and support (decrease of 23 percentage points), and 60% agree appropriate data is used to guide building-directed professional development.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Supportive Learning Environment				
Safe and Orderly Environment	1	2	3	2
Building Relationships	1	2	2	3
Personalized Learning for All Students	2	2	3	3

Safe and orderly environment. During the initial assessment in the spring of 2010, staff reported frustrations with student behavior. While the school had developed POWER principals and CHAMPS plans to reinforce positive behavior, these concerns still existed in 2010-2011. TES had a behavior intervention teacher and a solution room for students who get in trouble. "But," as one staff member said, "being pedagogically smart about how staff can avoid those situations would have been helpful." Other strategies to support a safe learning environment included peer mediation, yoga curriculum, anger management groups, Second Step, and counseling services for students.

In 2011-2012, staff members indicated student behavior had improved across all grade levels. The behavior interventionist worked with individual students and with small groups for about 90 minutes. These efforts helped the general education students function better during small group instruction. Some of the teachers had been trained in Safe and Civil Schools, but since the two staffs came together they have not received training as a total group. Some teachers indicated the school leaders have never told the staff that they must follow Safe and Civil procedures with fidelity. The school organized ACT classes where approximately six students in the morning and six in the afternoon who have serious behavior issues go to a more appropriate setting to work on academic and behavior intervention.

During the visit in 2012-2013, staff members indicate behavior is one of the biggest concerns in the building. Survey results show 73% of staff members feel the students believe the school is a safe place, while 64% of staff members feel the school is orderly and supports learning. One staff member said, "Behavior is getting better all the time, but it could be a lot better if it became a building focus. Now that we have our data teams, I think it is time to have a behavior team." Another staff member echoes, "I would like to see a building system for our everyday behavior needs like hallways, lunchroom, and playground where everyone is moving the same way." Researchers saw expectations posted in the halls, classrooms, and lunchroom, but they were not consistent rules throughout the building and observed evidence of some teachers using CHAMPS and Safe and Civil Schools. Researchers witnessed redirects given to students to correct hallway behaviors, but only to be ignored by students. Even within a grade level team, the expectations from one room to another were different. Strength of the school's discipline is that each child is looked at "as an individual" and that there is not a one size fits all type of discipline policy.

The overall rubric score is a two, but will increase to a three when TES has a framework or process for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that promotes academic and social behavior outcomes for all students. This established set of organized supports will give school personnel capacity to use effective interventions accurately and successfully at the school. The voice of family and community members should be involved directly through active participation of, for example, leadership teams, practice implementations, and outcome evaluation at the school. This framework or process should mirror the same approach as the data teams process already set in the building.

Many of the teachers indicated the rules for student behavior are consistently enforced for all students, but some staff members stated they have colleagues who ignore the discipline policies all together. On the staff survey, only 64% of respondents agree staff members enforce consistent behavior expectations and consequences in their classrooms, 60% agree staff members enforce the bullying/harassment policy, and 70% agree TES addresses issues of diversity in a timely and effective manner.

Building relationships. The building relationships, in support of the students, remain strong and constant. The classroom observation study indicates 88% of the classrooms observed demonstrate 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. This is supported on staff surveys where 100% agree adults care, value and respect all students.

In the 2012 visit, staff relationships remained a work in progress. The merger of the two schools had thrown all of the staff into one building. With new personalities, it changed the interpersonal dynamics, but staff members understood it would take time and hard work to strengthen the relationships as a whole staff. In the recent 2013 visit, one staff member said, "Wow, what a difference a year and a half makes. When we merged last year we had to hit the ground running, but now we have gotten to know each other, build off of each other's strengths, and truly are becoming one staff." Several grade level focus group participants stated they believe they really know each other or people they directly work with, but they did not know everyone in the building. There is a Social Committee in the building that does organize staff building activities, both on and off site. Staff survey results show 91% agree they honor agreements made with each other.

Personalized learning for all students. According to most staff members interviewed, TES continues to provide opportunities to personalize the learning experience for students by offering a number of acceleration and support programs. Student progress is individually tracked in math and literacy and intentional efforts are made to encourage students to work hard. The efforts of the building coaches to help teachers use and interpret assessment data are instrumental in designing lessons that include a variety of differentiations and strategies. The use of acceleration specialists to assist individual students in meeting standard is contributing to more personalized learning. Additionally, staff members regularly recognize and celebrate, formally and informally, student academic accomplishments. Students are taught goal setting, study skills, and time management strategies for success in school.

In addition, TES also has the AVID program and the Tulalip Storytelling Unit. AVID (Advancement Via Individual Determination) is an internationally recognized program designed

to prepare students for success in college. AVID students focus on developing the study and academic skills necessary for success in high school and beyond. TES has been working with the Lushootseed Language Department to bring a newly enriched Tulalip Storytelling Unit and Tribal language. Both these programs are at the fifth grade level.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
High Levels of Family and Community Involvement				
Family Communication	1	1	3	3
Family and Community Partnerships	1	1	2	2

Family communication. TES staff believes families of all cultures, languages, and incomes care deeply about their children's success. They stress the importance of family-school-community collaboration and partnerships that benefit all children. One of the main goals is to make students and parents feel that TES is their school. As visitors enter the school, they see pictures of Tribal leaders, values, vision, language, and stories. Student work is visibly displayed along with data showing student progress. Each day begins with Native drumming and a seven minute Welcome Assembly. Parents and tribal leaders are frequent guests. Once a month parents are invited to Wednesday morning coffee. Student demonstrations also bring parents into the school. Communication on student academic progress is conducted at family-student-teacher conferences. These happen twice a year, once in the fall and again in the spring. The staff is continuing to communicate with parents via Wednesday Envelopes, email, newsletters, conferences, personal phone calls, automated phone messages and "good old face-to-face conversations." Students' grades and homework assignments continue to be available online through Skyward, and this is very helpful for families with access to technology. Interpreters are available during conferences and upon request. The school has both a tribal liaison and a representative from the tribes who work closely with tribal families. The school also communicates through the tribal newspaper, TV station, and new this year, Facebook. School staff members also attend tribal meetings and participate in tribal celebrations. TES held a back-to-school night where over 500 people attended for food, making of drums, and other fun activities.

Family and community partnerships. In 2010-2011, one of the annual goals, according to TES's School Improvement Plan, was "to understand the importance of how Tulalip culture (traditional and contemporary) played a role in their instructional practice and overall performance as a school." The goal continues: "Teachers will be able to identify one or two strategies that will enable them to be more effective teachers of Tulalip tribal students. These can be small ideas that positively impact student performance." TES has systems in place for developing a stronger bridge between families and school (e.g., strong tribal support for education, Lushootseed language classes, access to a Boys and Girls Club). Families and staff members also have access to a full-time tribal liaison and a tribal youth advocate. And yet, staff members and parents reported few families come to volunteer in classrooms. One parent said, "I know there's a parent and family component in the grant (referring to SIG), but I haven't been asked about anything.

In 2011-2012, the merger of the two schools created a new dynamic. The parents whose students attended TES had always prided themselves in their efforts to instill tribal customs and values into the school. In order to ensure that this continued, the merger staff members have made a significant effort to work with Stephanie Fryberg to enhance cultural awareness, and the staff has increased its efforts to attend tribal functions. The majority of staff members stated that tribal relations have improved and the staff has reached out to the children and the families that experienced a death in the family. The tribes continue to be very generous in their financial support of school functions and the establishment of an early childhood center will better prepare pre-school children for kindergarten. An administrator said, "My conversations with the tribes suggest that for the first time in 100 years, the tribes believe that the district is wrapping its services around the needs of the tribal students. I feel that the superintendent is very sensitive to the effect the tribes have on tribal students in terms of culture. He is the first to say that we have to treat the tribal students differently culturally, rather than just a part of the Marysville district population.

During the visit in 2012-2013, researchers had a chance to speak with three tribal members regarding how they were feeling about the merger and the early childhood center. All three members stated they are "very happy with how things are going and that the culture of the building is inviting and welcoming to all families and all students." One tribal member said, "I would not go back to two buildings. This feels like our school. This is our school." TES also has partnered with the National Education Association (NEA) and the Washington Education Association (WEA) as they have been adopted as a NEA SIG school. The school, along with Quil Ceda ES and Totem MS, were featured in two on-line articles by the National Education Association Priority School Campaign and Learning First Alliance. This article congratulated these three Marysville schools on their work to close the achievement gap and improve student learning. Out of this recognition, came a cross-country relationship with a North Carolina school. On the day of the researchers visit, this North Carolina school sent representatives to see the TES's cultural successes first hand. One staff member said. "We have visitors all the time. We are doing good work."

Over the last several years, the Marysville Schools and the Tulalip Tribes have developed many positive and productive ways to work together. Today, both parties say, "Our relationship has never been stronger." In an effort to confront history and build a new future, MSD is working closely with with Tulalip Tribes to develop a true partnership—one that extends from the board level, to parents, to students, to community – committed to turning things around for "our" Native students. The objective is to create safe schools where Native students feel they belong and can be successful. All parties want to provide a positive learning environment for ALL students and to prepare students for success both academically and in their home culture.

The school has a brand new position at the school to build relations between the school and community. This position is a .5 Community Outreach liaison. This position is responsible for putting on events at the school and communicating those activities throughout the community. Some of the activities so far have been organizing the first Wednesday of the month morning coffee and the development of the GROW, Tulalip Tribal Values, and GROW Leaf - Growth Mindset Values and the student of the week awards. This position is also responsible for bringing in speakers, singers, and other cultural pieces to the daily Welcoming Assembly. An area of need is the development of the school's Parent/Teacher/Student Organization (PTSO). This position is partnering with the Tulalip Tribes Foundation to create bylaws and standing rules for a PTSO to start as early as next school year. With the absence of the PTSO, the

Community Outreach liaison has picked up some of the activities that the PTSO would do, such as, the yearbook, pictures, book fair, back to school events, and Tulalip Day celebration.

The area of Family and Community partnerships is a progressing area of growth for TES. As progress is made in this area, the rubric score of a two will increase to a three. Staff surveys support this with only 27% agreeing that community organizations and families volunteer to work with the school (7% in 2012), but 82% of staff agree they encourage the involvement.

Summary and Recommendations

The MSD and TES chose to implement the *Turnaround* model. Over the course of the year several large changes occurred, such as additional staff training, more targeted academic interventions, a longer school day, and a longer school year. TES staff members demonstrate a passion for and commitment to their students' academic success. There is evidence of attention to each of the Nine Characteristics of High Performing Schools. The sub-scores for the nine characteristics spread between three stages on the rubric: *"Initial, Beginning, and Developing*" (five total), *"Leads to Effective Implementation"* (11 total), and Leads to Continuous Improvement (three total). These scores represent an improvement from 2011 and 2012.

Over the three years, as the district and school continues to implement the *Turnaround* model, school and district staff members have taken measures to address the recommendations made in our initial assessment. Progress toward these critical areas is noted below, as well as further recommendations that align with the *Student and School Success Principle Indicators*, which is part of Indistar.

Update on Previous Recommendation

- **Develop and implement an integrated communication strategy with tribal leadership that supports both cultural and academic learning**. In 2011, TES had developed an integrated, multi-stakeholder communications plan for supporting its School Improvement Goals. However, crucial school information (e.g., start date, details about the upcoming merge with Quil Ceda) was not reaching families. In 2012, the merger schools and the tribes reached out to each other to create a more effective partnership. The merger staffs have worked to expand their cultural understanding and knowledge of the tribal children they serve. The school and the tribes are continuing to work together to improve communication between the school and tribal parents. Staff should continue to address this goal in 2013-2014.

- **Conduct an action planning process to identify a mission and vision statement, specific goals, and strategies for school improvement.** In 2011, school leadership prioritized improving student behavior and school climate. While staff members had developed frameworks, expectations, and consequences around these issues (P.O.W.E.R. and C.H.A.M.P.S.), there was still uncertainty about the priorities. According to the 2011 focus groups and interviews, the intense pressure to hold students accountable and provide targeted interventions for skill development compete with many stakeholders' vision of what the school stands for. We recommended staff, students, and families work collaboratively to define a mission and vision for the school. Although some of this work began for Quil Ceda and Tulalip during planning sessions for the grant, the merger process of Quil Ceda and Tulalip did not allow sufficient time to refine this work and the two schools chose to use the Marysville School District mission and vision statements. In 2013, the mission and vision statements are to be completed by June, but the building is supported by the GROW, Tulalip Tribal Values, and Growth Mindset Values.

- **Conduct a reading and mathematics program gap analysis.** Last year, staff members raised questions about the intellectual demand of the curriculum for their

weaker students. Because of this issue, we recommended a deep gap analysis to identify specific areas of strength and weakness for their student population. This year, staff members are identifying gaps in the curriculum with respect to state standards, and applying scaffolding when needed. With the support of the data teams, collaboration time, and administrative support, staff members should continue this work in 2013. Please refer to *Student and School Success Principle 4: Rigorous, aligned instruction - Engaging teachers in aligning instruction with standards and benchmarks (IIA01).*

- **Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.** The initial assessment reported gaps in curricular vertical alignment. Since that time, TES staff has committed to the district's Units of Study that are research-based and aligned to most state standards. This year staff reported supplementing the curriculum with teaching materials to address state standards not included in the Units of Study, as well as extra practice activities for skill reinforcement. Because of the merger process and the work that has been accomplished this year, this goal has been met.

- **Establish a school-wide Response to Intervention and Positive Behavior Intervention system.** At the time of the initial assessment, staff members used data to make curricular or placement decisions, but fewer used data to identify interventions for students. However, with the implementation of data teams, this has been an area of growth, particularly around RtI. This work should continue within the 2013-2014 school year. Please refer to *Student and School Success Principle 4: Rigorous, aligned instruction - Engaging teachers in assessing and monitoring student mastery (IB04, IB05).*

- **Adopt and implement a Defined Instructional Framework.** TES staff have been participating in professional development activities and have been working closely with building coaches and the administration in an effort to improve instructional. However, at the beginning of this process, there was not an instructional framework in place. Since then staff members have adopted the Center for Education 5 D Framework. There should be continued support around this framework. Please refer to *Student and School Success Principle 2: Staff evaluation and professional development - Professional development (IF07, IF08, IF10, IF11).*

- **Continue to develop meaningful collaboration.** The TES staff has a variety of teaming structures in place. We recommended the implementation of Professional Learning Communities (PLCs) within the workday for these PLCs to meet. In addition, we recommended staff should have greater opportunity to visit other classrooms as a means of sharing best practice using a reflective protocol. In 2012, there was strong effort to increase collaboration among the staff. With the merger of Tulalip ES with Quil Ceda ES, new personalities and old practices created some difficulties in collaborating. With the support of the data teams, collaboration time, and administrative support, staff members should continue this work in 2013. Please refer to *Student and School Success Principle 3: Expanded time for student learning and teacher collaboration - Expanded time for student learning and teacher collaboration (IVD02)*.

- **Set high academic expectations.** Staff members acknowledge TES students have many barriers to learning. We recommend staff members work together to identify the highest level of expectations possible for students and develop common language around those expectations. These expectations should relate to or exceed state standards and performance expectations, and there should be opportunities for above-standard students to work at a higher challenge level and to take advanced classes. We recommend staff members identify high-achieving elementary schools with similar demographics and resources and ascertain how expectations are implemented. This can be followed by an investigation of how those expectations are supported. The efforts in 2012 suggest that merger staff have been working to raise expectations of performance in academics and behavior. With the assistance the coaches, staff members re developing a better understanding of how to support these expectations through improved instructional practice and they should continue to address this goal. In 2013, continued support and rigor should be emphasized for continual academic student growth. Please refer to *Principle 4: Rigorous, aligned instruction*.

Recommendation for 2013 - 2014:

- **Supportive Learning Environment – Safe and orderly environment.** The overall rubric score is a two, but will increase to a three when TES has a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that promotes academic and social behavior outcomes for all students. This established set of organized supports will give school personnel capacity to use effective interventions accurately and successfully at the school. The voice of family and community members should be involved directly through active participation of, for example, leadership teams, practice implementations, and outcome evaluation at the school. This framework or approach should mirror the same approach as the data teams process already set in the building. We recommend referencing *Principle 6: Safety, discipline, and social, emotional, and physical health – School and classroom culture, particularly*, IIIC13.

Appendix A: District Rubric

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 adaption). 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.

The ratings in the table below comes from an analyses of district personnel ratings combined with data collected by The BERC Group.

Actions	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Comment
Replace the principal.	**3**	**3**	**4**	Met requirement of grant at all 3 schools.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	**2**	**2**	**4**	At all 3 schools we continue to replace staff who do not exhibit the competencies and hire/transfer staff who have a proven track record of being able to promote student achievement among all students, especially Native students.
Screen all existing staff, rehiring no more than 50% of the school staff.	**N/A**	**3**	**4**	
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	**2**	**3**	**3**	As agreed to in MOA with teacher union
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	**3**	**4**	**4**	Using CEL 5D+ and multiple measures of student growth for both teachers and principals. Multiple measures include pre and post unit tests, and standardized measures as well as state achievement tests.

Actions	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	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.	**3**	**3**	**2**	
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.	**3**	**3**	**3**	Professional development opportunities, extra collaboration time, pay for extended day have all proven to be incentives to attract professional, highly skilled teachers. Opportunity to have support in NBCT process has also proven an incentive.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	**3**	**3**	**4**	Have agreement with teachers' union to transfer in and out of SIG schools first – without reference to seniority – has resulted in highly skilled and committed staff over the last 3 years at all 3 schools.
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	**3**	**3**	**3**	We are using data to develop and revise our current Units of Study and Math curriculum to fill the curriculum gaps that are a root cause of the achievement gap.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	**3**	**4**	**4**	Our instructional coaches and CEL consultants are exceptionally knowledgeable and effective in their work with teachers.
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.	**3**	**3**	**4**	All 3 schools have received national recognition for their data team work and lead this work in our district.
Institute a system for measuring changes in instructional practices resulting from professional development.	**2**	**2**	**4**	AS part of an overall Response to Intervention, data is used systematically to monitor progress and growth toward standards, and changes are made when that is not happening.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	**2**	**3**	**4**	Reviews are continuous – principals and district admin do frequent walkthroughs – coaches in classrooms along with other support personnel – peer visits to other classrooms, common planning on lessons.
Implement a school-wide response to intervention model.	**2**	**2**	**4**	Data team cycles and adjustments in interventions happen monthly

Actions	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Comment
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	**2**	**2**	**3**	AVID in 4th and 5th grade, mindset curriculum work in 4th grade, and acceleration bands with flexible small group instruction**.**
Use and integrate technology-based supports and interventions as part of the instructional program.	**2**	**2**	**2**	We have the components but this area is not yet well – implemented. We do MAP testing at all 3 schools – better connected to Compass software at Totem than the 2 elementary schools.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	**N/A**	**N/A**	**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.	**N/A**	**N/A**	**N/A**	
Secondary Schools: Improve student transition from middle to high school.	**N/A**	**N/A**	**N/A**	District team working on this area to be implemented next
Secondary Schools: Establish early warning systems.	**N/A**	**N/A**	**N/A**	
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.	**4**	**3**	**4**	Acceleration bands at elementary and PRIDE intervention and enrichment time at middle level – each school has a 30 minute extended day.
Provide appropriate social-emotional and community-oriented services and support for students.	**2**	**3**	**3**	We have established 3 classes at QC-TU to serve the neediest students with social and emotional support – family support specialist works with these students as well as tribal advocates and counselors.
Provide ongoing mechanisms for family and community engagement.	**2**	**2**	**3**	With a grant from NEA, we have started a home visit program at Totem this year to build strong school-home relationships with Native families.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	**3**	**3**	**4**	QC-TU and Totem have extended day every day for every student. This time is used for intervention and enrichment.
Implement approaches to improve school climate and discipline.	**3**	**3**	**3**	The ACT classes are serving the needs of the most challenging students at QC-TU.

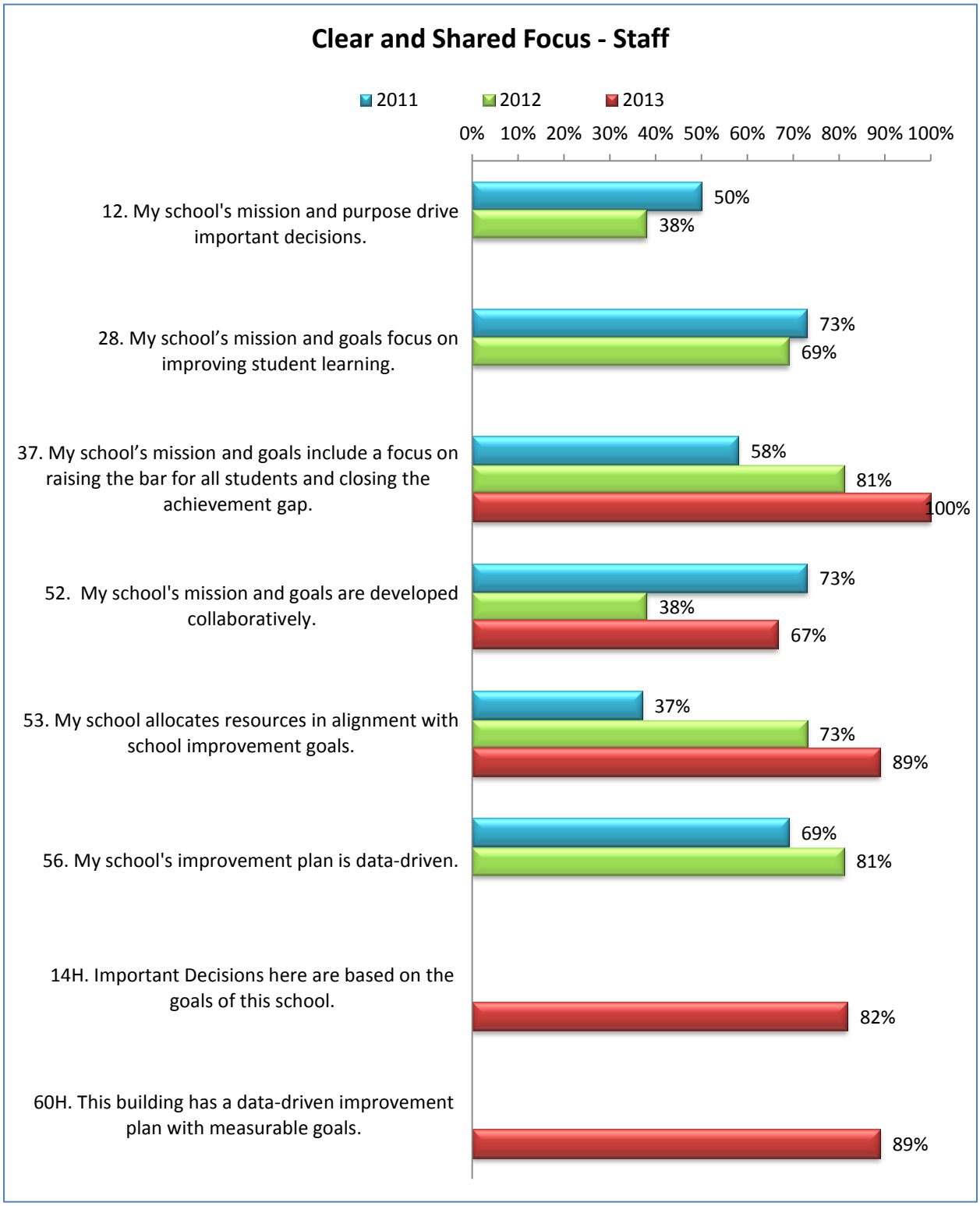
Actions	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Comment
Elementary Schools: Expand program to offer pre-kindergarten or full day kindergarten.		**4**	**4**	We have full-day kindergarten for all students at QC-TU supported by BEA and Tribal dollars.
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	**3**	**4**	**3**	Sig Principal on Special Assignment
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.	**2**	**3**	**4**	School leadership has had total flexibility with staffing, calendar (e.g., QC-TU has a different calendar that better serves their needs than the rest of the district), and budget
Ensure school receives intensive ongoing support from district, state, or external partners.	**3**	**3**	**4**	OSSS coach model has been a huge support this year – like the changes. District Asst Supt visits twice a month and serves as a liaison between the schools and district when challenges arise.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**2**		**2**	Not sure – we have implemented the transformation and turnaround federal requirements
Implement a per-pupil school based budget formula that is weighted based on student needs.	**3**	**2**	**4**	We have an equitable distribution of funding model thanks to our involvement in SIG that drives more dollars and staffing to our neediest schools.

Appendix B: Staff Survey
Staff Survey Demographics

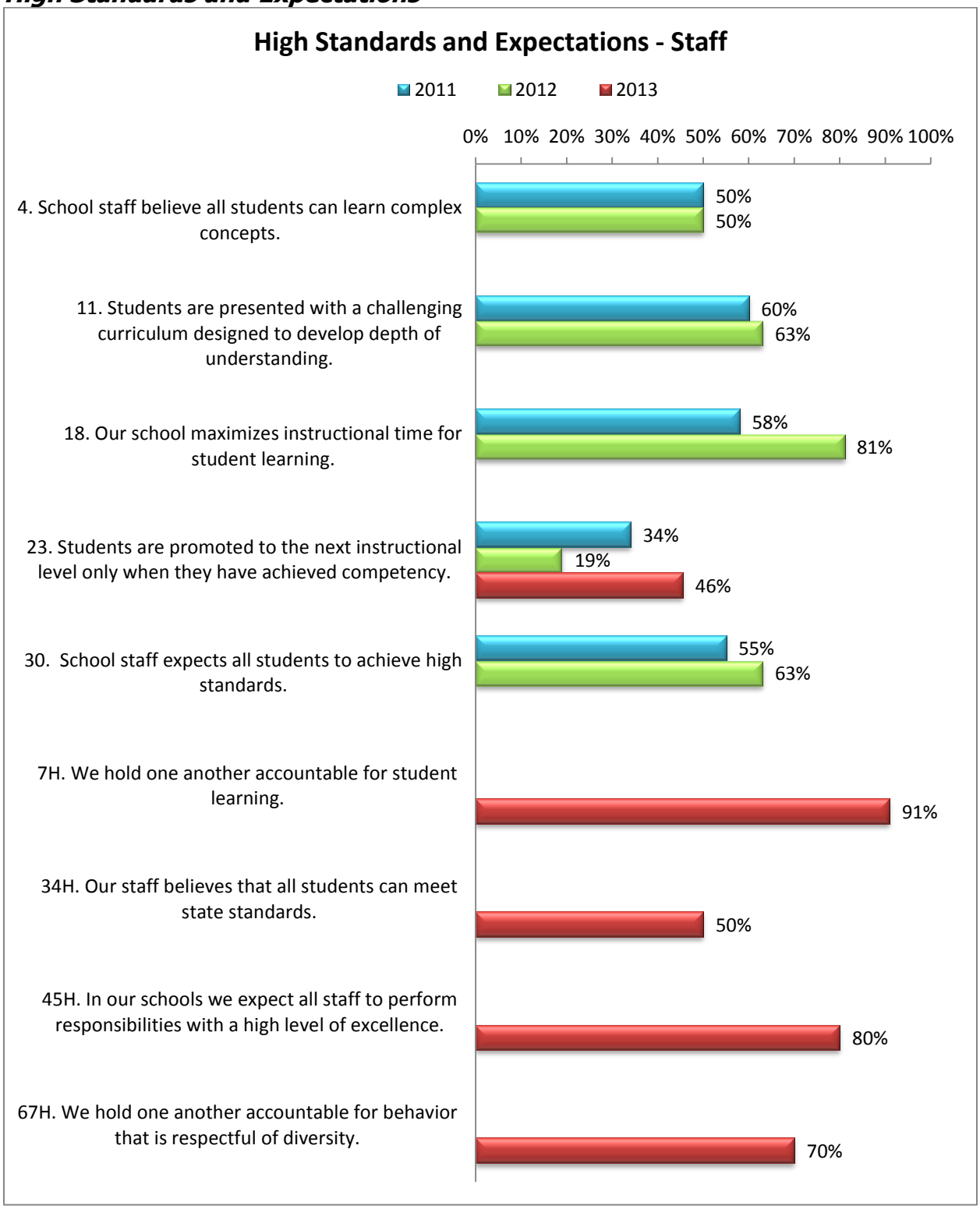
	2011	2012
Gender		
Male	13.2%(n=5)	5.9%(n=1)
Female	86.8%(n=33)	94.1%(n=16)
Race		
American Indian/Alaskan Native	7.5%(n=3)	5.9%(n=1)
Asian	5.0%(n=2)	
Black African American	5.0%(n=2)	
White	67.5%(n=27)	88.2%(n=15)
Hispanic/Latino/a	10.0%(n=4)	
Pacific Islander	2.5%(n=1)	
Declined to identify	2.5%(n=1)	5.9%(n=1)
Staff Role		
Certificated Staff	67.5%(n=27)	94.1%(n=16)
Classified Staff	30.0%(n=12)	5.9%(n=1)
Administrator	2.5%(n=1)	
Years Teaching at this School		
1st year	36.1%(n=13)	41.2%(n=7)
2nd or 3rd year	13.9%(n=5)	17.6%(n=3)
4th or 5th year	16.7%(n=6)	5.9%(n=1)
6th-9th year	16.7%(n=6)	23.5%(n=4)
10th year or more	16.7%(n=6)	11.8%(n=2)
Total years Teaching		
1st year	5.6%(n=2)	
2nd or 3rd year	5.6%(n=2)	
4th or 5th year	11.1%(n=4)	17.6%(n=3)
6th-9th year	27.8%(n=10)	35.3%(n=6)
10th year or more	50.0%(n=18)	47.1%(n=8)
National Board Certified		
Yes	3.1%(n=1)	17.6%(n=3)
No	96.9%(n=31)	82.4%(n=14)

	2013
Gender	
Male	9.1% (n=1)
Female	90.9% (n=10)
Missing	
Subject Area	
Missing	
Generalist	81.8% (n=9)
Other	18.2% (n=2)
Electives	
LA/Social Studies	
Math/Science	
Total number of years teaching	
Missing	
More than 11	27.3% (n=3)
8-11 years	36.4% (n=4)
4-7 years	36.4% (n=4)
1-3 years	
Less than a year	
Years Teaching at this School	
Missing	
More than 11	
8-11 years	18.2% (n=2)
4-7 years	18.2% (n=2)
1-3 years	27.3% (n=3)
Less than a year	36.4% (n=4)
Position	
Administrator	
Paraprofessional or Instructional Aid	
Classified Support Staff	9.1% (n=1)
Certificated Support Staff	
Certificated Staff	90.9% (n=10)
Missing	

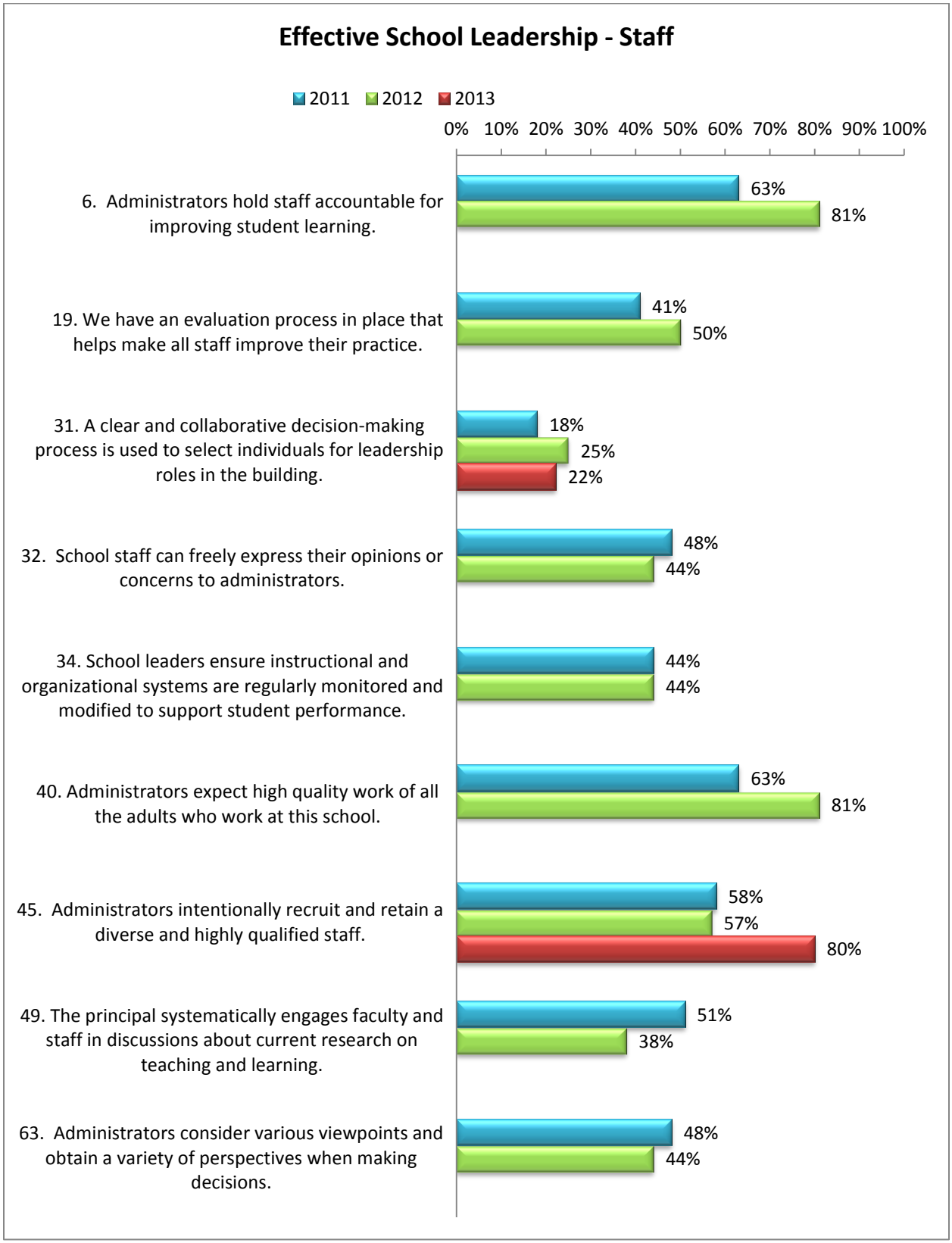
Clear and Shared Focus

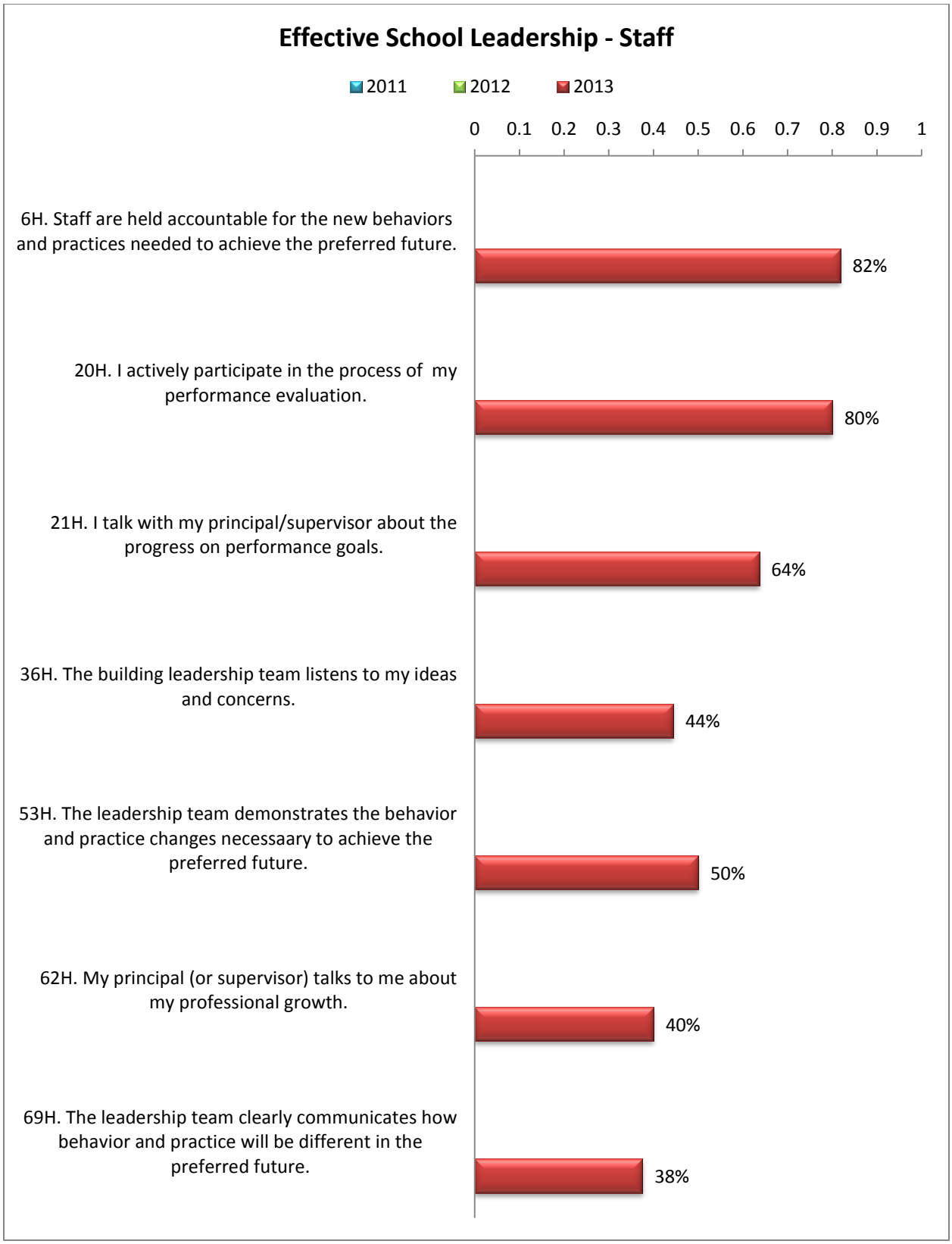


High Standards and Expectations

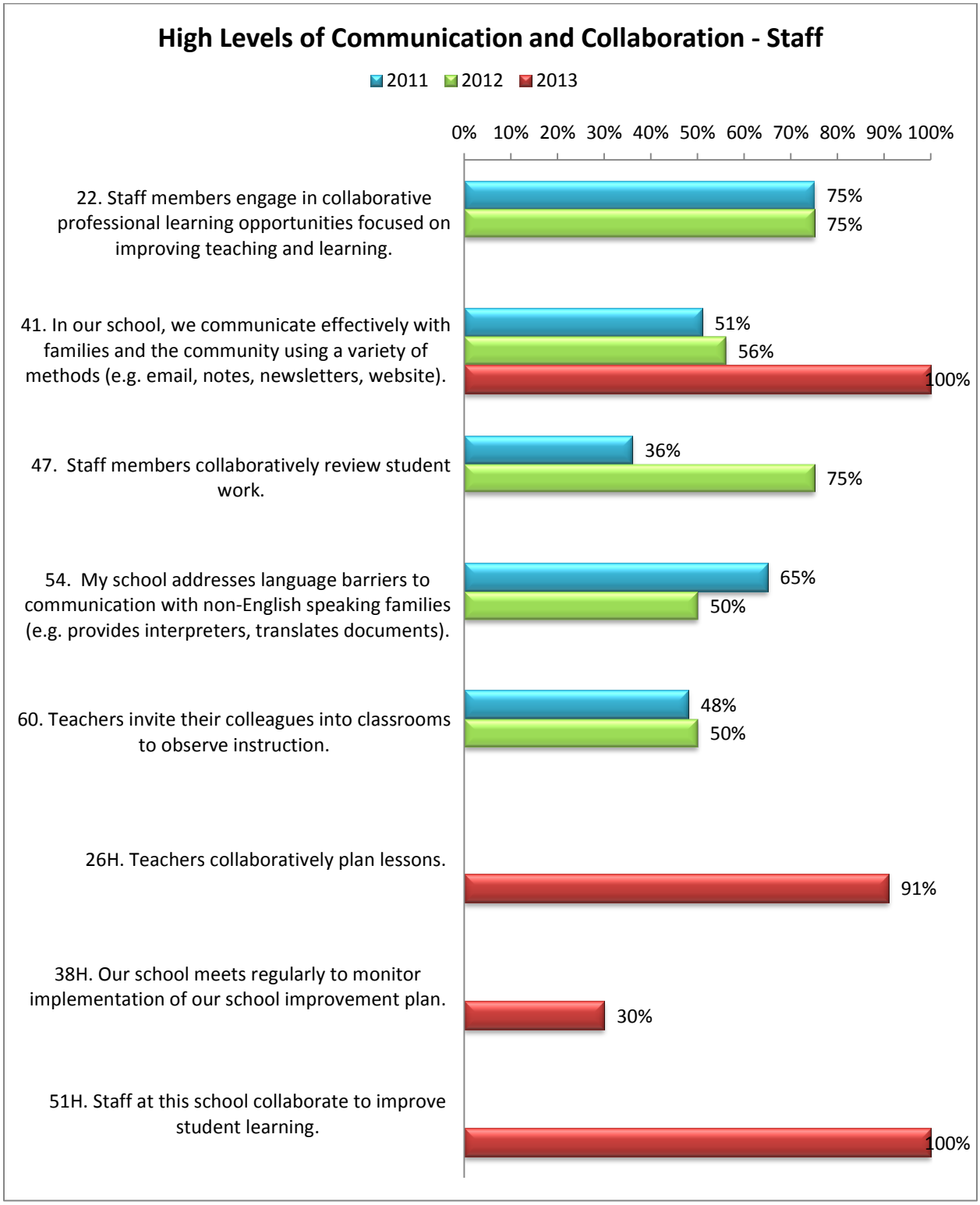


Effective School Leadership

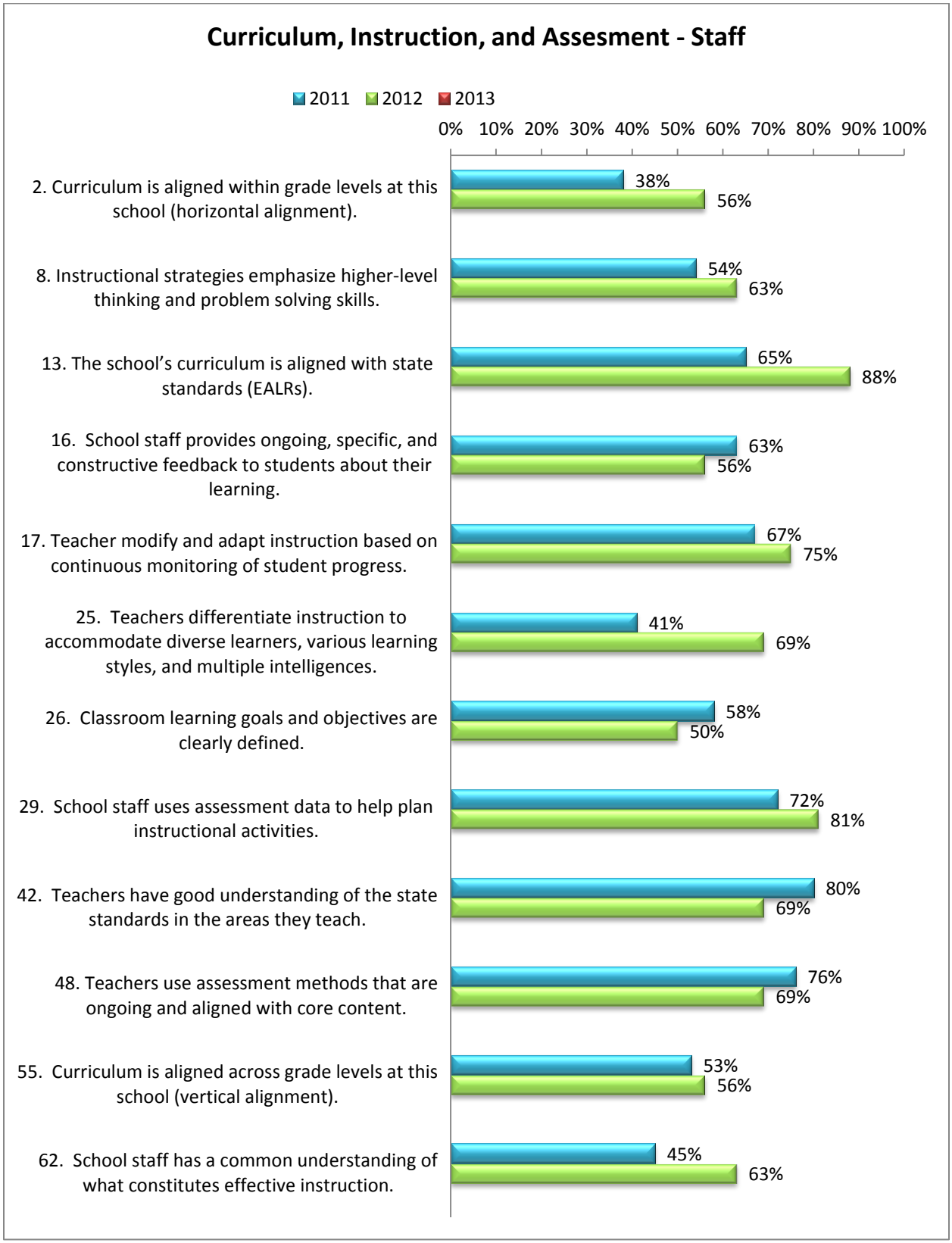


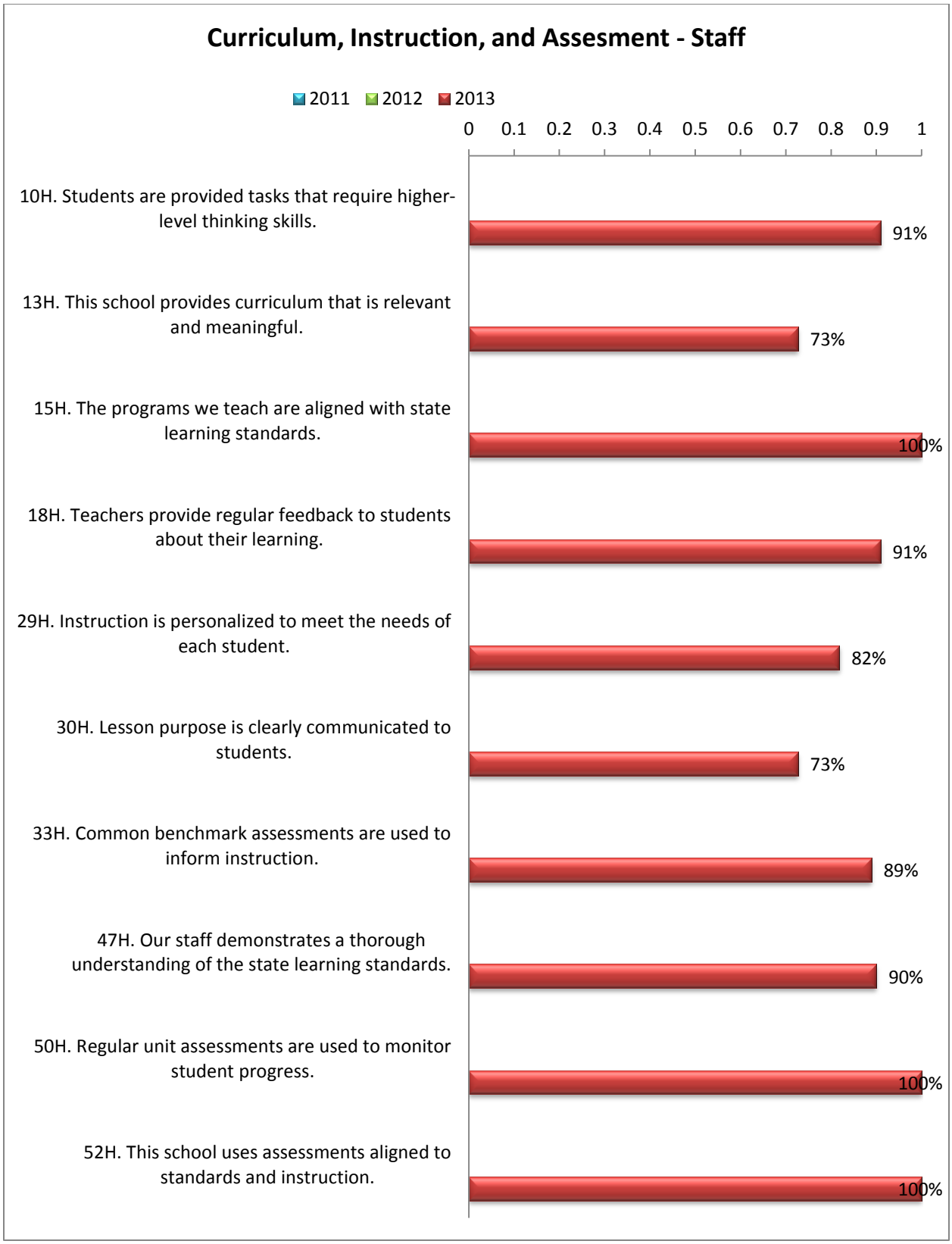

Effective School Leadership - Staff
2011
2012
2013
0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
0.8
0.9
1
6H. Staff are held accountable for the new behaviors and practices needed to achieve the preferred future.
82%
20H. I actively participate in the process of my performance evaluation.
80%
21H. I talk with my principal/supervisor about the progress on performance goals.
64%
36H. The building leadership team listens to my ideas and concerns.
44%
53H. The leadership team demonstrates the behavior and practice changes necessaary to achieve the preferred future.
50%
62H. My principal (or supervisor) talks to me about my professional growth.
40%
69H. The leadership team clearly communicates how behavior and practice will be different in the preferred future.
38%

High Levels of Communication and Collaboration

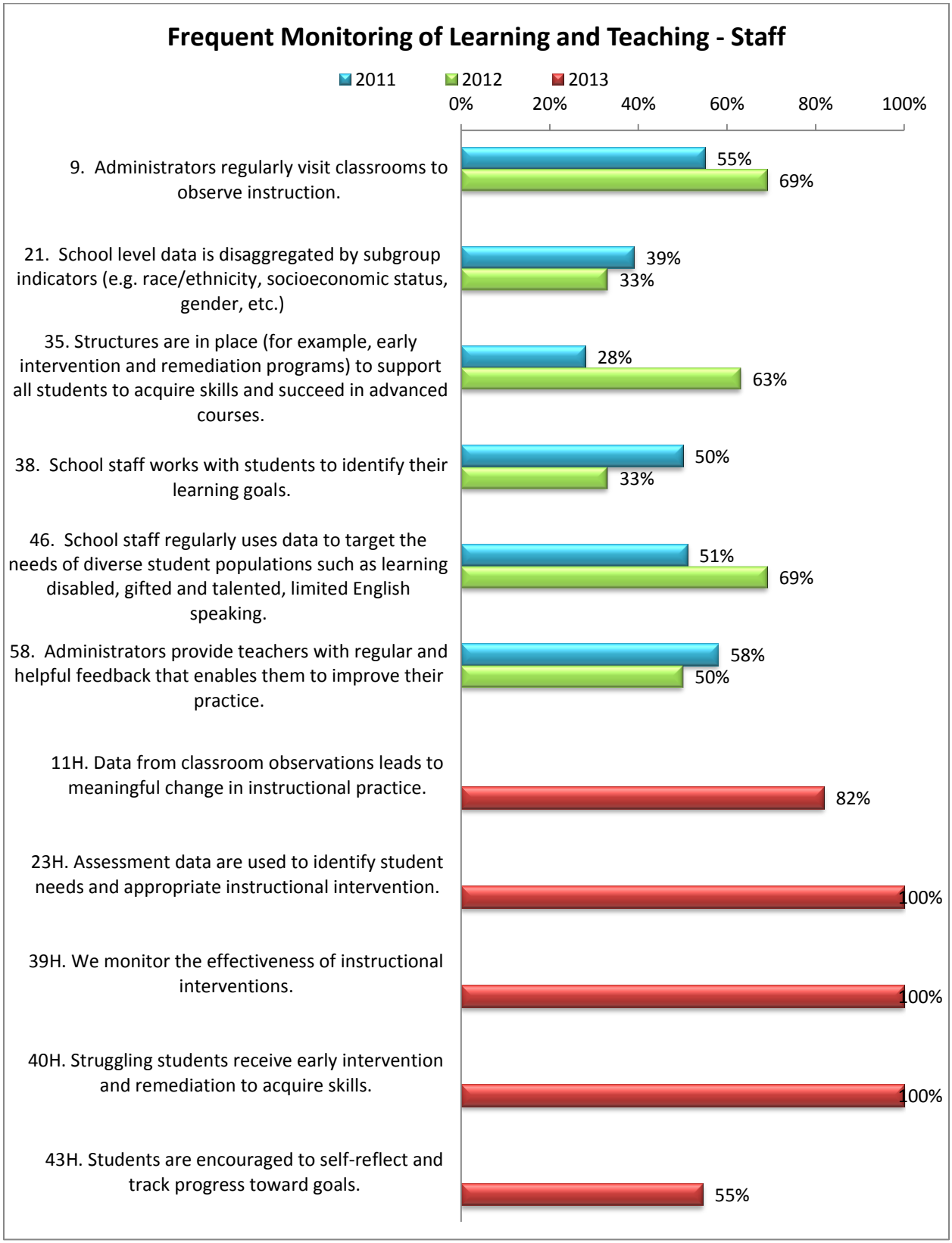


Curriculum, Instruction, and Assessment

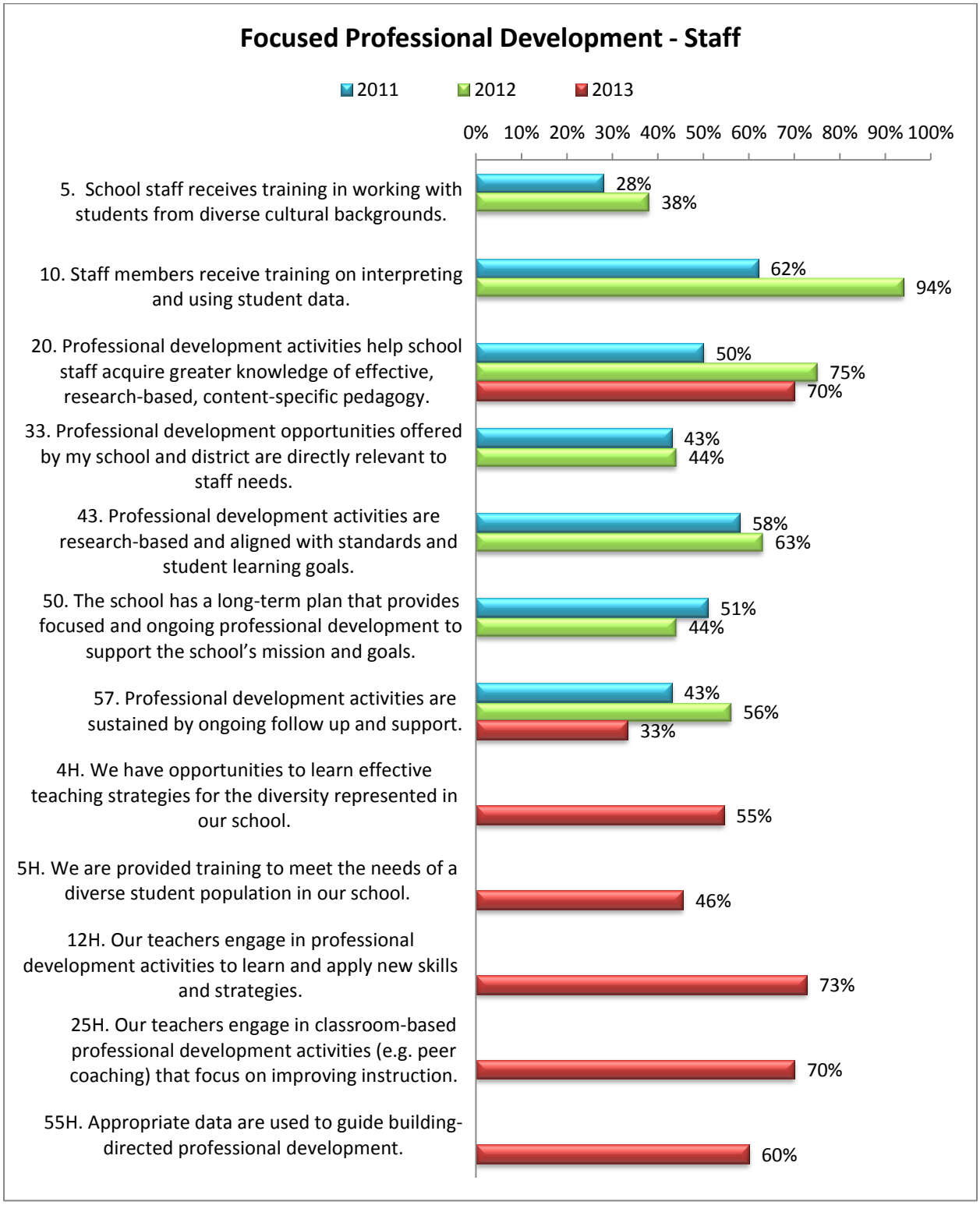



Curriculum, Instruction, and Assesment - Staff
2011
2012
2013
0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
0.8
0.9
1
10H. Students are provided tasks that require higher-level thinking skills.
91%
13H. This school provides curriculum that is relevant and meaningful.
73%
15H. The programs we teach are aligned with state learning standards.
100%
18H. Teachers provide regular feedback to students about their learning.
91%
29H. Instruction is personalized to meet the needs of each student.
82%
30H. Lesson purpose is clearly communicated to students.
73%
33H. Common benchmark assessments are used to inform instruction.
89%
47H. Our staff demonstrates a thorough understanding of the state learning standards.
90%
50H. Regular unit assessments are used to monitor student progress.
100%
52H. This school uses assessments aligned to standards and instruction.
100%

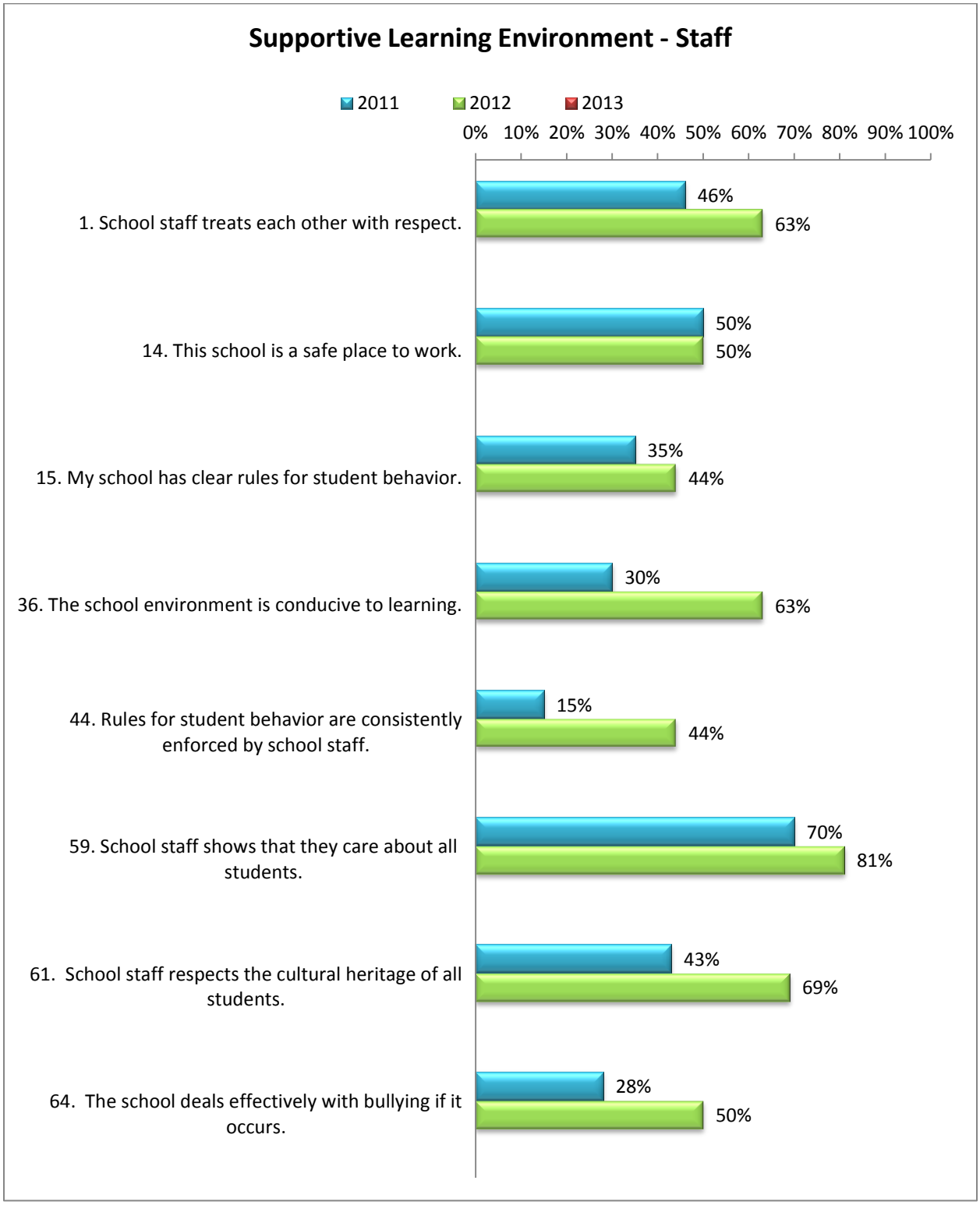
Frequent Monitoring of Teaching and Learning

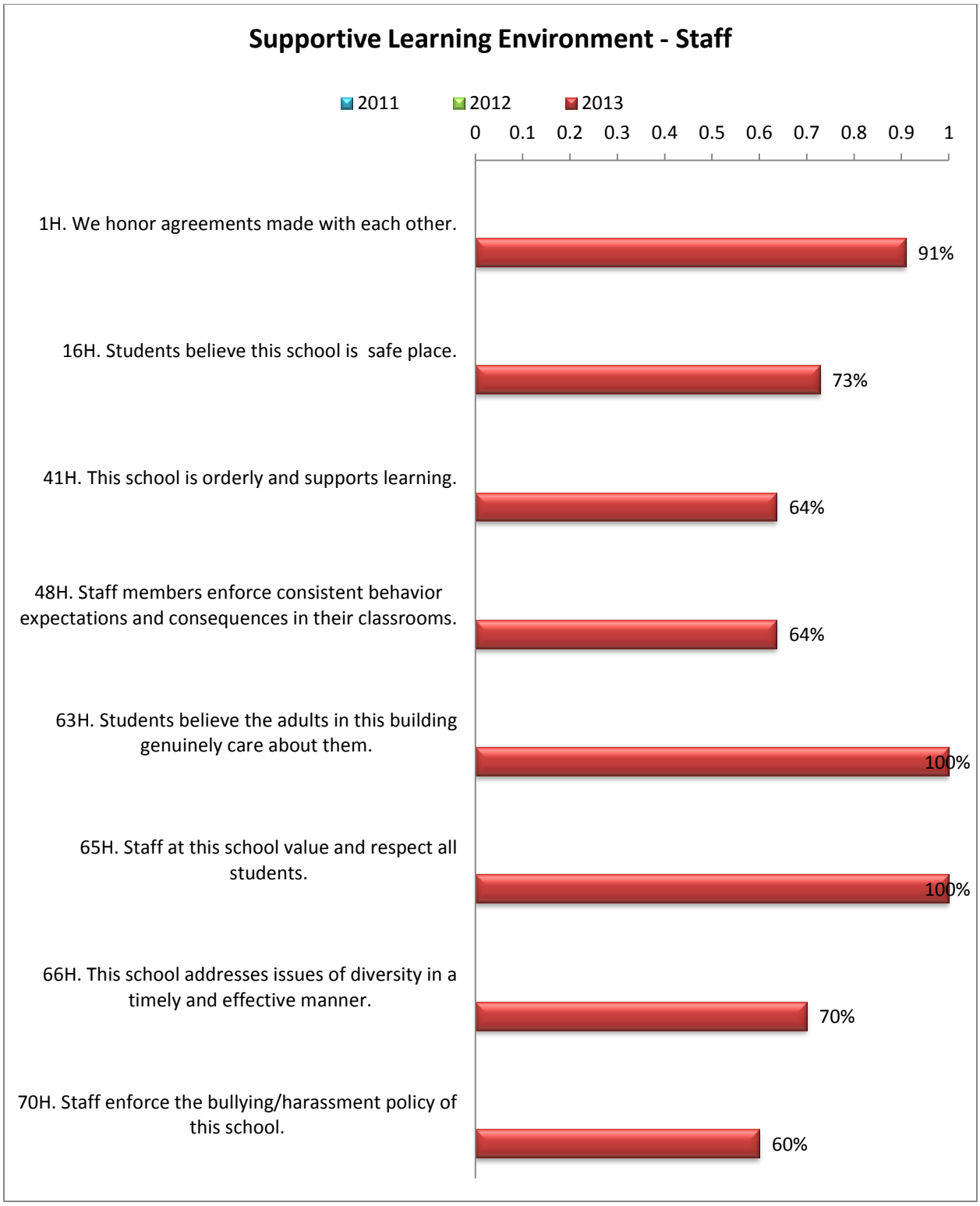


Focus Professional Development

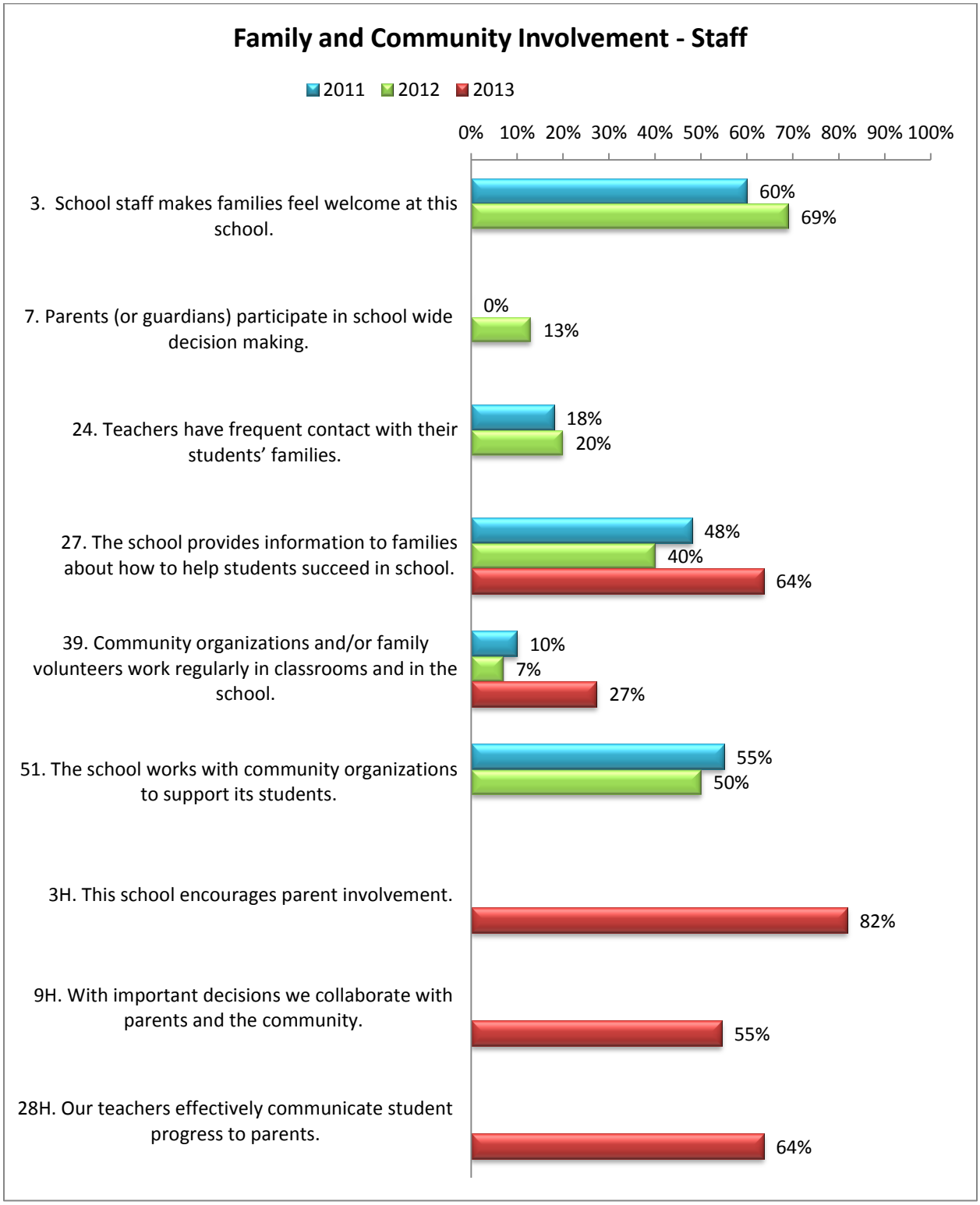


Supportive Learning Environment




Supportive Learning Environment - Staff
2011
2012
2013
0
0.1
0.2
0.3
0.4
0.5
0.6
0.7
0.8
0.9
1
1H. We honor agreements made with each other.
91%
16H. Students believe this school is safe place.
73%
41H. This school is orderly and supports learning.
64%
48H. Staff members enforce consistent behavior expectations and consequences in their classrooms.
64%
63H. Students believe the adults in this building genuinely care about them.
100%
65H. Staff at this school value and respect all students.
100%
66H. This school addresses issues of diversity in a timely and effective manner.
70%
70H. Staff enforce the bullying/harassment policy of this school.
60%

Family and Community Involvement



DRAFT
Required Action District Academic Performance Audit:

Stewart Middle School and Tacoma School District

March 2014

Acknowledgements

This report was prepared for the Office of Superintendent of Public Instruction under contract to Educational Service District 113 and other Educational Consultants.

Individuals participating in the Academic Performance Audit include:

- **Dr. Dana Anderson, Superintendent, Educational Service District 113**
- **Dr. Andrew Eyres, Assistant Superintendent, Educational Service District 113**
- **Jim Ridgeway, Educational Consultant, Office of Student and School Success**
- **Dr. Sue Cohn, Educational Consultant, Office of Student and School Success**

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Appendix A: Required Action District Frequently Asked Questions

Appendix B: School Data Dashboard

Appendix C: Assessment of Progress Report

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I. Introduction

In spring 2010, Stewart Middle School in the Tacoma School District was awarded a School Improvement Grant (SIG) for three years (2010 through 2013) to fully and effectively implement a federally approved intervention model. The district selected the Turnaround model. Among other things, this required the district and school to replace the principal and rehire no more than 50% of the school's staff, adopt a new governance structure, and implement a research-based instructional program aligned to state standards. While the school has shown progress in some areas, this progress is not consistent. For instance, data on state assessments in Reading and Mathematics show improvement in proficiency for seventh graders from 2011 to 2013. However, these same data demonstrate proficiency for the school (grades 6, 7, and 8) is in the lowest 5 percent in the state for both content areas. This inconsistent and persistent lack of progress for the "all students" group and subgroups on state assessments in Reading and Mathematics the last three years led to the identification of the district as a Required Action District.

The purposes of this report are (a) to identify potential reasons for Stewart Middle School's low performance and lack of progress and (b) to recommend next steps for the Tacoma School District and Stewart Middle School leaders and staff in building educator and system capacity to substantially improve student outcomes. Findings in this report are intended to assist district and school leaders in identifying an approved federal or state school improvement model appropriate for the school. Recommendations in the report will inform the district's Required Action District (RAD) application and the school and district Student and School Success Action Plan.

Sources of Data: This report is based on information gathered from the following sources:

1) Review of extant district- and school-level data (e.g., Student and School Success Action Plan; 2012-13 End-of-Year Report; staff, student, parent surveys; Assessment of Progress Report)
2) Superintendent and district leader analysis of current practices and policies impacting the ability of district and school leadership and staff to effectively implement an intervention
3) Classroom visits focusing on instructional practices within the school
4) Qualitative interviews and focus groups focusing on the alignment of district and school structures and practices with Turnaround Principles described in federal guidance
5) Demographic and achievement data
6) Additional documents provided by the school and district during the on-site visit (e.g., daily schedule, student/teacher schedule)

Evaluators obtained information during an interview with the district leadership on March 4, 2014 and on-site visit on March 25, 2014. Approximately 26 people, including district and building administrators, staff members, students, and external service providers, participated in interviews and focus groups. In addition, evaluators visited 12 classrooms to determine the extent to which classroom practices aligned with research-based instructional practices. Finally, evaluators reviewed data previously gathered about the school and district, including improvement plans, student achievement data, and additional school documents.

Organization of Report: Section II of this report describes requirements for Required Action Districts (RADs). The next section (Section III) summarizes findings and recommendations aligned with Turnaround Principles for both the district and school. Section IV provides an overview of the district

and school. This is followed by detailed explanations of the three recommendations, including the evidence supporting the Academic Performance Audit Team's conclusions; strengths and concerns; and requirements of the school and district and recommendations for the Office of Student and School Success (Section V). This report concludes with summary and next steps (Section VI) and questions for local improvement teams to consider during their planning processes (Section VII).

Appendices for this report include the following:

- Appendix A: Required Action District Frequently Asked Questions
- Appendix B: School Data Dashboard
- Appendix C: Assessment of Progress Report

II. Required Action Districts

Beginning December 1, 2013 and each December thereafter, the Superintendent of Public Instruction is required by state legislation (E2SSB 5329) to annually identify challenged schools in need of improvement and a subset of these schools that are the persistently lowest-achieving schools in the state. The criteria for determining persistently lowest achieving schools are determined by the Office of Superintendent of Public Instruction and must include the school's lack of progress over a number of years for both its "all students" group and subgroups. As required by state legislation (E2SSB 5329 and E2SSB 6696), the State Board of Education (SBE) can designate districts with at least one school determined to be persistently lowest achieving as Required Action Districts (RADs).

A summary of requirements for RADs follows. Specific requirements are described in OSPI's *Required Action Districts: Level One Plan Guidance* available at:
http://www.k12.wa.us/StudentAndSchoolSuccess/RequiredActionDistricts.aspx

- **Academic Performance Audit**: Each RAD receives an academic performance audit by an external review team. The audit team consists of persons with expertise in comprehensive school and district reform; the team identifies the potential reasons for the school's low performance and lack of progress. (RCW 28A.657.040)
- **Community Collaboration and Public Hearing:** In order to ensure successful collaboration, the required action plan must be developed with administrators, teachers and other staff, parents, unions representing any employees within the district, students, and other representatives of the local community. The school board must conduct a public hearing to allow for comment on the proposed required action plan. (RCW 28A.657.050)
- **Implementation of an Approved School Improvement Model:** The district must select and implement an approved school improvement model for the receipt of federal or state funds for school improvement. The model must address concerns raised in the academic performance audit and be intended to improve school performance to allow the district to exit Required Action District status within three years of implementation of the plan. Approved *federal* school improvement models include **Closure, Restart, Transformation,** and **Turnaround**. The approved *state* school improvement model is the **Synergy Model.**
- **Office of Superintendent of Public Instruction (OSPI) Assistance and Review:** The OSPI can provide assistance in developing a plan if requested. The district will submit the plan first to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. (RCW 28A.657.060)

- **State Board of Education (SBE) Approval:** Following OSPI's review of the plan, each district will submit its plan to the SBE for final approval. (RCW 28A.657.060)
- **Implementation of RAD Plan for 3 Years:** Once approved, the district is required to implement the RAD plan for three years. The school improvement model must be fully implemented, along with other requirements of the plan. OSPI will provide technical assistance and federal or state funds for implementation of the plan. The district will report regularly to OSPI on the progress it is making in meeting 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 in the plan. (RCW 28A.657.090)
- **Semi-Annual Reports to the State Board of Education:** For each year of the implementation of the plan, OSPI will report to the SBE semi-annually on the progress made by all RADs. (RCW 28A.657.100)
- **Evaluation of Progress:** The OSPI will evaluate progress of each RAD and must recommend to the SBE that a school district be released from the designation after the district implements the plan for three years, has made progress using criteria under RCW 28A.657.020 including progress in closing the educational opportunity gap and no longer has a school identified as persistently lowest achieving.

Intervention Models: Required Action Districts receive funds targeted to make lasting gains in student achievement and to implement required elements of the selected school improvement model. The model must address concerns raised in the academic performance audit and be intended to improve school performance to allow the district to exit Required Action District status within three years of implementation of the plan. Models are briefly described below.

- **Closure Model** (federal model): District closes school and enrolls students who attended the school in other higher achieving schools in the district.
- **Restart Model** (federal model): District converts the school or closes and reopens it under management of an educational management organization (EMO) or charter organization.
- **Transformation Model** (federal model): District replaces principal and addresses five areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time, creating community connections, and providing operating flexibility and sustained support
- **Turnaround Model** (federal model): District replaces principal and rehires no more than 50% of the school's staff, adopts a new governance structure, and implements a research-based instructional program aligned to state standards.
- **Synergy Model** (state model): District fully and effectively implements Turnaround Principles described in federal guidance (e.g., ensures principal has capacity to lead turnaround effort and teachers are effective and able to improve instruction; provides operational flexibility for principal to support school turnaround plans in key areas; ensures school significantly extends learning time for students and for teacher collaboration; ensures school improvement initiatives include rigorous, research-based instructional programs, practices, and models; and provides school with technology, training, and support for using data to inform instruction and continuous improvement).

Selection of any of these models may require modification or addition of Board policy and procedures and/or collective bargaining agreements.

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III. Executive Summary and Recommendations

A thorough review of extant and collected data by the Academic Performance Audit Team led to the identification of a number of concerns; an analysis of these concerns resulted in the formulation of three recommendations. Legislation enacted in 2012 by the Washington State Legislature (E2SSB 5329) requires the district and school to explicitly address these concerns and recommendations when selecting the intervention model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014). The school and district's action plan will need to address:

- **Recommendation 1: Design and implement protocols, structures, and professional development for Stewart's Student Success Cycle (data-informed inquiry cycle) to ensure all students receive rigorous, standards-aligned, and differentiated instruction and curriculum.**
- **Recommendation 2: Provide the principal operational flexibility that (a) supports the school's turnaround plan; (b) builds staff capacity to deliver rigorous, standards-based instruction and curriculum and use data in making instructional decisions; and (c) aligns with districtwide expectations for increases in student achievement.**
- **Recommendation 3: Ensure the learning environment is safe, supportive, mutually respectful, and honors the cultures and families represented in the school.**

Turnaround Principles and Indicators identified across these three recommendations are tightly coupled, that is, they are intended to support district and school leadership teams to collaborate and build coherence at each stage of the action-planning process. This tight coupling also enables teams to scaffold their S.M.A.R.T. Goals and Tasks as they create the Required Action Plan and Student and School Success Action Plans.

The Academic Performance Audit Team is confident the school is well-positioned to address these recommendations for several reasons. First, interviewees described a number of research-based practices critical to boosting educator practice and increasing student outcomes (e.g., on-site instructional, behavior, and data coaching support; collaboration time for Professional Learning Communities to analyze data). Additionally, the audit team heard multiple comments emphasizing the recent progress of the school's relatively young teacher team. Interviewees reported, "They've come far in a short amount of time," and "This staff has done a lot this year to change and grow, and the school reflects this growth." These comments are particularly noteworthy given the high turnover of staff, placement of significant number of teachers new to the profession (referred to as "Premies") at Stewart Middle School, and multiple changes in both school leadership and district leaders assigned as liaisons or supervisors to the building over the last four years. Finally, staff and the newly appointed principal expressed their high levels of commitment to engage in the challenging work of continuing to move the school forward. This commitment was echoed by district leadership.

Together, these strengths will serve the school and district well as they address the three recommendations described in this Academic Performance Audit Report.

IV. District and School Overview

Tacoma Public Schools (TPS) is the third largest district in Washington State and serves a diverse population of more than 28,000 students in kindergarten through grade 12. The district has 35

elementary schools, nine middle schools, five comprehensive high schools, and 14 alternative learning sites. TPS has more than 3,500 employees and is one of the largest employers in Tacoma (Source: Tacoma Public Schools website). Forty-two certificated staff members are assigned to Stewart Middle School (SMS). Approximately 55 percent of SMS teachers possess masters' degrees. The average teaching experience is 5.6 years; this compares to an average of 12.9% years of experience of teachers across the district. Stewart Middle School serves approximately 596 students, 77% of whom qualify for free or reduced price meals (Source: OSPI Report Card).

The Tacoma School District appointed three principals over the course of the three-year School Improvement Grant (SIG) to lead Stewart Middle School's turnaround effort (2010-11 through 2012-13). A principal from another school in the district was recently appointed to lead the school's future improvement efforts; he is the fourth to serve in the principal chair at Stewart Middle School since the first year of SIG (2010-11). A number of assistant principals have also been assigned to the building over the same period of time, and the district will appoint two new assistant principals to support the newly appointed principal.

Stewart Middle School is scheduled to be remodeled in the 2015-16 and 2016-17 school years. During the two-year project, the school will be housed in a closed school in another part of the district. Interviewees at both the district and school levels expressed multiple challenges related to this two-year move, including transporting students "45 minutes" to the temporary location, keeping students engaged in their school, and maintaining connections with their parents, families, and the community.

A review of the school's Student and School Success Action Plan indicates the school has successfully assessed all 17 School-Level Expected Indicators and has active Expected Indicators for six of the seven Turnaround Principles. Descriptions in the Current Level of Development and assigned tasks are consistent with an analysis of extant data and additional data collected during the on-site visit by the Academic Performance Audit Team on March 25, 2014.

Additional background information about Stewart Middle School is provided in charts and tables on the next several pages.

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Stewart Middle School Summary – Tacoma School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table provides a profile of students in the 2012-13 school year.

Enrollment		
October 2012 Student Count		596
May 2013 Student Count		599
Gender (October 2012)		
Male	314	52.7%
Female	282	47.3%
Race/Ethnicity (October 2012)		
Asian/Pacific Islander	65	10.9%
Black / African American	172	28.9%
Hispanic / Latino of any race(s)	94	15.8%
White	252	42.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	461	77.0%
Special Education (May 2013)	74	12.4%

Student Achievement

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Table 2. Achievement Data on State Assessments from Baseline (2010) to 2013

Stewart Middle School	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 6	37.30%	49.00%	48.30%	47.30%	10.00%
Reading grade 7	33.90%	36.70%	53.80%	51.80%	17.90%
Reading grade 8	52.90%	47.10%	40.00%	34.50%	-18.40%
Math grade 6	19.60%	30.60%	34.20%	35.80%	16.20%
Math grade 7	24.30%	25.90%	18.70%	37.90%	13.60%
Math grade 8	27.60%	25.20%	11.70%	17.30%	-10.30%

Figure 1. Achievement Data on State Assessments in Reading from Baseline (2010) to 2013

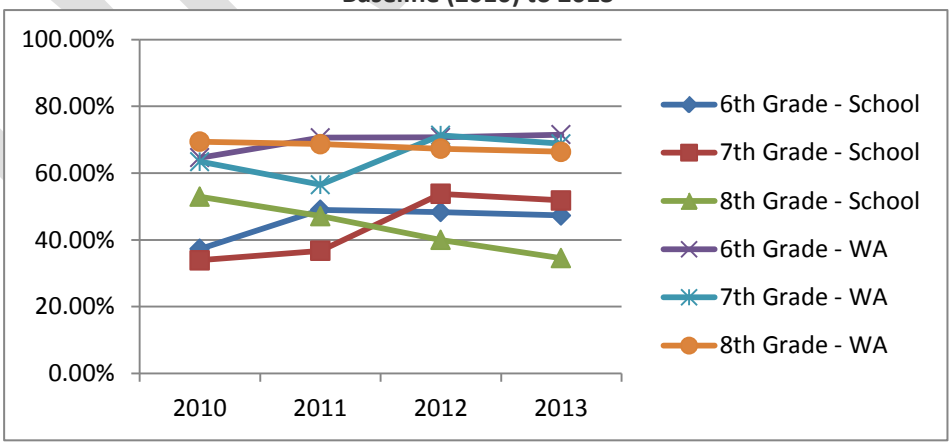
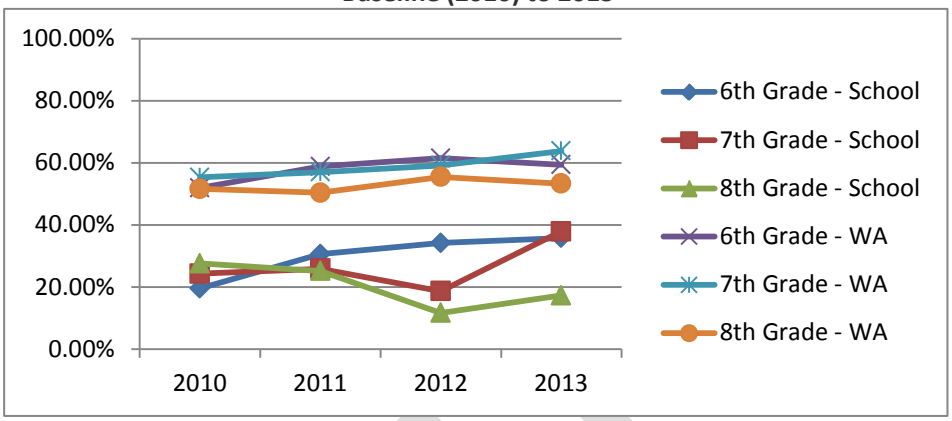


Figure 2. Achievement Data on State Assessments in Math from Baseline (2010) to 2013



Student Achievement-

Whole School

Source: OSPI State Report Card

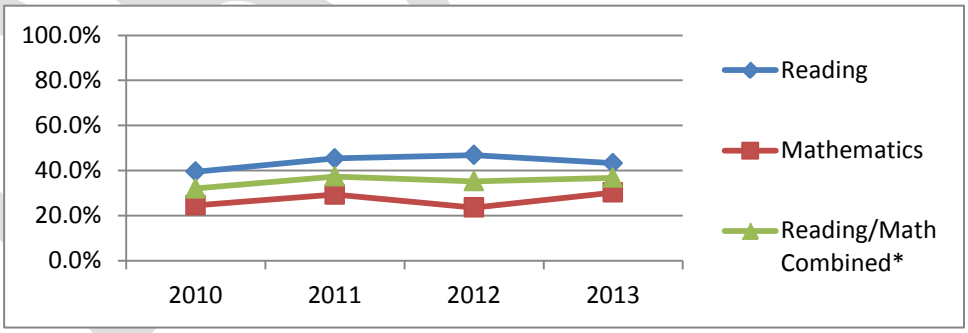
Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Percents are rounded to the nearest tenth.

Table 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013

Stewart	2010	2011	2012	2013	Change Baseline to 2013
Reading	39.5%	45.4%	46.9%	43.3%	3.8%
Mathematics	24.6%	29.4%	23.6%	30.3%	5.7%
Reading/Math Combined*	32.1%	37.4%	35.3%	36.8%	4.7%

Figure 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

Student Achievement-

Subgroup Data

Source: OSPI State Report Card

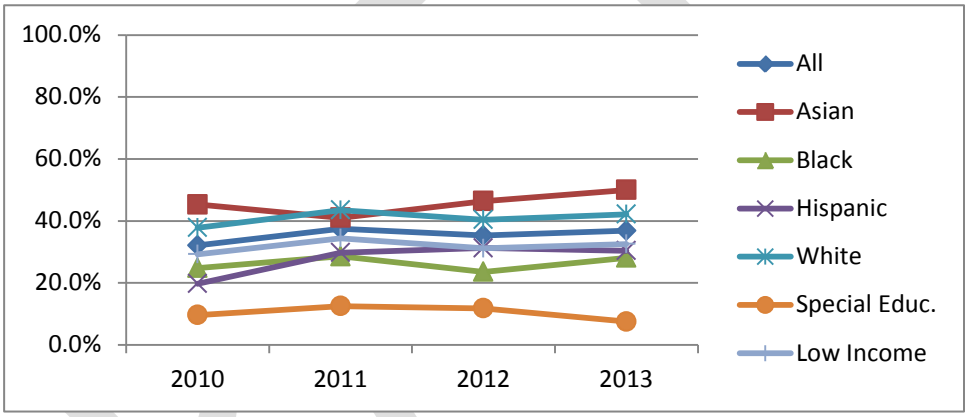
Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Percents are rounded to the nearest tenth.

Table 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 in Reading/Math Combined

Stewart	2010	2011	2012	2013	Change Baseline to 2013
All	32.1%	37.4%	35.3%	36.8%	4.7%
Asian	45.3%	41.0%	46.4%	50.0%	4.7%
Black	24.8%	28.6%	23.5%	28.1%	3.3%
Hispanic	19.8%	29.7%	31.3%	30.4%	10.6%
White	37.8%	43.5%	40.4%	42.2%	4.3%
Special Educ.	9.6%	12.5%	11.8%	7.5%	-2.1%
Low Income	29.2%	34.4%	31.2%	32.6%	3.3%

Figure 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 in Reading/Math Combined

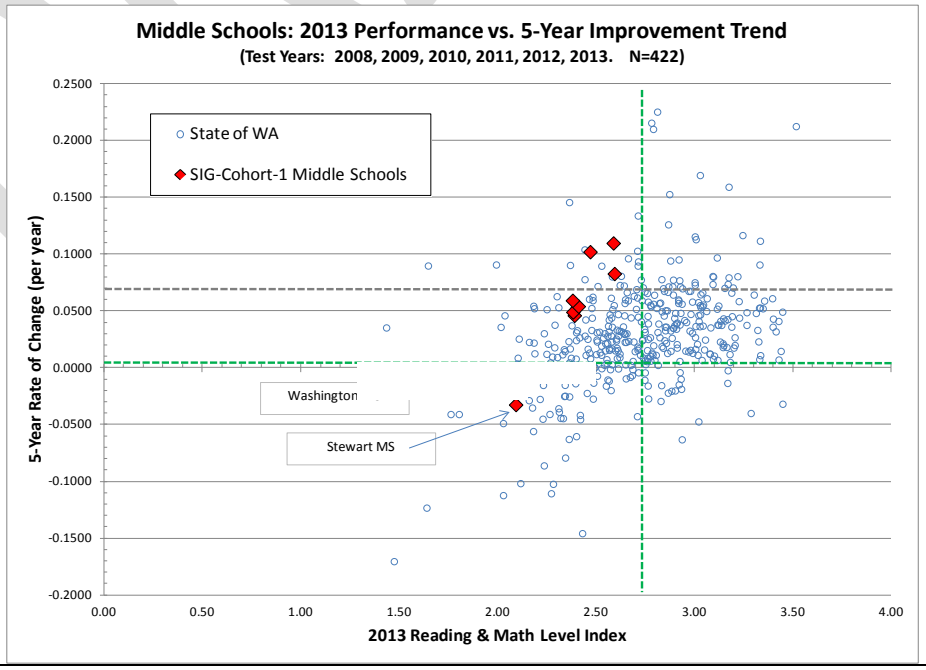


Student Achievement-

Whole School

Source: Center for Educational Effectiveness and OSPI State Report Card

Figure 5. Five-Year Improvement Trend from 2009 to 2013



V. Recommendations

Recommendation 1: Design and implement protocols, structures, and professional development for Stewart's Student Success Cycle (data-informed inquiry cycle) to ensure all students receive rigorous, standards-aligned, and differentiated instruction and curriculum.

The findings informing this recommendation are segmented into the following areas, each of which aligns with Turnaround Principles:

- **1.A – Design and Implement Rigorous, Standards-Based Units of Instruction** (Turnaround Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards)
- **1.B – Provide Professional Development, Technical Assistance, and Support** (Turnaround Principle 2: Ensure teachers are effective and able to improve instruction)
- **1.C – Build and Consistently Use Protocols and Structures Supporting Use of Data to Inform Instruction** (Turnaround Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data)

Each segment includes a brief description of current practice, concerns identified in data, and strengths upon which to build. A list of specific Turnaround Principles and Indicators that must be addressed by the school and district and recommendations for the Office of Student and School Success conclude the section.

1.A - Design and Implement Rigorous, Standards-Based Units of Instruction

Note. The Academic Performance Audit Team intends "rigorous" and "rigor" to signify high expectations for all students achieving or exceeding grade-level Common Core and Washington State Standards.

Stewart Middle School (SMS) leadership and staff described their efforts to increase academic press and ensure students engage in rigorous, standards-based units of instruction. They shared common areas of focus supporting their work: (a) implementation of culturally and linguistically relevant teaching practices, referred to as CLR; (b) articulation of purpose/learning target (students write the target and target is referenced at beginning, throughout, and end of lessons); (c) making connections to real-life application; (d) integrating across content areas (i.e., STREAM [Science, Technology, Reading, Engineering, Arts, and Mathematics]); (e) using subject-specific language across content areas; (f) assessing student engagement and equity (e.g., equitable opportunity for students to respond, student placement in groups); (g) increasing student-to-student discourse and using more student-centered questioning strategies; (h) improving classroom management and discipline; and (i) engaging peers in "crucial conversations around beliefs about what students can do."

When asked to describe shifts in practice resulting from these efforts, staff and leaders indicated the following:

- Aligning instructional practice with the district's selected framework (CEL 5D) and standards; monitoring progress through pre- and post-tests
- Focusing on students understanding learning targets and the purpose of lessons
- Looking at student discourse to assess equitable opportunities provided to students
- Implementing culturally and linguistically relevant practices
- Collaborating with peers, particularly around student work

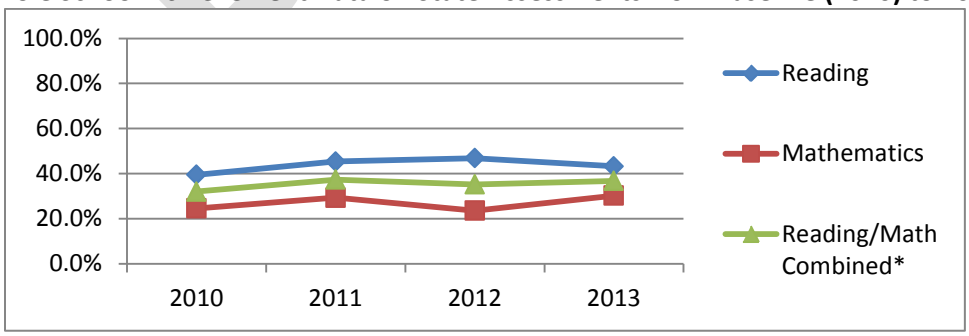
Leadership indicated shifts in instructional practice are observed in daily walkthroughs, posting of learning targets, and the levels of student discourse. School leaders also reported the school has increased rigor in coursework from the onset of the turnaround effort. For instance, the number of high school equivalent courses has increased from three to eight. Additionally, students may now enroll in Springboard, a pre-Advanced Placement (pre-AP) curriculum in English Language Arts developed by the College Board.

Staff and leadership reported they are focusing their efforts on selecting the highest leverage instructional practices and collecting data to determine their effectiveness and impact. Staff referred to this process as Stewart's Student Success Cycle or cycle of inquiry. Leadership team members indicated that they have invested particular energy in building the capacity of their new staff. Departments are aligning curriculum across and within grade levels and developing common assessments. Teachers reported developing Student Success Cycle protocols for looking at data; each content area then added to the four consistent questions (e.g., Are these data meaningful?)

Staff described differentiating lessons within the classroom for students as needed. Interviewees also explained the interventions offered to students in English Language Arts and Mathematics. These include (a) READ 180 and Reading Support for students in English Language Arts and (b) Winter Session (between 1st and 2nd semester) to build confidence and "double-dosing" with AIMSweb in Mathematics. They described "double-dosing" all students in 2012-13; however, they did not continue that practice into the 2013-14 school year. Teachers described their efforts to continue to look at student growth and focus on observation and conferencing. They also noted that READ 180 is used as a supplement to the core, rather than a replacement for core instructional materials. When describing their model to serve students with disabilities, school leaders indicated the school moved from the full inclusion model instituted in the 2010-11 school year (first year of SIG) to a traditional pull-out model.

Concerns: There is a lack of evidence indicating the current instructional improvement cycle serves Stewart Middle School students well. As illustrated in the figure below, data on state assessments in Reading and Mathematics over the last several years indicate a lack of consistent progress. Proficiency in both Reading and Math increased an average of 5.5% during the first year of participation in SIG (from 2010 to 2011). However, the school experienced little change for the remaining years of the grant (-2.1% in Reading and +.9% in Mathematics from 2011 to 2013). Additionally, the number of students below benchmark (Level 1 and Level 2) has grown over the same time period. Finally, both proficiency and the median growth percentile for the all-students group on state assessments over three years (2011, 2012, and 2013) are in the lowest 5 percent of the state.

Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

Teachers reported, “It’s not clear what the intervention model will look like for students not at benchmark in mathematics.” Another added, “Our SRI scores are going up, so an argument could be made for READ 180. However, math interventions have changed, so we’re not sure what’s effective.” Staff also indicated the double-dosing in both Mathematics and English Language Arts has led to an unintentional tracking of students.

Audit team members heard comments regarding the number of preparations teachers are assigned, indicating this is particularly challenging for the many new and inexperienced teachers at Stewart Middle School. Some indicated they haven’t taught in other schools, so they’re not sure that what they’re doing “is the right thing” and focuses on “key skills expected of all teachers.” Others shared a desire “to identify the things they are doing and be informed of areas in which they could grow.”

Concerns regarding lack of rigor in coursework and beliefs around students meeting state standards arose from multiple sources. Survey results from spring 2013 indicated 36% of staff agreed that students are provided higher level tasks that require critical thinking, and 45% agreed that staff believes that all students can meet state standards. Interviewees indicated some of their staff may have a “fixed mindset” and wonder if these peers believe students can achieve to high levels. Interestingly, student perceptions on the spring 2013 surveys were more positive: 60% of students agreed their teachers believe that all students can do well, 55% agreed that they understand how to apply what they learn at school to real-life situations, and 54% agreed that their classes challenge them to think and solve problems. Interviewees (both staff and students) also expressed concerns around rigor. Said one student, “I want to be prepared for high school, and I’m not sure I’ll be ready.” Another stated, “We aren’t offered the same content in the same class”; several students agreed, citing their mathematics class as an example.

Several staff also expressed concerns with respect to the effectiveness of the current model serving special education students. One interviewee declared, “If the district curriculum is core for special education, then the current model probably won’t make it. She [the special education teacher] is on her own for grades 6 through 8.” Others expressed concerns about the connections of the special education teacher to the core curriculum and as “isolated,” and some suggested a co-teaching model should be considered to ensure special education students access core instruction and curriculum.

Strengths upon which to build: A number of strengths emerged from the review of data, classroom visits, and interviews; these can serve as a platform for continuing the school’s improvement efforts. For example, students reported learning protocols that support them across their subjects (e.g., circling actions they need to complete and underlining concepts they need to know). Others described some of their classes as providing “relevant content,” citing recent assignments in their Social Studies classes around constitutional issues.

Additionally, teachers shared the district’s efforts to align curriculum with Common Core and Washington State Standards and the district’s commitment to work with Stewart Middle School teachers to ensure curriculum, instruction, and assessments align with standards. There is the expectation that standards-aligned curriculum and instruction will lead to increased rigor across courses. Interviewees also described both Springboard and the increase in credit-bearing classes as evidence of increased rigor in coursework.

Staff shared several strategies used to identify and support students with academic needs, including development of common benchmark assessments and conferencing with students at Level II on last

spring's state assessments during the year. Several also declared, "READ 180 is good because of the goal-setting and celebration. I see kids taking charge of their own learning." Said one, "It would be great if we had a 'MATH 180' as well, since READ 180 seems to be working with our students."

Academic Performance Audit Team members observed the following evidence supporting shifts in practice described by leadership and staff:

- Learning targets were present in every lesson observed. Students in all but one classroom noted the learning target in their planners. Several teachers reviewed the Learning Target during the lesson. In half of the classrooms, the learning target was written as a classroom activity. Team members suggest teachers continue to (a) work on consistently posting and intentionally communicating clear learning targets and involving students in understanding the learning intention of the lessons; (b) clarify the difference between a learning target and an activity; and (c) ensure classroom activity/activities are in direct service to the learning target.
- The effective use of formative assessment was present in half of the classrooms. Team members suggest teachers increase their use and variety of formative assessments and adjust instruction accordingly.
- Cooperative groups were observed in all but two classrooms. Teachers employed cooperative pairs, triads, and small groups in order to complete classroom activities. In fact, students spent a considerable amount of time working both formally and informally in pairs and small groups. Team members noted student-to-student discourse was often sharing of answers or side conversation; therefore, students would probably benefit from additional training and support around clarity of group norms, roles, and purpose for their small group work.

These strengths can inform the work of leadership and staff as they develop S.M.A.R.T. Goals and tasks associated with this recommendation.

1.B – Provide Professional Development, Technical Assistance, and Support

Both district and school personnel described a variety of supports available for teachers to improve their craft. These include external content facilitators and embedded coaching (academic, behavior, and data), professional development aligned with school and district initiatives, and professional learning communities and collaboration time to analyze student work. Descriptions of these supports follow.

External Content Facilitators and Embedded Coaching: Interviewees explained that the district assigns content and instructional facilitators in Language Arts/Social Studies, Mathematics, and Science to support teachers at both Stewart Middle School and other schools in the district. Additional support is provided by full-time Instructional and Data Coaches assigned to the school. Facilitators and coaches engage with teachers as they look at their instructional practice through a studio model; they also participate in team meetings focused on student data and aligning curriculum vertically and with Common Core and Washington State Standards. Additional learning opportunities supported by facilitators and coaches include the following:

- Mathematics teachers participate in the Teacher Development Group Math Studio work. Between cycles, the teachers have "mini studios" where they collaboratively plan a lesson, observe their grade level peers teach the lesson, re-design the lesson, and have the lesson taught by the partner teacher.
- Language Arts teachers participate in the Springboard Studios and have conducted mini-studios within the building, similar to the Math and Science departments.

- Science teachers participate in Science Studios focused around research-based teaching strategies.

Professional Development: The leadership team described multiple areas of focus for professional development supported by coaches and facilitators. These include 5 Dimensions of Teaching and Learning (district's selected Instructional Model), schoolwide discipline, AVID (Advancement Via Individual Determination), Compassionate Schools model, Cultural and Linguistic Diversity training that emphasizes culturally responsive strategies in focused instruction, Safe and Civil Schools components (e.g., Voice Level, SLANT, and CHAMPS), Teacher Development Group (TDG) in Mathematics, Springboard and READ 180 in English Language Arts, Next Generation Science Standards (NGSS), and selected teacher-to-teacher cafeteria-style training sessions on "just-in-time" topics of interest to staff. The Data Coach also supports teachers to build their capacity around using data and facilitates their use of data to inform instructional practice at the student and classroom levels.

Professional Learning Communities and Collaboration Time: Teachers collaborate within and across their grade-level and content-area teams. The school's innovative calendar includes a common planning period at the start of the school day and a two-hour late start each Friday. Together, these allow for targeted professional development and opportunities for professional learning communities to collaborate around student work. Interviewees also described the opportunities provided during the Friday late starts: engage in professional development led by the administrative team; collaborate in grade-level or department teams (professional learning communities); participate in cafeteria-style training sessions led by building, district, or community facilitators; and take part in focused interdisciplinary STEM planning and training.

Concerns: While teachers have access to a variety of professional development opportunities and ongoing technical assistance, evidence suggests teachers are not yet consistently implementing research-based instructional practices with fidelity. Interviewees described several challenges to taking their instructional skills "to the next level," including: insufficient time for collaboration and team planning, amount of required "external content" based on district priorities, lack of coherence across the multiple instructional supports and across content areas, frequent staff turnover resulting in a number of new and/or inexperienced teachers arriving at Stewart Middle School each year, and multiple changes in leadership over the last four years.

The question posed by one teacher was echoed by several: "How do you know what you don't know?" Others added, "We need support when we try new things, like effective mentorship" and "We need help when things aren't working." Still others asked, "How do we know if the studio model is working or not, since it only happens three times each year," and "How do we help teachers grow so that it's not punitive?" Said another, "It all comes back to fidelity and who is holding us accountable to make sure [the new practice] happens?" And finally, "How do we bring coherence and focus to the collaboration time, professional development, walkthrough feedback, and studio?" These questions express the depth of concern among interviewees. Their commitment to increasing their instructional capacity is laudable; their lack of confidence that they're implementing those highest leverage practices that will lead to significant increases in student growth was palpable.

Additionally, interviewee comments suggest the district has a number of inconsistently supported and frequently changing initiatives that have led to "initiative fatigue." One staff member opined, "It feels like there are too many changes and initiatives going on to do well. It would be helpful for the district to pick out the few things that will demonstrate a positive impact [and focus on those]." Said another, "It

feels like there are too many initiatives moving forward, and there is inadequate ongoing support to implement them well." Another added, "The district has not done a good job of creating the shared messaging around the coherence of the work within the system."

Strengths upon which to build: Both district and school leaders communicated a strong commitment to providing the professional development and technical assistance essential to build educator capacity to increase learning outcomes for Stewart Middle School students. Teachers report a similar commitment to improving their craft. Additionally, the district has developed a number of initiatives to support educators to increase their leadership and instructional capacity. While strengths, these multiple learning opportunities also bring challenges (see *Concerns* above*)*. It is essential that district and school leadership identify and focus on those initiatives that will have the highest impact on educator skills, so they can reduce the "initiative fatigue" described by building staff.

District leaders also recognized the impact on Stewart Middle School of the performance of students coming to SMS from "feeder pattern" schools. They described "the need for regional dialogue with feeder partners and for developing regional approaches to support building capacity among the elementary and middle school staff."

Multiple interviewees demonstrated their commitment to building their instructional capacity when citing professional development and technical assistance needs around areas such as the following: (a) instructional design and delivery, (b) effective strategies and practices for inclusion, (c) implementing skills demonstrated in studios, (d) culturally and linguistically relevant teaching practices, and (e) interpreting and using data.

Interviewees also described the recent formation of the School Centered Decision Making (SCDM) Team. One of the team's responsibilities is to help identify and support professional development needs based on a variety of surveys, departmental input, and administrative and coaching staff assessment. This may support staff in addressing "initiative fatigue" described by both district and school leaders and staff.

Finally, results from spring 2013 surveys indicate high levels of support and engagement in professional development: 84% of staff agreed teachers engage in professional development activities to learn and apply new skills and strategies, 71% agreed they have opportunities to learn effective teaching strategies for the diversity represented in the school, and 65% agreed they are provided training to meet the needs of a diverse student population in the school.

1. C – Build and Consistently Use Protocols and Structures Supporting Use of Data to Inform Instruction

Teachers described Stewart's Student Success Cycle used to analyze data and for making instructional decisions at the classroom and individual student levels. They indicated this is a switch in focus from previous years, and teams now use common questions/protocols (e.g., "Are these data meaningful?") for examining student work and analyzing data. Teachers reported that each content area added to the four protocol questions.

Additionally, both school and district interviewees reported teachers use a variety of data in their planning processes. Examples of data cited include: Scholastic Reading Inventory (SRI), READ 180, and AIMSweb for interventions; common assessments in departments and benchmark assessments to measure progress; and summative Classroom Based Assessments (CBAs). School leaders indicated data are reviewed and analyzed monthly and as needed, and have been used to follow up with

classroom/student observations, co-inquiry conversations with teacher(s), and recommendations for interventions and supports. They cited examples of staff use of data in decision-making, including intervention classes, student and/or parent conferences, creation of additional classes, and/or referrals of students for additional extended learning opportunities (e.g., tutoring, Panther Center, winter session, spring session). A newly developed START team (Student Teacher Advisory Resource Team) supports teachers and administrators to focus on a wrap-around approach for youth who are a shared focus of concern. Students and parents are aware of and involved in goal setting to further ensure progress. Additionally, grade level and departmental teams have established benchmark goals after review of results on state assessments, the Scholastic Reading Inventory (SRI), Math Benchmark Assessments, AIMSweb, BERC surveys, and district climate surveys.

The current principal developed a data tool that includes all students at Stewart Middle School and provides one means to track academic progress, involvement in school activities, and disciplinary issues for individual students. Administrators report they use these data when meeting with students and parents; they added, "We now know more students because of the data base. We have more information about each student, such as their MSP data and their after-school sports activities." Additionally, data for use by school staff are collected on multiple district initiatives (e.g., AVID, Navigation 101 and the Springboard (Language Arts) and Science studios. The school also collects intervention data for both Reading and Mathematics and is beginning to collect discipline data to determine the impact of the Save and Civil Schools initiative. As indicated above, the Data Coach is available to support staff in learning how to use these data.

Concerns: Results on state assessments and the lack of a coherent system that ensures all students receive grade-level, standards-based instruction and curriculum and differentiated instruction as needed suggest staff teams are not consistently using common protocols and structures to analyze student work and determine and implement instructional changes needed to boost student achievement. Staff comments support this concern: "We use the Student Success Cycle to look at data; however, we're not sure how well it's working," and "We need to learn how to collaborate effectively."

Interviewees surfaced several other challenges:

- "How can we embed collaboration during the day, so it's not at end of the day?"
- "Does it make a difference that not all departments use the same protocols?"
- "Right now teachers are detached from data; we need to create an emotional response so they connect with the data."
- "We need to make sure there is safety and respect within staff; it needs to be a safe place for staff to learn and grow."
- "We need to be student-centered and focused on student engagement."

Results from spring 2013 surveys indicated 41% of staff members agree data from classroom observations leads to meaningful change in instructional practice, 43% agree assessment data are used to identify student needs and appropriate instructional intervention, 35% agree they monitor the effectiveness of instructional interventions, 24% agree struggling students receive early intervention and remediation to acquire skills, and 47% agree students are encouraged to self-reflect and track progress towards goals. As mentioned in the previous section, only 13% of staff members agreed instruction is personalized to meet the needs of each student.

The Academic Performance Audit Team suggests the dichotomy between the high levels of data use reported by staff and the results on the spring 2013 survey are worthy of further examination.

Implementation of common protocols and structures, as well as additional professional development to collaborate in professional learning communities (PLCs) and use data in the Student Success Cycle, may serve as significant steps to increase the effectiveness of this research-based process.

Strengths upon which to build: School leaders described use of the Student Success Cycle and collaboration of content and grade-level teams in PLCs as strengths for Stewart Middle School. They added that teachers are committed to collecting and using data to determine what is and isn't working. The Data Coach is supporting them in increasing their facility with using data in instructional decision making at the classroom and student levels. Though opportunities for collaboration have been reduced since the sunset of School Improvement Grant funding in June 2013, staff continues to meet regularly in PLCs. Because of this, the organization of all staff members into professional learning communities provides the structure and strong foundation for staff to engage in this work. This will support staff and leadership as they continue to build a student-centered culture and use data to identify the instruction and interventions required to meet student needs.

Staff members recognized the need for commonly used protocols, structures, and professional development to maximize the impact of the Student Success Cycle. They added they would like to use the inquiry cycle to examine student work and other data and to guide instruction and student groupings, but they're not quite sure about their protocols: "How do we know what questions to ask in data analysis? How should we use data in our content area?" The desire to grow their instructional capacity through collaboration with peers and educators from other schools was reiterated by a number of interviewees.

The Academic Performance Audit Team reviewed the school's current Student and School Success Action Plan and identified the following tasks supporting this effort:

- Departments will develop common benchmark assessments and use that data to identify individual student academic needs as aligned with CCSS. (Indicator P4-IIIA07)
- Utilize the data tool to plan and implement ELO and in school instructional strategies for student achievement. (Indicator P5-IID07)
- Grade level and content teams will analyze student work during their weekly meetings and also when in cross content team meetings. Students that are a focus of concern will have shared teams review student strengths and utilize this to develop an individual student learning plan. Progress monitoring will be based on objective data. (Indicator P1-ID10)

While these tasks are not recorded as completed, they illustrate leadership and staff commitment to ensure students are provided rigorous, standards-based instruction and curriculum.

Requirements for Recommendation #1

In light of concerns raised for this recommendation, Stewart Middle School and the Tacoma School District must address the following Turnaround Principles and Indicators when selecting the school improvement model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014):

Stewart Middle School

- Principle 2: Provide targeted professional development (PD) to build teacher capacity to implement standards-based curriculum, instruction, and interventions. (Indicators P2-IF11 and/or P2-IF12)

- Principle 4: Align instructional strategies with student learning needs; regularly monitor and make adjustments to continuously improve the core instructional program based on identified student needs. (Indicators P4-IIA03 and/or P4-IIIA07)
- Principle 5: Implement protocols, structures, and professional development that expand the capacity of teacher teams to monitor and assess mastery of standards-based objectives and to make instructional adjustments to the core instructional program based on student needs. (Indicator P5-IID12)

Tacoma School District

- Principle 2: Provide differentiated professional development and technical assistance to teachers to move instruction to increased levels of rigor and relevance for students. (Indicator P2-C)
- Principle 2: Build capacity within the coaching cadre to (a) support expanded teacher core instructional practices and differentiated instruction and (b) train on the adopted instructional framework. (Indicator P2-C)
- Principle 2: Ensure coherence across professional development and teaching/learning practices within the school. (Indicator P2-C)
- Principle 3: Allocate resources (e.g., personnel, fiscal, and professional development and technical assistance) to support additional learning time for staff. (Indicator P3-A)
- Principle 4: Provide training and support on systems of intervention that result in accelerated student learning. (Indicator P4-B)
- Principle 5: Provide appropriate assessment tools, data management systems and training on the interpretation of data. (Indicator P5-A)

These Turnaround Principles and Indicators are tightly coupled. Therefore, leadership teams can scaffold the S.M.A.R.T. Goals and Tasks as they revise/create the Required Action Plan submitted to the State Board of Education and the Student and School Success Action Plan submitted to the Office of Student and School Success. The Wise Ways documents on Indistar® describe research-based practices leadership teams can implement as they craft action plans around school- and district-level Indicators.

Office of Student and School Success: Additional next steps for the Office of Student and School Success to support both Stewart Middle School and the Tacoma School District follow.

- Principle 2, 4, and 5: Provide and monitor professional development and technical assistance to school staff and district instructional coaches consistent with the Required Action Plan and Student and School Success Plan. Suggestions follow:
    - Implementing an instructional program that ensures all students receive grade-level appropriate instruction and interventions based on student needs (Principles 4 and 5)
    - Using data to inform instruction (Principles 4 and 5)
    - Monitoring progress of school-based initiatives (Principle 5)
- Principle 2: Convene ongoing meetings among external and internal professional development providers to improve coherence and alignment of supports provided to the school.

DRAFT

Recommendation 2: Provide the principal operational flexibility that (a) supports the school's turnaround plan; (b) builds staff capacity to deliver rigorous, standards-based instruction and curriculum and use data in making instructional decisions; and (c) aligns with districtwide expectations for increases in student achievement.

The findings informing this recommendation are segmented into two areas, each of which aligns with the identified Turnaround Principles:

- **2.A – Principal Leadership** (Turnaround Principle 1: Provide strong leadership)
- **2.B – District Leadership** (Turnaround Principle 1: Provide strong leadership)

Each segment includes a brief description of current practice, concerns identified in data, and strengths upon which to build. A list of specific Turnaround Principles and Indicators that must be addressed by the school and district and recommendations for the Office of Student and School Success conclude the section.

As indicated in the Introduction to this report, Stewart Middle School was awarded a School Improvement Grant (SIG) for three years (2010-11 through 2012-13) to fully and effectively implement the federal Turnaround model. Among other things, this required the school and district to replace the principal and rehire no more than 50% of the school's staff, adopt a new governance structure, and implement a research-based instructional program aligned to state standards. To comply with the requirement to replace the principal, the district appointed a new principal in spring 2010 to lead the turnaround effort at Stewart Middle School. That individual was replaced during Year 1 of SIG (2010-11) and another principal was appointed. In Year 2, the district appointed a co-principal to share leadership; this individual was asked to serve as the sole principal for the last quarter of Year 2 and continued in that role for the 2012-13 and 2013-14 school years. Recently, the district appointed a principal from another school in the district to lead Stewart Middle School's future improvement efforts, making him the fourth to serve in the principal chair at Stewart Middle School since the 2010-11 school year. The district indicated it will appoint two new assistant principals to support the newly appointed principal.

The sections below focus on leadership as the school moves forward. That said, the Academic Performance Audit Team notes the significant number of comments regarding the impact of the current principal in leading the school through several difficult years. Interviewees attributed recent positive changes in the school to her leadership: "The building has truly calmed down under the current leadership; a nurturing soul has helped build a community in the school." Others declared, "She has 'really pushed' the adoption and application and use of the district adopted curriculum." Still others opined, "She is attentive; takes notes; participates in studios; wants to learn what she can about the curriculum; knows what effective instructional practice should look like; and stays with studio from beginning to end." Said another, "She is very involved, present and involved. She has grown in her role; there just wasn't enough time to fix all that was going on." The common themes emerging from interviewees include the following: she has taken role seriously, created ownership of what needs to change, values quality instruction, participates in professional development, looks for ways to support staff, has a strong work ethic, and created a sense of direction for building. These comments are noteworthy, because they clarify the role of the current principal in laying the groundwork for the newly appointed principal and staff as they move forward in their turnaround efforts.

2.A – Principal Leadership

Though the school engaged in an intensive turnaround effort over the last four years, a variety of data reviewed by the Academic Performance Audit Team indicates that changes in instructional, leadership, and schoolwide practices were not sufficient to turn around the school's persistent low performance. When considering in-school influences, research indicates that the impact of principal leadership is

second only to that of teacher practices in improving student outcomes (Leithwood, Louis, Anderson and Wahlstrom, 2004). Hence, the appointment of an individual described by district leadership as "demonstrating the capacity to lead, facilitate, and manage the change effort at Stewart Middle School" should bode well for the coming years.

The newly appointed principal is not new to Tacoma School District. Rather, he served as the principal of another SIG school in the district for the last four years. Under his leadership, the school experienced gains in Reading and Mathematics for each grade level from baseline (2010) to 2013; these gains ranged from an increase of 3.1% in eighth-grade Reading to an increase of 24.8% in seventh-grade Math.

Interviewees described the new principal (and he describes himself) as "very data driven, very engaged in his own learning." Others shared, "He has a firm grasp of instructional practices and the expectations of what good instruction should look like." One district leader declared, "We aren't doing another experiment. He is a known leader with turnaround capacity. He will be clear and transparent about the plan, saying 'Here's what you're in for,' so there are no surprises." Another agreed, "He'll set the vision and hold staff accountable. He'll tell them, 'I'll explain to you why we're doing it; if you're at Stewart Middle School, it won't be an option to buy-out.'" He is also described as a person committed to "building distributive leadership." Still another opined, "He will create a culture of looking at data, always asking the question, 'What do the data say we need to do for kids?'"

A number of interviewees questioned how much autonomy and operating flexibility will be accorded to the new principal by the district. Comments included: "The district needs to listen to him and not delay in filling his requests," and "For him to be successful early on, the district needs to provide flexibility, authority and resources to put in place the program he feels is needed." One example of operating flexibility described by interviewees is allowing the principal to require SMS teachers to attend school-level training aligned to their needs, rather than attending district-level offerings. This will enable him to monitor what they receive, which is important because of the high number of inexperienced teachers at Stewart Middle School. Another example of operating flexibility is allowing the new principal to significantly change the daily schedule to a "5 x 5 with 70 minute periods" to align with his vision for the school and how staff can most effectively boost student learning. Also described was the importance of "giving the new principal latitude to manage the development of his team."

The principal is supported by a distributed leadership model that includes the school's School Centered Decision-Making Team (SCDM) and subject-area departments. Interviewees indicated the SCDM team is relatively new and includes the principal, team leaders, guidance counselors, and coaches. The team is described as "meeting every other week to gather updates from departments and manage schoolwide decisions." The team approves all initiatives related to learning; if a decision impacts the school day, then the whole staff will vote. Otherwise, the SCDM gets feedback and makes decisions about the issue. Department teams (English/Language Arts, Mathematics, Science, and Social Studies) meet each Friday as appropriate with an administrator. Interviewees indicated teachers from elective subjects are assigned to core academic teams.

Concerns: Several interviewees wondered about the district's process of choosing the new principal. While they didn't question his capacity to lead Stewart Middle School, they were concerned that "a new leader is coming with limited school input or consideration of the impact on the school's progress of yet another change." Others reported that the whole staff is typically involved in decisions relating to the schedule. They continued, "The new principal is bringing the model [5 x 5] in. The master schedule has changed dramatically each year, so teachers will need support–and likely students too–for facilitating

instruction in this new model." Others expressed concern that "the extended learning time [currently] provided to students who are academically at risk will not be present in the new schedule."

Interviewees also expressed uncertainty regarding the expectations of the new principal. Specificity around how he will support them to build capacity to deliver rigorous, standards-based instruction and interventions and to use data in making instructional decisions will be important. As he and the leadership team craft S.M.A.R.T. Goals around professional development (Principle 2), the instructional program (Principle 4), and use of data (Principle 5), they will have an opportunity to explicitly describe the expected changes in educator practice and student outcomes and to cite the evidence that will be used to track progress. Clarity around both expectations and ways that changes in practice will be measured will help alleviate uncertainty and assist staff in developing and sharing a common vision of effective instruction with the principal.

Audit team members also learned that Stewart Middle School does not have an organizational or decision-making chart at this time; this concern also brings an opportunity for the new principal to collaborate with the staff and leadership teams.

Strengths upon which to build: The newly appointed principal has demonstrated experience in turning around low-performing schools and is familiar with the district's vision, benchmarks for success, and initiatives. The audit team heard a number of comments about the strengths he brings to Stewart Middle School, including the following:

- He's both an analytical thinker who looks deeply at data and a facilitator of the learning of others.
- He understands effective instruction and how a variety of data can be used to inform decision-making at the individual student, classroom, and school levels.
- He also knows how to coach his staff to build their capacity and recognizes that veteran staff can serve as mentors to teachers new to the building and the profession.
- He builds teacher leaders and will continue to distribute leadership across the school, including in school improvement planning and monitoring progress on Indistar.

The new principal shared his intention to be in the building as often as possible during the rest of this school year. He also hopes to bring staff in over the summer and to host a workshop for staff prior to school starting in the fall. He described these as "opportunities to build those relationships with staff that are so critical to moving the school forward."

District leaders indicated they will provide a high level of support for the principal. He has their confidence, and they'll allow him latitude to support his staff to "take risks and to learn and grow." They are also giving him autonomy to select his administrative team and to allow staff to "buy-in or opt out [and be transferred to another school in the district]."

These are all strengths that will serve the principal, staff, students, families, and community as the school enters the 2014-15 school year.

2.B – District Leadership

The narrative for this recommendation began with a description of the multiple changes in leadership at Stewart Middle School over the last four years. District leaders were confident that each of the first three appointments was the right choice for the school; yet, as interviewees indicated, the school finds itself with another principal for the 2014-15 school year.

Research cited in Indistar's Wise Ways suggests a variety of roles districts play in ensuring their schools are led by empowered change agents with the capacity to turn around schools and substantially raise student achievement. Questions anchored in this research for district leaders to consider include:

- What supports is the district planning to provide to ensure the success of this new principal?
- How will the district assign and support central office leaders to engage with the principal, facilitate his growth as an instructional leader, provide him operating flexibility, and hold him accountable for student learning?
- What process does the district use to ensure the principal will have autonomy/flexibility within a districtwide context of accountability for improved educator practice and student learning?
- How will the district differentiate expectations, supports, and services for the school–within the context of district vision, priorities, and strategic plan?

Support from district leadership will be critical during the reconstruction project and while the school is temporarily housed at another location in the district. The principal will need latitude to maintain his focus on the staff, students, and families served, and to minimize the time spent on the design and construction phases of the project. He may also need district support in transporting students for after-school interventions and activities during the transition years.

Requirements for Recommendation #2

In light of concerns raised for this recommendation, Stewart Middle School and the Tacoma School District must address the following Turnaround Principles and Indicators when selecting the school improvement model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014):

Stewart Middle School

- Principle 1: Develop shared/distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10)
- Principle 2: Set goals for Professional Development and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)
- Principle 5: Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies. (Indicator P5-IID08)

Tacoma School District

- Principle 1: Provide principal with operational flexibility in order to support school turnaround plans in key areas. (Indicator P1-C)
- Principle 3: Allocate resources (e.g., personnel, fiscal, professional development and technical assistance) to support time for teacher collaboration and instructional planning. (Indicator P3-A)
- Principle 5: Provide technology, training, and support for school leadership to collect and analyze a variety of data to track changes in educator practice and student learning. (Indicator P5-A)

Similar to the requirements for Recommendation 1, the Turnaround Principles and Indicators listed above are tightly coupled. Therefore, leadership teams can scaffold the S.M.A.R.T. Goals and Tasks as they revise/create the Required Action Plan submitted to the State Board of Education and the Student and School Success Action Plan submitted to the Office of Student and School Success. The Wise Ways documents on Indistar® describe research-based practices leadership teams can implement as they craft action plans around school- and district-level Indicators.

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Office of Student and School Success: Additional next steps for the Office of Student and School Success to support both Stewart Middle School and the Tacoma School District follow.

- Principle 1: Develop and disseminate research-based guidance to support districts to provide operational flexibility to their principals in order to support school turnaround plans in key areas.
- Principle 1: Provide training and support to district leaders who are charged with supporting turnaround principals and developing principal capacity as transformational leaders.
- Principle 5: Provide training and support to build principal and school leadership team capacity to use data to create, implement, monitor, and if needed, revise school improvement plans written in S.M.A.R.T. Goal format; plans should explicitly identify expected changes in educator practice and student learning and evidence that will be used to track progress toward these changes.

Recommendation 3: The school and district action plans will need to identify how they will ensure the learning environment is safe, supportive, mutually respectful, and honors the cultures and families represented in the school.

The findings informing this recommendation are segmented into the following areas, each of which aligns with Turnaround Principles:

- **3.A – School and Classroom Environment** (Turnaround Principle 6: Establish a school environment that improves school safety and discipline; address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs)
- **3.B – Parent/Family and Community Engagement** (Turnaround Principle 7: Provide ongoing mechanisms for family and community engagement)

Each segment includes a brief description of current practice, concerns identified in data, and strengths upon which to build. A list of specific Turnaround Principles and Indicators that must be addressed by the school and district and recommendations for the Office of Student and School Success conclude the section.

In addition to the concerns described below, interviewees also shared their apprehension around the move to a temporary site–described as "45 minutes away"–for the 2015-16 and 2016-17 school years. They voiced particular concern around their ability to continue to engage students in their school and to maintain connections with families and the community during the period of transition. Hence, attention to this recommendation and concerns in the 2014-15 school year can significantly lessen the negative impact of the temporary move to another location in the district in the 2015-16 and 2016-17 school years and alleviate the "loss of community connections" feared by multiple interviewees.

The team also noted that staff members reported of a "lack of celebration and recognition" from district administration about the positive changes that have occurred at Stewart Middle School over the last several years. Interviewees shared that the school has moved forward this year. They also indicated a desire for the superintendent to visit and communicate directly with staff about the designation as a Required Action District. While the message should reflect that this is where the school is now, it would also be good to hear a hopeful message, one that thanks leadership and staff for their commitment. Recognition of achievements and successes will encourage staff members to incorporate new philosophies as well as try ideas outside of their comfort zone, foster students' pride in their school, increase parent and community awareness of improvement efforts, and build commitment across the

school community and district to engage with the school as it continues on its journey of transformation.

3.A – School and Classroom Environment

A safe learning environment evidences itself in several ways, from physical safety to students feeling safe in taking risks as learners and staff taking risks in trying new classroom strategies to meet the needs of their students. Interviewees shared a variety of strategies and programs designed to foster these complementary aspects of a safe learning environment. Leadership team members cited their work and common agreements around Compassionate Schools, Safe and Civil Schools (CHAMPS), AVID (Advancement Via Individual Determination), and Navigation 101 programs. They described greeting students as they enter their classrooms and increased visibility before and after school in common areas of the school. Other practices supporting a safe and supportive environment include requiring a dress code for students, building relationships with students during the weekly Advisory period, training staff in CHAMPS strategies, and collaborating with the behavior coach to build a discipline system across the school. Team members also shared efforts of the honors level committee and "Positive Paws" as ways to recognize students for progress in behavior and academics. Each provides evidence of Stewart Middle School staff's efforts to establish a safe and supportive learning environment.

Concerns: Interviewees shared frustrations that some staff members don't adhere to and aren't held accountable for following common agreements. When probed, several indicated fluctuation in classroom management could be attributed to staff turnover. Others explained, "Our current culture is more staff-centered," and "The culture needs to shift to move forward for the purpose of students." When asked to describe a student-centered environment, interviewees responded that they're not sure how to apply what they've learned "to our kids and their cultures." They continued, "School culture is challenging; we need to challenge students to change their belief system. We also need accountability and high expectations." Lack of fidelity to commonly held agreements was also observed by Academic Performance Audit team members. They noted that student behavior was not generally seen as an impediment to learning; however, high expectations for all students' behavior were not uniformly observed (e.g., students were sleeping in several classrooms, and some defiance towards teachers when asked to follow a reasonable request was observed).

Staff members described a contrast among peers with respect to beliefs about students and learning. They indicated some staff members share a growth mindset and believe all students can learn and achieve to high levels. They also reported that in contrast, some of their peers adhere to a fixed mindset philosophy. Though this is not a pervasive belief, it does directly impact the learning environment both in individual classrooms and across the school. As one staff member observed, "Students pick up on this." When asked if school is a safe place for students to learn, staff responses ranged from "Yes, for my classroom–but I can't speak for other classes," to "No, not in terms of what I've seen." Student responses to this same question also varied: "Some teachers do follow through [on discipline]," "If you don't show a teacher respect and the teacher is respecting you, then you need to deal with the consequences," and "In some classes it's hard to learn, since students don't respect the teacher."

Survey results around staff and student perceptions related to the learning environment surfaced issues around safety, trust, and respect. These results provide additional data for consideration. Results from spring 2013 surveys indicated that only 30% of staff agreed the school is orderly and supports learning, 35% agreed discipline is handled fairly in the school, and 31% agreed staff members enforce consistent behavior expectations and consequences in their classrooms. Less than 50% of students and staff believe the learning environment is safe, and less than 50% trust their teachers. Survey results also

indicated 59% of staff members agree students believe adults in the building genuinely care about them, while 66% agree the staff value and respect all students. Of the students surveyed, 51% agreed adults who work at the school care about all students, not just a few; only 49% agreed they trust their teachers; and 55% agreed adults in the school show respect to them. These results are all generally lower than previous results on similar items.

Together, these concerns impact the "culture of learning" to which interviewees aspire for Stewart Middle School. The Academic Performance Audit Team noted there were no active tasks for Principle 6 (Establish a school environment that improves school safety and disciple and addresses other non-academic factors that impact student achievement) in Stewart's Student and School Success Action Plan.

Strengths upon which to build: The BERC Group Assessment of Progress Report from 2012-13 indicated the school is in the initial stages of creating a schoolwide discipline system. Each schoolwide program described at the beginning of this section provides evidence of this work moving forward into the 2013-14 school year. Additionally, multiple interviewees described the school's efforts around the following strategies:

- Created a Panther Center: This is used for students with behavior and/or academic issues; students can also go to the Panther Center if they want a quiet space to work. The team is using data to track students who are sent to the center and to determine how it is working for them.
- Implemented SCDM for clubs: Students talk about how to better the school; all clubs are represented. Ideas are brought forward to the school's SCDM team.
- Implementing culturally and linguistically appropriate teaching strategies. Survey results from 2012-13 indicated that 71% of staff members agree they have opportunities to learn effective teaching strategies for the diversity represented in the school, and 65% agree they are provided training to meet the needs of a diverse student population in the school.
- Partnering with Ocean Crest (private, non-profit agency focused on families in crisis). The agency is housed within the school building and provides service to students and the local community.
- Developed the START team (Student Teacher Advisory Resource Team) to support teachers and administrators; team focuses on a wrap-around approach for youth who are a shared focus of concern.
- Collecting multiple forms of data (e.g., AVID, Navigation 101, CHAMPS, and discipline/suspension/expulsion) at school and district levels to inform efforts in this area.

The Student and School Success Action Plan includes the following Indicator supporting this recommendation:

- Schoolwide schedule will be implemented, and rotated on a regular basis, which assigns staff to "Super duty" schedules. This schedule has staff in the hallways and in designated areas outside the building for visibility, support and management of students. This schedule changes every two weeks and will be reviewed by the School Center Decision Making team for rotation schedule. It supports the school's mission of a safe and positive learner-centered environment. (Indicator P4-IIIA32)

In addition to interviewee comments, the School Improvement Grant End-of-Year Report for 2012-13 cites the following as strategies implemented at Stewart Middle School to ensure a safe and supportive learning environment: "PAWs [mentoring program] is offered before school Fridays and every day after school. SPARX is offered after school as well as Urban League mentoring and tutoring. This year, we also partnered with Communities That Care and Safe Streets which has a four-year grant that involves the

community to support student achievement of Stewart students. This coalition focuses on research based prevention models that support this goal." The report also indicated that "Stewart administration worked closely with staff, students, and parents to provide training about the district's Harassment, Intimidation and Bullying (HIB) policies and procedures. We were one of two schools selected to be interviewed by the Department of Education about our implementation practices. We had an all student and parent assembly about anti HIB issues and student leadership."

Several interviewees shared evidence of the impact of these programs. Discipline referrals have been on a downward trend, and suspensions/expulsions have dramatically decreased from the 2012-13 school year to the first semester of the 2013-14 school year. Additionally, interviewees describe increased use of AVID strategies and shifts in instructional practice that impact the learning environment (e.g., students learning to ask questions of their peers; teachers using alternatives to small group strategies, since small group configurations don't work for all students).

Students described their teachers as "nice" and "mostly on-subject." They also noted, "Most kids are nice and accepting of diversity." They added that there is bullying among some students–particularly for new students.

Audit team members observed students transitioning between classes and lunch in a generally orderly manner and following classroom rules. They also observed many teachers standing by their doors during passing. Team members found ample evidence of common language around classroom expectations; every classroom observed featured a poster of classroom behavioral expectations.

These strengths represent the work of staff and administration over the last several years and provide a solid foundation as they move forward with efforts to ensure a safe and supportive learning environment for their students.

3.B – Parent/Family and Community Engagement

The BERC Group's Assessment of Progress Report for 2012-13 indicated that Stewart Middle School (SMS) "continues to have strong relationships with several community organizations. Communities That Care (CTC), a group sponsored by the organization Safe Streets, began meeting at SMS in 2011-12, and is involved in determining evidence-based strategies to make a difference for youth in the community. "[The principal]" comes to every single Community That Cares meeting, and has been very supportive in showing that the school wants CTC in her building," said one CTC member. The Girl Scouts of America offers a program called Girl Talk during both lunches to give girls a safe space to explore their problems and look for solutions to them. The Male Improvement Program (MIP) offers mentoring to at-risk male students. Although MIP is primarily aimed at young men of color, it is open to all boys in the school. MIP mentors students afterschool and on weekends as well as during school hours. AmeriCorps hosts an afterschool mentoring program called PAWS, which seeks to tie youth-selected activities and interests into academics."

BERC researchers reported that "staff members and parents participating in focus groups indicated the school communicates with families via report cards, telephone calls, e-mails, newsletters, teacher websites, and an automated phone system. A majority (72%) of the family members surveyed agreed the school staff keeps them informed about school activities and events (up five percentage-points from 2012). One parent said, 'I see the school seems to be more welcoming to the community. Before, there were no people out there trying to pull you in. I feel in the last three years you see that. Whether you want to be or not, you feel like you're pulled into the [school] community.'"

Concerns: Interviewees reported minimal parent involvement in school and community activities hosted at Stewart Middle School. They described parents and community as "invited, but [they] don't show." Similar perceptions were reported in the Assessment of Progress Report for 2012-13; BERC researchers reported that the lowest staff and student perceptions around the nine characteristics of high-performing schools related to Family and Community Involvement, rating this attribute at 3.18. Researchers noted that all of the family scores were consistent with 2012 survey results. However, student scores were markedly lower than the staff and family scores. Only 44% of students agreed their parents or guardians have a good idea what goes on at school (compared to 63% in 2012), and 53% agreed their teachers talk to them about how they are doing in class (compared to 73% in 2012). Survey data indicated that 50% of staff members agree the school encourages parent involvement, while 41% of students surveyed agree there are ways for their families to participate at school.

The Assessment of Progress Report indicates BERC researchers found "limited student and family input into schoolwide decisions." They continued: "A student and a parent participate on the SCDM, and one staff member said, 'They've been very active partners.' However, survey data reveal only 53% of students agree they can make decisions that affect them at their school (compared to 72% in 2012), and only 41% of family members agreed school staff asks for their ideas and suggestions on important decisions (consistent with 40% in 2012). This suggests that, while a few selected students or parents may have input into the decision-making process, the majority of parents and students do not." Student perceptions provide another view of parent and family involvement: Only 44% of students agreed their parents or guardians have a good idea what goes on at school (compared to 63% in 2012).

Interviewees also described the significant opportunity for the district to engage parents and the community: "There is a role for the district to message the successes at Stewart, especially if quick wins are identified," and "The community has a good perception of the school and parent support is strong." For example, replanting of the field connected to the school was supported by families, which forced the school district to improve the grounds."

Strengths upon which to build: Interviewees at both the school and district levels agreed that they "need help with this [increasing parent/family and community engagement]." The commitment and leadership at both of these levels will be significant as the school crafts and implements plans to engage parents, families, and the community in supporting student learning and schoolwide improvement efforts. This engagement will be particularly important when the school moves to another site in the district for the 2015-16 and 2016-17 school years.

The school's Student and School Success Action Plan included a specific task of recreating Stewart Middle School's web page to match the district's new design; the task indicates the new web page will be "personalized for Stewart's family needs." Though not reported as completed, this task provides a specific example of ways the school intends to communicate with families and involve them in the school's improvement efforts. The Academic Performance Audit Teams notes that providing a welcoming environment and communicating with parents and families may serve as current strengths upon which Stewart Middle School can build. While family response rate on the spring 2013 survey was low (only 40 parents and family members responded), BERC researchers reported that the vast majority (95%) agreed they feel welcome at the school (up 13 percentage-points from 2012). Additionally, 76% agreed the school's staff communicates with them in a way that is convenient, 75% agreed their child's teachers respond promptly when they have a question or concern, and 64% agreed the school provides opportunities to learn more about the school. In contrast, BERC researchers noted that only 46% of the

401 students completing surveys agreed their families feel welcome at school. Only 30% of staff members agreed teachers effectively communicate student progress to parents; similarly, only 36% of students agreed their teachers talk to their families about how they are doing in school.

As evidenced by the data shared in *Concerns* and *Strengths*, the Academic Performance Audit Team found the high levels of positive responses by family members on surveys administered in spring 2013 contrasted sharply with low levels by staff and students around critical components of family engagement (e.g., providing a welcoming environment, involving parents and families in decision-making, and communicating effectively). This dichotomy will be important to "unpack" as school and district leaders address this recommendation.

Requirements for Recommendation #3

In light of concerns raised for this recommendation, Stewart Middle School and the Tacoma School District must address the following Turnaround Principles and Indicators when selecting the school improvement model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014):

Stewart Middle School

- Principle 2: Continue to provide professional development around culturally responsive leadership and instructional practices (e.g., Safe and Civil Schools [CHAMPS], AVID) and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF12 and/or P1-IF07)
- Principle 6: Ensure all staff members reinforce agreed-upon classroom rules and procedures with fidelity and positively teach them to their students. (Indicator P6-IIIC13) The Academic Performance Audit Team noted that the school's assessment of this Indicator does not match teacher and student perceptual surveys and findings.
- Principle 7: Collaborate with parents and community members to identify and implement strategies to engage parent and the community in the school's improvement efforts at the current site and the temporary site. (Indicators P7-IVA05 and/or P7-IVA13)

Tacoma School District

- Principle 2: Provide professional development around culturally responsive leadership and instructional practices and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-C)
- Principle 7: Engage parents and community in the transformation process. (Indicator P7-B)

Similar to the requirements for Recommendations 1 and 2, the Turnaround Principles and Indicators listed above are tightly coupled. Therefore, leadership teams can scaffold the S.M.A.R.T. Goals and Tasks as they revise/create the Required Action Plan submitted to the State Board of Education and the Student and School Success Action Plan submitted to the Office of Student and School Success. The Wise Ways documents on Indistar® describe research-based practices leadership teams can implement as they craft action plans around school- and district-level Indicators.

Office of Student and School Success: Additional next steps for the Office of Student and School Success to support both Stewart Middle School and the Tacoma School District follow.

- Principles 2 and 6: Disseminate research-based guidance around culturally responsive leadership instructional practices and provide professional development and technical assistance to

support district and school leaders and other staff to build their capacity to implement these practices.

- Principle 6: Collaborate with the OSPI's Student Support Division to disseminate research-based guidance around effective implementation of schoolwide discipline systems and provide professional development and technical assistance to leadership and staff to build their capacity to implement these practices.
- Principle 7: Disseminate research-based guidance to support schools and districts to engage their parents/families and communities in transformational efforts.

VI. Summary and Next Steps

As stated in the Executive Summary, a thorough review of extant and collected data by the Academic Performance Audit Team led to the identification of a number of concerns; an analysis of these concerns resulted in the formulation of three recommendations. Legislation enacted in 2012 by the Washington State Legislature (E2SSB 5329) requires the district and school to explicitly address the concerns and recommendations when selecting the intervention model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014). Recommendations include:

- **Recommendation 1: Design and implement protocols, structures, and professional development for Stewart's Student Success Cycle (data-informed inquiry cycle) to ensure all students receive rigorous, standards-aligned, and differentiated instruction and curriculum.**
- **Recommendation 2: Provide the principal operational flexibility that (a) supports the school's turnaround plan; (b) builds staff capacity to deliver rigorous, standards-based instruction and curriculum and use data in making instructional decisions; and (c) aligns with districtwide expectations for increases in student achievement.**
- **Recommendation 3: Ensure the learning environment is safe, supportive, mutually respectful, and honors the cultures and families represented in the school.**

District and school leadership teams should review their current Student and School Success Action Plans and make necessary revisions to ensure the recommendations contained within this report are adequately addressed. As indicated in the Executive Summary, the Academic Performance Audit Team believes the *Strengths* articulated in the narrative will serve the school and district well as they address the three recommendations described in this Academic Performance Audit Report.

Further requirements and general timelines for completion of the Required Action Plan are provided below.

RCW 28A.657.050
Required action plans — Development — Publication of guidelines, research, and models — Submission — Contents — Effect on existing collective bargaining agreements. (Effective until June 30, 2019.)

(1)(a) The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the state board of education for approval. Unless otherwise required by subsection (3) of this section, the plan must be submitted under a schedule as required by the state board. A required action plan must be developed in

collaboration with administrators, teachers, and other staff, parents, unions representing any employees within the district, students, and other representatives of the local community.

(b) The superintendent of public instruction shall provide a district with assistance in developing its plan if requested, and shall develop and publish guidelines for the development of required action plans. The superintendent of public instruction, in consultation with the state board of education, shall also publish a list of research and evidence-based school improvement models, consistent with turnaround principles, approved for use in required action plans.

(c) The local school board must conduct a public hearing to allow for comment on a proposed required action plan. The local school district shall submit the plan first to the office of the superintendent of public instruction to review and approve that the plan is consistent with federal and state guidelines, as applicable. After the office of the superintendent of public instruction has approved that the plan is consistent with federal and state guidelines, the local school district must submit its required action plan to the state board of education for approval.

(2) A required action plan must include all of the following:

(a) Implementation of an approved school improvement model required for the receipt of federal or state funds for school improvement for those persistently lowest-achieving schools that the district will be focusing on for required action. The approved school improvement 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. The required action plan for districts with multiple persistently lowest-achieving schools must include separate plans for each school as well as a plan for how the school district will support the schools collectively;

(b) Submission of an application for federal or state funds for school improvement to the superintendent of public instruction;

(c) A budget that provides for adequate resources to implement the model selected and any other requirements of the plan;

(d) A description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school and how the district intends to address the findings of the academic performance audit; and

(e) Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include closing the educational opportunity gap, improving mathematics and reading or English language arts student achievement, and improving graduation rates as defined by the office of the superintendent of public instruction that enable the school to no longer be identified as a persistently lowest-achieving school.

(3)(a) For any district designated for required action, the parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010, must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. For any district applying to participate in a collaborative schools for innovation and success pilot project under RCW 28A.630.104, the parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 7, 2012, must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement an innovation and success plan.

Timeline

April - May 23, 2014	District and school create Required Action Plan; plan must include: • Implementation of approved school improvement model • Application for state funds • Budget • Description of how the district intends to address the findings of the academy performance audit • Initial Revisions to Student and School Success Action Plan (i.e., Indicators identified in the Academic Performance Audit must be assessed on Indistar®. Additional S.M.A.R.T. Goals and tasks may be included; they are required to be included in the October 30, 2014 submission.) • Identification of measures that the school and district will use to assess student achievement • Collective bargaining agreements (reopen or negotiate an addendum to support plan) • Parent/guardian notification of RAD status and process for creating plan District and school share Required Action Plan with stakeholder groups, including local board of education, and incorporate feedback into final Required Action Plan submitted to the Office of Student and School Success.
May 23, 2014	District submits revised Student and School Success Action Plan on Indistar®. Office of Student and School Success reviews Required Action Plan and initial revisions to Student and School Success Action Plan.
May 28, 2014	Office of Student and School Success submits Required Action Plan to State Board of Education.
June 6, 2014	District presents Required Action Plan to State Board of Education for approval.
October 30, 2014	District and school submit Student and School Success Action Plans on Indistar®.

VII. Questions for Leadership Teams to Consider

The questions below emerged during the data review on March 4, 2014 and the on-site visit on March 25, 2014. They are intended to support leadership teams as they engage in dialogues around these recommendations. Leadership teams are NOT required to address these questions in their Required Action Plan or Student and School Success Action Plans. Rather, these questions are only intended to inform their collaborative work.

Recommendation 1: Design and implement protocols, structures, and professional development for Stewart's Student Success Cycle (data-informed inquiry cycle) to ensure all students receive rigorous, standards-aligned, and differentiated instruction and curriculum.

Questions to Consider

The following questions can inform the work of leadership teams:

- *Rigorous, Research-based, Standards-aligned, Grade-Appropriate Instruction*
  - Is there a coherent, instructional framework used within the school? Currently, the school is using a number of frameworks (e.g., CEL 5D, AVID). Is there a clear understanding of the relationship between these frameworks?
  - How can staff most effectively (a) differentiate within the core curriculum and (b) provide additional interventions as needed that enable students to continue to receive rigorous grade-level standards-based instruction and curriculum?
  - What data and process can staff use to assess their current level of development around this recommendation?

- *Professional Development, Technical Assistance, and Support*
  - How can the coaches and facilitators support staff and leaders to implement an effective instructional program that ensures all students receive grade-level, standards-based instruction and curriculum?
  - How is PD differentiated to support teachers new to the profession and/or to the school?
  - What measures are used to determine the impact of strategies on educator practice and student learning?
  - How can district and school leaders collaborate to address "initiative fatigue" and provide coherence for Stewart Middle School staff across the multiple initiatives?
- *Protocols and Structures Supporting Use of Data*
  - What is the impact of the PLC process on teacher practice? How do you know?
  - How do staff and leadership determine fidelity of implementation and impact of extended learning time opportunities (PD for staff and interventions for students)? For example, staff surveys from spring 2013 revealed that 62% agree the staff collaborates to improve student learning, and only 32% agree teachers collaboratively plan lessons.
  - What data protocols are used in collaborative team meetings? How do teams determine the effectiveness of their efforts in improving student outcomes?
  - How do different data sources come together to form a coherent assessment system? How do you know?

Recommendation 2: Provide the principal operational flexibility that (a) supports the school's turnaround plan; (b) builds staff capacity to deliver rigorous, standards-based instruction and curriculum and use data in making instructional decisions; and (c) aligns with districtwide expectations for increases in student achievement.

Questions to Consider:
The following questions can inform the work of leadership teams:

- *Principal Leadership*
  - Given the myriad of administrative responsibilities, particularly during the upcoming move to another site for two years, how will the principal maintain his focus on instructional improvement and student learning outcomes?
  - How can he effectively distribute leadership and engage others in the continuous improvement process?
  - What data will he collect to measure if instructional and behavior initiatives are implemented with fidelity? How are these data used to inform decision-making and action-planning processes?
- *District Leadership*
  - What supports is the district planning to provide to ensure the success of the new principal?
  - How will the district assign and support central office leaders to engage with the principal, facilitate his growth as an instructional leader, provide him operating flexibility, and hold him accountable for student learning?
  - What process does the district use to ensure the principal will have autonomy/flexibility within a districtwide context of accountability for improved educator practice and student learning?
  - How will the district differentiate expectations, supports, and services for the school – within the context of district vision, priorities, and strategic plan?

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- What additional supports will the district provide the principal during the design and construction phases of the project?

Recommendation 3: Ensure the learning environment is safe, supportive, mutually respectful, and honors the cultures and families represented in the school.

Questions to Consider

The following questions can inform the work of leadership teams:

- *School and Classroom Environment*
  - What evidence is gathered to determine the levels of direct instruction of classroom and school expectations in each classroom? How can these data be used to inform leadership and staff efforts?
  - How is the effectiveness of Compassionate Schools, Safe and Civil Schools (CHAMPS), AVID (Advancement Via Individual Determination), Navigation 101, and other similar initiatives monitored? What difference are these making for students? How do data across subgroups compare?
  - How does the school integrate various initiatives and wrap-around services for students with non-academic factors into a multi-tiered system of support (MTSS)? How is the impact of these services monitored?
  - How are barriers to achievement for students from low-income and mobile families been identified? How are they addressed through MTSS or another source?
- *Parent/Family and Community Engagement*
  - How does the school reach out to parents/families and the community to seek their input?
  - What are the meaningful ways that parents and families are engaged?
  - How are parents and families involved in teaching and reinforcing classroom and schoolwide expectations?
  - How are parents involved in decision making, creating the vision, and supporting the mission?
  - How will the school engage families and the community while located at another site in the district?

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VIII. Appendix

Appendix A: Required Action District Frequently Asked Questions

Appendix B: School Data Dashboard

Appendix C: Assessment of Progress Report

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Required Action District (RAD), Level One
Frequently Asked Questions

1. Which school districts can become a required action district?
The Office of Superintendent of Public Instruction (OSPI) is required to annually recommend to the State Board of Education (SBE) school districts for designation as required action districts. A district with at least one school identified as persistently lowest achieving will be designated as required action district. The SBE may designate a district that received a school improvement grant in 2010 or 2011 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. See **RCW 28A.657.020** and **RCW 28A.657.030** for additional information.

2. How does a school district superintendent request reconsideration?
A school district superintendent may request reconsideration of the superintendent of public instruction's recommendation. The reconsideration shall be limited to a determination of whether the school district met the criteria for being recommended as a required action district. A request for reconsideration must be in writing and received by superintendent of public instruction within ten days of receipt of the letter notifying the school district of the superintendent's recommendation. See **RCW 28A.657.030** for additional information.

3. What are the requirements for required action districts?

a) **External Review (Academic Performance Audit):** OSPI will provide an external review team to conduct an academic performance audit of the district and each persistently lowest achieving school. The audit will identify potential reasons for the school's low performance and lack of progress. The review team will consist of persons who have expertise in comprehensive school and district reform. The team may not include staff from the agency, the school district that is the subject of the audit, or members or staff of the SBE. The audit is based on criteria developed by OSPI and **must include** but not be limited to an examination of the following:
   - Student demographics
   - Mobility patterns
   - School feeder patterns
   - The 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 of 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.

   Audit findings must be made available to the local school district, its staff, the community, and the SBE. See **RCW 28A.657.040** for additional information.

b) **School Improvement Model:** The district must select and implement a federal- or state-approved school improvement model. Federal models include Closure, Restart, Transformation, and Turnaround. The district may adopt Washington State's Synergy Model that was developed by the Office of Student and

School Success. The selected model must address the concerns raised in the academic performance audit and be designed to increase educator capacity and substantially improve student achievement.

c) **Required Action Plan:** The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the SBE for approval. The SBE will establish submission dates for required action plans. A required action plan must be developed in collaboration with administrators, teachers, and other staff; parents; unions representing any employees within the district; students; and other representatives of the local community. The school board must conduct a public hearing to allow for comment on a proposed required action plan. See **RCW 28A.657.040** and **RCW 28A.657.050** for additional information.

d) **Online action-planning platform (Indistar®):** Districts and schools must use OSPI's approved online action-planning platform (Indistar®) to create, implement, monitor, and revise their required action plans. Staff in OSPI's Office of Student and School Success will provide support to district and school teams to use Indistar® as the platform for their action planning.

e) **Parent notification:** A district designated as a required action district must notify all parents of students attending a school identified as a persistently lowest achieving school in the district of the SBE's designation of the district as a required action district and the process for complying with the required action district requirements. See **RCW 28A.657.040** through **28A.657.100**.

f) **Collective Bargaining Agreement:** The parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010 by a required action district must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. If the school district and the employee organizations are unable to agree on the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the required action plan, must request the public employment relations commission to, and the commission shall, appoint an employee of the commission to act as a mediator to assist in the resolution of a dispute between the school district and the employee organizations. See **RCW 28A.657.040** for specific guidance for mediation of an addendum or modification of an existing collective bargaining agreement and other information.

g) **Professional development and technical assistance (PD/TA):** School and district teams will engage in required PD/TA to build leadership and instructional capacity to effectively implement their action plan.

4. **What elements must be included in the Required Action Plan?**
   a) **The plan must include the following.**
      i. **Selection and implementation of an approved school improvement model**. The approved school improvement 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 SBE within three years of implementation of the plan. The required action plan for districts with multiple persistently lowest achieving schools must include **separate plans** for each school as well as a plan for how the school district will support the schools collectively.
      ii. **Funding**: The district must submit an application to OSPI for federal or state funds for school improvement.
      iii. **Budget**: The plan must include a budget that provides for adequate resources to implement the selected model and any other requirements of the plan.

iv. **Changes to existing policies, practices, etc.:** The plan must include descriptions of changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school.

v. **Academic Performance Audit:** The district must also describe how it intends to address the findings of the academic performance audit.

vi. **Data measures**: The plan must identify the measures that the school district will use in assessing the school's student achievement. Measures will include those related to closing the educational opportunity gap, improving mathematics and reading or English language arts student achievement, and improving graduation rates as defined by OSPI; these measures will also be used to determine the school's status as a persistently lowest achieving school.

b) Assistance with the required action plan: OSPI will provide guidelines for the development of required action plans, as well as a list of research and evidence-based school improvement models to be implemented in the plan. If requested, OSPI will provide a school district with assistance in developing its plan. The local school board will first submit the plan to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. After OSPI approves the plan is consistent with federal and state guidelines, the local school district must submit its required action plan to the SBE for approval. See **RCW 28A.657.040** for additional information.

c) Review of the required action plan: The required action plan developed by a district's school board and superintendent must be submitted to the SBE for approval. The SBE shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. Any addendum or modification to an existing collective bargaining agreement, negotiated under RCW 28A.657.050 or by agreement of the district and the exclusive bargaining unit, related to student achievement or school improvement shall not go into effect until approval of a required action plan by the SBE. *Note.* The SBE must accept for inclusion in any required action plan the final decision by the superior court on any issue certified by the executive director of the public employment relations commission under the process in RCW 28A.657.050. See **RCW 28A.657.060** for additional information.

d) Timeline for implementing the action plan: If federal or state funds for this purpose are available, a required action plan must be implemented in the immediate school year following the district's designation as a required action district. See **RCW 28A.657.060** for additional information.

e) Technical Assistance and Progress Monitoring: OSPI must provide the required action district with technical assistance and federal or state funds for school improvement, if available, to implement an approved plan. The district must submit a report to OSPI that provides the progress the district is making 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. OSPI will report to the SBE twice a year on the progress of a required action district in implementing the required action plan. See **RCW 28A.657.090** for additional information.

5. How can a required action district be released from the designation?

OSPI must recommend to the SBE that a school district be released from the designation as a required action district after the district implements a required action plan for a period of three years; has made progress as defined by the superintendent of public instruction using the criteria adopted under RCW 28A.657.020 including progress in closing the educational opportunity gap; and no longer has a school within the district identified as persistently lowest achieving. The SBE shall release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release.

If the SBE determines that the required action district has not met the requirements for release after at least three years of implementing a required action plan, the board may recommend that the district remain in required action and submit a new or revised plan under the process in RCW 28A.657.050, or the SBE may direct that the school district be assigned to level two of the required action process as provided in RCW 28A.657.105. If the required action district received a federal school improvement grant for the same persistently lowest achieving school in 2010 or 2011, the SBE may direct that the school district be assigned to level two of the required action process after one year of implementing a required action plan under this chapter if the district is not making progress. Before making a determination of whether to recommend that a school district that is not making progress remain in required action or be assigned to level two of the required action process, the SBE must submit its findings to the education accountability system oversight committee under RCW 28A.657.130 and provide an opportunity for the oversight committee to review and comment. See **RCW 28A.657.100** for additional information.

Additional information regarding the required action plan follows.

6. What if the SBE rejects the required action plan?

If the SBE does not approve a proposed plan, it must notify the local school board and local district's superintendent in writing with an explicit rationale for why the plan was not approved. With the assistance of OSPI, the superintendent and school board of the required action district shall either: (1) submit a new plan to the SBE for approval within forty days of notification that its plan was rejected, or (2) submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the SBE's rejection within ten days of the notification that the plan was rejected. See **RCW 28A.657.040** for information.

7. What is the required action plan review panel?

A required action plan review panel is composed of five individuals with expertise in school improvement, school and school 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. The panel is to provide an objective, external review of a request from a school district for reconsideration of the SBE's rejection of the district's required action plan or reconsideration of a level two required action plan developed only by the superintendent of public instruction as provided under RCW 28A.657.105. The review and reconsideration by the panel shall be based on whether the SBE or the superintendent of public instruction gave appropriate consideration to the unique circumstances and characteristics identified in the academic performance audit or level two needs assessment and review of the local school district. See **RCW 28A.657.070** for additional information.

9. What happens if the school district does not submit the required action plan in time?

The SBE may direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received SBE approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings. See **RCW 28A.657.080** for information.

2013 School Data Dashboard

Site:	Stewart MS
District:	Tacoma

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Reading 2013	Reading 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 6	47.3%	48.3%	⇨	-1.0%		Below	Grade 6		-0.8%	0.5%
Grade 7	51.8%	53.8%	⇨	-2.0%		Below	Grade 7		4.4%	3.3%
Grade 8	34.5%	40.0%	⇩	-5.5%		Below	Grade 8		-5.3%	-2.5%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Math 2013	Math 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 6	35.8%	34.2%	⇨	1.6%		Below	Grade 6		2.0%	3.1%
Grade 7	37.9%	18.7%	⇧	19.2%		Below	Grade 7		0.3%	3.7%
Gr. 8 (MSP)	17.3%	11.7%	⇧	5.6%		Below	Gr. 8 (MSP)		-4.1%	0.3%

WRITING

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Writing 2013	Writing 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 7	41.2%	32.4%	⇧	8.8%		Below	Grade 7		-5.2%	-0.8%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Science 2013	Science 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Gr 8. (MSP)	32.4%	39.1%	⇩	-6.7%		Below	Gr 8. (MSP)		3.2%	3.5%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the School's 2013 results to the District's to determine whether the school is above or below the district (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

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2013 School Data Dashboard

Site:	Stewart MS
District:	Tacoma

READING: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 6	14.2%	22.6%		-8.4%		Equal		Grade 6		-0.5%	0.2%
Grade 7	16.1%	17.3%		-1.2%		Larger		Grade 7		-1.0%	-1.3%
Grade 8	39.6%	30.6%		9.0%		Larger		Grade 8		6.8%	2.9%

MATH: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 6	39.2%	39.7%		-0.5%		Larger		Grade 6		-2.3%	-2.3%
Grade 7	36.6%	55.1%		-18.5%		Larger		Grade 7		-2.0%	-4.1%
Grade 8	60.9%	61.7%		-0.8%		Larger		Grade 8		5.6%	1.1%

Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of programs for struggling students. For Change, we want the percentage of students at Level-1 to decline– i.e., negative values are best. The 5-year Trend looks at whether the school is shrinking it's percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students performing at Level-1.

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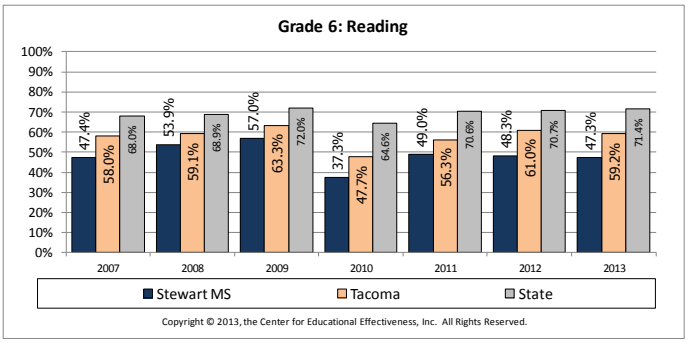
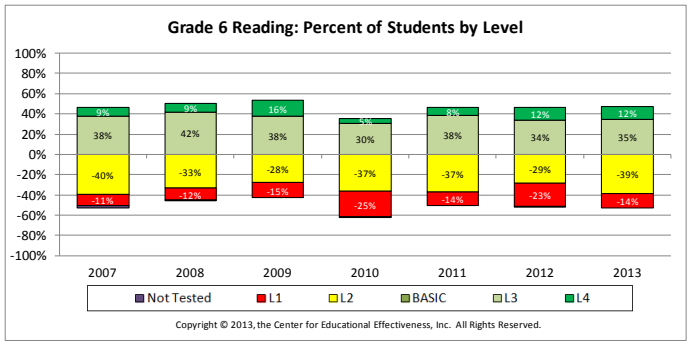
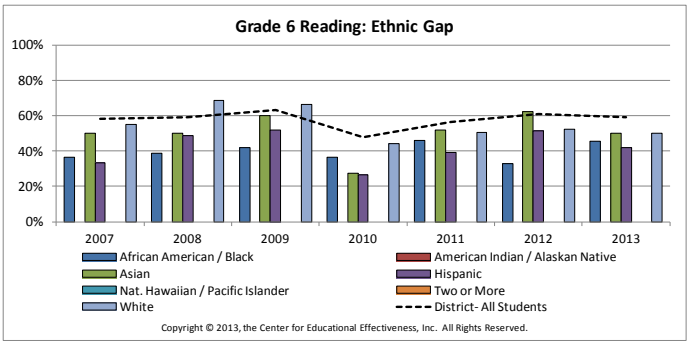
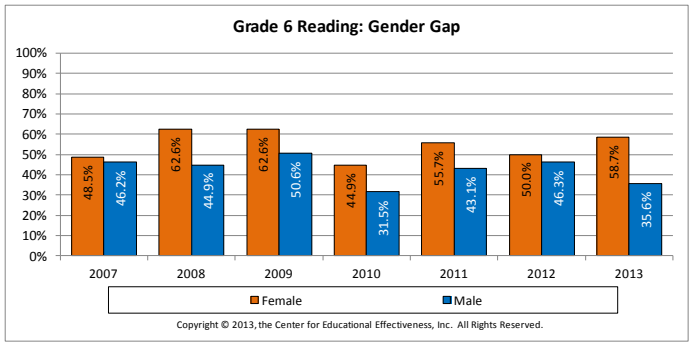
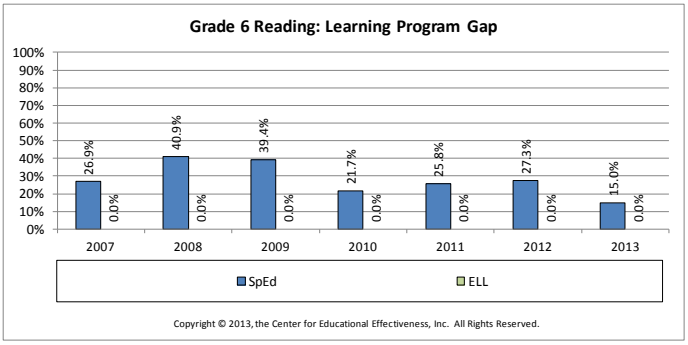
Reading Grade 6

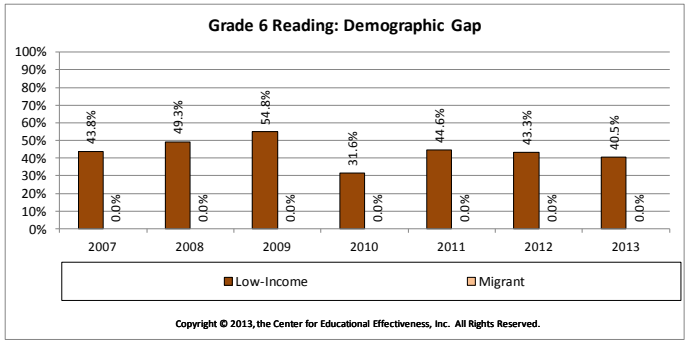












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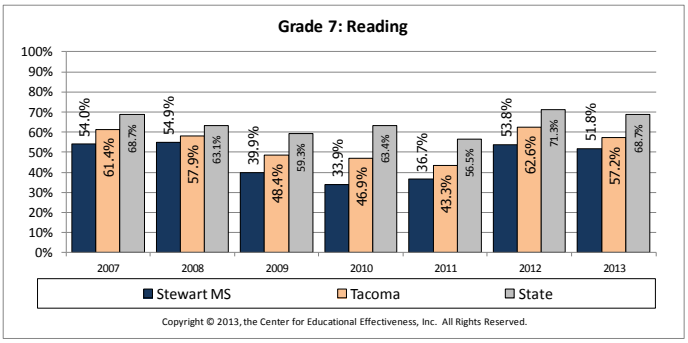
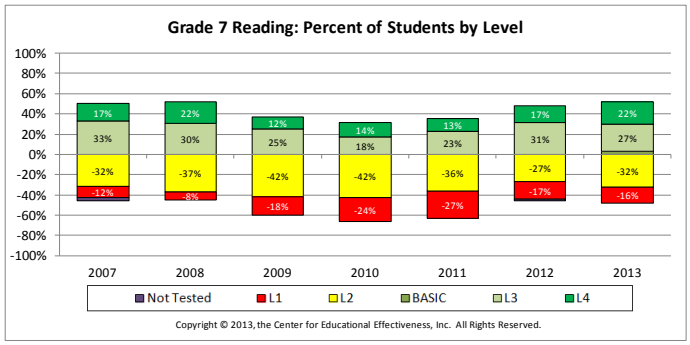
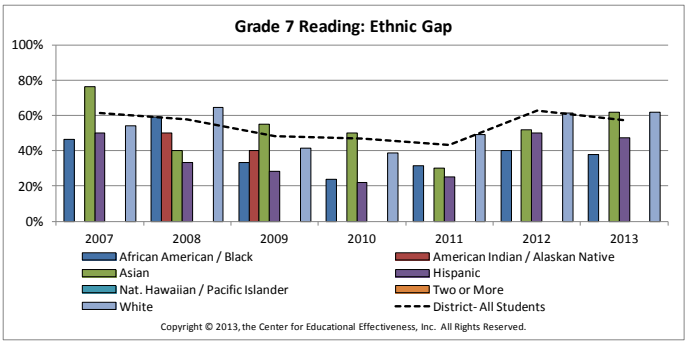
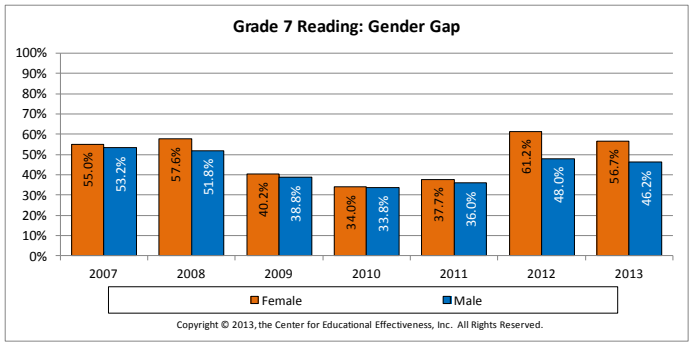
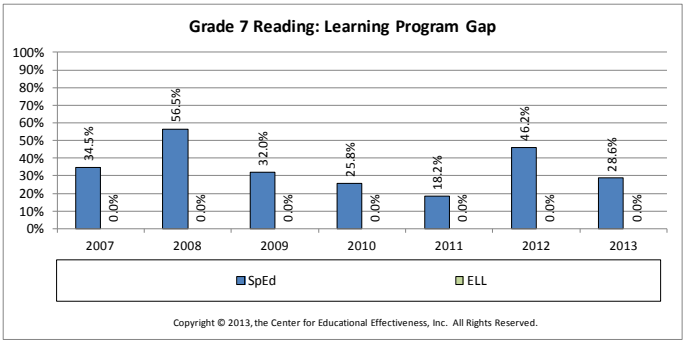
Reading Grade 7

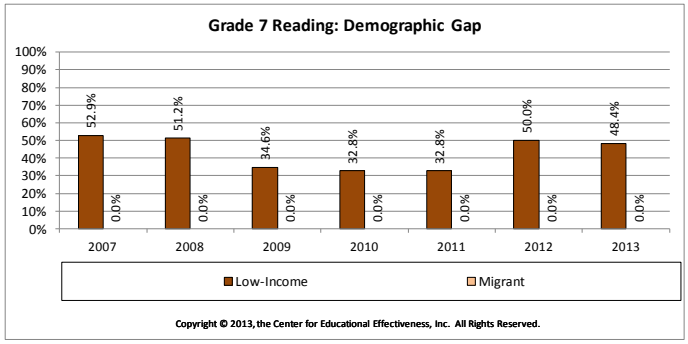












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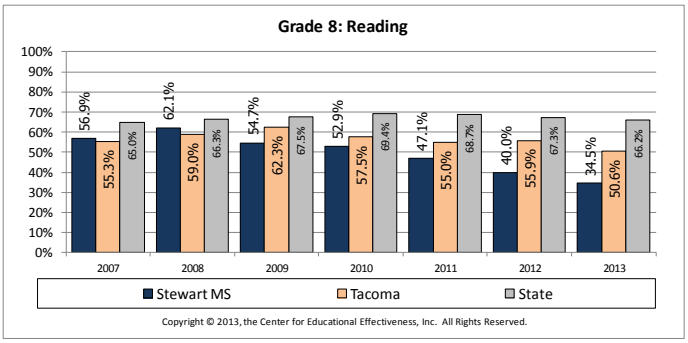
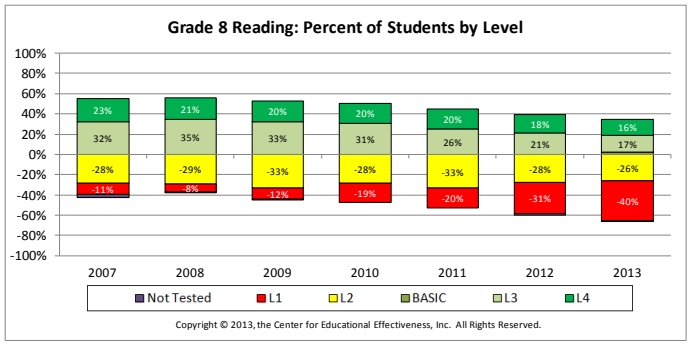
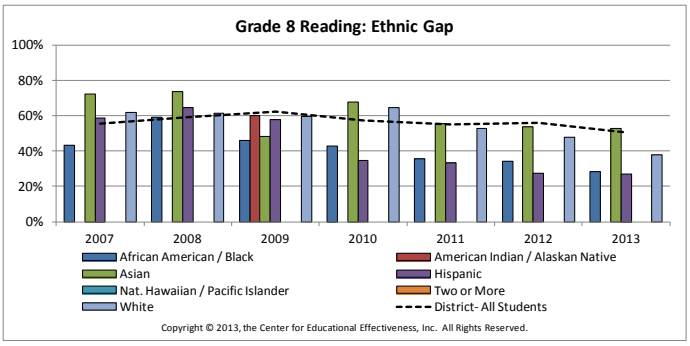
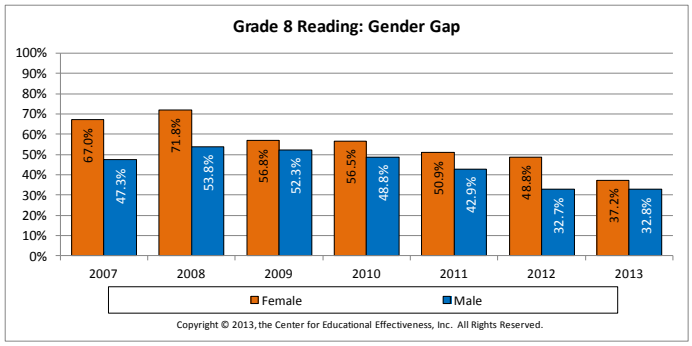
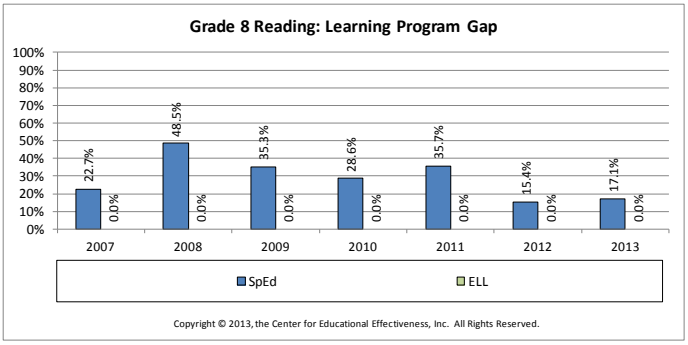
Reading Grade 8

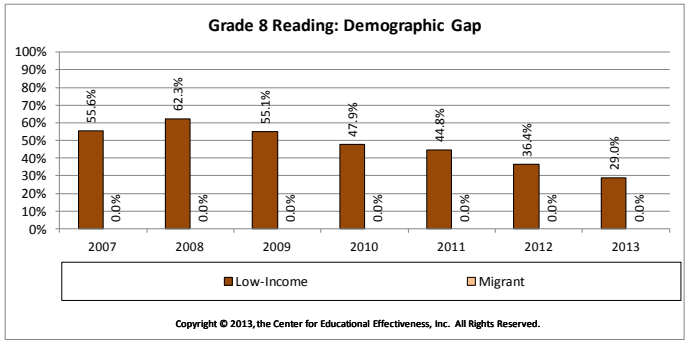












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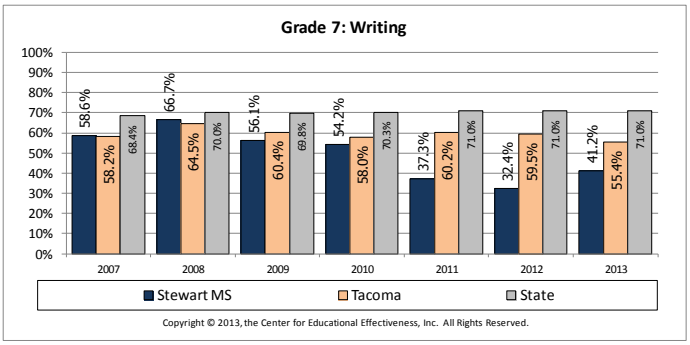
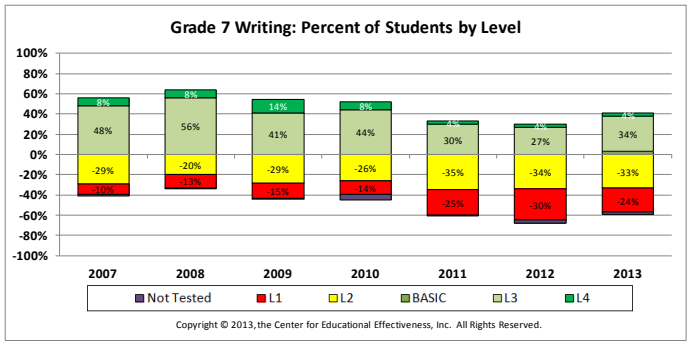
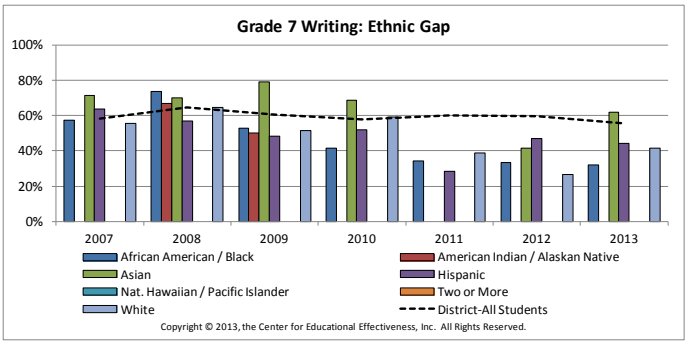
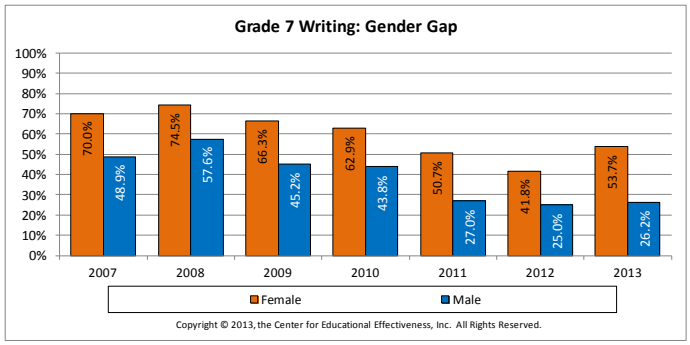
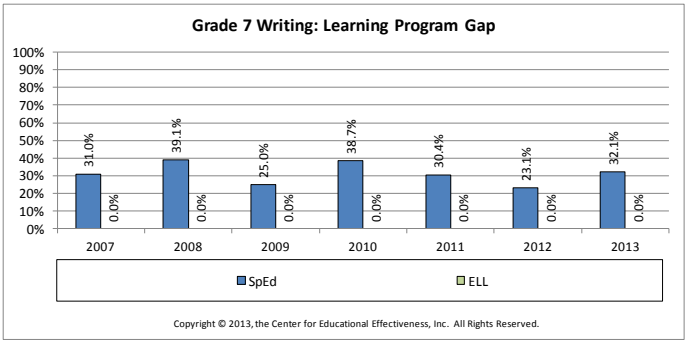
Writing Grade 7

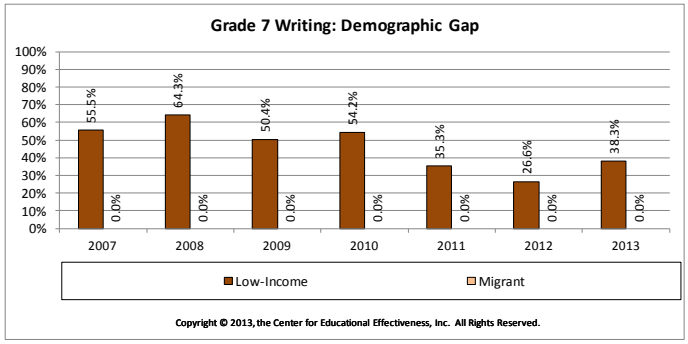












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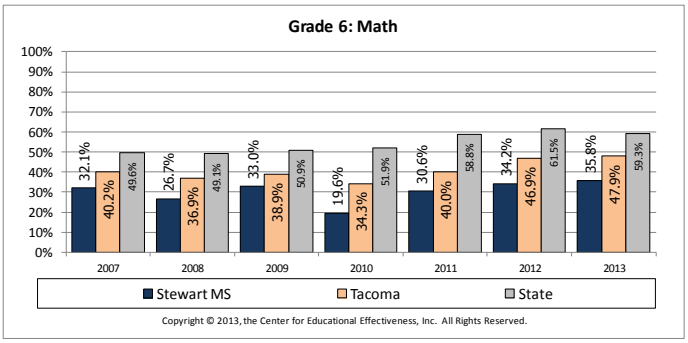
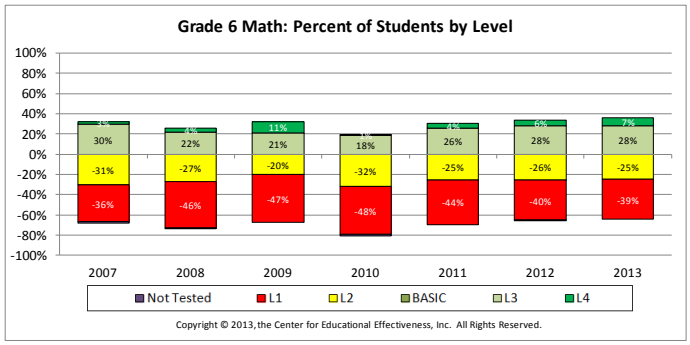
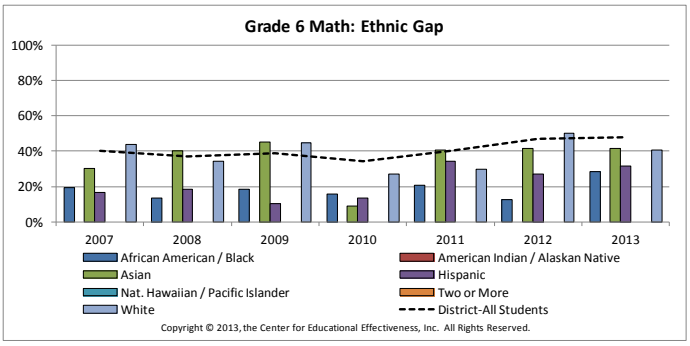
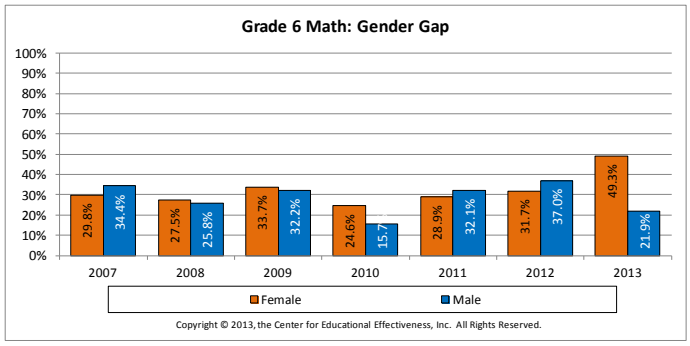
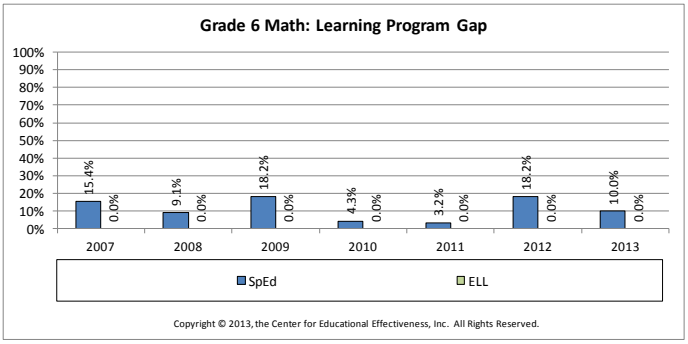
Math Grade 6

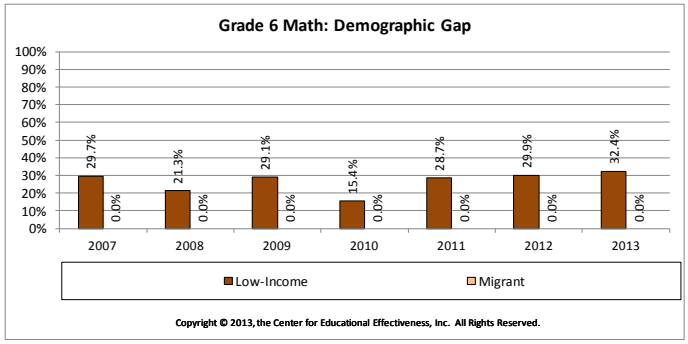












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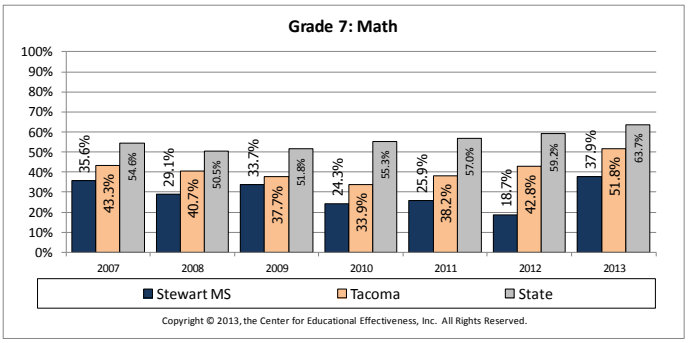
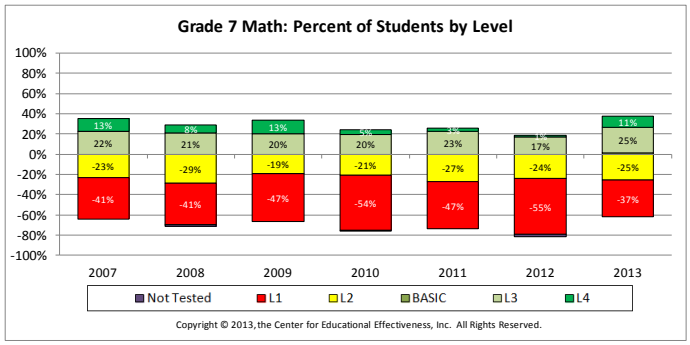
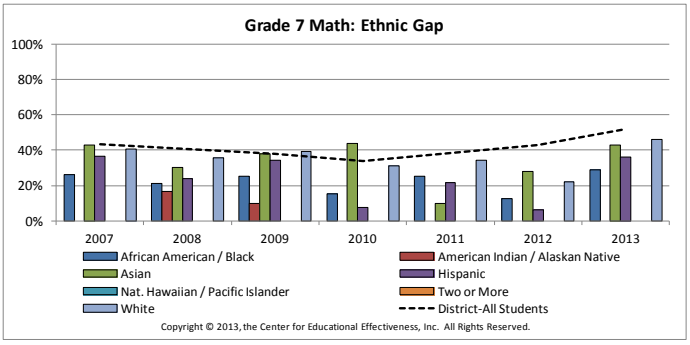
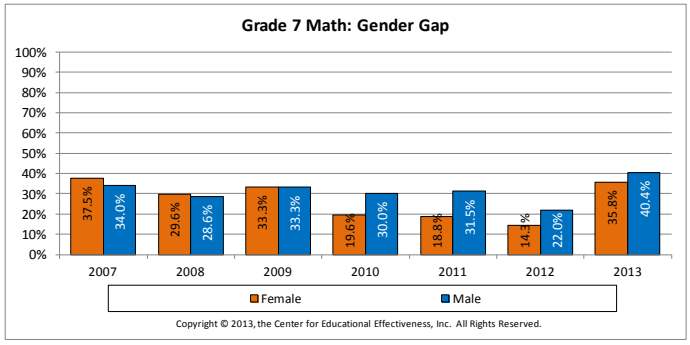
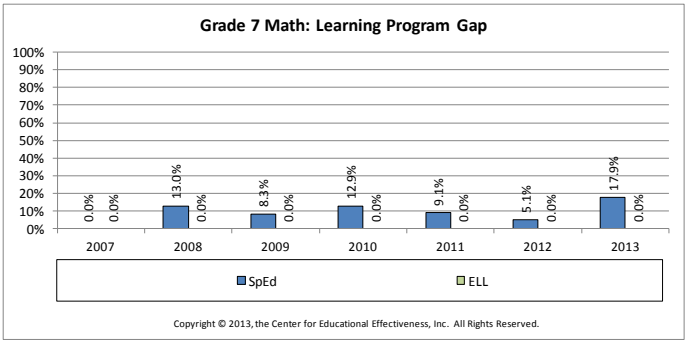
Math Grade 7

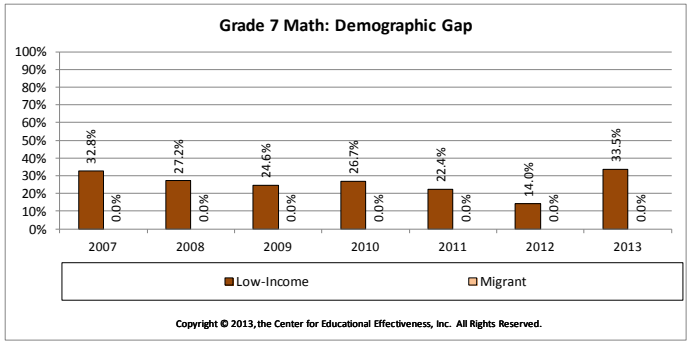












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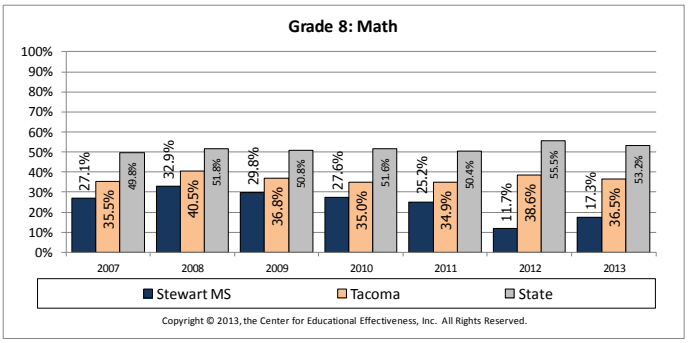
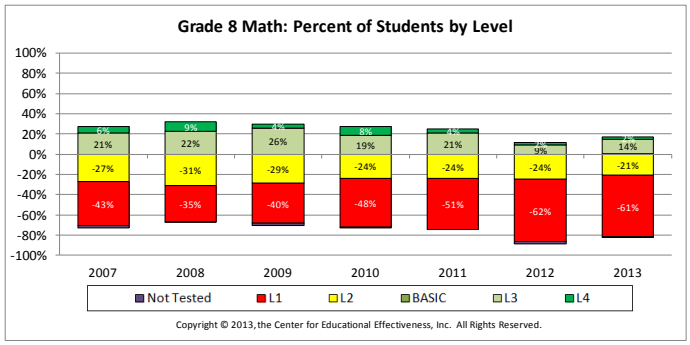
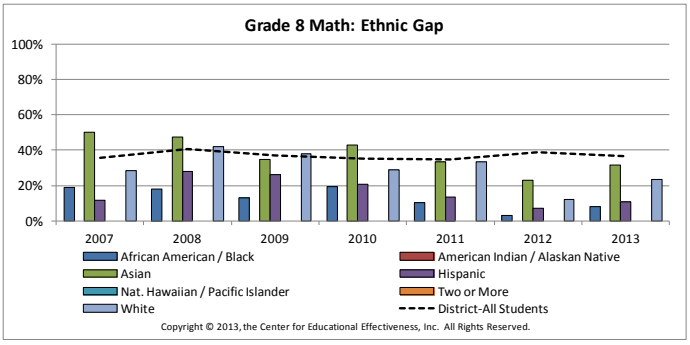
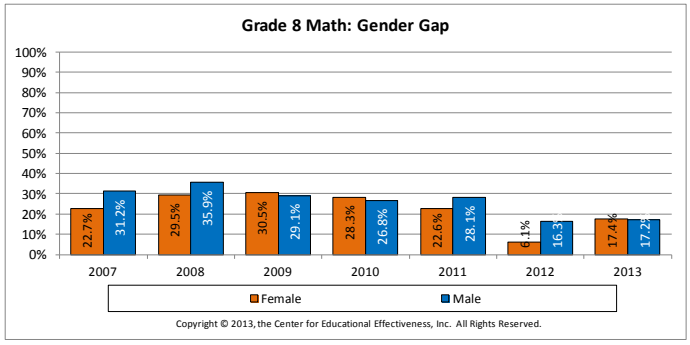
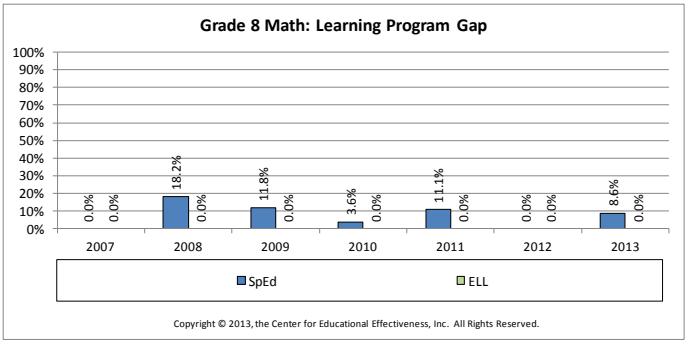
Math Grade 8

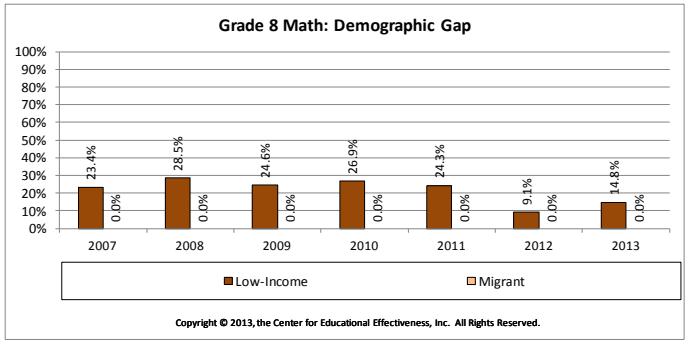












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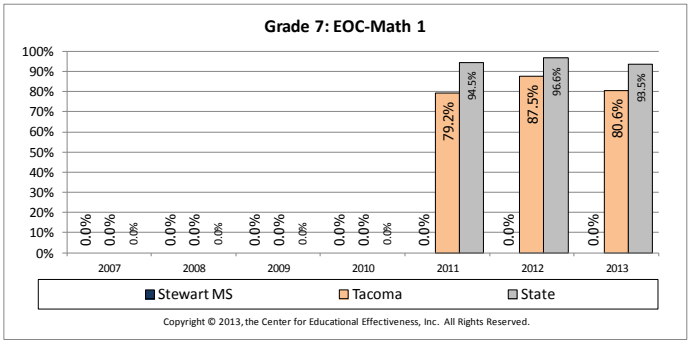
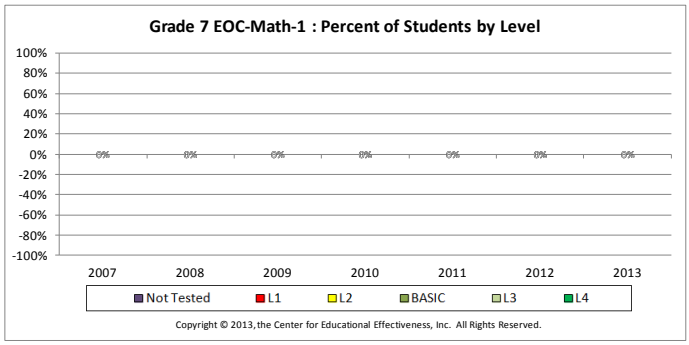
End-of-Course Math-1 Grade 7

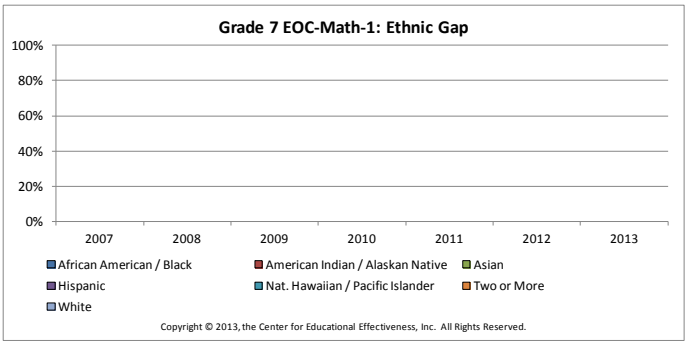
NOTE: End-of-Course assessments are not taken by all students at this grade level

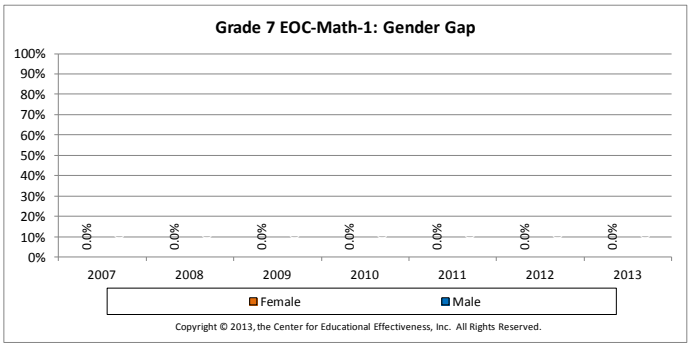
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

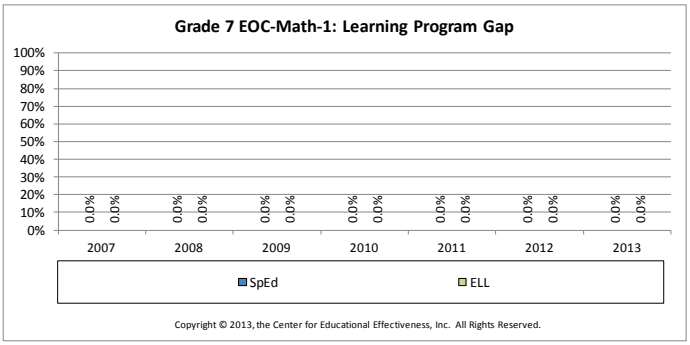


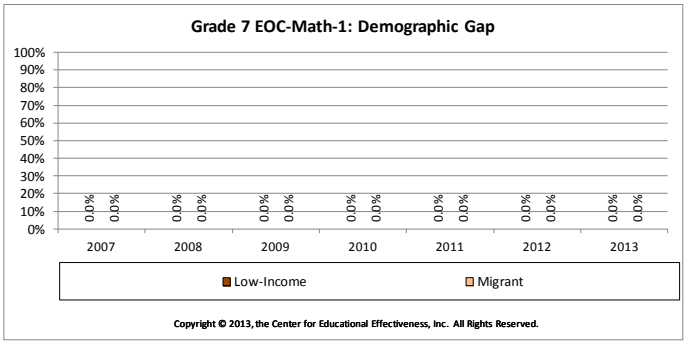
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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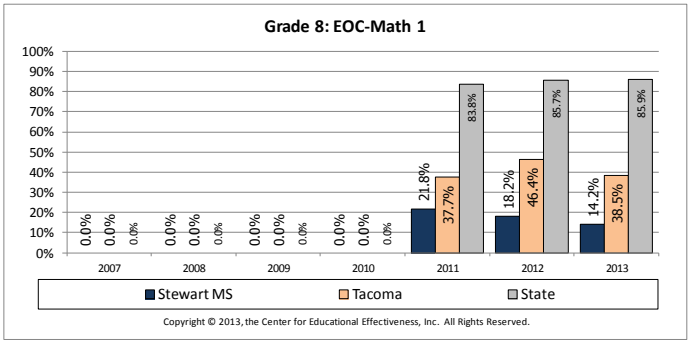
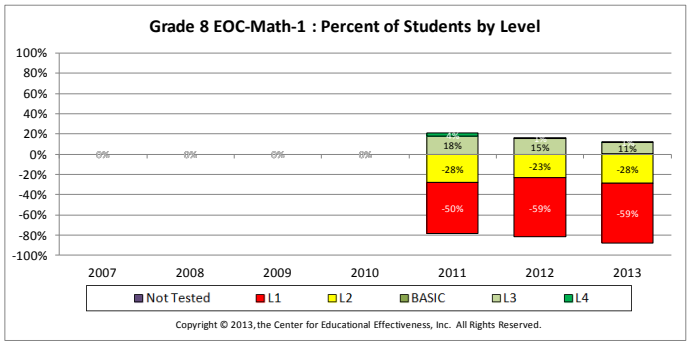
End-of-Course Math-1 Grade 8

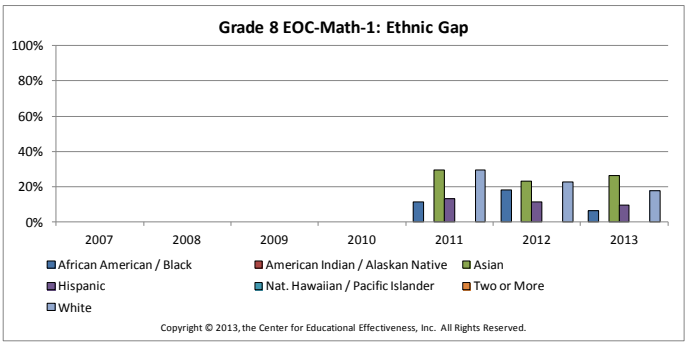
NOTE: End-of-Course assessments are not taken by all students at this grade level

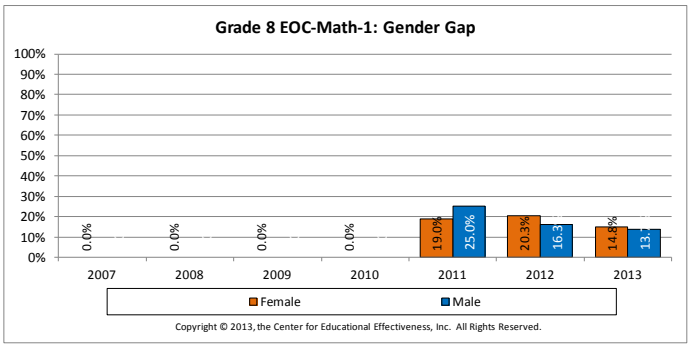
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

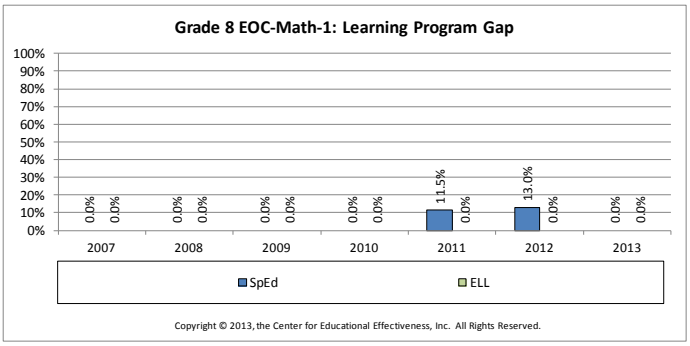


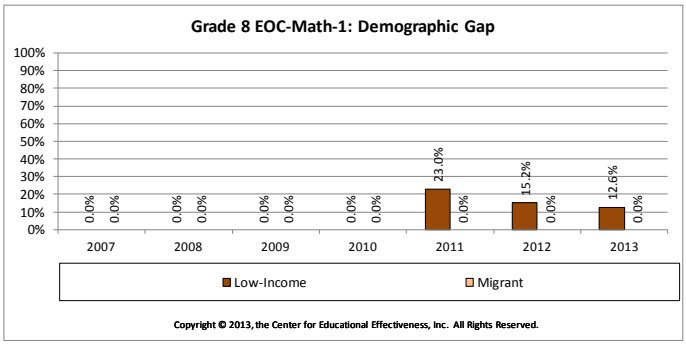
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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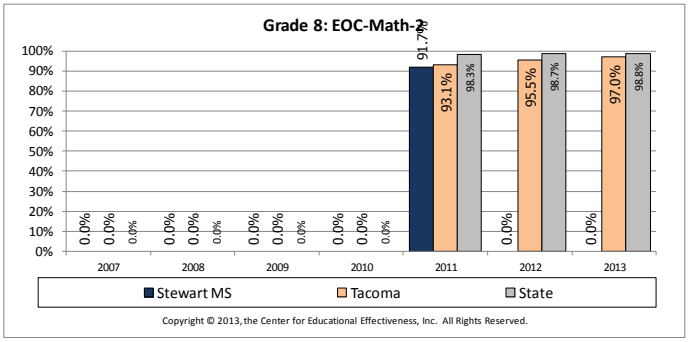
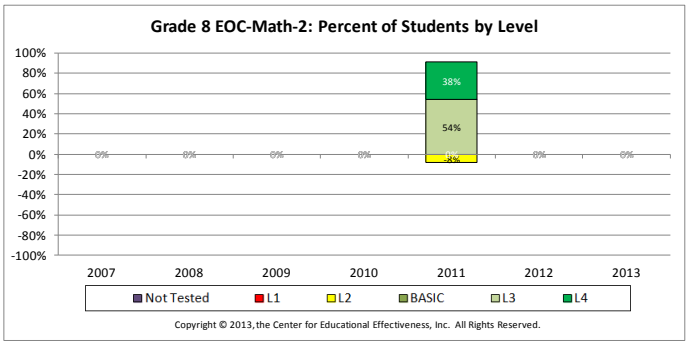
End-of-Course Math-2 Grade 8

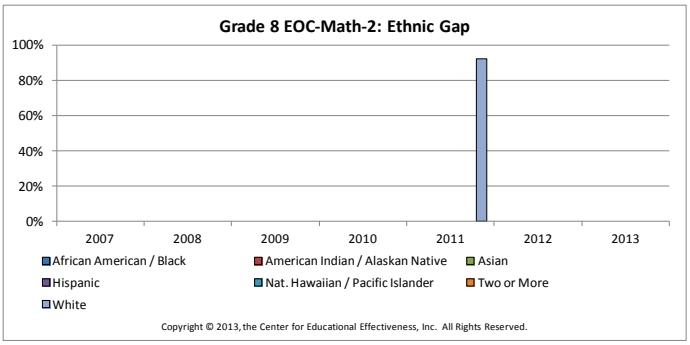
NOTE: End-of-Course assessments are not taken by all students at this grade level

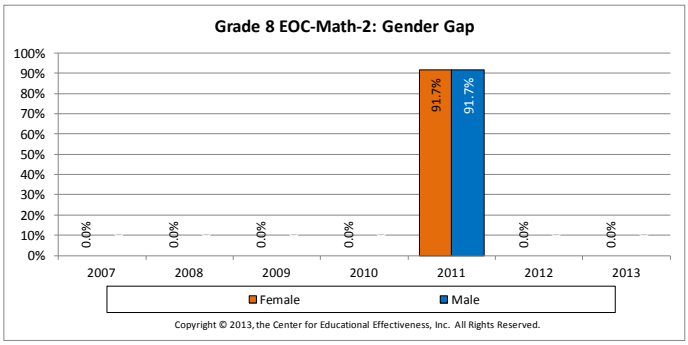
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

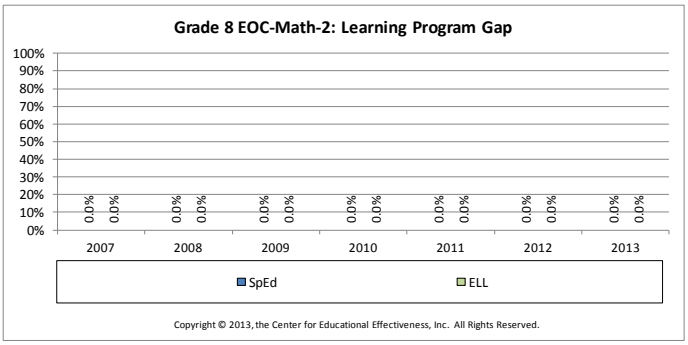


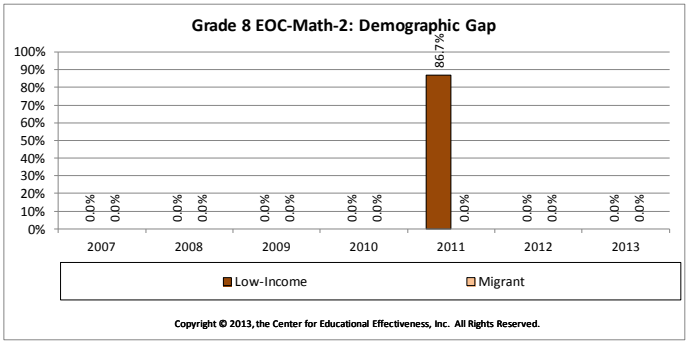
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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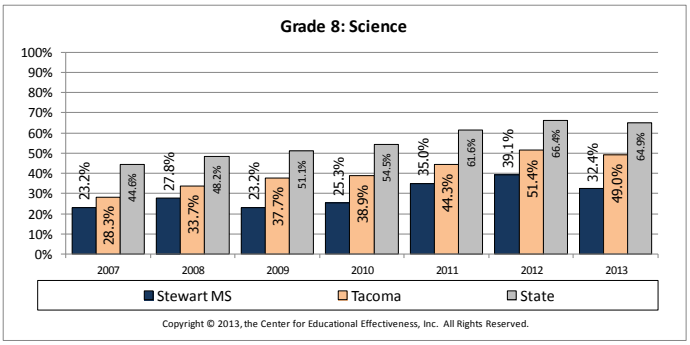
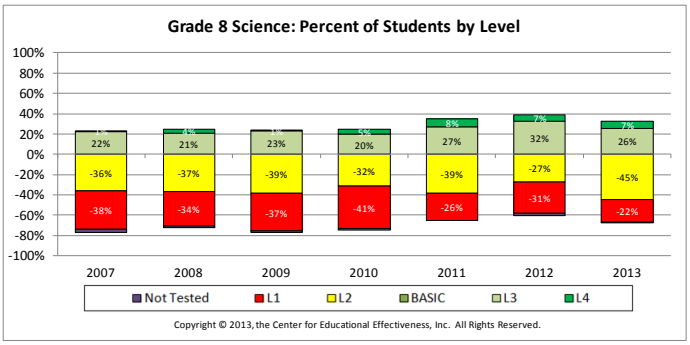
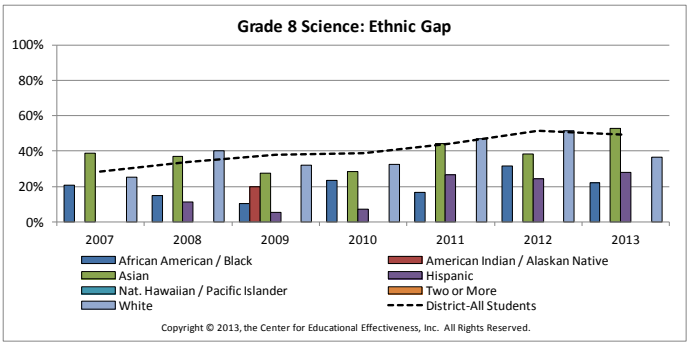
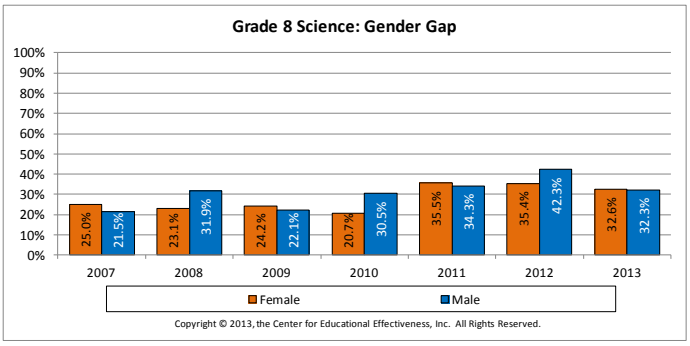
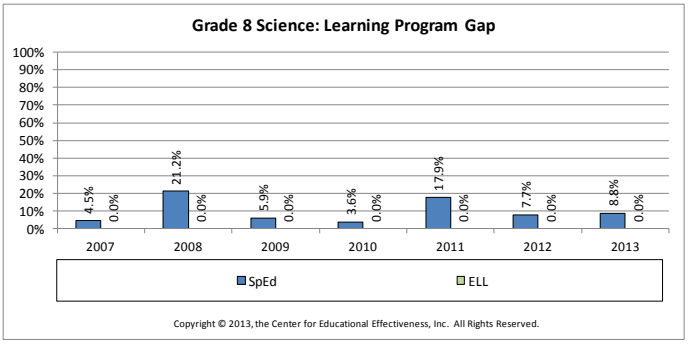
Science Grade 8

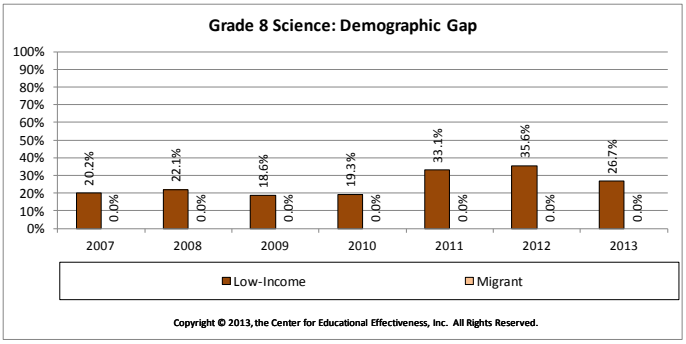












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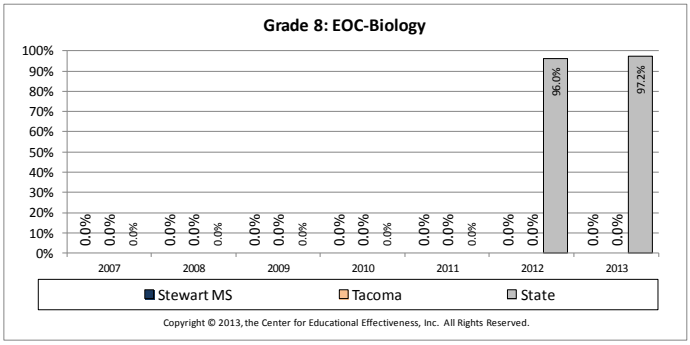
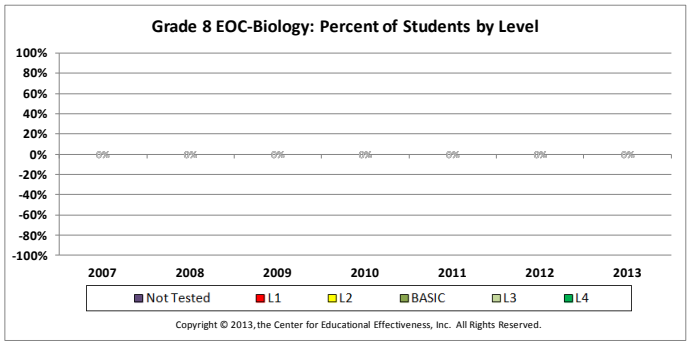
End-of-Course Biology Grade 8

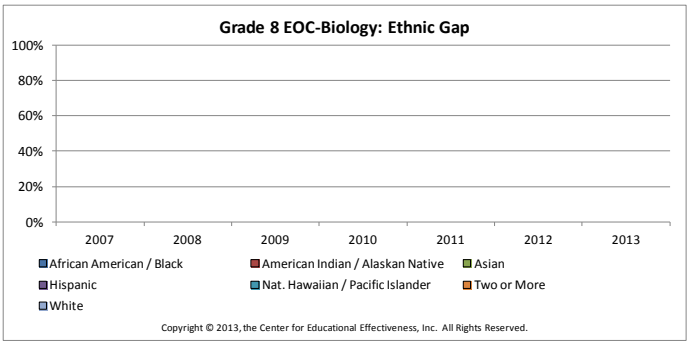
NOTE: End-of-Course assessments are not taken by all students at this grade level

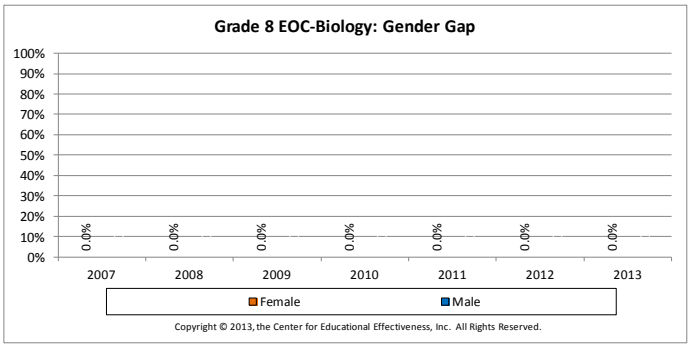
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

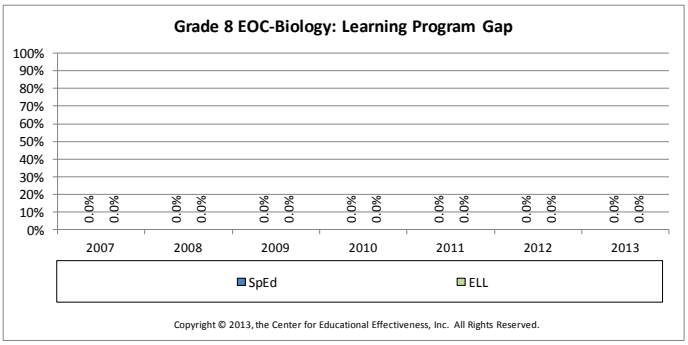


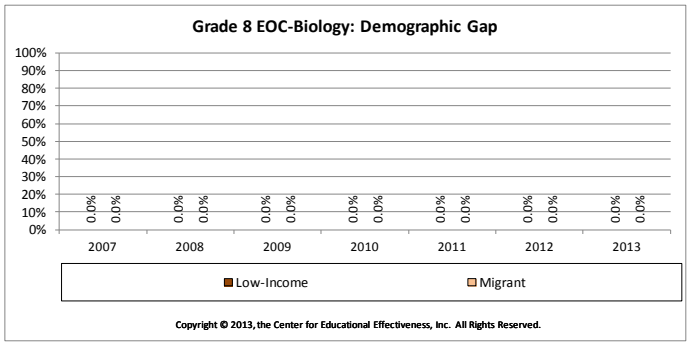
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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MERIT - Assessment of Progress

Stewart Middle School

Tacoma School District

March 21, 2013

School and Classroom Practices Study

Prepared by

BAKER ▪ EVALUATION ▪ RESEARCH ▪ CONSULTING

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Stewart Middle School
Assessment of Progress

Introduction

In 2010, the Tacoma School District (SSD) applied for and received a federal School Improvement Grant (SIG) for three of their schools, including Stewart Middle School and two other middle schools. As part of the application process, The BERC Group, Inc. conducted a School and Classroom Practices Study (SCPS) at Stewart Middle School. The BERC Group a) reviewed district level practices and policies to identify potential supports and barriers that may impact the district's ability to implement an intervention; b) collected classroom observation data focusing on instructional practices within the school; and c) conducted qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's Nine Characteristics of High Performing Schools. Findings noted in the initial report were used to complete the application for SIG support and were incorporated into the ongoing implementation of improvement goals and action plans at the school and district levels. In 2011 and 2012, The BERC Group conducted follow-ups to the initial report, highlighting changes the school and district have made over the last year related to the School Improvement Grant (SIG).

In March 2013, The BERC Group visited the school once again to conduct an Assessment of Progress to highlight changes the school and district made over the last year. The findings in this report are based on information gathered from the following sources:

1) a review of changes in district level practices and policies to support an intervention model;
2) a classroom observation study focusing on instructional practices within the school;
3) qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's *Nine Characteristics of High Performing Schools*; and
4) survey of school staff, students, and families.

Evaluators obtained information during a site visit on March 21, 2013. Approximately 67 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 27 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district, including school improvement plans, student achievement data, and additional school documents.

The following section describes the federal intervention model Tacoma School District and Stewart Middle School chose to adopt. This section also includes a comparative overview of the district findings from all SCPS studies, a description of the support provided to the school by the district, and a summary of the changes made at the school level. Subsequent sections of the report offer a detailed review of the school's alignment to the *Nine Characteristics of High*

Performing Schools based on classroom observations, interviews and focus groups, and survey data. Under each of the *Nine Characteristics* indicators, the report will highlight how the school has addressed issues brought to light in the previous studies.

Implementation of the Intervention Model

In an effort to improve education and educational opportunities across the nation, the federal government provided funding for School Improvement Grants to support the lowest performing districts and schools. Schools and districts accepting SIG money chose from among four federally defined intervention models for their lowest performing schools: *Closure*, *Restart*, *Turnaround*, and *Transformation*. The school closure model refers to a district closing a school and enrolling the students who attended the school in other higher-achieving schools in the district. The restart model occurs when a district converts the school or closes and reopens it under management of an educational management organization (EMO). The turnaround model includes replacing the principal and rehiring no more than 50% of the school's staff, adopting a new governance structure, and implementing a research-based instructional program aligned to state standards. Over the last three years, this model has produced significant gains in student achievement and has helped schools prepare for the longer process of transformation into a high performing organization.[1] The transformation model requires replacing the school principal addresses four areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.

Tacoma Public Schools and Stewart Middle School chose to adopt and implement the *Turnaround* model. The table in Appendix A of this report describes the specific requirements for the *Turnaround* model in more detail and shows a comparison of rankings for each requirement from each of the School and Classroom Practices Studies.

District and School Level Change

Tacoma Public Schools employs approximately 1,810 teachers serving 28,529 students in 35 elementary schools, 9 middle schools, 5 comprehensive high schools, and 14 alternative learning sites. Approximately 60% of the district's teachers possess a master's degree, and the average years of teaching experience is 12.9 years. Stewart Middle School employs 42 teachers serving approximately 600 students. Approximately 71% of GMS teachers possess graduate degrees, and the average years of teaching experience is 5.2 years. Compared to the district, Stewart employs a greater percentage of teachers with a master's degree, but teachers have less experience.

[1] Mass Insight (June 2010). *School Turnaround Models*. Boston, MA.: Mass Insight Education and Research Institute.

The SIG grants for this TPS cohort, awarded to Giaudrone, Jason Lee, and Stewart Middle Schools, have had a significant impact in the district, both practically and philosophically. "SIG was intended to break the mold, and in Tacoma Public Schools, we did that," commented district personnel. With the grant, TPS made decisive moves for the SIG schools as a cohort, for all TPS middle schools, and for the entire district-wide. These three SIG schools started from very difficult places, yet now have moved to the forefront in school improvement and are now "leading from the middle" according to the district.

According to district personnel, a number of challenges predated the grant, particularly in the area of instruction. One person said, "Prior to SIG, we did not have a well-articulated and teacher-supported instructional framework. We had a curriculum map but hadn't looked at it for about 10 years." It was difficult to make gains with three successive math adoptions and no cohesive support for language arts teachers. Although the grant period held many challenges for TPS, including significant central office turnover and a teacher strike, the district took several positive and clear steps. These included better articulation of curriculum maps, new benchmark assessments, and new curriculum adoptions. They implemented a new data system that will provide real-time data. They have also established a deeper and more structured focus on instruction, with broader implementation of teacher collaboration and peer observation through "studio" models. The district has committed to the 5 Dimensions of Teaching and Learning (5D) of the Center for Educational Leadership, infusing 5D teacher development initially into math and language arts and then into other content areas. A district officer commented, "Where we are now is significantly different, primarily around the instructional system in place and curricular support."

The SIG program also encouraged the district to reflect on the goals of the entire system. In math, for example, one person said, "Three years ago, we focused on articulating what we wanted, and it was algebra for all 8th graders, the same for special education, and support for teachers." While the needs of SIG schools instigated these conversations, some of the resulting improvement strategies were directed toward all middle schools. For instance, all middle schools developed a similar math focus and had a common set of resources, including curriculum support, time for teachers to collaborate, and the Teacher Development Group (TDG) for teacher growth.

During the first year of these grants, a Memorandum of Understanding (MOU) provided SIG principals some latitude in hiring, so they could build staffs appropriate to the goals and plans for the school. From the district perspective, the Memorandum of Understanding (MOU) was essential for these three SIG schools. One person said, "It was crucial. It was really important, and I would stress that. It was really important to be able to do the things we were required to do [by OSPI]. We could not have done it in any other way."

However, the process for moving teachers into and out of SIG schools early in the grant period contributed to teacher concerns over reassignment and displacement, and this was one of the key issues in a 2011 teacher strike. One person said, "SIG was a large process: closing one school and emptying two others. There were a lot of displaced people, and the system was not designed to accommodate that. When people didn't know where they were going, it caused a lot of stress. One outcome of the strike was a new system for addressing teacher reassignment and displacement, now known as "Section 83." Whereas displacement decisions had been made on the basis of seniority, Section 83 takes other factors into consideration. This is a significant

change for TPS and the union. As OSPI identifies new TPS schools for targeted improvement, there have been questions about whether there will be a new MOU. According to the central office, "With Section 83, our hiring practices have changed, so positions are really open. It's good for teachers wanting to move. We've evolved, so we don't need the MOU in the same way."

Reflecting on their work with the union in the context of these grants, district personnel described the relationship between the district and union as "still strong, with a sense of trust." They believe the strike and its resolution ultimately left both the district and the union "stronger and wiser, with better relationships." Further, a district representative noted, "Many times, districts go through strikes and it's devastating, but the principals and teachers didn't miss a beat. It says a lot for the teachers and the leaders, especially for the SIG schools."

The teacher and principal evaluation processes are moving forward for TPS, and they plan to implement a new evaluation tool in fall of 2013. While the district did not participate in the Teacher/Principal Evaluation Pilot this year, the education directors and some principals attended reliability training. Those involved in leadership of the new evaluation process are "working closely together to do this, not with the lens of evaluation but of learning." According to district staff, this perspective is easier to establish because teachers have already had a number of classes on 5D as an *instructional framework*. All districts trainings pertaining to curriculum and instruction align with the 5D model. One person commented, "The feedback from other districts is that they wished they had the instructional framework first and then developed an evaluation that lays over it. Tacoma administrators have focused on this is an instructional framework… It's really a different conversation."

When considering the future, district personnel indicated that all three SIG schools have paid close attention to sustainability. However, the issues of sustainability are very specific to each school, as they depend on the specific strategies for school improvement and the activities that have been funded by the grant. SMS staff members know some positions funded by SIG will be eliminated next year, though the exact number remains to be determined. Multiple staff members expressed concerns that SMS would not be able to sustain its vision as a Science, Technology, Reading, Engineering, Arts, and Math (STREAM) School without the staffing to offer a variety of courses. "I think it will be a label only," one staff member predicted. "If you don't staff [the school] to be able to offer science and engineering opportunities, I don't think that makes it an engineering school."

District personnel acknowledged challenges ahead, given the fiscal implications of maintaining the enriched school models of the SIG schools, as well as incentives for staff members for additional work outside the normal contract. One person observed, "Teachers got rewards for their work around additional leadership opportunities, not financial reward for achievement. We had teachers that became true leaders, and we had support for them financially around that." District personnel noted that, while SIG provided this opportunity, it will not be part of the sustainability model. One said, "We looked at it really carefully and tried to come up with a sustainability model. The financial incentive will not be there to support it [teacher leadership], but the career ladder will still be there."

Finally, the grants prompted an important philosophical change at the central office. During the early grant period, the district addressed the needs of SIG schools by making exceptions to

district operations, allowing SIG schools the flexibility to do things quickly and differently. Examples of flexibility included late arrival, a different conference schedule, or electives outside the basic education model. The requests of the SIG schools generated conversations about district priorities, expectations, and functioning. One person said, "It led us to thinking differently about innovation."

During 2011-2012, OSPI identified TPS as a New Innovation Zone and four TPS schools for inclusion on the inaugural list of 22 Washington Innovative Schools. The district is seeking ways to obtain and vet new ideas, and there is a link on the TPS website where the public can offer innovations. "We are really partnering with the community around what is the next wave for the students of tomorrow. Our children are different, and their jobs are being created as we speak…We are really trying to sustain innovation."

As the three-year grant period comes to a close, one person said, "I'm proud of the teachers and the principal of the three schools and the work they've done. They went into it because they believed in the vision. It hasn't been status quo - at 3:30 you're out the door. They've given up time and heart to create new systems. It's been a lot of hard work and they have seen results."

School and Classroom Level Findings

Survey Results

Stewart Middle School staff, families, and students also completed a survey designed to measure whether these groups see evidence of the *Nine Characteristics of High Performing Schools* in the school. The staff survey includes factors around each of the *Nine Characteristics*, and the family and student surveys include factors around each of the characteristics, except *Focused Professional Development*. Individual survey items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral/undecided, 4 = agree, and 5 = strongly agree). Researchers consider a "4" or "5" response on an individual survey item a positive response. Likewise, an overall factor score of 4.0 and above is a positive response. No students or family members were surveyed in 2011. The number of staff members completing the survey varied the years of administration, ranging from a minimum of 21 staff members in 2011 to a maximum of 39 in 2012. The number of students surveyed increased from 40 in 2012 to 401 in 2013. Additionally, the items on the staff survey also changed between 2012 and 2013; however, the constructs remain the same. These facts should all be taken into consideration when interpreting the results of the surveys.

A summary of the survey findings appears in Figure 1, 2 and 3. All staff and student factor scores fall below 4.0, as did all but one factor of the family scores. These results suggest stakeholder perceive these characteristics are in place to a moderate degree. Overall, results fluctuated on the staff survey, with some increases and some decreases. On the parent survey, results generally improved. However, these results represent a small subset of parents and may not be generalizable to the greater population. For students results declined. However, it is unknown the extent to which this represents a true decline because previously only 40 students took the survey, and this year a far greater percentage of the population completed the survey.

For staff members, the *Focused Professional Development* (3.81) factor scored the highest, and it improved each year, while the *Monitoring Teaching and Learning* (3.11) factor scored the lowest for 2013. For families, the *Supportive Learning Environment* (4.08) factor scored the highest, and it was in the positive range, while the *Effective Leadership* (3.76) factor scored the lowest for 2013. For students, the *Monitoring Teaching and Learning* (3.50) factor scored the highest and the *Family and Community Involvement* (3.18) factor scored the lowest for 2013. Researchers considered survey findings in scoring the rubric, and the results are included in the following discussion of the school's alignment to the *Nine Characteristics*. Appendix B includes the frequency distribution for all surveys, organized around the *Nine Characteristics.*

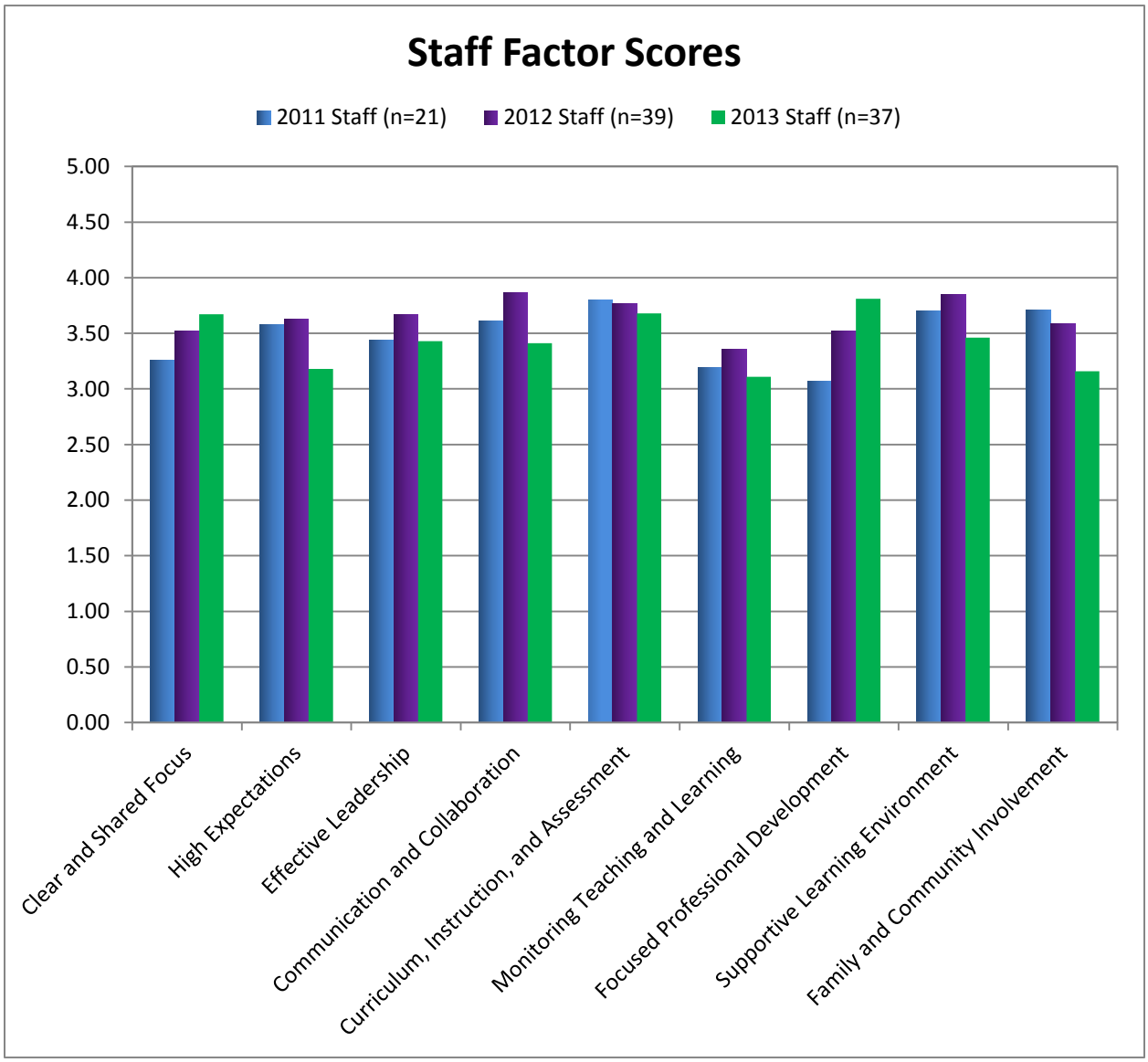

Figure 1: Staff Survey Factor Scores

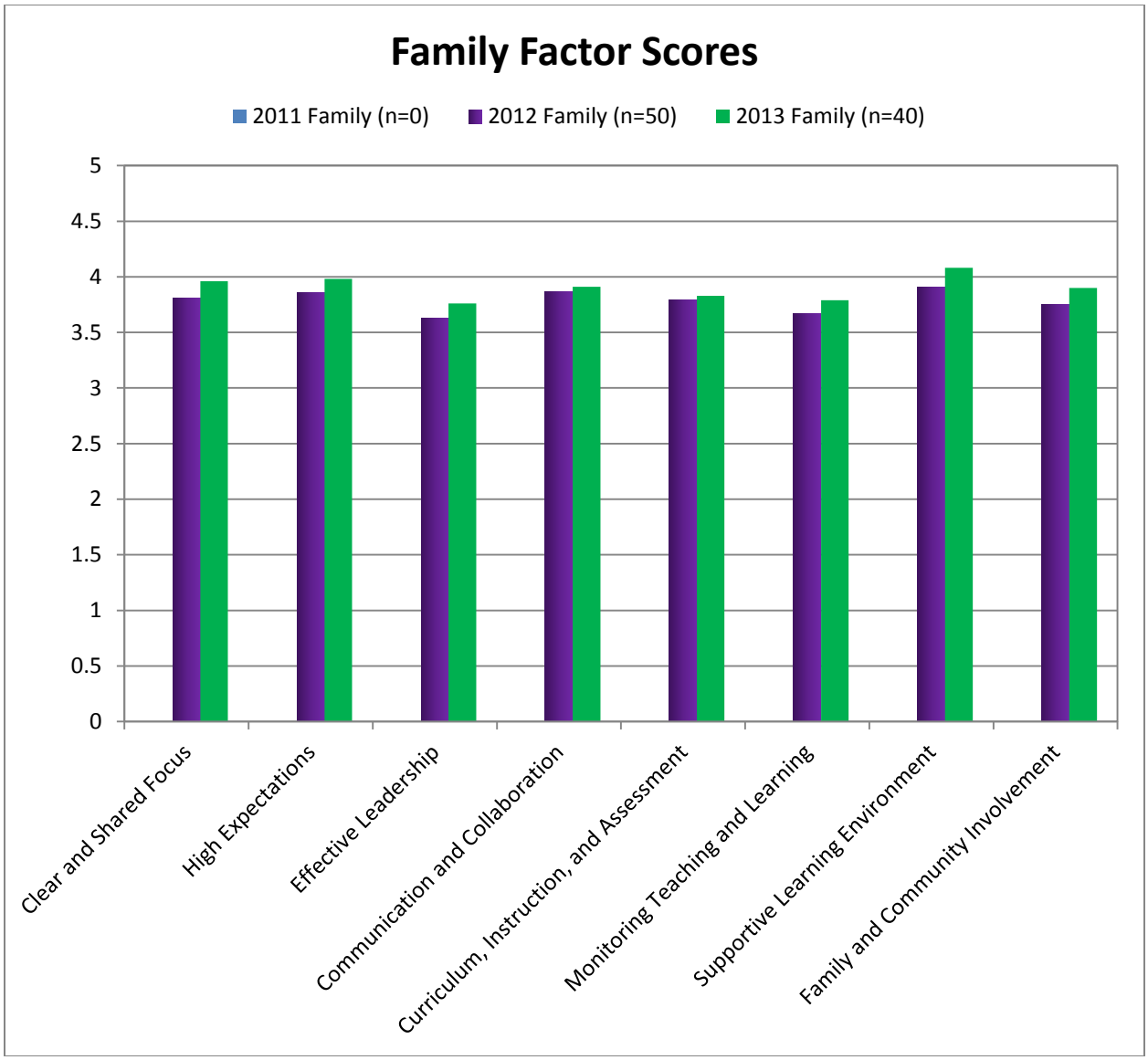

Figure 2: Family Survey Factor Scores

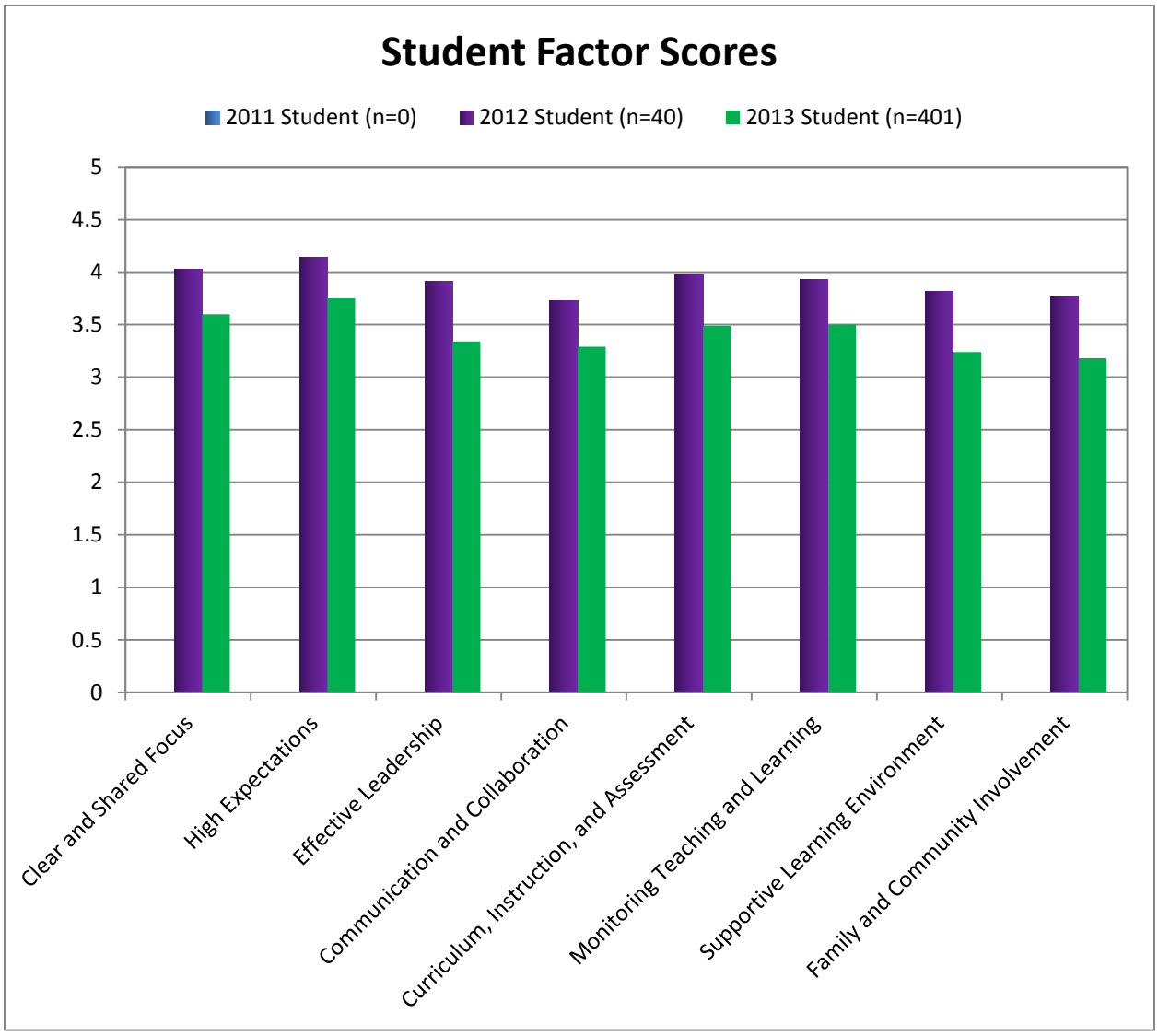

Figure 3: Student Survey Factor Scores

School and Classroom Practices Study Findings

Using data collected through the School and Classroom Practices Study and survey results, research team members reached consensus on scores for 19 Indicators organized around the *Nine Characteristics of High Performing Schools*. Each Indicator was scored using a rubric with 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, and Indicators with a score of 2 or below warrant attention. Table 1 includes rubric scores for all the Indicators, including the results from the School and Classroom Practices Study conducted in 2009, 2011, 2012, and the current Assessment of Progress.

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

Indicators	Rubric Score 2009	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Clear and Shared Focus				
Core Purpose – Student Learning	3	2	2	2
High Standards and Expectations for All Students				
Academic Focus	3	2	3	3
Rigorous Teaching and Learning	2	1	2	2
Effective School Leadership				
Attributes of Effective School Leaders	3	2	2	3
Capacity Building	2	2	2	2
Distributed Leadership	2	2	2	2
High Levels of Collaboration and Communication				
Collaboration	2	3	3	3
Communication	3	2	3	3
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	2	2	3	3
Instruction	3	2	2	2
Assessment	2	3	3	3
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	3	3	3	3
Focused Professional Development				
Planning and Implementation	2	2	3	3
Curriculum, Instruction, and Assessment	2	2	3	3
Supportive Learning Environment				
Safe and Orderly Environment	3	2	2	2
Building Relationships	3	2	3	2
Personalized Learning for All Students	3	2	2	3
High Levels of Family and Community Involvement				
Family Communication	3	3	3	3
Family and Community Partnerships	3	3	3	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 2009	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Clear and Shared Focus				
Core Purpose – Student Learning	3	2	2	2

Core Purpose – Student Learning. Core Purpose – Student Learning. The Stewart Middle School mission and vision has gone through several iterations during the SIG process. In 2010, the former principal developed a mission and vision statement, and briefly presented them to the staff. Parents and students reported they were not involved with the process of drafting this mission and vision statement. When Ms. Gates Cortez took leadership in the spring of 2012, she began the process of developing a more comprehensive and valid mission and vision statement. The SDCM drafted the initial mission and vision statements, and presented them to the whole staff for feedback and revision. "There was input from absolutely everyone," one staff member said. The revised mission and vision statements were approved through a whole-staff vote.

In 2013, 68% of staff members agreed the school's mission and goals were developed collaboratively, compared to 51% in 2012 and 50% in 2011. Similarly, 59% of staff members agreed the school allocates resources in alignment with school improvement goals, up three percentage points from 2012, and 57% of staff members agreed important decisions were based on the goals of the school (up six percentage-points from 2012). However, only 39% of staff members agreed the building has a data-driven improvement plan with measurable goals, compared to 44% who agreed the school's improvement plan was data driven in 2012 and the 53% who agreed in 2011.

The new mission and vision statement are still in the initial stages of roll-out. They do not appear on the school's website, nor did the parents and community members appear aware of them during focus groups. Of the students surveyed, 53% agreed they understood the mission and purpose of the school. These results are reflective of the initial stage, and moving forward, school leadership needs to focus on sharing the results of this work with stakeholders.

Several staff members expressed a belief that SMS's focus this year is around establishing structure for staff and students, particularly in regards to school-wide discipline. "In general, our population needs more structure, and that's where we're going," one staff member said. Many focus group respondents said there was a particularly strong focus on student behavior this year. One staff member explained:

I think at the macro level, there's not a ton of focus this year from the administration, scholastically. We're not looking at grades. We're not talking about grades. We're not talking about improvement or decline. I don't think that's a bad thing because we're so behind on management and we're trying to get that in place.

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 2009	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
High Standards and Expectations for All Students				
Academic Focus	3	2	3	3
Rigorous Teaching and Learning	2	1	2	2

Academic focus. Each year, SMS has taken on a new academic focus. Initially, SMS was a Science Technology Engineering and Math (STEM) School. The previous principal added an Arts emphasis, turning it into a STEAM School. The current principal has added a new focus on Reading, calling it a STREAM School, placing more focus on the core subjects. One staff member said, "I think the common core of subjects (language arts, math, humanities, and science) were seriously neglected [in the past] in order to support the lavish elective offerings." Another staff member agreed:

> Looking to the beginning and where we are now, we have more of a focus on core content. At the beginning when we were STEM, and then STEAM. There was a large focus on electives, building the children's passion in those electives and trying to get them to come to school based on their passion. We've moved towards understanding the kids need more of the basics . . . I see the transition to more of a traditional middle school servicing the whole child in all of the areas, not just the arts.

Across focus groups, staff members expressed a belief that SMS was transitioning away from its STREAM concept with the new emphasis on core curriculum. One staff member said, "I am watching this school become a traditional school. I think [the principal] is tightening the organization, which is great. But we had a lot of art programs, and now we have cut those in half. In technology, all we have left is robotics."

Budget reductions drove most of those decisions to eliminate course offerings. As one staff member said, "I think the staff has to understand we cannot afford to offer the things we offered when we first got the SIG grant. As we have had to tighten our expenditures, some things had to be cut." According to staff members, the former principal had hoped to counter the loss of SIG funding by increasing enrollment at SMS to 700 to 750 students. Instead, SMS had a net loss of 40 students this year. Staff members attributed the school's declining enrollment to two factors: the district's decision to close open enrollment to Stewart and the media campaign surrounding the new school bond, which emphasized the poor physical condition of the 88-year-old school.

Despite the staff's renewed focus on standards, survey data reveal some concerns among staff expectations regarding students' ability to meet them. Only 45% of staff survey respondents agreed the staff believes all students can meet state standards. Sixty percent of students surveyed agreed their teachers believe all students can do well. The survey data also showed 53% of staff members agreed they hold one another accountable for behavior that is respectful of diversity.

Rigorous teaching and learning. Several staff members reported the increased focused on authentic pedagogy was helping to drive rigorous instruction. The science department has begun using interactive notebooks, for example, and the math department has been focused on structured student math talk and an emphasis on open-ended questions and problem solving. One staff member said, "I think there's a curiosity being ingrained into the instruction that helps kids develop their own thinking." A building administrator expressed a similar sentiment, saying, "We're teaching teachers how to articulate their purpose, and students how to articulate their learning."

Due to the school-wide emphasis on Advancement Via Individual Determination (AVID) strategies, all students in the school are now required to have binders. One staff member said, "I've seen students who did not care last year come to me frantically saying, 'Where's my binder?' They can't get into class without it." Another staff member felt the new school schedule has also contributed to increased rigor:

> Last year, there was block scheduling. There were perks to that, but with seeing the kids on a daily basis, I think the rigor has increased. I can give homework with a greater expectation of it being turned in. I've seen other teachers increasing homework loads.

However, when asked about rigor, another staff member said frankly, "We are not there. There's a belief and there's a value in rigor, but there's a discrepancy between that belief and what it really looks like."

Special education students attend a resource room class in math and/or reading, depending on their Individual Education Plan (IEP), while still attending core classes with mainstream students. During these classes, special education students use the same curricula that general education students use in their intervention classes: Read 180 and Springboard for reading, and MTM Math.

Classroom observations in 2013 using the STAR Classroom Observation Protocol™ yielded the following scores on the five essential components (3s and 4s combined): Skills (59%), Knowledge (37%), Thinking (22%), Application (22%), and Relationships (63%). Overall alignment with Powerful Teaching and Learning is 47%. Scores in all areas decreased, and observers saw an increase in negative student behavior. These results are consistent with interviews and focus groups, suggesting that instruction is uneven across classrooms.

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 2009	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Effective School Leadership				
Attributes of Effective School Leaders	3	2	2	3
Capacity Building	2	2	2	2
Distributed Leadership	2	2	2	2

Attributes of effective school leaders. SMS has had significant changes in building administration during the SIG process. In the fall of 2011, Janet Gates-Cortez arrived at Stewart as the co-director of the school. This arrangement remained in place until approximately March when the first principal, John Ketler, left Stewart to continue to run the Tacoma School of the Arts (SOTA) and the Tacoma Science and Math Institute (SAMI). At that point, Ms. Gates-Cortez took over as the full-time principal of Stewart. In her first full school year as principal, she's focused on bringing structure to a school that has struggled with consistent leadership.

Most of the focus group respondents said they the new principal is an effective leader for change. Staff members often described her as calm and approachable. Others saw her as a strong instructional leader. One staff member said, "The one thing I appreciate about Janet is she knows good instruction. She believes in research. It's not just, 'Let's try this.' These kids really need good instruction. She knows it. She's pushing for it. She does it in a very warm way, but she does it in a firm way at times."

Another staff member said:

> Now we're trying to bring the structure back, and the accountability . . . There are things you have to have in place, traditional or not, whether it's for staff or students. [In the past] some people may have felt like, 'This is great, I like this model.' Now it's, 'Oh, we have all these things we have to do! All these obligations!' But the reality is, that's what a true school looks like.

However, some staff members expressed concerns that this new focus on structure might eliminate the STREAM emphasis that makes Stewart unique. One staff member said, "I don't know if Janet can get us to a point where we can still stand out from the other middle schools and still raise our student test scores. We still have some staff who are stuck in their reality of what Mr. Ketler was trying to do when they were hired."

Capacity building. The school staff engages in formal, ongoing, and regularly scheduled collective professional learning opportunities. Teachers receive frequent support from the instructional coaches in the areas of math, literacy, and classroom management. They also have opportunities to learn from peers through the studio model. Most focus group respondents felt their professional development needs were being met.

Survey data suggest expectations for adult performance within SMS are not consistently high or communicated effectively. Only 36% of staff members surveyed agreed staff are held accountable for new behaviors and practices needed to achieve the preferred future, and only 38% agreed their principal (or supervisor) talks to them about their professional growth. Similarly, only 38% agreed the leadership team clearly communicates how behavior and practices will be different in the preferred future. However, 73% of staff members surveyed agreed they talk to their principal/supervisor about their progress on performance goals, and 88% agreed they actively participate in the process of their performance evaluation.

Focus group respondents expressed concerns that the building administration is not visible enough. One staff member said, "Janet is not as visible as we would like to see. We see her during walkthroughs, and she visits some classes, but we would like to see her on a more frequent basis, giving us feedback on our instruction." Another staff member said, "The administration seems to be stuck handling the discipline issues that keep coming to the office." The building administrators hoped the building's increased focus on school-wide discipline would free them for more frequent observations. One administrator said, "That's part of the reason we're focusing on classroom management, right now . . . The more kids are here, the less we're able to be in the classrooms." Survey data confirm low visibility of building administration. Only 45% of students surveyed agreed they see their principal all around the school, compared to 63% in 2012.

Only 46% of staff members surveyed agreed administrators intentionally recruit and retain a diverse and highly qualified staff, compared to 61% in 2012 and 56% in 2011.

Distributed leadership. In 2011, the former leadership team was replaced with a new team called the Site-Centered Decision-Making (SCDM) team. This consisted of the co-directors, coaches, a counselor, and teachers. This team met once a week and made many of the building level decisions. During the 2011 and 2012 assessments, many focus group respondents expressed concerns about a lack of transparency in the decision-making process and were frustrated by the lack of opportunity to have their voice heard. Additionally, the criteria for selecting teacher leaders was not clear and no formal expectations appeared to be in place for that designation. Survey results show this has not changed in 2013. Only 28% of staff members agreed a clear and collaborative decision-making process is used to select individuals for leadership roles in the building, compared to 50% in 2012. However, some focus group respondents felt there was more transparency and staff input into the decision-making process this year. One staff member said:

> The decision making process has become a lot more transparent. We used to refer to the leadership team as the vortex room. It just existed on its own. They didn't think about the students, the teachers, the community, the data . . . Decisions would come out of nowhere.

Another staff member agreed, saying, "This year, ideas are coming from everyone. We discuss it. We see how it goes. We reflect on it." In 2013, 66% of the staff members surveyed agreed the building leadership team listens to their concerns, compared to 67% in 2012 who agreed administrators consider various viewpoints and obtain a variety of perspectives when making decisions, and 50% in 2011.

Although staff input into the decision-making process has improved, researchers found limited student and family input into school-wide decisions. A student and a parent participate on the SCDM, and one staff member said, "They've been very active partners." Similarly, one community member said:

> I definitely think they do a good job of involving everyone. I sat in on the construction meeting, and . . . there was someone [invited to come] for everything. There was a school board member, a parent, someone in one of the groups the kids were involved in, different facets of people who had some kind of connection to Stewart. I can definitely tell they try to involve everyone. I think one thing they do very well is reach out to the community.

However, survey data reveal only 53% of students agree they can make decisions that affect them at their school (compared to 72% in 2012), and only 41% of family members agreed school staff asks for their ideas and suggestions on important decisions (consistent with 40% in 2012). This suggests that, while a few selected students or parents may have input into the decision-making process, the majority of parents and students do not.

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 2009	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
High Levels of Collaboration and Communication				
Collaboration	2	3	3	3
Communication	3	2	3	3

Collaboration. At the start of the 2010-2011 school year, the existing schedule changed and provided an opportunity to offer a two-hour block on Friday mornings for professional development in Professional Learning Communities (PLCs). Staff members appreciate the time and find it beneficial. However, focus group respondents reported this time often gets taken up with whole-staff announcements or trainings. One staff member said, "We've been having a lot of AVID trainings, which have really been beneficial, but 45 minutes of it is supposed to be individual planning time because that's part of our contract." Another staff member said, "Our collaboration time is a three-minute hall monitoring time when we sit outside and talk." A third staff member added, "Everybody wants to [collaborate]. That's a core value of everybody here. It's just trying to find those minutes to do it."

Some elective teachers have collaborated with core teachers to extend learning activities across classrooms. For example, a dance teacher has aligned choreography to help support the science standards, and a choir teacher has chosen songs that support social studies curriculum. "I look at curricula outside of mine to align what I'm teaching," one elective teacher explained.

Only 32% of staff members agreed teachers collaboratively plan lessons, and only 40% agreed the school meets regularly to monitor implementation of the school improvement plan. However, 62% of staff members agreed the school's staff collaborates to improve student learning.

Communication. In 2011-2012, the school made significant attempts to improve communication. Staff members described efforts to improve both internal and external communication. Longitudinal survey data suggest this effort has paid off. Eighty-four percent of staff members agreed the school communicates effectively with families and the community using a variety of methods (compared to 90% in 2012 and 69% in 2011). Of the family members surveyed, 76% agreed the school's staff communicates with them in a way that is convenient, 75% agreed their child's teachers respond promptly when they have a question or concern, and 64% the school provides opportunities to learn more about the school. All of the family scores were consistent with 2012 survey results. Student scores were markedly lower than the staff and family scores. Only 44% of students agreed their parents or guardians have

a good idea what goes on at school (compared to 63% in 2012) and 53% agreed their teachers talk to them about how they are doing in class (compared to 73% in 2012).

Survey and focus group data reveal limited access to translation services. Of the students surveyed, 38% agreed interpreters are available for them and their parents if needed (down from 45% in 2012).

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 2009	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	2	2	3	3
Instruction	3	2	2	2
Assessment	2	3	3	3

Curriculum. As discussed in the High Standards and Focus section of this report, SMS is trending towards a renewed focus on core curriculum with the change in building administration. Along with this comes a new focus on the standards. One staff member explained:

> We had to redefine innovation and purpose. It was a little loosey-goosey. Innovation wasn't about the standards. It was more about having the kids engaged and wanting to come to school, not that school is to get kids to a certain standard, and innovation is how you're going to get them there. It's been a big deal to get teachers to understand everything needs to be standards-driven, and you need to be super clear.

Stewart Middle School and the Tacoma School District will adopt the Common Core State Standards (CCSS) next year. According to focus group respondents, the language arts and math curricula at SMS are CCSS-aligned, but the staff has not had extensive training in CCSS, although the math and language arts teachers have received professional development on their respective curricula. The district is currently offering a book study on CCSS aimed at humanities teachers and has invited some staff members from SMS to participate.

Classroom observation and survey data reveal most teachers are posting learning objectives. Survey results indicate 87% of staff members agreed the school's programs are aligned with state learning standards, and 69% agreed the staff demonstrates a thorough understanding of the state learning standards.

Instruction. Several staff members believed the building's studio model was having a positive impact on instruction. One staff member said, "We are using a studio model in all areas except the electives. I think this model is an excellent process to help improve our instruction, because

you get to see a peer teaching a lesson using specific instructional strategies. The downside is lost time in our own classrooms. We have lots of subs in the building." The staff has had professional development in research-based instructional strategies through the studio process, coaching, and department-specific training, such as Teacher Development Group (TDG) training for math instructors. However, some focus group respondents felt the staff had yet to translate this training into effective classroom practice. One staff member said,

> They want to make instructional change as far as to become more effective teachers, but . . . I'm not sure if it's resistance or a lack of time to put the planning in. I think they see the value, but what we see in the classroom is not reflective of what we see in TDG with best practices, what we talk about.

Building-wide, there is an increasing belief that effective instruction depends upon strong classroom management, and that middle school students in particular require a great deal of structure. During classroom observations, researchers noted student behavior kept a number of otherwise well-planned lessons from being successful. Some focus group respondents expressed a belief that an initial lack of structure also prohibited the project-based focus of the STEAM concept from fully succeeding at Stewart. One staff member said:

> When [the SIG process] got started, there was a lot of frantic energy about innovation, integration, and trying to do project-based stuff, but no thought of how middle schoolers would react to that style . . . I think the expectations fell to the sidelines. But this year, we started with the expectations in place. At least the expectations are there. Now that we've got them under control, I'd like to try to get back to project-based learning now that we understand the management piece is essential.

As described earlier in this report, the Tacoma School District has adopted the 5D instructional model. According to a district representative, 5D has infused district-offered teacher development in math and reading. The district is planning to expand it into other areas. Focus group interviews revealed conversations about powerful teaching and learning are taking place at SMS, although they are often limited to within particular departments. When asked if the staff had a common vocabulary to talk about teaching and learning, one staff member replied, "Within [my department] I'd say we have a common language because we go through the studio process regularly. But I often have trouble talking across disciplines."

STAR classroom observation data reflected an overall decrease from observations in 2012 and from the baseline observations in 2009. Researchers found students were constructing knowledge and/or manipulating information to build on prior learning, to discover new meaning, and/or to develop conceptual understanding, not merely recall, in 41% of classrooms observed, a decrease of 21 percentage-points from observations in 2012. Researchers observed student collaboration in 30% of the classrooms observed (a decrease of 20 percentage-points), and found evidence of differentiation in 44% of classrooms (an increase of three percentage-points). Survey data also reflected a decline in using some of these teaching strategies. Only

13% of staff members agree instruction is personalized to meet the needs of each student. Survey results indicate 36% of staff members agreed students are provided tasks that require higher-level thinking skills, compared to 84% of staff members who agreed instructional strategies emphasized higher-level thinking and problem-solving skills in 2012. Of the students surveyed, 54% agreed their classes challenge them to think and solve problems (compared to 68% in 2012), and 64% of students agreed their teachers teach them to think and solve problems (compared to 72% in 2012).

Assessment. The SMS staff continues to implement a range of formative and summative assessments, building their capacity and practice for using assessment data to inform instruction. Staff members reported more frequent progress monitoring this year, both formal and informal. Focus group respondents often mentioned an increased focus on Measure of Academic Progress [MAP] data, the Math Benchmark Analysis (MBA), and Scholastic Reading Inventory [SRI] results. "We're SRI testing more frequently," one staff member said. "If I'm wondering about a kid, I can access their SRI data. It's usually current." Another staff member agreed, saying, "[Students] take the SRI test and graph their progress to see how they're doing in terms of reading. We've started doing the same thing in terms of math." Other teachers reported intentionally monitoring student progress through formative assessments such as exit slips. The math department is currently focused on developing common assessments.

Of the staff surveyed, 69% agree the school uses assessments aligned to standards and instruction, and 60% agreed regular unit assessments are used to monitor student progress. Only 45% agreed common benchmark assessments are used to inform instruction. In 2012, for comparison, 79% of staff members agreed teachers use assessment methods that are ongoing and aligned with core content.

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 2009	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	3	3	3	3

Supporting students in need. In 2011, SMS had shifted to a full inclusion model with an emphasis on differentiated instruction. Last year, staff members were struggling to differentiate for the widely varying ability levels in their classrooms, and staff and students expressed concerns that higher-achieving students were not being challenged. This year, the school re-introduced the resource room model. Special education students now attend a resource room class in math and/or reading (depending on their IEPs), while still attending core classes with mainstream students. For the most part, staff members expressed positive opinions about the change.

One staff member said, "We could pretend, but the reality is, there were things [special education students] were missing. This isn't the best fit, but it's a closer fit than the other, and it's a place to pull back and start again." Another staff member said, "It's not that the inclusion idea was bad. It's just that it wasn't supported properly. Teachers weren't trained, and kids weren't scheduled appropriately. It's sad we had to revert to this total pull-out. It could have been solved in a different way." Staff members said the Tacoma School District will be moving back to a full inclusion special education model within the next five years. Some focus group respondents expressed uncertainty about the change. Others suggested that SMS teachers will need more training in differentiated instruction in order to make the upcoming return to a full inclusion model more successful than SMS's last attempt.

In addition to supporting special education students, intervention classes are also available for general education students who struggle with math and reading. "One example of how we're trying to systematically support differentiation is the intervention classes," one staff member said. According to focus group respondents, these classes focus on pre-teaching concepts students will be studying in their regular classes. For instance, a math teacher explained:

> We just moved out of equations in my general class, and we're moving on to graphing. But two weeks ago, I moved out of equations in my intervention class and started on graphing. I've been pre-teaching them. So next week, they'll already have the vocabulary. They'll have some kind of grasp on it.

The intervention classes also support English Language Learners (ELLs). Because Level One and Level Two ELLs attend a different middle school in the district, SMS's ELL population is primarily made up of Level Three students. These students have satisfactory English skills to function in the general community, but typically lack the academic language skills to be successful in class. They attend the READ 180 intervention classes to help strengthen their English skills.

Last year, SMS opened the Panther Center to help support students who needed additional help. However, focus group respondents reported the Panther Center quickly became a source of behavioral, rather than academic, support. One staff member explained, "The moment they opened the Panther Center, they closed ISS [in-school suspension] and all those kids were sent to us." This year, however, SMS has separated the ISS program from the Panther Center, freeing it for its initial purpose. Students can request to come to the Panther Center to get extra help with reading assignments, or teachers can send them there if they perceive a need for extra support. Some teachers use the Panther Center as a means of differentiating instruction for students with low reading levels, sending them there to work on alternative assignments with a tutor while the rest of the class works on something else.

Survey data indicate 41% of staff members agree data from classroom observations leads to meaningful change in instructional practice, 43% agree assessment data are used to identify student needs and appropriate instructional intervention, 35% agree they monitor the effectiveness of instructional interventions, 24% agree struggling students receive early intervention and remediation to acquire skills, and 47% agree students are encouraged to self-reflect and track progress towards goals. As mentioned in the previous section, only 13% of staff members agree instruction is personalized to meet the needs of each student.

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 2009	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Focused Professional Development				
Planning and Implementation	2	2	3	3
Curriculum, Instruction, and Assessment	2	2	3	3

Planning and implementation. When asked how SMS determined the professional development needs of its staff, one staff member said, "I think a lot of what we've done this year was based on the mission and our common agreements. You look at compassionate schools. We've done a lot of work on building relationships with the kids, building classroom strategies, relationships, and management." Fifty percent of staff members surveyed agreed appropriate data are used to guide building-directed professional development. Although there still does not seem to be a formal process in place to guide professional development planning, focus group data indicate the staff does have some input into it.

When asked about the quality of their professional development, staff members typically reacted positively. "Our PD lately has been pretty good," one staff member said. A few staff members expressed concerns that some trainings, such as the recent STEM conferences a group of staff members attended, were not offered to the entire staff. "The trainings we went to are really good, but not everyone got a chance to go to those," one staff member said. "That's the most maddening thing of everything that's happened. We're claiming to be a STEM school, a few of us have gone to formal STEM training. Somehow we got a state award out of it, and we're not really a STEM school in a systematic way."

Curriculum, instruction, and assessment. The staff has received professional development in the use of instructional materials and classroom-based assessments. The language arts staff has received training on the new Springboard curriculum. This year, staff members have also had training in AVID strategies, classroom management, and culturally responsive teaching. As mentioned earlier, staff members regularly receive coaching in instruction and classroom management from the building coaches and from peers through the studio model. In addition, teams have attended trainings in STEM and TDG. A few focus group respondents were especially enthusiastic about their recent professional development in culturally responsive teaching, which was a follow-up to an earlier training. One staff member said, "It was powerful and effective. They gave us a lot of tools . . . It's been nice to have something more focused around the needs of our students, and how we can meet those needs in ways that will be more meaningful and culturally responsive.

Survey data indicate 47% of staff members agree teachers engage in classroom-based professional development activities (e.g. Peer coaching) that focus on improving instruction; 84% of staff members agree teachers engage in professional development activities to learn and apply new skills and strategies; 71% agree they have opportunities to learn effective teaching strategies for the diversity represented in the school; and 65% agree they are provided training to meet the needs of a diverse student population in the school.

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 2009	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Supportive Learning Environment				
Safe and Orderly Environment	3	2	2	2
Building Relationships	3	2	3	2
Personalized Learning for All Students	3	2	2	3

Safe and orderly environment. Student behavior has been an ongoing concern for SMS. In 2010-2011, Stewart Middle School had no school-wide classroom management or discipline practice in place and behavioral issues were frequent throughout classrooms during observations conducted by researchers. Researchers continued to observe behavioral issues during the 2013 assessment.

Several staff members attributed the behavioral issues to an influx of first-year teachers in 2010. One staff member said, "We made this transition with a lot of new people, and [the discipline system] went out the door. We lost control about four years ago, and it's been hard ever since." Another staff member agreed, saying, "The first year and a half [under the former administration] set a tone for the students to do anything they wanted to. Everything was *liaise fare*. Now we are paying the price as we try to tighten things down."

As discussed earlier in this report, the staff is focused on gaining control of student behavior this year. One staff member said, "I feel that everyone is working towards providing a safe, positive environment. I think that's number one in importance to our staff here as well as the administration." This year, the staff has had professional development in classroom management, much of it through one of the building coaches, who is emphasizing strong routines and relationships and a focus on positive behavior. One staff member said:

> We've been through a lot of trainings that improve classroom management . . . You have to set up your classroom culture in the beginning of the year. I think a lot of teachers are better at that. For the first time in three years, we've had school-wide rules. Now that management seems to be getting a little more under control, it allows for more work and engagement to take place because less time has been spent on nonsense.

At the beginning of second semester, SMS adopted the Safe and Civil Schools model, and teachers are now deliberately teaching students how to behave in class through the Conversation Help Activity Movement Participation Success (CHAMPS) tool. As one student described, "We just started honor levels. You start at Level One, but if you have infractions you get a blue slip, which knocks you down. Every two weeks you get a fresh start." Some staff members feel this new system is starting to have an impact on student behavior. One staff member said, "We've put in place a lot more systems of expectations so students know what things look like, sound like, in the locker room, in the hallway. I think behavior performance has been impacted. I'd like to say it's improved." Another staff member agreed behavior had improved this year, explaining, "We had a fight last week. I thought about it, and realized it was the first fight we had in quite a while. Last year, it was a more commonplace issue."

However, efforts to establish school-wide discipline are still in the initial stages. Of the staff surveyed, only 30% agreed the school is orderly and supports learning, and only 31% agreed staff members enforce consistent behavior expectations and consequences in their classrooms. This is a slight decrease from previous results, in which 36% and 44% in 2012, respectively, agreed rules for student behavior are consistently enforced by school staff. Multiple focus group respondents, both staff and students, agreed student discipline varied widely from classroom to classroom. "Some teachers have structure and hold kids accountable, and some teachers are too nice and don't follow the rules," one student said. Another staff member noted, "The kids have too much time, and not enough controlled time. They're accelerating the high maintenance that this structure requires. Plumbers are finding apples and t-shirts in the pipes."

Staff complaints about the condition of SMS's 88-year-old building have been consistent throughout the SIG process. As mentioned earlier in this report, the school successfully passed a bond for a new building at the current site. The new building will preserve the historically significant front of the current school. Construction will begin next year, and is estimated to be finished in 2017.

Building relationships. The percentile score for Indicator 15 of the STAR Observation Protocol has fluctuated during each year of observations, from a high of 92% in 2012 to a low of 56% in 2011. In 2013, researchers observed 70% of classrooms reflected a supportive learning environment. Much of this fluctuation can likely be explained by staff turnover. However, as in the 2012 assessment, researchers found evidence the staff was working to build more positive relationships within the building. The classroom management coach places a strong emphasis on relationship building. Staff members are also trying to celebrate staff and student achievements through Positive Paws. One staff member said, "Those little celebrations are so important. I'm seeing it more and more — never enough, but I'm seeing it grow."

Survey results indicate 59% of staff members agree students believe adults in the building genuinely care about them, while 66% agree the staff value and respect all students. Of the students surveyed, 51% agree adults who work at the school care about all students, not just a few. Only 49% of students agree they trust their teachers and only 55% agree adults in the

school show respect to them. These results are generally lower than previous results on similar items. For example, in 2012, 92% of staff members agreed they show they care about all students; and 87 agreed they respect the cultural heritage of all students.

Personalized learning for all students. During the 2012 assessment, school leadership acknowledged general education teachers were struggling to successfully differentiate instruction for the special education students integrated into their classes. In 2010-2011, SMS eliminated all special education classes and moved to a full inclusion model, with insufficient training and support to help classroom teachers adjust to the change, according to teachers. In 2012, school leadership outlined a plan to blend general education classes with special education classes, and to establish intervention classes for students struggling with math and reading. As described earlier in this report, the school has followed this plan. This year SMS re-established a resource room after having switched to a full inclusion model in 2010-2011. In addition, the Panther Center is open for students who need additional support during the school day.

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 2009	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
High Levels of Family and Community Involvement				
Family Communication	3	3	3	3
Family and Community Partnerships	3	3	3	3

Family communication. Staff members and parents participating in focus groups reported that the school communicates with families via report cards, telephone calls, e-mails, newsletters, teacher websites, and an automated phone system. A majority (72%) of the family members surveyed agree the school staff keeps them informed about school activities and events (up five percentage-points from 2012). One parent said, "I see the school seems to be more welcoming to the community. Before, there were no people out there trying to pull you in. I feel in the last three years you see that. Whether you want to be or not, you feel like you're pulled into the [school] community."

The vast majority (95%) of family members surveyed agreed they feel welcome at the school (up 13 percentage-points from 2012). However, only 46% of the students surveyed agreed their families felt welcome at school. It's notable that 401 students completed surveys in 2013, compared to only 40 family members. Survey data also indicate 50% of staff members agree the school encourages parent involvement, while 41% of students surveyed agree there are ways for their families to participate at school. Only 30% of staff members agree teachers effectively communicate student progress to parents; similarly, only 36% of students agree their teachers talk to their families about how they are doing in school.

Family and community partnerships. SMS continues to have strong relationships with several community organizations. Communities That Care (CTC), a group sponsored by the organization Safe Streets, began meeting at SMS last year, and is involved in determining evidence-based strategies to make a difference for youth in the community. "[The principal" comes to every single Community That Cares meeting, and has been very supportive in showing that the school wants CTC in her building," said one CTC member. The Girl Scouts of America offers a program called Girl Talk during both lunches to give girls a safe space to explore their problems and look for solutions to them. The Male Improvement Program (MIP) offers mentoring to at-risk male students. Although MIP is primarily aimed at young men of color, it is open to all boys in the school. MIP mentors students afterschool and on weekends as well as during school hours. Americorps hosts an afterschool mentoring program called PAWS,

which seeks to tie youth-selected activities and interests into academics. For example, two Americorps volunteers run Playlist Club afterschool, where students read a chapter from a book, then create a playlist of songs that relate to their reading. SMS also houses Olive Crest, a non-profit organization with the goal of providing help for students, families, and the community in improving their family structure. They offer a preventative model to help families who are under the watch of Child Protective Services (CPS). Olive Crest attempts to help parents provide a better environment for their children before CPS removes the children from their home. Although there is not currently an active Parent Teacher Association (PTA) at SMS, one of the parents interviewed reported the school is trying to start one.

Survey data reveals the school still has work to do in building family and community partnerships. Only 32% of staff members agree community organizations and/or family volunteers work regularly in classrooms and in the school (down 19 percentage-points from last year). Family survey results show 54% of family members agree the school works with community organizations to support children, 50% agree the school helps to connect families with community resources, and 55% agree community volunteers work regularly with the school. However, the partnerships currently in place offer strong academic and emotional support for SMS students, and all of the parents and community members interviewed spoke highly of the school's efforts to build partnerships within the community. One parent said, "I see [the principal] out at a lot of community events. She really could stay at Stewart, but she gets out at community events, and that says a lot."

Summary and Recommendations

Tacoma Public Schools and Stewart Middle School chose to implement the Turnaround Model. Over the past three years, SMS has made substantial changes and improvements; however, turnaround efforts have been inconsistent, largely due to significant changes in building leadership and policy. This is the first full year SMS has been under the leadership of the new principal. Generally, staff members believe their new principal is an effective leader for change, but feel leadership issues throughout the SIG process hindered their improvement efforts. Several staff members expressed regret that grant funding is ending, with few sustainable changes in place as a result of the SIG process. Much of the SIG funding was dedicated to hiring elective teachers to support the transition to a STEAM school. Now, due to the loss of SIG funding and a decrease in projected enrollment for the 2013-2014 school year, several of those positions are in danger of being cut. Multiple staff members expressed fear that SMS would become a more traditional middle school as course offerings diminished due to the expected decrease in staffing. Others expressed the belief that SMS was only now beginning the process of implementing the structure and behavioral expectations necessary to successfully implement the STREAM model with middle school students.

The current assessment of progress resulted in improved rubric alignment with the Nine Characteristics of High Performing Schools compared to last year. In 2011, most scores fell in the "Initial, beginning, developing" stage. This year, as in 2012, there is a split in scores between the "Initial, beginning, developing" stage and the "leads to effective implementation" stage. Scores for the individual rubrics shifted slightly this year with one category in the Effective School Leadership section of the rubric and one under the Supportive Learning Environments section moving from the "initial, beginning, and developing" stage to the "leads to effective implementation" stage. However, another category under the Supportive Learning Environment section of the rubric dropped from "leads to effective implementation" to the "initial, beginning, and developing," stage, primarily due to low survey data.

Over the past two years, as the district and school have begun to implement the Turnaround model, school and district staff members have taken measures to address the recommendations made in our initial assessment. Progress toward these critical areas is noted below, as well as further recommendations that align with the *Student and School Success Principle Indicators*, which are part of Indistar.

- **Develop a new competency model.** As noted earlier in this report, the Tacoma School District has committed to the 5 Dimensions of Teaching and Learning (5D) of the Center for Educational Leadership, infusing 5D teacher development initially into math and language arts and then into other content areas. The district and school should continue to provide support around this tool. This aligns to *Student and School Success Principle 2: Staff evaluation and professional development*, especially IG04 (*The school*

communicates clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning.) and IG06 (*The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools*.).

- **Conduct an action planning process to identify a mission and vision statement, specific goals, and strategies for school improvement.** In our initial assessment, we recommended the creation of a clear and shared mission. We also recommended this vision should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. In 2012, little progress had been made in this area. Following our 2012 assessment, the SCDM drafted a new mission and vision statement, and brought it to the whole staff for revision. The staff voted to approve the revised mission and vision statements in the 2012-2013 school year. Moving forward, the staff needs to focus on making the new mission and vision statements highly visible for all stakeholders. At the time of this report, the mission and vision statements were not apparent on the school's website. This recommendation aligns to *Student and School Success Principle 7: Family and community engagement – Goals and Roles*, especially key indicator IVA02 (*The school's key documents [Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures] are annually distributed and frequently communicated to teachers, school personnel, parents [families] and students*.).

- **Improve school leadership structures.** In 2011, a concern expressed by some staff members was that there was not a strong climate of support and respect for staff members to share their work, concerns, and suggestions with school leadership. Some staff members reported feeling uncomfortable talking to administration openly about their concerns and reported that their ideas do not always seem to be heard or considered. The change in leadership that occurred in the spring of 2012 has brought significant improvement to these issues. A site-based decision team was formed, with representatives from every department. Several focus group respondents felt the staff had more input into the decision making process, although survey data shows the majority of parents and students still lack buy-in when it comes to school-wide decisions. Building upon the changes, we recommend strengthening and formalizing the leadership structure and clarifying decision-making processes. This recommendation aligns with *Student and School Success Principle 1: Strong leadership – Team structure,* especially key indicator ID08 (*A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly [twice a month or more for an hour each meeting*].) and *Student and School Success Principle 7: Family and community engagement – Goals and Roles,* especially key indicator IVA01 (*Parent [Family] representatives advise the School Leadership Team on matters related to family-school relations.*).

- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** As described in the High Standards and Expectations and the Focused Professional Development sections of this report, the SMS staff has received a great deal of training around effective classroom practices, much of it led by the building's coaches. In 2011-2012, we recommended the adoption of a defined instructional model to provide the necessary direction to refine the professional development and coaching efforts in the building. The district's adoption of the 5-D model has helped to bridge this gap, at least within departments. Moving forward, the staff should work on developing cross-curricular conversations around instructional research and strategies to help develop a common vocabulary with which to talk about teaching and learning within the building. This recommendation aligns with *Student and School Success Principle 2: Staff evaluation and professional development – Professional development*, especially key indicator IF07 (*Professional development of individual teachers includes an emphasis on indicators of effective teaching*.)

Appendix A

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 adaption). 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.

The ratings in the table below come from an analysis of district personnel ratings combined with data collected by The BERC Group.

X" Required "O" Permissible

Actions	Turn Around	Trans Form	Rubric 2009	Rubric 2011	Rubric 2012	Rubric 2013	Comment
Teachers and Leaders							
Replace the principal.	**X**	**X(O)**	**3**	**4**	**4**	**4**	SMS replaced the principal in accordance with grant stipulations and application.
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**	**4**	**4**	**4**	According to district personnel, locally adopted competencies are used to evaluate and select staff candidates per the MOU for SIG. Public Impact competencies are used with SIG schools
Screen all existing staff, rehiring no more than 50% of the school staff.	**X**	**O**	**3**	**4**	**4**	**4**	Accomplished in accordance with grant stipulations and application.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	**X**	**X**	**2**	**2**	**2**	**3**	According to district, there are leadership opportunities for recruiting and placing effective teachers and MOU does not allow displaced teachers.
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**	**2**	**2**	**3**	**3**	Early implementation phase. According to district, AWSP model used in SIG for principal, principal rater-reliability trained in 5D model, Standard 7 for student growth negotiated.

Teachers and Leaders (Cont.)	Turn Around	Trans Form	Rubric 2009	Rubric 2011	Rubric 2012	Rubric 2013	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.	**O**	**X**	**2**	**2**	**2**	**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. District indicates school leaders are identified and given increased autonomy as indicated by increases in student achievement data.
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.	**O**	**O**		**2**	**2**	**2**	Teachers are being paid to participate in additional training and there is compensation for the extended day. There are no formal bonuses.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	**O**	**O**	**3**	**4**	**4**	**4**	Both principal and teacher can opt out of teacher placement. MOU protects this autonomy.

Instructional and Support Strategies	Turn Around	Trans Form	Rubric 2009	Rubric 2011	Rubric 2012	Rubric 2013	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**		**2**	**3**	**4**	District indicates curriculum adoptions for math and literacy are research-based and vertically aligned. Recently adopted humanities curriculum as well.
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**	**2**	**3**	**3**	Professional development is school directed and much of it is delivered by coaches. District provides training in key programs for middle schools. Some areas not covered by school or district.
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**	**3**	**3**	Data Dashboard is developed and available for all schools. Staff members are making progress in this area, but full implementation and application are still under development.
Institute a system for measuring changes in instructional practices resulting from professional development.	**O**	**O**	**1**	**1**	**3**	**3**	Using the CEL/UW learning walks model.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student	**O**	**O**	**2**	**2**	**3**	**3**	District indicates middle school director visits frequently to review progress.

achievement, and modified if ineffective.							
Implement a school-wide response to intervention model.	**0**	**0**	**2**	**1**	**2**	**3**	District indicates schools address through advisory and intervention (LAP).
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	**0**	**0**		**2**	**2**	**2**	Some elements in place. Special education staff are involved in math/literacy adoptions.

Instructional and Support Strategies (cont.)	Turn Around	Trans Form	Rubric 2009	Rubric 2011	Rubric 2012	Rubric 2013	Comment
Use and integrate technology-based supports and interventions as part of the instructional program.	**O**	**O**		**3**	**3**	**3**	The staff has access to some technology and technology training and integration has increased. District indicates computer access is included as part of the curriculum adoption.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	**O**	**O**		**2**	**3**	**3**	Personalized student learning, enrichment activities, transition activities, and college awareness activities support individualized learning and connection to adults and school.
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.	**O**	**O**	**2**	**2**	**2**	**2**	Teachers are working to increase rigor with specific academic programs and standards-based grading.
Secondary Schools: Improve student transition from middle to high school.	**O**	**O**		**2**	**2**	**2**	AVID strategies are becoming more widespread through the building to help support the transition to high school and college.
Secondary Schools: Establish early warning systems.	**O**	**O**	**3**	**3**	**3**	**3**	District indicates Dashboard/Charge available to schools. At school level, not yet fully systematized.

Learning Time and Support	Turn Around	Trans form	Rubric 2009	Rubric 2011	Rubric 2012	Rubric 2013	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**	**2**	**2**	**2**	Basic elements in place.
Provide appropriate social-emotional and community-oriented services and support for students.	**X**	**O**	**3**	**3**	**3**	**3**	There are measures in place to support students in need of additional socio-emotional services.
Provide ongoing mechanisms for family and community engagement.	**O**	**X**	**3**	**3**	**3**	**3**	School leadership continues to work in this area. Community partnerships are strong, but family partnerships are still limited.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	**O**	**O**		**2**	**2**	**2**	A mentor class was added in 2010-2011, which has replaced the previous advisory class.
Implement approaches to improve school climate and discipline.	**O**	**O**	**2**	**2**	**2**	**2**	The school adopted the Safe and Civil Schools model for school-wide discipline this year, but has yet to implement it fully and effectively.
Expand program to offer pre-kindergarten or full day kindergarten.	**O**	**O**					**NA**

Governance	Turn Around	Trans form	Rubric 2009	Rubric 2011	Rubric 2012	Rubric 2013	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**	**2**	**3**	**4**	**4**	District indicates MS director was hired to oversee SIG schools and superintendent is actively involved.
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**	**2**	**3**	**4**	**4**	The MERIT schools have used flexibility in operations such as staffing, schedules, and calendar. District has increased access to key district resources and personnel.
Ensure school receives intensive ongoing support from district, state, or external partners.	**O**	**X**	**3**	**3**	**4**	**4**	District indicates this is in place and notes recognition of some SIG schools from other entities including OSPI.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**O**	**O**			**4**	**4**	District indicates innovative status allows schools to operate under increased autonomy.
Implement a per-pupil school based budget formula that is weighted based on student needs.	**O**	**O**			**2**	**2**	In Year 2, district indicated this is a focus of Year 3.

Appendix B

Table 2: Staff Survey Demographics

Participant Demographics: Staff

	2011	2012
Gender		
Male	33.3%(n=7)	28.9%(n=11)
Female	66.7%(n=14)	71.1%(n=27)
Race		
American Indian/Alaskan Native		
Asian	5.0%(n=1)	5.1%(n=2)
Black African American		5.1%(n=2)
White	70.0%(n=14)	74.4%(n=29)
Hispanic/Latino/a		2.6%(n=1)
Pacific Islander		
Declined to identify	25.0%(n=5)	12.8%(n=5)
Staff Role		
Certificated Staff	95.2%(n=20)	87.2%(n=34)
Classified Staff		7.7%(n=3)
Administrator	4.8%(n=1)	5.1%(n=2)
Years Teaching at this School		
1st year	85.0%(n=17)	23.7%(n=9)
2nd or 3rd year		71.1%(n=27)
4th or 5th year	5.0%(n=1)	
6th-9th year	5.0%(n=1)	2.6%(n=1)
10th year or more	5.0%(n=1)	2.6%(n=1)
Total years Teaching		
1st year	23.8%(n=5)	7.9%(n=3)
2nd or 3rd year	9.5%(n=2)	47.4%(n=18)
4th or 5th year	23.8%(n=5)	13.2%(n=5)
6th-9th year		2.6%(n=1)
10th year or more	42.9%(n=9)	28.9%(n=11)
National Board Certified		
Yes	5.3%(n=1)	7.7%(n=3)
No	94.7%(n=18)	92.3%(n=36)

Participant Demographics: Staff (Continued)

	2013
Gender	
Male	21.6% (n=8)
Female	70.3% (n=26)
Subject Area	
Missing	10.8% (n=4)
Other	21.6% (n=8)
Electives	13.5% (n=5)
LA/Social Studies	18.9% (n=7)
Math/Science	35.1% (n=13)
Total number of years teaching	
More than 11	37.8% (n=14)
8-11 years	8.1% (n=3)
4-7 years	18.9% (n=7)
1-3 years	27% (n=10)
Less than a year	5.4% (n=2)
Missing	2.7% (n=1)
Years Teaching at this School	
More than 11	
8-11 years	
4-7 years	5.4% (n=2)
1-3 years	62.2% (n=23)
Less than a year	32.4% (n=12)
Position	
Administrator	5.4% (n=2)
Paraprofessional or Instructional Aid	2.7% (n=1)
Classified Support Staff	5.4% (n=2)
Certificated Support Staff	18.9% (n=7)
Certificated Staff	67.6% (n=25)

Table 3: Student Survey Demographics

Participant Demographics: Student

	2012	2013
Gender		
Male	47.4%(n=18)	52.9% (n=202)
Female	52.6%(n=20)	47.1% (n=180)
Race		
American Indian/Alaska Native		3% (n=12)
Asian	10%(n=4)	7.5% (n=30)
Black/African American	17.5%(n=7)	16.2% (n=65)
Hispanic/Latino(a)	7.5%(n=3)	12.2% (n=49)
White	62.5%(n=25)	49.4% (n=198)
Pacific Islander		2.7% (n=11)
Declined	2.5%(n=1)	9% (n=36)

Table 4: Family Survey Demographics

Participant Demographics: Parents

	2012	2013
Race		
American Indian/ Alaska Native	4% (n=2)	5% (n=2)
Asian	6% (n=3)	7.5% (n=3)
Black/African American	16% (n=8)	15% (n=6)
White	66% (n=33)	67.5% (n=27)
Hispanic/Latino/a	4% (n=2)	5% (n=2)
Decline to Identify	4% (n=2)	
Relationship to Student		
Mother	76% (n=38)	60% (n=24)
Father	18% (n=9)	27.5% (n=11)
Sibling		5% (n=2)
Grandparent		7.5% (n=3)
Legal guardian or Designee	2% (n=1)	
Other caregiver	4% (n=2)	
Free or Reduced Lunch?		
Yes	64% (n=32)	53.8% (n=21)
No	36% (n=18)	46.2% (n=18)
English is the Primary Language		
Yes	94% (n=47)	92.5% (n=37)
No	6% (n=3)	7.5% (n=3)
School Provides Interpretor Services when Needed		
Yes		
No	8.2% (n=4)	
Not Applicable	91.8% (n=45)	
The school provides information in my own language		
Yes	95.8% (n=46)	
No	4.2% (n=2)	
Not Applicable		

Clear and Shared Focus

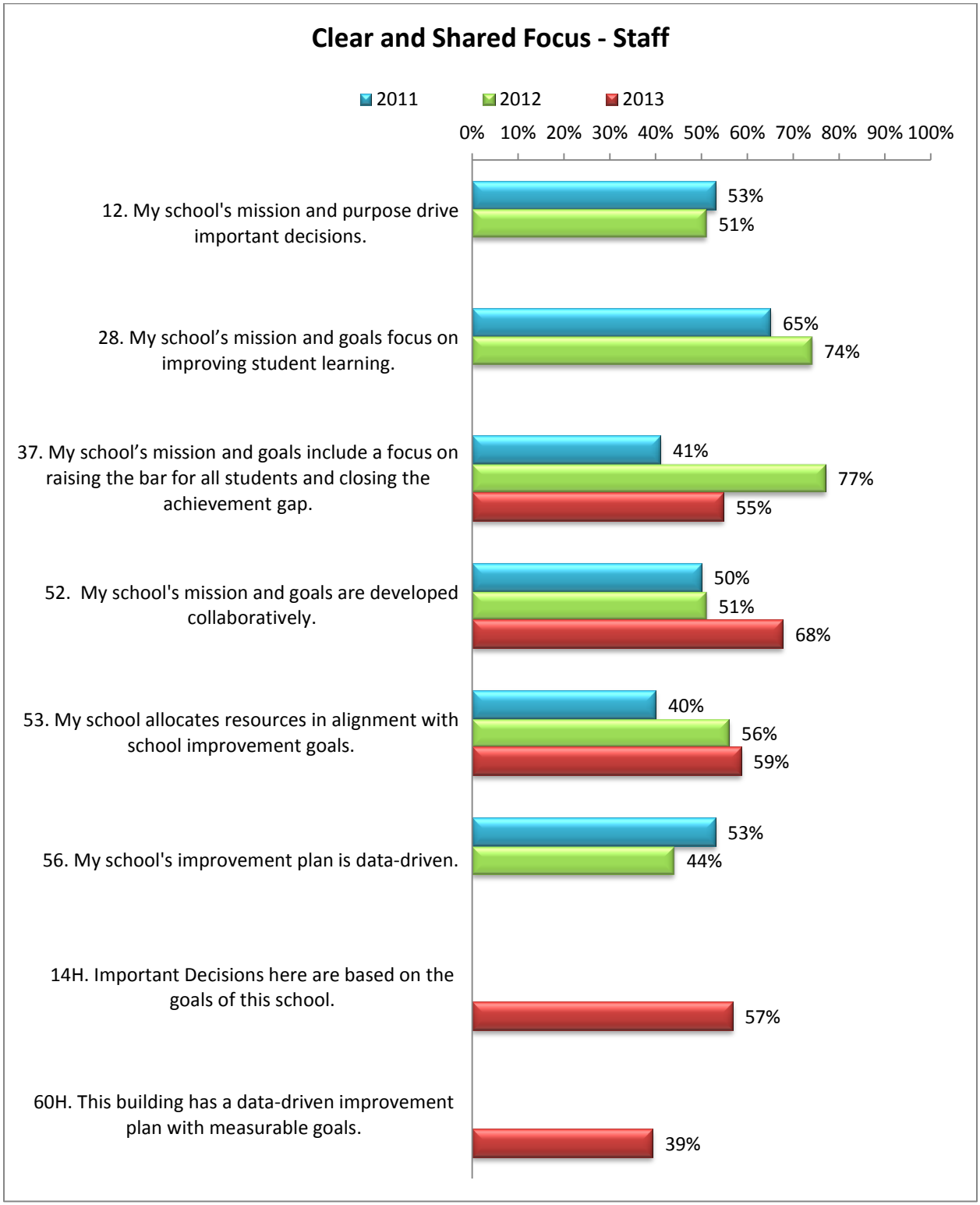

Figure 4: Staff Survey Results – Clear and Shared Focus

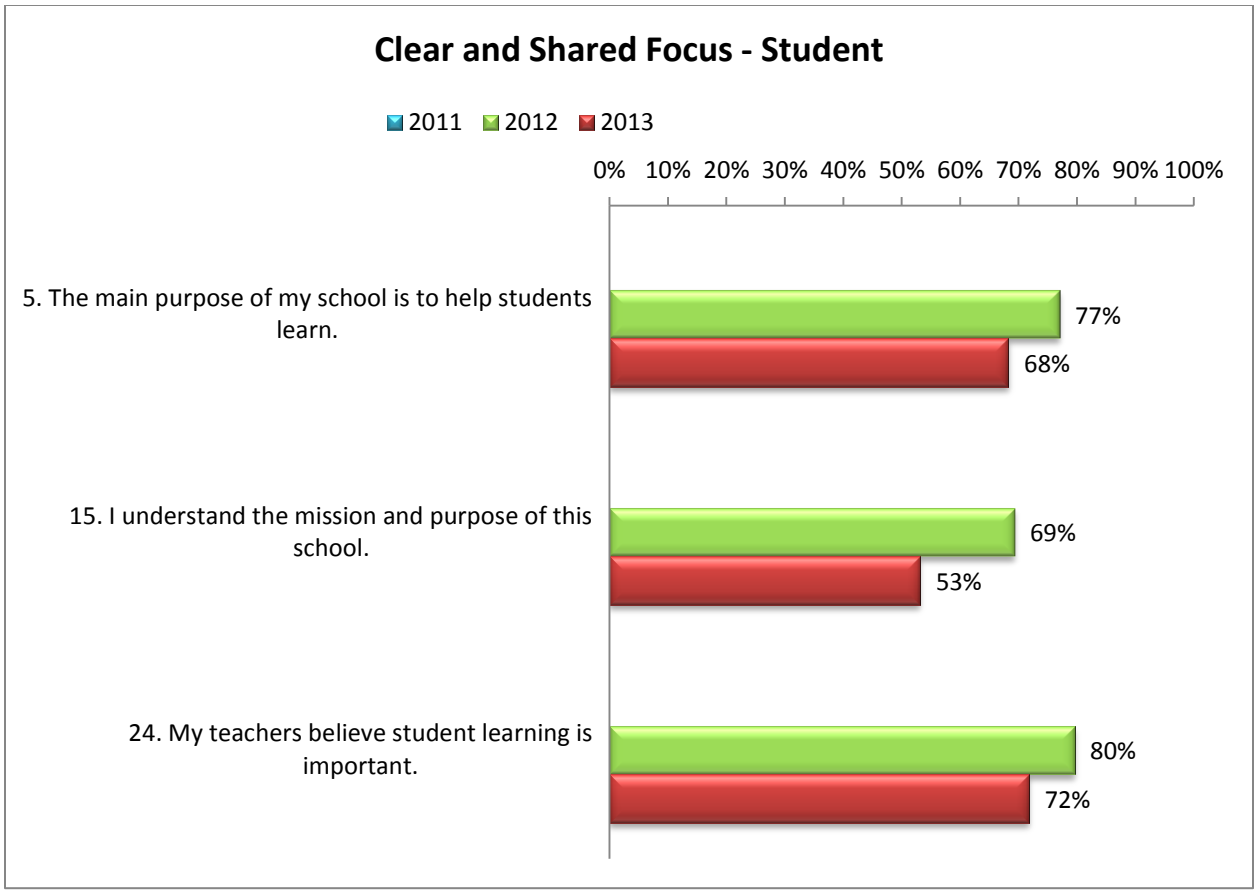

Figure 5: Student Survey Results - Clear and Shared Focus

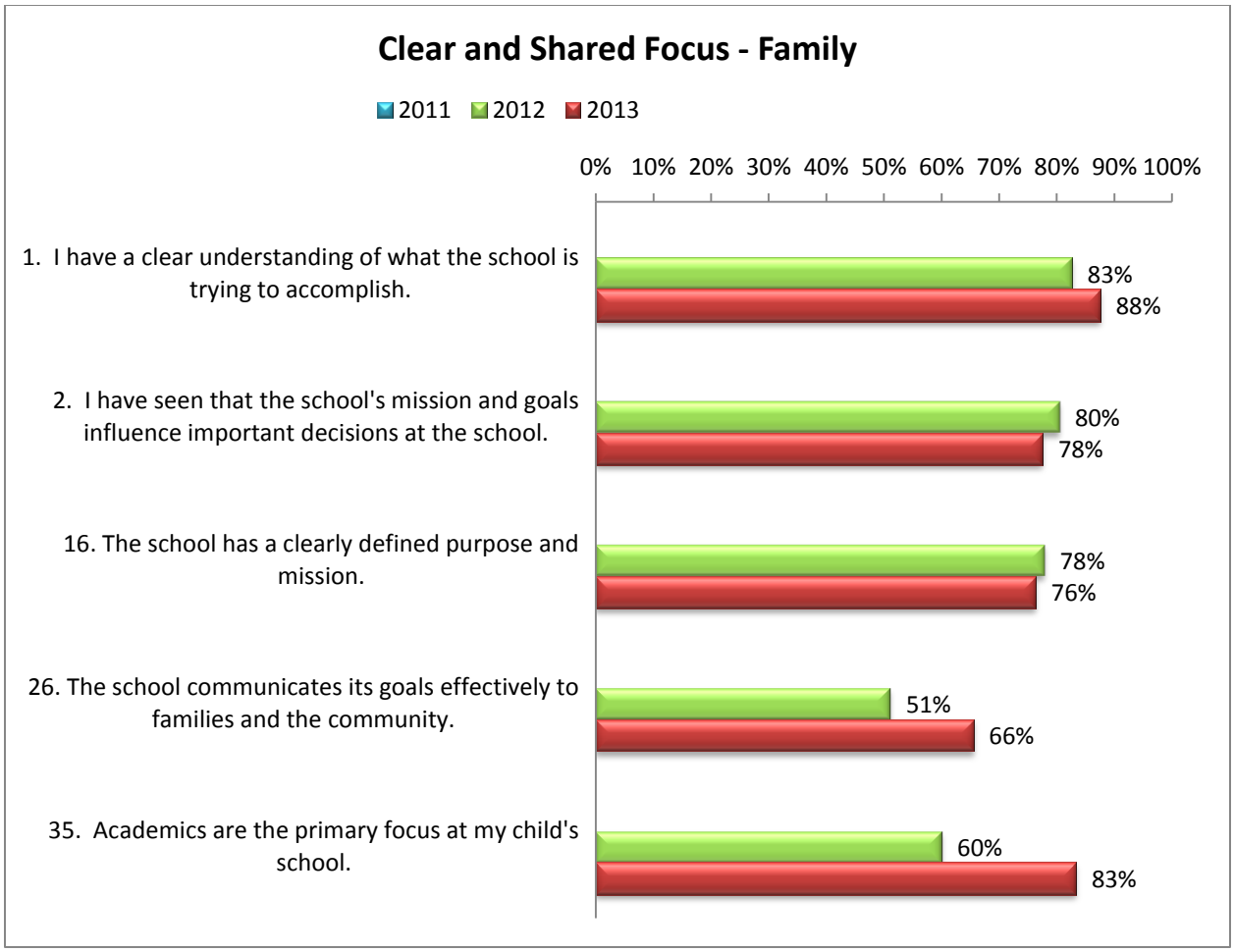

Figure 6: Family Survey Results - Clear and Shared Focus

High Standards and Expectations

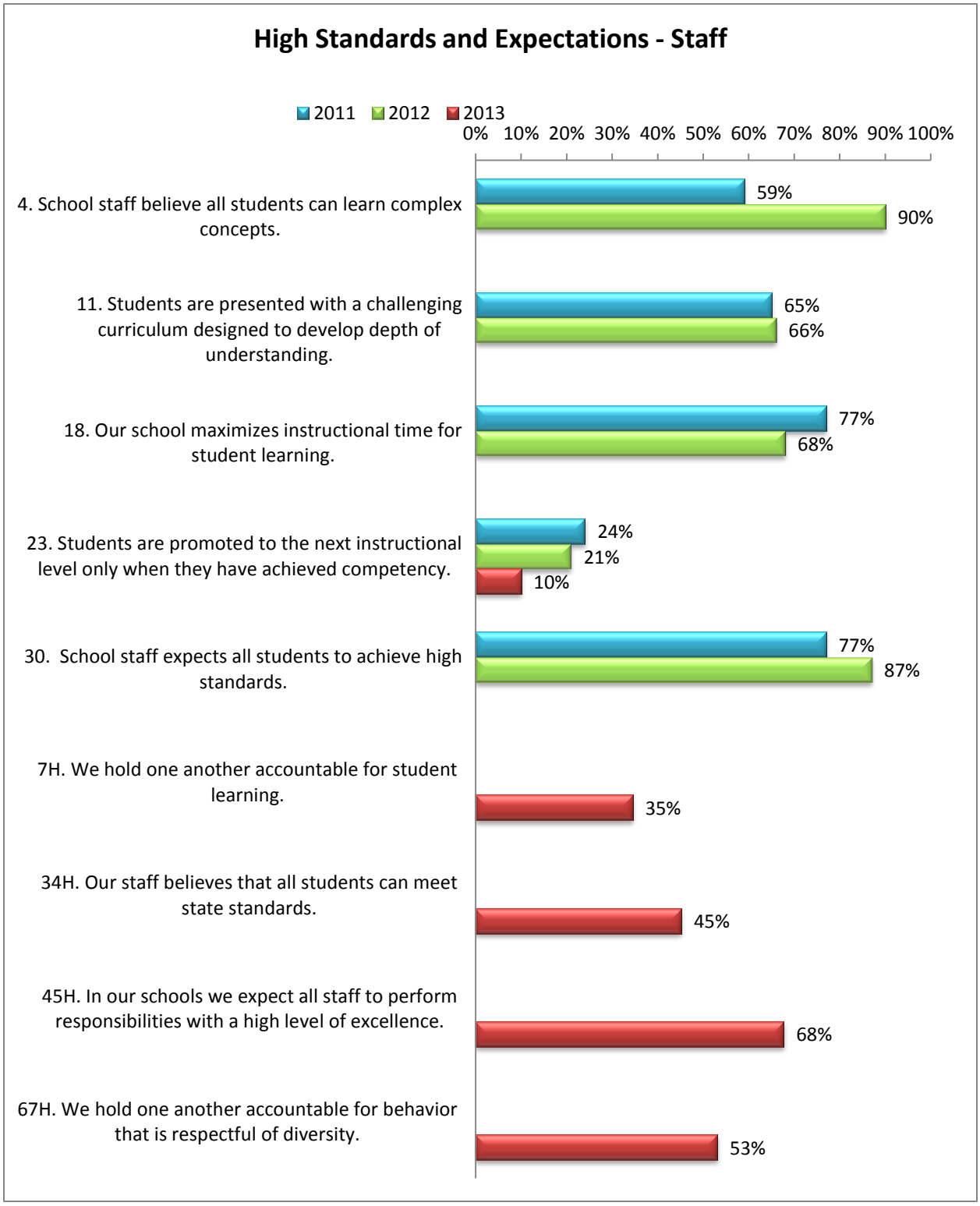

Figure 7: Staff Survey Results – High Standards and Expectations

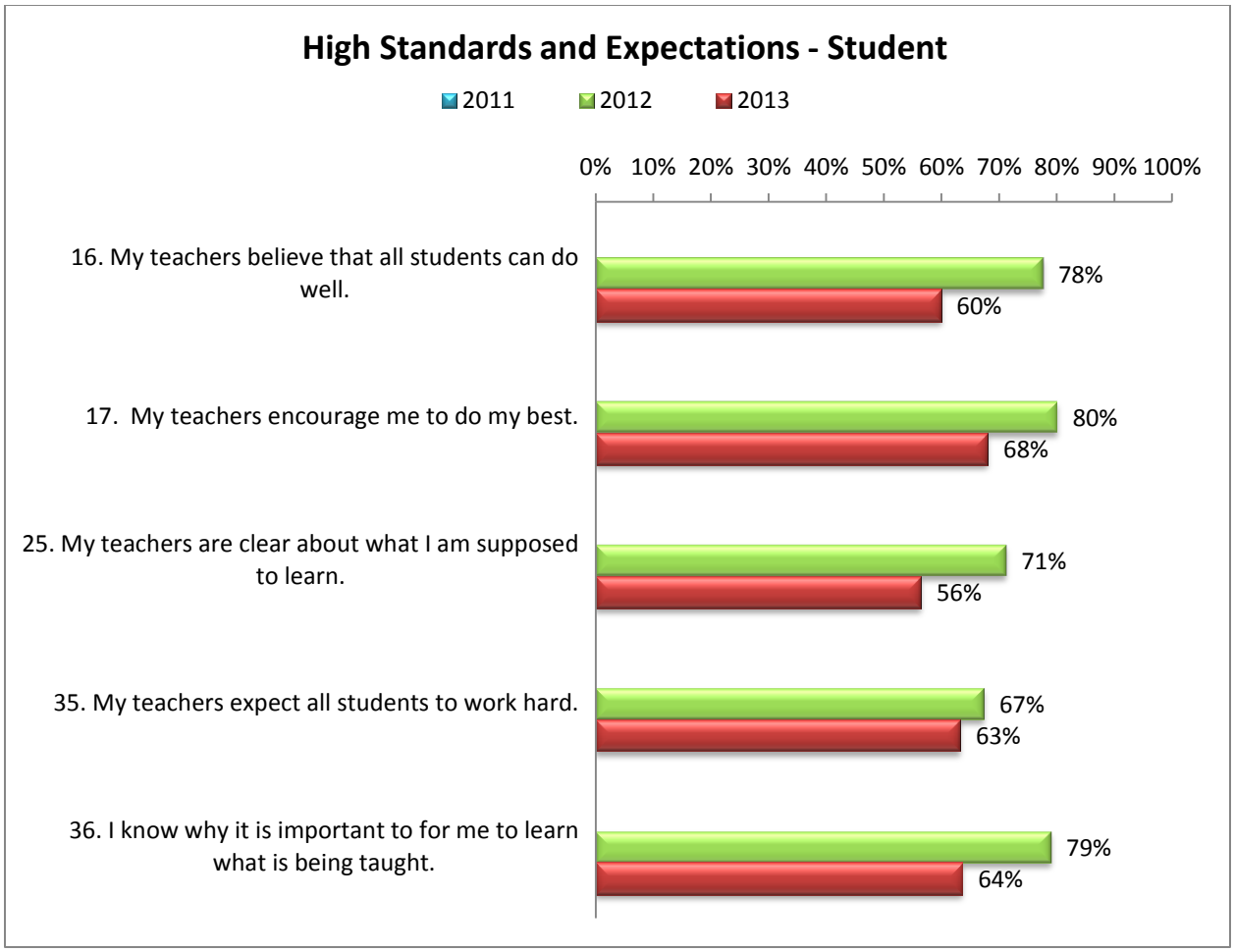

Figure 8: Student Survey Results - High Standards and Expectations

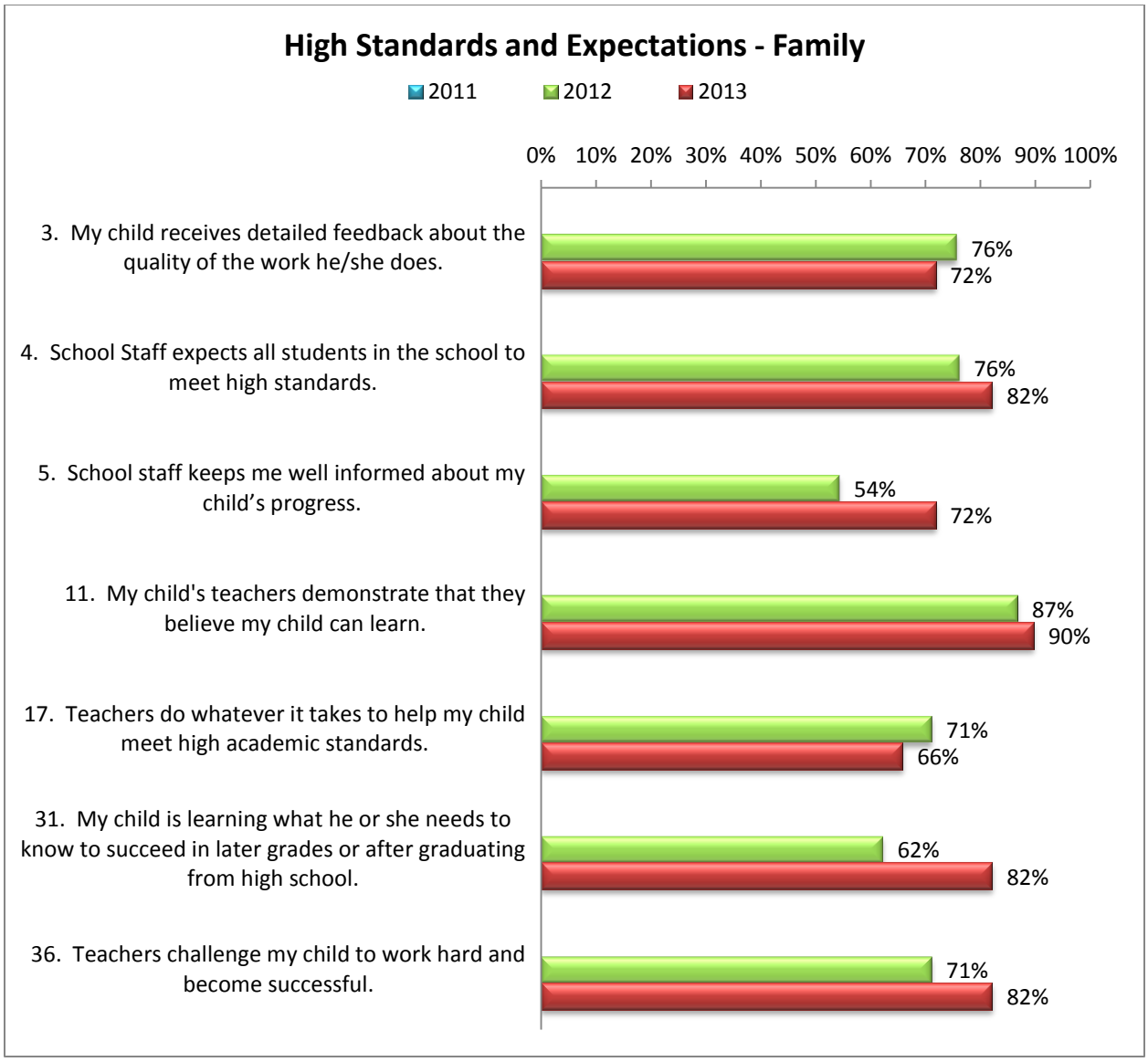

Figure 9: Family Survey Results - High Standards and Expectations

Effective School Leadership

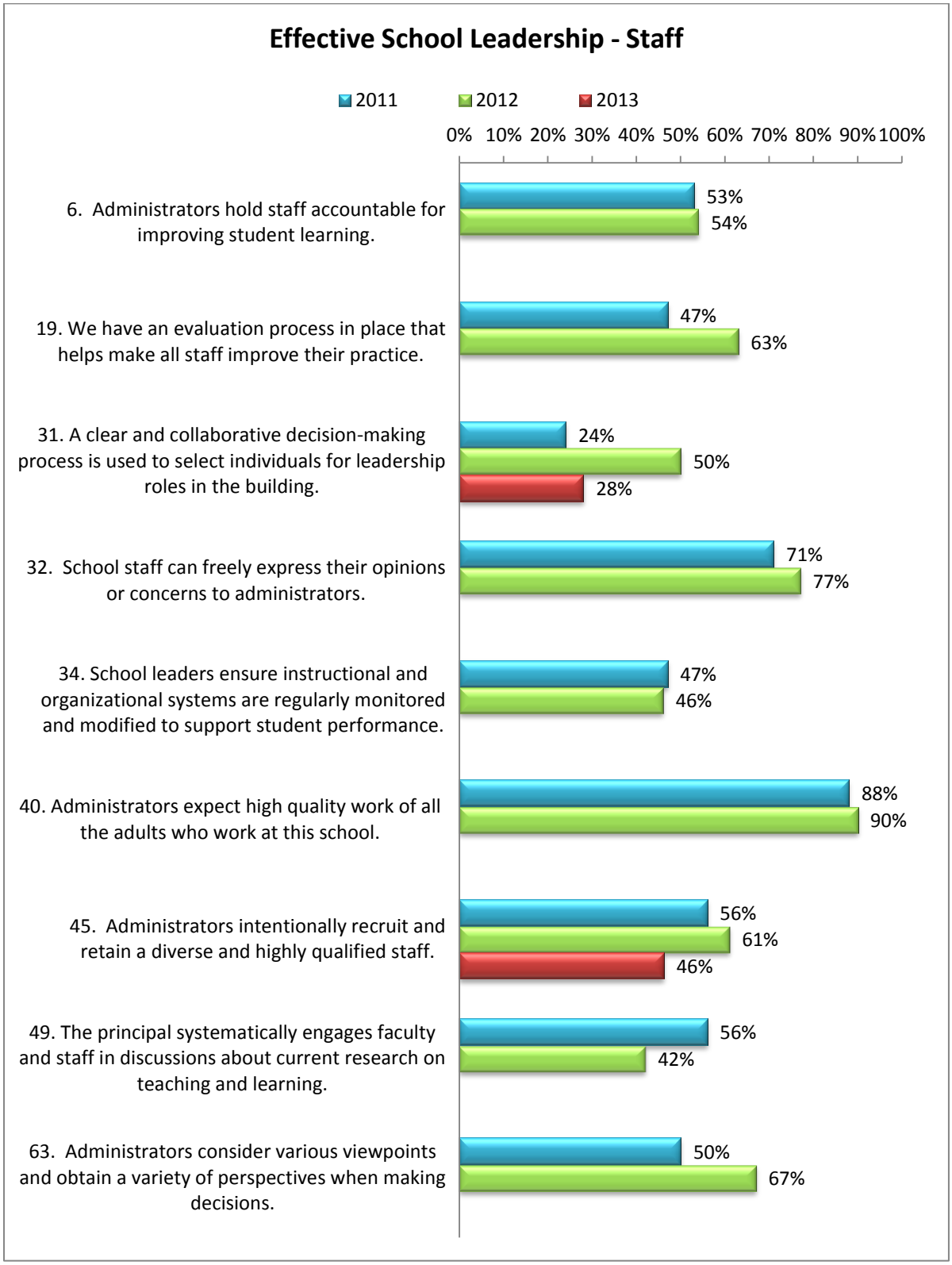

Figure 10: Staff Survey Results – Effective School Leadership

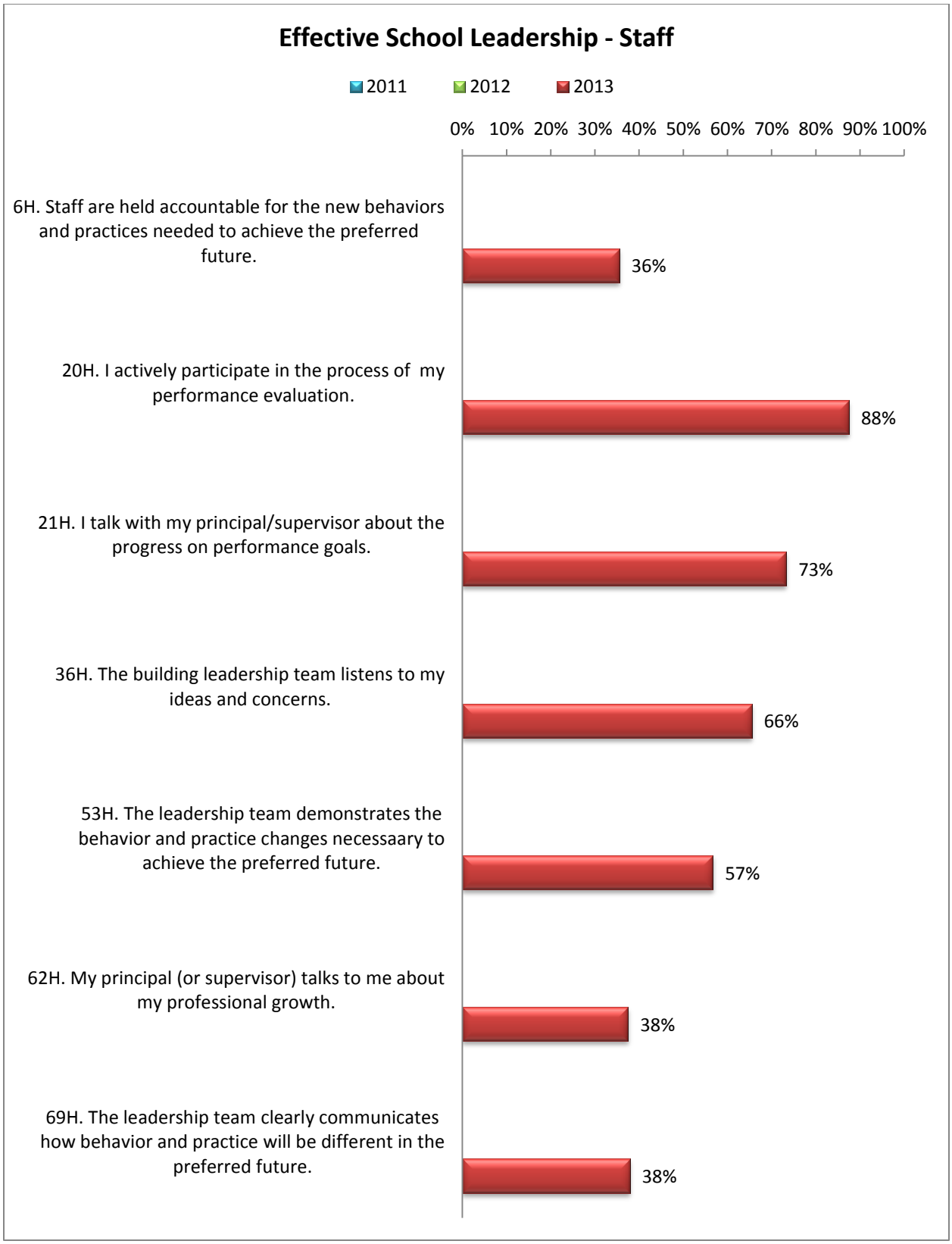

Figure 11: Staff Survey Results – Effective School Leadership (cont.)

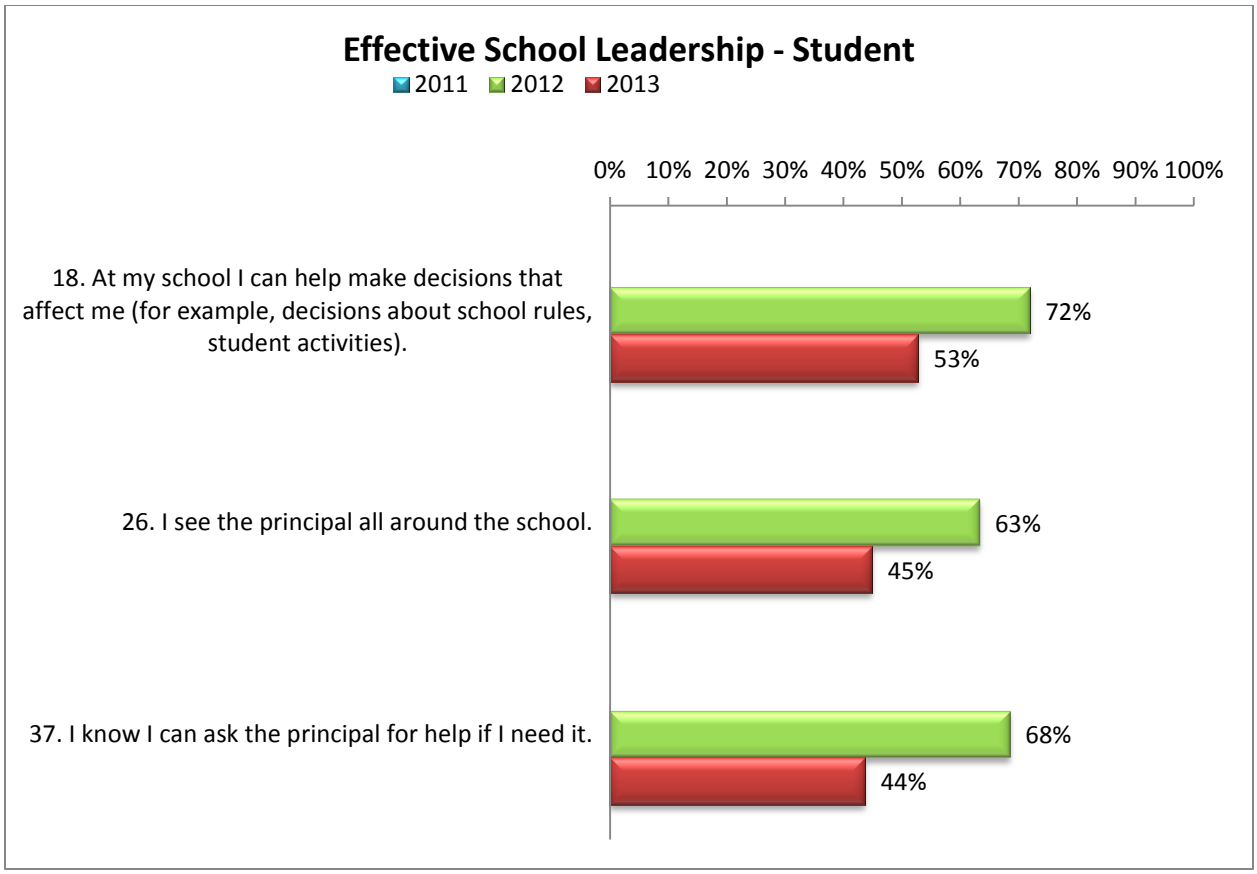

Figure 12: Student Survey Results - Effective School Leadership

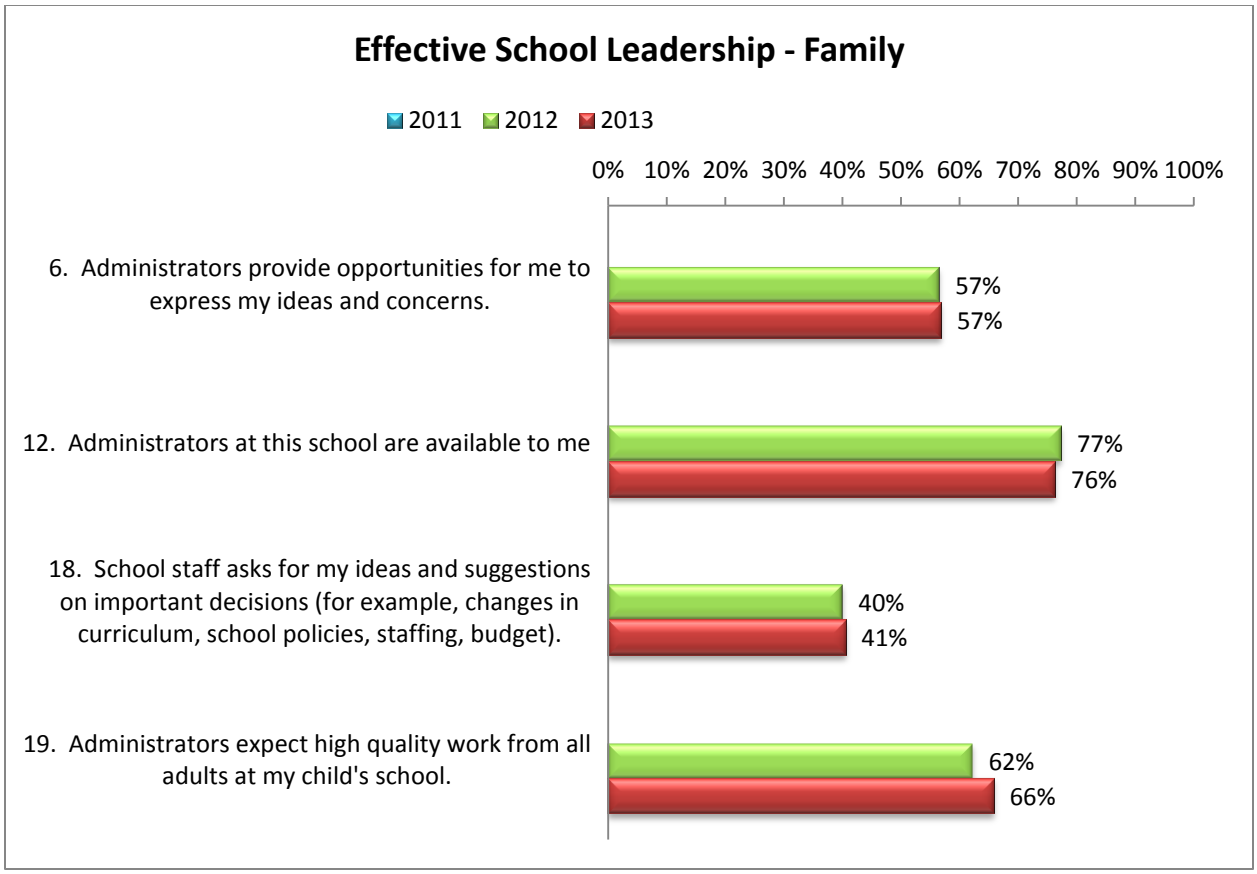

Figure 13: Family Survey Results - Effective School Leadership

High Levels of Communication and Collaboration

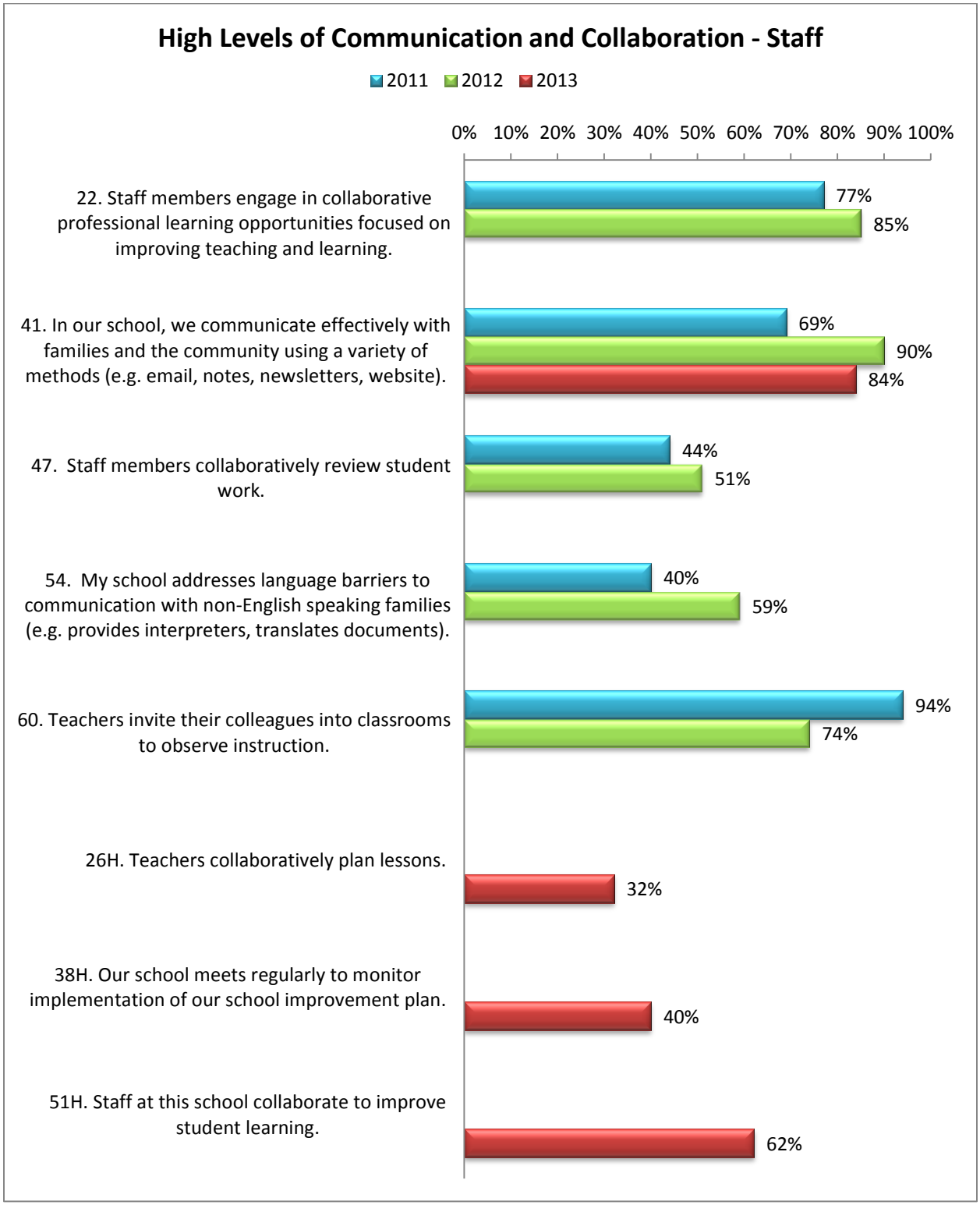

Figure 14: Staff Survey Results – High Levels of Communication and Collaboration

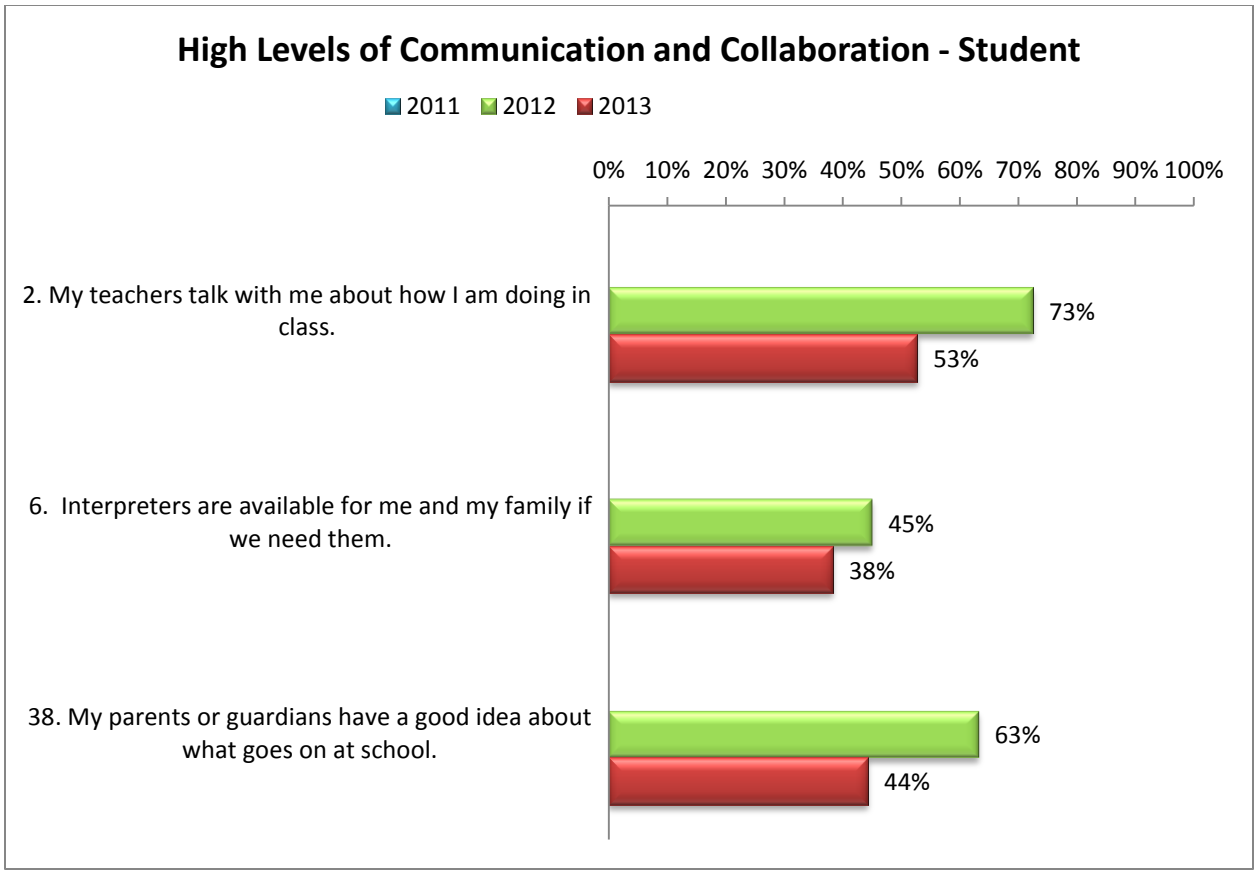

Figure 15: Student Survey Results - High Levels of Communication and Collaboration

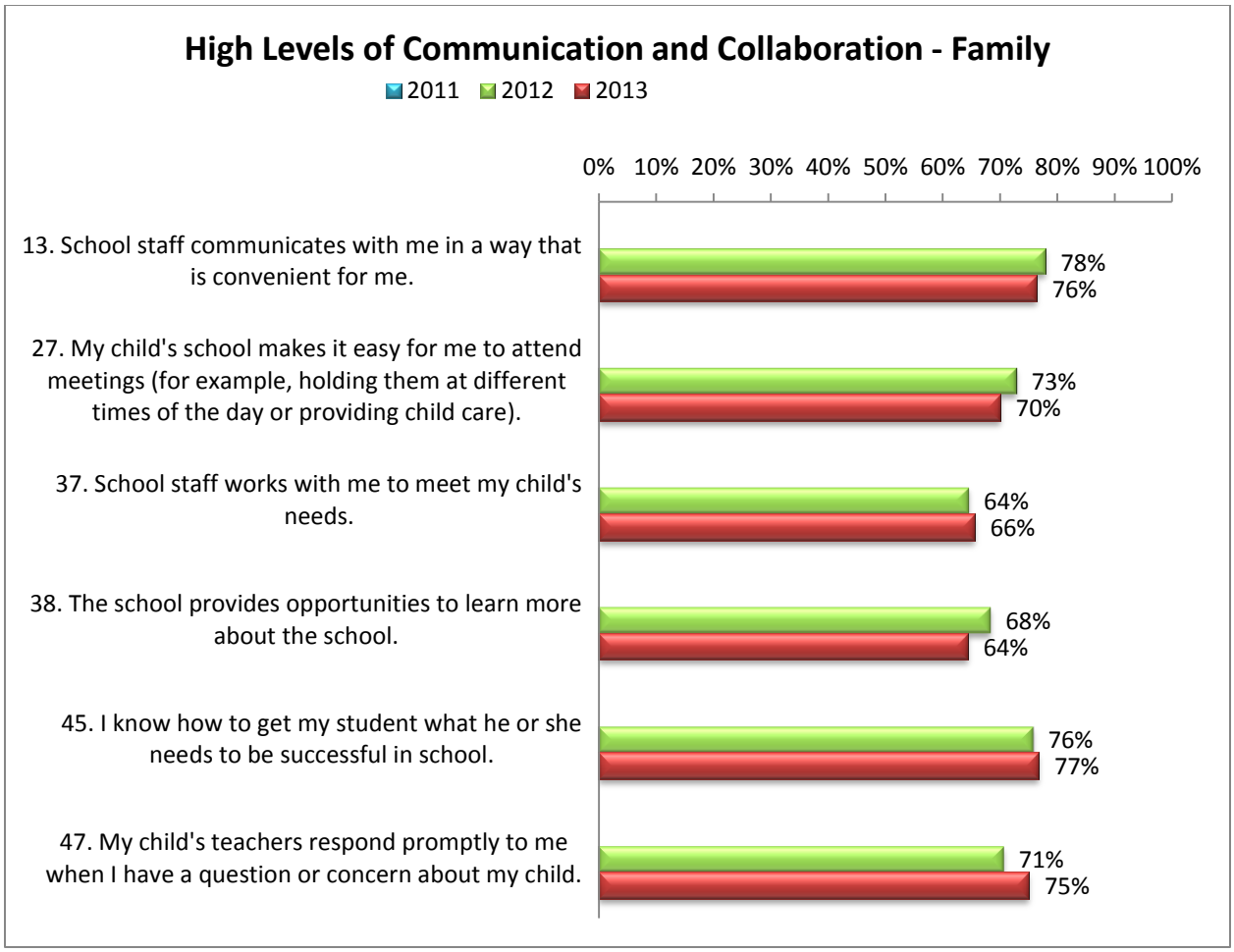

Figure 16: Family Survey Results - High Levels of Communication and Collaboration

Curriculum, Instruction, and Assessment

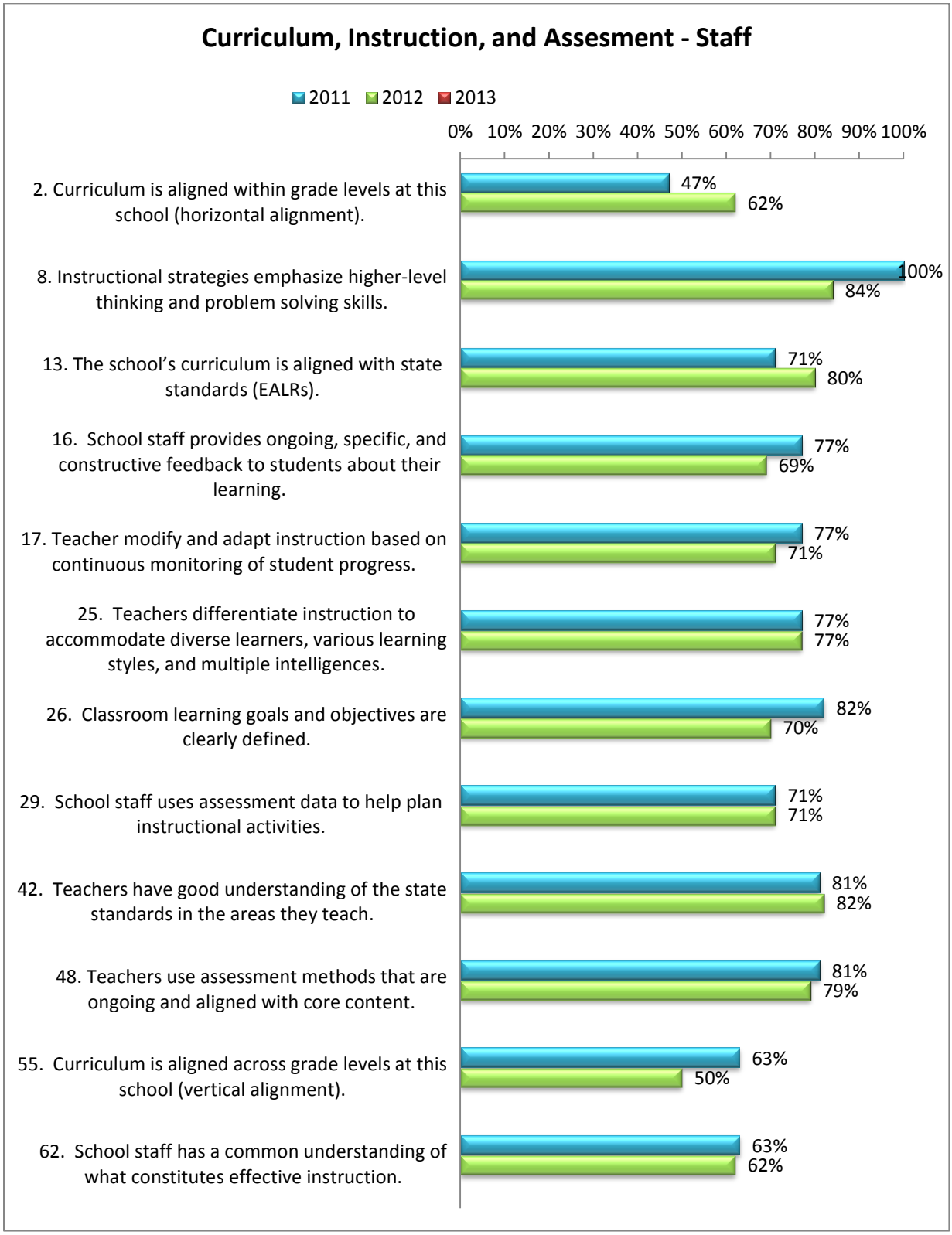

Figure 17: Staff Survey Results – Curriculum, Instruction, and Assessment

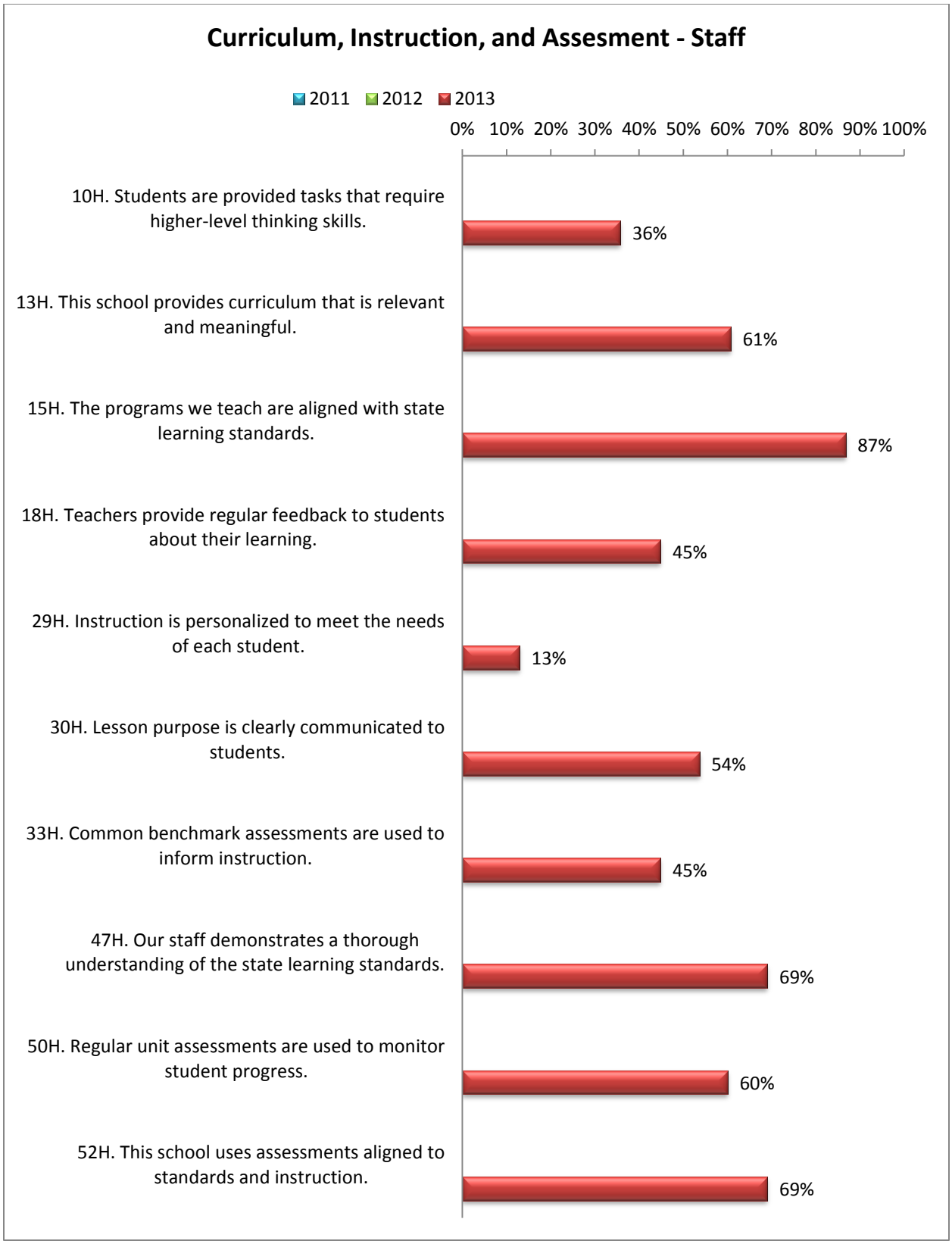

Figure 18: Staff Survey Results - Curriculum, Instruction, and Assessment (cont.)

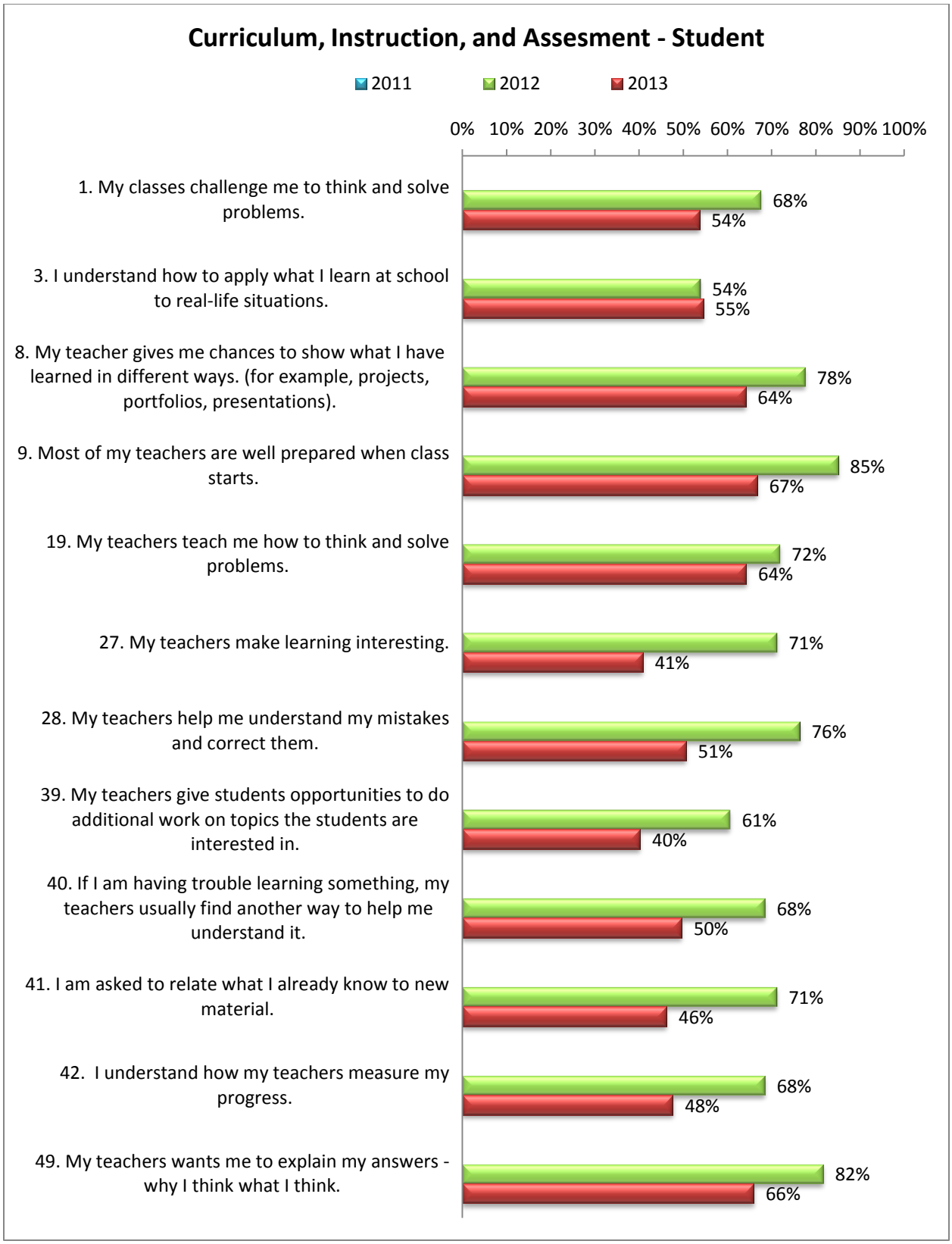

Figure 19: Student Survey Results - Curriculum, Instruction, and Assessment

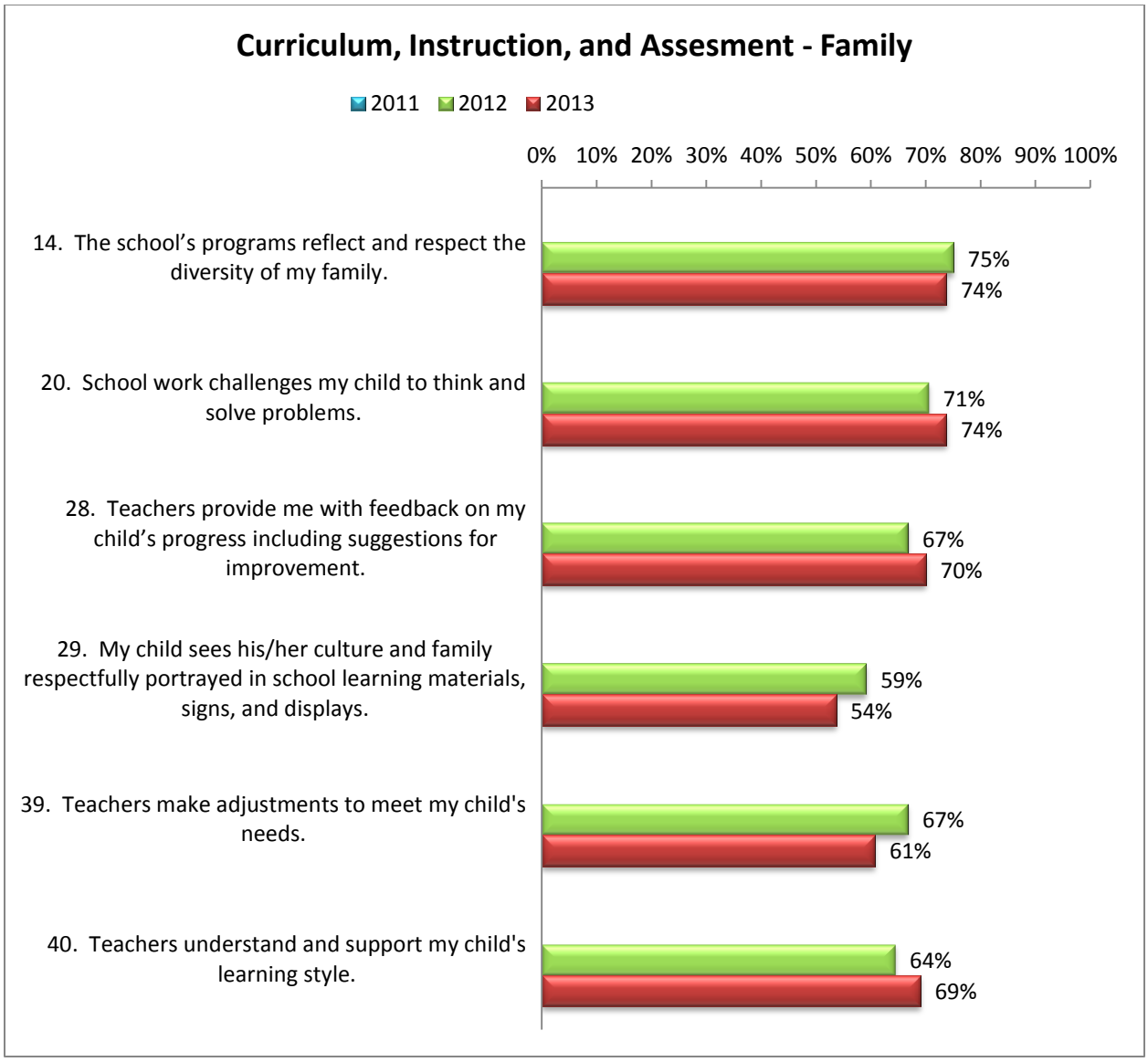

Figure 20: Family Survey Results - Curriculum, Instruction, and Assessment

Frequent Monitoring of Learning and Teaching

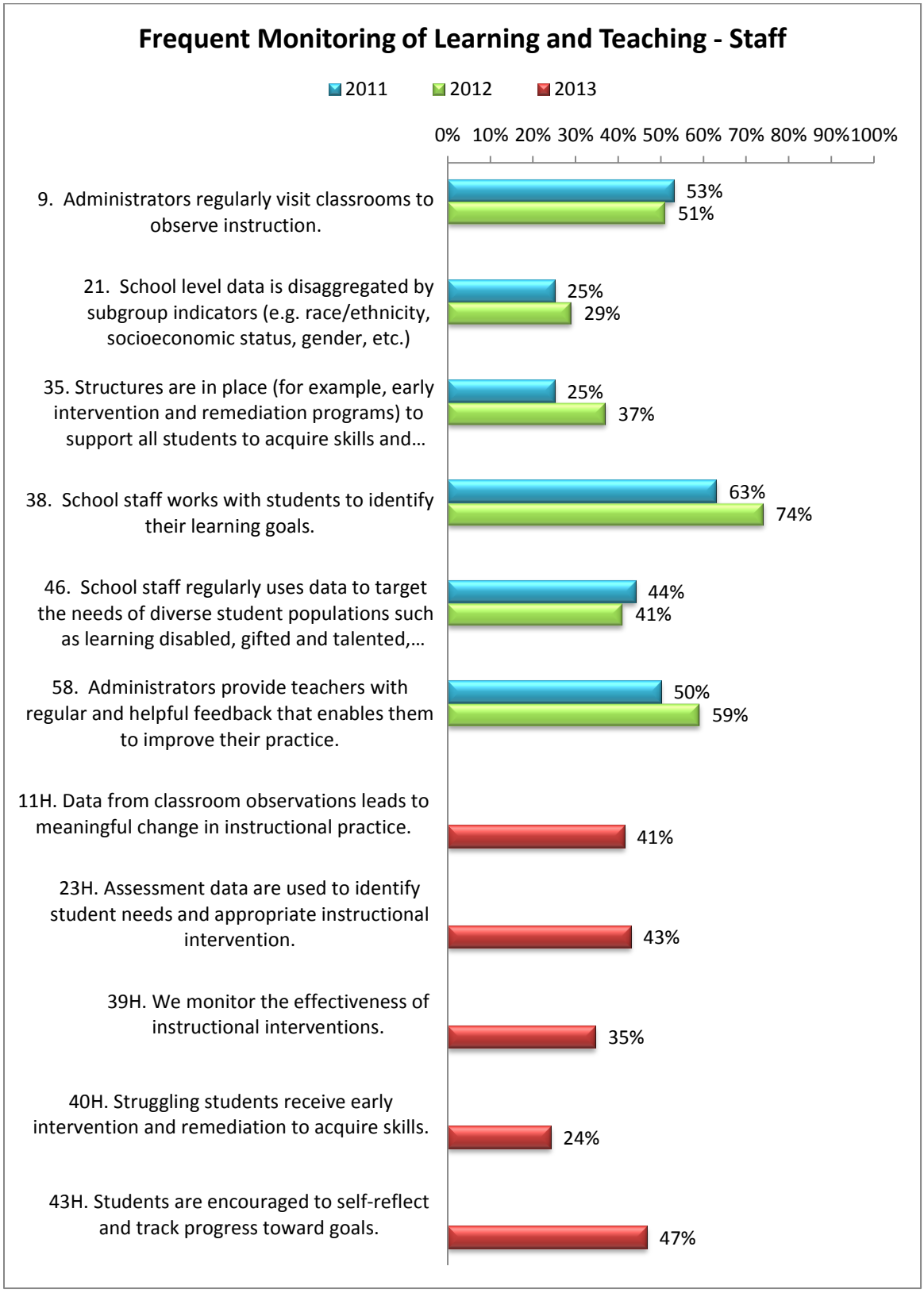

Figure 21: Staff Survey Results - Frequent Monitoring of Learning and Teaching

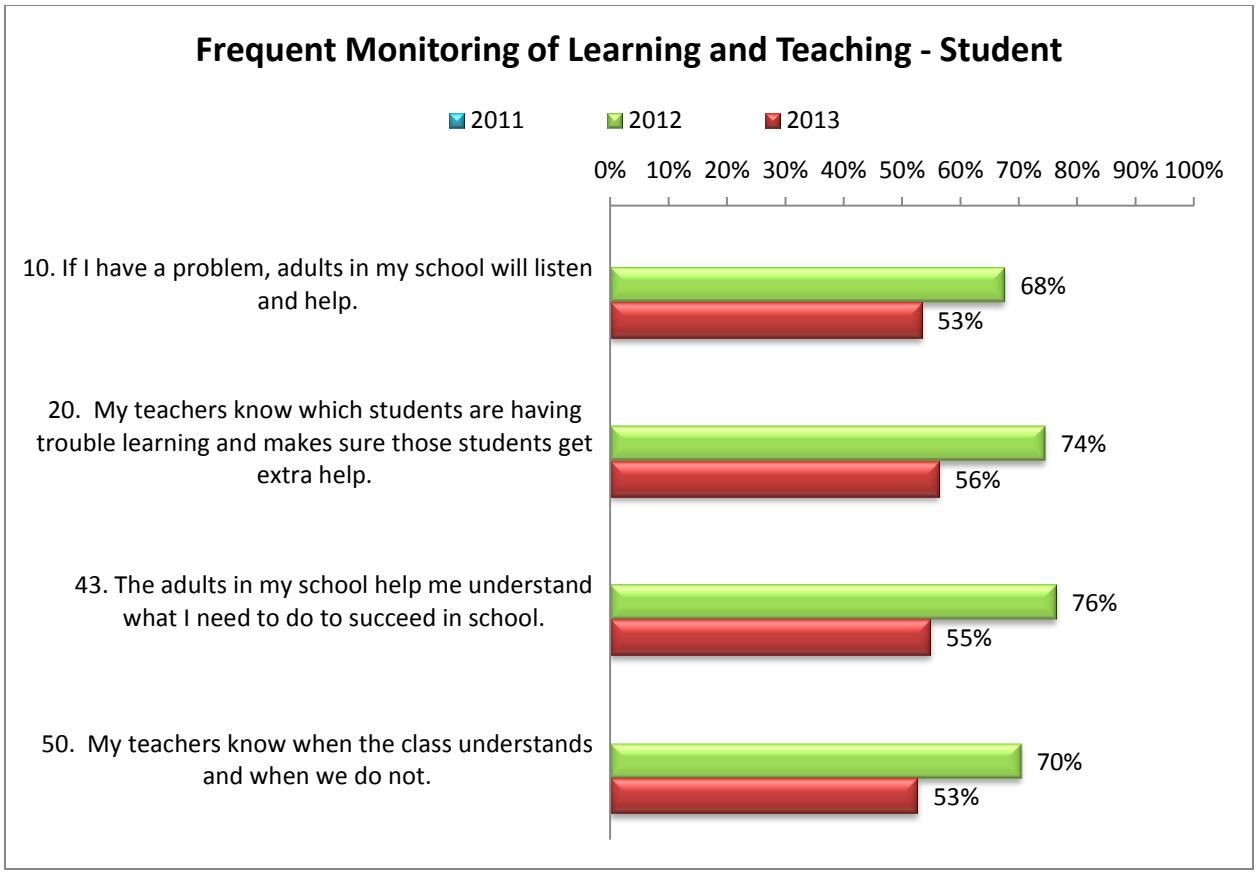

Figure 22: Student Survey Results - Frequent Monitoring of Learning and Teaching

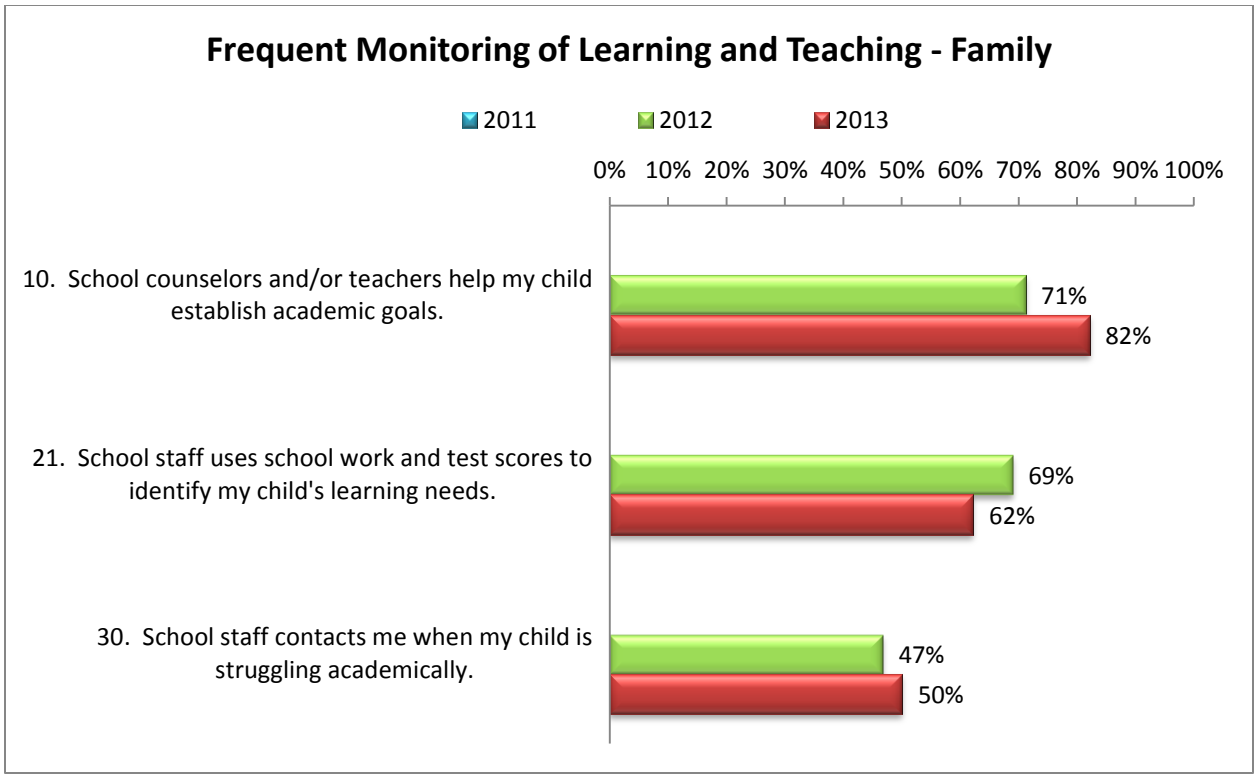

Figure 23: Family Survey Results - Frequent Monitoring of Teaching and Learning

Focused Professional Development

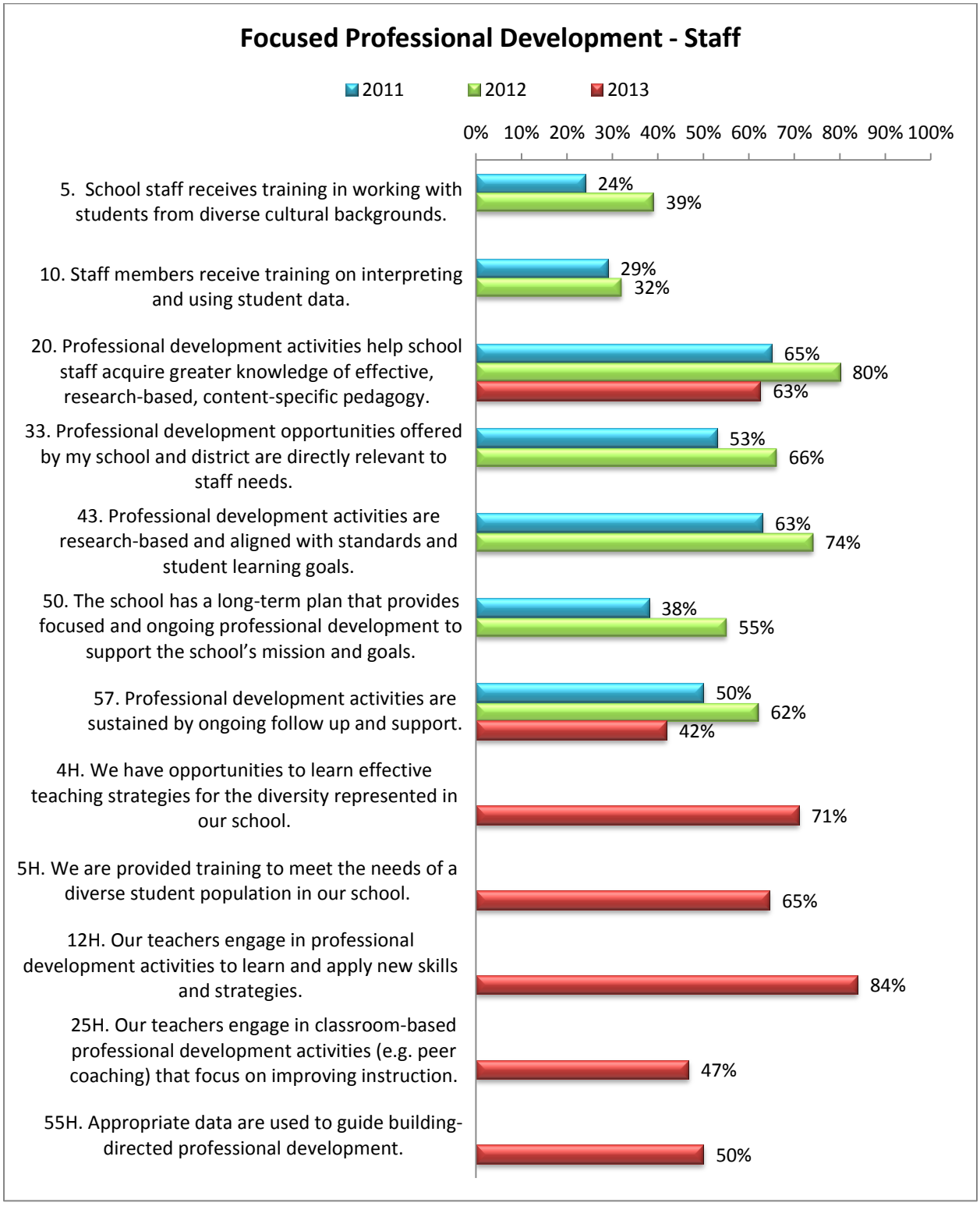

Figure 24: Staff Survey Results - Focused Professional Development

Supportive Learning Environment

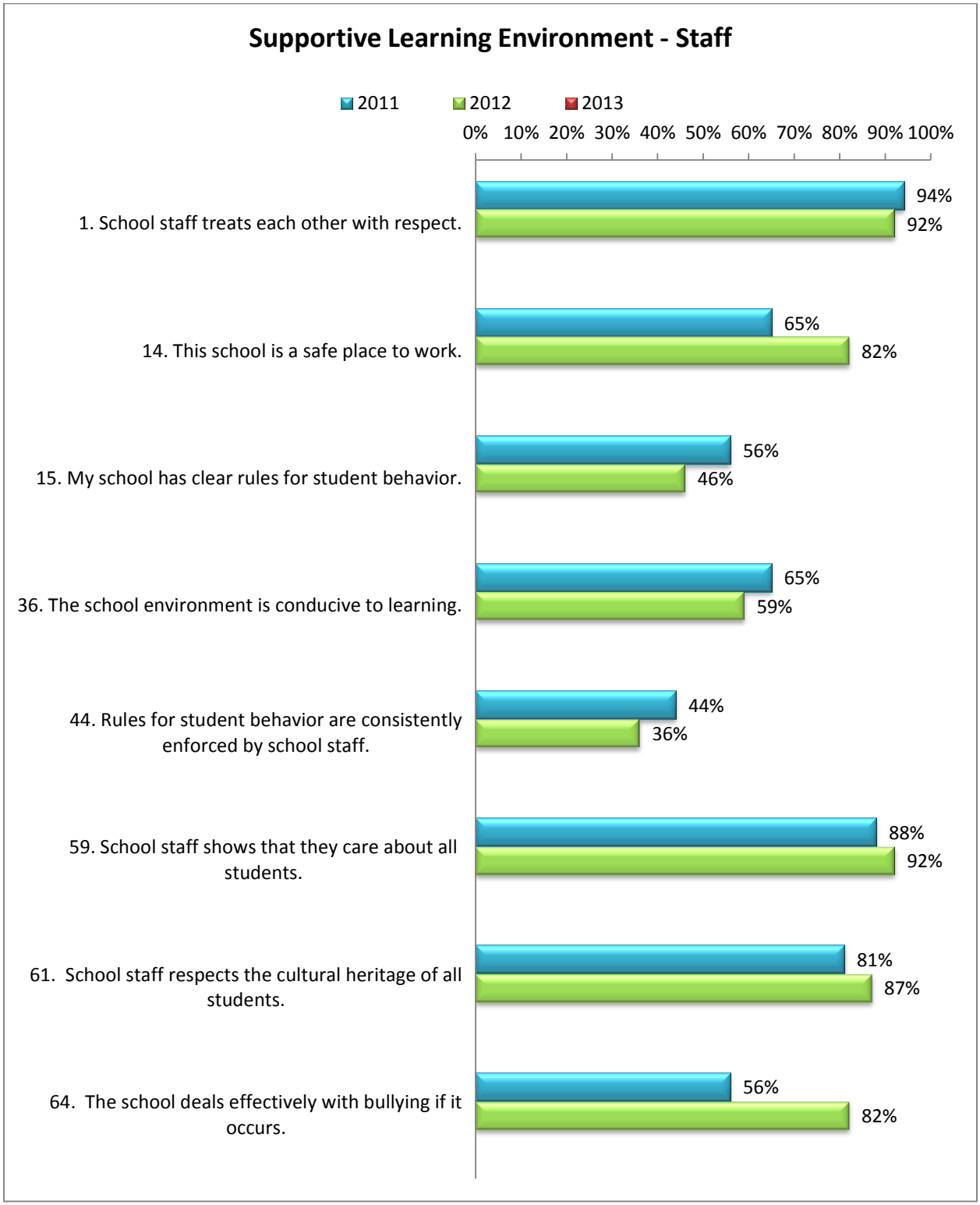

Figure 25: Staff Survey Results - Supportive Learning Environment

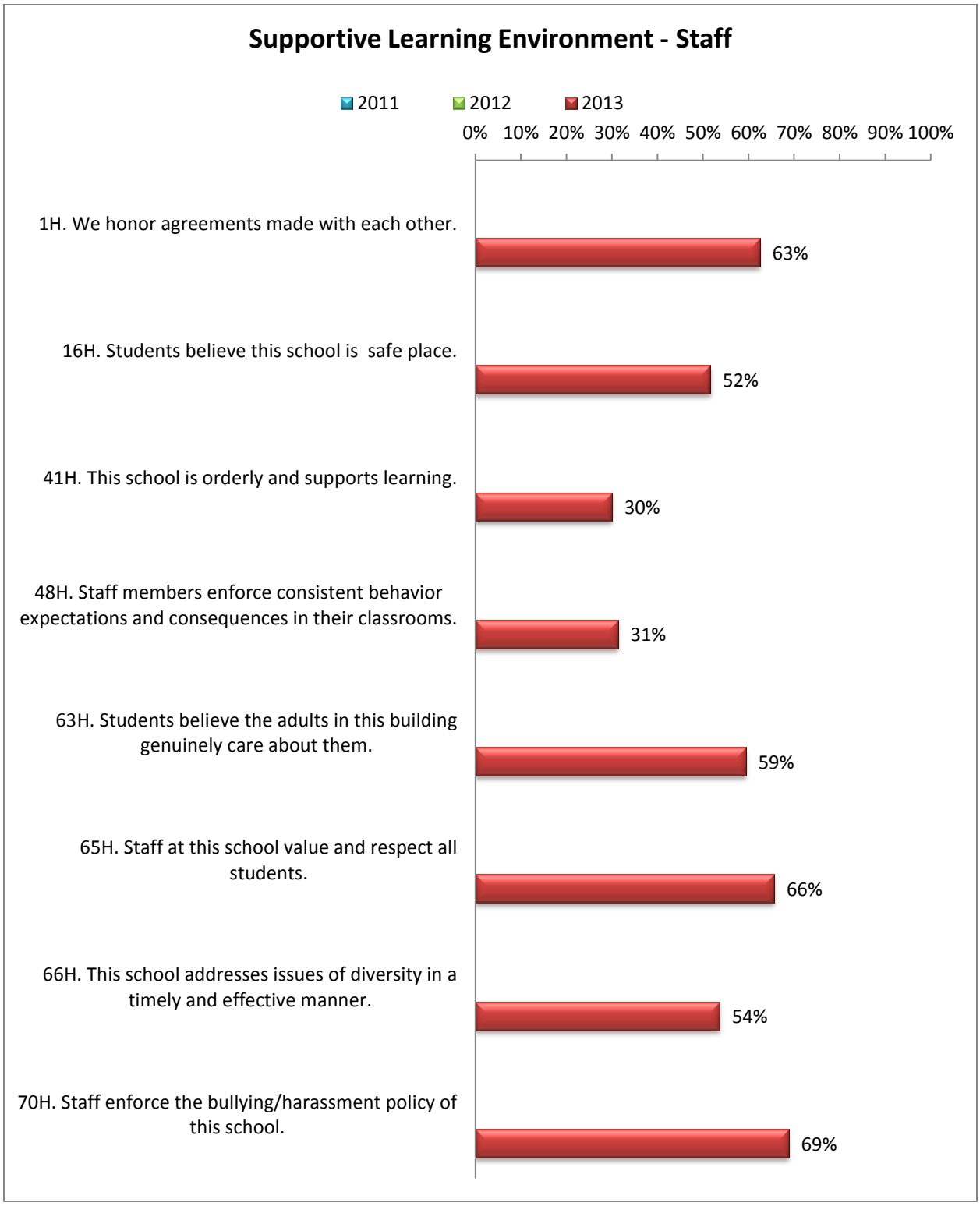

Figure 26: Staff Survey Results - Supportive Learning Environment (cont.)

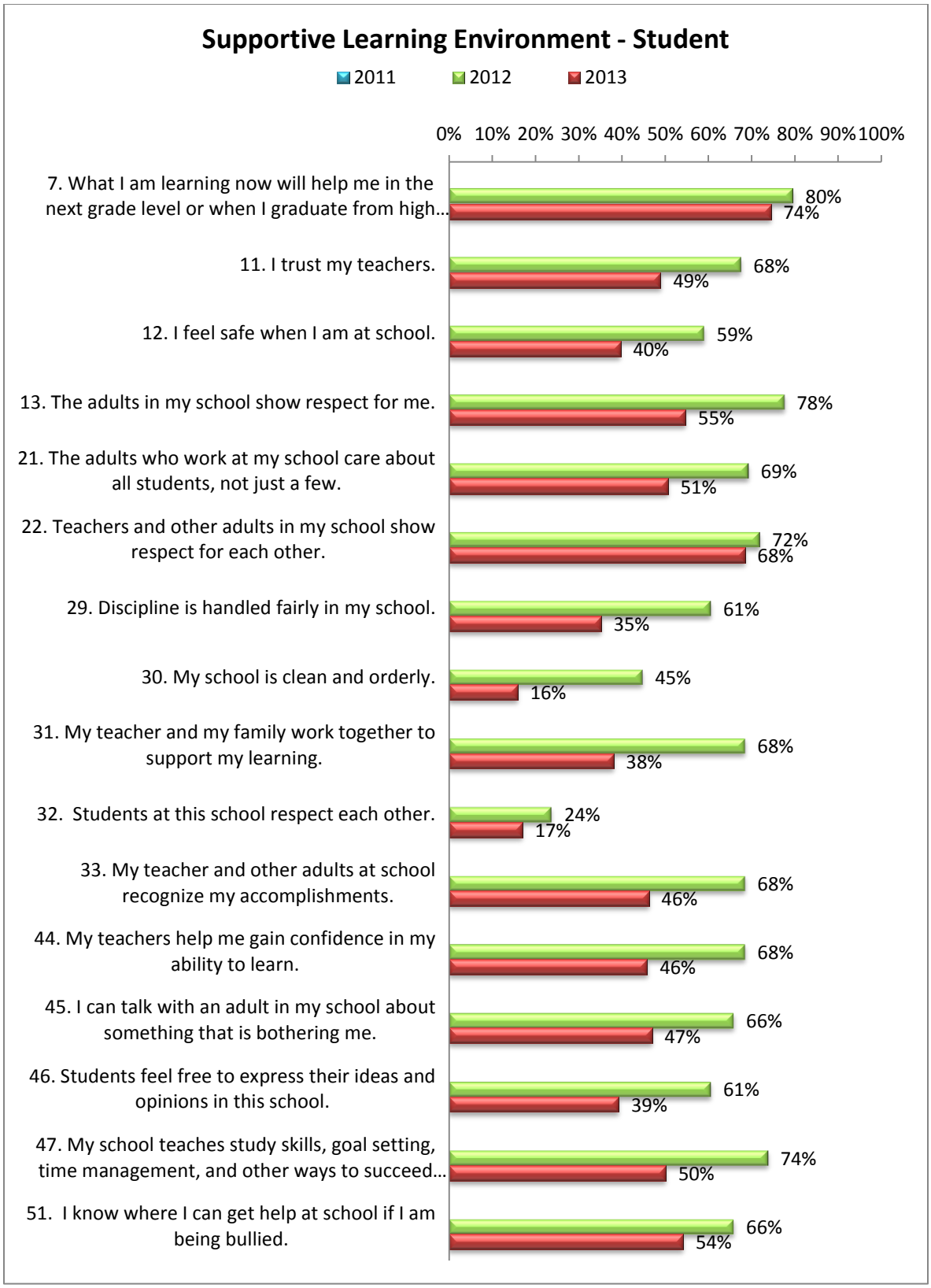

Figure 27: Student Survey Results - Supportive Learning Environment

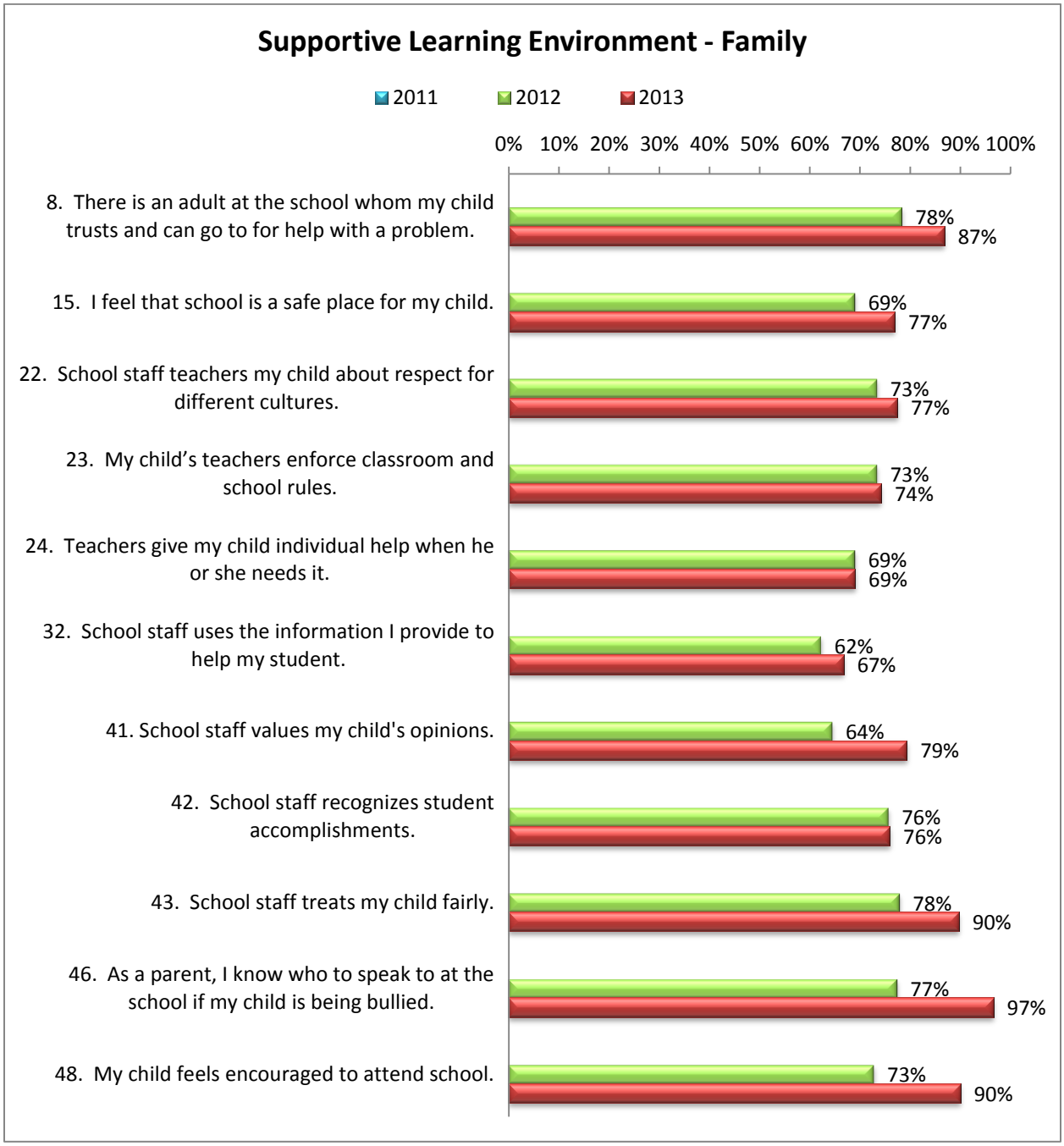

Figure 28: Family Survey Results - Supportive Learning Environment

Family and Community Involvement

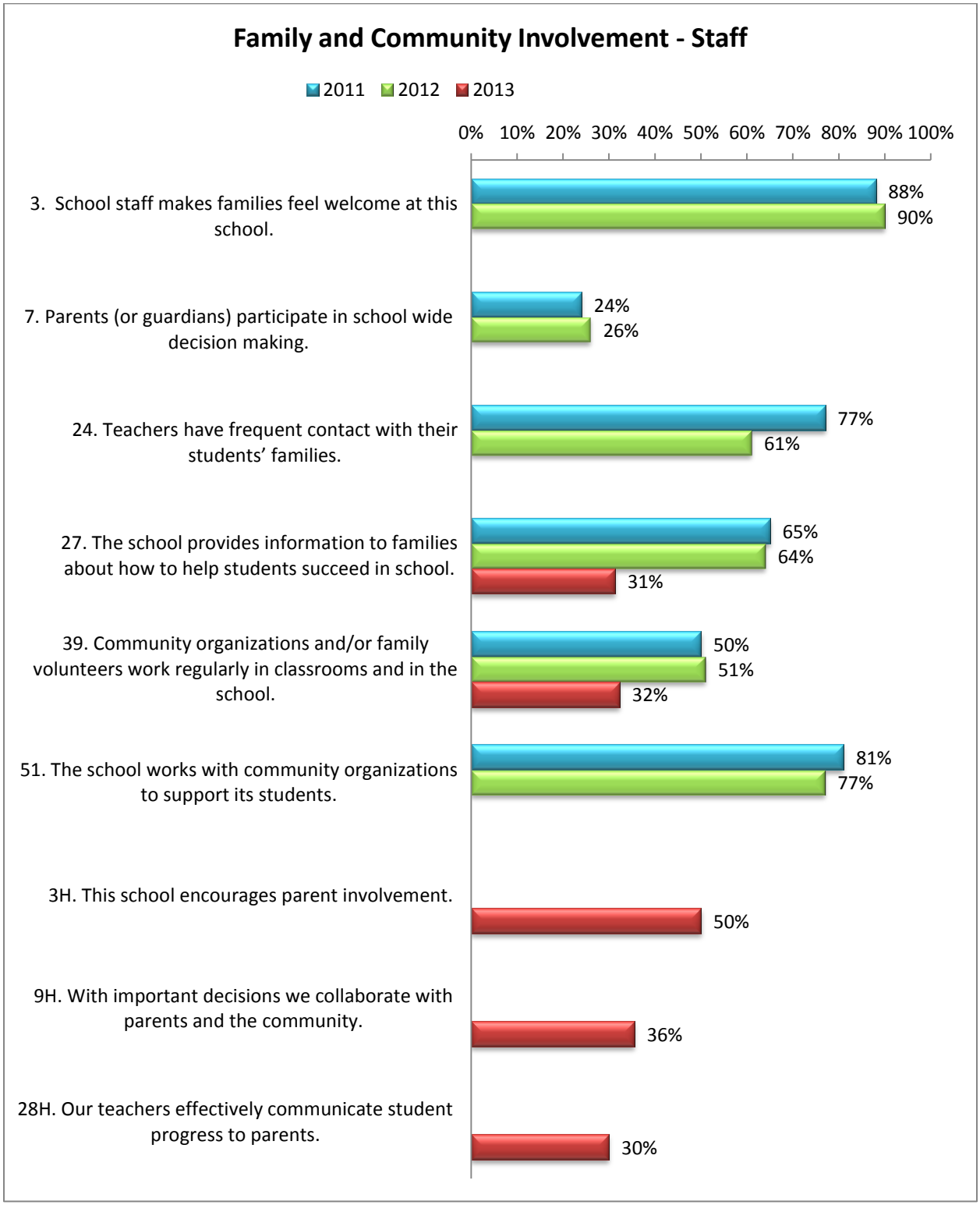

Figure 29: Staff Survey Results - Family and Community Involvement

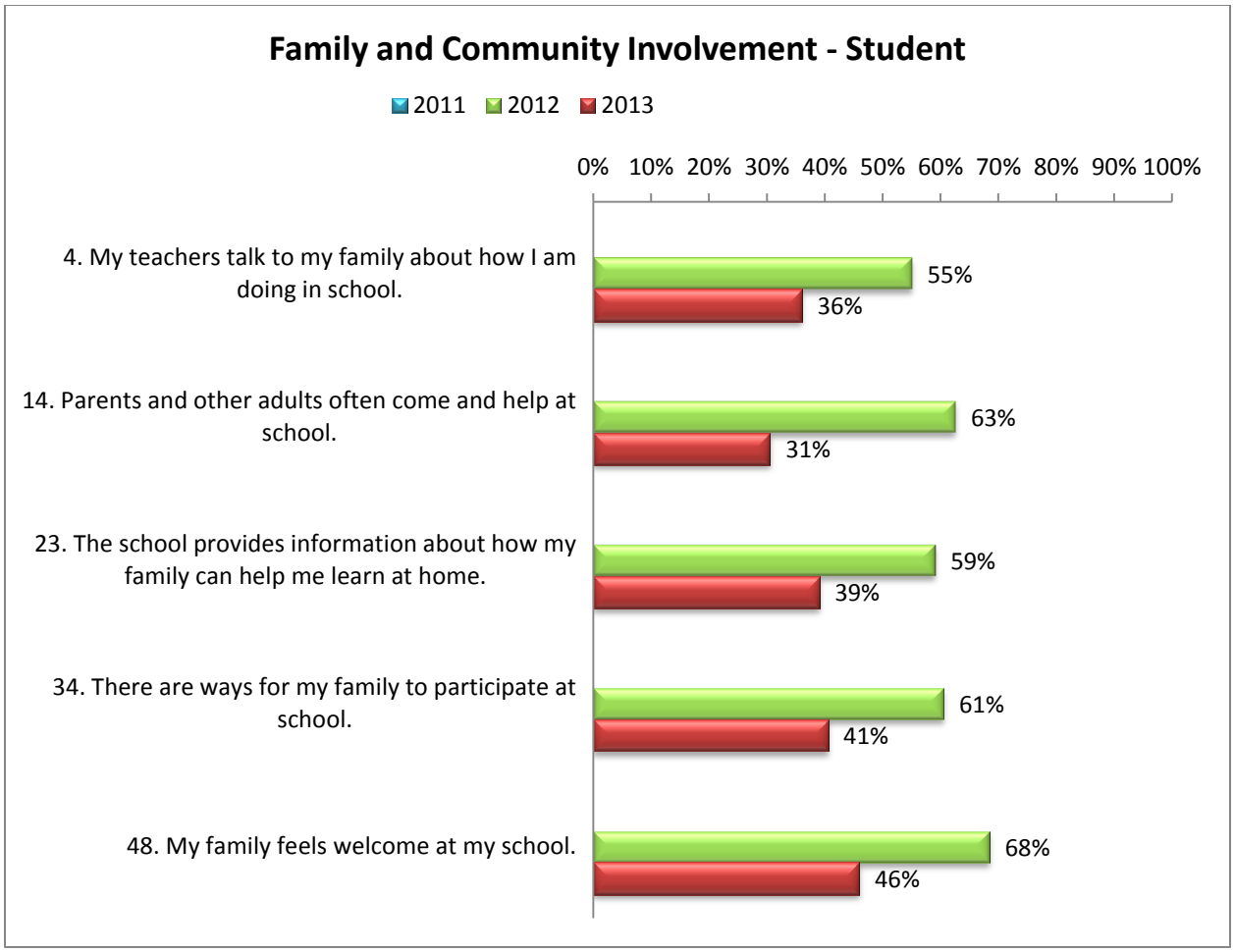

Figure 30: Student Survey Results - Family and Community Involvement

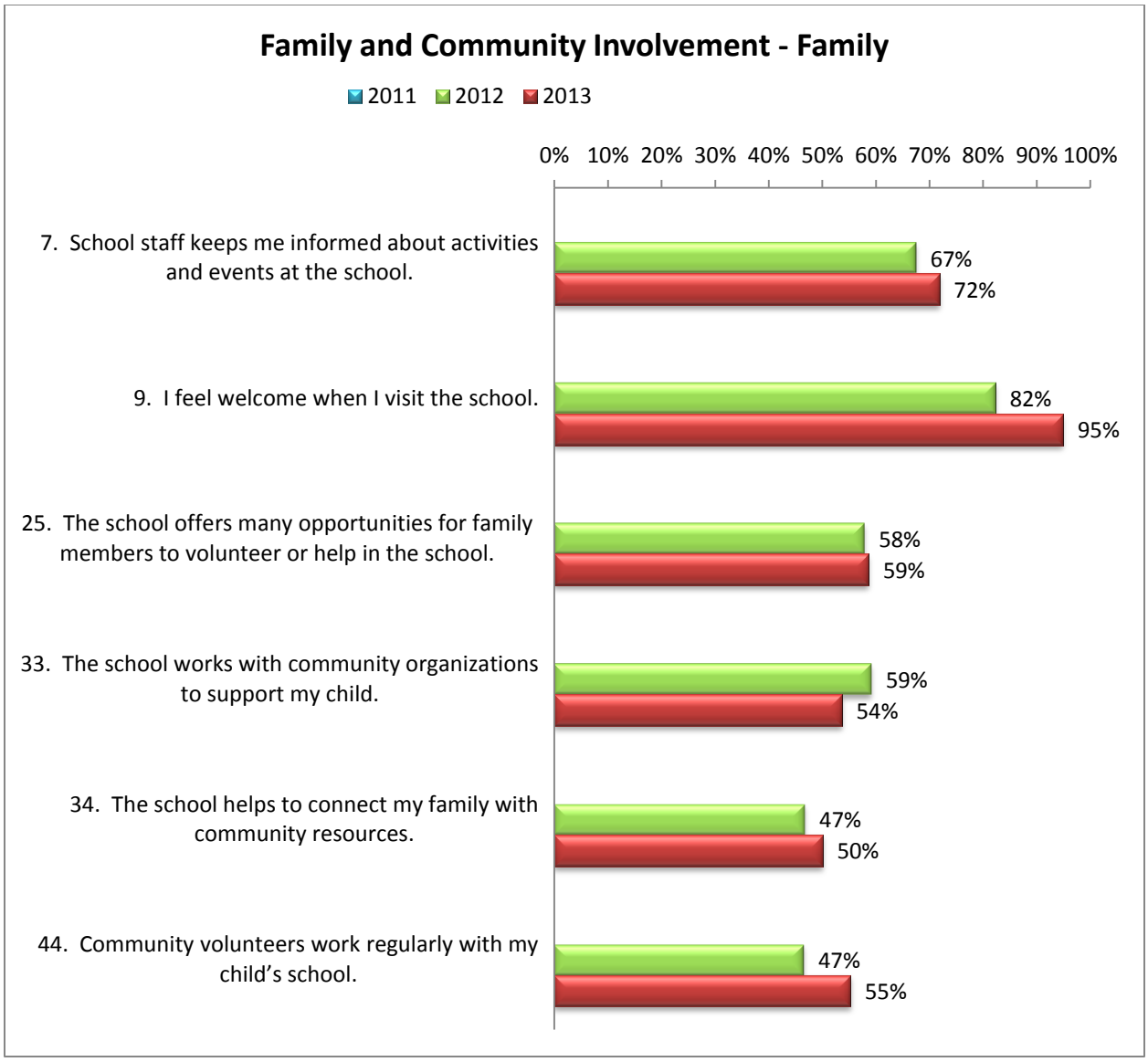

Figure 31: Family Survey Results - Family and Community Involvement

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Required Action District Academic Performance Audit:

Washington Middle School and Yakima School District

March 2014

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Acknowledgements

This report was prepared for the Office of Superintendent of Public Instruction under contract to Educational Service District 113 and other Educational Consultants.

Individuals participating in the Academic Performance Audit include:

- **Dr. Dana Anderson, Superintendent, Educational Service District 113**
- **Dr. Andrew Eyres, Assistant Superintendent, Educational Service District 113**
- **Rich Staley, Assistant Superintendent, Educational Service District 113**
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Capital Region ESD 113

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I. Introduction

In spring 2010, Washington Middle School in the Yakima School District was awarded a School Improvement Grant (SIG) for three years (2010 through 2013) to fully and effectively implement a federally approved intervention model. The district selected the Transformation model. Among other things, this required the school and district to replace the principal and address five areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time, creating community connections, and providing operating flexibility and sustained support. While the school has shown progress in some areas, this progress is not consistent. For instance, Level I data on state assessments demonstrate cohort improvement from sixth to seventh grade in both Reading and Math; however, these same data demonstrate declines in cohort proficiency from seventh to eighth grade in both content areas. Inconsistent and persistent lack of progress for the "all students" group and subgroups on state assessments in Reading and Mathematics over the last three years led to the identification of the district as a Required Action District.

The purposes of this report are (a) to identify potential reasons for Washington Middle School's low performance and lack of progress and (b) to recommend next steps for Yakima School District and Washington Middle School leaders and staff in building educator and system capacity to substantially improve student outcomes. Findings in this report are intended to assist district and school leaders in identifying an approved federal or state school improvement model appropriate for the school. Recommendations in the report will inform the district's Required Action District (RAD) application and the school and district Student and School Success Action Plan.

Sources of Data: This report is based on information gathered from the following sources:

1) Review of extant district- and school-level data (e.g., Student and School Success Action Plan; 2012-13 End-of-Year Report; staff, student, parent surveys; Assessment of Progress Report)
2) Superintendent and district leader analysis of current practices and policies impacting the ability of district and school leadership and staff to effectively implement an intervention
3) Classroom visits focusing on instructional practices within the school
4) Qualitative interviews and focus groups looking at the alignment of district and school structures and practices with Turnaround Principles described in federal guidance
5) Demographic and achievement data
6) Additional documents provided by the school and district during the on-site visit (e.g., daily schedule, student/teacher schedule, written staff comments)

Evaluators obtained information during an interview with the district leadership on March 4, 2014 and on-site visit on March 10, 2014. Approximately 47 people, including district and building administrators, union leadership, and staff members, participated in interviews and focus groups. In addition, evaluators visited 26 classrooms to determine the extent to which classroom practices aligned with research-based instructional practices. Finally, evaluators reviewed data previously gathered about the school and district; these included improvement plans, coaching critiques, and additional school documents.

Organization of Report: Section II of this report describes requirements for Required Action Districts (RADs). The next section (Section III) summarizes findings and recommendations aligned with

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Turnaround Principles for both the district and school. Section IV provides an overview of the district and school. This is followed by detailed explanations of the three recommendations, including the evidence supporting the Academic Performance Audit Team's conclusions; strengths and concerns; and requirements of the school, district and Office of Student and School Success (Section V). This report concludes with summary and next steps (Section VI) and questions for local improvement teams to consider during their planning processes (Section VII).

Appendices in this report include the following:

- Appendix A: Required Action District Frequently Asked Questions
- Appendix B: School Data Dashboard
- Appendix C: Assessment of Progress Report

II. Required Action Districts

Beginning December 1, 2013 and each December thereafter, the Superintendent of Public Instruction is required by state legislation (E2SSB 5329) to annually identify challenged schools in need of improvement and a subset of such schools that are the persistently lowest-achieving schools in the state. The criteria for determining persistently lowest achieving schools are determined by the Office of Superintendent of Public Instruction (OSPI) and must include the school's lack of progress over a number of years for both its "all students" group and subgroups. As required by state legislation (E2SSB 5329 and E2SSB 6696), the State Board of Education (SBE) can designate districts with at least one school determined to be persistently lowest achieving as Required Action Districts (RADs).

A summary of requirements for RADs follows. Specific requirements are described in OSPI's *Required Action Districts: Level One Plan Guidance* available at:
http://www.k12.wa.us/StudentAndSchoolSuccess/RequiredActionDistricts.aspx

- **Academic Performance Audit**: Each RAD receives an academic performance audit by an external review team. The audit team consists of persons with expertise in comprehensive school and district reform; the team identifies the potential reasons for the school's low performance and lack of progress. (RCW 28A.657.040)
- **Community Collaboration and Public Hearing:** In order to ensure successful collaboration, the required action plan must be developed with administrators, teachers and other staff, parents, unions representing any employees within the district, students, and other representatives of the local community. The local school board must conduct a public hearing to allow for comment on the proposed required action plan. (RCW 28A.657.050).
- **Implementation of an Approved School Improvement Model:** The district must select and implement an approved school improvement model for the receipt of federal or state funds for school improvement. The model must address concerns raised in the academic performance audit and be intended to improve school performance to allow the district to exit Required Action District status within three years of implementation of the plan. Approved *federal* school improvement models include **Closure, Restart, Transformation,** and **Turnaround**. The approved *state* school improvement model is the **Synergy Model.**
- **Office of Superintendent of Public Instruction (OSPI) Assistance and Review:** The OSPI can provide assistance in developing a plan if requested. The district will submit the plan first to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. (RCW 28A.657.060)

- **State Board of Education (SBE) Approval:** Following OSPI's review of the plan, each district will submit its plan to the SBE for final approval. (RCW 28A.657.060)
- **Implementation of RAD Plan for three Years:** After approval of the RAD plan, the district is required to implement the plan for three years. The school improvement model must be fully implemented, along with other requirements of the plan. OSPI will provide technical assistance and federal or state funds for implementation of the plan. The district will report regularly to OSPI on the progress it is making in meeting 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 in the plan. (RCW 28A.657.090)
- **Semi-annual Reports to the State Board of Education:** During each year of the implementation of the plan, OSPI will report to the SBE semiannually on the progress made by all RADs. (RCW 28A.657.100)
- **Evaluation of Progress:** The OSPI will evaluate progress of each RAD and must recommend to the SBE that a school district be released from the designation after the district implements the plan for three years, has made progress using criteria under RCW 28A.657.020, including progress in closing the educational opportunity gap, and no longer has a school identified as persistently lowest achieving.

Intervention Models: Required Action Districts receive funds targeted to make lasting gains in student achievement and to implement required elements of the selected school improvement model. The model must address concerns raised in the academic performance audit and be intended to improve school performance to allow the district to exit Required Action District status within three years of implementation of the plan. Models are briefly described below.

- **Closure Model** (federal model): District closes school and enrolls students who attended the school in other higher achieving schools in the district.
- **Restart Model** (federal model): District converts the school or closes and reopens it under management of an educational management organization (EMO) or charter organization.
- **Transformation Model** (federal model): District replaces principal and addresses five areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time, creating community connections, and providing operating flexibility and sustained support.
- **Turnaround Model** (federal model): District replaces principal and rehires no more than 50% of the school's staff, adopts a new governance structure, and implements a research-based instructional program aligned to state standards.
- **Synergy Model** (state model): District fully and effectively implements Turnaround Principles described in federal guidance (e.g., ensures principal has capacity to lead turnaround effort and teachers are effective and able to improve instruction; provides operational flexibility for principal to support school turnaround plans in key areas; ensures school significantly extends learning time for students and for teacher collaboration; ensures school improvement initiatives include rigorous, research-based instructional programs, practices, and models; and provides school with technology, training, and support for using data to inform instruction and continuous improvement).

Selection of any of these models may require modification or addition of local school board policy and procedures and/or collective bargaining agreements.

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III. Executive Summary and Recommendations

A thorough review of extant and collected data by the Academic Performance Audit Team led to the identification of a number of concerns; an analysis of these concerns resulted in the formulation of three recommendations. Legislation enacted in 2012 by the Washington State Legislature (E2SSB 5329) requires the district and school to explicitly address the concerns and recommendations when selecting the intervention model and completing the Required Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted to the Office of Student and School Success in October 2014). The school and district's action plan will need to address:

- **Recommendation 1: Expand the instructional core to ensure (a) all students receive grade-level appropriate instruction and curriculum that are research-based, rigorous, and aligned with State academic content standards; and (b) interventions are differentiated based on student needs.**
- **Recommendation 2: Ensure the principal and leadership team demonstrate the capacity to (a) lead and engage staff in the school's data-based action-planning process, (b) monitor changes in educator practice and student outcomes resulting from the plan, and (c) revise plans as needed to shift educator practice and significantly increase student learning.**
- **Recommendation 3: Ensure the learning environment is safe, mutually respectful, and honors the cultures and families of the students represented in the school.**

Turnaround Principles and Indicators identified across these three recommendations are tightly coupled, that is, they are intended to support district and school leadership teams to collaborate and build coherence at each stage of the action-planning process. This tight coupling also enables teams to scaffold their S.M.A.R.T. Goals and Tasks as they create the Required Action Plan and Student and School Success Action Plans.

Academic Performance Audit Team members learned about a number of practices at the school and district levels that we believe will serve leadership and staff well as they address these recommendations. These are described in the *Strengths* section that follows each recommendation; many represent practices suggested in research as critical to boosting educator practice and increasing student outcomes.

IV. District and School Overview

The Yakima School District is located primarily within the boundaries of the City of Yakima. Serving a diverse population of over 15,000 students, Yakima is the 18th largest district in Washington, the second largest in Eastern Washington, and the largest Latino-majority district in the state (source: Yakima SD Website, Accessed April, 2014). The district employs approximately 857 teachers serving students attending two high schools, five middle schools, fourteen elementary schools, one alternative high school, one technical school, and one online high school. Forty-three certificated staff members are assigned to Washington Middle School (WMS). Sixty-five percent of WMS teachers possess masters' degrees, and the average teaching experience is 11 years. Washington Middle School serves approximately 681 students (Source: OSPI Report Card). During focus group, district and school leaders indicated there has been a dramatic turnover of teaching staff at Washington Middle School.

While many staff members are relatively new to Washington Middle school, they are high energy (BERC Assessment of Progress Report, 2013) and committed to improving their individual and collective

capacity to improve outcomes for students. Washington Middle School's Student and School Success Action Plan shows attention to at least one Expected Indicator in each research-based Turnaround Principle. A review of the current plan indicates that a majority of Expected Indicators have action plans and tasks in the initial stages of implementation. However, several remain at the beginning stages of development. This assessment of the school's plan is consistent with an analysis of data collected during interviews with district leaders on March 4, 2014, extant data (e.g., student performance and demographic data, Student and School Success Action Plans), and data collected during an on-site visit by the Academic Performance Audit Team on March 10, 2014.

The following charts and tables provide additional background information regarding Washington Middle School. While growth is evident in Mathematics, it is important to note that Reading achievement has generally trended downward over the past three years. For a little over a year, Washington has focused on incorporating Bill Daggett's framework around Rigor, Relevance, and Relationships. According to staff reports, this model helps staff, students, and parents understand two frameworks: a knowledge taxonomy and the different levels of knowledge from recall (low level) to combining knowledge for logical patterns and creativity (high level) (Source: BERC 2013 Report).

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Washington Middle School Summary – Yakima School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table provides a profile of students in the 2012-13 school year.

Enrollment		
October 2012 Student Count		694
May 2013 Student Count		692
Gender (October 2012)		
Male	352	50.7%
Female	342	49.3%
Race/Ethnicity (October 2012)		
Black	9	1.3%
Hispanic	637	91.8%
White	40	5.8%
Special Programs		
Free or Reduced-Price Meals (May 2013)	673	97.3%
Special Education (May 2013)	60	8.7%
Transitional Bilingual (May 2013)	261	37.7%
Migrant (May 2013)	197	28.5%

Student Achievement-Grade Level

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Table 2. Grade-Level Achievement Data on State Assessments from Baseline (2010) to 2013

Washington Middle School	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 6	30.70%	23.40%	28.90%	23.80%	-6.90%
Reading grade 7	35.00%	26.20%	36.20%	31.40%	-3.60%
Reading grade 8	56.10%	42.20%	46.20%	34.10%	-22.00%
Math grade 6	14.10%	19.00%	21.90%	18.00%	3.90%
Math grade 7	17.90%	15.30%	34.40%	44.50%	26.60%
Math grade 8	20.00%	20.70%	15.40%	22.30%	2.30%

Figure 1. Grade-Level Achievement Data on State Assessments in Reading from Baseline (2010) to 2013

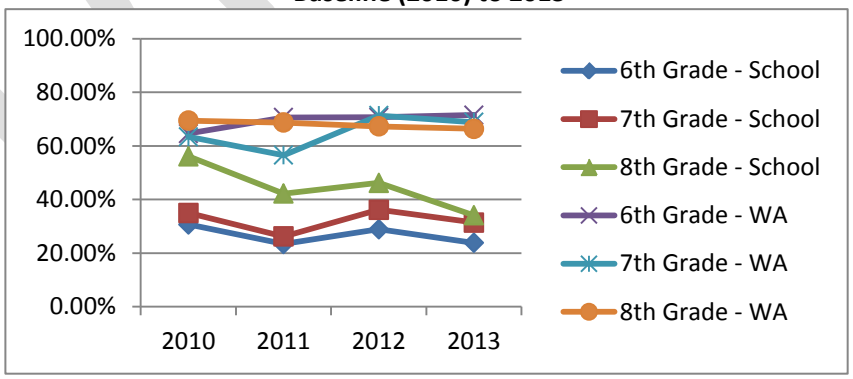
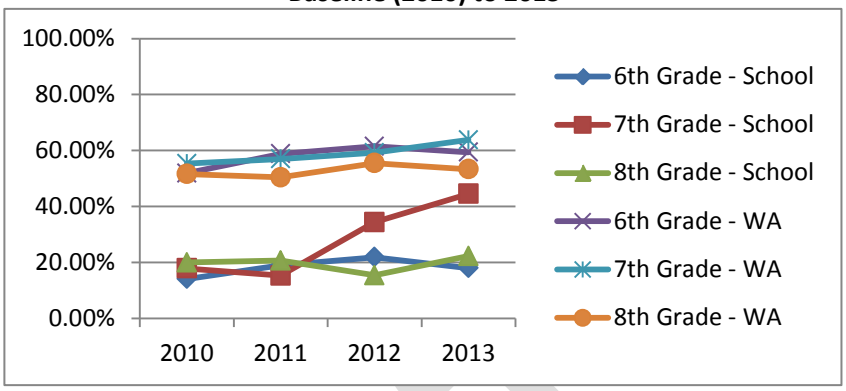


Figure 2. Grade-Level Achievement Data on State Assessments in Math from Baseline (2010) to 2013



Student Achievement- Whole School

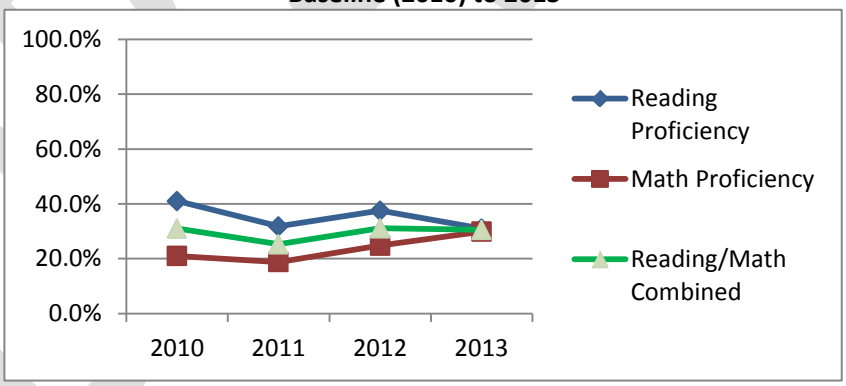
Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time.**

Table 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013

Washington Middle School	2010	2011	2012	2013	Change Baseline to 2013
Reading	41.0%	31.8%	37.5%	31.0%	-10.0%
Mathematics	21.0%	18.8%	24.8%	29.9%	8.9%
Reading/Math Combined*	31.0%	25.3%	31.1%	30.5%	-.5%

Figure 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

Student Achievement-

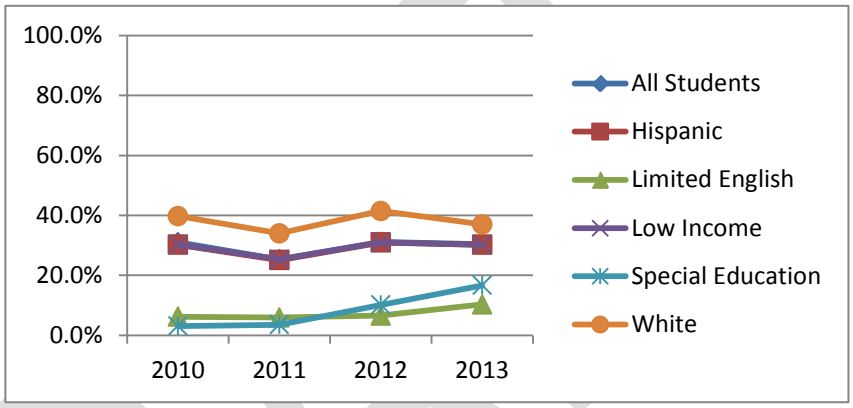
Subgroup Data

Source: OSPI State Report Card

Table 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 in Reading/Math Combined

Washington Middle School	2010	2011	2012	2013
All Students	31.0%	25.3%	31.1%	30.5%
Hispanic	30.2%	25.1%	30.9%	30.2%
Limited English	6.2%	5.9%	6.6%	10.3%
Low Income	30.3%	25.4%	31.0%	30.2%
Special Education	3.1%	3.6%	10.2%	16.7%
White	39.7%	34.0%	41.5%	37.0%

Figure 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 in Reading/Math Combined

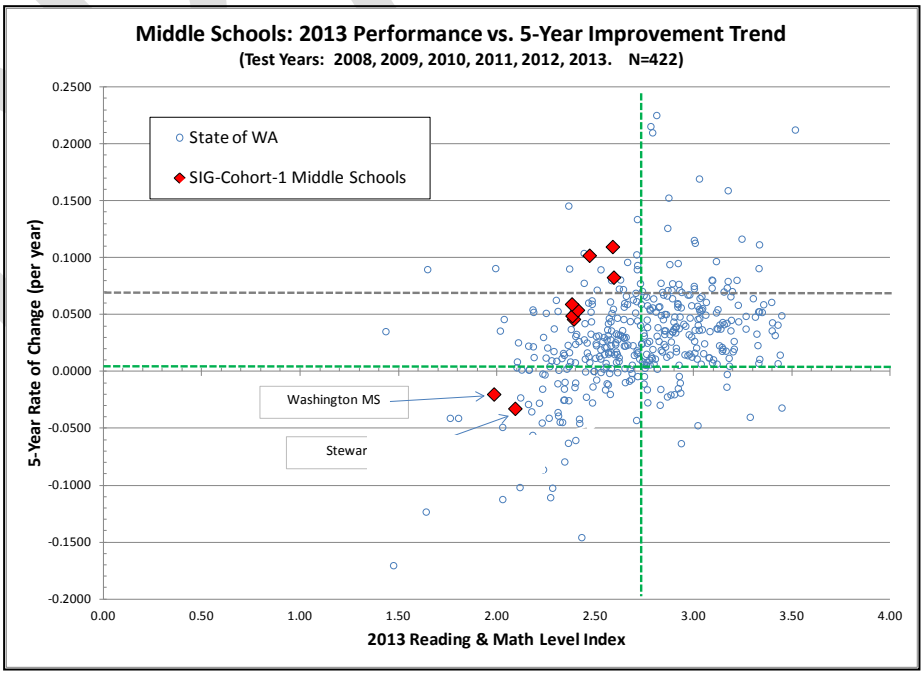


Student Achievement-

Whole School

Source: Center for Educational Effectiveness and OSPI State Report Card

Figure 5. Five-Year Improvement Trend from 2009 to 2013



V. Recommendations

Recommendation 1: The school's Improvement Plan should address how the instructional core will be expanded to ensure (a) all students receive grade-level appropriate instruction and curriculum that are research-based, rigorous, and aligned with State academic content standards; and (b) interventions are differentiated based on student needs.

The findings informing this recommendation are segmented into the following areas, each of which aligns with Turnaround Principles:

- **1.A - System to Place Students in Core and Intervention for Language Arts and Mathematics** (Turnaround Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards)
- **1.B - Professional Development, Technical Assistance, and Support** (Turnaround Principle 2: Ensure teachers are effective and able to improve instruction)
- **1.C - Professional Learning Communities and Use of Data** (Turnaround Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data)

Each segment includes a brief description of current practice, concerns identified in data, and strengths upon which to build. A list of specific Turnaround Principles and Indicators that must be addressed by the school and district, recommendations for the Office of Student and School Success, and questions for leadership teams to consider as they move forward with Recommendation #1 conclude the section.

1.A - System to Place Students in Core and Intervention for Language Arts and Mathematics

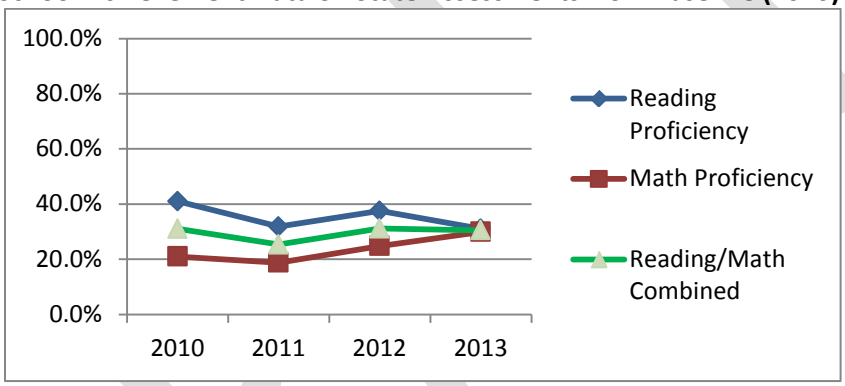
Washington Middle School (WMS) leadership and staff described their system for placing students in Language Arts and Mathematics classes. As indicated below, all sixth grade students are double-dosed (i.e., placed in block classes) for both Language Arts and Mathematics, and placement for seventh and eighth grade students is determined by proficiency on state assessments (Measurements of Student Progress [MSP]).

- All 6th Grade Students: All students in sixth grade are placed in blocked classes (i.e., double-dosed) even if they are at grade level in Language Arts or Mathematics. Similar to the curriculum for Level I seventh and eighth graders described below, the READ 180 and Carnegie Math curriculum serve as both the core and the intervention curriculum. Staff clarified that students in double-blocked READ 180 classes, regardless of grade level, do not receive core instruction and curriculum in Language Arts.
- Level I 7th and 8th Grade Students: All seventh and eighth grade students scoring at Level I on the MSP are placed in double blocks that use READ 180 for the Language Arts curriculum and Carnegie Math for the Mathematics curriculum. In each case, the curriculum serves as both the core and intervention curriculum. Approximately 60% of 7th and 8th students are enrolled in double-block classes. Staff clarified that students enrolled in Mathematics interventions receive their instruction from a mathematics teacher.
- "Bubble" 7th and 8th Grade Students: Students scoring 370-400 on the MSP receive an intervention, but not necessarily in a blocked class.
- "Grade level" 7th and 8th Grade Students: These students are placed in a one-period Language Arts class and one-period Mathematics class; each uses grade-level curriculum, rather than READ 180 or Carnegie Math. WMS also offers honors Language Arts classes for seventh and eighth graders and one section of Algebra 1 for eighth graders.

Staff and leadership indicated this system was built to support below-benchmark students. They added that they incorporate the intervention into the block, because "students won't or can't stay [after school] if the intervention is optional." Staff described several benefits to this system. First, it reduces the number of transitions during the school day. Next, the opportunities for students to build relationships with their teachers increase. Finally, because many students are below benchmark, the system serves a majority of the students well. As one teacher stated, "This system means Washington Middle School students probably get more intervention time than most middle school students in the district."

Concerns: There is a lack of evidence indicating this system is serving Washington Middle School students well. As illustrated in the figure below, data on state assessments in Reading and Mathematics over the last several years indicate a lack of consistent progress. While Mathematics Proficiency increased by approximately 9% (from 21% in 2010 to almost 30% in 2013), Reading Proficiency decreased by 10% (from 41% to 31%) over the same period.

Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

The use of the same curriculum for core and intervention does not ensure all students receive rigorous, grade-level appropriate instruction and curriculum. This may be one reason student achievement in Reading has declined since baseline. Several staff indicated they believe that this is not a concern among some of their peers: "Some staff members believe that having only 60% of students at standard is all right."

The block system as described is not generally structured for students to exit. Rather, the intervention becomes the "destination," that is, students do not receive interventions based on progress monitoring and then return to their core class once the deficit is addressed. Rather, students generally remain in the intervention regardless of their progress. For example, when asked about the number of students who exit READ 180, staff responded: "We do exit some from READ 180, especially 8th grade students. If they exit, then they move into regular English and pick up an elective. In fact, we have students who may exit over the next few weeks." The supports provided to the student to transition smoothly from a double-block class using an intervention curriculum to a single period class using grade-level curriculum–particularly during the middle of a term–were not described.

Staff survey results cited in the 2012-13 Assessment of Progress Report indicate that more than 80% of staff members report they have data, and nearly an equal percentage reported that data are used to monitor interventions. School leadership and staff would benefit from an analysis of how reported high levels of staff use of data to monitor interventions align with student outcomes on state assessments.

Strengths upon which to build: As leadership and staff consider how to ensure all students receive grade-level instruction and curriculum, they will also want to determine (a) how to most effectively differentiate within the core curriculum and (b) how to provide additional interventions. Both READ 180 and Carnegie Math can serve as effective intervention curriculum for their students. Teachers in these content areas indicated they received training in how to implement both programs with fidelity. Additionally, coaching support is provided by the district around these programs. Teachers reported positive impacts on student learning as a result of the curriculum and indicated that students are now using specific strategies more frequently and with more success. Both students and teachers indicated that posting charts showing progress with the computerized portion of the Carnegie Math Program and with READ 180 is a strong incentive for students to complete their work. All of these factors are strengths upon which staff can build as they address this recommendation.

Interviewees indicated that improvement in Math Student Growth Percentiles seems to indicate positive impact of their efforts. However, the Student Growth Percentiles in Reading are not showing similar improvement on state assessments as a result of implementing READ 180. Noting this contrast is an important step in using data to inform instruction and next steps for the school to consider.

Additionally, the school's current Student and School Success Plan indicates the ILT will maintain the process of regularly monitoring and making adjustments to continuously improve the core instructional program based on identified student needs (Indicator P4-IIA03). The plan also includes the following tasks:

- "An instructional cycle will be developed to reflect ongoing use of data from formative assessments that demonstrates the teachers differentiation based on those data. Regardless of the type of assessment the instruction should reflect differentiation for second language students, students struggling with literacy, and those students who are having difficulty in mathematics." (Indicator P4-IIB04)
- "Content teams will identify the common post-tests that will be looked at for the assessment and follow up treatment." (Indicator P4-IIB05)

Though not completed as scheduled, the inclusion of these tasks provides evidence that the ILT understands how assessments can be used to inform core instruction and to determine interventions that can be delivered within core instruction.

These strengths can inform the work of leadership and staff as they develop S.M.A.R.T. Goals and tasks associated with this recommendation.

1.B - Professional Development, Technical Assistance, and Support

District leaders identified two goals for all schools: (1) create a culture of high expectations for learning, focusing on five strategies that address English language development (referred to as the 5 Yakima School District Strategies [5 YSD Strategies]) and three performance tasks that align with Smarter Balanced Assessments and the International Center for Leadership in Education Initiative and increase rigor/relevance; and (2) establish a mutually safe, respectful learning environment (e.g., knowing student interests and using that knowledge when planning instruction). The district recognizes that a degree of tension exists between the building and district professional development goals.

Both district and school personnel described a variety of supports available for teachers to improve their practice. District leaders indicated that Washington Middle School needed enhanced coaching support, so the district allocated funds to provide a Carnegie Math coach, district-assigned Math Teacher on Special Assignment (TOSA), instructional facilitator, and leadership coach. Staff also reported seeing the use of the 5 YSD Strategies across the curriculum, citing use of the Frayer Model as an example. One staff member opined, "We hope students will eventually make the connections." The ILT described receiving walkthrough data from administrators focused on the "10/2" and other 5 YSD Strategies. Interviewees also indicated that the regional Educational Service District (ESD 105) continues to provide support for instructional improvement and use of specific structures for gauging shifts in practice.

Concerns: Interviewees described several challenges. New teachers have not received training in the Safe and Civil Schools Initiative, described by interviewees as a cornerstone for creating a safe and supportive learning environment for students at Washington Middle School. There are also a number of inexperienced teachers, so they need a high level of support to build their instructional capacity.

While teachers have access to a variety of professional development opportunities and ongoing technical assistance, evidence suggests teachers are not yet consistently implementing research-based instructional practices with fidelity. BERC researchers reported an 11% decrease in the use of Powerful Teaching and Learning from 2011-12 to 2012-13, with only 26% of lessons showing clear evidence (scoring a 3 or 4) of Powerful Teaching and Learning in 2012-13. Additionally, while many teachers (veteran and teachers new to the profession) were provided language acquisition strategies, interviewees reported that not all have demonstrated success in implementing these strategies in the classroom. This was confirmed through classroom visits conducted by audit team members. This observation also aligns with other interviewee comments that delivery of instruction is a struggle for teachers and most continue to rely on direct instruction. Yet another challenge identified by district and school personnel is the constant "teacher churn."

Themes emerging during the classroom visits conducted by audit team members also suggest room for growth. Team members used the 5 YSD Strategies as their lens during the 8-12 minute visits in 26 classrooms and observed the following across multiple classrooms:

- Passive compliance over active engagement was observed.
- Discourse was limited, and students did not have many opportunities to speak to their content understanding and intellectual engagement.
- An opportunity to extend student learning was not always provided.
- Objectives and activities did not always match, and/or objectives were not communicated with students.
- Many activities were not aligned with expressed outcomes (learning targets).
- Individualized learning pace was observed; however, the time spent with small groups was often not well defined and reverted to one-on-one interaction between teacher and student.
- Teachers tended to ask students low-level questions and provided negative feedback to correct errors in student thinking and work; some teacher questions were answered by the teacher with minimal wait time.

Strengths upon which to build: Both district and school leaders communicated a strong commitment to providing the professional development and technical assistance essential to build educator capacity to increase learning outcomes for Washington Middle School students. Teachers report a similar commitment to improving their craft. Additionally, the district has developed a number of initiatives to

support educators to increase their leadership and instructional capacity. While a strength, these multiple learning opportunities also bring challenges. It is essential that district and school leadership identify and focus on those initiatives that will have the highest impact on educator skills, so they can reduce the "initiative fatigue" described by building staff. District leaders also recognized the impact on Washington Middle School of the performance of students coming to WMS from "feeder pattern" schools.

Additionally, across the 26 classroom visits, a number of strengths were observed by audit team members:

- Student progress in classrooms is regularly tracked and posted on the walls in the classroom, particularly for Carnegie Math and READ 180.
- Technology (e.g., software, a projector and document camera, video) was integrated in many classrooms.
- Many classrooms employed journaling as a way of recording student ideas and provided content.
- Agendas were also seen as a way to keep students focused.

1.C - Professional Learning Communities (PLCs) and Use of Data

District leaders described the collaboration of content and grade-level teams as a strength for Washington Middle School. Though opportunities for collaboration have been reduced since the sunset of School Improvement Grant funding in June 2013, staff continue to meet regularly in PLCs.

Concerns: Results on state assessments and the lack of a coherent system that ensures all students receive grade-level, standards-based instruction and curriculum and differentiated instruction as needed suggest staff teams have not maximized the opportunity provided in their PLCs to analyze student work and determine instructional changes needed to boost student achievement.

Strengths upon which to build: The PLC structure in which all staff members have been organized provides a strong foundation for staff to engage in this work. BERC researchers reported that PLC time provides staff the opportunity to have discussions around upcoming assessments, previous professional development learning, items discussed in the building leadership team, and the transition to the Common Core State Standards (CCSS). One staff member shared, "One transformation we have had [in our PLCs] is with the curriculum materials in math and aligning them to the CCSS. It has been really positive."

Interviewees from both the school and district reported a variety of data (e.g., Math Benchmark, diagnostic testing for new students) are both available and used by teachers when identifying student needs. They also indicated that district Assessment staff trained the building Instructional Leadership Team (ILT), and, in turn, the ILT trained staff. In the 2012-2013 Assessment of Progress Report, The BERC Group reported systems are in place to support the use of data, "at least at the district level." Researchers indicated that staff and leaders reported their efforts to use data and manage instructional decision-making have grown over time. Moreover, there has been an increased use of data in Years 2 and 3 of the School Improvement Grant Initiative. BERC researchers concluded the evidence implies development of district capacity to manage and use data, and teacher capacity is under development. Together, school and district interviews and findings in the Assessment of Progress Report indicate that the foundation has been laid for teachers to be able to access and utilize an assessment system that includes both summative and formative data. Such a system supports teachers in monitoring student

progress toward identified standards and determining when interventions are needed, the type of intervention most likely to meet student needs, if the intervention is successful, and if not, next steps.

Requirements for Recommendation #1

In light of concerns raised for this recommendation, Washington Middle School and the Yakima School District must address the following Turnaround Principles and Indicators when selecting the school improvement model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014):

Washington Middle School

- Principle 2: Provide targeted professional development (PD) to build teacher capacity aligned with the district's instructional framework (Danielson) and monitor impacts of PD in educator practice and student outcomes. (Indicators P2-IF11 and/or P2-IF12)
- Principle 3: Extend learning time for students and time for teacher collaboration within and/or beyond the school day, week, or year, and monitor progress of these extended learning opportunities on educator capacity and student learning. (Indicators P3-IVD05 and/or P3-IVD06)
- Principle 4: Align instructional strategies with student learning needs; regularly monitor and make adjustments to continuously improve the core instructional program based on identified student needs. (Indicator P4-IIA03)
- Principle 4: Expand teacher and instructional coach practices that support identification of student learning needs and differentiation of instruction based on needs. (Indicator P4-IIIA07)
- Principle 5: Expand the capacity of teacher teams (grade-level and/or departmental) to monitor and assess mastery of standards-based objectives and to make instructional adjustments to the core instructional program based on student needs. (Indicator P5-IID12)

Yakima School District

- Principle 2: Provide differentiated professional development and technical assistance to teachers to move instruction to increased levels of rigor and relevance for students. (Indicator P2-C)
- Principle 2: Build capacity within the coaching cadre to (a) support expanded teacher core instructional practices and differentiated instruction and (b) train on the adopted instructional framework. (Indicator P2-C)
- Principle 2: Ensure coherence across professional development and teaching/learning practices within the school. (Indicator P2-C)
- Principle 3: Allocate resources (e.g., personnel, fiscal, and professional development and technical assistance) to support additional learning time for students and staff. (Indicator P3-A)
- Principle 4: Provide training and support on systems of intervention that result in accelerated student learning. (Indicator P4-B)
- Principle 5: Provide appropriate assessment tools, data management systems, and training on the interpretation of data. (Indicator P5-A)

These Turnaround Principles and Indicators are tightly coupled. Therefore, district and school leadership teams can scaffold the S.M.A.R.T. Goals and Tasks as they revise/create the Required Action Plan submitted to the State Board of Education and the Student and School Success Action Plan submitted to the Office of Student and School Success. The Wise Ways documents on Indistar® describe research-based practices leadership teams can implement as they craft action plans around school- and district-level Indicators.

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Office of Student and School Success: Additional next steps for the Office of Student and School Success to support both Washington Middle School and the Yakima School District follow.

- Principle 2, 4, and 5: Provide and monitor professional development and technical assistance to school staff and district instructional coaches consistent with the plan. Suggestions follow:
    - Implementing an instructional program that ensures all students receive rigorous, grade-level appropriate instruction and interventions based on student needs (Principles 4 and 5)
    - Collaborating in professional learning communities (PLCs) and using data to inform instruction (Principles 4 and 5)
    - Monitoring progress of school-based initiatives (Principle 5)
- Principle 2: Convene ongoing meetings among external and internal professional development providers to improve coherence and alignment of supports provided to the school.

Recommendation 2: The school and district action plans will need to demonstrate expanded capacity of the principal and leadership team to demonstrate their ability to (a) lead and engage staff in the school's data-based action-planning process, (b) monitor changes in educator practice and student outcomes resulting from the plan, and (c) revise plans as needed to significantly increase student learning.

The findings informing this recommendation are segmented into two areas, each of which aligns with the identified Turnaround Principles:

- **2.A – Principal Leadership** (Turnaround Principle 1: Provide strong leadership; Principal 2: Ensure teachers are effective and able to improve instruction; Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data)
- **2.B – Distributed Leadership** (Turnaround Principle 1: Provide strong leadership; Principal 2: Ensure teachers are effective and able to improve instruction; Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data)

Each segment includes a brief description of current practice, concerns identified in data, and strengths upon which to build. A list of specific Turnaround Principles and Indicators that must be addressed by the school and district, recommendations for the Office of Student and School Success, and questions for leadership teams to consider as they move forward with Recommendation #2 conclude the section.

2.A – Principal Leadership

As indicated in the Introduction to this report, Washington Middle School was awarded a School Improvement Grant (SIG) for three years (2010-11 through 2012-13) to fully and effectively implement the federal Transformation model. This required the school and district to replace the principal and address five areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time, creating community connections, and providing operating flexibility and sustained support. To comply with the requirement to replace the principal, Yakima School District leaders moved a sitting principal from another school in the district to Washington Middle School at the end of the 2009-10 school year. The superintendent opened the position to in-district candidates and chose the new principal based upon his background, experience, and skills.

The current principal is in his fourth year at Washington Middle School. At the time of on-site visit, district leaders shared they had not yet determined who will lead the school in 2014-15 and beyond. The

district also did not identify the approved federal or school improvement model that will be implemented at Washington Middle School over the next three years. However, all but the federal Restart and Closure models require the district to replace the principal and/or ensure the principal has demonstrated the capacity to turnaround schools and lead improvement efforts. To satisfy this requirement, district leaders are developing clarity regarding the competencies they will use to ensure Washington Middle School is led by an individual who can lead, facilitate, and manage transformational change.

District leaders indicated they will use an interview protocol that focuses on turnaround competencies in the selection process. Among the competencies considered in the selection are the following:

- Data literate and capable of developing a data-informed culture
- Instructionally focused and able to lead teachers to believe they are better at their craft as a result of their interactions with the principal
- Student focused and able to make students feel they will be better because of their interactions with the principal
- Guided by experiences, ideas, and convictions that will serve as the compass for setting direction, including a strong conviction that all students can learn and succeed at high levels
- Capable of working well as a member of a team and understanding the role of central services from the district office that can be accessed to support the school
- Displaying an affect that builds energy within the school
- Showing compassion, humanity, and cultural sensitivity that allow for increased engagement among parents and community members
- Ability to work "with people," not "at people"; ability to build relationships with the people they serve

Concerns: Though the school engaged in an intensive transformation effort over the last four years, a variety of data reviewed by the Academic Performance Audit Team indicate that changes in instructional, leadership, and schoolwide practices were not sufficient to turn around the school's persistent low performance. When considering in-school influences, research indicates that the impact of principal leadership is second only to that of teacher practices in improving student outcomes (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Hence, the district will be well-served by taking this opportunity to select an individual who demonstrates competencies identified in research as essential for turning around schools and leading the change process. Additionally, several interviewees reported district and building leaders appear to be perceptually parallel as opposed to aligned. It will be important for district and building leadership to align and focus their priorities for Washington Middle School's improvement initiatives.

Strengths upon which to build: Principal competencies shared by district leaders align with those identified in research as essential to successfully turn around performance in persistently low-achieving schools and accelerate learning outcomes for all students. The use of these competencies as the foundation for the selection process enables the district to ensure the principal leading the transformation effort has capacity to (a) engage the leadership team, staff, and community in the challenging work of continuous school improvement; (b) use a variety of evidence to track progress toward building educator capacity and boosting student learning; and (c) collaborate with district and school leadership to address concerns described in this report as contributing to the school's lack of progress.

District leaders also indicated they will provide a level of operational flexibility to the principal: "If something is needed, then that goes to the top of the list." They also indicated the principal needs to feel free to challenge district policies and practices in a respectful, private manner: "Someone closer to the action may have a better answer. We always want rationale and to see data to support the change, and the school needs to stick with the change long enough to see if works." District leaders also indicated they are "more prepared to support" the school since going through the SIG process.

2.B – Distributed Leadership

The principal described "building a shared leadership team" as a high priority. During his first year, he reorganized the Leadership Team, now known as the Instructional Leadership Team or ILT, to include department leaders, instructional coaches, and district liaisons. Interviewees indicated that prior to this reorganization, several teams–including the Core Team and Department Leaders–provided leadership in the school. The principal also decided that the ILT, rather than the Core Team, would provide guidance and serve as the decision-making body for schoolwide initiatives. Departments choose their representative to the ILT; this process contrasts with the self-selection process described by interviewees for the Core Team. It also ensures that each staff member has representation on the school's decision-making team. The ILT meets twice monthly; team members indicated that one of the two district liaisons assigned to the school regularly attends these meetings and the other does not.

To develop the capacity among team members for shared leadership, the principal and an external consultant led a three-day workshop for the ILT in summer 2013. Among the goals for the retreat were to create shared leadership, build leadership team capacity, analyze data for teachers to have input into school systems, and develop meeting structures (e.g., using template when creating meeting agendas) to maintain a focus on student learning. The team also crafted five goals for the team: distribute and share leadership; integrate literacy strategies across all classes; build trust; improve student/teacher relationships; and provide language support for all learners.

The ILT continues to develop a shared vision for its role in guiding the work of the school and managing growth in service of student success. The ILT is also focused on building ownership of the school's improvement plan among teacher leaders. A data review model was developed to engage team members in the process of informing and monitoring the impact of change efforts. Interviewees indicated there is an expectation that ILT members work on transferring the experiences of the leadership team to their departmental efforts, and some of this work is beginning to gain traction. Interviewees cited writing across classes (e.g., journaling) every day in every class as an example of a schoolwide effort.

Concerns: The ILT's role in leading school climate initiatives such as dress code, attendance, and Safe and Civil Schools was not clearly defined or guided by the ILT. While the Safe and Civil Schools Initiative is a schoolwide priority, the ILT reported it does not regularly analyze school climate data (e.g., attendance and discipline data) showing the impact of the initiative on a regular basis. Rather, ILT members describe the principal as collecting and publishing these data. Similarly, team members indicated they seldom gather and analyze data in order to understand the level of implementation or impact of other initiatives. Additional concerns surfaced by interviewees include the following: the ILT does not determine or have a strong voice in selecting, providing and monitoring results of staff professional development, and its roles and responsibilities with respect to the work in the PLCs are not clearly defined. Finally, ILT members indicated minimal knowledge of the Turnaround Principles. These Principles and associated Indicators provide the foundation for Required Action Plans and Student and

School Success Action Plans that must be submitted by Required Action Districts and their identified schools.

Strengths upon which to build: The ILT is developing a common vision of shared leadership, beginning to learn its responsibilities, and creating norms and processing elements to support its work. The team is also exploring the process for progress monitoring and seeking strategies for gathering and assessing the impact of the school's success initiatives. For instance, team members reported that agendas now focus on school goals and identification of data to track progress. Interviewees report the ILT has an emerging understanding of its role as an agent for change, describing the team as moving from a "funnel" of information to serving as an "engine" in support of continuous improvement.

The commitment of team members to (a) grow their individual and collective capacity for shared leadership, (b) maintain a focus on continuous instructional improvement, (c) engage peers in the school's change efforts, (d) use a variety of data to track progress of improvement initiatives, and (e) facilitate the growth of others will support the principal and staff as they engage in the challenging and continuous work of school reform.

Finally, BERC researchers indicated that district staff report systems are in place to support use of data (at least at the district level). Interviewees also described efforts to use data and manage instructional decision-making have grown over time. Increased use and understanding of the role of data in the change process serve as strengths for the principal, ILT and others to utilize in their action planning and progress monitoring.

Requirements for Recommendation #2

In light of concerns raised for this recommendation, Washington Middle School and the Yakima School District must address the following Turnaround Principles and Indicators when selecting the school improvement model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014):

Washington Middle School

- Principle 1: Ensure principal capacity to maintain a focus on instructional improvement and student learning outcomes. (Indicator P1-IE08)
- Principle 1: Develop shared/distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10)
- Principle 2 (and/or 5): Set goals for Professional Development and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)
- Principle 3: Establish a team structure for collaboration with specific duties and time for instructional planning. (Indicators P3-IVD05 and/or P3-IVD06)
- Principle 5: Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies. (Indicator P5-IID08)

Yakima School District

- Principle 1: Identify leader competencies required of a transformational leader and ensure an individual with these skills is leading the school. (Indicator P1-A)
- Principle 1: Support and engage with school leaders to expand their capacity for transformational leadership. (Indicator P1-A, P1-B, P1-C)

- Principle 3: Allocate resources (e.g., personnel, fiscal, professional development and technical assistance) to support time for teacher collaboration and instructional planning. (Indicator P3-A)
- Principle 5: Provide technology, training, and support for school leadership to collect and analyze a variety of data to track changes in educator practice and student learning. (Indicator P5-A)

Similar to the requirements for Recommendation 1, the Turnaround Principles and Indicators listed above are tightly coupled. Therefore, district and school leadership team can scaffold the S.M.A.R.T. Goals and Tasks as they revise/create the Required Action Plan submitted to the State Board of Education and the Student and School Success Action Plan submitted to the Office of Student and School Success. The Wise Ways documents on Indistar® describe research-based practices leadership teams can implement as they craft action plans around school- and district-level Indicators.

Office of Student and School Success: Additional next steps for the Office of Student and School Success to support both Washington Middle School and the Yakima School District follow.

- Principle 1: Develop and disseminate research-based guidance to support districts to recruit, select, and retain leaders demonstrating capacity to turnaround the school and lead the transformational effort.
- Principle 1: Provide training and support to district leaders who are charged with developing principal capacity as transformational leaders.
- Principle 5: Provide training and support to build principal and school leadership team capacity to use data to create, implement, monitor, and if needed, revise school improvement plans written in S.M.A.R.T. Goal format; plans should explicitly identify expected changes in educator practice and student learning and evidence that will be used to track progress toward these changes.

Recommendation 3: The school and district action plans will need to identify how they will ensure the learning environment is safe, mutually respectful, and honors the cultures and families of the students represented in the school.

The findings informing this recommendation are segmented into the following areas, each of which aligns with Turnaround Principles:

- **3.A – School and Classroom Environment** (Turnaround Principle 6: Establish a school environment that improves school safety and discipline; address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs)
- **3.B – Parent/Family and Community Engagement** (Turnaround Principle 7: Provide ongoing mechanisms for family and community engagement)

Each segment includes a brief description of current practice, concerns identified in data, and strengths upon which to build. A list of specific Turnaround Principles and Indicators that must be addressed by the school and district, recommendations for the Office of Student and School Success, and questions for leadership teams to consider as they move forward with Recommendation #3 conclude the section.

While not directly related to the learning environment, it is important to note that school staff members reported a lack of recognition from the district office and administration about the positive changes that have occurred at Washington Middle School. District leaders agreed that they emphasized success in other schools and failed to actively communicate and formally recognize success at Washington Middle School. The audit team suggests district and building administration recognize the school's efforts,

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achievements, and successes at the individual, department, and building level; doing so will help build staff commitment and encourage staff members to incorporate new philosophies and try evidence-supported ideas outside of their comfort zone. The audit team also recommends district and building leaders and staff build a supportive foundation and create additional opportunities to strengthen relationships among staff (certified and classified). While accountability must be maintained, it would behoove school and district leaders to consider more formal ways of recognizing staff accomplishments and celebrating their life and career events with staff, students, parents, community members, and the rest of the district.

Additionally, multiple written comments from staff members indicated an interest in transitioning Washington Middle School from a "comprehensive" to an "alternative" middle school. These comments were submitted at the conclusion of the on-site visit, so audit team members did not have an opportunity to understand expectations for this reorganization. Questions to consider:

- How would the school look different? For example, would it be theme-based (e.g., STEM)? Other?
- How would the transition to an alternative school increase student engagement and academic press?
- What roles and responsibilities would the principal, ILT, and staff fulfill in an alternative school environment, and how would they be held accountable to substantially raise student achievement?
- What federal or school improvement model would be implemented?
- What would be the impact of a theme-based alternative school on the community? What happens to the students and families who are not aligned to the theme-based school?

3.A – School and Classroom Environment

When asked to describe their "big buckets" or priorities this year, the ILT cited multiple initiatives implemented by the school to build a positive and safe learning environment for students and staff. Among these are the Safe and Civil Schools Initiative, "Dress 4 Success," use of student ID badges, Rising Start (award), and perfect attendance rewards. All staff, except those new to Washington Middle School, received intensive professional development (20 days) in order to implement the Safe and Civil Schools Initiative with fidelity. Additionally, the school instituted a uniform policy ("Dress 4 Success") that requires all students to wear black-, white-, or gray-colored clothing; only the Washington Middle School logo is allowed to show. Students are also required to display their name badges when on campus. Each morning, students assemble outside the school. Security and other personnel greet all students as they enter the building; they also ensure students are properly attired and have their name badges prominently displayed. The principal noted that the last day of school is a "free dress" day for students who bring a polo shirt with the Washington Middle School logo to leave with the school. The following year, these polo shirts are given to students whose families can't afford them and to students who do not come "Dressed 4 Success."

Members of the ILT also described the student survey given this year; the goal was to identify the likes and dislikes of students and to use student interests in designing and implementing lessons. This survey emerged from an ILT discussion in response to "I teach/I learn" surveys.

Concerns: Survey data around staff and student perceptions related to the learning environment differ significantly. The BERC Group reported the following data from staff and student surveys administered in spring 2013: 78% of staff members agreed that Washington Middle School is orderly and supports learning, 60% of staff members agree that staff enforce consistent behavior expectations and

consequences in their classrooms, and 74% of staff agree students think school is a safe place. Yet, only 51% of students agree they feel safe at school, and 30% of students agree that students respect each other.

Interviewees shared frustrations that some staff members do not adhere to the common agreements for Safe and Civil Schools and do not require their students to comply with schoolwide expectations They also reported new staff members have not received professional development; this may impact their ability to effectively implement the initiative. The success of a schoolwide initiative relies directly on the commitment of all staff to implement the initiative with fidelity. Staff members also described a contrast among their peers with respect to beliefs about students. They indicated some staff members share a growth mindset and believe all students can learn and achieve to high levels. They also reported that in contrast, some of their peers adhere to a fixed mindset philosophy; this philosophy evidences itself in a variety of ways (e.g., assigning students to intervention classes that become "destinations" and not ensuring all students receive grade-level, standards-based instruction and curriculum).

When asked about student engagement, one staff member responded by asking team members, "Why don't Washington Middle School students show up and do their best every day?" Another responded, "Their whole life is gang life." Yet another offered, "They like knowing that at some point they will be going to high school–even if they don't pass their classes at Washington." A final comment was that "their life has been a series of adverse experiences, so it's not hard to understand."

Together, these concerns may result in the "passive compliance" versus "culture of learning" described by some interviewees and observed by audit team members. While students were observed to generally follow classroom and school rules, their ability to describe the purpose of their learning, the discourse among students and between students and teachers, and the level of questions posed to students suggest an opportunity for leadership and staff to collectively re-focus their energy on creating a "culture for and of learning."

Strengths upon which to build: Audit team members observed students adhering to dress codes, displaying name badges, transitioning between classes and lunch in an orderly manner, and following classroom rules. Team members noted that student behavior was not generally seen as an impediment to learning. Additionally, interviewees reported a safer and more respectful environment has resulted from the "Dress 4 Success" initiative and other practices instituted as part of the Safe and Civil Schools Initiative.

3.B – Parent/Family and Community Engagement

The 2012-13 End-of-Year Report for Washington Middle School indicated that staff members continue to make efforts to communicate and involve families through phone calls, e-mails, letters and flyers sent home, family/parent nights, monthly newsletters to the community, use of the website to post events, and posting notices on the reader board.

Concerns: Interviewees reported minimal parent involvement. This was confirmed in the narrative in the End-of-Year Report; although the report included a number of methods to communicate with parents and families, staff indicated parent involvement remains low. BERC researchers also reported, "The lowest staff and student perceptions around the nine characteristics of high-performing schools related to Family and Community Involvement, rating this attribute at 3.42 and 4.27 respectively (scale is 1-5, with 5 representing 'Strongly Agree'). Additionally, on the same survey, only 55% of students agreed, 'My family feels welcome at this school.'"

Strengths upon which to build: District leaders identified having a sense of "compassion, humanity and cultural sensitivity that allows for increased engagement among parents and community members" as one of the criteria that will be used in the principal selection process. Additionally, members of the ILT and district leadership agreed that they "need help with this [increasing parent/family and community engagement]." The commitment and leadership at both the district and school levels will be significant as the school crafts and implements plans to engage parents, families, and the community in supporting student learning and schoolwide improvement efforts.

Requirements for Recommendation #3

In light of concerns raised for this recommendation, Washington Middle School and the Yakima School District must address the following Turnaround Principles and Indicators when selecting the school improvement model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014):

Washington Middle School

- Principle 2: Provide professional development around culturally responsive leadership and instructional practices and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF07 and/or P1-IF12)
- Principle 6: Ensure all staff members demonstrate an understanding of community cultures, customs, and values, and model a respect for them. (Indicator P6-IIIC01)
- Principle 7: Collaborate with parents and community members to identify and implement strategies to engage parent and the community in the school's improvement efforts. (Indicator P7-IVA13)

Yakima School District

- Principle 2: Provide professional development around culturally responsive leadership and instructional practices and monitor the extent to which these practices are implemented and impact student outcomes. (Indicator P2-C)
- Principle 7: Engage parents and community in the transformation process. (Indicator P7-B)

Similar to the requirements for Recommendations 1 and 2, the Turnaround Principles and Indicators listed above are tightly coupled. Therefore, district and school leadership team can scaffold the S.M.A.R.T. Goals and Tasks as they revise/create the Required Action Plan submitted to the State Board of Education and the Student and School Success Action Plan submitted to the Office of Student and School Success. The Wise Ways documents on Indistar® describe research-based practices leadership teams can implement as they craft action plans around school- and district-level Indicators.

Office of Student and School Success: Additional next steps for the Office of Student and School Success to support both Washington Middle School and the Yakima School District follow.

- Principle 6: Disseminate research-based guidance around culturally responsive leadership and instructional practices and provide professional development and technical assistance to support district and school leaders and other staff to build their capacity to improve their practice.
- Principle 7: Disseminate research-based guidance to support schools and districts to engage their parents/families and communities in transformational efforts.

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VI. Summary and Next Steps

As stated in the Executive Summary, a thorough review of extant and collected data by the Academic Performance Audit Team led to the identification of a number of concerns; an analysis of these concerns resulted in the formulation of three recommendations. Legislation enacted in 2012 by the Washington State Legislature (E2SSB 5329) requires the district and school to explicitly address the concerns and recommendations when selecting the intervention model and completing the Required Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted to the Office of Student and School Success in October 2014). Recommendations include:

- **Recommendation 1: Expand the instructional core to ensure (a) all students receive grade-level appropriate instruction and curriculum that are research-based, rigorous, and aligned with State academic content standards; and (b) interventions are differentiated based on student needs.**
- **Recommendation 2: Ensure the principal and leadership team demonstrate the capacity to (a) lead and engage staff in the school's data-based action-planning process, (b) monitor changes in educator practice and student outcomes resulting from the plan, and (c) revise plans as needed to shift educator practice and significantly increase student learning.**
- **Recommendation 3: Ensure the learning environment is safe, mutually respectful, and honors the cultures and families of the students represented in the school.**

The district and school leadership teams should review their current Student and School Success Action Plans, and make necessary revisions to ensure the recommendations contained within this report are adequately addressed. As indicated in the Executive Summary, the Academic Performance Audit Team believes the *Strengths* articulated in the narrative will serve the school and district well as they address the three recommendations described in this Academic Performance Audit Report.

Further requirements and general timelines for completion of the Required Action Plan are provided below.

RCW 28A.657.050
Required action plans — Development — Publication of guidelines, research, and models — Submission — Contents — Effect on existing collective bargaining agreements. (Effective until June 30, 2019.)

(1)(a) The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the state board of education for approval. Unless otherwise required by subsection (3) of this section, the plan must be submitted under a schedule as required by the state board. A required action plan must be developed in collaboration with administrators, teachers, and other staff, parents, unions representing any employees within the district, students, and other representatives of the local community.

(b) The superintendent of public instruction shall provide a district with assistance in developing its plan if requested, and shall develop and publish guidelines for the development of required action plans. The superintendent of public instruction, in consultation with the state board of education, shall also publish a list of research and evidence-based school improvement models, consistent with turnaround principles, approved for use in required action plans.

(c) The local school board must conduct a public hearing to allow for comment on a proposed required action plan. The local school district shall submit the plan first to the office of the superintendent of public instruction to review and approve that the plan is consistent with federal and state

guidelines, as applicable. After the office of the superintendent of public instruction has approved that the plan is consistent with federal and state guidelines, the local school district must submit its required action plan to the state board of education for approval.

(2) A required action plan must include all of the following:

(a) Implementation of an approved school improvement model required for the receipt of federal or state funds for school improvement for those persistently lowest-achieving schools that the district will be focusing on for required action. The approved school improvement 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. The required action plan for districts with multiple persistently lowest-achieving schools must include separate plans for each school as well as a plan for how the school district will support the schools collectively;

(b) Submission of an application for federal or state funds for school improvement to the superintendent of public instruction;

(c) A budget that provides for adequate resources to implement the model selected and any other requirements of the plan;

(d) A description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school and how the district intends to address the findings of the academic performance audit; and

(e) Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include closing the educational opportunity gap, improving mathematics and reading or English language arts student achievement, and improving graduation rates as defined by the office of the superintendent of public instruction that enable the school to no longer be identified as a persistently lowest-achieving school.

(3)(a) For any district designated for required action, the parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010, must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. For any district applying to participate in a collaborative schools for innovation and success pilot project under RCW 28A.630.104, the parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 7, 2012, must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement an innovation and success plan.

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Timeline

April - May 23, 2014	District and school create Required Action Plan; plan must include: • Implementation of approved school improvement model • Application for state funds • Budget • Description of how the district intends to address the findings of the academy performance audit • Initial Revisions to Student and School Success Action Plan (i.e., Indicators identified in the Academic Performance Audit must be assessed on Indistar®. Additional S.M.A.R.T. Goals and tasks may be included; they are required to be included in the October 30, 2014 submission.) • Identification of measures that the school and district will use to assess student achievement • Collective bargaining agreements (reopen or negotiate an addendum to support plan) • Parent/guardian notification of RAD status and process for creating plan District and school share Required Action Plan with stakeholder groups, including local board of education, and incorporate feedback into final Required Action Plan submitted to the Office of Student and School Success.
May 23, 2014	District submits revised Student and School Success Action Plan on Indistar®. Office of Student and School Success reviews Required Action Plan and initial revisions to Student and School Success Action Plan.
May 28, 2014	Office of Student and School Success submits Required Action Plan to State Board of Education.
June 6, 2014	District presents Required Action Plan to State Board of Education for approval.
October 30, 2013	District and school submit Student and School Success Action Plans on Indistar®.

VII. Questions for Leadership Teams to Consider

The questions below emerged during the data review on March 4, 2014 and the onsite visit on March 10, 2014. They are intended to support leadership teams as they engage in dialogues around these recommendations. Leadership teams are NOT required to address the questions in their Required Action Plan or Student and School Success Action Plans. Rather, these questions are only intended to inform their collaborative work.

Recommendation 1: Expand the instructional core to ensure (a) all students receive grade-level appropriate instruction and curriculum that are research-based, rigorous, and aligned with State academic content standards; and (b) interventions are differentiated based on student needs.

Questions to Consider

The following questions can inform the work of the leadership team as it develops/revises the Student and School Success Action Plan:

- *Systems to Place Students*
  - How can staff most effectively (a) differentiate within the core curriculum and (b) provide additional interventions as needed that enable students to continue to receive grade-level standards-based instruction and curriculum?
  - What data and process can leadership and staff use to assess their current level of development around this recommendation?

    - What supports are needed to strengthen the core instructional program?
    - How can the instructional facilitator, TOSA, and other coaches support staff and leaders to implement an effective instructional program that ensures all students receive grade-level, standards-based instruction and curriculum?
- *Professional Development (PD), Technical Assistance, and Support*
    - How does PD engage staff in developing practices that will shift beliefs about students and learning?
    - How does PD build educator capacity to deliver effective core and interventions for all students?
    - How is PD differentiated to support teachers new to the profession or to the school?
    - What criteria are used to determine the impact of strategies on educator practice and student learning?
    - How are data about program effectiveness shared? For example, the Safe and Civil Schools Initiative was identified by ILT members as one of the school's priorities. Yet they indicated that behavior data are not consistently shared with them, so it's challenging to know the impact of the program.
    - How can the components of the Danielson Instructional Framework inform the work of leadership and staff? For instance, the ILT expressed frustration because the TPEP work has taken time away from instructional professional development.
- *Professional Learning Communities and Use of Data*
    - What is the impact of the PLC process on teacher practice?
    - How do staff and leadership measure fidelity of implementation and impact of extended learning time opportunities (i.e., PD for staff and interventions for students)? For example, staff surveys reveal that 57% agree the staff collaborates to improve student learning.
    - What strategic and intensive interventions are provided? How are data used to identify the intervention and determine when students exit from intervention and return to core?
    - What data protocols are used in collaborative team meetings? How do teams determine the effectiveness of their efforts in improving student outcomes?
    - What practices are in place for teacher use of data to inform instruction (e.g., PLCs, PD to use data to inform instruction)?
    - What protocols have been established to support teams in using data to inform classroom and student instructional decisions? How do teams determine the effectiveness of their protocols in increasing educator capacity and student achievement?
    - How do different data sources come together to form a coherent assessment system?

Recommendation 2: Ensure the principal and leadership team demonstrate the capacity to (a) lead and engage staff in the school's data-based action-planning process, (b) monitor changes in educator practice and student outcomes resulting from the plan, and (c) revise plans as needed to shift educator practice and significantly increase student learning.

Questions to Consider:
The following questions can inform the work of the leadership team as it develops/revises the Student and School Success Action Plan:

- *Principal Leadership*
    - Given the myriad of administrative responsibilities, how do principals maintain their focus on instructional improvement and student learning outcomes?
    - What practices are used by principals to turn around performance in persistently low-achieving schools?

    - How do principals distribute leadership and engage others in the continuous improvement process?
    - What data do principals collect to determine if instructional and behavior initiatives are implemented with fidelity? How are these data used to inform decision-making and action-planning processes?
    - How do principals determine fidelity of implementation and impact of extended learning time for staff and students?
    - What resources are provided to align the Yakima School District's goal to increase the rigor and relevance of lessons, and what are the implications of this process for the principal, ILT, and staff as they craft/revise their action plans?
- *Distributed Leadership*
    - How is leadership distributed across staff in the school, and how are decisions impacting instruction, curriculum and assessments made?
    - What is the role of teacher teams and school leaders in the improvement of core instructional practices? How will school leadership and the ILT ensure all students receive core instruction?
    - What is the role of ILT in designing professional development, and how can "initiative fatigue" be addressed? Team members indicated they are not directly involved in designing staff PD. They also indicated a number of initiatives are brought to the school from the district (e.g., 5 YSD Strategies).
    - How does the leadership team measure fidelity of implementation and impact of extended learning time for staff and students?
    - How will the school leadership and ILT measure the effectiveness of Washington Middle School's PLC process?
    - What data does the leadership team collect to measure if instructional and behavior initiatives are implemented with fidelity? How are these data used to inform decision-making and action-planning processes?

Recommendation 3: Ensure the learning environment is safe, mutually respectful, and honors the cultures and families of the students represented in the school.

Questions to Consider

The following questions can inform the work of the leadership team as it develops/revises the Student and School Success Plan:

- *School and Classroom Environment*
    - How is the effectiveness of the Safe and Civil Schools Initiative and other similar initiatives monitored? What difference are these making for students?
    - What are the roles and responsibilities of the ILT with respect to the school and classroom environment?
    - What is the role of the School Resource Office, and how does this individual support building student capacity to engage in appropriate civic and school community behaviors?
    - What is the level of multi-tiered systems of support (MTSS) for students with non-academic factors?
    - Have barriers to achievement for students from low-income and mobile families been addressed through MTSS or another source? If so, how?
- *Parent/Family and Community Engagement*

- How does the school reach out to parents/families and the community to seek their input?
- What are the meaningful ways that parents and families are engaged?
- How are parents involved in decision making, vision creation, and support of the mission?

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VIII. Appendix

Appendix A: Required Action District Frequently Asked Questions

Appendix B: School Data Dashboard

Appendix C: Assessment of Progress Report

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Required Action District (RAD), Level One
Frequently Asked Questions

1. Which school districts can become a required action district?
The Office of Superintendent of Public Instruction (OSPI) is required to annually recommend to the State Board of Education (SBE) school districts for designation as required action districts. A district with at least one school identified as persistently lowest achieving will be designated as required action district. The SBE may designate a district that received a school improvement grant in 2010 or 2011 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. See **RCW 28A.657.020** and **RCW 28A.657.030** for additional information.

2. How does a school district superintendent request reconsideration?
A school district superintendent may request reconsideration of the superintendent of public instruction's recommendation. The reconsideration shall be limited to a determination of whether the school district met the criteria for being recommended as a required action district. A request for reconsideration must be in writing and received by superintendent of public instruction within ten days of receipt of the letter notifying the school district of the superintendent's recommendation. See **RCW 28A.657.030** for additional information.

3. What are the requirements for required action districts?

a) **External Review (Academic Performance Audit):** OSPI will provide an external review team to conduct an academic performance audit of the district and each persistently lowest achieving school. The audit will identify potential reasons for the school's low performance and lack of progress. The review team will consist of persons who have expertise in comprehensive school and district reform. The team may not include staff from the agency, the school district that is the subject of the audit, or members or staff of the SBE. The audit is based on criteria developed by OSPI and **must include** but not be limited to an examination of the following:
   - Student demographics
   - Mobility patterns
   - School feeder patterns
   - The 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 of 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.

   Audit findings must be made available to the local school district, its staff, the community, and the SBE. See **RCW 28A.657.040** for additional information.

b) **School Improvement Model:** The district must select and implement a federal- or state-approved school improvement model. Federal models include Closure, Restart, Transformation, and Turnaround. The district may adopt Washington State's Synergy Model that was developed by the Office of Student and

School Success. The selected model must address the concerns raised in the academic performance audit and be designed to increase educator capacity and substantially improve student achievement.

c) **Required Action Plan:** The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the SBE for approval. The SBE will establish submission dates for required action plans. A required action plan must be developed in collaboration with administrators, teachers, and other staff; parents; unions representing any employees within the district; students; and other representatives of the local community. The school board must conduct a public hearing to allow for comment on a proposed required action plan. See **RCW 28A.657.040** and **RCW 28A.657.050** for additional information.

d) **Online action-planning platform (Indistar®):** Districts and schools must use OSPI's approved online action-planning platform (Indistar®) to create, implement, monitor, and revise their required action plans. Staff in OSPI's Office of Student and School Success will provide support to district and school teams to use Indistar® as the platform for their action planning.

e) **Parent notification:** A district designated as a required action district must notify all parents of students attending a school identified as a persistently lowest achieving school in the district of the SBE's designation of the district as a required action district and the process for complying with the required action district requirements. See **RCW 28A.657.040** through **28A.657.100**.

f) **Collective Bargaining Agreement:** The parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010 by a required action district must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. If the school district and the employee organizations are unable to agree on the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the required action plan, must request the public employment relations commission to, and the commission shall, appoint an employee of the commission to act as a mediator to assist in the resolution of a dispute between the school district and the employee organizations. See **RCW 28A.657.040** for specific guidance for mediation of an addendum or modification of an existing collective bargaining agreement and other information.

g) **Professional development and technical assistance (PD/TA):** School and district teams will engage in required PD/TA to build leadership and instructional capacity to effectively implement their action plan.

4. **What elements must be included in the Required Action Plan?**
   a) **The plan must include the following.**
      i. **Selection and implementation of an approved school improvement model**. The approved school improvement 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 SBE within three years of implementation of the plan. The required action plan for districts with multiple persistently lowest achieving schools must include **separate plans** for each school as well as a plan for how the school district will support the schools collectively.
      ii. **Funding**: The district must submit an application to OSPI for federal or state funds for school improvement.
      iii. **Budget**: The plan must include a budget that provides for adequate resources to implement the selected model and any other requirements of the plan.

iv. **Changes to existing policies, practices, etc.:** The plan must include descriptions of changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school.

v. **Academic Performance Audit:** The district must also describe how it intends to address the findings of the academic performance audit.

vi. **Data measures**: The plan must identify the measures that the school district will use in assessing the school's student achievement. Measures will include those related to closing the educational opportunity gap, improving mathematics and reading or English language arts student achievement, and improving graduation rates as defined by OSPI; these measures will also be used to determine the school's status as a persistently lowest achieving school.

b) Assistance with the required action plan: OSPI will provide guidelines for the development of required action plans, as well as a list of research and evidence-based school improvement models to be implemented in the plan. If requested, OSPI will provide a school district with assistance in developing its plan. The local school board will first submit the plan to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. After OSPI approves the plan is consistent with federal and state guidelines, the local school district must submit its required action plan to the SBE for approval. See **RCW 28A.657.040** for additional information.

c) Review of the required action plan: The required action plan developed by a district's school board and superintendent must be submitted to the SBE for approval. The SBE shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. Any addendum or modification to an existing collective bargaining agreement, negotiated under RCW 28A.657.050 or by agreement of the district and the exclusive bargaining unit, related to student achievement or school improvement shall not go into effect until approval of a required action plan by the SBE. *Note.* The SBE must accept for inclusion in any required action plan the final decision by the superior court on any issue certified by the executive director of the public employment relations commission under the process in RCW 28A.657.050. See **RCW 28A.657.060** for additional information.

d) Timeline for implementing the action plan: If federal or state funds for this purpose are available, a required action plan must be implemented in the immediate school year following the district's designation as a required action district. See **RCW 28A.657.060** for additional information.

e) Technical Assistance and Progress Monitoring: OSPI must provide the required action district with technical assistance and federal or state funds for school improvement, if available, to implement an approved plan. The district must submit a report to OSPI that provides the progress the district is making 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. OSPI will report to the SBE twice a year on the progress of a required action district in implementing the required action plan. See **RCW 28A.657.090** for additional information.

5. How can a required action district be released from the designation?

OSPI must recommend to the SBE that a school district be released from the designation as a required action district after the district implements a required action plan for a period of three years; has made progress as defined by the superintendent of public instruction using the criteria adopted under RCW 28A.657.020 including progress in closing the educational opportunity gap; and no longer has a school within the district identified as persistently lowest achieving. The SBE shall release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release.

If the SBE determines that the required action district has not met the requirements for release after at least three years of implementing a required action plan, the board may recommend that the district remain in required action and submit a new or revised plan under the process in RCW 28A.657.050, or the SBE may direct that the school district be assigned to level two of the required action process as provided in RCW 28A.657.105. If the required action district received a federal school improvement grant for the same persistently lowest achieving school in 2010 or 2011, the SBE may direct that the school district be assigned to level two of the required action process after one year of implementing a required action plan under this chapter if the district is not making progress. Before making a determination of whether to recommend that a school district that is not making progress remain in required action or be assigned to level two of the required action process, the SBE must submit its findings to the education accountability system oversight committee under RCW 28A.657.130 and provide an opportunity for the oversight committee to review and comment. See **RCW 28A.657.100** for additional information.

Additional information regarding the required action plan follows.

6. What if the SBE rejects the required action plan?

If the SBE does not approve a proposed plan, it must notify the local school board and local district's superintendent in writing with an explicit rationale for why the plan was not approved. With the assistance of OSPI, the superintendent and school board of the required action district shall either: (1) submit a new plan to the SBE for approval within forty days of notification that its plan was rejected, or (2) submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the SBE's rejection within ten days of the notification that the plan was rejected. See **RCW 28A.657.040** for information.

7. What is the required action plan review panel?

A required action plan review panel is composed of five individuals with expertise in school improvement, school and school 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. The panel is to provide an objective, external review of a request from a school district for reconsideration of the SBE's rejection of the district's required action plan or reconsideration of a level two required action plan developed only by the superintendent of public instruction as provided under RCW 28A.657.105. The review and reconsideration by the panel shall be based on whether the SBE or the superintendent of public instruction gave appropriate consideration to the unique circumstances and characteristics identified in the academic performance audit or level two needs assessment and review of the local school district. See **RCW 28A.657.070** for additional information.

9. What happens if the school district does not submit the required action plan in time?

The SBE may direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received SBE approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings. See **RCW 28A.657.080** for information.

2013 School Data Dashboard

Site:	Washington MS
District:	Yakima

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Reading 2013	Reading 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 6	23.8%	28.9%	↓	-5.1%		Below	Grade 6		-4.9%	-4.9%
Grade 7	31.4%	36.2%	↓	-4.8%		Below	Grade 7		-1.7%	0.5%
Grade 8	34.1%	46.2%	↓	-12.1%		Below	Grade 8		-3.5%	-3.8%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Math 2013	Math 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 6	18.0%	21.9%	↓	-3.9%		Below	Grade 6		1.6%	1.6%
Grade 7	44.5%	34.4%	↑	10.1%		Below	Grade 7		4.3%	4.5%
Gr. 8 (MSP)	22.3%	15.4%	↑	6.9%		Below	Gr. 8 (MSP)		-1.4%	0.7%

WRITING

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Writing 2013	Writing 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Grade 7	40.2%	47.7%	↓	-7.5%		Below	Grade 7		-2.5%	-0.4%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)							IMPROVEMENT per Year (change in percentage points per year over 5 years)			
	Science 2013	Science 2012	Change	Change in Percent		For 2013, Above or Below Your District?	School Trend vs. District		School	District
Gr 8. (MSP)	20.5%	30.8%	↓	-10.3%		Below	Gr 8. (MSP)		3.4%	3.7%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the School's 2013 results to the District's to determine whether the school is above or below the district (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

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2013 School Data Dashboard

Site:	Washington MS
District:	Yakima

READING: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)		Is Level-1 larger than the District?			School Trend vs. District	School	District
Grade 6	30.8%	26.0%		4.8%		Larger		Grade 6		2.6%	2.0%
Grade 7	18.6%	23.1%		-4.5%		Larger		Grade 7		0.0%	-0.1%
Grade 8	35.5%	24.9%		10.6%		Larger		Grade 8		3.4%	2.3%

MATH: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)		Is Level-1 larger than the District?			School Trend vs. District	School	District
Grade 6	58.6%	50.0%		8.6%		Larger		Grade 6		-1.5%	-1.0%
Grade 7	28.6%	40.3%		-11.7%		Larger		Grade 7		-5.9%	-5.2%
Grade 8	47.9%	54.8%		-6.9%		Larger		Grade 8		1.3%	-0.8%

Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of programs for struggling students. For Change, we want the percentage of students at Level-1 to decline– i.e., negative values are best. The 5-year Trend looks at whether the school is shrinking it's percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students performing at Level-1.

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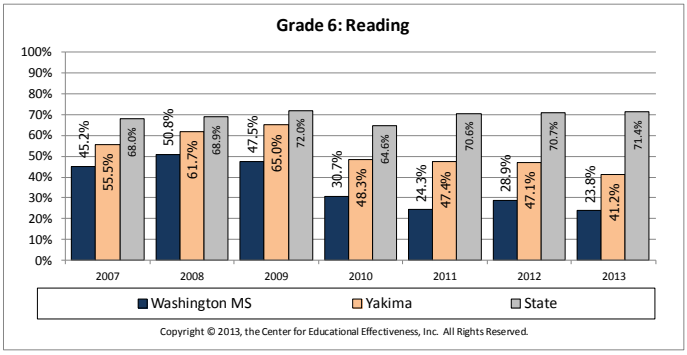
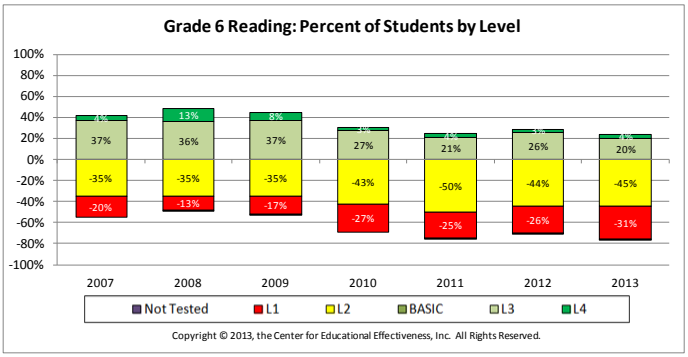
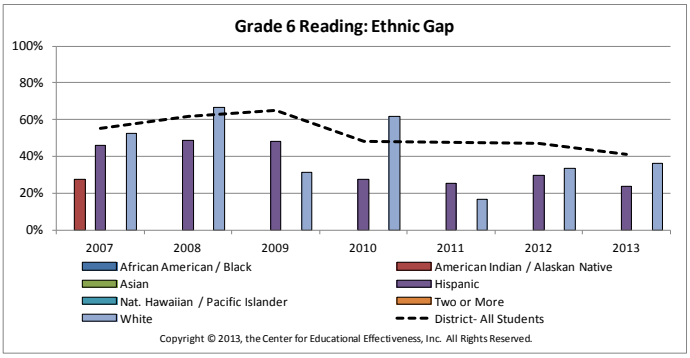
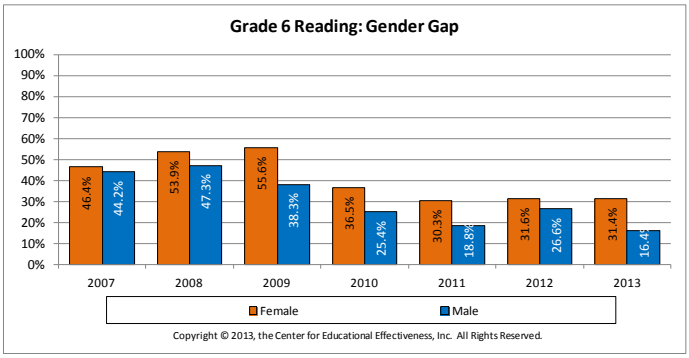
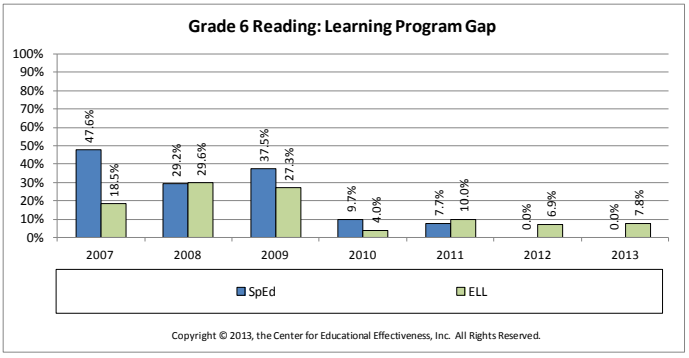
Reading Grade 6

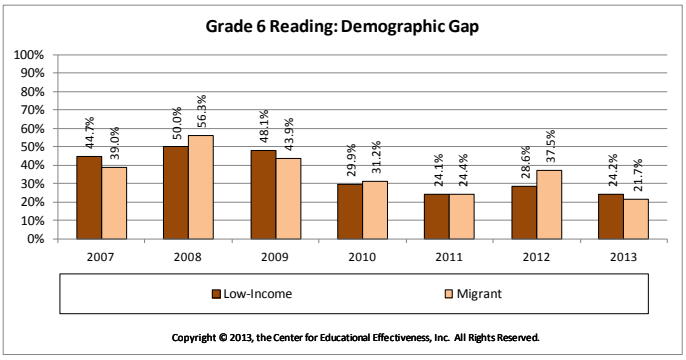












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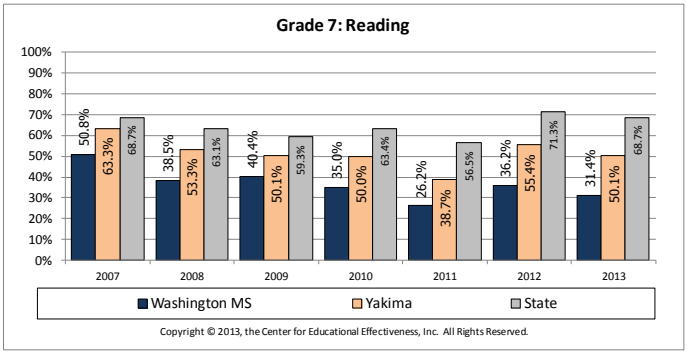
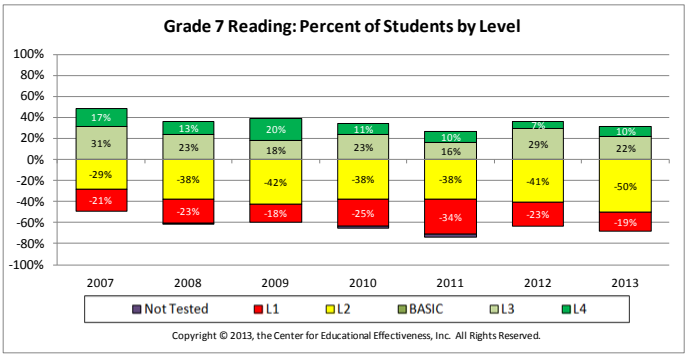
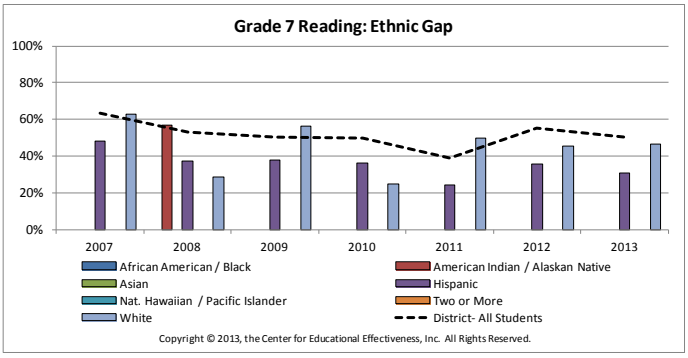
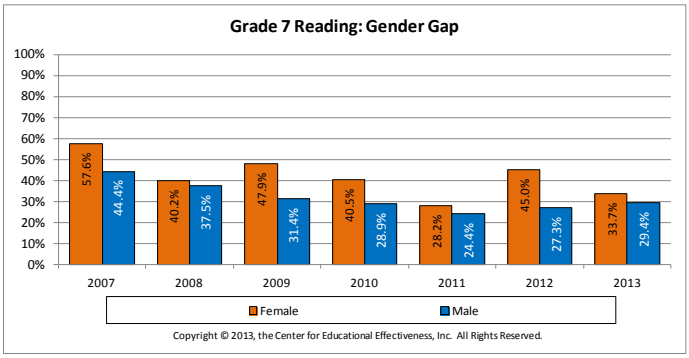
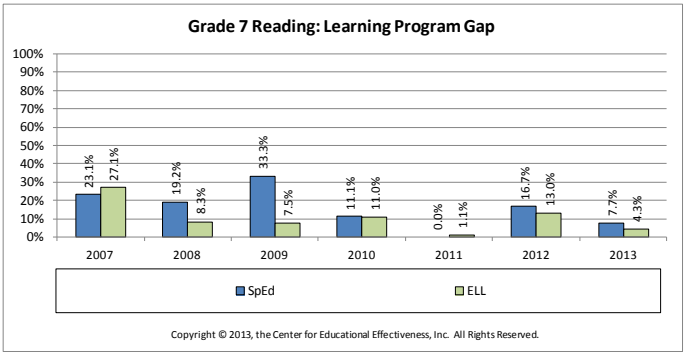
Reading Grade 7

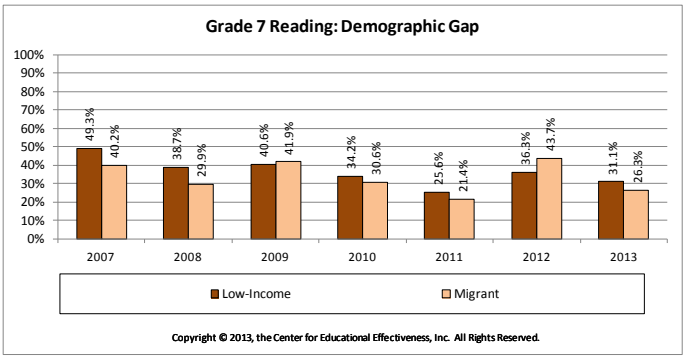












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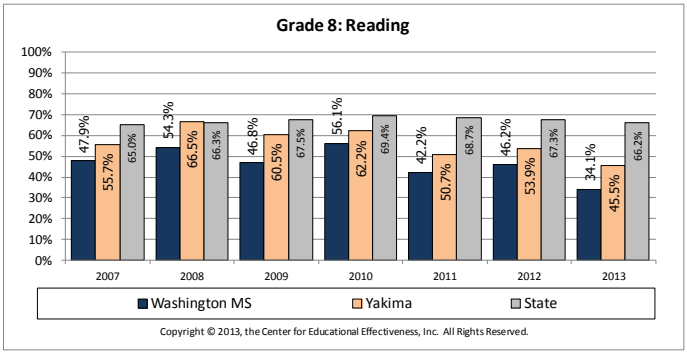
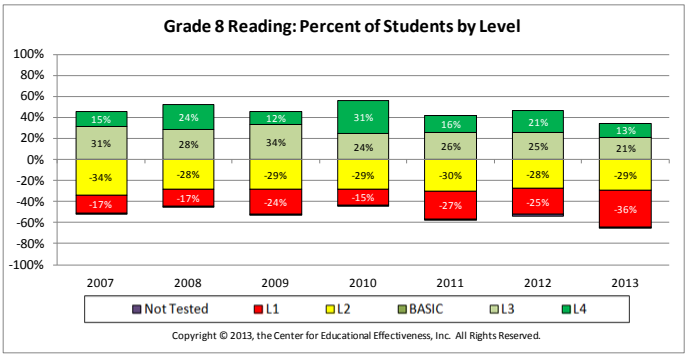
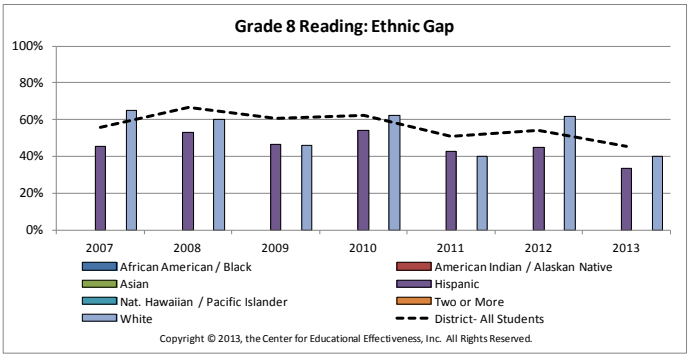
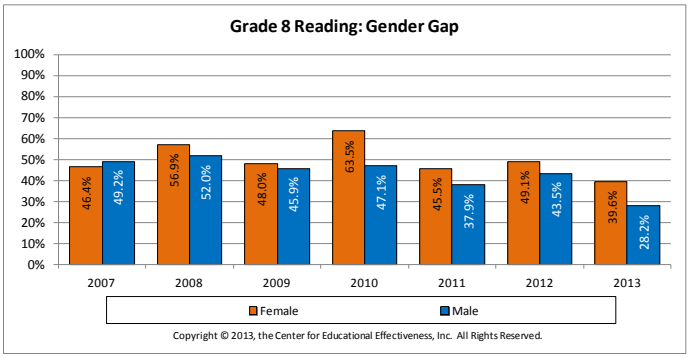
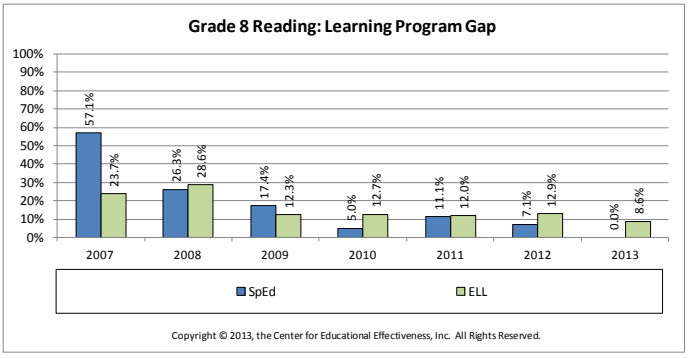
Reading Grade 8

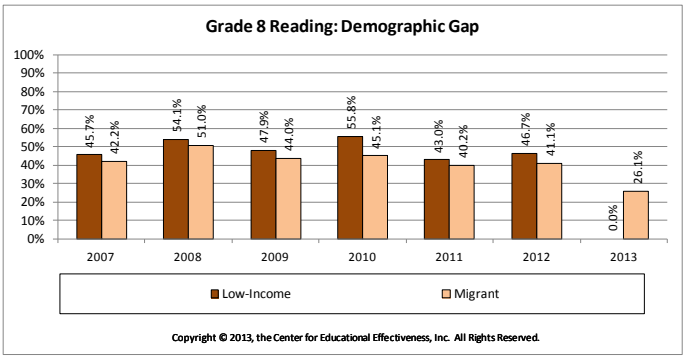












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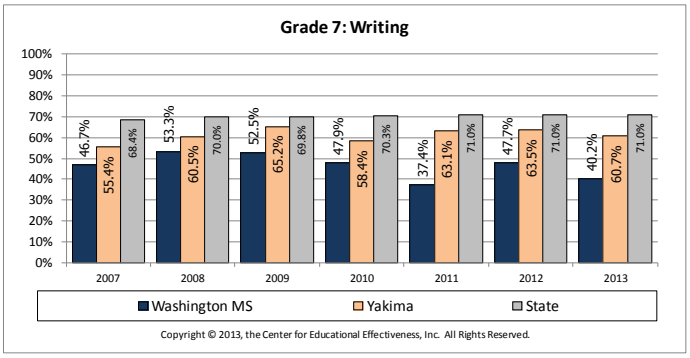
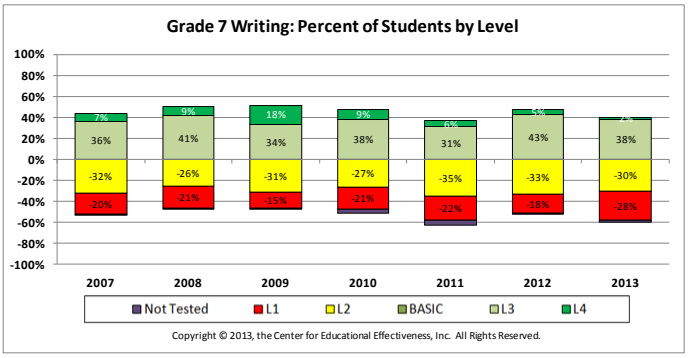
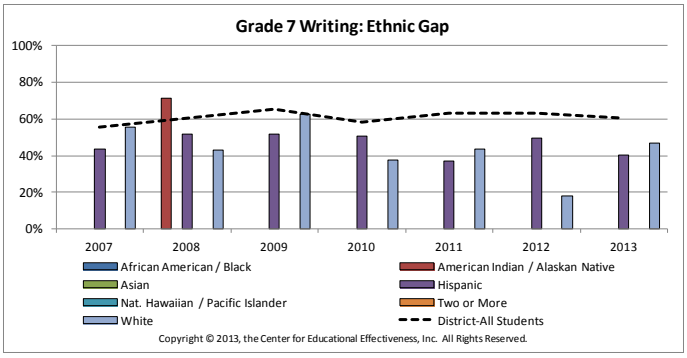
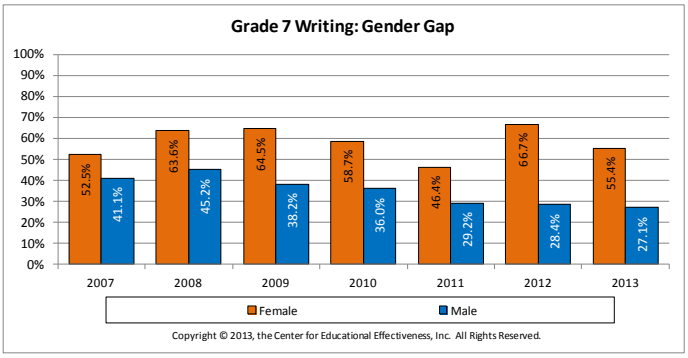
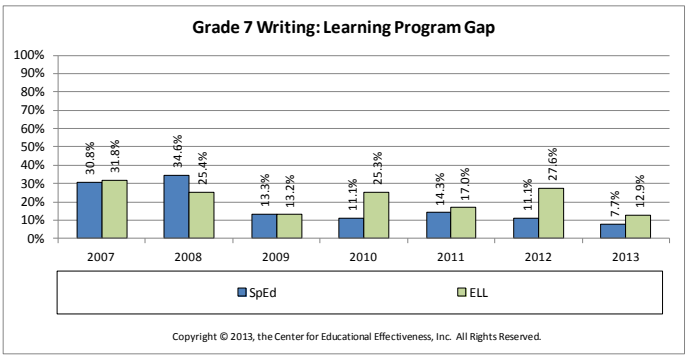
Writing Grade 7

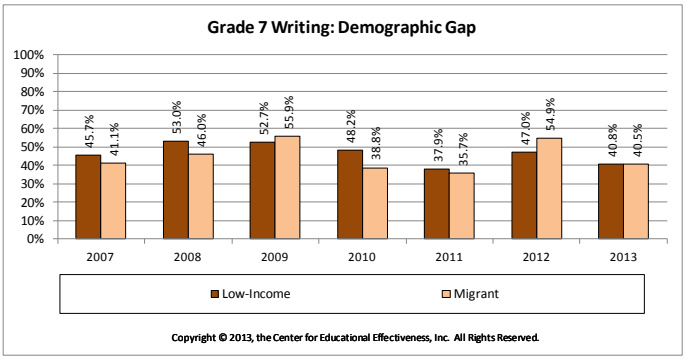












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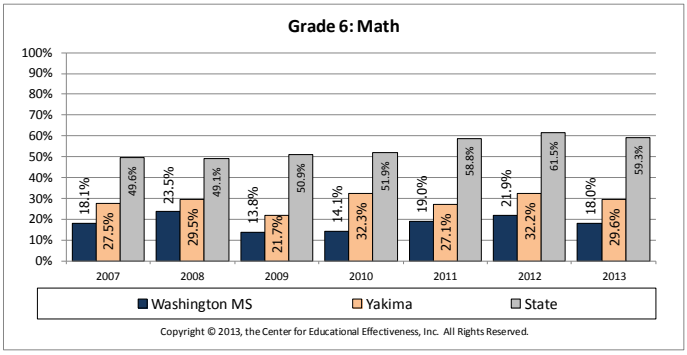
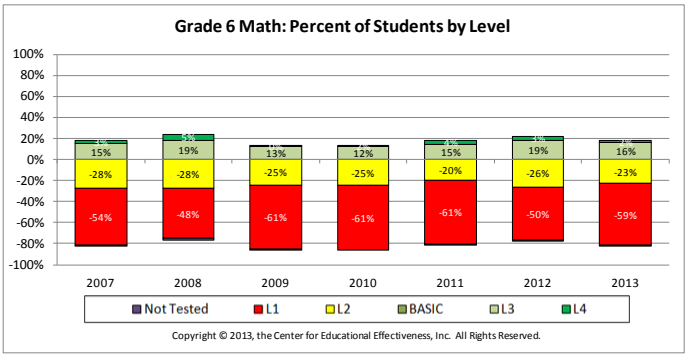
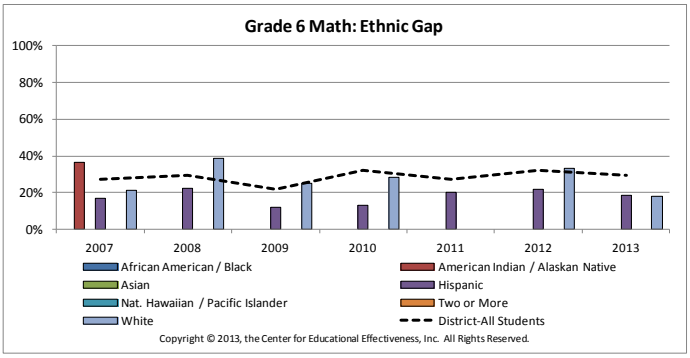
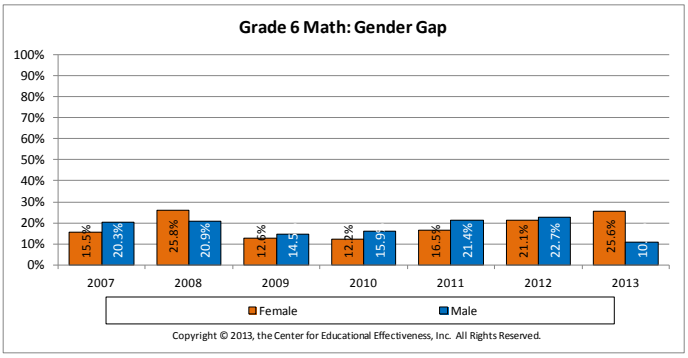
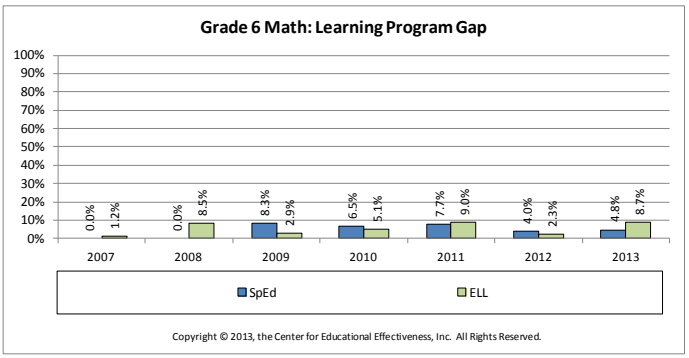
Math Grade 6

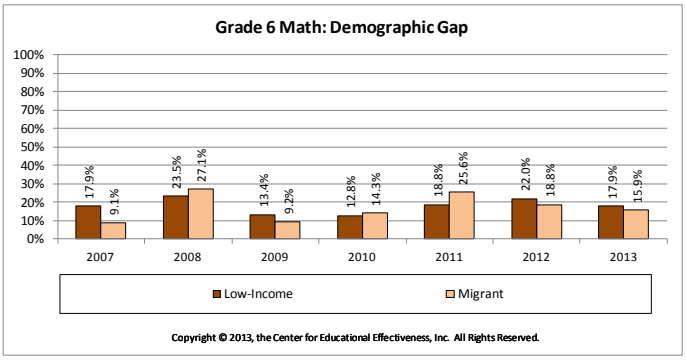












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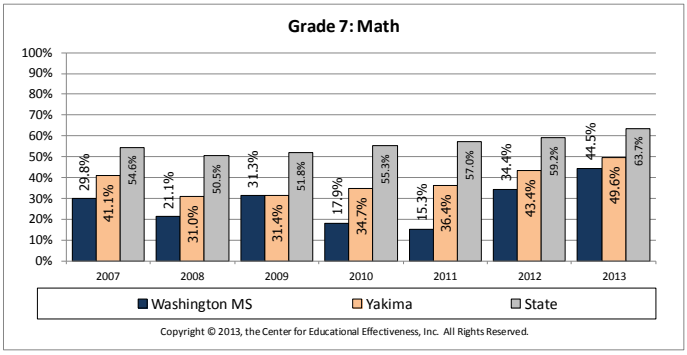
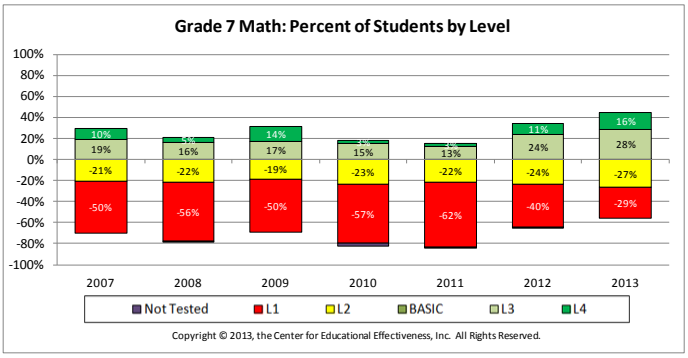
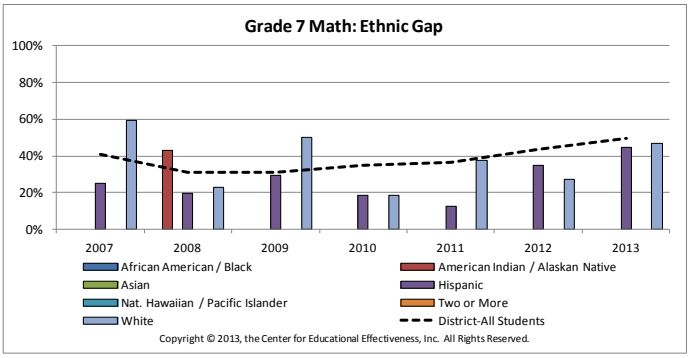
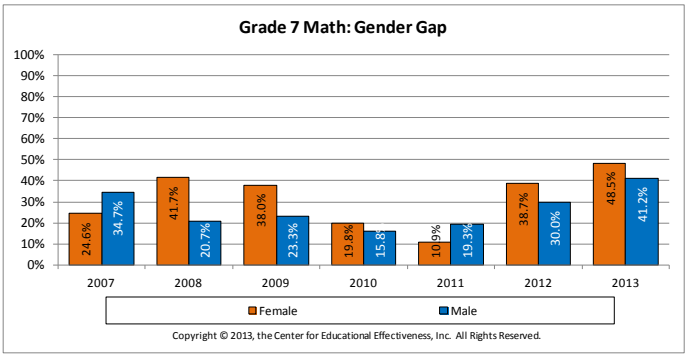
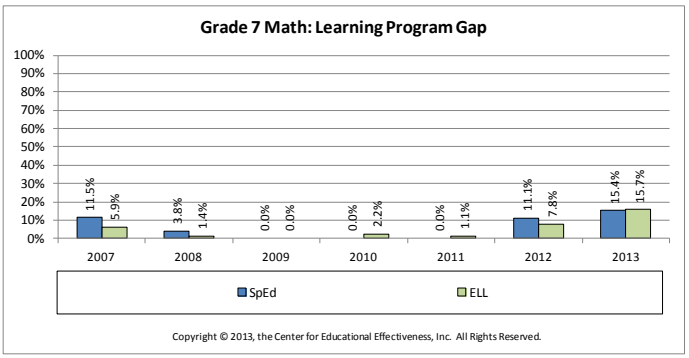
Math Grade 7

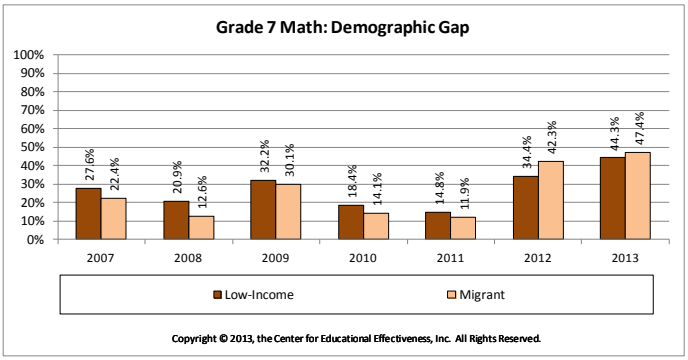












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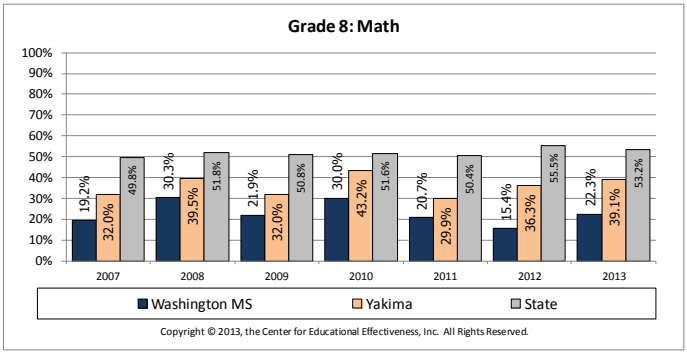
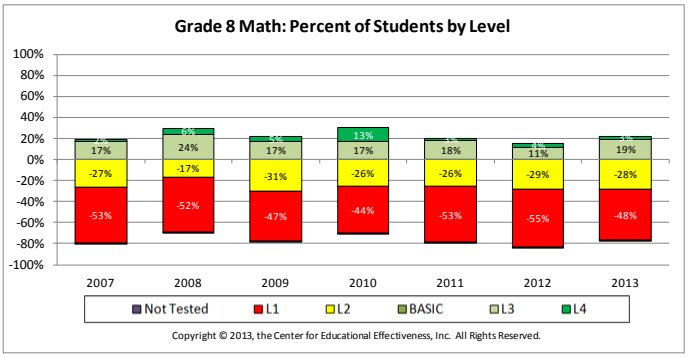
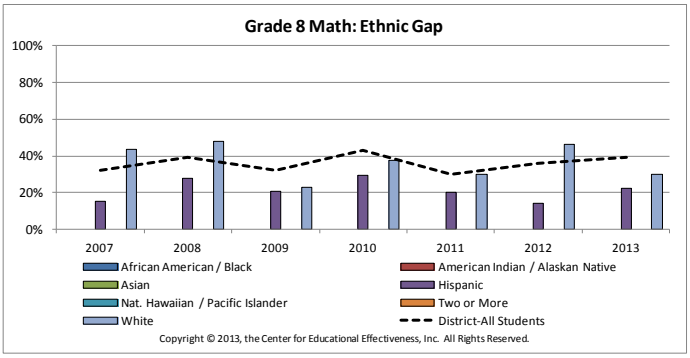
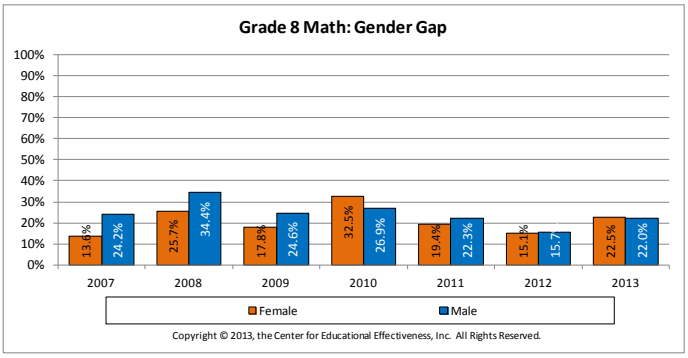
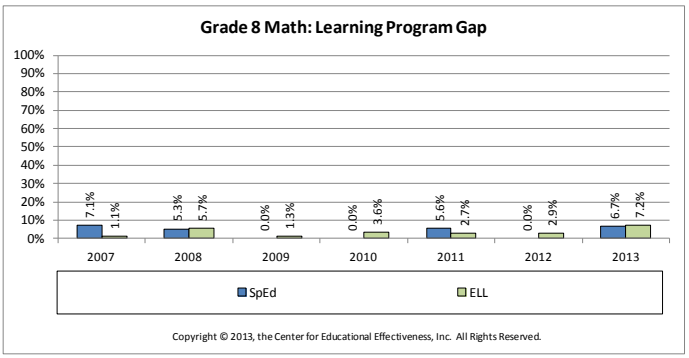
Math Grade 8

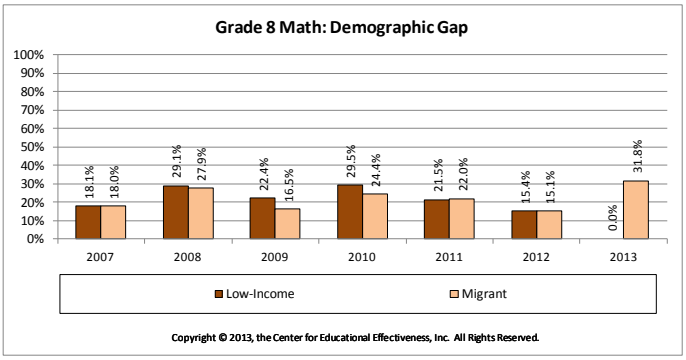












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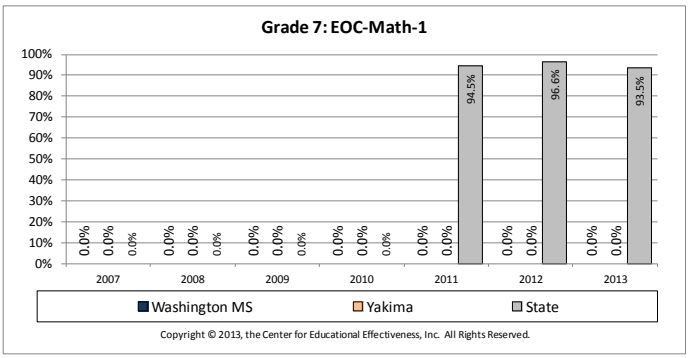
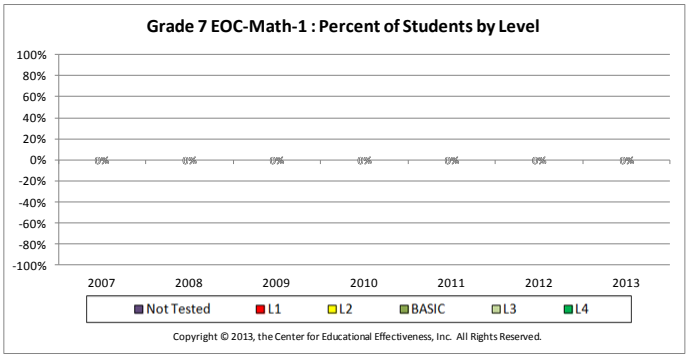
End-of-Course Math-1 Grade 7

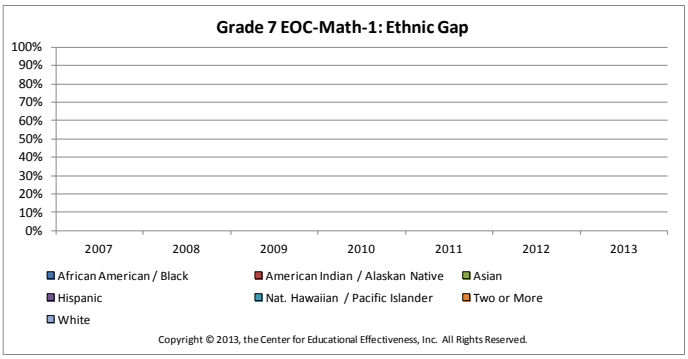
NOTE: End-of-Course assessments are not taken by all students at this grade level

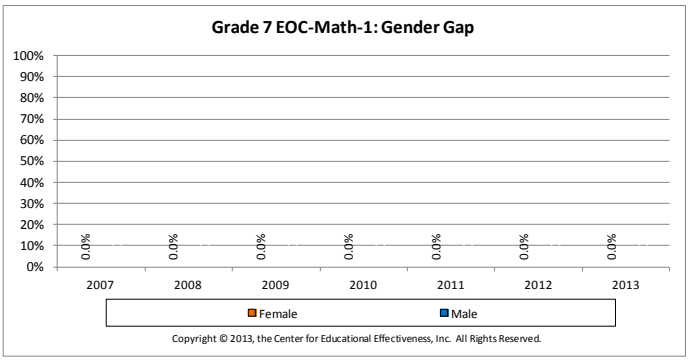
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

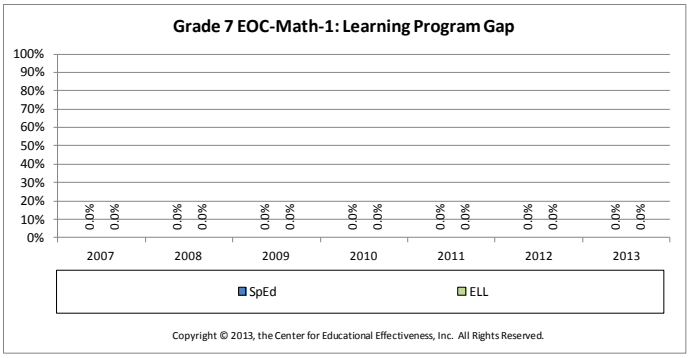


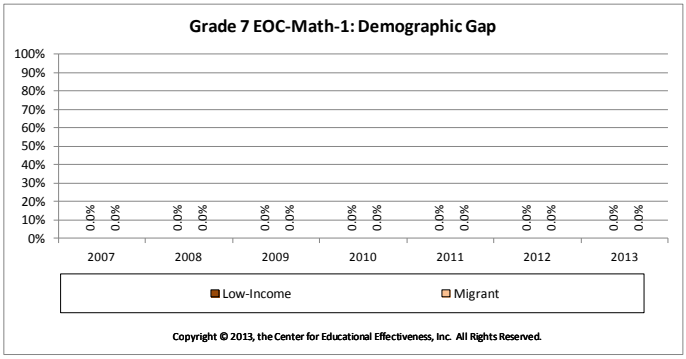
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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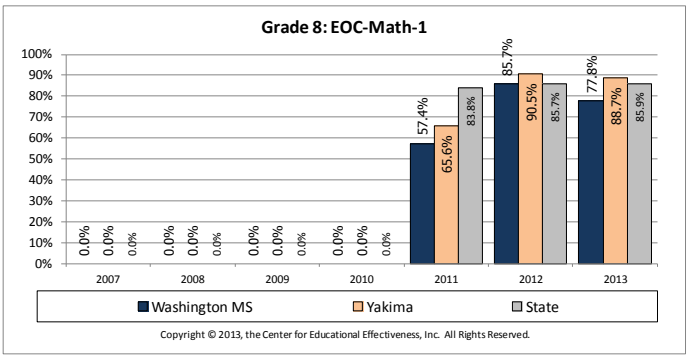
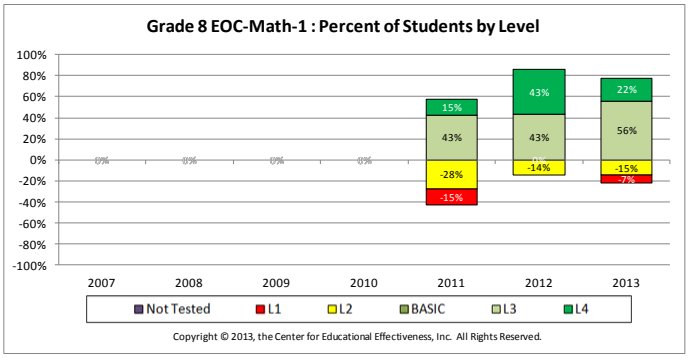
End-of-Course Math-1 Grade 8

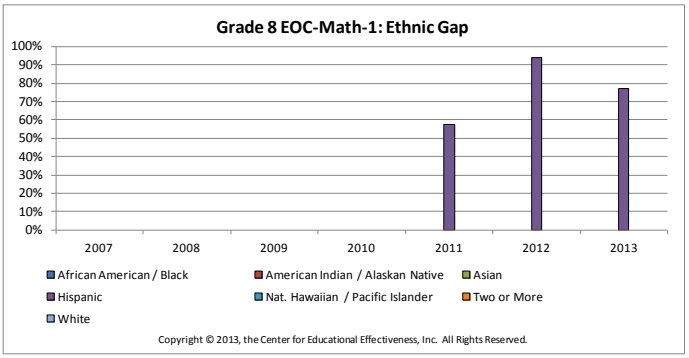
NOTE: End-of-Course assessments are not taken by all students at this grade level

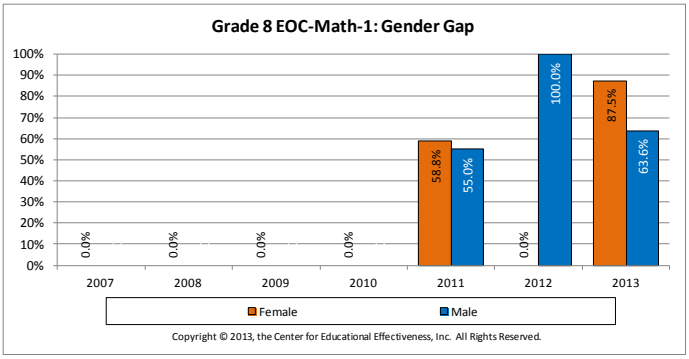
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

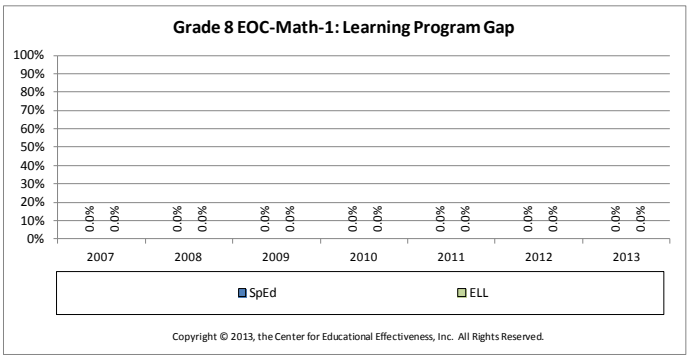


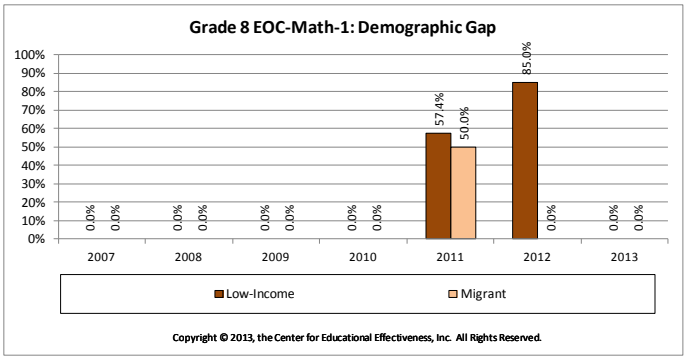
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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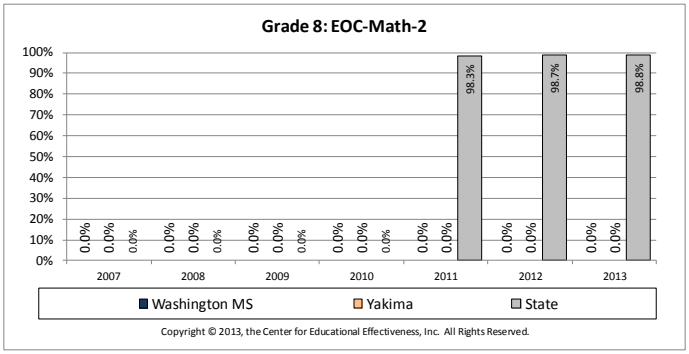
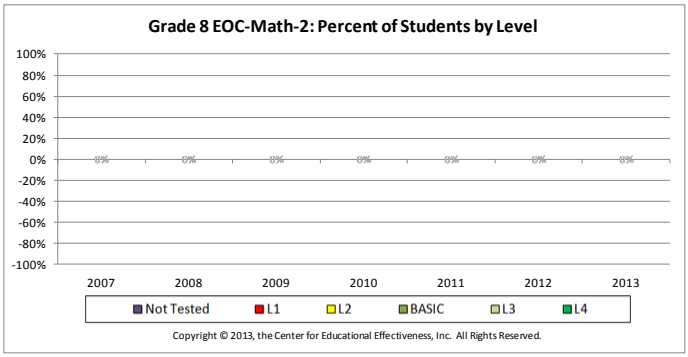
End-of-Course Math-2 Grade 8

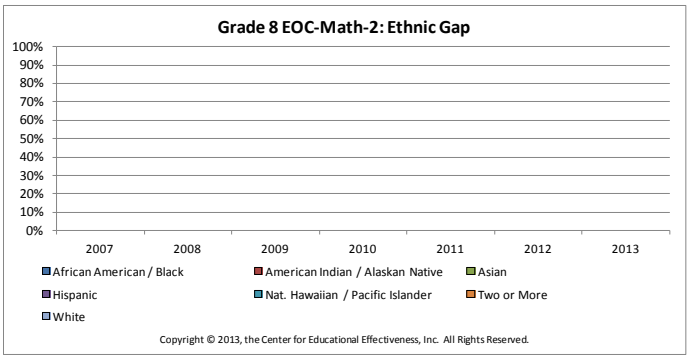
NOTE: End-of-Course assessments are not taken by all students at this grade level

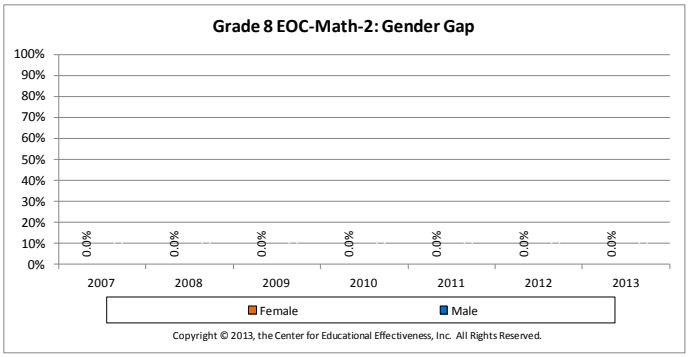
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

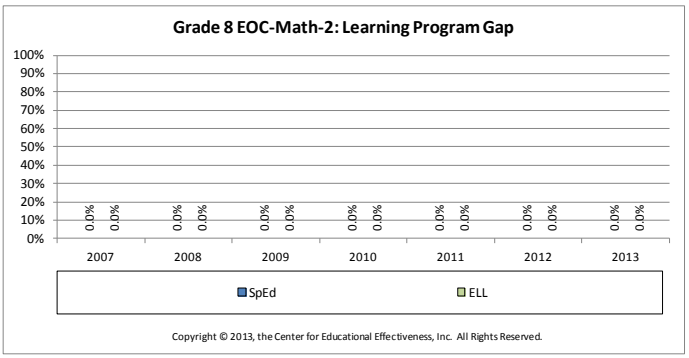


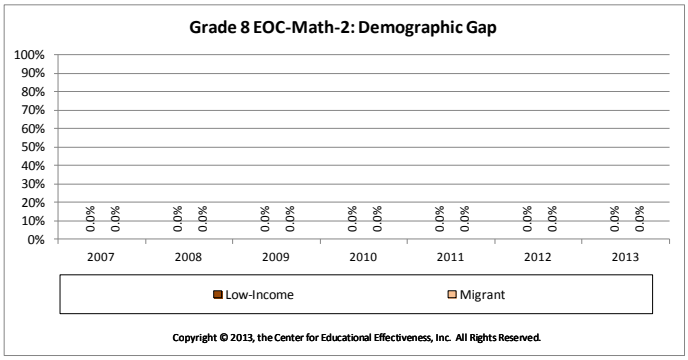
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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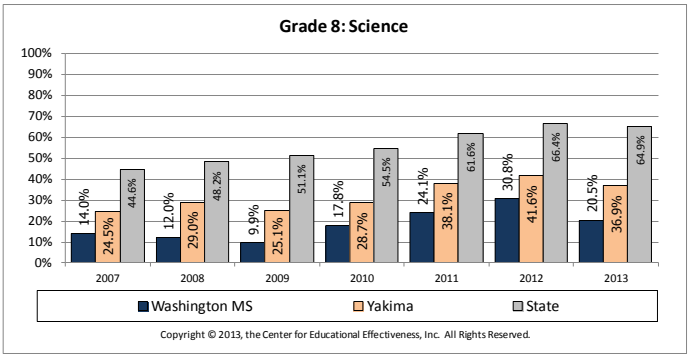
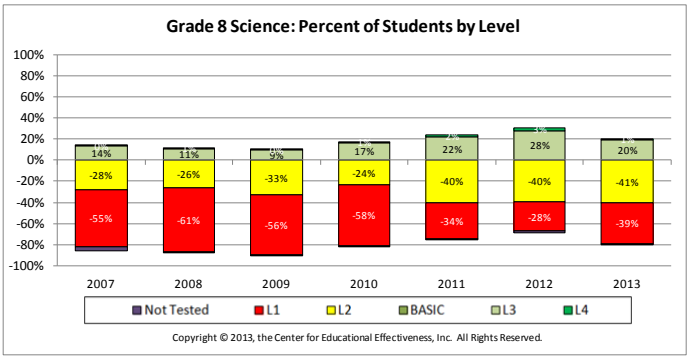
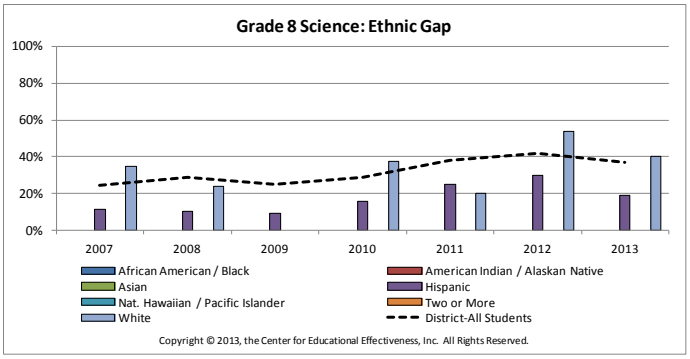
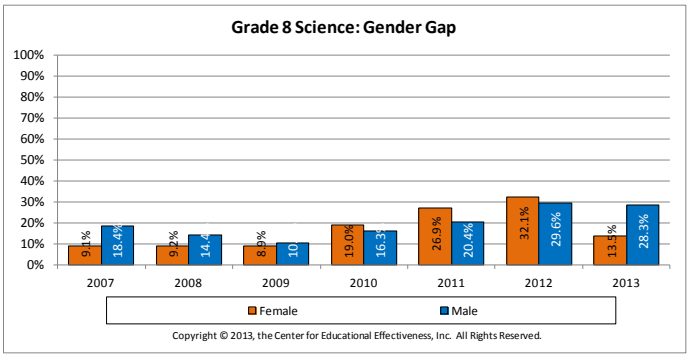
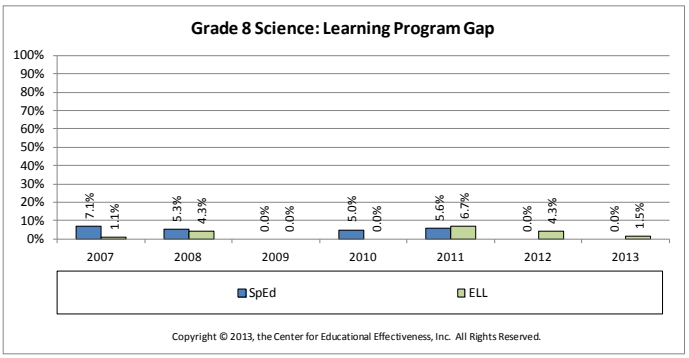
Science Grade 8

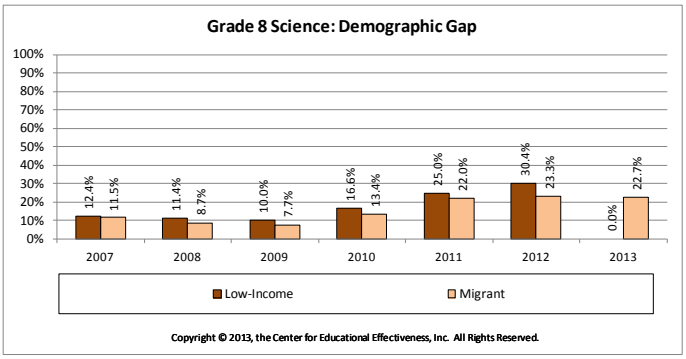












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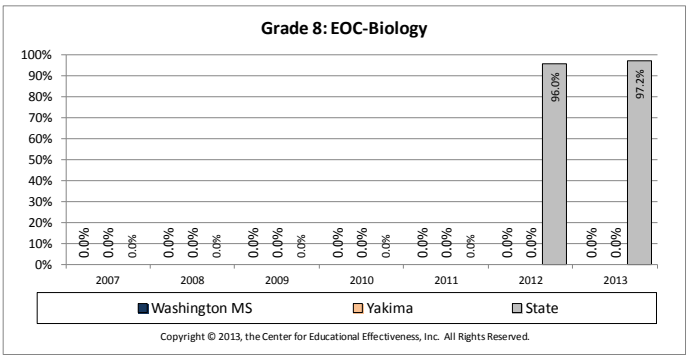
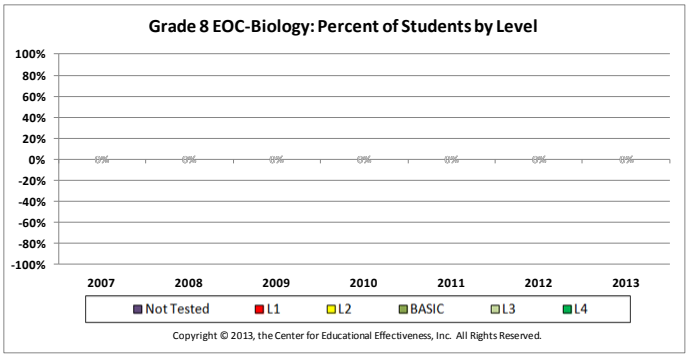
End-of-Course Biology Grade 8

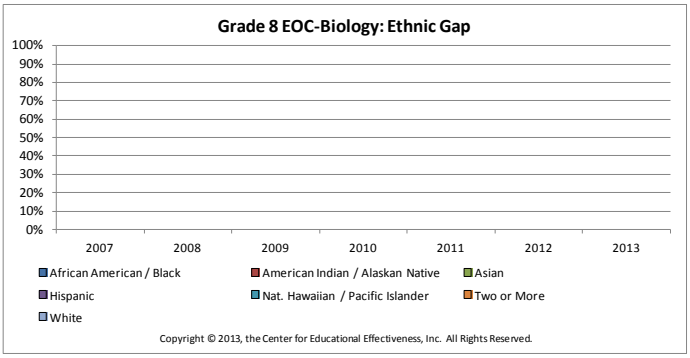
NOTE: End-of-Course assessments are not taken by all students at this grade level

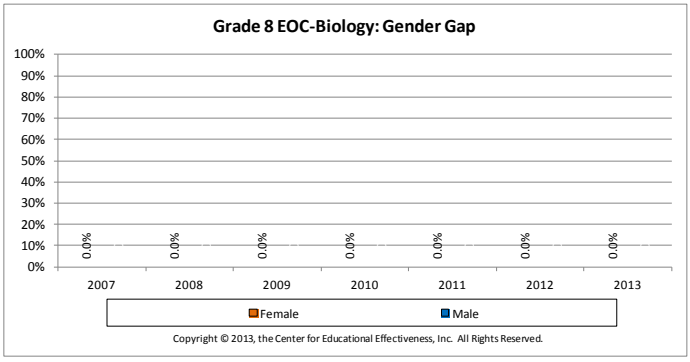
% Meeting Standard <u>includes</u> students who "previously passed" the assessment in an earlier test window and are in this grade cohort.

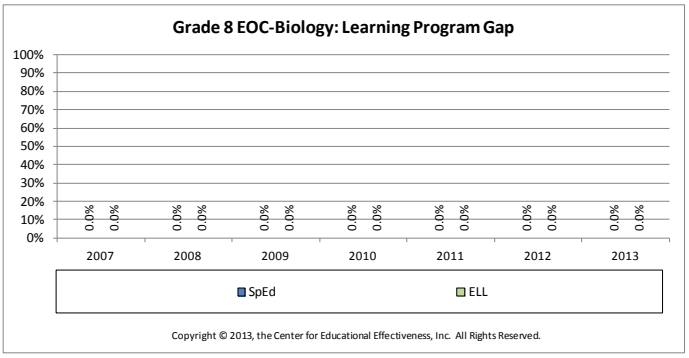


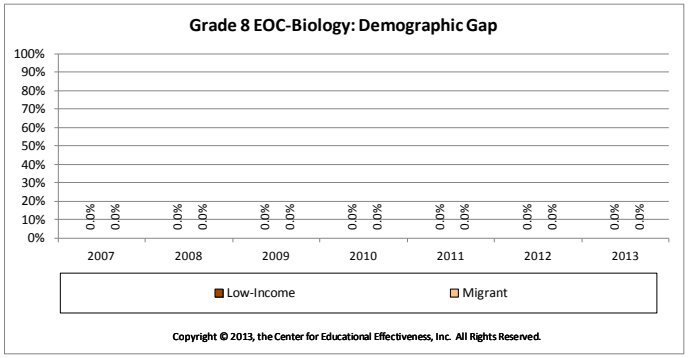
Percent by Level and all disaggregated data does NOT include Previously Passed students. It is a consistent snapshot of ONLY the students who took the assessment in spring of each year.











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MERIT - Assessment of Progress

Washington Middle School

Yakima School District

April 16, 2013

School and Classroom Practices Study

Prepared by

BAKER ▪ EVALUATION ▪ RESEARCH ▪ CONSULTING

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Washington Middle School
Assessment of Progress

Introduction

In 2010, the Yakima School District (YSD) applied for and received a federal School Improvement Grant (SIG) for three of its schools, one of which was Washington Middle School (WMS). As part of the application process, The BERC Group, Inc. conducted a School and Classroom Practices Study (SCPS) at Washington MS. The BERC Group a) reviewed district level practices and policies to identify potential supports and barriers that may impact the district's ability to implement an intervention; b) collected classroom observation data focusing on instructional practices within the school; and c) conducted qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's Nine Characteristics of High Performing Schools. Findings noted in the initial report were used to complete the application for SIG support and were incorporated into the ongoing implementation of improvement goals and action plans at the school and district levels. In 2011 and 2012, The BERC Group conducted follow-up studies to the initial report, highlighting changes the school and district made. Evaluators repeated the data collection process used for the first report.

In April 2013, The BERC Group visited the school once again to conduct an Assessment of Progress to highlight changes the school and district made over the course of the grant. The findings in this report are based on information gathered from the following sources:

1) a review of changes in district level practices and policies to support an intervention model;
2) a classroom observation study focusing on instructional practices within the school;
3) qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's *Nine Characteristics of High Performing Schools*; and
4) surveys of school staff, students, and parents.

Evaluators obtained information during a site visit on April 16, 2013. Approximately 24 people, including building administrators, union leaders, certificated and non-certificated staff members, counselors, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 35 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district, including school improvement plans, student achievement data, and additional school documents.

The following section describes the federal intervention model Yakima School District and Washington Middle School chose to adopt. This section also includes a comparative overview of the district findings from all SCPS studies, a description of the support provided to the school by the district, and a summary of the changes made at the school level. Subsequent sections of the report offer a detailed review of the school's alignment to the *Nine Characteristics of High Performing Schools* based on classroom observations, interviews and focus groups, and survey data. Under each of the *Nine Characteristics* indicators, the report will highlight how the school has addressed issues brought to light in the previous studies.

Implementation of the Intervention Model

In an effort to improve education and educational opportunities across the nation, the federal government provided funding for School Improvement Grants to support the lowest performing districts and schools. Schools and districts accepting SIG money chose from among four federally defined intervention models for their lowest performing schools: *Closure*, *Restart*, *Turnaround*, and *Transformation*. The school closure model refers to a district closing a school and enrolling the students who attended the school in other higher-achieving schools in the district. The restart model occurs when a district converts the school or closes and reopens it under management of an educational management organization (EMO). The turnaround model includes replacing the principal and rehiring no more than 50% of the school's staff, adopting a new governance structure, and implementing a research-based instructional program aligned to state standards. Over the last two years, this model has produced significant gains in student achievement and has helped schools prepare for the longer process of transformation into a high performing organization.[1] The transformation model requires replacing the school principal addresses four areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.

Yakima School District and WMS chose to adopt and implement the *Transformation* model. The table in Appendix A of this report describes the specific requirements for the transformation model in more detail and shows a comparison of rankings for each requirement from each of the studies. In response to the model, WMS has implemented some major changes including replacing roughly 30% of the staff, hiring a new principal, providing more opportunities for student data collection and analysis, extending learning time for students, and reorganizing the master schedule. The following section addresses how these changes unfolded, as well as the district's role in supporting the new model.

District and School Level Change

The district employs approximately 857 teachers serving approximately 14,800 students attending two high schools, five middle schools, fourteen elementary schools, one alternative high school, one tech school, and one online high school. Washington Middle School employs 43 certificated staff members. Sixty-five percent of WMS teachers possess masters' degrees, and the average teaching experience is 11 years. Washington Middle School serves approximately 681 students.[2]

Three years ago, the change process began at each of the three MERIT schools (Adams Elementary, Washington Middle, and Stanton Academy) with an adjustment in leadership (new principals at Adams Elementary School and Washington Middle School, an assistant principal was added to support the remaining Stanton Academy principal). Similarities and common practices have been put into place at each of the three schools, including the extension of instructional time to each schedule, an increase in teacher collaboration time, the integration of

[1] Mass Insight (June 2010). *School Turnaround Models*. Boston, MA.: Mass Insight Education and Research Institute.
[2] Data collected from OSPI's School Report Card.

the new teacher evaluation model, and increased professional development opportunities for MERIT school staff. Compared to other schools in the district, the three MERIT school receive a variety of differentiated support from the district. District representatives use a "rapid response" system to better support the MERIT efforts and a Central Services Representative is designated to support each school by means of participating in ILT meetings and providing targeted support.

While reflecting on the journey of each school since the inception of the grant, district and union leadership identified areas of strength, areas to continue to address, and discussed the impact the grant has made on district wide practices. Improved school cultures, increased and intentional use of data, and the creation of collaborative climates are a few examples of ways the schools have grown. "Systems are in place, staff are coming together as true PLCs (Professional Learning Communities)," "Staff are extremely supportive and have strong relationships with the leader," and "We are seeing turn around [efforts] for what's beneficial for kids, not for adults" are some of the comments mentioned during discussions with district leaders. The number of students who still need to meet standards, overcoming a level of fatigue of staff members, and ways to sustain current growth after grant money dissipates remain areas of challenge and focus for personnel. "People are tired. There is still some grousing but it's not near where it used to be. A challenge is that they got used to having additional support but will now have to work without it or a longer day. People will say it was hard work, but they know what it did for the kids," reflected one focus group member. District personnel discussed ways to sustain growth at each of the schools, identifying the need to support collaborative efforts, to maintain reading and math benchmark assessments, and, in some cases, to uphold an extended learning schedule.

District personnel indicate participation in the grant process has impacted some district level practices, with some strategies extending into newly identified priority schools. Hiring new teachers under the grant MOU (Memorandum of Understanding) has reportedly helped to create "great teachers with a stronger sense of accountability" who "what to be here." Earlier exposure to the new teacher evaluation model has also affected the district, with one interviewee saying, "What we learned about the teacher evaluation system for the whole district is a blessing in disguise . . . we've had time to practice and develop work around the system." Leaders seem to recognize the impact the grant has made in the MERIT schools and consider the implications to school success once the money is gone. "Going forward, we want to maintain results and keep moving them up with fewer resources," explained one district representative, "Money is not everything. Now that our instruction is better, we know what it takes to get results. The grant gave us leverage to do things, to get things done. Now that leverage is done."

School and Classroom Level Findings

Survey Results

Washington MS staff, students, and families also completed a survey designed to measure whether these groups see evidence of the *Nine Characteristics of High Performing Schools* in the school. The staff survey includes factors around each of the *Nine Characteristics*, and the family surveys include factors around each of the characteristics, except *Focused Professional Development*. Individual survey items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral/undecided, 4 = agree, and 5 = strongly agree). Researchers consider a "4" or "5" response on an individual survey item a positive response. Likewise, an overall factor score of 4.0 and above is a positive response. These surveys were not administered in the initial assessment.

A summary of the survey findings appears in Figures 1 through 3. Most staff survey scores are below a 4.0, indicating the factors do not exist to a high degree. Most student survey factor scores hover around 3.5 and almost all are slightly lower than the previous survey administration. On all factors, family scores were higher than the previous results and higher than staff and student scores. All family survey factors scored above a 4.0. The highest factor score for staff was in the area of *Clear and Shared Focus* (4.11) and the lowest was in *High Expectations* (3.33). In contrast students and families both scored *High Expectations* (3.77 and 4.43, respectively) as the highest and both scored *Family and Community Involvement* as the lowest 3.42 and 4.27. Students also scored *Supportive Learning Environment* low at a 3.43.

Researchers considered survey findings in scoring the rubric, and the results are included in the following discussion of the school's alignment to the *Nine Characteristics*. Appendices B, C, and D includes the frequency distribution for the three surveys, organized around the *Nine Characteristics.*

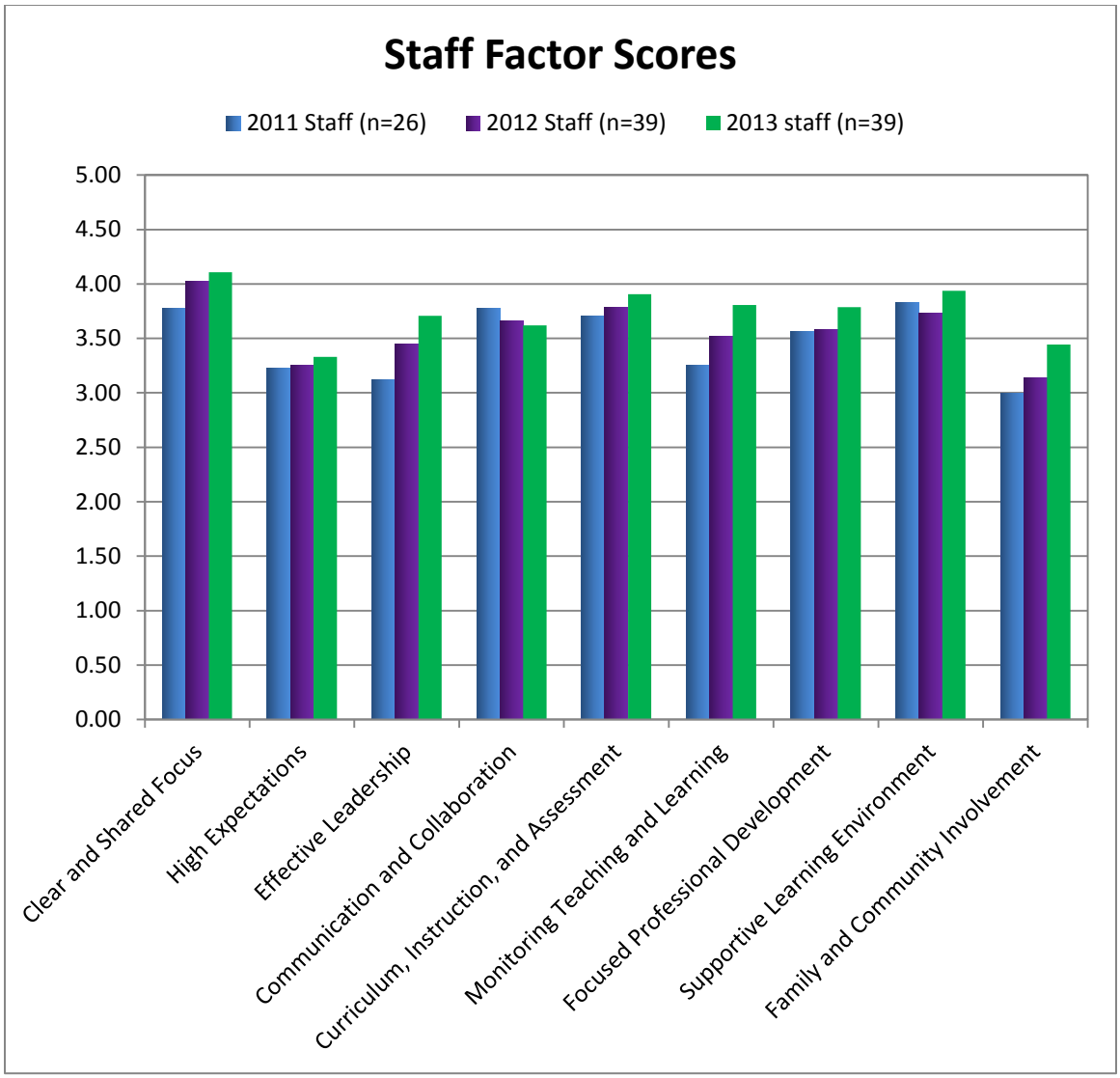


Figure 1. Staff Survey Factor Scores

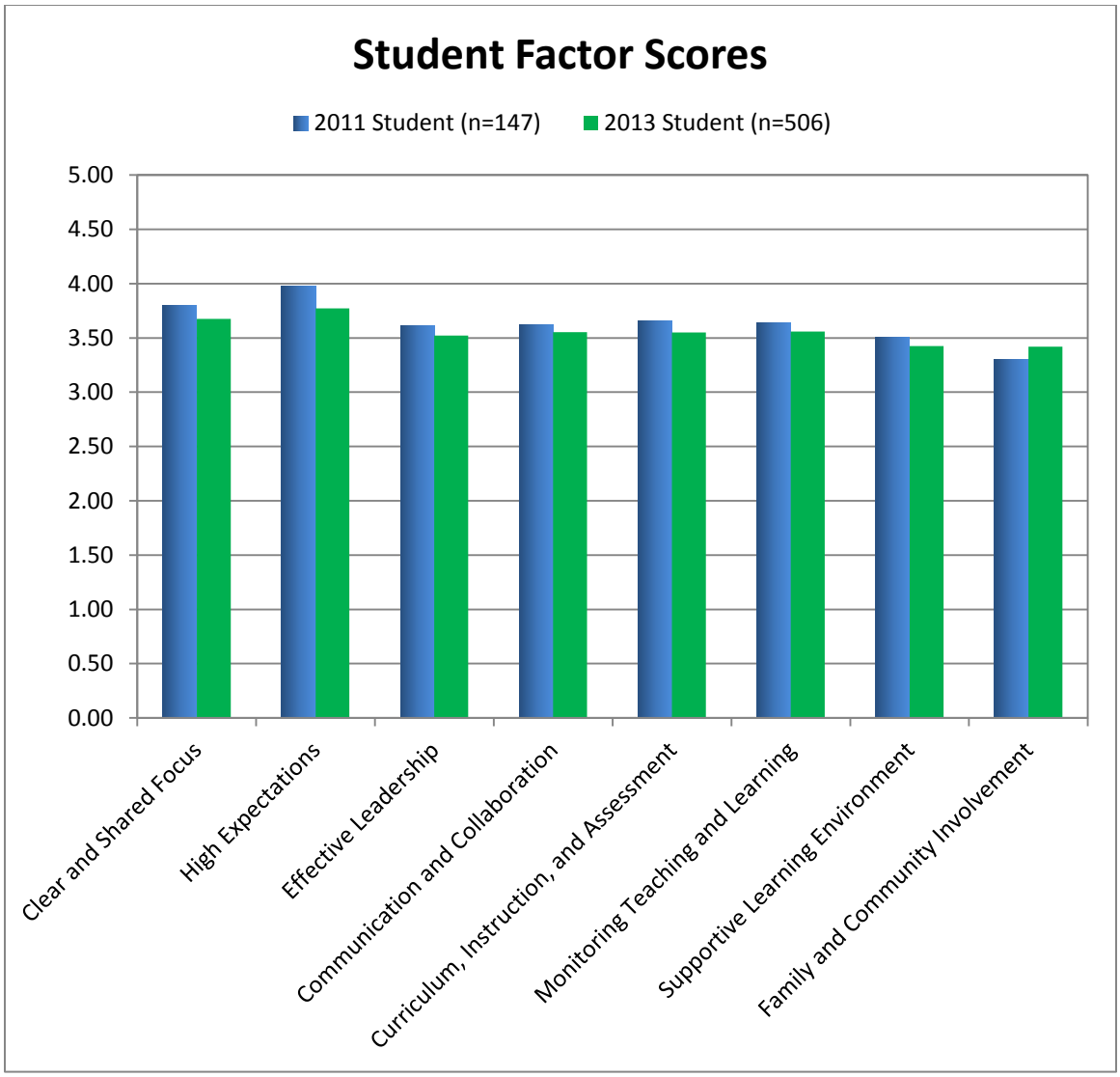


Figure 2. Student Survey Factor Scores

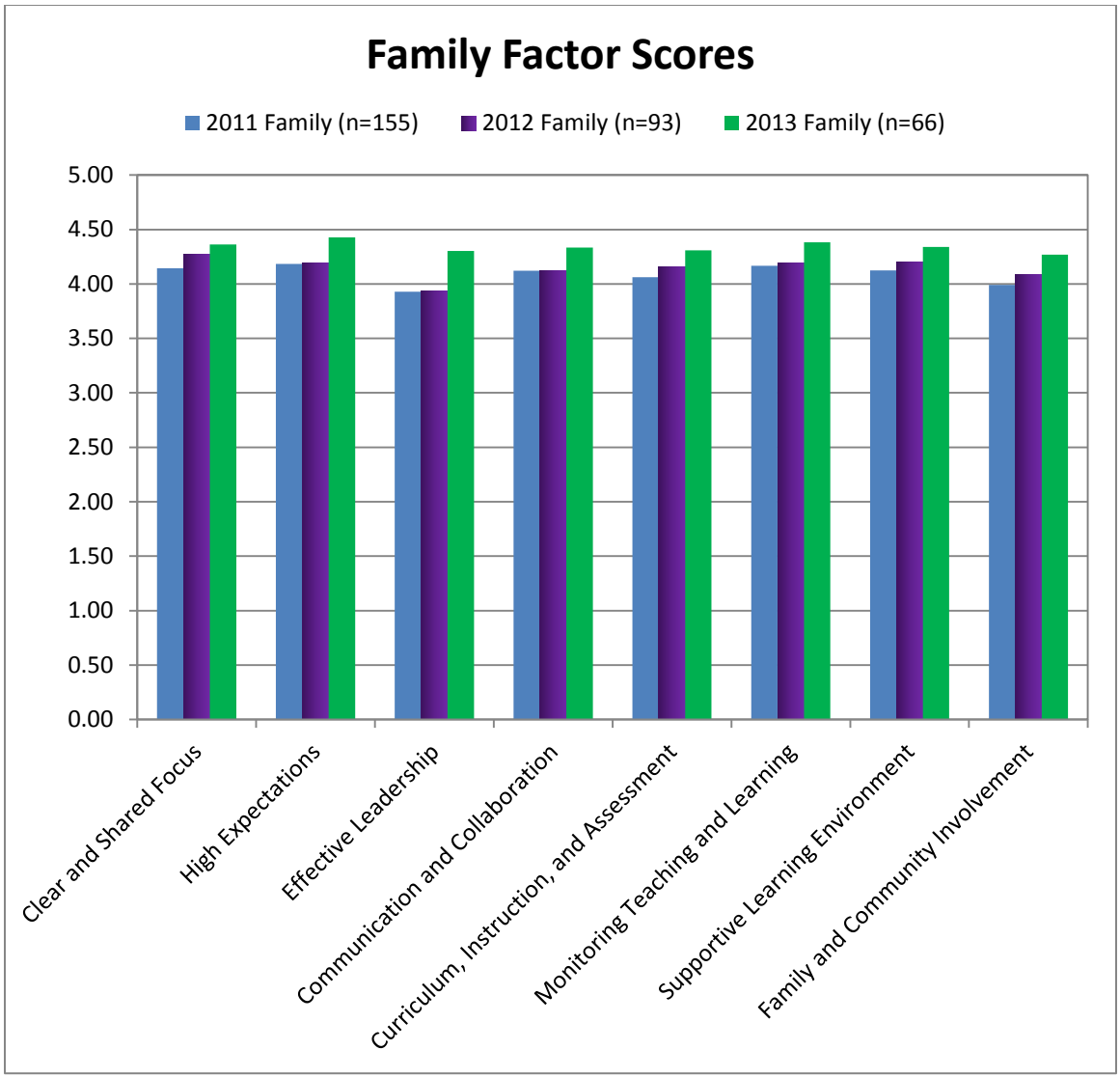


Figure 3. Family Survey Factor Scores

School and Classroom Practices Study Findings

Using data collected through the School and Classroom Practices Study and survey results from staff, students, and parents, research team members reached consensus on scores for 19 Indicators organized around the *Nine Characteristics of High Performing Schools*. Each Indicator was scored using a rubric with 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, and Indicators with a score of 2 or below warrant attention. Table 1 includes rubric scores for all the Indicators, including the results from the School and Classroom Practices Study conducted in 2010, 2011, 2012, and the current Assessment of Progress.

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

Indicators	Rubric Score 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Clear and Shared Focus				
Core Purpose – Student Learning	3	3	3	3
High Standards and Expectations for All Students				
Academic Focus	3	2	3	3
Rigorous Teaching and Learning	2	2	2	2
Effective School Leadership				
Attributes of Effective School Leaders	3	2	2	2
Capacity Building	2	3	3	2
Distributed Leadership	2	2	2	2
High Levels of Collaboration and Communication				
Collaboration	2	2	2	3
Communication	3	3	3	3
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	2	3	2	3
Instruction	3	2	2	2
Assessment	2	3	3	3
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	2	3	2	3
Focused Professional Development				
Planning and Implementation	2	2	2	2
Curriculum, Instruction, and Assessment	2	3	2	2
Supportive Learning Environment				
Safe and Orderly Environment	3	3	3	3
Building Relationships	3	2	2	3
Personalized Learning for All Students	3	2	2	3
High Levels of Family and Community Involvement				
Family Communication	3	2	2	2
Family and Community Partnerships	2	2	2	2

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Clear and Shared Focus				
Core Purpose – Student Learning	3	3	3	3

Core Purpose – Student Learning. The current mission of Washington Middle School is to, "in partnership with parents and community, to empower each child to achieve his/her fullest potential to become a lifelong learner and responsible citizen. We are committed to foster high expectations and promote positive attitudes to achieve equity and excellence in a safe and nurturing environment." When discussing the school's vision and mission with staff members, researchers received a variety of responses which echoed this statement. One staff member responded, "Our vision is to make sure that students are ready to go to high school and be successful in an academic, rich environment at high school and act socially in a positive way." Another explained our mission is, "To make sure to knock down every barrier the students have to be able to interact in the future." Another staff member stated the vision was, "Working with parents to do the best for their child." While most staff members were unable to specifically state the vision and mission, they were in agreement that is was developed by staff the year before. Some staff members referenced the use of data to develop school goals and focus areas. As one staff member shared, "Our focus on student learning is always driven by data. The MSP and the benchmarks are the driving source to show progress for our students."

The district has helped support this vision by adopting Read 180 and Carnegie Learning/Mathia last year district wide. The building has also continued to support its mission and vision by using SIG grant funds to provide in-depth professional development with these programs for the last two years, as well as providing intervention classes for math and reading for those students who did not meet standard. According to survey data, 78% of staff members agree the school's mission and goals include a focus on raising the bar for all students and closing the achievement gap, and 71% agree the school's mission and goals were developed collaboratively. Sixty-four percent of students agree they understand the mission and purpose of the school.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
High Standards and Expectations for All Students				
Academic Focus	3	3	3	3
Rigorous Teaching and Learning	2	2	2	2

Academic focus. As mentioned previously, WMS staff members have increased their intentional focus on reading and math for those students who are not at benchmark. For those students who are not meeting standard they receive intervention during the normal school day in reading, math, or both depending on their needs. In order to schedule these necessary interventions, students schedules have been designed with core content being assigned first, then intervention classes being assigned second, and finally elective classes if the student's schedule permits. This change in scheduling philosophy has led to the elimination of some elective classes, reduction in elective classes such as AVID, and some students being in core classes for the entire day with no electives. The intense focus on core academics has concerned some staff members and some believe it is contrary the overall goal of Washington Middle School, which they described as; developing the whole student. As one staff member stated, "Our entire focus and resources are geared toward reading and math." Another staff member explained, "We used to have a very active AVID program, but now it is just a shell of what the AVID program should be, and opportunities to be in it and field trip activities associated with the program are all but gone." Another staff member shared, "Although we all understand the need for the intervention classes, I am not sure our lower end students see a way out. They do not know what they can do to climb out to go to something else or how to change their schedule." A teacher responded to this by stating, "We try to communicate this by having the interventions as stepping stones so they do not have to do them in high school and take the classes where they apply what they have learned in intervention classes to higher level classes and electives."

The school is providing support for more challenging coursework for those students who qualify. Washington offers Algebra 1 for high school credit, as well as advanced history and science. Placement for these courses is based on teacher recommendation and/or passing MSP in reading, math, and/or writing depending on the advanced course subject area. A staff member shared, "Honors science incorporates more projects that involve reading and writing along with research. The advanced math also incorporates higher math skills and integrating these math skills into the work. These students not only take the class but are expected to complete a science fair project for competition in the tri-cities." Another staff member explained, "Honors history has more reading and writing of historical fictions and biographies. To take advanced history, students must pass the reading and writing MSP, and for science we look at reading, math, and teacher recommendations. In the past there has been a 7th grade honors science, and honors math at 6th and 7th grade, but they were lost due to intervention classes."

Rigorous teaching and learning. This school year, Washington has focused on incorporating Bill Daggett's framework around Rigor, Relevance, and Relationship's. According to staff reports, this model helps staff, students, and parents understand two continuum's, one being knowledge taxonomy and the different levels of knowledge from recall (low level) to combining knowledge for logical patterns and creativity (high level). The other continuum is an Application Model, which has five levels of putting knowledge to use from knowledge for its own sake (low level), to using knowledge to solve real world problems and create projects (high level). One staff member explained, "We are using our discussions around Daggett's Rigor/Relevance framework and have set a goal to get lessons in Quad B 90% of the time."

Washington Middle School staff is in the initial stages and process of training staff in classroom observations this semester using the Next Network through Scholastic Partners. As one teacher shared, "We will finish training that group (department heads/leaders) this year and then they will train the rest of the staff next fall." Staff also has benchmark and other assessment data available to them the data through Data Director. This data is being used to help adjust curricular materials and in communicating with parents and students. One staff member shared, "We set high expectations with this data by communicating with the students and parents where they need to be and have them set goals of where they want to be." Staff members also shared with researchers that while they appreciate having Data Director and the scores, the district or school has not provided training on its use and all of its capabilities. A staff member explained, "While we all have access to Data Director, we have not been trained on it, we just know where to go to get the information and print a report." Another staff member shared, "Some departments use Data Director to create assessments, but they have been self-taught, and have friends in other districts who show them how to use it."

According to survey data, 32% of staff members agree students are promoted to the next instructional level only when they have achieved competency, 34% of staff believes that all students can meet state standards and 43% of staff hold each other accountable for student learning.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Effective School Leadership				
Attributes of Effective School Leaders	3	2	2	2
Capacity Building	2	3	3	2
Distributed Leadership	2	2	2	2

Attributes of effective school leaders. Since the implementation of the grant, school leaders have put an emphasis on reading, writing, and math, in an effort to improve scores in these areas. As mentioned previously, the district has supported this through the adoption of new curricular materials and more focused use of data. While the focus has been on these core areas, multiple staff members reported frustration with leadership beginning with the district office. "Leadership issues start with downtown," one staff member shared. Another added;

> We never see anyone from the district office in our building. I have been here awhile and could not even identify our current superintendent or curriculum director…Teachers are frustrated because the change is not significant enough. We are not making gains. We get good feedback from the groups like BERC but our district leadership is not doing anything with the information you provide. The district and us get the reports but the district is not implementing any of the recommendations made or even creating opportunities for conversations between teachers, the building leaders, and district office administration.

Another staff member explained, "We read about great leaders but they (district office) are not following what the great leaders we read about do. We are the only multi-billion dollar business who does not hold people accountable from students to teachers to administration to the district and board."

Staff shared mixed feeling in regards to building leadership. Some staff members shared they believe the climate is very good considering the amount of work and stress that they have been under. "We are an exceptional place and I couldn't find a better place and group of people to come to work with," commented, one person, "For the most part I feel like we are doing great, but there is a small group of people that are unhappy because of change. It is a very small group and I think sometimes part of it is just the frustration of their job."

Other staff members shared the building administration is too wrapped up in data, and has forgotten some of the other nuances of education and duties such as discipline. As one staff member stated, "There is such an emphasis on keeping kids in class and not suspending them

or kicking them out of class, that discipline issues are not being dealt with. This ultimately effects the educational setting and environment more than anything else."

Survey data indicates 93% of families believe administration provides opportunities for to express their ideas and concerns, and 57% of students believe they can ask the principal for help if they need it.

Capacity building. As part of the SIG grant Washington Middle School has been implementing the Danielson evaluation model based on grant requirements and thus is further ahead of other schools in the district. The new evaluation form has goal statements and a proof form to show teachers have made growth. Some teachers expressed concern about being able to show growth when many students have poor attendance. As one teacher stated, "We are held accountable for academic growth and do not see some students except for once every 20 days; some for half a year pending on the farm work their parents do, or are constant disrupters and not here to learn."

According to interviewees, staff members use school-wide assessments and classroom assessments to help show growth. Staff members give pre- and post- assessments based on a standard and those scores are used to help show growth. When asked about classroom observations, interviewees reported that school leaders conduct classroom observations when necessary, and that some teachers are also doing classroom walk-throughs. One staff member shared, "Two years ago we got trained in Teachscape, and we were doing it more than administration. We spent a lot of money on that and it has gone by the wayside." Another staff member explained, "The only time I get monitored is for my two observations a year. I was told I am not seen more because I am a competent teacher, but that does not change the fact that I want to grow and improve."

Teachers also shared concern for the amount of time they are out of the building or classroom for professional development, and the lack of time given to implement these new programs and strategies. One staff member shared, "Math and reading teachers have been out of the classroom a lot the last three years to get trained. If you are not a math and reading teacher you are not at these trainings but expected to know all of the ideas and strategies of these new programs." Another staff member described their professional training experience this way: "We're told of focus trainings based on content at the beginning of the grant, however trainings have been a one size fits all based on your subject. If you are not in math or reading then the trainings have not matched your areas." When researchers asked about cultural trainings within the building, dealing with poverty or cultural issues, staff members responded that there have been no professional development opportunities provided surrounding this since the grant. One staff member commented, "Before the SIG grant we had a book study on poverty, and some teachers have been trained in GLAD, but there has not been a district or building focus on this issue." According to survey data, 92% of staff members agree they play an active role in the evaluation process. Additionally, 62% of staff members believe the leadership team demonstrates the behavior and practice changes necessary to achieve the preferred future.

Distributed leadership. Washington Middle School currently uses its department chairs as members of its leadership team. These meetings occur at least twice a month and agendas are developed and minutes are recorded. According to interviewees, it is the responsibility of the leadership team member to report "take back items" to their respective department members.

Administration realizes this has not been practiced consistently the last two years. Current building administration explained:

> I am trying to create a more shared leadership process with department chairs with data, transition to the Common Core State Standards and other schedule decisions, to give these groups the decision-making power so I am not dictating anymore. I purposefully dictated most decisions the first two years and did not want to go with a distributed model at the beginning of SIG on purpose. The purpose of SIG is to make quick gains, thus I had final say and a lot more say on the process. I made big decisions which impacted the entire building. This year I am putting more of the decisions and questions to the department heads to have them make the decisions. I have backed off from making the decisions on everything.

While some staff members feel the department chair meetings provide collaborative decision-making, others do not. One staff member commented, "We have gotten a lot of lip service about a decision-making body, but I think the decisions are made and conversations are steered the way they want it to go. It has been a very top down model and it has not been an open building." Fifty-one percent of staff members agree there is a clear and collaborative decision-making process that is used to select individuals for leadership roles which is a 13 percentage-point increase from the previous year and 59% agree the building leadership team listens to their ideas and concerns.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
High Levels of Collaboration and Communication				
Collaboration	2	2	2	3
Communication	3	3	3	3

Collaboration. Currently Washington Middle School is implementing PLCs for an hour and forty-five minutes on Mondays during early release for students. Based on information in the school improvement plan the PLCs have standardized agendas and recorded minute forms, with the minutes communicated (via e-mail) to all members including administration. During this time staff is given the opportunity to have discussions around upcoming assessments, around previous professional development learning, around items discussed in the building leadership team, and around the transition to the Common Core State Standards (CCSS). One staff member explained, "One transformation we have had is with the curriculum materials in math and aligning it to the CCSS. It has been really positive." The collaboration among staff is also being noticed by students. One student shared, "We see the math teachers work together on a test and they'll be working together in their meetings to help us." Students also shared "Seventh grade level teachers get together especially for reading and the different levels in math." Staff surveys reveal that 57% agree the staff collaborates to improve student learning.

Communication. WMS staff members communicate with parents in a variety of ways through phone calls home, letters and notes, and a monthly school newsletter printed in both English and Spanish. The principal also sends out a weekly agenda to all staff members and anyone else who has asked to be notified of weekly plans. When discussing communication home with parents, interviewees shared that the school mainly communicates with mailings (i.e. invitations, flyers) and phone calls. When needed interpreters are available for conferences and phone calls. Parents and students also have access to grades, attendance, and discipline through the district's family access software. While the school also uses e-mail as a form of communication it was shared that few parents have access to e-mail accounts. One parent suggested the method of communication that would be most beneficial for the school to use would be a Facebook page. The parent went on to explain; "A majority of parents have access to Facebook throughout the day, more so than e-mail. If the school wanted to communicate more effectively it would use Facebook…[The school] could share information about upcoming events and it could also serve as a format for parents to ask questions." Another parent stated, "I am more likely to share what I learn on Facebook with family, friends, and neighbors, than what I read on e-mail." Parent survey data indicates that 94% of parents believe staff communicates with them in a way which is convenient for them and 83% agree their child's teachers respond promptly when they have a question or concern about their child. Only 54% of students responding to the survey agree their parents have an idea of what goes on at school.

Researchers were unable to discover if WMS has a systematic communication plan for stakeholders, however there was a plan in place for staff. Both staff and administration shared that are some guidelines that are generally followed for communication within the building. "We have a building communication plan," shared one person, "content items go to department chairs who interact with administration." School leaders also explained, "While we have a communication plan this does not mean we do not have an 'open door policy' with all staff members."

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	2	3	2	3
Instruction	3	2	2	2
Assessment	2	3	3	3

Curriculum. As mentioned previously staff members at Washington Middle School continue to learn and implement Read 180 and the Carnegie Math/MATHia curriculum that are standards-based and focus on providing interventions for students. Read 180 has been supported by reading specialists who instruct a targeted group of students with the assistance of computer-based learning. Interviewees reported that the program helps meet students at their reading level and provides specific lessons to increase reading ability and confidence. MATHia provides a 60/40 split of instruction with 60% of instruction from the teacher and 40% computer-based. Of concern to some teachers is the lack of direction and focus on other subject areas such as social studies and science. One staff member shared, "While science and social studies have been GLAD trained, getting a focus on our curriculums and integrating this with what is going on in reading and math has not been well communicated." Another teacher stated similar concerns:

> There is vertical and horizontal alignment occurring within math and language arts within the school. In social studies this occurs in pockets but they have not had a lot of alignment between grade level teams and transitions among elementary to middle school and middle school to high school. There is also no integration among reading, language arts, and social studies programs.

Staff members are also beginning work on alignment of curricular materials to CCSS. "We have begun to create a crosswalk of CCSS with state standards," commented one teacher. "It is taking a lot of time, as we are getting acquainted with CCSS but it is a beginning of how we are going to get there." Staff also shared with researchers that they are submitting their next generation assessments and will be meeting at the end of the year to develop a common core unit for the beginning of next school year. Survey data indicates 73% of staff members agree the curriculum is relevant and meaningful, and 83% agree that programs are aligned to state learning standards.

Instruction. As stated previously, WMS is implementing Daggett's Rigor, Relevance, and Relationships Model with the goal of having 90% of instruction in Column B this year. One person explained, "We are using Daggett as preparation for the Common Core State Standards and how do we plan for all four areas: Acquisition, Application, Assimilation, and Adaption. We

are getting away from regurgitation and beginning to get students to think about it and apply to themselves."

According to reports from focus group participants, staff members are implementing five essential practices for every lesson that derived from the district office. The five practices include: 1) A two minute discussion for every ten minutes of a lesson; 2) Reflective writing, 3) Thinking component, 4) Write, pair, share, and 5) Gradual release (teacher do it, do it as a class, small group, individual).

Despite these strategies, STAR Classroom Observations results decreased this year with only 26% of lessons showing clear evidence (scoring a 3 or 4) of Powerful Teaching and Learning™, an eleven percentage-point decrease from observations in April 2012. Two components increasing last year were *Relationships* and *Application*. The *Relationships* Component scored the highest of any of the Components on the protocol with 92% of the classrooms observed scoring a three or four. Fourteen percent of lessons scored a 3 or 4 on the *Application* Component this year, which is a four percentage-point increase over findings in the 2011-12 report. The other three areas of the protocol all decreased from last year to this year; the *Knowledge* and *Thinking* Components decreased the most at 17 and 16 percentage-points, respectively. Student surveys indicate only 40% believe that teachers make learning interesting and 58% of students can apply what they have learned to real-life situations.

Assessment. According to interviewees, assessment data helps determine each student's schedule. This is based on the type of interventions needed (if any) and the number of electives a student is allowed. The school currently uses RCBM, MSP, and benchmark tests along with teacher developed assessments to provide information on the growth of students during the course of the year. This data is used by staff to make adjustments in lesson planning with the curricular materials, and to help target interventions. "We want two years of growth with our intervention students with one year to do it," explained one teacher. Teachers also have access on Data Director to the data and the ability to monitor progress, however as stated earlier, teachers have not been trained on Data Director and all of its capabilities in assessing targeted standards. One teacher stated, "I think all of us would be interested in receiving training on how to totally use Data Director to its full potential, and helping students succeed." According to staff survey results, 78% agree staff use assessments aligned to instruction and standards and 78% believe unit assessments are used to monitor student progress.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	2	3	2	3

Supporting students in need. WMS students participating in the focus group agreed that they believe the staff is aware of their needs. Evidence provided by students included the intervention classes (which most were in and exited out of), and non-sport activities after school like book club, and Indian club. One student shared, "Most teachers take the extra time to figure it out with the student." Another student went on to share, "Libraries and computer labs are open for us after school if we need them to finish homework." Students also highlighted an after school program offered last year called "Power Hour" which provided places in the school for students to work on homework, get help, and complete projects.

Some teachers participating in focus groups discussed a philosophical change in how special needs students are taught. WMS formerly used inclusion as a means of meeting the needs of those students who had an IEP, but are now using an elementary model where special education teachers meet with "small groups of five students with a para-educator all day long." One teacher shared, "We have exited out many of our IEP's and have transitioned some of them to 504's, but others just went straight off of the IEP."

Teachers also shared that all students who have not passed the MSP have a student learning plan (SLP) which is about 85% of the student population. The SLP has goals for the student, parent, and teacher to accomplish, however teachers shared this plan was more of a hoop to jump through and most believed it has little impact on instruction building wide. "We have general plans but nothing specific to the student," stated one person. Another staff member commented, "Most of the SLP's are just jumping through the hoop. However, with the Read 180 and Carnegie Math we are able to use the SLP more with these programs because of how these are set up and used."

Staff survey data reveals, 78% of staff members agree assessment data is used to identify student needs and appropriate instructional intervention and 70% believe struggling students receive early intervention and remediation to acquire skills. Sixty-two percent of students responding to the survey agree their teachers know which students are having trouble learning and make sure those students get extra help and 58% agree teachers know when the class understands and when they do not.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Focused Professional Development				
Planning and Implementation	2	2	2	2
Curriculum, Instruction, and Assessment	2	3	2	2

Planning and implementation. Focus group participants explained that the focus of professional development this year and the previous two years has been on math and reading. With the support of funds from the SIG grant, professional development was provided around curriculum including; Read 180 and Carnegie Math/Mathia. This professional development was beyond what the district already provided. For those staff members whose primary content area is not reading or math, they are relying on their colleagues in those areas for learning new vocabulary and strategies. One staff member commented, "District office and building administration need to do a better job of communicating strategies across the board so all content areas have an opportunity to share and learn in these trainings. This way different content areas know what the expectations are and can help each other out and work on strengths and challenges, especially among grade level teams where we share students." Another staff member made similar comments stating; "I would like to see time to plan with my colleagues and time to collaborate with other subjects to help them with understanding lexile reading scores, Read 180 data, and math data to help integrate this in content areas such as science and social studies."

Curriculum, instruction, and assessment. Staff members reported to researchers that the district has been active with professional development surrounding the CCSS. According to WMS staff members, the training on the CCSS has occurred during the school year primarily on Monday afternoons. The purpose for this training is to assist staff in developing lessons which align to the common core and create crosswalks between state standards and CCSS. Staff members also had staff training on the CCSS the past two years on their optional day at the end of the year. One staff member shared, "We call this our optional day - this is the day after school lets out and is a specified district training. This training is dictated from the district office and the past two years this has been around common core."

One of the other major areas of focus for professional development is implementing the newly adopted Danielson teacher evaluation model but as one teacher stated, "Our professional development with Danielson has been more 'on the job training' with it than anything." GLAD trainings have also been provided to those staff members who teach social studies and science. One staff member explained, "In previous years the focus has been on reading and math, and science and social studies were kind of forgotten. It was nice to see training in an area which will specifically help these other content teachers." As mentioned previously, the district uses Data Director to store and disseminate various forms of student assessment data, but staff members have not received in-depth training on how to use all aspects of the program, such as

creating their own assessments. According to staff survey data only 41% agree they are engaged in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction and 59% agree professional development activities are sustained by ongoing follow-up and support.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Supportive Learning Environment				
Safe and Orderly Environment	3	3	3	3
Building Relationships	3	2	2	3
Personalized Learning for All Students	3	2	2	3

Safe and orderly environment. Some staff members shared with researchers that they believe WMS gets an unwanted and undeserved reputation for its building and students. One staff member explained, "A lot of this has to do with where we are located, compared to the other schools." Staff members also shared with researchers their belief that some district policies get in the way of making progress with discipline due to an emphasis on ensuring kids are in the classroom, which some believe has created a hostile environment with discipline. "There are two to three kids in every class who are disrespectful," one staff member explained, "it makes teaching really difficult. It is the same kids being sent to the office frequently. If parents of the good kids knew what was going on they would be so upset that a handful of kids are disrupting the education of others. These kids, we are forcing them to be here, so they get in trouble on purpose so they can be sent to the office." Teachers reported that the school does have a building discipline program which involves re-directs and steps. One teacher reported, "We have our building discipline program with re-directs, however it is hardest on the new teachers because they do not understand the culture and have so many other things that are on their plate." Another staff member shared in regards to building discipline; "Like any other school it is class to class but the tools are in place if you use them." According to staff survey data, 78% of staff members agree that WMS is orderly and supports learning and 60% of staff members agree that staff enforce consistent behavior expectations and consequences in their classrooms. Student survey data indicates only 30% agree students respect each other, and 51% of students agree they feel safe at school compared to staff survey data which shows that 74% of staff agree students think school is a safe place, while 83% of parents agree school is a safe place for their child.

Building relationships. According to classroom observations results, relationships are a strength at WMS. When asked how staff members build relationships with students, both staff members and students responded with comments such as: "[We build relationships with] Lots of compliments, from their dress to their smile to their work,"; "I try to attend their events after school from sporting activities to band concerts to just talking to them after school"; "My teachers have so many positive statements"; and "They make us feel welcome and want us to come in and learn." One staff member shared, "We have assemblies, sometimes we have classroom parties; we give out individual notes of encouragement, we make positive calls home and send positive notes home. We pat kids on the back when they deserve it and when they are down."

When researchers inquired about relationships among staff there were mixed responses. Some believed the building climate was good among staff, while others perceived a divide between staff, and believe that both building and district administrators have created a "cold" relationship among the teachers since "we are a low performing school." Staff members who believe the building climate among staff is good shared the following examples: "Staff members are willing to help each other out here and share strategies with one another in order for them to succeed." Another person claimed, "Administration does a good job of recognizing teacher effort and progress at staff meetings and in weekly communication." One teacher stated:

> As with any large family you are going to have your ups and downs with family members, but for the most part we are all fairly close here. Building administration is always communicating with us in various forms…and they have an open door policy. There are also faculty meetings, surveys, and faculty discussions - sometimes these systems are effective, but some feel they are not. Administration is trying to make sure we have the information we need. Sometimes when there is change, people struggle with it, and other times there is just personality conflicts and this is where we have to be professional and not personal.

For those staff members who hinted that building administration have hindered building morale they pointed to the lack of openness staff has with administration due to the amount of transition which has taken place. "Staff to staff the climate has changed since the new principal," claimed one person. "The climate is poor and there is no trust among staff. There are perceived favorites with staff." Another staff member shared a similar sentiment; "Some things that have happened are unfair as far as forced transfers and pressure. Some people are scared of speaking up against administration because you get forced transferred or more pressure gets put on you and it becomes a more miserable place to work."

Some staff members also shared with researchers their belief that district office administration has played a role in low teacher morale at WMS. As stated previously teachers at WMS do not see district administration in the building very often. Staff members went on to share their belief that the district office focused on them as the example of an underperforming school instead of focusing on the changes and work which they are doing. "This is the most workingest school I have ever seen between building administration, teachers, and classified," explained one staff member. "We tend to put in more energy than other schools due to our population and their individual and family needs. I think this really gets to us that district office does not realize the amount of work we are doing to create a systemic change for the future…we are never applauded or recognized for our work from them."

Survey data indicates that 55% of students agree they can talk with an adult in the school if something is bothering them, and 43% agree they can trust their teachers. Staff surveys indicate 56% of staff agree that students believe the adults in this building genuinely care about them.

Personalized learning for all students. Washington Middle School has developed a schedule which personalizes the academic needs of students by placing them in intervention classes based on data. The system used for intervention is personalized to help the student meet their individual needs and to accelerate them toward meeting standard, and transitioning

out of intervention. As mentioned previously, students who have not passed the MSP have SLP's but according to staff members these plans are "a hoop jump" for staff more than an actual tool. WMS staff members report that they continue to work on improving communication with parents via the WMS-PTA, which has twenty active members. One parent stated, "This group is gaining more confidence in their role and how they can be a part of their students education and interaction with staff. A staff member shared a similar comment, "There are lots of teachers and staff working really hard to try to make the parents comfortable and welcome at school. Staff goes above and beyond trying to cater to the parents."

Staff members are also active in helping students transition from elementary school to middle school and from middle school to high school. For transition from middle school to high school, there are a series of steps dictated by the district office, which involves classroom presentations to students about high school. Then high school counselors and administration come from their respective high school and do an assembly presentation for the 8th grade students. After this, counselors help students register for high school classes for the next year, and discuss college and work preparedness. When asked how parents were involved in the process, staff members responded they are invited to the assemblies and are notified of what is going on, but are not involved in the scheduling process and are not given opportunities for feedback.

For transition from elementary school to middle school, the district office requires a series of steps, which include visits by administration and counselors to all 13 elementary schools and a one hour presentation on WMS. The presentation to elementary students includes expectations, classes offered, and opportunities to ask questions. Students are then assisted with filling out the middle school application form, which is then turned into the elementary counselor. Staff members at WMS were unaware of what the elementary schools did to involve parents in this process.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
High Levels of Family and Community Involvement				
Family Communication	3	2	2	2
Family and Community Partnerships	2	2	2	2

Family communication. Washington staff members continue to make efforts to communicate and involve families though phone calls, e-mails, letters and flyers sent home, family/parent nights, newsletters to the community once a month, posting events to the website, and updating the reader board. Even though WMS is using these methods of communication, parent involvement is still low, but some believed they could see improvement. As mentioned earlier, parents believe a WMS Facebook account would be very beneficial to getting parents notified as well as hosting some events off school grounds. One parent explained the reason for lack of parent involvement as:

> Many parents use their job as an excuse to not get involved with the school but realistically the main reason is they are embarrassed because they feel like they are the only parents in that situation with their students with low grades or discipline issues and this embarrasses them. If we could just get them and see they are not the only one with a student struggling that will help get rid of that embarrassment.

Staff members reported that there are some parent volunteers who come in and help in the office and classrooms. One teacher explained, "My parent volunteer helps kids in small groups. I work with strengths of parent and kids to make a good fit. I have noticed that student behavior is better with volunteers in room."

According to family survey data, 87% agree they feel welcome when they visit WMS, 79% agree that the school offers many opportunities for family members to volunteer or help, and 92% agree staff keep them informed about activities and events happening at WMS. Staff surveys indicate 60% agree they communicate student progress effectively to parents and 83% agree the school provides information to families about how to help students succeed in school. Fifty-seven percent of students agree the school provides information about how their family can help them learn at home.

Family and community partnerships. Family partnerships at Washington Middle School have increased over the past year, with increased participation in the WMS-PTA, which has consistently had about 20 participants at each meeting this year. While these efforts and growth are noticeable, staff members and parents who participated in focus groups, shared that a majority of parents are not involved in their children's education and their main emphasis has

been looking at ways to get more parents involved, and fundraising so the school can offer incentives.

PTA members stated that they have little involvement in decisions made at Washington Middle School but attribute this to a lack of participation from the group in the past. One parent explained, "We are getting more comfortable in bringing up questions as we are learning how we can be involved. I am sure as we grow more confident in our roles this will change." The main participants besides parents have been school counselors and administrators. A parent shared, "We have had a math teacher come in and talk to us about the new math program and how the program shows the teachers what the students need help in and how it allows the student to work on these areas. We would like to see more teachers come and talk about their programs."

Washington Middle School has also opened its door to multiple community organizations who assist student and provide activities. "We do have plenty of use by community groups of the school, AAU organizations, and lots of parent nights," shared one person. "For parent nights we have a variety of community organizations here to assist families and provide translation services for them as well."

According to family surveys, 84% of families agree WMS has connected them with community resources and 85% agree the school works with community organizations to support their child. Thirty-eight percent of staff members agree parents and community members are collaborated with on important decisions.

Summary and Recommendations

The Yakima School District and WMS chose to implement the *Transformation* Model. Over the course of the grant several significant changes occurred, namely, a new principal, a dress code, more targeted academic interventions, a longer school day, and a longer school year.

Washington Middle School staff members demonstrate a passion for and commitment to their students' academic success. There is evidence of attention to each of the *Nine Characteristics of High Performing Schools*. The indicators are split between the "Initial, Beginning, and Developing" stage and the "Leads to Effective Implementation" stage.

The initial assessment identified the most critical areas to move forward with school improvement efforts. Below is an update on how the school has addressed these areas in the current school year:

- **Access support in developing a new competency model.** Past reports have mentioned the training of staff with Teachscape; however the district is going in a new direction with a new program: Scholastic Partners. There is little evidence to suggest that Teachscape was implemented fully and change in instructional practice was not observable to researchers. We recommend that district and building administration develop systems of sharing data on teaching practices within the building as a whole.

- **Identify essential standards, curriculum alignment, and pacing.** Staff members shared that there has been an intentional focus on the CCSS this year to begin implementation at the beginning of next school year. Because of this transition, the primary development with standards has been horizontal. As shared by teachers, there has been little development between grade levels and between transition grades from elementary to middle school and from middle school to high school. We recommend providing opportunities for staff to have these conversations so there are known expectations from one grade level to the next.

- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices**. At the time of the initial assessment, researchers acknowledged district efforts toward in-service professional development, but maintained these efforts had not focused on best instructional practice. WMS has implemented Daggett's Model of Rigor, Relevance, and Relationships with a goal of 90% of lessons in quadrant B. The district has also set the expectations for teachers to incorporate five essential components for every lesson. While these goals have been set by district office and building administration, it is unclear to researchers to what extent staff members have received training around implementing them in class, as focus group participants shared professional development opportunities this year have focused on Read 180, Mathia, and CCSS.

- **Provide training for classroom walk-through process and data collection.** Past reports indicate that administrators and staff members were implementing the Teachscape walk-through tool. Based on focus group interviews there has been minimal consistency with this and there has not been enough of a focus on the indicators of effective teaching and minimal data presented. Staff members shared with researchers

that the district is moving to a new program for this, in which leadership team members are being trained, and then will train all teachers in fall 2013.

- **Use of student data (formative, interim, and summative) to inform and differentiate instruction to meet academic needs of individual students.** WMS is using student data to drive schedules and interventions needed based upon MBA and RCBM assessments. While staff members have been given data sheets to determine where students are academically in reading and math compared to standard, WMS staff has had no formal training on how to use Data Director to its full capacity (i.e. creating assessments specifically targeted to student needs). It is recommended that staff members receive more training and support in the use of data to inform instruction, and be given the opportunity to be trained in the full functionality of Data Director.

- **Establish parent and community partnerships.** Parent partnerships have increased over the course of the grant with 20 consistent participants on the PTA. However, most staff members and parents agree that this is still a minority of people that should be involved. It was unclear to researchers the role of PTA in school decisions and how parent leaders are chosen. It may be beneficial for school leaders to clearly identify roles of the PTA and develop a more defined process for recruiting parents to serve on committees and in advisory roles.

- **Celebrate staff successes and create climate-building activities for staff members.** Staff members reported a lack of recognition from the district office and administration about the positive changes which have occurred. Both district and building administration need to recognize these efforts individually, as a department, and a building. By recognizing efforts, achievements, and successes no matter how small or big will help increase staff bonds and encourage staff members to incorporate new philosophies as well as trying ideas outside of their comfort zone. We recommend for district and building leadership as well as staff members to build a supportive foundation and create additional opportunities to strengthen staff relationships among staff members (certified and classified). While accountability must be maintained, it would behoove school and district leaders to consider more formal ways of recognizing staff accomplishments (as done with students) and celebrating their life and career events not only among staff but with students, parents, community members, and the rest of the district.

Appendix A – District Survey

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 adaption). 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.

The ratings in the table below come from an analysis of district personnel ratings, district interviews, and data collected by The BERC Group.

X" Required "O" Permissible

Actions	Rubric 2010	Rubric 2011	Rubric 2012	Rubric 2013	Comment
Teachers and Leaders					
Replace the principal.	**2**	**4**	**4**	**4**	Principals at AES and WMS are in their third year.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	**2**	**2**	**3**	**3**	The district would need to gain more flexible provisions in seeking and selecting external candidates over seniority based selection of internal candidates.
Screen all existing staff, rehiring no more than 50% of the school staff.	**1**	**2**	**3**	**3**	
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	**2**	**2**	**2**	**2**	The district enjoys a relatively effective recruiting position but is open and receptive to new recruiting strategies and assistance in creating a new recruiting model. Generally, the district has the quality of staff needed within the district at large, although it is restricted in its ability to direct movement of the staff. Principals attended a job fair in Tacoma to interview potential candidates.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	**2**	**3**	**4**	**4**	The district and union continue to collaborate on the implementation of the new competency-based evaluation model. Merit schools have already given input, based on their participation in a small-scale pilot.

Teachers and Leaders (Cont.)	Rubric 2010	Rubric 2011	Rubric 2012	Rubric 2013	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.	**2**	**2**	**2**	**2**	There are no inhibitors in the CBA to effective accountability other than the need for a better model. The district is experiencing success in addressing performance issues and can build upon that success through additional administrator training and development in performance management.
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.	**N/A**		**1**	**1**	**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.	**2**	**3**	**4**	**4**	

Instructional and Support Strategies	Rubric 2010	Rubric 2011	Rubric 2012	Rubric 2013	Comment
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	**2**	**3**	**4**	**4**	
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	**2**	**3**	**4**	**4**	Each MERIT school continues to receive professional development opportunities targeted to their plans. The district designated a .5 FTE Math professional development specialist to each of the MERIT buildings.
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.	**3**	**2**	**4**	**4**	
Institute a system for measuring changes in instructional practices resulting from professional development.	**1**	**2**	**3**	**3**	
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	**1**	**3**	**3**	**3**	Current collective bargaining agreement language grants the teachers substantial academic freedom and places the burden on the district to enforce a directed curriculum and instructional model. Clarifying language that board approved curriculum and instructional practice must be used and adhered to should be a priority for subsequent contract negotiations.
Implement a school-wide response to intervention model.	**2**	**2**	**2**	**3**	The schools have intervention processes using RTI, implemented to varying degrees.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	**2**	**2**	**3**	**3**	The district offers training in best practices for limited English proficient students. Some MERIT schools have placed an intentional emphasis on developing vocabulary across the curriculum to support these students.

Instructional and Support Strategies (cont.)	Rubric 2010	Rubric 2011	Rubric 2012	Rubric 2013	Comment
Use and integrate technology-based supports and interventions as part of the instructional program.	**N/A**	**3**	**2**	**2**	The district has provided MERIT schools with additional computer labs, computing units, and support. The district has a .5 FTE Instructional Technology Facilitator assigned to each MERIT school.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	**N/A**	**3**	**3**	**3**	
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.	**N/A**	**2**	**3**	**3**	
Secondary Schools: Improve student transition from middle to high school.	**N/A**	**N/A**	**N/A**	**N/A**	
Secondary Schools: Establish early warning systems.	**N/A**	**N/A**	**3**	**3**	

Learning Time and Support	Rubric 2010	Rubric 2011	Rubric 2012	Rubric 2013	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.	**2**	**4**	**4**	**4**	Currently in place.
Provide appropriate social-emotional and community-oriented services and support for students.	**4**	**3**	**4**	**4**	MERIT schools have counseling services, some with mental health professionals, to support social-emotional growth.
Provide ongoing mechanisms for family and community engagement.	**2**	**2**	**4**	**4**	MERIT schools vary widely in this area, and most are making efforts to make the school a more welcoming place.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	**N/A**	**2**	**4**	**4**	
Implement approaches to improve school climate and discipline.	**2**	**3**	**4**	**4**	The district's implemented dress code and additional security officers address this issue. At least one school implements PBIS as a discipline model.
Expand program to offer pre-kindergarten or full day kindergarten.	**N/A**	**4**	**4**	**4**	

Governance	Rubric 2010	Rubric 2011	Rubric 2012	Rubric 2013	Comment
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	**2**	**3**	**3**	**3**	District has assigned district advocates to represent each MERIT school in district meetings.
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.	**2**	**3**	**4**	**4**	
Ensure school receives intensive ongoing support from district, state, or external partners.	**3**	**3**	**4**	**4**	
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**N/A**	**3**	**N/A**	**N/A**	
Implement a per-pupil school based budget formula that is weighted based on student needs.	**N/A**	**4**	**2**	**2**	

Appendix B – Staff Survey

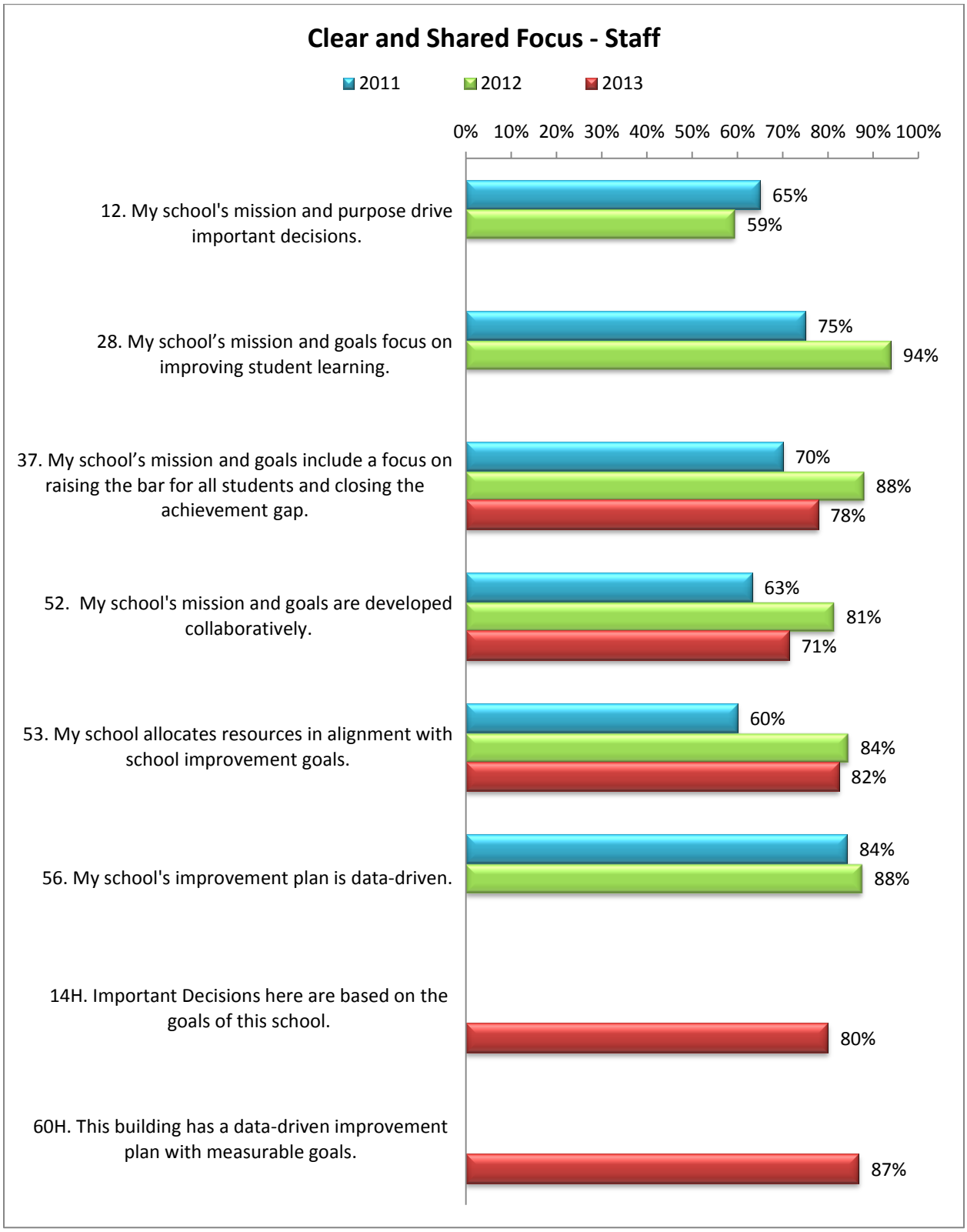
Demographics

	2011	2012
Gender		
Male	41.7%(n=10)	28.9%(n=11)
Female	58.3%(n=14)	71.1%(n=27)
Race		
American Indian/Alaskan Native	4.2%(n=1)	
Asian		2.6%(n=1)
Black African American		2.6%(n=1)
White	62.5%(n=15)	53.8%(n=21)
Hispanic/Latino/a	20.8%(n=5)	28.2%(n=11)
Pacific Islander		
Declined to identify	12.5%(n=3)	12.8%(n=5)
Staff Role		
Certificated Staff	91.7%(n=22)	76.9%(n=30)
Classified Staff		20.5%(n=8)
Administrator	8.3%(n=2)	2.6%(n=1)
Years Teaching at this School		
1st year	25%(n=6)	14.7%(n=5)
2nd or 3rd year		26.5%(n=9)
4th or 5th year	12.5%(n=3)	11.8%(n=4)
6th-9th year	12.5%(n=3)	14.7%(n=5)
10th year or more	50%(n=12)	32.4%(n=11)
Total years Teaching		
1st year	12.5%(n=3)	8.8%(n=3)
2nd or 3rd year		17.6%(n=6)
4th or 5th year	4.2%(n=1)	8.8%(n=3)
6th-9th year	12.5%(n=3)	14.7%(n=5)
10th year or more	70.8%(n=17)	50%(n=17)
National Board Certified		
Yes	8.7%(n=2)	8.3%(n=3)
No	91.3%(n=21)	91.7%(n=33)

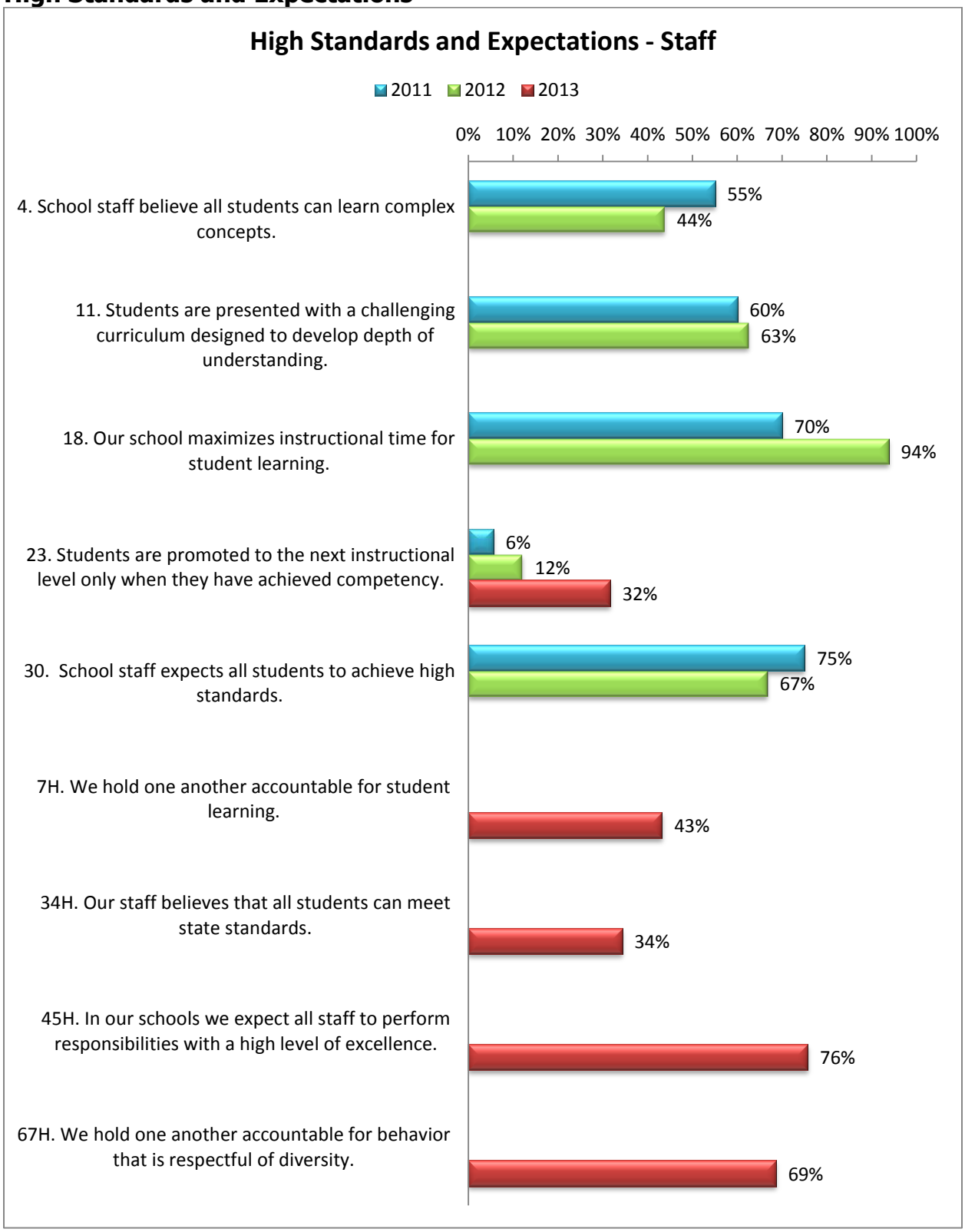
Staff Survey Demographics cont'd

	2013
Gender	
Male	35.9% (n=14)
Female	59% (n=23)
Missing	5.1% (n=2)
Subject Area	
Missing	5.1% (n=2)
Other	33.3% (n=13)
Electives	2.6% (n=1)
LA/Social Studies	28.2% (n=11)
Math/Science	25.6% (n=10)
Total number of years teaching	
Missing	2.6% (n=1)
More than 11	59% (n=23)
8-11 years	12.8% (n=5)
4-7 years	10.3% (n=4)
1-3 years	7.7% (n=3)
Less than a year	7.7% (n=3)
Years Teaching at this School	
Missing	
More than 11	38.5% (n=15)
8-11 years	10.3% (n=4)
4-7 years	12.8% (n=5)
1-3 years	23.1% (n=9)
Less than a year	15.4% (n=6)
Position	
Administrator	5.1% (n=2)
Paraprofessional or Instructional Aid	7.7% (n=3)
Classified Support Staff	17.9% (n=7)
Certificated Support Staff	2.6% (n=1)
Certificated Staff	61.5% (n=24)
Missing	5.1% (n=2)

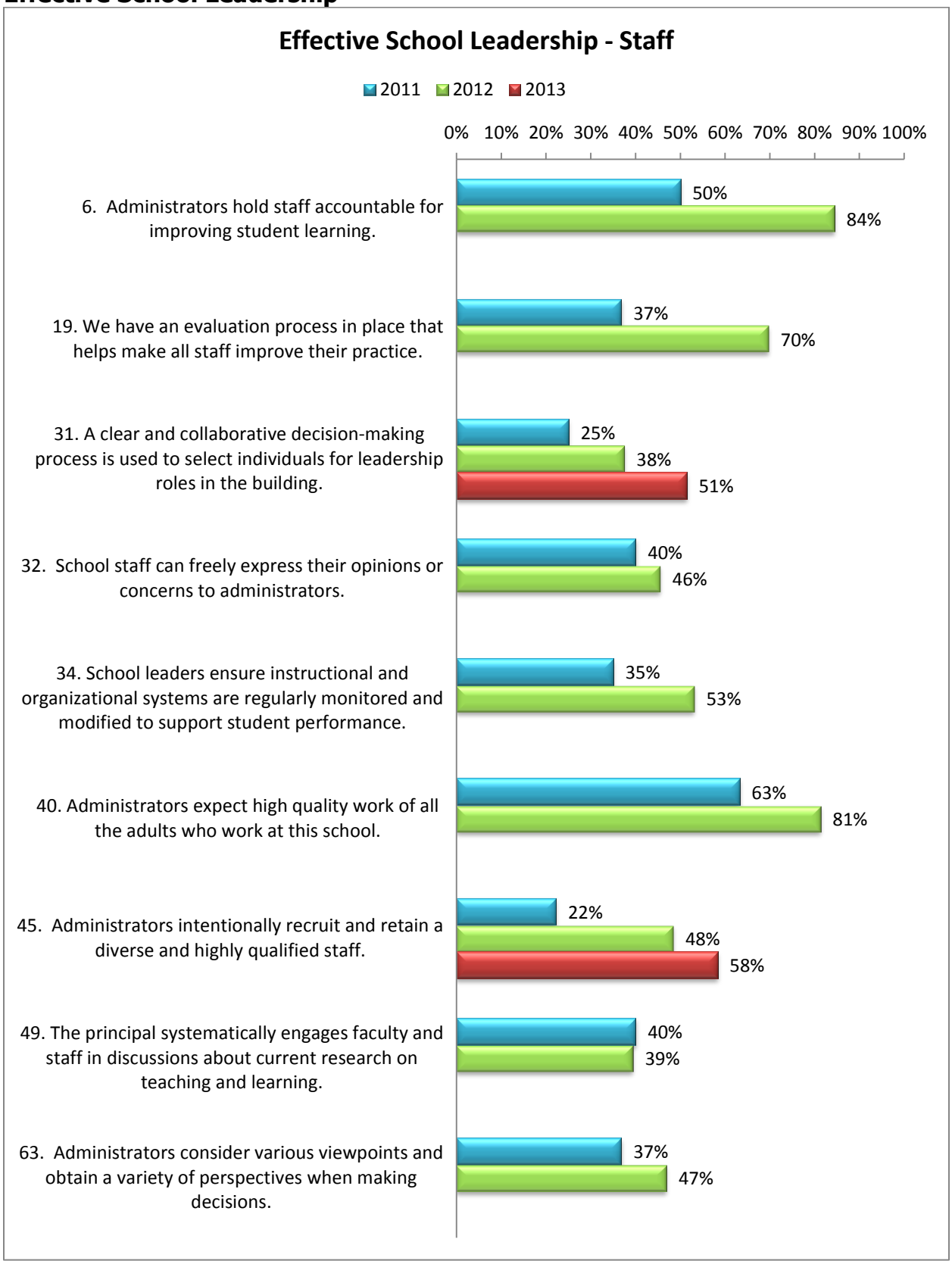
Clear and Shared Focus

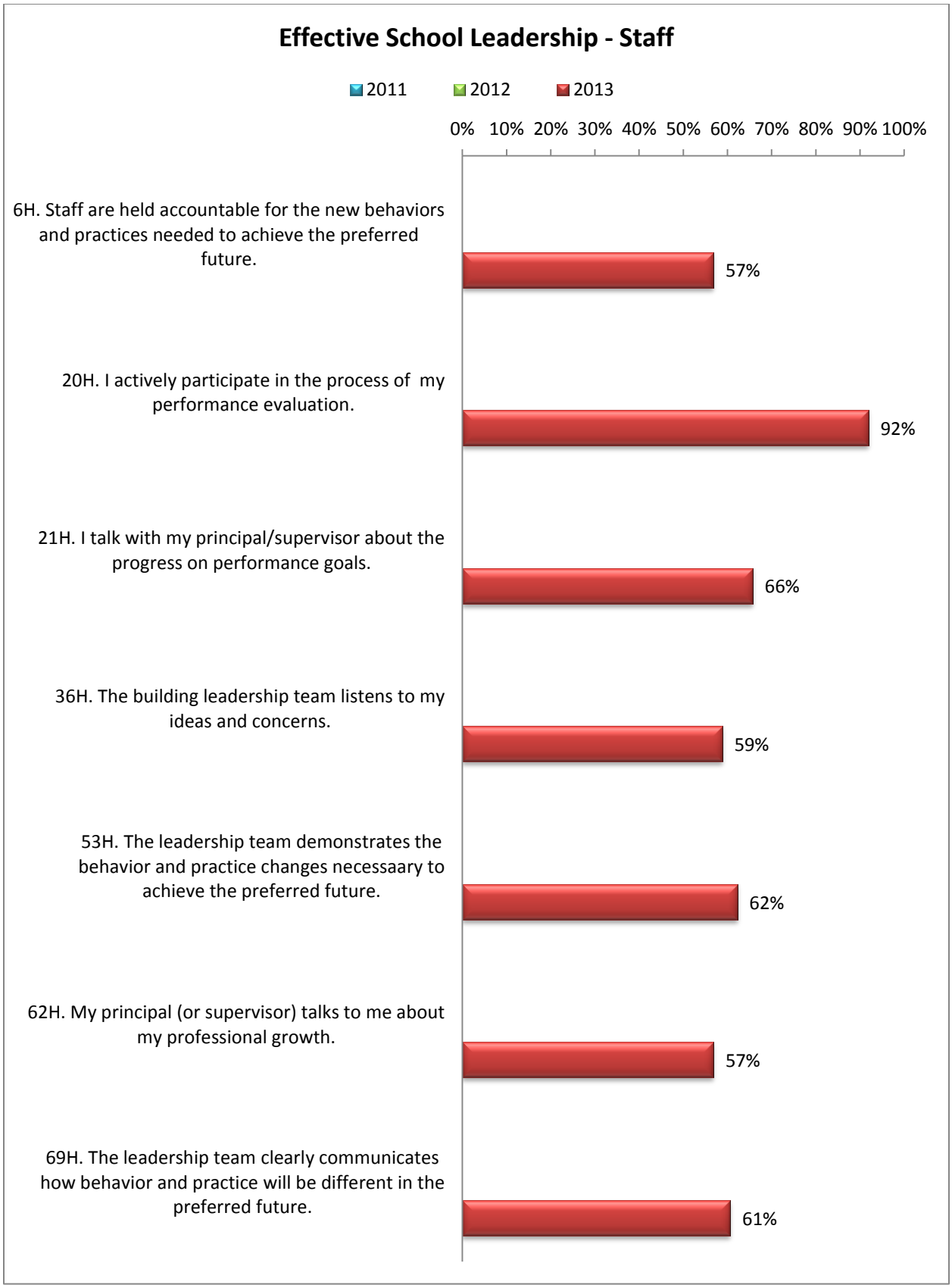


High Standards and Expectations

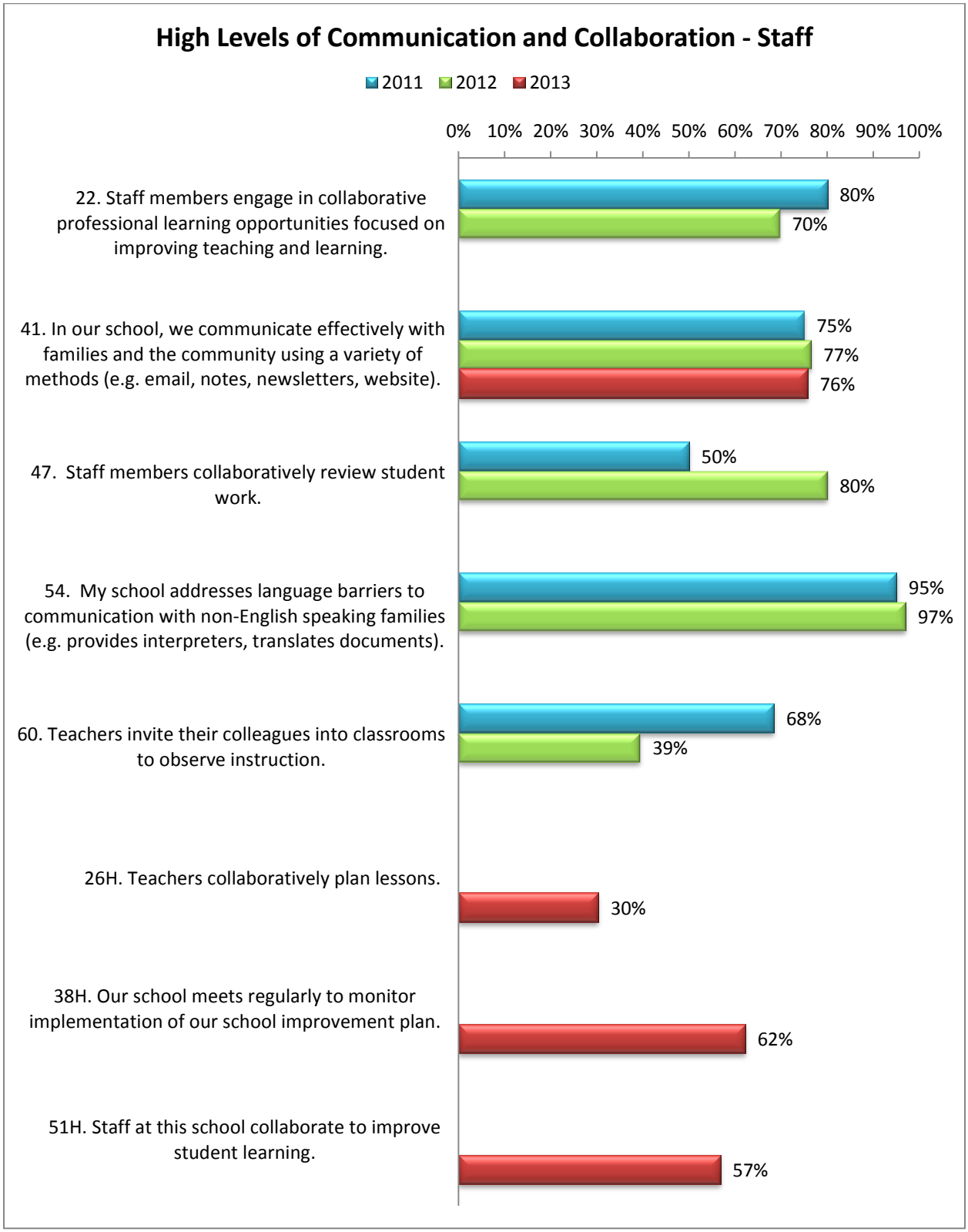


Effective School Leadership

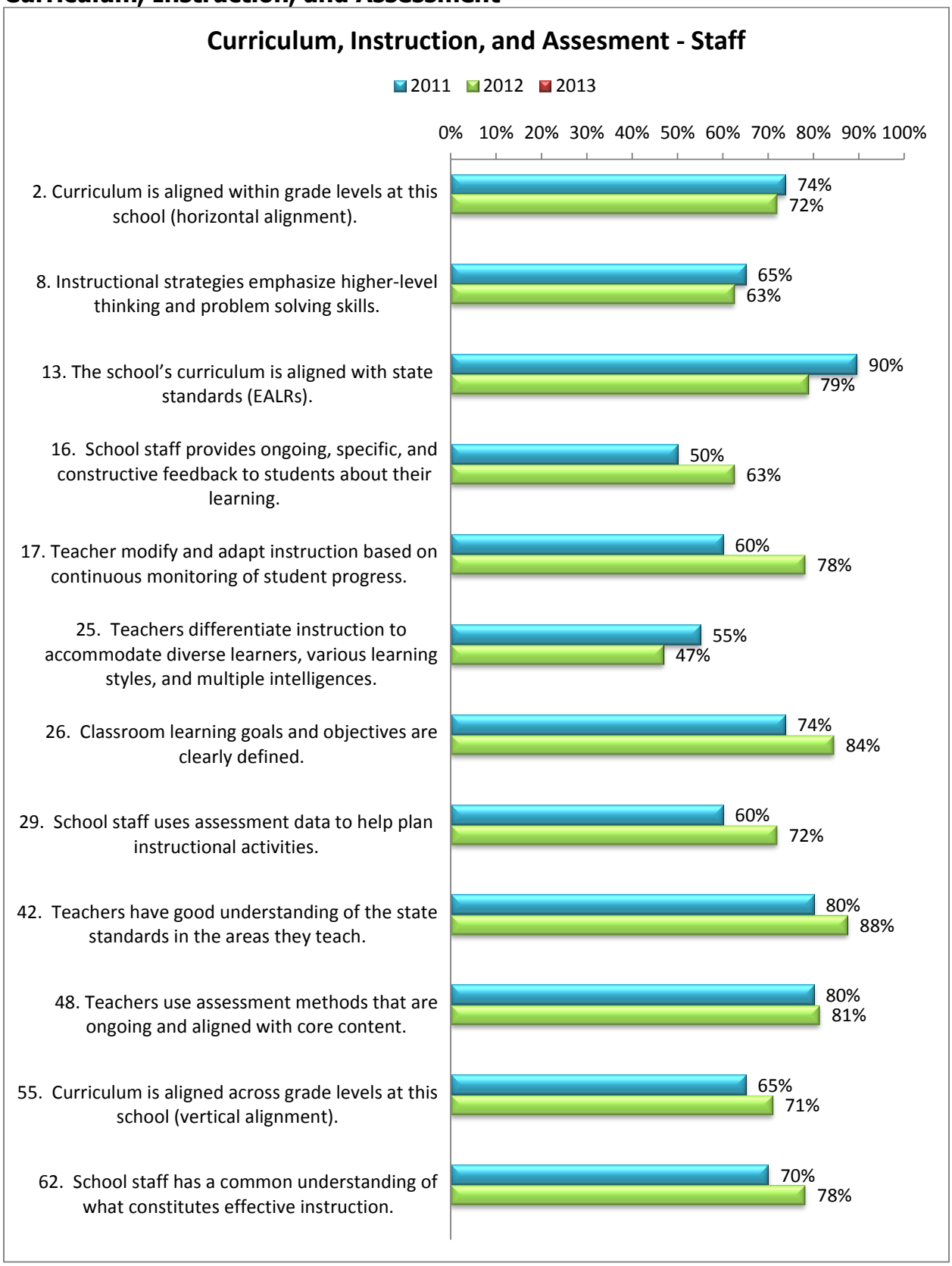


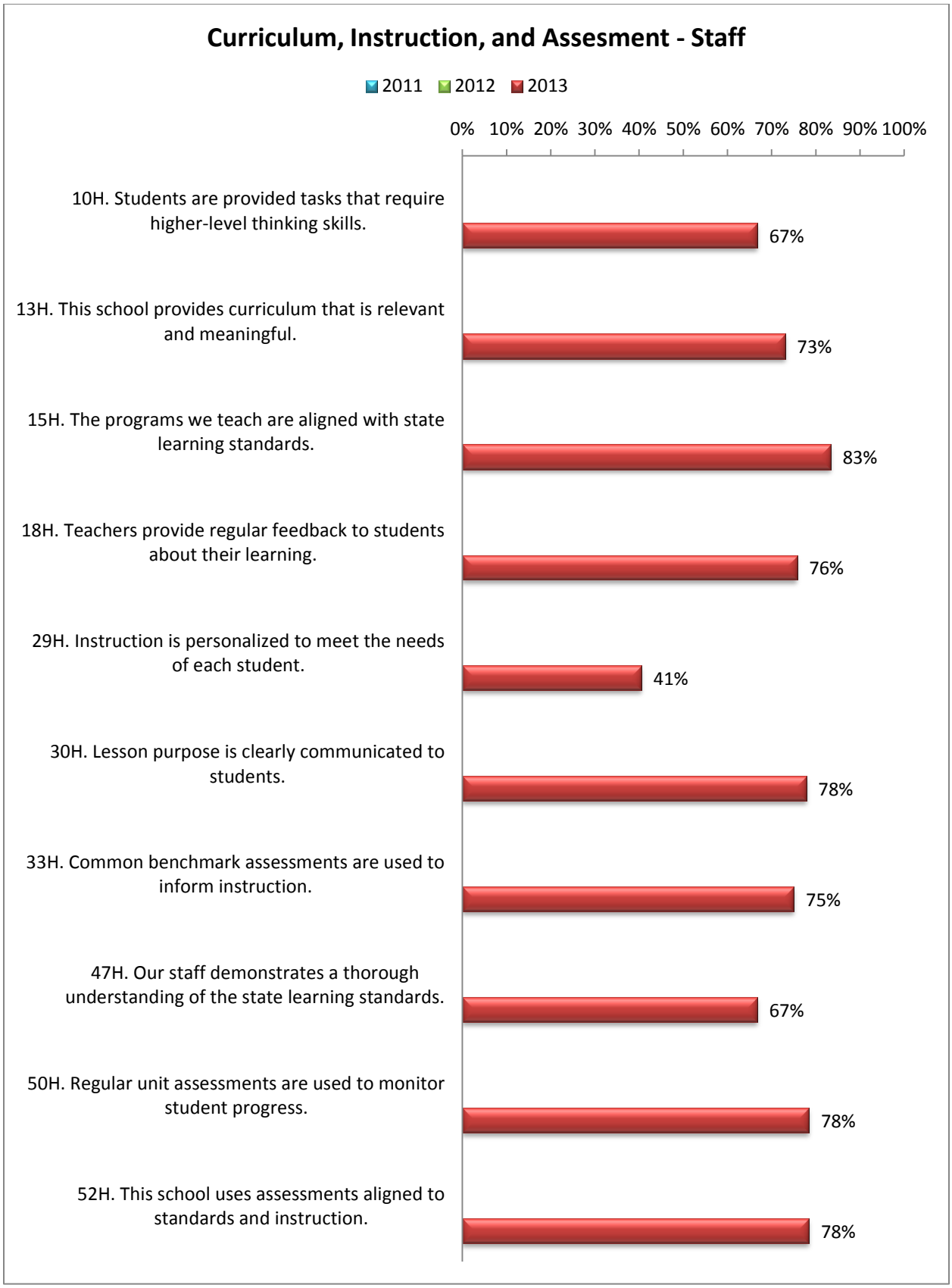

Effective School Leadership - Staff
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
6H. Staff are held accountable for the new behaviors and practices needed to achieve the preferred future.
57%
20H. I actively participate in the process of my performance evaluation.
92%
21H. I talk with my principal/supervisor about the progress on performance goals.
66%
36H. The building leadership team listens to my ideas and concerns.
59%
53H. The leadership team demonstrates the behavior and practice changes necessaary to achieve the preferred future.
62%
62H. My principal (or supervisor) talks to me about my professional growth.
57%
69H. The leadership team clearly communicates how behavior and practice will be different in the preferred future.
61%

High Levels of Communication and Collaboration

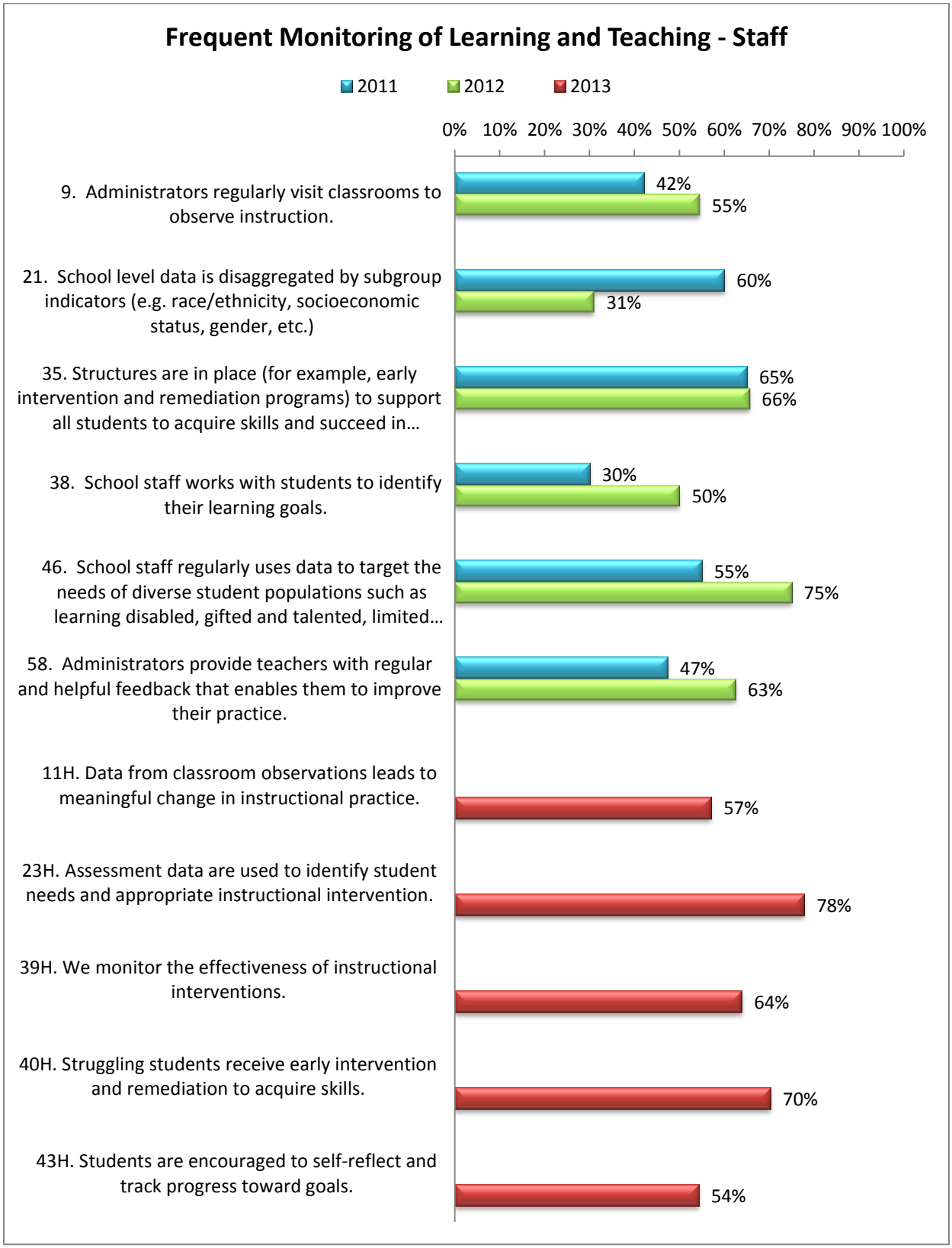


Curriculum, Instruction, and Assessment

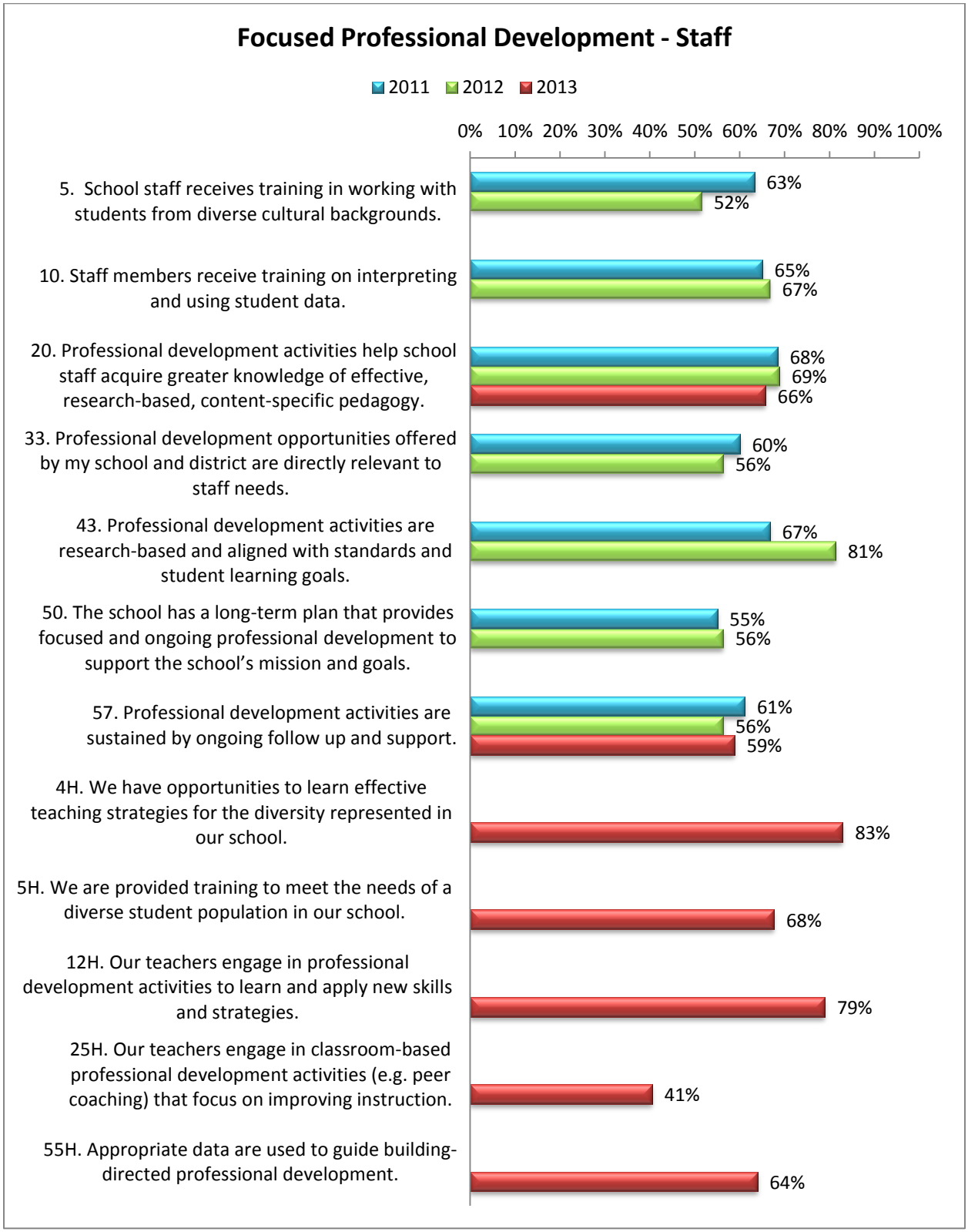



Curriculum, Instruction, and Assesment - Staff
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
10H. Students are provided tasks that require higher-level thinking skills.
67%
13H. This school provides curriculum that is relevant and meaningful.
73%
15H. The programs we teach are aligned with state learning standards.
83%
18H. Teachers provide regular feedback to students about their learning.
76%
29H. Instruction is personalized to meet the needs of each student.
41%
30H. Lesson purpose is clearly communicated to students.
78%
33H. Common benchmark assessments are used to inform instruction.
75%
47H. Our staff demonstrates a thorough understanding of the state learning standards.
67%
50H. Regular unit assessments are used to monitor student progress.
78%
52H. This school uses assessments aligned to standards and instruction.
78%

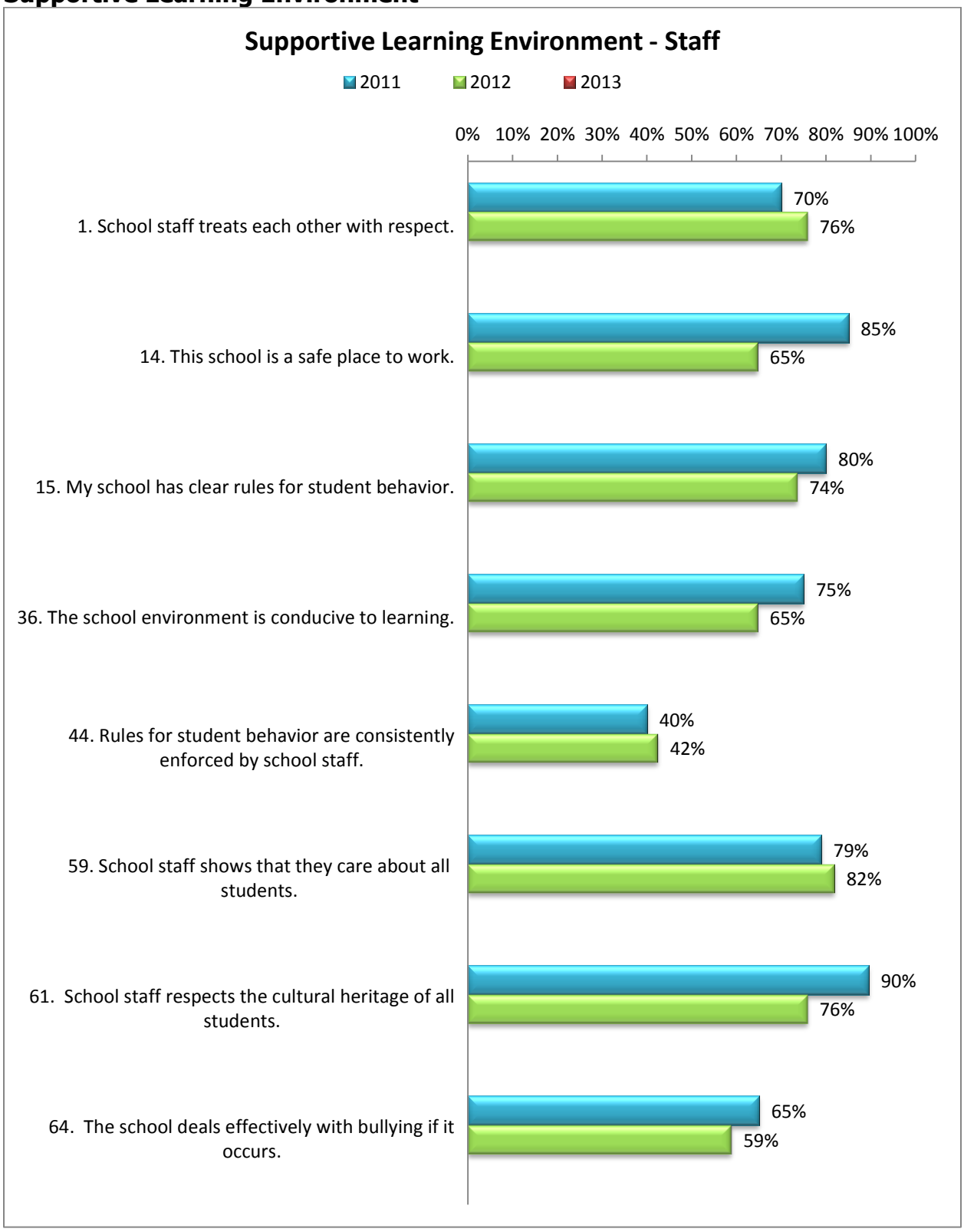
Frequent Monitoring of Learning and Teaching

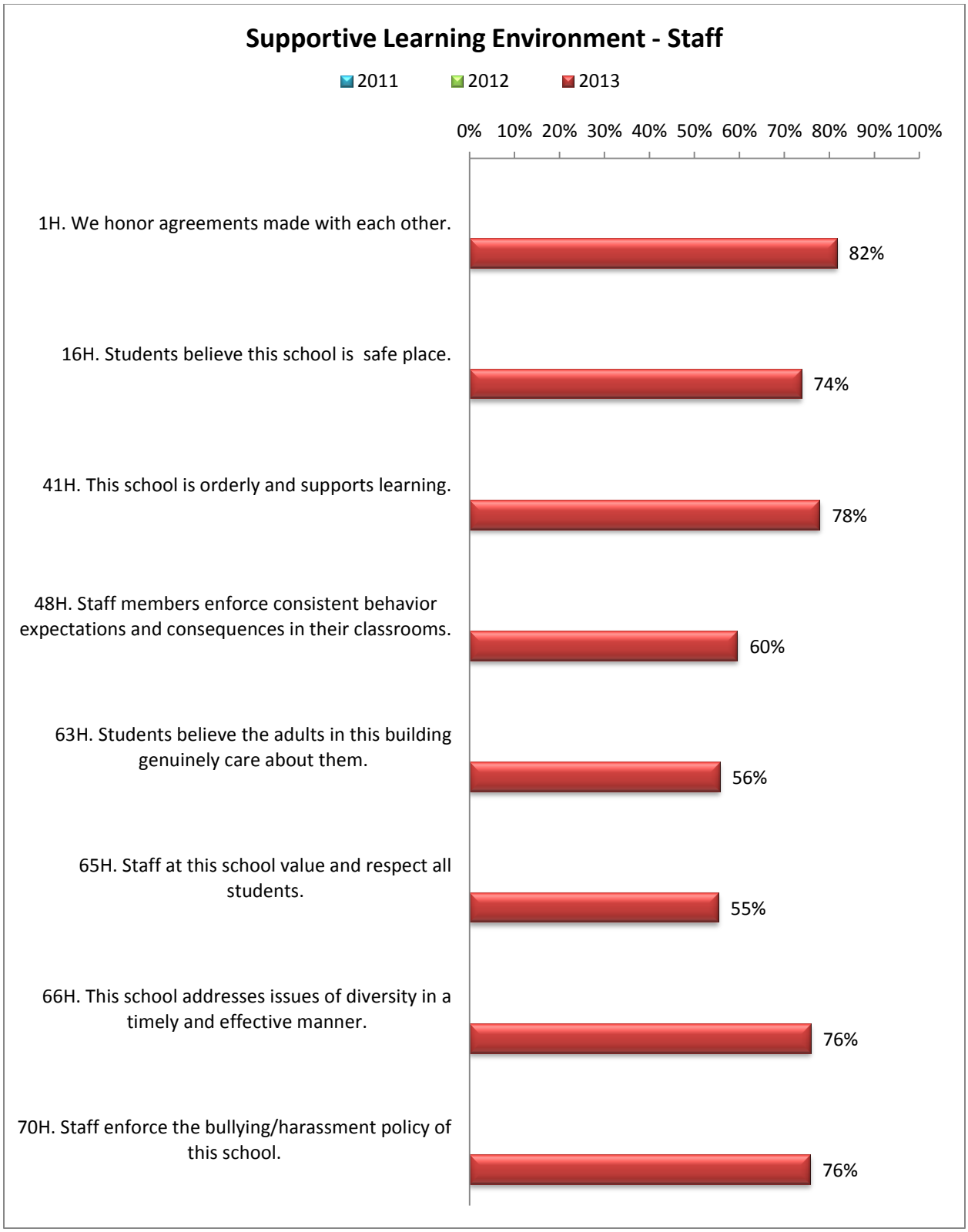


Focused Professional Development

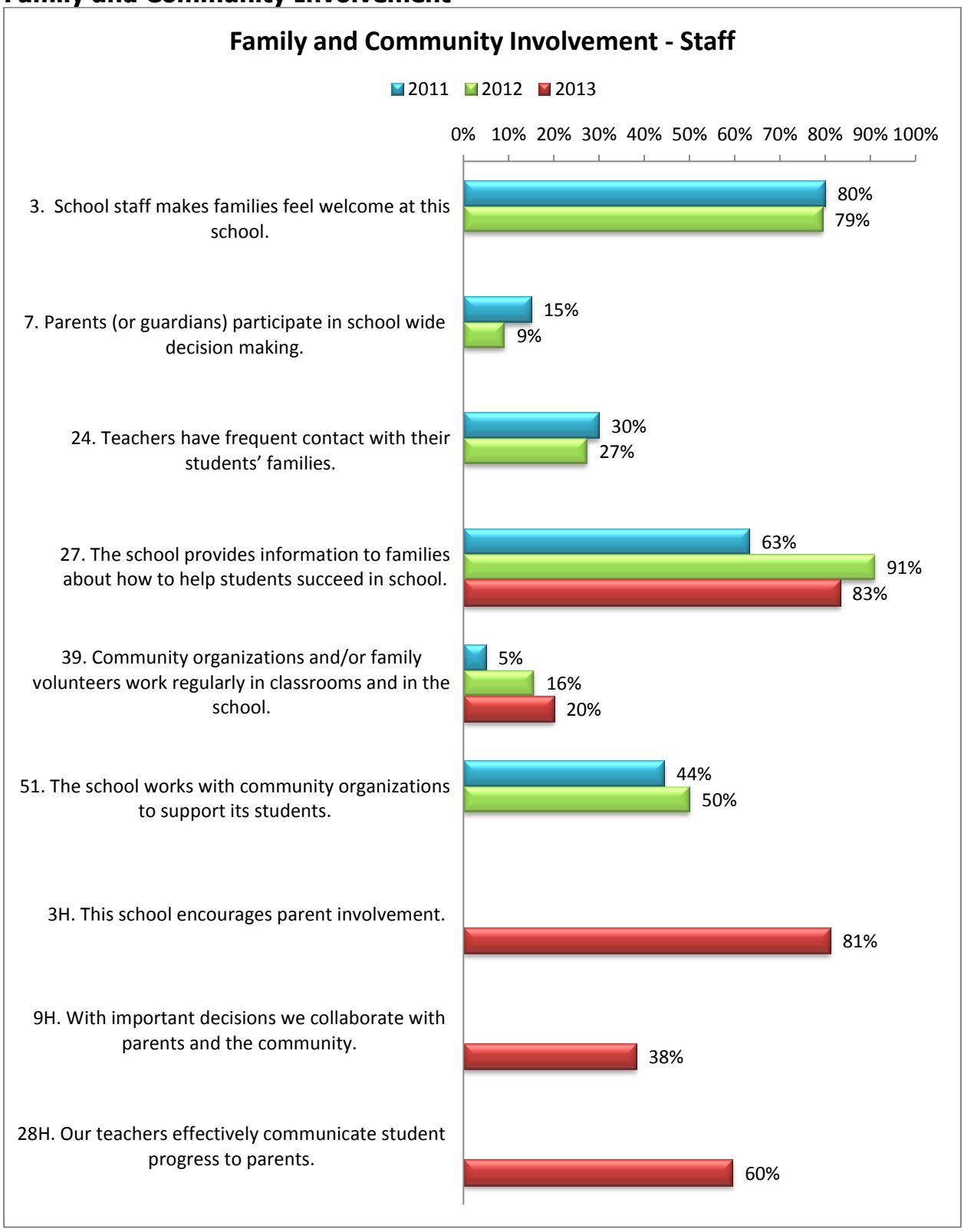


Supportive Learning Environment




Supportive Learning Environment - Staff
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
1H. We honor agreements made with each other.
82%
16H. Students believe this school is safe place.
74%
41H. This school is orderly and supports learning.
78%
48H. Staff members enforce consistent behavior expectations and consequences in their classrooms.
60%
63H. Students believe the adults in this building genuinely care about them.
56%
65H. Staff at this school value and respect all students.
55%
66H. This school addresses issues of diversity in a timely and effective manner.
76%
70H. Staff enforce the bullying/harassment policy of this school.
76%

Family and Community Involvement

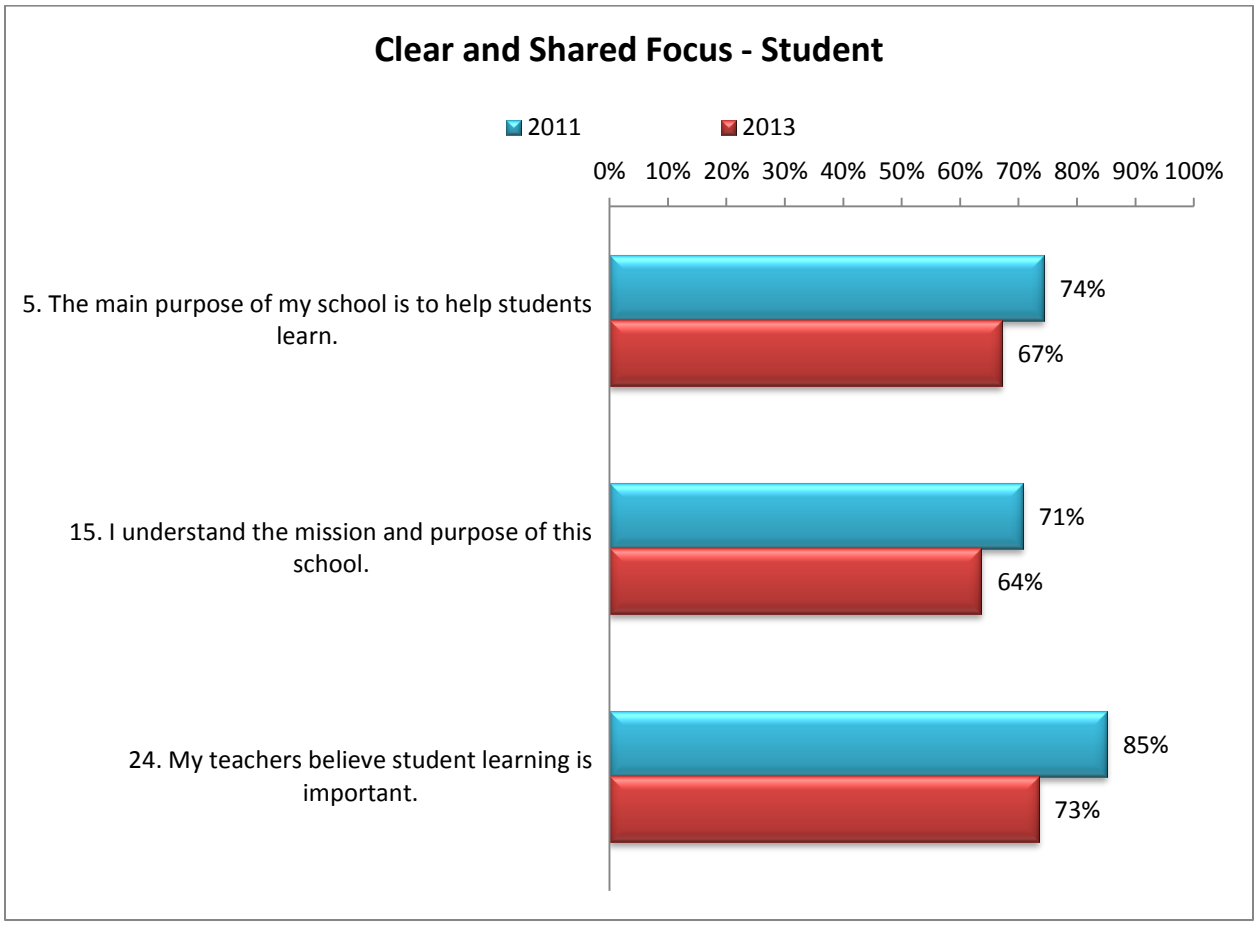


Appendix C – Student Survey

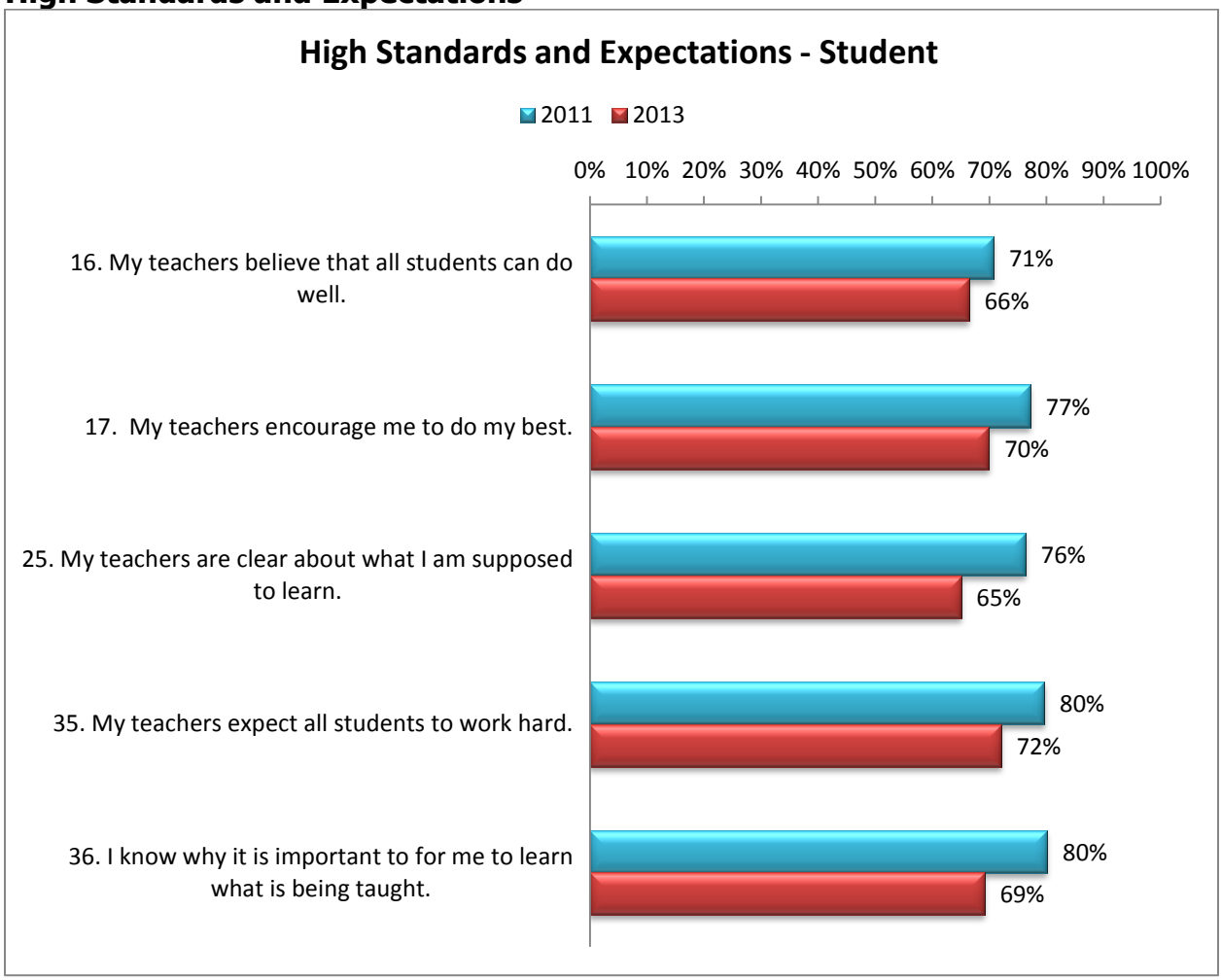
Demographics

	2011	2012	2013
Gender			
Male	45.6%(n=62)		48.5% (n=238)
Female	54.4%(n=74)		51.5% (n=253)
Race			
American Indian/Alaska Native	2.7%(n=4)		1.4% (n=7)
Asian	0.7%(n=1)		.6% (n=3)
Black/African American	1.4%(n=2)		2.8% (n=14)
Hispanic/Latino(a)	85%(n=125)		84.2% (n=426)
White	7.5%(n=11)		4.9% (n=25)
Pacific Islander			
Declined	2.7%(n=4)		6.1% (n=31)

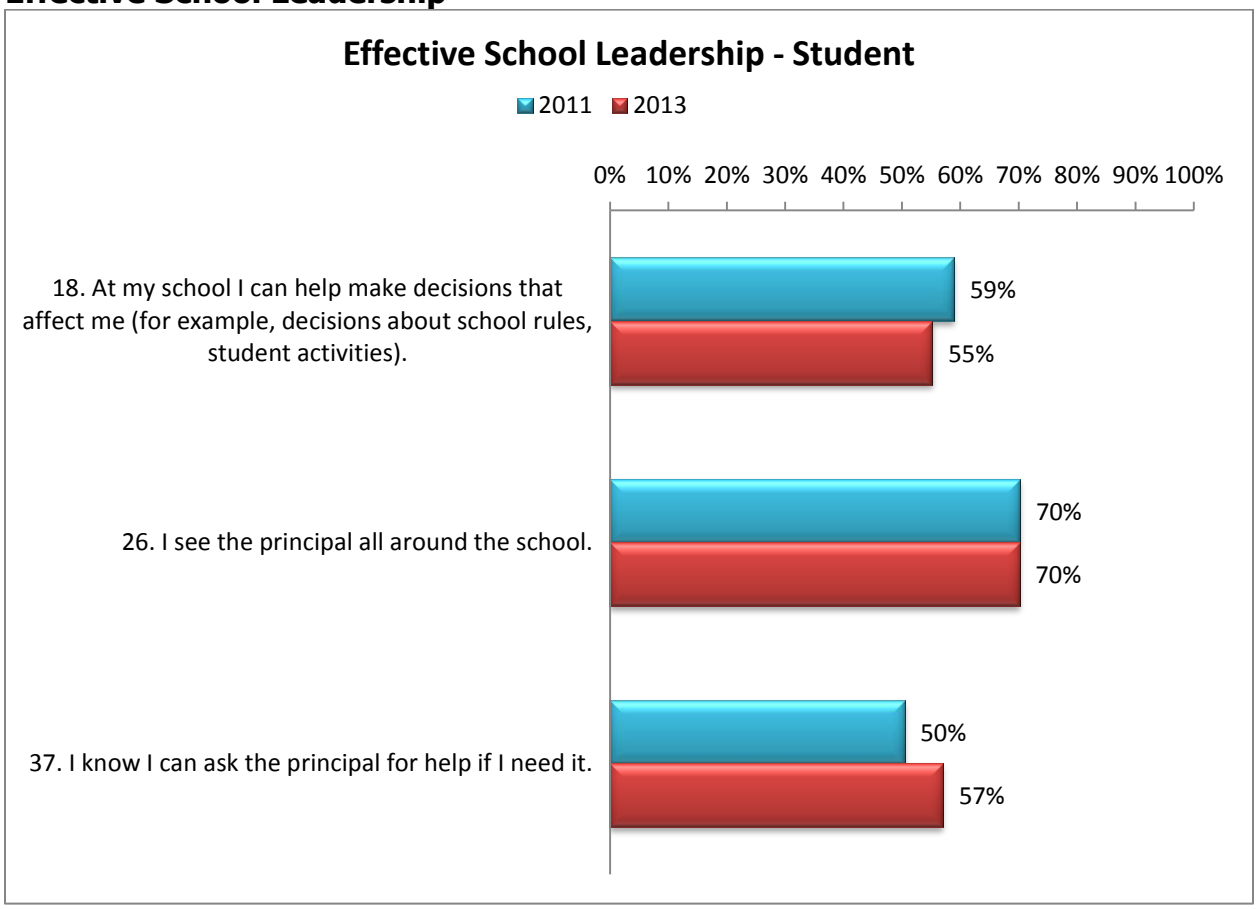
Clear and Shared Focus



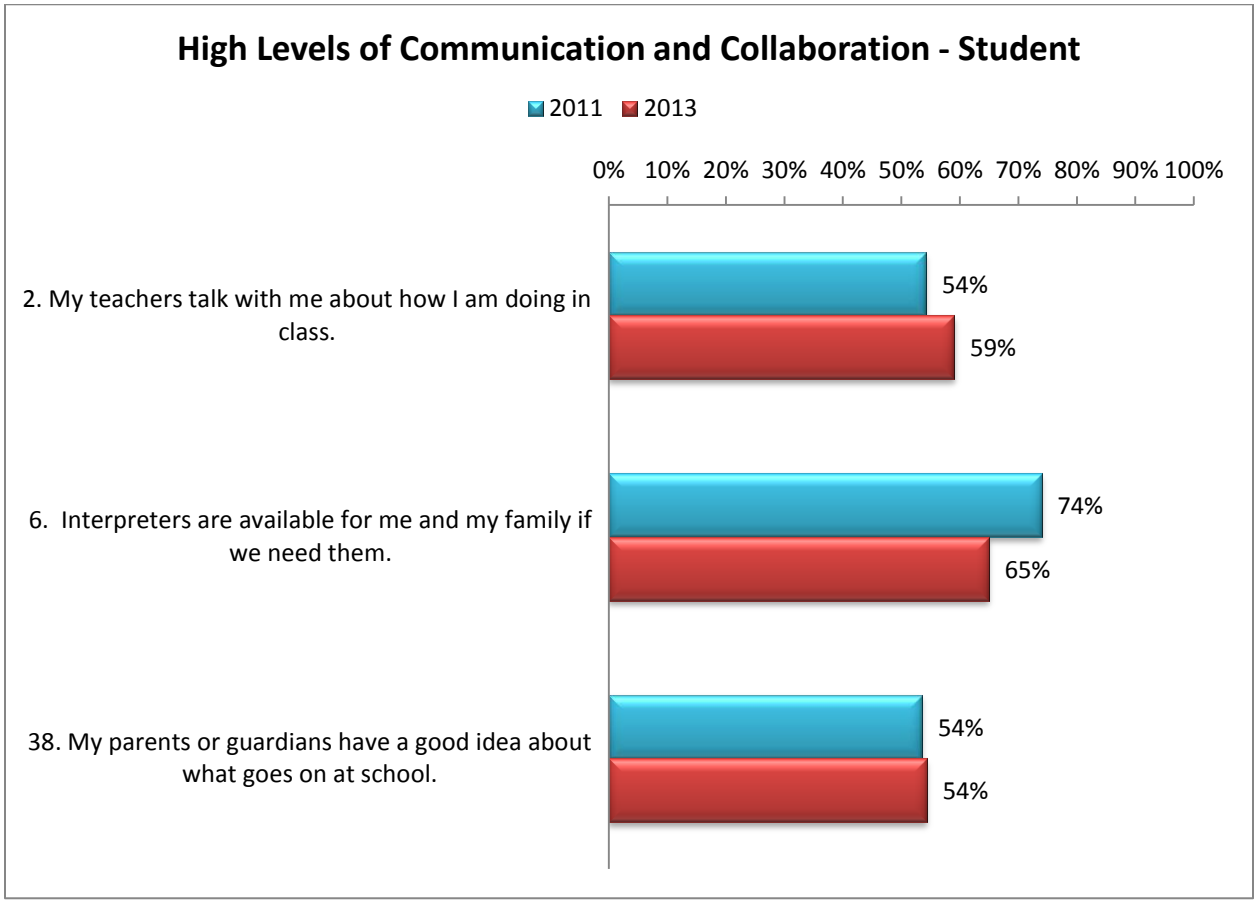
High Standards and Expectations



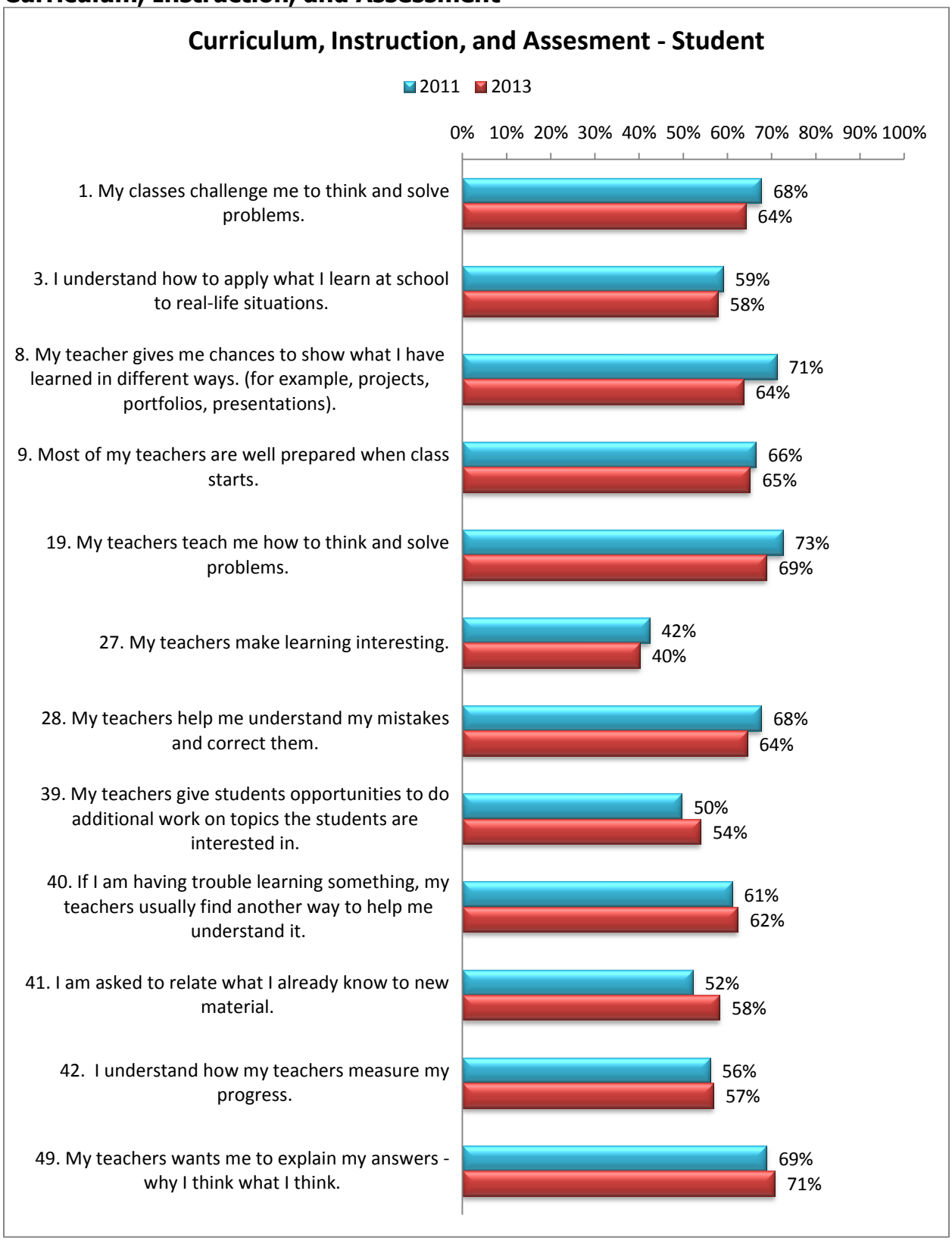
Effective School Leadership



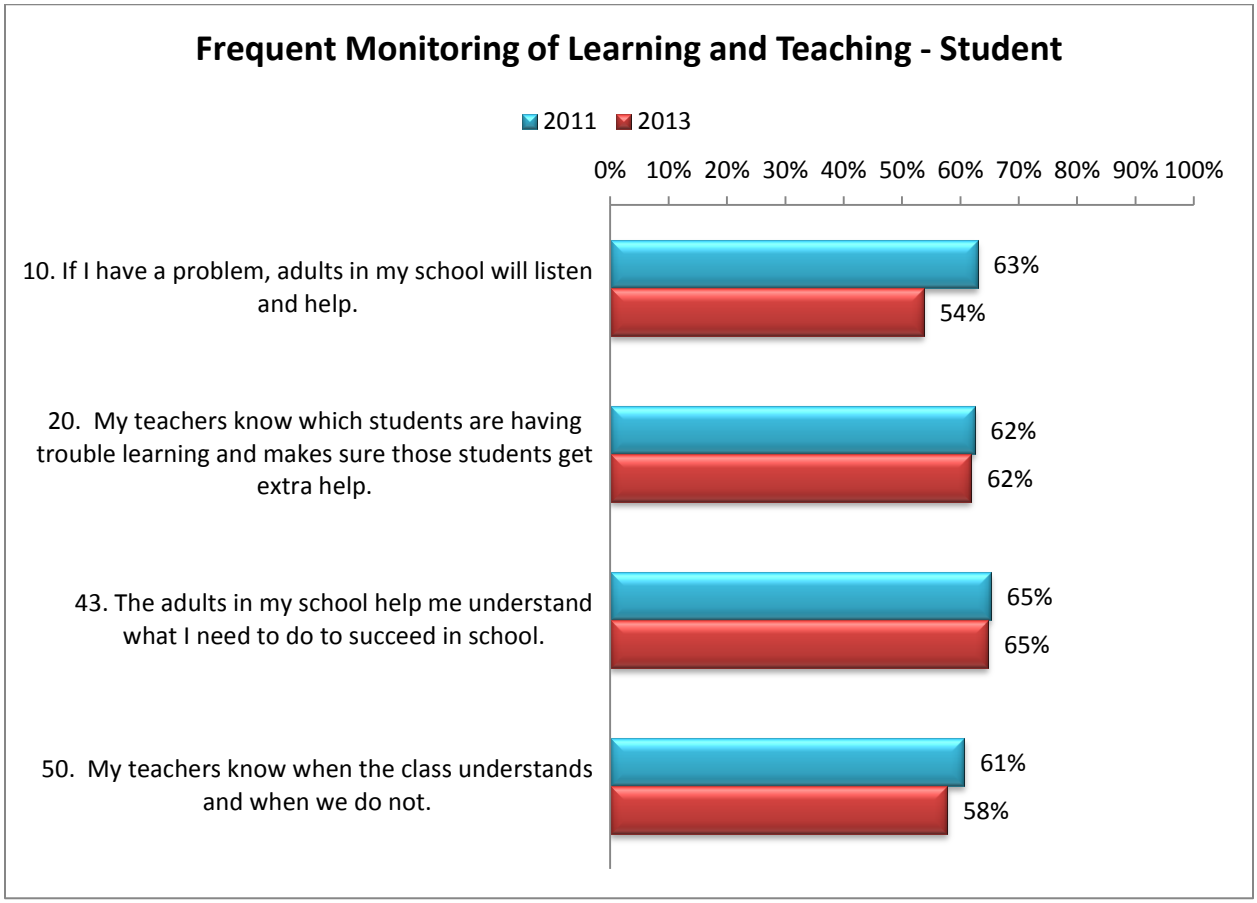
High Levels of Communication and Collaboration



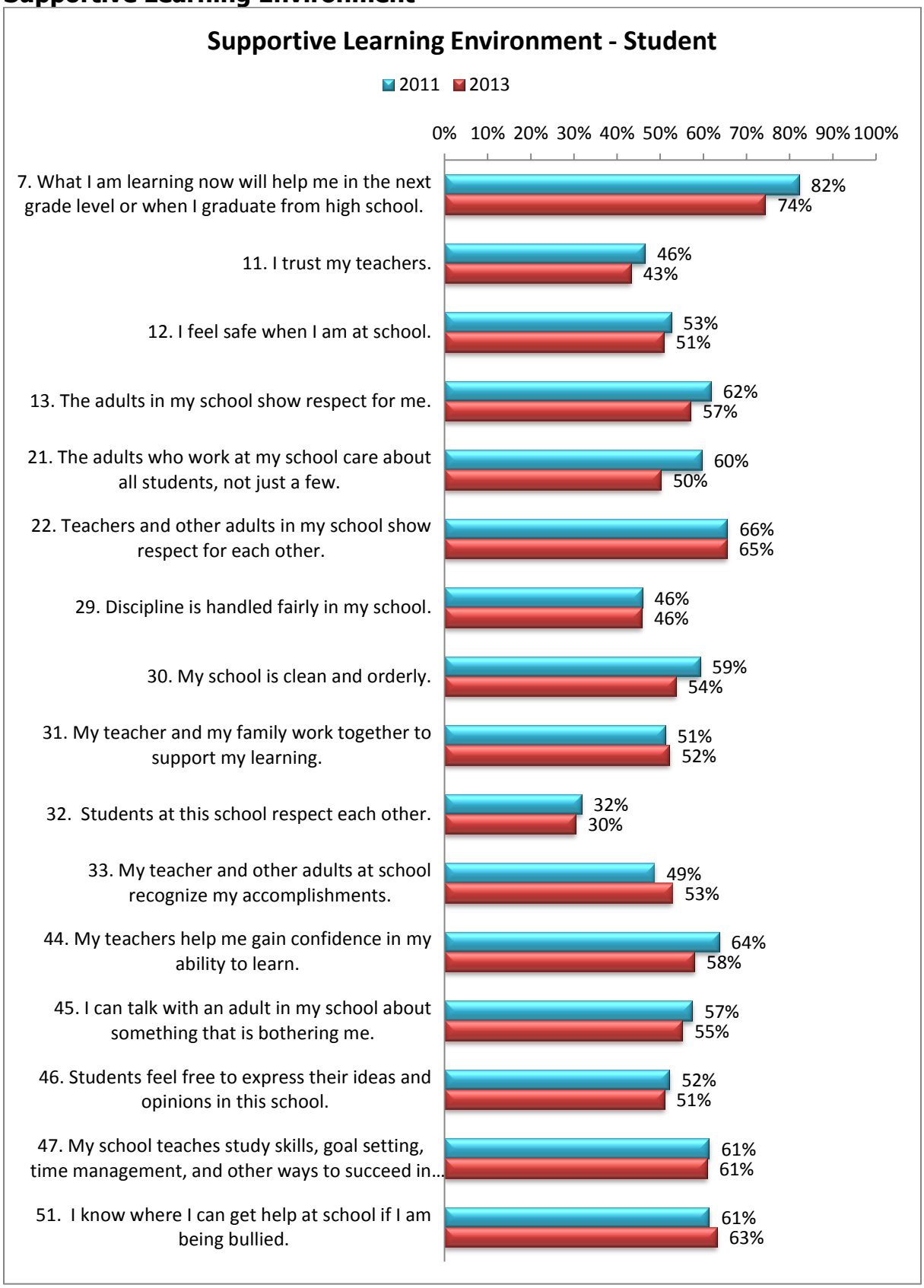
Curriculum, Instruction, and Assessment



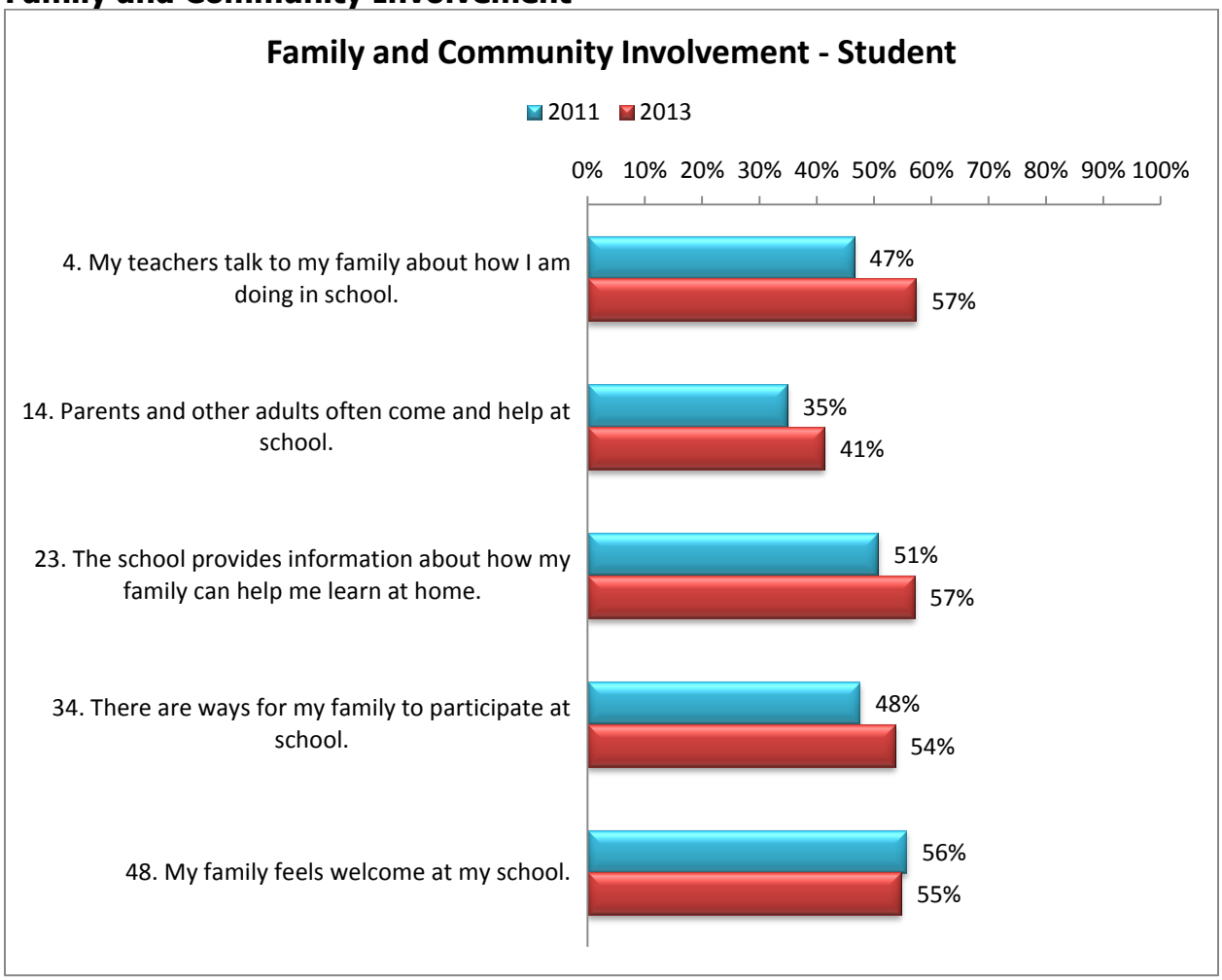
Frequent Monitoring of Learning and Teaching



Supportive Learning Environment



Family and Community Involvement

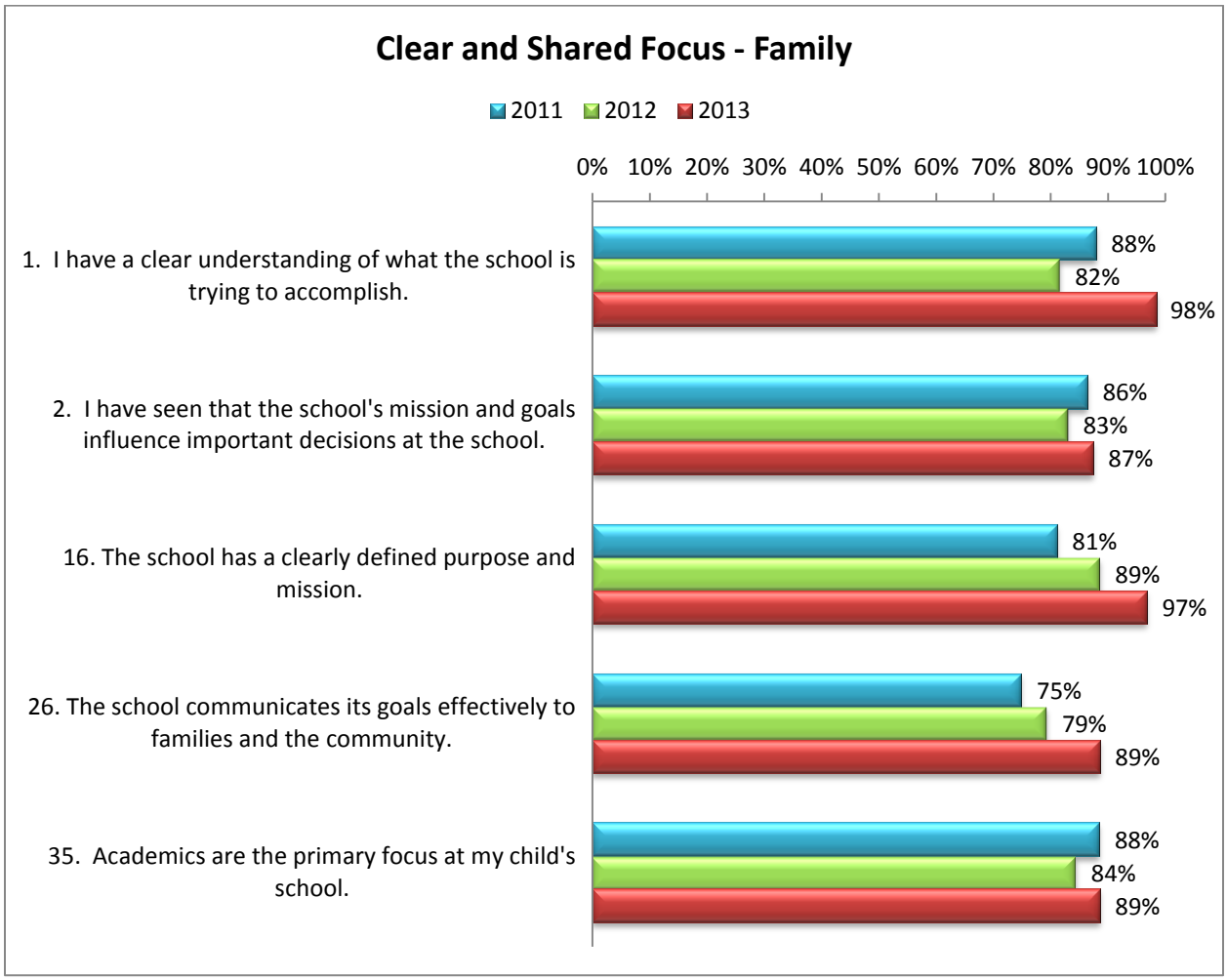


Appendix D – Family Survey

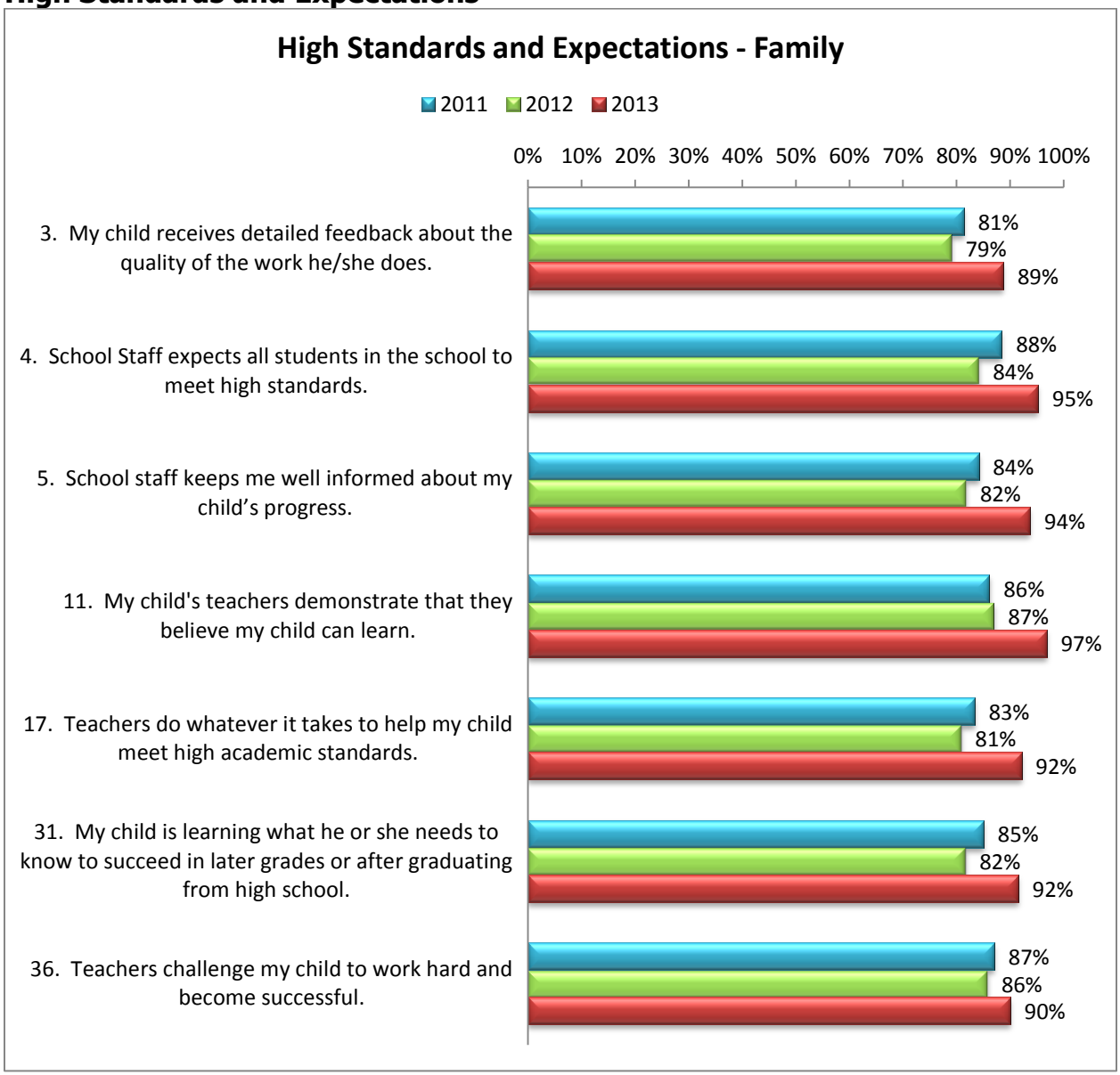
Demographics

	2011	2012	2013
Race			
American Indian/ Alaska Native			
Asian			1.5% (n=1)
Black/African American		1.2%(n=1)	
White	6.7%(n=10)	4.7%(n=4)	4.5% (n=3)
Hispanic/Latino/a	93.3%(n=140)	93%(n=80)	93.9% (n=62)
Pacific Islander			
Decline to Identify		1.2%(n=1)	
Relationship to Student			
Mother	81%(n=124)	77.5%(n=69)	93.9% (n=62)
Father	12.4%(n=19)	16.9%(n=15)	4.5% (n=3)
Grandparent	0.7%(n=1)	1.1%(n=1)	
Foster/adoptive parent or Guardian	0.7%(n=1)	1.1%(n=1)	
Sibling	3.3%(n=5)	2.2%(n=2)	
Legal guardian or Designee	0.7%(n=1)	1.1%(n=1)	
Extended family member	0.7%(n=1)		1.5% (n=1)
Other caregiver	0.7%(n=1)		
Free or Reduced Lunch?			
Yes	98.6%(n=141)	92.9%(n=78)	90.8% (n=59)
No	1.4%(n=2)	7.1%(n=6)	9.2% (n=6)
English is the Primary Language			
Yes	25%(n=36)	25.6%(n=21)	25.8% (n=16)
No	75%(n=108)	74.4%(n=61)	74.2% (n=46)
School Provides Interpreter Services when Needed			
Yes	77.8%(n=112)	76.8%(n=63)	
No	9%(n=13)	11%(n=9)	
Not Applicable	13.2%(n=19)	12.2%(n=10)	
The school provides information in my own language			
Yes	85%(n=113)	94.4%(n=17)	
No	15%(n=20)	5.6%(n=1)	
Not Applicable			

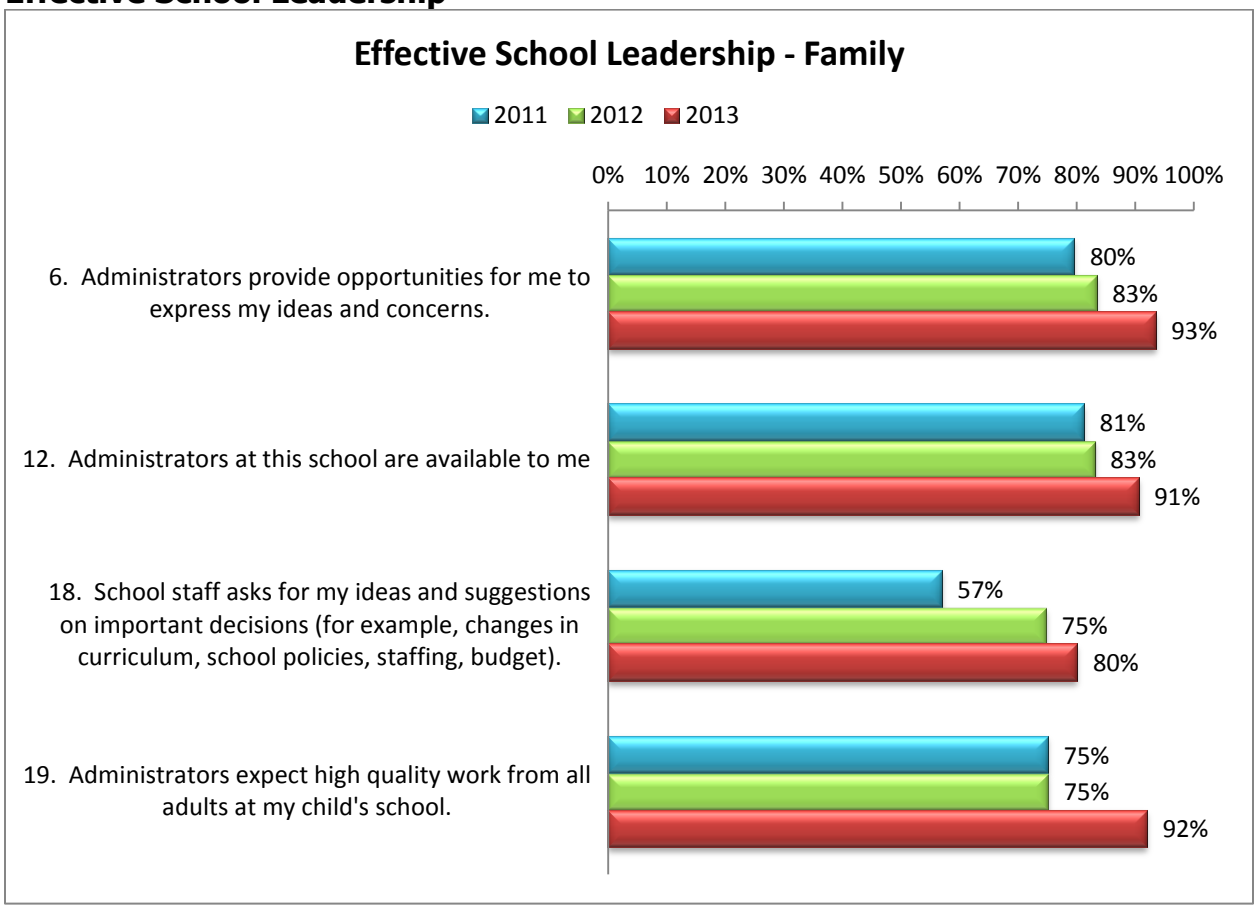
Clear and Shared Focus



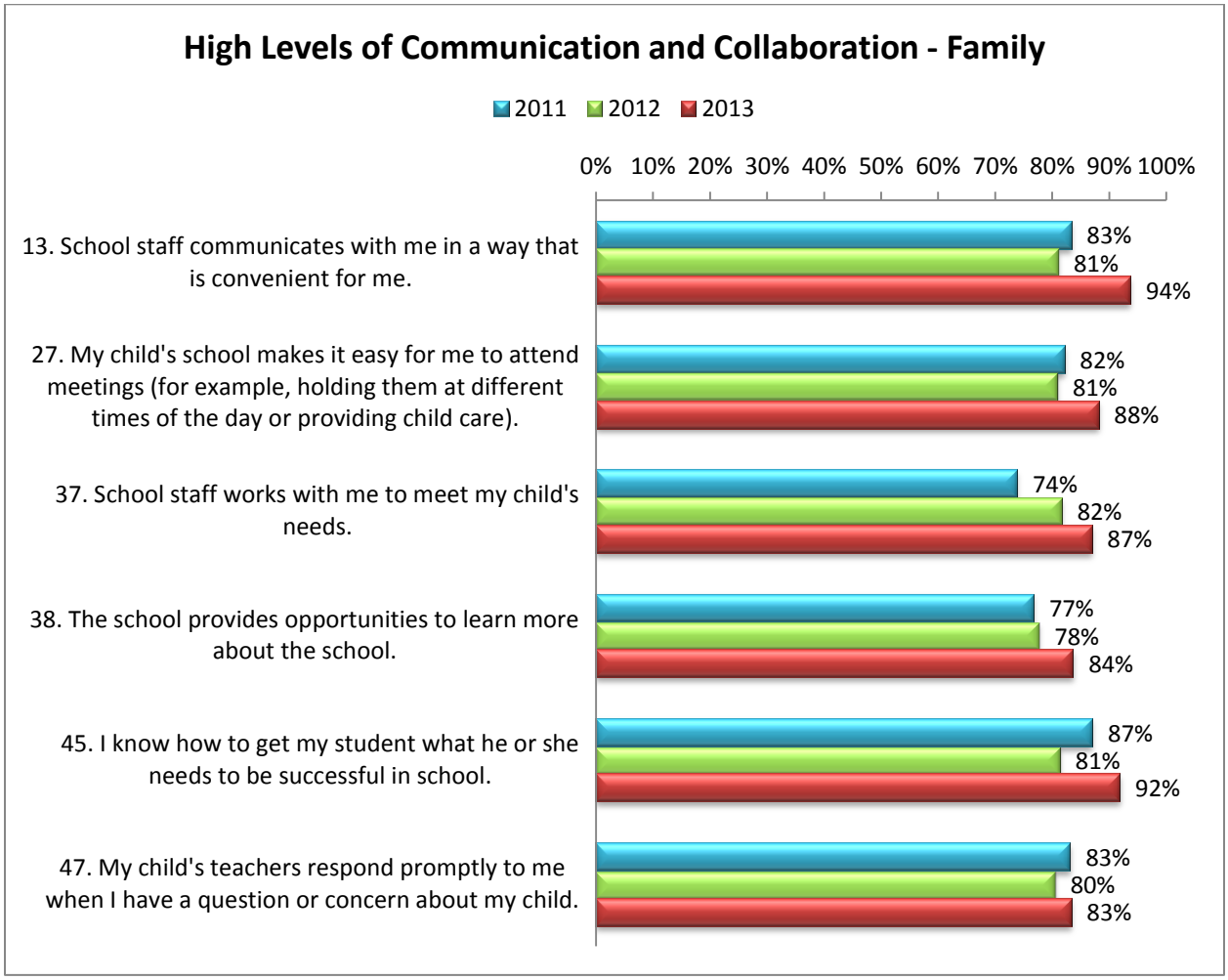
High Standards and Expectations



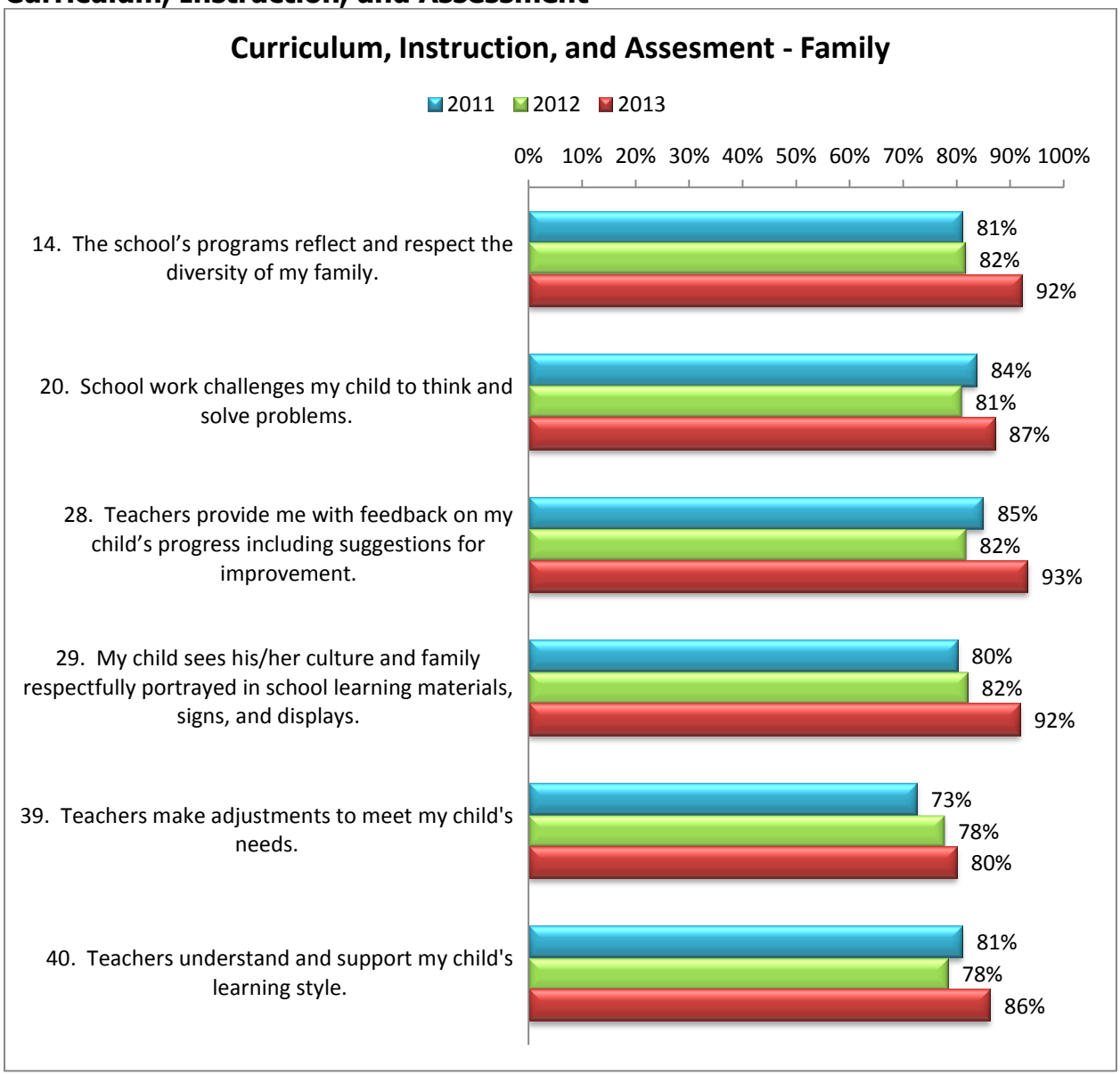
Effective School Leadership



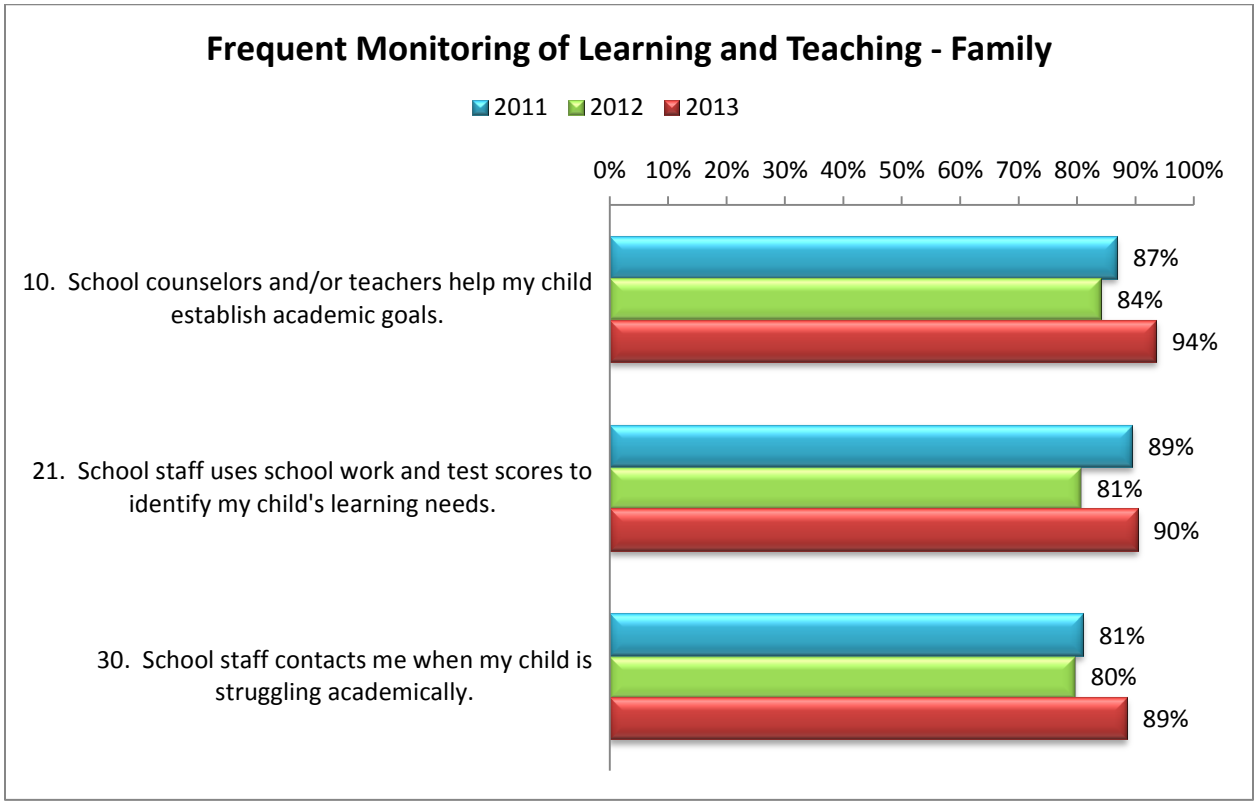
High Levels of Communication and Collaboration



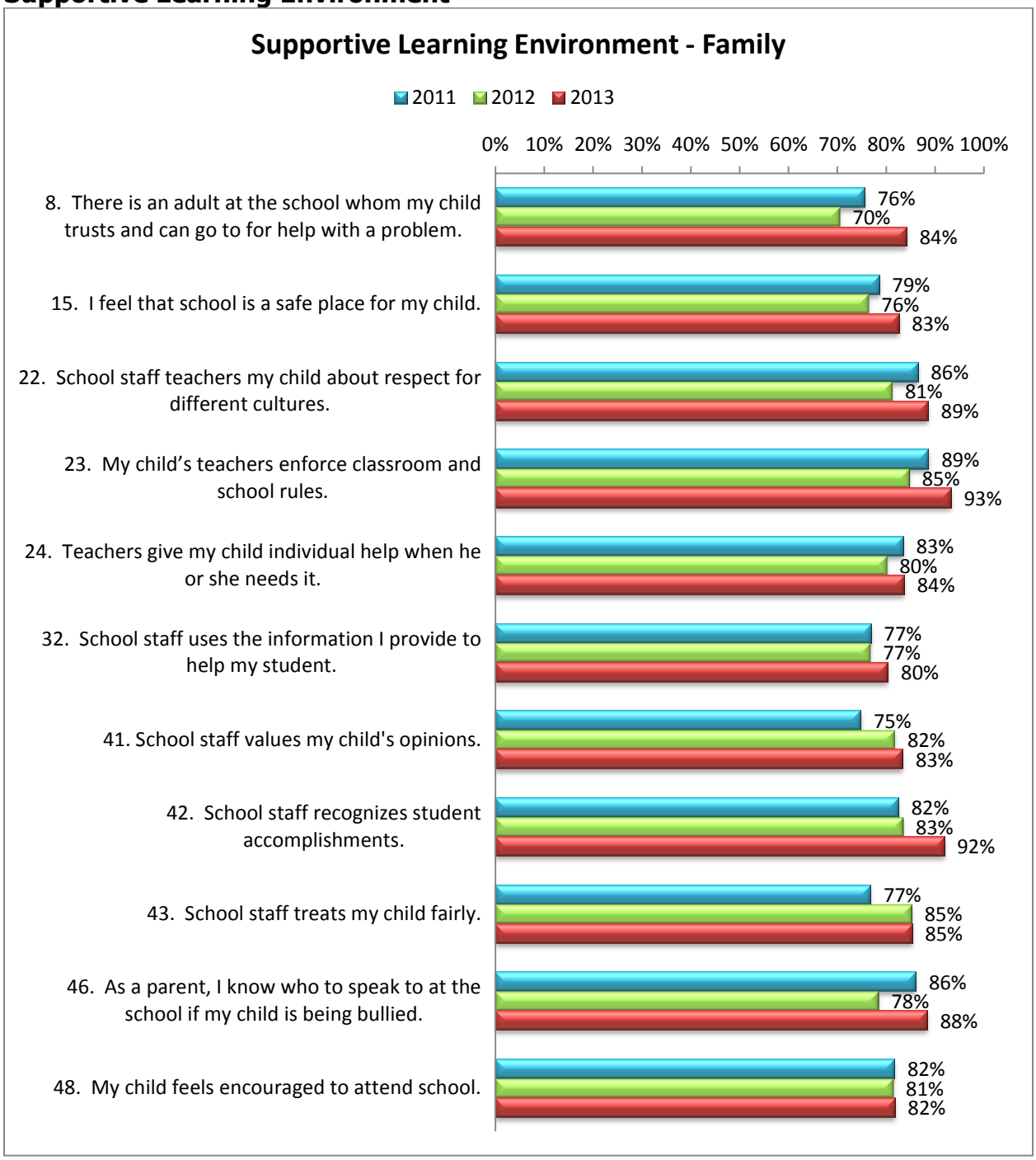
Curriculum, Instruction, and Assessment



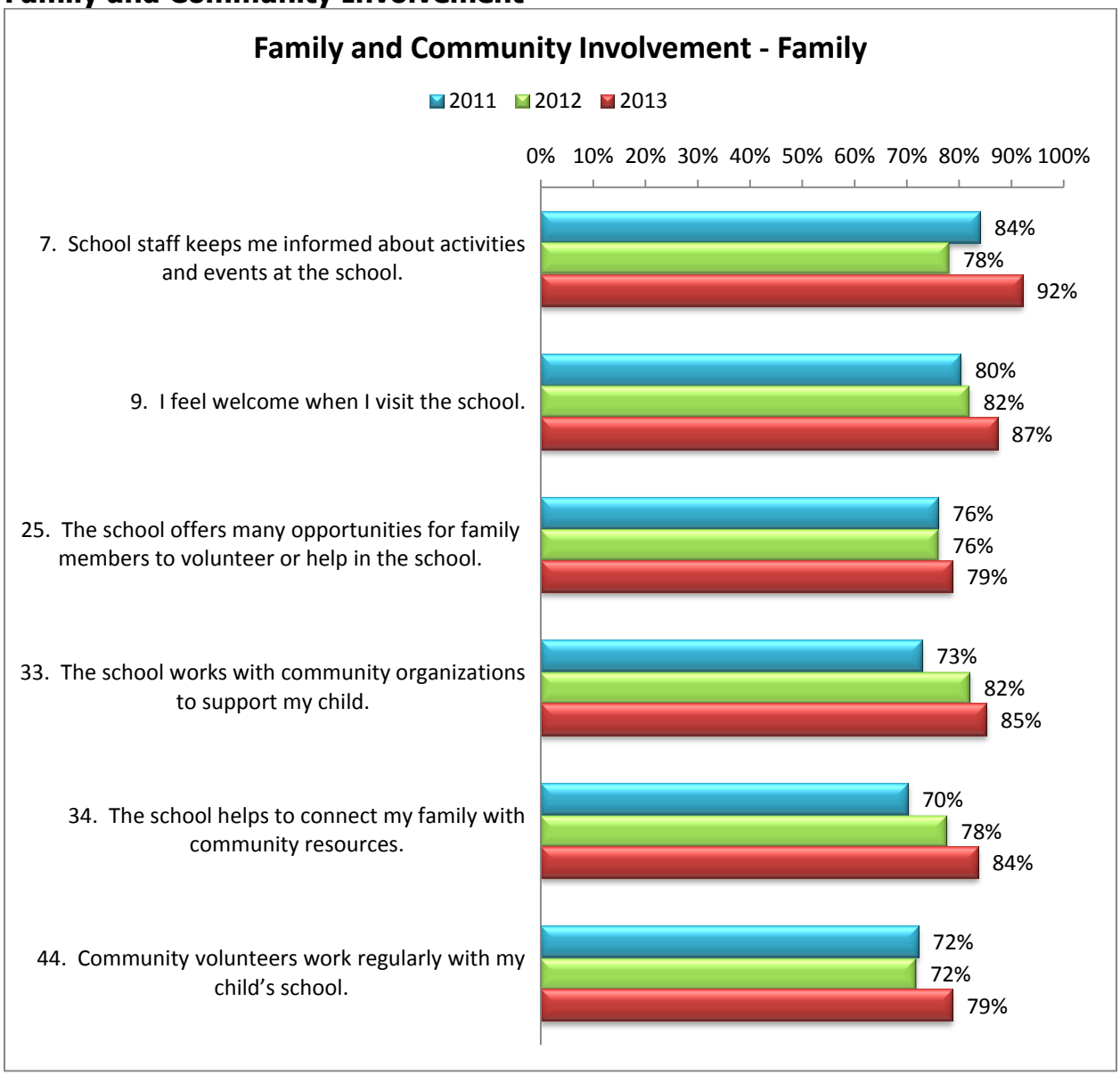
Frequent Monitoring of Learning and Teaching



Supportive Learning Environment



Family and Community Involvement



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Required Action District Academic Performance Audit:

Wellpinit Elementary School and Wellpinit School District

March 2014

Acknowledgements

This report was prepared for the Office of Superintendent of Public Instruction under contract to Educational Service District 113 and other Educational Consultants.

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I. Introduction

In spring 2010, Wellpinit Elementary School (WES) in the Wellpinit School District (MSD) was awarded a School Improvement Grant (SIG) for three years (2010 through 2013) to fully and effectively implement a federally approved intervention model. The district selected the Transformation model. Among other things, this required the school and district to replace the principal and address five areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time, creating community connections, and providing operating flexibility and sustained support.

Wellpinit School District was identified for required action status because of Wellpinit Elementary School's inconsistent and persistent lack of progress for the "all students" group and subgroups on state assessments in Reading and Mathematics the last three years.

The purposes of this report are (a) to identify potential reasons for Wellpinit Elementary School's low performance and lack of progress and (b) to recommend next steps for the Wellpinit School District and Wellpinit Elementary School leaders and staff in building educator and system capacity to substantially improve student outcomes. Findings in this report are intended to assist district and school leaders in identifying an approved federal or state school improvement model appropriate for the school. Recommendations in the report will inform the district's Required Action District (RAD) application and the school and district Student and School Success Action Plan.

Sources of Data: This report is based on information gathered from the following sources:

1) Review of extant district- and school-level data (e.g., Student and School Success Action Plan; 2012-13 End-of-Year Report; staff, student, parent surveys; Assessment of Progress Report)
2) Superintendent and district leader analysis of current practices and policies impacting the ability of district and school leadership and staff to effectively implement an intervention
3) Classroom visits focusing on instructional practices within the school
4) Qualitative interviews and focus groups focusing on the alignment of district and school structures and practices with Turnaround Principles described in federal guidance
5) Demographic and achievement data
6) Additional documents provided by the school and district during the on-site visit (e.g., daily schedule, student/teacher schedule)

Evaluators obtained information during an interview with the district leadership on March 4, 2014 and on-site visit on March 31, 2014. Approximately 40 people, including district and building administrators, staff members, and external service providers participated in interviews and focus groups. In addition, evaluators visited 10 classrooms to determine the extent that classroom practices align with research-based instructional practices. Finally, evaluators reviewed data previously gathered about the school and district, including improvement plans, student achievement data, and additional school documents.

Organization of Report: Section II of this report describes requirements for Required Action Districts (RADs). The next section (Section III) summarizes findings and recommendations aligned with Turnaround Principles for both the district and school. Section IV provides an overview of the district

and school. This is followed by detailed explanations of the three recommendations, including the evidence supporting the Academic Performance audit team's conclusions; strengths and concerns; and requirements of the school and district and recommendations Office of Student and School Success (Section V). This report concludes with summary and next steps (Section VI) and questions for local improvement teams to consider during their planning processes (Section VII).

Appendices in this report include the following:

- Appendix A: Required Action District Frequently Asked Questions
- Appendix B: School Data Dashboard
- Appendix C: Assessment of Progress Report

These and other data sources including four focus groups, classroom observations and onsite survey results comprise the evidence reviewed by the external Academic Performance audit team.

II. Required Action Districts

Beginning December 1, 2013 and each December thereafter, the Superintendent of Public Instruction is required by state legislation (E2SSB 5329) to annually identify challenged schools in need of improvement and a subset of such schools that are the persistently lowest-achieving schools in the state. The criteria for determining persistently lowest achieving schools are determined by the Office of Superintendent of Public Instruction and must include the school's lack of progress over a number of years for both its "all students" group and subgroups. As required by state legislation (E2SSB 5329 and E2SSB 6696), the State Board of Education (SBE) can designate districts with at least one school determined to be persistently lowest achieving as Required Action Districts (RADs).

A summary of requirements for RADs follows. Specific requirements are described in OSPI's *Required Action Districts: Level One Plan Guidance* available at:
http://www.k12.wa.us/StudentAndSchoolSuccess/RequiredActionDistricts.aspx

- **Academic Performance Audit**: Each RAD receives an academic performance audit by an external review team. The audit team consists of persons with expertise in comprehensive school and district reform; the team identifies the potential reasons for the school's low performance and lack of progress. (RCW 28A.657.040)
- **Community Collaboration and Public Hearing:** In order to ensure successful collaboration, the required action plan must be developed with administrators, teachers and other staff, parents, unions representing any employees within the district, students, and other representatives of the local community. The school board must conduct a public hearing to allow for comment on the proposed required action plan. (RCW 28A.657.050).
- **Implementation of an Approved School Improvement Model:** The district must select and implement an approved school improvement model for the receipt of federal or state funds for school improvement. The model must address concerns raised in the academic performance audit and be intended to improve school performance to allow the district to exit Required Action District status within three years of implementation of the plan. Approved *federal* school improvement models include **Closure, Restart, Transformation,** and **Turnaround**. The approved *state* school improvement model is the **Synergy Model.**
- **Office of Superintendent of Public Instruction (OSPI) Assistance and Review:** The OSPI can provide assistance in developing a plan if requested. The district will submit the plan first to

OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. (RCW 28A.657.060)

- **State Board of Education Approval:** Following OSPI's review of the plan, each district will submit its plan to the SBE for final approval. (RCW 28A.657.060)
- **Implementation of RAD Plan for 3 Years:** After approval of the RAD plan, the district is required to implement the plan for 3 years. The school improvement model must be fully implemented, along with other requirements of the plan. OSPI will provide technical assistance and federal or state funds for implementation of the plan. The district will report regularly to OSPI on the progress it is making in meeting 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 in the plan. (RCW 28A.657.090)
- **Semi-annual Reports to the State Board of Education:** During each year of the implementation of the plan, OSPI will report to the SBE semiannually on the progress made by all RADs. (RCW 28A.657.100)
- **Evaluation of Progress:** The OSPI will evaluate progress of each RAD and must recommend to the SBE that a school district be released from the designation after the district implements the plan for 3 years, has made progress using criteria under RCW 28A.657.020 including progress in closing the educational opportunity gap and no longer has a school identified as persistently lowest achieving.

Intervention Models: Required Action Districts receive funds targeted to make lasting gains in student achievement and to implement required elements of the selected school improvement model. The model must address concerns raised in the academic performance audit and be intended to improve school performance to allow the district to exit Required Action District status within three years of implementation of the plan. Models are briefly described below.

- **Closure Model** (federal model): District closes school and enrolls students who attended the school in other higher achieving schools in the district.
- **Restart Model** (federal model): District converts the school or closes and reopens it under management of an educational management organization (EMO) or charter organization.
- **Transformation Model** (federal model): District replaces principal and addresses five areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time, creating community connections, and providing operating flexibility and sustained support.
- **Turnaround Model** (federal model): District replaces principal and rehires no more than 50% of the school's staff, adopts a new governance structure, and implements a research-based instructional program aligned to state standards.
- **Synergy Model** (state model): District fully and effectively implements Turnaround Principles described in federal guidance (e.g., ensures principal has capacity to lead turnaround effort and teachers are effective and able to improve instruction; provides operational flexibility for principal to support school turnaround plans in key areas; ensures school significantly extends learning time for students and for teacher collaboration; ensures school improvement initiatives include rigorous, research-based instructional programs, practices, and models; and provides school with technology, training, and support for using data to inform instruction and continuous improvement).

Selection of any of these models may require modification or addition of Board policy and procedures and/or collective bargaining agreements.

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III. Executive Summary and Recommendations

A thorough review of extant and collected data by the Academic Performance audit team led to the identification of a number of concerns; an analysis of these concerns resulted in the formulation of three recommendations. Legislation enacted in 2012 by the Washington State Legislature (E2SSB 5329) requires the district and school to explicitly address the concerns and recommendations when selecting the intervention model and completing the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted to the Office of Student and School Success in October 2014). The action plans for Wellpinit School District and Wellpinit Elementary School will need to address:

- **Recommendation 1: Attract and retain a principal who will ensure s/he and the leadership team demonstrate the capacity to (a) maintain a strong focus on instructional improvement and student learning outcomes; (b) regularly monitor and continuously improve the core instructional program; and (c) use data to assess the strengths and weaknesses of the curriculum and instructional strategies.**
- **Recommendation 2: Expand staff capacity to deliver effective instruction and instructional intervention through engagement in sustained professional development aligned to identified needs based on student and staff performance; and develop staff capacity to deliver culturally relevant, standards-based instruction and curriculum and use data in making instructional decisions.**
- **Recommendation 3: Engage partners within the community and families to ensure the learning environment is safe, orderly, and honors the cultures of students represented in the school.**

Turnaround Principles and Indicators identified across these three recommendations are tightly coupled, that is, they are intended to support district and school leadership teams to collaborate and build coherence at each stage of the action-planning process. This tight coupling also enables teams to scaffold their S.M.A.R.T. Goals and Tasks as they create the Required Action Plan and Student and School Success Action Plans.

The Academic Performance audit team believes the school can address these recommendations for several reasons. First, interviewees indicated the school staff members consistently referenced their positive relationships with students. Building leaders and staff also shared improved levels of collaboration. The audit team also learned district-wide structures are emerging within a shared problem of practice. Finally, while a relatively small student population does not generate significant district infrastructure, the nature of the small school system provides an opportunity for rapid development of program alignment and dramatic change. Supported by focused external partners, the audit team is convinced Wellpinit can respond to these recommendations and achieve their goals.

Together, these strengths will serve the school and district well as they address the three recommendations described in this Academic Performance Audit Report.

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IV. District and School Overview

The Wellpinit School District serves an unincorporated community in Stevens County, Washington. The population of the community as of the 2000 census was 930. The community is located on the Spokane Indian Reservation. The Spokane Tribal headquarters are located in Wellpinit (Source: Wikipedia). The district serves a diverse population of 530 students in kindergarten through grade 12. The district has one elementary (grades K-5), and one middle/high school (grades 6-12). The Wellpinit Elementary School serves 162 students. Of these students, nearly 79% percent identify themselves as American Indian, and about 87% qualify for free or reduced price meals (Source: OSPI Report Card).

The school's teaching staff of 15 average 11 years of experience; teachers report a strong sense of personal connection with their students. Unlike many of the schools visited by the Academic Performance audit team, there has been relatively little turnover among staff over the past three years. One notable exception is transitions in principal leadership. The current principal has officially resigned her position, and with the selection of a new principal, the school will have had three principals in four years. All staff interviewed by the audit team, the principal, superintendent, and all external providers of support expressed a strong desire to recruit and retain an experienced principal who has demonstrated excellence in leading the transformation of a school. While there may be a number of needs within the Wellpinit school system, the primary need is to ensure strong principal leadership is retained over a period of time at the school. However, the principal cannot be exclusively responsible for leading improvement efforts in the school. Active involvement of the superintendent in planning events, engaging in dialogue about instructional practice and engaging in shared accountability for school success will signal dramatic and urgent shifts in practice.

Students indicated they feel staff care for them, and the staff report the school has a small community feel. Leaders and staff describe the school as a family-like setting, where staff desire to learn and grow, and wish to work collaboratively for the betterment of students. The elementary teaching staff has opportunities for collaboration, common planning time, and numerous internal and external supports. While community liaisons were referenced frequently, and the school district is on the Spokane Indian Reservation, there was little evidence of Tribal partnerships within the school. There were references to events and specific activities with Tribal connection; however, the absence of Tribal partners in district and external partners' focus groups was a concern of the audit team.

While the roles of district and school leadership are often referenced in the Academic Performance Audit Reports, this distinction is less meaningful in Wellpinit. The district office is separated from the elementary school by a playground. That district leadership has a critical role to play in the future success of Wellpinit Elementary is a given, and the assumption of the audit team is that 'the district' is deeply connected to the work of the school as an active member of both district-wide and school-wide planning efforts. In small school systems like Wellpinit, leadership is distributed by necessity, as everyone fills many roles. This report, therefore, does not separate recommendations for district leadership from school leadership, rather, ongoing engagement of district, school, and teacher leaders is assumed and essential for the success of efforts to build educator capacity to significantly improve student learning.

Additional background information about Wellpinit Elementary School is provided in charts and tables on the next several pages.

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Wellpinit Elementary School Summary – Wellpinit School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2012-13 school year.

Enrollment		
October 2012 Student Count		161
May 2013 Student Count		163
Gender (October 2012)		
Male	91	56.5%
Female	70	43.5%
Race/Ethnicity (October 2012)		
American Indian/Alaskan Native	127	78.9%
Hispanic / Latino of any race(s)	15	9.3%
White	3	1.9%
Two or More Races	15	9.3%
Special Programs		
Free or Reduced-Price Meals (May 2013)	141	86.5%
Special Education (May 2013)	26	16.0%

Student Achievement

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time; and cells with no shade represent minimal change (less than 2%).**

Table 2. Achievement Data on State Assessments from Baseline (2010) to 2013

Wellpinit Elementary	2010	2011	2012	2013	Change Baseline to 2013
Reading grade 3	41.40%	40.60%	32.00%	16.70%	-24.70%
Reading grade 4	34.60%	32.00%	25.00%	64.00%	29.40%
Reading grade 5	21.10%	27.30%	40.90%	19.20%	-1.90%
Math grade 3	44.80%	34.40%	60.00%	5.60%	-39.20%
Math grade 4	15.40%	16.00%	29.60%	52.00%	36.60%
Math grade 5	0.00%	13.60%	27.30%	11.50%	11.50%

Figure 1. Achievement Data on State Assessments in Reading from Baseline (2010) to 2013

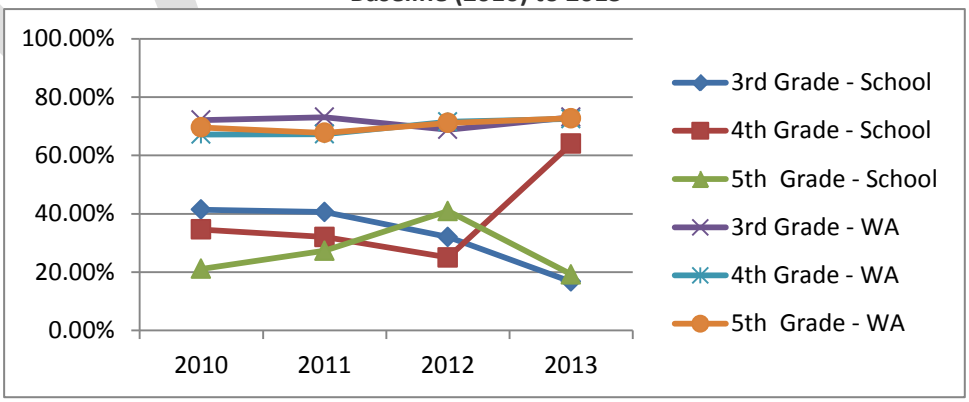

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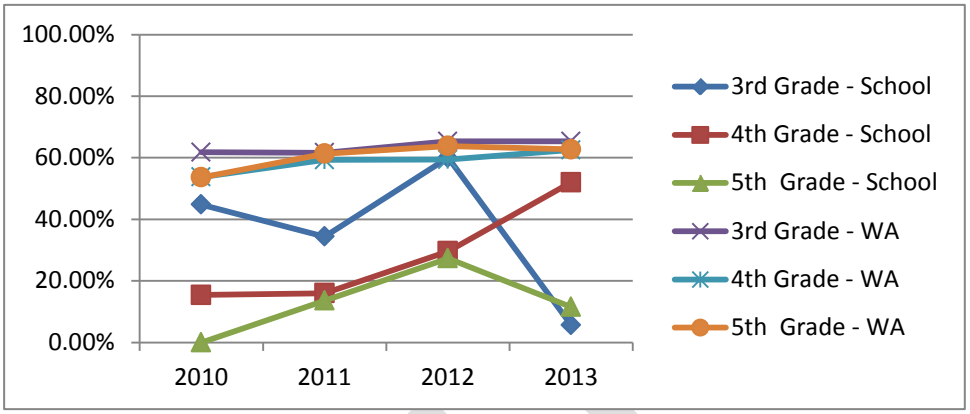
Figure 2. Achievement Data on State Assessments in Math from Baseline (2010) to 2013



Student Achievement- Whole School

Source: OSPI State Report Card

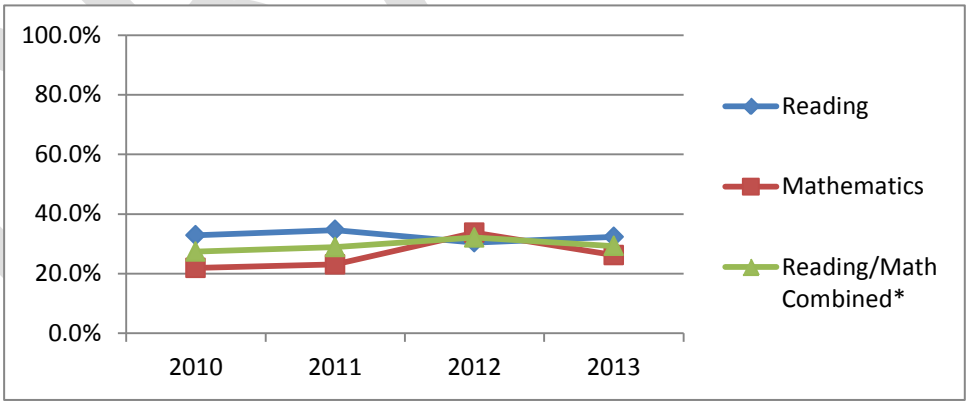
Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Cells with no shading represent minimal change over time (less than 2%).**

Percents are rounded to the nearest tenth.

Table 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013

Wellpinit	2010	2011	2012	2013	Change Baseline to 2013
Reading	32.8%	34.6%	30.4%	32.3%	-0.5%
Mathematics	21.9%	23.1%	33.7%	26.2%	4.3%
Reading/Math Combined*	27.3%	28.8%	32.1%	29.3%	1.9%

Figure 3. Whole School Achievement Data on State Assessments from Baseline (2010) to 2013



*Reading/Math Combined: Weighted average of student performance on state assessments in Reading and Math; only continuously enrolled students are included in the weighted average.

Student Achievement-

Subgroup Data

Source: OSPI State Report Card

Note: **Cells shaded in green represent increases over time; cells shaded in red represent decreases over time. Cells with no shading represent little change over time (less than 2%).**

Percents are rounded to the nearest tenth.

Table 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Wellpinit	2010	2011	2012	2013	Change Baseline to 2013
All	27.3%	28.8%	35.0%	29.3%	1.9%
American Indian	27.1%	27.3%	33.9%	27.3%	0.1%
Low Income	22.6%	27.8%	33.1%	24.6%	1.9%

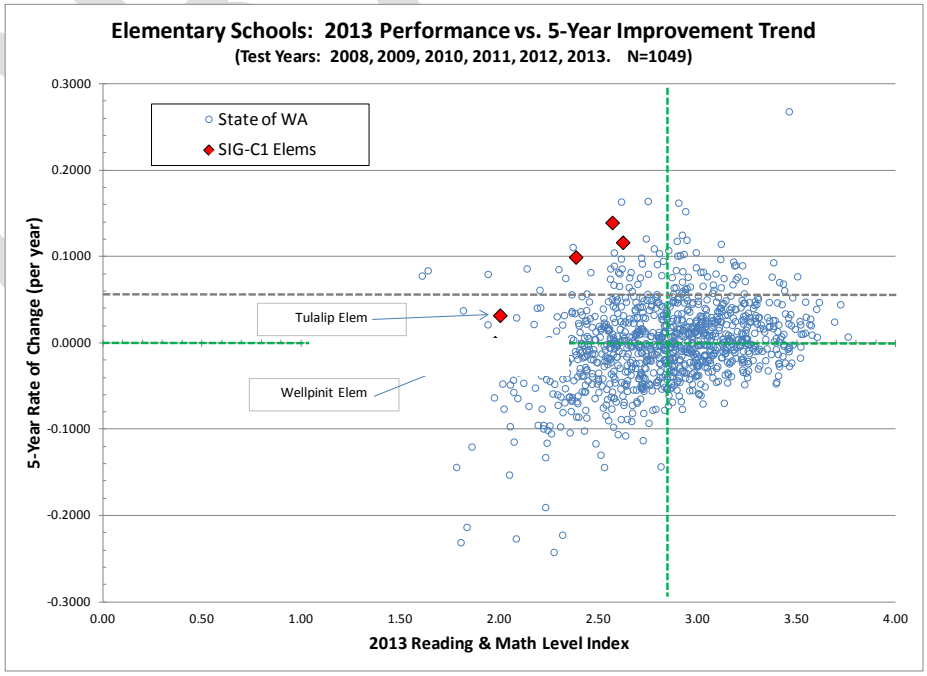
Figure 4. Subgroup Achievement Data on State Assessments from Baseline (2010) to 2013 – Reading/Math Combined

Student Achievement-

Whole School

Source: Center for Educational Effectiveness and OSPI State Report Card

Figure 5. Five-Year Improvement Trend from 2009 to 2013



V. Recommendations

Recommendation 1: Attract and retain a principal who will ensure he/she and the leadership team demonstrate the capacity to (a) maintain a strong focus on instructional improvement and student learning outcomes; (b) regularly monitor and continuously improve the core instructional program; and (c) use data to assess the strengths and weaknesses of the curriculum and instructional strategies.

The findings informing this recommendation are segmented into the following areas, each of which aligns with Turnaround Principles:

- **1.A – Maintain a strong focus on instructional improvement and student learning outcomes** (Turnaround Principle 1: Provide strong leadership)
- **1.B – Regularly monitor and continuously improve the core instructional program** (Turnaround Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research based, rigorous, and aligned with State academic content standards)
- **1.C – Use data to assess the strengths and weaknesses of the curriculum and instructional strategies** (Turnaround Principle 5: Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data)

Each segment includes a brief description of current practice, concerns identified in data, and strengths upon which to build. A list of specific Turnaround Principles and Indicators that must be addressed by the school/district and recommendations for the Office of Student and School Success concludes the section.

The Academic Performance audit team begins this narrative with our finding that, based on a close review of extant data, focus group interviews, and school and classroom visits, effective instructional leadership is the heart of Wellpinit's problems of practice. As one focus group member observed, "The school needs someone to lead the school with many years of experience. Someone who has led school turnaround in their background would be desirable." While Academic Performance Audit Reports usually do not identify one informant, our team wishes to commend the outgoing principal in her candor and willingness to share her strengths and challenges. She stated, "I feel I was a good first year principal, but what this school needs is someone with more experience." This level of transparency was evident throughout the interview, and the principal's frank, open nature was a subject of commendation by more than one audit team member.

1.A – Maintain a strong focus on instructional improvement and student learning outcomes

There were many leadership initiatives reported by district, school and teacher leaders. For example, the district leadership team has engaged in developing a common "Problem of Practice" (PoP) through their participation with the Washington State Leadership Academy (WSLA). The principal included versions of the PoP in most correspondence to staff and parents/community. The school has placed a Teacher on Special Assignment (TOSA) to assist with changes in instructional practice. This individual provides in-house to curriculum alignment and instructional support. The TOSA also works with staff to develop lessons, implement instructional strategies, and analyze formative assessments and supports differentiation of instruction.

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The principal has implemented goal-setting worksheets with teachers and has provided guidance on development of intervention plans for students. As the principal shared, "I think teachers know I care about them. I want to leave the school in better shape than I found it." When teachers were asked if they could fix one thing, one teacher commented, "I would build a strong RTI framework, which would bring in a focus on strengthening the core instructional program."

The BERC review of leadership found that the new principal has set ambitious goals for the school, and works to implement many structural supports. However, there was a steep learning curve for both the staff and the principal. Staff indicated the principal's changes were "really positive; she throws herself into everything." Other staff shared they feared the principal was "overwhelmed," and she would likely become an effective leader once she had "her feet underneath her." The principal agreed, when she stated her best path of career growth would be to find an assistant principal's job, where she would have the opportunity for mentorship and support.

The Wellpinit Elementary staff indicated they would be receptive to strong school leadership. As one teacher shared, "We are concerned about the 'revolving door' of school leadership, and the influence this has on student learning." Another staff member declared, "Many of our students have attachment issues, abandonment issues; it is critical that we find someone who will commit to the students and our community." The single largest concern shared among all those interviewed by the audit team was to ensure the district actively recruits, inducts, and retains a strong instructional leader at the school level.

The district should consider partnerships with the principal's association (Association of Washington School Principals), departments of educational leadership in regional universities, the Educational Service District (ESD) and Tribal government when seeking their next principal. Through these partnerships district leaders may increase their clarity regarding the characteristics needed of their next principal. Further, the networks represented by these groups may help identify leaders with the characteristics needed for success.

Concerns: The frequent turnover of building leadership has already been stated, and a clear need exists to place an experienced principal in the school. Additionally, school staffs have a need to develop ownership of their shared leadership within formal leadership structures. As the principal stated, "We have many of the first-order changes in place such as early releases, leadership team, and PLCs, but we have not identified the second-order changes we are seeking." In a school system the size of Wellpinit, there is a strong need for role clarity. Every leader (formal and informal) has, as one district team member observed, "Tons of roles and limited time to do a ton of activities." The newly placed principal and superintendent will need to partner closely to develop common practices and expectations across the school system for communication, decision-making, and support of instructional improvement.

Emerging from multiple focus groups was the "disconnect between district leadership and school leadership." One participant mentioned the district "needs to give us a clear picture of the budget and resources provided to the school. We need a clear picture of what we can and can't decide." A lack of follow-through on meeting schedules and commitments to work collaboratively at the district level was cited by more than one focus group. As one external consultant noted, "There is a general lack of systems and protocols. Local leaders are constantly recreating processes, or responding to each crisis as it emerges, rather than creating clearly understood systems." The audit team felt there is a reactionary approach by district leadership currently, and encourages the development of meeting calendars, protocols for decision-making, and communication. The superintendent is also encouraged to engage

deeply in the school's improvement process and to meet regularly with the new principal to inform and be informed by the school's plans. The superintendent is a critical player in the future success of the school. The superintendents' presence in school planning processes, continual engagement with the principal as a fellow team-leader and active participation in walkthrough events would signal renewed urgency and accountability for change.

Coaching comments in the School's Student and School Success Action Plan indicate there is currently no specifically dedicated school leadership team. While all staff are involved in some aspects of the school's improvement initiatives, it is unclear who 'holds the entire picture' of the school improvement plan.

Strengths upon which to build: The district has a number of committed external supporters of its change processes and has an emerging district leadership team structure. The school has a practice of engaging staff in leadership and planning activities, but appears to have inconsistently used this team over the past year. Building shared ownership among these teams and clarifying their roles in supporting formal leadership could result in more clarity within the system and improve fidelity of selected initiatives.

The relatively long tenure of staff and the continuity of district leadership are also strengths upon which to build. Staff has received extensive training and support on a number of research-based approaches to improving student outcomes. Among many initiatives mentioned during the on-site visit, the audit team feels capacity exists in the following areas:

- Training on GLAD/ELL strategies
- Use of weekly assessments and progress monitoring strategies (including DIBELS, MAP, RBA, MBA).
- WaKIDS assessment strategies
- AVID
- Common Core Overviews
- Realignment of the master schedule to support collaborative planning time
- Training on the adopted instructional framework (Danielson)
- Use of classroom walkthrough tools to gather instructional strategy data
- Teacher collaboration regarding student assessment data in professional learning communities (PLCs)

These strengths can inform the work of leadership and staff as they develop S.M.A.R.T. Goals and tasks associated with this recommendation.

1.B – Regularly monitor and continuously improve the core instructional program

The Academic Performance audit team found evidence of regular monitoring of instructional practice. The building principal and district leaders reported use of a Classroom Walkthrough (CWT) protocol. Recently the district has provided access to the Teachscape® CWT data collection tool and has begun to use it as part of its monitoring of instructional practices. The principal, TOSA, and two teachers were trained on the use of Teachscape® and plan to train other staff in the tool and process later this spring. Interviewed staff members shared they would like to participate in the CWT process and feel it would build transparency in their practices and improve collaboration and alignment of expectations among staff. Teachers have access to the supports of external instructional coaches, and content specialists from the ESD and OSPI, as well as regular support from their school's TOSA.

District and teacher focus group members commented on the effectiveness of coaching and in-classroom support provided to teachers. One teacher shared, "It is much better this year having a TOSA as a support. We have a relationship with her, and she is there when we need her." Teachers feel they have grown tremendously during the past three years of learning and coaching. Most agreed the greatest benefit to them has been the TOSA who "will collaborate, model, and work with staff on topics we feel we need."

WES staff reports they frequently collaborate on the development of lessons. Teachers also shared they identified shared instructional strategies from GLAD to implement in their classrooms. These strategies were selected to improve academic outcomes, but also to attend to social/emotional skills among students. During the audit team's visit, classroom observers noted learning targets were posted in all classrooms. Other instructional strategies identified for commendation include:

- Universal use of Compass Math Interventions
- Use of common graphic organizers (GLAD strategy)
- Teaching of pre-fix strategies to define words
- Elbow partner sharing
- Student work clearly displayed throughout the building (hallways and classrooms)
- Consistent emphasis on vocabulary instruction/development
- Use of Washington English Language Proficiency Assessment (WELPA) as a tool to determine English language proficiency (70% qualify as English Language Learners)

Concerns: While many supports have been accessed, and staff reports considerable growth, the BERC Assessment of Progress Report indicates classroom lessons aligned to *Powerful Teaching and Learning* have decreased over the past year. While BERC's data collection is only a single snapshot, the BERC evidence suggests students infrequently work collaboratively to solve problems. Student development of their thinking, or reflecting on their learning, was observed in 9% of classrooms.

The audit team confirms these observations. During classroom visits, questioning was commonly at the recall level, and students frequently responded with one-word responses. Teachers were often observed to answer for students, and 'let them off the hook' when students could not provide an immediate response. Use of graphic organizers was common in classrooms; however, the in the majority of observations, the teacher constructed them while students sat passively. The use of para-educators to support instruction appeared generally unstructured, and staff and para-educators did not appear to have developed clear plans of support to differentiated student groups. Finally, the schedule of student supports produced a significant 'churn of students in and out of the classroom,' which disrupted the flow of instruction.

While use of the CWT protocol is only emerging, many teachers expressed frustration that they did not receive feedback on what was observed, and/or did not have opportunity to review the collected data. Of greater concern to the audit team was the use of Marzano's instructional design framework as part of the CWT/Teachscape® process. The team feels this approach will cause confusion among teachers as they will also receive training on the Danielson Framework for Teaching as part of the district's Teacher and Principal Evaluation Process (TPEP). The justification provided by the district leaders was that they wished to decouple CWT from evaluation. While the team felt the aim was appropriate, the strategy of use of two instructional models should be reconsidered. Finally, the schedule for CWT reported in the school's Student and School Action Plan is ambitious, and it is unclear how closely the plan was followed. The audit team would like to see scheduled CWT visits by school and district teams, including

the principal and superintendent. These events should be initially facilitated by external supporters to monitor and evaluate their effectiveness.

Strengths upon which to build: As mentioned previously, there is much strength to build upon at WES. Teachers have served in the school for multiple years, the staff has shared learning experiences through the SIG process, and initial understanding of shared instructional approaches is in evidence. Many external support providers expressed commitment to sustaining improvement efforts within the school and are willing to support identified instructional improvement efforts.

1.C – Use data to assess the strengths and weaknesses of the curriculum and instructional strategies

Teachers expressed confidence in their use and management of data. PLC teams use sophisticated binders to manage student assessment results and provide them to any staff interested in reviewing student outcomes. The school's action plan indicates teachers complete weekly assessments, conduct progress monitoring, and use benchmark assessments regularly. The end-of-year report (2013) on the implementation of the school's action plan indicates professional development on the use of assessment measures and analysis of resulting data received heavy emphasis.

State-level supports were provided on the development of Reading and Mathematics Benchmark Assessments (RBA and MBA). Guided assistance on the analysis of data was provided after each administration of the RBA/MBA. The district used Measures of Academic Progress (MAP) for two years, with limited training provided to staff. During the 2013 academic year, staff received training by NWEA staff after each MAP administration. The emphasis within these training events was on the interpretation of assessment results and application to instructional planning.

Concerns: The district has purchased/paid license fees for Homeroom®, an online data analytic tool. This tool is intended to help manage the wide array of assessment results produced during the year. It is unclear how well protocols will support consistent data analysis, instructional planning, and progress monitoring. The school has a complex (and perhaps overwhelming) schedule of formal assessments (MAP, DIBELS, MBA/RBA). While staff has received training on the interpretation of specific assessment results, it is unclear that specific training has been provided to support ongoing data team processes. This appears to be especially true of data use at the district level.

The purpose of collected data and the various levels of data analysis (i.e., district, school, classroom, and student) were not clear to the audit team. Staff shared their willingness to engage in data review, and many structures are in place to support data analysis (e.g., early release, PLCs, Homeroom). However, the school and district appear to lack a coherent data use framework which would answer:

- What questions do we have?
- What data sources will help us understand our questions?
- What displays will we analyze?
- What will be done with the results of our analysis?

Finally, the focus groups were observed to discuss academic assessment data collection and analysis practices, not other forms of data collected at the school (i.e., instructional observations, student behavior, and staff perceptions). Emerging within the narrative of district and school leaders was interest in exploring instructional practices data, non-academic "barriers to success" data, and parent/community perceptions data. While the audit team does not wish to cause further 'drowning in

data,' the team encourages expanding the district and school vision for data use to assist both leaders and staff in answering questions related to inputs as well as outcomes.

Strengths upon which to build: The team noted considerable training and support have been provided to WES staff regarding data use. There is a strong foundation upon which to build, and a developing data informed culture feels immanent. Structures are in place to support teacher collaboration regarding student data. Building on these collaborative structures to engage district staff and para-educators in analysis practices could serve to expand ownership of plans, activities, and outcomes.

As stated in the introduction to the narrative for this recommendation, the team believes leadership is the core 'problem of practice' at WES. Finding and supporting an experienced building principal should be district leader's collective priority. One leader alone cannot ensure student success; however, the absence of a dynamic leader can certainly slow progress.

Requirements for Recommendation #1

In light of concerns raised for this recommendation, Wellpinit Elementary School/District must address the following Turnaround Principles and Indicators when selecting the school improvement model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014):

Wellpinit Elementary School

- Principle 1: Provide strong leadership by ensuring the principal keeps a focus on instructional improvement and student learning outcomes (P1-IE06)
- Principle 1: Continue to develop distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10)
- Principle 1: Continue to spend at least 50% of the time working directly with teachers to improve instruction, including classroom observations. (Indicator P1-IE06)
- Principle 2: Set goals for Professional Development and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)
- Principle 5: Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies. (Indicator P5-IID08)

Wellpinit School District

- Principle 1: Recruit and support an experienced principal and build their capacity to nurture sustained growth within their staff. (Indicator P1-B)
- Principle 3: Allocate resources (e.g., personnel, fiscal, professional development and technical assistance) to support time for teacher collaboration and instructional planning. (Indicator P3-A)
- Principle 5: Provide technology, training, and support for school teams to continue to collect and analyze a variety of data to track changes in educator practice and student learning. (Indicator P5-A)

These Turnaround Principles and Indicators are tightly coupled. Therefore, district and school leadership teams can scaffold the S.M.A.R.T. Goals and Tasks as they revise/create the Required Action Plan submitted to the State Board of Education and the Student and School Success Action Plan submitted to the Office of Student and School Success. The Wise Ways documents on Indistar® describe research-

based practices leadership teams can implement as they craft action plans around school- and district-level Indicators.

Office of Student and School Success: Additional next steps for the Office of Student and School Success to support both Wellpinit Elementary School and Wellpinit School District follow.

- Principle 1: Provide training and support to district leaders who are charged with supporting turnaround principals and developing principal capacity as transformational leaders.
- Principle 2: Convene ongoing meetings among external and internal professional development providers to improve coherence and alignment of supports provided to the school.
- Principles 2 and 5: Provide training and support to build principal and school leadership team capacity to use data to create, implement, monitor, and if needed, revise school improvement plans written in S.M.A.R.T. Goal format; plans should explicitly identify expected changes in educator practice and student learning and evidence that will be used to track progress toward these changes.

- **Recommendation 2: Expand staff capacity to deliver effective instruction and instructional intervention through engagement in sustained professional development aligned to identified needs based on student and staff performance; and develop staff capacity to deliver culturally relevant, standards-based instruction and curriculum and use data in making instructional decisions.**

The findings informing this recommendation are segmented into two areas, each of which aligns with the identified Turnaround Principles:

- **2.A – Provide distributed Leadership** (Turnaround Principle 1: Provide strong leadership)
- **2.B – Professional development** (Turnaround Principle 2: Ensure teacher effectiveness)

Each segment includes a brief description of current practice, concerns identified in data, and strengths upon which to build. A list of specific Turnaround Principles and Indicators that must be addressed by the school and district and recommendations for the Office of Student and School Success concludes the section.

2. A – Distributed Leadership

Effective leadership team structures and shared ownership for district and school improvement initiatives are tightly coupled with the need for effective school leadership at Wellpinit. The outgoing principal shared the staff has developed its own structures for responding to changes in leadership over the past three years. Teachers expressed a strong desire to engage in deeper exploration of their instructional challenges and wish to use their common planning time and early release Fridays more effectively.

External support providers reported the staff has much strength to draw upon, and the staff collectively carries a deep history of the school and community. One external support provider summarized the situation, “It would be very powerful for the staff to have a high functioning leadership team. They need to feel this is ‘not done to them’, but rather is ‘our work’. This is vitally important during this time of transition.” Another external team member shared, “The barrier to moving the staff forward is a lack of ability to engage in deep, meaningful conversations in support of instructional change.”

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Developing an engaged district and school leadership team that meets regularly to plan, implement, problem solve, and reflect would mediate many of the concerns expressed during the audit team's visit. Empowering these teams and sustaining their ongoing efforts are roles for district and school leaders.

Concerns:
The BERC report indicates two significant concerns regarding the development of shared leadership. First, there appears to be no formal process for identifying who is selected to participate in leadership activities (including para-educators and parents/community members). Second, leadership teams, when they are formed, struggle to meet consistently. These findings were confirmed during the audit team visit and by staff survey results. For example, only 15% of staff reported there is a clear, collaborative decision-making process used to select individuals for leadership roles. External support providers indicated meetings are occasionally cancelled, producing significant distance between support provision and team follow-up. Other support providers indicate, "The staff is willing and interested in engaging in new work, but there is a struggle in committing to follow-up." Staff focus group members shared, "The staff is a family…Our staff meetings should focus on problem solving and work on the family." Another staff member indicated, "We are starting to lead on our own, to build buy-in and support from within. I would like to see the group get really good at a few things, and then engage in active problem solving."

A leader shared, "There were new commitments for meetings which were not followed. We requested monthly meetings at the district-level which did not occur. We do not have any formal administrative planning process." Primarily due to this history, the leader later shared the result is a strong willingness on the part of staff to engage in distributed leadership. A further example is raised in the BERC report (p. 17), were staff indicate PLCs led by coaches 'fell apart' when the coach was not present. More recently, teacher ownership of the PLC process has resulted in "a structure that is for us, driven by us, so the structure won't go away."

Strengths upon which to build: District, school, and teacher leaders expressed a willingness to "roll their sleeves up and get down to business." The audit team felt there was a general sense of collaboration among instructional staff, and many structures for team-based problem solving were evident. Building upon the existing structures and emerging shared ownership among teachers, the district and school are encouraged to explore new structures of collaboration and shared leadership involving district, school, teacher, and para-educator leaders.

2. B – Professional development

The school has accessed numerous professional development offerings and supports during the SIG process. When considering the possibility of new funding under the RAD grant, teachers expressed concerns that they would return to "tons of training" with lots of days out of the school. Other teachers expressed concern that new coaches would come in who "didn't really take the time to get to know us." Teacher leaders reported coaching or ongoing support feels the most effective. They would like to see expanded support provided in their classrooms with modeling, practice lessons, and ongoing assistance of "more like two-to-three days a week."

Staff reported during the previous grant period there were many external providers of training and support, with limited coordination and follow-up. The external providers agreed and suggest there is a need for coordinated "case management" at the state level designed to increase the coordination of externally provide assistance, and to build more continuity and coherence in the assistance provided.

Similar to the concerns expressed by staff, the external support providers expressed a desire to ensure sustained engagement and relationship-building. As one member of the group stated, "It feels inappropriate to walk away at the end of this year."

In a survey administered last spring, 77% of staff agreed that teachers engage in classroom-based professional development activities that focus on improving instruction. While considerable professional development is provided, and many staff reports the intent is to improve instruction, only 9% of staff survey respondents indicated professional development activities are sustained by ongoing follow-up and support. As the team designs its improvement plans, it is recommended the team consider the need for sustained, job-embedded professional development as foundational to its support plans. Many of the structures are currently in place (e.g., PLCs, common planning time, TOSA and coaching supports); the need is for consistency in follow-up and ongoing problem solving by an engaged leadership team.

Requirements for Recommendation #2

In light of concerns raised for this recommendation, Wellpinit Elementary School and the Wellpinit School District must address the following Turnaround Principles and Indicators when selecting the school improvement model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014):

Wellpinit Elementary School

- Principle 1: Develop shared/distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10)
- Principle 2 (and/or 5): Set goals for Professional Development and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)
- Principle 3: Establish a team structure for collaboration with specific duties and time for instructional planning. (Indicators P3-IVD05 and/or P3-IVD06)
- Principle 5: Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies. (Indicator P5-IID08)

Wellpinit School District

- Principle 3: Allocate resources (e.g., personnel, fiscal, professional development and technical assistance) to support time for teacher collaboration and instructional planning. (Indicator P3-A)
- Principle 5: Provide technology, training, and support for school leadership to continue to collect and analyze a variety of data to track changes in educator practice and student learning. (Indicator P5-A)

Similar to the requirements for Recommendation 1, the Turnaround Principles and Indicators listed above are tightly coupled. Therefore, district and school leadership team can scaffold the S.M.A.R.T. Goals and Tasks as they revise/create the Required Action Plan submitted to the State Board of Education and the Student and School Success Action Plan submitted to the Office of Student and School Success. The Wise Ways documents on Indistar® describe research-based practices leadership teams can implement as they craft action plans around school- and district-level Indicators.

Office of Student and School Success: Additional next steps for the Office of Student and School Success to support both Wellpinit Elementary School and the Wellpinit School District follow.

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- Principle 2: Develop and disseminate research-based guidance to support and evaluate effective professional development strategies
- Principle 2: Coordinate external support providers in 'case management approach to ensure alignment of supports provided to the district and school with teacher and student needs
- Principle 5: Provide training and support to build principal and school leadership team capacity to use data to create, implement, monitor, and if needed, revise school improvement plans written in S.M.A.R.T. Goal format; plans should explicitly identify expected changes in educator practice and student learning and evidence that will be used to track progress toward these changes.

Recommendation 3: Engage partners within the community and families to ensure the learning environment is safe, orderly and honors the cultures of students represented in the school.

The findings informing this recommendation are segmented into the following areas, each of which aligns with Turnaround Principles:

- **3.A – School and Classroom Environment** (Turnaround Principle 6: Establish a school environment that improves school safety and discipline; address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs)
- **3.B – Parent/Family and Community Engagement** (Turnaround Principle 7: Provide ongoing mechanisms for family and community engagement)

Each segment includes a brief description of current practice, concerns identified in data, and strengths upon which to build. A list of specific Turnaround Principles and Indicators that must be addressed by the school and district and recommendations for the Office of Student and School Success conclude the section.

3. A – School and Classroom Environment

The school building and playground are welcoming and well maintained. The physical environment is generally supportive of learning, and staff reports they have good relationships with students. Staff has worked to create a positive behavior rubric, known as PRIDE. The school's action plan indicates teachers provide direct instruction on expected behaviors at fixed points during the academic year. Students earn PRIDE cards when exemplifying classroom behaviors expected of them (positive rewards) and PRIDE points when the entire class demonstrates expected behaviors. Individual awards are provided on a lottery basis each Friday, and a PRIDE trophy, the *Golden Eagle*, is awarded every 2-4 weeks. The group receiving the *Golden Eagle* is given special privileges.

The school holds a monthly assembly that focuses on specific character traits (Trait of the Month). During these assemblies, students of the month are recognized, along with those having perfect attendance. Teachers use GLAD strategies (a T-Chart) to reinforce student understanding of the Trait of the Month. Students unable to demonstrate expected behaviors and students who need extra time to complete class assignments are assigned to a lunch intervention (held in the library). Classroom observations during the audit team visit indicate classroom routines and student behavior expectations are generally present.

Students interviewed during our visit and classes joining us during lunch were well behaved and demonstrated expected behaviors. The interviewed students' attitudes and expectations for continued education beyond high school graduation were particularly impressive to the audit team. All students

held the belief they would continue their learning beyond high school, and most cited examples of family members who were currently enrolled in post-secondary education.

Concerns:
The BERC report indicates student behavior remains an area of concern in the school. Staff continued to express concern that expectations within the agreed upon behavior intervention system (PBIS) is not implemented with fidelity across the school. Staff also indicated behavioral issues interfere with learning, and there is inconsistent follow-through when behaviors "get out of control." The primary concern expressed by staff was inconsistency in the consequences for behaviors, with some students getting a "slap on the wrist" while others "get no consequence at all." The principal was identified as very supportive of classroom teachers, with staff indicating approval for how she was willing to "stand her ground" when behavioral intervention was required.

Survey data indicate staff recognizes there is an inconsistent response to student behaviors and a gap in application of agreed upon rewards and consequences. On the spring 2013 survey, 50% of teachers agreed that the school is orderly and supports student learning. Less than half (46%) of staff agreed they enforce consistent behavior expectations and consequences in their classrooms. Survey data over time indicate a decline in staff perceptions that school-wide expectations are consistently reinforced. The school's action plan indicates none of the planned activities aimed at improving the climate within the school has been implemented. This finding appears to be inconsistent with staff responses during focus groups; however, it is significant to note the plan's lack of revision.

While the school uses Skyward® to track behavior data, it is unclear how these data are later used. The school's action plan indicates planned behavioral data analysis activities; however, no such events were cited by interviewed staff. It appears there is no consistent approach to tracking and assessing the outcomes from school/classroom behavior interventions. The review of data and team-based analysis of behavioral outcomes would be a good next step in the school's improvement processes.

Strengths upon which to build: Two strengths the staff brings to this context are a generally long working history in the community and strong relationships with students. The school has employed specialists to support teachers in their instructional improvement efforts (TOSA). Teachers indicate they are appreciative of the ongoing support provided by this individual. The school's improvement team should consider providing a behavioral intervention specialist to complement the instructional supports of the TOSA.

3.B – Parent/Family and Community Engagement
The school's action plan and staff comments indicate there have been significant strides toward including parents/families in the educational process. Programs/activities staff cited include:

- Family Fridays
- Donuts with dads
- Muffins with moms
- Culture week
- Kindergarten graduation
- Efforts of the school counselor and family liaison

The district leadership team reported a number of opportunities for Tribal partnerships, including recognition of exemplary student attendance, behavior, and academic success. The district team

expressed hope that the partnership might help with communication and clarifying student expectations. The external partner team also felt student attendance expectations could be explored and clarified with parents and family members during community culture days.

School leadership team members would like to provide leveled reading materials that could be available to families. They also encouraged use of folders or similar communications tools to share student work and build closer connections between classrooms and families. Team members also felt it would be helpful to expand academic nights, providing opportunities for learning activities with parents and families. They also thought it would be interesting to explore using community meeting spaces for hosting school events.

The school has contracted with social workers to provide outreach and in-home connections to families. A representative from the Tribal Alliance for Needy Families (TANF) collaborates with the school to monitor family assistance, student attendance, and grades. Parents and families are encouraged to attend district-level Educational Advisory Committee (EAC) meetings. However, the consensus of staff was the school-family partnership is not effective or strongly present in Wellpinit.

Concerns:
The audit team felt engagement with Tribal leaders, parent/family partnerships, and purposeful connections to the culture of the community are missed opportunities. As one team member noted, "There wasn't any Tribal representation or voice in any of the meetings we held today." This finding is in stark contrast to other schools we visited, where Tribal members were actively engaged in school planning and decision-making. The most recent survey data indicate declines in staff perceptions of parent (or guardian) participation in decision-making (36% agree). Results also indicate only 36% agreed that staff has frequent contact with parents (36%), and 8% agreed community organizations and/or family members volunteer in classrooms and around the school.

While parents are encouraged to volunteer in the school, it is unclear if invitation translates into action. In the BERC report (p. 30), parents report the school did not actively seek them out as partners in student learning. The school's action plan lists many planned events designed to partner with parents and families; however, it was shared that many of these structures were discontinued. It is unclear why the events were no longer offered, and many staff questioned what happened and why.
The audit team suggests the school's improvement efforts toward increasing community and cultural connections include the following:

- Develop and implement a community needs assessment that includes a component for the Tribal community and a separate component for Tribal government
- Frame an annual calendar of events that includes outreach to the Tribal community
- Include culturally relevant activities each day and each month
- Engage with Tribal leaders to identify partners who will participate in district and school leadership structures

Requirements for Recommendation #3

In light of concerns raised for this recommendation, Wellpinit Elementary School and the Wellpinit School District must address the following Turnaround Principles and Indicators when selecting the school improvement model and crafting the Required Action Plan and Revised (Initial) Student and School Success Action Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted in October 2014):

Wellpinit Elementary School

- Principle 1 and 2: Continue to provide professional development around culturally responsive leadership and instructional practices (e.g., culturally relevant practices) and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF12 and/or P1-IF07)
- Principle 6: Continue to ensure all staff members reinforce agreed-upon classroom rules and procedures with fidelity, positively teach them to their students, and implement the multi-tiered system of support for students struggling with trauma and unsafe behaviors. (Indicator P6-IIIC13, P6-IIIC16, and/or P6-IIIC04)
- Principle 7: Collaborate with parents and community members to build on the cultures of the students in the school and to identify and implement strategies to engage parents/families and community in the school's improvement efforts. (Indicators P7-IVA05 and/or P7-IVA13)

Wellpinit School District

- Principle 2: Provide professional development around culturally responsive leadership and instructional practices and monitor the extent to which these practices are implemented and impact student outcomes. (Indicator P2-C)
- Principle 7: Engage parents and community, including the Spokane Tribe, in the transformation process. (Indicator P7-B)

Similar to the requirements for Recommendations 1 and 2, the Turnaround Principles and Indicators listed above are tightly coupled. Therefore, district and school leadership teams can scaffold the S.M.A.R.T. Goals and Tasks as they revise/create the Required Action Plan submitted to the State Board of Education and the Student and School Success Action Plan submitted to the Office of Student and School Success. The Wise Ways documents on Indistar® describe research-based practices leadership teams can implement as they craft action plans around school- and district-level Indicators.

Office of Student and School Success: Additional next steps for the Office of Student and School Success to support both Wellpinit Elementary School and the Wellpinit School District follow.

- Principles 2, 4, and 6: Disseminate research-based guidance around culturally responsive leadership instructional practices and provide professional development and technical assistance to support district and school leaders and other staff to build their capacity to do so.
- Principle 4 and 6: Provide access to *Since Time Immemorial Curriculum*, culturally relevant supplementary materials, interim assessments and other types of data in addition to state assessments, and to support offered through OSPI's Student Support division.
- Principle 6: Collaborate with the OSPI's Student Support Division to disseminate research-based guidance around effective implementation of schoolwide discipline systems and provide professional development and technical assistance to leadership and staff to build their capacity to do so.
- Principle 7: Disseminate research-based guidance to support schools and districts to engage their parents/families and communities in transformational efforts.

VI. Summary and Next Steps

As stated in the Executive Summary, a thorough review of extant and collected data by the Academic Performance audit team led to the identification of a number of concerns; an analysis of these concerns resulted in the formulation of three recommendations. Legislation enacted in 2012 by the Washington State Legislature (E2SSB 5329) requires the district and school to explicitly address the concerns and

recommendations when selecting the intervention model and completing the Required Action Plan and Revised (Initial) Student and School Success Plan (submitted to the State Board of Education in June 2014) and Student and School Success Action Plan (submitted to the Office of Student and School Success in October 2014). Recommendations include:

- **Recommendation 1: Attract and retain a principal who will ensure he/she and the leadership team demonstrate the capacity to (a) maintain a strong focus on instructional improvement and student learning outcomes; (b) regularly monitor and continuously improve the core instructional program; and (c) use data to assess the strengths and weaknesses of the curriculum and instructional strategies.**
- **Recommendation 2: Expand staff capacity to deliver effective instruction and instructional intervention through engagement in sustained professional development aligned to identified needs based on student and staff performance; and develop staff capacity to deliver culturally relevant, standards-based instruction and curriculum and use data in making instructional decisions.**
- **Recommendation 3: Engage partners within the community and families to ensure the learning environment is safe, orderly and honors the cultures of students represented in the school.**

District and school leadership teams should review their current Student and School Success Action Plans, and make necessary revisions to ensure the recommendations contained within this report are adequately addressed. As indicated in the Executive Summary, the Academic Performance audit team believes the *Strengths* articulated in the narrative will serve the school and district well as they address the three recommendations described in this Academic Performance Audit Report.

Further requirements and general timelines for completion of the Required Action Plan are provided below.

RCW 28A.657.050
Required action plans — Development — Publication of guidelines, research, and models — Submission — Contents — Effect on existing collective bargaining agreements. (Effective until June 30, 2019.)

(1)(a) The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the state board of education for approval. Unless otherwise required by subsection (3) of this section, the plan must be submitted under a schedule as required by the state board. A required action plan must be developed in collaboration with administrators, teachers, and other staff, parents, unions representing any employees within the district, students, and other representatives of the local community.

(b) The superintendent of public instruction shall provide a district with assistance in developing its plan if requested, and shall develop and publish guidelines for the development of required action plans. The superintendent of public instruction, in consultation with the state board of education, shall also publish a list of research and evidence-based school improvement models, consistent with turnaround principles, approved for use in required action plans.

(c) The local school board must conduct a public hearing to allow for comment on a proposed required action plan. The local school district shall submit the plan first to the office of the superintendent of public instruction to review and approve that the plan is consistent with federal and state guidelines, as applicable. After the office of the superintendent of public instruction has approved that the plan is consistent with federal and state guidelines, the local school district must submit its required action plan to the state board of education for approval.

(2) A required action plan must include all of the following:

(a) Implementation of an approved school improvement model required for the receipt of federal or state funds for school improvement for those persistently lowest-achieving schools that the district will be focusing on for required action. The approved school improvement 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. The required action plan for districts with multiple persistently lowest-achieving schools must include separate plans for each school as well as a plan for how the school district will support the schools collectively;

(b) Submission of an application for federal or state funds for school improvement to the superintendent of public instruction;

(c) A budget that provides for adequate resources to implement the model selected and any other requirements of the plan;

(d) A description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school and how the district intends to address the findings of the academic performance audit; and

(e) Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include closing the educational opportunity gap, improving mathematics and reading or English language arts student achievement, and improving graduation rates as defined by the office of the superintendent of public instruction that enable the school to no longer be identified as a persistently lowest-achieving school.

(3)(a) For any district designated for required action, the parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010, must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. For any district applying to participate in a collaborative schools for innovation and success pilot project under RCW 28A.630.104, the parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 7, 2012, must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement an innovation and success plan.

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Timeline

April - May 23, 2014	District and school create Required Action Plan; plan must include: • Implementation of approved school improvement model • Application for state funds • Budget • Description of how the district intends to address the findings of the academy performance audit • Initial Revisions to Student and School Success Action Plan (i.e., Indicators identified in the Academic Performance Audit must be assessed on Indistar®. Additional S.M.A.R.T. Goals and tasks may be included; they are required to be included in the October 30, 2014 submission.) • Identification of measures that the school and district will use to assess student achievement • Collective bargaining agreements (reopen or negotiate an addendum to support plan) • Parent/guardian notification of RAD status and process for creating plan District and school share Required Action Plan with stakeholder groups, including local board of education, and incorporate feedback into final Required Action Plan submitted to the Office of Student and School Success.
May 23, 2014	District submits revised Student and School Success Action Plan on Indistar®. Office of Student and School Success reviews Required Action Plan and initial revisions to Student and School Success Action Plan.
May 28, 2014	Office of Student and School Success submits Required Action Plan to State Board of Education.
June 6, 2014	District presents Required Action Plan to State Board of Education for approval.
October 30, 2013	District and school submit Student and School Success Action Plans on Indistar®.

VII. Questions for Leadership Teams to Consider

The questions below emerged during the data review on March 4, 2014 and the onsite visit on March 31, 2014. They are intended to support leadership teams as they engage in dialogues around these recommendations. Leadership teams are NOT required to address the questions in their Required Action Plan or Student and School Success Action Plans. Rather, these questions are only intended to inform their collaborative work.

Recommendation 1: Attract and retain a principal who will ensure he/she and the leadership team demonstrate the capacity to (a) maintain a strong focus on instructional improvement and student learning outcomes; (b) regularly monitor and continuously improve the core instructional program; and (c) use data to assess the strengths and weaknesses of the curriculum and instructional strategies.

Questions to Consider

The following questions can inform the work of the leadership team as it develops/revises the Student and School Success Plan:

- *What criteria will inform the selection of the new principal?*
- *How will the new principal be supported in their transition to their new role?*
- *What ongoing supports will be provided to the principal to ensure they have the capacity to lead the school's improvement efforts?*
- *How will leadership responsibilities be distributed among district and school leaders?*
- *How will the superintendent demonstrate shared accountability for the school's success?*

- *What role will the superintendent play in monitoring instruction and supporting the use of data to improve instructional practices?*
- *What does the shared sense of hope look like for all stakeholders?*

Recommendation 2: Expand staff capacity to deliver effective instruction and instructional intervention through engagement in sustained professional development aligned to identified needs based on student and staff performance; and develop staff capacity to deliver culturally relevant, standards-based instruction and curriculum and use data in making instructional decisions.

Questions to consider:
The following questions can inform the work of the leadership team as it develops/revises the Student and School Success Plan:

- *What structures have been established to plan, implement and monitor professional development provided to staff?*
- *How is common language and understanding emerging related to the various instructional models in place in the school (Danielson, Marzano, GLAD, AVID)?*
- *How do the PLCs use achievement data to identify student learning needs, plan instruction and monitor the impact of instruction/interventions?*
- *How can the superintendent be more consistently engaged in instructional feedback, data analysis and monitoring of improvement initiatives?*

Recommendation 3: Engage partners within the community and families to ensure the learning environment is safe, orderly and honors the cultures of students represented in the school.

Questions to Consider
The following questions can inform the work of the leadership team as it develops/revises the Student and School Success Plan:

- *What Wrap-around services (including mental health and social/emotional supports) are provided to students?*
- *How are data used to identify needs and areas of focus for school environment? How are data used to determine level of implementation and impact?*
- *What is the role of partners in developing school success plans? (i.e.,TANF)*
- *What professional development can be provided to expand visions for engagement with families and community?*
- *How can staff develop transparency in their practices to develop and consistently implement school and classroom practices rules and procedures?*
- *What further refinement is needed in the implementation of the school's PBIS system?*
- *Is there any way to use/adapt traditional systems or ceremonies to reward positive academic and social behaviors?*

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VIII. Appendix

Appendix A: Required Action District Frequently Asked Questions

Appendix B: School Data Dashboard

Appendix C: Assessment of Progress Report

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Required Action District (RAD), Level One
Frequently Asked Questions

1. Which school districts can become a required action district?
The Office of Superintendent of Public Instruction (OSPI) is required to annually recommend to the State Board of Education (SBE) school districts for designation as required action districts. A district with at least one school identified as persistently lowest achieving will be designated as required action district. The SBE may designate a district that received a school improvement grant in 2010 or 2011 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. See **RCW 28A.657.020** and **RCW 28A.657.030** for additional information.

2. How does a school district superintendent request reconsideration?
A school district superintendent may request reconsideration of the superintendent of public instruction's recommendation. The reconsideration shall be limited to a determination of whether the school district met the criteria for being recommended as a required action district. A request for reconsideration must be in writing and received by superintendent of public instruction within ten days of receipt of the letter notifying the school district of the superintendent's recommendation. See **RCW 28A.657.030** for additional information.

3. What are the requirements for required action districts?

a) **External Review (Academic Performance Audit):** OSPI will provide an external review team to conduct an academic performance audit of the district and each persistently lowest achieving school. The audit will identify potential reasons for the school's low performance and lack of progress. The review team will consist of persons who have expertise in comprehensive school and district reform. The team may not include staff from the agency, the school district that is the subject of the audit, or members or staff of the SBE. The audit is based on criteria developed by OSPI and **must include** but not be limited to an examination of the following:
   - Student demographics
   - Mobility patterns
   - School feeder patterns
   - The 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 of 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.

   Audit findings must be made available to the local school district, its staff, the community, and the SBE. See **RCW 28A.657.040** for additional information.

b) **School Improvement Model:** The district must select and implement a federal- or state-approved school improvement model. Federal models include Closure, Restart, Transformation, and Turnaround. The district may adopt Washington State's Synergy Model that was developed by the Office of Student and

School Success. The selected model must address the concerns raised in the academic performance audit and be designed to increase educator capacity and substantially improve student achievement.

c) **Required Action Plan:** The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the SBE for approval. The SBE will establish submission dates for required action plans. A required action plan must be developed in collaboration with administrators, teachers, and other staff; parents; unions representing any employees within the district; students; and other representatives of the local community. The school board must conduct a public hearing to allow for comment on a proposed required action plan. See **RCW 28A.657.040** and **RCW 28A.657.050** for additional information.

d) **Online action-planning platform (Indistar®):** Districts and schools must use OSPI's approved online action-planning platform (Indistar®) to create, implement, monitor, and revise their required action plans. Staff in OSPI's Office of Student and School Success will provide support to district and school teams to use Indistar® as the platform for their action planning.

e) **Parent notification:** A district designated as a required action district must notify all parents of students attending a school identified as a persistently lowest achieving school in the district of the SBE's designation of the district as a required action district and the process for complying with the required action district requirements. See **RCW 28A.657.040** through **28A.657.100**.

f) **Collective Bargaining Agreement:** The parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010 by a required action district must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. If the school district and the employee organizations are unable to agree on the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the required action plan, must request the public employment relations commission to, and the commission shall, appoint an employee of the commission to act as a mediator to assist in the resolution of a dispute between the school district and the employee organizations. See **RCW 28A.657.040** for specific guidance for mediation of an addendum or modification of an existing collective bargaining agreement and other information.

g) **Professional development and technical assistance (PD/TA):** School and district teams will engage in required PD/TA to build leadership and instructional capacity to effectively implement their action plan.

4. **What elements must be included in the Required Action Plan?**
   a) **The plan must include the following.**
      i. **Selection and implementation of an approved school improvement model**. The approved school improvement 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 SBE within three years of implementation of the plan. The required action plan for districts with multiple persistently lowest achieving schools must include **separate plans** for each school as well as a plan for how the school district will support the schools collectively.
      ii. **Funding**: The district must submit an application to OSPI for federal or state funds for school improvement.
      iii. **Budget**: The plan must include a budget that provides for adequate resources to implement the selected model and any other requirements of the plan.

iv. **Changes to existing policies, practices, etc.:** The plan must include descriptions of changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school.

v. **Academic Performance Audit:** The district must also describe how it intends to address the findings of the academic performance audit.

vi. **Data measures**: The plan must identify the measures that the school district will use in assessing the school's student achievement. Measures will include those related to closing the educational opportunity gap, improving mathematics and reading or English language arts student achievement, and improving graduation rates as defined by OSPI; these measures will also be used to determine the school's status as a persistently lowest achieving school.

b) Assistance with the required action plan: OSPI will provide guidelines for the development of required action plans, as well as a list of research and evidence-based school improvement models to be implemented in the plan. If requested, OSPI will provide a school district with assistance in developing its plan. The local school board will first submit the plan to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. After OSPI approves the plan is consistent with federal and state guidelines, the local school district must submit its required action plan to the SBE for approval. See **RCW 28A.657.040** for additional information.

c) Review of the required action plan: The required action plan developed by a district's school board and superintendent must be submitted to the SBE for approval. The SBE shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. Any addendum or modification to an existing collective bargaining agreement, negotiated under RCW 28A.657.050 or by agreement of the district and the exclusive bargaining unit, related to student achievement or school improvement shall not go into effect until approval of a required action plan by the SBE. *Note.* The SBE must accept for inclusion in any required action plan the final decision by the superior court on any issue certified by the executive director of the public employment relations commission under the process in RCW 28A.657.050. See **RCW 28A.657.060** for additional information.

d) Timeline for implementing the action plan: If federal or state funds for this purpose are available, a required action plan must be implemented in the immediate school year following the district's designation as a required action district. See **RCW 28A.657.060** for additional information.

e) Technical Assistance and Progress Monitoring: OSPI must provide the required action district with technical assistance and federal or state funds for school improvement, if available, to implement an approved plan. The district must submit a report to OSPI that provides the progress the district is making 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. OSPI will report to the SBE twice a year on the progress of a required action district in implementing the required action plan. See **RCW 28A.657.090** for additional information.

5. How can a required action district be released from the designation?

OSPI must recommend to the SBE that a school district be released from the designation as a required action district after the district implements a required action plan for a period of three years; has made progress as defined by the superintendent of public instruction using the criteria adopted under RCW 28A.657.020 including progress in closing the educational opportunity gap; and no longer has a school within the district identified as persistently lowest achieving. The SBE shall release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release.

If the SBE determines that the required action district has not met the requirements for release after at least three years of implementing a required action plan, the board may recommend that the district remain in required action and submit a new or revised plan under the process in RCW 28A.657.050, or the SBE may direct that the school district be assigned to level two of the required action process as provided in RCW 28A.657.105. If the required action district received a federal school improvement grant for the same persistently lowest achieving school in 2010 or 2011, the SBE may direct that the school district be assigned to level two of the required action process after one year of implementing a required action plan under this chapter if the district is not making progress. Before making a determination of whether to recommend that a school district that is not making progress remain in required action or be assigned to level two of the required action process, the SBE must submit its findings to the education accountability system oversight committee under RCW 28A.657.130 and provide an opportunity for the oversight committee to review and comment. See **RCW 28A.657.100** for additional information.

Additional information regarding the required action plan follows.

6. What if the SBE rejects the required action plan?

If the SBE does not approve a proposed plan, it must notify the local school board and local district's superintendent in writing with an explicit rationale for why the plan was not approved. With the assistance of OSPI, the superintendent and school board of the required action district shall either: (1) submit a new plan to the SBE for approval within forty days of notification that its plan was rejected, or (2) submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the SBE's rejection within ten days of the notification that the plan was rejected. See **RCW 28A.657.040** for information.

7. What is the required action plan review panel?

A required action plan review panel is composed of five individuals with expertise in school improvement, school and school 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. The panel is to provide an objective, external review of a request from a school district for reconsideration of the SBE's rejection of the district's required action plan or reconsideration of a level two required action plan developed only by the superintendent of public instruction as provided under RCW 28A.657.105. The review and reconsideration by the panel shall be based on whether the SBE or the superintendent of public instruction gave appropriate consideration to the unique circumstances and characteristics identified in the academic performance audit or level two needs assessment and review of the local school district. See **RCW 28A.657.070** for additional information.

9. What happens if the school district does not submit the required action plan in time?

The SBE may direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received SBE approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings. See **RCW 28A.657.080** for information.

2013 School Data Dashboard

Site:	Wellpinit Elem
District:	Wellpinit

READING (MSP / HSPE)

STATUS (Percent Meeting Standard)

	Reading 2013	Reading 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	16.7%	32.0%	↓	-15.3%	Equal
Grade 4	64.0%	25.0%	↑	39.0%	Equal
Grade 5	19.2%	40.9%	↓	-21.7%	Equal

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		-6.7%	-6.7%
Grade 4		1.8%	1.8%
Grade 5		-0.8%	-0.8%

MATHEMATICS (MSP / EOC)

STATUS (Percent Meeting Standard)

	Math 2013	Math 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 3	5.6%	60.0%	↓	-54.4%	Equal
Grade 4	52.0%	29.6%	↑	22.4%	Equal
Grade 5	11.5%	27.3%	↓	-15.8%	Equal

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 3		-6.5%	-6.5%
Grade 4		11.8%	11.8%
Grade 5		2.4%	2.4%

WRITING

STATUS (Percent Meeting Standard)

	Writing 2013	Writing 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 4	60.0%	25.0%	↑	35.0%	Equal

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 4		2.3%	2.3%

SCIENCE (MSP / EOC)

STATUS (Percent Meeting Standard)

	Science 2013	Science 2012	Change	Change in Percent	For 2013, Above or Below Your District?
Grade 5	7.7%	9.1%	→	-1.4%	Equal

IMPROVEMENT per Year (change in percentage points per year over 5 years)

	School Trend vs. District	School	District
Grade 5		2.5%	2.5%

Interpretation Tips: STATUS is a simple comparison between 2013 and 2012 results. Above or Below the District compares the school's 2013 results to the district's to determine whether they are above or below (equal means +/- 2%). IMPROVEMENT is a 5-year trend in percentage points per year. Larger positive values are better – implying greater improvement each year. Negative values indicate a declining trend in the percent of students meeting standard.

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2013 School Data Dashboard

Site:	Wellpinit Elem
District:	Wellpinit

READING: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	27.8%	24.0%		3.8%		Equal		Grade 3	0.6%	0.6%
Grade 4	12.0%	32.1%		-20.1%		Equal		Grade 4	-1.6%	-1.6%
Grade 5	26.9%	27.3%		-0.4%		Equal		Grade 5	-2.0%	-2.0%

MATH: Impact of Programs for Level-1 Students

STATUS (Percent at Level-1)							5-Yr Trend: Is percent at Level-1 declining (percentage points / year)?			
	2013 % at Level-1	2012 % at Level-1	Change (we want values < 0%)			Is Level-1 larger than the District?		School Trend vs. District	School	District
Grade 3	66.7%	24.0%		42.7%		Equal		Grade 3	4.9%	4.9%
Grade 4	28.0%	55.6%		-27.6%		Equal		Grade 4	-12.5%	-12.5%
Grade 5	50.0%	36.4%		13.6%		Equal		Grade 5	-10.8%	-10.8%

Interpretation Tips: STATUS is a simple measure of the percentage of students at Level-1 (Level-1 is defined as "well below standard" for MSP, HSPE, and EOC). A smaller percentage at Level-1 is better. This is a direct measure of the impact of interventions for struggling students. For Change, we want the percentage of students at Level-1 to decline– so negative values are best. The 5-year Trend looks at whether the school is shrinking the percentage of students at Level-1 over time. The values are percentage points per year. The larger negative values are better-- implying greater decline in the percentage of students at Level-1.

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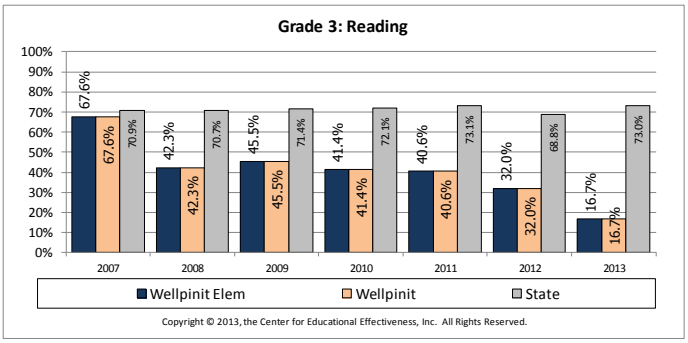
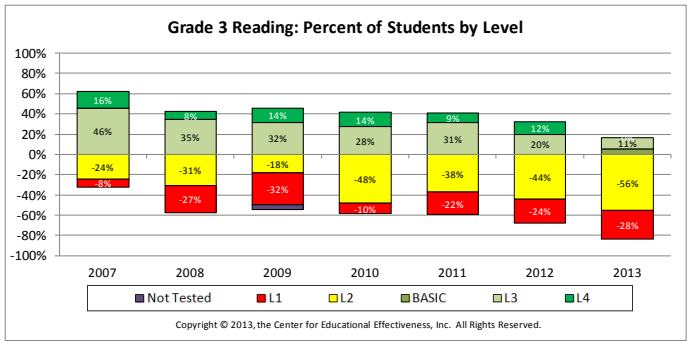
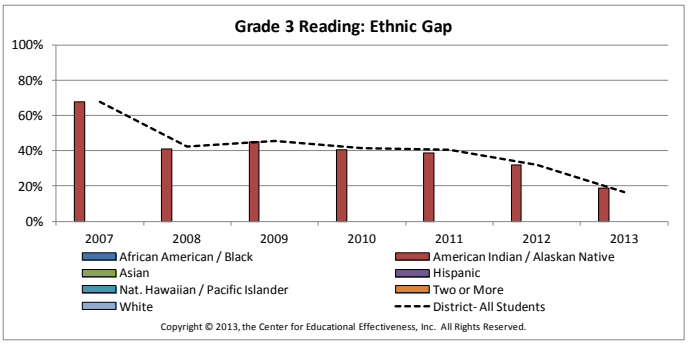
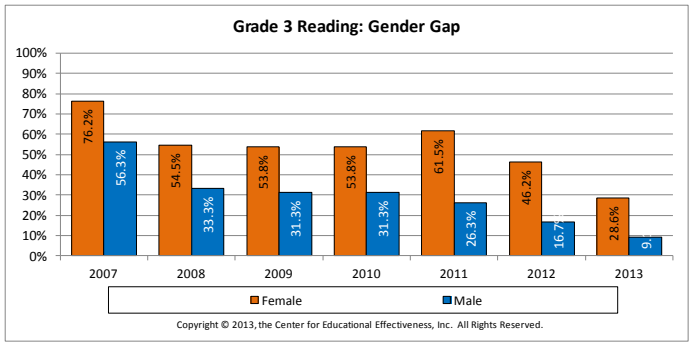
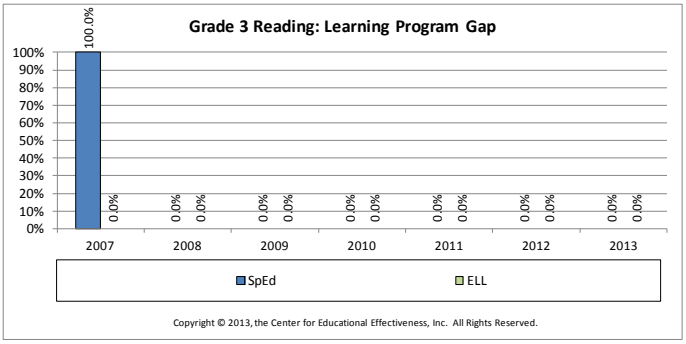
Reading Grade 3

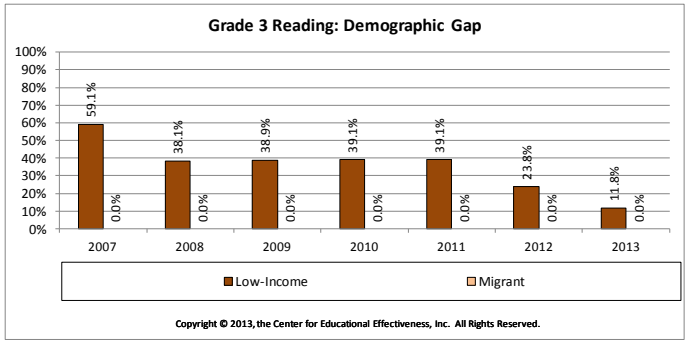












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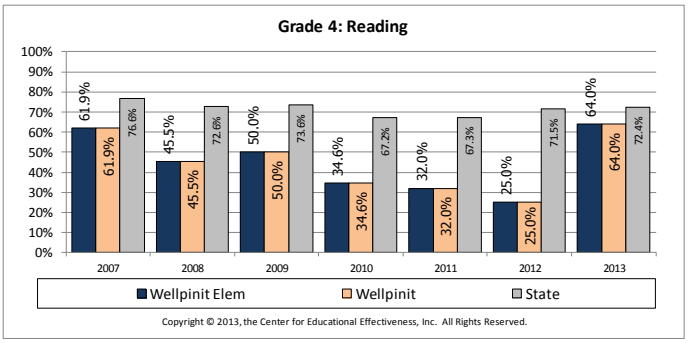
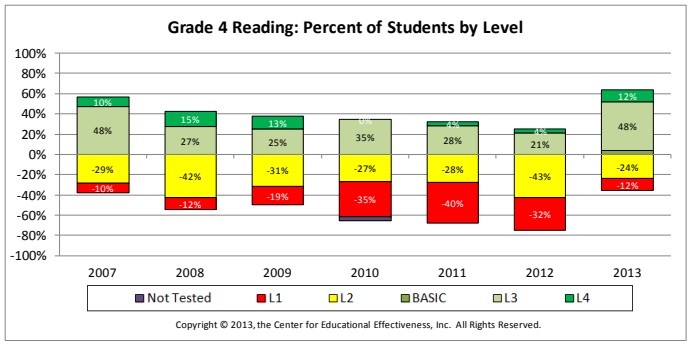
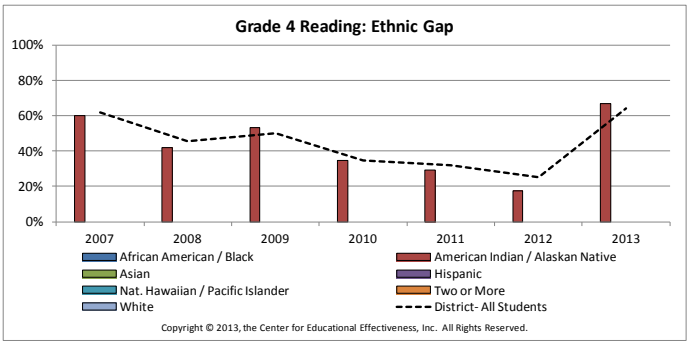
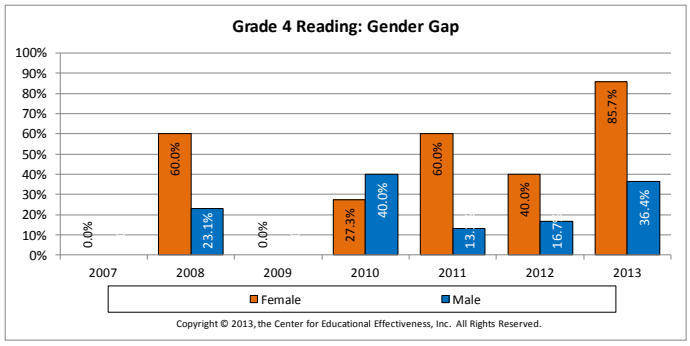
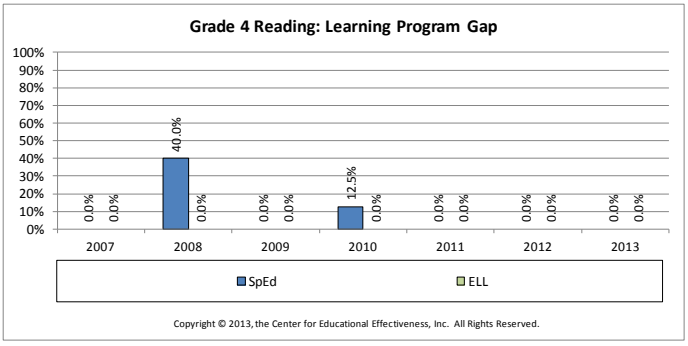
Reading Grade 4

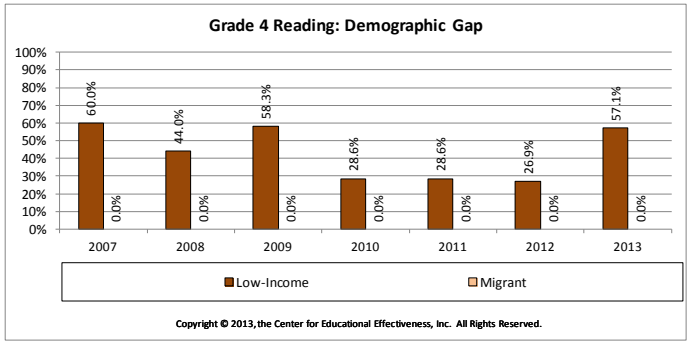












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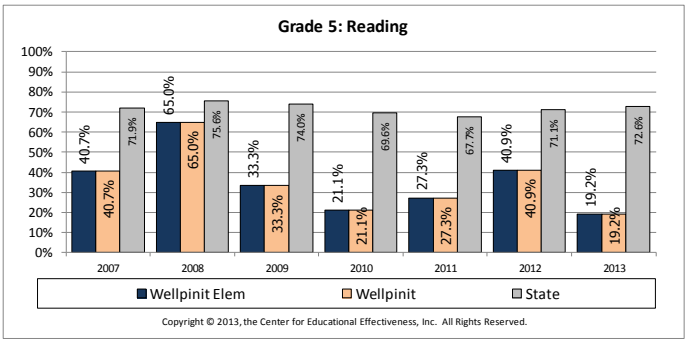
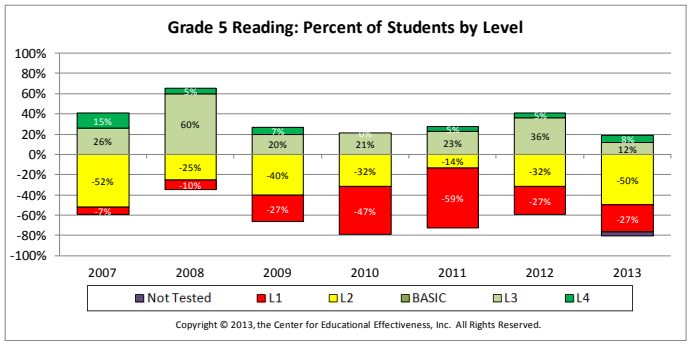
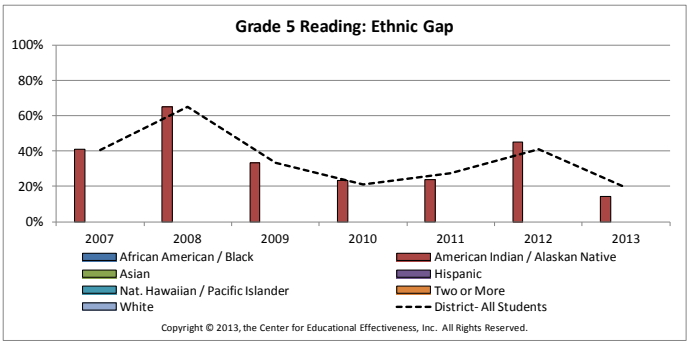
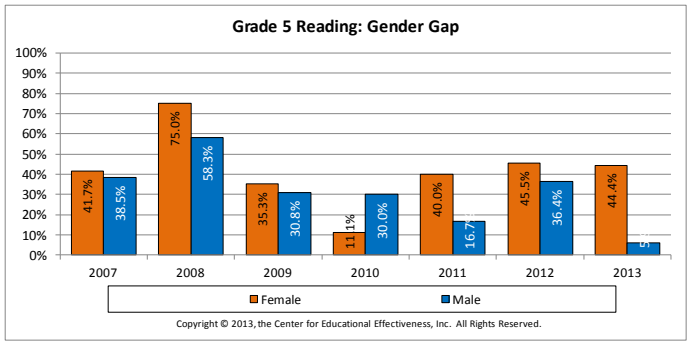
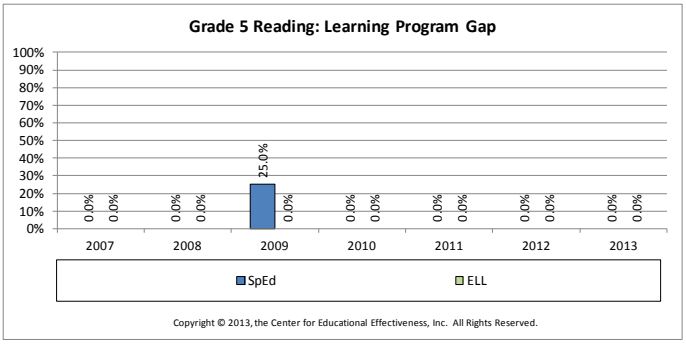
Reading Grade 5

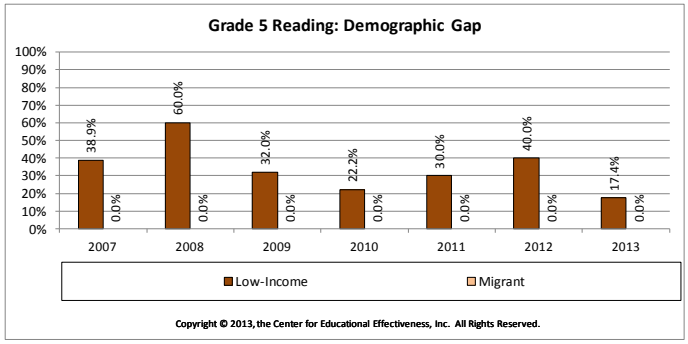












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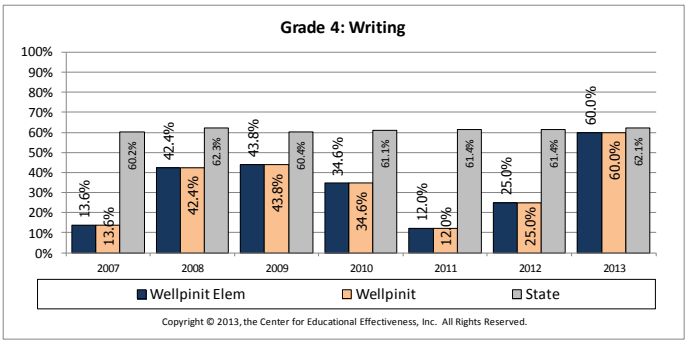
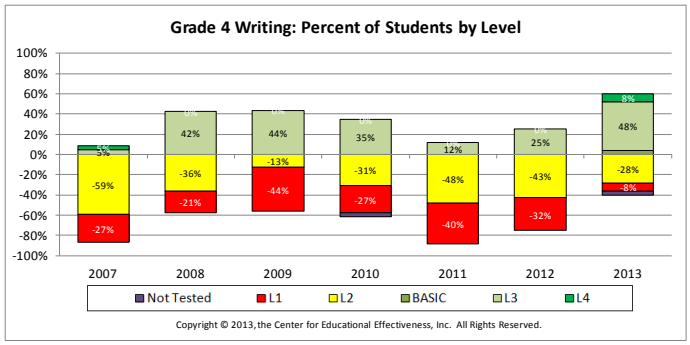
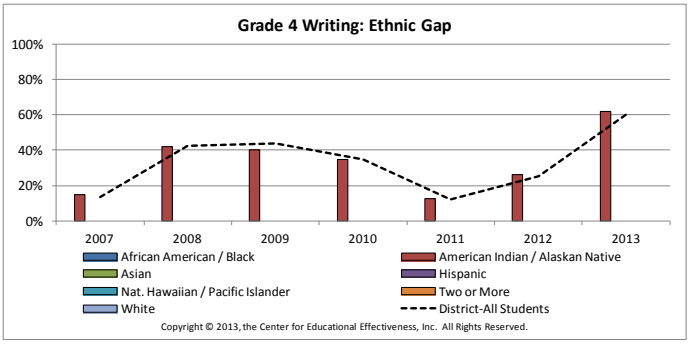
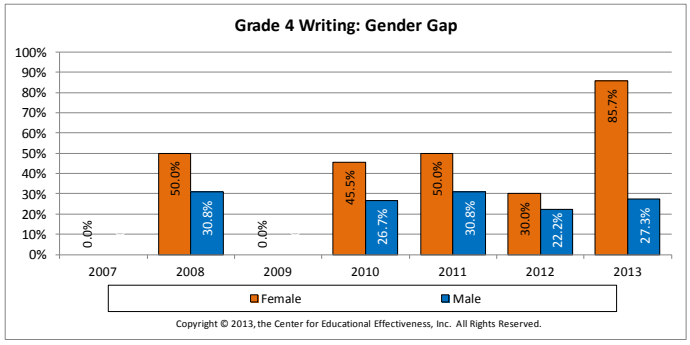
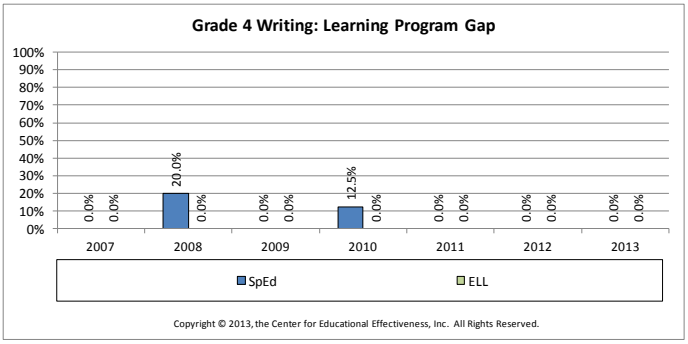
Writing Grade 4

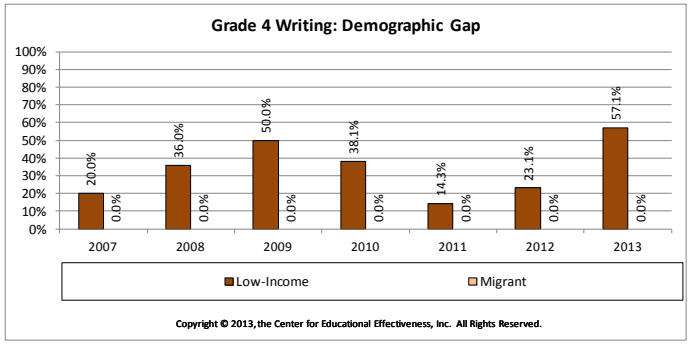












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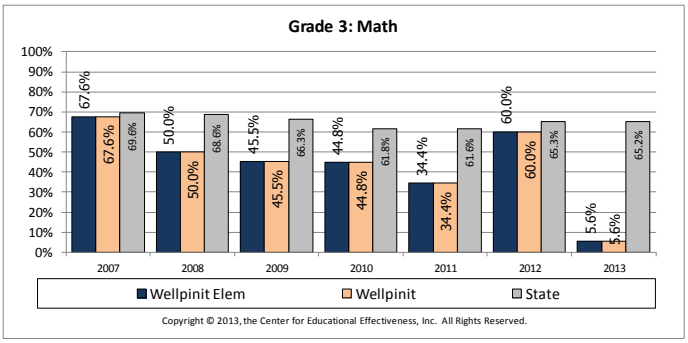
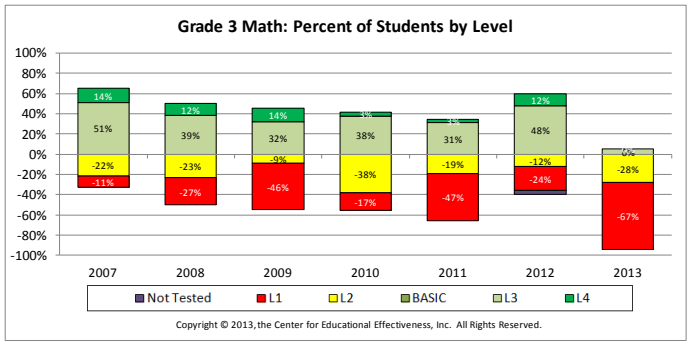
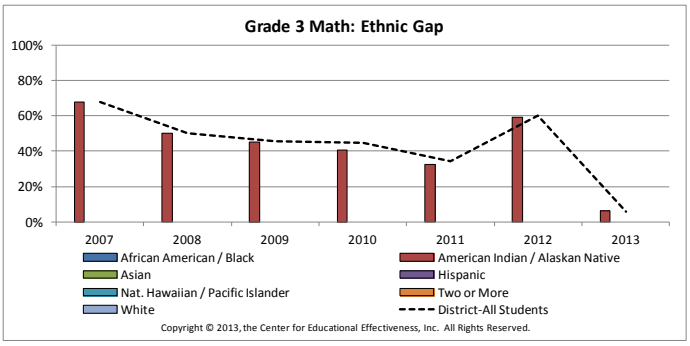
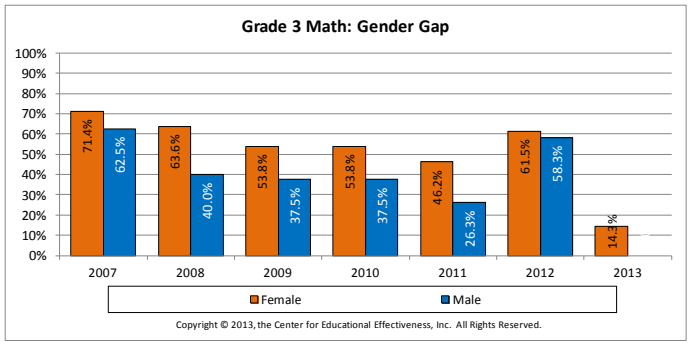
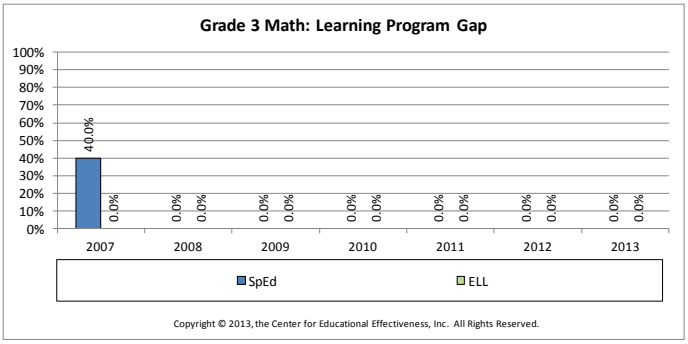
Math Grade 3

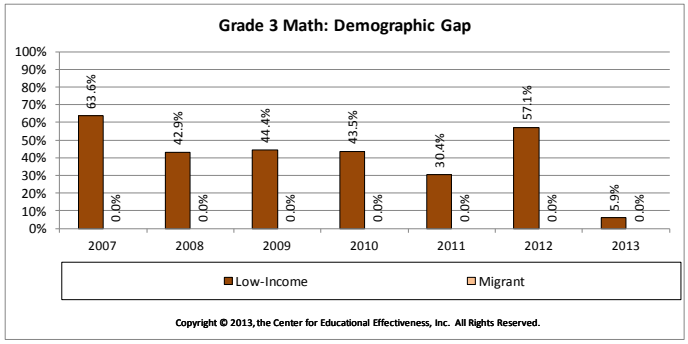












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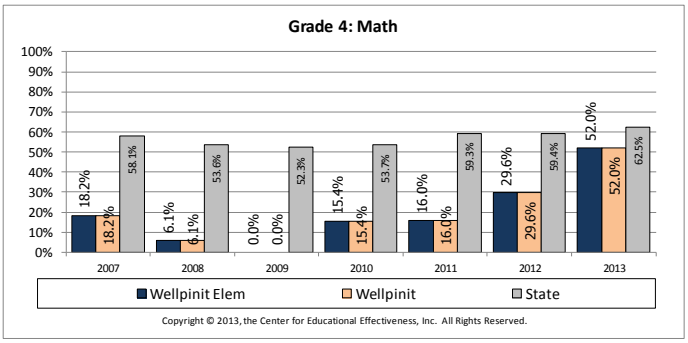

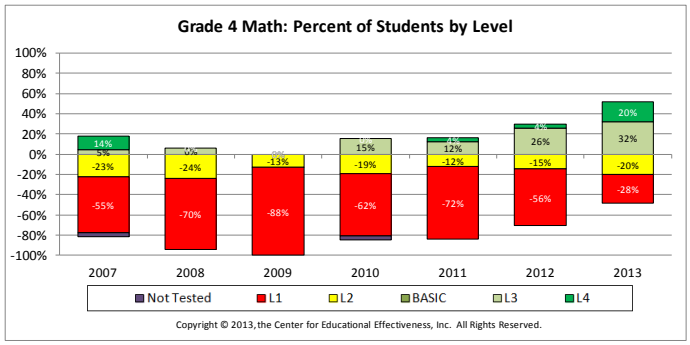

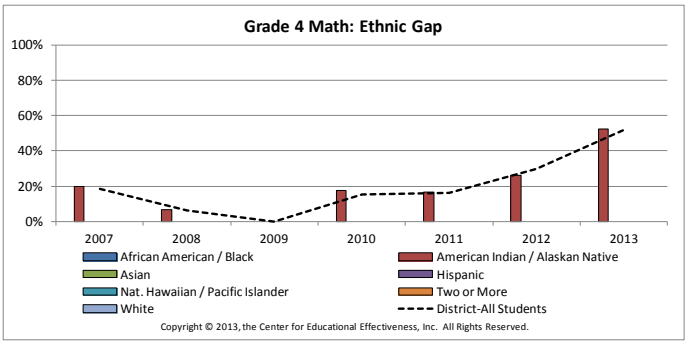

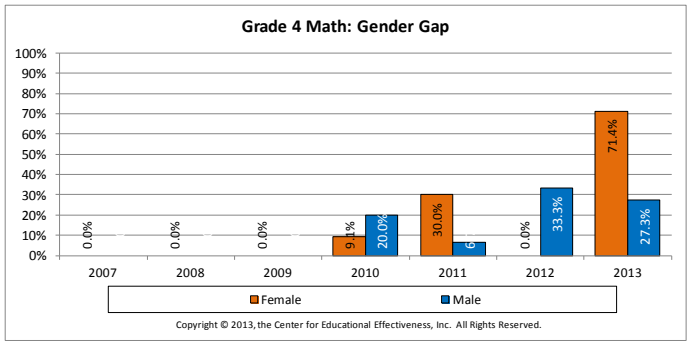

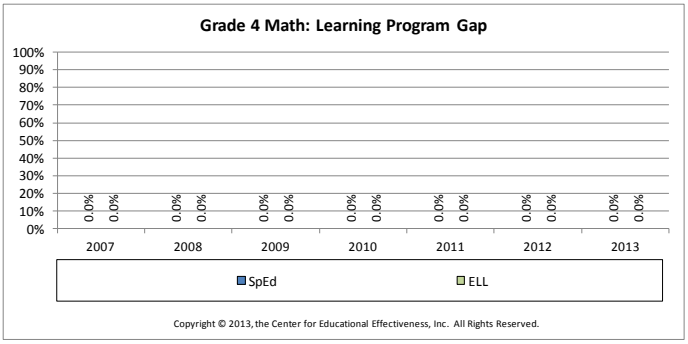

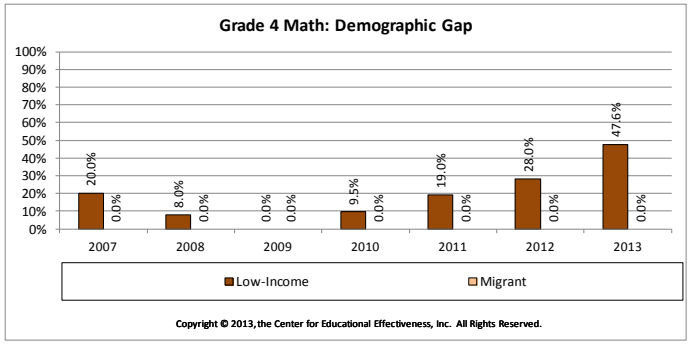

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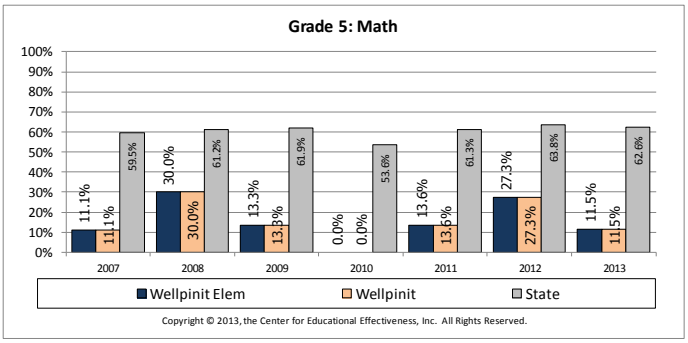
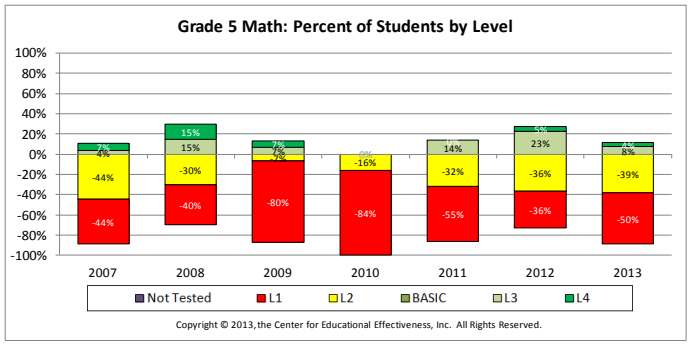
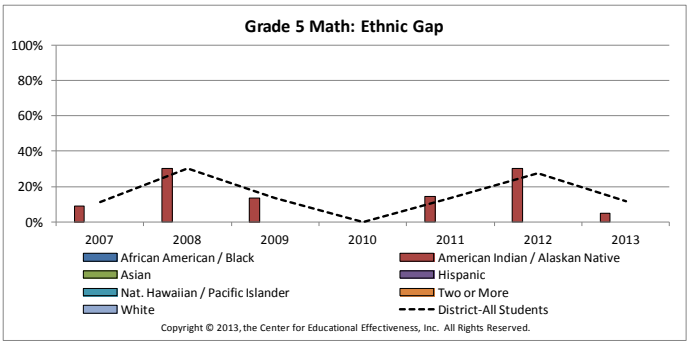
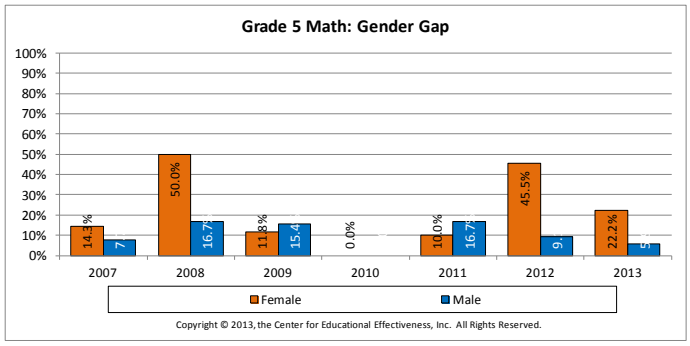
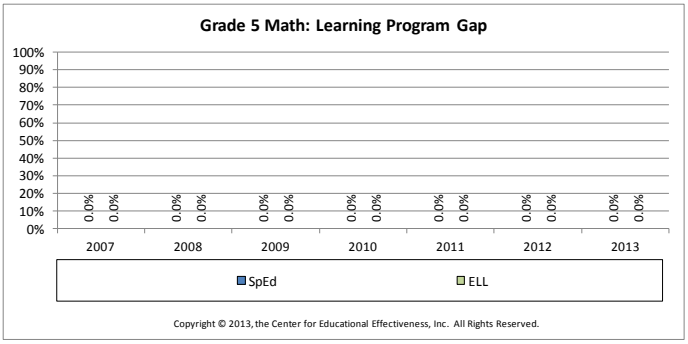
Math Grade 5

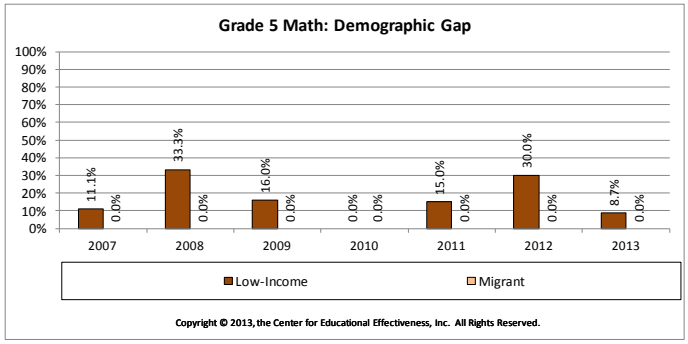












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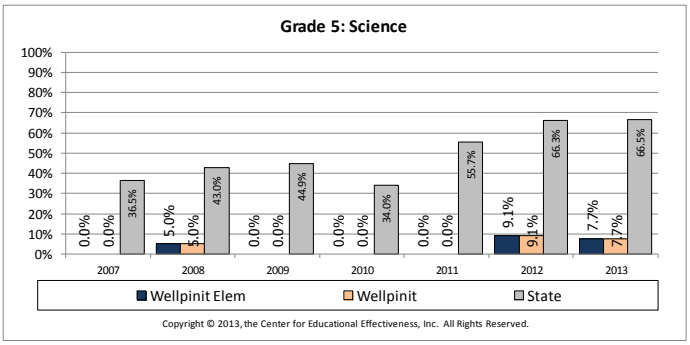

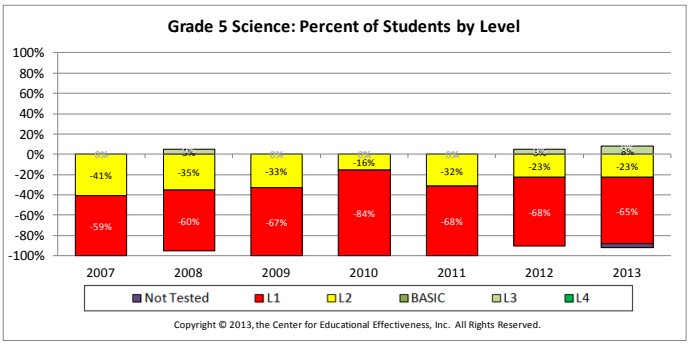

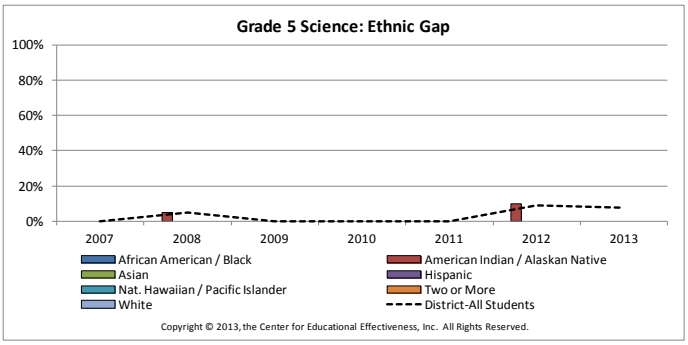

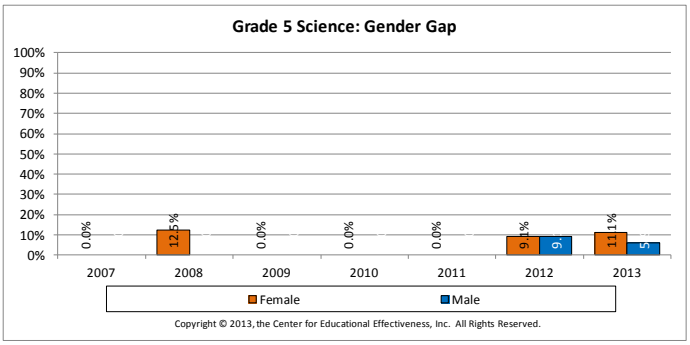

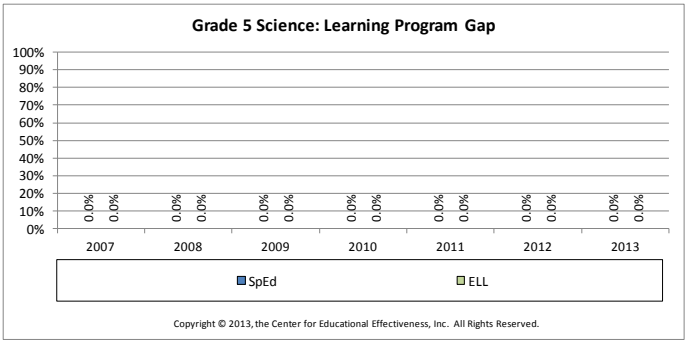

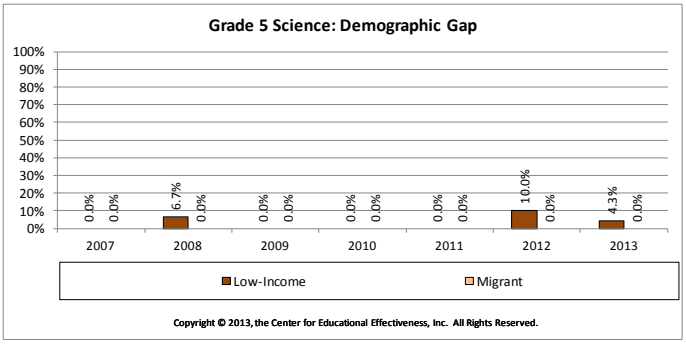

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MERIT - Assessment of Progress

Wellpinit Elementary School

Wellpinit School District

April 16, 2013

School and Classroom Practices Study

Prepared by

BAKER ▪ EVALUATION ▪ RESEARCH ▪ CONSULTING

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Wellpinit Elementary School
Assessment of Progress

Introduction

In 2010, the Wellpinit School District (WSD) applied for and received a federal School Improvement Grant (SIG) for one of its schools, Wellpinit Elementary School (WES). As part of the application process, The BERC Group, Inc. conducted a School and Classroom Practices Study (SCPS) at WES. The BERC Group a) reviewed district level practices and policies to identify potential supports and barriers that may impact the district's ability to implement an intervention; b) collected classroom observation data focusing on instructional practices within the school; and c) conducted qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's Nine Characteristics of High Performing Schools. . In 2011 and 2012, The BERC Group conducted follow-up visits, highlighting changes the school and district made related to the School Improvement Grant (SIG). For these visits, evaluators repeated the data collection process used for the first report.

In April 2013, BERC Group researchers visited the school again to conduct an Assessment of Progress to highlight changes the school and district made over the course of the grant. The findings in this report are based on information gathered from the following sources:

1) a review of changes in district level practices and policies to support an intervention model;
2) a classroom observation study focusing on instructional practices within the school;
3) qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's *Nine Characteristics of High Performing Schools*; and
4) surveys of school staff and parents.

Evaluators obtained information during a site visit on April 16, 2013. Approximately 35 people, including district and building administrators, certificated and non-certificated staff members, counselors, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 11 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district, including school improvement plans, student achievement data, and additional school documents.

The following section describes the federal intervention model Wellpinit School District and Wellpinit Elementary chose to adopt. This section also includes a comparative overview of the district findings from all School and Classroom Practices Studies, a description of the support provided to the school by the district, and a summary of the changes made at the school level. Subsequent sections of the report offer a detailed review of the school's alignment to the *Nine Characteristics of High Performing Schools* based on classroom observations, interviews and focus groups, and survey data. Under each of the *Nine Characteristics* indicators, the report will highlight how the school has addressed issues brought to light in previous studies.

Implementation of the Intervention Model

In an effort to improve education and educational opportunities across the nation, the federal government provided funding for School Improvement Grants to support the lowest performing districts and schools. Schools and districts accepting SIG money chose from among four federally defined intervention models for their lowest performing schools: *Closure*, *Restart*, *Turnaround*, and *Transformation*. The school closure model refers to a district closing a school and enrolling the students who attended the school in other higher-achieving schools in the district. The restart model occurs when a district converts the school or closes and reopens it under management of an educational management organization (EMO). The turnaround model includes replacing the principal and rehiring no more than 50% of the school's staff, adopting a new governance structure, and implementing a research-based instructional program aligned to state standards. Over the last two years, this model has produced significant gains in student achievement and has helped schools prepare for the longer process of transformation into a high performing organization.[1] The transformation model requires replacing the school principal addresses four areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.

Wellpinit School District and WES chose to adopt and implement the *Transformation* model. The table in Appendix A of this report describes the specific requirements for the transformation model in more detail and shows a comparison of rankings for each requirement from each of the School and Classroom Practices Studies.

District and School Level Change

The district employs approximately 38 teachers serving just under 600 students at one elementary school, one middle school, one high school, and one alternative high school. Wellpinit Elementary employs about 15 teachers serving approximately 172 students. Seventy three percent of the school's 15 teachers possess masters' degrees, and the average teaching experience is 10 years.[2]

Three schools in the district have been identified as needing improvement. In 2010, Wellpinit Elementary School received a School Improvement Grant (SIG), and the alternative school, Wellpinit Alliance High School, was identified as a Focus School due to graduation rates in 2012. Wellpinit Middle School was originally identified as an Emerging - Priority school in 2012, and has since been re-designated as a Priority School.

District leadership has focused on applying changes throughout the district rather than focusing solely on the schools identified for improvement. "We took advantage of the SIG and said, 'If we're going to do it at the elementary, let's do it as a whole group,'" said the superintendent. All schools in the district now have a weekly early-release day to allow staff members to meet in professional learning communities (PLCs). The district has also focused on identifying the

[1] Mass Insight (June 2010). *School Turnaround Models*. Boston, MA.: Mass Insight Education and Research Institute.
[2] Data is from the Washington State Report Card website.

English Language Learners in the student population. Staff members across the district have had training in Guided Language Acquisition Development (GLAD).

Last year, the elementary school piloted the new evaluation system based on the Charlotte Danielson Instructional Framework, through a consortium of similarly-sized rural districts through the local Educational Service District (ESD). Elementary and middle school teachers are now evaluated using the new system. It is still voluntary at the high school.

Throughout the three years the district has been involved in school improvement initiatives, a number of staffing changes have occurred. The district created a new principal position at the elementary school, which had previously shared a principal with the middle school and high school. The first elementary principal was replaced this year with a new principal. The superintendent is committed to sustaining the elementary principal position after SIG funding ends.

This year, conflict has arisen in the district as a result of a group called the Educational Advisory Committee (EAC), which has existed for five years. EAC meetings are open to the public, and are typically attended by parents, community members, the superintendent, and both building principals. Staff members typically do not attend, because the meetings take place during school hours. The superintendent explained, "It's the one spot where we can get 20 people in a room, versus having one show up to an evening meeting." However, although the EAC has had some benefits to the schools, such as the Read Across the Reservation program, it has also led to tension. Multiple staff members expressed concerns that EAC has turned into a forum for community members to discuss individual staff members by name. A school representative said:

> It's supposed to be about how to improve community and school relations and involvement. It's not supposed to be about athletics. But it's turning into griping about staff members . . . You get shredded, beat up.
>
> As a union, we are looking into policies and procedures. We should not have staff being beat up in a public forum, especially if the staff members are not there to defend themselves. It does not make us feel very supported, especially when it's very clear in policy and procedure that it's not supposed to be there.

The superintendent acknowledged:

> I don't think it [the EAC] has a positive feel. I'd like it to, that's why I hold onto it, because I have hope. But I'd almost rather have principals meet with their own parents, where they can get things done.

The superintendent, both building principals, the union president, and the director of the alternative program are participating the Washington State Leadership Academy. The superintendent explained, "It's a two-year process to help build our leadership capacity." He expressed hopes that the Leadership Academy would help the district, "communicate with [families], getting them to support the schools instead of thinking they need another level of accountability."

Moving forward, the superintendent identified strengths at the middle school and the high school:

> That [middle school] staff has always been a united, positive group, very eager. …They have a good relationship with their principal and that helps as well. They're starting to do some hands-on projects. You can see them take off and get more engaged.
>
> The strength of the high school is they have high-quality people. They don't have a bad one in the bunch. At points in our career, you develop bad habits, and you do it unintentionally. We're good people with some practices we need to change. How do we differentiate instruction? How do we integrate special ed kids in the classrooms? What does it look like when I have one kid reading at a third-grade level and one at a high school level? They're eager for good instructional leadership. They've voiced that. They want their PLCs to be strong.

District leadership also identified some weaknesses in the schools and the district. One issue identified was in sustaining initiatives instead of replacing them with new ones. One person shared, "We need to be stronger, as a superintendent as well as a school board, to say, 'This is our path, we're going to stick to it. We're going to sustain this work.'" Leadership also identified other barriers in moving forward:

> Our kids come to us way behind. Seventy-five percent [of the students] are behind when they hit our doors in kindergarten. They're behind in Headstart. If you look at the work our kids are doing in kindergarten, it's pretty alarming. If you look at them draw, it's almost at the level of a two-year-old. There are socio-emotional problems. A high rate of suicide and drug use. Our kids don't come prepared. The parents love them, and we do have some good, stable families. The parents who are behind the kids; they succeed.

School and Classroom Level Findings

Survey Results

Wellpinit Elementary School staff and families also completed a survey designed to measure whether these groups see evidence of the *Nine Characteristics of High Performing Schools* in the school. The staff survey includes factors around each of the *Nine Characteristics*, and the family surveys include factors around each of the characteristics, except *Focused Professional Development*. Individual survey items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral/undecided, 4 = agree, and 5 = strongly agree). Researchers consider a "4" or "5" response on an individual survey item a positive response. Likewise, an overall factor score of 4.0 and above is a positive response. These surveys were not administered in the initial assessment.

A summary of the survey findings appears in Figures 1 and 2. Survey results for staff members were mixed with about half of the factor scores increasing and half decreasing. Overall for

2013, Wellpinit staff members scored the *Curriculum, Instruction, and Assessment* (4.0) factor the highest and *Family and Community Involvement* (2.97) factor the lowest. Parents also scored the *Curriculum, Instruction, and Assessment* (3.93) factor the highest, but unlike staff, they scored the *Effective Leadership* (3.5) factor the lowest.

Researchers considered survey findings in scoring the rubric, and the results are included in the following discussion of the school's alignment to the *Nine Characteristics*. Appendices B and C include the frequency distribution for the surveys, organized around the *Nine Characteristics.*

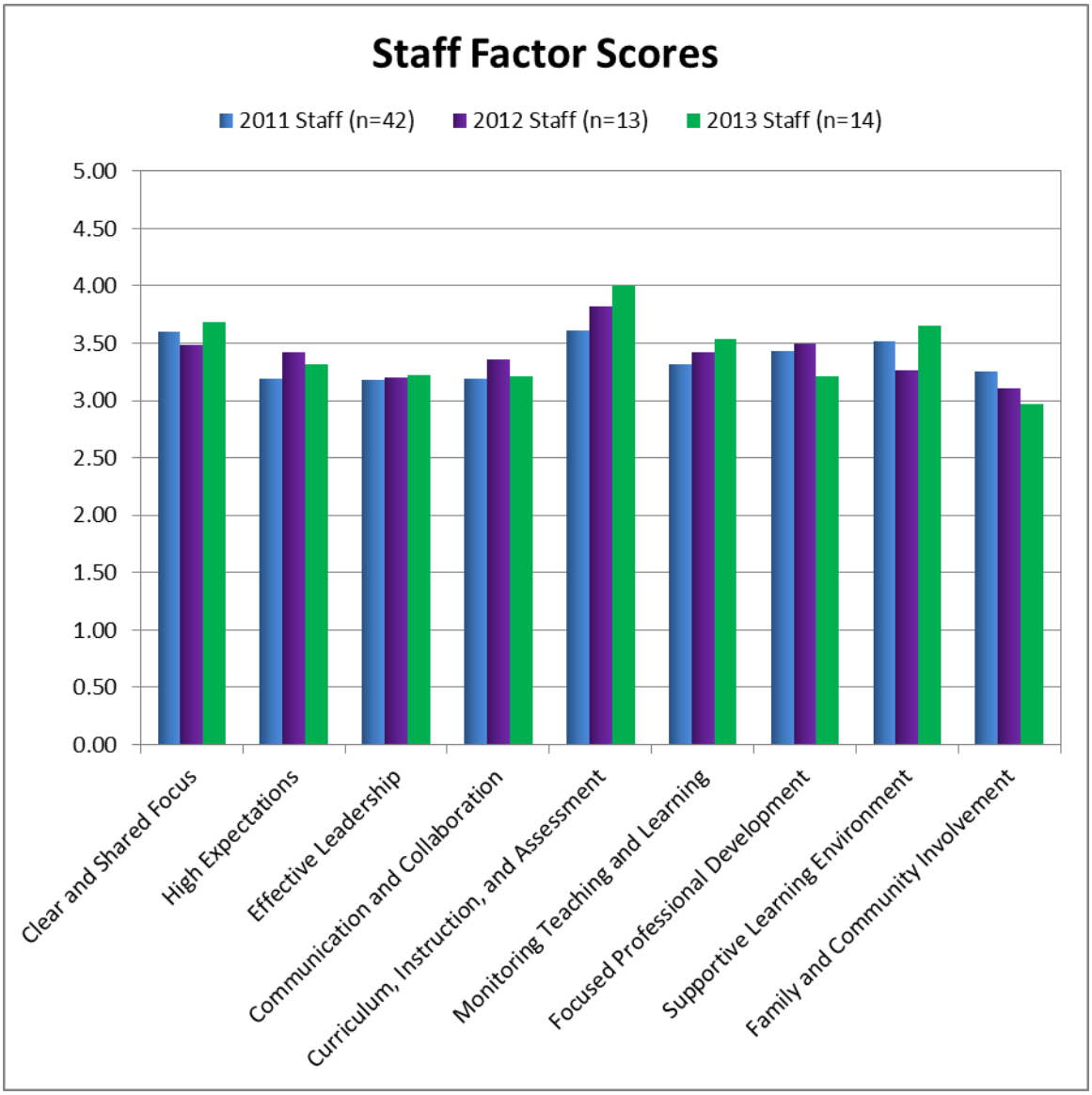

Figure 1. Survey Factor Scores - Staff

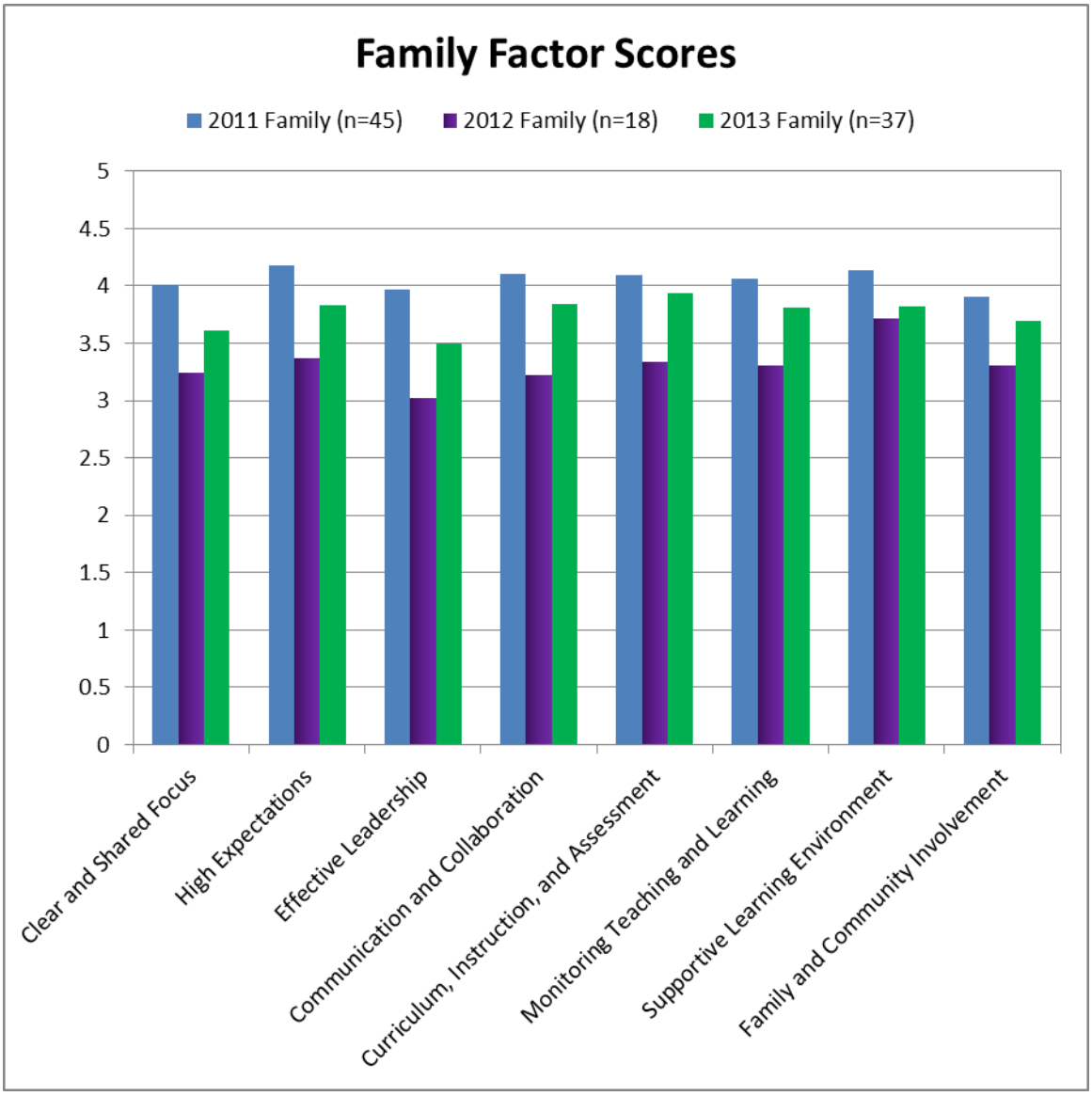

Figure 2. Survey Factor Scores - Family

School and Classroom Practices Study Findings

Using data collected through the School and Classroom Practices Study and survey results from staff and parents, research team members reached consensus on scores for 19 Indicators organized around the *Nine Characteristics of High Performing Schools*. Each Indicator was scored using a rubric with 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, and Indicators with a score of 2 or below warrant attention. Table 1 includes rubric scores for all the Indicators, including the results from the School and Classroom Practices Studies conducted in 2010 and the Assessments of Progress from 2011, 2012, and the most current results.

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

Indicators	Rubric Score 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Clear and Shared Focus				
Core Purpose – Student Learning	1	2	3	2
High Standards and Expectations for All Students				
Academic Focus	2	2	3	3
Rigorous Teaching and Learning	2	2	3	3
Effective School Leadership				
Attributes of Effective School Leaders	1	2	2	2
Capacity Building	1	2	2	2
Distributed Leadership	1	1	2	2
High Levels of Collaboration and Communication				
Collaboration	1	2	2	2
Communication	1	2	2	2
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	2	2	3	3
Instruction	2	2	3	2
Assessment	1	2	3	3
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	2	3	3	2
Focused Professional Development				
Planning and Implementation	1	1	2	2
Curriculum, Instruction, and Assessment	2	2	2	3
Supportive Learning Environment				
Safe and Orderly Environment	2	2	2	2
Building Relationships	2	2	3	3
Personalized Learning for All Students	2	2	3	3
High Levels of Family and Community Involvement				
Family Communication	2	1	2	2
Family and Community Partnerships	1	2	2	2

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Clear and Shared Focus				
Core Purpose – Student Learning	1	2	3	2

Core Purpose – Student Learning. It is evident staff members at Wellpinit Elementary School have experienced a variety of successes and challenges over the grant period. Staff members participated in multiple professional development opportunities, are more intentional in using data, and report they function more collaboratively. The school continues to struggle with achieving consistent parent involvement and with bullying/discipline. Previously, strategies were in place to address some of these issues but are no longer practiced (i.e. Walk to Intervention time, Donuts with Dads, and Muffins with Moms, for example), an issue of concern for some stakeholders. School members are adjusting to another new principal, a factor one person described as "feeling like we are starting all over again."

According to the recent Comprehensive Plan Report (CPR), staff members participated in a staff development the day before school to create a vision "of our whole child and the role each staff member plays in meeting the needs of each child." Although researchers did not hear about this activity over the course of focus groups, a commitment banner ("We ARE Wellpinit Elementary . . . Doing something that matters!") signed by staff members was observable in the school hallway, indicating staff members were somewhat active in the creation of a new vision. The CPR states staff members worked together in April 2013 "to align all we do toward a focus on student achievement," and states forms have been revised to include the district Problem of Practice ("How will the Wellpinit School District staff work together to ensure ALL student's achievement is at the core of what we do?"). Leadership spoke positively about the creation of new forms such as a *Professional Learning Community (PLC) Action Planning Worksheet, A PLC Team Meeting Feedback Form,* and a *Student Intervention Plan,* saying these forms build a structural foundation based on best practices that will help to guide upcoming work. One person described,

> The vision is there, we have great ideas moving forward. We need to find time and energy to move forward to create structure for days and years to come. It's about having something concrete and visual to work from. The vision is there, we just have to get it on paper so that we can be clear about it, and use it. There has been some great work, and going forward [it will help to have a] visual structure that holds us accountable.

A Leadership Team is working to create plans for next year but report "difficulties with being consistent and not being able to accomplish what we wanted this year," explaining there "is a lot of talking and goal setting but not a lot of action stuff." Some building members indicated a change in leadership "in the middle of the grant" made an "understandable" impact on the

vision of the school. While discussing plans for next year's efforts, one building representative described a focus on language, thinking, and making "RTI (Response to Intervention) to be truly, more systemic." Family and community engagement, along with a focus on culture, are other focal points for next year's work. "We've got to get better at engaging community and parents. We need to be creative about how we are engaging them. We need a good structure in place so that teachers are using the same structures to talk to parents, are making decisions with parents around data, and are including their voice in the process. We have to think about cultural aspects about getting parents involved," touted one building representative.

While reflecting on the progress made over the past year and over the duration of the grant, interviewees gave varied responses. "I am proud about our commitment to the kids. The strong commitment to the students comes through when you look at all the hard work done," explained one focus group member. "Previously, we've had no vision for so long. Now, we have a vision, but are still changing leadership. Now, looking back on it, we could have done so much more if we had a little bit more of a linear plan," suggested another staff member. One person reported all staff members are "not on board" with the current vision and mission, indicating a lack of communication has "isolated" building members. Another staff member shared, "The vision is unclear to me right now. I'm not sure what we want to accomplish; it's very foggy. I feel like I'm chasing my tail around." These sentiments are concerning and conflict with last year's findings. A review of staff survey results indicate only 25% (down from 50% in 2012) agree the school's mission and goals are developed collaboratively. It may behoove school leadership to reevaluate their current practices to ensure all stakeholders have input and buy in to school improvement planning efforts.

According to staff survey data, 62% agree the building has a data-driven improvement plan with measureable goals. Seventy-seven percent of staff members agree the school's mission and goals include a focus on raising the bar for all students and closing the achievement gap. Family survey results indicate 69% of participants agree academics are the primary focus at the school.

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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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
High Standards and Expectations for All Students				
Academic Focus	2	2	3	3
Rigorous Teaching and Learning	2	2	3	3

Academic focus. Teachers report they are knowledgeable about state and local standards and use them to develop lessons and guide assessments. According to the CPR, in June 2012, staff members collaborated with the Math TACSE and a reading coach to revisit the Math and Reading Curriculum Maps to ensure alignment with Common Core State Standards (CCSS) and GLEs (Grade Level Expectations). One staff member discussed the process of aligning lessons to standards last year and reflected on their current alignment efforts, saying,

> I spent days and days unpacking [the standards] last year. My pacing guide is my bible. The RBAs (Reading Benchmark Assessment) and the MBAs (Math Benchmark Assessment) have helped me to stay on a schedule. I spend time teaching to what is on the test. We started looking a lot at Common Core. We are changing the pacing guide and looking at vocabulary.

Another person described the need for more assistance with understanding Common Core expectations, sharing,

> I think we are ahead of most schools. We were aligned to the state standards, and we now have to go through it all over again. In the pacing guide, we have Washington State standards, now we have Common Core. With current curriculum, we are revising more. We do a lot of talking about it. We don't want to be reacting to it. Teachers don't have a good grasp on what Common Core is. We could do a lot more PD (Professional Development) around it.

Another person concurred with the idea about needing more support around integrating Common Core, explaining, "We are aligned to Common Core but have not taken a deep look at them yet. We are aligned on paper, but do not understand the deeper complexities of Common Core."

Advanced courses are not available to students but teachers report they differentiate instruction and use small, skill level, group instruction to ensure academic expectations and challenges are high for all students. One person shared,

> I vary on my rigor based on who I'm teaching. I have some [students] who are learning basic computation skills. I have some high [level] kids and others that are reading at 2nd and 3rd level, with some working on sounds. How do I teach them the same thing? There is rigor in the groupings they have. AVID's Level of Questioning helped with that [differentiating].

On the staff survey, 64% of staff members agreed that all students can meet state standards and 62% agreed that they expect all staff to perform responsibilities with a high level of excellence. It is important to point out the decrease of one survey question in particular, only 8% of staff members (down from 45% in 2012) agree students are promoted to the next level only when they have achieved competency. Fifty percent (same as in 2012) of family survey respondents agree teachers do whatever it takes to help children meet high academic standards.

Rigorous teaching and learning. WES staff members continue to integrate the use of assessment data into their instructional practice. In addition to utilizing a myriad of assessment results to track student progress, to organize small groups, and to lesson plan, teachers report using standards and differentiation strategies to increase the level of rigor for students. Although the Walk to Read and Walk to Math models no longer exist, some teachers continue to use progress monitoring notebooks to organize individual student data. This practice is reportedly helpful when communicating goals and performance expectations to students. One teacher discussed this, saying,

> It's a battle to get kids to have intrinsic motivation. I started a folder for kids to track their progress for their own self-goals. They get an award and set new goals. I see success with that [method]. Kids know where they need to be, where they are at. They are setting the plan to reach that goal.

Some educators suggest they "get a lot of denial" from parents about student ability but provide materials to caregivers so they can assist with building skills at home. One focus group participant discussed the need for a change in how the community (including educators) perceives student ability and spoke about the need to raise expectations.

> The level of [set] expectations is medium, generally low. There are excuses around behavior and trauma, with people saying, 'I can't send that home because they [students] are not going to do it.' A paradigm shift needs to happen. I think we meet them [students] where they are, based on skills, but we should be meeting them based on our expectation and raise the bar. We're not raising the bar to have them meet higher expectations. The kids are just fun, resilient, loving, and will let us take them on any journey; they are so invested. We are noticing with GLAD (Guided Language Acquisition Design), the more we expect, the more they rise to meet it. Students want that expectation.

Caregivers interviewed discussed how educators challenge their children to do their best work, with one parent sharing,

> I am more satisfied this year than last year. My child is in with kids that are learning faster, it's almost like there are three different groups of learners. Some

> [students] don't learn as fast. The teacher is good at keeping all kids busy and know they all have different learning levels, [they are] doing a great job at it. I know my child was struggling with work. She got a B when she usually gets A's. I know she had to work.

Other parents described similar experiences, with one voicing a concern that their child's class "is challenging but full of a lot of disruptions," saying the combination of "disciplinary challenges and a hectic class make it so noisy that I'm not sure how [my child] thinks."

Classroom observations using the STAR Classroom Observation Protocol™ yielded the following scores on the five essential components (3s and 4s combined): *Skills* (64%, down from 81% in 2012), *Knowledge* (55%, down from 82% in 2012), *Thinking* (36%, down from 63% in 2012), *Application* (27%, up from 18% in 2012), and *Relationships* (73%, down from 90% in 2012). These results should be interpreted cautiously given the small number of observations at the school, as such; one or two scores moving down can look like a drastic decrease. This data suggests *Relationships* continues to be a strength in WES classrooms. The other scores show there is room for improvement, especially in the areas of *Knowledge, Thinking* and *Application,* which involve developing students' conceptual understanding, ability to think independently, and engage authentically in their own learning. According to the rubric, the "dominant expectation" for students is to interpret, analyze, synthesize or evaluate information and for most classroom instruction to include "elements of authentic pedagogy" such as active participation, collaboration, reflection, disciplined inquiry, and construction of knowledge. When looking at the individual indicators, students demonstrated collaborative learning in 36%of classrooms, demonstrated verbally or in writing that they were reflecting on learning in 9% of classrooms, and were constructing knowledge in 55% of classes observed. Eighty-three percent (up from 57% in 2012) of family survey respondents agree teachers challenge their child to work hard and become successful. Seventy-two percent (up from 56% last year) of family survey participants agree school staff expects all students to meet high standards and 90% (up from 67% in 2012) also agree teachers demonstrate they believe students can learn.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Effective School Leadership				
Attributes of Effective School Leaders	1	2	2	2
Capacity Building	1	2	2	2
Distributed Leadership	1	1	2	2

Attributes of effective school leaders. The current principal is in her first year as principal and was hired after the previous principal left the district for personal reasons. While the new principal seems to be ambitious and works to implement structural supports, there is a learning curve for both the staff and the principal. Staff members have undergone a large amount of leadership turnover over the past few years and are adjusting to new leadership expectations and procedures. When asked if they think the principal is an effective leader for change, interviewee responses varied. Some suggested she is "hanging on by the skin of her teeth," and will be an effective leader once "she gets her feet underneath her." "I like her," explained one person, "If we have a question, we have an answer. It may not be what we want, but we get an answer." "I think that she's overwhelmed," suggested another focus group member. "A lot of changes are really positive and she throws herself into everything." Another person agreed with this latter sentiment, adding,

> She goes with the flow. Out here, an out of the ordinary day is our ordinary day. When she showed up, there was a death and an accident and our community deals with those things in a different way [i.e. students may be out of school for a long period of time for a funeral]. The first time, I think it messed with her, but now she is pretty good with going with the flow.

Some people suggested the need for more trust from leadership, with one person summarizing, saying,

> We've been doing this for a long time and it feels like she won't let any control go. She needs to trust us. Sometimes it does not feel she trusts us even to do little things. Sometimes it's a 'we've got this, we've been doing it this way for years, it's not a big deal,' but it is a big deal.

While some interviewees indicated they felt comfortable providing feedback, saying, "She heard everything I've had to say," others said they receive an "I'm busy, can you come back?" type of response. "I feel a little more appreciated than in previous years," and "She tries to treat us as

a team," are two positive responses from staff members about their leader. Another interviewee shared,

> I think she's made mistakes. I think she's admitted when she makes mistakes though. I think she tries. I think she does care. I think she's okay with people being upset at her. I think that's good for change. Change kind of brings that out of people. I guess we'll see where it takes us.

While describing changes observed in the school over the past year, parent representatives discussed the new principal, with one person saying,

> I've been able to be in contact with her and she seems very quick to respond, which is good. If any action needs to be taken, it's not waited on, it happens quickly. I have heard other parents who say the same thing. She addresses an issue swiftly. It's a positive thing.

Survey data shows 42% of staff members agree the building leadership team listens to staff ideas and concerns and 46% agree the leadership team demonstrates the behavior and practices changes necessary to achieve the preferred future. Forty percent agree with the statement, "I talk with my principal about the progress on performance goals."

Capacity building. Last year, teachers referenced increases in the level of formal conversations around student issues and were meeting in small groups on a regular basis to discuss and adopt instructional strategies (Marzano). This year, teachers continue to meet in PLCs but some interviewees suggested they would benefit from more dedicated time to discuss student issues and instructional strategies. One person reported, "I would like more collaboration time that we don't have and to have time with aids. We went to Opportunity [elementary school] and saw their model. They have collaboration time for one hour every morning. We're expected to have the same outcomes, but don't have the same time given to us."

Similar to last year, when asked if there is a common understanding or demonstrated agreement among staff members about what effective teaching and learning is, some staff members felt they could not adequately answer the question and brought up the fact they have not been able to observe their colleagues teach. "We all are doing similar things, but I can't tell what you [colleague] are doing or thinking. This is where peer observation could come in. If we were not doing [similar teaching], test scores would be down the drain," observed one staff member, "We have some kids that are clickers and just get it, we have others that need more help. We work together to promote progress." Similar to previous years, staff members will travel to a neighboring elementary school to observe teacher instruction and strategies used to increase student achievement but peer observations are uncommon within the building.

When asked about the observation process, most staff members seemed to agree language development is a focus during walkthroughs, but identified a need for increased observations and for individualized feedback from school leadership. Some focus group participants suggested walkthroughs are infrequent, poorly timed, and usually (only) evaluative. "[The principal] needs to be in the classrooms more, needs to make it a priority to be there a couple of times a week. If [leadership] popped in every once in awhile, she could offer advice."

Another person agreed, adding, "If she saw us on a day-to-day basis, she would see us on good and bad days and not just during evaluation." Some interviewees indicated feedback was not individualized, but intended for the whole school, and not given early enough in the school year to truly impact classroom instruction. One person shared their experience, saying,

> I had no time to figure out what I could do differently or grow. The point is to do observations early and give feedback so that we can change instruction. I think she sees where she needs to improve; next year will get better. I think she is a quick learner, likes to be successful, she wants the school to run successfully.

Staff survey data reveals 73% agree they actively participate in the performance evaluation process but only18% agree with the statement "My principal talks to me about my professional growth." Forty-six percent of staff members agree they are held accountable for the new behaviors and practices needed to achieve the preferred future.

Similar to findings from previous studies, it is likely staff members would benefit from additional training around cultural issues. Interviewees discussed the importance of not only understanding and embracing the culture of the community in which they work, but the need to integrate culture into educational practices on a regular basis. "We need to work on fully embedding culture into how we teach things, [adding cultural elements] into lessons in a seasonal way that makes sense historically to the tribe. I'm not sure the paradigm shifted yet to fully embed the culture," explained one building representative. One person suggested the desire to "shift away from what historically has been done" during culture week, voicing the idea to integrate "fresh and different things to do," and working to expand activities into weekly and monthly lessons. Survey results show 46% (up from 27% in 2012) agree administrators intentionally recruits and retain a diverse and highly qualified staff.

Distributed leadership. The CPR includes a plan for a collaborative decision-making process involving a leadership team who will include "not only the principal, teachers, and coaches, but also paraeducators and parents." According to focus group reports, a leadership team includes teachers and the principal (only) and struggles to meet on a consistent basis. Reportedly, decisions are "still pretty top down," with some voicing "disappointment" and "frustration" over the lack of joint decision-making opportunities. Although leadership team members collaborated to identify five GLAD strategies to implement school wide, some building representatives suggested they could have accomplished more with a collaborative decision-making model and by meeting on a consistent basis. A 'Decision Rationale' sheet includes questions such as "Is it what is best for Kids?, Does it support the staff?, Does it align to our SIP (School Improvement Plan)?, and Does it align to our District PoP?' may help to guide leadership team decisions, but researchers did not hear how the team actually uses the form in practice. Survey results corroborate focus group findings. Only 15% of responding staff members agree a clear and collaborative decision-making process is used to select individuals for leadership roles in the building.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
High Levels of Collaboration and Communication				
Collaboration	1	2	2	2
Communication	1	2	2	2

Collaboration. Although WES staff members have made great strides in their efforts to collaborate over the duration of the grant, they continue to have limited vertical articulation opportunities and would benefit from increased collaboration time. Teachers meet weekly at both the primary and intermediate levels to review student data, to "go through the curriculum and ask how each other teaches it, looking for what worked best and ideas to steal." Many interviewees acknowledge the impact collaboration time has made, but report the need for increased time that can be dedicated to teacher partnerships. One person discussed how the current collaboration time cuts into planning time, saying,

> We meet once a week for half an hour with our grade team partner. It's technically a prep time but we choose to meet. Sometimes I'd like to use this time for prep and feel guilty. It would be more effective for teachers to have prep time and common planning time separate…Imagine what we could do if we had [dedicated] planning time!

Additionally, staff members continue to meet in small PLCs on early release Fridays, with some focus group members suggesting the need to "be driven more by us instead by someone else." This year, early release time has been used for professional development. "We have a lot of instructors come in, and we don't get that time to ourselves," shared one building representative, "We did a book study [last year] and it forced us to collaborate. I think we covered stuff we need to touch base with each other about. It helped to spread new ideas." Building leadership indicated they are working to strengthen and streamline the PLC process and have created documents (mentioned previously) to help with project planning, task assignment, and feedback. One person reflected on their efforts this year, saying,

> We are dedicated to make the PLCs really work. The last two years of the grant, they [PLCs] were really coach driven. I'm not sure there was leadership in place that was connecting dots for when coaches were not here. This year, [PLCs] fell apart when coaches were not here. Teachers wanted to keep the [PLC] philosophy going. Bottom line is if we stay true to idea of the PLC, want it, and show commitment to it, they can work. With work through the leadership team to build a structure, we will see PLC movement that is for us, driven by us, so that the structure won't go away.

According to reports, staff members "have started a little bit" to collaborate vertically. "We've talked to the middle school teachers about the 'must haves' for middle school, the absolutes that they should come over with. We have not been given real time to do it though," explained one focus group member. "When we did a yearlong plan and standards alignment, we looked at that [vertical requirements]. I had a better idea of what they [teachers] would expect for next year. It would be nice to meet every now and again. Little conversations would be so helpful," added an interviewee. Staff members indicate little to no time is reserved for conversations between general education, special education, and paraprofessionals about the students they share and serve. Increased communication among these stakeholders may lead to more intentional and fluid interventions for students. Staff surveys support focus group findings, with 50% of respondents agreeing they collaborate to improve student learning and only 23% agreeing they collaboratively plan lessons.

As previously mentioned, although staff members will visit classrooms at another elementary school, it is not current practice for WES teachers to observe and reflect on each other's instructional practices. Similar to last year's recommendation, the current rubric score would be closer to a three with the dedication of consistent and sufficient collaboration time and the introduction of peer classroom observations and feedback opportunities.

Communication. Similar to previous years, WES utilizes several communication methods, such as school and classroom newsletters, an automated phone system for attendance and school events, the use of the district website, progress reports, and P.R.I.D.E. (Perseverance, Respect, Integrity, Determination, and Excellence) cards mailed home for recognizing student successes. Some teachers email with parents but find that phone calling or hard copy communication is more effective, as many homes do not have computer access. In the past, a monthly school-generated newsletter provided information around school happenings, but with the juggling of so many new responsibilities, school leadership claims there has not been time to send out a newsletter this year, but hopes to reestablish this practice next school year. The district provides an online program (Skyward) that allows caregivers to check student grades and missing assignments and this service is newly available to parents of older level students. Parents interviewed mentioned they would like to have more access to their children's test scores and grades, saying, "I would like to see it [Skyward] for lower levels. I think it's great. Sometimes there is a lack of communication between teachers and parents, and I have that to fall back on." Another parent agreed with this sentiment, adding, "If I didn't ask questions to the teachers, I would not have any contact."

Similar to conversations at the middle school and high school levels, parent representatives voiced the wish for increased communication from school staff, especially around issues of concern. "There needs to be better communication in emergency situations where parents are panicking. We need to know to ease our minds," explained one parent. One person recommended expanding communication efforts to include the Tribe, saying, "The Tribe has a tribal wide email system where they can send out information tribal wide. Information can get out to a lot more people this way." Staff survey data show 62% (down from 82% in 2012) of respondents agree school staff communicates with parents/guardians and the community using a variety of methods. Eighty-one percent (up from 67% in 2012) of family survey respondents agree school staff communicates in a way that is convenient but only 46% (down from 82% last year) agree the school provides opportunities to learn more about the school.

A few years ago, the district underwent a communications audit and continues efforts to better communicate to families. For example, parents are encouraged to attend district information meetings to learn about current efforts and review school and district data. The district also hosts a comprehensive website that provides a variety of information ranging from bus schedules, calendars, and school board minutes, to bullying and discipline resources.

Staff members continue to express frustration about communication between leadership and teaching staff. During focus groups, building representatives mentioned communication "is still last minute," sharing examples of "getting email at 11:00 at night for something the next morning." Others stated many in the building "feel pretty isolated" and claim the lack of all staff meetings has contributed to this feeling. Recently, leadership started hosting weekly fifteen minute all staff meetings that are reportedly, "run really well," and are "really focused," but "don't give us any time to talk about anything we want to."

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	2	2	3	3
Instruction	2	2	3	2
Assessment	1	2	3	3

Curriculum. While discussing accomplishments over the past year and over the duration of the grant, multiple focus group members spoke positively about efforts to align math and reading curricula to standards. While some suggest staff members need more time to "understand the deeper complexities" of Common Core State Standards, others indicate they "comfortably" plan lessons that are aligned with the state and local standards. A focus group participant discussed the impact that using the same curriculum across grade levels has made, saying the alignment of the scope and sequence has helped to close gaps and raise test scores, causing educators to "see how well their hard work is paying off."

Teachers report increased and consistent vertical collaboration time can help with identifying student needs, in aligning lesson plans to standards, and with adjusting instructional practices to better assist students. Staff survey results show 92% of respondents agree with the statement "our staff demonstrates a thorough understanding of the state learning standards" and 100% agree the programs taught are aligned with state learning standards. Teachers suggest they adjust the curriculum to accommodate the learning needs of their students and work to maintain expectations for high academic performance. However, survey finding show that only 50% of staff agree that instruction is personalized to meet the needs of each student.

Instruction. WES Staff members are regularly collaborating to develop lessons that are relevant to the skill level of their students and conducted a book study this year to further refine their instructional strategies. Teachers work to implement five GLAD instructional strategies that cover not only academic skills but promote social/emotional skills and classroom management growth.

According to the STAR Report, 45% (down from 73% in 2012) of classroom lessons aligned with *Powerful Teaching and Learning*, highlighting decreased evidence that the principles of effective learning are incorporated into WES classrooms (see supplemental Classroom Observation Report). The rubric requires for staff members to 'build on principles of learning' including elements of constructing knowledge, reflection/self-assessment, and collaboration. On the day of data collection, researchers only observed clear evidence of students working collaboratively to share knowledge, complete projects, and/or critique their work in 36% of

classrooms. Evidence of students developing their thinking strategies or intentionally reflecting on their learning was clearly observable in on 9% of classroom lessons. Survey data show 39% of staff surveyed agree students are provided tasks that require higher-level thinking skills. During focus groups, one building representative discussed the need to address the level of questioning to move from "basically a recall level" to "getting to a higher level of complex thinking and questioning."

Similar to last year's findings, staff members differentiate instruction by placing students strategically in groups, assigning higher level books and work, allowing extra time for the completion of assignments, by using manipulatives, and by integrating tools such as number lines, dry erase boards, and headphones into practice. When available, some teachers provide one-on-one time to work with a paraprofessional. STAR data reflects that students experience instructional approaches that are adapted to meet the needs of diverse learners in 64% of classrooms.

This year, teachers are focusing on student language and vocabulary development. Students were tested with the WELPA (Washington English Language Proficiency Assessment) and although they are English speakers, "70% qualify as English Language Learners (ELL) on different levels of the spectrum." When asked to describe this situation, one building staff member shared,

> Generationally, our students learn English from those in their home. Being an isolated community mixed with the translation of Salish to English has made an impact. There are different rhythms, words, verb tenses, and a lower number of vocabulary words used [at home]. One generation learns form the next and this generation is not learning a true English.

As ways to support language development, teachers are newly trained in the GLAD program and implement five agreed upon strategies in classrooms this year.

Assessment. Last year, staff members reported feeling much more comfortable and efficient at using standard-based assessment data to inform instruction, track student progress, and revise student skill level groupings. This momentum continued, with many identifying their use of data as a successful practice. One person proclaimed, "I am proud of the work being done with data. We've come a long way at getting savvy about what data says. We look at data after each benchmark and build interventions from that. I am proud of [teacher] attitudes and diving into it." Teachers use a variety of data ranging from DIBELS, MSP, MAPS, Reading Benchmark Assessments (RBA), and Math Benchmark Assessments (MBA) to assess student growth. Some teachers use binders to organize information and use color-coded charts to identify which students are in the intensive, strategic, and benchmark groups. "I've been more intentional in using data," commented one interviewee, "Data is driving my intervention groups for reading and math." Although staff members have reportedly made great gains with their use of data, at least one building representative suggested the need for more work in this area, saying, "We need to put data in front of us more often, on a weekly basis. It has not become standardized for our building yet." While reflecting on the implications of the grant, one person reflected, saying, "Overall through the grant, we are using data more, looking at data more, and have a better understanding of the different assessments."

Teachers received professional development around the use of assessment data and attribute training to their increased confidence in using data. "At least now we're understanding assessments and being able to understand it in kid-friendly terms," explained one educator, "I think we're all more knowledgeable, overall, it has been good." Staff survey results corroborate these findings. Survey data show that teachers agree regular unit assessments are used to monitor student progress (77%), and 100% agree the school uses assessments aligned to standards and instruction. Ninety-three percent of staff survey participants agree common benchmark assessments are used to inform instruction.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	2	3	3	2

Supporting students in need. There have been many changes over the past few years in the ways the school supports students in need. A Response to Intervention Model (RTI) was implemented at the start of the grant but was not supported during the second year of the program. Last year, teachers implemented a home grown, data-driven Walk to Intervention program that is now defunct. Leadership reports efforts to streamline their intervention process and report that they are working with the teachers to create an RTI program that school members can buy into and implement with fidelity. Of their vision for the program, one person stated,

> Once we look at what we can do for instruction at each Tier, we can then build a visual for what our RTI framework looks like as a building. When we have a visual, we can be transparent with families. This becomes a catalyst and structure for many pieces. We can use [the document] for individual learning plans and growth goals during conferences for kids. We'll look at benchmark data, take out an individual learning plan and build it with parent and students. It will be data driven, following benchmark data, and will allow us to look at growth with parents. From there we can create a resource library.

A teacher created Intervention Plan document acts as an initial form for the program and includes an "Area of Focus, Instructional Plan, Who Delivers, Timeline, Resources Needed, and Measure of Effectiveness" data chart. This document is accompanied by a grade level specific Reading, Writing, Math, and Social-Emotional document that details examples of interventions for each of the target areas (Area of Focus, Instructional Plan, Resources Needed, and Measure of Effectiveness). These documents are not actively being utilized by all staff members at this point, and are reportedly still "a work in progress."

Although teachers report they use data and create skill leveled small groupings in their individual classrooms, it is questionable if this practice happens building wide. Some interviewees discussed flaws in their current methods, mentioning intervention groups "that are too large," and discussed how a shortage of paraprofessional help creates inconsistencies in program support and "leaves one [intervention] group behind who are expected to sit and be quiet with nothing to do." These issues support the need for program evaluation. Current efforts to create an intervention program are promising. In order to meet level three rubric ratings, it will be crucial for staff members to monitor student progress while refining and implementing a RTI program that is practiced building wide and monitored for effectiveness. In

surveys, 50% of staff respondents agree data from classroom observations leads to meaningful change in instructional practice and 85% agree assessment data are used to identify student needs and appropriate instructional intervention. Fifty percent agree the effectiveness of instructional interventions are monitored.

The community provides other support services to help address student academic, social, and emotional needs. A local youth center hosts an after school program for students but is described as "babysitting," and has "inconsistent" student participation. The school counselor provides individual and group counseling and conducts classroom guidance using the Second Step curriculum. Students who "don't come to school very much" participate in the Good Morning Club and check in with the counselor two times a week. The district purchased the Compass program to support afterschool and intervention efforts. Some staff praised the program, as it allows students to work at their own level, while others suggested the computer-based program is not an ideal after school support since parents do not have the internet capacity to accommodate the program.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Focused Professional Development				
Planning and Implementation	1	1	2	2
Curriculum, Instruction, and Assessment	2	2	2	3

Planning and implementation. While researchers were unable to identify a 'formal process' to assess and identify professional development needs, staff members were intentional in planning for professional development opportunities over the duration of the grant. However, reports indicate the need for more work in this area. While some staff members expressed the benefit from training sessions, other educators continued to voice the desire to give input around the type of trainings offered. "I think teacher's voice in choosing what professional development is offered is something that could be improved," lamented one staff member, "I think with PLCs, you're supposed to have choice in what you're supposed to do and [then] given time to collaborate. In the last three years, we've had a lot of information, and now we need time to create and to collaborate on the things we want and we're interested in." Others suggested they should have the opportunity to opt out of certain trainings, with at least one person saying they were "forced into training," and are "now liable for something that I wasn't asked if I wanted to do and was told I have to do." Although teachers are newly trained in GLAD strategies, it seems other staff members would also benefit from this training (and other classroom based training) to create a cohesive level of student support. One person detailed their professional development experience saying,

> We've had no professional development. We can ask for it, but they can't deal with us being gone at one time; there is no one to cover duties. We used to be kept up to speed with reading and writing curriculum and now we learn it as the kids do. Kids were asked about their portfolios and we had no idea what they were or how to support them.

The highest scoring item shows that 77% of staff members agree teachers engage in classroom-based professional development activities that focus on improving instruction. Fifty percent agree appropriate data are used to guide building directed professional development. However, the lowest scoring item in the professional development section of the survey shows that only 9% (down from 36% in 2012) of staff members agree that professional development activities are sustained by ongoing follow-up support.

Curriculum, instruction, and assessment. Staff members at WES have participated in a myriad of professional development over the course of the grant. Teachers participate in professional development on half-day early release days and, over the past few years, collaborated with consultants from the WIIN Center and the ESD around topics that support student-learning goals including data interpretation, intervention strategies, and reading and

math assessments. Other trainings included a bullying seminar, a book study on Marzano's "Classroom Instruction that Works," curriculum-specific instruction (*Treasures)*, and training in the new teacher evaluation model (using Charlotte Danielson's framework). Current trainings support the school's focus on language and vocabulary development, with teachers participating in GLAD training and professional development around language development strategies for the classroom. Some staff members report feeling more comfortable using data to inform instruction. While describing their training experience, one person reflected, "At least now we're understanding assessments and are able to understand them in kid-friendly terms. I think we're all more knowledgeable. Overall, it has been good." Likewise, one building representative praised staff member efforts, saying, "I am proud of the commitment made to professional development. There is a great commitment by staff to push their learning."

Although staff members report confusion and compatibility issues with the assigned district coaches, the school has provided extensive professional development opportunities to staff members. As in previous years, some interviewees voiced the need for additional cultural diversity training to better understand the community of students they serve.

Survey data shows 67% (up from 45% in 2012) of staff members agree professional development activities help school staff acquire greater knowledge of effective, research-based content-specific pedagogy and 50% agree with the statement, "we have opportunities to learn effective teaching strategies for the diversity represented in our school."

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
Supportive Learning Environment				
Safe and Orderly Environment	2	2	2	2
Building Relationships	2	2	3	3
Personalized Learning for All Students	2	2	3	3

Safe and orderly environment. Although the physical building appears to provide all students and staff members with a clean and healthy learning environment, many focus group participants voiced concern about playground safety. Although a newer play structure provides an area for students to play on, some people shared examples detailing broken playground equipment. Others were concerned about strangers driving onto the playground area. "The worst part about the job is the playground. It's unsafe," explained one interviewee.

Consistent with earlier findings, student behavior is a continued area of concern in the school. The district provides a Discipline Rubric that details the offense and consequence for each referral, but the rubric is only for students in the 6th-12th grades. To address behavior issues in the building, the Positive Behavioral Interventions and Support (PBIS) program was adopted a few years ago and a person has been designated to ride student buses and roam from classroom to classroom to assist with discipline issues. As in previous years, staff members report the PBIS program is not being implemented with fidelity, with teachers using their own disciplinary measures in classrooms. "We need help with discipline; some of our boys are over the top. I don't think there is enough follow through [with disciplinary issues]. There was no follow through last year. This year there is more [follow through], but it's still not enough. The teachers are implementing policies inconsistently." Another focus group member agreed with this idea, and gave insight into how leadership supports behavior issues, adding, "There are inconsistencies in the consequences. Sometimes it's a slap on the wrist, sometimes it's nothing. [The principal] is good at standing her ground. She supports the teachers, does not throw [us] under bus and that is a plus. She will not let parents walk over her." Other staff members discussed concerns about student behavior when substitute teachers are in the building and reported "feeling stuck" due to a limited substitute teacher pool in the area. One person detailed their experience, saying,

> The kids don't respect subs at all, there is not one classroom that is good for subs. We don't do Super Sub cards [incentive program] anymore but some teachers still do it, it's confusing. There is no sub training offered by the district. We're trying hard with the staff we have but sometimes you walk into room and the kids are out of control.

Discussions with parent representatives mirrored some of the above listed concerns, with at least one caregiver sharing, "I always had concern with my child's class. It's a challenging class with a lot of disruptions. There are disciplinary challenges and the room is so noisy that I'm not sure how [my child] thinks." Another caregiver agreed, adding, "I've been able to discuss my concerns with the principal and felt she listened. I'm wondering if the classroom will improve or if I should consider transferring. I'm not sure [my child] is getting the most she can get. I'm not sure if [his/her] potential is being tapped." Student focus group members suggested the "Think Time" reflection activity helps students to "calm down."

On the survey, 50% of survey participants agreed with the statement: "This school is orderly and supports learning." Less than half (46%) of staff members agree they enforce consistent behavior expectations and consequences in their classrooms and 69% agree they enforce the bullying/harassment policy of the school.

Building relationships. Staff members seem to recognize the importance of building relationships with students and family members in the community. Teachers report utilizing a variety of strategies including small group discussions, encouraging partner Turn and Talks "so that everyone has the chance to tell their story," holding 'Ask me/Tell me' sessions with students, asking personal questions relating to siblings and family members, and hosting class meetings to foster positive classroom relationships. One teacher described their efforts, saying, "I try to build a community where it's okay to make mistakes. We all make mistakes. I make mistakes and they [students] fix them. We talk about that and agree we are not going to laugh at each other, but will support each other."

Results from STAR Protocol observations reveal a decrease in the *Relationships* Component with scores decreasing from 90% in 2012 to 73% in 2013. Although staff members may want to increase collaborative learning and classroom relationship building opportunities, this decrease in STAR data does not warrant a drop in rubric scoring. In surveys, staff members agreed that student believe school is a safe place (82%), and 100% agree students believe the adults in the building genuinely care about them. Fifty percent agreed school staff members honor agreements made with each other.

Although there appears to be a positive climate between adults and students in the building, staff members may need to reevaluate the current climate among staff members. Some interviewees indicated staff morale "gets better every year," while others reported there is "no trust" between teachers and administrators at the district and building leadership levels. Issues of content seem to revolve around having "no support for staff," to communication barriers, to contract issues and the allocation of grant money to staff members. Reportedly, the amount of incentive pay [from the SIG] teachers were contracted to receive has been reduced, leaving some reportedly feeling "betrayed," and "taken advantage of."

Personalized learning for all students. Teachers report they are "more intentional in using data" to create skill level reading and math intervention groups. Although there are reported flaws in the current arrangement (see above), paraprofessionals provide additional support for small skill level group learning in classrooms. This year, school members also utilize Compass, a computer program aligned with MAP scores geared at providing support based on student skill level. School personnel use incentives to reward students for positive behavior and to encourage regular school attendance. Similar to last year, students can receive personalized

P.R.I.D.E. cards and participate in an assembly to honor students demonstrating elements of the five PRIDE characteristics. As reported by staff and student focus group participants alike, this year's assemblies are greatly improved, exciting, and "awesome!" While there is not an official transition program in place, the 3rd, 4th, and 5th grade students continue to participate in the Advancement Via Individual Determination (AVID) program and use strategies such as two column notes, agendas, and binders to prepare them for similar strategies associated with AVID at the middle school level.

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 2010	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013
High Levels of Family and Community Involvement				
Family Communication	2	1	2	2
Family and Community Partnerships	1	2	2	2

Family communication. Family communication. Last year, staff members at WES took measures to increase engagement efforts with families but there seems to be a lack of support for these programs this school year. Programs such as Family Fridays, Donuts with Dads, and Muffins with Moms provided caregivers the chance to visit classrooms, eat lunch or breakfast with their children and reportedly drew high attendance rates. Focus group members were unsure of why these activities have ceased with some sharing they are "bummed" about the decision to stop these events. Family members were invited to attend an anti-bullying presentation and were invited to try the new healthier cafeteria options during a family dinner night. While these activities may have been successful, it seems such events are sporadic and sparse, indicating the need for increased efforts by school members to engage parents on a regular basis.

Parent focus group members acknowledged that many caregivers face barriers that prevent them from volunteering or participating in school events, but suggested that increased and more timely communication by school staff members could aid in parent engagement. "I would like a call from the teachers saying, 'hey, we're doing something and could use some help.' I wish they would extend that offer to me instead of me showing up and having me feel like I'm intruding or distracting the class," lamented one caregiver. "I would like [staff members] to create a certain time where they welcome parents in; to identify the best time of the day that they might need some extra help," added another interviewee. A review of the staff survey data shows 62% of staff agrees with the statement, "Our teachers effectively communicate student progress to parents" and 46% (down from 55% in 2012) agree the school provides information to families about how to help students succeed in school. Interestingly enough, 88% of parent survey participants agree they feel welcome when they visit the school and 57% (down from 82% last year) agree the school offers many opportunities for family members to volunteer or help in the school.

Family and community partnerships. School representatives work with some community members to impact student learning, but it is questionable if such efforts are adequate and regular. The school contracts with a district, grant-supported social worker to provide in-home outreach to families and a representative from the Tribal Alliance for Needy Families (TANF) collaborates with the school to monitor family assistance, student attendance, and grades. The Shriners and Child Find organizations conducted screenings for students to test for health

concerns. Parents are welcome to attend district level EAC (Educational Advisory Committee) meetings but staff members and parents alike admit they struggle to establish a school-based parent advisory committee. Staff survey results reveal 57% agree the school encourages parent involvement. Only 8% (down from 18% in 2012) agree community organizations and/or family volunteers work regularly in classrooms and in the school and 31% agree school members collaborate with parents and the community with important decisions.

Summary and Recommendations

The Wellpinit School District and WES chose to implement the *Transformation* model. Over the course of the grant they have: moved into a new building, hired two new principals, developed a new school schedule that better meets the needs of elementary school students and faculty, provided training and some in-class support for adopting a common curriculum, made effective use of student assessment data, utilized the PLC model, and began implementing the Danielson evaluation model for staff. While some of these efforts have been successful, others brought a degree of challenge. Over the past year, prior momentum has seemed to slow down. While some new practices are in a state of development (PLC forms), previous practices such as the Walk to Intervention and parent engagement activities (Donuts for Dad and Muffins with Mom, for instance) are now defunct. Leadership team members report they "have not accomplished as much as they would have liked this year" and staff members indicate the need for a clearer understanding and ownership for the school's vision and mission. The principal is new this year and seems to have passion for reevaluating current practices such as the RTI and PLC models in order to make them streamlined and consistent. Although relationships between adults and students seem to be solid, it may behoove leadership to work with staff members around developing a trusting and supportive climate for adults in the building. Discipline, and parent and community engagement issues continue to be areas of concern, requiring for school members to reexamine current practices.

The results of this study show some substantial improvement in the alignment of the *Nine Characteristics of High Performing Schools* since the initial assessment in 2010. In 2011, three of the rubric scores were in the "Minimal, absent or ineffective" stage while fifteen scores were in the "Initial, beginning, developing" stages and one score was in the "Leads to effective implementation" stage. The scores have shifted. In 2012, there were no scores in the "Minimal, absent, or ineffective" stage, ten scores were in the "Initial, beginning, developing" stage, and nine scores were in the "Leads to effective implementation" stage. Current results show twelve scores in the "Initial, beginning, developing" stage, and seven scores in the "Leads to effective implementation" stage.

The initial assessment identified the most critical areas to move forward with school improvement efforts. Progress toward these critical areas is noted below as well as further recommendations that align with the *Student and School Success Principle Indicators*, which are part of Indistar:

- **Access support in developing a new competency model.** The district chose the Charlotte Danielson model and describes the process as a "work in progress." In preparation for model implementation, staff members receive training around the components. There are no recommendations for this section.

- **Conduct an action planning process to identify a clear focus on student learning, with specific goals and strategies for school improvement for each grade level and each subject area.** Although current school improvement goals may include strategies to promote student success, it is questionable as to how aware and invested staff members are with current goals. A leadership team has met only a handful of times to create documents for next school year, but their decision-making roles seem to be limited and some voiced "frustration" over the little amount of work the team accomplished this year. Some of these setbacks could be attributed to turnover in

leadership; some setbacks may be a result of limited sharing of responsibility. It may behoove school leaders to reexamine decision-making roles and responsibilities and to determine ways in which all stakeholders participate in school improvement planning. This recommendation aligns with Student and School Success Principle 1: *Strong leadership-Team Structure,* and 5: *Use of data for school improvement and instruction-Assessing student learning frequently with standards-based assessments.*

- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** School and district educators have participated in a variety of trainings over the course of the grant. Professional development provided by outside consultants last year focused heavily on assessment and data usage. Staff members received professional development such as GLAD training that supported their current focus on language and vocabulary development. Building and district administrators will want to establish ways to sustain training efforts after the depletion of grant money. Please refer to *Principle 2: Staff evaluation and professional development – Professional development (IF04, IF05, IF07).*

- **Provide training for classroom walk-through process and data collection.** Over the course of the grant, staff members have observed classrooms in another elementary school but have had limited to no experience observing each other. Educators have the chance to grow and reflect when they can observe colleagues in a safe and supportive environment. Some schools utilize coaches to facilitate studio learning walks where teachers plan a common lesson together, observe a peer teach the lesson, followed by a reflective conversation. It may be beneficial for leadership to examine ways for teachers to access to each other's classrooms for observation and reflective feedback opportunities. Please refer to *Principle 2: Staff evaluation and professional development – Professional development (IF08).*

- **Use of student data to inform and differentiate instruction to meet academic needs of individual students.** Staff members made great strides over the grant period in how they use data to support students. Focus group members report they utilize multiple data points to track student growth and to create skill level interventions. Although a Walk to Intervention program is no longer practiced, some teachers report they collaborate with paraprofessionals to provide group instruction. There are reported flaws in the current intervention design and it is likely support services would improve with more attention. It is highly recommended for staff members to continue to refine and evaluate their intervention strategies and program to best meet student needs. Please refer to *Principle 5: Use of data for school improvement and instruction – Assessing student learning frequently with standards-based assessments (IID03, IID04, IID08, IID09, IID10, IID11).*

- **Establish advisories to enhance student-teacher relationships and family communication.** Communication between school and family continues to be a challenge for WES, but, again, researchers did not hear of an advisory program this year. Student-teacher relationships appear strong. Staff members will want to reexamine current and past efforts to engage parents and work to strengthen caregiver support. This recommendation supports Student and School Success Principle 4: *Rigorous, aligned instruction-Expecting and monitoring sound instruction in a variety of modes-Student-Directed small-group and Independent work (IIIA33),* Principle 6: *Safety, discipline, and social, emotional, and physical health-School and classroom culture,* as well as Principle 7: *Family and community engagement*.

- **Establish an after school tutoring program to provide increased learning time for students in need.** An after school program exists at the local community center, but it remains questionable as to how academically beneficial the program is. It is recommended for school and district leaders to reevaluate the program and explore options such as teaming with community resources to provide a more academically focused program. Elements of Student and School Success Principle 3:*Expanded time for student learning and teacher collaboration*, especially IVD04 support this recommendation.

- **Provide more opportunity for elementary school leaders to make decisions regarding in scheduling and the intervention process.** Last year, staff members created the Walk to Intervention program and, because the program was teacher driven, it seemed to have buy-in. It may behoove building leadership to discuss what ideas staff members have about the current schedule and about intervention strategies.

Appendix A – District Survey

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 adaption). 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.

The ratings in the table below come from an analysis of district personnel ratings combined with data collected by The BERC Group.

X" Required "O" Permissible

Actions	Turn Around	Trans Form	Rubric 2010	Rubric 2011	Rubric 2012	Rubric 2013	Comment
Teachers and Leaders							
Replace the principal.	**X**	**X(O)**	**3**	**3**	**4**	**4**	The district hired an elementary principal. Previously there had been one principal to serve K-12. A new principal was hired for the current (2012-2013) school year.
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**		**2**	**2**	**2**	**2**	The district has flexible provisions in the collective bargaining agreement for the screening and selection of new staff.
Screen all existing staff, rehiring no more than 50% of the school staff.	**X**	**O**	**2**	**2**	**2**	**NA**	No legal or CBA basis exists to support a "rehiring" model or to force removal of 50% or more of the staff. The district has very limited ability to "exchange" staff due to size and concurrent limited turnover. Roughly 12% of WES's staff was new during the first year of the grant.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	**X**	**X**	**1**	**1**	**2**	**3**	The district tends to be limited to the immediate area in most recruiting. New approaches would be needed to successfully extend recruitment outside the geographic area. The district is open and receptive to such strategies. However, significant assistance in creating a new, effective, recruiting model will be necessary.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use	**X**	**X**	**2**	**3**	**3**	**3**	The district and union are negotiating a more complex competency model based on teacher and student performance.

student growth as a significant factor.							

Teachers and Leaders (Cont.)	Turn Around	Trans Form	Rubric 2010	Rubric 2011	Rubric 2012	Rubric 2013	Comment
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.	**O**	**X**	**2**	**2**	**3**	**3**	The district is open to administrator training and development in performance management. The district is working in collaboration with the Union Association to determine outcomes.
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.	**O**	**O**	**1**	**1**	**2**	**3**	The district conducts discussions with the Union Association to determine possible outcomes. A financial award for academic achievement based on student growth in MAPS, DIBELS, and classroom formative assessments in June 2013. According to the district, teachers are developing an assessment portfolio.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	**O**	**O**	**2**	**2**	**2**	**3**	The district has reasonable flexibility in the collective bargaining agreement to consider external candidates and to pass over internal candidates.

Instructional and Support Strategies	Turn Around	Trans Form	Rubric 2010	Rubric 2011	Rubric 2012	Rubric 2013	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**	**2**	**2**	**3**	**3**	The school utilizes common assessments of student learning and recently adopted new reading and math curriculum that is aligned to standards.
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**	**2**	**2**	**3**	The district hired external coaches to help develop new and more effective embedded professional development.
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**	**3**	**3**	**3**	Staff uses standard measurement tools for data use and intervention. The district sees a need to further professional development on the use and purpose of formative assessment.
Institute a system for measuring changes in instructional practices resulting from professional development.	**O**	**O**	**1**	**1**	**1**	**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**	**2**	**2**	**3**	The district has clear language requiring teachers to follow board adopted curriculum and instruction.
Implement a school-wide response to intervention model.	**O**	**O**	**1**	**2**	**2**	**2**	There have been changes in the use of the RTI model again this year, resulting in inconsistent practices in the building. Teachers are actively using data to identify, target, and provide skill level interventions for students in classrooms but current practices need to be

							evaluated. An RTI program will need leadership support and strong staff and leadership buy in to be successful.

Instructional and Support Strategies (cont.)	**Turn Around**	**Trans Form**	**Rubric 2010**	**Rubric 2011**	**Rubric 2012**	**Rubric 2013**	**Comment**
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	**O**	**O**	**2**	**2**	**2**	**2**	Without levy authority, the school district is severely limited in its fundraising ability. No additional professional development funds exist.
Use and integrate technology-based supports and interventions as part of the instructional program.	**O**	**O**	**2**	**2**	**2**	**3**	Over the duration of the grant, WES bought a Computers on Wheels laptop system, and the Math Connects curriculum contains a technology component. The computer based Compass Learning program helps staff members to provide skill level in school and after school support.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	**O**	**O**					NA
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.	**O**	**O**					NA
Secondary Schools: Improve student transition from middle to high school.	**O**	**O**					NA

Secondary Schools: Establish early warning systems.	**O**	**O**					NA

Learning Time and Support	Turn Around	Trans Form	Rubric 2010	Rubric 2011	Rubric 2012	Rubric 2013	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**	**3**	**2**	**2**	Collective bargaining agreements negotiated in previous years enable increased learning time, additional time for professional development and collaboration, and time to support and enhance the increased learning time. The district reports having difficulty with after school programming due to bus scheduling issues. They are working with the local Tribal youth program to explore potential options.
Provide appropriate social-emotional and community-oriented services and support for students.	**X**	**O**	**2**	**3**	**3**	**3**	Counseling support exists in the school. The WES social worker provides community-oriented services and social/emotional assistance for students.
Provide ongoing mechanisms for family and community engagement.	**O**	**X**	**2**	**2**	**2**	**2**	WES has increased ways to effectively communicate and build partnerships with the community, but outcomes have been mixed. School-community relations are a recognized weakness.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	**O**	**O**	**1**	**1**	**1**	**2**	The school restructured the school day somewhat during the first year of the grant, but researchers did not hear of time being added for strategies that build relationships. This year, release time was restructured from Thursday morning to Friday afternoon. Reportedly, this increases instructional time by 80 hours a year.
Implement approaches to improve school climate and discipline.	**O**	**O**	**3**	**2**	**2**	**2**	The board approved a new rubric for behavior management. A discipline policy exists, but is inconsistently applied.
Expand program to offer pre-kindergarten or full day kindergarten.	**O**	**O**			**4**	**4**	Full day Kindergarten is in place.

Governance	Turn Around	Trans Form	Rubric 2010	Rubric 2011	Rubric 2012	Rubric 2013	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**	**2**	**2**	**2**	**2**	There is a willingness to implement a new governance structure. An instructional expert facilitates the transformation process, but researchers were unable to speak to this person on the day of data collection.
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**	**2**	**2**	**2**	**2**	District representatives report they are beginning to see evidence of staff members who are willing to "be more creative and innovative in their approach to offer learning opportunities to students."
Ensure school receives intensive ongoing support from district, state, or external partners.	**O**	**X**	**3**	**3**	**3**	**3**	The superintendent and elementary principal are the main source of support for schools and are willing and able to fulfill that role. The school has collaborated with the local Tribe to receive support and provide services to families.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**O**	**O**			**3**	**3**	A leadership team has been implemented as part of the *Transformation* model. Additional staff development is needed to identify the roles and responsibilities of the leadership representation.
Implement a per-pupil school based budget formula that is weighted based on student needs.	**O**	**O**					To be determined by the district. District personnel report they have considered this as an option but, given the current small class size, do not see the significance of the option.

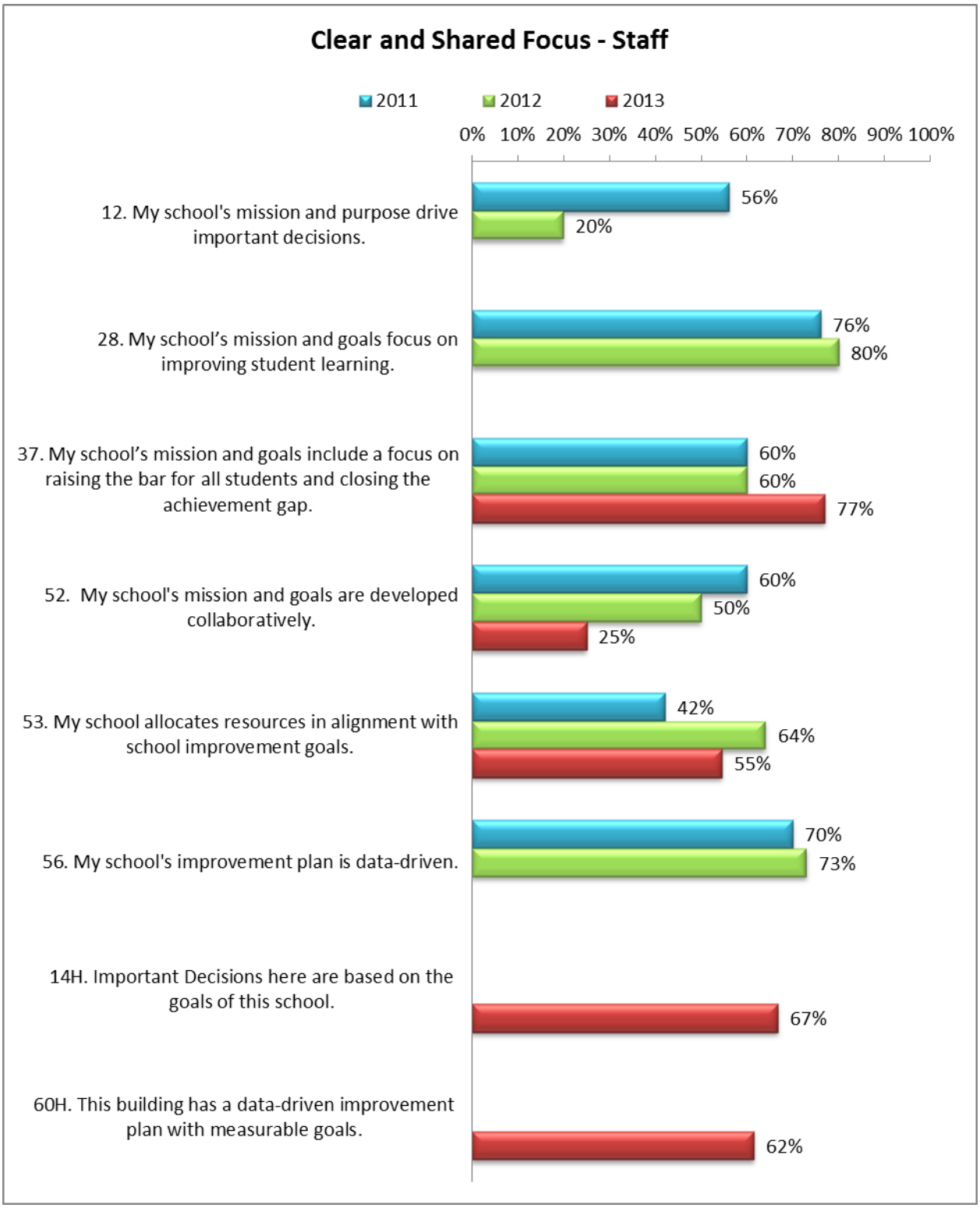
Appendix B - Staff Survey

Demographics

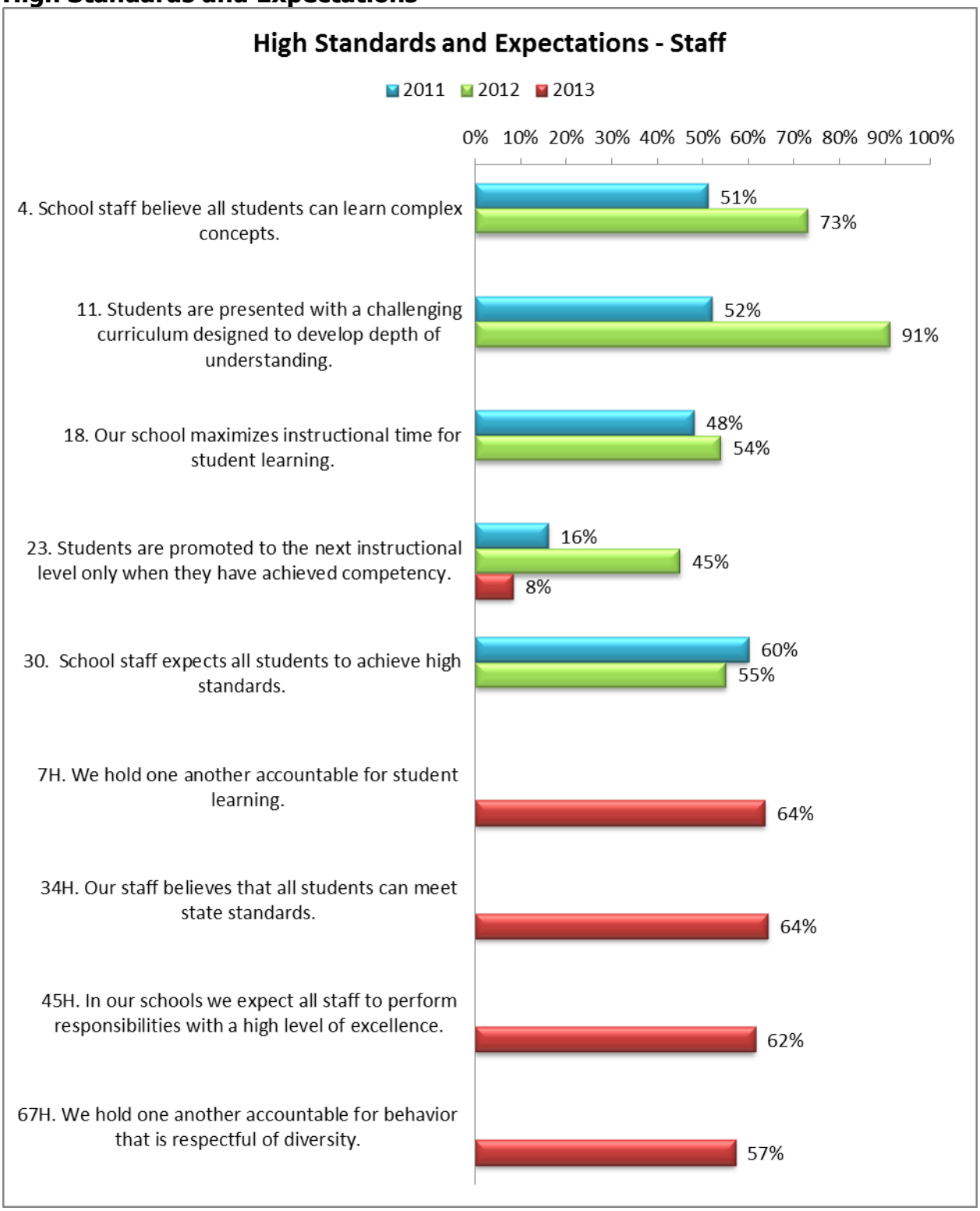
	2011	2012
Gender		
Male	22.9%(n=8)	18.2%(n=2)
Female	77.1%(n=27)	81.8%(n=9)
Race		
American Indian/Alaskan Native	16.7%(n=6)	7.7%(n=1)
Asian	2.8% (n=1)	
White	61.1%(n=22)	69.2%(n=8)
Declined to identify	19.4% (n=7)	30.8% (n=4)
Staff Role		
Certificated Staff	57.9% (n=22)	53.8%(n=7)
Classified Staff	36.8% (n=14)	30.8%(n=4)
Administrator	5.3%(n=2)	15.4% (n=2)
Years Teaching at this School		
1st year	9.4%(n=3)	
2nd or 3rd year	9.4%(n=3)	12.5%(n=1)
4th or 5th year	12.5%(n=4)	
6th-9th year	25%(n=8)	
10th year or more	43.8%(n=14)	87.5%(n=7)
Total years Teaching		
1st year	6.3%(n=2)	
2nd or 3rd year	6.3%(n=2)	11.1%(n=1)
4th or 5th year	9.4%(n=3)	
6th-9th year	15.6%(n=5)	
10th year or more	62.5%(n=20)	88.9%(n=8)
National Board Certified		
Yes	2.9%(n=1)	10%(n=1)
No	97.1%(n=34)	90%(n=9)

	2013
Gender	
Male	7.1% (n=1)
Female	85.7% (n=12)
Subject Area	
Missing	7.1% (n=1)
Other	42.9% (n=6)
Electives	7.1% (n=1)
LA/Social Studies	
Math/Science	
Generalist	42.9% (n=6)
Total number of years teaching	
More than 11	78.6% (n=11)
8-11 years	
4-7 years	7.1% (n=1)
1-3 years	7.1% (n=1)
Missing	7.1% (n=1)
Years Teaching at this School	
More than 11	50.0%(n=7)
8-11 years	21.4% (n=3)
4-7 years	
1-3 years	7.1% (n=1)
Less than a year	7.1% (n=1)
Missing	14.3% (n=2)
Position	
Administrator	
Paraprofessional or Instructional Aid	7.1% (n=1)
Classified Support Staff	7.1% (n=1)
Certificated Support Staff	
Certificated Staff	57.1% (n=8)
Missing	21.4% (n=3)

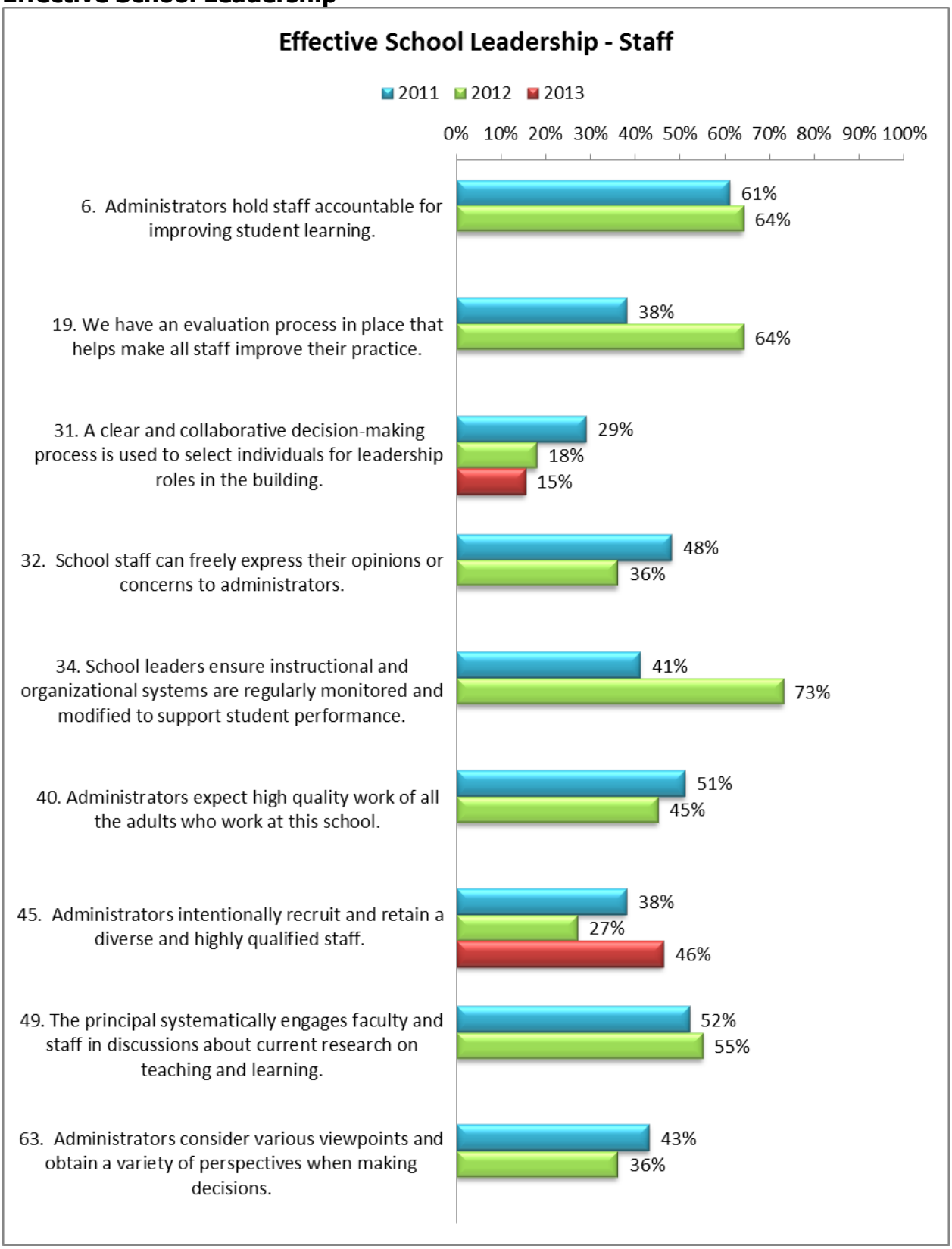
Clear and Shared Focus



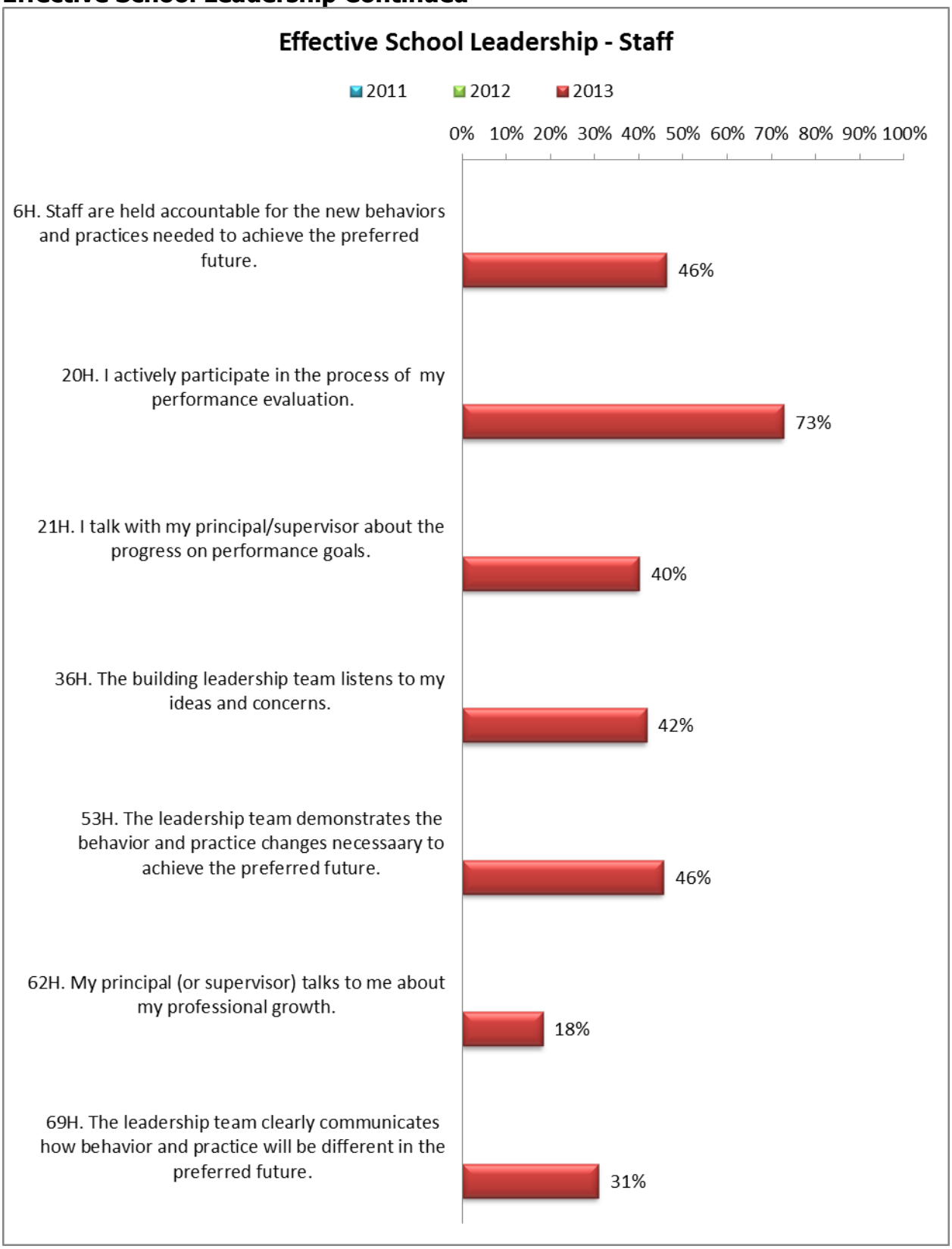
High Standards and Expectations



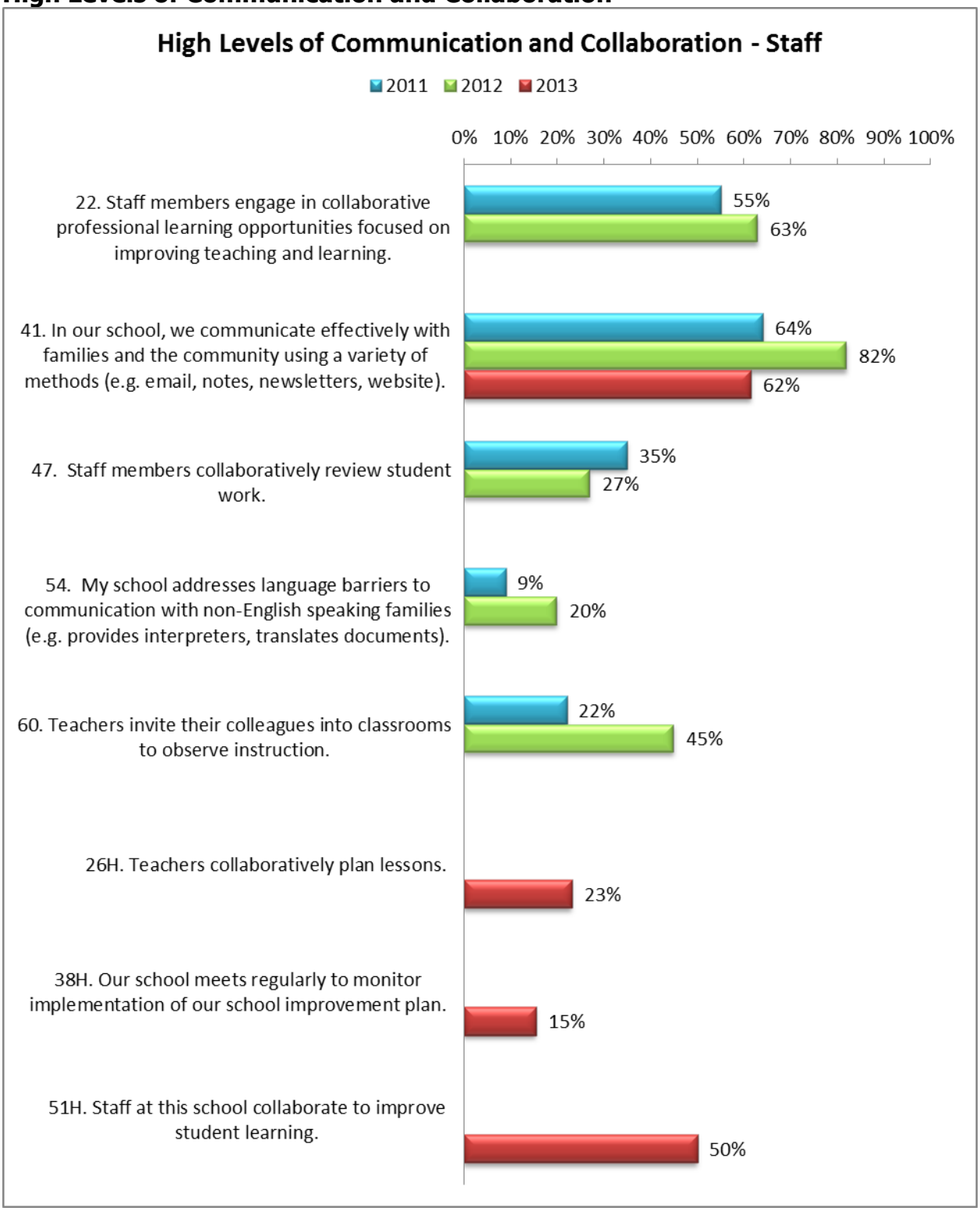
Effective School Leadership



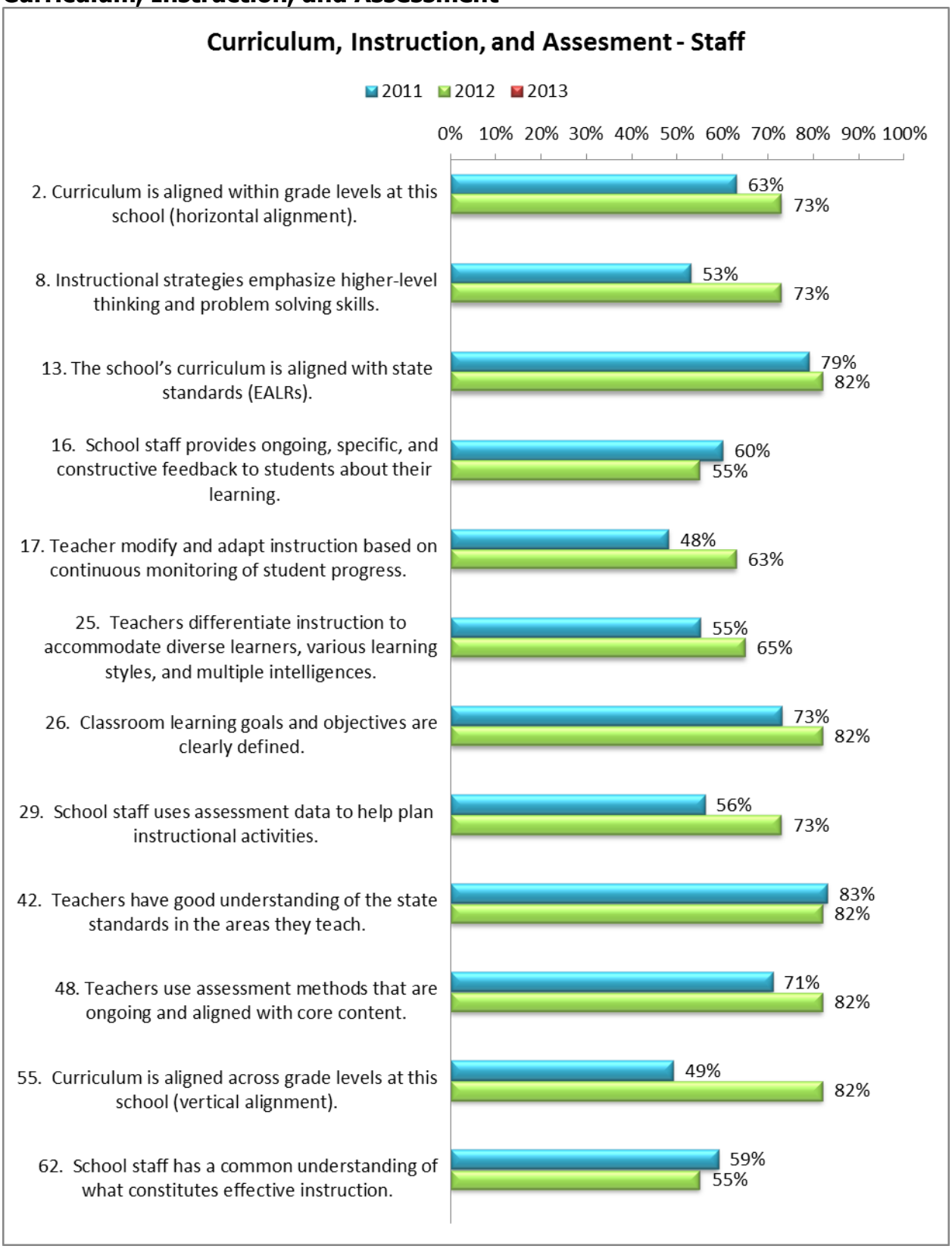
Effective School Leadership Continued



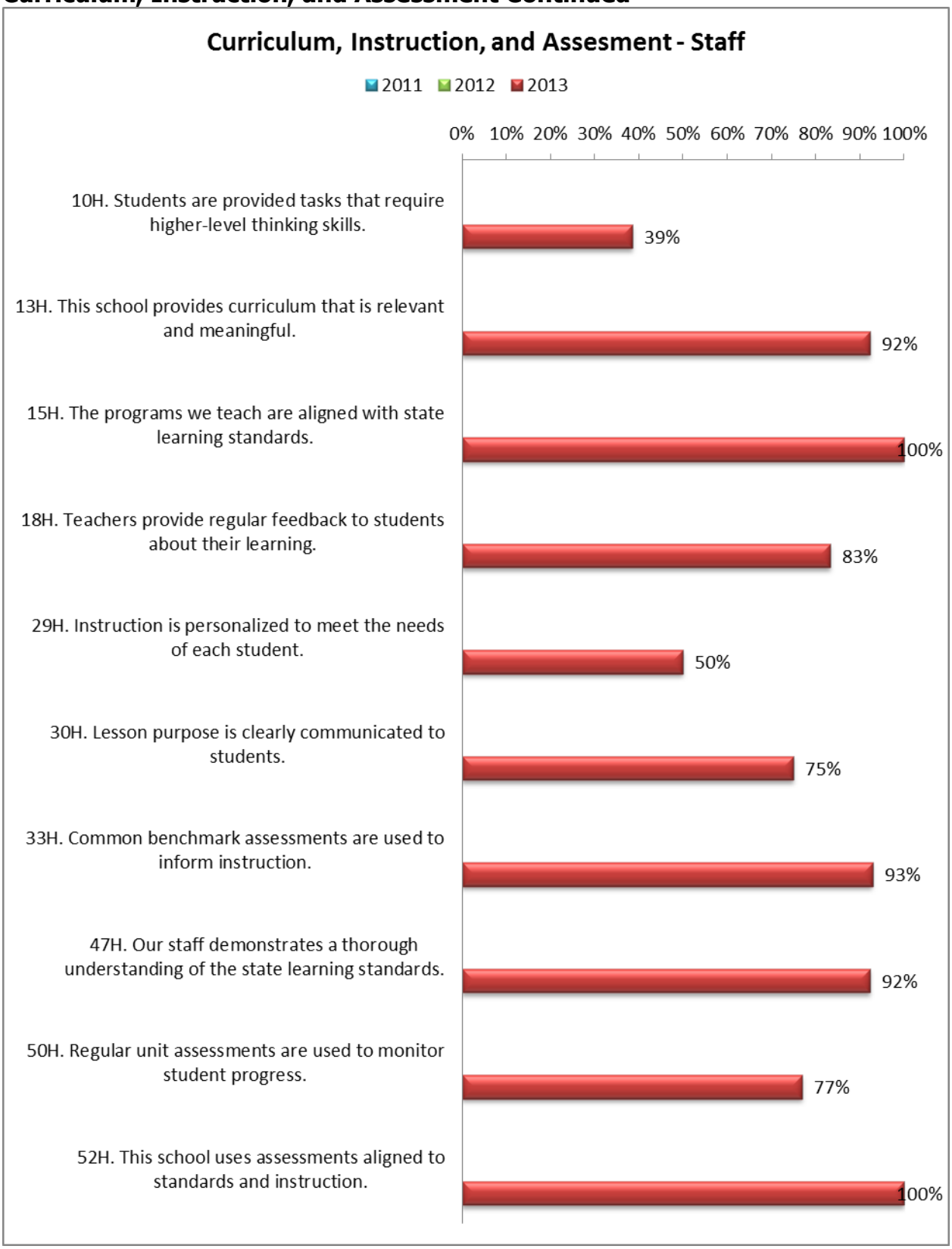
High Levels of Communication and Collaboration



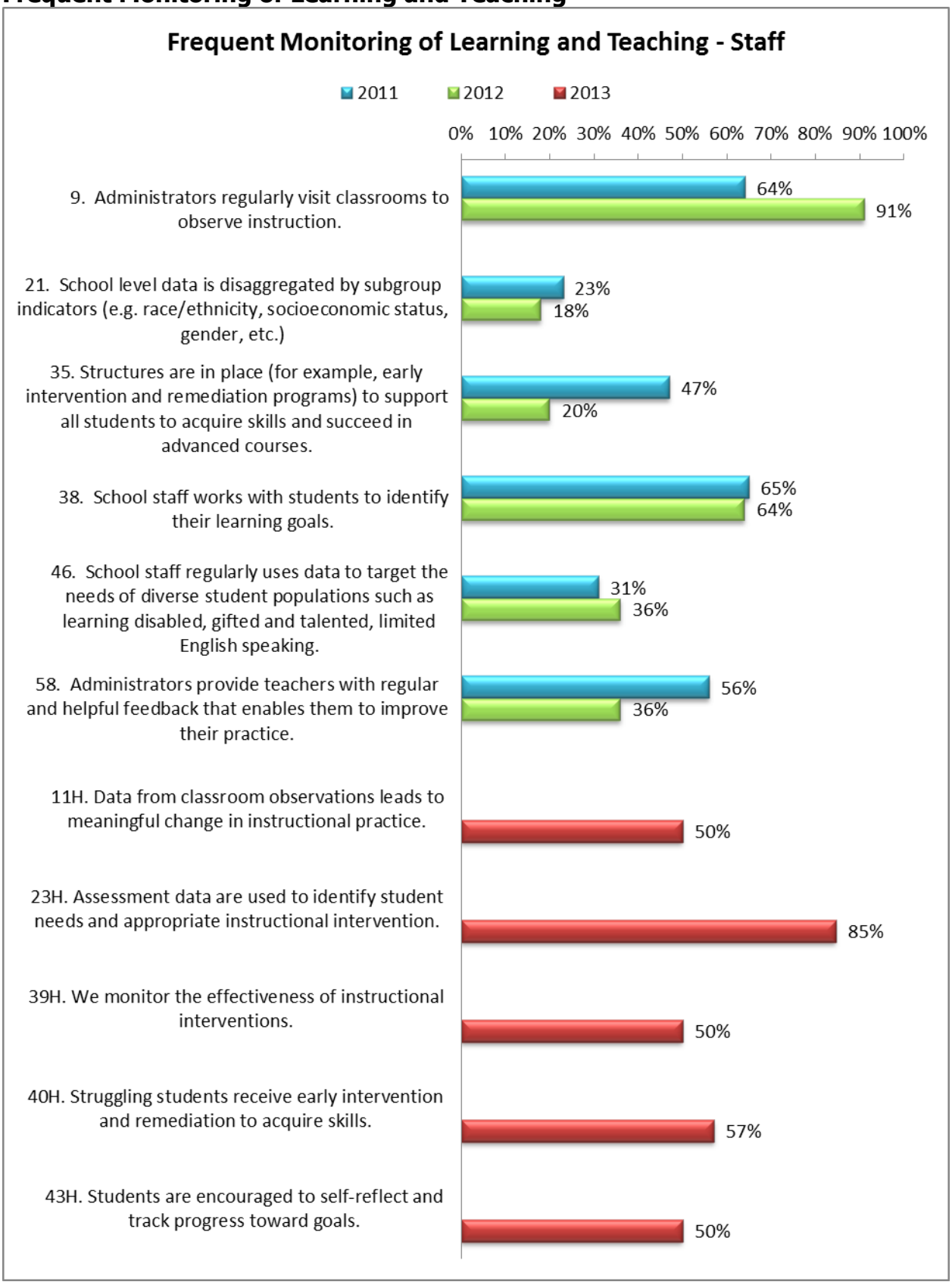
Curriculum, Instruction, and Assessment



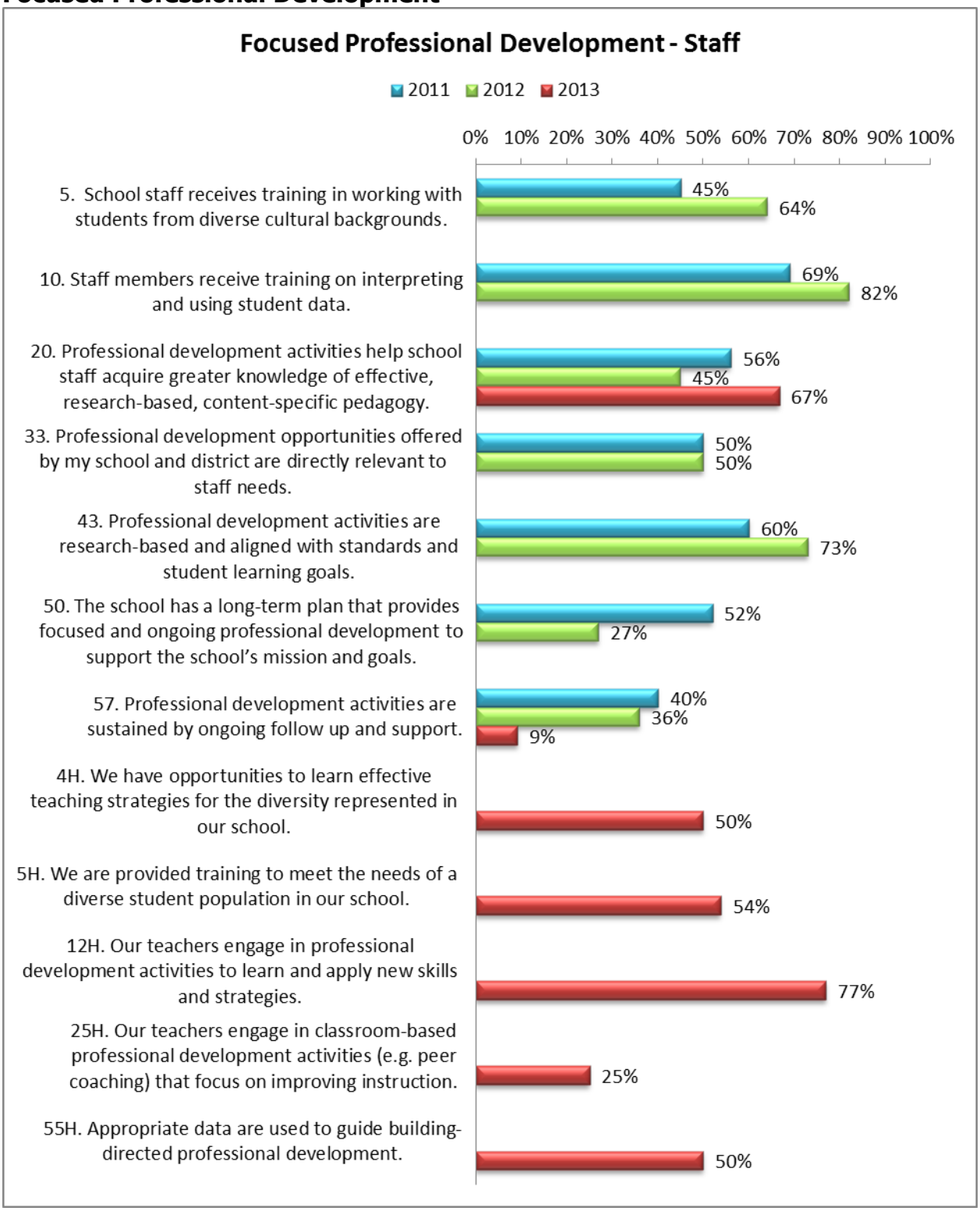
Curriculum, Instruction, and Assessment Continued



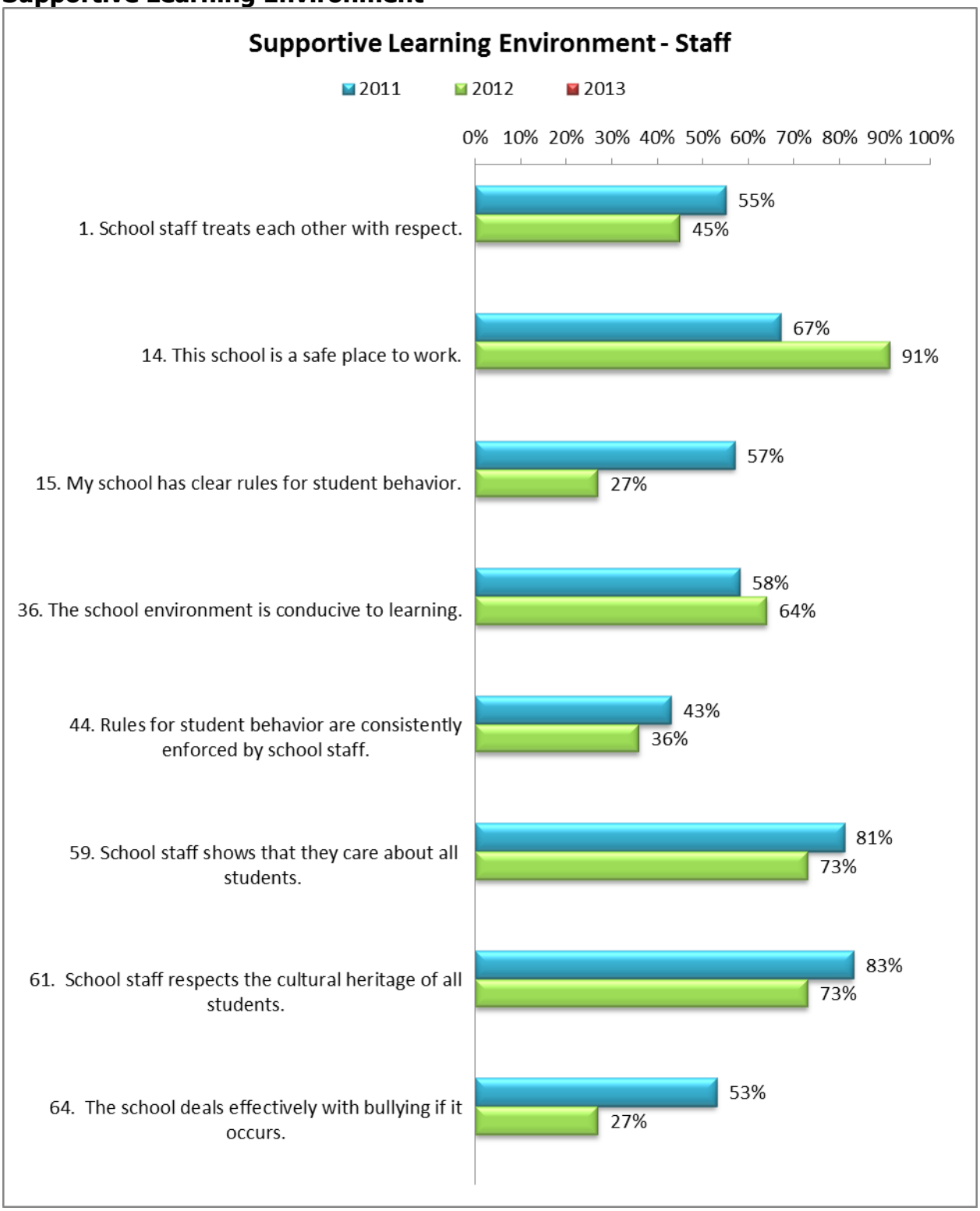
Frequent Monitoring of Learning and Teaching



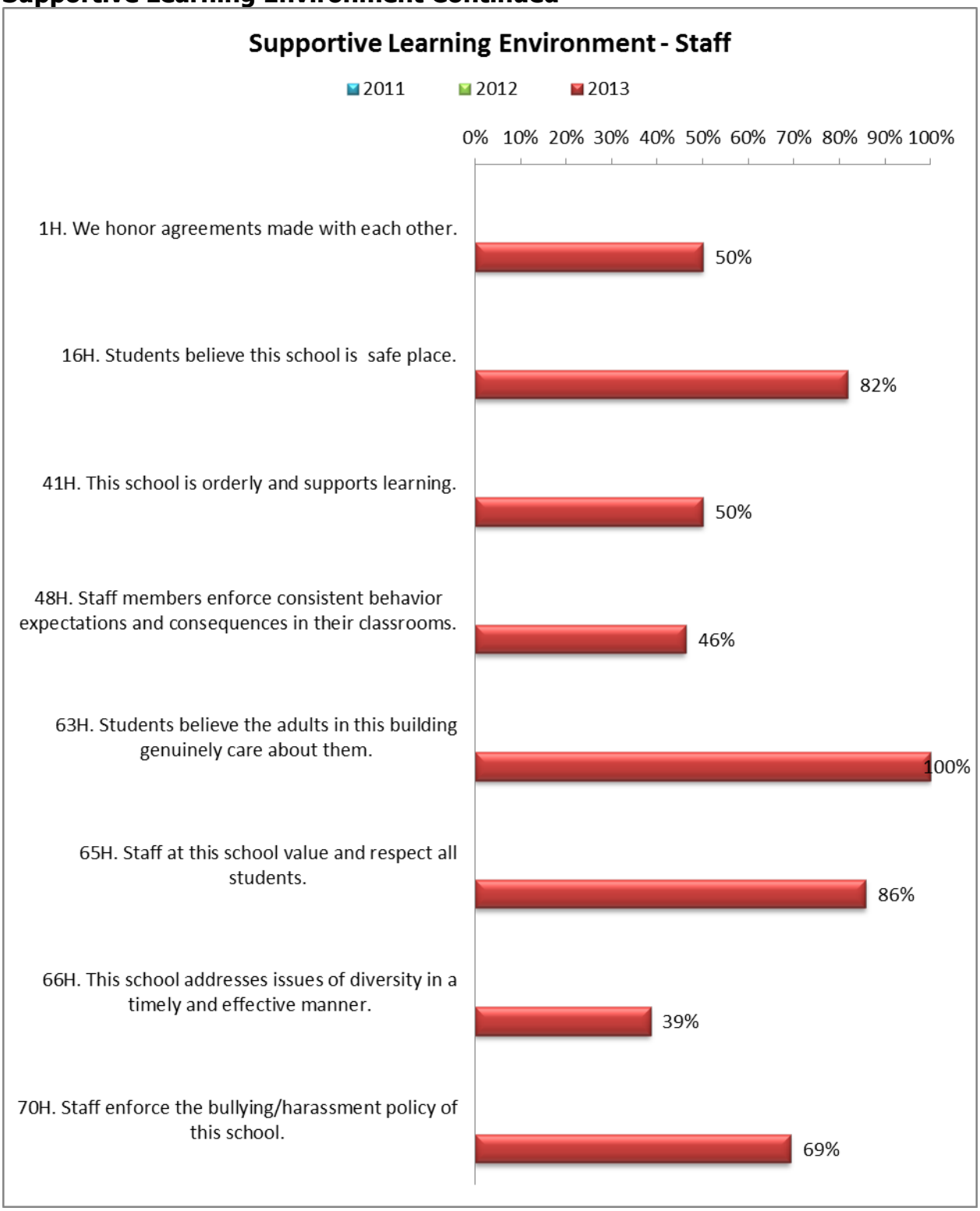
Focused Professional Development



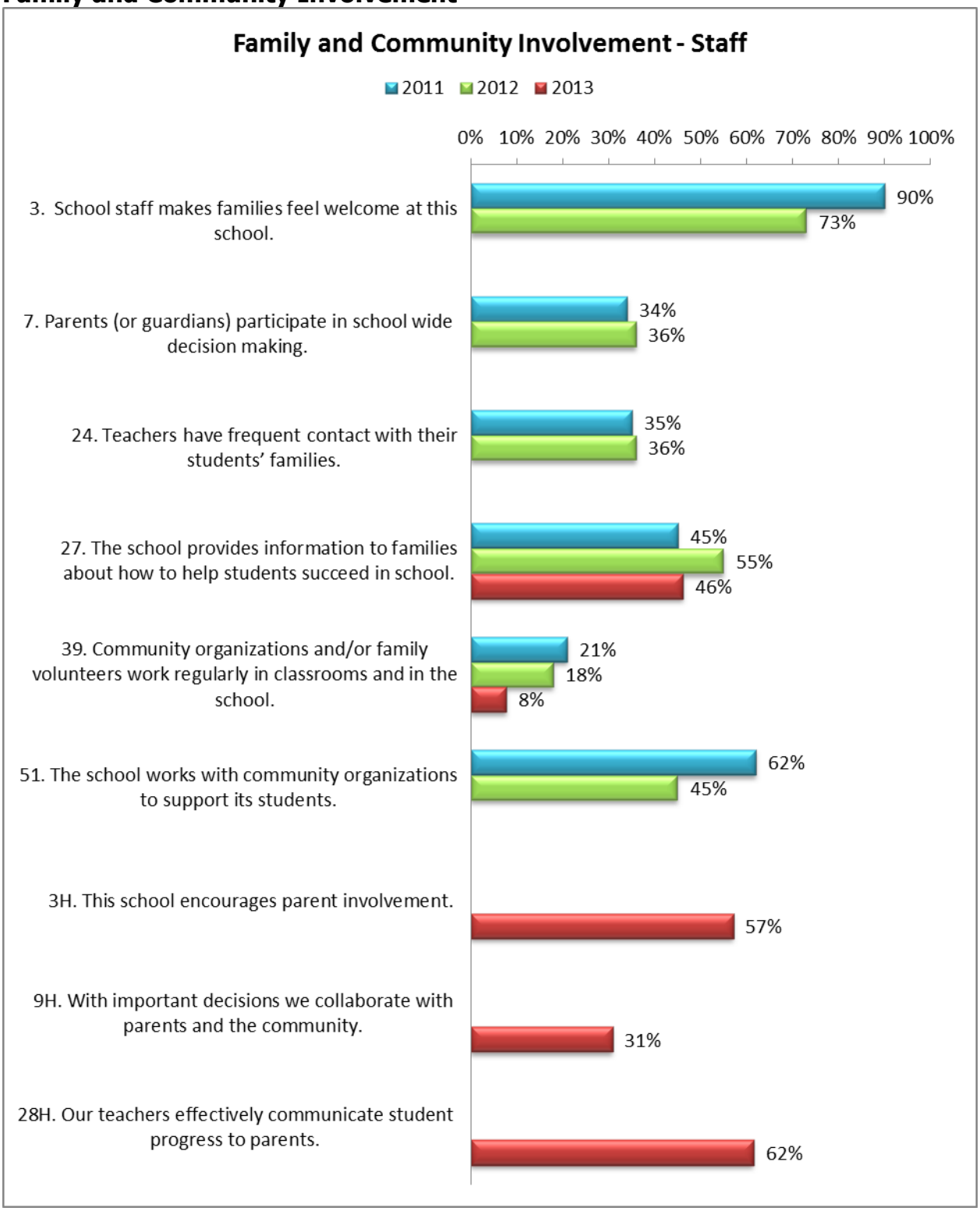
Supportive Learning Environment



Supportive Learning Environment Continued



Family and Community Involvement

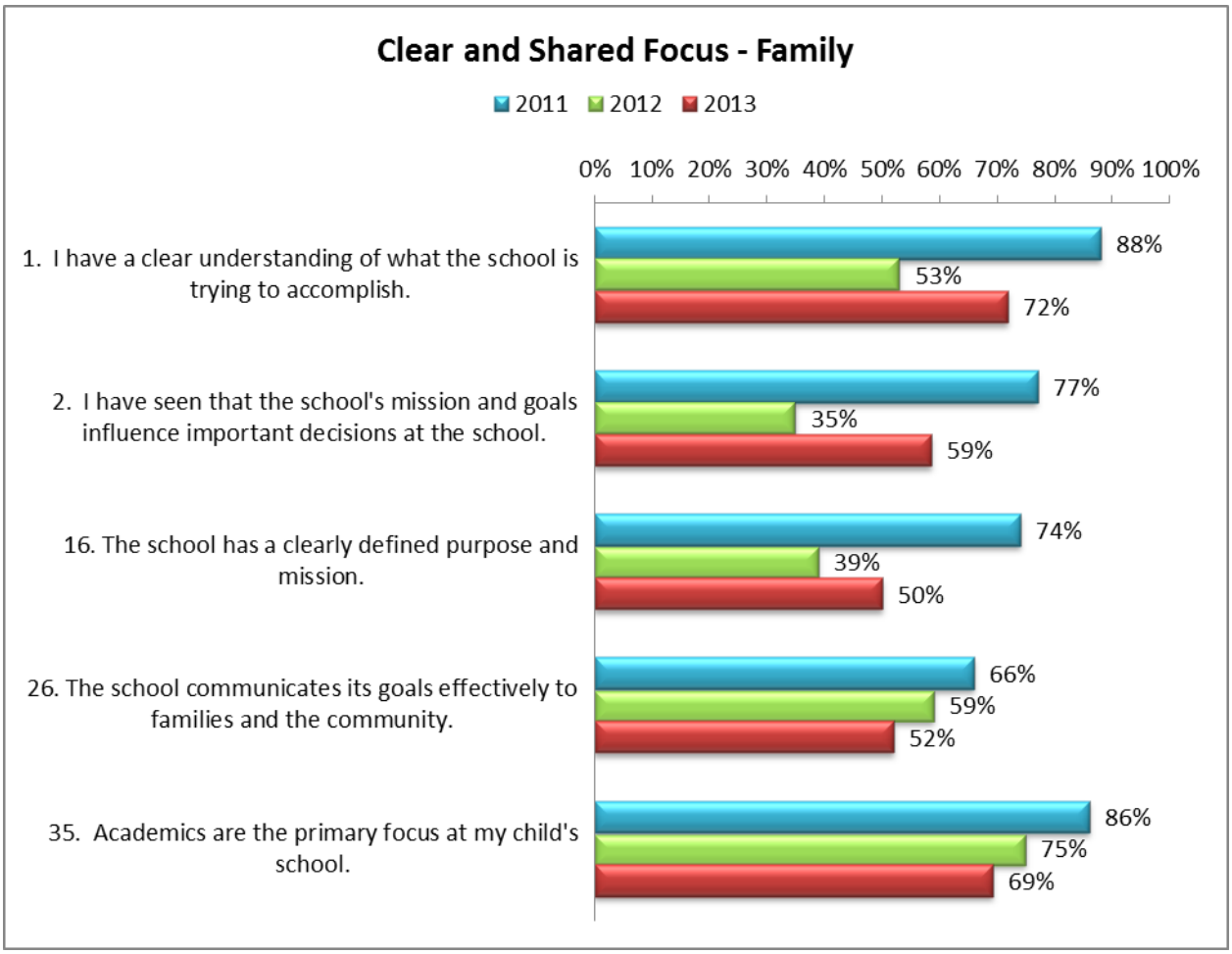


Appendix C- Family Survey

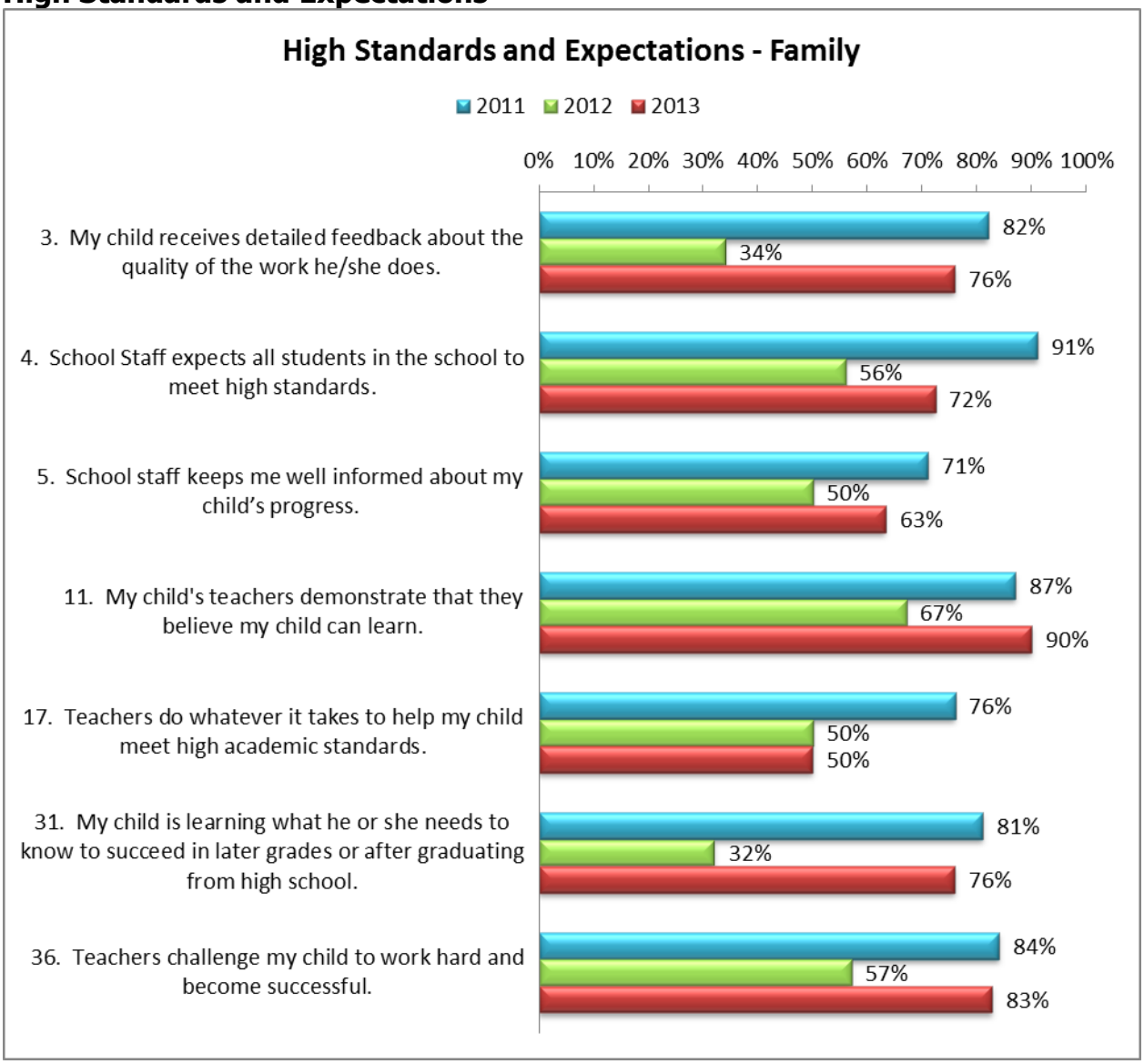
Demographics

	2011	2012	2013
Race			
American Indian/ Alaska Native	98% (n=41)	88.9% (n=16)	90.3% (n=28)
Asian	2% (n=1)	0%	
White	0%	5.6% (n=1)	6.5% (n=2)
Decline to Identify	0%	5.6%(n=1)	3.2% (n=1)
Relationship to Student			
Mother	88.4%(n=38)	50%(n=9)	50% (n=15)
Father	0%(n=0)	11.1%(n=2)	13.3% (n=4)
Grandparent	0%(n=0)	27.8%(n=5)	33.3% (n=10)
Foster/adoptive parent or Guardian	7%(n=3)	5.6%(n=1)	3.3% (n=1)
Legal guardian or Designee	4.7%(n=2)	5.6%(n=1)	
Free or Reduced Lunch?			
Yes	97.6%(n=41)	88.2%(n=15)	93.1% (n=27)
No	2.4%(n=1)	11.8%(n=2)	6.9% (n=2)
English is the Primary Language			
Yes	100% (n=45)	94.1% (n=16)	96.7% (n=29)
No	0%(n=0)	5.9% (n=1)	3.3% (n=1)
School Provides Interpreter Services when Needed			
Yes	0% (n=0)	6.7%(n=1)	
No	13.6% (n=6)	0%(n=0)	
Not Applicable	86.4%(n=38)	93.3%(n=14)	
The school provides information in my own language			
Yes	79.5%(n=31)	91.7%(n=11)	
No	20.5%(n=8)	8.3%(n=1)	

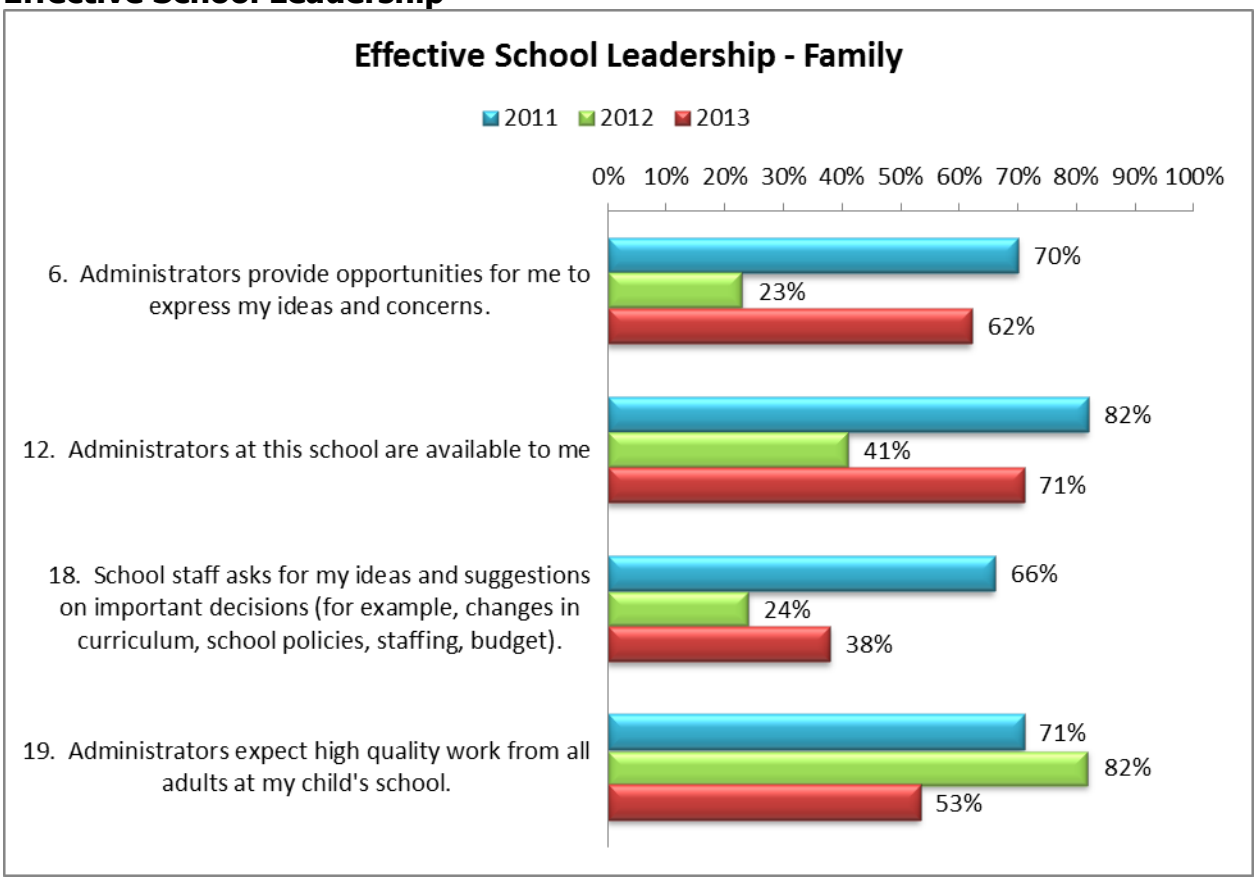
Clear and Shared Focus



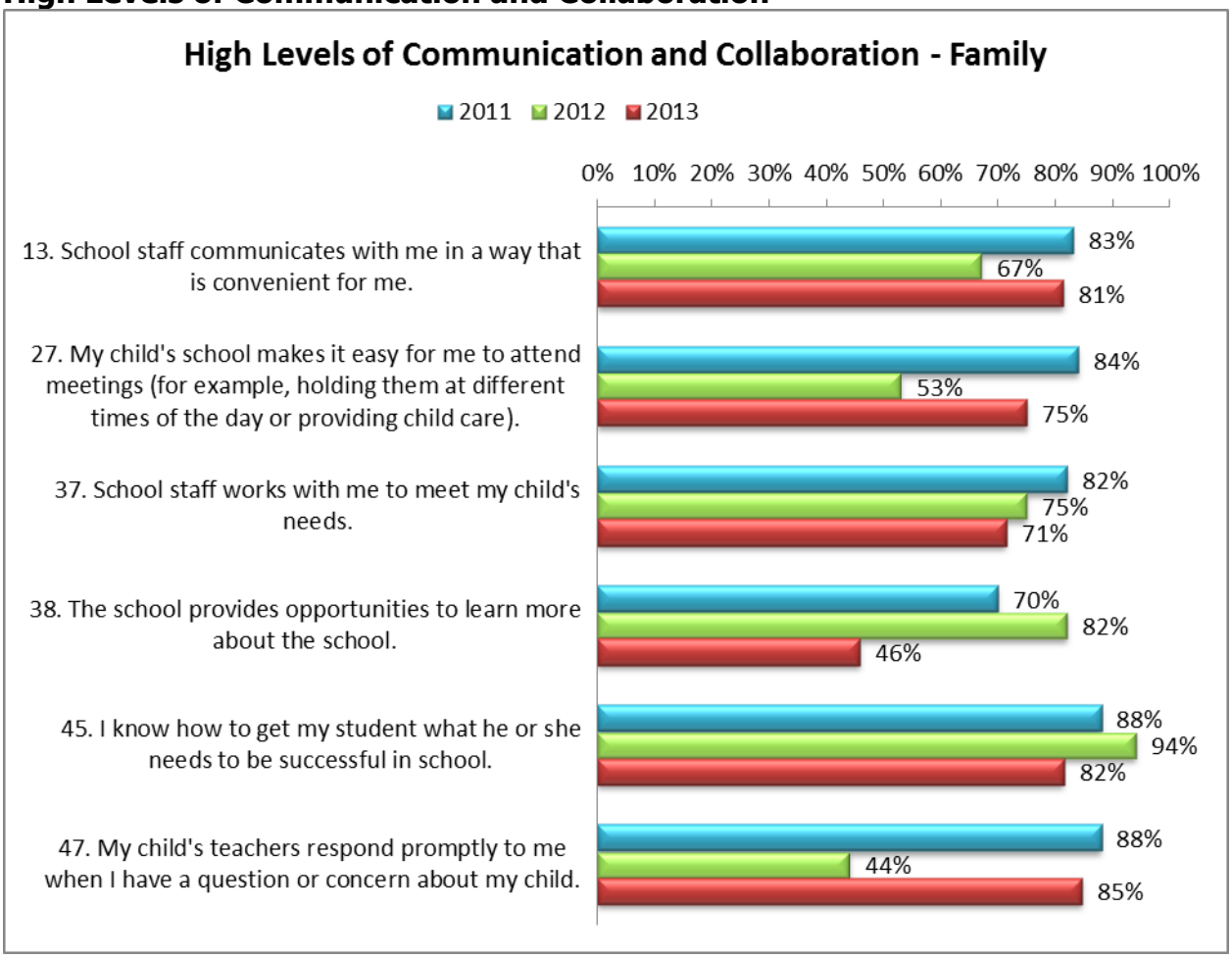
High Standards and Expectations



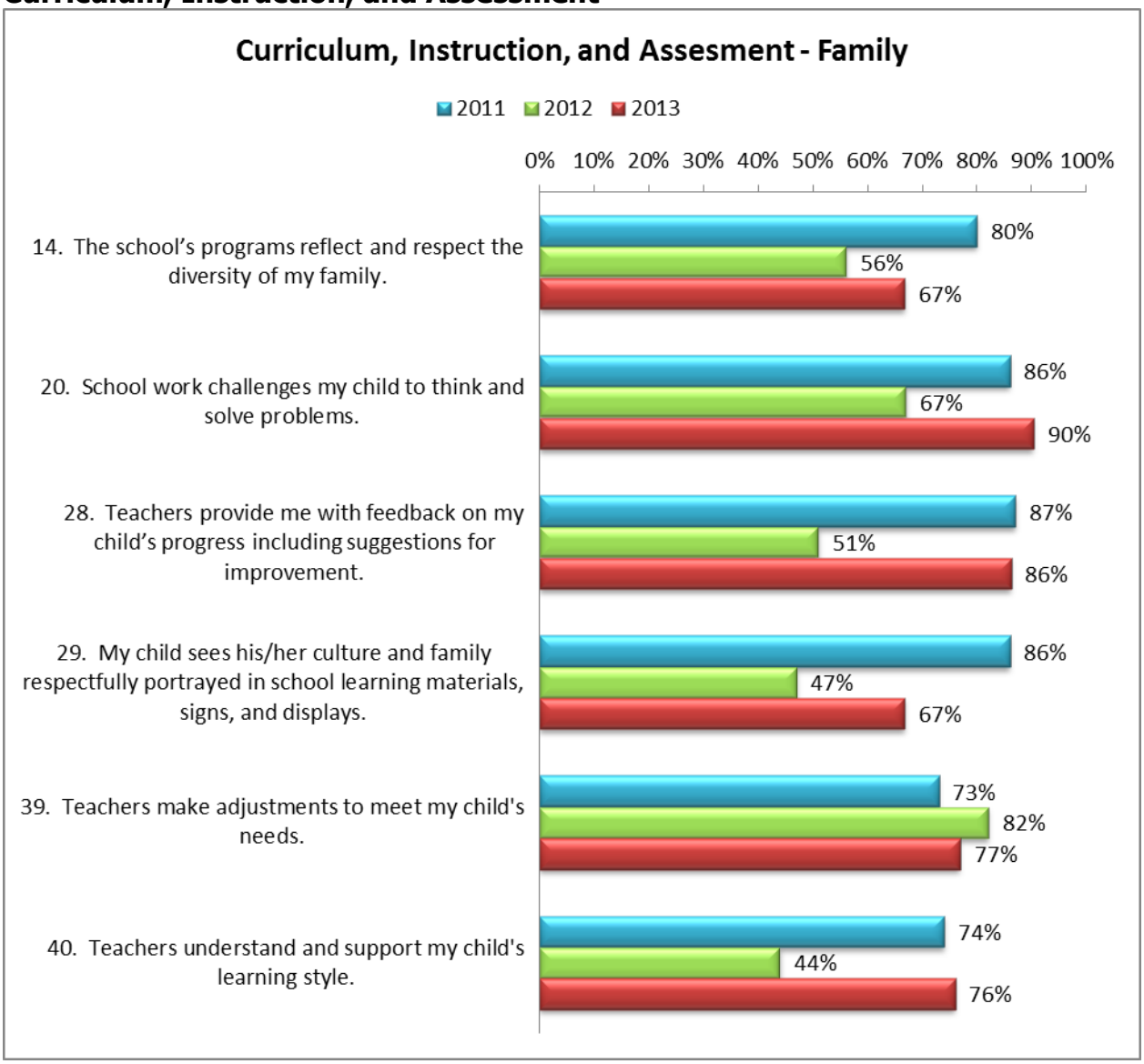
Effective School Leadership



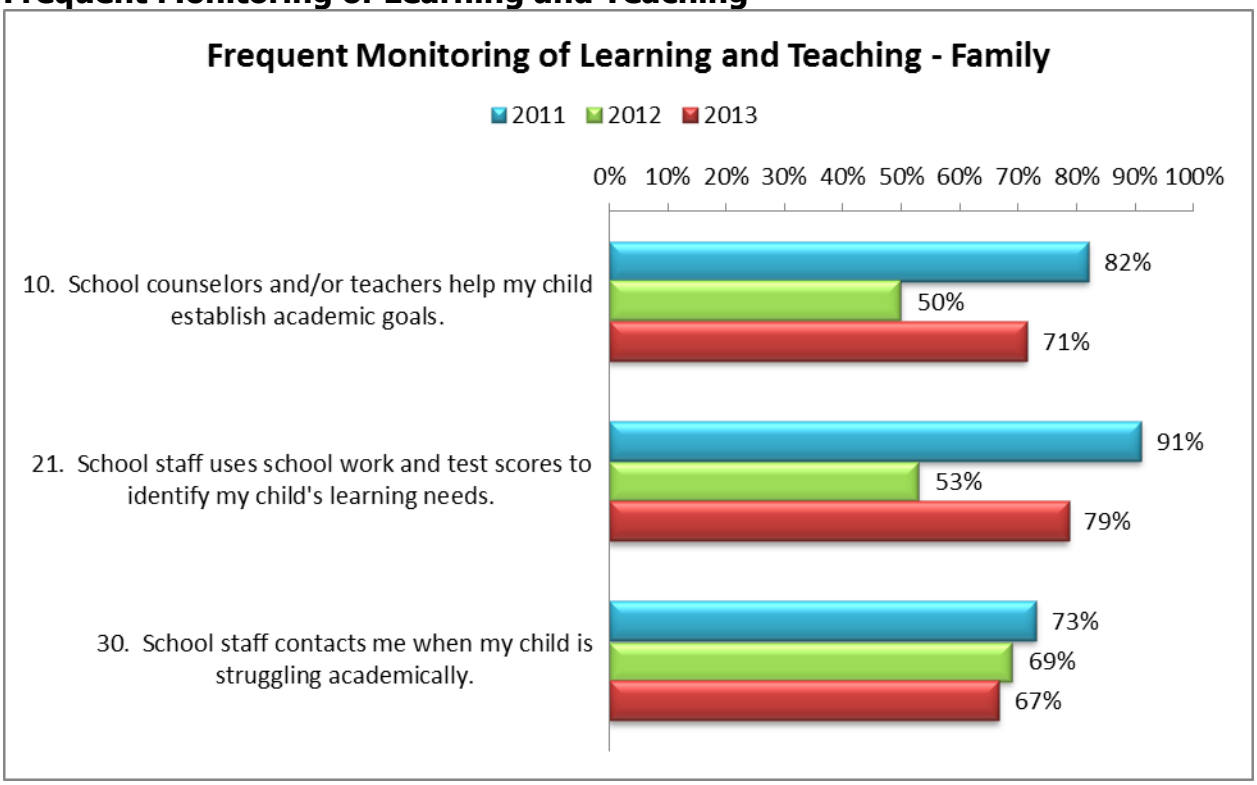
High Levels of Communication and Collaboration



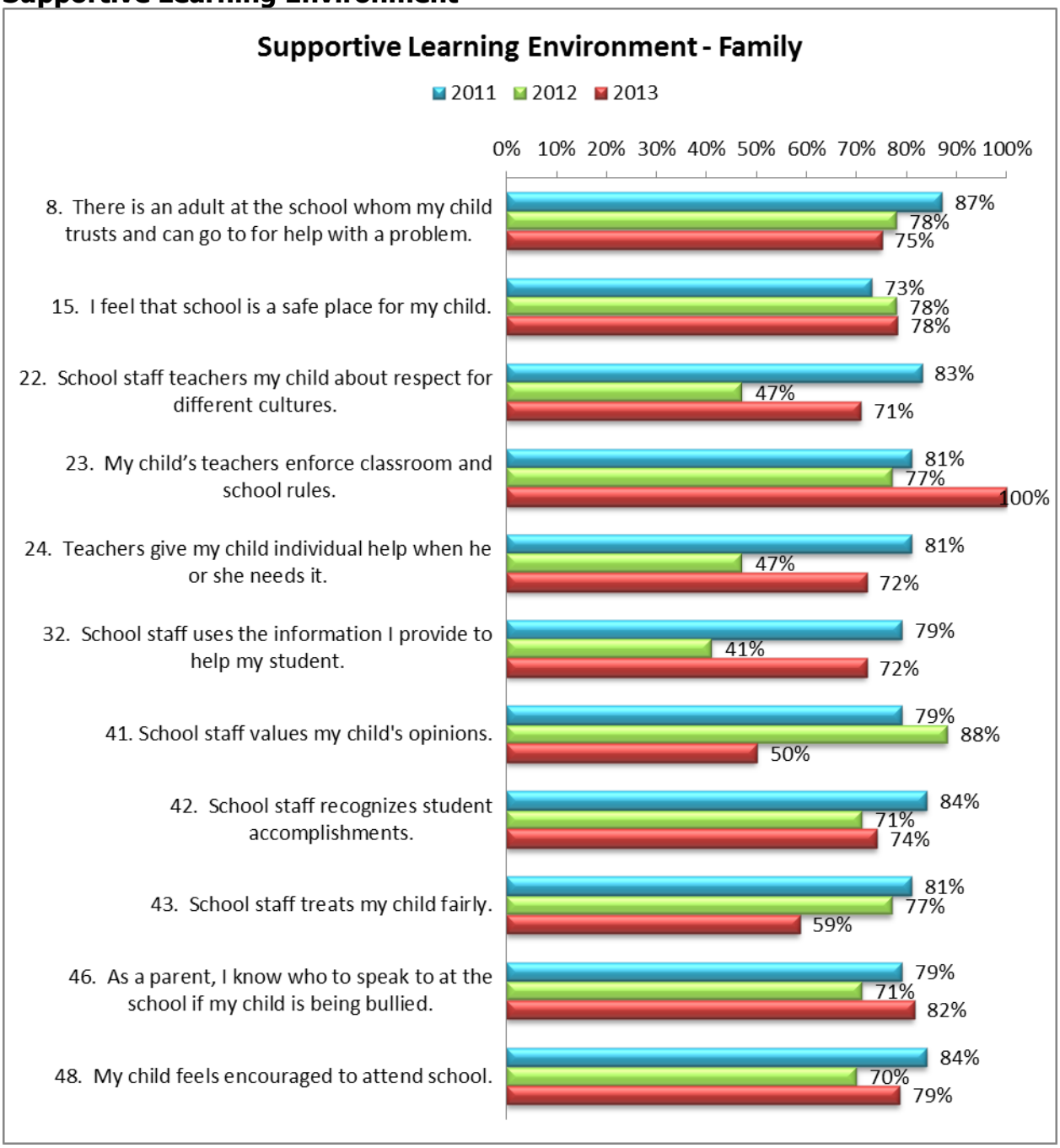
Curriculum, Instruction, and Assessment



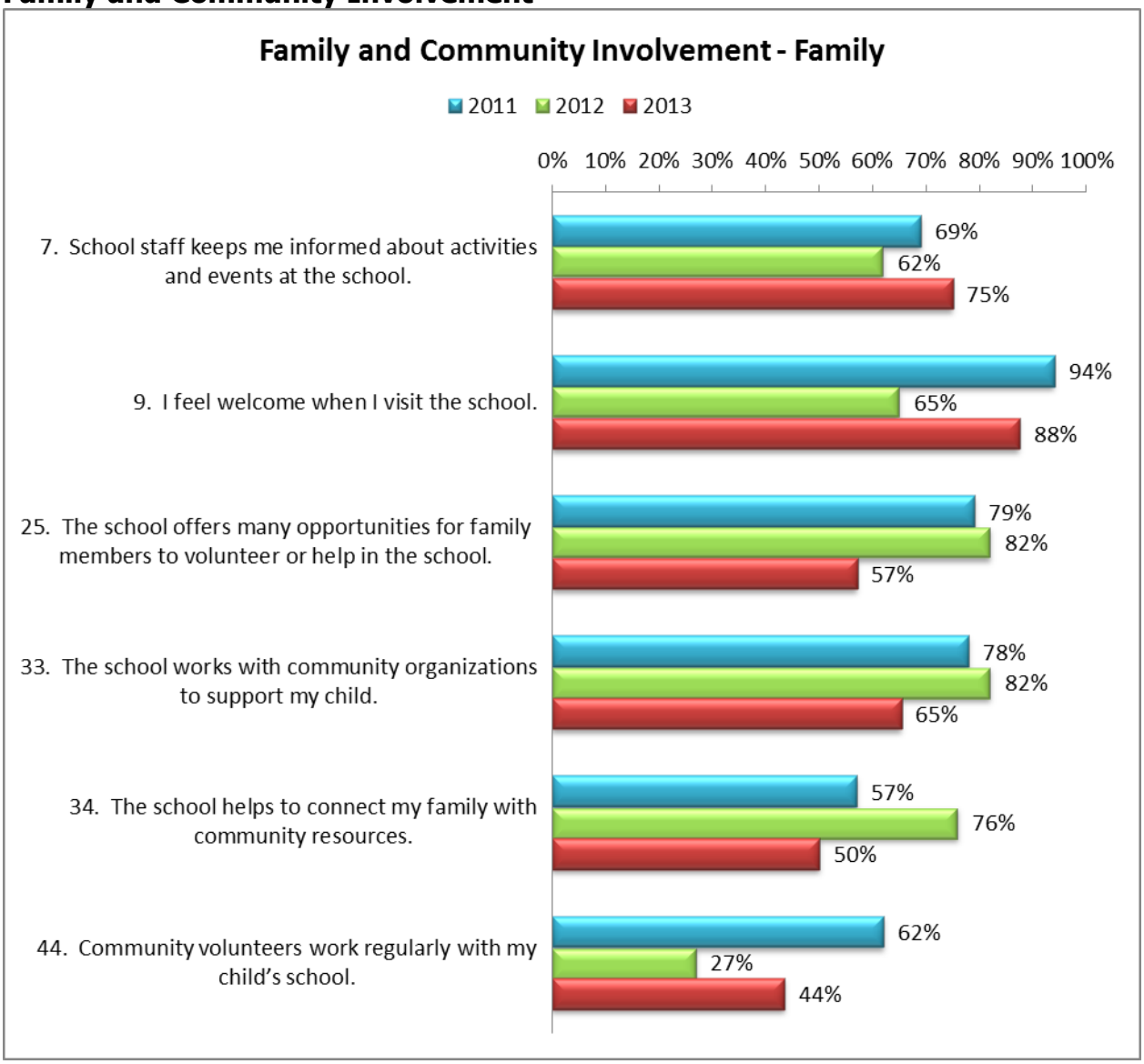
Frequent Monitoring of Learning and Teaching



Supportive Learning Environment



Family and Community Involvement



THE WASHINGTON STATE BOARD OF EDUCATION

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**Required Action Plan Approval Process**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy	☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	State Board of Education (SBE) will consider approving a process for evaluating required action plans for approval. Key questions include: • Does the proposed process allow sufficient consideration of the legislative requirements for approving required action plans? • Does the proposed process meet the needs of the Board in consideration of required action plan approval? In addition, the Board will consider adoption of emergency accountability rules for WAC 180-17-020, that establishes a timeline, for this year only, for plan submission and approval.	
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	The SBE is responsible for approving required action plans for Level I required action. RCW 28A.657.060 specifies that that SBE shall approve plans that meet all the requirements in RCW 28A.657.050. The requirements for required action plans are reviewed, and a process for evaluation and consideration of plans is proposed. The Board will consider adoption of emergency accountability system rules, WAC 180-17-020, during the business items portion of the meeting. A revised timeline is necessary for this year only because the identification of required action schools was late due to the development of the revised Achievement Index and submission of identified priory and focus schools to the federal Department of Education for approval of Washington's ESEA (Elementary and Secondary Education Act) waiver application.	

REQUIRED ACTION PLAN APPROVAL PROCESS

Policy Consideration

At the May 7-8, 2014, State Board of Education (SBE) meeting, the Board will consider approval of a process for evaluating required action plans. Key questions include:

- Does the proposed process allow sufficient consideration of the legislative requirements for approving required action plans?
- Does the proposed process meet the needs of the Board in consideration of required action plan approval?
- Does this propsed process reflect the proper role of the Board in required action plan approval process?

In addition, the Board will:

- Review required action district academic performance audit findings, a critical consideration in plan approval.
- Consider adoption of emergency rules for submission and approval of required action plans, WAC 180-17-020.

Emergency rules are necessary for this year only, since identification of required action districts was late due to the submission of the revised Achievement Index and identified priority and focus schools to the federal Department of Education for approval of Washington's ESEA (Elementary and Secondary Education Act) waiver. Draft rules and a summary of the draft rules are included in the Business Items section of this meeting packet.

Consideration of approval of required action plans is scheduled for June 6, 2014, at a special Board meeting.

Background

One of the critical roles of the SBE in the state Accountability System is to approve required action plans for districts to address the needs of the lowest achieving schools that have been identified for required action. In March 2014, the Board designated four districts for required action: Marysville, Tacoma, Yakima and Wellpinit.

State statute specifies the basis for plan approval: "The state board of education shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement." (RCW 28A.657.060.) To meet these requirements, prior to approval the Board will need to:

- Review the findings of academic performance audits; and,
- Review required action plans,
    - Ensuring plans address each of the required elements (outlined in Section 3 of this memo), and
    - Ensuring plans address the concerns raised in the academic performance audit.

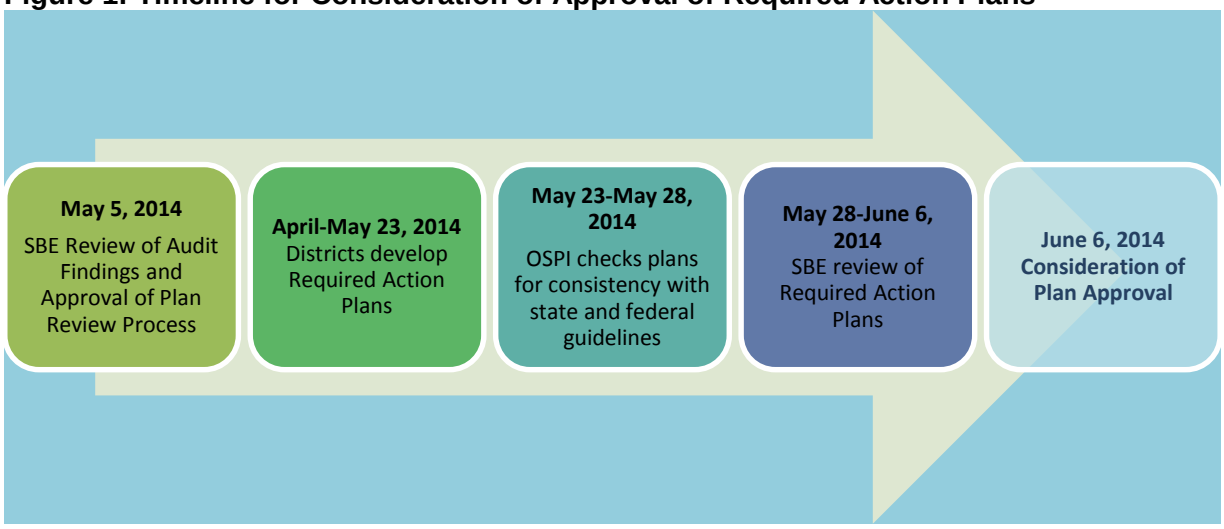
This memo will provide an overview of:

1. Timeline for the next steps in the approval process.
2. Academic performance audits.
3. The required elements of required action plans.
4. Federal and state intervention models. An intervention model that addresses the academic performance audit findings is one of the required elements of a required action plan.
5. Recommended process for Board consideration of required action plan approval.

1. Timeline for Next Steps

Figure 1 below shows the next steps for Board approval of required action plans. At the May 2014 Board meeting the Board will review the findings of the academic performance audits. Districts will use the findings in developing required action plans. The districts will submit their plans to OSPI on May 23, 2014 and OSPI will approve plans for compliance with federal and state guidelines. By May 28, the OSPI-approved plans will be submitted to the SBE for review. At the June 6, 2014 special Board meeting, the Board will hear highlights of plans from district representatives and consider plan approval.

Figure 1: Timeline for Consideration of Approval of Required Action Plans



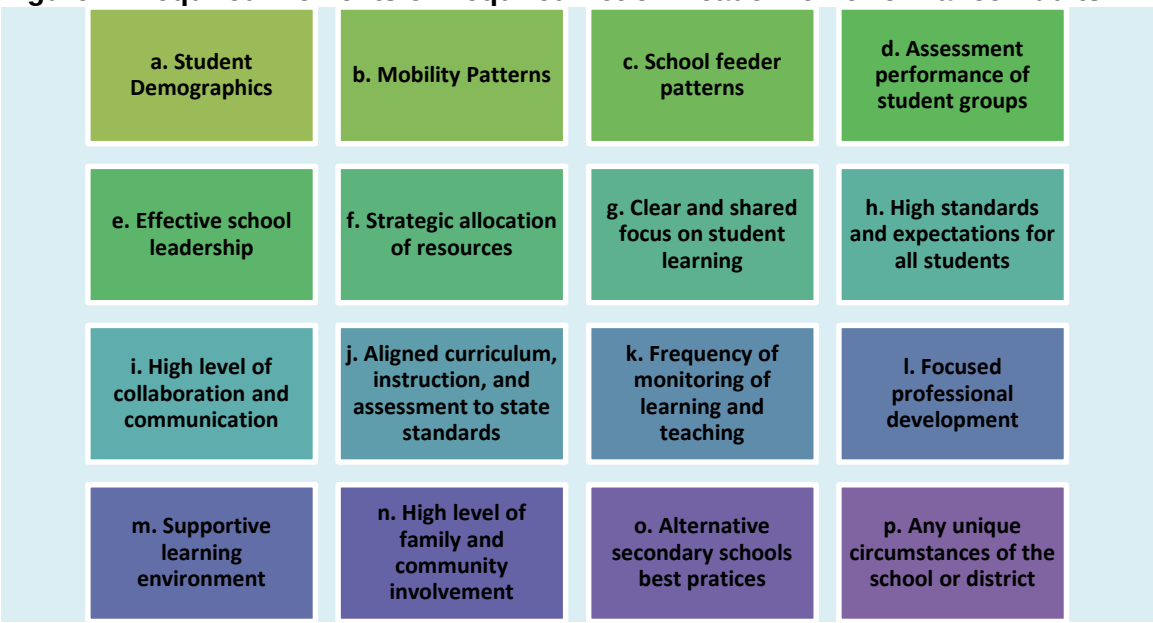
2. Academic Performance Audits

Academic Performance Audits are conducted by external review teams of people with expertise in school and district reform, who are contracted by the Office of the Superintendent of Public Instruction (OSPI). The purpose of the audit is to identify potential reasons for the required action school's low student performance and lack of progress. The audit is conducted of both the school and the district. RCW 28A.657.040 specifies that the audit must include, but is not limited to, an examination of 16 particular school and district characteristics listed in Figure 2.

OSPI has made it requisite that required action districts and their identified schools use the Indistar® online planning tool, to assess indicators and to create, implement, monitor and revise action plans. This year the academic performance audits will include recommendations

for particular Indistar® School- and District-Level Indicators that have been found effective in addressing issues related to the audit findings.

Figure 2: Required Elements of Required Action Academic Performance Audits



At the May 5-6, 2014 Board meeting, staff from OSPI's Office of Student and School Success will share, discuss and answer questions on audit findings. Consideration of audit findings is an important step in required action plan approval, since required action plans must address audit findings to a level the Board deems sufficient.

3. <u>Required Action Plans</u>

Districts will develop their required action plans taking into consideration the academic performance audit findings. The plan must be developed in collaboration with administrators, teachers, other staff, parents, unions, students and other representatives of the local community. The local school board must also conduct a public hearing to allow for comment on the required action plan.

As specified in RCW 28A.657.050, required elements of plans include:

a. Selection and implementation of an approved school improvement model, including a description of how the concerns of the academic performance audit are addressed. The selection of the model must be intended to improve student performance to allow the district to be released from required action within three years.
b. Application for state or federal funds.
c. Budget that provides for adequate resources to implement the selected model and other requirements of the plan.
d. Descriptions of any changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains.
e. Identification of the measures to be used in assessing the school's student achievement.

OSPI has developed *Required Action Districts: Level One Plan Guidance*, available at http://www.k12.wa.us/StudentAndSchoolSuccess/RequiredActionDistricts.aspx, that provides guidance to districts in creating their required action plans. If requested, OSPI will assist

districts in developing plans, as provided in RCW 28A.657.050. The complete required action plans will include both Indistar®-created action plans and additional documents.

4. Intervention Models

Selection of an intervention model is a required element of a required action plan. Figure 3 below lists the approved state and federal intervention models.

Figure 3: State and Federal Intervention Models

Closure

- Students must be sent to a higher achieving school.

Restart

- Conversion to a charter school or an Education Management Organization (EMO).
- A restarted school must enroll any former student who wishes to attend.

Transformation

- Principal replaced.
- Comprehensive instructional reform.
- Develop teacher and school leader effectiveness, increase community engagement, extend learning time.

Turnaround

- Principal replaced.
- All staff screened and no more than 50% of staff rehired.

State Synergy Model

- Aligned with Turnaround principles for Priority schools.
- Instructional reforms tied to comprehensive interim (at least 3 times each year) student assessment.
- Extended time for student learning and teacher collaboration.
- School leadership team plays key role.

Districts may choose any model, but the SBE must consider if the chosen model addresses the concerns of the audit findings.

5. Recommendation for Process for Plan Approval

An SBE Review Team of Board members, Isabel Munoz-Colon (lead), Dan Plung, Kevin Laverty, Bob Hughes, Deborah Wilds, and Mara Childs will conduct a thorough review of the plans and guide the full Board in the approval decision-making.

Plans will be received by the Board on May 28. Questions from members about the plans will be collected by staff and forwarded to districts and OSPI. Answers to questions will be collected, documented, and shared with the Board as part of the June 6 meeting packet.

The committee will meet and discuss required action plans. Based on committee feedback, staff will compile the committee's comments and evaluations for each district using a Required Action Plan Review Form. A draft Required Action Plan Review Form is included as Figure 4 below. The compiled comments will be made available to all members prior to the June 6 meeting, and be included in the June 6 meeting packet.

If the Board decides not to approve a plan, the Board must notify the district in writing with the reasons why the plan was not approved. The district may either submit a revised plan to the Board or request a review by the Required Action Plan Review Panel. The Board must consider recommendations of the Review Panel in consideration of final approval of a plan. The timeline for required action plan submittal and approval if the Board initially does not approve a plan is specified in the draft emergency rules for WAC 180-17-020, which the Board will be considering for adoption at this Board meeting. A summary of the timeline is included in the Business Items section of this Board packet.

Action

The Board will consider approving the process for evaluating required action plans. The process includes:

- Review process by the Review Team described in Section 5 of this memo.
- Required Action Plan Review Form.

At the May 2014 meeting the Board will also consider adoption of emergency rules for submission and approval of required action plans.

Figure 4: Required Action Plan Review Form

State Board of Education Level I Required Action Plan Review Form

The SBE's legislative responsibility is to "approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the finds in the academic performance audit to improve student achievement." (RCW 28A.657.060) This form lists the requirements of RCW 28A.657. 050. The Board may also wish to offer districts a response to plans that helps districts understand how knowledgeable members of the public may perceive their required action plan, and what areas of concern the Board has in implementing the plan (question 8 below).

District: _____School:_____

1) improvement model:

Model:

a) Are the concerns of the academic performance audit sufficiently addressed?

i) Are the Indicators recommended in the academic performance audit used?

Yes / No

ii) Specific academic performance audit findings:

Finding	Development	Comments
[findings for the school and district listed in this column]	No development Partially developed Fully developed	
	No development Partially developed Fully developed	

General comments on audit findings:

DRAFT

b) Will anticipated improvements allow the district to be released from required action within three years?

Comments:

2) Application for state or federal funds.

Yes / No

3) Budget that provides for adequate resources to implement the selected model and other requirements of the plan.

Comments:

4) Descriptions of changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains.

Comments:

5) Identification of the measures to be used in assessing the school's student achievement.

Comments:

DRAFT

6) Demonstration of collaboration between administrators, teachers, other staff, parents, unions, students and other representatives of the local community

Yes / No

7) Public hearing held

Yes / No

8) What are issues of concern for the Board in the implementation of this plan

Comments:

DRAFT

THE WASHINGTON STATE BOARD OF EDUCATION

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**Implementation of E2SSB 6552**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Do the draft rules meet the intent of the Legislature in adopting E2SSB 6552? Are they sufficiently clear to the board, school districts, and the public? Do they sufficiently support, within the new law, the SBE's strategic goal to provide leadership for graduation requirements that prepare students for postsecondary education, the 21st century world of work, and citizenship?
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☒ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	E2SSB 6552 (Chapter 217, Laws 2014) requires the SBE to adopt rules to implement the Career and College-Ready Graduation requirements adopted under board resolution in November 2010 and January 2014, to take effect, with certain modifications, with the graduating class of 2019. SB 6552 also changed instructional hour requirements for basic education and established new provisions on career and technical education course equivalencies. In your packet you will find draft rules to implement E2SSB 6552. They include: • Amended WAC 180-16-200. Total instructional hour requirement. • Amended WAC 180-51-066. Minimum requirements for high school graduation. Students entering ninth grade on or after July 1, 2009 through June 30, 2012. • Amended WAC 180-51-067. Minimum requirements for high school graduation. Students entering ninth grade on or after July 1, 2012. • NEW WAC 180-51-068. State subject and credit requirements for high school graduation. Students entering the ninth grade on or after July 1, 2015. • NEW WAC 180-18-100. District waiver from requirement on access to CTE course equivalencies. • Amended WAC 180-90-160. (Private schools.) Minimum standards and certificate form. Also in your packet you will find: • Graphics providing visual descriptions of the new graduation requirements. • A comparison of the new high school graduation requirements with current requirements • A discussion document on proposed rules to E2SSB 6552. • A sectional summary of proposed WAC 180-51-068 (New graduation requirements.) • E2SSB 6552 as enacted, for your reference in reviewing the draft rules. • The January 9, 2010 Board resolution on the Career and College Ready Graduation Framework. • A memo on E2SSB 6552 and the High School and Beyond Plan. The Board will be asked to approve draft rules for public hearing at the July 2014 meeting and possible adoption.

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Graduation Course-Taking Requirements

Subject	Requirements for the Classes of 2016, 2017 & 2018	Career- & College-Ready Graduation Requirements for the Class of 2019 & Beyond
English	4	4
Math	3	3
Science	2 (1 lab)	3 (2 lab)
Social Studies	3	3
Career and Technical Education[1]	1	1
Health and Fitness	2	2
Arts	1	2 (1 can be PPR)
General Electives	4	4
World Language (or) Personalized Pathway Requirement (PPR)		2 (Both can be PPR)
Total Credits	**20**	**24[2]**

Personalized Pathway Requirement are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

[1] Or 1 Occupational Education credit, as defined in WAC 180-51-067.
[2] Up to 2 credits can be waived locally based on a student's unusual circumstances.

24-Credit Career- and College-Ready Graduation Requirements:

How Do the 24-Credit Graduation Requirements Add Up?

17 + 3 + 4 = 24

17 Core Credits + 3 Personalized Pathway Requirements

- **4** English
- **3** Math
- **3** Science
- **3** Social studies
- **1** Career and Technical Education
- **2** Health and Fitness
- **2** Arts
  - 1 credit may be PPR
- **2** World Language
  - Both may be PPR

+

4 Elective Credits

=

24 Credit* Career- and College-Ready Graduation Requirements
for the Class of 2019 & Beyond

PPR = Personalized Pathway Requirements: Three locally determined courses that lead to a specific post-high school career outcome chosen by the student, based on the student's interest and High school and Beyond Plan.

***For individual students, 2 credits may be waived**: A district must adopt a written policy to waive up to 2 credits of the 24, based on the student's 'unusual circumstances.'

24-Credit Career- and College-Ready Graduation Requirements:

How Are Math Requirements Changing?

3 → **3**

For the Class of 2013 to the Class of 2018:

3 Credits of High School Math

- Algebra I/Integrated Math 1
- Geometry/Integrated Math 2
- Algebra II/Integrated Math 3

or

- A third credit of high school math in place of Algebra II/Integrated Math 3
  - Approved in a meeting with the student, the parent or guardian, and a school representative.

For the Class of 2019 and Beyond:

3 Credits of High School Math

- Algebra I/Integrated Math 1
- Geometry/Integrated Math 2

and

- A third credit of high school math based on the student's **High School and Beyond Plan**
  - Approved by the student and the parent or guardian, or school counselor or school principal.

24-Credit Career- and College-Ready Graduation Requirements:

How Are Science Requirements Changing?

2 + 1 = 3

Until the Class of 2018:

2 Credits of Science including 1 lab

+

1 Credit of Lab Science

The third credit of science based is the student's **High School and Beyond Plan**, and approved by the student and the parent or guardian, or a school counselor or principal.

=

For the Class of 2019 and Beyond:

3 Credits of Science including 2 labs

What is a Lab?

"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models and theories of science." The National Research Council. (2006) America's Lab Report: Investigations in High School Science.

This definition allows flexibility in offering lab science classes—not all laboratory sciences need to be taught in a specialized laboratory facility.

24-Credit Career- and College-Ready Graduation Requirements:

How Much Student Choice?

4 + 3 = 7

4 Elective Credits

Districts may have local requirements.

+

Credits that must be based on a student's High School and Beyond Plan

3 Personalized Pathway Requirement Credits

Courses that lead to a specific post-high school career and educational outcome chosen by the student.

Also, the content of the 3rd credit of math and the 3rd credit of science are student choice, with the agreement of a parent, guardian, counselor or principal.

=

7 Flexible Credits

For students to explore and to pursue a pathway that leads to a post-high school career or educational outcome of their choice.

Career and Technical Education courses determined to be equivalent to core requirements and competency-based credits provide additional flexibility for students.

24-Credit Career- and College-Ready Graduation Requirements:

What are Personalized Pathway Requirements (PPR)?

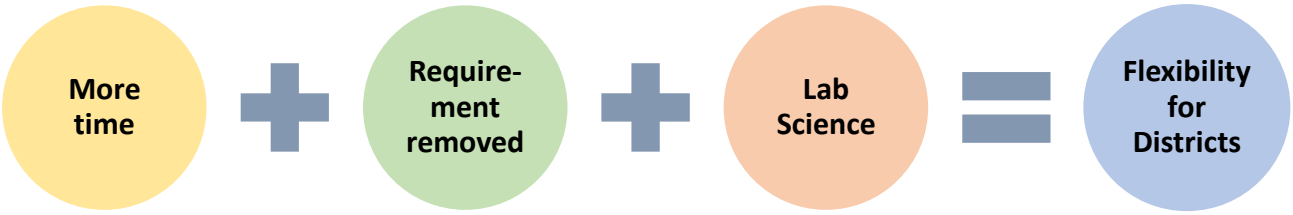
High School and Beyond Plan (HSBP)
Plan for attaining post-secondary career and education goals, created in collaboration between the student, parent/guardian, and high school staff.

Personalized Pathway
Locally determined high school course work necessary to prepare for the particular career and education goal chosen by the student.

Personalized Pathway Requirements (PPR)
The three credits that a student must specify in their HSBP that meet both graduation requirements and helps to prepare for the particular career and education goal chosen by the student.

24-Credit Career- and College-Ready Graduation Requirements:

What Flexibility is There for Districts?



For districts that need extra time: one or two year extensions to implement the 24 credit graduation requirements granted to districts that apply to the State Board of Education.

Non-credit requirement removed: the Culminating Project is removed as a state requirement for the Class of 2015 and beyond.

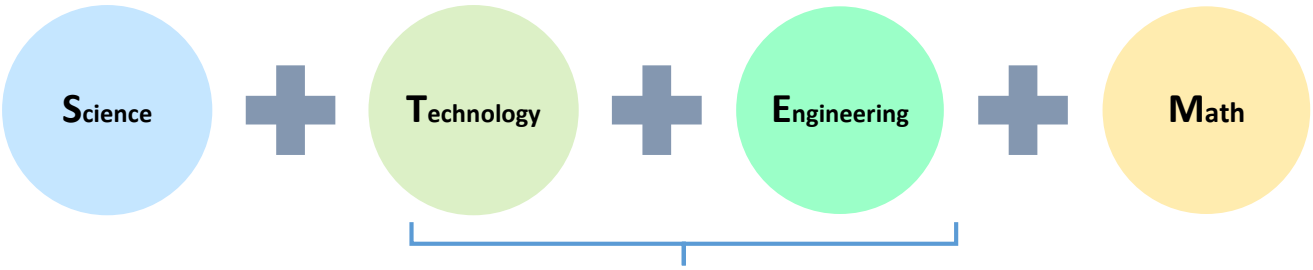
Definition of lab science: not all lab science classes need to be taught in a specialized laboratory facility.

"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models and theories of science." The National Research Council. (2006) America's Lab Report: Investigations in High School Science.

This definition allows flexibility in offering lab science classes.

24-Credit Career- and College-Ready Graduation Requirements:

What About STEM (Science, Technology, Engineering and Math) and CTE (Career and Technical Education) Course Equivalencies?



High School Technology and Engineering courses are usually Career and Technical Education courses.

Science	Career and Technical Education (CTE)	Math
• 3 Credits Required • 2 labs • Content of 3rd credit specified in the student's High School and Beyond Plan	• 1 Credit Required • 3 Personalized Pathway Requirement credits if the student choses a CTE pathway • 4 electives possible	• 3 Credits Required • Algebra 1 or Integrated Math 1 • Geometry or Integrated Math 2 • Content of 3rd credit specified in the student's High School and Beyond Plan

Career and Technical Education Course Equivalency

Equivalent courses meet two graduation requirements with one course.

- Course equivalency helps students meet graduation requirements and adds flexibility to student schedules.
- The Office of the Superintendent of Public Instruction will develop a list of selected CTE courses that are considered equivalent to science or math courses that meet high school graduation requirements.
- Districts must offer at least one CTE math or at least one CTE science equivalency course through high school courses, inter-district cooperatives, skill centers, online learning or Running Start vocational courses. Districts with fewer than 2,000 students may seek a waiver from this requirement from the State Board of Education.
- Some CTE courses may also be identified as equivalent to English, health, fitness, and arts courses.

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DISCUSSION DOCUMENT
DRAFT RULES
E2SSB 6552 (CHAPTER 217, LAWS OF 2014)

Item for Rules	WAC	Draft Rule
Instructional hour requirement for basic education	180-16-200	Instructional hour requirements are increased beginning the 2015-16 school year to: • At least a district-wide average 1,080 hrs. in grades 9-12 and 1,000 hrs. in grades 1-6, *or* • A district-wide annual average of 1,027 hours in grades 1-12.
Culminating project	180-51-066 180-51-067	Requirement eliminated effective with the graduating class of 2015.
Third math credit	180-51-068 (2)	Third credit of high-school mathematics chosen by the student must: • Align with student's High School and Beyond Plan. • Prepare the student to meet requirements for graduation under the state assessment statute. • Have agreement of parent or guardian, or if not available or does not respond to request, agreement of school counselor or principal.
Third science credit	180-51-068 (3)	Third credit of high school science chosen by the student must: • Be based on the student's High School and Beyond Plan. • Have agreement of parent or guardian, or if not available or does not respond to request, agreement of school counselor or principal.

Laboratory science	180-51-068 (3),(14)	• Flexible definition, derived from the National Research Council. • Includes courses conducted in traditional classroom or outdoor spaces as well as in facilities specially designed for laboratory science.
Personalized pathway requirements	180-51-068 (6),(8),(14)	• May be taken in place of one arts credit. • May be taken in place of two World Languages credits. • Defined as up to three course credits chosen by the student under subsections (6) [Arts] and (8) [World Languages] that are included in a student's personalized pathway and prepare the student to meet postsecondary career or educational goals.
High School and Beyond Plan	180-51-068 (10)	The process for completing the HSBP is locally determined. Students create their HSBP in middle school grades in cooperation with parents or guardians and school staff. Staff work with students to update during the years of plan implementation. The High School and Beyond Plan must include, at a minimum: • Identification of career goals. • Identification of educational goals. • A four-year plan for course-taking that ensures meeting graduation requirements and aligns with educational and career goals. Includes identification of a personalized pathway and personalized pathway requirements. • Identification of assessments required to meet educational and career goals.

Personalized pathway	180-51-068 (10), (14)	Defined as a locally determined body of course work identified in a student's High School and Beyond Plan that is necessary to attain the postsecondary career or educational goals chosen by the student.

Waiver of school district for up to two years from Career and College-Ready graduation requirements	180-51-068 (11)	• An application for a waiver must:
		  ○ Meet the requirements for the application specified in Sec. 202 of E2SSB 6552.
		  ○ Be accompanied by a resolution adopted by the local school board, signed by the school board chair/president and district superintendent.
		  ○ Be received by the SBE no later than May 1, 2015.
		
		• A district implementing a waiver continues to be subject to the previous graduation requirements (WAC 180-51-067) for the term of the waiver.
		• The SBE posts all applications for waivers granted on its web site.

District waiver of up to two credits for individual students based on "unusual circumstances."	180-51-068 (12)	• "Unusual circumstances" is locally defined. • Students granted a waiver must still earn the17 required subject credits for graduation. • Waivers must be in accordance with written policies adopted by resolution of the local school boards.
Waiver for districts with under 2,000 students from CTE-equivalent course offerings.	180-18-100	• "Districts with fewer than two thousand students" defined as October 1 headcount of fewer than two thousand students as of January of the same school year. • District must affirm in the application that its students do not have reasonable access, through means set forth in Sec. 103 of E2SSB 6552, to at least one CTE course equivalent to a math or a science course as determined by OSPI and the SBE under RCW 28A.700.070 as amended in Sec. 101 of E2SSB 6552. • Application must be signed by the local school board chair/president and superintendent.

Amendatory Section

WAC 180-16-200

Total instructional hour requirement.

(1)(a) Kindergarten total instructional hour requirement - four hundred fifty hours annual minimum, increased to an annual minimum one thousand instructional hours according to an implementation schedule under RCW 28A.150.315.~~. (See RCW 28A.150.220 (1)(a).)~~

~~(b)~~

~~(~~(2) Grades 1-12 total instructional hour requirement - district-wide annual average of one thousand hours~~. In grades one through twelve school districts may arrange their calendars in any way they determine as long as the district-wide annual average instructional hour requirement is at least one thousand hours.~~, increased beginning in the 2015-16 school year to:

(a) At least a district-wide average of one thousand eighty instructional hours for students enrolled in grades nine through twelve and a district-wide annual average of one thousand instructional hours in grades one through eight, or

(b) A district-wide annual average of one thousand twenty-seven instructional hours in grades one through twelve.

(3) For non-high school districts, a district-wide annual average of one thousand instructional hours in such grades as are offered by the district.

~~(b) Grades 1-12 total instructional hour requirement - district-wide annual average of one thousand hours. (See RCW 28A.150.220 (1)(b).) In grades one through twelve school districts may arrange their calendars in any way they determine as long as the district-wide~~

~~annual average instructional hour requirement is at least one thousand hours.~~

~~(2) The basic education program requirements shall be as described under RCW 28A.150.220(1).~~

[Statutory Authority: Chapter 28A.630 RCW. WSR 01-24-092, § 180-16-200, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-086, § 180-16-200, filed 10/4/95, effective 11/4/95. Statutory Authority: RCW 28A.410.010. WSR 94-03-104 (Order 5-94), § 180-16-200, filed 1/19/94, effective 2/19/94. Statutory Authority: RCW 28A.150.220, 28A.320.200, 28A.150.260 and 1992 c 141. WSR 92-17-053, § 180-16-200, filed 8/17/92, effective 9/17/92. Statutory Authority: RCW 28A.150.220 and [28A.150.]260. WSR 92-05-047, § 180-16-200, filed 2/13/92, effective 3/15/92. Statutory Authority: RCW 28A.04.127 and 28A.41.140. WSR 86-21-020 (Order 15-86), § 180-16-200, filed 10/7/86. Statutory Authority: RCW 28A.58.754(6). WSR 84-11-043 (Order 2-84), § 180-16-200, filed 5/17/84. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. WSR 79-10-033 (Order 10-79), § 180-16-200, filed 9/12/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754. WSR 78-06-097 (Order 3-78), § 180-16-200, filed 6/5/78.]

Amendatory Section

WAC 180-51-066
Minimum requirements for high school graduation—Students entering the ninth grade on or after July 1, 2009, through June 30, 2012.

(1) The statewide minimum subject areas and credits required for high school graduation for students who enter the ninth grade or begin the equivalent of a four-year high school program as of July 1, 2009, through June 30, 2012, shall total twenty as listed below.

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.

(b) Three **mathematics** credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b)(iv) through (vii) of this subsection, the three mathematics credits required under this section must include:

(A) Algebra 1 or integrated mathematics I;

(B) Geometry or integrated mathematics II; and

(C) Algebra 2 or integrated mathematics III.

(ii) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III if all of the following requirements are met:

(A) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(B) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

(C) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two- and four-year college level mathematics courses; and

(D) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(iii) Courses in (b)(i) and (ii) of this subsection may be taken currently in the following combinations:

(A) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(B) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b)(ii) of this subsection.

(iv) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (b)(i) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(v) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

(A) Repeat the course(s) for credit in high school; or

(B) Complete three credits of mathematics as follows:

(I) A student who has successfully completed algebra 1 or integrated mathematics I shall:

• Earn the first high school credit in geometry or integrated mathematics II;

• Earn the second high school credit in algebra 2 or integrated mathematics III; and

• Earn the third high school credit in a math course that is consistent with the student's education and career goals.

(II) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

• Earn the first high school credit in algebra 2 or integrated mathematics III; and

• Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(vi) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

• Earn the first high school credit in geometry or integrated mathematics II;

• Earn the second high school credit in algebra 2 or integrated mathematics III; and

• Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(vii) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

• Earn the first high school credit in algebra 2 or integrated mathematics III;

• Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(c) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.

(d) Two and one-half **social studies** credits that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state

of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW 28A.230.090(4)).

(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.

(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.

(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

(e) Two **health and fitness** credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in

accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(f) One **arts** credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The essential content in this subject area may be satisfied in the visual or performing arts.

(g) One credit in **occupational education.** "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.

(i) Each student entering ninth grade before July 1, 2010 and graduating before 2015 shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student learning and Washington alternate assessment system shall determine attainment.

(2) State board of education approved private schools under RCW 28A.305.130(5) may, but are not required to, align their curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements under RCW 28A.655.070.

[Statutory Authority: RCW 28A.230.090, 28A.230.093, 28A.230.050, 28A.230.170, 28A.230.060, and 28A.305.215(8). WSR 12-03-073, § 180-51-066, filed 1/13/12, effective 2/13/12. Statutory Authority: RCW 28A.305.215(8), 28A.230.090. WSR 10-19-118, § 180-51-066, filed

9/21/10, effective 10/22/10; WSR 09-16-028, § 180-51-066, filed 7/27/09, effective 8/27/09; WSR 08-18-013, § 180-51-066, filed 8/22/08, effective 9/22/08.]

AMENDATORY SECTION

WAC 180-51-067

State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015.

The statewide subject areas and credits required for high school graduation, for students who enter the ninth grade or begin the equivalent of a four-year high school program, as of July 1, 2012, through June 30, 2015, except as provided in WAC 180-51-068(11), shall total twenty as provided below. All credits are to be aligned with the state's essential academic learning requirements (learning standards) for the subject. The content of any course shall be determined by the local school district.

(1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth below:

(a) Unless otherwise provided for in (d) through (g) of this subsection, the three mathematics credits required under this section must include:

(i) Algebra 1 or integrated mathematics I;

(ii) Geometry or integrated mathematics II; and

(iii) Algebra 2 or integrated mathematics III.

(b) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III, if all of the following requirements are met:

(i) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(ii) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

(iii) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two- and four-year college level mathematics courses; and

(iv) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics

elected is a more appropriate course selection given the student's education and career goals.

(c) Courses in (a) and (b) of this subsection may be taken currently in the following combinations:

(i) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(ii) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b) of this subsection.

(d) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (a) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(e) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

(i) Repeat the course(s) for credit in high school; or

(ii) Complete three credits of mathematics as follows:

(A) A student who has successfully completed algebra 1 or integrated mathematics I shall:

• Earn the first high school credit in geometry or integrated mathematics II;

• Earn the second high school credit in algebra 2 or integrated mathematics III; and

• Earn the third high school credit in a math course that is consistent with the student's education and career goals.

(B) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

• Earn the first high school credit in algebra 2 or integrated mathematics III; and

• Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(f) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

• Earn the first high school credit in geometry or integrated mathematics II;

• Earn the second high school credit in algebra 2 or integrated mathematics III; and

• Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(g) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

• Earn the first high school credit in algebra 2 or integrated mathematics III;

• Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(3) Two **science** credits, at least one of the two credits must be in laboratory science.

(4) Three **social studies** credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(a) One credit shall be required in United States history.

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170; RCW 28A.230.090 and WAC 392-410-120, and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for students who: (i) Have successfully completed a state history and government course of study in another state; or (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

(c) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with

emphasis on contemporary world problems may be accepted as equivalencies.

(d) One-half credit shall be required in civics and include at a minimum the content listed in RCW 28A.230.093.

(5) Two **health and fitness** credits (.5 credit health; 1.5 credits fitness). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.

(6) One **arts** credit. The essential content in this subject area may be satisfied in the visual or performing arts.

(7) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the career and technical education (CTE) program standards of the office of the superintendent of public instruction.

(a) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.

(b) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be

required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.

(c) Students satisfying the requirement in (a) or (b) of this subsection will need to earn five elective credits instead of four; total credits required for graduation will not change.

(8) Four credits of electives.

~~(9) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.~~

(9)~~10~~) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

(10~~11~~) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

(11~~12~~) A school district may obtain a two-year extension from the effective date for the implementation of the four credits of English and/or the three credits of social studies required under this section upon the filing of a written resolution by the district's school board with the state board of education stating the district's intent to delay implementation of the increased English and/or social studies

requirements effective for the class of 2016. The resolution must be filed by June 1, 2012. A district filing a timely resolution with the state board of education shall maintain the English, social studies, and elective credits in effect under WAC 180-51-066 for the period of the extension.

[Statutory Authority: RCW 28A.230.090, 28A.230.093, 28A.230.050, 28A.230.170, 28A.230.060, and 28A.305.215(8). WSR 12-03-073, § 180-51-067, filed 1/13/12, effective 2/13/12.]

NEW SECTION

WAC 180-51-068

State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015.

The statewide subject areas and credits required for high school graduation, beginning July 1, 2015, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total twenty-four as provided below, except as otherwise provided in subsections (11) and (12) of this section. All credits are to be aligned with the state's essential academic learning requirements developed under RCW 28A.655.070 for the subject. The content of any course shall be determined by the local school district.

(1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth below:

(a) Unless otherwise provided for in (b) of this subsection, the three mathematics credits required under this section must include:

(i) Algebra 1 or integrated mathematics I;

(ii) Geometry or integrated mathematics II; and

(iii) A third credit of high-school mathematics, aligning with the student’s interests and high school and beyond plan as provided in (10) of this section, and preparing the student to meet state standards for graduation under the assessment system in RCW

28A.266.061, with agreement of the student’s parent or guardian, or, if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course, agreement of the school counselor or principal;

(b) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (a) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(c) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

(i) Repeat the course(s) for credit in high school; or

(ii) Complete three credits of mathematics as follows:

(A) A student who has successfully completed algebra 1 or integrated mathematics I shall:

• Earn the first high school credit in geometry or integrated mathematics II;

• Earn the second and third high school credits in courses aligning with the student’s interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061, and

(B) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

• Earn the first, second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.

(d) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

• Earn the first high school credit in geometry or integrated mathematics II;

• Earn the second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.

(e) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

• Earn the first, second and third credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.

(3) Three **science** credits, at least two of which must be in laboratory science as provided in subsection (14)(a). A student may

choose the content of the third credit of science, based on the student’s interests and high school and beyond plan, with agreement of the student’s parent or guardian, or, if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course, agreement of the school counselor or principal.

(4) Three **social studies** credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(a) One credit shall be required in United States history.

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170; RCW 28A.230.090 and WAC 392-410-120, and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for students who: (i) Have successfully completed a state history and government course of study in another state; or (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

(c) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with

emphasis on contemporary world problems may be accepted as equivalencies.

(d) One-half credit shall be required in civics and include at a minimum the content listed in RCW 28A.230.093.

(5) Two **health and fitness** credits (.5 credit health; 1.5 credits fitness). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.

(6) Two **arts** credits. The essential content in this subject area may be satisfied in the visual or performing arts. One of the two arts credits may be replaced with a personalized pathways requirement as provided in subsection (14)(c).

(7) One credit in **career and technical education**. A career and technical education (CTE) credit means a credit resulting from a course in a CTE program or occupational education credit as contained in the CTE program standards of the office of the superintendent of public instruction. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the CTE program standards of the office of the superintendent of public instruction. An exception may be made for private schools as provided in WAC 180-90-160.

(a) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.

(b) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.

(c) Students satisfying the requirement in (a) or (b) of this subsection will need to earn five elective credits instead of four; total credits required for graduation will not change.

(8) Two credits in **world languages or personalized pathway requirements**. If the student has chosen a four-year degree pathway under (10) of this section, the student shall be advised to earn two credits in world languages.

(9) Four credits of electives.

(10) Each student shall have a high school and beyond plan to guide his or her high school experience, including plans for post-secondary education or training and career. The process for completing the high school and beyond plan is locally determined and designed to help students select course work and other activities that will best prepare them for their post-secondary educational and career goals. Students shall create their high school and beyond plans in cooperation with parents/guardians and school staff. School staff shall work with students to update the plans during the years in which the plan is implemented in order to accommodate changing interests or

goals. High school and beyond plans must include, but are not limited to:

(a) Identification of career goals, including personal interests and abilities in relation to career goals;

(b) Identification of educational goals through research on postsecondary training and education related to the student's career goals, including information on benefits and costs;

(c) A four-year plan for course-taking, created in middle school grades, that will ensure fulfillment of graduation requirements and align with the student's interests and educational and career goals, including identification of a personalized pathway and personalized pathway requirements, as provided in subsection (14) of this section, and consideration of dual credit opportunities;

(d) Identification of assessments required to graduate from high school, pursue post-secondary opportunities, and achieve the career or educational goals chosen in the student's high school and beyond plan.

(11) A school district wishing to implement the requirements for high school graduation specified in this section for students who enter the ninth grade or begin the equivalent of a four-year high school program on July 1, 2016 or July 1, 2017, rather than July 1, 2015, may apply to the state board of education for a temporary waiver of the requirements of this section The state board of education shall post an application form on its web site for use by districts seeking this waiver.

(a)An application for a waiver under this subsection must:

(i) Meet the requirements of Chapter 217, Laws of 2014 (E2SSB 6552).

(ii) Be accompanied by a resolution adopted by the district board of directors requesting the waiver under this section. The resolution must state the entering freshman class or classes for whom the waiver is requested, and be signed by the board chair or president and the district superintendent.

(iii) In order to provide sufficient notice of local graduation requirements to students, parents and staff, be received by the state board of education, together with the local board resolution, no later than May 1, 2015.

(b) A district implementing a waiver under this subsection shall continue to be subject to the requirements of WAC 180-51-067 during the school year or years for which the waiver has been granted.

(c) Nothing in this section shall prevent a district granted a waiver under this subsection from electing to implement WAC 180-51-068 during the term for which the waiver is granted. A district granted a waiver that elects to implement WAC 180-51-068 shall provide notification of such decision to the state board of education.

(d) The state board of education shall post the application for each waiver granted on its public web site.

(12) A school district that grants high school diplomas may waive up to two of the credits required for graduation under this section for individual students for reason of unusual circumstances, as defined by the district. Students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7), including by satisfactory demonstration of competence under WAC 180-51-050. The waiving of credits for individual students for reason

of unusual circumstances must be in accordance with written policies adopted by resolution of each board of directors of a district that grants diplomas.

(13) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

(14) Definitions

(a) “Laboratory science” means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting the requirement of this section may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection.

(b) “Personalized pathway” means a locally determined body of course work identified in a student’s high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student;

(c) “Personalized pathway requirements” means up to three course credits chosen by a student under subsections (6) and (8) that are included in a student’s personalized pathway and prepare the student to meet specific postsecondary career or educational goals.

NEW SECTION

WAC 180-18-100

District waiver from requirement for student access to career and technical education course equivalencies.

(1) Any school district reporting, in any school year, an October P223 headcount of fewer than two thousand students as of January of that school year may apply to the state board of education for a waiver from the provisions of RCW 28A.230.010(2) for the subsequent school year.

(2) In any application for a waiver under this section, the district shall affirm that students enrolled in the district do not have and cannot be provided reasonable access, through high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses, to at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the superintendent of public instruction and the state board of education under RCW 28A.700.070.

(3) The state board of education shall post on its web site an application form for use by a district in applying for a waiver under this section. A completed application must be signed by the chair or president of the district's board of directors and superintendent.

(4) In order to provide sufficient notice to students, parents, and staff, the application must be submitted to the state board of education in electronic form no later than January 15 of the school year prior to the school year for which the waiver is requested, and no later than thirty days before the board meeting at which the application will be considered. The board shall post all applications received on its public web site.

Amendatory Section

WAC 180-90-160
Minimum standards and certificate form.

The annual certificate required by WAC 180-90-130 shall be in substantial compliance with the form and substance of the following:

CERTIFICATE OF COMPLIANCE
WITH STATE STANDARDS
ESD/County/Public
School District
Private School/
District Address

I, ... , do hereby certify that I am the principal or chief administrator of the above named school; that said school is located at the address listed above, and conducts grades . . . . . through . . . . . with a projected enrollment of . . . . . ; and that said school is scheduled to meet throughout the . . . . . school year, the following standards with the exception only of such deviations, if any, as are set forth in an attachment to this certificate of compliance

or

I, ... , do hereby certify that I am the superintendent of the above named private school district; and that the private schools under my jurisdiction are scheduled to meet throughout the school year, the following standards with the exception only of such deviations as are set forth in an attachment to this certificate of compliance; and that a list of such schools, including the grades conducted and the projected enrollment for each school, accompanies this certificate:

Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in 1-12.

(1) The minimum school year for instructional purposes consists of no less than 180 school days or the equivalent in annual minimum instructional hour offerings as prescribed in RCW 28A.150.220.

(2) On each school day, pupils enrolled in the school are provided the opportunity to be engaged in educational activity planned by and under the direction of the staff, as directed by the administration and/or governing board; and that pupils are provided a total instructional hour offering as prescribed in RCW 28A.150.220 except that the percentages for basic skills, work skills, and optional subjects and activities prescribed in RCW 28A.150.220 do not apply to private schools and that the total instructional hour offering, except as otherwise specifically provided in RCW 28A.150.220, made available is at least:

(a) 450 hours for students in kindergarten.

(b) 1000 hours for students in grades one through twelve.

(3) All classroom teachers hold appropriate Washington State certification except for:

(a) Teachers for religious courses or courses for which no counterpart exists in the public schools: Provided, That a religious course is a course of study separate from the courses of study defined in RCW 28A.195.010 including occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of the appreciation of art and music all in sufficient units for meeting state board of education graduation requirements; and/or

(b) A person of unusual competence who is not certified but who will teach students in an exceptional case under the general supervision of a Washington state certificated teacher or administrator pursuant to WAC 180-90-112. The non-Washington state certificated teacher, the

Washington state certificated person who will supervise, and the exceptional circumstances are listed on the addendum to this certificate: Provided, That if a non-Washington state certificated teacher is employed subsequent to the filing of this certificate, this same information shall be forwarded to the superintendent of public instruction within thirty days from the date of employment.

(4) If the school operates an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody, the extension program meets the following requirements:

(a) The parent, guardian, or custodian is supervised by a person certified under chapter 28A.410 RCW and who is employed by the school;

(b) The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with this subsection and subsections (1), (2), (5), (6), and (7) of this section;

(c) The certified person spends a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the extension program;

(d) Each student's progress is evaluated by the certified person; and

(e) The certified person does not supervise more than thirty students enrolled in the approved private school's extension program.

(5) Measures have been taken to safeguard all permanent records against loss or damage through either the storage of such records in

fire-resistant containers or facilities, or the retention of duplicates in a separate and distinct area;

(6) The physical facilities of the school are adequate to meet the program offered, and all school facilities and practices are in substantial compliance with reasonable health and fire safety standards, as substantiated by current inspection reports of appropriate health and fire safety officials which are on file in the chief administrator's office;

(7) The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth in chapter 180-51 WAC. A school may substitute courses specific to the mission or focus of the school to satisfy the requirement of WAC 180-51-068(7);

(8) The school or its organized district maintains up-to-date policy statements related to the administration and operation of the school or district;

(9) The school does not engage in a policy of racial segregation or discrimination;

(10) The governing authority of this private school or private school district has been apprised of the requirements of chapter 180-90 WAC relating to the minimum requirements for approval of private schools and such governing authority has further been apprised of all deviations from the rules and regulations of the state board of

education and the standards contained in chapter 180-90 WAC. I have reported all such deviations herewith.

(11) Approval by the state board of education is contingent upon on-going compliance with the standards certified herein. The superintendent of public instruction shall be notified of any deviation from these standards which occurs after the action taken by the state board of education. Such notification shall be filed within thirty days of occurrence of the deviation.

(12) Failure to comply with the requirements of this chapter may result in the revocation of the approval of the private school and shall be considered in subsequent application for approval as a private school.

Dated this . . . . day of . . . . . , 20~~19~~ . . .

. . . .

(signed)

. . . .

(title)

. . . .

(phone number)

[Statutory Authority: RCW 28A.195.040. WSR 03-04-053, § 180-90-160, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.305.130(6), 28A.195.040 and 1996 c 83. WSR 96-15-099, § 180-90-160, filed 7/22/96, effective 8/22/96. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-90-160, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.02.240. WSR 89-01-038 (Order 23-88), § 180-90-160, filed 12/14/88; WSR 87-09-039 (Order 7-87), § 180-90-160, filed 4/14/87. Statutory Authority: RCW 28A.02.240. WSR 85-24-056 (Order 23-85), § 180-90-160, filed 12/2/85. Statutory Authority: RCW 28A.04.120(4). WSR 82-04-004 (Order 3-82), § 180-90-160, filed 1/21/82. Statutory Authority: RCW 28A.02.201 et seq. and 28A.04.120(4). WSR 78-06-064 (Order 9-78), § 180-90-160, filed 5/25/78; Order 2-77

Draft WAC 180-51-068
State subject and credit requirements for high school graduation – Students entering the ninth grade on or after July 1, 2015
Section Summary

Introduction

- Statewide subject areas and credits required for high school graduation, beginning July 1, 2015, total 24, except as provided in this WAC.
- All credits must be aligned with state EALRs.
- The content of any course is determined by the local district.

Subsection (1). English

- Requires four English credits.

Subsection (2). Mathematics

a) Requires three mathematics credits as follows:
    a) Algebra I or Integrated Mathematics I
    b) Geometry or Integrated Mathematics II
    c) Third credit aligning with student's interests and High School and Beyond Plan and preparing the student to meet state standards for graduation under the state assessment system. Must have agreement of parent or guardian, or if not available or do not respond, the school counselor or principal.

b) Equivalent CTE courses may be taken for credit instead of the courses in (a), if properly recorded on the student's transcript.

c) Through (e). Set required math credits for cohorts of students who have completed Algebra I or Integrated Math 1 and/or Geometry or Integrated Math II but do not request high school credit for them, or who complete them under the competency/proficiency WAC but do not receive credit for them. Carries forward provisions of WAC 180-51-067, but with deletion of references to Algebra II and replacement with provisions for third math credit as provided in (a) above.

Subsection (3). Science

- Requires three science credits, at least two of which must be in laboratory science. "Laboratory science" is as defined in subsection (14). The third science credit is chosen by the student, based on student's interest and High School and Beyond Plan. Same provision as in (2) on agreement of parent or guardian or counselor or principal.

Subsection (4). Social Studies

- Requires three social studies credits: 2.5 credits prescribed courses and a noncredit requirement, as follows.
    a) One credit in U.S. History.

b) Successful completion of Washington state history and government.
c) One credit in contemporary world history, geography and problems.
d) One half credit in civics.

Subsection (5). Health and Fitness

- Requires two health and fitness credits (.5 credit health; 1.5 credits fitness).
- Same provision as in prior WAC on excusing of students from fitness requirement under RCW 28A.230.050 (Physical education in high schools.)

Subsection (6). Arts

- Requires two arts credits, which may be in visual or performing arts.
- One arts credit may be replaced by a personalized pathway requirement, as defined in subsection (14).

Subsection (7). Career and Technical Education

- Requires one credit in career and technical education (CTE)
- A CTE credit means a credit resulting from a CTE program or occupational education credit as contained in the CTE program standards of OSPI. "Occupational education" is defined without change from WAC 180-51-067. An exception may be made to this definition for private schools.
    a) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course are not required to earn a second credit in the non-CTE course subject.
    b) Conversely, students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course are not required to earn a second credit in the CTE course subject.
    c) Students satisfying the requirement in (a) or (b) above will need to earn five elective credits rather than four. Total credits for graduation do not change.

Subsection (8). World Languages or Personalized Pathway Requirements

- Requires two credits in world languages or personalized pathway requirements. A student who has chosen a four-year pathway will be advised to earn two credits in world languages.

Subsection (9). Electives.

- Requires four credits of electives.

Subsection (10). High School and Beyond Plan

- Requires each student to have a High School and Beyond Plan (HSBP).
- Locally determined, created by students in cooperation with parents and school staff, designed to help students select course work, other activities to prepare them for postsecondary educational and career goals.
- Must include, at a minimum
    a) Identification of career goals
    b) Identification of educational goals, through research related to career goals
    c) A four-year plan for course-taking, created in middle school, which will ensure meeting graduation requirements and align with educational and career goals. The plan must include a personalized pathway and personalized pathway requirements under subsection (14), and consideration of dual credit opportunities.

d) Identification of assessments required to achieve educational and career goals.

Subsection (11). District Waiver from Career and College-Ready Graduation Requirements

- A school district wishing to implement the graduation requirements in this WAC for students entering the ninth grade on July 1, 2016 or July 1, 2017 (Classes of 2020 or 2021), rather than July 1, 2015, may apply to the SBE for a waiver.
    a) An application for a waiver must:
        i. Meet all the requirements set forth in the statute (Sec. 202, E2SSB 6552).
        ii. Be supported by a resolution adopted by the local school board, signed by the board chair/president and superintendent.
        iii. Be received by the SBE no later than May 1, 2015.
    b) A district implementing a waiver will be subject to the graduation requirements in the prior WAC, 180-51-067.
    c) A district granted a waiver may elect to implement WAC 180-51-068 during the term of the waiver.
    d) The SBE will post the application for all granted waivers on its web site.

Subsection (12). Waivers by Districts from Credit Requirements for Individual Students

- A district may waive up to two credits required for graduation for individual students for reason of unusual circumstances. "Unusual circumstances" is defined by the district.
- Students granted waiver must still earn the 17 required subject credits in subsections (1) through (7), including by demonstration of competence under WAC 180-51-050.
- Waiving of credits must be in accord with written policies adopted by board resolution.

Subsection (13). International Baccalaureate Programme (IB)

- Students who complete and pass all required IB courses are considered to have satisfied state subject and credit requirements for graduation, subject to law.

Subsection (14). Definitions

a) "Laboratory science" defined as any instruction that provides opportunities for students to interact directly with the material world or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting these requirements may be conducted in facilities or settings other than those specially designed for laboratory science.
b) "Personalized pathways" defined as a locally determined body of course work identified in a student's High School and Beyond Plan that is deemed necessary to attain the student's post-secondary career or educational goals.
c) "Personalized pathway requirements" defined as up to three course credits chosen by the student under (6) [Arts] and (8) (World languages] that are included in the student's personalized pathway and prepare the student to meet specific postsecondary career or educational goals.

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552

Staff have provided a copy of E2SSB 6552, as signed into law, for your reference. The sections that pertain to SBE rule-writing are as follows:

- **Part I: Career and Technical Equivalencies**
  - Sec. 101 (3) requires OSPI to develop equivalencies list
  - Sec. 102 (1) requires districts to grant equivalencies on list
  - Sec. 103 (2-3) requires districts to offer at least one equivalent course on list, allows districts to apply for waiver from SBE

- **Part II: Instructional Hours and High School Graduation Requirements**
  - Sec. 201 (2a) instructional hours calculation
  - Sec. 201 (3b) requires opportunity for 24 credits for class of 2019
  - Sec. 201 (5c) instructional hours for seniors
  - Sec. 202 (1c) elimination of culminating project requirement
  - Sec. 202 (1di) requires SBE to adopt rules to implement 24 credits, including allowing districts to waive 2 credits
  - Sec. 202 (1dii) allows school district to apply for waivers to delay 24 credits to class of 2020 or 2021.
  - Sec. 203 directs WSSDA to write model policy for waiving 2 credits for students

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552

Chapter 217, Laws of 2014

(partial veto)

63rd Legislature
2014 Regular Session

K-12 EDUCATION--INSTRUCTIONAL HOUR AND GRADUATION REQUIREMENTS

EFFECTIVE DATE: 06/12/14 - Except Sections 103 and 104, which become effective 09/01/15; and Section 206, which becomes effective 09/01/14.

Passed by the Senate March 13, 2014
YEAS 45 NAYS 2

BRAD OWEN

President of the Senate

Passed by the House March 12, 2014
YEAS 93 NAYS 5

FRANK CHOPP

Speaker of the House of Representatives

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552** as passed by the Senate and the House of Representatives on the dates hereon set forth.

HUNTER G. GOODMAN

Secretary

Approved April 3, 2014, 11:39 a.m., with the exception of Section 207, which is vetoed.

FILED

April 4, 2014

JAY INSLEE

Governor of the State of Washington

Secretary of State
State of Washington

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552

AS AMENDED BY THE HOUSE

Passed Legislature - 2014 Regular Session

State of Washington 63rd Legislature 2014 Regular Session

By Senate Ways & Means (originally sponsored by Senators Rolfes, Dammeier, Litzow, Rivers, Tom, Fain, Hill, Kohl-Welles, Mullet, McAuliffe, and Cleveland)

READ FIRST TIME 02/11/14.

AN ACT Relating to improving student success by modifying instructional hour and graduation requirements; amending RCW 28A.700.070, 28A.230.097, 28A.230.010, 28A.150.220, 28A.230.090, 28A.230.097, 28A.320.240, and 28A.150.260; adding a new section to chapter 28A.305 RCW; adding a new section to chapter 43.06B RCW; creating new sections; providing effective dates; and providing an expiration date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1.** The legislature recognizes that preparing students to be successful in postsecondary education, gainful employment, and citizenship requires increased rigor and achievement, including attaining a meaningful high school diploma with the opportunity to earn twenty-four credits. The legislature finds that an investment was made in the 2013-2015 omnibus appropriations act to implement an increase in instructional hours in the 2014-15 school year. School districts informed the legislature that the funding as provided in the 2013-2015 omnibus appropriations act would result in only a few minutes being added onto each class period and would not result in a meaningful increase in instruction that would have the

positive impact on student learning that the legislature expects. The school districts suggested that it would be a better educational policy to use the funds to implement the requirement of twenty-four credits for high school graduation, which will result in a meaningful increase of instructional hours. Based on input from school districts across the state, the legislature recognizes the need to provide flexibility for school districts to implement the increase in instructional hours while still moving towards an increase in the high school graduation requirements. Therefore, the legislature intends to shift the focus and intent of the investments from compliance with the minimum instructional hours offering to assisting school districts to provide an opportunity for students to earn twenty-four credits for high school graduation and obtain a meaningful diploma, beginning with the graduating class of 2019, with the opportunity for school districts to request a waiver for up to two years.

PART I
CAREER AND TECHNICAL EQUIVALENCIES

Sec. 101. RCW 28A.700.070 and 2008 c 170 s 201 are each amended to read as follows:

(1) The office of the superintendent of public instruction shall support school district efforts under RCW 28A.230.097 to adopt course equivalencies for career and technical courses by:

(a) Recommending career and technical curriculum suitable for course equivalencies;

(b) Publicizing best practices for high schools and school districts in developing and adopting course equivalencies; and

(c) In consultation with the Washington association for career and technical education, providing professional development, technical assistance, and guidance for school districts seeking to expand their lists of equivalent courses.

(2) The office of the superintendent of public instruction shall provide professional development, technical assistance, and guidance for school districts to develop career and technical course equivalencies that also qualify as advanced placement courses.

(3) <u>The office of the superintendent of public instruction, in consultation with one or more technical working groups convened for</u>

this purpose, shall develop curriculum frameworks for a selected list of career and technical courses that may be offered by high schools or skill centers whose content in science, technology, engineering, and mathematics is considered equivalent in full or in part to science or mathematics courses that meet high school graduation requirements. The content of the courses must be aligned with state essential academic learning requirements in mathematics as adopted by the superintendent of public instruction in July 2011 and the essential academic learning requirements in science as adopted in October 2013, and industry standards. The office shall submit the list of equivalent career and technical courses and their curriculum frameworks to the state board of education for review, an opportunity for public comment, and approval. The first list of courses under this subsection must be developed and approved before the 2015-16 school year. Thereafter, the office may periodically update or revise the list of courses using the process in this subsection.

(4) Subject to funds appropriated for this purpose, the office of the superintendent of public instruction shall allocate grant funds to school districts to increase the integration and rigor of academic instruction in career and technical courses. Grant recipients are encouraged to use grant funds to support teams of academic and technical teachers using a research-based professional development model supported by the national research center for career and technical education. The office of the superintendent of public instruction may require that grant recipients provide matching resources using federal Carl Perkins funds or other fund sources.

Sec. 102. RCW 28A.230.097 and 2013 c 241 s 2 are each amended to read as follows:

(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure. Boards of directors must approve AP computer science courses as equivalent to high school mathematics or science, and must denote on a student's transcript that AP computer science qualifies as a math-based quantitative course for students who take the

course in their senior year. In order for a board to approve AP computer science as equivalent to high school mathematics, the student must be concurrently enrolled in or have successfully completed algebra II. Beginning no later than the 2015-16 school year, a school district board of directors must, at a minimum, grant academic course equivalency in mathematics or science for a high school career and technical course from the list of courses approved by the state board of education under RCW 28A.700.070, but is not limited to the courses on the list. If the list of courses is revised after the 2015-16 school year, the school district board of directors must grant academic course equivalency based on the revised list beginning with the school year immediately following the revision.

(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or preapprenticeship, as applicable. The certificate shall be either part of the student's high school and beyond plan or the student's culminating project, as determined by the student. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

Sec. 103. RCW 28A.230.010 and 2003 c 49 s 1 are each amended to read as follows:

(1) School district boards of directors shall identify and offer courses with content that meet or exceed: ((~~(1)~~)) (a) The basic education skills identified in RCW 28A.150.210; ((~~(2)~~)) (b) the graduation requirements under RCW 28A.230.090; ((~~(3)~~)) (c) the courses required to meet the minimum college entrance requirements under RCW 28A.230.130; and ((~~(4)~~)) (d) the course options for career development under RCW 28A.230.130. Such courses may be applied or theoretical, academic, or vocational.

(2) School district boards of directors must provide high school students with the opportunity to access at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the office of the superintendent of public instruction and the state board of education in RCW 28A.700.070. Students may access such courses at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses.

(3) School district boards of directors of school districts with fewer than two thousand students may apply to the state board of education for a waiver from the provisions of subsection (2) of this section.

NEW SECTION. **Sec. 104.** A new section is added to chapter 28A.305 RCW to read as follows:

The state board of education may grant a waiver from the provisions of RCW 28A.230.010(2) based on an application from a board of directors of a school district with fewer than two thousand students.

PART II
INSTRUCTIONAL HOURS AND HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

Sec. 201. RCW 28A.150.220 and 2013 2nd sp.s. c 9 s 2 are each amended to read as follows:

(1) In order for students to have the opportunity to develop the basic education knowledge and skills under RCW 28A.150.210, school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship. The program established under this section shall be the minimum instructional program of basic education offered by school districts.

(2) Each school district shall make available to students the following minimum instructional offering each school year:

(a) For students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be

increased beginning in the 2015-16 school year to at least one thousand eighty instructional hours for students enrolled in ((~~each of~~)) grades ((~~seven~~)) nine through twelve and at least one thousand instructional hours for students in ((~~each of~~)) grades one through ((~~six according to an implementation schedule adopted by the legislature, but not before the 2014-15 school year~~)) eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve; and

(b) For students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315.

(3) The instructional program of basic education provided by each school district shall include:

(a) Instruction in the essential academic learning requirements under RCW 28A.655.070;

(b) Instruction that provides students the opportunity to complete twenty-four credits for high school graduation, ((~~subject to a phased-in implementation of the twenty-four credits as established by the legislature~~)) beginning with the graduating class of 2019 or as otherwise provided in RCW 28A.230.090. Course distribution requirements may be established by the state board of education under RCW 28A.230.090;

(c) If the essential academic learning requirements include a requirement of languages other than English, the requirement may be met by students receiving instruction in one or more American Indian languages;

(d) Supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065;

(e) Supplemental instruction and services for eligible and enrolled students and exited students whose primary language is other than English through the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080;

(f) The opportunity for an appropriate education at public expense as defined by RCW 28A.155.020 for all eligible students with disabilities as defined in RCW 28A.155.020; and

(g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.

(4) Nothing contained in this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.

(5)(a) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school days per school year in such grades as are conducted by a school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten, to be increased to a minimum of one hundred eighty school days per school year according to the implementation schedule under RCW 28A.150.315. ((~~However,~~))

(b) Schools administering the Washington kindergarten inventory of developing skills may use up to three school days at the beginning of the school year to meet with parents and families as required in the parent involvement component of the inventory. ((~~In addition, effective May 1, 1979,~~))

(c) In the case of students who are graduating from high school, a school district may schedule the last five school days of the one hundred ((~~and~~)) eighty day school year for noninstructional purposes ((~~in the case of students who are graduating from high school,~~)) including, but not limited to, the observance of graduation and early release from school upon the request of a student((~~, and~~)). All such students may be claimed as a full-time equivalent student to the extent they could otherwise have been so claimed for the purposes of RCW 28A.150.250 and 28A.150.260. Any hours scheduled by a school district for noninstructional purposes during the last five school days for such students shall count toward the instructional hours requirement in subsection (2)(a) of this section.

(6) Nothing in this section precludes a school district from enriching the instructional program of basic education, such as offering additional instruction or providing additional services, programs, or activities that the school district determines to be appropriate for the education of the school district's students.

(7) The state board of education shall adopt rules to implement and

ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260, and such related supplemental program approval requirements as the state board may establish.

Sec. 202. RCW 28A.230.090 and 2011 c 203 s 2 are each amended to read as follows:

(1) The state board of education shall establish high school graduation requirements or equivalencies for students, except as provided in RCW 28A.230.122 and except those equivalencies established by local high schools or school districts under RCW 28A.230.097. The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner.

(a) Any course in Washington state history and government used to fulfill high school graduation requirements shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.

(b) The certificate of academic achievement requirements under RCW 28A.655.061 or the certificate of individual achievement requirements under RCW 28A.155.045 are required for graduation from a public high school but are not the only requirements for graduation.

(c) Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level. <u>Effective with the graduating class of 2015, the state board of education may not establish a requirement for students to complete a culminating project for graduation.</u>

<u>(d)(i) The state board of education shall adopt rules to implement the career and college ready graduation requirement proposal adopted under board resolution on November 10, 2010, and revised on January 9, 2014, to take effect beginning with the graduating class of 2019 or as otherwise provided in this subsection (1)(d). The rules must include authorization for a school district to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas. The rules must also provide that the content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on the</u>

student's interests and high school and beyond plan with agreement of the student's parent or guardian or agreement of the school counselor or principal.

(ii) School districts may apply to the state board of education for a waiver to implement the career and college ready graduation requirement proposal beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.

(2)(a) In recognition of the statutory authority of the state board of education to establish and enforce minimum high school graduation requirements, the state board shall periodically reevaluate the graduation requirements and shall report such findings to the legislature in a timely manner as determined by the state board.

(b) The state board shall reevaluate the graduation requirements for students enrolled in vocationally intensive and rigorous career and technical education programs, particularly those programs that lead to a certificate or credential that is state or nationally recognized. The purpose of the evaluation is to ensure that students enrolled in these programs have sufficient opportunity to earn a certificate of academic achievement, complete the program and earn the program's certificate or credential, and complete other state and local graduation requirements.

(c) The state board shall forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under RCW 28A.290.010. The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the

legislature through the omnibus appropriations act or other enacted legislation.

(3) Pursuant to any requirement for instruction in languages other than English established by the state board of education or a local school district, or both, for purposes of high school graduation, students who receive instruction in American sign language or one or more American Indian languages shall be considered to have satisfied the state or local school district graduation requirement for instruction in one or more languages other than English.

(4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

(5) Students who have taken and successfully completed high school courses under the circumstances in subsection (4) of this section shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

(6) At the college or university level, five quarter or three semester hours equals one high school credit.

NEW SECTION. **Sec. 203.** The Washington state school directors' association shall adopt a model policy and procedure that school districts may use for granting waivers to individual students of up to two credits required for high school graduation based on unusual circumstances. The purpose of the model policy and procedure is to assist school districts in providing all students the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. The model policy must take

into consideration the unique limitations of a student that may be associated with such circumstances as homelessness, limited English proficiency, medical conditions that impair a student's opportunity to learn, or disabilities, regardless of whether the student has an individualized education program or a plan under section 504 of the federal rehabilitation act of 1973. The model policy must also address waivers if the student has not been provided with an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school. The Washington state school directors' association must distribute the model policy and procedure to all school districts in the state that grant high school diplomas by June 30, 2015.

Sec. 204. RCW 28A.230.097 and 2013 c 241 s 2 are each amended to read as follows:

(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure. Boards of directors must approve AP computer science courses as equivalent to high school mathematics or science, and must denote on a student's transcript that AP computer science qualifies as a math-based quantitative course for students who take the course in their senior year. In order for a board to approve AP computer science as equivalent to high school mathematics, the student must be concurrently enrolled in or have successfully completed algebra II.

(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or preapprenticeship, as

applicable. The certificate shall be ((~~either~~)) part of the student's high school and beyond plan ((~~or the student's culminating project, as determined by the student~~)). The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

Sec. 205. RCW 28A.320.240 and 2006 c 263 s 914 are each amended to read as follows:

(1) The purpose of this section is to identify quality criteria for school library media programs that support the student learning goals under RCW 28A.150.210, the essential academic learning requirements under RCW 28A.655.070, and high school graduation requirements adopted under RCW 28A.230.090.

(2) Every board of directors shall provide for the operation and stocking of such libraries as the board deems necessary for the proper education of the district's students or as otherwise required by law or rule of the superintendent of public instruction.

(3) "Teacher-librarian" means a certified teacher with a library media endorsement under rules adopted by the professional educator standards board.

(4) "School-library media program" means a school-based program that is staffed by a certificated teacher-librarian and provides a variety of resources that support student mastery of the essential academic learning requirements in all subject areas and the implementation of the district's school improvement plan.

(5) The teacher-librarian, through the school-library media program, shall collaborate as an instructional partner to help all students meet the content goals in all subject areas, and assist high school students completing ((~~the culminating project and~~)) high school and beyond plans required for graduation.

Sec. 206. RCW 28A.150.260 and 2011 1st sp.s. c 27 s 2 are each amended to read as follows:

The purpose of this section is to provide for the allocation of state funding that the legislature deems necessary to support school districts in offering the minimum instructional program of basic education under RCW 28A.150.220. The allocation shall be determined as follows:

(1) The governor shall and the superintendent of public instruction may recommend to the legislature a formula for the distribution of a basic education instructional allocation for each common school district.

(2) The distribution formula under this section shall be for allocation purposes only. Except as may be required under chapter 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and regulations, nothing in this section requires school districts to use basic education instructional funds to implement a particular instructional approach or service. Nothing in this section requires school districts to maintain a particular classroom teacher-to-student ratio or other staff-to-student ratio or to use allocated funds to pay for particular types or classifications of staff. Nothing in this section entitles an individual teacher to a particular teacher planning period.

(3)(a) To the extent the technical details of the formula have been adopted by the legislature and except when specifically provided as a school district allocation, the distribution formula for the basic education instructional allocation shall be based on minimum staffing and nonstaff costs the legislature deems necessary to support instruction and operations in prototypical schools serving high, middle, and elementary school students as provided in this section. The use of prototypical schools for the distribution formula does not constitute legislative intent that schools should be operated or structured in a similar fashion as the prototypes. Prototypical schools illustrate the level of resources needed to operate a school of a particular size with particular types and grade levels of students using commonly understood terms and inputs, such as class size, hours of instruction, and various categories of school staff. It is the intent that the funding allocations to school districts be adjusted from the school prototypes based on the actual number of annual average full-time equivalent students in each grade level at each school in the district and not based on the grade-level configuration of the school to the extent that data is available. The allocations shall be further adjusted from the school prototypes with minimum allocations for small schools and to reflect other factors identified in the omnibus appropriations act.

(b) For the purposes of this section, prototypical schools are defined as follows:

(i) A prototypical high school has six hundred average annual full-time equivalent students in grades nine through twelve;

(ii) A prototypical middle school has four hundred thirty-two average annual full-time equivalent students in grades seven and eight; and

(iii) A prototypical elementary school has four hundred average annual full-time equivalent students in grades kindergarten through six.

(4)(a)(i) The minimum allocation for each level of prototypical school shall be based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours under RCW 28A.150.220 and provide at least one teacher planning period per school day, and based on the following general education average class size of full-time equivalent students per teacher:

	General education average class size
Grades K-3	25.23
Grade 4	27.00
Grades 5-6	27.00
Grades 7-8	28.53
Grades 9-12	28.74

(ii) The minimum class size allocation for each prototypical high school shall also provide for enhanced funding for class size reduction for two laboratory science classes within grades nine through twelve per full-time equivalent high school student multiplied by a laboratory science course factor of 0.0833, based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours in RCW 28A.150.220, and providing at least one teacher planning period per school day:

	Laboratory science average class size
Grades 9-12	19.98

(b) During the 2011-2013 biennium and beginning with schools with the highest percentage of students eligible for free and reduced-price

meals in the prior school year, the general education average class size for grades K-3 shall be reduced until the average class size funded under this subsection (4) is no more than 17.0 full-time equivalent students per teacher beginning in the 2017-18 school year.

(c) The minimum allocation for each prototypical middle and high school shall also provide for full-time equivalent classroom teachers based on the following number of full-time equivalent students per teacher in career and technical education:

	Career and technical education average class size
Approved career and technical education offered at the middle school and high school level	26.57
Skill center programs meeting the standards established by the office of the superintendent of public instruction	22.76

(d) In addition, the omnibus appropriations act shall at a minimum specify:

(i) A high-poverty average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals; and

(ii) A specialty average class size for ((~~laboratory science,~~)) advanced placement((~~,~~)) and international baccalaureate courses.

(5) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers:

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators	1.253	1.353	1.880
Teacher librarians, a function that includes information literacy, technology, and media to support school library media programs	0.663	0.519	0.523

Health and social services:			
School nurses	0.076	0.060	0.096
Social workers	0.042	0.006	0.015
Psychologists	0.017	0.002	0.007
Guidance counselors, a function that includes parent outreach and graduation advising	0.493	1.116	((~~1.909~~)) 2.539
Teaching assistance, including any aspect of educational instructional services provided by classified employees	0.936	0.700	0.652
Office support and other noninstructional aides	2.012	2.325	3.269
Custodians	1.657	1.942	2.965
Classified staff providing student and staff safety	0.079	0.092	0.141
Parent involvement coordinators	0.00	0.00	0.00

(6)(a) The minimum staffing allocation for each school district to provide district-wide support services shall be allocated per one thousand annual average full-time equivalent students in grades K-12 as follows:

	Staff per 1,000 K-12 students
Technology	0.628
Facilities, maintenance, and grounds	1.813
Warehouse, laborers, and mechanics	0.332

(b) The minimum allocation of staff units for each school district to support certificated and classified staffing of central administration shall be 5.30 percent of the staff units generated under subsections (4)(a) and (b) and (5) of this section and (a) of this subsection.

(7) The distribution formula shall include staffing allocations to school districts for career and technical education and skill center administrative and other school-level certificated staff, as specified in the omnibus appropriations act.

(8)(a) Except as provided in (b) <u>and (c)</u> of this subsection, the minimum allocation for each school district shall include allocations per annual average full-time equivalent student for the following materials, supplies, and operating costs, to be adjusted for inflation from the 2008-09 school year:

	Per annual average full-time equivalent student in grades K-12
Technology	$54.43
Utilities and insurance	$147.90
Curriculum and textbooks	$58.44
Other supplies and library materials	$124.07
Instructional professional development for certified and classified staff	$9.04
Facilities maintenance	$73.27
Security and central office	$50.76

(b) During the 2011-2013 biennium, the minimum allocation for maintenance, supplies, and operating costs shall be increased as specified in the omnibus appropriations act. The following allocations, adjusted for inflation from the 2007-08 school year, are provided in the 2015-16 school year, after which the allocations shall be adjusted annually for inflation as specified in the omnibus appropriations act:

	Per annual average full-time equivalent student in grades K-12
Technology	$113.80
Utilities and insurance	$309.21
Curriculum and textbooks	$122.17
Other supplies and library materials	$259.39
Instructional professional development for certificated and classified staff	$18.89
Facilities maintenance	$153.18
Security and central office administration	$106.12

(c) In addition to the amounts provided in (a) and (b) of this subsection, beginning in the 2014-15 school year, the omnibus appropriations act shall provide the following minimum allocation for each annual average full-time equivalent student in grades nine through twelve for the following materials, supplies, and operating costs, to be adjusted annually for inflation:

	Per annual average full-time equivalent student

in grades 9-12

Technology $36.35

Curriculum and textbooks $39.02

Other supplies and library materials $82.84

Instructional professional development for certificated and classified staff $6.04

(9) In addition to the amounts provided in subsection (8) of this section, the omnibus appropriations act shall provide an amount based on full-time equivalent student enrollment in each of the following:

(a) Exploratory career and technical education courses for students in grades seven through twelve;

(b) ((~~Laboratory science courses for students in grades nine through twelve;~~

~~(c)~~)) Preparatory career and technical education courses for students in grades nine through twelve offered in a high school; and

((~~(d)~~)) (c) Preparatory career and technical education courses for students in grades eleven and twelve offered through a skill center.

(10) In addition to the allocations otherwise provided under this section, amounts shall be provided to support the following programs and services:

(a) To provide supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065, allocations shall be based on the district percentage of students in grades K-12 who were eligible for free or reduced-price meals in the prior school year. The minimum allocation for the program shall provide for each level of prototypical school resources to provide, on a statewide average, 1.5156 hours per week in extra instruction with a class size of fifteen learning assistance program students per teacher.

(b) To provide supplemental instruction and services for students whose primary language is other than English, allocations shall be based on the head count number of students in each school who are eligible for and enrolled in the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080. The minimum allocation for each level of prototypical school shall provide resources to provide, on a statewide average, 4.7780 hours per week in extra instruction with fifteen transitional bilingual instruction program students per teacher. Notwithstanding other provisions of this

subsection (10), the actual per-student allocation may be scaled to provide a larger allocation for students needing more intensive intervention and a commensurate reduced allocation for students needing less intensive intervention, as detailed in the omnibus appropriations act.

(c) To provide additional allocations to support programs for highly capable students under RCW 28A.185.010 through 28A.185.030, allocations shall be based on two and three hundred fourteen one-thousandths percent of each school district's full-time equivalent basic education enrollment. The minimum allocation for the programs shall provide resources to provide, on a statewide average, 2.1590 hours per week in extra instruction with fifteen highly capable program students per teacher.

(11) The allocations under subsections (4)(a) and (b), (5), (6), and (8) of this section shall be enhanced as provided under RCW 28A.150.390 on an excess cost basis to provide supplemental instructional resources for students with disabilities.

(12)(a) For the purposes of allocations for prototypical high schools and middle schools under subsections (4) and (10) of this section that are based on the percent of students in the school who are eligible for free and reduced-price meals, the actual percent of such students in a school shall be adjusted by a factor identified in the omnibus appropriations act to reflect underreporting of free and reduced-price meal eligibility among middle and high school students.

(b) Allocations or enhancements provided under subsections (4), (7), and (9) of this section for exploratory and preparatory career and technical education courses shall be provided only for courses approved by the office of the superintendent of public instruction under chapter 28A.700 RCW.

(13)(a) This formula for distribution of basic education funds shall be reviewed biennially by the superintendent and governor. The recommended formula shall be subject to approval, amendment or rejection by the legislature.

(b) In the event the legislature rejects the distribution formula recommended by the governor, without adopting a new distribution formula, the distribution formula for the previous school year shall remain in effect.

(c) The enrollment of any district shall be the annual average number of full-time equivalent students and part-time students as provided in RCW 28A.150.350, enrolled on the first school day of each month, including students who are in attendance pursuant to RCW 28A.335.160 and 28A.225.250 who do not reside within the servicing school district. The definition of full-time equivalent student shall be determined by rules of the superintendent of public instruction and shall be included as part of the superintendent's biennial budget request. The definition shall be based on the minimum instructional hour offerings required under RCW 28A.150.220. Any revision of the present definition shall not take effect until approved by the house ways and means committee and the senate ways and means committee.

(d) The office of financial management shall make a monthly review of the superintendent's reported full-time equivalent students in the common schools in conjunction with RCW 43.62.050.

***NEW SECTION.** Sec. 207. A new section is added to chapter 43.06B RCW to read as follows:*

(1) The office of the education ombuds shall convene a task force on success for students with special needs to:

(a) Define and assess barriers that students with special needs face in earning a high school diploma and fully accessing the educational program provided by the public schools, including but not limited to students with disabilities, dyslexia, and other physical or emotional conditions for which students do not have an individualized education program or section 504 plan but that create limitations to their ability to succeed in school;

(b) Outline recommendations for systemic changes to address barriers identified and successful models for the delivery of education and supportive services for students with special needs;

(c) Recommend steps for coordination of delivery of early learning through postsecondary education and career preparation for students with special needs through ongoing efforts of various state and local education and workforce agencies, including strategies for earlier assessment and identification of disabilities or barriers to learning in early learning programs and in kindergarten through third grade; and

(d) Identify options for state assistance to help school districts

develop course equivalencies for competency-based education or similar systems of personalized learning where students master specific knowledge and skills at their own pace.

(2) The task force shall be composed of at least the following members:

(a) One representative each from the office of the superintendent of public instruction, the workforce training and education coordinating board, the Washington state school directors' association, a statewide organization representing teachers and other certificated instructional staff, the student achievement council, the state board of education, the department of early learning, the educational opportunity gap oversight and accountability committee, a nonprofit organization providing professional development and resources for educators and parents regarding dyslexia, a nonprofit organization of special education parents and teachers, and the Washington association for career and technical education, each to be selected by the appropriate agency or organization; and

(b) At least one faculty member from a public institution of higher education, at least one special education teacher, at least one general education teacher, and at least three parent representatives from special needs families, each to be appointed by the education ombuds.

(3) The office of the education ombuds shall submit an initial report to the superintendent of public instruction, the governor, and the legislature by December 15, 2014, and December 15th of each year thereafter until 2016 detailing its recommendations, including recommendations for specific strategies, programs, and potential changes to funding or accountability systems that are designed to close the opportunity gap, increase high school graduation rates, and assure students with special needs are fully accessing the educational program provided by the public schools.

(4) This section expires June 30, 2017.

**Sec. 207 was vetoed. See message at end of chapter.*

NEW SECTION. **Sec. 208.** Sections 103 and 104 of this act take effect September 1, 2015.

NEW SECTION. **Sec. 209.** Section 206 of this act takes effect

September 1, 2014.

Passed by the Senate March 13, 2014.
Passed by the House March 12, 2014.
Approved by the Governor April 3, 2014, with the exception of certain items that were vetoed.
Filed in Office of Secretary of State April 4, 2014.

Note: Governor's explanation of partial veto is as follows:

"I am returning herewith, without my approval as to Section 207, Engrossed Second Substitute Senate Bill No. 6552 entitled:

"AN ACT Relating to improving student success by modifying instructional hour and graduation requirements."

Section 207 of the bill directs the Office of the Education Ombuds to convene a three-year task force on students with special needs to examine barriers to earning a diploma.

Later this week I will sign the 2014 supplemental budget, Engrossed Substitute Senate Bill 6002, which includes a similar directive for the Office of Education Ombuds. As that provision of the budget is implemented, it is important that my ombuds office work closely with the Office of the Superintendent of Public Instruction and stakeholders to improve education programs and support success for special education students--and all students. Section 207 creates unnecessary duplication.

For these reasons I have vetoed Section 207 of Engrossed Second Substitute Senate Bill No. 6552.

With the exception of Section 207, Engrossed Second Substitute Senate Bill No. 6552 is approved."

WASHINGTON STATE BOARD OF EDUCATION AMENDED RESOLUTION TO APPROVE WASHINGTON STATE GRADUATION REQUIREMENT FRAMEWORK: CAREER AND COLLEGE READY

As Approved January 9, 2014

WHEREAS, Our children are our state's future and our education system must prepare them now for the continuing challenges of the 21st century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete high school graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project by all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must formally authorize and fund changes to graduation requirements that have a fiscal impact on school districts before they may take effect, per RCW 28A.230.090(2)(c), and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for science are significantly lower than the majority of other states, as were state requirements for English and social studies until the State Board of Education implemented new graduation requirements for the Class of 2016, and

WHEREAS, The State Board of Education has listened to stakeholders and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a multi-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21st century, and

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

WHEREAS, The State Board of Education places significant value on the opportunity for high school students to pursue professional/technical certificates through a skill center or high school Career and Technical Education program during their high school career, and

WHEREAS, The State Board of Education recognizes the value of flexibility in students' high school course choices, with flexible credits including electives and Personalized Pathway Requirements, and

WHEREAS, The 2013 Legislature appropriated funding to support implementation of the opportunity to earn 24 credits, and

WHEREAS, Presuming the 2014 Legislature enacts the State Board of Education framework with funding, it is the Board's intent that the new graduation requirements will apply beginning with the high school graduating class of 2019. This phase-in period will allow ample time for planning and implementation details as well as required rules to be developed with stakeholder input, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving an amended career and college-ready graduation requirement framework that will allow all students to pursue personalized post-secondary pathways. These post-secondary pathways will be locally determined, but must include at least the following options for high school and skill center students:

- To pursue a professional/technical certificate or degree at a community or technical college.
- To pursue a four-year degree at a college, university, or college transfer program (students' high school classes should align with the Washington Student Achievement Council's College Admission Standards).

Each high school student will identify their post-secondary pathway in their High School and Beyond Plan.

The subject credit requirements are as follows:
English: 4 credits
Math: 3 credits
Science, 2 labs: 3 credits
Social Studies: 3 credits
Health: .5 credit
Career and Technical Education: 1 credit**
Fitness: 1.5 credits
Arts: 2 credits*** (one may be a Personalized Pathway Requirement*)
World Languages (required if on a four-year degree pathway) or Personalized Pathway Requirement*: 2 credits
Electives: 4 credits

* Personalized Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.
**or 1 Occupational Education credit, as defined in WAC 180-51-067.
***Only 1 credit in arts may be substituted for a Personalized Pathway Requirement.

While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the 17 core state requirements that all students must meet, and

BE IT FURTHER RESOLVED THAT The State Board of Education will continue to reexamine the role of the High School and Beyond plan and the Culminating Project in career and postsecondary planning and preparation, and to ensure greater consistency across districts, and

BE IT FURTHER RESOLVED THAT the State Board of Education recognizes that K-12 students would benefit from increased flexibility in course equivalency, further opportunities for meeting two graduation requirements while earning one credit, and increased opportunities for earning competency credit; the Board will encourage both the Legislature and school districts to facilitate such flexibility.

BE IT FURTHER RESOLVED THAT the State Board of Education will work with institutions of higher education for expanding recognition of high school classes as meeting admission requirements.

BE IT FURTHER RESOLVED THAT the Board will track the relevant data to assess the efficacy of the graduation policy over time. It will annually review course-taking and other appropriate data by subgroups used in the Achievement Index so it can determine if the new requirements are indeed helping more students graduate career and college ready.

Kristina L. Mayer

Dr. Kristina Mayer, Chair
January 9, 2014

WASHINGTON STATE BOARD OF EDUCATION RESOLUTION TO APPROVE WASHINGTON STATE GRADUATION REQUIREMENTS:
CAREER AND COLLEGE READY

As Approved November 10, 2010

WHEREAS, Our children are our state's future and our education system must prepare them now for the challenges of the 21st century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project of all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must approve and fund changes to graduation requirements that have state fiscal impact, and

WHEREAS, Despite a considerably changed world over the past 25 years, Washington students in the graduating class of 2011 are graduating under the same state credit requirements expected for the graduating class of 1985, and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for English, science, and social studies are significantly lower than the majority of other states, and

WHEREAS, The State Board of Education has listened to stakeholders and the recommendations of its Core 24 Implementation Task Force and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a three-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21st century, and

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on

High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving a new set of career and college-ready graduation requirements. All students will be enrolled in a common pathway that will keep all postsecondary options open and will align with the Higher Education Coordinating Board's minimum four-year public college admission requirements unless students substitute courses according to their High School and Beyond Plans:

English: 4 credits
Math: 3 credits
Science, 2 labs: 3 credits
Social Studies: 3 credits
Health: .5 credit
Occupational Education: 1 credit
Fitness: 1.5 credits*
Arts: 2 credits**
World Languages: 2 credits*
Career Concentration: 2 credits*
Electives: 2 credits*

*Subjects that are asterisked have flexibility, either because of state law (e.g., students may be excused from fitness) or because the State Board of Education is allowing students to make choices that will enable them to pursue courses more consistent with the educational and career goals expressed in their High School and Beyond Plans. **Only 1 credit may be substituted in arts.

While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the state requirements, and

BE IT FURTHER RESOLVED THAT The State Board of Education will make changes to the high school and beyond plan and the Culminating Project to assure greater consistency of implementation across districts, and

BE IT FURTHER RESOLVED THAT It is the State Board of Education's intention, after the 2011 legislative session, to put those policy changes with no state fiscal impact, as determined by the Office of Superintendent of Public Instruction, into effect for the graduating class of 2016. Within the current 20 credit framework, the following credit changes would be made:

- Increase English from 3 to 4 credits
- Increase Social Studies from 2.5 to 3 credits, including .5 credits of civics
- Designate .5 credit of health (while retaining 1.5 credits of fitness)
- Decrease elective credits by 1.5

BE IT FURTHER RESOLVED THAT The State Board of Education will enact additional, no-cost policies, as determined by the Office of Superintendent of Public Instruction, to create more flexibility for districts to help students meet the graduation requirements. These policies would go into effect for the graduating class of 2016.

1. Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
2. Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements (one course = one credit = two requirements).
3. Make Washington State History and Government a non-credit requirement that must be successfully passed and noted on the student transcript that the requirement has been met.

BE IT FURTHER RESOLVED that all other changes to the requirements, including initiating the high school and beyond plan at the middle level, will be put into effect pending legislative approval and funding.

Jeff Vincent, Chair

November 10, 2010
Date

SB 6552 AND THE HIGH SCHOOL AND BEYOND PLAN

Policy Considerations

1. How does the passage of SB 6552 change the role of the High School and Beyond Plan in a student's academic career?
    a. How does the High School and Beyond Plan process inform and relate to the development of personalized pathways?
    b. How are the third credits of math and science determined through the High School and Beyond Plan?
    c. How are personalized pathway requirements determined through the High School and Beyond Plan?
2. How can the High School and Beyond Plan become a more meaningful tool for students, parents, counselors, teachers, and administrators?

Enhanced Role for the High School and Beyond Plan

The High School and Beyond Plan (HSBP) is intended to assist in student career and educational planning, course selection, and postsecondary transitions. However, implementation of the plans varies across districts and schools, with some students engaging in a planning activity only once in their high school career. This does not allow for the plan to be used in a student's choice and postsecondary planning process in a meaningful way.

With the passage of SB 6552, which authorizes the State Board of Education's career and college ready framework, the High School and Beyond Plan has a direct role in student course planning. The High School and Beyond Plan is referenced in the legislation as the vehicle for students to select the third credits of math and science and in the Board's resolution as the means to identify personalized pathway requirements to meet the new graduation requirements.

The High School and Beyond Plan

The High School and Beyond Plan is the process through which students identify their career and educational goals for after high school and the steps necessary to realize those goals. Because the HSBP will be more integrated in student course selection for high school, it should be started by at least 8th grade and revised to grow and evolve with the student throughout her academic career. The minimum components are:

- Identification of career goals
- Identification of educational goals related to the student's career goals
- A four-year plan for course-taking that will ensure fulfillment of graduation requirements and align with the student's interests and educational and career goals
- Identification of assessments necessary to achieve career and educational goals

There are many other components and implementation considerations that would be beneficial to the HSBP process for students, such as completion of a resume and parent and family engagement. For compliance purposes, however, the four components above are considered definitional, without which there is no plan.

Personalized Post-Secondary Pathways and Requirements

Personalized post-secondary pathways align with the career and educational goals identified in a student's High School and Beyond Plan. The pathway is locally determined and made up of the courses necessary to attain student goals. For example, if a student identifies in her HSBP a career goal of becoming a carpenter and an educational goal of enrolling in a carpentry apprenticeship program after high school, her personalized pathway may include additional CTE courses in construction. These courses will prepare her for the next step on her path to becoming a carpenter and could be used to fulfill the personalized pathway requirements for graduation. The personalized pathway also includes a student's elective choices and third credits of math and science selections, in addition to the three pathway requirements.

Personalized pathway requirements are three credits of coursework that are chosen intentionally to lead towards a student's educational and career goals. They should align with post-secondary program entrance requirements, when appropriate, and enhance a student's content knowledge of her chosen field, when appropriate.

Third Credits of Math and Science

The third credits of math and science are to be determined by a student based on her High School and Beyond Plan and interests. Similar to the personalized pathway requirements, these courses should be selected with a student's educational and career goals in mind. For example, if a student's career goal is to become a dentist, and her educational goal is to attend a four-year university after high school, the third credits of math and science should align with the requirements for entry into the institutions and programs in which the student wishes to enroll. The third credits of math and science should also align with state standards and assessments required for graduation. The student's course selection is then subject to the approval of the student's parent or guardian, or, if the parent/guardian is unavailable, the student's principal or counselor.

Making the High School and Beyond Plan Meaningful

In order for the HSBP to become a meaningful tool for all students, parents, and other stakeholders, it should include more than the bare minimum defined in the rules. The HSBP has the potential to guide a student's entire academic experience. Districts around the state have integrated elements of the plan into middle school and elementary grades, incorporated HSBP development into core class time, and used the postsecondary goals of students as a framework for policy decisions. Districts have also added components to their plans like completion of applications for postsecondary training or education, exploration of financial aid options, completion of a resume, and lessons to develop the soft skills needed in today's workplaces.

Next Steps

The passage of SB 6552 emphasizes the importance of career and college planning through the High School and Beyond Plan in a student's academic experience. In addition to revising the definition of the HSBP in the rules, the State Board of Education will want to further explore characteristics and implementation practices of high quality, meaningful HSBP processes. The SBE has an important role to play in enhancing the quality of the HSBP across the state. It may do so through providing guidance to districts, adopting a resolution defining additional characteristics of high quality HSBPs, and investigating other ways in which the state can help build capacity for districts.

THE WASHINGTON STATE BOARD OF EDUCATION

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**Review of Required Action Plan Guidelines and Progress of Current RAD Schools**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	To accommodate the scheduling constraints of invited guests, this section of the agenda will encompass two topics: 1) A review of Required Action Plan Guidelines and, 2) An update on the progress of required action districts (RAD) designated in 2011. Required Action Plan Guidance This is a document that the Office of the Superintendent of Public Instruction (OSPI) developed and provided to the districts designated for RAD in March 2014 for developing their required action plans. The guidance was produced taking into consideration SBE accountability framework rules and feedback on the accountability system. This document provides background information for the Board as the Board considers approving required action plans in June. Update on Progress of Required Action Districts SBE will review the progress of Required Action Districts (RAD) that were designated in 2011. For these RADs, Soap Lake, Onalaska, Renton and Morton, the third year of implementing a required action plan is 2013-2014. In 2015, SBE will make a determination for each of these RADs on whether they should be released from RAD status, remain in RAD I status, or be assigned to RAD II status. RCW 28A.657.030 requires the Superintendent of Public Instruction provide a report twice per year to SBE on the progress made by all school districts designated as Required Action Districts (RAD).
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Required Action Plan Guidance OSPI staff will briefly review the Level One Plan Guidance document. An excerpt of the document is provided in this section, and the full document is available online or by request to SBE staff. Update on Progress of Required Action Districts Staff from OSPI's Office of Student and School Success will review and answer questions from Board members on the assessment of progress reports for each of the four RADs designated in 2011. Excerpts from two of the reports for Morton and Renton are provided in this section. The reports for Onalaska and Soap Lake were not yet available as of the printing date of this packet. All the reports will be posted online, as they become available. The Superintendent from the Soap Lake district will present on activities in their district to the Board. A letter from Executive Director Rarick to Superintendent McDonald, and data on the required action school for the past three years are included in this section of the packet.

THE WASHINGTON STATE BOARD OF EDUCATION

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April 25, 2014

Dan McDonald, Superintendent
Soap Lake School District
PO Box 158
Soap Lake, WA 98851

Dear Superintendent McDonald:

Thank you for agreeing to join us at our meeting in Kennewick. You are currently scheduled to join us at 2 PM on Wednesday, May 7 for a 45-minute presentation and discussion block that will include an update on the progress of districts currently in required action status. Because you will be presenting in tandem with a team from OSPI, I would recommend touching base with Andy Kelly and his team.

The Board has followed with interest the progress of Soap Lake through the required action process, and has for some time wanted to engage in a discussion with your team. Specifically, we would look forward to hearing you discuss the following questions:

- Please reflect on your years spent in required action, including the process that led up to designation. In terms of the process, what has worked for the district, and what hasn't? In what ways has the RAD process benefitted reform efforts in the district, and in what ways has it not?
- At this point, what do you see as the major challenges facing the district? What are the primary challenges you are facing in realizing the student achievement goals you set in your required action plan?
- How has Soap Lake's size (relatively small) and geographic location (relatively remote) impacted its ability to secure the necessary resources (financial, human, or otherwise) to implement its plan? Are there ways in which these factors have been a benefit to the district?
- The original audit findings from 2011 note that the percentage of students graduating with a "college-ready" diploma was relatively low (approximately 21 percent) in Soap Lake. The report also noted a lack of supports for struggling students. In what ways have these issues been addressed during Required Action?

We look forward to dialoguing with you and your team in Kennewick.

Sincerely,

Ben Rarick

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds• Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

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Soap Lake Middle/High School
Priority-Continuing School (SIG-Cohort 2 School)
in Required Action District (RAD 1) Status

	2011		2012		2013		Change (pppy)**	
	Soap Lake	All (6-12)*	Soap Lake	All (6-12)*	Soap Lake	All (6-12)*	Soap Lake	All (6-12)*
Reading Proficiency Rate	50.0	59.9	53.6	63.8	58.5	64.3	4.25	2.20
Math Proficiency Rate	44.7	50.4	49.5	53.4	55.9	57.7	5.60	3.65
5-YR Graduation Rate	100		nd		nd			

*Note: based on 19 schools
** Note: pppy = percentage points per year

	2011		2012		2013		3-YR Average	
	Soap Lake	All (6-12)*	Soap Lake	All (6-12)*	Soap Lake	All (6-12)*	Soap Lake	All (6-12)*
Reading Median SGP+	67.5	44	52.5	45	64	44	61.2	44.3
Math Median SGP	56	45	52	43	50.5	47.5	52.8	44.2

+ Note: Median SGP = Median Student Growth Percentile for a school/group

Please note the following for Soap Lake Middle/High School

- The reading proficiency rate is steadily increasing.
- The math proficiency rate is steadily increasing
- Reading median SGPs are above average compared to all schools in the state
- Math median SGPs are typical compared to all schools in the state

Comparison to All Comprehensive Schools Serving Grades 6 to 12

- Soap Lake Middle/High School reading proficiency rate gain is 2.05 percentage points per year (pppy) higher than the state average.
- Soap Lake Middle/High School math proficiency rate gain is 1.95 pppy higher than state average.
- 3-year reading median SGP for Soap Lake is higher than for all Comprehensive (Gr6-12) schools (61.2 *vs*. 44.3)
- 3-year math median SGP for Soap Lake is higher than for all Comprehensive (Gr6-12) schools (52.8 *vs*. 44.2)

Soap Lake Middle/High School posted a 3-Yr Composite Index rating of 6.910, which makes it the 6th highest of the 19 Composite (Gr6-12) schools with a Composite Index rating.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
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Required Action Districts:

Level One Plan Guidance

Randy I. Dorn
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Public Instruction

April 2014

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Required Action Districts:
Level One Plan Guidance

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Foreword

The Office of Student and School Success created the *Required Action District (RAD) Guidance Handbook* to serve several purposes. First, it describes exactly what districts need to do to satisfy requirements for Required Action Districts and to exit required action status. Next, the handbook is intended to clarify our intention that districts identified for required action build upon their *current* Student and School Success Action Plans when addressing concerns raised in the Academic Performance Audit Report. We created this handbook as a companion to the Student and School Success Action-Planning Handbook. We hope leadership teams will use both documents as they address Required Action District requirements and revise/amend their current Student and School Success Action Plans in light of audit report findings.

Emphasized throughout this guidance is the ongoing collaboration between the school, district, and Office of Student and School Success needed to boost system and educator capacity and to significantly increase student learning. Together, we can engage in the important work of ensuring students in your district attend schools that meet their needs and guarantee all of your students graduate college and career ready.

Our office is committed to supporting leaders and staff in your district and school to continue to their build capacity for *courageous leadership* supporting *transformational teaching for learning*. We believe–and our experience and research confirm–that these are the keys to improving the education system in our state and eliminating achievement gaps that continue to exist.

We look forward to collaborating with you to increase the growth and proficiency of students in your school and district, as well as of students across our state. Together, we can ensure every student attends an excellent school and is taught by an exceptional teacher!

For Kids,

Andrew E. Kelly
Assistant Superintendent
Office of Student and School Success

I. Introduction

School districts designated as a Required Action District (RAD) must submit a Required Action Plan to the State Board of Education (SBE) for approval. Prior to submitting the plan to the SBE for final approval, there are several steps for the district and school to complete in the creation of the plan. A detailed flow chart of the steps in the Required Action Plan process is included in Appendix A.

1. Academic Performance Audit
Each Required Action District will receive an Academic Performance Audit by an external review team. The audit team will consist of persons with expertise in comprehensive school and district reform and will identify the potential reasons for the school's low performance and lack of progress. (RCW 28A.657.040)

2. Community Collaboration and Public Hearing
In order to ensure successful collaboration, the Required Action Plan must be developed with administrators, teachers and other staff, parents, unions representing any employees within the district, students and other representatives of the local community. Following the Academic Performance Audit, a leadership team must be convened made up of district and school administration, teachers, other building support personnel, representatives of local unions (certificated and classified employees), parents and representatives from the local community. The school board must conduct a public hearing to allow for comment on the proposed Required Action Plan. (RCW 28A.657.050)

3. Office of Superintendent of Public Instruction Assistance and Review
The Office of Superintendent of Public Instruction (OSPI) can provide the district with assistance in developing its plan if requested. The school district will submit the plan first to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. The plan must include the following sections; each is explained in detail in the identified sections of this document.

- Selection and Implementation of an Approved Federal or State School Improvement Model (Section II)
- Submission of an Application for Federal or State Funds and Budget (Section III)
- Addressing the Findings of the Academic Performance Audit (Section IV)
- Revision of Student and School Success Action Plans (Section V)
- Data Measures to Assess Progress (Section VI)
- Collective Bargaining Agreements (Section VII)
- Parent Notification of Required Action District Status and Process (Section VIII)

4. Implementation of an Approved School Improvement Model
The district must select and implement an approved school improvement model for the receipt of federal or state funds for school improvement. The school improvement model selected must address the concerns raised in the Academic Performance Audit and be intended to improve school performance to allow the district to exit Required Action District status within three years of implementation of the plan.

5. State Board of Education (SBE) Approval
Following the review of the Required Action Plan by OSPI, each district will submit its plan to the SBE for final approval. (RCW 28A.657.060) If a final Required Action Plan has not been submitted for approval or has been submitted but not received SBE approval by the beginning of the school year in which the plan is intended to be implemented, SBE may direct OSPI to redirect the district's Title I funds based on the Academic Performance Audit findings. (RCW 28A.657.080)

6. Required Action Review Panel if Needed
The SBE will approve a Required Action Plan proposed by the school district only if the plan meets the requirements in RCW 28A.657 and provides sufficient remedies to address the findings in the Academic Performance Audit to improve student achievement. If the SBE does not approve the proposed plan, the school district will be informed in writing with explicit rationale for why the plan was not approved. With the assistance of the Office of Superintendent of Public Instruction, the school district will either submit a new plan to the SBE for approval within 40 days of notification of the non-approval of the first plan or submit a request to the Required Action Review Panel for reconsideration of the SBE's rejection within 10 days of the notification that the plan was rejected. The Required Action Review Panel is comprised of five individuals with expertise in school improvement, school and school district restructuring, or parent and community involvement in schools. (RCW 28A.657.070)

7. Implementation of Required Action Plan for Three Years
After approval of the Required Action plan, the school district is required to implement the plan for three years. The approved school improvement model must be fully implemented, along with the other requirements of the plan. OSPI will provide technical assistance and federal or state funds for implementation of the plan. The school district will report regularly to OSPI on the progress the district is making in meeting 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 in the Required Action Plan. (RCW 28A.657.090)

8. Semi-annual Reports to the State Board of Education (SBE)
The Office of Superintendent of Public Instruction must provide a report twice per year to the SBE regarding the progress made by all Required Action Districts on their Required Action Plan. (RCW 28A.657.100)

9. Evaluation of Progress
The Office of Superintendent of Public Instruction (OSPI) will evaluate the progress of each Required Action District. OSPI must recommend to the State Board of Education that a school district be released from the designation after the district implements the Required Action Plan for three years, has made progress as defined by OSPI using criteria under RCW 28A.657.020, including progress in closing the educational opportunity gap, and no longer has a school identified as persistently lowest achieving. The SBE shall release a school district from the designation as a Required Action District upon confirmation that the district has met the requirements for a release. (RCW 28A.657.100)

If the SBE determines that the Required Action District has not met the requirements for release after at least three years of implementing a Required Action Plan, the SBE may recommend that the district remain in required action and submit a new or revised plan under the process in RCW 28A.657.050 or the SBE may direct that the school district be assigned to Required Action Level Two as provided in RCW 28A.657.105. If the persistently lowest achieving school for which the district is identified received a federal School Improvement Grant (SIG) in 2010 or 2011 (SIG Cohort I or II), then the SBE may direct that the school district be assigned to Required Action District Level Two after one year if the district is not making progress. Before making a determination of whether to recommend that a school district that is not making progress remain in Required Action District Level One or be assigned to Level Two, the SBE must submit its findings to the Educational Accountability System Oversight Committee. (RCW 28A.657.100)

10. Timeline for Submitting Required Action Plan and Student and School Success Action Plan (Initial Revision)

Table 1 described the timeline for Required Action Districts to create and submit their Required Action Plan and Student and School Success Plan (Initial Revision).

Table 1. Timeline for Required Action Districts

April - May 23, 2014	District and school create Required Action Plan; plan must include: Implementation of approved school improvement model Application for state funds Budget Description of how the district intends to address the findings of the academy performance audit Initial Revisions to Student and School Success Action Plan (i.e., Indicators identified in the Academic Performance Audit must be assessed on Indistar®. Additional S.M.A.R.T. Goals and tasks may be included; they are required to be included in the October 30, 2014 submission.) Identification of measures that the school and district will use to assess student achievement Collective bargaining agreements-reopen or negotiate an addendum to support plan Parent/guardian notification of RAD status and process for creating plan District and school share Required Action Plan with stakeholder groups, including local board of education, and incorporate feedback into final Required Action Plan submitted to the Office of Student and School Success.
May 23, 2014	District submits revised Student and School Success Action Plan on Indistar®. Office of Student and School Success reviews Required Action Plan and initial revisions to Student and School Success Action Plan.
May 28, 2014	Office of Student and School Success submits Required Action Plan to State Board of Education.
June 6, 2014	District presents Required Action Plan to State Board of Education for approval.
June 10, 2014	Board approves or disapproves Required Action Plan.
Note: If disapproved-submittal of new plan by July 3, 2014 or request a review panel by June 20, 2014. Review panel makes decision and sends recommendation to State Board of Education by July 10, 2014. Final approval of plan, taking into consideration recommendation panel, by August 10, 2014.	
October 30, 2014	District and school submit Student and School Success Action Plans on Indistar®.

II. Selection and Implementation of Approved Federal or State School Improvement Model

During its 2013 session, the Washington State Legislature enacted law (Engrossed Second Substitute Senate Bill 5329 [E2SSB 5329]) compelling Required Action Districts to implement an approved school improvement model in the persistently lowest achieving school(s) for which the district was identified. Approved school improvement models include the four intervention models defined in federal guidance for School Improvement Grantees (i.e., Turnaround, Transformation, School Closure, and Restart Models) and the Washington State Synergy Model developed by OSPI's Office of Student and School Success. Required Action Districts must agree to fully and effectively implement one of these improvement models in each persistently lowest achieving school for which the district was identified.

Federal and State School Improvement Models
Highlights of Required and Optional Activities for the Turnaround, Transformation, and State Synergy Models are described in Table 2. Brief descriptions of the School Closure and Restart Models follow.

- The School Closure Model does not require any of the components described in Table 2, but does require that students from the closed school are sent to other higher-achieving schools in the district.
- The Restart Model requires the district to convert or to close and reopen the low-achieving school under a charter organization (authorized by Washington State voters in the 2012 general election) OR an Education Management Organization (EMO). An EMO is a non-profit or for-profit organization that provides whole school operation services to a district (optional in Washington State); it must be selected through a rigorous review process. A restarted school must enroll, within grades it serves, any former student who wishes to attend the school.

Additional Sources

- **Federal Intervention Models:** The U.S. Department of Education website (http://www2.ed.gov/programs/sif/index.html) includes a number of documents that provide detailed information to support full and effective implementation of each federal intervention model.
- **State Synergy Model:** The State Synergy Model is anchored in district- and school-level practices described in research as contributing significantly to rapid school improvement and turnaround. Referred to as Expected Indicators, these practices align with Turnaround Principles described in federal guidance for Priority schools identified through ESEA Flexibility. Email studentandschoolsuccess@k12.wa.us for additional information about the Synergy Model.
- **Charter Schools (Restart Model):**
    - Washington State's Board of Education (SBE) website http://www.sbe.wa.gov/charters.php
    - Washington State Charter School Commission website http://www.governor.wa.gov/issues/education/commission/default.aspx

Table 2. Summary of Required and Optional Activities for Turnaround, Transformation, and Synergy Models

Notes:

- "X" denotes Required Action and "O" denotes "Optional Action.
- Federal guidance allows districts choosing the Turnaround Model to implement any required or Optional Activity described in the Transformation Model. .

	Federal Turnaround Model	Federal Transformation Model	State Synergy Model
Teachers and Leaders			
Replace the principal.	X	X[1]	X[2]
Use locally adopted competencies to measure effectiveness of staff who can work in turnaround environment; use to screen existing staff and select new staff.	X		
Screen all existing staff, rehiring no more than 50%.	X		
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	X	X	O
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals that are developed with staff and use student growth as a significant factor.	O	X	
Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.	O	X	O
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.)	O	O	O
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher's seniority.	O	O	X

[1] Federal guidance for the transformation model permits an LEA to continue a previously implemented intervention aimed at turning around a low-achieving school that included hiring a new principal for that purpose. Accordingly, an LEA taking advantage of this flexibility should be able to demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.

[2] ESEA Flexibility guidance pertaining to turnaround principle 1: (a) reviewing the performance of the current principal (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record and has the ability to lead the turnaround effort.

Ensure highly qualified teachers are recruited, placed, and retained to support the transformation and turnaround efforts.			X
Ensure Principal keeps a focus on instructional improvement and student learning outcomes			X
	Federal Turnaround Model	**Federal Transformation Model**	**State Synergy Model**
Instructional and Support Strategies			
Use data to select and implement an instructional program that is research based and vertically aligned to each grade and state standards.	X	X	X
Ensure that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models			X
Ensure school's instructional teams develop standards-aligned units of instruction for each subject and grade level.			X
Implement a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives.			X
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	X	X	X
Build professional development into school schedule; allow school discretion in selecting training and consultation that fit requirements of school's action plan and evolving needs.			X
Ensure continuous use of data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.	X	X	X
Institute a system for measuring changes in instructional practices resulting from professional development.	O	O	X
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	O	O	X
Ensure school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.			X
Implement a schoolwide "response to intervention" model.	O	O	X
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	O	O	X

Use and integrate technology-based supports and interventions as part of instructional program.	**O**	**O**	**O**
Provide schools with technology, training, and support for integrated data collection, reporting, and analysis systems.			**X**
	Federal Turnaround Model	**Federal Transformation Model**	**State Synergy Model**
Instructional and Support Strategies (continued)			
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, and smaller learning communities.	**O**	**O**	**O**
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.	**O**	**O**	**O**
Secondary Schools: Improve student transition from middle to high school.	**O**	**O**	**O**
Secondary Schools: Establish early warning systems.	**O**	**O**	**O**
Learning Time and Support			
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**	**X**
Provide appropriate social-emotional and community-oriented services and support for students.	**X**	**O** Note: School may partner with parents and community organizations to provide services	**X**
Provide ongoing mechanisms for family and community engagement.	**O**	**X**	**X**
Announce changes and anticipated actions publicly, communicate urgency of rapid improvement, and signal the need for rapid change.			**X**
Ensure school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines and Classroom Visit Procedures) are annual distributed and frequently communicated to teachers, school personnel, parents (families) and students.			**X**
Ensure school's Compact includes responsibilities (expectations) that communicate what parents (Families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).			**X**

	Federal Turnaround Model	Federal Transformation Model	State Synergy Model
Learning Time and Support (continued)			
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	**O**	**O**	**O**
Implement approaches to improve school climate and discipline.	**O**	**O**	**O**
Expand program to offer pre-kindergarten or full day kindergarten.	**O**	**O**	**O**
Ensure school monitors progress and impact of the extended learning time programs and strategies for students, and uses data to inform modifications.			**X**
Governance			
Adopt a new governance structure to address turnaround of school(s); the district may hire a chief turnaround officer to report directly to the superintendent.	**X**	**O**	**O**
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** Note: *Principal* is granted operating flexibility.	**X** Note: *School* is granted operating flexibility.	**X**
Ensure school receives intensive ongoing technical support from district, state, or external partners.	**O**	**X**	**O**
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**O**	**O**	**O**
Implement a per pupil school-based budget formula that is weighted based on student needs.	**O**	**O**	**O**

III. Submission of an Application for State Funding

Purpose:
A total of $10.2 million was appropriated in the 2013-15 biennium for both the support of Required Action Districts and non-Title I challenged schools in need of improvement. The purpose of these funds is to turn around a subset of the lowest five percent of persistently lowest achieving schools.

Based on state guidelines, funds will be used in Washington State to:

- Provide financial resources to qualifying districts to implement approved improvement model(s) in identified RAD schools with strict fidelity, per state/federal regulations.
- Provide technical assistance and training to use the Center on Innovation and Improvement's evidence-based Indistar® online action-planning tool to post improvement plans and monitor ongoing progress of implementation and impact of improvement models.
- Build school and district capacity to implement one of the five improvement models prescribed in state/federal guidelines.
- Develop effective structures and conditions in schools and districts essential for continuous improvement of teaching and learning and to sustain reforms after the funding period ends.

Funding:
Details for funds include the following:

- Selected districts may apply for funding ranging from $50,000 annually to $500,000 annually for each identified school. This range limit permits OSPI to award the amount that may be necessary for successful implementation of one of the five improvement models. Additionally, OSPI may choose to adjust this range at its discretion to improve outcomes for the students in Washington schools.
- Availability of Funds: Funds will be available in July 2014 for conducting implementation activities to support all participating districts to create the conditions for full and effective implementation of selected improvement models and improvement activities/services in the 2014-15 school year.
- Parameters on Annual Budgets: OSPI will determine whether the district has the capacity to fully and effectively implement the chosen model and will fund a district's budget request to ensure that sufficient funds are provided so that the selected intervention model is implemented fully and effectively.
- Priority for Selection: Participants will be selected as prescribed in state/federal guidelines. OSPI will prioritize based on criteria listed below (WAC 392-501-730).
    1. The academic achievement (proficiency) of the "all students" group state's assessment in reading and mathematics combined; and
    2. The rate of improvement in reading and mathematics combined for the past three years.

- District-Level Activities: Districts may use funds to conduct district level activities designed to support implementation of the selected school improvement model(s) in the schools identified in the district's application.
- Renewal:
    - To receive continued grant funding (based on availability of state funding), districts will be required to renew their RAD application and provide an updated budget request for Years 2 and 3 (i.e., 2015-16 and 2016-17).

- To be eligible for renewal, districts will be accountable for ensuring their identified schools meet, or are on track to meet, academic achievement goals for their "all students" group and for subgroups in reading/language arts and mathematics (subject to approval by OSPI), as well as for making progress on the leading indicators outlined in their improvement plans.

Application:
Districts will be required to complete an iGrants form package application for each identified Required Action District school. The iGrants application will contain the following components:

1. Assurances outlining state/federal regulations and the commitment between the district and OSPI;
2. Responses to application questions specific to the seven Turnaround Principles;
3. Student and School Success Action Plan (Initial Revision); and
4. Budget.

The iGrants form package will be launched June 15, 2014. The grant funding will be released at the beginning of the fiscal year on July 1, 2014.

*Initial revisions to Student and School Success Action Plan must be completed, that is, Indicators identified in the Academic Performance Audit must be assessed on Indistar®. Additional S.M.A.R.T. Goals and tasks *may* be included in the initial revision; they are *required* to be included in the plan by the October 30, 2014 submission date.

IV. Addressing the Findings of the Academic Performance Audit

As stated in Section II, Required Action Districts must select and implement an approved school improvement model for the receipt of federal or state funds for school improvement. The school improvement model selected must address the concerns raised in the Academic Performance Audit and be intended to improve school performance to allow the district to exit Required Action District status within three years of implementation of the plan. Steps to complete the Required Action Plan are outlined below. Section V describes how the school leadership team will revise its current Student and School Success Plan. Teams may refer to OSPI's *Student and School Success Action-Planning Handbook: A Guide for School Teams* when assessing and creating their plans.

Upon receipt of the Academic Performance Audit, Required Action Districts will engage in the following actions:

- If it has not already done so, the district/school leaders will convene a leadership team that includes the following members:
  - District and school administration
  - Teachers
  - Other building staff
  - Collective bargaining association representatives (certificated and classified)
  - Parents and Students
  - Representatives from the community
- The leadership team will collect additional data pertinent to the development of the Required Action Plan.
- Team members will review findings from the Academic Performance Audit; they will also review additional data they collected.

- Teams will use the "Current Level of Development" documents (see Appendix D and E) to assess and develop actions aligned with Indicators identified in the Academic Performance Audit Report.
- Team members will develop a Required Action Plan that responds to and addresses the concerns raised in the Academic Performance Audit. Evidence of the leadership team collaboration will be required in the way of agenda's, minutes and direct reporting to OSPI.
- The Required Action Plan must identify and describe how the district will fully and effective implement the school improvement model selected by the district. The plan must address the concerns raised in the Academic Performance Audit and be intended to improve student performance to allow the school/district to be removed from RAD status.
- The Required Action Plan must also include a description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school. District leaders may satisfy this requirement by developing an action plan to assess and ensure the 13 District-Level Expected Indicators are implemented in support of the school's Student and School Success Action Plan. The action plan must explicitly address the District-Level Indicators identified for recommendations in the Academic Performance Audit. School- and District-Level Expected Indicators are included in Appendix D and Appendix E, respectively.
- OSPI will provide the district with assistance in developing its plan if requested.

Note that Required Action Districts and their identified schools are required to use Indistar®, an online tool developed by the Center on Innovation and Improvement, to assess Indicators and to create, implement, monitor, and revise their action plans.

V. Revisions to Student and School Success Action Plan

Receipt of the Academic Performance Audit report requires school leadership teams, in collaboration with other staff, district leaders, parents, and community, to determine alignment of their current Student and School Success Action Plan with recommendations in the audit report. Teams must assess all Indicators identified in the report on Indistar® by May 16, 2014 (submission date for Required Action Plan).

Teams will engage in the same process used throughout the year to assess Indicators, and to create, implement, and monitor and revise their plans. Table 3 describes steps of the action-planning process on Indistar®. Teams may refer to OSPI's *Student and School Success Action-Planning Handbook: A Guide for School Teams* (http://www.k12.wa.us/StudentAndSchoolSuccess/ActionPlanHandbook.aspx) when assessing and creating their plans.

Table 3. Steps in Action-Planning Process and Corresponding Indistar® Action

Step in Action Planning	Corresponding Indistar® Action
1. Update Information on Indistar® Home Page (School Leadership Team Names and School Information)	Update Leadership Team names and School Information on Indistar® home page, if needed
2. Collect and Analyze Data	Download *Data Reflection Protocol* from *Docs and Links* Upload aggregate *Data Reflection Protocol* and other data to *Document Upload* and/or add to Assessment Section on Indistar® *(Optional)*
3. Complete *Current Level of Development Review* and Collate Results	Download *Current Level of Development Review* from *Docs and Links*
4. Use *Current Level of Development Review* to Monitor Active Indicators and Revise Plans	Monitor active Indicators on Indistar® and revise/add tasks if needed
5. Use *Current Level of Development Review* to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar®
6. Ensure at Least One Active Expected Indicator for Each Principle	Select active Indicators on Indistar®
7. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator (if needed)	Create Student and School Success Action Plan for active Indicators on Indistar®
8. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

Monitoring and Evaluation of Progress

The Office of Student and School Success will continue to use a variety of strategies to monitor all Student and School Success Action Plans. These are described in Table 4.

Table 4. OSPI Review Process for All Student and School Success Action Plans

Action	Description
Monthly Coaching Comments	These provide the school team a review of the overall plan giving formative and summative assessment or "check" of the work and progress of the school's plan.
Coaching Critiques (following submission on October 30, 2014; February 28, 2015; and May 30, 2015)	The Critique focuses on *process* (e.g., monitoring and growing the plan in Indistar), *product* (e.g., plan shows Indicators relating directly to the audit have been assessed and have active plans), and ***results*** (e.g., closing achievement gaps, evidence of changes in instructional practice). The critique should be consistent with the monthly coaching comments.
Review of iGrants Budgets	OSPI's Resource Program Manager review budgets for alignment with activities identified in the Student and School Success Plan

In addition to these strategies, OSPI will implement the steps described in Table 5 and Table 6 to monitor progress in Required Action Districts and their schools.

Table 5: Review Process for Required Action Plans in 2014-15

Date	Description
May, 2014	Review plans to ensure they include an assessment in Indistar of all Indicators referenced in the Academic Performance Audit
Fall, 2014	Provide data packages with disaggregated data on state assessments; teams will use these data in their action-planning process.
October, 2014 (prior to October 30, 2014 submission):	OSPI administrative review to ensure plans include S.M.A.R.T. Goals, tasks and timelines for all Indicators referenced in the Academic Performance Audit. OSPI's team will provide guidance to school leadership team and district designee regarding alignment of work to external audit recommendations, expected indicators, and guidance with active tasks, and interventions with evidence. OSPI's team will collaborate with district/school team around congruency of the plan to the actual work in the school. This guidance will be completed with a combination of on-site visits and conference calling between OSSS administration and district/school leadership of the RAD school.
November, 2014	Coaching Critique
January, 2015	OSPI administrative review of plan prior to submitting plan to SBE. As indicated in Section I, OSPI is required to provide semi-annual reports regarding the progress made on Required Action Plans and Student and School Success Plans to the State Board of Education. OSPI will review plans submitted on Indistar® and other data to monitor progress.
February, 2015	OSPI administrative review prior to February submission
March, 2015	Coaching Critique
Spring, 2015	Provide a Comprehensive Analysis Review (see description below)*
May, 2015	OSPI administrative review prior to May submission and June SBE review
June, 2015	Coaching Critique and Submission to SBE for review

Table 6. Annual Review Process in 2015-16 and 2016-17

Date	Description
Fall	Data packages with disaggregated data on state assessments
October	OSPI administrative review prior to October submission
November	Coach Critique
January	OSPI administrative review prior to SBE review
February	OSPI administrative review prior to February submission
March	Coaching Critique
Spring	Comprehensive Analysis Review*
May	OSPI administrative review prior to May submission and June SBE review
June	Coaching Critique and Submission to SBE for review

The Office of Student and School Success will provide technical assistance upon request, and give guidance to the RAD schools/district in the final completion of the initial RAD plan and ongoing support of their plans.

Comprehensive Analysis Review: The Office of Student and School Success will contract with an external agency for an assessment of progress report for each school. This report will include data packages and a comprehensive review for each school for the three years of RAD status. The first year data package will provide benchmark data for Reading and Mathematics; subsequent data will be compared to benchmark year of RAD status. The Comprehensive Analysis of school and classroom practices will include:

- A review of changes in district level practices and policies to support an improvement model.
- A classroom observation study focusing on instructional practices within the school.

- Qualitative interviews and focus groups focusing on the alignment of school structures and practices with Expected Indicators aligned to the 7 Turnaround Principles (see Appendix C: Crosswalk between Seven Turnaround Principles & Nine Characteristics of High Performing schools).
- Surveys of school staff, families and students

VI. Summative Student Achievement Data Measures

All Required Action Plans must include summative student achievement data and goals using the state assessments. Additionally, locally determined interim assessments, and other student outcome data can be used to measure progress. Baseline achievement data are determined by results on state assessments for the 2013-14 school year. For each year of RAD status, an analysis of gains and possible loses in student achievement must be used to set goals in the Action Plan submitted on Indistar®. Schools will receive a data analysis package from OSPI in the fall of each year of RAD status; these data will be used by the school team in planning goals and crafting/revising the school's action plan. A list of data sources follows:

- **Summative Assessments:** State summative assessment data should include the baseline data from the previous tests developed by OSPI (MSP, HSPE's and EOC's) and the Smarter Balanced tests beginning in the 2014-15 school year.
- **Formative Student Achievement Data Measures:** Locally determined formative data measures, including interim assessments and other indicators related to student achievement can be used in the Required Action Plan. Formative assessments provide the opportunity for teachers and district leaders to easily analyze benchmark data to identify student strengths and areas for improvement. Reports are provided at the classroom, grade/course, school, and district levels, and student performance is displayed by test, standard, and item.
- **Other Student Outcome Data:** Student attendance, discipline referral rates, retention/remediation rates, postsecondary college attendance rates, etc.

Closing the Educational Opportunity Gap

Required Action District plans must analyze their educational opportunity gap(s) and include data measures and goals for closing these gaps in identified schools. Educational opportunity gap are evidenced by disproportionate levels in student achievement for racial and ethnic groups, poverty, students with disabilities and students who are English language learners. Definitions of these subgroups follow.

- **Race/Ethnicity:** Refers to six major racial/ethnic groups: American Indian/Alaskan Native, Asian, r Pacific Islander, Black, Hispanic and White. Data can be disaggregated further by sub-ethnic groups
- **High-Poverty School:** School with a free reduced lunch rate that is in the top quartile of poverty for all schools in Washington.
- **Low-Poverty School:** School with a free reduced lunch rate that is in the bottom quartile of poverty for all schools in Washington.
- **Students with Disabilities:** Students with a qualifying disability and an individual education plan (IEP) and students with Section 504 plan.
- **Students who are English Language Learners (ELL):** Students who qualify for ELL instructional services through the Title III or the Transitional Bilingual Instructional Program.

Graduation Rates

Schools with graduation rates less than 60 percent are identified for school improvement. Identified high schools in Required Action Districts must include graduation data and goals to substantially increase

graduation rates above the minimum of 60 percent. Note that annual goals for graduation rates, as well as for other data used by the district to measure the progress of its identified school(s) will be reviewed by the Office of Student and School Success to ensure they are (a) sufficiently rigorous and (b) will lead to the district exiting required action status after implementing the improvement model for three years.

VII. Collective Bargaining Agreements

Authorized by RCW 28A.657.050, for any district designated for required action, the parties of any collective bargaining agreement negotiated, renewed or extended under Chapter 41.59-Educational Employment Relations Act and Chapter 41.56-Public Employees' Collective Bargaining after June 10, 2010, must reopen the agreement or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a Required Action Plan. The new collective bargaining agreement or the negotiated addendum must be included in the final Required Action Plan. Any addendum or modification to an existing collective bargaining agreement shall not go into effect until the approval of the Required Action Plan by the State Board of Education.

A Required Action Plan must be developed in collaboration with administrators, teachers, and other staff, parents, unions representing any employees within the district, students, and other representatives of the local community. The parties to the collective bargaining agreement must be involved in the creation of the Required Action Plan. All efforts should be made to come to consensus on any revisions to the existing agreement or an addendum. However, if the school district and the employee organizations are unable to agree to the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the Required Action Plan, will use the Public Employment Relations Commission to appoint a mediator to assist in the resolution of the dispute.

Public Employee Relations Commission Mediation

The Public Employee Relations Commission shall appoint a mediator after it is requested by the parties of the collective bargaining agreement. The mediation will commence no later than April 15. All mediations shall include the employer and representatives of all affected bargaining units.

If the executive director of the public employment relations commission, upon the recommendation of the assigned mediator, finds that the employer and any affected bargaining unit are unable to reach agreement following a reasonable period of negotiations and mediation, but by no later than May 15 of the year in which mediation occurred, the executive director shall certify any disputed issues for a decision by the superior court in the county where the school district is located. The issues for determination by the superior court must be limited to the issues certified by the executive director.

The following process for filing with the court must be used in the case where the executive director certifies issues for a decision by the superior court.

The school district shall file a petition with the superior court, by no later than May 20 of the same year in which the issues were certified, setting forth the following:

1. The name, address, and telephone number of the school district and its principal representative;
2. The name, address, and telephone number of the employee organizations and their principal representatives;
3. A description of the bargaining units involved;

4. A copy of the unresolved issues certified by the executive director for a final and binding decision by the court; and
5. The Academic Performance Audit that the Office of the Superintendent of Public Instruction completed for the school district in the case of a Required Action District, or the comprehensive needs assessment in the case of a Collaborative Schools for Innovation and Success Pilot Project.

Within seven days after the filing of the petition, each party shall file with the court the proposal it is asking the court to order be implemented in a required action plan or innovation and success plan for the district for each issue certified by the executive director. Contemporaneously with the filing of the proposal, a party must file a brief with the court setting forth the reasons why the court should order implementation of its proposal in the final plan.

Following receipt of the proposals and briefs of the parties, the court must schedule a date and time for a hearing on the petition. The hearing must be limited to argument of the parties or their counsel regarding the proposals submitted for the court's consideration. The parties may waive a hearing by written agreement.

The court must enter an order selecting the proposal for inclusion in a required action plan that best responds to the issues raised in the school district's Academic Performance Audit, and allows for the award of federal or state funds for school improvement to the district from the office of the superintendent of public instruction to implement an approved school improvement model. In the case of an innovation and success plan, the court must enter an order selecting the proposal for inclusion in the plan that best responds to the issues raised in the school's comprehensive needs assessment. The court's decision must be issued no later than June 15th of the year in which the petition is filed and is final and binding on the parties; however the court's decision is subject to appeal only in the case where it does not allow the school district to implement a required action plan consistent with the requirements for the award of federal or state funds for school improvement by the superintendent of public instruction. Each party shall bear its own costs and attorneys' fees incurred under this statute. Any party that proceeds with the process in this section after knowledge that any provision of this section has not been complied with and who fails to state its objection in writing is deemed to have waived its right to object.

All contracts entered into between a school district and an employee must be consistent with this section and allow school districts designated as required action districts to implement an approved school improvement model in a required action plan.

VIII. Parent Notification of Required Action District Status and Process

Required Action Districts must notify all parents of students attending a school identified as a persistently lowest achieving school in the district of the State Board of Education’s designation of the district as a required action district.

Specifically, at a minimum, parents must be notified in writing by October 30 of the first year of RAD status that the school has been designated as a RAD. Parents must be part of the school’s leadership team, as specified in section (Section IV, Page 10). Parents and families must be meaningfully engaged in the RAD process, as the statute specifies that school districts must notify the parents of its process of complying with all the RAD requirements set forth in RCW 28A.657.040 through 28A.657.100.

- **RCW 28A.657.040** Academic performance audits of lowest-achieving schools in required action districts-external review teams-audit findings.
- **RCW 28A.657.050** Required action plans-development-publications of guidelines, research and models-submission-contents-effect on existing collective bargaining agreements
- **RCW 28A.657.060** Required action plans-approval or non-approval by the state board of education-Resubmission or reconsideration-implementation
- **RCW 28A.657.070** Required action plan review panel-membership-duties timelines and procedures for deliberations
- **RCW 28A.657.080** Redirecting Title I funds based on Academic Performance Audit findings
- **RCW 28A.657.090** Required action plans-implementation-technical assistance and funds-progress report
- **RCW 28A.657.100** Required action districts-progress reports-release from designation-assignment to level two of the required action process

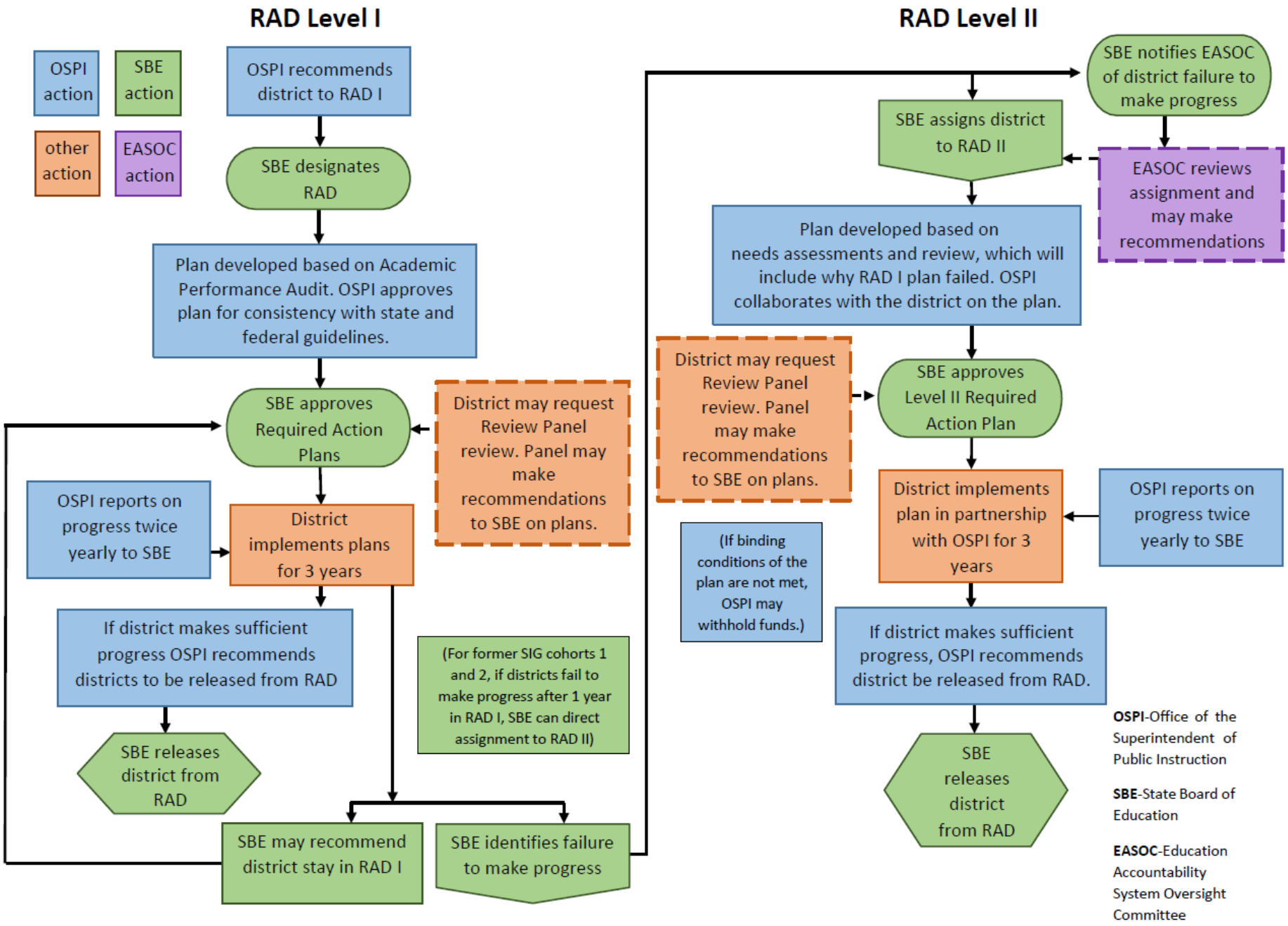
IX. Required Action Plan Checklist

The table below provides a checklist summarizing expectations for Required Action Districts.

Table 7. Checklist for Required Action Districts

Section	Item	Supporting Documentation
III. Submission of an Application for State Funding	• Complete iGrants Package (available June 15, 2014)	• Required Action Plan and Student and School Success Plan (Initial Revisions) must be completed in Indistar® and reviewed by Office of Student and School Success.
IV. Addressing the Findings of the Academic Performance Audit	• School Improvement Model must be identified and implemented. • Leadership team must be identified. • Findings and requirements in the External Audit must be clearly identified and addressed in the Student and School Success Action Plan and Indicators in Indistar®. • 13 District-Level Expected Indicators must be addressed in Indistar®; districts must clearly address requirements in the External Audit.	• Model identified in the plan. • Leadership team and roles identified. • Findings and requirements in the External Audit addressed in Student and School Success Action Plan in Indistar® based on identified timelines (see Section V below). • District Expected Indicators fully addressed by May 30, 2015 and supporting documentation uploaded into the Indistar®.
V. Revisions to the Student and School Success Action Plan	• Re-assess Indicators identified in External Audit that have already been assessed in Indistar®; assess remaining Indicators identified in External Audit in Indistar®. • Craft S.M.A.R.T Goals, including timelines and tasks for all Indicators identified in External Audit. • Continue to implement, monitor, and revise Expected Indicators in current Student and School Success Plan. • Respond to monthly Coaching Comments. • Respond to Coaching Critiques completed following submission dates.	• Required School-Level Indicators from External Audit assessed in Indistar® by May 23, 2014; plans with S.M.A.R.T. Goals, timelines, and tasks due by October 30, 2014 submission. • Required District-Level Indicators from External Audit assessed in Indistar® by May 23, 2014; Indicators addressed by May 30, 2014 submission. • Comments and Critiques submitted in Indistar on timeline identified.
VI. Summative Student Achievement Data Measures	• Summative student achievement data and goals. Each year of RAD status, an analysis of gains and losses in student achievement must be used to set goals in the action plan. Formative Assessments measures determined by the district administered three times a year to determine progress. Other data such as attendance, discipline referral rates etc. included. • Analysis of educational opportunity gap(s) including data measures and goals for closing these gaps. Graduation rates for identified HS.	• State Assessments data. • Locally determined interim assessments three times yearly. • Narrative or goals regarding the Educational Opportunity gap must be in the Plan for the listed subgroups on page 8 of the Guidance. • Goals in the action plan addressing the graduation rate if it is an identified HS.
VII. Collective Bargaining Agreements	• Re-open CBA, or negotiate an addendum if needed to make changes to terms and conditions of employment that are necessary to implement the RAD Plan.	• New addendum or MOU included as an attachment. Evidence that parties to the Collective Bargaining Agreement are involved in the creation of the Required Action Plan. (i.e., agenda's, minutes, or lead on tasks in action plan).
VIII. Parent Notification of Required Action District Status and Process	• Notification to parents of students attending a RAD school. Parent representation must be a part of the school's leadership team. Parents and families must have meaningful engagement.	• Notification by October 30, 2014. Letter provided as evidence. • Planning meeting attendance rosters. Other evidence of parent engagements appropriate to the district/school's needs.

Appendix A: Step by Step Required Action Process



Appendix B: Required Action District (RAD), Level One Frequently Asked Questions

1. Which school districts can become a required action district?

The Office of Superintendent of Public Instruction (OSPI) is required to annually recommend to the State Board of Education (SBE) school districts for designation as required action districts. A district with at least one school identified as persistently lowest achieving will be designated as required action district. The SBE may designate a district that received a school improvement grant in 2010 or 2011 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. See **RCW 28A.657.020** and **RCW 28A.657.030** for additional information.

2. How does a school district superintendent request reconsideration?

A school district superintendent may request reconsideration of the superintendent of public instruction's recommendation. The reconsideration shall be limited to a determination of whether the school district met the criteria for being recommended as a required action district. A request for reconsideration must be in writing and received by superintendent of public instruction within ten days of receipt of the letter notifying the school district of the superintendent's recommendation. See **RCW 28A.657.030** for additional information.

3. What are the requirements for required action districts?

a) **External Review (Academic Performance Audit):** OSPI will provide an external review team to conduct an academic performance audit of the district and each persistently lowest achieving school. The audit will identify potential reasons for the school's low performance and lack of progress. The review team will consist of persons who have expertise in comprehensive school and district reform. The team may not include staff from the agency, the school district that is the subject of the audit, or members or staff of the SBE. The audit is based on criteria developed by OSPI and **must include** but not be limited to an examination of the following:
    - Student demographics
    - Mobility patterns
    - School feeder patterns
    - The 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 of 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.

Audit findings must be made available to the local school district, its staff, the community, and the SBE. See **RCW 28A.657.040** for additional information.

b) **School Improvement Model:** The district must select and implement a federal- or state-approved school improvement model. Federal models include Closure, Restart, Transformation, and Turnaround. The district may adopt Washington State's Synergy Model that was developed by the Office of Student and School Success. The selected model must address the concerns raised in the academic performance audit and be designed to increase educator capacity and substantially improve student achievement.

c) **Required Action Plan:** The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the SBE for approval. The SBE will establish submission dates for required action plans. A required action plan must be developed in collaboration with administrators, teachers, and other staff; parents; unions representing any employees within the district; students; and other representatives of the local community. The school board must conduct a public hearing to allow for comment on a proposed required action plan. See **RCW 28A.657.040** and **RCW 28A.657.050** for additional information.

d) **Online action-planning platform (Indistar®):** Districts and schools must use OSPI's approved online action-planning platform (Indistar®) to create, implement, monitor, and revise their required action plans. Staff in OSPI's Office of Student and School Success will provide support to district and school teams to use Indistar® as the platform for their action planning.

e) **Parent notification:** A district designated as a required action district must notify all parents of students attending a school identified as a persistently lowest achieving school in the district of the SBE's designation of the district as a required action district and the process for complying with the required action district requirements. See **RCW 28A.657.040** through **28A.657.100**.

f) **Collective Bargaining Agreement:** The parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010 by a required action district must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. If the school district and the employee organizations are unable to agree on the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the required action plan, must request the public employment relations commission to, and the commission shall, appoint an employee of the commission to act as a mediator to assist in the resolution of a dispute between the school district and the employee organizations. See **RCW 28A.657.040** for specific guidance for mediation of an addendum or modification of an existing collective bargaining agreement and other information.

g) **Parent notification:** A district designated as a required action district must notify all parents of students attending a school identified as a persistently lowest achieving school in the district of the SBE's designation of the district as a required action district and the process for complying

with the required action district requirements. See **RCW 28A.657.040** through **28A.657.100**.

h) **Collective Bargaining Agreement:** The parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010 by a required action district must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. If the school district and the employee organizations are unable to agree on the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the required action plan, must request the public employment relations commission to, and the commission shall, appoint an employee of the commission to act as a mediator to assist in the resolution of a dispute between the school district and the employee organizations. See **RCW 28A.657.040** for specific guidance for mediation of an addendum or modification of an existing collective bargaining agreement and other information.

i) **Professional development and technical assistance (PD/TA):** School and district teams will engage in required PD/TA to build leadership and instructional capacity to effectively implement their action plan.

4. What elements must be included in the Required Action Plan?

a) **The plan must include the following.**

i. **Selection and implementation of an approved school improvement model**. The approved school improvement 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 SBE within three years of implementation of the plan. The required action plan for districts with multiple persistently lowest achieving schools must include **separate plans** for each school as well as a plan for how the school district will support the schools collectively.

ii. **Funding**: The district must submit an application to OSPI for federal or state funds for school improvement.

iii. **Budget**: The plan must include a budget that provides for adequate resources to implement the selected model and any other requirements of the plan.

iv. **Changes to existing policies, practices, etc.:** The plan must include descriptions of changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school.

v. **Academic Performance Audit:** The district must also describe how it intends to address the findings of the academic performance audit.

vi. **Data measures**: The plan must identify the measures that the school district will use in assessing the school's student achievement. Measures will include those related to closing the educational opportunity gap, improving mathematics and reading or English language arts student achievement, and improving graduation rates as defined by OSPI; these measures will also be used to determine the school's status as a persistently lowest achieving school.

b) **Assistance with the required action plan:** OSPI will provide guidelines for the development of required action plans, as well as a list of research and evidence-based school improvement models to be implemented in the plan. If requested, OSPI will provide a school district with assistance in developing its plan. The local school board will first submit the plan to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. After OSPI approves the plan is consistent with federal and state guidelines, the local school district must submit its required action plan to the SBE for approval. See **RCW 28A.657.040** for additional information.

c) **Review of the required action plan:** The required action plan developed by a district's school board and superintendent must be submitted to the SBE for approval. The SBE shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. Any addendum or modification to an existing collective bargaining agreement, negotiated under RCW 28A.657.050 or by agreement of the district and the exclusive bargaining unit, related to student achievement or school improvement shall not go into effect until approval of a required action plan by the SBE. *Note.* The SBE must accept for inclusion in any required action plan the final decision by the superior court on any issue certified by the executive director of the public employment relations commission under the process in RCW 28A.657.050. See **RCW 28A.657.060** for additional information.

d) **Timeline for implementing the action plan:** If federal or state funds for this purpose are available, a required action plan must be implemented in the immediate school year following the district's designation as a required action district. See **RCW 28A.657.060** for additional information.

e) **Technical Assistance and Progress Monitoring:** OSPI must provide the required action district with technical assistance and federal or state funds for school improvement, if available, to implement an approved plan. The district must submit a report to OSPI that provides the progress the district is making 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. OSPI will report to the SBE twice a year on the progress of a required action district in implementing the required action plan. See **RCW 28A.657.090 for** additional information.

5. How can a required action district be released from the designation?

OSPI must recommend to the SBE that a school district be released from the designation as a required action district after the district implements a required action plan for a period of three years; has made progress as defined by the superintendent of public instruction using the criteria adopted under RCW 28A.657.020 including progress in closing the educational opportunity gap; and no longer has a school within the district identified as persistently lowest achieving. The SBE shall release a school district from the designation as a required action district upon confirmation that the district has met the requirements for a release.

If the SBE determines that the required action district has not met the requirements for release after at least three years of implementing a required action plan, the board may recommend that the district remain in required action and submit a new or revised plan under the process in RCW 28A.657.050, or the SBE may direct that the school district be assigned to level two of the required action process as provided in RCW 28A.657.105. If the required action district received a federal school improvement grant for the same persistently lowest achieving school in 2010 or 2011, the SBE may direct that the school district be assigned to level two of the required action process after one year of implementing a required action plan under this chapter if the district is not making progress. Before making a determination of whether to recommend that a school district that is not making progress remain in required action or be assigned to level two of the required action process, the SBE must submit its findings to the education accountability system oversight committee under RCW 28A.657.130 and provide an opportunity for the oversight committee to review and comment. See **RCW 28A.657.100** for additional information.

Additional information regarding the required action plan follows.

6. What if the SBE rejects the required action plan?

If the SBE does not approve a proposed plan, it must notify the local school board and local district's superintendent in writing with an explicit rationale for why the plan was not approved. With the assistance of OSPI, the superintendent and school board of the required action district shall either: (1) submit a new plan to the SBE for approval within forty days of notification that its plan was rejected, or (2) submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the SBE's rejection within ten days of the notification that the plan was rejected. See **RCW 28A.657.040** for information.

7. What is the required action plan review panel?

A required action plan review panel is composed of five individuals with expertise in school improvement, school and school 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. The panel is to provide an objective, external review of a request from a school district for reconsideration of the SBE's rejection of the district's required action plan or reconsideration of a level two required action plan developed only by the superintendent of public instruction as provided under RCW 28A.657.105. The review and reconsideration by the panel shall be based on whether the SBE or the superintendent of public instruction gave appropriate consideration to the unique circumstances and characteristics identified in the academic performance audit or level two needs assessment and review of the local school district. See **RCW 28A.657.070** for additional information.

8. What happens if the school district does not submit the required action plan in time?

The SBE may direct the superintendent of public instruction to require a school district that has not submitted a final required action plan for approval, or has submitted but not received SBE approval of a required action plan by the beginning of the school year in which the plan is intended to be implemented, to redirect the district's Title I funds based on the academic performance audit findings. See **RCW 28A.657.080** for info.

Appendix C: Crosswalk between Expected Indicators and Other High-Leverage Indistar Indicators and Nine Characteristics of High- Performing Schools

Student and School Success Principles Includes Expected Indicators (in bold) and other high-leverage Indicators from Indistar®; schools take these actions to boost educator capacity for dramatically improving student achievement.	**Nine Characteristics** Page number provides link to *Nine Characteristics of High-Performing Schools* (Shannon & Bylsma, 2007)
Principle 1: Provide strong leadership.	**Related Characteristic(s)**
Provide Strong Leadership: *Principal's Role* • **P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.** • P1-IE07: The principal monitors curriculum and classroom instruction regularly. • P1-IE08: The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. • P1-IE09: The principal challenges and monitors unsound teaching practices and supports the correction of them. **Provide Strong Leadership: *Team Structure*** • P1-ID08: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). • P1-ID09: Leadership Team serves as a conduit of communication to faculty and staff. • P1-ID10: The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. • P1-ID11: Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.	• **Effective Leadership:** o Leaders monitor the effectiveness of school practices and their impact on student learning (p. 47). They nurture an instructional program and school culture conducive to learning and professional growth. (p. 43) o Distributive leadership acknowledges and promotes leadership among members of the organization. (p. 44) • **Clear and Shared Focus:** o Establishing a focus on learning is an important first step for improving schools. School and district leaders focus their own and others' attention to learning in a variety of ways (e.g., by their own daily routines or through strategic actions). (p. 27) o Essential tasks for leaders to focus attention on powerful, equitable learning involve consistently communicating the centrality of student learning; and articulating core values that support a focus on powerful, equitable learning. (p. 30) • **Frequent Monitoring of Teaching and Learning:** Requires paying attention both to student learning results and the effectiveness of school and classroom procedures. Effective monitoring occurs frequently and provides continuous feedback primarily for purposes of improvement. (p. 86)
Principle 2: Ensure teachers are effective and able to improve instruction.	**Related Characteristic(s)**
• **P2-IF11: Professional development is aligned with identified needs based on staff evaluation and student performance.** • **P2-IF12: School provides all staff high-quality, ongoing, job-embedded, differentiated professional development.** • **P2-IF14: The school sets goals for Professional Development and monitors the extent to which staff has changed practice.** • P2-IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching. • P2-IF08: Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.	• **Focused Professional Development:** o Feedback from learning and teaching provides focus for extensive and ongoing professional development (PD). PD is also aligned with the school or district vision and objectives. (p. 96) o Effectiveness of PD must be evaluated in relation to impact on student learning and improvement of teaching practice, not just documented levels of participant satisfaction. (p. 97) o Effective PD is a shared, public process; emphasizes substantive, school-related issues; expects teachers to be active participants; emphasizes the why as well as the how of teaching; and anticipates that lasting change will be a slow process. (p. 96)

	• **High Standards and Expectations for All Students:** o School staff set high expectations for performance and behavior for students and work collaboratively to review and improve their own instructional practices. Teachers examine their practices to ensure fair and equitable treatment of all students. (p. 36) o Teachers who engage in collaborative curriculum planning and assessing of student work can examine their perceptions and assumptions about students and their learning. These activities may reveal differences in expectations and standards. (p. 37) • **High Levels of Collaboration and Communication**: Teachers' capacity to teach well is enhanced when PD opportunities are focused, coherent, and sustained (rather than diffused, fragmented and episodic). (p. 57)
Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.	**Related Characteristic(s)**
• **P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.** • **P3-IVD06: The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning.** • P3-IVD02: The school provides opportunities for members of the school community to meet for purposes related to students' learning. • P3-IVD03: The school creates and sustains partnerships to support extended learning. • P3-IVD04: The school ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development.	• **Effective Leadership:** Creating collaborative professional learning communities is an approach that principals and school leaders can use to improve student learning. (p. 49) • **High Levels of Collaboration and Communication:** o Strong professional communities are built when principals and staff reinforce a climate of support and respect for teachers' work and pursue a continuous cycle of innovation, feedback, and redesign in curriculum, instruction, and assessment. (p. 57) o Faculties must have sustained opportunity and engagement to get beyond differences to the point where they understand and learn from one another. (p. 57) • **Frequent Monitoring of Teaching and Learning:** More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. (p. 86)
Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.	**Related Characteristic(s)**
• **P4-IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.** • **P4-IIA03: The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.** • **P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.** • P4-IIB01: Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. • P4-IIIA01: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.	• **Curriculum, Instruction, and Assessment Aligned with State Standards:** o Alignment of curriculum, instruction, and assessment adds coherence and effectiveness to teaching and learning processes. (p. 63) o An aligned system increases equity and excellence for students when (1) learning standards or targets are known, (2) sufficient opportunities are provided to learn them, (3) instruction is focused on the targets, (4) assessments match the content of the learning standards, and (5) assessment formats are familiar. (p. 63-64) o Teachers are most effective when their instruction is tightly "focused on the learning needs of each student." This requires knowing the strengths and weaknesses of each student, knowing the "appropriate instructional response" and when and how to use it, and "having classroom structures, routines, and tools to deliver differentiated instruction and focused teaching on a daily basis." (p. 72)

	• **Frequent Monitoring of Teaching and Learning:** A steady cycle of different assessments identify students who need help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs. (p. 86)
Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data	**Related Characteristic(s)**
• **P5-IID08: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.** • **P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.** • P5-IID04: Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. • P5-IID06: The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups). • P5-IID11: Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).	• **Clear and Shared Focus:** School leadership and stakeholders use collaborative processes to analyze data and target one or two areas as school goals and then build consensus around them. High-performing schools succeed in establishing shared, data-driven goals, which resonate with the stakeholders. (p. 28) • **Frequent Monitoring of Teaching and Learning:** Classroom and school practices are modified based on data from the collections of evidence of student learning. Assessment results are also used to focus and improve instructional programs. (p. 86) • **High Levels of Collaboration and Communication**: Looking at student work is a strategy that both promotes and depends on effective collaboration and communication to improve student learning. (p. 58) • **Curriculum, Instruction, and Assessment Aligned with State Standards:** Teachers use data from a variety of assessments to guide individual students' further learning and to adjust teaching. (p. 79) • **Relationship among Nine Characteristics:** School improvement is a continuous cycle of data gathering and analysis, study and consideration, action and reflection, then, repeating the steps. This cycle is essentially action research or an inquiry approach. (p. 16)
Principle 6: Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.	**Related Characteristic(s)**
• **P6-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them.** • **P6-IIIC16: The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).** • P6-IIIC01: All school staff members demonstrate an understanding of community cultures, customs, and values and model a respect for them. • P6-IIIC04: All teachers model, teach and reinforce social and emotional competencies.	**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. (p. 107) • School climate and culture are characterized by reasonable expectations for behavior, consistent and fair application of rules and regulation, and caring responsive relationships among adults and students. (p. 107) • School-wide support and intervention programs can personalize students' academic support, "catching" unsuccessful students before they fall too far behind. (p. 109) • Culturally responsive pedagogy is crucial to creating positive classroom environments and effective classroom management. Culturally responsive pedagogy requires "that teachers understand the views and learning preferences children may bring to school, including...how students communicate in their communities." (p. 112)

Principle 7: Provide ongoing mechanisms for family and community engagement.	Related Characteristic(s)
• **P7-IVA01: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations.** • **P7-IVA02: The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families) and students.** • **P7-IVA04: The school's Compact includes responsibilities (expectations) that communicate what parents (Families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).** • **P7-IVA13: The LEA (district)/School has engaged parents and community in transformation process.** • P7-IVA05: The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). • P7-IVA08: Professional development programs for teachers include assistance in working effectively with parents (families and communities).	• **Clear and Shared Focus:** The inclusion of all stakeholder groups is critical to increase ownership of the vision and focus. (p. 35) • **High Standards and Expectations for All Students**: Teachers' knowledge of how to incorporate cultures, experiences, and needs of their students into their teaching significantly influences what students learn and quality of learning opportunities. (p. 34) • **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. (p. 119) • **High Level of Family and Community Involvement:** o Family involvement is more than a school program. It is a way of thinking and doing that recognizes the central role that families play in their children's education and the power of working together. (p. 119) o The responsibility for initiating partnerships lies primarily with the staffs of schools and districts. Research indicates that "the strongest and most consistent predictors of parent involvement at school and home are the specific school programs and teacher practices that encourage and guide parent involvement." (p. 120) • **High Levels of Collaboration and Communication:** o Student learning is enhanced when schools, families, and communities share goals, demonstrate mutual respect and trust, and join in partnerships to promote the well-being of students. o Schools and districts engage families and communities in supporting student learning, making important decisions about students and schools, and sharing in the hard work of school improvement. (p. 59)

Appendix D: Current Level of Development-School

Directions: Leadership Team members and other stakeholders use the *Current Level of Development Review* to assess their school's progress with respect to each School-Level Expected Indicator (Column 1). These Expected Indicators align directly with the seven Student and School Success Principles, also known as "turnaround principles" in federal ESEA Guidance.

Steps in the process include:
Step 1: Teams read the Indicator and review the research-based descriptors (Column 2 - Wise Ways).
Step 2: Teams then assess the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation (Column 3).
Step 3: Teams note reasons and evidence for this assessment in Column 4; each team should consider both practices listed in Column 2 and other practices implemented by the school that align with the Indicator.
Step 4: The facilitator leads the team in a consensus-building activity to
Identify a common assessment of the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation) and
Develop their narrative with evidence describing the agreed-upon Current Level of Development.
Step 5: The Leadership Team uses this information to assess each Expected Indicator on Indistar® and to support creating the Student and School Success Action Plan.

Note. Column 2 includes *suggested* research-based best practices for each Expected Indicator; these are taken from the "Wise Ways" research documents found on the Indistar tool. Lists in Column 2 are not intended to serve as a "menu" that includes all possible research-based best practices for each Expected Indicator. Rather, school teams are encouraged to consider both the practices listed in Column 2 as well as evidence of other research-based practices when describing their current level of development (Column 4). Moreover, schools are NOT expected to implement *each* research-based practice listed in Column 2 for every Expected Indicator. Rather, school teams should consider the full range of research-based practices that support the Indicator when assessing their school's current level of development and creating their school's Student and School Success Action Plan.

Column 1 School-Level Expected Indicators	Column 2 *Suggested* Research-Based Best Practices for Expected Indicators (Includes research from Indistar® "Wise Ways" and other research)	Column 3 Current Level of Development	Column 4 Comments
Principle 1: Provide strong leadership.			
P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.	The Principal (and other administrators): • Keep their focus on central objective of school: improved student learning. • Set climate of high expectations for achievement for all students. • Show importance of strengthening instruction aligned to standards, curriculum, and assessment. • Use data to guide decisions. • Lead the effort and are constantly vigilant toward targeted measurable goals. • Serve as instructional leaders who are highly visible across the school and in classrooms, monitor teaching closely, and model good teaching practice.	O **No Development** O **Limited development** O **Full Implementation**	
Principle 2: Ensure that teachers are effective and able to improve instruction.			
P2-IF11: Professional development is aligned with identified needs based on staff evaluation and student performance.	Professional Development: • Aligns with the staff evaluation system. • Is guided by formative teacher evaluation data and formative and summative student assessment data. • Provides opportunity for teachers to be involved and deliver PD. • Is monitored to see extent of changes in instructional practice and to see if goals for professional learning are met. • Ensures regular, detailed feedback from instructional leaders to teachers to help them continually grow and improve their professional practice. • Is based on strategies supported by rigorous research. • Aligns with state and district standards, assessments, and goals. • Incorporates principles of adult learning into professional development activities. • Facilitates active learning and provides sustained implementation support.	O **No Development** O **Limited development** O **Full Implementation**	
P2-IF12: School provides all staff high-quality, ongoing, job-embedded, differentiated professional development.	Professional learning increasing educator effectiveness and results for all students: • Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. • Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. • Requires prioritizing, monitoring, and coordinating resources for educator learning. • Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. • Integrates theories, research, models of human learning to achieve its intended outcomes. • Applies research on change and sustains support for implementation of professional learning for long term change. • Aligns outcomes with educator performance and student curriculum standards.	O **No Development** O **Limited development** O **Full Implementation**	

P2-IF14: The school sets goals for Professional Development and monitors the extent to which staff has changed practice	Professional development: • Is standards-based, results-driven, and job embedded. • Includes peer observation, mentoring, whole faculty or team/department study groups, shared analysis of student work, teacher self-assessment and goal-setting. • Is collaborative and differentiated. • Aligns with the staff evaluation system. • Is guided by formative teacher evaluation data and formative and summative student assessment data. • Provides opportunity for teachers to be involved and deliver PD. • Is monitored to see extent of changes in instructional practice. • Focuses on developing deeper understanding of community served by the school; subject-specific pedagogical knowledge, and leadership capacity. • Creates a professional development learning community that fosters a school culture of continuous learning. • Promotes a culture in which professional collaboration is valued and emphasized. • Ensures that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them continually grow and improve their professional practice.	O **No Development** O **Limited development** O **Full Implementation**	
Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.			

P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.	The Leadership Team and teachers:
	• Implemented strategies to extend learning time:
	  o Transformed time structure during school day (block scheduling, reduced time spent in elective classes, guided study halls with additional teacher support, student advisories);
	  o Extended school day (additional time spent in core classes, transition programs, credit recovery classes, community partnerships with internships); and/or
	  o Extended or altered the school year (year-round school with increased learning time, summer programs, transition programs, and interim 3-week terms for credit recovery, extended learning).
	• Ensure that the students who need the most support are given more instructional opportunities.
	• Have buy-in for extended school days from parents, teachers, students, and the community and receives funds to support extended learning time.
	• Implement professional development to ensure that teachers use extra time effectively.
	• Create local partnerships with businesses, organizations, etc., to support the extended time initiative.
	• Monitor progress of the extended learning time initiative.
		O **No Development**
		O **Limited development**
		O **Full Implementation**	

Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.			
P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.	The Leadership Team and teachers: • Implemented strategies to extend learning time: o Transformed time structure during school day (block scheduling, reduced time spent in elective classes, guided study halls with additional teacher support, student advisories); o Extended school day (additional time spent in core classes, transition programs, credit recovery classes, community partnerships with internships); and/or o Extended or altered the school year (year-round school with increased learning time, summer programs, transition programs, and interim 3-week terms for credit recovery, extended learning). • Ensure that the students who need the most support are given more instructional opportunities. • Have buy-in for extended school days from parents, teachers, students, and the community and receives funds to support extended learning time. • Implement professional development to ensure that teachers use extra time effectively. • Create local partnerships with businesses, organizations, etc., to support the extended time initiative. • Monitor progress of the extended learning time initiative.	O **No Development** O **Limited development** O **Full Implementation**	
Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.			
P4-IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	Instructional Teams: • Organize the curriculum into unit plans that guide instruction for all students and for each student; unit plans assure that students master standards-based objectives and also provide opportunities for enhanced learning. • Determine the concepts, principles, and skills that will be covered within the unit. • Identify the standards/benchmarks that apply to the grade level and unit topic. • Develop all objectives that clearly align to the selected standards/benchmarks. • Arrange the objectives in sequential order. • Determine the best objective descriptors. • Consider the most appropriate elements for mastery and constructs criteria for mastery. • Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. • Include special educators to increase capacity for developing effective structures and conditions to support system-wide continuous improvement of teaching and learning for all students with disabilities. • Include ELL educators to support development of curricula to address the linguistic needs of ELLs; members of instructional teams must be encouraged to collaborate across program and content areas to design and implement instruction that is aligned to both content and English language proficiency standards.	O **No Development** O **Limited development** O **Full Implementation**	

P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.	• Learning activities (assignments given to each student) are targeted to that student's level of mastery, and align with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit post-test. • Instructional Team's unit plans: o Include a description of each leveled and differentiated learning activity, the standards-based objectives associated with it, and criteria for mastery; o Differentiate learning activities among various modes of instruction – whole-class instruction, independent work, small-group and center-based activities, and homework; and o Include activity instructions that provide the detail that enables any teacher to use the learning activity, and serve as a means of explaining the activity to students. • When not teaching whole class, all teachers individualize instruction by drawing from the learning plan grids for the unit to create Student Learning Plans to guide each student's activities. • All teachers make appropriate modifications in planning and implementing instruction based on variety of data for English language learners to allow for variations in time allocation, task assignments, and modes of teacher communication and student response. • All teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners, including students with disabilities.	O **No Development** O **Limited development** **1. Full Implementation**	
P4-IIA03: The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.	The School Leadership Team: • Looks at school-level data, disaggregated by student groups and by grade and subject areas, to make decisions about improvements to the core instructional program. Student performance data are typically disaggregated by sub-groups. • Periodically reviews data on student performance, curriculum, and actual instructional practice to make decisions about the core instructional program. • Looks at data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students. • Collects and reviews data, and plans and implements strategies to change professional behavior or instructional practices in order to change outcomes for students. • Monitors programs to ensure that all students have adequate opportunity to learn rigorous content in all academic subjects.	O **No Development** O **Limited development** O **Full Implementation**	
Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data			
P5-IID08: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	Instructional Teams: • Use data to examine connections between the aligned curriculum, the taught curriculum, the most efficacious instructional strategies, and mastery evidenced by individual student. • Meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible. • Need time for two purposes: (a) meetings for maintaining communication and organization the work, operating with agendas, minutes and focus (45 min twice per month); and (b) curricular and instructional planning (block of 4-6 hours monthly).	O **No Development** O **Limited development** O **Full Implementation**	

	• Use student learning data to improve instruction by informing teachers of the need to change or improve teaching strategies to meet the needs of students with disabilities. • Use multiple assessments to measure English language learners' progress in achieving academic standards, and in attaining English proficiency.		
P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.	To support teachers, leadership, and instructional teams, Districts: • Develop a data system or adopt an available data system that enables analysis of student outcomes at multiple levels. • Develop a district-wide plan for collecting, interpreting, and using data. • Dedicate time and develop structures for district schools and teachers to use data to alter instruction. • Train teachers and principals in how to interpret and use data to change instruction. • Use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district. • Conduct deep analysis to determine areas in need of improvement. The School Leadership and Instructional Teams: • Identify which students are at risk for difficulties with certain subjects, such as math or reading, and provide more intense instruction to students identified as at risk. • Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services toward critical academic outcomes • Use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding. • Collect instructional data to alter strategies; this includes teacher evaluation, classroom observations and feedback, examining lesson plans, self-assessments, portfolio assessments, and review of student work samples. • Provide Performance-based student assessments to validate and monitor the growth of all students and the success of curriculum and instructional programs. • Ensure teacher study groups examine instructional practice data using a protocol (e.g., Debrief, Discuss the Focus Research Concept, Compare Research with Practice, Plan Collaboratively, and Make an Assignment). • Provide coaching support for collaborative use of instructional practice data.	O **No Development** O **Limited development** O **Full Implementation**	
Principle 6: Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.			
P6-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them.	All teachers: • Accept responsibility for teaching their students, believe that students are capable of learning, re-teach if necessary, and alter materials as needed. • Allocate most of their available time to instruction, not non-academic activities, and learning activities are carefully aligned to standards. • Organize their learning environments and use group management approaches effectively to maximize time students spend engaged in lessons.	O **No Development** O **Limited development** O **Full Implementation**	

	• Move through the curriculum rapidly but in small steps that minimize student frustration and allow continuous progress. • Actively instruct, demonstrating skills, explaining concepts, conducting participatory activities, reviewing when necessary; teach their students rather than expecting them to learn mostly from curriculum materials; and emphasize concepts and understanding. • Provide opportunities for students to practice and apply learning, monitor each student's progress, and provide feedback and remedial instruction as needed, making sure students achieve mastery. • Maintain pleasant, friendly classrooms; seen as enthusiastic, supportive instructors. • Consistently reinforce classroom rules and procedures.		
P6-IIIC16: The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being)	The Leadership Team: • Focuses on a school vision for a learning environment that is emotionally safe and conducive to learning. • Promotes a positive school climate that is positive, caring, supportive, respectful of all learners, and includes norms, values, and high expectations for all students that support people feeling emotionally and physically safe. • Establishes rules and procedures with appropriate consequences for violations, as well as programs that teach self-discipline and responsibility to all students. • Ensures a physical environment that is welcoming and conducive to learning; a social environment that promotes communication and interaction; an affective environment that promotes a sense of belonging and self-esteem; and an academic environment that promotes learning and self-fulfillment. •	O **No Development** O **Limited development** O **Full Implementation**	
Principle 7: Provide ongoing mechanisms for family and community engagement.			
P7-IVA02: The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annual distributed and frequently communicated to teachers, school personnel, parents (families) and students.	The Leadership Team: • Promotes connections among teachers, staff, and students that form the web of a *community* of the school. • Promotes relationships among the people intimately attached to a school—students, their teachers, families of students, school's staff, and active volunteers. • Communicates the school community's purpose, what they value in the education of their children, and everyone's role in getting the job done. • Provides opportunities for members of the school community to communicate about these values, the expectations they have of one another, the roles they play, and the progress they are making, educating themselves and one another to perform their roles more competently; and associating with one another to strengthen relationships and amplify effects of individual contributions to children's learning and personal development. • Ensures documents are available in the language of their students' families. • Provides opportunity for parents and teachers to develop new skills to bridge language, cultural, economic, and social barriers and to build trust between home and school.	O **No Development** O **Limited development** O **Full Implementation**	
P7-IVA04: The school's Compact includes responsibilities (expectations)	The Leadership Team: • Helps parents fully engage in the learning lives of their children by building connection between the school and the home built upon a common purpose, communication, education, and	O **No Development** O **Limited development**	

that communicate what parents (Families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).	association. • Communicates the school community's purpose, what they value in the education of their children, and everyone's role in getting the job done. • Provides opportunities for members of the school community to communicate about these values, the expectations they have of one another, the roles they play, and the progress they are making, educating themselves and one another to perform their roles more competently; and associating with one another to strengthen their relationships and amplify the effects of their individual contributions to children's learning and personal development.	O **Full Implementation**	
P7-IVA01: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations.	The Leadership Team: • Shares leadership with parents in order to boost school improvement. • Engages a School Community Council that unites efforts of parents, teachers, and students to look at the connections between the school and the families it serves and to make recommendations for strengthening the School Improvement Plan's emphasis on family school connections. • Enlists the support and assistance of the parent organization and faculty to carry out activities of the School Community Council. • Nurtures parent leadership for a variety of purposes: deciding, organizing, engaging, educating, and advocating and connecting. • Uses a variety of mechanisms to engage parents in demographic decision-making: school councils and committees, parent or parent-teacher associations, school action teams for planning and research, including an action team for partnerships, and parent-school compacts or contracts.	O **No Development** O **Limited development** O **Full Implementation**	
P7-IVA13: The LEA/School has engaged parents and community in the transformation process.	To support leadership, teachers, parents, and communities, the District: • Ensures each community-oriented school has a strong academic program at its core, with all other services complementing the central academic mission. • Asks each partnering organization to designate an employee at each school site to operate as a contract point between the school, organization, students, families, and community members, with the goal of creating sustainable and effective partnerships. • Develops joint financing of facilities and programs by school districts, the local government, and community agencies. The School Leadership Team: • Ensures that all staff members are willing to collaborate with outside organizations and are provided with training to do so effectively. • Involves parents, community members, school staff, and other stakeholders in planning for services to be offered at the school site. • Integrates in- and out-of-school time learning with aligned standards. • Incorporates the community into the curriculum as a resource for leaning, including service learning, place-based education, and other strategies. • Conducts quality evaluations regularly, including data collected from all stakeholders, to determine strengths and weaknesses of services and programs offered to create a continuous cycle of improvement.	O **No Development** O **Limited development** O **Full Implementation**	

Appendix E: Current Level of Development-District

Directions: District Leadership Team members and other stakeholders use the *Current Level of Development Review* to assess their district's progress with respect to each District-Level Expected Indicator (Column 1). These Expected Indicators align directly with the Student and School Success Principles, also known as "turnaround principles" in federal ESEA Guidance.

Steps in the process include:
Step 1: Teams read the Indicator and review the research-based descriptors (Column 2 – includes Wise Ways and other research).
Step 2: Teams identify evidence that can be used to show the district's progress with the indicator. Column 3 provides examples of evidence for teams to consider; team members list additional evidence in Column 3. **Note. District teams are not required to submit each "sample" evidence listed in Column 3. Rather, teams will identify relevant evidence supporting their implementation of the Expected Indicator and upload that evidence in Indistar®.**
Step 3: Next, each team member assesses the Current Level of Development in Column 4 (i.e., *No Development or Implementation, Limited Development or Implementation,* or *Full Implementation*). **The assessment should reflect current thinking about where the district stands with respect to attributes of central office transformation, as best team members understand them now.**
Step 4: The facilitator leads the team in a consensus-building activity to:
Identify a common assessment of the Current Level of Development (i.e., *No Development or Implementation, Limited Development or Implementation,* or *Full Implementation*) and
Develop its narrative with evidence describing the agreed-upon Current Level of Development. Teams consider practices listed in Column 2, other practices implemented by the district that align with the Indicator, and evidence listed in Column 3 when developing their narrative.
Step 5: The Leadership Team uses this information to assess each Expected Indicator on Indistar and to support creating the Student and School Success Action Plan.

Note: Column 2 includes ***suggested*** research-based best practices for each Expected Indicator; these are informed by the "Wise Ways" research documents found on the Indistar® tool and other research. Lists in Column 2 are **not intended to serve as a "menu"** that includes all possible research-based best practices for each Expected Indicator. Rather, district teams are encouraged to consider both the practices listed in Column 2 as well as evidence of other research-based practices when describing their current level of development (Column 4). Moreover, districts are **not expected to implement *each* research-based practice** listed in Column 2 for every Expected Indicator. Rather, teams consider the full range of research-based practices, as well as school- and district-level data, when assessing their district's current level of development and creating their District-Level Plan on Indistar®.

Principle 1: Provide strong leadership.			
P1-A: The district reviews capacity of principals in schools required to Implement turnaround plans and determines whether an existing principal has the necessary competencies to lead the turnaround effort.	• District considerations for retaining/selecting principal to lead effort: o Turnaround leadership requires different competencies than managing a good school. o Principals fairly new to the school who demonstrate strong change leadership may be ideal for continuing to lead the school. o Changing principals signals need for dramatic improvement. • District considers competencies for turnaround principals when reviewing capacity of principal/selecting new principals: o Driving for results (achievement, initiative and persistence, monitoring and directiveness, planning ahead) o Influencing for results (impact and influence, team leadership, developing others) o Problem solving (analytical thinking, conceptual thinking) o Showing confidence to lead • District examines additional attributes o Analyzes data to identify high-priority problems that can be fixed quickly (quick wins) o Creates plans that clarify expectations and responsibilities o Concentrates on smaller number of changes that can be achieved quickly to provide impetus for the bigger changes to take place o Willing to deviate from "usual way we do business" o Leads staff to focus on student academic and social needs o Makes sure all stakeholders are aware of positive changes; helps those who doubt process to see progress	***Required Evidence for All Districts with Priority, Focus, and/or Emerging Schools: Principle I: Letter of Assurance showing that district reviewed the capacity of the current principal and determined if he/she has the competencies to lead turnaround effort*** ***Sample evidence:*** • Relevant board/district policies, procedures, and/or practices describing principal evaluation process • Evidence of competencies used to review capacity of principals expected to lead turnaround effort in challenged and low-achieving schools • Documentation showing how principal evaluation system, including district's chosen Leadership Framework, was used in decision-making ***Questions to consider:*** • What process does district use to evaluate and assign principles to its neediest schools? • How does district hold schools accountable for student learning and provide feedback to principals? • How does district communicate high expectations for adult performance, particularly around eliminating inequitable learning outcomes and the educator practices impacting those outcomes?	o **No Development** o **Limited development** o **Full Implementation**
P1-B: The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement.	• District recognizes that successful restructuring generally requires a new principal, most likely from outside the school; promoting someone from within the school is not necessarily the correct move, since he/she is already familiar with the school. • District empowers turnaround leaders to (a) concentrate on a few very important changes with big, fast payoffs, and (b) act to implement practices proven to work with previously low-achieving students. If these practices do not align with district policies, district and school leaders collaborate to identify next steps. • District supports principal actions contributing to success, including: o Communicates a positive vision of future school results o Collects and analyzes school and student performance data o Collaboratively creates an action plan based on data	***Sample evidence:*** • Relevant board/district policies, procedures, and/or practices for assigning principals to challenged and low-achieving schools • Documentation showing how district balances school-level autonomy/flexibility with accountability for increases in educator capacity and student learning • Collective Bargaining Agreement (CBA) • Memorandum of Understanding (MOU) ***Questions to consider:*** • What processes does district use to ensure leaders demonstrating turnaround competencies are assigned to its neediest schools?	o **No Development** o **Limited development** o **Full Implementation**

	o Helps staff understand challenges students face from the student's perspective o Gets key influencers in district/school to support major changes o Relentlessly pursues goals; measures and reports progress frequently and publicly o Funnels time and money into practices and strategies that get results; halts unsuccessful practices and strategies o Models, insists, endorses, and supports instructional or procedural change in the best interest of students • District collaborates with principal to establish process for balancing autonomy/flexibility and accountability for significant improvements in educator practice and student learning. District provides principal with reasonable flexibility to implement necessary changes, as well as ongoing support (e.g., with student data, funding, communications), and assistance. District holds school accountable for quick improvement and engaging stakeholders in the process. • District recognizes that reassignment of the whole staff is not usually needed; it is essential to have staff that support change. The district works closely with the educator association regarding assignment and transfer of highly effective teachers to challenged schools.	• How does district communicate high expectations for building educator capacity to close gaps and eliminate inequities in student outcomes? • What processes does district use to ensure principal and school-level autonomy/flexibility within a districtwide framework of accountability for increased student achievement? • How does district assign and support central office leaders to facilitate growth of principals as instructional leaders? • How are these central office leaders held accountable for helping principals grow as instructional leaders?	
P1-C: District examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas.	• District gives turnaround principals flexibility and reasonable latitude to change course (e.g., staff changes and changes in school schedule). • District recognizes that greater autonomy brings close district oversight of the progress of turnaround effort. • District and school leadership collaborate and agree on decision-making powers granted principal and school's Leadership Team. Autonomy/flexibility is balanced by accountability for significant changes in educator practice and student learning. • Focus of school efforts toward district goals is nonnegotiable; district determines and clearly communicates to school personnel: o Process to review district policies, procedures, and practices related to school-level decision making and principal authority o Reasonable latitude provided to turnaround principals as compared to other school principals in the district o Information considered by district in granting greater authority to turnaround principals • District recognizes that if change made due to increased freedom or flexibility is not showing gains or improvement, then that change must be revised or eliminated. District judges success by measuring outcomes and tracking results. • District collaborates with principal and school to determine timeline for creating, implementing, and monitoring school improvement	***Sample evidence:*** • Relevant board/district policies, procedures, and/or practices • Evidence showing student and school success office and/or assignment of school improvement/turnaround specialist to support challenged and low-achieving schools • Documentation showing how district balances school-level autonomy/flexibility and accountability (including types of data used to determine increases in educator capacity and student learning) • Evidence of alignment between district and school goals ***Questions to consider:*** • How does district establish parameters for school-level autonomy/flexibility within a districtwide context of accountability for improved educator practice and student learning? • How does district maintain pressure for improved student learning while providing school-level autonomy/flexibility? • How does district enable schools to set goals within the context of district vision, strategic plan, and goals?	O **No Development** O **Limited development** O **Full Implementation**

	plan, allowing sufficient time for leader to make substantial changes. District holds school to timeline, making adjustments as needed to ensure improved educator practice and increased student learning result from implementation of the school's plan. • District leaders understand urgency for rapid improvement for challenged schools.	• How does district differentiate expectations, supports, and services for individual schools – within context of district vision, priorities, and strategic plan? • How are different roles for central office and schools developed, communicated, and monitored?	
Principle 2: Ensure that teachers are effective and able to improve instruction.			
P2-A: District policy and practices ensure highly qualified teachers are recruited, placed, and retained to support the transformation and turnaround efforts.	• Consistent with district/educator association agreements (e.g., CBA, MOU), district protects schools in greatest need of quality teachers from allowing ineffective teachers based on the district's chosen Instructional Framework and district policies, procedures, and practices from being assigned to or transferring into these schools. • District aggressively recruits talented teachers for turnaround schools, places high standards for the qualifications of teachers in these schools, and provides incentives for teachers who accept positions and succeed in transformation and turnaround schools. • District partners with local universities and colleges of education. • Consistent with district/educator association agreements (e.g., CBA, MOU), district implements some or all of the following to retain staff: o Provides professional development for teachers specifically based on data (e.g., classroom observations and walkthroughs, staff surveys) around school and individual needs. o Trains leaders to provide staff with support in instruction and discipline matters. o Provides opportunities for growth (e.g., career ladders). o Provides monetary or professional learning incentives (e.g., participation in educator conferences). o Includes induction or mentoring for new teachers in PD plan.	***Sample Evidence:*** • Relevant board/district policies, procedures, and/or practices • Documentation showing teacher certification levels for both district and challenged and low-achieving schools • CBA and/or MOU ***Questions to consider:*** • What processes does the district use to ensure highly qualified teachers are assigned to its neediest schools? • What competencies does the district consider when recruiting and placing teachers in its neediest schools? • How does district hold adults accountable for improving educator practice, closing opportunity and achievement gaps, and increasing student learning? • How does district demonstrate that its goals and initiatives, including central office changes, will lead to improvements in student learning?	o **No Development** o **Limited development** o **Full Implementation**
P2-B: The district has policies and practices in place that prevent ineffective teachers from transferring to schools required to implement turnaround plan.	• Consistent with district/educator association agreements (e.g., CBA, MOU), district ensures that the turnaround school is able to select and retain the teachers ready to perform. • District has policies, procedures, and/or practices in place that remove barriers to dismissing ineffective teachers. These include:: o Having high-quality evaluation systems in place o Creating a rigorous tenure procedure not based only on length of time served o Working with schools and teacher unions to create a process, and if needed a Memorandum of Understanding (MOU) or similar agreement, for removing chronically low-performing or ineffective teachers	***Sample evidence*** • Relevant board/district policies, procedures, and/or practices for teacher evaluation • CBA or MOU ***Questions to consider:*** • How does district ensure ineffective teachers are not assigned to its neediest schools? • What instructional competencies does district consider when assigning teachers and leaders? • How does district communicate its commitment to identify and address educator practices impacting inequities in student outcomes?	o **No Development** o **Limited development** o **Full Implementation**

P2-C: Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its Student and School Success Action Plan and evolving needs.	• District develops strong professional development (PD) programs anchored in district's chosen Leadership and Instructional Frameworks and research-based best practices. PD attributes follow. o PD content and focus emphasize depth over breadth. o PD choices are informed by student outcomes, classroom observations, school action plans, and district goals. o PD aligns to research-based best practices for sound instruction. • District provides training for principals in providing good feedback to teachers to improve instructional skills; training is consistent with district's chosen Leadership and Instructional Frameworks. • District implements the following to support job-embedded PD: o Makes continued learning a part of the teacher contract, memorandum of understanding, district's performance system and employment policies, school handbooks and policies, etc. o Offers incentives and supports for schools to provide and evaluate job-embedded PD opportunities for their teachers. o Helps principals to plan and support implementations and to monitor implementation through school walk-throughs. o Helps principals align teacher evaluation with job-embedded PD. o Helps principals provide teacher collaborative learning time. o Implements policies, procedures, and/or practices that allow teachers to advance as instructional leaders, master teachers, and job-embedded PD facilitators.	***Sample evidence*** • Relevant board/district policies, procedures, and/or practices for identifying instructional and leadership needs and delivering PD/TA consistent with chosen Leadership and Instructional Frameworks • Documentation showing allocation of resources to support PD/TA aligned with school improvement plans • Calendar with job- embedded professional development opportunities • Assignment of instructional coaches ***Questions to consider:*** • How does district build district- and school-level capacity to improve instruction and student learning? • How does district support school to deliver job-embedded PD aligned with its unique needs – within the context of district priorities and PD system? • How does district ensure PD reflects research-based practices? • How does district ensure coherence across PD and teaching and learning practices within school? Across district?	O **No Development** O **Limited development** O **Full Implementation**
Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.			
P3-A: The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles.	• District implements strategic plan that includes allocating resources to challenged schools and supporting expanded learning opportunities for students and staff. • District and school leaders make strategic resource allocation decisions in order to implement and sustain initiatives for expanded learning time (e.g., giving schools a fixed amount of funds for expanded learning time programs, allowing schools to design programs to fit their budgets). • District supports/facilitates school-level decision-making about who provides expanded time and how it is structured (i.e., increased classroom time in core academic subjects, increased time for enrichment activities, and/or increased time for targeted academic support). • District and school implement processes to assess effectiveness of extended learning programs for students and staff and to make	***Sample evidence:*** • Relevant board/district policies, procedures, and/or practices • District and school budgets and other evidence showing resources allocated to schools to support improvement plans (e.g., expanding student and staff learning time) • School's master schedule • CBA and/or MOU ***Questions to consider:*** • How does district allocate resources that support schools to redesign schedule to include additional time for student learning? For teacher collaboration? • How does district assess effectiveness of extended learning programs and strategies and make adjustments	O **No Development** O **Limited development** O **Full Implementation**

	adjustments as needed to improve their impact on educator practice and student learning.	to improve educator capacity and student learning? • How does district provide opportunities for peer support, collaboration, and professional learning communities?	
Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.			
P4-A: The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models.	District utilizes variety of sources when researching efficacy of school improvement models. District selects source that aligns with the unique needs of each school. Sample resources follow. • What Works Clearinghouse provides reports of rigorously screened research on programs in elementary and middle school mathematics, character education, dropout prevention, early childhood education, English language learning, and beginning reading. • Northwest Regional Educational Laboratory maintains a catalog of school reform models. • Northwest Center for Educational Accountability, a collaborative effort of University of Texas at Austin, Education Commission of the States, and Just for the Kids, includes a self-audit, the Best Practice Framework, for comparing instructional and organizational practices with those of consistently higher performing districts and schools.	• Annotated literature review of research-based programs, *e.g.,* multi-tiered student support system (RTI, PBIS) • Evidence showing alignment of curriculum with Common Core State Standards (CCSS) and other state standards ***Questions to consider:*** • How does district ensure school's instructional programs, practices, and models are research-based and rigorous? • How does district establish fidelity of school-level implementation of programs, practices and models? • How does district ensure its learning standards align with CCSS and other state standards, and assessments? • What are district processes for coordinating curriculum district-wide and for ensuring school-level curriculum aligns with CCSS and other state standards?	O **No Development** O **Limited development** O **Full Implementation**
P4-B: The district works with the school to provide early and intensive intervention for students not making progress.	• District ensures tight alignment between intervention and other aspects of instructional process. • District develops or adapts data system to ensure early and intensive intervention for students. Critical elements of this system follow: o Enables analysis of student outcomes at multiple levels. o Includes district-wide plan for collecting, interpreting, and using data. o Includes dedicated time and structures that support district, schools, and teachers to use data to alter instruction. o Includes training for teachers and principals in how to interpret and use data to change instruction. o Uses annual state testing performance data to evaluate the overall effectiveness of instructional services provided by district. o Conducts deep analysis to determine areas in need of improvement. • District develops and administers periodic benchmark assessments, analyzes results to establish instructional needs, and provides special services to students in need.	• District policies, procedures, and/or practices describing multi-tiered support system and how special services will be provided to students in need, including ELLs and students with disabilities • Early warning data system • Intervention specialists and instructional coach schedules • Master schedule with intervention time • District comprehensive assessment plan, including schedule for administering assessments and providing analysis of results to school for decision making ***Questions to consider:*** • How does district support school to effectively implement multi-tiered support system so students not making progress receive early, intensive interventions? • How does district use data to identify instructional needs and to provide special services to students in need? • How does district support and hold school accountable for providing early and intensive interventions for students not making progress?	O **No Development** O **Limited development** O **Full Implementation**

P4-C: The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives.	• District established a timeline to monitor the progress of each student (at least 3 times per year) and to allow teachers to make adjustments to instruction before it is too late. • District and school collaboratively set goals for instruction and achievement. District holds school accountable for these goals, monitors goals for achievement and instruction through a variety of assessment and other data, and uses its resources to support goals for achievement and instruction. • District determines the purpose of each type of assessments (i.e., summative, formative), the timing of the assessments, distribution of results, how quickly results will be available for teachers and administrators, and expected outcomes from collecting these data.	• District comprehensive assessment plan, including expected outcomes for collecting data and timeline for administering formative and summative assessments and providing analysis of results to school staff • Interim assessment plan and master assessment schedule, *e.g.,* Measures of Academic Progress, Smarter Balance, Dynamic Indicators of Basic Early Literacy Skills. • District learning goals at school and subgroup level ***Questions to consider:*** • How does district's assessment system ensure school monitors progress at least 3 times per year? • How does district support school to use variety of data to monitor progress, surface gaps, identify students for intervention, and make instructional decisions? •	O **No Development** O **Limited development** O **Full Implementation**
Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.			
P5-A: The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.	• District collects, organizes, and provides technology, training, and support for teachers and leaders to use a variety of formative and summative data to make instructional decisions at the school, classroom, and individual student levels. • District ensures effective integration and implementation of educational technology critical to making a difference in the academic achievement of all students. • District employs use of educational technology for collecting, reporting, and analyzing data as part of its overall coherent education approach.	• District technology plan describing system for providing student-level data to schools for decision making • Documentation describing how district PD supports staff to utilize data in making instructional decisions (e.g., district data systems, assignment of support staff) ***Questions to consider:*** • How does district train leaders and teachers to use multiple measures to identify students for intervention and to surface inequities that will inform continuous improvement planning and implementation? • How does district use data to monitor reform and change and to maintain pressure for improved learning? • How does the district provide opportunities for peer support and collaboration around use of data to inform instruction and continuous improvement?	O **No Development** O **Limited development** O **Full Implementation**
Principle 7: Provide ongoing mechanisms for family and community engagement.			
P7-A: The LEA/School has announced changes and anticipated actions publicly, communicated urgency of rapid improvement, and signaled the need for rapid change.	• District has developed a framework/strategic plan to describe how it will engage in rapid and sustainable improvement; plan articulates a set of variables and relationships among them. • District communicates need for rapid change to community and next steps in continuous improvement process, including steps to engage parents and community in the process.	• Family notification letter regarding school's designation as Priority, Focus, or Emerging and plan to address needs and engage parents/families in change effort • Family and community section of website with relevant information for parents, families, and community • District goals and/or strategic plan outlining strategies and initiatives for building educator and system capacity	O **No Development** O **Limited development** O **Full Implementation**

	• District has established systems, policies, and procedures to support effective implementation of the following: o **Core District Functions** including Management and Operations and Teaching and Learning. o **Improvement Capacities** consisting of district structures, policies, processes, and programs intentionally designed to improve overall organizational capacity and quality of instruction. o **Rapid Improvement Pathway** depicting how district initiates and sustains improvement efforts, including strategies used to cultivate improvement capacities and improve core functions.	***Questions to consider:*** • How do district and school communicate need for rapid change, improvement process used by school, and strategies to engage parents and community? • How does district use data to support stakeholders in understanding need for rapid change? • How does district communicate its commitment to hold adults in the school accountable for closing gaps, removing barriers to learning, and raising achievement?	
P7-B: The LEA/School has engaged parents and community in the transformation process.	• District supports schools to develop systems to address needs of whole child–physical, social, emotional, and academic–in order to create fulfilling environments and necessary conditions for learning. • District supports school in coordinating non-school community and family resources with existing school services. Co-locating these services at school can have a positive, synergistic effect on outcomes for students, families, schools, and communities. • District implements the following strategies to support school in building partnerships and increasing access to community: o Including municipal and civic leaders, community and faith-based organizations, and parent groups in schools reform and planning; maintaining regular communication with them. o Assisting school leaders to network with potential partners and to develop partnerships. o Providing PD for school leaders around effective collaboration. o Directing extra resources to support innovative partnerships between community partners and schools and allowing the kind of flexibility in policies that partnerships may require.	• Relevant board/district policies, procedures, and/or practices related to engaging families/community in district and school improvement and change efforts and developing and coordinating partnerships with community-based organizations • Documentation showing district allocation of resources that support schools to build partnerships with community-based organizations • Family and community section of website with calendar of family and community meetings • Agendas and minutes of family and community meetings ***Questions to consider:*** • How do district and school leaders engage stakeholders, (i.e., staff, union leadership, business leaders, families and community, in implementing reform initiatives? • How does district support school to build partnerships, access community resources, and coordinate community and family resources to support school-level efforts?	o **No Development** o **Limited development** o **Full Implementation**

Appendix F: Coaching Critique Instructions and Tool

Overview: Student and School Success Coaches conduct a laser-like review ("Coaching Critique") of their school's Student and School Success Action Plans three times per year (early fall, mid-winter, and end-of-year). Coaching Critiques provide a review of the overall plan itself. This review includes a formative and summative assessment or "check" of the work and progress of a school's Student and School Success Action Plan.

The critique focuses on **process** (e.g., monitoring and growing the plan in Indistar), **product** (e.g., plan shows all Expected indicators have been assessed), and **results** (e.g., closing achievement gaps, evidence of changes in instructional practice). The critique should be consistent with the Coaching Comments addressing the on-going work of the principal and leadership team, pertinent on-site coaching activities, and next steps.

Critiques require the coach to have specific knowledge of and engage in the school's initiatives and improvement efforts. Narratives are typically brief, descriptive paragraphs that include affirmations and probing questions. When appropriate, coaches cite specific Indicators (e.g., P4-IIIA07) in their narratives.
Coaching Critiques address the following categories:

- ✓ **Alignment with Action Plan requirements:** Entails a quick scan that (a) all 17 Expected Indicators have been assessed and (b) one "active" Expected Indicator resides under each principle. Also includes an assessment of implementation of each "active" Indicator and evidence submitted in support of the indicator and, as appropriate, instructions to the leadership team to revise/edit the plan to meet compliance expectations.
- ✓ **Use of Indistar platform for the school's continuous improvement process:** Reviews progress since previous submission and evidence that team is (a) monitoring the plan and tasks, and (b) growing the plan by adding and revising S.M.A.R.T. Goals and tasks and/or adding Indicators.
- ✓ **Alignment of Student and School Success Action Plan with actual work and progress in the school:** Assesses (a) alignment of actual work of school with Action Plan, and (b) changes in educator capacity and student learning resulting from effective implementation of strategies in the plan.
- ✓ **Alignment with Title I Schoolwide Plan (SWP) requirements (if applicable):** Entails scan that schools have met SWP requirements on Indistar®.

The table on the next page guides coaches as they craft their narratives. The first column describes the questions coaches address for each category. The second column includes attributes of effective critiques developed by Leadership Coaches, ESD Leads, and leaders in the Office of Student and School Success. Column 3 includes questions for reviewers to consider when assessing the critique.

Directions: Leaders and coaches in OSPI's Office of Student and School Success and others use the *Coaching Critique Review* to assess alignment of the narrative with the qualities of effectively written Coaching Critique narratives (Column 2 in table below).

- **Step 1:** Peruse the Coaching Critique, paying particular attention to suggested qualities of effectively written Coaching Critiques (Column 2).
- **Step 2:** Consider questions related to the identified category (Column 3) when assessing the Coaching Critique
- **Step 3:** Provide feedback and pose probing questions to prompt the coach's thinking, and hence actions, to build system, leadership, and instructional capacity essential for rapid and sustainable improvements in student learning. Reviewers are encouraged to consider both the attributes listed in Column 2 as well as other qualities when considering questions (Column 3) and making their assessment (Column 4).

Column 1 Coach Essential Questions	Column 2 Attributes of Effective Coaching Critiques	Column 3 Essential Questions for Reviewer	Column 4 Assessment
Critique Question #1: *Does Action Plan satisfy requirements?*	• Reviews plan to ensure: ✓ Team responded to feedback in 10.30.13 Critique. ✓ All Expected Indicators have been assessed. ✓ There is 1 "active" Expected Indicator per Principle. ✓ Goals are written in S.M.A.R.T. Goal format. ✓ Fully implemented Indicators address the following: ▪ How do you know this is happening? ▪ How do you know this is effective? ▪ What needs to be done to sustain this? ✓ Tasks are monitored as scheduled. ✓ Supporting evidence is included in Document Upload. • Provides affirmation and offers probing questions related to strength of plan. Notes requirements yet to be completed and offers support to Principal and team.	***Questions for the Reviewer to consider:*** • Does narrative address requirements for Student and School Success Action Plans? • Does narrative cite specific Indicators, goals, tasks, and/or submitted evidence? • How does coach use affirmations and probing questions to move improvement efforts forward?	O **Needs Improvement** O **Meets Expectations** O **Demonstrated Strength**
Reviewer Feedback:			
Critique Question #2: • *Are the Principal and team using a continuous improvement process that includes revisiting, revising, and growing their plan on Indistar®?* • *Do they view their plan as the platform to measure progress and reflect on their work?*	• Cites evidence (qualitative/quantitative) of the following: ✓ Work and progress since last plan submission. ✓ Ways that team is monitoring the plan in Indistar. ✓ Ways that team is growing the plan in	***Questions for the Reviewer to consider:*** • How does narrative support Principal and team to use Indistar® platform for action-planning and to monitor/revise plans as they move forward? • How do comments support Principal and team to implement initiatives and strategies with fidelity? How do comments support Principal and team to	O **Needs Improvement** O **Meets Expectations** O **Demonstrated Strength**

• *Does the plan contain evidence of the work and progress of the school over the last five months?* *What are the next steps for the team to consider?*	Indistar (e.g., adding/revising S.M.A.R.T. Goals). ✓ Ways that implementation of plan strategies is resulting in growth in educator capacity and student learning. • Notes if progress appears sufficient to meet the objective/task. • Identifies and encourages strategies to increase fidelity of implementation (e.g., to progress from "Installation" stage to "Initial Implementation"). • Explicitly addresses equitable and inequitable educator practices and gaps in student outcomes. Offers support to Principal and team to use Indistar® as platform for continuous improvement efforts.	engage in a continuous improvement process and to use variety of data for decision-making?	
Reviewer Feedback:			
Critique Question #3: • *How does the plan reflect the "real"/actual work and initiatives of the school this year (cite specifics)?* • *What other initiatives aligned with the Principles has the school implemented? How can the team incorporate evidence of this in the plan?* *What are the next steps for the Principal and team to consider?*	• Cites evidence of alignment of actual work of school with Student and School Success Action Plan. • As appropriate, cites specific school initiatives that are not included in the school's plan. • Asks probing questions and/or identifies next steps for Principal and team in order to align the plan with the actual work and initiatives of the school. Offers support for Principal and team to use Indistar® platform for creating, monitoring and revising plans aligned with the school's initiatives.	***Questions for the Reviewer to consider:*** • How do comments support Principal and team to use Indistar® platform for their continuous improvement process and to reflect the actual work of the school? • How does narrative reflect coach's specific knowledge of and engagement in school's improvement efforts and initiatives? Does the evidence in "Document Upload", accurately reflect the work of the school?	O **Needs Improvement** O **Meets Expectations** O **Demonstrated Strength**
Reviewer Feedback:			
Critique Question #4 (if applicable) *Does the plan satisfy requirements for Title I Schoolwide Plans SWP)?*	• Reviews plan to ensure: ✓ The webform reflects evidence uploaded in SWP folders in Indistar®. ✓ All required evidence has been uploaded for Components 1, 2, 3, 5, and 10 (by 2.28.14). ✓ S.M.A.R.T. Goals and tasks have been developed for Components 4, 6, 7, 8, and 9 (by 5.20.14).	***Questions for the Reviewer to consider:*** How do the comments support the Principal and team to use Indistar® to integrate their Title I Schoolwide Plan and Student and School Success Plan?	O **Needs Improvement** O **Meets Expectations** O **Demonstrated Strength**

	Notes requirements that have yet to be completed and offers support to Principal and team.		
Reviewer Feedback:			
Overall assessment of Coaching Critique narrative	• Celebrates, supports, and/or nudges, applying "pressure" for plan implementation. • Cites specific Indicators, S.M.A.R.T. Goals, and tasks. • Notes specific evidence that the plan is being implemented with fidelity and that expected outcomes are coming to fruition. • Includes timely, respectful, clearly written statements. • Poses probing questions and wonderings that prompt focus for a "next steps" discussion for the leadership teams. • Explicitly addresses equitable and inequitable practices, learning outcomes. Provides suggestions for next steps and offers support to Principal and team.	***Questions for the Reviewer to consider:*** • How does the narrative balance support and pressure to move improvement efforts toward identified goals? • What evidence of implementation and impact of S.M.A.R.T. Goals and tasks is cited to support the narrative? • How does the narrative reflect the coach's specific knowledge of and engagement in the school's initiatives and improvement efforts? How do questions posed support Principal and team to surface and address gaps and inequities in student learning outcomes and educator practices?	O **Needs Improvement** O **Meets Expectations** O **Demonstrated Strength**
Reviewer Feedback:			

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2013

Academic Performance Audit for Required Action Districts

Morton Junior and Senior High

Morton School District - DRAFT

March 25 and 27, 2014

Academic Performance Audit For Required Action Districts

Prepared by

BAKER ▪ EVALUATION ▪ RESEARCH ▪ CONSULTING

The BERC Group, under contract, for
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Morton Junior and Senior High School
Academic Performance Audit

Introduction

In 2011, Morton School District (MSD) was identified as a Required Action District (RAD). As part of the application process, The BERC Group, Inc. conducted a School and Classroom Practices Study (SCPS) at Morton Junior Senior High School (MJSHS). Findings identified in the initial report were used to complete the Required Action District application and were incorporated into the ongoing implementation of improvement goals and action plans at the school and district levels.

This report is a follow-up to the Baseline Report and the Year 1 and Year 2 reports, highlighting changes the school and district have made over the last three years related to the School Improvement Grant (SIG). Evaluators repeated the data collection process used for the previous reports. The findings in this report are based on information gathered from the following sources:

1) a review of changes in district level practices and policies to support an intervention model;
2) a classroom observation study focusing on instructional practices within the school;
3) qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's Nine Characteristics of High Performing Schools;
4) surveys of school staff, students, and parents[1]; and
5) high school outcomes data.

Evaluators obtained information during a site visit on March 25 and 27, 2014. Approximately 55 people, including district and building administrators, certificated and non-certificated staff members, coaches, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 10 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district, including school improvement plans, school newsletters, professional development schedules, student achievement data, and additional school documents.

The following section describes the federal intervention model Morton School District and Morton Junior Senior High School chose to adopt. This section also includes a comparative overview of the district findings from all SCPS studies, a description of the support provided to the school by the district, and a summary of the changes made at the school level. Subsequent sections of the report offer a detailed review of the school's alignment to the *Nine Characteristics of High Performing Schools* based on classroom observations and interviews and

[1] In 2013, staff surveys were administered and analyzed by The Center for Educational Effectiveness (CEE) using a hybrid survey, which included items from the Educational Effectiveness Survey™ (EES) and the OSPI *Nine Characteristics of Highly Effective Schools* survey. In 2014, surveys of school staff were administered and analyzed by CEE using the EES. Previous staff surveys (2011 and 2012) were administered and analyzed by The BERC Group using the OSPI *Nine Characteristics of Highly Effective Schools* survey. All student and family surveys were administered and analyzed by The BERC Group from 2011 to 2013 using the OSPI *Nine Characteristics of Highly Effective Schools* survey.

focus groups, and survey data. Under each of the *Nine Characteristics* indicators, the report will highlight how the school has addressed issues brought to light in the initial study.

Required Action Districts

As required by state legislation (SB 6696/RCW 28A.657.030), the State Board of Education (SBE) can designate districts as Required Action Districts (RADs) if the district has at least one school that: a) is identified in the bottom 5% (Title 1 or Title 1 eligible) of the persistently lowest-achieving school list; b) did not volunteer for or receive SIG support in 2010; and c) whose summative assessment results are less than the state average on combined reading and mathematics proficiency in the past three years. Required Action Districts will receive funds targeted to make lasting gains in student achievement and must follow School Improvement Grant (SIG) requirements and SB 6696 by:

- selecting and implementing one of the four federal intervention models, which are described below;
- creating a local application and planning documents for improvement *with input from stakeholders;*
- allowing for the opening of any collective bargaining approved after June 10, 2010 if necessary to meet requirements of this academic performance audit.

Implementation of the Intervention Model

In an effort to improve education and educational opportunities across the nation, the federal government provided funding for School Improvement Grants to support the lowest performing districts and schools. Schools and districts accepting SIG money chose from among four federally defined intervention models for their lowest performing schools: *Closure*, *Restart*, *Turnaround*, and *Transformation*. The school closure model refers to a district closing a school and enrolling the students who attended the school in other higher-achieving schools in the district. The restart model occurs when a district converts the school or closes and reopens it under management of an educational management organization (EMO). The turnaround model includes replacing the principal and rehiring no more than 50% of the school's staff, adopting a new governance structure, and implementing a research-based instructional program aligned to state standards. The transformation model requires replacing the school principal addresses four areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.

Morton School District and Morton Junior Senior High School chose to adopt and implement the *Transformation* model. The table in Appendix A of this report describes the specific requirements for the transformation model in more detail and shows a comparison of rankings for each requirement from each of the studies.

District Level Findings

District Overview

The district employs approximately 20 classroom teachers serving approximately 310 students attending either the elementary school (PK-6) or the junior senior high school (7-12). Two years

ago, the district reconfigured the grades, moving 6th grade down to the elementary school, which they had been planning to do prior to the grant. Morton Elementary School (MES) employs about 9 classroom teachers serving approximately 166 students. Morton Junior Senior High School (MJSHS) employs about 14 classroom teachers serving approximately 144 students. Teachers at Morton have an average experience of approximately 12 years and about half of the staff members have at least a Master's Degree2. Morton Elementary School was named an Emerging Priority School last year. Last year, the superintendent, welcomed the new designation at the elementary school and took it as an opportunity for the district to focus on improving academics and behavior PK-12.

Over the last two years, the junior senior high school experienced significant staff changes. Last year the district hired four new staff members at the junior senior high school, and this year the district hired five more staff members. The superintendent hired these new staff members to replace teachers who left either for other jobs or for retirement. Last year, the superintendent hired a K-12 counselor, an English teacher, a math teacher, and a social studies teacher. This year the school has a new English/social studies teacher, a new Career and Technical Education (CTE) teacher, a new science teacher, a new Spanish teacher, and a new fitness and health teacher. One comment from a district leader reflects the challenge Morton and many other rural districts have in recruiting teachers. Talking specifically about the difficulty of finding a science teacher, one district leader shared:

> We posted the position and interviewed three people. We offered two people the job and both turned it down. We continued to look. I called every university in the Pacific Northwest, and we posted it nationwide. I was always on the phone to Education Service District (ESD) person, but we could not find anybody and then all of a sudden after Thanksgiving, we got application from a woman from the Bering Strait School District.

District leaders reported no changes in teaching staff this year at the elementary school level. In general, the elementary school has a more stable and veteran staff than the junior senior high school. When asked whether they now have the quality teaching and administrative staff they need, district leaders expressed that they are confident in the majority of staff, but continue to work with some personnel on increasing rigor in their classroom through lesson planning and on improving relationships with other staff members and with students. This year, the significant staffing changes were identified as one of the biggest challenges to improvement at the secondary level. One person shared, "Our biggest challenge is turnover of teachers. It is really hard on these students, and they notice. They are struggling with relationships." One of the biggest issues with the frequent teacher turnover is the need to catch new teachers up with training. This year, the district sent new teachers for training on Danielson and the new evaluation system. "We brought in Heather Knight to do our teacher training at this level for the new people, and we also ran a couple people through it again. She came four times from fall to late fall. She was really good. There was great engagement and interaction," shared one district leader.

Increasingly, Morton School District leaders are trying to extend improvement efforts PK-12. One way they are doing this is through Professional Learning Communities (PLCs), which district leaders cited as an area of accomplishment this year (P2-C). "I would say that the biggest area

[2] Data taken from OSPI – School Report Card on March 31, 2014 and is from the 2012-2013 school year.

we are looking at going forward is our PLC work," stated one person. "We did not get it started last year the way we wanted to, which was partly because we had such a big turnover. What we are trying to do right now is break up into PLC groups district-wide. The PLCs are focused on common assessments, standards-based grading, and creating common academic vocabulary." District and school leaders believe developing effective PLCs are critical for their efforts going forward and for sustaining the work over the last several years. Teachers are leading the PLCs and leaders believe this is developing leadership capacity.

Staff members throughout the district are engaged in a variety of training this year. This is the third year elementary school staff is working with a trainer from Lake Washington on standards-based grading. Additionally, several teachers went to Rochester School District for a visitation to investigate academic vocabulary, and these teachers shared their learnings with the whole staff. A trainer from the local ESD provided staff with PLC training this year, and the schools continued to use coaches to help them analyze data from the reading and math benchmark assessments (RBAs and MBAs). The majority of staff members are attending Common Core State Standards (CCSS) training at the ESD in August (P3-A). The district continues to employ a part-time instructional coach. This year, the instructional coach is leading peer instructional rounds focused on higher level questioning. One person explained:

> Basically, what we do is have the observers write down the questions and determine what level of question it is. [The instructional coach] meets with the teachers afterwards. . . for some of them he is affirming what they are doing with questioning and for some he is trying to get them to ask more of those types of questions. The goal for all elementary school staff is to incorporate at least four higher-level questions in each lesson. They have been told many times to script out questions. Some do a good job and some we are still working on.

Sheila Chaney, a consultant from the ESD completed a review of the district's Response to Intervention system this year, which resulted in a report for each of the schools. "We are now having 4 to 5 people attend training with the assistant superintendent from Richland School District," reported one person. "We knew we need to improve on Tier 3 interventions. It is a learning process. We are going to the ESD for the trainings and are with four other districts." The elementary school also has "some additional people getting training on PBIS (Positive Behavioral Interventions and Support)" and the principal reported, "About three-quarters of the staff is trained on it now."

The district continues to have a leadership team called the MERIT Team, consisting of the two building principals, the superintendent, a technical assistance contractor from the Educational Service District (ESD), a student and school success coach from OSPI, and the district-wide instructional coach. This group meets almost every Wednesday. According to district and school leaders, the focus for improvement continues to be "academics and behavior." To support these goals, the district also has a District Instructional Leadership Team (DILT) and each school has a Behavior Leadership Team (BLT). The creation of these leadership structures is one of the biggest accomplishments made in the district since the beginning of the RAD grant.

The school and district personnel are currently focused on sustainability planning. At the time of the study, district leaders believe the weekly early release time will continue. The early release time will shorten from one hour and 30 minutes to one hour and 19 minutes. The junior senior

high school will not be able to offer extended learning time for students (EnCore period) next year, and personnel are deciding how they can continue to support students during the school day. The superintendent is planning to request additional funds from the state to support having a Technical Assistance Contractor from the ESD and to support some of the important training they are undertaking, such as the work with a reading and math coach, training on the evaluation system, and to support having a Dean of Students for a few periods a day at the junior senior high school. Recently, Morton School Board hired a new principal for the junior senior high school, who will also serve as the superintendent. District leaders and school personnel expressed concern about "whether one person can do this job" and believe "he is going to need some support." Another challenge for the district continues to be the lack of meaningful family and community engagement with school, although several interviewees think the new superintendent living in the community will be helpful for improving this area.

High School Outcomes Data

This section of the report summarizes analyses of high school course taking patterns, high school graduation rates, and college enrollment and persistence data.

Course Taking Patterns and College Eligibility. Researchers collected transcripts for all graduating students in 2008, 2009, 2010, 2011, 2012, and 2013 school years from Morton Junior Senior High School. A trained team of researchers, college admissions specialists, and school counselors analyzed a sample of transcripts each year to determine if the courses taken met the Washington State four-year college and university admission standards. Although there was some variation among colleges, the general requirements include:

- 4 years of English, which must include three years of literature
- 3 years of mathematics, which must include an introduction to trigonometry
- 3 years of social studies
- 2 years of science, which must include at least one year of laboratory science (two years of laboratory science was required in 2010)
- 2 years of foreign language
- 1 year of fine arts (required by some colleges)

Of the 2013 high school graduates, 47% took the requisite courses for admission to a Washington four-year college, meaning that about one-half of students graduating from Morton Junior Senior High School are eligible for four-year college admittance by Washington State HEC Board standards (see Figure 1). The percentage of students meeting college eligibility requirements has increased each year since 2010. Overall results indicate that Morton continues to make improvements in students becoming four-year college eligible; however, while the graduation requirements meet the state's minimum requirements for a high school diploma, requirements do not align with the colleges' admission requirements.

Students who failed to meet the requisite college preparation courses were most likely to lack the math, the foreign language, the science, or the social studies requisite credits (see Figure 2). There has been a fluctuation in the percentage of students meeting these requirements, but a higher percentage of students met the math requirement in 2013 compared to previous years. The percentage of students meeting requirements in foreign language, science, and social studies is low at about 50%. The percent of students meeting science requirements has

decreased since 2008. A review of graduation requirements shows that Morton Junior Senior High School students are not required to complete foreign language credits. In addition, while students are required to take 3.0 math credits, there is no minimum level, and many students take math classes at a standard less than that required for college admittance. Overall, these results show there is a gap between the diploma requirements and the requisite college preparation.

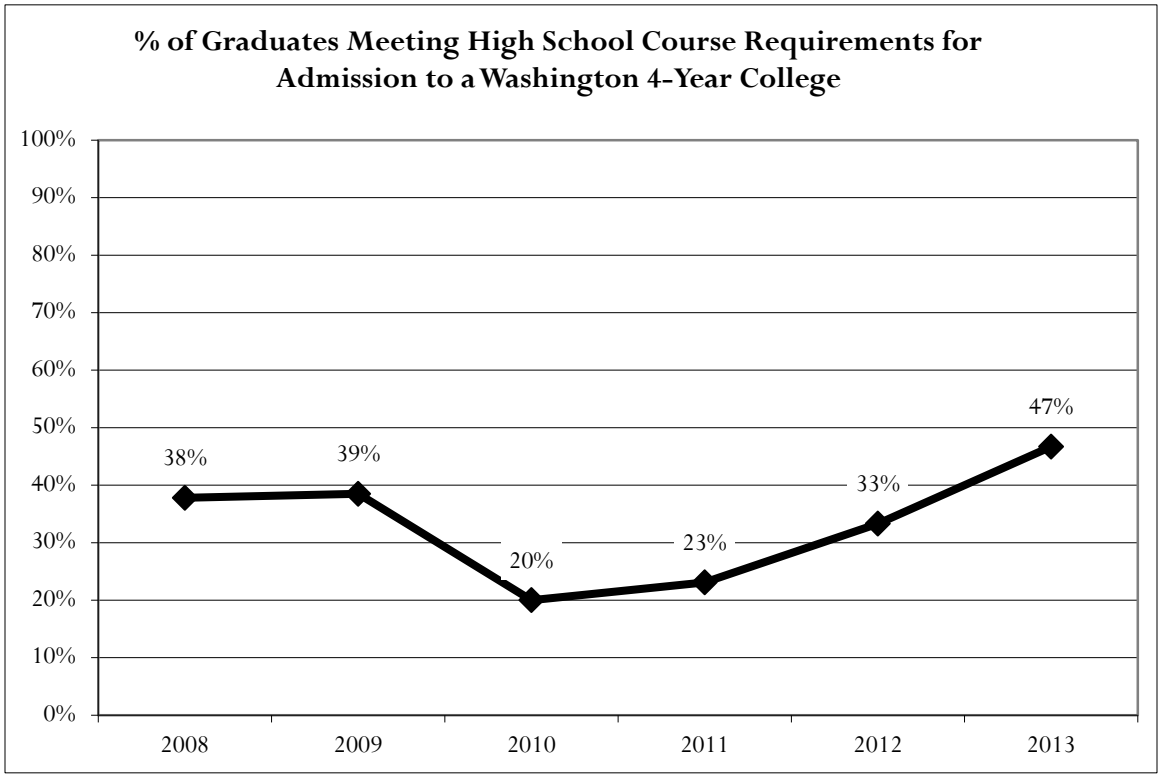


Figure 1. **Percent of Graduates Meeting High School Course Requirements for Admissions to a Washington 4-year College**

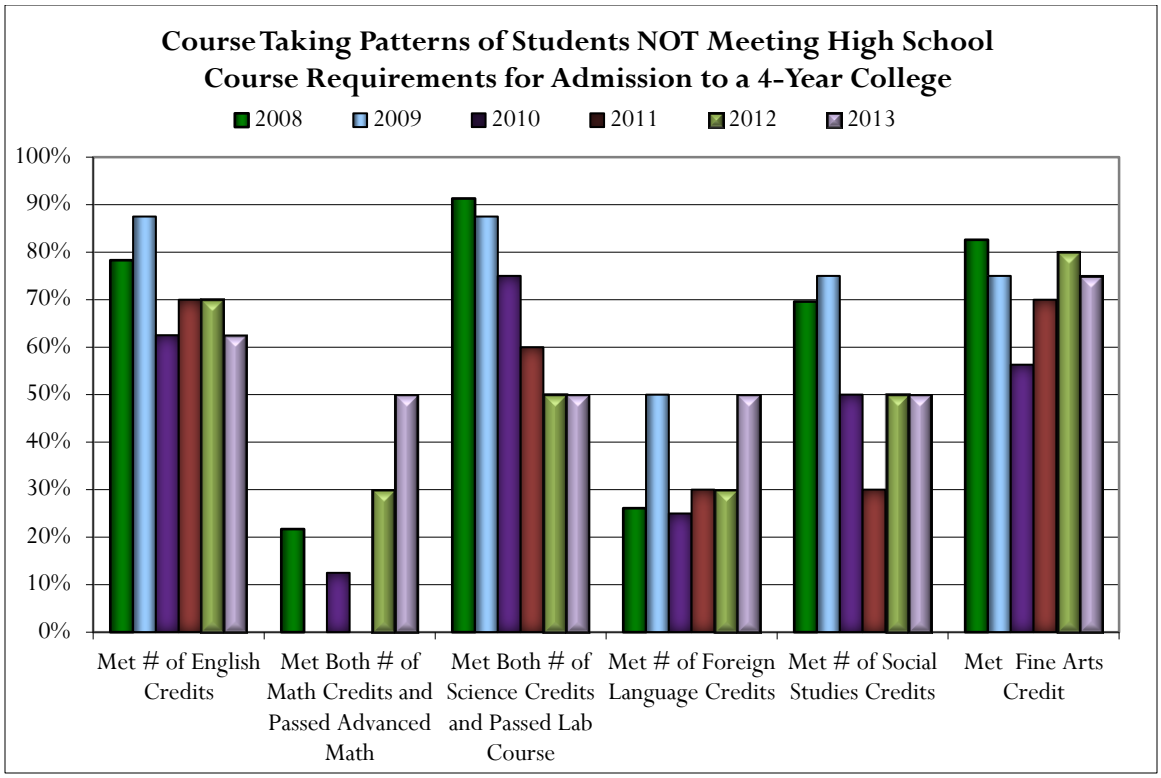


Figure 2. **Course Taking Patterns of Students NOT Meeting High School Course Requirements**

Graduation Rates. For years prior to 2010, the Office of Superintendent of Public Instruction (OSPI) for Washington State calculates an "Estimated Cohort Graduation Rate" for a given graduation class based on the P-210 form submitted annually by the districts. In 2010, OSPI began reporting "Actual Adjusted On-Time Cohort Graduation Rates." More information on the difference in methodology between the two methods can be found in the following report: http://www.k12.wa.us/dataadmin/pubdocs/GradDropout/GradRateCalculationsinWAStateSchYrsMarch2012.pdf.

The graduation rates for 2004 through 2012 are shown in Figure 3. Graduation rates have fluctuated each year. Graduation rates for Morton Junior Senior High School reached as high as 75% in 2005. The 2012 rate is a decrease from 2011 by about 10 percentage-points. The 2012 graduation rate falls 16 percentage-points below the state average. If there were less than 10 students, data were not reported.

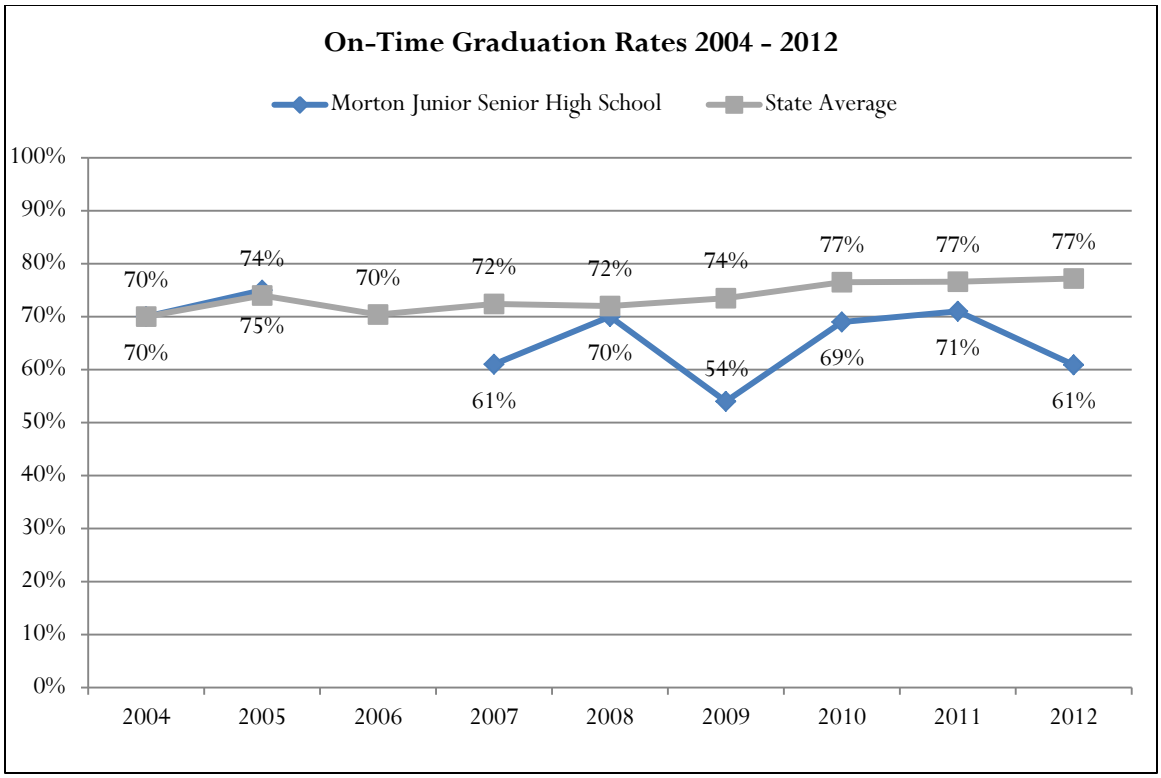


Figure 3. **Graduation Rates 2004 – 2012**
*Note: The adjusted 4-year cohort graduation rate is used for 2010, 2011, and 2012.

College Enrollment, Persistence, and Graduation Rates. The National Student Clearinghouse (NSC) was established in 1993 by colleges and universities to serve as a national repository for comprehensive enrollment, degree, and certificate records. Since its beginnings, it has grown to contain more than 141 million student records from over 3,500 colleges and universities in the United States. As of 2014, these institutions enrolled approximately 98% of the nation's college students.

Researchers obtained college enrollment and persistence data from the National Student Clearinghouse (NSC) for Morton Junior Senior High School. These researchers collected information from Morton for the graduating classes of 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, and 2012. Researchers submitted lists of the names, birth dates, and year of graduation, among other data, to NSC to be matched with the college reported enrollments from 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, and 2012. Researchers compiled and analyzed these yearly enrollment records to determine college enrollment persistence and college graduation rates for all Morton Junior Senior High School graduates from these years.

"College direct" students are defined as high school graduates who attended a college any time in the academic year immediately following their high school graduation. The college direct rates for the high school graduates from Morton Junior Senior High School for 2004 through 2012 are presented in Figure 4. The percentage of college direct students in Morton Junior Senior High School fluctuated year-by-year, but has decreased from 2009 to 2012. If there were less than 10 students, data was not reported. As noted previously, this should be interpreted cautiously, because of the small sample sizes.

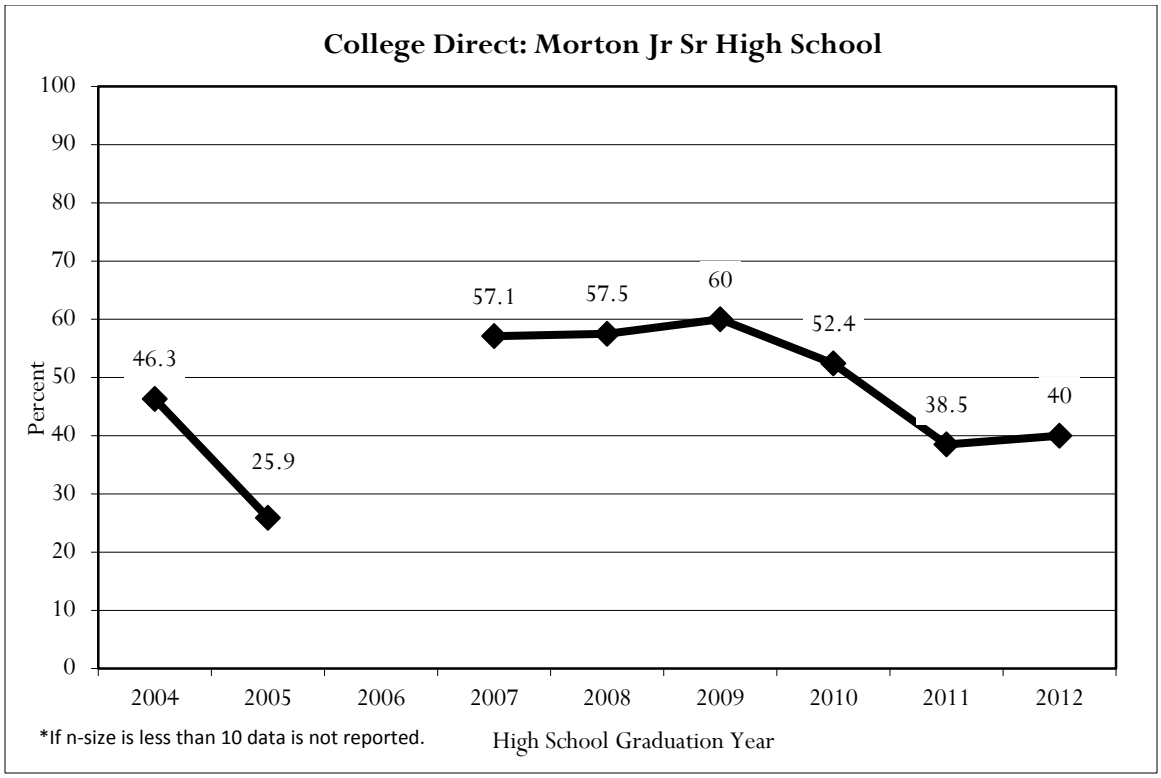


Figure 4. **Percent "College Direct" – 2004-2012**

The 2004 through 2012 college direct rates disaggregated by gender for Morton Junior Senior High School are presented in Figure 5. The gap in college direct rates by gender is in the same direction each year that data is available, with a higher percentage of females attending college compared to males. Once again, if there were less than 10 students, data was not reported.

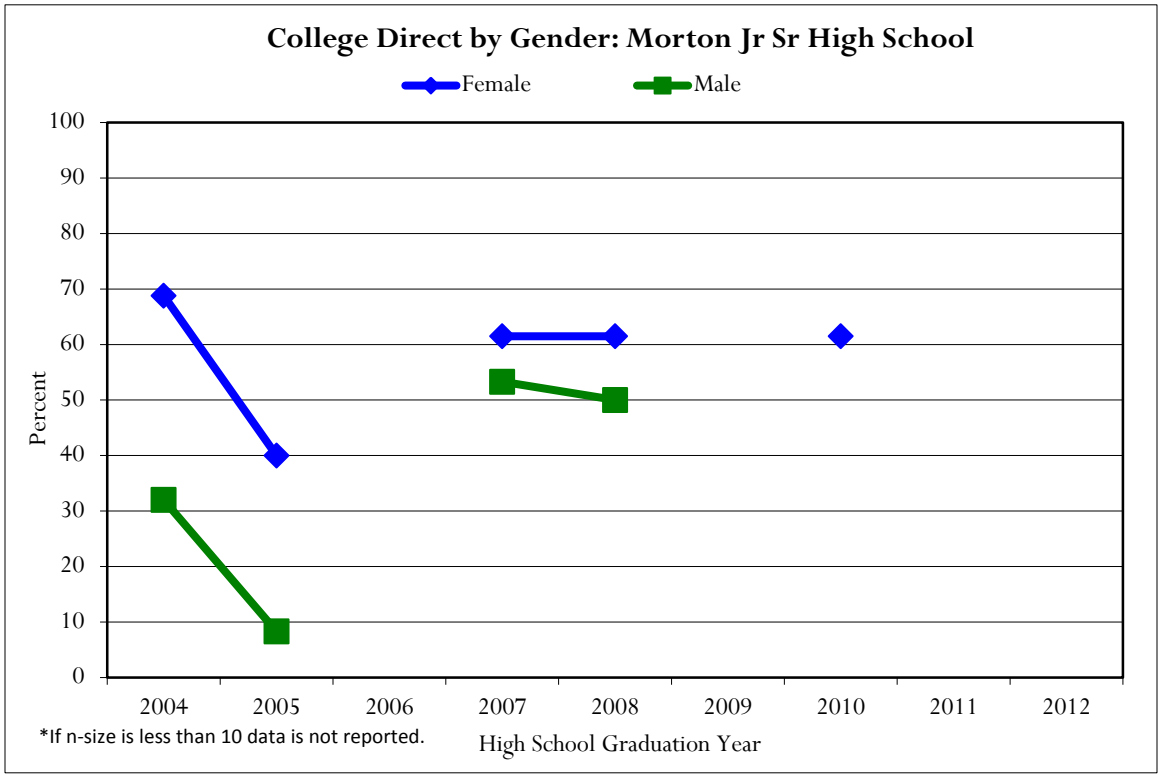


Figure 5. **Percent "College Direct" by Gender – 2004-2012**

Figure 6 shows the percentages of graduates attending two- and four-year colleges the first year after graduating high school.[3] These data indicate a greater percentage of graduates from Morton Junior Senior High School attend a two-year versus four-year colleges in all years. The percentage of graduates attending a four-year college decreased from 2008 to 2012.

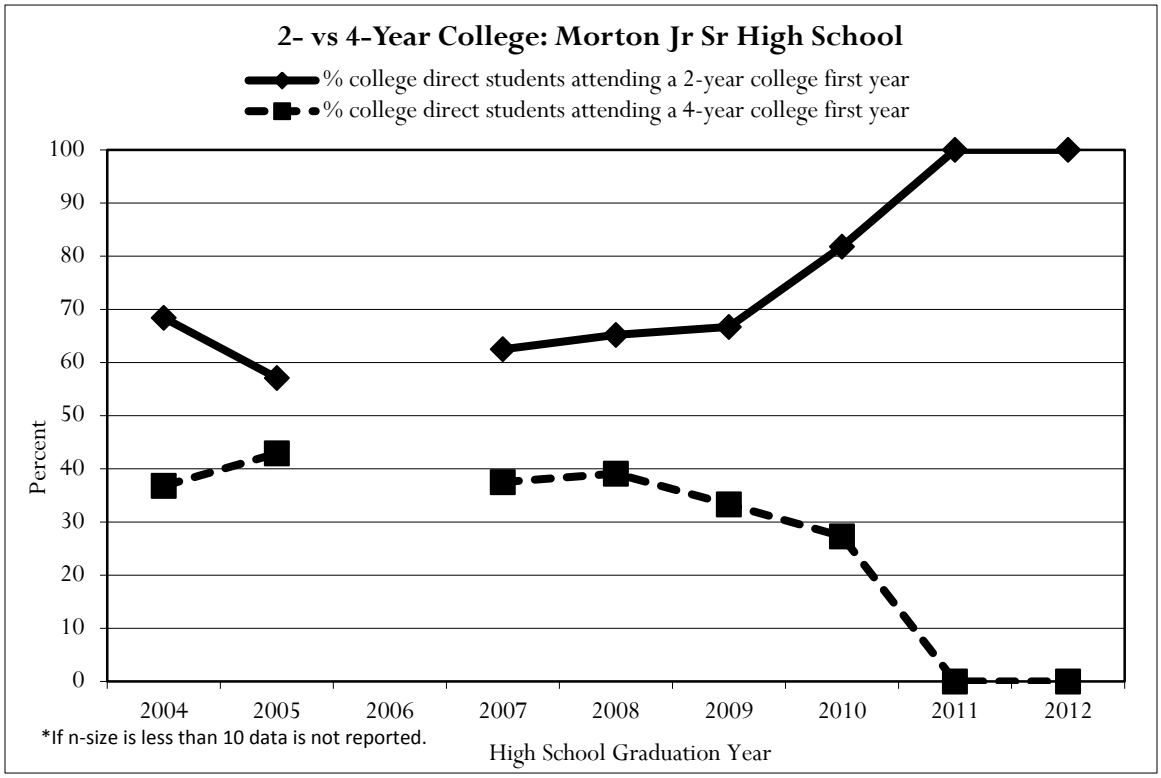


Figure 6. **Percentage of "College Direct" Graduates Attending 2- vs. 4-year Colleges after Graduating High School – 2004-2012**

[3] The percentages may total more than 100% due to dual enrollments of some students.

The college persistence rate of college direct students from Morton Junior and Senior High School is presented in Figure 7. We defined "persisting in college" for college direct students as being enrolled anytime in a given year following high school graduation or having received a four-year college degree. Figure 7 illustrates the percent of 2004, 2005, 2006, 2007, 2008, 2009, 2010, and 2011 high school graduates that were college direct and persisting in college.[4] For example, for 2004 high school graduates, approximately 46% were enrolled in college during the 2004-2005 academic year, the first year after graduation. In the second year after graduation, approximately 34% of the high school graduates were still enrolled in college. In the fifth year after graduation, about 22% of the high school graduates had attended college the first year after graduating high school and were still enrolled in college or had received their degree. By the ninth year after graduation, about 22% of the 2004 high school graduates had attended college the first year after graduating high school and were still enrolled in college or had received their four-year degree. In general, the pattern for all graduates is a dip in college enrollment the first year after graduating from high school.

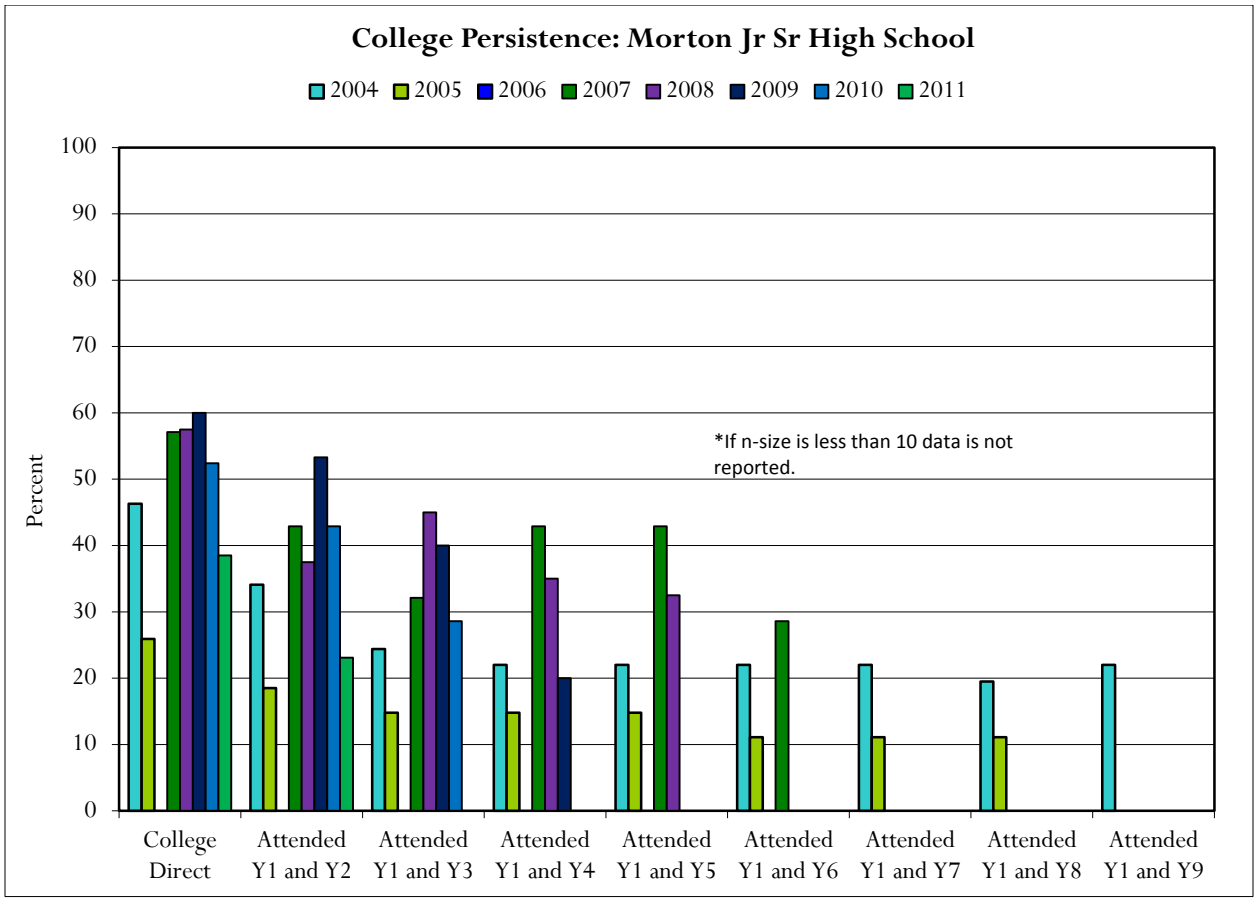


Figure 7. **Percentage of "College Direct" Students Persisting in College**
Note. "College Direct"=% of students enrolled first year after graduating high school.
"Attended Y1 and Y2"=% of students attending college first year and have graduated from a four-year college or are still attending college second year after graduating high school.

[4] Our definition of "Persistence" also includes students who had graduated from a four-year college.

Figure 8 shows a theoretical model that depicts the percentage of the students who enter Morton Junior Senior High School as freshmen in high school, graduate from high school, and enroll and persist into the second and fourth years of college. For example, out of the entering freshmen for the class of 2004, approximately 70% graduated from high school, 32% attended college the first year after graduating from high school, 24% persisted into a second year of college or received a four-year degree, and 15% persisted into a fourth year of college or received a four-year degree.

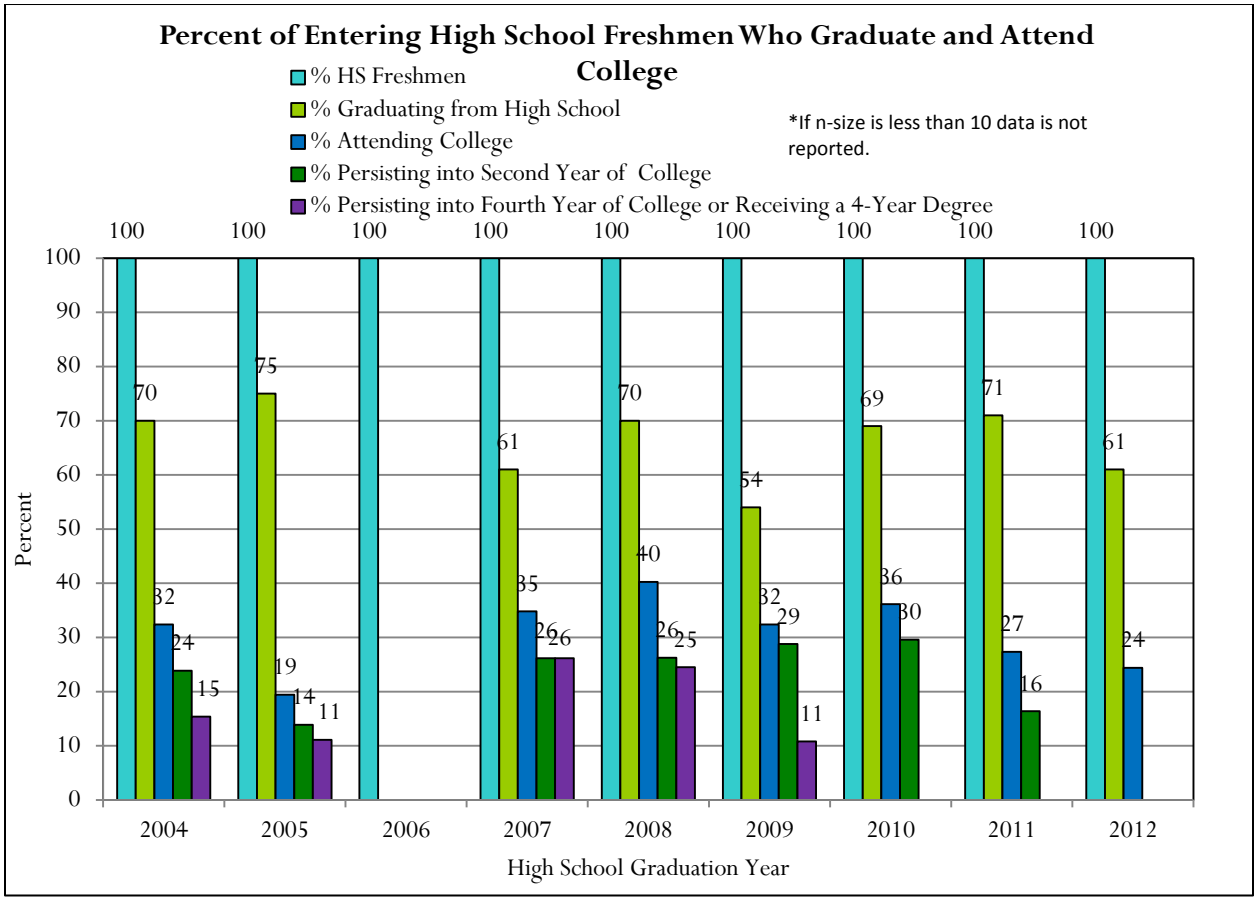


Figure 8. **Percent of Students Who Attend College and Persist into Year 4**

*Note: The adjusted 4-year cohort graduation rate is used for 2010, 2011, and 2012, while the other years use the estimated on-time graduation rate.

The percentage of students attending college anytime after graduating from high school is depicted in Figure 9. For example, within the 2004 graduating class, approximately 59% attended college any time after graduating from high school. This is a 12 percentage-point increase from the college direct rates shown in Figure 4.

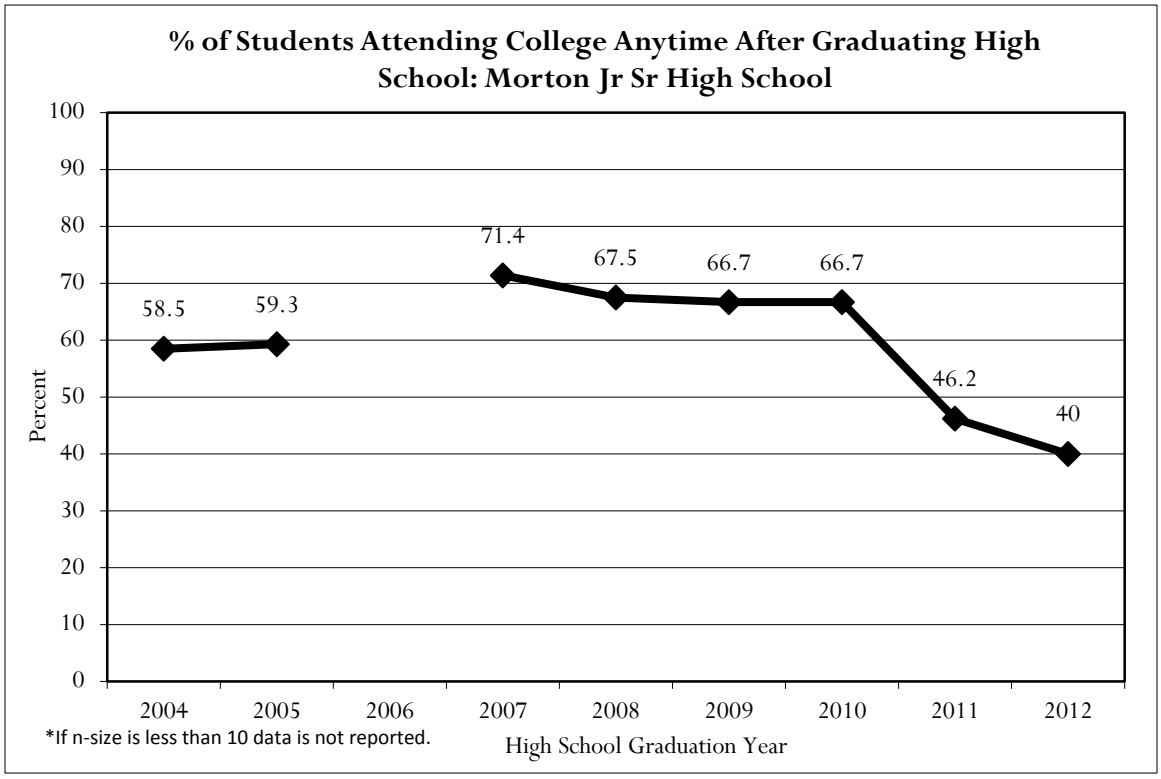


Figure 9. **Percent of Students Who Attend College Anytime After Graduating from High School**

Table 1 shows the two- and four-year college graduation rates. This details the percent of students from the class of 2004 through 2010 who received a college degree.

Table 1.
Percent of Students Receiving and Two or Four-Year Degree

Graduating Class	% Receiving a Two – Year Degree	% Receiving a Four – Year Degree
2004	14.6%	14.6%
2005	18.5%	11.1%
2006	Data Not Available	Data Not Available
2007	17.9%	28.6%
2008	12.5%	12.5%
2009	20.0%	
2010	19.0%	

A list of colleges and universities attended by Morton Junior Senior High School graduates from 2004 to 2012 is displayed in Appendix B.

Survey Results

Morton staff members completed a survey designed to measure whether these respondents see evidence of the *Nine Characteristics of High Performing Schools* in the school. The staff survey includes factors around each of the *Nine Characteristics*. Parents and students also completed a survey around the *Nine Characteristics.* Parents and students respond to questions measuring all of the characteristics except *Focused Professional Development*. Individual survey items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral/undecided, 4 = agree, and 5 = strongly agree). Researchers consider a "4" or "5" response on an individual survey item a positive response. Likewise, an overall factor score of 4.0 and above is a positive response.

In 2013, the staff survey changed substantially, and staff members were administered a "Hybrid Survey" with many of the original items removed. However, because items measure the same constructs, we are able to measure improvement overtime, using the mean scores representing the constructs.[5] In 2014, the staff surveys changed again to the Educational Effectiveness Survey™ (EES) administered and analyzed by the Center for Educational Effectiveness (CEE). Again, while some items changed, the constructs are the same, and we are able to make some comparisons. The significant staff survey changes must be considered when interpreting the results. The chart below shows the previous staff survey results from the OSPI and Hybrid Survey, which can be compared to the Educational Effectiveness Survey results that were delivered to the staff in a separate report. The family and student surveys remained consistent throughout the course of the grant.

A summary of the staff, student, and family survey findings from previous years appear in Figures 10 through 12, respectively. A comparison of the results on the staff survey in 2014, show current factor scores are between 3.0 and 4.0 on all factors (see report from CEE), which is slightly lower than results from last year, where some of the factors scored above the 4.0 threshold. Generally, staff survey results show growth from the initial administration. Factor scores for the student survey remain relatively unchanged since the first survey administration, with all factors scoring below 4.0. Factor scores for the parent survey improved greatly in the last two survey administrations, however; results should be interpreted cautiously given the small sample size. All family survey factor scores remain below 4.0.

Researchers considered survey findings in scoring the rubric, and the results are included in the following discussion of the school's alignment to the *Nine Characteristics*. Appendix C, D, and E include the frequency distribution for the three surveys, organized around the *Nine Characteristics.* Results for the staff survey includes results from the OPSI *Nine Characteristics* survey administered by The BERC Group in 2011 and 2012, and the hybrid survey administered by CEE in 2013. For 2014 staff survey results, please refer to the full report provided by CEE.

[5] In 2013, staff surveys were administered and analyzed by The Center for Educational Effectiveness (CEE) using a hybrid survey, which included items from the Educational Effectiveness Survey™ (EES) and the OSPI *Nine Characteristics of Highly Effective Schools* survey. In 2014, surveys of school staff were administered and analyzed by CEE using the EES. Previous staff surveys (2011 and 2012) were administered and analyzed by The BERC Group using the OSPI *Nine Characteristics of Highly Effective Schools* survey. All student and family surveys were administered and analyzed by The BERC Group from 2011 to 2013 using the OSPI *Nine Characteristics of Highly Effective Schools* survey.

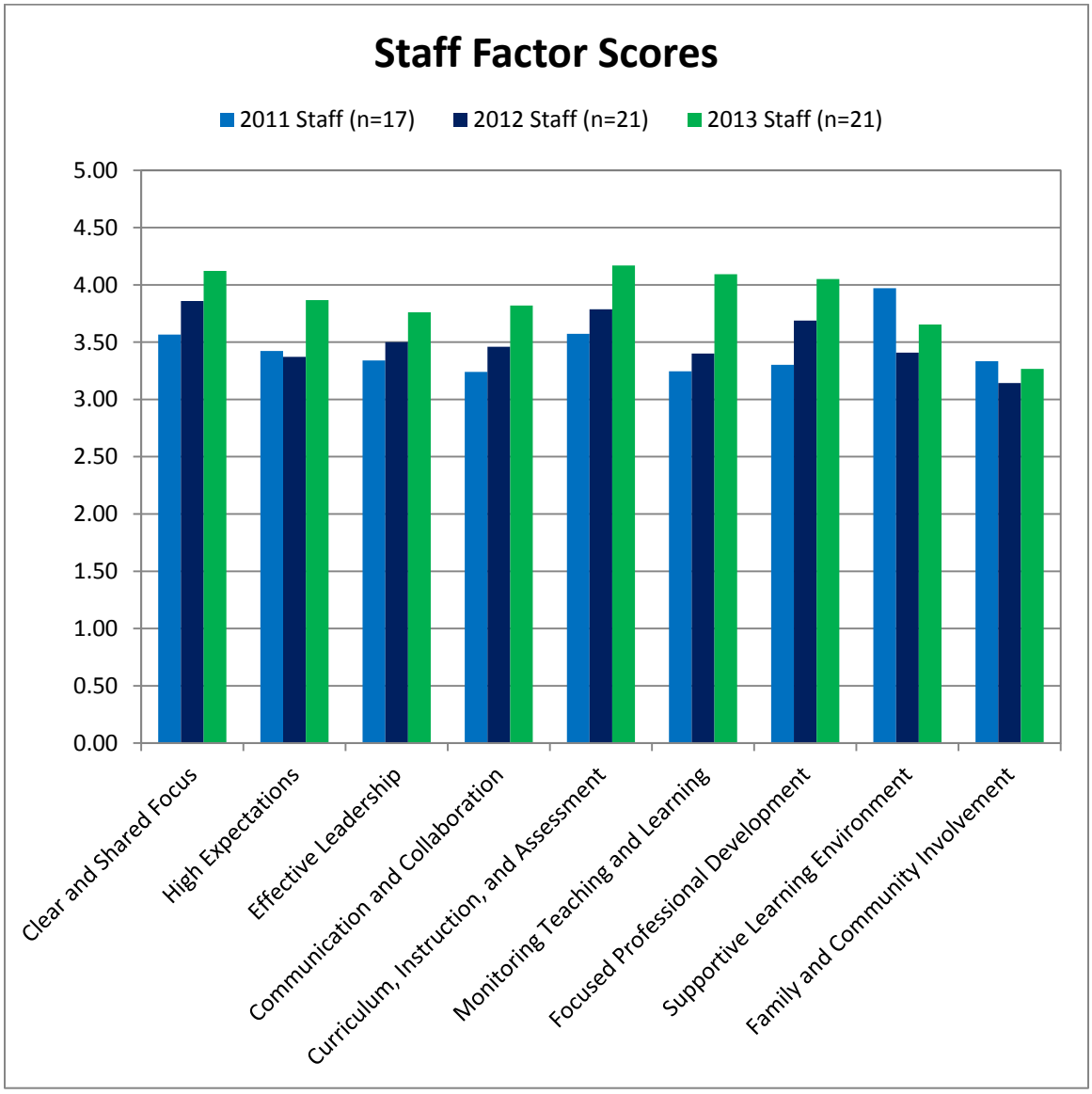


Figure 10. Survey Factor Scores – Staff

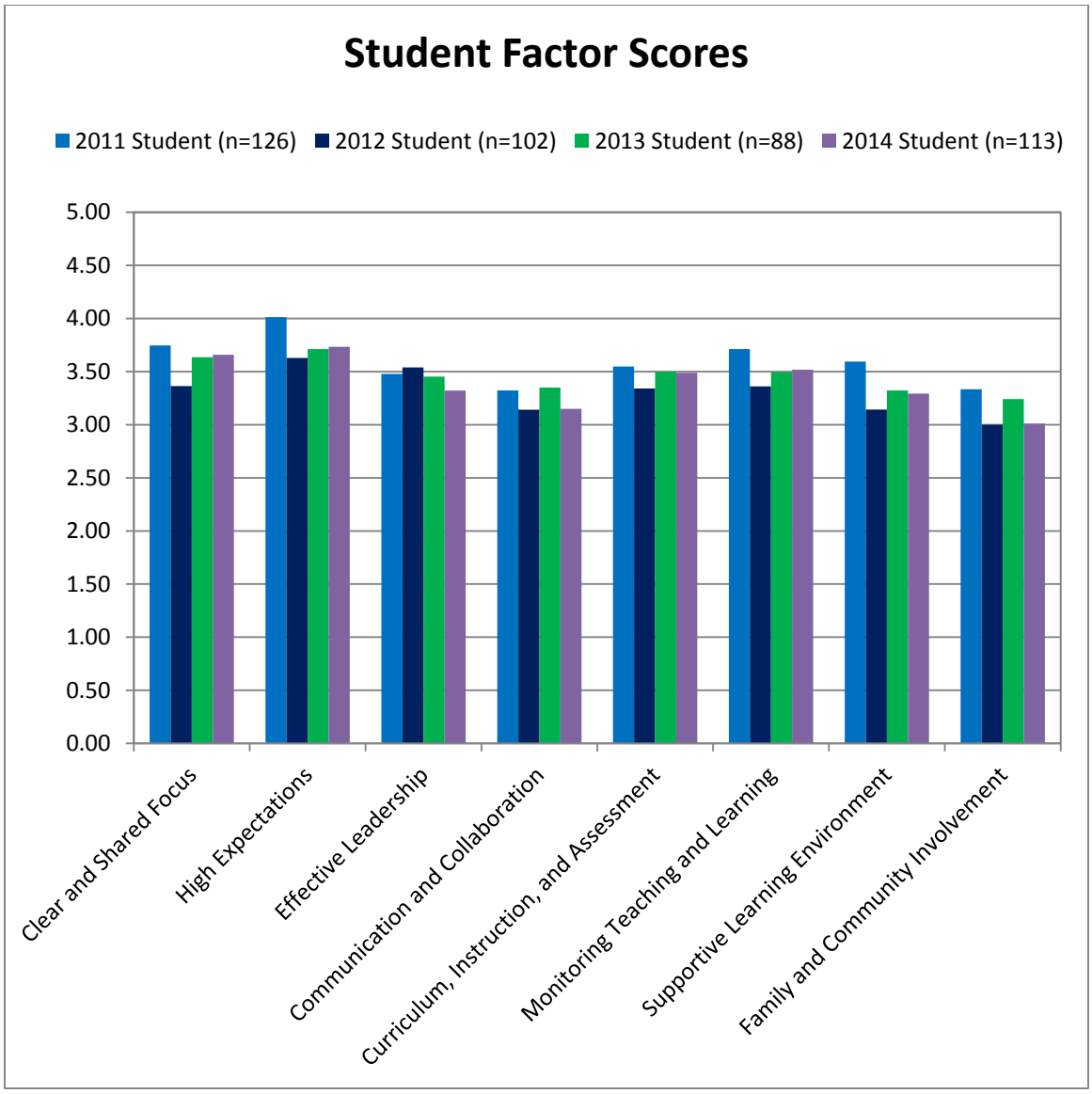


Figure 11. Survey Factor Scores – Students

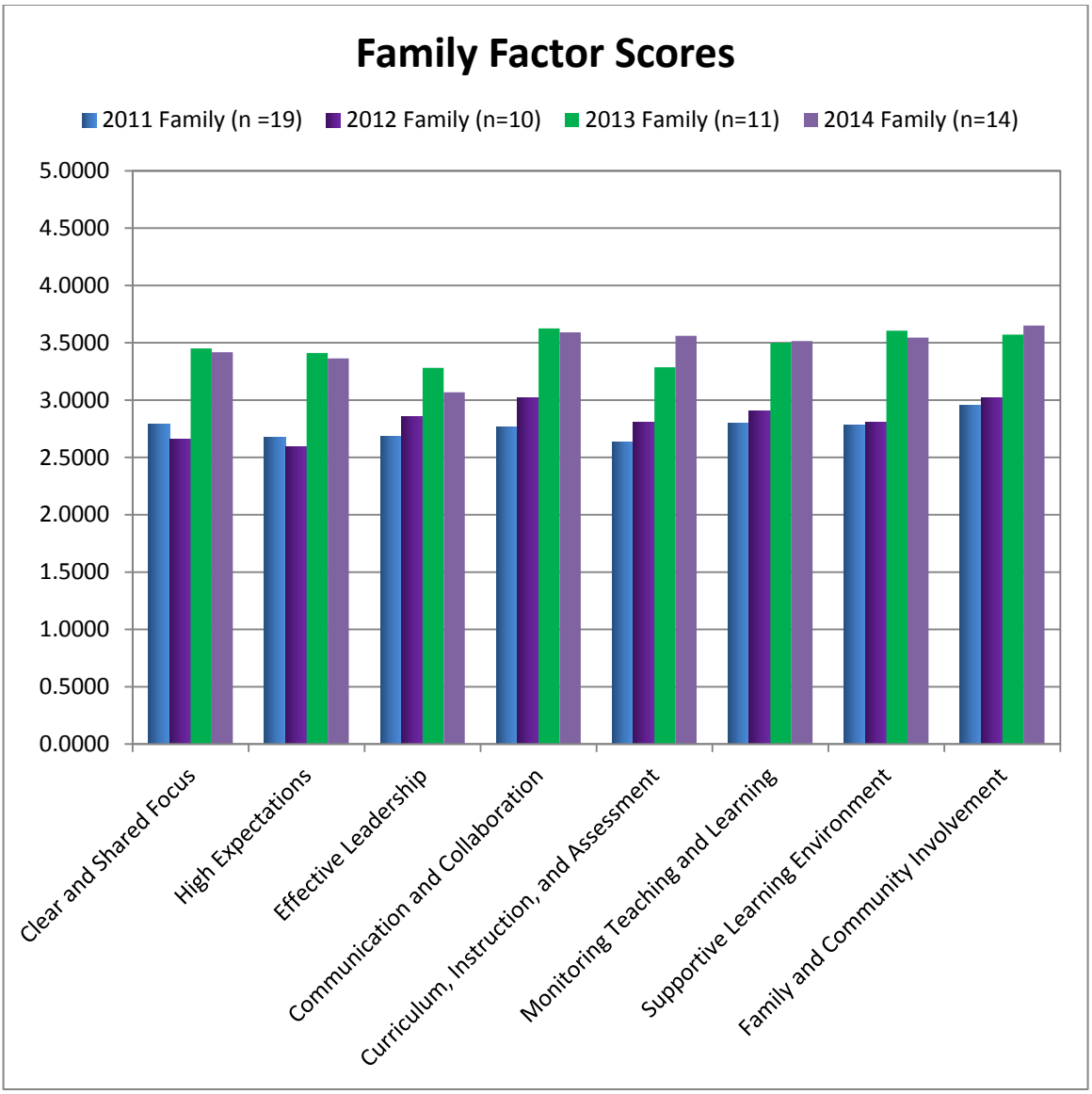


Figure 12. Survey Factor Scores – Families

School and Classroom Practices Study Findings

Using data collected through the School and Classroom Practices Study, research team members reached consensus on scores for 19 Indicators organized around the *Nine Characteristics of High Performing Schools*. Each Indicator was scored using a rubric with 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, and Indicators with a score of 2 or below warrant attention. Table 2 includes rubric scores for all the Indicators.

Table 2
Indicator Scores for the Nine Characteristics of High Performing Schools

Indicators	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Clear and Shared Focus				
Core Purpose – Student Learning	2	2	3	3
High Standards and Expectations for All Students				
Academic Focus	2	2	2	2
Rigorous Teaching and Learning	1	2	2	2
Effective School Leadership				
Attributes of Effective School Leaders	2	3	3	2
Capacity Building	2	2	2	2
Distributed Leadership	1	1	2	2
High Levels of Collaboration and Communication				
Collaboration	2	2	3	3
Communication	2	2	3	3
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	2	2	3	3
Instruction	1	1	2	2
Assessment	2	2	3	3
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	2	3	3	3
Focused Professional Development				
Planning and Implementation	2	2	3	3
Curriculum, Instruction, and Assessment	2	3	3	3
Supportive Learning Environment				
Safe and Orderly Environment	2	2	2	2
Building Relationships	3	2	3	3
Personalized Learning for All Students	2	3	3	3
High Levels of Family and Community Involvement				
Family Communication	2	3	3	3
Family and Community Partnerships	1	1	1	1

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	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Clear and Shared Focus				
Core Purpose – Student Learning	2	2	3	3

Core Purpose – Student Learning. The Morton School District mission and vision statements appear on the district website and in the student handbook; however, the vision and mission statements are too lengthy for most staff members and students to remember. Additionally, the vision and mission statements have only undergone slight modifications, and it is not clear how well the statements align with the current work of the school and district. Last year, one school leader said that the "students identify PRIDE (the school rules) as the vision." When asked about the vision and mission of the school, most interviewees continued to refer to PRIDE or the need to improve academics and behavior. The large staff turnover is one challenge in maintaining a clear and shared vision. One person shared,

> We have a vision/mission, and I think we are moving toward it, but don't ask me to recite it. We are moving forward and we are trying to support the students more. It has been kind of hard staff wise to be on the same page with the vision. It is hard with the teachers changing every year.

Students told researchers that the school is "focusing a lot on students completing their work." Another student went on to say the teachers really "want you to do your work." People participating in the parent group believe the school is trying to "get the interest of kids to learn." A couple of parents discussed their children being "bored because the school is only focused on the basics because they don't have some of the electives and arts that other schools have."

Two years ago, some staff members reported that they were "not on the same page" and reported feeling "disorganized as a group." Some interviewees alluded to this issue again during the current study, but reported it was due to having so many new staff members and not having staff meetings with everyone included (i.e. paraprofessionals). Once again, staff members highlighted improvements in collaboration and in distributed decision-making. A collaborative process is established to define and revise the school's improvement goals. A leadership team works together on the school improvement plan including describing their progress on the Indistar Indicators. During the course of the grant, Morton School District established a systematic process to include representative stakeholders in the development of the goals for the school and for the district. *Researchers noted intentional efforts made over the last few years to create a decision-making team. The school needs to continue work to ensure the leadership team is representative of the school and includes the opportunity for student and parent voice* ***(P7-IVA01)****.*

Researchers were not clear how the school improvement plan aligns with the vision and mission of the school. When asked, one teacher reported, "We don't talk very much about the vision for the school, but we do occasionally get school improvement updates about how we are progressing on our goals." This area continues to score at a 3-level because of the collaborative process being used to identify school goals and due to resources being intentionally focused on specific improvement goals. Significant improvements could still be made in the development of new vision and mission statements, and in ensuring that students and parents are aware of the vision of the district.

On staff surveys, 63% of staff members reported it was true that important decisions are based on the goals of this school (compared to 71% in 2013); 84% of staff members reported the staff share a high sense of urgency around the need to improve (compared to 81% in 2013; **IE06**); and 79% of staff members reported the building has a data-driven improvement plan with measurable goals (compared to 81% in 2013; **IID05**). Family survey results show that 46% of families believe the school communicates its goals effectively to families and the community, which is a decrease from last year (63%), but an overall increase from baseline (33%). Sixty-four percent of family survey respondents believe the school has a clearly defined purpose and mission (similar to last year's finding of 63%, but up from 39% at baseline). Student survey results show that 53% of students believe they understand the mission and purpose of the school (compared to 58% in 2013), while 71% believe the main purpose of the school is to help students learn (compared to 72% in 2013).

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	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
High Standards and Expectations for All Students				
Academic Focus	2	2	2	2
Rigorous Teaching and Learning	1	2	2	2

Academic focus. Teachers reported that they are more familiar with state standards than in the past. Last year and this year, many staff members engaged in training to increase their understanding and implementation of Common Core State Standards (CCSS). They are receiving more training on CCSS this summer and are still in the process of aligning their curriculum and lessons with CCSS, but a few reported attempting to incorporate the CCSS vocabulary and standards into their learning targets and lessons. One person shared, "My curriculum is aligned to Common Core so I have the standards right there. I make sure my learning target has Common Core language in it."

Morton Junior Senior High School continues to struggle with offering elective courses or advanced courses for students given their small student population. Previously, the school offered an advanced English course, but that teacher left and the course is not being offered anymore at the school. When asked whether the students can take advanced courses in math, interviewees reported, "Some of the 7th graders take pre-algebra." Advanced courses are available through Running Start. "All of the seniors but two are taking some Running Start classes," reported one person "and six juniors are doing Running Start." The lack of advanced course offerings is one of the main reasons interviewees believe students opt for Running Start over staying on campus. Students who pass state tests and benchmark assessments have the option of participating in an enrichment opportunity during intervention period. Additional support is available for struggling students, typically this support is provided in reading or math during EnCore period. The school moved to full inclusion this year to better serve their Special Education population. This is discussed further in the *Frequent Monitoring of Teaching and Learning* section of this report. Online resources are also available for students, such as APEX, IXL, and Kahn Academy.

Similar to findings from the last three studies, interview and focus group participants believed that academic expectations varied from class to class, and staff members questioned whether the level of academic expectations was high enough. Talking about academic expectations, one person commented, "There are a couple of classes where students tell me that they have a lot of free time. I think we could get more rigorous." Another person shared:

> I think it could be more rigorous. I am trying to get students to work. Students have to see that they are getting something of benefit out of it. I think we are getting there. That is the whole process. Before they were doing too low a level of work. I heard they

were doing crossword puzzles and word searches. We are working on critical thinking now.

One person provided an example of substitutes not being given enough work to fill an entire period: "There is way too much free time. I need work for these kids to do for the whole period. I would say that over 50% of the time, teachers are not giving students enough work."

Family surveys show that 73% of families agree their child's teachers demonstrate that they believe their child can learn (compared to 75% in 2013 and 45% in 2011); 64% agree school staff expects all students in the school to meet high standards (compared to 63% in 2013 and 50% in 2011); and 46% agree their child is learning what he or she needs to know to succeed in later grades or after graduating from high school (compared to 50% in 2013 and 29% in 2011). Student survey results show that 68% agree teachers expect all students to work hard (compared to 69% in 2013), and 62% agree their teachers believe that all students can do well (compared to 63% in 2013).

Rigorous teaching and learning. As mentioned above, the school continues to struggle with providing a challenging academic core (access to college preparatory work). The school continues to employ a part-time Spanish teacher for two sections of Spanish, and recently, the junior high began offering an art course. Once again, many interview and focus group participants expressed concern about the school's inability to offer elective courses to students. According to interview and focus group participants, the dominant expectation of the curriculum and instruction does not always appear to be for students to analyze, interpret, synthesize, and evaluate. One example provided was in reading intervention where one person reported, "The books are not challenging enough, and students are saying that it is not rigorous enough." When asked, students reported the academic expectations in each class differ depending on the teacher. In some classes, students reported "taking notes every day" and never getting to do anything "hands-on" or "engaging." While in other classes, students reported that the teacher "really engages us and we do hands-on stuff" and "asks our opinion about what we want to do rather than tell us. They want student involvement."

During classroom observations, clear expectations for each classroom being a rigorous learning environment were not readily apparent. Overall, researchers observed Powerful Teaching and Learning in 30% of classrooms, which is an increase from last year, but is similar to results from the year prior to the grant. According to classroom observation results, strengths for Morton Junior Senior High School continue to be the areas of students actively reading, writing, and/or communicating in class (*Skills*) and the classrooms being supportive learning environments for the students (*Relationships*). Three areas for improvement include students demonstrating conceptual knowledge (*Knowledge*), students demonstrating thinking through reflection and metacognition (*Thinking*), and students extending their learning into relevant contexts (*Application*).

By all accounts, one major improvement at Morton Junior Senior High School over the last three years is a focus on collecting and investigating data, a practice that occurred infrequently prior to the grant. All staff members are now looking at data on a regular basis. "Having that collaboration time is really starting to help," claimed one person. "We have been working on looking at data. It helps to do that with other people. We are looking at historical data for individual students. We are looking at HSPE (High School Proficiency Exam), and depending on

that data, we will go on to EOCs (End of Course). We have it all averaged for each of the strands." Teachers also reported frequently using pre- and post- tests in their classrooms. During focus groups with students, researchers found little evidence that students are being encouraged to investigate their own assessment data or guided through a process of tracking their growth.

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	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Effective School Leadership				
Attributes of Effective School Leaders	2	3	3	2
Capacity Building	2	2	2	2
Distributed Leadership	1	1	2	2

Attributes of effective school leaders. The Morton Junior Senior High School principal is now in his third and final year as the school's leader. Shortly before this study, the school board hired a new principal for the school, who will also serve as the district's superintendent. The current principal is supported by the MERIT team, which includes the superintendent, a Technical Assistance Contractor from ESD 113, the elementary school principal, the instructional coach, and a Student and School Success Coach from OSPI. Generally, staff members were very positive about the leadership and vision provided by the MERIT team, but expressed less confidence in the principal's ability to lead change within the school.

One major theme throughout the study this year and in the previous two years is a lack of follow through and inconsistencies in discipline by the principal. Talking about the principal, one person's comments reflected thoughts researchers heard throughout the study from many interviewees:

> He [the principal] has some ideas, but follow-through with things, especially with student discipline, has not been good. The referrals have really gone down, but teachers don't send them in to him. He might talk to the kids, but then they are right back doing the same behavior. … The key challenge for the new person is that he follows through with student misbehavior and coordinates the student handbook with the discipline referral form. They are different. One is based on six steps, and the other based on three levels. They are just not matching.

Additionally, staff members and students reported the principal is not as visible this year, one person stated, "The principal is gone and out of the building all the time." The principal continues to have a coach from OSPI who is providing him with cognitive coaching and meets with him regularly. Similar to last year, he is also being supported in the new evaluation system by having a substitute principal fill in periodically. Several staff members talked about the principal observing in their classroom this year, but most reported that it was for their formal observations, and a few reported that they received only negative feedback and believe the process would work better if they also heard positive feedback. Other staff members disagreed with this. One shared, "I got positive feedback from my formal observations, and he [the principal] talked with me about improvements I could make. It was helpful."

Despite concerns about the ability of the principal to follow through and be consistent on discipline issues, researchers did find evidence that school leaders are working on modifying instructional programs and organizational practices to better align with continuous school improvement goals. Much of this work is done through the different leadership teams present in the school and district. "School leadership is a group effort," stated one person. Staff members continue to have the opportunity to visit one another's classrooms and to receive regular professional development. School and district leaders provide school improvement reports to the staff and community on occasion and periodically recognize and celebrate accomplishments. Once again, researchers found little evidence of school leaders demonstrating support for risk-taking and innovation in the service of student learning.

On staff surveys, 16% of staff members reported it was true the principal collaborates with people and organizations outside this school to support teachers and students (compared to 38% in 2013; **IE13 & IVD03**). Fifty-three percent of staff members reported it was true that the principal is committed to quality education (compared to 76% in 2013; **ED06**). Family surveys show that 55% of families believe administrators provide them an opportunity to express their ideas and concerns (compared to 50% in 2013 and 35% in 2011) and 46% believe administrators expect high quality work form all adults at the school (compared to 50% in 2013 and 29% in 2011). In student surveys, 37% of students said they believe they can ask the principal for help if they need it (compared to 54% in 2013), and 59% said they see the principal all around the school (compared to 63% in 2013).

Capacity building. In discussions around high expectations for adult performance, staff members mentioned a variety of ways in which they are held accountable, and several mentioned how accountability for performance and professional standards has increased over the course of the grant. One commonly provided example was requirements for assessing students and collecting data on their progress. Teachers explained that they are required to give certain assessments on a periodic basis and work together to review results. This year teachers were also expected to set growth goals for their students. Staff members also cited the evaluation system as one way leaders are setting high expectations for adult performance.

Staff members continue to engage in formal, ongoing, and regularly scheduled collective professional learning, which is occurring almost every Wednesday. School and district leaders focused efforts this year on developing the Professional Learning Communities with a particular focus on building the capacity of teachers to lead the work. One person shared, "I think a major shift has been developing teacher leaders. Things have come together in the last couple of months. It has all come together. We are now understanding the role of PLCs."

This is the second year where colleagues are observing each other and are being asked to be reflective about their own practice. According to interviewees, this practice has not been as effective this year at the secondary level, which one interviewee attributed to a lack of principal sponsorship of the work. *Additionally, most teachers reported seeing school leaders in their classrooms less frequently this year, and researchers did not find clear evidence of a focus on instructional improvement* **(P1-IE06).** One interviewee observed:

> One expectation I would have is leadership needs to be in classroom all the time and not just during formal observations. He has only been in my classroom twice, and it was for my formal observations. The instructional coach has been into my classroom a couple of times, and I think he is reflecting the steps the leadership should be taking. I

> know that he is part of the leadership, but I think it is the principal who needs to continue it and follow through.

Researchers also found mixed evidence as to whether teachers are provided follow-up support to ensure the evaluation process results in improved instructional practice and higher student achievement. This year, 63% of staff members reported it was true that staff are held accountable for the new behaviors and practices needed to achieve the preferred future (down from 71% in 2013; **IE07, IE09, IE14**) and 42% reported it the principal talks to them about their professional growth (up from 38% in 2013; **IE08**).

Distributed leadership. In the first study of Morton Junior Senior High School, we noted that no building-based leadership team was in place. Over the course of the grant, more leadership teams formed to take on different decisions both at the district and school level. These leadership structures continued into this year. Executive decisions regarding the grant are primarily made by the MERIT Team, while decisions regarding instruction and professional development are the responsibility of the District Instructional Leadership Team (DILT), and the Behavior Leadership Team (BLT) makes decisions regarding discipline. These teams appear to be functioning much the same as they were last year. One person expressed some frustration regarding the ability of the teams to make decisions. This person stated:

> We have all of these committees, but what are we actually doing? We get together but I feel like no decisions are made out of it. Why do we have BLT if not going to make any decisions? Why is it our team is not given the information and then have that lead to making a decision? We do look at data.

Last year, many staff members reported having more say regarding decisions compared to the first year of the grant. This year results were mixed with some people believing they are included in decision-making and others saying they are rarely included. One person said, "I feel I have a say, but that is because I try to take opportunities to do that, but if you are new teacher or not comfortable, than you may not have a way to give input. You have to be proactive." Classified staff in particular expressed having less voice in decision-making this year. "Our opinions never seem to be involved as much," shared one classified staff member. "We are usually never asked what we think." Another person reiterated, "We do not have much of a voice with decision-making. They put a committee together to interview for the super/principal position, and they did not have one classified staff person." Similar to findings from the last two years, student and parent input for decisions is not something that is regularly sought by school leadership according to interviewees. One person commented, "There really are rarely parents or students involved in decision-making or a way for them to provide any feedback." One issue researchers continued to note is a lack of clarity around how members are selected for different leadership teams.

This year, 68% of staff members reported it was true that the building leadership team demonstrates a shared commitment to our improvement plan (compared to 71% in 2013; **IE06**), and 53% reported it the building leadership team listens to my ideas and concerns (compared to 52% in 2013; **IE13** & **ID09**). Family surveys show that 18% of families believe school staff asks for their ideas and suggestions on important decisions (compared to 38% in 2013), and 50% of students believe at their school they can help make decisions that affect them (compared to 50% in 2013).

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	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
High Levels of Collaboration and Communication				
Collaboration	2	2	3	3
Communication	2	2	3	3

Collaboration. Researchers noted a climate of support and respect for staff members' work at Morton Junior Senior High School this year. Over the last three years, Morton has made intentional efforts to allow staff members more opportunities to meet together. At the beginning of the grant, staff members reported little to no collaboration occurring. Currently, the staff meets every Wednesday for PLC time or to engage in professional development. *Teachers reported the expectations for PLC time as vague at the beginning of the year, but many thought the expectations were becoming more clear in the last few months. Researchers noted that some of the PLC time is used for working with colleagues on instructional planning* **(P3-IVD06)**. "At first the expectations for what we should be doing with the PLC time was not clear, but now there are more clear expectations about what should be happening at PLCs. Now we are on track," commented one person. Talking specifically about the work of the STEM PLC one person reported:

> We have done great things with PLCs this year. It has improved. It is more specialized. It is really working well. We have the elementary as part of our PLCs. We are doing an in-depth data analysis right now. We have a facilitator and a note-taker.

As reflected in the comment above, staff members often bring data to the PLCs. One person shared, "We have it [data] all averaged for each of the strands. We are looking at how many are in the green zone versus the red zone. We are putting it all into graphs."

Survey findings support show 74% of staff members believe it is true that staff at the school collaborate to improve student learning (compared to 76% in 2013; **ID12**); 37% of staff members reported it is true they share new ideas and strategies with one another (down from 62% in 2013; **IF10**); and 37% of staff members reported it they collaboratively plan interdisciplinary concepts into our lesson plans (compared to 43% in 2013).

Communication. During the last several studies, staff members identified communication as an area for improvement in Morton. The majority of interviewees believe improvements have been made in this area, but most admitted that this is still an area for growth. Many of the complaints about communication focused on internal staff communication. For example, one person shared, "Classified staff [members] don't go to staff meetings. They do send out bulletins from the staff meetings, but it seems that we do not get all of the information. I think having a more structured communication process would be helpful." Another person similarly shared, "Classified staff is not involved in any trainings or staff meetings. I feel out of the loop.

It is really weird. I went from being involved in everything to nothing this year. I think the funding is a big thing. I don't think it is anything intentional."

Once again, researchers did not identify a formal communications plan during this study, but it is clear that Morton does make effort to communicate with the larger school community, including student's families. Two years ago, the district implemented a new automated message system, and parents participating in the focus group reported this to be a major improvement. Parents and students reported getting information through robocalls, through Skyward, from the newspaper, from daily bulletins, and from the school website. A few students reported getting "notes of encouragement in the first month," but reported; "Now there is nothing. They stopped doing that, but we liked getting them." Some staff members believed encouraging student and parent voice to be an area of improvement for the school.

Student information is accessible online through Skyward, and both students and parents have access to this system. The hiring of a Community Communications Coordinator commenced at the beginning of the grant. This year, the Coordinator completed two district newsletters, but reported, "They turned out to be expensive to do, and there is not a huge amount of money for that. They get sent out to everyone in the community so we have to print 1400 of them." The Coordinator also updates the school website, typically by adding the daily bulletin, and the district now has a Facebook page. The school also placed a television in the hallway this year depicting "sports photos and photos from the robotics class."

Family surveys show 73% of respondents agree school staff communicates with them in a way that is convenient (compared to 75% in 2013 and 39% in 2011) and 64% agree the school provides opportunities to learn more about the school (compared to 63% in 2013 and 33% in 2011). In student surveys, 41% of students agree their parents or guardians have a good idea about what goes on at the school (compared to 52% in 2013).

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	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	2	2	3	3
Instruction	1	1	2	2
Assessment	2	2	3	3

Curriculum. At the beginning of the grant, Morton staff members made significant efforts to ensure curricula aligned with Washington State standards, particularly in the areas of reading and math. OSPI consultants helped staff members last year to perform a gap analysis in both reading and math. *Interviewees reported being knowledgeable of state standards and some teachers talked about including the standards in their learning targets. Many teachers also spoke about aligning units of instruction to standards during professional development time* **(P4-IIA01)**. One person stated, "We all are supposed to have learning targets and objectives somewhere in the lesson. Sometimes kids put it in their notes. They are supposed to be aligned to Common Core." Although staff members are attempting to align their curriculum and lessons with the Common Core, this is still in the developing stage.

The school continues to use the same curriculum as last year for most subject areas, and according to interviewees, some of the curriculum aligns better with the standards than others. "So with English, it is quite easy," reported one person. "The curriculum is aligned to Common Core. You still have to check to make sure it is aligned, but the standards are right there." The interviewee went on to share, "The history curriculum is out of date, so I look for lesson plans online. That is taking quite a bit of work for me to do that." Another person shared, "The only different thing we are using this year is Kahn Academy. We continue to use IXL for extra practice. IXL is aligned to Common Core. We are using Holt series in math, and I don't think it is that aligned to Common Core so teachers are doing more story problems, and one teacher is doing research on activities like performance based assessments."

Sixty-eight percent of staff members responding to the survey said it was true that the programs we teach are aligned with state standards (compared to 90% in 2013; **IIA01**; **IIA02**; **IIC01**), while 58% of staff members said it was true that the school provides curriculum that is relevant and meaningful (compared to 62% in 2013).

Instruction. During the first assessment at Morton Junior Senior High School, researchers noted no evidence of an instructional framework in place, and teaching staff rarely had the opportunity to talk about effective teaching methods. Although, this area still falls in the 2 level, staff members made strides over the last two years in developing a common language around instruction. Last year, the district provided a part-time instructional coach who is more focused around instruction than around content. The instructional coach supports work at both the elementary and secondary level. The coach supports the improvement of instruction by visiting

teachers and providing feedback and by setting up and facilitating instructional rounds, which is a process where participating teachers reflect on their own practice with colleagues. This year the instructional focus is on higher order questioning. A few interviewees discussed issues with the instructional focus this year at the secondary level in particular. One person reported:

> Instructional rounds were structured differently this year. I am not as satisfied with the results here at the secondary level compared to at the elementary school. The elementary school staff has been more unified. They are a very cohesive group. At the high school, the instructional rounds need to be supported very specifically in the scheduling process, in the follow-up, and in the value each person should be getting from them. In the last set of instructional rounds we looked for questioning and questioning strategies and identified what type of questions were being asked. The follow through and support for it from leadership never appeared. It has to be picked up and supported, and after it happens, school leadership needs to talk about it with teachers and reflect on the progress. There is not a clear vision here of how instructional rounds fit into the vision for this building. There is not a strong instructional vision for this building.

Despite some continued efforts to create a coherent framework and focus around instruction at the school, it was not clearly observable to researchers visiting classrooms. Many classroom lessons did not appear to accommodate diverse learning styles or to be aligned with research on how people learn. In some classrooms, student work focused on recall rather than on conceptual knowledge. When staff members were asked about whether there was agreement among staff regarding what effective teaching and learning look like, a staff person remarked, "yes and no." Researchers noted that some teachers do not appear to regularly be planning the pedagogy of their lessons.

During focus groups, students were asked to describe the characteristics of a good teacher. They reported a good teacher is "Someone who takes time to spend with you;" "Someone who is personable and can be funny;" "They are someone who is relatable and understanding. They are reasonable and give you enough time. They do not have favorites."

Sixty-eight percent of staff members responding to the survey said it was true the lesson purpose is clearly communicated to students (compared to 71% in 2013; **IIA09**), while 42% of staff members reported it was true students are provided with tasks that require higher-order thinking skills (compared to 62% in 2013; **IIA07** & **IIB04**). Sixty-four percent of family members responding to the survey agreed that school work challenges their child to think and solve problems (compared to 63% in 2013 and 33% in 2011). Student survey results show 54% agree their classes challenge them to think and solve problems (compared to 57% in 2013) and 68% agree teachers want them to explain their answer – why I think what I think (compared to 62% in 2013).

Assessment. *Morton Junior Senior High School staff members reported using a variety of assessments in their classrooms and reported that they are aligning the assessments with their instruction and are aligning them with state standards. According to staff members, they are more adept at regularly collecting, investigating, and making instructional changes based on assessment data than they were prior to the grant* **(P5-IID12)**. "This district has taken a huge step in looking at data," stated one person. Morton staff members continued to report that they are assessing students and using data more than ever before. This year staff members in

language arts and math continued using OSPI's RBAs and MBAs to assess their students throughout the year.

On the staff survey, 63% of staff members reported it was true common benchmark assessments are used to inform instruction (compared to 86% in 2013; **IID08** & **IID09**), and 79% of staff members said it was true that the school uses assessments aligned to standards and instruction (compared to 76% in 2013; **IID01** & **IID03**). According to family surveys, 64% of respondents agree teachers provide them with feedback on their child's progress including suggestions for improvement (compared to 50% in 2013 and 33% in 2011), while 56% of students agree they understand how their teachers measure their progress (compared to 56% in 2013).

Similar to last year, the school uses a consultant from OSPI after every reading benchmark to help teachers process the data. A similar process is occurring with math facilitated by the math coach. Some data is disaggregated by subgroups. One person provided an example of this sharing, "One of the problems of practice we identified was that females were performing better than males, so we did a presentation to staff on teaching boys. We still need to talk more about what we need to do in the classroom to change what we are doing to enhance participation of boys in our classrooms." This year, each teacher set student growth goals. One person explained:

> This year each teacher set student growth goals: 'I want so many of yellow zone students to get to the green.' They are focused more on the data. They are doing pre-assessments and post-assessments. There is time provided for staff to look at data, make decisions, and adjust what they are doing in classrooms. We are creating a culture of that. We are trying to make the shift between 'I taught it to the students' versus 'students learned it and I have evidence of that.'

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	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	2	3	3	3

Supporting students in need. *Collecting and analyzing data together is one of the main functions of Morton's Professional Learning Communities this year, and along with help from reading and math coaches, teachers are reviewing data together to help monitor the progress of the learning program and strategies* **(P3-IVD05).** Staff members at Morton believe they are using data more over the last two years than they have in the past and are using a collaborative team process to make decisions. Staff members use data from state assessments primarily to make placement decisions for their intervention period (EnCore). Students do take RBAs and MBAs three times year as well. Last year, the school introduced the EnCore class to provide students with extra support aligned to their core course. Students not needing support are placed in an Encore and Beyond course. According to reports this year, the school did not have as many students needing the EnCore class for support, suggesting the school is transitioning students out of needing the extra support.

Morton Junior Senior High School continued with their Student Support Team this year. The team, initially suggested by teachers, started because staff members noted seven students "not being very successful." The team brings together staff members to problem-solve each case. According to one person:

> We had an action plan and assigned a mentor teacher to each student. We met again in two weeks. They made some decisions about students and got them different placements. It was all teacher leadership. It is a counselor-led process where they are asking: 'What can we do to get that student to graduation?'

In addition to during school support, Morton also offers after-school help to students who are struggling, and students can get help before school or during lunch from teachers, but teachers report few students attend these additional learning opportunities. As mentioned in previous sections of this report, Morton offers few advanced courses for students who want to accelerate their learning, which is one reason many juniors and seniors enroll in Running Start. Most interviewees continued to comment that the school suffers because it is not able to offer as many advanced courses or electives for their students. The school continues to have two school counselors to help support students; one who splits time between the junior senior high school and the elementary school and another one who is hired as the drug and alcohol counselor and is funded by True North. The counselor reported she is "putting more time doing classroom presentations and more groups at junior high school level." The counselor is the senior advisor,

she teaches a Navigation 101 class, she coordinates testing, and does student scheduling, among many other responsibilities.

This year, both the elementary school and the junior senior high school underwent a study of their Response to Intervention (RTI) program. The study results suggest the junior senior high school should further evaluate the screening measures they use to place students into intervention courses (this area scored the lowest on the RTI report). Additionally, teachers and paraprofessionals teaching EnCore support classes should have training in the curriculum they are using for those courses. As mentioned previously in this report, the ELA teacher would benefit from more curriculum resources in the intervention course. Students work in the Wild Side Jamestown nonfiction books as a supplement, but many students report they are not challenging. A final, important note, in the RTI report is that Morton "does not have a defined Tertiary Level" of support for students. The undertaking of this RTI study represents an example of how the district and school are monitoring their programs and practices and undertaking improvement efforts based on the data/information.

One major change at Morton this year is the move to a full inclusion model to meet the needs of Special Education students. Although new this year, interviewees were very positive about the switch to full inclusion, and they believe Special Education students are very successful in the new program. One person explained the necessity of moving to a full inclusion model sharing:

> They were doing it at the elementary school, and they needed to continue it here. We don't want their curriculum to be watered down. They feel better about themselves. We are also going away from identifying them as Special Education students and are trying other things through the support team. It is a real shift.

The Special Education teacher and several paraprofessionals are now placed in classrooms throughout the day to help support the Special Education students. Universally, these staff members believe their students' needs are being met in these courses. One person shared:

> I love the inclusion model. It is easier for me to write IEPs (Individualized Education Plans) because I am seeing what they are doing. I can now work more with teachers on modifying things. That helps me being in the class. I can talk to the teachers about pacing. A few students have struggled, but I think they are getting a lot out of the classes. I have seen them have more confidence. Some of the gen ed kids help with the special education kids in their class.

On the staff survey, 68% of staff members reported it was true that assessment data are used to identify student needs and appropriate instructional intervention (compared to 86% in 2013; **IIB01**; **IIB04**; **IIB05**; **IID07**; **IID09**) and 63% of staff members said it was true that they monitor the effectiveness of instructional interventions (compared to 71% in 2013; **IE06; IE07; IID08**). Family surveys show that 46% of parents agree school staff contacts me when my child is struggling academically (compared to 63% in 2013 and 33% in 2011), and 73% agree school counselors and/or teachers help my child establish academic goals (compared to 63% in 2013 and 39% in 2011). Student survey results show that 53% of students agree teachers know which students are having trouble learning and makes sure those students get extra help (compared to 59% in 2013).

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	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Focused Professional Development				
Planning and Implementation	2	2	3	3
Curriculum, Instruction, and Assessment	2	3	3	3

Planning and implementation. According to focus group members, Morton does not have a formal process (e.g. survey) to assess and identify professional development needs for all staff members, but district and school leaders informally ask teachers what support they need, and the District Instructional Leadership Team makes decisions regarding professional development needs. It is clear to researchers that Morton is doing more long-term planning for continuous support of professional growth needs. One person commented:

> This year we were interested in keeping staff in the building. We had to do some refreshing of professional development for our new staff, but now we are really into our PLCs and working within content area. That has been really huge. They are teacher-led. They are deciding what they really feel is important, and we are trying to build teacher leaders. If going to move forward we need to build those strong PLCs.

Morton staff members are engaged in a variety of professional development opportunities this year. The professional development planning now includes more teacher voice and is happening K-12. Professional development opportunities also appear to be aligned with the school's improvement goals. *The majority of staff members agreed that training is typically research-based and occasionally job-embedded* **(P2-IF12).** Staff members typically have training or work in PLCs on early release Wednesdays. External consultants provide some training, while other trainings are planned internally. Many staff members continue participating in external trainings offered through the ESD. School leadership also encourages staff members to visit other schools and is providing substitute time for any teacher interested in doing this.

Curriculum, instruction, and assessment. This year, Morton staff members reported having access to professional development support in the areas of curriculum, instruction, and assessment. New teachers undertook training on the evaluation model. "We brought in Heather Knight to do our teacher training for the new people. She came four times from fall to late fall. She was really good," shared a district leader. One teacher participating in the training agreed, "I enjoyed when we got to go to different schools and observe and compare them to the framework. I think in the future they should do a brief introduction on Danielson and then be out in the schools."

Professional development is also occurring at the school with the use of external math and reading coaches. According to one person, "One of the best things that staff have done has been working with the math and reading coaches doing MBA and RBA work." The content

specific consultants are helping staff members interpret results of assessments and are helping introduce staff members to Common Core State Standards. The district will continue with the focus on CCSS by sending teachers to a three-day training over the summer. The district also continued working this year with a part-time instructional coach. The instructional coach is leading peer rounds focused on higher level questioning. As mentioned previously, the instructional coach is less satisfied with the process at the junior senior high school than the elementary school. Other professional development opportunities this year included training on standards-based grading for junior high teachers and training on RTI provided by the assistant superintendent from Richland School District. Some staff members are also attending external training such as those provided by the ESD, while others are visiting other schools and teachers to share ideas.

Eighty-four percent of staff members responding to the survey reported it was true that teachers engage in professional development activities to learn and apply new skills and strategies (compared to 86% in 2013; **IF07**); 47% said it was true that they are provided training to meet the needs of a diverse population in their school (compared to 76% in 2013; **IF12**), and 84% said it was true that teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction (compared to 57% in 2013; **IF03**; **IF06**; **IF07**).

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	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Supportive Learning Environment				
Safe and Orderly Environment	2	2	2	2
Building Relationships	3	2	3	3
Personalized Learning for All Students	2	3	3	3

Safe and orderly environment. According to staff members, the physical structure of the school provides students and staff with a safe and clean learning environment. No one expressed complaints about the cleanliness of the school or any major safety issues with the school building, and researchers noted improvements in the school's heating system.

Universally, staff members, parents, and students described the discipline and referral system at the school as ineffective and inconsistent. Thirty-seven percent of staff members responding to the survey reported it was true that the school is orderly and support learning (compared to 57% in 2013; **IIIA32**; **IIC06**; **IIIA35**; **IIIC12**) and 53% said it was true that students believe this school is a safe place (compared to 52% in 2013; **IIIC04** & **IIIC12**). Family surveys reveal that 64% of families agree their child's teachers enforce classroom and school rules (compared to 50% in 2013 and 33% in 2011), 64% agree the school is a safe place for their child (compared to 57% in 2013 and 45% in 2011), and 82% agree there is an adult at the school whom my child trusts and can go to for help with a problem (compared to 63% in 2013 and 56% in 2011). Student surveys show that 42% of students agree the school is clean and orderly (compared to 48% in 2013), 62% agree the school is safe (compared to 56% in 2013), and 24% agree discipline is handled fairly (compared to 35% in 2013).

Morton continues to have a structured discipline and referral process that is outlined in the student handbook, but once again, staff members reported that it is enforced inconsistently in the school. One person also pointed out the referral forms and the student handbook do not match. When asked about areas the school still needs to improve on almost every interviewee mentioned the discipline and referral system. Comments from staff members throughout the study were very consistent with one another. The following quotes from staff members provide examples of the major issues with the current system:

> I think we need to be more on the same page. We have our student handbook and teacher handbook. Most everyone is good at following it but there are still some teachers that do their own thing. You can listen to music here and not in here.
>
> We need to make sure that with discipline we are consistent. From class to class and even when you send them to the office. They think nothing happens with referrals. It does not really seem consistent. There is not punishment.

> I think we need to be more consistent on our rules and procedures.
>
> Discipline needs to be improved. The follow through is horrible, and students talk about it and they laugh. It is very unsettling. Nothing happens with referrals. At the beginning of this year huge kudos about a decrease in referral rates – but I think teachers stopped writing.
>
> There are always discipline issues. We have new teachers with their own policies. It is just really inconsistent. It is so random. Students are acting out. There was big praise that discipline data looks better, but I think it is because people are not writing referrals. The consequences from the principal are also inconsistent.

Parents participating in the focus group agreed discipline issues need to be addressed in the school. "My one improvement would be that the discipline be improved," stated one parent. "I don't think learning can take place unless the environment is conducive to learning." Students, in particular, noted the inconsistencies between teachers and at the administrator level. One student stated, "The rules are inconsistent. Some teachers allow certain things and others don't. If I did same thing as someone else they would not get in trouble, and I would get suspended."

The school continues to use the Positive Behavioral Intervention and Support (PBIS) program, and most agreed believe the incentives continue to be helpful and motivating to many students. "I have been here since inception of PBIS," shared one person. "That has been a huge benefit to the school. PRIDE cards help us. We were good handing them out in the beginning. When we don't use them as much and behavior still has improved, it has worked." Talking about PBIS, one person reported progress:

> We've got majors (major offenses) down, now we have more minors (minor offenses). We are looking at data. We are doing PRIDE drawings weekly. Now we added gold cards where each teacher can give out one a week and the student comes down to get ice cream. We also have Kindle Fires from a donor, and this year, we have two extra for a total of 10. We have good incentives.

Major concerns in this area from all groups made researchers consider moving this area to a level 1, however; researchers did not notice severe behavior problems or disruption occurring during classroom observations so this area remains at a level 2.

Building relationships. According to interview and focus group participants, adults in the school are establishing meaningful relationships with students and are using these relationships to tailor instruction and to challenge students. One person shared, "Staff and student relationships are pretty good. Some staff members command more respect than others." Another person similarly stated, "I see our teachers being pretty respectful and encouraging and caring this year. They are trying to build a good rapport." A few people continued to comment that not all interactions between students and staff members are positive. For example, one student claimed, "This year, I noticed teachers have been negative towards students. Some teachers just make rude comments. Last year, there seemed to be a lot of positive reinforcement, and this year it seems more negative. It needs to be somewhere in the

middle." Several interviewees commented on how few staff members attend sporting events, which they believe is essential in developing relationships with Morton students. On the staff survey, 74% of staff members reported it was true that the staff value and respect all students (compared to 71% in 2013; **IIIC15**; **IIIC01**; **IIIC02**) and 68% of staff members reported it was true that students believe adults in the building genuinely care about them (compared to 52% in 2013; **IIIA33**).

When asked about interactions between adults in the school community, reactions were generally positive with one person noting more staff eating lunch together in the staff room, but a few people continued to comment about a perceived lack of camaraderie between staff. Similar to the last two studies, many interviewees stated being completely comfortable talking to leaders about any issues, but there were a few who did not feel comfortable, and no system is currently in place for school leaders to receive open and honest feedback from teachers, parents, and students.

Personalized learning for all students. This year, researchers noted continuing opportunities for personalized learning for students. One way Morton continues to do this is through their EnCore classes, where students can get help at their individual reading or math level. The structure does not currently exist for students to get this type of help in more than one subject area. According to interviewees, students are typically placed in the class for the whole semester. Students also have access to tutoring both during and outside of the school day. *Throughout the study this year, teachers talked frequently about personalizing learning for students through the use of differentiation* **(P4-IIIA07)**. An example of this is the use of computer-assisted learning. The school is currently using APEX for credit retrieval, and IXL and Kahn Academy for extended learning. Morton Junior Senior High School teachers are also becoming more adept at using data to personalize the learning environment for students. *Teachers are using assessments to monitor student progress and they share the data with one another to assess strengths and weaknesses* **(P5-IID08).**

Elective opportunities are still very restricted at Morton, and only a few advanced level courses are offered. School and district leaders recognize this weakness and hope that as students transition out of below-level courses, and come to the junior senior high school with more skills, they will begin to be able to offer more of these types of courses. Students continue to have access to Running Start through the local community college. The school continues with their Navigation 101 program, but several teachers talked about issues with the resources available for advisory time. One person shared:

> We have advisory. We are following NAV 101 right now, but tons of the links don't work. We were given a thumb drive with a bunch of ad hoc materials - every teacher is doing this different. No one is overseeing it, and you just do what you want to kind of thing. We need to have small committee go through it over the summer.

Morton continues some formal and informal celebrations of academic and behavior success of students, but some continued to report that more could be done to celebrate student and staff accomplishments. One person reported, "We have had one assembly this year to recognize kids. They don't feel like they are being recognized for academics. Kids are on the Honor Roll, but no there is no shared recognition of those positive things." Students also reported wanting more activities to improve "school pride." "In the past few years, it seems like we don't have as

much school pride as we used to," commented one student. "Now it seems that no one really cares. We have had no pep assemblies since I have been here. We used to have spirit week. There is just not a lot of school spirit."

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	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
High Levels of Family and Community Involvement				
Family Communication	2	3	3	3
Family and Community Partnerships	1	1	1	1

Family communication. Staff members reported communicating with parents via the website, newsletters, conferences, robocalls, and personal phone calls. Researchers noted that key documents, such as a student handbook are distributed annually. Students reported getting phone calls home and notes of encouragement during the first month of school. Parents identified similar methods of communication from the school, including robocalls, conferences, the newspaper, the website, and the daily bulletin. Despite lots of effort by the school to communicate to families, interactive communication is still a challenge. Most staff members admitted that it is a struggle to get family members involved in the school in significant ways. The district's Community Communications Coordinator helped complete two newsletters this year, which were sent to every address in the community. The district website is updated on an almost daily basis, and the district now has a Facebook page, although several people noted that many families in Morton do not have access to a computer or to internet. "I am amazed here about how many people do not have internet," stated one person. "I would rather them send a letter home or call me." This year, researchers noted a television in the hallway with sports photos and pictures from the robotics class.

Similar to findings from last year's study, some family members and staff members participating in the study thought the school could be more welcoming to parents. One person suggested district and school leaders could make more of a point to welcome family members when they come to the school and that the appearance of the hallways could be improved through display of student work etc. Forty-seven percent of staff members responding to the survey reported it was true that the school encourages parent involvement (compared to 67% in 2013; **IVA03**) and 47% said it was true that teachers effectively communicate student progress to parents (compared to 71% in 2013; **IIIB06**). Family survey results show that 55% of families agree their child's teachers respond promptly to them when they have a question or concern about their child (compared to 63% in 2013 and 33% in 2011) and 64% agree school staff keeps them informed about activities and events at the school (compared to 75% in 2013 and 28% in 2011).

Family and community partnerships. Morton Junior Senior High School's school improvement plan includes a family and community engagement component, and district and school leaders made efforts over the last three years to garner more community and parent involvement in the school. Examples of this include inviting parents to serve on different leadership committees within the school and providing parent informational meetings regarding

the RAD grant and PBIS. *At the time of this study, researchers did not find evidence of a consistent parent representative on the leadership team to provide a community and parent perspective for the team* **(P7-IVA01).** *Researchers also found little evidence of the school engaging the parents and the community in the transformation process* **(P7-IVA13).** On the staff survey, 21% of staff members reported it was true that the school has activities to celebrate the diversity of the community (compared to 14% in 2013) and 32% said it was true that with important decisions we collaborate with the parents and the community (compared to 43% in 2013; **IE13**). Family survey results show that 64% of families agree the school works with community organizations to support their child (compared to 63% in 2013 and 47% in 2011) and 55% agree the school helps to connect my family with community resources (compared to 63% in 2013 and 38% in 2011).

Staff members work hard to communicate with families in a variety of ways, but researchers continue to find little evidence of family and community engagement in the school. Interview and focus group participants commented that they do not often see people volunteering at the school although some local businesses do provide scholarships to students or act as sponsors. The school does have a CARE team, which includes the school counselor, "the True North drug and alcohol counselor, an Americorp worker, a readiness-to-learn worker, and a social worker from the community." Overall, district and school leader recognize the need to take an alternate approach in this area. One said:

> We have had the daily bulletins, reader boards, robocalls, Facebook, the newspaper, and the website. They still are not coming. Only one parent came to the community forum. We need to take the road show to the community – go out and present different programs/curriculum things out there. We need to take ourselves to the public.

Once again, interviewees identified significant barriers to getting parents engaged with the school. Parents also acknowledged the lack of support from the community and from parents. Similar to last year's study, a few staff members talked about the success Onalaska (neighboring school district) has had with their community outreach. One person shared, "The door seems like it is not that open here. Everything in Onalaska is done through the school. The school is the heartbeat." Several people were optimistic about the ability of the new superintendent/principal to engage parents and the community since he will be moving to Morton with his family. To see improvements in this area, it is likely the district will need to undertake training and study around the "Next" practices in parent/family engagement, similar to the work being done in the Roadmap Schools by Dr. Ann Ishimaru at the University of Washington.

SUMMARY AND RECOMMENDATIONS

Morton School District and Morton Junior and Senior High School implemented the Transformation Model. Over the course of the last three years, both the district and the school made substantial changes and improvements. When asked about what has been critical for success over the last three years some of the main areas mentioned were 1) having support from a Technical Assistance Contractor; 2) the continued development of PLCs; 3) increased communication and collaboration PK-12; 4) the addition of RTI and PBIS; 5) curriculum alignment; and 6) increasing staff buy-in for change.

One of the biggest challenges for Morton over the course of the grant was teacher turnover. Last year, the junior senior high hired four new staff members and this year the school hired five new teachers. Staff changes needed to be made each year due to several teachers retiring and others moving out of the district to other teaching opportunities. People cited several reasons why the teacher turnover is so difficult. First, recruiting qualified teachers to come to Morton is difficult. Second, new teachers must be acquainted with policies, practices, programs, and reform efforts occurring at the school. Finally, several interviewees, including students, reported how difficult it is to have new teachers each year, and to build relationships and trust with yet another adult.

Throughout the course of the grant researchers noted significant efforts by the district to extend improvement efforts PK-12. This year, the district made improvements in the effectiveness of their PLCs. District and school leaders believe developing effective PLCs are critical for their efforts going forward and for sustaining the work over the last several years. Morton also made substantial progress in the area of professional development over the last three years, providing staff members training in several critical areas. Another significant improvement in the district, noted by researchers throughout the last three years, is the development of a leadership structure. The district continues to have a leadership team called the MERIT Team, a District Instructional Leadership Team (DILT), and a Behavior Leadership Team (BLT). The creation of these leadership structures is one of the biggest accomplishments made in the district since the beginning of the RAD grant.

Although rubric scores changed little this year, the alignment with the *Nine Characteristics of High Performing Schools* improved substantially since the initial assessment. In 2011 and in 2012, the rubric scores mainly fell in the "Initial, beginning, developing" stage, while this year and last year many more scores fell in the "Leads to effective implementation" stage. One score went down this year compared to last year in the area of *Attributes of Effective School Leaders*. Although scores did not change, researchers noted improvement in the area of teacher collaboration with the continued development of PLCs. Interviewees were also very positive this year about the school's move to a full inclusion model to serve their Special Education population. Over the past three years, as the district and school have begun to implement the new transformation model, school and district staff members have taken measures to address the recommendations made in our initial assessment. Progress toward these critical areas is noted below:

- **Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district.** In our initial assessment, we talked about Morton School District personnel's emphasis on improving

student learning and achievement at not only the junior senior high school, but also at the elementary school. Significant efforts have been made each year to align improvement efforts K-12 and provide a vision for improvement that spans the district. This work really started three years ago, but each year efforts are made to strengthen the connections. The creation of district-wide PLCs is helping build collaboration and connection between staff members at the two buildings.

Two years ago, some staff members reported that they were "not on the same page" and reported feeling "disorganized as a group." Some interviewees alluded to this issue again during the current study, but reported it was due to having so many new staff members and not having staff meetings with everyone included (i.e. paraprofessionals). Once again, staff members highlighted improvements in collaboration and in distributed decision-making. A collaborative process is established to define and revise the school's improvement goals and a leadership team works together on the school improvement plan. While the action plan for improvement appears to be more clear, the development of a specific vision and mission statement is still a work in progress. Most interviewees believe the staff knows and understands what the school is trying to do for improvement much better than students and the community.

- **Address leadership structures.** At the start of the RAD grant, Morton did not have a leadership team, and the process of decision-making appeared to happen largely on an informal basis. It was unclear how teacher leaders were selected. Over the course of the grant, more leadership teams formed to take on different decisions both at the district and school level. These leadership structures continued into this year. Executive decisions regarding the grant are primarily made by the MERIT Team, while decisions regarding instruction and professional development are the responsibility of the DILT, and the BLT makes decisions regarding discipline. This year results were mixed with some people believing they are included in decision-making and others saying they are rarely included. Classified staff in particular expressed having less voice in decision-making this year. Similar to findings from the last two years, student and parent input for decisions is not something that is regularly sought by school leadership according to interviewees. For continued improvement, we recommend reviewing *Principle 1: Strong Leadership – Team structure (ID02, ID04, ID08, ID09, ID10)*

- **Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff.** Two years ago, Morton was still using a satisfactory/unsatisfactory model for performance evaluations. Over the last few years, district and school leaders worked toward a new model. The teacher and principal evaluation systems are now in place at the school, and staff members continue to receive periodic training on Charlotte Danielson's Professional Framework. Last year, teachers and school leaders alike had several concerns around the new system including the increased demand for evidence placed on all parties and need for clearer communication around the process. Researchers heard only a few concerns regarding the evaluation process this year. To provide assistance to the junior senior high principal because of the rigorous requirements of the RAD grant and the new evaluation system, the district hired a substitute principal for the last two years who fills in one or two days a week.

- **Set high academic expectations.** Over course of the grant, researchers pointed out the need for Morton Junior Senior High School to begin to develop a culture of high expectations for students. Although, Morton students have many challenges to learning, all students should be encouraged and challenged to excel. The school continues to struggle with providing a challenging academic core and researchers continued to find evidence of the perception of the school as a place of low academic expectations, particularly among students and families. The school is making efforts to change this perception, but this remains an area for improvement. Please refer to *Principle 4: Rigorous, aligned instruction (P4-IIA03).*

- **Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards.** Two years ago, Morton began using math and literacy coaches to work with teachers on aligning curriculum and classroom lessons with state standards. Last year, staff members worked with coaches to perform a gap analysis conducted in both reading and math, and the school worked to ensure intervention courses aligned with state standards. To support alignment with standards, the district also made some changes to curriculum last year. The content specific consultants are helping staff members interpret results of assessments and are helping introduce staff members to Common Core State Standards. The district will continue with the focus on CCSS by sending teachers to a three-day training over the summer. *Principle 4: Rigorous, aligned instruction – Engaging teachers in aligning instruction with standards and benchmarks (IIA01), - Engaging teachers in assessing and monitoring student mastery (IIC02), - Engaging teachers in differentiating and aligning learning activities (IIIA01).*

- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** At the initial assessment, we reported the frequency of instructional practices aligned with research-based principles of learning to be fairly low according to classroom observation results. It was clear to researchers that teachers had not been sufficiently supported in this area to help improve their practice, and many teachers acknowledged a need for and interest in training focused on instruction. Over the course of the grant, the classroom observation results fluctuated somewhat, but have generally remained low. Teacher turnover is likely contributing to some of the lack of traction in this area. This year's classroom observation results continue to indicate the need for improvements in this area, and for teachers to become more focused on planning the pedagogy of their lessons. The district continued working this year with a part-time instructional coach. The instructional coach is leading peer rounds focused on higher level questioning. This year the instructional coach is less satisfied with the process at the junior senior high school than the elementary school. 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 the school continue to use and strengthen the process for peer observation and reflection started this year. *Principle 2: Staff evaluation and professional development – Professional development (IF04, IF05, IF07).*

- **Provide assistance in developing and implementing formative assessments.** Two years ago, we reported that Morton staff members were assessing students and

using data more than ever before, and they continued to make improvements this year in the area of data use. According to most interview participants, data use is one of the areas of most improvement in the school over the course of the grant. This year staff members in language arts and math continued using OSPI's RBAs and MBAs to assess their students throughout the year. Similar to last year, the school uses a consultant from OSPI after every reading benchmark to help teachers process the data. A similar process is occurring with math facilitated by the math coach. In order for this work to sustain, school staff members will need to become more adept at all steps of the data collection and analysis process. *Principle 5: Use of data for school improvement and instruction – Assessing student learning frequently with standards-based assessments (IID03, IID04, IID08, IID09, IID10, IID11).*

- **Continue to develop meaningful communication and collaboration.** In the last three years, Morton made intentional efforts to allow staff members more opportunities to meet together. To that end, staff members are now meeting for an extended amount of time on early release Wednesdays. Collaboration opportunities also occur on a more informal, less regular basis. Many staff members highlighted improvements in PLC work as an area of development this year. Last year, some staff members reported wishing collaboration time could be more authentically teacher-directed and wanted more time to plan with colleagues on their own. According to many interviewees, teachers are getting more time to meet with colleagues and are having more opportunity to direct the work. During the last several studies, staff members identified communication as an area for improvement in Morton. The majority of interviewees believe improvements have been made in this area, but most admitted that this is still an area for growth. Many of the complaints about communication focused on internal staff communication. *Principle 3: Expanded time for student learning and teacher collaboration (IVD02)*.

- **Fully implement a behavior and reward program.** Three years ago, Morton staff spent time and resources to consider, adopt, and acquire training in the PBIS program. The school continues to use the PBIS program they developed and most agreed that the incentives are helpful and motivating to many students. However, once again this year staff members reported that school rules are enforced inconsistently in the school. Similar to the last few years, this appears to be the area of greatest tension and frustration at the school. When asked about areas the school still need to improve on almost every interviewee mentioned the discipline and referral system. In particular, most people were concerned about inconsistencies from classroom to classroom, lack of follow through regarding discipline from administrators, and the lack of alignment of the referral form and the student handbook. Most people also believe that different groups of students are favored. Researchers noted evidence of school and district leaders being aware of this issue and are hopeful the new superintendent/principal put this high on his list of improvement efforts next year. *Principle 6: Safety, discipline, and social, emotional, and physical heath – School and classroom culture (IIIC04, IIIC13, IIIC15)*.

- **Increase superintendent position to full-time.** Currently, the district is working with a very small staff and the superintendent position is only part-time. Two years ago we recommended the position be increased to full time given the needed support and supervision required by the grant. Although this was not done, the district is provided with additional help from a Technical Assistance Contractor from the ESD and from the

OSPI Student and School Success coach who serves as a support for school and district leaders by providing shoulder-to-shoulder guidance. Recently, Morton School Board hired a new principal for the junior senior high school, who will also serve as the superintendent. District leaders and school personnel expressed concern about "whether one person can do this job" and believe "he is going to need some support." The current superintendent is planning to request additional funds from the state to support retaining the Technical Assistance Contractor from the ESD and to support some of the important training they are undertaking, such as the work with a reading and math coach, training on the evaluation system, and to support having a Dean of Students for a few periods a day at the junior senior high school. Researchers believe the retention of the Technical Assistance Contractor is essential for sustaining the work in Morton.

APPENDIX A – DISTRICT RUBRIC

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 adaption). 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.

The ratings in the table below comes from an analyses of district personnel ratings combined with data collected by The BERC Group.

X" Required "O" Permissible

Actions	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Teachers and Leaders							
Replace the principal.	**X**	**X(O)**	**2**	**3**	**3**	**3**	The district put a new principal in place in for the 2011-2012 school year. The school board hired a new superintendent/principal for the 2014-15 school year.
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**		**1**	**2**	**2**	**3**	Components of the Danielson Framework (competencies) as well as highly qualified status are used to screen and select new staff.
Screen all existing staff, rehiring no more than 50% of the school staff.	**X**	**O**	**1**	**NA**	**NA**	**NA**	Adopted Transformation Model
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	**X**	**X**	**1**	**1**	**1**	**2**	The district tends to be limited to the immediate area and most recruiting and resources are limited; however, this year financial incentives were given to newly hired Spanish, CTE, and science teachers.
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**	**2**	**2**	**3**	**3**	The district implemented the Danielson Framework with all certificated staff. The state adopted student growth rubrics are being used as well. The AWSP Leadership Framework was adopted for the principal evaluation.

Teachers and Leaders (Cont.)	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	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.	**O**	**X**	**2**	**2**	**2**	**3**	Teachers and principals were rewarded this year for increased student scores on MSP. They were given $100 each to buy classroom materials.
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.	**O**	**O**	**1**	**2**	**2**	**2**	The district reports that there is an incentive in the fact that teachers are receiving more professional development and are being paid for it.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	**O**	**O**	**1**	**2**	**2**	**2**	Since Morton is small, often because of highly qualified issues, they are not able to ensure that teachers won't be moved around.

Instructional and Support Strategies	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	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**	**2**	**3**	**3**	**3**	The district provides curriculum materials, and the staff has made efforts to ensure curriculum is aligned with the state standards. Staff members use consultants/coaches to assist in aligning instruction with the content and achievement standards. Data is also collected this year using RBAs and MBAs. Data is used to determing the exact skill deficits for students and then the school can selected research-based programs to meet those needs.
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**	**3**	**3**	**3**	The school now has a long-term professional development plan in place. The District Instructional Leadership Team designs the PD based on instructional needs (i.e. RBA analysis, standards-based reporting, instructional habits, Danielson Framework training, PBIS training, etc.)
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**	**3**	**3**	**3**	Staff is using data more this year than in the past. Frequent progress monitoring is occurring particularly in math and reading courses. RBAs and MBAs were added as assessments last year.
Institute a system for measuring changes in instructional practices resulting from professional development.	**O**	**O**	**1**	**2**	**2**	**3**	The instructional coach has developed forms for instructional rounds that measures the use of instructional practices such as higher order questions (the focus for the year).
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	**O**	**O**	**2**	**3**	**3**	**3**	Most teachers have pacing guides aligned to standards, but the principals have not yet been using those to make sure implementation is done with fidelity.

Implement a school-wide response to intervention model.	**O**	**O**	**2**	**3**	**3**	**3**	The RTI system at the secondary level has tier 2 instruction only through EnCore (enhanced core). Currently, a team of teachers and administration are attending a series of RTI workshops to develop a more effective system.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	**O**	**O**	**2**	**3**	**3**	**3**	The school is providing additional supports and professional development to teachers to support students with diverse needs. Becky Turnbull (SpEd Director from ESD 113) has provided two types of training to the staff: modifications for SpEd students in the general education classroom and conflict avoidance for when students are confrontational. The school moved to a full inclusion model this year to address the needs of Special Education students to get better access to core courses.

Instructional and Support Strategies (cont.)	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Use and integrate technology-based supports and interventions as part of the instructional program.	**O**	**O**	**2**	**3**	**3**	**3**	Teachers use Smart Boards, Mobis, laptop or desktop computers, and iPads for many purposes. Math students are using IXL and Kahn Academy; credit retrieval is offered on APEX; iPad apps are used by Special Education students.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	**O**	**O**	**2**	**3**	**3**	**3**	The school provides credit retrieval through APEX.
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.	**O**	**O**	**1**	**2**	**2**	**2**	Supports for low-achieving students are improving. Improvement in rigor of instruction and tasks students are asked to do is also necessary. Many students continue to enroll in Running Start through Centralia Community College.
Secondary Schools: Improve student transition from middle to high school.	**O**	**O**	**2**	**3**	**3**	**3**	Basic elements in place and schools are on the same campus so much opportunity for collaboration exists between the staff. A Student Support Team is monitoring students who might have difficulty transitioning. They are mentoring students when extra support is needed.
Secondary Schools: Establish early warning systems.	**O**	**O**	**2**	**3**	**3**	**3**	Currently, students at risk for dropping out are recommended to attend New Market in Olympia. More frequent data collection is allowing earlier detection of students at risk. They are using easy CBM, MBAs, RBAs and data analysis is completed after each assessment to design interventions in the core classrooms and in EnCore.

Learning Time and Support	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	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**	**1**	**2**	**3**	**3**	Both the elementary and junior/senior high school have after-school tutoring available to students. EnCore has been established with clear objectives. The current schedule provides 20 extra minutes a day for instruction.
Provide appropriate social-emotional and community-oriented services and support for students.	**X**	**O**	**2**	**2**	**3**	**3**	The school has a Readiness to Learn person who works several days a week to support students, a Care Team, a Student Support Team, True North (drug and alcohol counseling), and a connection to Cascade Mental Health Services.
Provide ongoing mechanisms for family and community engagement.	**O**	**X**	**1**	**2**	**2**	**2**	The school still has significant challenges in encouraging family and community engagement. The district does hold several events including BBQ night, student-led conferences, strengthening families, PBIS informational nights, and Fun Family Night.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	**O**	**O**	**2**	**3**	**3**	**3**	School currently uses Navigation 101 and smaller EnCore classes to build relationships.
Implement approaches to improve school climate and discipline.	**O**	**O**	**2**	**3**	**3**	**3**	PBIS system adopted and there is a leadership team in place to support the work. Students are rewarded for showing PRIDE in the school. Flint Simonsen is the external provider who is providing support in implementation. PBIS strategies (green zone rewards, posted classroom procedures and rules, reteaching expectations, etc.) have been implemented with improved school climate, but the teachers' feelings about the discipline have not changed.
Expand program to offer pre-kindergarten or full day kindergarten.	**O**	**O**	**3**	**NA**	**NA**	**NA**	The district currently offers Pre 3-5 age half days and offer a full-day kindergarten for interested families.

Governance			Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	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**	**1**	**3**	**4**	**4**	Two years ago the school and district made significant leadership structure changes including a new MERIT Leadership Team and teams to support work in academics and behavior. These teams have strengthened this year. A Technical Assistance Coordinator from the ESD, a Student and School Success Coach, and an instructional coach contribute to the MERIT team. All three personnel assist the superintendent in the school's turnaround efforts The school is also receiving support from a math content specialist and a reading content specialist at OSPI.
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**	**2**	**3**	**2**	**2**	Basic elements in place.
Ensure school receives intensive ongoing support from district, state, or external partners.	**O**	**X**	**2**	**3**	**3**	**3**	District and school currently working with many partners: SSS Coach (Jim Ridgeway), instructional coach (Dan Steward), TAC (Kathy Tully), math and reading content specialists from the state and ESD 113, Dana Anderson (ESD 113), and Flint Simonsen (PBIS), among others.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**O**	**O**	**1**	**1**	**1**	**1**	This is not in place.
Implement a per-pupil school based budget formula that is weighted based on student needs.	**O**	**O**	**1**	**1**	**1**	**1**	This is not in place.

APPENDIX B – COLLEGES ATTENDED

College Attended from 2004 to 2012

School Name	College Name	State	# of students attending	High School Graduation Year
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	16	2004
Morton Jr Sr High School	PIERCE COLLEGE	WA	3	2004
Morton Jr Sr High School	WASHINGTON STATE UNIVERSITY	WA	3	2004
Morton Jr Sr High School	GRAYS HARBOR COLLEGE	WA	2	2004
Morton Jr Sr High School	PACIFIC LUTHERAN UNIVERSITY	WA	2	2004
Morton Jr Sr High School	SOUTH PUGET SOUND COMMUNITY COLLEG	WA	2	2004
Morton Jr Sr High School	BATES TECHNICAL COLLEGE	WA	1	2004
Morton Jr Sr High School	CENTRAL WASHINGTON UNIVERSITY	WA	1	2004
Morton Jr Sr High School	COLLEGE OF SOUTHERN IDAHO	ID	1	2004
Morton Jr Sr High School	DEVRY UNIVERSITY - FEDERAL WAY	WA	1	2004
Morton Jr Sr High School	EASTERN WASHINGTON UNIVERSITY	WA	1	2004
Morton Jr Sr High School	EVEREST COLLEGE - BREMERTON	WA	1	2004
Morton Jr Sr High School	GEORGE FOX UNIVERSITY	OR	1	2004
Morton Jr Sr High School	NORTH SEATTLE COMMUNITY COLLEGE	WA	1	2004
Morton Jr Sr High School	PIERCE COLLEGE - MILITARY PROGRAM	WA	1	2004
Morton Jr Sr High School	SAINT MARTIN'S UNIVERSITY	WA	1	2004
Morton Jr Sr High School	SHORELINE COMMUNITY COLLEGE	WA	1	2004
Morton Jr Sr High School	SOUTH SEATTLE COMMUNITY COLLEGE	WA	1	2004
Morton Jr Sr High School	SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2004
Morton Jr Sr High School	THE EVERGREEN STATE COLLEGE	WA	1	2004
Morton Jr Sr High School	WHATCOM COMMUNITY COLLEGE	WA	1	2004
Morton Jr Sr High School	WHITWORTH UNIVERSITY	WA	1	2004
Morton Jr Sr High School	WILLIAM PENN UNIVERSITY	IA	1	2004
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	11	2005
Morton Jr Sr High School	SAINT MARTIN'S UNIVERSITY	WA	2	2005
Morton Jr Sr High School	ASHFORD UNIVERSITY	CA	1	2005
Morton Jr Sr High School	CLOVER PARK TECHNICAL COLLEGE	WA	1	2005
Morton Jr Sr High School	COLLEGE OF SOUTHERN IDAHO	ID	1	2005
Morton Jr Sr High School	EASTERN OREGON UNIVERSITY	OR	1	2005
Morton Jr Sr High School	EVEREST COLLEGE - BREMERTON	WA	1	2005
Morton Jr Sr High School	GONZAGA UNIVERSITY	WA	1	2005
Morton Jr Sr High School	MONTANA STATE UNIVERSITY - BOZEMAN	MT	1	2005
Morton Jr Sr High School	OLYMPIC COLLEGE	WA	1	2005
Morton Jr Sr High School	PIERCE COLLEGE	WA	1	2005
Morton Jr Sr High School	SEMINOLE STATE COLLEGE OF FLORIDA	FL	1	2005
Morton Jr Sr High School	THE EVERGREEN STATE COLLEGE	WA	1	2005
Morton Jr Sr High School	UNIVERSITY OF COLORADO DENVER	CO	1	2005
Morton Jr Sr High School	UNIVERSITY OF DENVER - COLORADO	CO	1	2005
Morton Jr Sr High School	UNIVERSITY OF IDAHO	ID	1	2005
Morton Jr Sr High School	UNIVERSITY OF WASHINGTON - SEATTLE	WA	1	2005
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	2	2006

Morton Jr Sr High School	BARTON COMMUNITY COLLEGE	KS	1	2006
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	13	2007
Morton Jr Sr High School	UNIVERSITY OF PHOENIX	AZ	3	2007
Morton Jr Sr High School	WASHINGTON STATE UNIVERSITY	WA	2	2007
Morton Jr Sr High School	CENTRAL WASHINGTON UNIVERSITY	WA	1	2007
Morton Jr Sr High School	CLOVER PARK TECHNICAL COLLEGE	WA	1	2007
Morton Jr Sr High School	EASTERN WASHINGTON UNIVERSITY	WA	1	2007
Morton Jr Sr High School	EVEREST COLLEGE - BREMERTON	WA	1	2007
Morton Jr Sr High School	EVEREST COLLEGE-TACOMA	WA	1	2007
Morton Jr Sr High School	MINOT STATE UNIVERSITY	ND	1	2007
Morton Jr Sr High School	PACIFIC LUTHERAN UNIVERSITY	WA	1	2007
Morton Jr Sr High School	SOUTH PUGET SOUND COMMUNITY COLLEG	WA	1	2007
Morton Jr Sr High School	SPOKANE COMMUNITY COLLEGE	WA	1	2007
Morton Jr Sr High School	SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2007
Morton Jr Sr High School	TACOMA COMMUNITY COLLEGE	WA	1	2007
Morton Jr Sr High School	THE EVERGREEN STATE COLLEGE	WA	1	2007
Morton Jr Sr High School	UNITED EDUCATION INSTITUTE-CHULA V	CA	1	2007
Morton Jr Sr High School	UNIVERSITY OF IDAHO	ID	1	2007
Morton Jr Sr High School	VINCENNES UNIVERSITY	IN	1	2007
Morton Jr Sr High School	WESTERN WASHINGTON UNIVERSITY	WA	1	2007
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	18	2008
Morton Jr Sr High School	CENTRAL WASHINGTON UNIVERSITY	WA	5	2008
Morton Jr Sr High School	EVEREST COLLEGE - BREMERTON	WA	3	2008
Morton Jr Sr High School	EVEREST COLLEGE-TACOMA	WA	3	2008
Morton Jr Sr High School	SOUTH PUGET SOUND COMMUNITY COLLEG	WA	2	2008
Morton Jr Sr High School	UNIVERSITY OF WASHINGTON - SEATTLE	WA	2	2008
Morton Jr Sr High School	WARNER PACIFIC COLLEGE	OR	2	2008
Morton Jr Sr High School	WASHINGTON STATE UNIVERSITY	WA	2	2008
Morton Jr Sr High School	ARGOSY UNIVERSITY - TWIN CITIES	MN	1	2008
Morton Jr Sr High School	BATES TECHNICAL COLLEGE	WA	1	2008
Morton Jr Sr High School	CLARK COLLEGE	WA	1	2008
Morton Jr Sr High School	EASTERN WASHINGTON UNIVERSITY	WA	1	2008
Morton Jr Sr High School	GRAND CANYON UNIVERSITY	AZ	1	2008
Morton Jr Sr High School	GREEN RIVER COMMUNITY COLLEGE	WA	1	2008
Morton Jr Sr High School	LOWER COLUMBIA COLLEGE	WA	1	2008
Morton Jr Sr High School	NORTH IDAHO COLLEGE	ID	1	2008
Morton Jr Sr High School	NORTHLAND COMMUNITY & TECHNICAL CO	MN	1	2008
Morton Jr Sr High School	OKLAHOMA CHRISTIAN UNIVERSITY	OK	1	2008
Morton Jr Sr High School	PIERCE COLLEGE	WA	1	2008
Morton Jr Sr High School	SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2008
Morton Jr Sr High School	TACOMA COMMUNITY COLLEGE	WA	1	2008
Morton Jr Sr High School	THE EVERGREEN STATE COLLEGE	WA	1	2008
Morton Jr Sr High School	UNIVERSITY OF GREAT FALLS	MT	1	2008
Morton Jr Sr High School	UNIVERSITY OF IDAHO	ID	1	2008
Morton Jr Sr High School	WALTERS STATE COMMUNITY COLLEGE	TN	1	2008
Morton Jr Sr High School	WESTERN NEBRASKA COMMUNITY COLLEGE	NE	1	2008
Morton Jr Sr High School	WESTERN WASHINGTON UNIVERSITY	WA	1	2008
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	8	2009

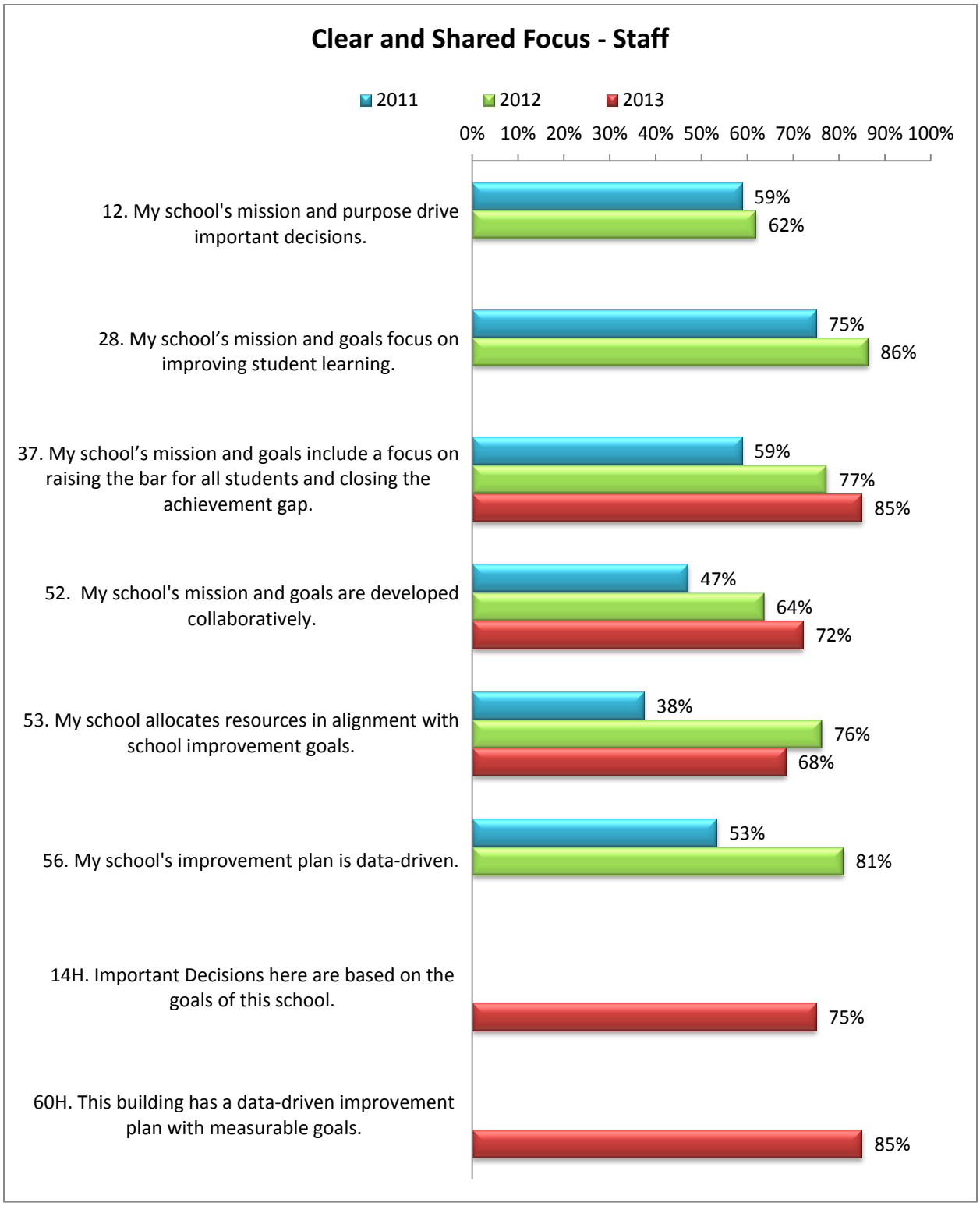
Morton Jr Sr High School	BATES TECHNICAL COLLEGE	WA	1	2009
Morton Jr Sr High School	CLATSOP COMMUNITY COLLEGE	OR	1	2009
Morton Jr Sr High School	DEVRY UNIVERSITY	IL	1	2009
Morton Jr Sr High School	DEVRY UNIVERSITY - DUPAGE	IL	1	2009
Morton Jr Sr High School	EASTERN WASHINGTON UNIVERSITY	WA	1	2009
Morton Jr Sr High School	ITT TECHNICAL INSTITUTE	WA	1	2009
Morton Jr Sr High School	PIERCE COLLEGE	WA	1	2009
Morton Jr Sr High School	SOUTH PUGET SOUND COMMUNITY COLLEG	WA	1	2009
Morton Jr Sr High School	THE EVERGREEN STATE COLLEGE	WA	1	2009
Morton Jr Sr High School	UNIVERSITY OF WASHINGTON - SEATTLE	WA	1	2009
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	10	2010
Morton Jr Sr High School	SOUTH PUGET SOUND COMMUNITY COLLEG	WA	2	2010
Morton Jr Sr High School	BOISE STATE UNIVERSITY	ID	1	2010
Morton Jr Sr High School	CENTRAL WASHINGTON UNIVERSITY	WA	1	2010
Morton Jr Sr High School	HIGHLINE COMMUNITY COLLEGE	WA	1	2010
Morton Jr Sr High School	ROGUE COMMUNITY COLLEGE	OR	1	2010
Morton Jr Sr High School	THE EVERGREEN STATE COLLEGE	WA	1	2010
Morton Jr Sr High School	UNIVERSITY OF WASHINGTON - SEATTLE	WA	1	2010
Morton Jr Sr High School	WASHINGTON STATE UNIVERSITY	WA	1	2010
Morton Jr Sr High School	WESTERN WASHINGTON UNIVERSITY	WA	1	2010
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	3	2011
Morton Jr Sr High School	PORTLAND COMMUNITY COLLEGE	OR	1	2011
Morton Jr Sr High School	SOUTHWESTERN OREGON COMMUNITY COLL	OR	1	2011
Morton Jr Sr High School	WYOTECH - LARAMIE	WY	1	2011
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	5	2012
Morton Jr Sr High School	BELLEVUE COLLEGE	WA	1	2012
Morton Jr Sr High School	EVEREST COLLEGE - PORTLAND	OR	1	2012
Morton Jr Sr High School	EVEREST COLLEGE - STONEMILL CENTER	WA	1	2012
Morton Jr Sr High School	EVERETT COMMUNITY COLLEGE	WA	1	2012

APPENDIX C – STAFF SURVEY RESULTS
Staff Survey Demographics

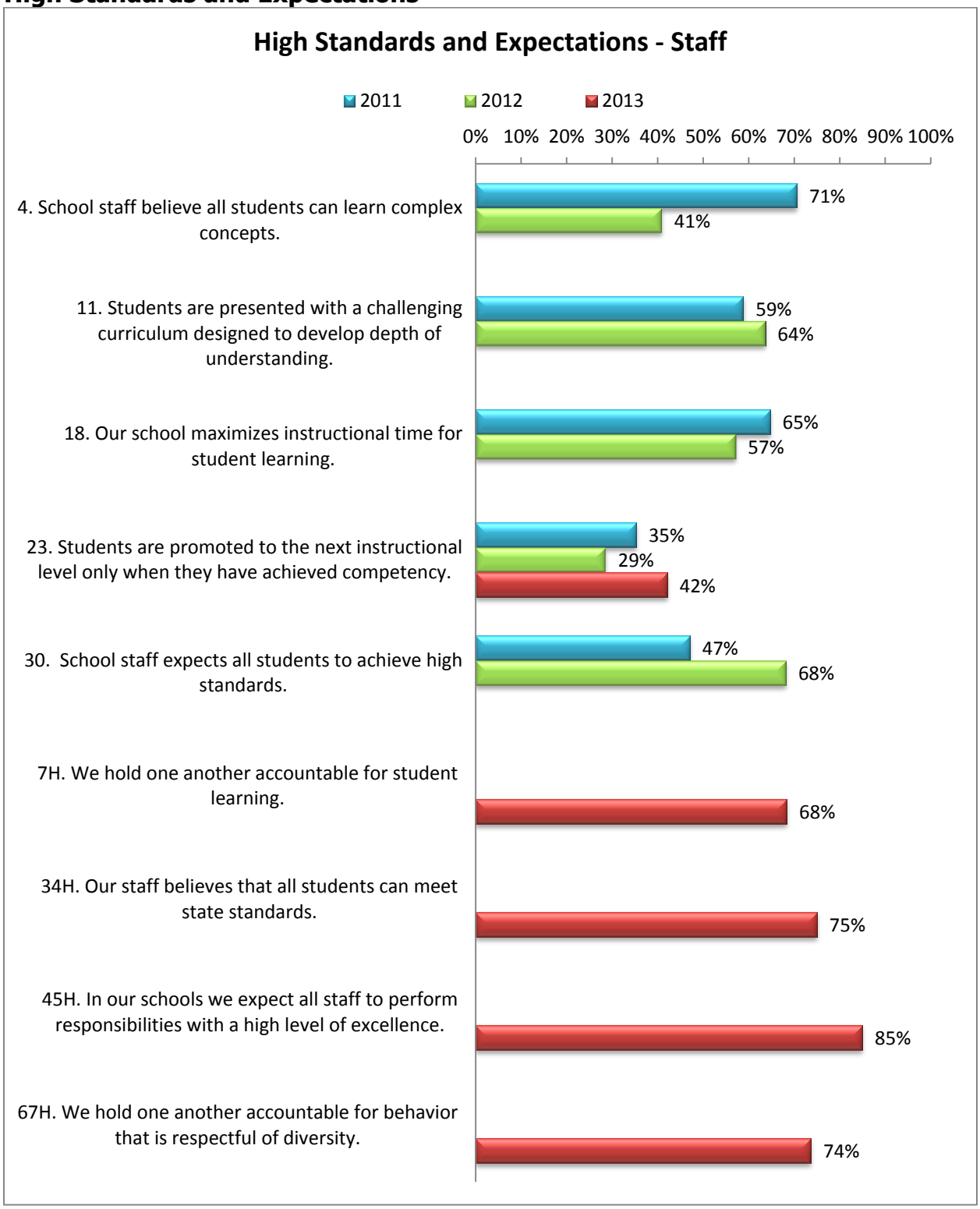
	2011	2012
Gender		
Male	21.1% (n=4)	21.1% (n=7)
Female	78.9% (n=15)	56.9% (n=15)
Race		
American Indian/Alaskan Native		
Asian		
Black African American		
White	84.2% (n=16)	86.4% (n=19)
Hispanic/Latino/a		4.5%(n=1)
Pacific Islander		4.5%(n=1)
Declined to identify	15.8% (n=3)	15.4% (n=8)
Staff Role		
Certificated Staff	57.9% (n=11)	68.2% (n=15)
Classified Staff	31.6% (n=6)	31.8% (n=7)
Administrator	10.5% (n = 2)	0% (n=0)
Years Teaching at this School		
1st year	6.3% (n=1)	14.3% (n=3)
2nd or 3rd year	43.8% (n=7)	23.8% (n=5)
4th or 5th year		4.8% (n=1)
6th-9th year	21.1% (n=4)	4.8% (n=1)
10th year or more	21.1% (n=4)	52.4% (n=11)
Total years Teaching		
1st year	6.3% (n=1)	4.8% (n=1)
2nd or 3rd year	12.5% (n=2)	9.5% (n=2)
4th or 5th year	5.3% (n=1)	14.3% (n=3)
6th-9th year	15.8% (n=3)	
10th year or more	56.3% (n=9)	71.4% (n=15)
National Board Certified		
Yes		
No	100% (n=16)	100% (n=22)

	2013
Gender	
Male	28.6% (n=6)
Female	71.4% (n=15)
Subject Area	
Generalist	9.5% (n=2)
Other	57.1% (n=12)
Electives	9.5% (n=2)
LA/Social Studies	14.3% (n=3)
Math/Science	9.5% (n=2)
Total number of years teaching	
Missing	4.8% (n=1)
More than 11	61.9% (n=13)
8-11 years	14.3% (n=3)
4-7 years	9.5% (n=2)
1-3 years	4.8% (n=1)
Less than a year	4.8% (n=1)
Years Teaching at this School	
More than 11	28.6% (n=6)
8-11 years	9.5% (n=2)
4-7 years	33.3% (n=7)
1-3 years	14.3% (n=3)
Less than a year	14.3% (n=3)
Position	
Administrator	19% (n=4)
Paraprofessional or Instructional Aid	4.8% (n=1)
Classified Support Staff	14.3% (n=3)
Certificated Support Staff	9.5% (n=2)
Certificated Staff	52.4% (n=11)

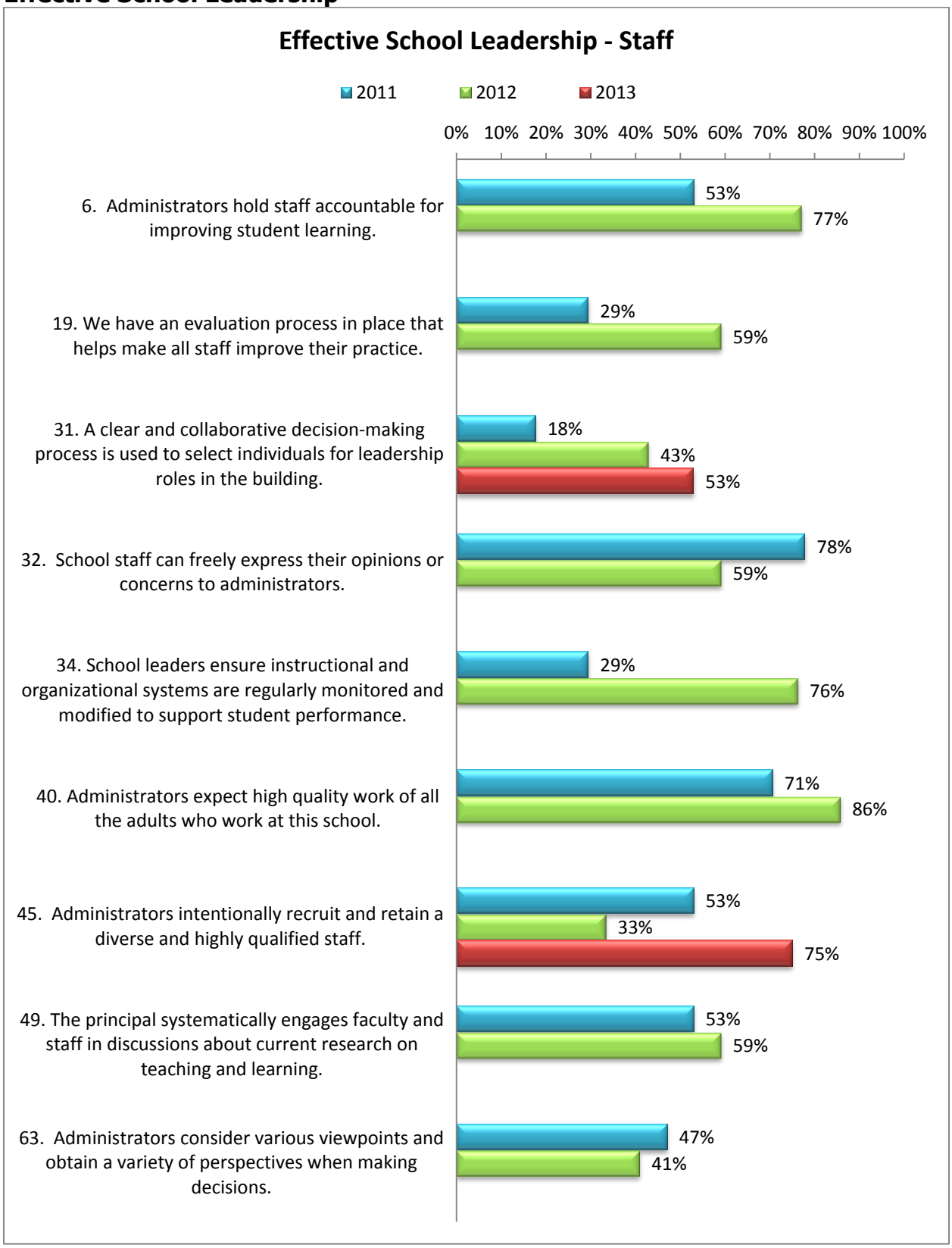
Clear and Shared Focus

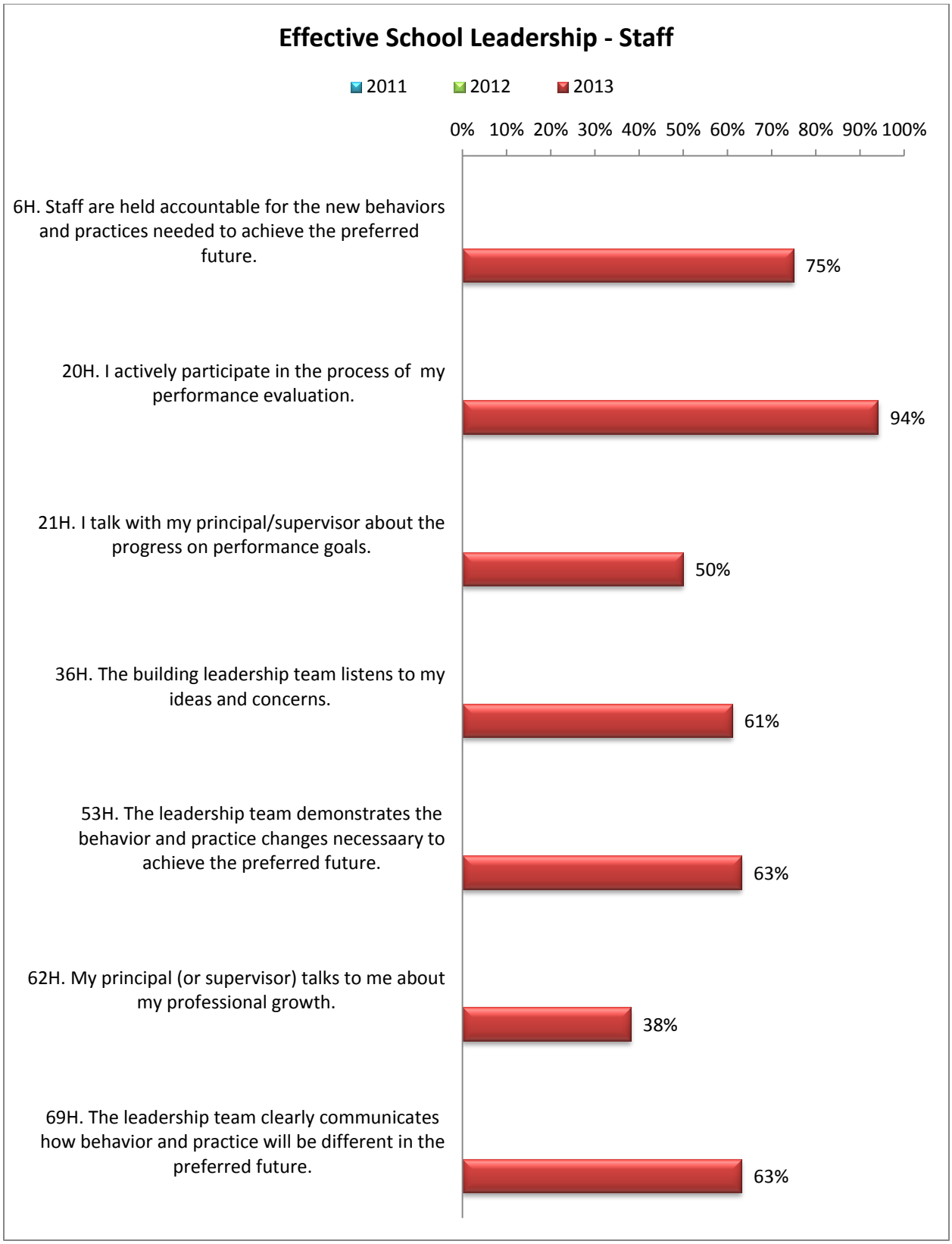


High Standards and Expectations

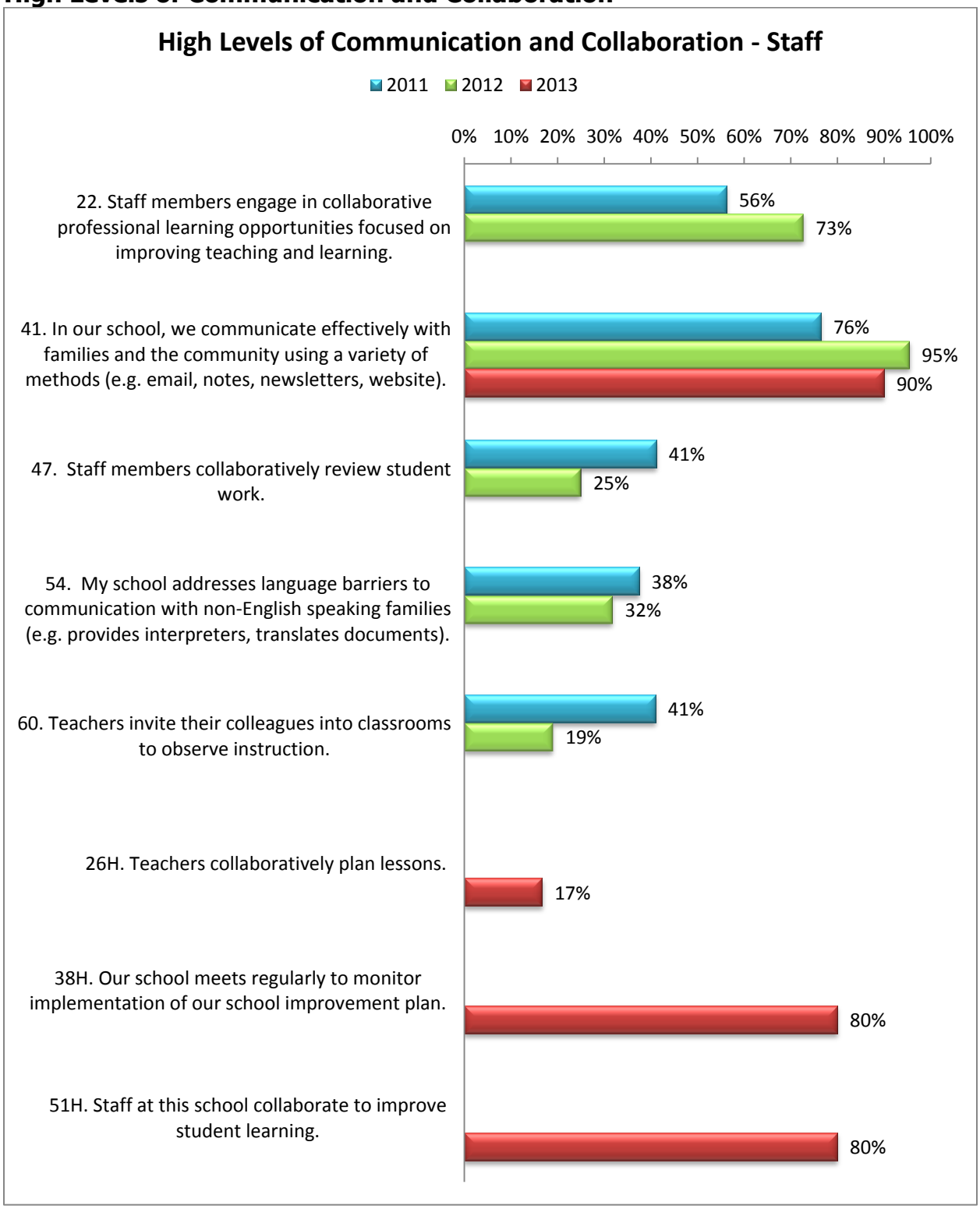


Effective School Leadership

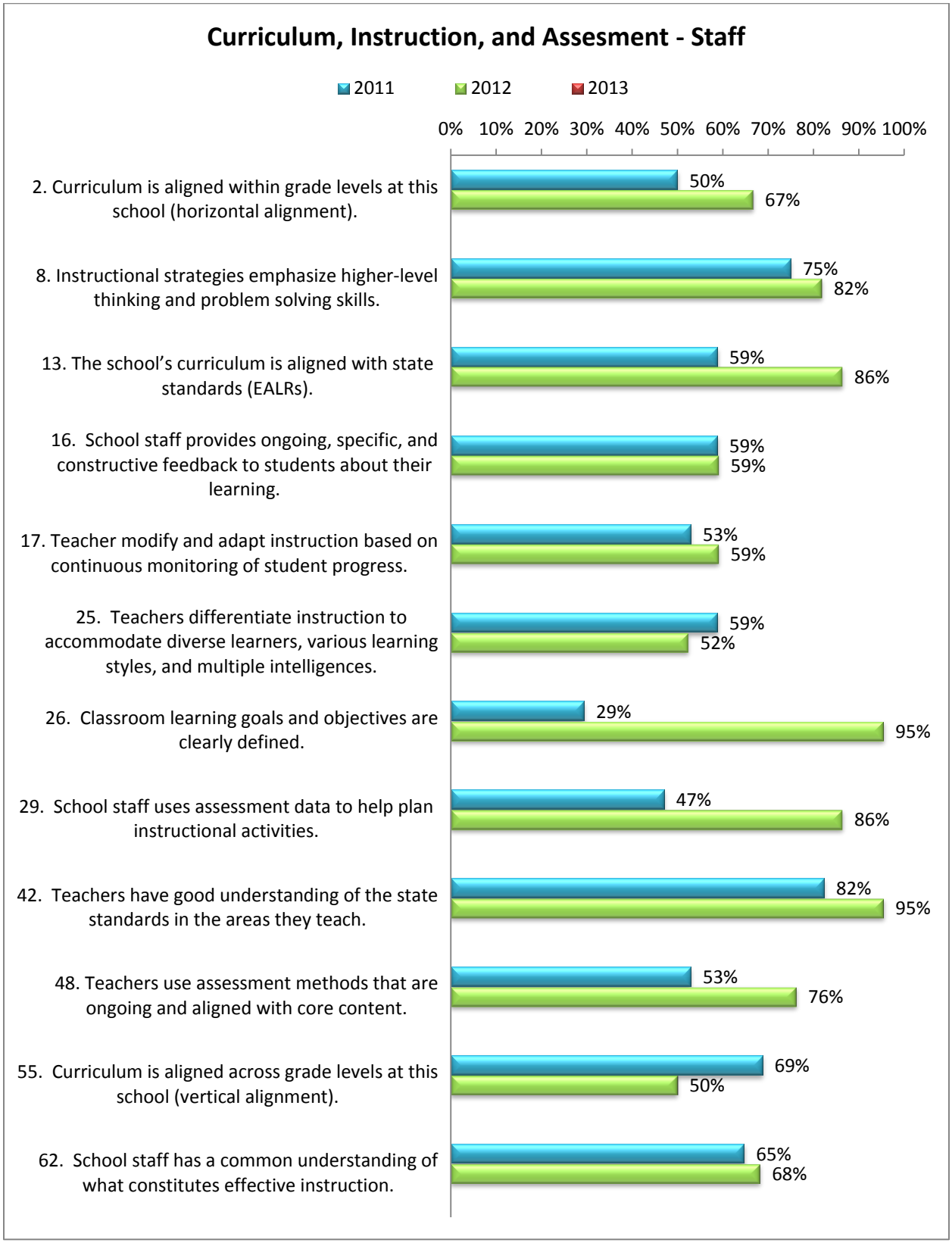


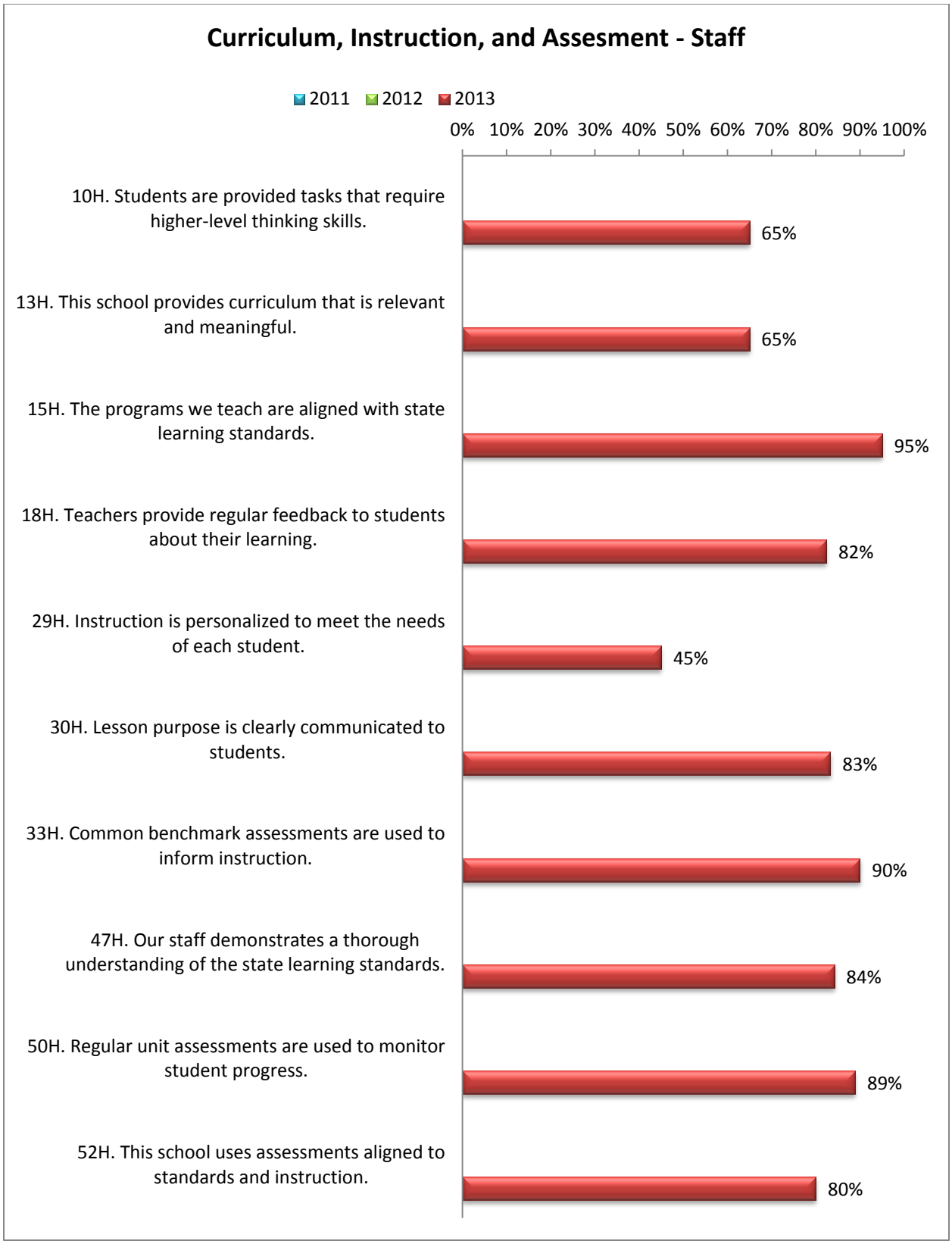

Effective School Leadership - Staff
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
6H. Staff are held accountable for the new behaviors and practices needed to achieve the preferred future.
75%
20H. I actively participate in the process of my performance evaluation.
94%
21H. I talk with my principal/supervisor about the progress on performance goals.
50%
36H. The building leadership team listens to my ideas and concerns.
61%
53H. The leadership team demonstrates the behavior and practice changes necessaary to achieve the preferred future.
63%
62H. My principal (or supervisor) talks to me about my professional growth.
38%
69H. The leadership team clearly communicates how behavior and practice will be different in the preferred future.
63%

High Levels of Communication and Collaboration

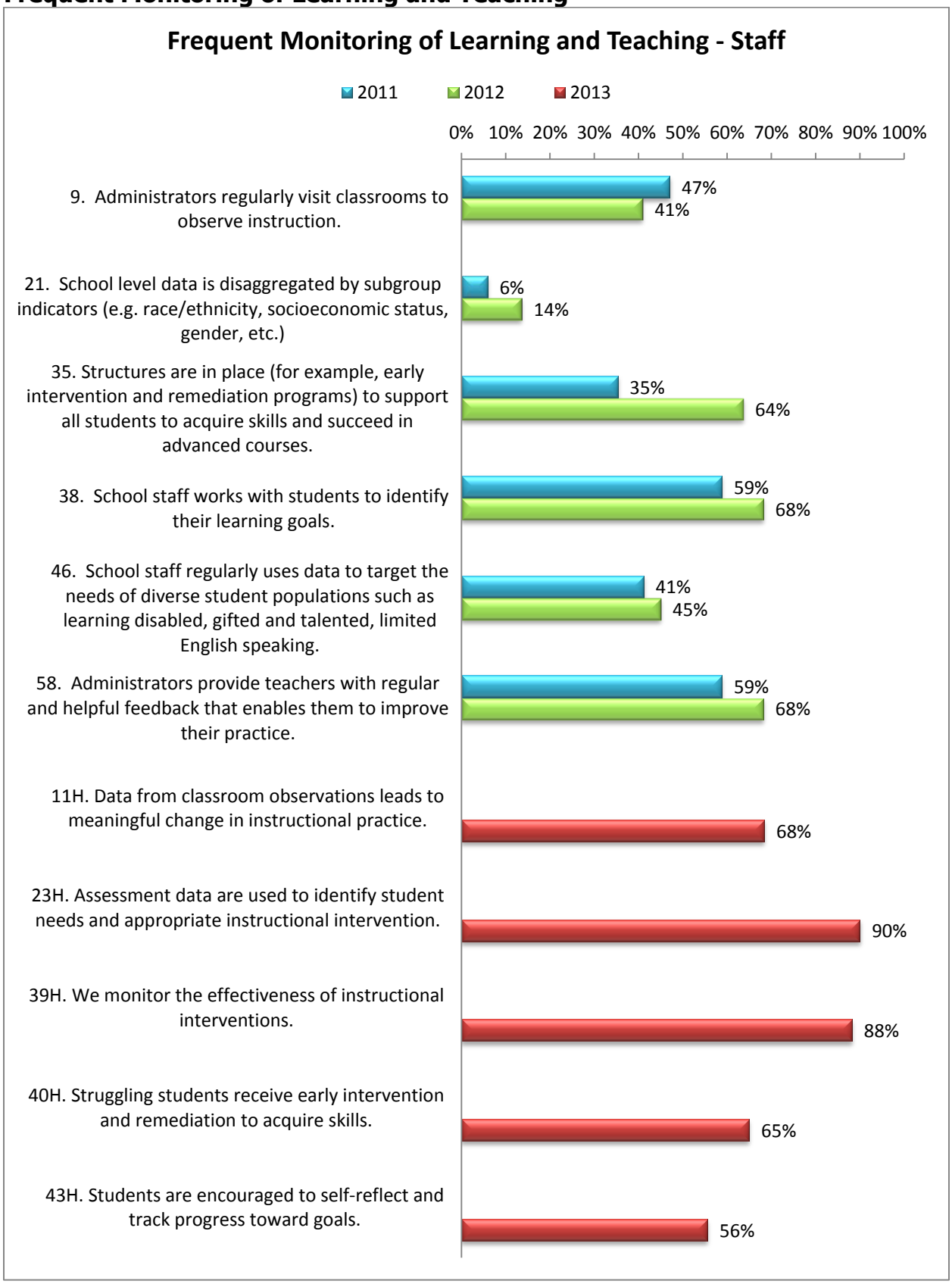


Curriculum, Instruction, and Assessment

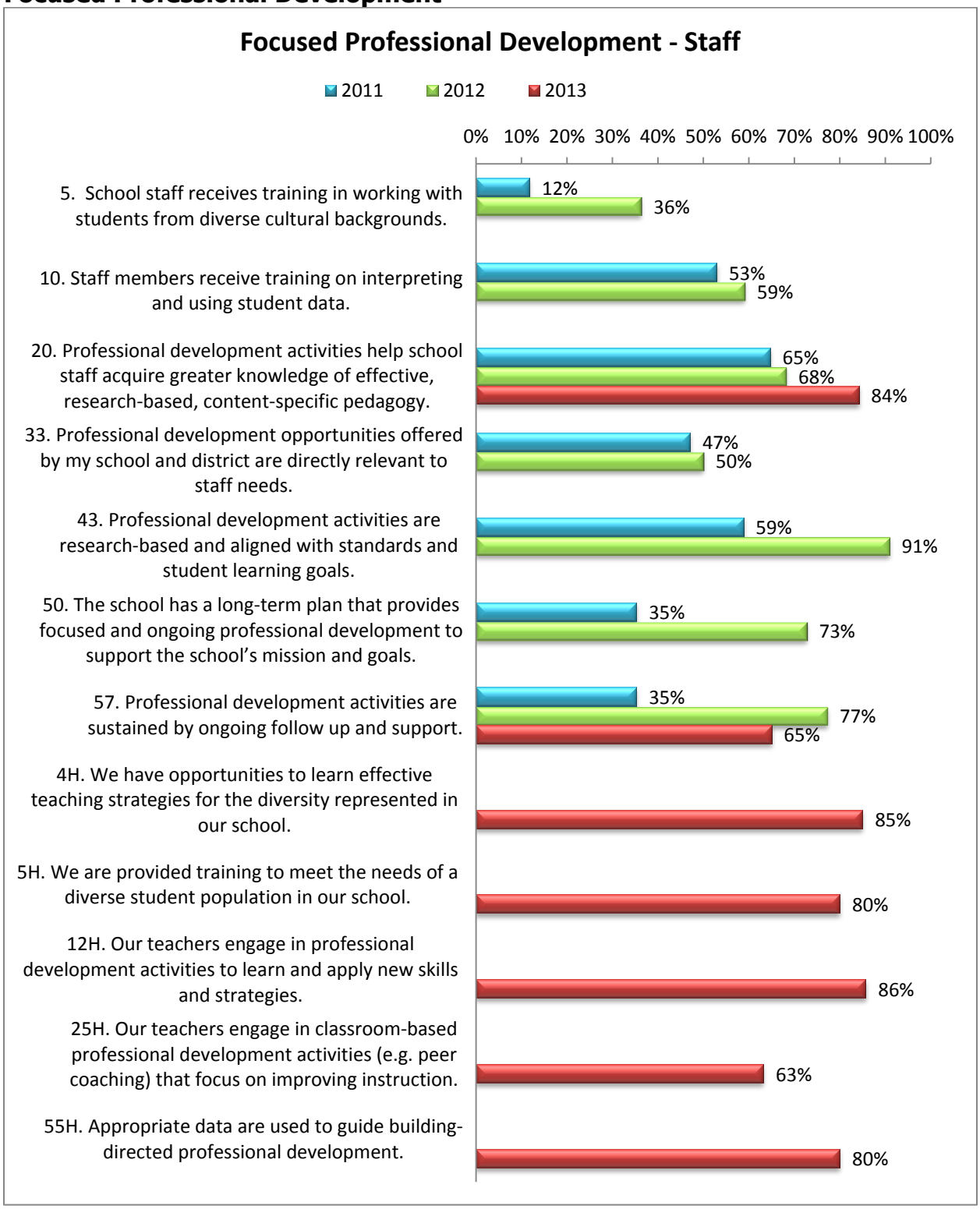



Curriculum, Instruction, and Assesment - Staff
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
10H. Students are provided tasks that require higher-level thinking skills.
65%
13H. This school provides curriculum that is relevant and meaningful.
65%
15H. The programs we teach are aligned with state learning standards.
95%
18H. Teachers provide regular feedback to students about their learning.
82%
29H. Instruction is personalized to meet the needs of each student.
45%
30H. Lesson purpose is clearly communicated to students.
83%
33H. Common benchmark assessments are used to inform instruction.
90%
47H. Our staff demonstrates a thorough understanding of the state learning standards.
84%
50H. Regular unit assessments are used to monitor student progress.
89%
52H. This school uses assessments aligned to standards and instruction.
80%

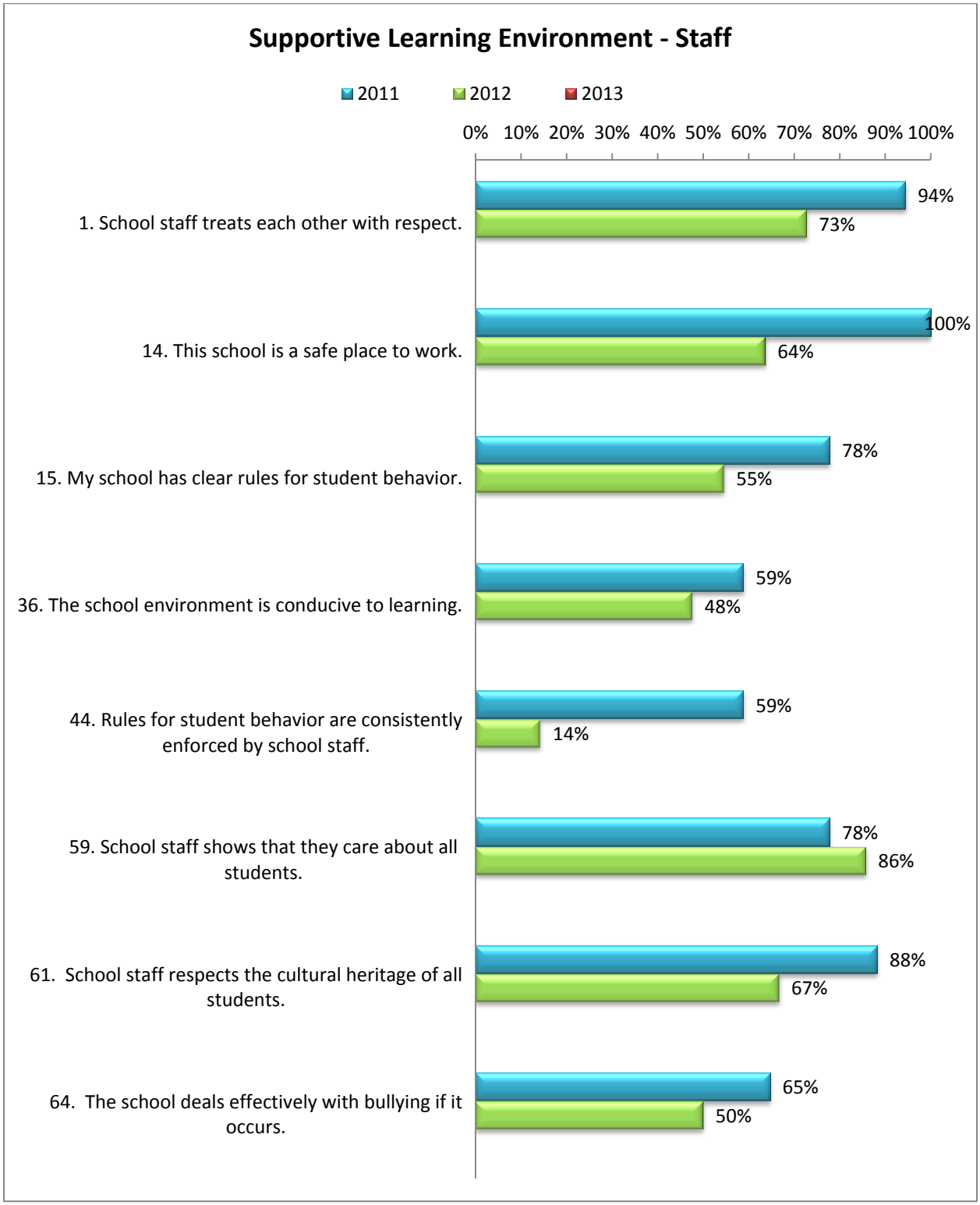
Frequent Monitoring of Learning and Teaching

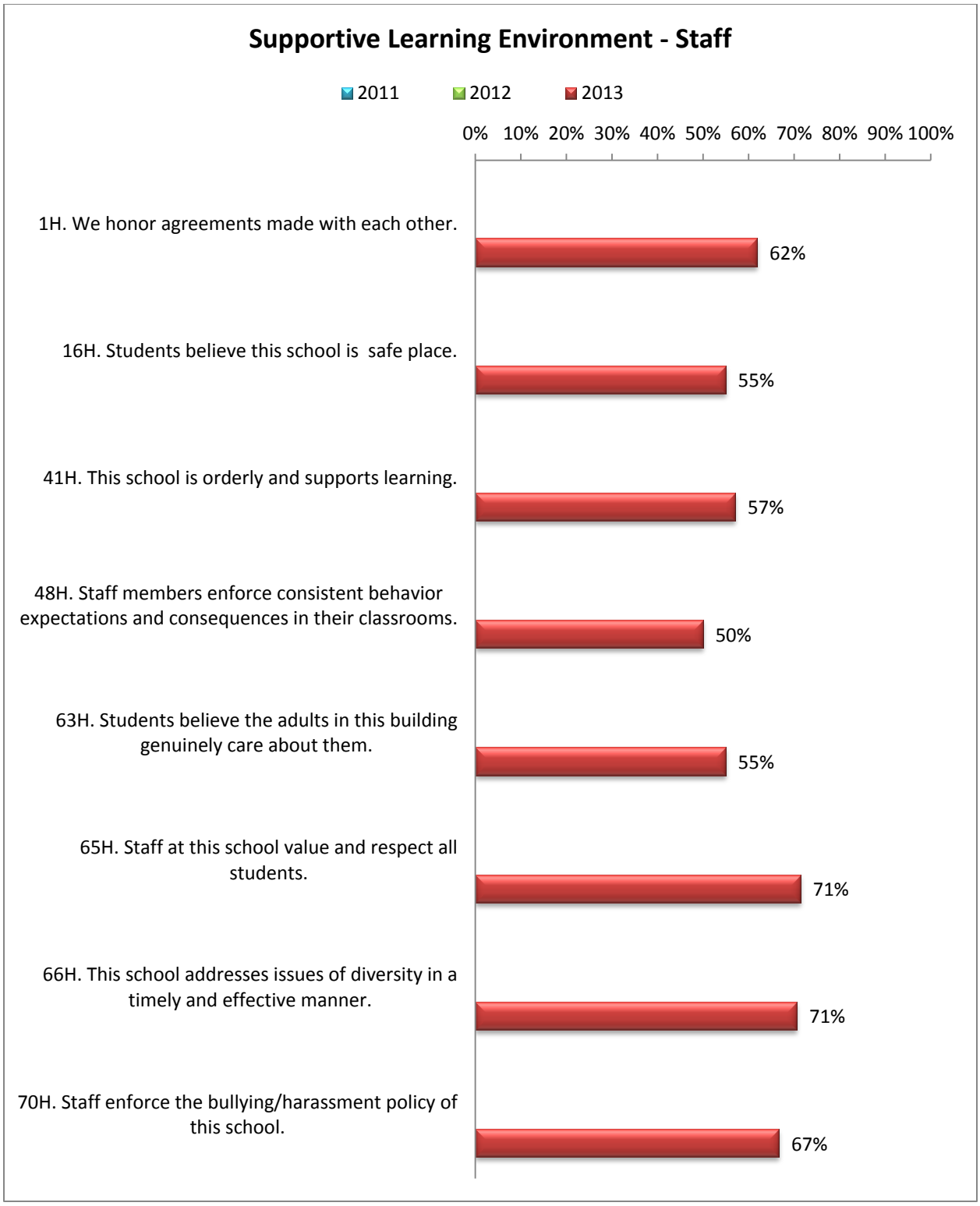


Focused Professional Development

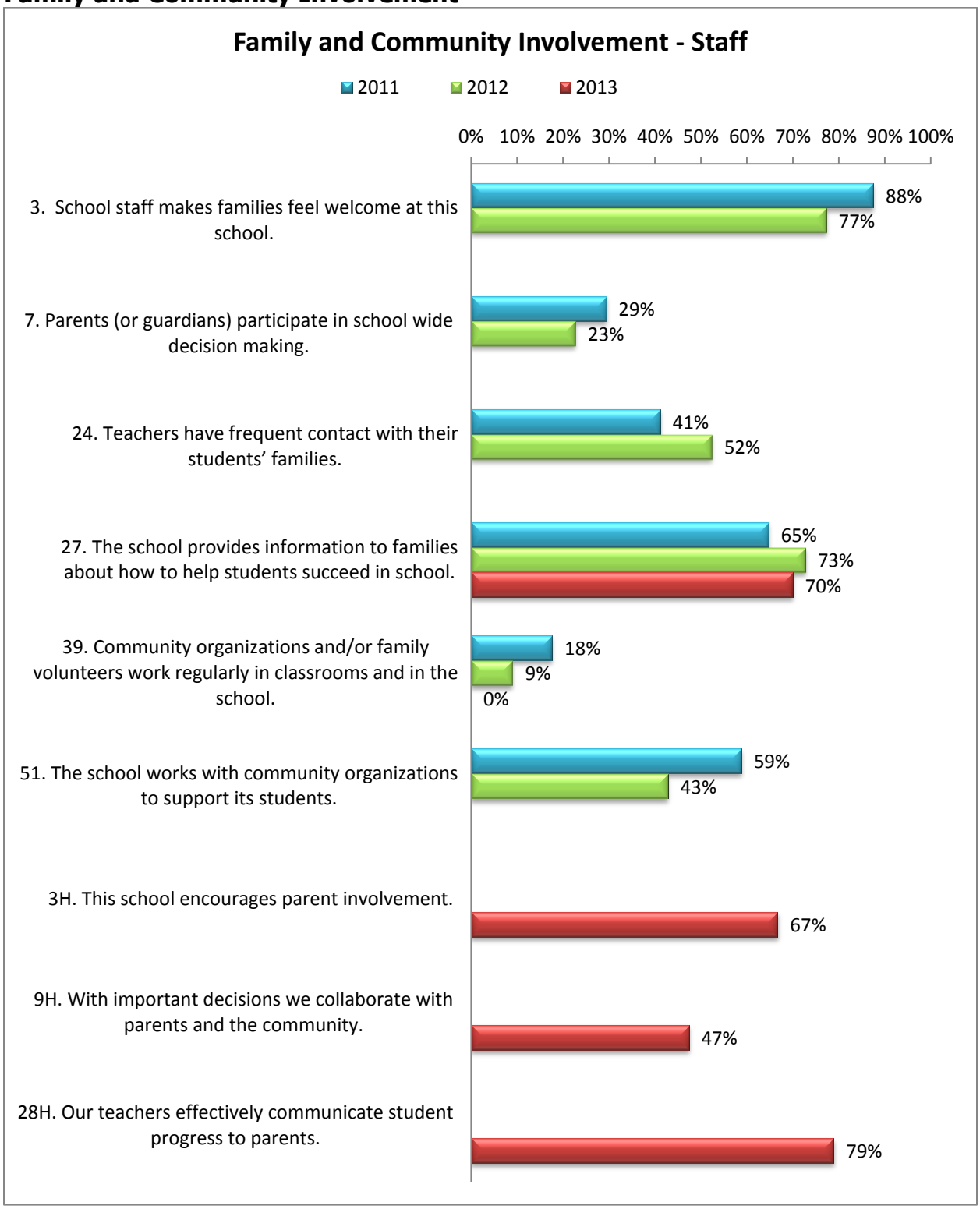


Supportive Learning Environment




Supportive Learning Environment - Staff
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
1H. We honor agreements made with each other.
62%
16H. Students believe this school is safe place.
55%
41H. This school is orderly and supports learning.
57%
48H. Staff members enforce consistent behavior expectations and consequences in their classrooms.
50%
63H. Students believe the adults in this building genuinely care about them.
55%
65H. Staff at this school value and respect all students.
71%
66H. This school addresses issues of diversity in a timely and effective manner.
71%
70H. Staff enforce the bullying/harassment policy of this school.
67%

Family and Community Involvement

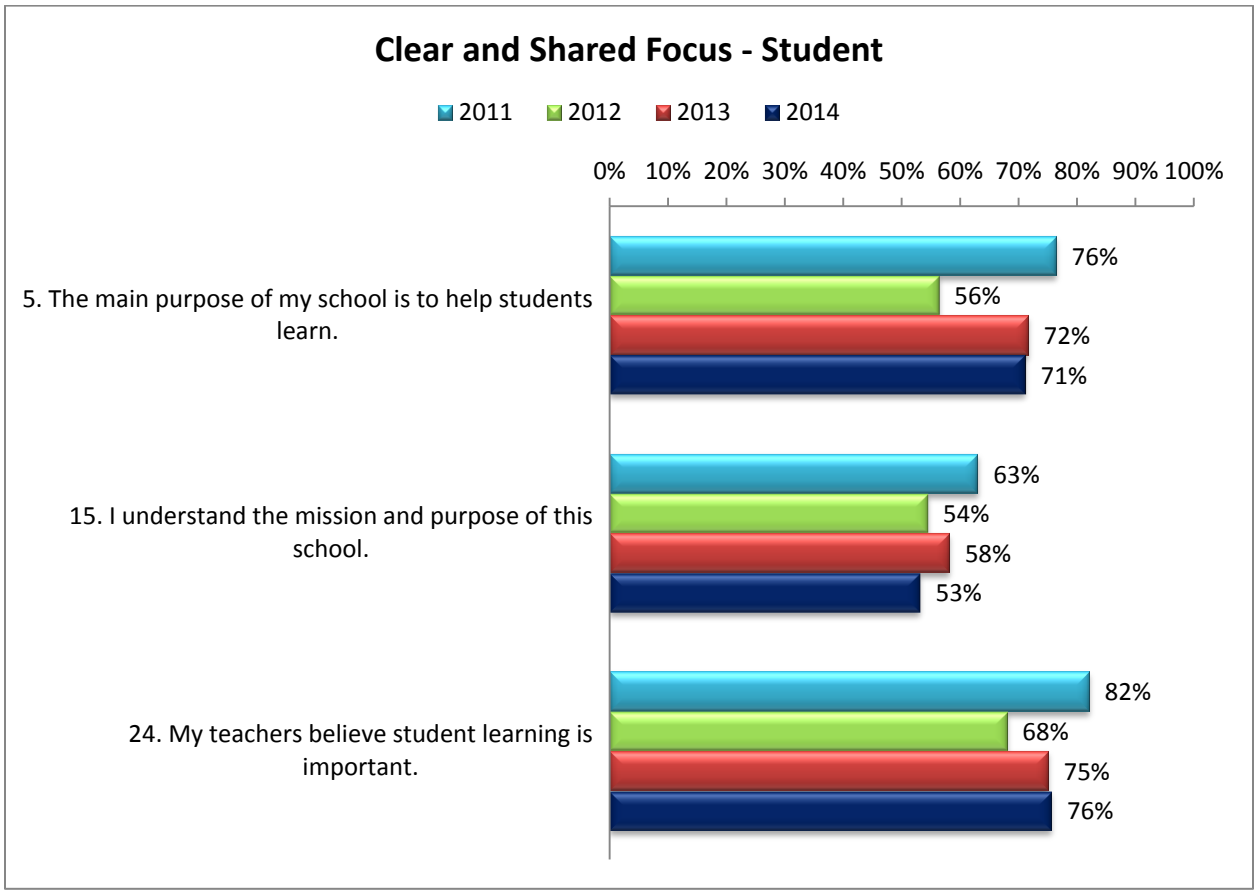


APPENDIX D – STUDENT SURVEY RESULTS

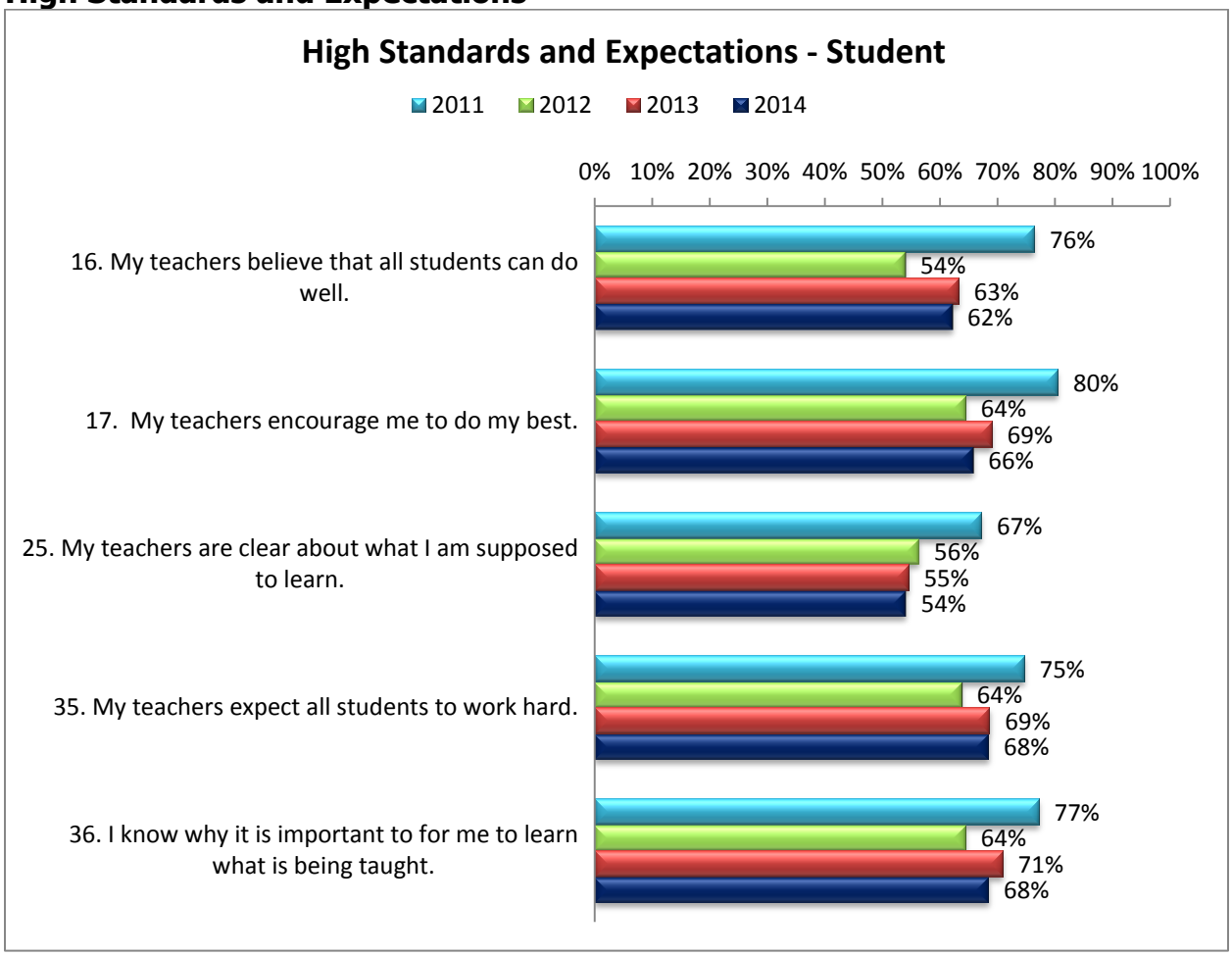
Student Survey Demographics

	2011	2012	2013	2014
Gender				
Male	41.5% (n=51)	43.0% (n=43)	49.4% (n=42)	47.3% (n=52)
Female	58.5% (n=72)	57.0% (n=57)	50.6% (n=43)	52.7% (n=58)
Race				
American Indian/Alaska Native	7.9%(n=10)	4.8%(n=5)	6.8% (n=6)	
Asian	2.4% (n=3)	1.9% (n=2)		
Black/African American	2.4% (n=3)	1.9% (n=2)	1.1% (n=1)	
Hispanic/Latino(a)	4.7% (n=6)	5.8% (n=6)	6.8% (n=6)	
White	80.3% (n=102)	77.9% (n=81)	77.3% (n=68)	
Pacific Islander	.8% (n=1)	1% (n=1)	1.1% (n=1)	
Declined	1.6% (n=2)	6.7% (n=7)	6.8% (n=6)	

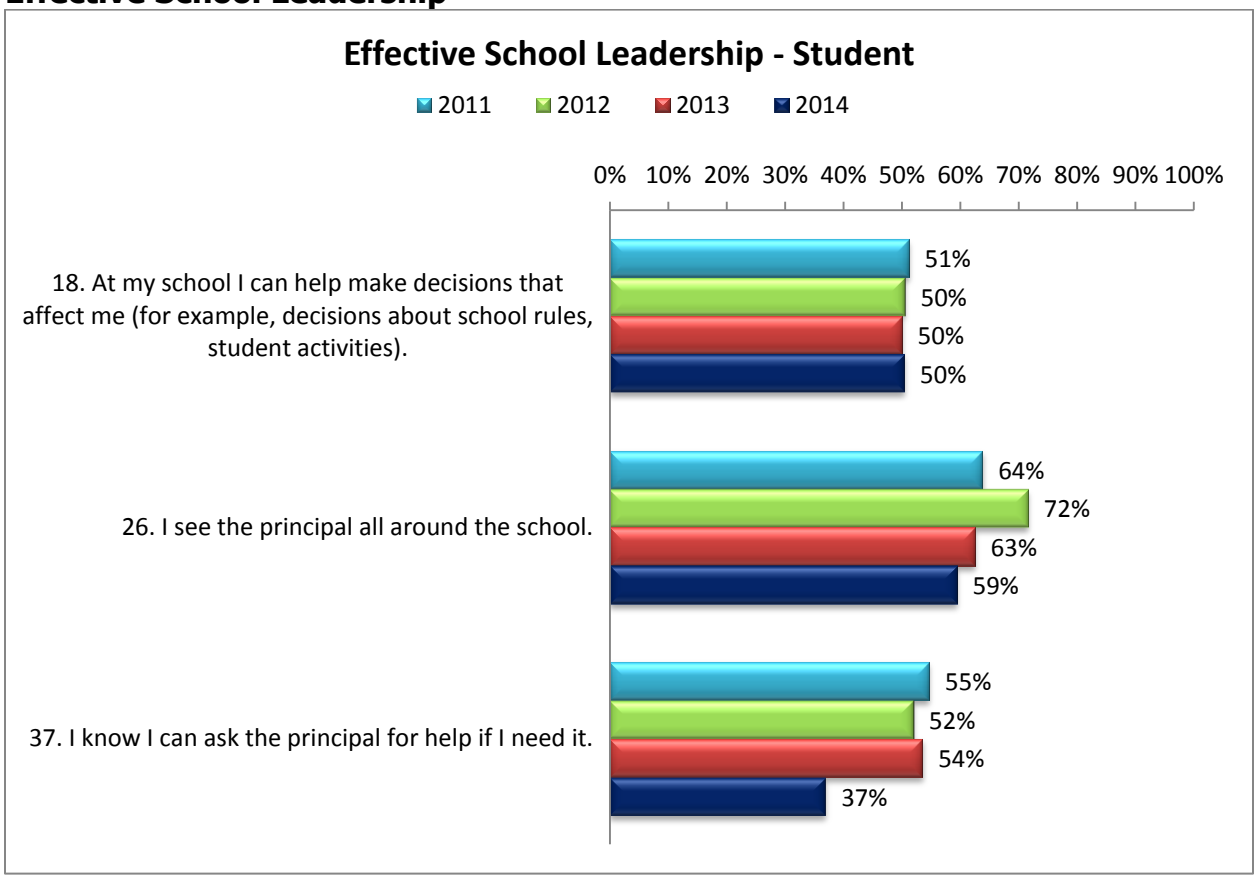
Clear and Shared Focus



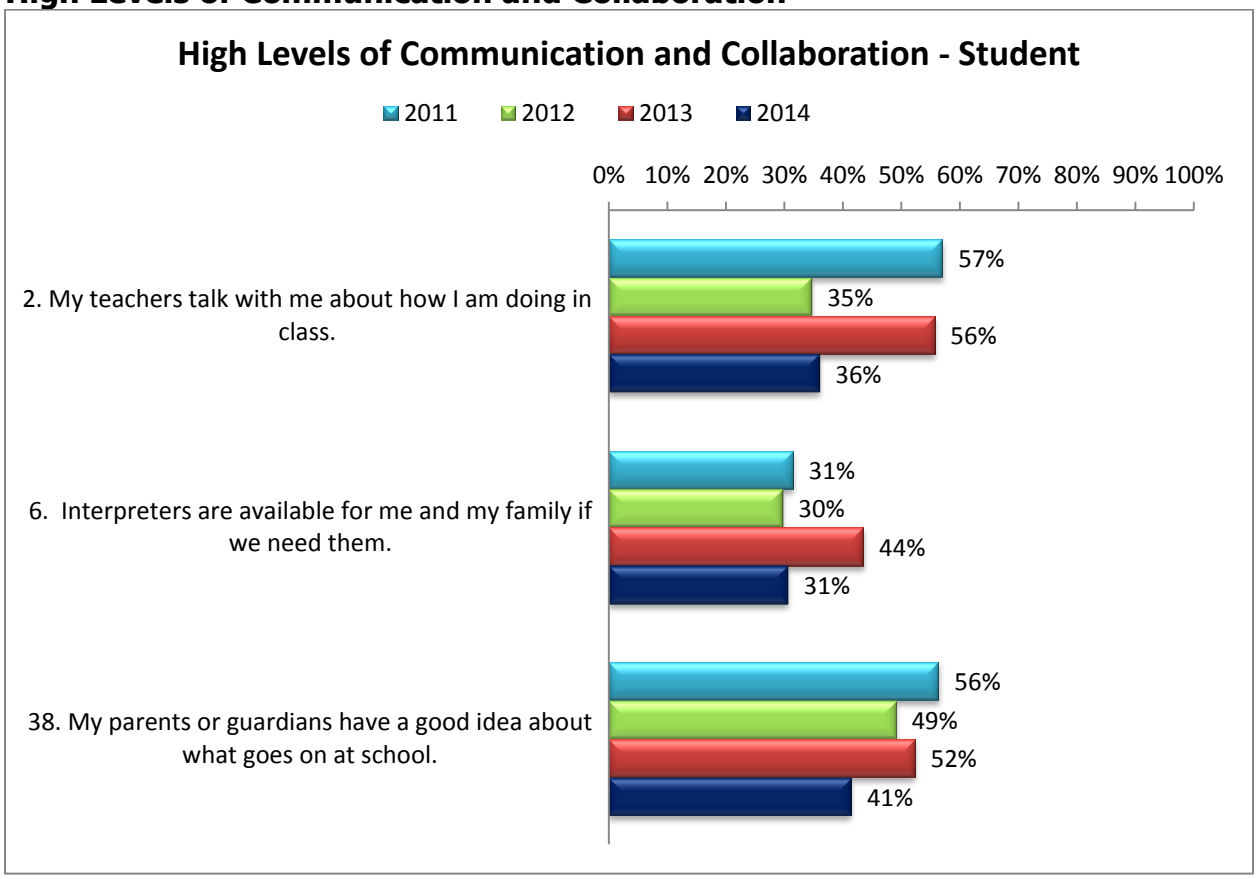
High Standards and Expectations



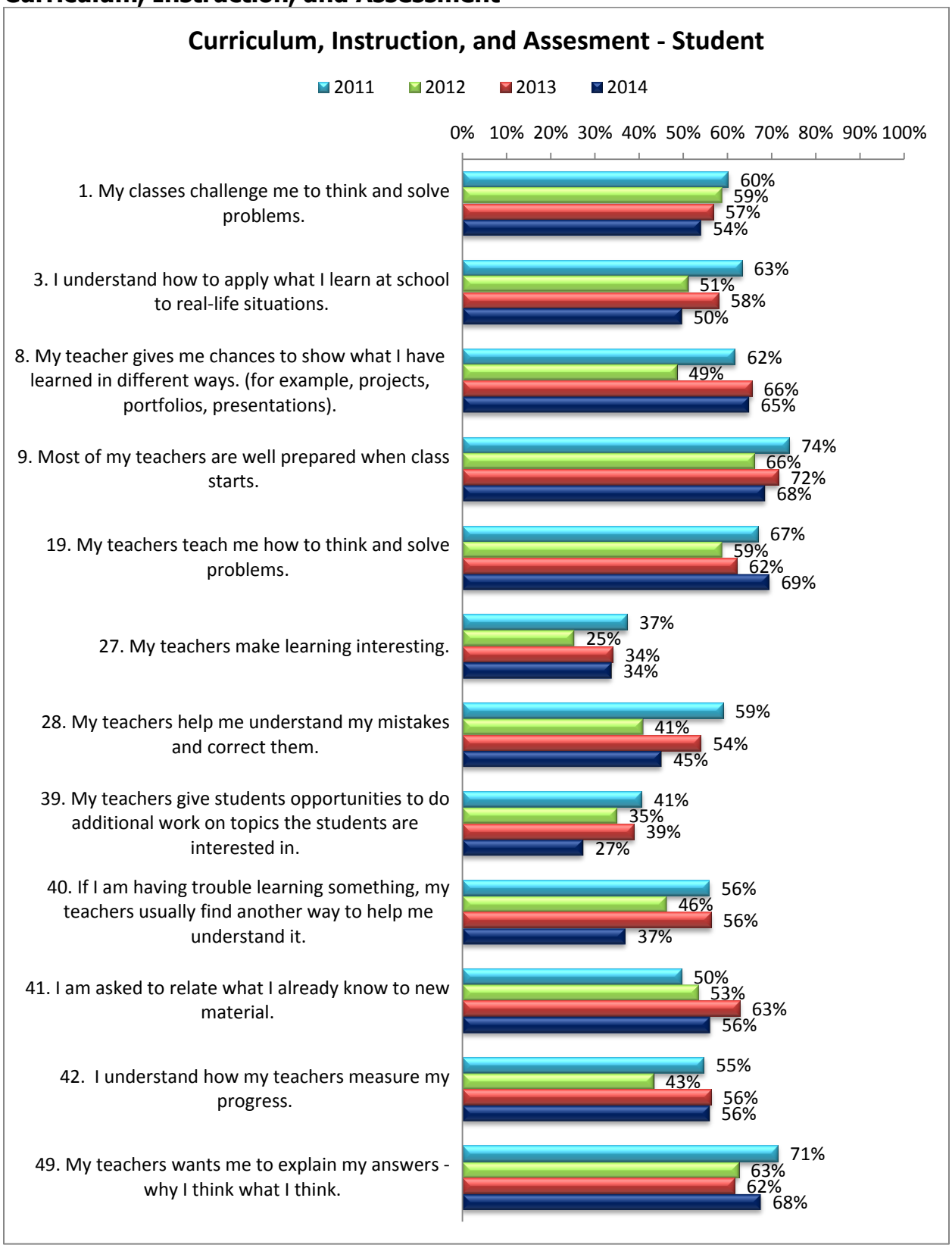
Effective School Leadership



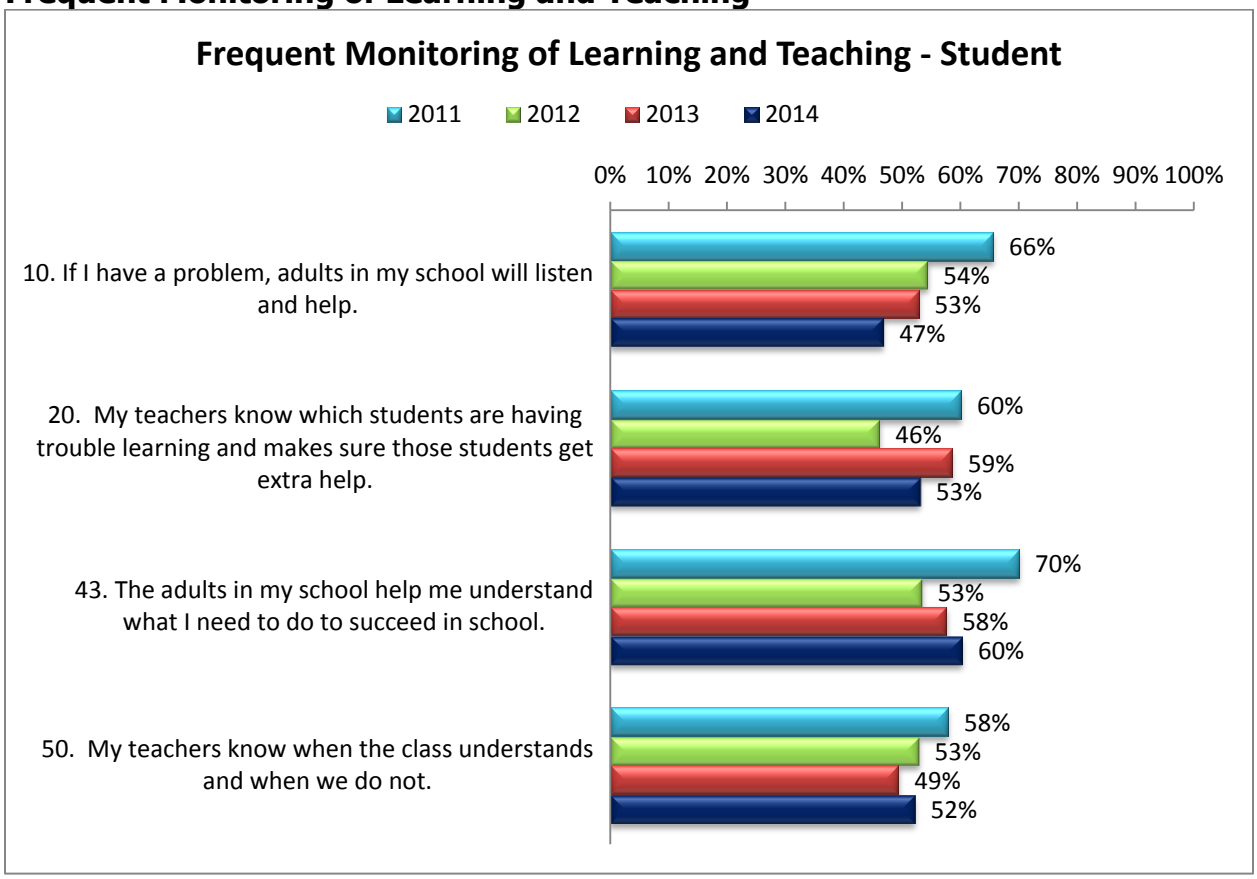
High Levels of Communication and Collaboration



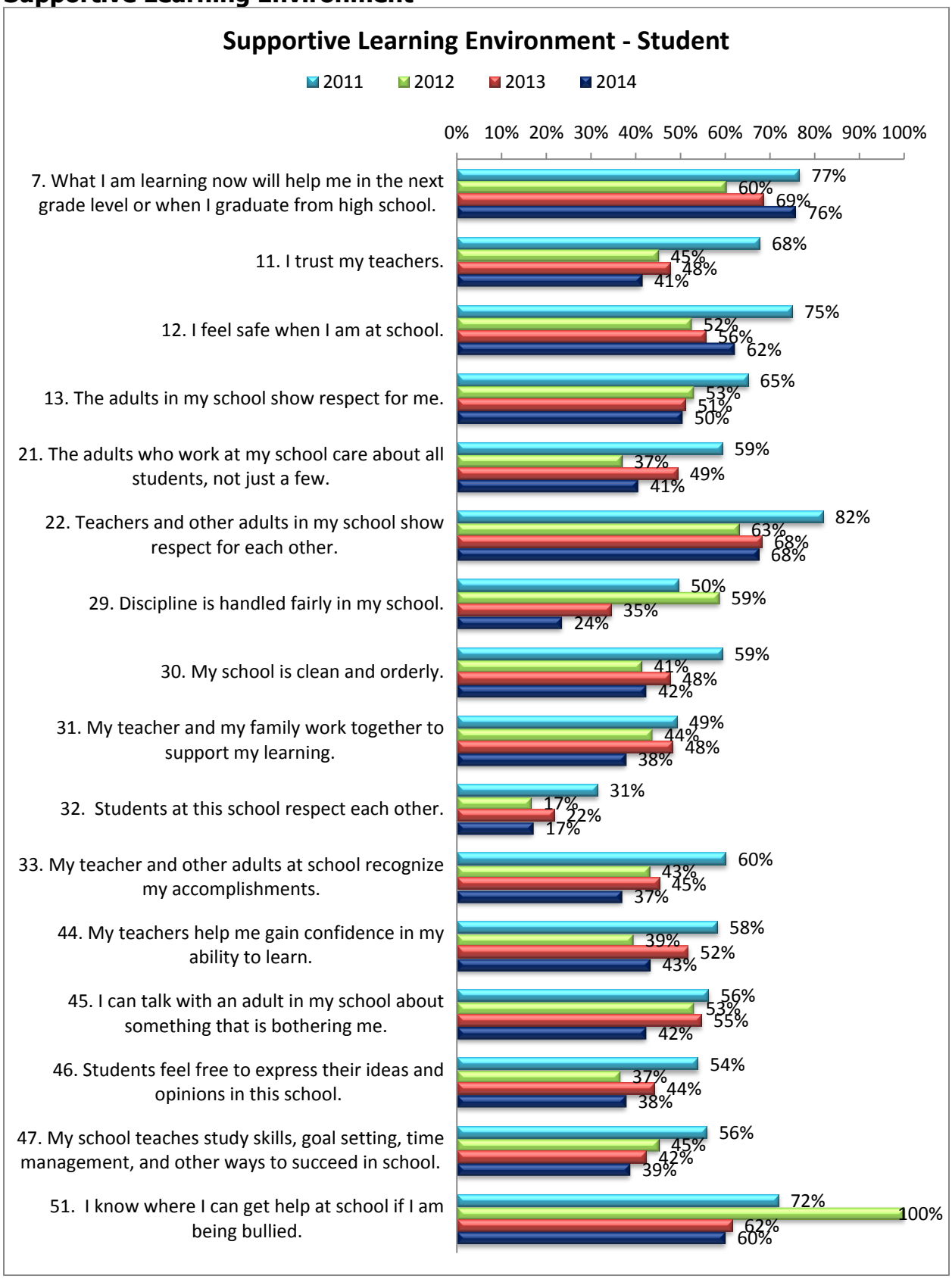
Curriculum, Instruction, and Assessment



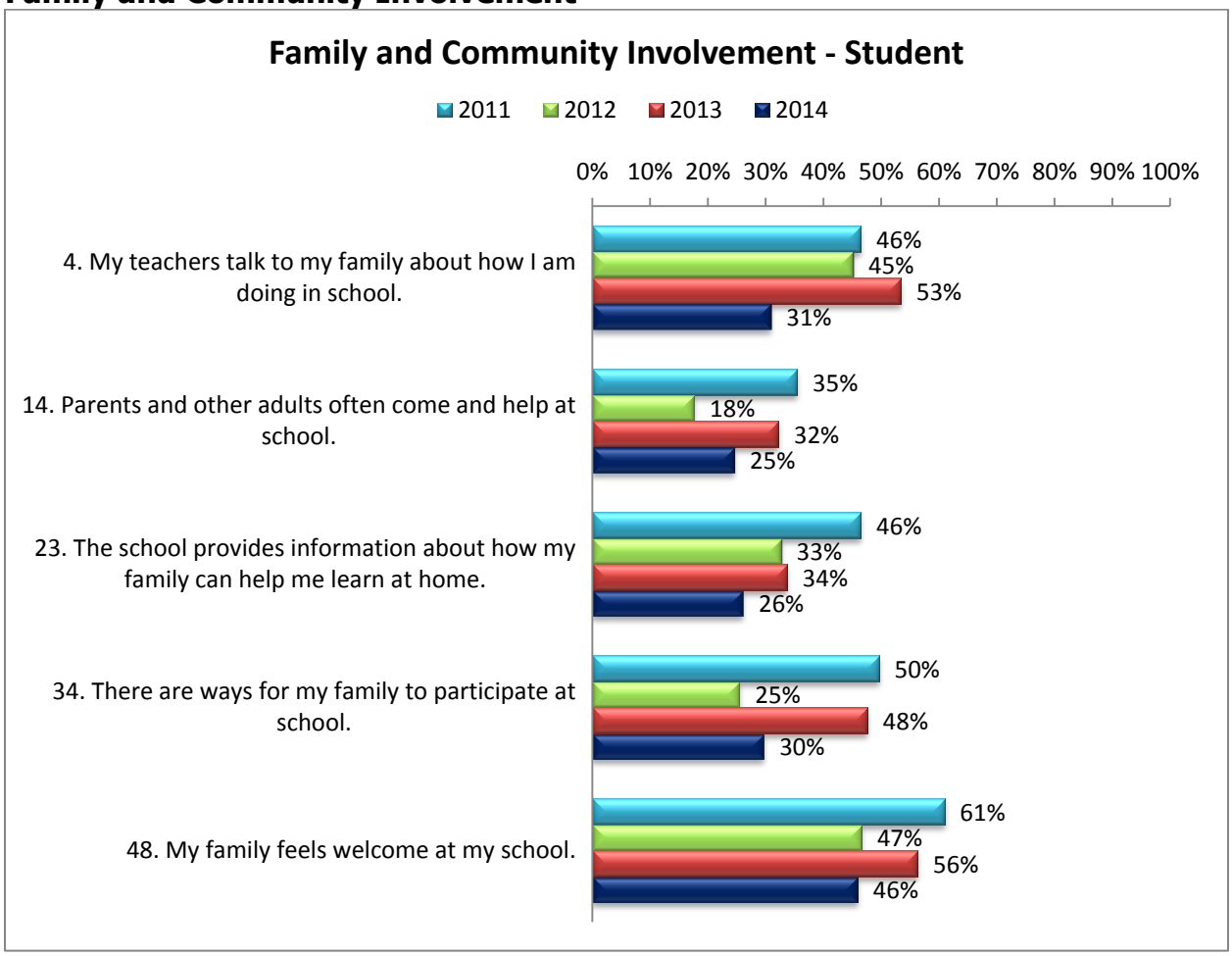
Frequent Monitoring of Learning and Teaching



Supportive Learning Environment



Family and Community Involvement

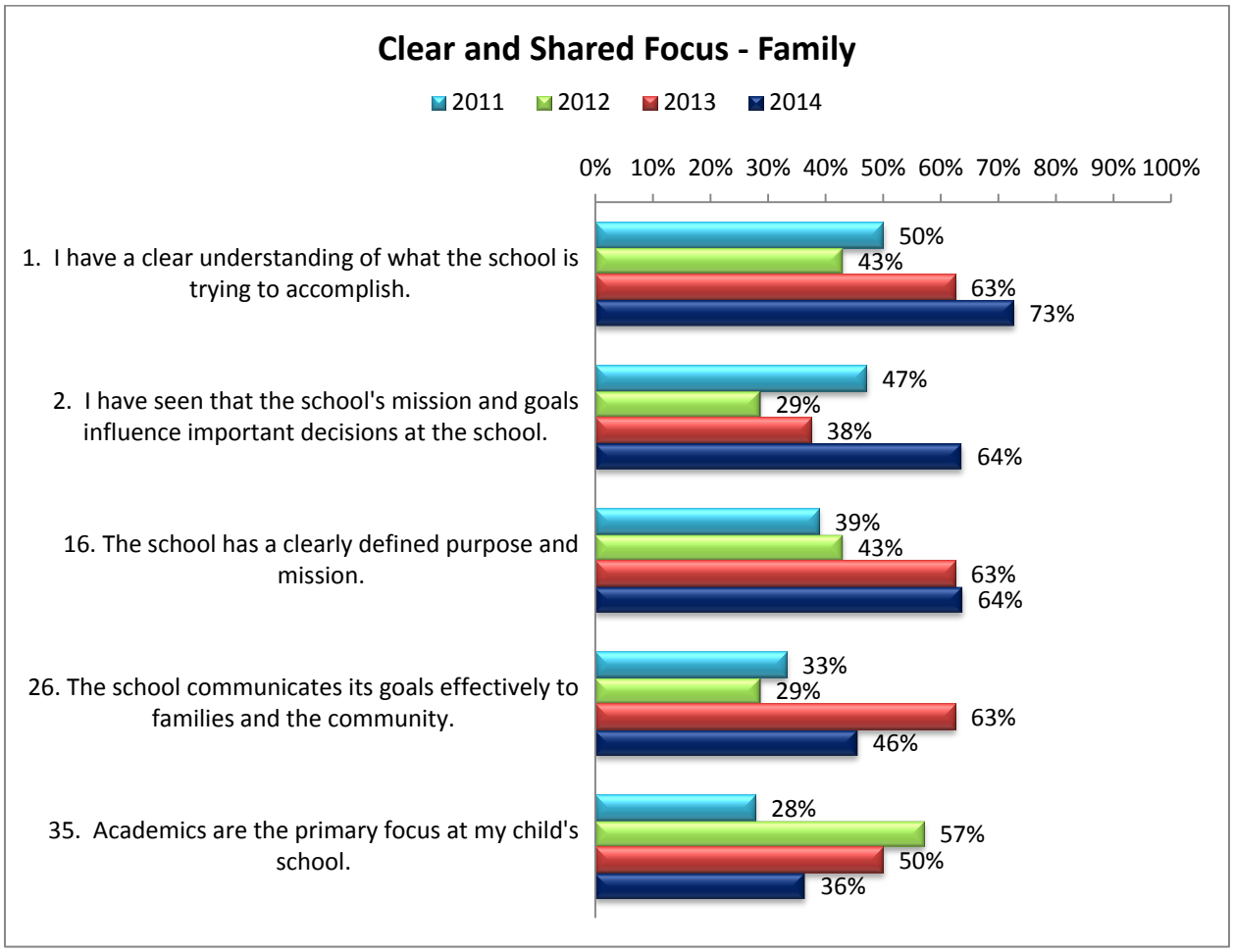


APPENDIX E – FAMILY SURVEY RESULTS

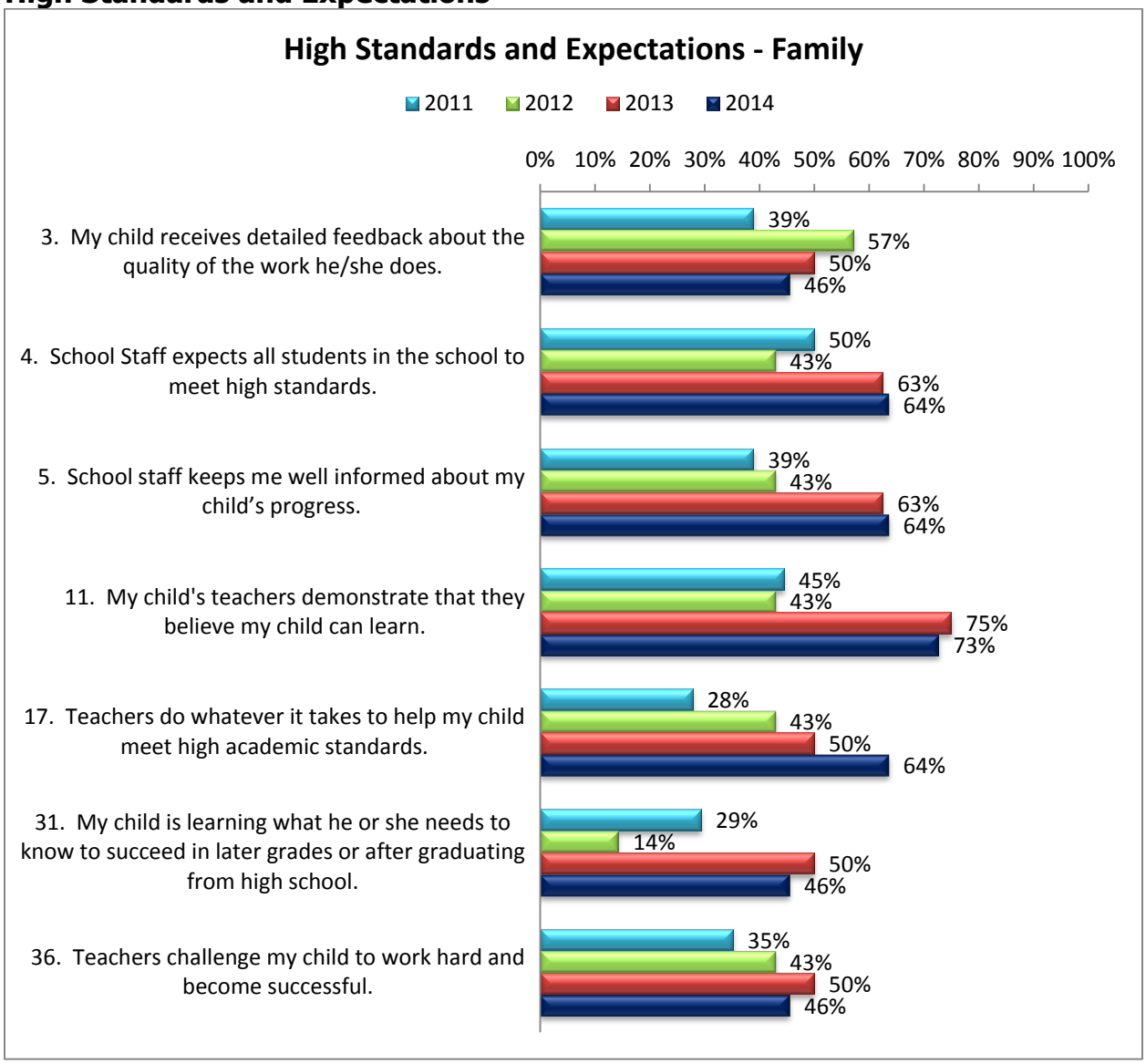
Family Survey Demographics

	2011	2012	2013	2014
Race				
American Indian/ Alaska Native				
Asian				7.1% (n=1)
Black/African American				
White	94.7% (n=18)	90% (n=9)	72.7% (n=8)	85.7% (n=12)
Hispanic/Latino/a		10% (n=1)	18.2% (n=2)	
Pacific Islander				
Decline to Identify	5.3% (n=1)		9.1% (n=1)	7.1% (n=1)
Relationship to Student				
Mother	57.9% (n=11)	88.9% (n=8)	72.7% (n=8)	57.1% (n=8)
Father	15.8% (n=3)		27.3% (n=3)	7.1% (n=1)
Grandparent	5.3% (n=1)			7.1% (n=1)
Foster/adoptive parent or Guardian				
Sibling				
Legal guardian or Designee	15.8% (n=3)	11.1% (n=1)		
Extended Family Member				21.45 (n=3)
Other caregiver	5.3% (n=1)			7.1% (n=1)
Free or Reduced Lunch?				
Yes	33.3% (n=6)	50% (n=5)	27.3% (n=3)	7.1% (n=1)
No	66.7% (n=12)	50% (n=5)	72.7% (n=8)	92.9% (n=13)
English is the Primary Language				
Yes	100% (n=19)	100% (n=10)	100% (n=11)	100% (n=14)
No				

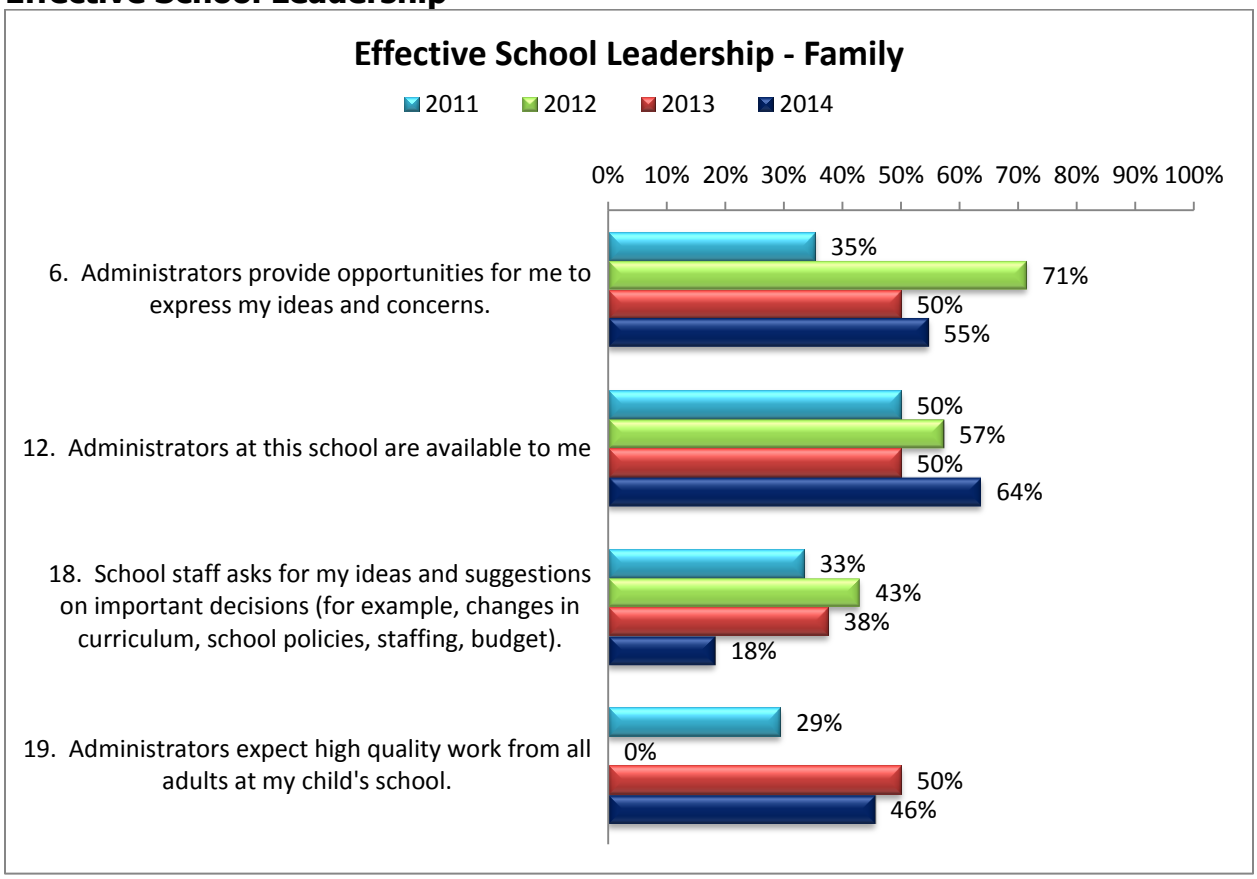
Clear and Shared Focus



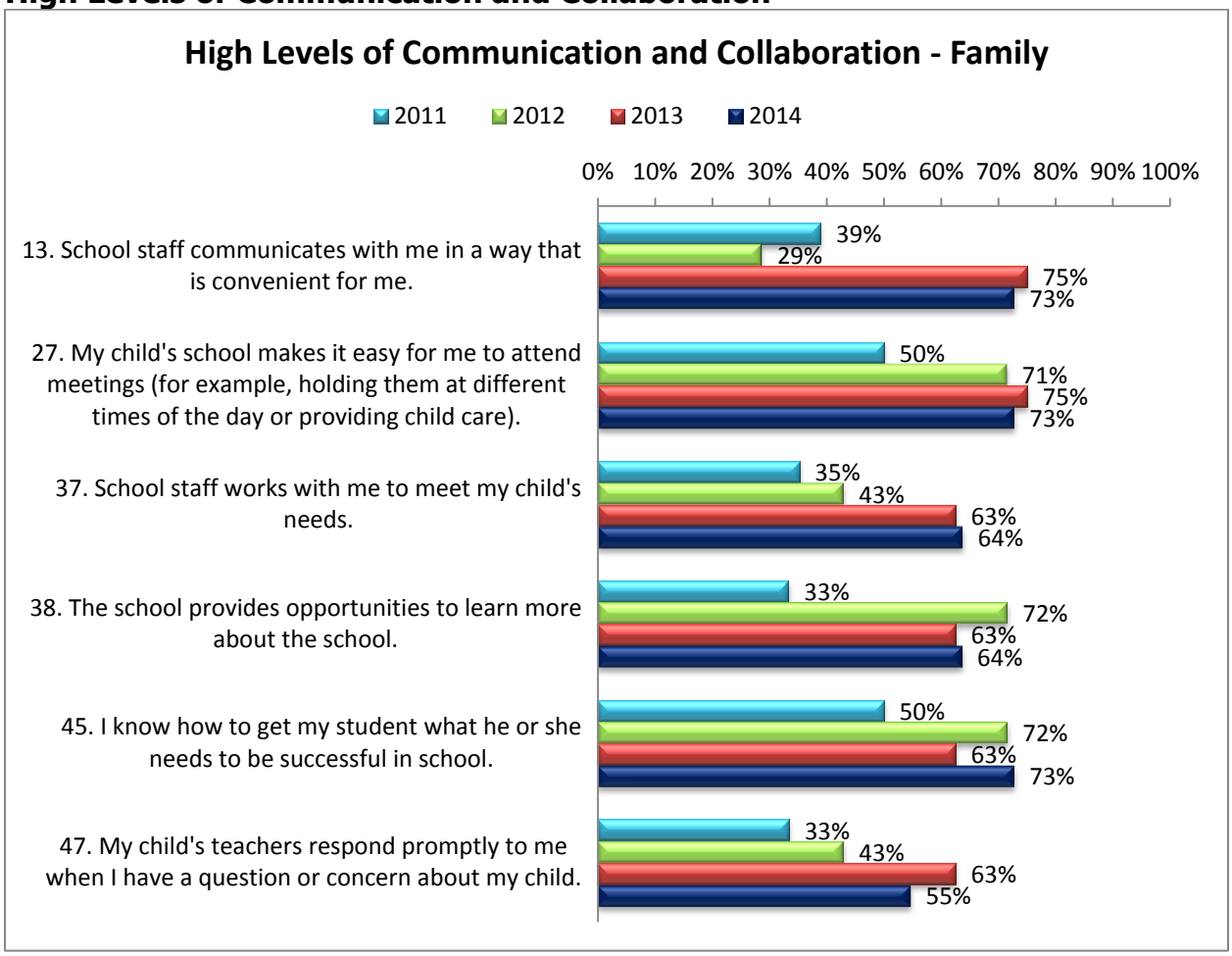
High Standards and Expectations



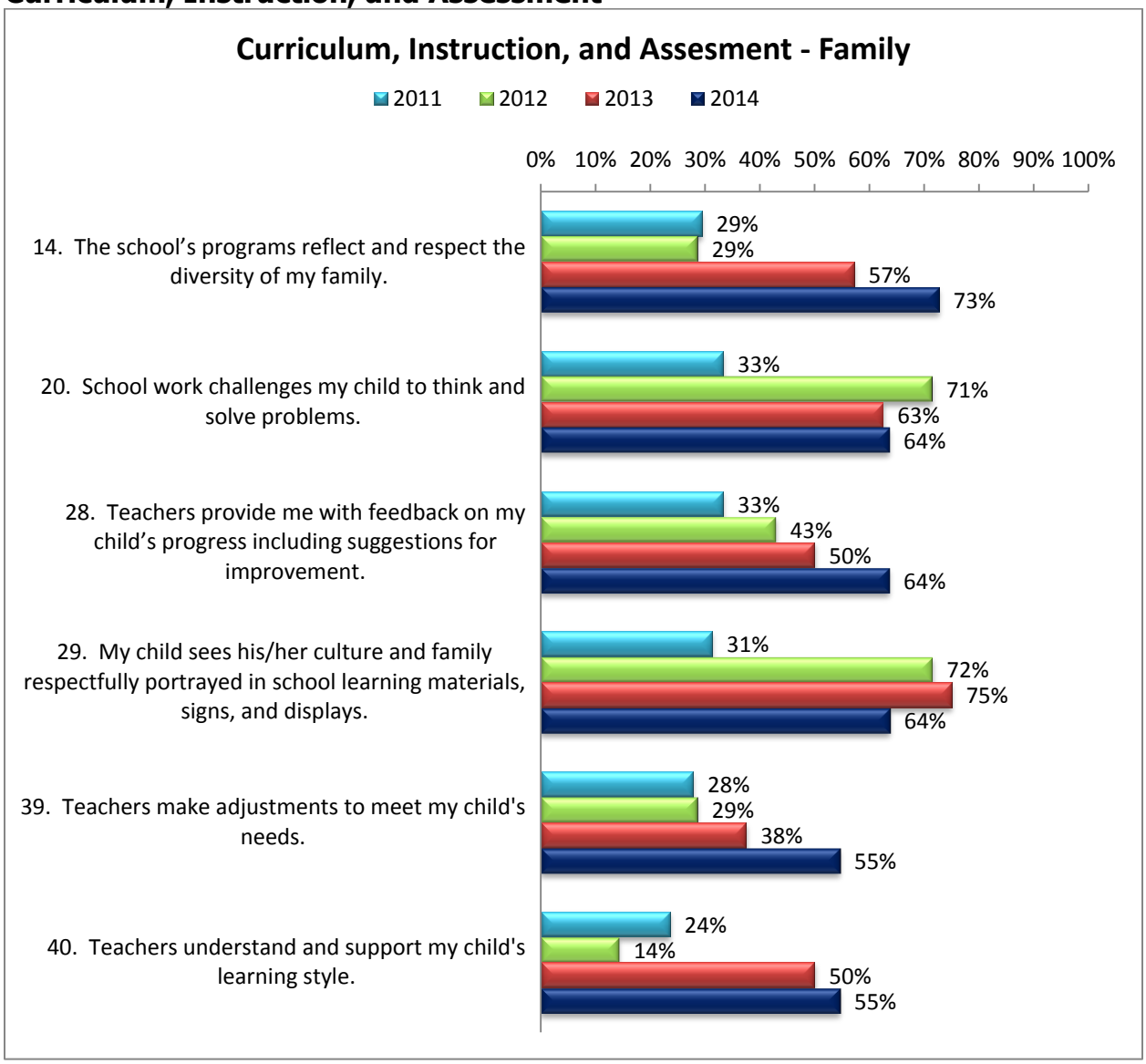
Effective School Leadership



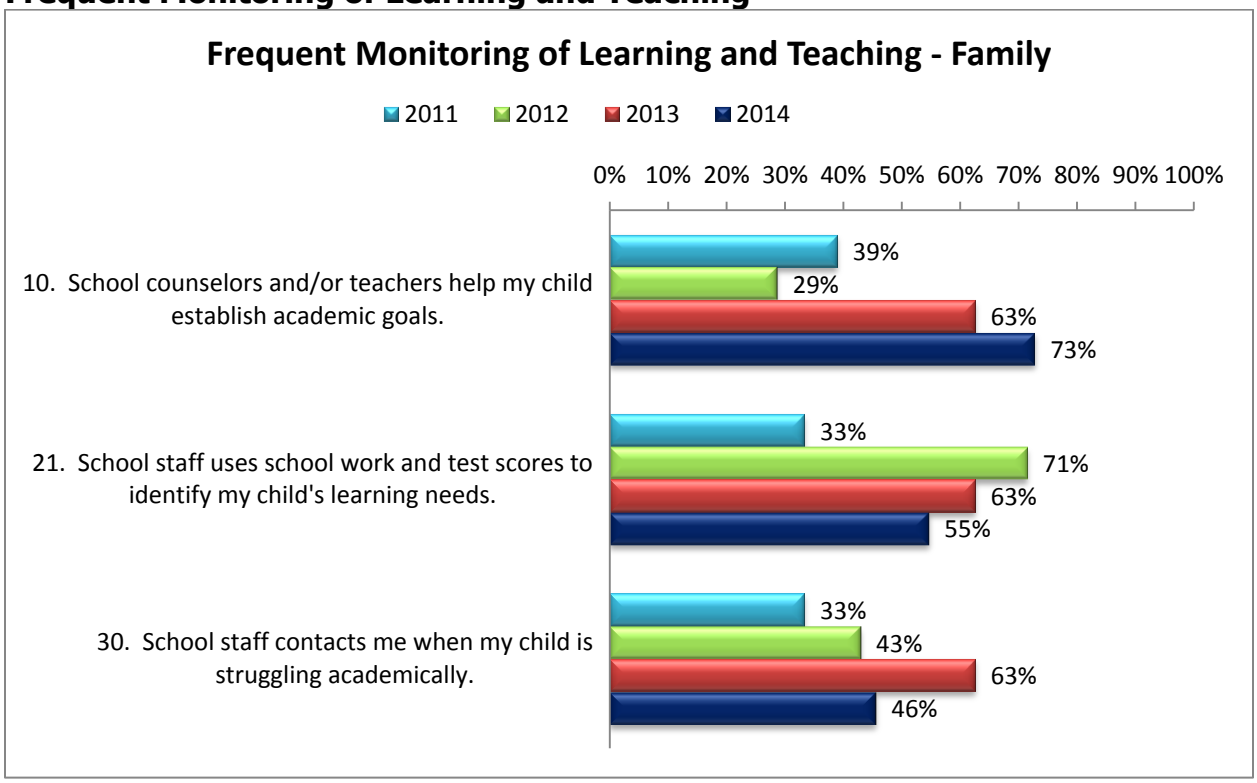
High Levels of Communication and Collaboration



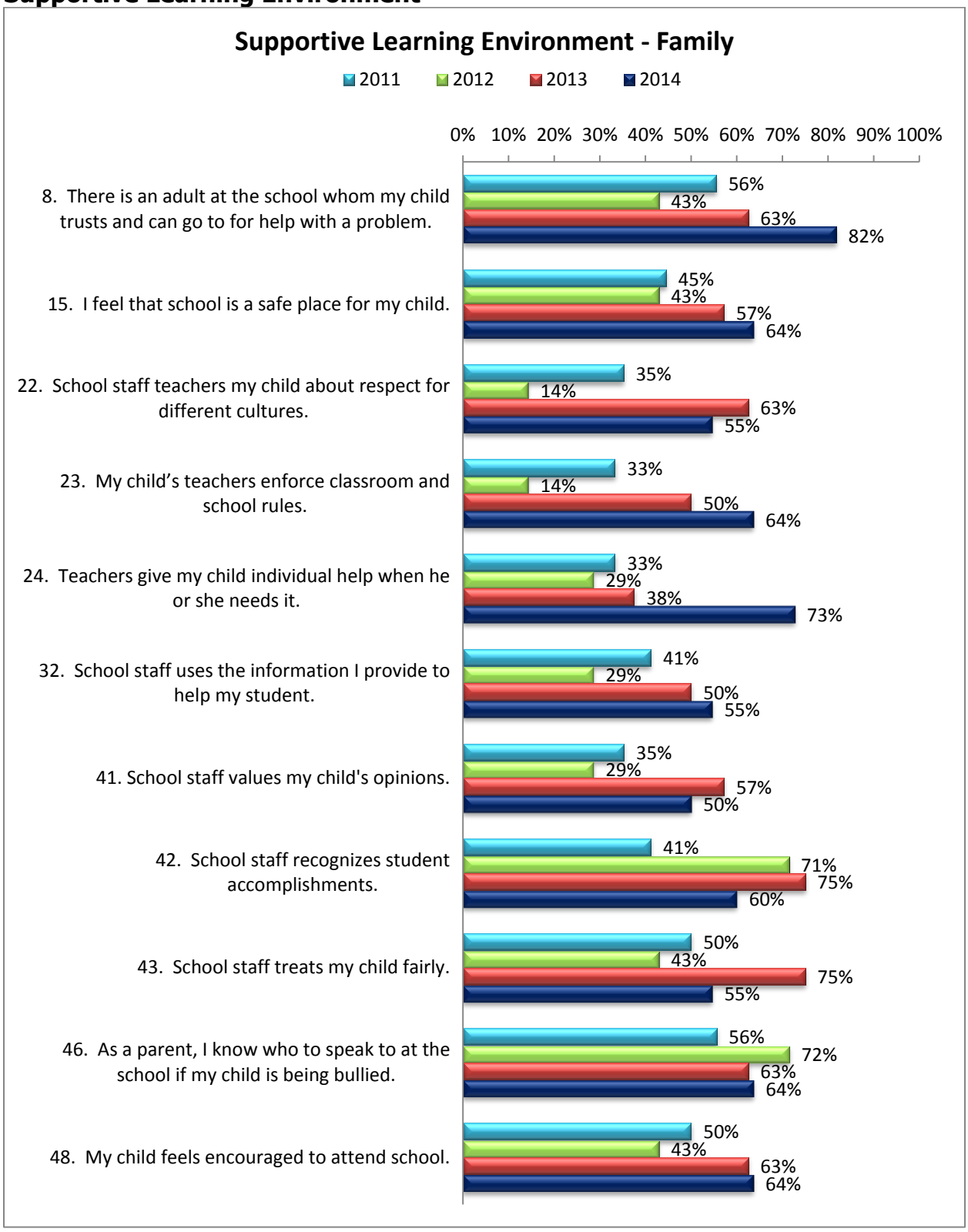
Curriculum, Instruction, and Assessment



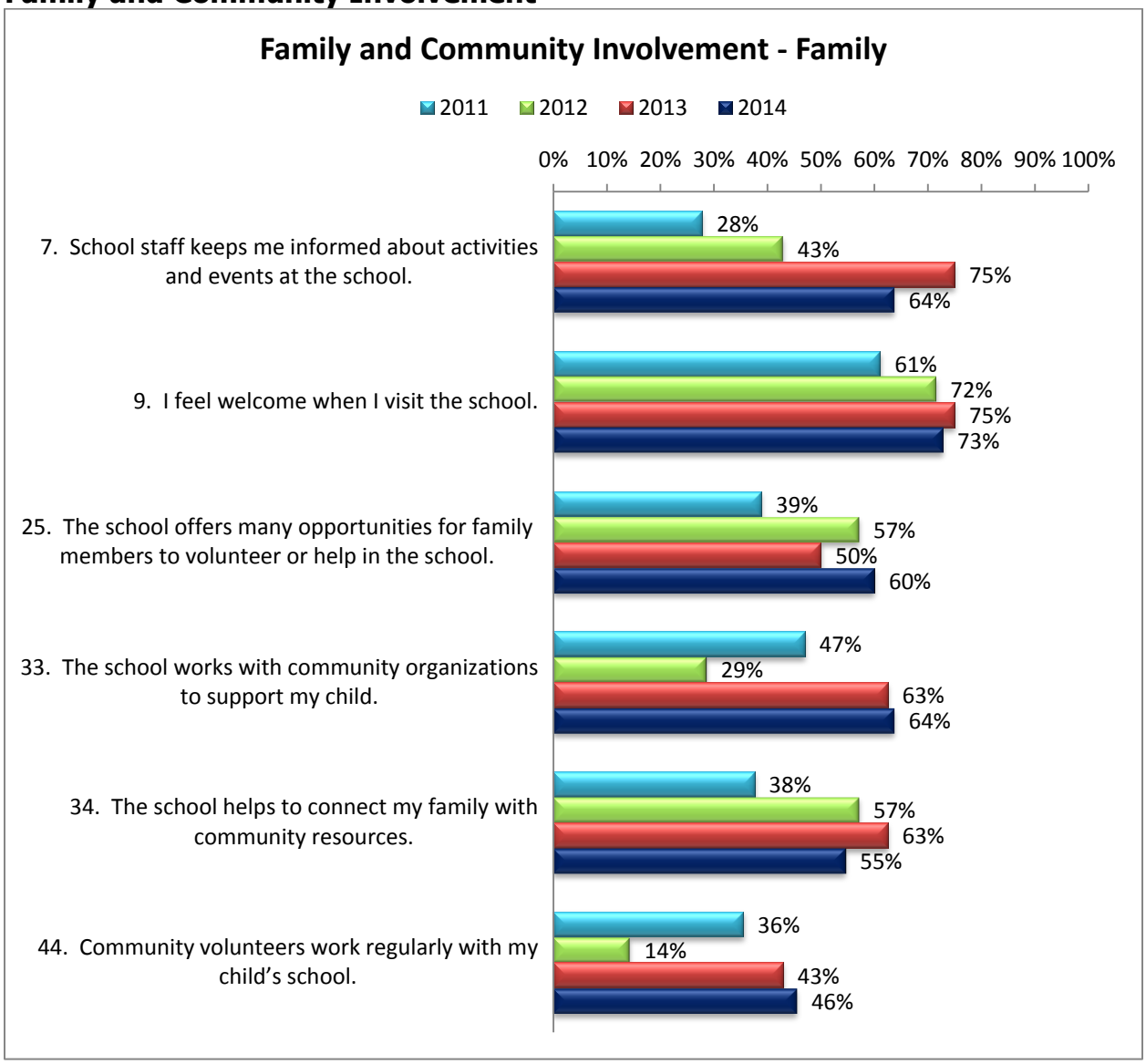
Frequent Monitoring of Learning and Teaching



Supportive Learning Environment



Family and Community Involvement



STAR Report for Required Action Districts

Morton Junior Senior High School

Morton School District

March 25 and 27, 2014

STAR Report for Required Action Districts

Prepared by

BAKER ▪ EVALUATION ▪ RESEARCH ▪ CONSULTING

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Office of Superintendent of Public Instruction

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POWERFUL TEACHING AND LEARNING CLASSROOM OBSERVATION STUDY

WHAT IS POWERFUL TEACHING AND LEARNING?

Powerful Teaching and Learning® (PTL) is the name of the construct made up of the 15 STAR Indicators. This construct represents the basic elements of effective, cognitive-based, standards-based classroom practices. Powerful Teaching and Learning is derived from research conducted by The BERC Group involving the analysis of tens of thousands of classroom observations and standards-based student achievement scores. Our research demonstrates that when the Essential Components of Powerful Teaching and Learning are evident in classroom practices, student achievement is higher, regardless of poverty. The 15 Indicators that make up Powerful Teaching and Learning are organized into the STAR Instructional Framework.

WHAT IS THE STAR INSTRUCTIONAL FRAMEWORK?

The STAR Instructional Framework serves to help organize and operationally define effective classroom practices. STAR is an acronym that stands for *Skills*, *knowledge*, *Thinking*, *Application*, and *Relationships*. **S**kills and/or knowledge are manifested as the teacher provides opportunities for students to develop rigorous conceptual understanding, not just recall. **T**hinking is evident as the teacher provides opportunities for students to respond to open-ended questions, to explain their thinking processes, and to reflect to create personal meaning. **A**pplication of skills, knowledge, and thinking is evident as the teacher provides opportunities for students to make relevant, meaningful personal connections and to extend their learning within and beyond the classroom. **R**elationships are positive as the teacher creates optimal conditions for learning, maintains high expectations, and provides social support and differentiation of instruction based on student needs. The STAR Instructional Framework is the basis of the STAR Classroom Observation Protocol. Some people also refer to these four Components as the 4 Rs: Rigor, Reflection, Relevance, and Relationships.

WHAT IS THE STAR CLASSROOM OBSERVATION PROTOCOL?

The STAR Classroom Observation Protocol® (STAR Protocol) is the instrument used to measure the extent to which effective, cognitive-based, standards-based classroom practices are present in the classroom. One third of the Indicators (n=5) are designed to measure the extent to which the teacher initiates effective learning activities for students. Two thirds of the Indicators (n=10) are designed to measure the extent to which students are effectively engaged in their learning. The STAR Classroom Observation Protocol is scored on all 15 Indicators, all 5 Essential

Components, and Overall. The 4-point scoring scale represents the extent to which Powerful Teaching and Learning is evident during an observation period. The Indicator and Component scales range from 1-Not Observable to 4-Clearly Observable. The Overall score represents the extent to which the overall teaching and learning practices observed were aligned with Powerful Teaching and Learning. The 4-point scale ranges from1-Not at All, 2-Very Little, 3-Somewhat, and 4-Very.

HOW DO WE KNOW WE CAN TRUST THE DATA?

The BERC Group, Inc. has conducted over 30,000 classroom observations using the STAR Protocol. Validity and reliability have been a focus and priority during its development. We understand the importance of these data as well as the sensitivity of judging classroom teacher and student interactions. With that said, we want to make sure we "get it right." To make sure the STAR Protocol measures what it is supposed to measure, it was developed through a process that established the construct validity, concurrent validity, content validity, and face validity that is critical to such an instrument. Likewise, we continue to take measures to ensure reliability of scoring so we know scores are representative of classroom activities. Over a 10-year time period, the PTL construct has been tested through multiple exploratory factor analyses (alpha level .92 on the 15 STAR Indicators), has maintained a significant correlation with student achievement, and has remained unchanged over time. Two separate researchers score approximately every 10th observation to continually measure inter-rater reliability, which is currently .90.

HOW DO WE READ THE CHARTS?

Findings are reported in two ways: (1) STAR Indicators are organized around the 5 Essential Components of PTL; and (2) STAR Indicators are organized around the Washington State Teacher Evaluation Criteria. Crosswalks with the approved professional practices frameworks (Danielson/Teachscape, Marzano, and CEL 5D+) are available in Appendix A. The charts are color coded. Dark green shows the percent of classrooms observed that were Very aligned (Distinguished) with the Essential Component (STAR Charts), STATE Criteria (State Charts); or Powerful Teaching and Learning (Over All Charts). The light green shows the percent of classrooms observed that were Somewhat aligned (Proficient). The yellow shows the percent of classrooms observed that were aligned Very Little (Basic). The red shows the percent of classrooms observed that were Not at All aligned (Unsatisfactory). Dark and light green are viewed as positive results. The more green you have (preferably dark green), the better. A school should see the percentage of green increase over time. This would represent an increase in the amount of effective teaching and learning that is taking place in the school.

WHAT IS THE STAR AND STATE AVERAGE?

A comparison bar on the right of the chart represents either the STAR Average or the State Average. We provide the STAR Average to compare the extent to which the school's data are somewhat or very aligned with Powerful Teaching and Learning. The State Average compares the schools data to the average criteria scores. The STAR and the State Average are calculated from 11,269 classroom observations the first time data were collected in a school. If The BERC Group collected multiple years of data, only the first time collection is included in the averages. The averages are simply a gauge for where schools typically start out when measuring the extent to which teaching and learning activities are aligned with effective practices.

WHAT IS THE GOAL?

Given the methodology of the study it is somewhat unrealistic to expect to see evidence of PTL in every classroom during a study (we are only present in a classroom for about 30 minutes). Therefore 100% alignment is rare. Over the years, however, we have seen schools transform their instruction for students with the Component scores reaching 80% or more. We have suggested that a good goal is 80% alignment (Somewhat/Light Green and Very/Dark Green).

HOW CAN THESE DATA HELP IMPROVE STUDENT ACHIEVEMENT?

The STAR classroom observation data are unique. Most data that teachers use to improve school on a daily, weekly, and monthly basis are curriculum-related data. Common examples are state test scores, reading fluency data, end of unit tests results, end of course exams, common assessments set to curriculum benchmarks and pacing guides. Many schools have some sort of professional learning community (PLC) that meets to review student achievement data on a regular basis. We have found that *only* focusing on curriculum-related data often leads to curriculum-related solutions. For example, if we find out from an end-of-unit test students did not learn a certain concept up to standard, a teacher or group of teachers may decide to "redo" a chapter or two; that is, cover the information again. Another popular strategy is to look at student data and then re-direct the students to another teacher. This is commonly referred to as "Walk to Read" or "Walk to Math." There is nothing wrong, by the way, with many of these reactions to curriculum data. However, the fact remains curriculum-related data leads primarily to curriculum-related solutions: Redo the material.

Likewise, we have found that instructional data naturally leads to instructional solutions. The following PTL Classroom Observation Report can serve as an impetus for educators to identify instructional focus areas (***Instructional Habits***) they would like to work on as a whole staff or Professional Learning Community (PLC). If instruction is important, then we need to have instructional data to help us determine our intervention. The data contained in this report provide a school-wide view of the effective strategies being used throughout the school. These data are intended to help guide the school in developing Common Instructional Habits that help

all students learn. This report meets the requirements for Indistar Indicator IF08: *Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.*

WHAT IS THE DIFFERENCE BETWEEN THE STAR AND STATE CHARTS?

The source of data for all the charts starts with the 15 STAR Indicators. Fortunately, these Indicators can be organized in various ways to answer multiple instructional questions. The first set of charts (STAR), are organized around *Skills, Knowledge, Thinking, Application*, and *Relationships*. Given that schools and districts are in the process of implementing the new Washington State Teacher Evaluation system, we wanted to also organize the STAR Indicators around the 8 State Criteria as well. Because only the first six state criteria deal with actual instructional practices, we have aligned the STAR Indicators with Criteria 1-6. Criteria 7 and 8 are non-instructional (communication and collaboration) data.

A big difference between the state teacher evaluation data principals will gather around instruction and the STAR data is that the teacher evaluation is personal, private, and between the teacher and supervisor. The STAR data are school-level data designed to help identify areas for ongoing school-wide focus, regardless of where teachers are personally in their employment evaluation cycle.

HOW TO USE THE REFLECTION SHEET?

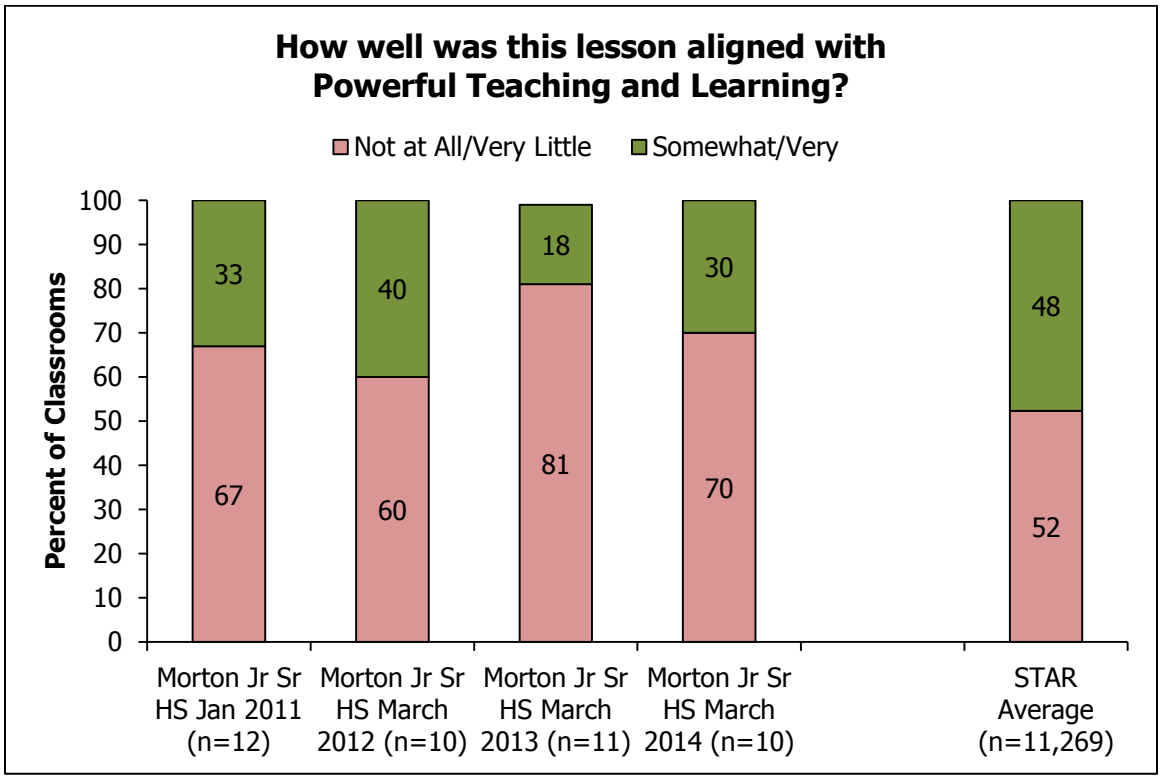
Using the Reflection Sheet to analyze the observation data can help the school set goals for school-wide focus related to instruction. By identifying the highest and lowest scoring components, criterion, and indicators, a school can narrow down an instructional focus. These data can help identify *Instructional Habits* that the whole school can focus on together. Whereas the individual teacher evaluation is about each individual teacher, the STAR data are about the school overall.

POWERFUL TEACHING AND LEARNING

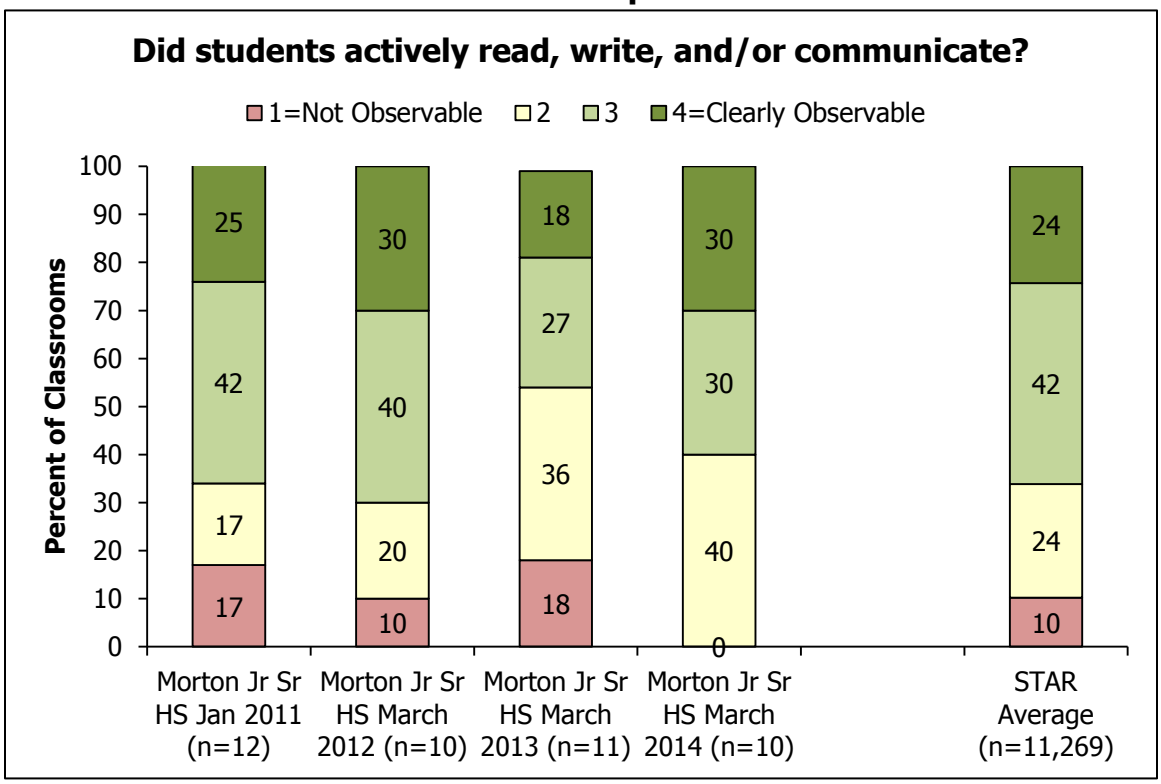
The Powerful Teaching and Learning STAR Instructional Framework is designed to contain all of the most important instructional language that a district may need to develop common instructional language. An instructional framework should include language from the teacher evaluation framework (Danielson/Teachscape, Marzano, CEL 5D+); from Common Core State Standards (Standards for Mathematical Practice and ELA Pedagogical Shifts); from Smarter Balanced (Argument Writing, Modeling); from Indistar School Indicators; and from other Instructional Models adopted by the district/school (GLAD, AVID, GRR, etc…). The STAR Framework includes elements of all of these and organizes them into a framework that educators can use to plan more effective lessons.

Figure 1 shows the extent to which classroom practices were aligned with Powerful Teaching and Learning during the study, combining *Somewhat* and *Very* aligned*.* During the most recent data collection, 30% of the classrooms observed were aligned with Powerful Teaching and Learning. The STAR Average is 48%. Figures 2-5 show Essential Component level scores. Figure 7 shows overall scores for each level of alignment: *Not at All, Very Little, Somewhat,* and *Very*. Results by Indicator are provided in Table 1.

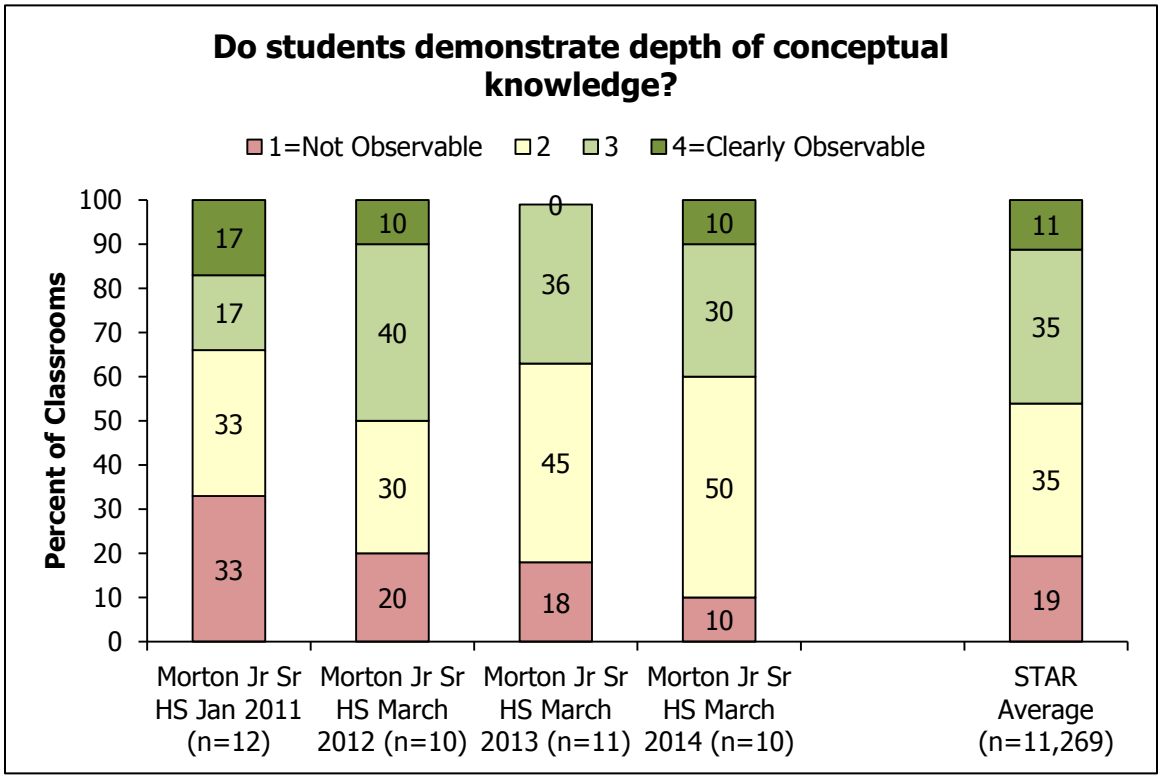
Overall Results



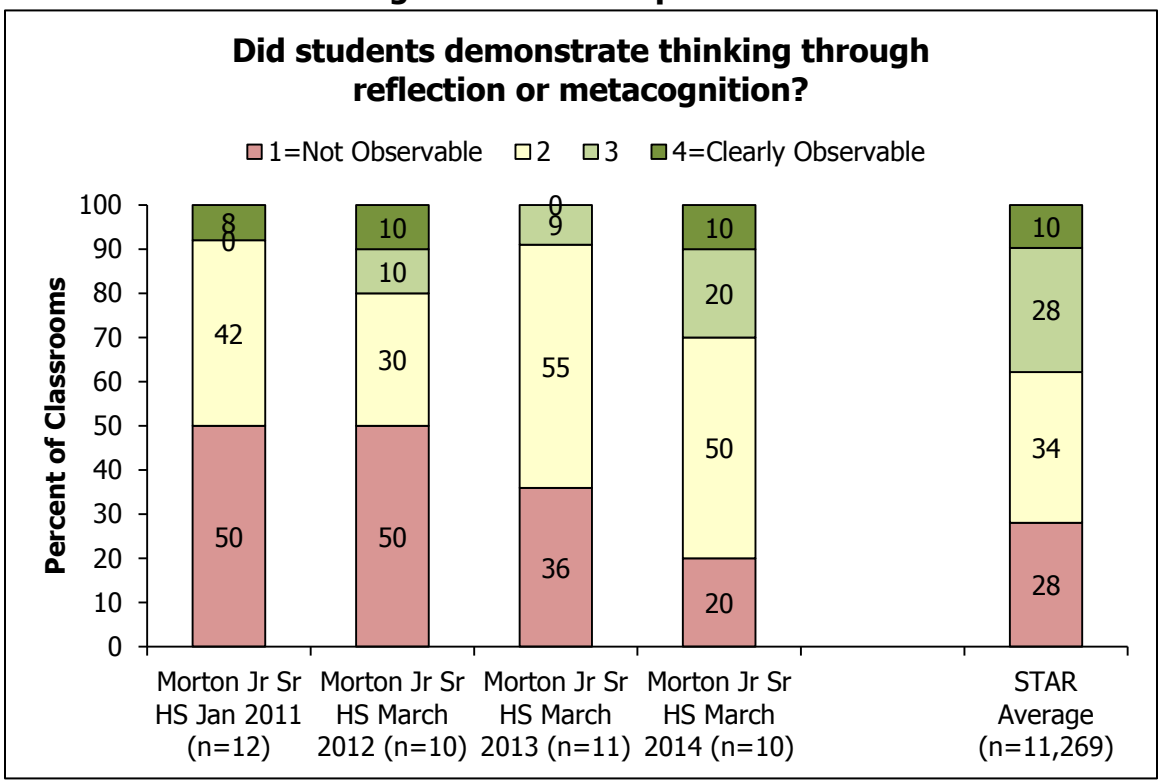
Skills: Essential Component Results



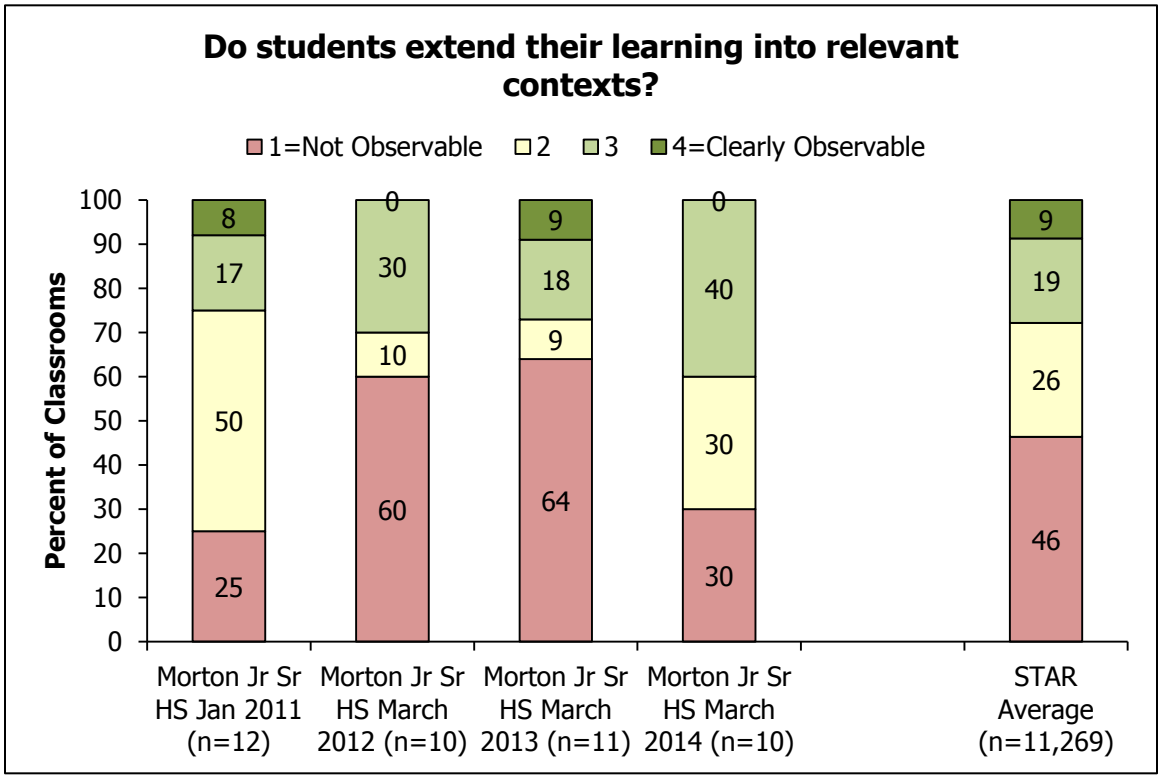
Knowledge: Essential Component Results



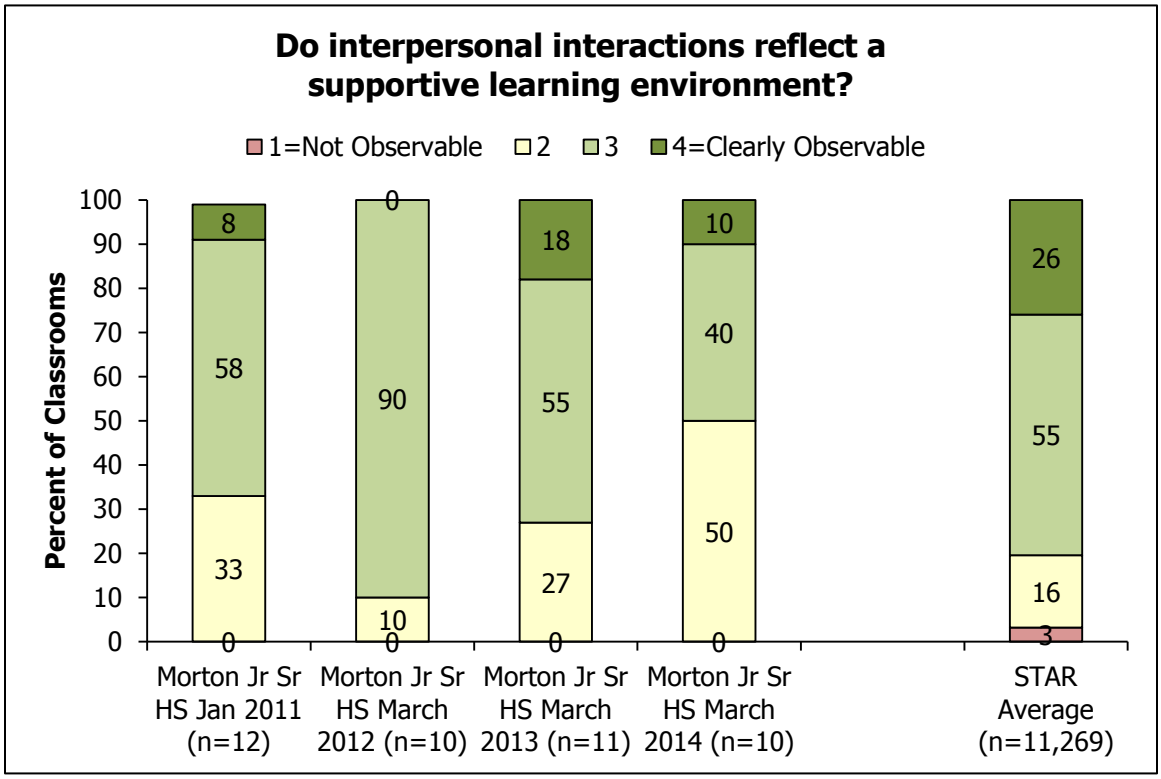
Thinking: Essential Component Results



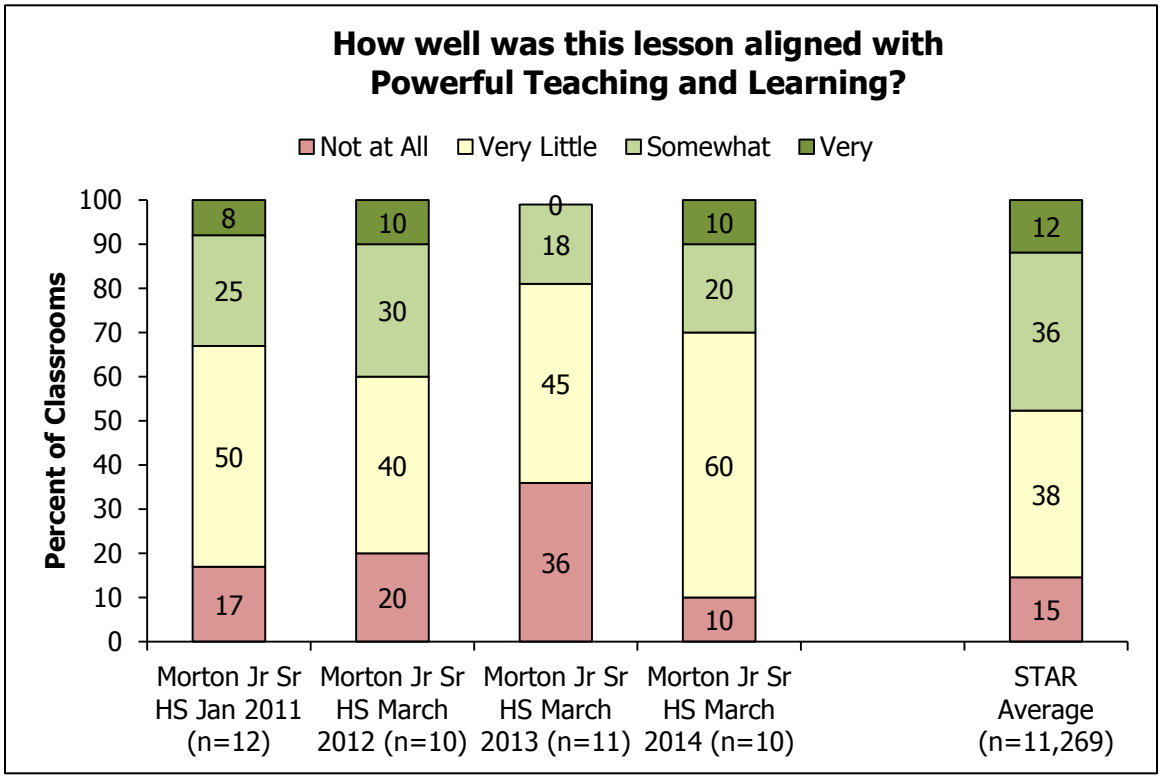
Application: Essential Component Results



Relationships: Essential Component Results



Overall (scales 1-4)



Disaggregated STAR Indicator Results

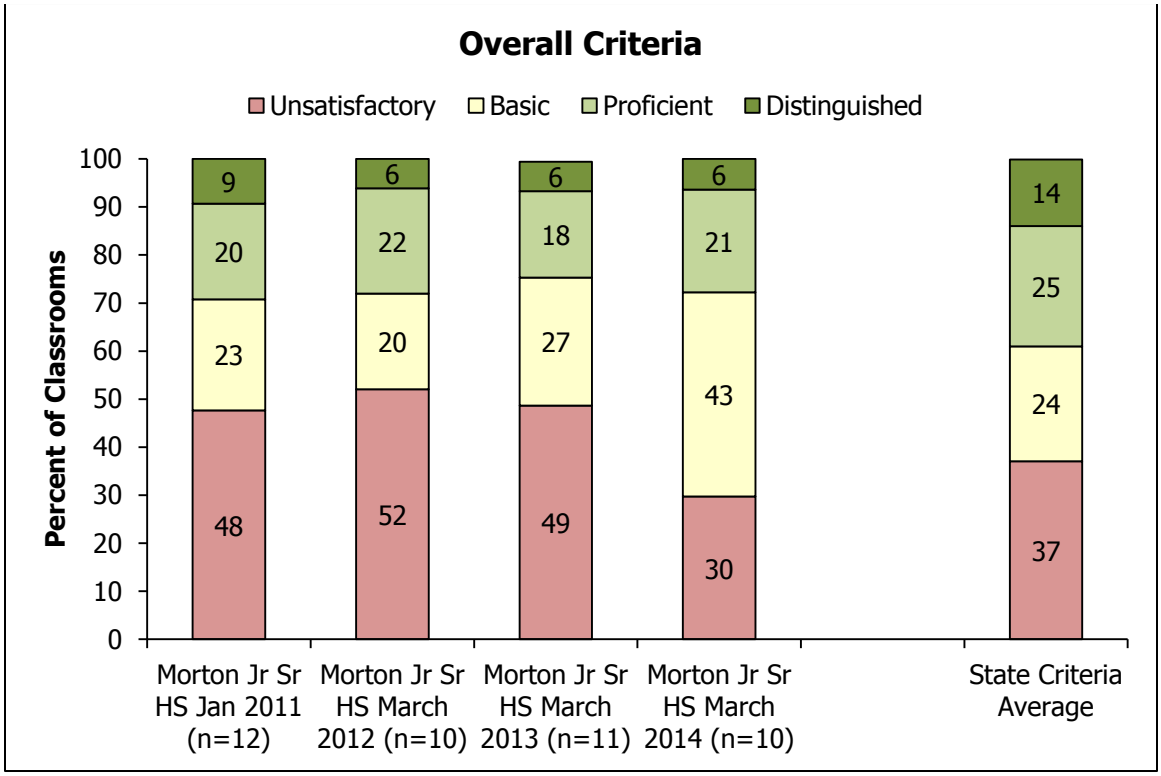
Skills Indicators	***1***	***2***	***3***	***4***
1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating.	0%	30%	40%	30%
			70%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	0%	30%	40%	30%
			70%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	0%	40%	20%	40%
			60%	
Knowledge Indicators	***1***	***2***	***3***	***4***
4. Teacher assures the focus of the lesson is clear to all students and that activities/tasks are aligned with the lesson objective/purpose.	20%	60%	0%	20%
			20%	
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.	10%	40%	50%	0%
			50%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	0%	60%	30%	10%
			40%	
Thinking Indicators	***1***	***2***	***3***	***4***
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	40%	40%	20%	0%
			20%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	10%	50%	30%	10%
			40%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	30%	40%	20%	10%
			30%	
Application Indicators	***1***	***2***	***3***	***4***
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	40%	60%	0%	0%
			0%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	60%	10%	30%	0%
			30%	
12. Students produce a product and/or performance for an audience beyond the class.	80%	10%	10%	0%
			10%	
Relationships Indicators	***1***	***2***	***3***	***4***
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	30%	60%	10%
			70%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	10%	60%	20%	10%
			30%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	30%	30%	40%	0%
			40%	

Washington State Teacher Evaluation -- Criteria 1-6

In the aggregate, Criterion 1-6 scored at a low level, with 27% of classrooms scoring Proficient or Distinguished (see chart below). The Overall Criteria scores were calculated by averaging the 6 Criterion scores. By doing so, it weights some STAR Indicators as more important. For example Indicators 4, 10, 11, 14 are each included in three different State Criterion. That means these practices seem to be of greater importance in view of the teacher evaluation system, so they are weighted as such. These Indicators highlight the importance of relevance and relationships in classroom instruction. Figures 9 through 15 contain each Criterion separately.

The purpose of these charts is to show the extent to which instructional practices in a school are generally aligned with the State Teacher Evaluation Criteria around instruction. As a caveat, these scores represent how the instructional practices would likely score in the teacher evaluation process, not what the actual teacher evaluations would be. That is because a teacher's overall personnel evaluation will be made up of *instructional practices*, in addition to *artifacts* and *student growth measures*. Instructional practices are just one part of a teacher's overall evaluation. Therefore, interpret with care. The following charts account for and represent only the instructional practices.

By using the data in the following Criteria charts and the Indicator tables, educators can begin to narrow the focus around which school-wide instructional habits will yield the greatest impact.

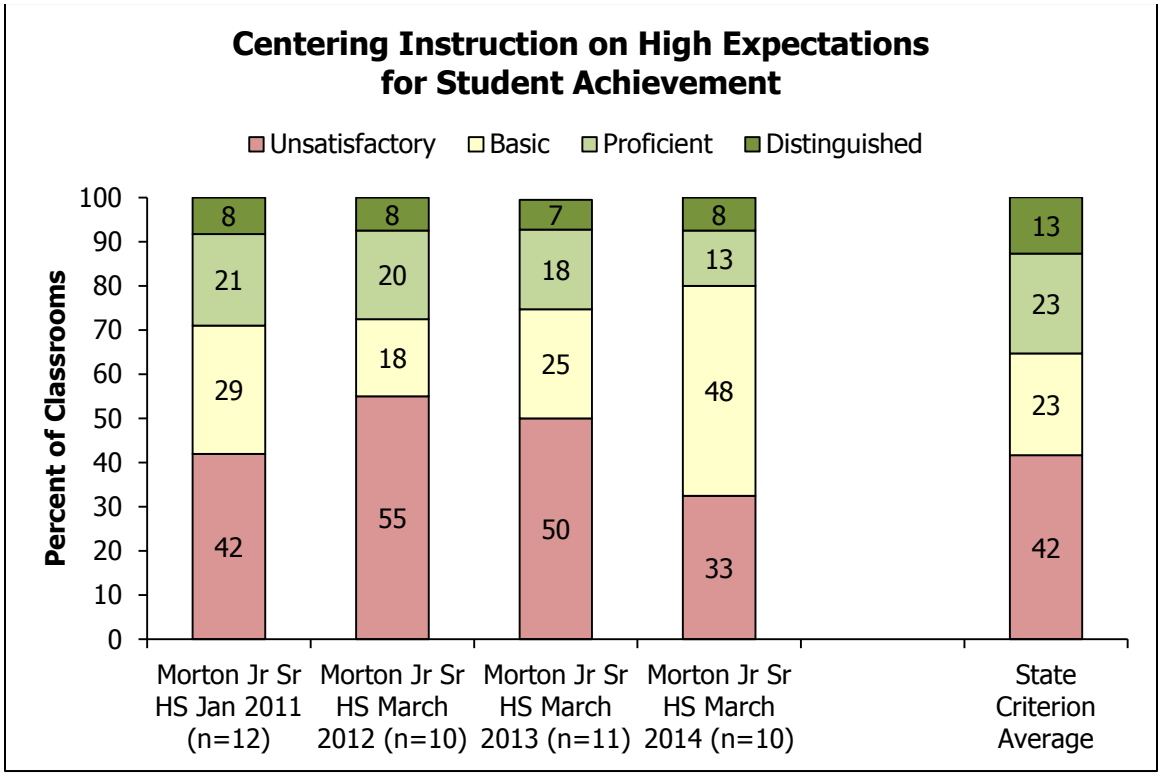


Washington State Teacher Evaluation -- Criterion 1

Centering instruction on high expectations for student achievement

KEYWORD: Expectations

The teacher communicates high expectations for student learning.



CRITERION 1: EXPECTATIONS	1	2	3	4
4. Teacher assures the focus of the lesson is clear to all students.	20%	60%	0%	20%
			20%	
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	40%	60%	0%	0%
			0%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	60%	10%	30%	0%
			30%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	10%	60%	20%	10%
			30%	

Summary

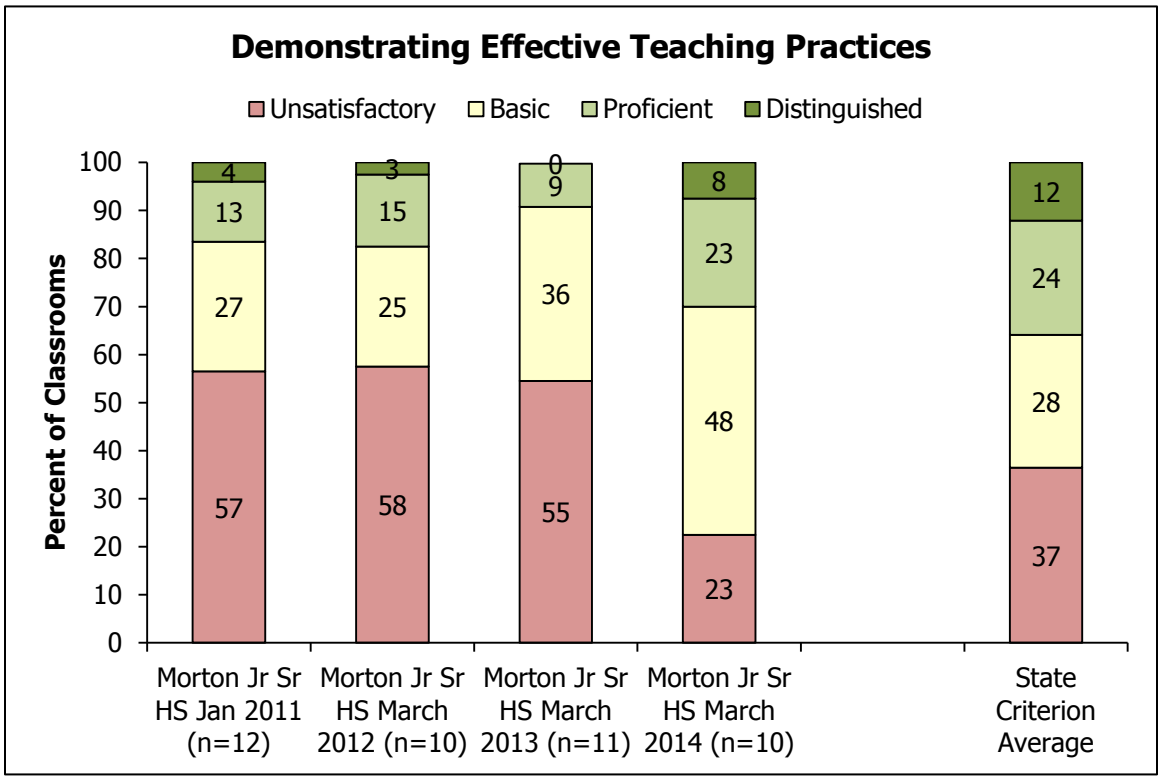
Criterion 1 scored at a low level, with 21% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers were aligning tasks and activities with a lesson objective/purpose that is clear to the students; relating lesson content to other subject areas, personal experiences, and contexts; helping students demonstrate meaningful personal connections by extending learning activities in the classroom; and giving students the opportunity to discuss the purpose collaboratively.

Washington State Teacher Evaluation -- Criterion 2

Demonstrating effective teaching practices.

KEYWORD: Instruction

The teacher uses research-based instructional practices to meet the needs of all students.



CRITERION 2: INSTRUCTION	1	2	3	4
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	40%	40%	20%	0%
			20%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	10%	50%	30%	10%
			40%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	30%	40%	20%	10%
			30%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	10%	60%	20%	10%
			30%	

Summary

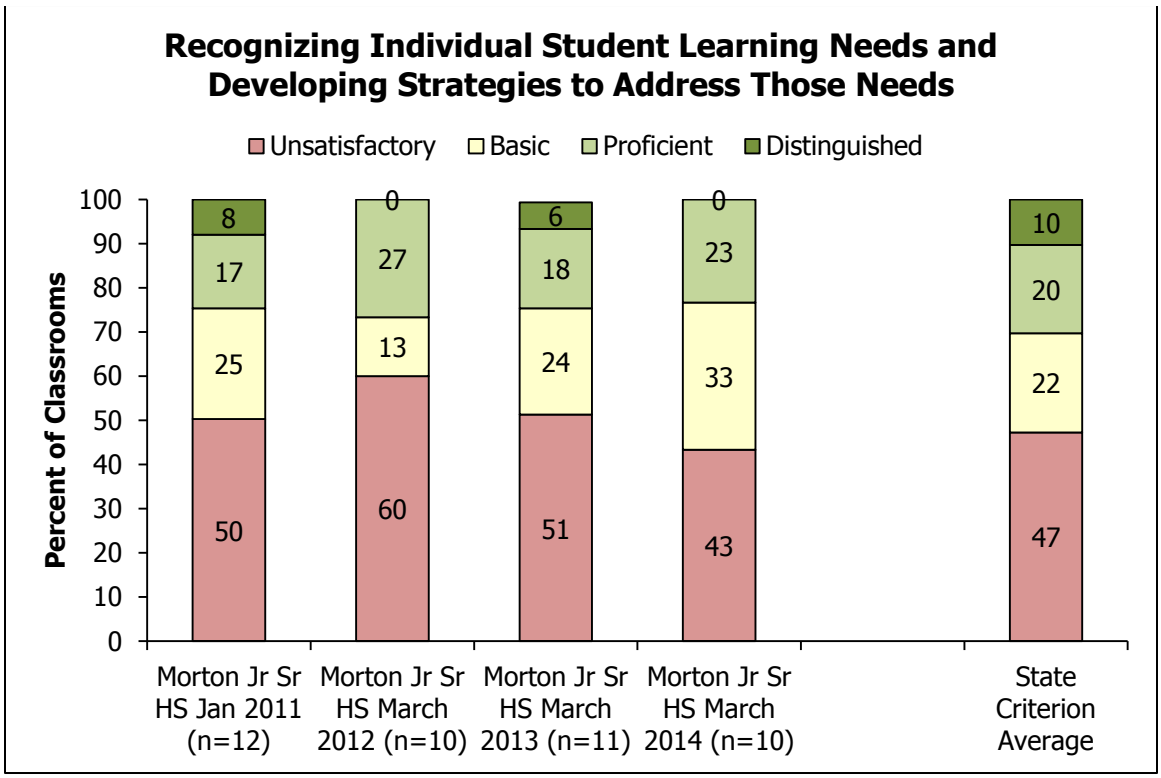
Criterion 2 scored at a low level, with 31% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers were using a variety of questioning strategies, and students were developing effective thinking processes, reflecting on their own learning, and working collaboratively.

Washington State Teacher Evaluation -- Criterion 3

Recognizing individual student learning needs and developing strategies to address those needs.

KEYWORD: Differentiation

The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust practices by employing strategies that advance student learning.



CRITERION 3: DIFFERENTIATION	*1*	*2*	*3*	*4*
10. Teacher relates lesson content to other subject areas, personal experiences, and contexts.	40%	60%	0%	0%
			0%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	60%	10%	30%	0%
			30%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	30%	30%	40%	0%
			40%	

Summary

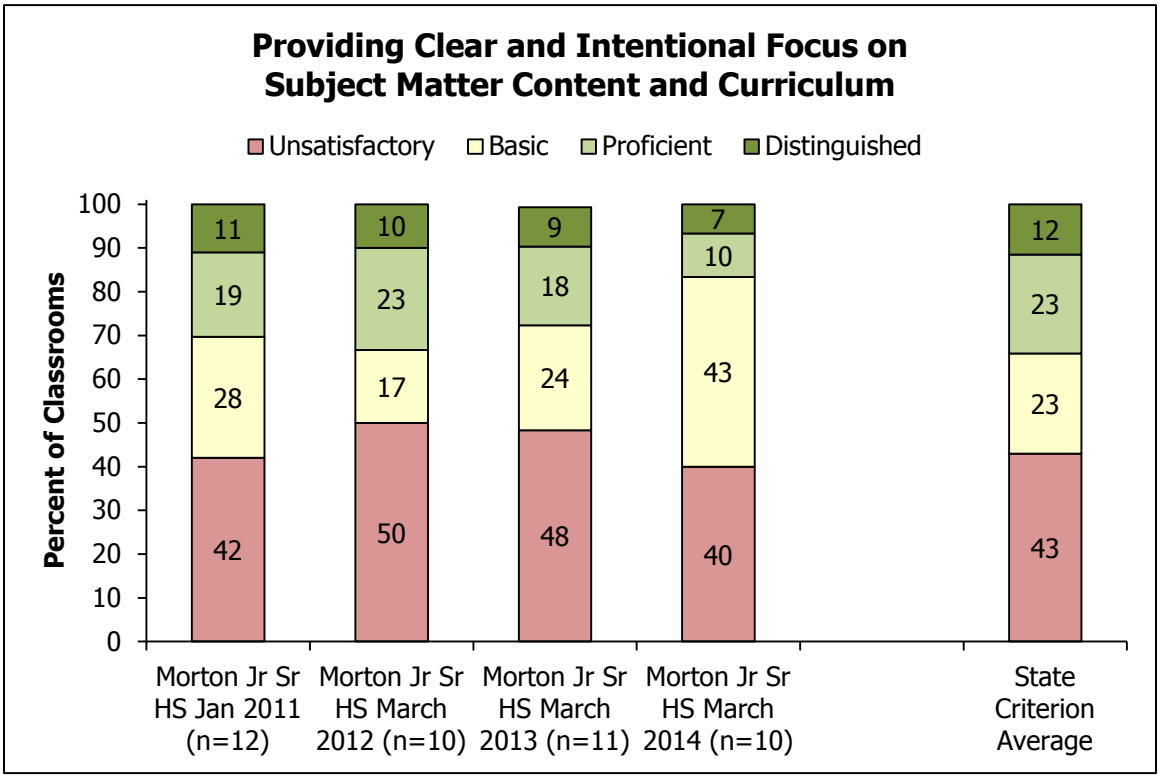
Criterion 3 scored at a low level, with 23% of classrooms scoring Proficient or Distinguished. Students were experiencing differentiated instruction and demonstrating meaningful personal connections by extending learning activities in the classroom. Teachers were not relating lesson content to other subject areas, personal experiences, and contexts at a significant level.

Washington State Teacher Evaluation -- Criterion 4

Providing clear and intentional focus on subject matter content and curriculum.

KEYWORD: Content Knowledge

The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.



CRITERION 4: CONTENT KNOWLEDGE	*1*	*2*	*3*	*4*
4. Teacher assures the focus of the lesson is clear to all students.	20%	60%	0%	20%
			20%	
10. Teacher relates lesson content to other subject areas, personal experiences, and contexts.	40%	60%	0%	0%
			0%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	60%	10%	30%	0%
			30%	

Summary

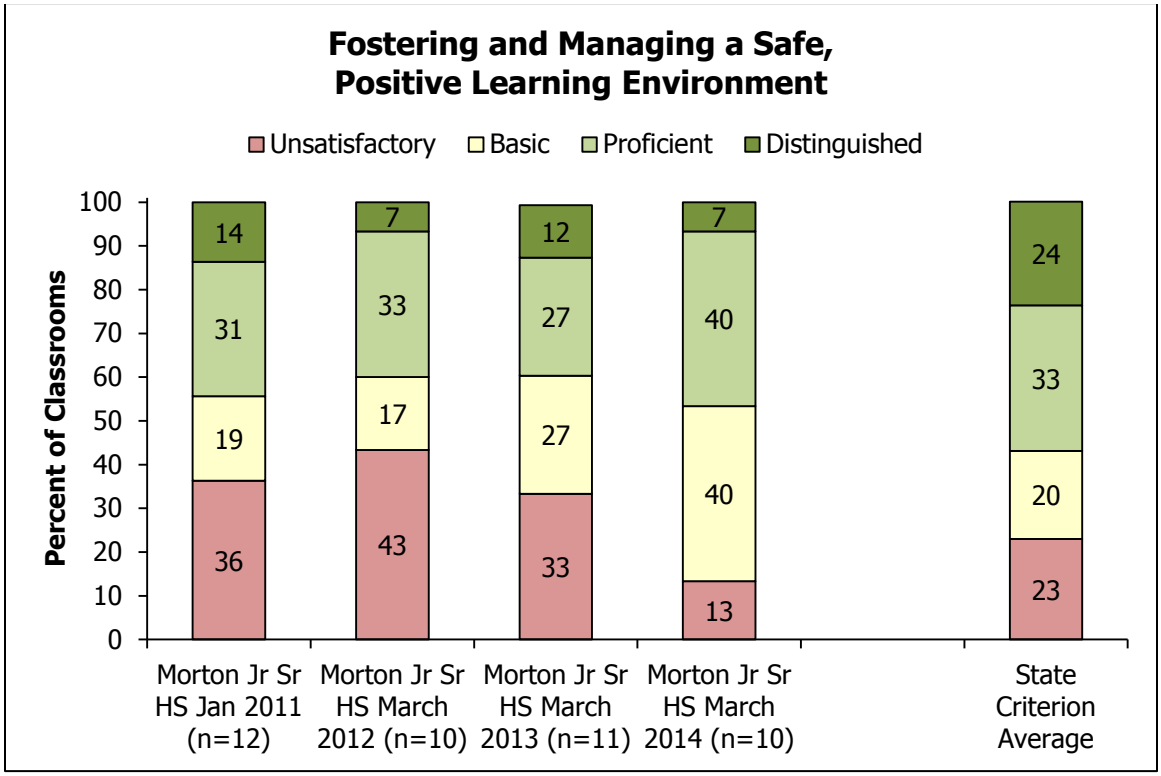
Criterion 4 scored at a low level, with 17% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers were aligning tasks and activities with a clear lesson objective; relating lesson content to other subject areas, personal experiences, and contexts; helping students demonstrate meaningful personal connections by extending learning activities in the classroom.

Washington State Teacher Evaluation -- Criterion 5

Fostering and managing a safe, positive learning environment.

KEYWORD: Learning Environment

The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.



CRITERION 5: LEARNING ENVIRONMENT	1	2	3	4
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	30%	60%	10%
			70%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	10%	60%	20%	10%
			30%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	30%	30%	40%	0%
			40%	

Summary

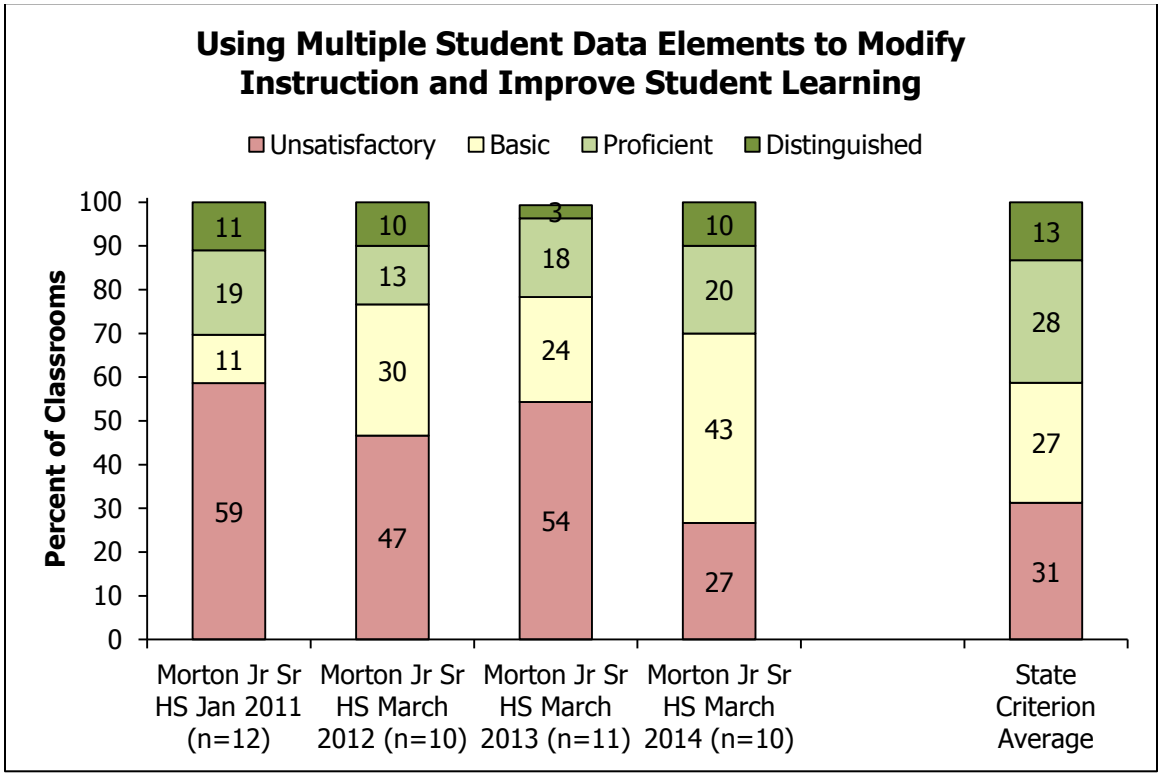
Criterion 5 scored at a moderate level, with 47% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are creating positive, inspirational, safe, and challenging academic environments; students have opportunities to work collaboratively to share knowledge, complete projects, and/or critique their work; and learning activities were adapted to meet the needs of learners.

Washington State Teacher Evaluation -- Criterion 6

Using multiple student data elements to modify instruction and improve student learning.

KEYWORD: Assessment

The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.



CRITERION 6: ASSESSMENT	*1*	*2*	*3*	*4*
4. Teacher assures the focus of the lesson is clear to all students.	20%	60%	0%	20%
			20%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	30%	40%	20%	10%
			30%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	30%	30%	40%	0%
			40%	

Summary

Criterion 6 scored at a low level, with 30% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are aligning activities and tasks to a clear lesson objective, students are demonstrating verbally or in writing that they are intentionally reflecting on their own learning, and students are experiencing instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).

Summary and Recommendations

Overall, researchers observed instruction aligned with Powerful Teaching and Learning® in 30% of the classes, which is an increase of 12 percentage points compared to last year. When interpreting the data through the lens of the State Teacher Evaluation, the lowest scoring was Criterion 4, with 17% of classrooms scoring Proficient or Distinguished. The majority of the criterion scored within the low range. The highest of these was Criterion 5, with 47% of classrooms scoring Proficient or Distinguished. Building on these strengths, we recommend that staff members explore three specific criteria.

Criterion 2: Demonstrating effective teaching practices.

Criterion 2 was a low scoring criterion, with 31% of classrooms scoring Proficient or Distinguished. An analysis of the data shows that in 20% of classes teachers were using a variety of questioning strategies (Indicator 7). The Indicators that measure student's demonstration of their thinking processes or their reflection on their own learning (Indicators 8 and 9) were present 40% and 30%, respectively. Teachers can improve these Indicators by focusing on higher-order thinking questions such as "How do you know that?" or "Why do you think that?" Including opportunities for collaborative learning (Indicator 14) will also improve this criterion. We recommend that students be periodically grouped with their peers and be asked to provide each other feedback. This will help them to monitor their own thinking and adjust their strategies as well as improve social support for learning in the classroom.

IIIA22*-All teachers use open-ended questioning and encourage elaboration*

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

Criterion 4 was the lowest scoring criterion, with 17% of classrooms scoring Proficient or Distinguished. An analysis of the data shows that in 20% of classes, teachers assured the focus of the lesson was clear and aligned the activities with the lesson objective (Indicator 4). Teachers and/or students extended learning beyond the classroom (Indicators 10 and 11) in 30% of classes observed. We recommend teachers develop clear lesson objectives and work with students to connect the lesson content to relevant contexts by sharing personal stories related to the lesson material, or by relating the lesson to previous or future learning. Teachers can ask students to put the lesson objective into their own words, create products for audiences outside the classroom, or simply share their own stories about how the lesson connects to something they are familiar with.

IIIA09*-All teachers clearly state the lesson's topic, theme, and learning objectives*

Criterion 5: Fostering and Managing a Safe, Positive Learning Environment.

Criterion 5 is the highest scoring Criterion with 47% of classrooms scoring a Proficient or Distinguished. Teachers created a positive, inspirational, and challenging academic environment in 70% of classrooms (Indicator 13). As previously stated 30% of classes fostered high levels of student collaboration. We recommend teachers work to incorporate more opportunities for collaboration into lessons. Students can work in small groups to solve math problems, debate in teams, or work with partners to complete learning activities. Collaborating allows students to practice team work, active listening, and problem-solving skills. Students experienced differentiated instruction in 40% of classes (Indicator 15). We recommend teachers continue to allow students as much choice as possible when deciding how to approach learning tasks, as well as progressing through lessons based on their own needs rather than the curriculum.

IIIA24*-All teachers encourage peer interaction*

APPENDIX A

STAR CROSSWALK TO ALL THREE STATE EVALUATION MODELS

The state of Washington has adopted three Professional Practices Frameworks (PPF) to guide the new teacher evaluation process. Each of the three models are organized around the 8 State Teacher Evaluation Criteria. The BERC Group cross walked all three models to STAR and then produced an aggregate crosswalk. The shaded, far left column in Table 11 provides information about the state criteria, key word, and STAR Indicators that align with each Criteria.

STAR Crosswalk Indicators

Model	Danielson (Teachscape)	Marzano	CEL 5D+
Descriptors	22 Total	31 Total	37 Total
CRITERION 1 ***Centering instruction on high expectations for student achievement.*** **Keyword: EXPECTATIONS** **STAR Crosswalk:** **K4, A10, A11, R14**	**3 Descriptors** **Model Focus:** *Purpose Collaboration* **STAR Crosswalk:** K4, T7, T8, A10, A11, R14	**4 Descriptors** **Model Focus:** *Purpose Environment* **STAR Crosswalk:** K4, A10, A11, R13	**5 Descriptors** **Model Focus:** *Purpose Collaboration* **STAR Crosswalk:** K4, T8, A10, A11, R14
CRITERION 2 ***Demonstrating effective teaching practices.*** **Keyword: INSTRUCTION** **STAR Crosswalk:** **T7, T8, T9, R14**	**2 Descriptors** **Model Focus:** *Cognition Discussion* **STAR Crosswalk:** T7, T8, T9, 14	**8 Descriptors** (Plus 24 Elements) **Model Focus:** *Knowledge Cognition Interest Discussion* **STAR Crosswalk:** S1, S2, K4, K5, K6, T7, T8, T9, A10, A11, R13, R14	**5 Descriptors** **Model Focus:** *Cognition Discussion* **STAR Crosswalk:** K4, K5, K6, T7, T8, A10, A11, R14

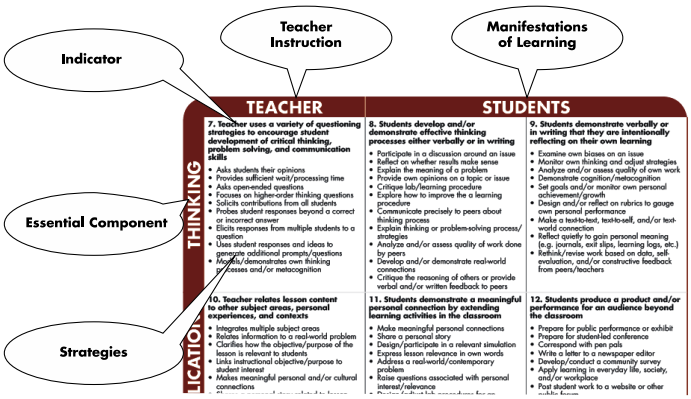
<u>CRITERION 3</u> ***Recognizing individual student learning needs and developing strategies to address those needs.*** **Keyword:** **DIFFERENTIATION** **STAR Crosswalk:** **A10, A11, R15**	**2 Descriptors** **Model Focus:** *Interest Differentiation* **STAR Crosswalk:** A10, A11, R15	**2 Descriptors** **Model Focus:** *Interest Differentiation* **STAR Crosswalk:** A10, A11, R15	**5 Descriptors** **Model Focus:** *Culture Differentiation* **STAR Crosswalk:** A10, A11, R15
<u>CRITERION 4</u> ***Providing clear and intentional focus on subject matter content and curriculum.*** **Keyword:** **CONTENT KNOWLEDGE** **STAR Crosswalk:** **K4, A10, A11**	**4 Descriptors** **Model Focus:** *Purpose Differentiation* **STAR Crosswalk:** K4, T7, A10, A11, R15	**2 Descriptors** **Model Focus:** *Targets Resources* **STAR Crosswalk:** S3, K4, A11, A12	**5 Descriptors** **Model Focus:** *Purpose Content* **STAR Crosswalk:** K4, K5, A10
<u>CRITERION 5</u> ***Fostering and managing a safe, positive learning environment.*** **Keyword:** **LEARNING ENVIRONMENT** **STAR Crosswalk:** **R13, R14, R15**	**4 Descriptors** **Model Focus:** *Environment Interactions* **STAR Crosswalk:** R13, R14, R15	**6 Descriptors** **Model Focus:** *Environment Interactions* **STAR Crosswalk:** R13, R14	**6 Descriptors** **Model Focus:** *Environment Interactions* **STAR Crosswalk:** R13, R14

<u>CRITERION 6</u> ***Using multiple student data elements to modify instruction and improve student learning.*** **Keyword:** **ASSESSMENT** **STAR Crosswalk:** **K4, T9, R15**	**3 Descriptors** **Model Focus:** *Outcomes Rubrics Differentiation* **STAR Crosswalk:** K4, T7, T8, T9, R15	**3 Descriptors** **Model Focus:** *Outcomes Rubrics Differentiation* **STAR Crosswalk:** K4, T9, R15	**5 Descriptors** **Model Focus:** *Outcomes Self-assessment* **STAR Crosswalk:** K4, T9
<u>CRITERION 7</u> ***Communicating and collaborating with parents and the school community.*** **Keyword:** **FAMILY and COMMUNITY** **STAR Crosswalk:** **A12**	**1 Descriptor** **Model Focus:** *Family* **STAR Crosswalk:** A12	**2 Descriptors** **Model Focus:** *Family Community* **STAR Crosswalk:** A12	**2 Descriptors** **Model Focus:** *Family* **STAR Crosswalk:** T9, A12
<u>CRITERION 8</u> ***Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.*** **Keyword:** **PROFESSIONAL PRACTICE** **STAR PROCESS**	**3 Descriptors** **Model Focus:** *Collaboration Pedagogy* **STAR Crosswalk:** PROCESS	**4 Descriptors** **Model Focus:** *PLCs PD Growth* **STAR Crosswalk:** PROCESS	**4 Descriptors** **Model Focus:** *Collaboration Pedagogy* **STAR Crosswalk:** R13, PROCESS

APPENDIX B
STAR FRAMEWORK

The STAR Framework for Powerful Teaching and Learning

Powerful Teaching and Learning™ is a catalyst for school-wide Second Order Change. Using the STAR Framework, educators internalize the concepts behind Powerful Teaching and Learning and learn to recognize them in classroom practice, before focusing on specific classroom strategies. Both cognitive science and school research point to common elements of instructional practice and student experience that correlate with higher student achievement scores. These elements are identified in the STAR Framework for Powerful Teaching and Learning and serve to help educators develop common language related to teaching and learning within schools.



	TEACHER	STUDENTS	
SKILLS	**1. Teacher provides an opportunity for students to develop and/or demonstrate skills** a. Requires elaborate reading/writing/speaking b. Asks students to produce poetry/essays/journals/research papers c. Asks students to complete response logs/lab reports/data tables/graphic displays d. Provides opportunities for modeling/diagramming/displaying/solving/demonstrating e. Provides opportunities for students to practice dialogue/debates/skits/presentations/arguments	**2. Students' skills are used to demonstrate conceptual understanding** a. Organize/sequence/categorize information b. Consider alternatives c. Interpret and/or evaluate d. Predict/hypothesize e. Compare/contrast f. Analyze cause and effect g. Develop model/simulation/original creation h. Understand and use stated assumptions i. Communicate conceptual understanding j. Practice Socratic dialogue k. Take extensive (e.g. Cornell) notes l. Participate in a discussion/debate/oral presentation	**3. Students demonstrate appropriate methods and/or use appropriate tools to acquire/represent information** a. Read and/or analyze text or other data b. Use manipulatives/maps/primary sources c. Conduct interviews or focus groups d. Identify information sources to be used e. Produce a piece of creative or expository writing f. Develop and/or use graph/two-way table/graphic organizer/thinking map g. Construct a written or visual explanation to a phenomenon h. Develop a visual (or other artistic) representation of information i. Use technology tools to explore and deepen understanding of concepts
KNOWLEDGE	**4. Teacher assures the focus of the lesson is clear to all students and that activities/tasks are aligned with the lesson objective/purpose** a. Aligns lesson with common core state standards, goals, and/or learning targets b. Assures students are aware of lesson objective/purpose c. Asks students to explain lesson objective/purpose to one another d. Assures students know how to meet the lesson objective/purpose e. Asks students to explain how activities/tasks align with the lesson objective/purpose f. Organizes lesson around a theme, guiding/essential question and/or an enduring understanding	**5. Students construct knowledge and/or manipulate information to build on prior learning, to discover new meaning, and/or to develop conceptual understanding, not just recall** a. Synthesize information b. Analyze/critically examine information c. Discuss a public issue d. Use evidence/data to support an opinion e. Arrive at a conclusion or interpretation f. Identify/discern a pattern or structure g. Represent information in a non-linguistic, (artistic/graphic/visual) format h. Generate their own ideas, questions, or hypotheses based on stated information i. Explore the truth of conjectures and/or justify conclusions	**6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding** a. Make distinctions b. Apply/explain/debate ideas c. Form generalizations d. Formulate coherent/complete questions e. Conduct a simulation f. Communicate using symbolic representation g. Demonstrate the use of vocabulary and fundamental concepts of a subject area h. Ask useful questions to clarify or improve an argument i. Participate in a literature circle or Socratic seminar

STAR2012

	TEACHER	STUDENTS	
THINKING	**7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills** a. Asks students their opinions b. Provides sufficient wait/processing time c. Asks open-ended questions d. Focuses on higher-order thinking questions e. Solicits contributions from all students f. Probes student responses beyond a correct or incorrect answer g. Elicits responses from multiple students to a question h. Uses student responses and ideas to generate additional prompts/questions i. Models/demonstrates own thinking processes and/or metacognition	**8. Students develop and/or demonstrate effective thinking processes either verbally or in writing** a. Participate in a discussion around an issue b. Reflect on whether results make sense c. Explain the meaning of a problem d. Provide own opinions on a topic or issue e. Critique lab/learning procedure f. Explore how to improve a learning procedure g. Communicate precisely to peers about thinking process h. Explain thinking or problem-solving process/strategies i. Analyze and/or assess quality of work done by peers j. Develop and/or demonstrate real-world connections k. Critique the reasoning of others or provide verbal and/or written feedback to peers	**9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning** a. Examine own biases on an issue b. Monitor own thinking and adjust strategies c. Analyze and/or assess quality of own work d. Demonstrate cognition/metacognition e. Set goals and/or monitor own personal achievement/growth f. Design and/or reflect on rubrics to gauge own personal performance g. Make a text-to-text, text-to-self, and/or text-world connection h. Reflect quietly to gain personal meaning (e.g. journals, exit slips, learning logs, etc.) i. Rethink/revise work based on data, self-evaluation, and/or constructive feedback from peers/teachers
APPLICATION	**10. Teacher relates lesson content to other subject areas, personal experiences, and contexts** a. Integrates multiple subject areas b. Relates information to a real-world problem c. Clarifies how the objective/purpose of the lesson is relevant to students d. Links instructional objective/purpose to student interest e. Makes meaningful personal and/or cultural connections f. Shares a personal story related to lesson content g. Demonstrates connection to a personal experience h. Connects lesson objective/purpose/outcomes to previous and/or future learning	**11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom** a. Make meaningful personal connections b. Share a personal story c. Design/participate in a relevant simulation d. Express lesson relevance in own words e. Address a real-world/contemporary problem f. Raise questions associated with personal interest/relevance g. Design/adjust lab procedures for an experiment h. Present work and/or finished projects to an audience in the classroom i. Articulate the purpose and/or relevance of a theme, project, problem, or question	**12. Students produce a product and/or performance for an audience beyond the classroom** a. Prepare for public performance or exhibit b. Prepare for student-led conference c. Correspond with pen pals d. Write a letter to an external audience e. Develop/conduct a community survey f. Partner with community members/businesses g. Apply learning in everyday life, society, and/or workplace h. Post student work to a website or other public forum i. Produce an informative or persuasive piece of work (essay, argument, play, brochure, etc.) j. Participate in a service-based learning project, job shadow, internship, and/or mentorship
RELATIONSHIPS	**13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment** a. Interacts positively with students b. Models and expects responsible behavior c. Provides challenging assignments d. Establishes a culture for learning e. Demonstrates knowledge of students f. Seeks knowledge of students (background, culture, interests, special needs) g. Organizes the physical space to maximize learning h. Develops an atmosphere of respect, rapport, sincerity, warmth, and/or humor i. Demonstrates flexibility and responsiveness to student needs j. Creates a welcoming environment where students feel safe, secure, and respected k. Assures routines and rituals are in place that allow students to work and move comfortably in the room	**14. Students work collaboratively to share knowledge, complete projects, and/or critique their work** a. Correct peer behavior when necessary b. Ensure all voices are heard in a discussion c. Take an active role in monitoring own behavior within a group d. Contribute to the management of instructional groups e. Practice active listening, extend discussions, enrich dialogue with peers f. Make comments and/or responds to peers in a positive and constructive manner g. Participate in writing groups/peer editing groups/reading groups/research groups/lab groups/problem solving groups h. Receive social support for learning through periodic grouping with peers (e.g. response partners, turn and talk, triads, small groups, think-pair-share, etc.)	**15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning)** a. Participate in enrichment and/or remediation activities b. Experience multiple ways to practice a concept and/or new learning c. Share own ideas, thoughts, and/or feelings relevant to lesson topic and/or task d. Make own choices about ways to approach learning tasks e. Progress through the lesson based on own needs rather than text progression f. Work in an environment that takes into account their background, culture, interests, or special needs

REFLECTION SHEET

GENERAL OBSERVATIONS, COMMENTS, AND QUESTIONS REGARDING THE DATA

SKILLS	(66%)_____%	↑ ↓	CRITERION 1	(34%)_____%	↑ ↓
KNOWLEDGE	(46%)_____%	↑ ↓	CRITERION 2	(34%)_____%	↑ ↓
THINKING	(37%)_____%	↑ ↓	CRITERION 3	(28%)_____%	↑ ↓
APPLICATION	(27%)_____%	↑ ↓	CRITERION 4	(33%)_____%	↑ ↓
RELATIONSHIPS	(80%)_____%	↑ ↓	CRITERION 5	(55%)_____%	↑ ↓
			CRITERION 6	(38%)_____%	↑ ↓

WHAT IS/ARE THE HIGHEST SCORING STAR ESSENTIAL COMPONENT(S)? _____

WHAT IS/ARE THE HIGHEST SCORING STATE EVALUATION CRITERIA? _____

WHAT IS/ARE THE LOWEST SCORING STAR ESSENTIAL COMPONENT(S)? _____

WHAT IS/ARE THE LOWEST SCORING STATE EVALUATION CRITERIA? _____

WHAT IS/ARE THE HIGHEST SCORING STAR INDICATOR(S)? _____

WHAT IS/ARE THE LOWEST SCORING STAR INDICATOR(S)? _____

WHAT ARE SOME AREAS (INSTRUCTIONAL HABITS) THAT WE COULD ALL FOCUS ON? _____

_____

_____

WHAT SHOULD WE DO NEXT? _____

_____

_____

Additional Notes

Academic Performance Audit for Required Action Districts

Lakeridge Elementary School

Renton School District

March 11 and 12, 2014

Academic Performance Audit for Required Action Districts

Prepared by

BAKER ▪ EVALUATION ▪ RESEARCH ▪ CONSULTING

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Lakeridge Elementary School
Academic Performance Audit

Introduction

In 2011, Renton School District (RSD) was identified as a Required Action District (RAD). As part of the application process, The BERC Group, Inc. conducted a School and Classroom Practices Study (SCPS) at Lakeridge Elementary School (LES). Findings identified in the initial report were used to complete the Required Action District application and were incorporated into the ongoing implementation of improvement goals and action plans at the school and district levels.

This report is a follow-up to the Baseline Report and the Year 1 and Year 2 reports, highlighting changes the school and district have made over the last three years related to the School Improvement Grant (SIG). Evaluators repeated the data collection process used for the previous reports. The findings in this report are based on information gathered from the following sources:

1) a review of changes in district level practices and policies to support an intervention model;
2) a classroom observation study focusing on instructional practices within the school;
3) qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's *Nine Characteristics of High Performing Schools*; and
4) surveys of school staff, students, and parents.[1]

Evaluators obtained information during a site visit on March 11 and 12, 2014. Approximately 63 people, including district and building administrators, union leaders, certificated and non-certificated staff members, coaches, and students participated in interviews and focus groups. In addition, evaluators conducted 26 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district, including school improvement plans, collective bargaining agreements, student achievement data, and additional school documents.

The following section describes the federal intervention model Renton School District and Lakeridge Elementary School chose to adopt. This section also includes a comparative overview of the district findings from all SCPS studies, a description of the support provided to the school by the district, and a summary of the changes made at the school level. Subsequent sections of the report offer a detailed review of the school's alignment to the *Nine Characteristics of High Performing Schools* based on classroom observations, interviews and focus groups, and survey data. Under each of the *Nine Characteristics* indicators, the report will highlight how the school has addressed issues brought to light in the initial study.

[1] In 2013, staff surveys were administered and analyzed by The Center for Educational Effectiveness (CEE) using a hybrid survey, which included items from the Educational Effectiveness Survey™ (EES) and the OSPI *Nine Characteristics of Highly Effective Schools* survey. In 2014, surveys of school staff, students, and parents were administered and analyzed by CEE using the EES. Previous surveys including the staff survey (2011 and 2012) and family surveys (2011 to 2013) were administered and analyzed by The BERC Group, Inc. using the OSPI *Nine Characteristics of Highly Effective Schools* survey.

Required Action Districts

As required by state legislation (SB 6696/RCW 28A.657.030), the State Board of Education (SBE) can designate districts as Required Action Districts (RADs) if the district has at least one school that: a) is identified in the bottom 5% (Title 1 or Title 1 eligible) of the persistently lowest-achieving school list; b) did not volunteer for or receive SIG support in 2010; and c) whose summative assessment results are less than the state average on combined reading and mathematics proficiency in the past three years. Required Action Districts will receive funds targeted to make lasting gains in student achievement and must follow School Improvement Grant (SIG) requirements and SB 6696 by:

- selecting and implementing one of the four federal intervention models, which are described below;
- creating a local application and planning documents for improvement *with input from stakeholders;* and
- allowing for the opening of any collective bargaining approved after June 10, 2010 if necessary to meet requirements of this academic performance audit.

Intervention Models

In an effort to improve education and educational opportunities across the nation, the federal government has provided funding for School Improvement Grants (SIG) to support the lowest performing schools. Districts accepting SIG money must choose among four federally defined intervention models for their lowest performing schools: Closure, Restart, Turnaround, and Transformation. The school closure model refers to a district closing a school and enrolling the students who attended the school in other higher-achieving schools in the district. The restart model occurs when a district converts the school or closes and reopens it under management of an educational management organization (EMO). The turnaround model includes replacing the principal and rehiring no more than 50% of the school's staff, adopting a new governance structure, and implementing a research-based instructional program aligned to state standards. The transformation model requires replacing the school principal and addresses four areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time, creating community connections, and providing operating flexibility and sustained support. Selection of any of the four federal models may require modification or addition of Board policy and procedures and/or collective bargaining agreements.

Renton School District and Lakeridge Elementary School chose to adopt and implement the *Transformation* model. The table in Appendix A of this report describes the specific requirements for the transformation model in more detail and shows a comparison of rankings for each requirement from each of the studies.

District Level Findings

District Overview

The district employs approximately 802 teachers serving approximately 14,970 students attending fourteen elementary schools, three middle schools, three high schools, and seven alternative schools or programs. Lakeridge Elementary School employs 32 certificated staff members, serving approximately 414 students. Approximately, 56% of the teachers possess master's degrees, as opposed to approximately 69% across the district. On average, Lakeridge teachers have 5.9 years of teaching experience whereas the average across the district is 11.2 years. The difference is likely due to the fairly young faculty at Lakeridge. All teachers who have joined the team have done so voluntarily and with a strong commitment to the priorities of the SIG process. Most core content area teachers meet the NCLB highly qualified definition.[2]

While discussing the accomplishments that have occurred at the school over the past few years, district personnel identified seeing a "huge improvement in student achievement in all areas," a reduction of behavior/discipline demands, and increased "staff cohesion." One district representative discussed the consistency from classroom to classroom, saying, "If you go into every classroom, you can see they are consistently providing quality instruction [at Lakeridge]. There is little variability as far as quality instruction goes. They are making sure great instruction is happening." Other reports support this idea, with one district representative saying, "They are working on [student] discourse. The kids are expressing mathematical thoughts …. They are closing opportunity gaps through rigorous instruction." Reportedly, the provision of clear expectations, embedded professional development, and members staff who are committed to working under the vision of a "strong leader" have attributed to the school's success. While describing the work of the staff over the course of the grant, one district member shared, "The [Lakeridge] staff is readily quick to analyze data, look at what didn't work, debrief, and go back and doing it again. There is a sense of transparency and support."

Differentiated support to the school by the district varied and resulted in the hiring of extra staff members, freedom to create and utilize homegrown curricula, flexibility in the use of professional development days, and additional assessment support (for example) . While there is a reported desire to find an agreed upon "balance" between what the school desires and what the district is able to accommodate in the future, one district staff member stated, "The biggest challenge is that they have done some things that are unique to the school but they are still in the district. We need to figure out how to learn from great ideas but also not allow the school to be out by themselves."

Interactions between the district, union, and LES have been positive throughout the SIG process. The district Human Resources leadership reported that the union has acted as a full partner and that all school and central office needs continue to be met with a sense of urgency and cooperation.

Staff members at both the district and school levels are beginning to discuss plans for sustaining efforts for the future. District representatives suggest, "Some of the best instruction in the district is happening" at the school, and they are working on ways to prolong the school's achievements after grant money dissipates. When asked what has been critical to the school's improvement efforts over the past three years, district members suggested a "strong focus on data," the utilization of math and literacy coaches, and effective leadership has been vital to their success. "[The principal's] vision is

[2] Data from OSPI Washington State Report Card for Lakeridge Elementary School retrieved from http://reportcard.ospi.k12.wa.us on 2/3/11.

absolutely focused on student success. She is a bulldog about what needs to happen. She makes sure she's encouraging teachers and paying attention to systems. Without a powerful leader, none of that happens," explained one district representative. While there are no expected changes in school leadership for next year, school and district leaders are working on ways to support embedded professional development and other successful strategies practiced by the school. Similar to last year, school members stressed the need to pursue maintenance of the instructional coaches and interventionists on campus in order to sustain the high level of attention on instructional practice . District staff members are learning from Lakeridge and are in the process of creating a protocol that would help to create common practices for district schools that are in the priority or emerging status. They are looking to include strategies that are research based, scalable, and provide "the best bang for our buck." Creating common assessments, completing a gap analysis of their current curriculum, and creating a district level learning lab are ways the district is looking to improve instruction at these schools and for schools throughout the district. "We want to make sure we have common things expected [throughout the district]. We can't be short sited, but want to think about this in terms of a system," shared one district representative, "The challenge now is how to sustain. How do we sustain things from being a SIG school when you are no longer a SIG [school]? It's something we'll have to be thinking about."

School and Classroom Level Findings

Survey Results

In 2011, 2012, and 2013, Lakeridge staff members and families completed a survey designed to measure whether these groups see evidence of the *Nine Characteristics of High Performing Schools* in the school. The staff survey includes factors around each of the *Nine Characteristics*, and the family surveys include factors around each of the characteristics, except *Focused Professional Development*. Individual survey items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral/undecided, 4 = agree, and 5 = strongly agree). Researchers consider a "4" or "5" response on an individual survey item a positive response. Likewise, an overall factor score of 4.0 and above is a positive response.

In 2013, the staff survey changes substantially, and staff members were administered a "Hybrid Survey" with many of the original items removed. However, because items measure the same constructs, we are able to measure improvement overtime, using the mean scores representing the constructs.[3] In 2014, the staff and family surveys changed again to the Educational Effectiveness Survey™ (EES) administered and analyzed by the Center for Educational Effectiveness (CEE). Again, while some items changed, the constructs are the same, and we are able to make some comparisons. Furthermore, 2014 is the first year the students completed a survey administered and analyzed by the CEE. This must be considered when interpreting the results. The charts below show the previous survey results from the OSPI and Hybrid Survey, which can be compared to the Educational Effectiveness Survey results that were delivered to the staff in a separate report.

A summary of the staff and family survey findings from previous years appear in Figures 1 and 2, respectively. A comparison of the results on the staff survey in 2014, show current factor scores are

[3] In 2013, staff surveys were administered and analyzed by The Center for Educational Effectiveness (CEE) using a hybrid survey, which included items from the Educational Effectiveness Survey™ (EES) and the OSPI *Nine Characteristics of Highly Effective Schools* survey. In 2014, surveys of school staff, students, and parents were administered and analyzed by CEE using the EES. Previous surveys including the staff survey (2011 and 2012) and family surveys (2011 to 2013) were administered and analyzed by The BERC Group, Inc. using the OSPI *Nine Characteristics of Highly Effective Schools* survey.

above a 4.5 on all factors, except Parent and Community Involvement (see report from CEE). These results are similar to or slightly above results in Year 2. Factor scores were not provided for the parent and student surveys in 2014; however, results are generally positive, and they appear to be consistent with survey results administered in Year 2.

Researchers considered survey findings in scoring the rubric, and the results from all surveys are included in the following discussion of the school's alignment to the *Nine Characteristics*. Appendix B includes the frequency distribution for the staff and family surveys from previous years, organized around the *Nine Characteristics.*

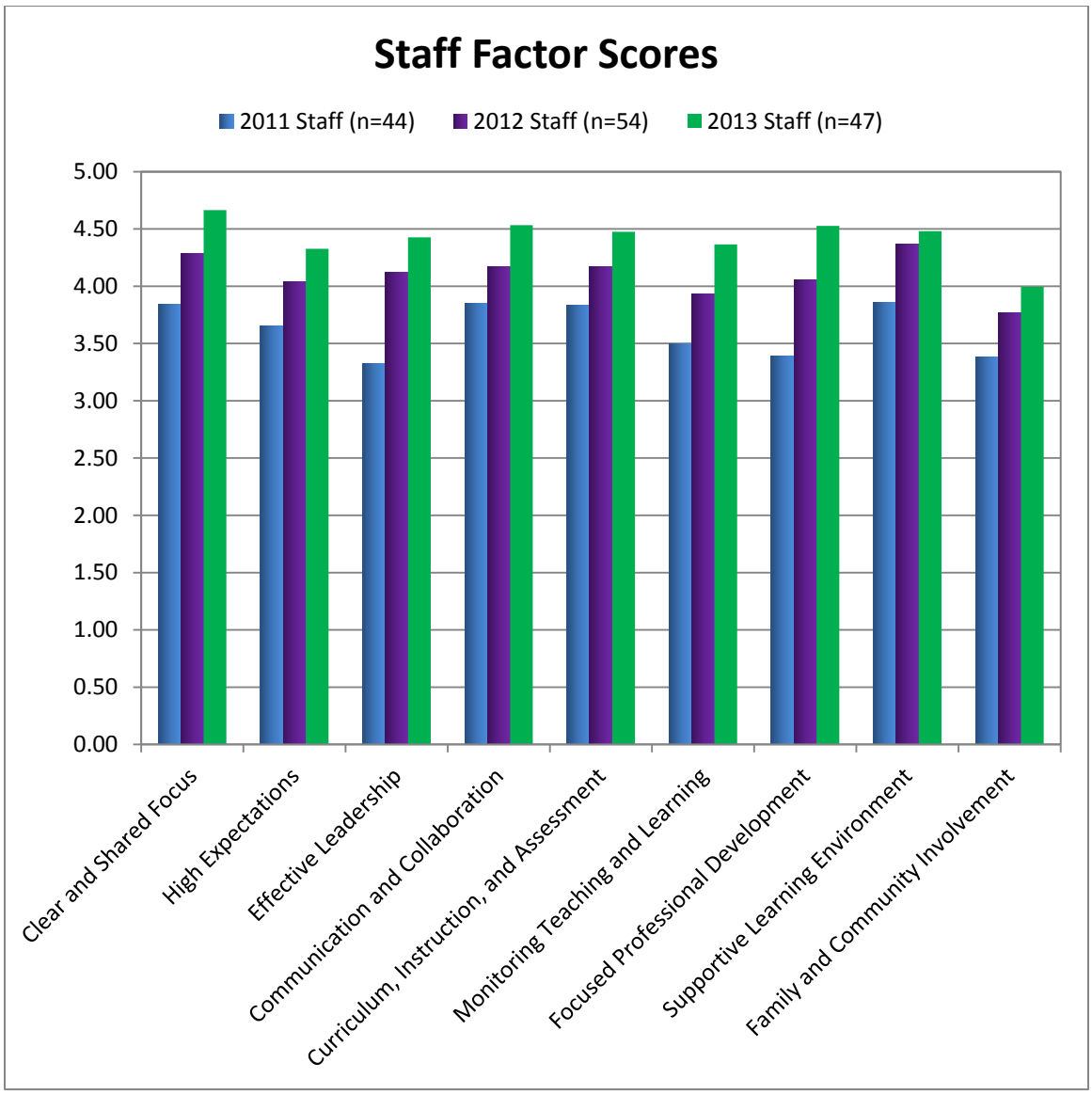


Figure 1. Staff Survey Factor Scores

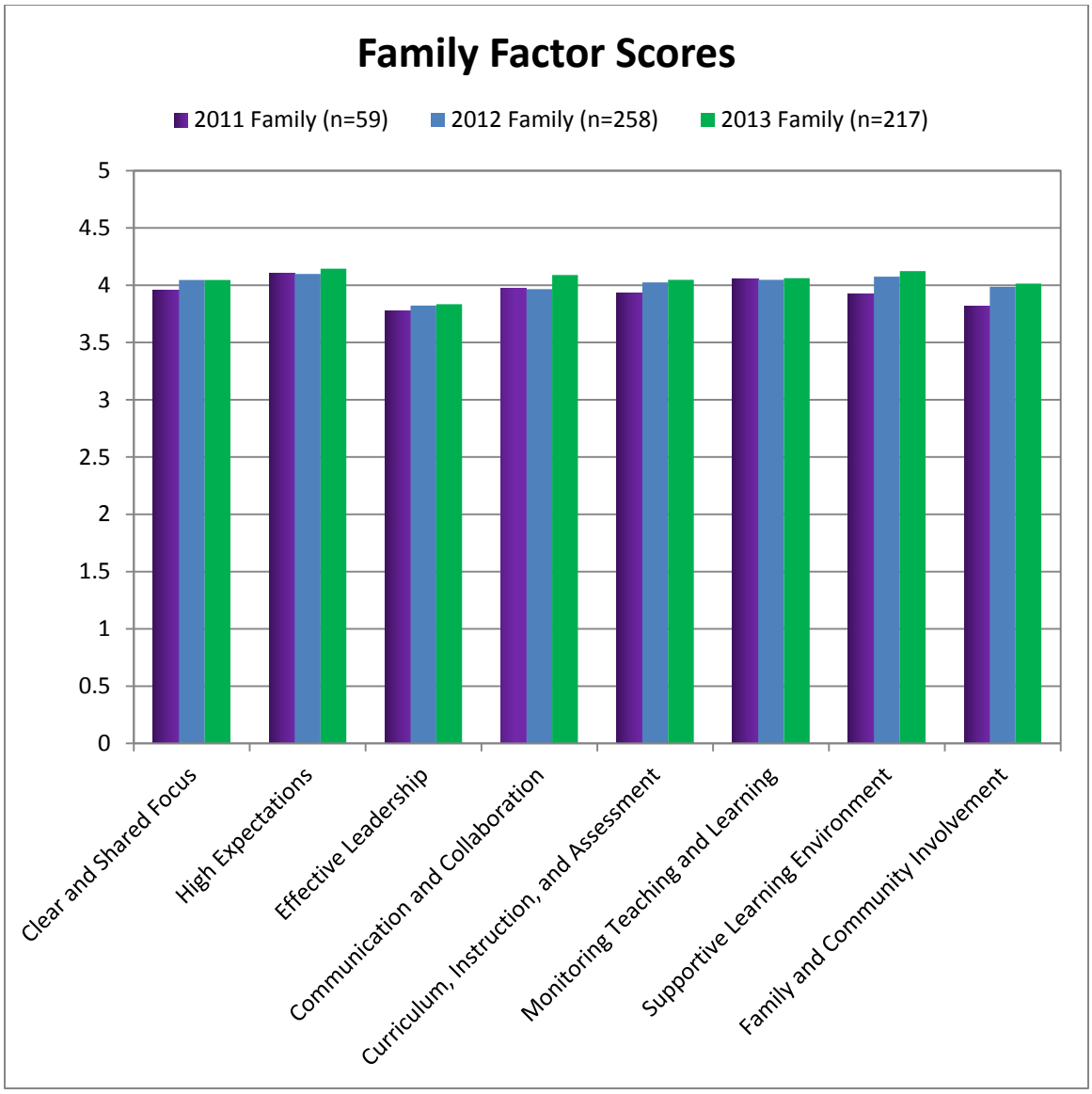


Figure 2. Family Survey Factor Scores

School and Classroom Practices Study Findings

Using data collected through the School and Classroom Practices Study and survey results from staff, students, and parents, research team members reached consensus on scores for 19 Indicators organized around the *Nine Characteristics of High Performing Schools*. Each Indicator was scored using a rubric with 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, and Indicators with a score of 2 or below warrant attention. Table 1 includes rubric scores for all the Indicators.

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

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Clear and Shared Focus				
Core Purpose – Student Learning	3	3	4	4
High Standards and Expectations for All Students				
Academic Focus	2	3	3	4
Rigorous Teaching and Learning	2	3	3	3
Effective School Leadership				
Attributes of Effective School Leaders	2	4	4	4
Capacity Building	2	3	4	4
Distributed Leadership	3	3	4	4
High Levels of Collaboration and Communication				
Collaboration	3	3	4	4
Communication	3	3	3	3
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	3	3	3	4
Instruction	2	3	3	3
Assessment	2	3	3	4
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	2	2	3	4
Focused Professional Development				
Planning and Implementation	2	4	4	4
Curriculum, Instruction, and Assessment	2	3	4	4
Supportive Learning Environment				
Safe and Orderly Environment	2	3	3	3
Building Relationships	3	3	4	4
Personalized Learning for All Students	2	3	3	4
High Levels of Family and Community Involvement				
Family Communication	2	2	3	3
Family and Community Partnerships	3	3	3	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 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Clear and Shared Focus				
Core Purpose – Student Learning	3	3	4	4

Core Purpose – Student Learning. It is evident staff members at Lakeridge Elementary school have worked diligently and intentionally over the past three years to improve instruction and create a positive learning environment for their students. When asked to describe the specific strategies the school is focusing on, one staff member replied;

> That is a hefty question; there has been a lot. It boils down to improving our instruction, improve opportunities to learn. We want to keep the kids in the classroom as much as possible and learn to control themselves so they can attend to their learning. We are working to increase our ability to teach them. We started at looking at math practices to be beneficial for kids. This has bled in all areas. Before the grant, we learned how to target kids to get them extra help. Now the focus is to improve core instruction for the entire class.

During the course of the grant, staff members have undergone changes in leadership and turnover among teachers. District personnel reported such changes resulted in "some of the best instruction in the district" under a "strong leader" with a clear vision for school improvement. The addition of three instructional coaches provided the school with job embedded professional development opportunities and resulted in a tailor made standards-based reading and math curricula that follows scope and sequence. Staff members regularly collaborate in structured Professional Learning Communities (PLCs) and utilize data to monitor interventions and student growth. Beyond experiencing an increase in student assessment scores, multiple focus group members reported "the culture overall has improved" over the past three years, and, among many factors, attribute the implementation of a new behavior program and the practice of "opening doors to [adult] peers" to the positive change in school wide interactions. When asked to reflect on their journey over the past few years, one educator shared,

> There has been a transformation from the first year I entered until now. It's just not the same place. There is such great instruction here. Everyone here is for the good of the students. It does not matter what role you serve, but how to serve the kids so they can be in the classroom and learning. Everyone pitches in and does what they need to do. It's a great place to be!

Another staff member agreed with this sentiment, adding that the students are not the only ones learning: "There is no push back, everyone is on board. Everyone is learning. The kids know we are learning too. We don't fake anything. If we don't know it, we say so. If we try and fail, we look at what we can do next." These results did not occur without the hard work of a dedicated team, but also without some challenges along the way. One interviewee discussed some of the barriers experienced over the past few years saying,

> [It was challenging to] be flexible. I had to overcome and open my mind to so many changes. We had to learn 'this, this, this,' and were asked to throw away what we knew. It was a challenge to get everyone on board. To open up and invite others in to your classroom was really tough. It's been a lot of new learning, been a challenge, but our efforts show that it works.

Lakeridge Elementary School's mission "to support every child to realize his or her highest level of achievement while celebrating our diverse community" and vision "The Lakeridge Elementary community collaborates to provide a safe and respectful student-centered environment where staff and students are motivated by high expectations to achieve their personal best," were developed collaboratively by staff and administrators four years ago and are included in the parent/student handbook. Some interviewees were able to quote these statements verbatim while others discussed what they are striving to accomplish. It became evident that staff members are working toward unified goals and are supporting each other to overcome challenges. Lakeridge Elementary School has maintained a School Improvement Plan (SIP) for 2012-2015. Staff members continue to be aware of the contents of the plan and report a consistent focus on the action items listed in it through PLCs, data meetings, and leadership team meetings.

Sustaining their efforts seems to be on the forefront of many stakeholders minds. While discussing how the school may or may not be impacted by the loss of grant funding next year, one interviewee shared, "It's a bittersweet year. Everyone is nervous about 'what's going to happen next.'" According to some, the removal of the instructional coaches would be "disastrous," as they play a "major role in our curriculum development and alignment across grades." One person discussed how losing the extra half hour of the school day may be a challenge, saying,

> This year, we are already struggling to fit in everything. The focus is on math and literacy. There are some topics we are neglecting, and I'm having a hard time thinking about how to put those in. We need flexibility in subject areas. We are not doing science and social studies, and those are district level requirements for next year.

Another educator shared concerns around the potential to lose intervention support, saying,

> I'm wondering if we will be able to sustain. We've had so many paras come in to help us. Will we be able to keep the momentum going? It creates a nervous feeling. I think we have solid foundations. Without having so many people to pull out with LLI (Leveled Literacy Intervention) though, the intervention piece might be hard to sustain. Less people will be served if we have less adults. The kids will still learn though.

While the school has overcome multiple barriers and challenges and is currently functioning as a "well-oiled machine," at least one focus group participant suggested they "still have a ways to go." As stated,

> We need to keep building on what we have here. We need to keep building ties with family and the community. That is an area that has always been a challenge. We need more math and reading intervention programs. We are doing a summer school program this summer for the first time. We are starting to see that the whole child is really important. We have always had a fluid population, and we need to look at what we can do as a district to deal with that.

On the staff survey, 97% of staff members agree the school has a data driven improvement plan with measurable goals (an increase of 6 percentage points from 2012) and 93% agree the school's staff share

a high sense of urgency around the need to improve (an increase of 6 percentage points from 2012). Family survey results showed 81% of family members agree that they are informed about what is going on at the school. Sixty-seven percent of responding parents agreed that parents/families have input into plans for improving the school.

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 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
High Standards and Expectations for All Students				
Academic Focus	2	3	3	4
Rigorous Teaching and Learning	2	3	3	3

Academic focus. Staff members at Lakeridge work closely with instructional coaches to ensure curricula and assessments are standards based. Teachers collaborate with the math coach and administrators to gain firsthand knowledge of Common Core State Standards (CCSS) and practices during a Math Lab four times throughout the year. Interviewees praised this learning opportunity, as it "lets us collaboratively try out instructional practices in a safe space." School members are just starting to integrate literacy Common Core standards into their practice, with one person saying, "We still have a way to go" with their work in this area.

Teachers and staff intentionally work to ensure that academic expectations and challenges are high for all students, with no apparent difference in expectations or support for students from various subgroups. One person described the mentality of adults in the building, saying, "I believe our staff believes all students can learn. Every teacher believes all students can learn, regardless of home life or [income] levels they come in." When asked how the school sets high expectations for student performance, staff member responses made it clear that school members hold high expectations for both their students and themselves. One staff member discussed how the culture is one where it is acceptable to make mistakes and to learn from them, saying, "We established a culture of high expectations. The expectation is that you share when you make a mistake. Yes, we make mistakes, but we revise. Yes, things are hard, but we work through it. Giving up is not an option." Another educator added, "Teachers have high expectations. Students understand their role as a learner. They understand their job is to work to a goal; it's not just something to do because we told them to do it. Education is not just being done to them." Staff members utilize data on a regular basis in order to track student progress but also as a means to motivate and encourage student growth. In many cases, students track their own progress via a checklist and can determine if they are working at grade level expectations or at a higher level. "We have kids fill out the grading sheet based on their own thoughts," explained one educator, "For most students, they see that they really deserve the grade. It's pretty neat. They know they did a good job." Many focus group participants discussed the shift in the culture since the inception of the grant, with one person describing how the shift helped to create a culture of high expectations among staff members,

> The overall feeling is way different than when I first started here. I used to show up and there would be no cars in the parking lot when I came or when I left. Now, there are cars here on Sunday. Our whole culture has changed. When test results used to come back, this used to be excuse central. There were good teachers, but we didn't have support or know what to do. Now, it's 'what can we do to help or fix' it?' We are always looking for solutions. We went through a dark period and had to look at ourselves to see what needed to change.

On the staff survey, 98% of staff respondents agreed that staff at LES expect all staff to perform responsibilities with a high level of excellence (up 4 percentage points from 2012). The staff also believes (93%) that they hold each other accountable for student learning. On the family survey, 86% agreed that their child understands the expectations and standards of the school. Similarly, 80% of family survey respondents agreed the school believes and expects that all students can meet state standards.

Rigorous teaching and learning. Lakeridge teachers use a variety of assessment data to track student progress and collaborate on a regular basis to create intervention plans and to discuss instructional practices. Data on student achievement is reviewed by school leaders and coaches during the year and used to create skill level interventions and personalized academic goals. Interviewees report classrooms "are definitely more rigorous." When asked to describe how rigorous teaching and learning is within the school, staff members gave examples of how students are held accountable for their own learning, are encouraged to discuss and explain their thinking, and are prompted to show evidence for their answers. One person explained how adult collaborations help to support a rigorous atmosphere,

> We are raising expectations, looking at how to make work more rigorous and challenging. We are constantly raising our bar. When we see our test scores, we are now saying 'we can do better.' We want to improve as instructors and work together to do that. We mesh together as a team. We talk at least twelve times a day about schoolwork. We share resources, talk with coaches, the principal, and other grade levels. Everyone is working together to achieve new things to raise rigor.

Some focus group participants reflected on the grant journey so far, with one person commenting on the change in the level of rigor in classrooms, saying;

> Our hard work has paid off. When I think about what has changed, it's the readers. We used to have kids that really struggled with reading, had no independent reading time. That has transformed, we have kids that won't put their books down. We've turned so many non-readers into readers. We have kids say, 'I'm reading this because I want to not because I have to.' Kids pick books because they want to. It's the biggest change, from what I've seen.

Parents participating in the focus group indicated they feel their children are challenged in class but voiced the desire for more homework to be sent home. One caregiver shared, "I wish they did have homework. I'd rather they be challenged more than less. It won't be a reality once they go to middle school [if they do not get homework]."

Classroom observations using the STAR Classroom Observation Protocol™ yielded the following scores on the five essential components (3s and 4s combined): *Skills* (89%, compared to 61% in 2013), *Knowledge* (77%, compared to 61% last year), *Thinking* (64%, compared to 50%), *Application* (33%, up from 23% in 2013), and *Relationships* (87%, compared to 84% last year). These scores have all increased from the 2013 year. These data suggest *Skills, Knowledge,* and *Relationships* continue to be are relative strengths in LES classrooms. *Application,* which involves students' engaging authentically in their own learning and *Thinking*, which involves high levels of cognitive challenge, are specific areas for improvement. Overall, 69% (up from 50% in 2013) of lessons observed reflected several elements of authentic, research-based pedagogy, representing a 19 percentage-point increase between 2013 and 2014. According to the rubric, the "dominant expectation" for students is to interpret, analyze, synthesize or evaluate information and for most classroom instruction to include "elements of authentic pedagogy" such as active participation, collaboration, reflection, disciplined inquiry, and construction of

knowledge. When looking at the individual indicators, students demonstrated collaborative learning in 41% of classrooms, demonstrated verbally or in writing that they were reflecting on learning in 67% of classrooms, and were constructing knowledge in 74% of classes observed.

Staff survey results show 81% of staff members believe all students can meet state standards. Additionally, 83% of staff concur that they hold one another accountable for behavior that is respectful of diversity.

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 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Effective School Leadership				
Attributes of Effective School Leaders	2	4	4	4
Capacity Building	2	4	4	4
Distributed Leadership	3	3	4	4

Attributes of effective school leaders. School and district personnel alike spoke highly of current leadership at LES, attributing a positive shift in climate to their efforts. Similar to last year, focus group members discussed the impact leadership has played in creating an innovative, collaborative, supportive, and trusting culture. One building representative discussed how leadership makes a positive impression on staff members, saying,

> I think about how fortunate we are to have trust and transparency. That comes from [our principal]. That trust comes in there. We are fortunate to have that amongst teachers but with administration as well. [The principal] does a really good job at doing what's best for the teachers in the school. Learning about how much pressure is on principals, the number of hoops principals have to jump though for the sake of jumping through. She does jump through, but does not let that affect our job or what the kids need to do. She works hard and fights for what is best for our kids and not necessarily what is best for her or how she's viewed by the district.

The principal joined the school at the start of the grant three years ago and has been a "hands on learner" with the teachers. She collaborates with teachers and coaches to monitor and modify instructional programs, participates in Lab Learning days, and reviews the data of every student in the building to customize student interventions. When asked if they think the principal is an effective leader for change, the answers were unanimous in the affirmative. Interviewees used words such as "efficient," "effective," "purposeful," and "positive" to describe the principal's leadership style. One staff member shared their perspective, saying,

> She is unique in that she has a very clear vision. She is master at laying a vision out and explains how she intends to get there. She'll realize that it's not a straight line, and understands we need to be flexible. Her ability to make decisions to allow for change to happen to get to that point is to her credit. The school now is not the same as it was four years ago. Us, as teachers, we would not freely be able to do what we do if we didn't have a principal that backs us up. She has our back. She will support me, fight for it, as long as it's what's best for kids, if it's in line with 'Dream Lakeridge.'

Another focus group participant agreed with this sentiment, adding,

> I came from a similar school, but didn't have as much support. I was asking [the principal] about all of the responsibilities I was used to having. She told me that she hired me to teach and wants me to focus on instruction and improving my practice. She believes and follows through that we are here to provide the best instruction and a safe environment. I don't have all of those [extra] responsibilities and my instruction has improved.

According to focus group discussions, administrators regularly engage staff members in conversations focused on applying research based ideas and practices in the classroom and, according to reports, leadership demonstrates trust and supports innovation and risk taking for staff.

Survey results show that 78% of the staff members agree the leadership team listens to ideas and concerns (down one percentage point from 2012); 88% agree the leadership team demonstrates a shared commitment to the improvement plan; and 85% agree the leadership team clearly communicates how behavior and practice will be different in the preferred future (up 13 percentage points from 2012). Ninety-two percent of staff respondents agreed that the principal facilitates systems/processes to support school improvement.

Capacity building. School leaders set high expectations for adult performance and communicate expectations in "very transparent ways." Focus group members reported they are held accountable through walk throughs, conversations with administrators, and by data meetings. Reportedly, the principal is "very visible" and oftentimes visits classrooms to "say hi or to see what the kids are doing. She is very interested in what the kids are learning." In addition to formal observations, administrators and coaches conduct informal walkthroughs and communicate "immediate" feedback via real time "Teacher Time Outs." Of the walk through experience, one educator shared;

> She is a unique principal. She is in our rooms a lot. It's not to judge, but to help us get better with what we do. It helps her to relate to the kids and what they are doing. It creates an instant connection. She's also very present in our PLC and looking at our data. She gives us a way to push them and is available if we ask for help.

As required by the rubric, staff members participate in formal, ongoing, and regularly scheduled collective professional learning opportunities with teachers meeting in PLCs two times a week (addressed under a later section). According to reports, this opportunity contributes to raising the level of expectations in the building and helps teachers to collaboratively address goals.

Staff members suggest working in a supportive climate creates an opportunity for both student and teacher growth. Through the learning lab process, teachers take turns observing each other teach and gather after the lesson to reflect. Teachers report this practice has "taken some time to get used to," but has overall helped to improve instruction around campus. One educator shared, "We are very transparent, it's necessary to be that way with open source teaching. At first, it was scary but now, you don't even notice it. If someone comes in your room, it's like 'come on in.'" Another educator discussed how their capacity to teach has improved over the course of the grant,

> Every year I've gotten better; it should be every teacher's goal. The reality is that the first few years I got better because I had to. Now, I'm getting better because I'm challenged. We're told [by administration], 'You're fantastic and how can we make you more fantastic?' I'm a much better teacher now because she presses us to be. It would be easy to say 'things are going great,' but she is unwilling to ease up. She is always pushing the envelope of 'how can we be

> more effective at making our student's lives better?' As a result, every teacher here gets a little better. She sees potential, you get better; it's never ending.

Some staff members have received training in Guided Language Acquisition Design (GLAD) or Sheltered Instruction Observation Protocol (SIOP) strategies to assist with language acquisition literacy for their diverse student population. According to the Project GLAD website, the strategies "promote English language acquisition, academic achievement, and cross-cultural skills." Additionally, students use hand signals in math classes and throughout the day to show when they agree, disagree, or have a connection with what another student is saying. This practice is commonly used throughout the school, with students even using hand signals during the duration of the focus group.

Ninety percent of staff members agreed they actively participate in the performance evaluation process. Survey results indicated that 73% of staff members talk with their supervisor about professional growth. Parent survey results show that 81% of parents agree that the principal is committed to quality education.

Distributed leadership. Similar to last year's findings, staff members noted a high degree of confidence in the process used to make decisions. The level of trust continues to rise at LES, thereby creating the opportunity for candid conversations and open discussion around decisions. Leadership team members report information to PLC team members and bring information back to meetings for discussion. School wide decisions are also determined through a voting process during staff meetings or via email. Interviewees spoke positively about these methods, saying, "We have time to talk about [issues] first, can think about it, and then have time to vote. It works well." Current practices suggest staff members are aligned with Indistar Expected Indicator ***P4-IIA03*** *(The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs).*

Staff members indicated expectations are clearly communicated and a high level of transparency in the building aids in creating a safe place for adults to express concerns, ideas, and thoughts. One focus group member discussed how expectations are communicated, saying,

> I'm never unclear on what the expectations are. There are so many people that come in and out of classrooms: coaches, Title support, even leadership team [members]. Minutes from the leadership team are mailed out to everyone. I can see what's being said, can bring up questions. These helped me have a clear idea of what is expected of me, even down to teaching.

Parent representatives could not identify ways in which they are consulted in decision-making at the school, but stated "it's easy to talk to the principal" about concerns or issues. Students were also unable to identify ways in which they regularly participate in decision making within the school.

On staff surveys, 85% agree the leadership team demonstrates the behavior necessary to achieve the future goals of LES. Likewise, 90% of staff members believe they are held accountable for new behaviors and practices needed to achieve those goals. Parent surveys show that 79% agree the improvement goals are shared with families; and 67% agree they are informed about progress toward the improvement goals of the school. Seventy-seven percent of family respondents agreed they are comfortable expressing ideas or concerns to the school administrator(s), 73% felt that the administration at the school listens to their ideas or concerns.

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 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
High Levels of Collaboration and Communication				
Collaboration	3	3	4	4
Communication	3	3	3	3

Collaboration. Lakeridge staff members seem to appreciate and utilize collaboration time. Like last year, weekly PLC time allows space for grade level teams to look at data, assess curriculum, review student interventions, and adjust lesson plans. LES teachers meet twice per week in their PLCs, once with a focus on math and once focused on literacy. According to many focus group members, one success of implementing the grant relates to their work around PLCs. As stated,

> I think we've been successful at making sure our PLCs are aligned and strong. Our work with our instructional coaches and having the time to practice with instructional opportunities [has contributed to our success]. We are making classrooms student driven, helping students to discover things on their own and working to create natural learning opportunities.

During focus groups, interviewees unanimously agreed that there is a "very collaborative spirit" among staff members in the building, which has helped teachers to refine their practices, to work with others in exploring best practices, and to promote reflective discussions around instruction. "We have such fluid conversations during PLC time and that was not happening before," explained one building representative, "There has been a shift to 'we're all in this together.' We're always thinking about thinking and student learning, how can we help them learn to read, write, and do deep thinking about mathematics."

Similar to last year, there is a strong culture of in-class coaching and collaboration. Instructional coaches implement a model they call "side-by-side" coaching wherein coaches enter classrooms and actively engage the teacher and class in coaching. Instructors discussed the benefits having access to coaches within the building and praised staff members for creating a trusting teaching and learning environment,

> I conference with the literacy coach all the time. As a newer teacher, it can be overwhelming personally. For me, it's been nice to have an open door policy with everyone in school from the administrators, coaches, teachers, and paras. I can go to anyone for help or advice; everyone is more than happy to help. That has helped me with the expectations. I can get clarification from anywhere; that is nice.

Current collaborative practices at LES are in accordance with Indistar Expected Indicator ***P3-IVD06*** *(The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning).* Staff surveys show that 93% of staff members agree they collaborate to support improvement efforts (an increase of 4 percentage points from 2012); and 97% agree they can count on each other for help. Additionally, 80% of staff members agree they collaboratively plan lessons, and 80% agree they reflect upon instructional practice to inform conversations about improvement.

Communication. Similar to previous years, the LES staff uses a variety of methods to communicate with the school community, including monthly school newsletters, monthly or weekly teacher newsletters, fliers, emails, phone calls, and informal conversations. Some documents, such as report cards, are translated to accommodate non-English speaking families. School level newsletters include information relating to important event dates, a message from the principal, and school news. Classroom based documentation may include information detailing what students are working on in each subject, behavior reports, as well as upcoming classroom events. Staff members utilize a language link phone line translator to assist with phone calls to non-English speaking caregivers and some bilingual staff members also assist in translating information to families visiting the building.

Reportedly, communication among the adults in the building has improved over the past few years, with many suggesting the overall climate among staff members has become stronger. One educator boasted,

> We have high expectations, are focused, collaborative and work as a team. This is not a competitive environment; we all want students to succeed. Our communication is key. No one shoots down other's ideas. Here, when we have an idea, you can say 'you think this is great, I see the bigger picture.' We will try things out, give feedback on how things are going and have an open discussion on whether things are working or not. That's a pretty unique situation that others [teachers] don't have in other schools.

Another focus group member agreed, saying, "Our school environment is open. I can talk to my teammates or administrators if there is something I'm struggling with in the classroom. I can talk and something will be done about it. They will address and support it."

Although some staff members may be able to successfully collaborate with support staff, others mentioned the need for increased communication and collaboration between the classified and teaching staff. Classified staff members stressed the importance of ensuring they are "on the same page" and "have the same goals" for the students as the teaching staff. While there is reportedly an "open dialogue" between classified and certificated staff members, some classified staff voiced the desired for more "formalized" and "designated" time to connect with teachers and to communicate concerns with administrators. "What we do now is through email, passing in hallways, and in the cafeteria," explained one staff member of their communication with teachers, "We do not have the quality time to focus on issues. It may be helpful to have a little bit more of a communication process in place. We work through the literacy coach, but sometimes things are lost in translation."

On the family survey, 79% agree the staff communicated in a way that met the family's needs; and 80% agree they are encouraged to collaborate with their child's teachers about their child's learning. Family survey results also show that 81% of families agree they are given opportunities to discuss their child's progress at school; 73% of families felt they participate in important decisions about their child's education.

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 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	3	3	3	4
Instruction	2	3	3	3
Assessment	2	3	3	4

Curriculum. Current efforts at LES indicate staff members are aligned with Indistar Expected Indicator **P4-*IIA01*** *(Instructional teams develop standards-aligned units of instruction for each subject and grade level)* ***and*** Indistar Expected Indicator ***P5-IID08 (***Grade level *teams utilize a variety of student outcomes to assess strengths and weaknesses of the curriculum and instructional strategies****).*** Instructional coaches work with teachers to adjust the curriculum to accommodate the learning needs of students and work to maintain expectations for high academic performance. LES staff members continue to align curriculum to Common Core standards and are focused on sustainability practices. Coaches adapt units from reading, writing, and math curricula to ensure they are aligned with current standards and support intervention programs. The work of the coaches is ongoing with staff members taking special care to track benchmark assessment data to "fine tune" and "adjust the scope and sequence" of lessons. One staff member discussed their work saying, "We may plan to go a certain way and then realize, 'no, that's not what we need,' and make a turn. If we find kids are dying under the weight of the lessons, we look to tweak it, help the kids to progress." Last year, coaches focused on identifying gaps in the curriculum and worked to design aligned curriculum to fill gaps. "There are lots of things we were trying as we went," shared a staff member, "This year, we are all ready, had all of those pieces in place so that it seemed efficient and fluid. This year is all about refining." The instructional coaches are also constantly engaged in honing curriculum for students by working closely with teachers in the classroom setting.

Many focus group members identified the work of the coaches as a crucial element to the school's success over the course of the grant. While school and district administrators are still determining the financial status and staffing beyond the life of the grant, some school members indicated that, while they play a key role in terms of curriculum development and alignment across the grades, that the work done by the coaches may be sustainable. "I believe we have thought about approaches so strategically that the work can be sustained," explained one interviewee, "The coaches have created and revised road maps, made them useful and make sense in a way that it follows a logical and sequential order." Although their work may be somewhat sustainable, staff members still stressed the importance of having coaches in the building, with some staff questioning, "If we get new staff, they are hard to train. If there is less coaching support [to train new people] how do we maintain a school wide vision of what instruction looks like?" Another building representative added, "The work the coaches do is so helpful. If they would not be available, what would happen to their responsibilities? It either would not happen or be picked up by the PLCs and that would be rough."

Staff surveys show that 93% agree the lessons are designed to support instructional outcomes (a 5 percentage point drop from 2012) and 95% of staff agree the school provides curriculum that is relevant and meaningful (a 6 percentage point increase from 2012). Eighty-three percent of staff agrees the programs they teach are aligned with state standards. Family survey results show that 77% agree additional help is available to their child if he/she needs it. According to student surveys, 89% of students believe their teachers provide lessons and activities that challenge them to learn.

Instruction. When asked to describe the school's accomplishments over the past year and over the course of the grant, many stakeholders identified an increase in instructional practices. "Our literacy instruction is way better," exclaimed one interviewee, "The way we provide instruction, it is quality. The kids are writing, including text features, chapters, diagrams, and charts. They can write chapters and stay on topic for the chapter. The kids are writing books and are successful!" "Math has changed. I'm pleased with how well the kids are doing with math," added another educator, "We taught it well, and they learned it well." Teachers are focusing on how they teach math during Math Labs and are "making sure everything is conceptual instead of procedural. We want to make sure they understand conceptually." Teachers implement "Talk Moves," which prompts students to show if they agree, disagree, or have a connection with another student through the use of hand gestures. Of this method, one interviewee shared, "Students are providing evidence of their thinking, and others have the chance to repeat or add on. If the answer is incorrect, it creates a place to hear another student explain and correct. It has everyone engaged at the same time." These practices support Indistar Expected Indicator ***P5-IID12*** *(All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments).* Overall, staff members have experienced a shift in their instructional practices, and they see a change in students. "There is a lot more passion around literacy," explained one educator, "Reading and writing is not ever something they were excited to do. Now, when we move to a new reading unit, there are cheers! The passion for learning is a big accomplishment. It didn't use to be the case." "Over the course of the three years, I've seen a rise in the confidence level of the kids. That is something we had not dreamed of," reflected another focus group member, "They are confident, able to think, persist, and reason their way out of things. They never give up or say 'I can't do that.' It's exciting!"

Reports indicate LES staff members are in compliance with Indistar Expected Indicator ***P4-IIIA07*** (*All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment).* Staff members suggest they differentiate instruction "all the time" by a utilizing a selection of techniques. These techniques include GLAD or SIOP strategies, using hand gestures to communicate, adjusting the workload to accommodate above- and below-standard learners, through student pairings and by providing choices for students through leveled libraries (for example). Staff members report they are intentional in how they use data to create, monitor, and adjust skill-based intervention groups. Scores on the STAR Classroom Observation Protocol™ indicate that 82% of students in all classrooms experienced instructional approaches that were adapted to meet the needs of diverse learners.

According to the STAR Report, 69% (up from 50% in 2013) of the classrooms are aligned with Powerful Teaching and Learning, highlighting evidence that the principles of effective learning are incorporated into a more than half of LES classrooms (see supplemental Classroom Observation Report). The rubric requires for staff members to 'build on principles of learning' including elements of constructing knowledge, reflection/self-assessment, and collaboration. On the day of data collection, evidence of students developing their thinking strategies or intentionally reflecting on their learning was clearly observable in 67% of classrooms. Researchers observed students working collaboratively to share

knowledge, complete projects, and/or critique their work in 41% (down from 62% last year) of classrooms.

On the staff survey, 76% of respondents agree they provide regular feedback to students about their learning (a 16 percentage point increase from 2012). In addition, 73% of respondents agree that the lesson purpose is clearly communicated to students and 81% agree that instruction is personalized to meet the needs of each student.

Assessment. Similar to previous year's findings, LES school members actively integrate data into their instructional practices. Data taken from assessment tools such as the Measurement of Student Progress (MSP), Fountas and Pinnell Running Records, LBAs (Lakeridge Benchmark Assessments), Curriculum Based Assessments, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are organized and reviewed on a regular basis. Coaches work with school administrators during the year to review student data of every single student to certify students are receiving adequate interventions and to ensure they "have their arms around them and not one [student] falls through a crack." Reports indicate there is a sense of urgency around using data, as staff members have come to refine their data usage skills. "We want to respond to data quickly, in the moment," explained one building representative, "In order to use it efficiently, we need to drill down and decide which pieces are important for PLCs to look at." Teachers continue to utilize PLC time to review student data and to reflect on teaching practices. Staff members reported they are intentional with progress monitoring to inform small group interventions and use results to create settings that target student needs. As reported, sharing scores and results with students helps students to set personal goals and create action plans based on their own data. Likewise, when asked how adults in the building are held accountable to high expectations, one interviewee responded,

> We are very data driven and for me, the data holds me accountable. We set goals at the start of the year for our class, for individual students, and for small groups. We begin to track that data and see if a student is there or not, it creates a level of accountability.

Staff surveys show 93% agree benchmark assessments are being used to inform instruction and 90% agree the school uses assessments aligned to standards and instruction.

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 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	2	2	3	4

Supporting students in need. Lakeridge school members make intentional efforts to support students academically, emotionally, and socially. Increased instructional time for math and literacy instruction paired with intervention groups help to bolster student academic outcomes. Support staff including a counselor, behavior interventionist, and a family advocate provides social, behavioral, and emotional support to students and their families. Paraprofessionals, Title 1 teachers, and interventionists assist teachers to provide small group instruction for students needing additional support in math and reading. Support staff utilizes the Leveled Literacy Intervention program to provide skill level support in an intimate setting to students who are low achieving. An English Language Learner (ELL) teacher works with students in the classroom to assist with vocabulary and conversation building skills.

In accordance with Indistar Expected Indicator ***P3-IVD05*** *(The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications****),*** school members monitor the progress of the extended learning time math and reading programs and use a plethora of data to inform modifications. Over the course of the grant, staff members have learned to utilize data to best serve their students. One staff member discussed how the practice of reviewing student data has helped to set and maintain high student expectations and create personalized intervention plans:

> We know down to the kid where everyone is as far as achievement goals. We have such a lock on the data; we know what we need to do to catch them up. Tier 1 is honed pretty well after these three years. The kids that were falling between the cracks, we are picking them up with interventions in a hurry. Our coaches are always on it; we will talk about students and make decisions about interventions.

School members are working to foster well rounded citizens and address social and emotional student concerns. The Student Improvement Team (SIT), consisting of a counselor, teachers, administration, and parents, works together to deliver individualized intervention plans and follows-up on progress. Additionally, a part time counselor collaborates with teachers, parents, and administrators to support student academic, social, and emotional growth. Connecting families to services, providing individual counseling, and facilitating small groups around friendship building skills, social skills, and emotional management are a few of the responsibilities of the counselor. The counselor also teaches classroom guidance lessons using the Kelso's Choice conflict management program. The behavior specialist helps students to manage their behavior, but also helps students to "get back into the classroom and keep learning as the goal."

As previously mentioned, classified staff members identified a need for greater communication, a factor that may increase the level of tailored support they can provide to students. “We may get a student in a group who is struggling,” explained one interviewee, “Later, we’ll find out they have a plan with some strategies that I could have been using to help them. It’s a small breakdown that needs to be communicated.” “Instead of starting from scratch, it would be good to know the background information of what’s effective or not,” added another focus group member, “It would be good to know students have a plan, but to also know the workable strategies to help the student.”

While there are multiple services in place to support those students who struggle, staff members are cognizant about challenging all students, regardless of skill level. Reportedly, staff members provide differentiated worksheets, require “next level steps” and allow more freedom to choose their own novels to students as ways to ensure high achieving students continue to be challenged.

Staff survey results show 92% of respondents agree that assessment data are used to identify student needs and appropriate instructional intervention. Similarly, 90% of staff members agree data from classroom observations leads to meaningful change in instructional practice. Slightly fewer staff members agree struggling students receive early intervention (86%, a 12 percentage point increase from 2012). Sixty-eight percent of respondents agree that students are engaged in self-reflection and self-tracking (a 13 percentage point increase from 2012). Family surveys report 77% of agreement that teachers accommodate students’ special needs by adjusting instruction.

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 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Focused Professional Development				
Planning and Implementation	2	4	4	4
Curriculum, Instruction, and Assessment	2	3	4	4

Planning and implementation. It is evident Lakeridge personnel utilize professional trainings to further their knowledge about instruction and educational practices. The use of "embedded professional development to support highly effective PLCs" is a strategy employed by the school to address challenges (Improving Outcomes PowerPoint). Staff members collaborate with school administrators and instructional coaches to identify training topics. Of this process, one staff member explained, "They [coaches] will ask us what kind of experiences we want; it's very collaborative. They really check in with us." Staff members share in decision making around certain trainings, with administrators "putting it on us to decide." "There was a decision making process about doing Positive Discipline training," explained one interviewee, "The principal gave us the information and left it up to us to decide. She wanted everyone on board." Overall, staff members seem to be committed to improving their practice through professional trainings. Current efforts support the "staff evaluation" requirement of Indistar Expected Indicator ***P2-IF11*** *(Professional development is aligned with identified needs based on staff evaluation and student performance).*

Trainings were previously geared toward grade level bands but interviewee's state there was a shift to tailor opportunities to accommodate individual grade level needs over this past year. A Lakeridge Professional Development and Assessment Calendar details all of the dates grade levels are scheduled for Literacy and Math labs. All staff trainings are planned during monthly early release days, but there is some flexibility in how these days are utilized. "We will rearrange [the professional development days] based on the needs of the school. If we have building time planned, we'll send out a survey to see if we would rather have PLC time, we vote," explained one building representative. "We are purposeful; everyone has a voice, a vote. We are not just trying to fill the time, but look at what we need," added another staff member. When asked how well their professional development needs are met, staff members suggested they are satisfied. As described by one educator,

> The first year, we had too much [professional development]. We had math lab every month. As the years go by, we have less and less [trainings]. If we need it, it's always available. The coaches are flexible and available. This year, we added the literacy lab, I was excited about it. Being able to say 'I'm struggling' or 'the kids are not getting it" and sitting down with coaches to talk to you about it. . . it's pretty great. They will come in a show you, model in the classroom; it's very job embedded.

Eighty-six percent of staff members who completed the survey agree appropriate data are used to guide building directed professional development.

Curriculum, instruction, and assessment. Staff members at Lakeridge take professional development very seriously. The current School Improvement Plan (SIP) includes detailed plans around training individual teachers and the faculty around indicators of effective teaching. Current training opportunities encompass a variety of topics and specifically cover information pertaining to the teacher evaluation, childhood trauma, strengthening PLCs, and increasing instructional math and literacy practices. Through the provision of outside consultants and instructional coaches, staff members are privy to trainings that are research based, job embedded, and professionally delivered. Grade level teachers participate in quarterly day long embedded professional development sessions with professionals from the University of Washington. Math labs were implemented at the start of the grant, with the focus of the labs building on each other from year to year. This year, the Math lab focus includes unpacking the CCSS mathematical practice and content standards, increasing rigor of Instructional Activities, and aligning curriculum and instructional practices with the CCSS (Math Lab school document). Staff members are cognizant about creating sustainable training methods. For instance, this year, instead of relying on consultants to plan, the instructional coaches, the principal, and the grade level teams took over the task of designing their own lab sessions.

As previously stated, multiple interviewees identified the coaches and the work they do to create curriculum, model instruction, align standards, and teach instructional strategies as critical to the school's improvement over the past three years. "They [coaches] free us up to do the teaching," explained one educator, "They help with planning, curriculum, planning so that we don't have to worry about it. They are such a valuable resource!" Another staff member agreed with this sentiment, saying,

> We have a high level of transparency. We're able to do that because of a certain amount of trust that runs through the building. A coach can walk in and no one freaks out. We all know what we are doing; it's communicated well through PLCs and PD [professional development]. There is follow up given. Coaches don't just take video or notes, but they follow up and let me know what can be improved or what's working. They are ready to have that communication with you.

While professional development offerings in the building are focused at increasing instruction, it is questionable if all staff members have access to equal training opportunities. For instance, the classified focus group mentioned a disconnect between their training and their responsibilities, with some staff members asking for more training and time to meet as a team. Reportedly, the district no longer offers an orientation for classified staff, and focus group members indicate they are "so isolated from staff meetings," leaving them "out of the loop with what is going on in the building." Of the trainings that are offered at the district level, some interviewees state some district training materials are "extremely outdated," and suggest offering "more of a variety of [training] times," as the current schedule does not accommodate the needs of all staff members. While staff members acknowledge "it comes down to budget" and "it's not the school's fault," that not all classified staff members are included in certain trainings, some focus group members suggested utilizing in-house resources to educate classified staff,

> Even if our coaches were able to give us some training, it would be great. I'm sure they are capable of it, or, it would be helpful to be included in on a teacher training day. We have the expertise in the building to provide training to us; can give us a better sense of instructional practices. They can provide quality training, can share 'this is what this looks like, if this happens.'

"When it comes down to it," explained another staff member, "we still come together for these kids, we should not be ignored."

When asked about cultural-related trainings, some interviewees suggest additional educational opportunities could further support their knowledge about their students. An "expert" from the Somali community has been invited to share information to staff members during staff meetings, and while many focus group members seem to appreciate this opportunity, other suggest they would "still like to know more." Current professional development practices support Indistar Expected Indicators ***P2-IF12*** *(School provides all staff high-quality, ongoing, job-embedded, differentiated professional development)* and ***P2-IF14*** *(The school sets goals for Professional Development and monitors the extent to which staff has changed practice).*

Staff survey results show 92% agree professional development activities help staff to learn and apply new skills and strategies (a 3 percentage point increase from 2012). Only 71% agree there are opportunities to learn effective teaching strategies for the diversity represented in the school, and only 68% agree they are provided training to meet the needs of a diverse student population.

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 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Supportive Learning Environment				
Safe and Orderly Environment	2	3	3	3
Building Relationships	3	3	4	4
Personalized Learning for All Students	2	3	3	4

Safe and orderly environment. The physical facility of LES remains conducive for student learning and staff members have made a conscientious effort to celebrate student work by posting pictures and classroom artifacts along the colorful hallways. Staff members take measures to address student behavior and to set expectations for student success. Students are reminded of the school motto, "Orcas are Respectful and Responsible, Cooperative, and Always Safe," by means of posters positioned in hallways and other key locations around the building. The posters include behavior expectations for each category and detail how students are to behave. In the 2011-2012 school-year, LES implemented the PBIS system but switched to the Positive Discipline system last year. Generally, interviewees spoke positively about the program, with one person saying,

> Three years ago, the school felt out of control. Last year, we implemented Positive Discipline and found it helps students to connect to a class. It improves the cultures in classrooms; that has taken over school. It's kind of opposite of discipline, it's taken away discipline needs.

Staff members seem to recognize the importance of teaching students the skills to manage their own social and emotional concerns, but also see the benefit in helping students to individually solve problems with peers. Reportedly, strategies such as Classroom Meetings, Think Time, and Check-in, Check-out aid in promoting a culture of student accountability and responsibility. As described,

> Ninety five percent of time, we are able to solve issues in class. Referrals written this year happened out of class. In class, [the program] helped us establish rules we've come up with in class. It teaches kids to solve their own problems and engages more challenging kids to work on their own behavior and celebrate their own progress. I am astounded with what they come up with [during class meetings]. It creates a whole new set of skills in life.

Although their efforts to address behavior in the building are identified as "necessary, but challenging," it seems their efforts are yielding positive results. A Positive Discipline team meets every other week to track data, discuss student concerns, and "look at who is getting better, who is elevating and try to see what the issue is." Reportedly, these meetings result in a plan and follow up actions "so not to drop the ball." By tracking SWIS (School Wide Information System) referral data, stakeholders are able to monitor the average number of referrals turned in per day. Data shows referral numbers are consistently lower (since November) from last year's numbers, giving staff members a reason to celebrate. These efforts

align with Indistar Expected Indicator ***P6-IIIC13*** *(All teachers reinforce classroom rules and procedures by positively teaching them).*

When asked how the current behavior program is working, one building representative shared, "Yes! We see a decrease in referrals by over 50%. It's definitely working. Not just in the classroom, but school wide. We all use the exact same language because we all had the training and that helps." However, multiple interviewees voiced frustration around the referral writing process, with one person sharing,

> We have pink slips where we are supposed to write down behaviors that need special attention. I feel like I need to validate my pink slip. People should know that if I only write ten a year, a student deserves it. I feel discouraged to writing [a pink slip]. We have a lower amount, but it could be because we are feeling discouraged. The behavior is not getting better, but is just a continual thing. I get frustrated with that.

Like last year, despite the positive changes being made through these systems, there is still room for growth in helping students maintain acceptable school behavior. Student behavior on the playground, in particular, seems to be an area of concern for some staff members. Reportedly, the Positive Discipline model "works well for certain kids," but "is a ton of work" and must allow time for staff members and students to effectively discuss the situation to be successful. In certain situations, such as on the playground, it sounds as if staff members are stretched thin and could benefit from additional adult support so to properly attend to student behavior concerns. As reported,

> I feel like some behaviors have been overlooked by doing Positive Discipline all of the time. You can see disrespectful behavior to adults and we're supposed to talk it out. I don't have time for that. It's usually a repeated behavior. I feel like I don't have recourse for the action.

Student attendance is reportedly "better than in the past," but still an area staff members work to improve. "Home life" issues hinder student attendance and prevent some students from getting to school in a timely fashion. The family liaison works with caregivers to promote regular and timely student attendance and provides assistance in the form of alarm clocks, home visits, and by sending backpacks with food home to families (for example).

On the survey, 95% of staff members agree students believe school is a safe place (an 8 percentage point increase from 2012), 92% agree that the school is orderly and supports learning (a 7 percentage point increase from 2012), and 88% agree that staff members consistently enforce behavior expectations (a 9 percentage point increase from 2012). Eighty-three percent of students report they feel safe at the school. On the staff survey, 88% agree the bullying policy is enforced (a 3 percentage point decrease from 2012).

Building relationships. Similar to previous findings, staff members demonstrate the importance of building strong relationships with their students. Classroom observation results support this, with 95% of classrooms reflecting supportive learning environments on the *Relationship Component* of the STAR protocol. Multiple interventions are in place to promote positive building interactions, ranging from a daily Check in, Check out contact for struggling students, a Buddy Room system where students can regroup and reassess their actions with a "buddy teacher," to classroom meetings. These practices suggest the school is in compliance with Indistar Expected Indicator **P6-IIIC16** (*The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being*). Students and staff members especially praised the classroom

meetings, saying they "give students a voice in the classroom" and "helps students to be strength bases and successful." One educator shared, "They [meetings] are very community oriented. It changes the dynamic in the classroom. Everyone takes on the problem as something that can be fixed. It helps them to rely on each other." Another building representative agreed with this sentiment, adding,

> The class meeting format is so student driven. They [students] bring in things to talk about and the class helps them solve it. It's not teachers solving all of the problems. It teaches them great life skills, helps them to think through options. They look at it in a positive way: 'how can I help' instead of 'what is your punishment?' It promotes the classroom as a community. We start with a compliments piece. The kids really think things through, learn how to be specific [with their compliments]. We compliment on writing, habits, handwriting. It reinforces good work habits as well.

Another staff member discussed how classroom meetings have helped with their goals over the course of the grant, saying,

> Classroom meetings regularly, has been a huge, huge improvement. They gave us structure and time to improve it. In the first and part way through the second year [of the grant], the focus was on the instruction, which was our goal, but we were finding that our kids were not coming to school with basic social skills. Giving them the medium to let them discuss something personal or social has been a great addition to what we're doing. I feel like I've gotten to know my kids. I think this helps bring more to the table, give them more individuality.

Student representatives also spoke positively about classroom meetings, with one student sharing, "I like class meetings. They give us a safe spot to tell everyone problems and get solutions." Likewise, staff members seem to hold the Buddy Room strategy in high regard with one educator saying,

> [Student Time Out] Helps us rely on each other, as a PLC, and we take less to the office. It helps students to think about what they are doing. If a kid is not fixing a problem in class, they will go to the other teacher to reflect, take a breather. We've done a good job of interacting with those kids and talk before they go back to class, help them to reengage in classroom. I notice they come back ready to reengage. I'll ask "what's your plan to go back to class?' That gets their gears going back into what they should be doing.

Another focus group member agreed, adding, "I like it because it gives kids a lot of ownership during the day. They know they have a lot of different ways to solve problems, and it shows them they have options." Students use the "Bug and Wish" strategy as a way to advocate for themselves and to solve problems amongst themselves. By using scripted phrases such as 'It bugs me when you X' and 'I wish you would X', students are developing the communication skills needed for life beyond the classroom.

Staff morale remains high at LES, and there is a high level of collaboration and trust. Multiple focus group members described their colleagues to be "like family," with one person claiming,

> Teachers here hang out, are friends. It's not just a polarized place, we enjoy each other. We have a nice mix of some who have been here for long time and new teachers, and there is not a divide. The same goes with classified and certificated staff. We all like each other and work well together.

On the survey, 95% of staff members reported the school staff honors agreements with each other (a 4 percentage point increase from 2012), and 97% agree students believe adults genuinely care about

them (a 6 percentage point increase from 2012). Student surveys show that 89% of students believe there is at least one adult who knows and cares about them. Family surveys report that 84% of parents agree the adults in the school care about their child.

Personalized learning for all students. Educators support individual students through the process of monitoring student data and using results to create skill based small groupings and to create personalized, data driven intervention plans (as mentioned previously). Staff members recognize student achievements in a variety of ways ranging from "I noticed" papers, to classroom based incentives such as points or money that can be exchanged for small prizes. Reportedly, the way in which the celebrate student successes has shifted over the years. "We don't give specific awards or do a ton of assemblies," explained one educator, "Our big focus is learning time, and assembly time takes away from that. It might be nice to do more celebrations though." "We've moved away from behavior awards and are trying to do more intrinsic motivation," added another focus group member, "Why reward things they are supposed to do?" As reported, leadership allows staff members the flexibility to "experiment to find out what works best for our kids," in terms of classroom rewards.

Staff members seem to recognize the importance of supporting students to achieve at high levels and foster an atmosphere of trust in classrooms. As described,

> There is a lot of risk in learning, especially for a kid. When you come to school, you trust the person that is facilitating the learning. If you trust that what you say won't be judged, your opinion will be respected, kids will take risk to participate. We are unique; we push our kids to do a lot. They would not be willing to try hard things if there was not a trust of 'whatever I say, my teacher will find a way to make me feel important to everyone else.' That comes from a relationship that is built over the course of the year.

School staff members continue to integrate a variety of transition activities to assist students in preparing for the next phase of their education. Fifth grade teachers work to "build up responsibility" in their middle-school bound students by requiring more independent work, addressing social skills, and by implementing the same graphic organizers and reading curriculum as the feeder middle school. In order to foster student collaboration, 5th grade teachers switched student desks for tables. To help students to "look beyond middle school," teachers host a field trip for fifth graders to a local university. Students hear from university students about college life and what is needed for college attendance. In order to assist Kindergarten students to transition to higher grade levels, Kindergarten teachers work closely with first grade teachers and familiarize themselves with higher grade level goals. They host a Transition Night for students and parents at the start of the school year and work closely to communicate concerns to first grade teachers about incoming students. Reportedly, consistent communication between the grade levels "helps with the transition."

Family surveys indicated 77% of families agree additional help is available to their child when needed, and 88% believe teachers at LES are dedicated to helping all students succeed.

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 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
High Levels of Family and Community Involvement				
Family Communication	2	2	3	3
Family and Community Partnerships	3	3	3	3

Family communication. There are strategies in place to promote interaction between Lakeridge personnel and families in the community. As mentioned previously, school members communicate through a variety of methods including monthly school newsletters, monthly or weekly teacher newsletters, flyers, emails, phone calls, and informal conversations. Some documents, such as report cards, are translated to accommodate non-English speaking families. School level newsletters include information relating to important event dates, a message from the Principal, and school news. Staff members utilize a language link phone line translator to assist with phone calls to non-English speaking caregivers, and some bilingual staff members also assist in translating information to families visiting the building. These practices support the requirement of Indistar Expected Indicator ***P7-IVA02*** *(The school's key documents are annually distributed and frequently communicated to teachers, school personnel, parents (families) and students)*. Parent representatives suggested communication techniques are helpful, but "can always be improved." Similar to previous year's findings, there is still room for improvement when it comes to communication with parents and community. Reportedly, the previous Parent Teacher Association (PTA) disbanded last year with a new board elected to take over this year. Membership is reportedly low, but the Association supposedly is "rebuilding" for next year.

In attempts to increase family participation at the school level, staff members host a variety of events including a "First Thursday" night. According to a recent school newsletter (February 2014), the goal is to "offer activities that are fun for children and adults and provide [parents] with a little bit more information about what [their] children are learning." First Thursday topics include math games, a community resource fair, and a 'Celebrate Black History Month' celebration. Reportedly, attendance at these events can be "standing room only, depending on the topic." Staff members report challenges associated with increasing parent involvement revolve around working with a highly mobile population, transportation issues, and accommodating family members who work multiple jobs.

Cultural training for school staff has been limited. Interviewees shared that they received professional development around the Somali culture but some interviewees discussed the need for trainings that encompass the cultures of other students including Asian and Hispanic backgrounds. Reportedly, trauma training helped staff to recognize "how trauma impacts kids, how they learn, and how to navigate through the world." This training is reported to be "very insightful, as we don't always think about it [trauma] or know how to deal with it."

As required by Indistar Expected Indicator ***P7-IVA04 (****The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home),* the Parent Handbook provided by the school includes information around what families can do

to support their students' learning at home. On the family survey, 84% of parents agree that families and employees talk respectfully with one another, and 81% agree the school staff keeps them informed about activities and events at the school.

On the survey, 81% of staff members agree the school encourages parent involvement, while only 57% of staff members agree that they collaborate with parents and the community on important decisions. As required by Indistar Expected Indicator ***P7-IVA01 (****Parent (family) representatives advise the School Leadership Team on matters related to family-school relations),* researchers found little evidence the school includes parents as community representatives on the leadership team to offer advice on matters relating to family-school relations. Researchers were unable to determine how in-depth parent representatives advise the School Leadership Team in such relations. The inclusion of parents would also help to inform school leaders around the the transformation process of the school (as required by Indistar Expected Indicator ***P7-IVA13,*** *The LEA/school has engaged parents and community in the transformation process*). It is likely staff members can increase their efforts to inform and engage family members in transformation efforts.

Family and community partnerships. Similar to last year, the family liaison, who is contracted through Communities in Schools, continues to do a great deal of work to encourage community and family partnerships with the school. Outreach efforts include home visits, referrals to community resources, and the provision of food, school supplies, and clothing. The school initiates partnerships to support student learning with parents and the community. Mentors visit students on a weekly basis to provide one on one support and to play games, community counselors provide mental health support, and Americorp volunteers works with fifth graders in a small group setting to provide support to students who "might fall through the cracks in middle school." Collaborations with community resources including the Salvation Army, a local Lutheran Church, a Martial Arts studio, and other local businesses help to provide families and students with food, funding for emergency utility services, snacks during state testing, support for grandparents raising children, and clothing. The afterschool program was eliminated this year, reportedly due to a lack of funding. Faculty members lamented about the loss of this program, stating it was "really structured academic enrichment" that provided skill building opportunities to students in a "relaxing and really fun" atmosphere. When asked what they would do to improve the school, multiple students agreed they would "make afterschool clubs such as drama or science."

Summary and Recommendations

Over the course of the grant, LES has made substantial changes and improvements. Current findings indicate that, although "tiring," staff members have embraced the level of work and change that comes with transformation efforts. Interviewees spoke with much enthusiasm about the gains they are seeing not only with assessment scores but also with the level of student behavior, instructional practices, and among the overall climate within the school. The main areas of focus included staff instructional and leadership capacity, climate and discipline, school-wide collaboration in support of instruction, higher expectations for students, use of data, and vertical and horizontal alignment. They have a strong job-embedded professional development program with instructional coaches and a partnership with University of Washington math educators who help to develop staff capacity. A positive school climate supports an atmosphere of trust and innovation and the transparency and strong focus of school leaders aids in creating staff buy in and support for a unified goal.

At Lakeridge Elementary School, there is evidence of attention to all of the *Nine Characteristics of High Performing Schools*. The rubric scores this year have shifted from "Leads to effective implementation" stage (6 Indicators) to "Leads to continuous improvement and institutionalization" stage (13 Indicators). LES staff members continue to excel in their commitment to the school turnaround model.

Over the past year, as the district and school have begun to implement the *Transformation* model, school and district staff members have taken measures to address the recommendations made in our initial assessment. Progress toward these critical areas, taken from the previous report, is noted below and additional recommendations are presented following this section, which are linked to Indistar and the Student and School Success Principles, with a particular focus on the Expected Indicators:

Update from Previous Recommendations

- **Increase the academic focus.** The instructional focus at Lakeridge has been maintained throughout this current year. The leadership of administration and commitment of teachers to enhance their teaching and monitoring of learning has continued unabated. Curricular choices are being made based on the needs of the LES student population and coaching partnerships are positive forces for improving best practices that lead to academic achievement.

- **Provide ongoing professional development and coaching for all instructional leaders and staff in effective classroom practices.** Job-embedded professional development has continued and LES currently serves as a model school for visitors to observe the Math Labs system. Teachers report significant gains in instructional best practices in math classrooms, leading to the implementation of a Literacy Lab system this year. This work should continue; please see *Student and School Success Principle 2: Staff evaluation and professional development - Professional development (IF07, IF08)*

- **Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students.** Staff has continued to improve their data usage. Working with instructional coaches and administrators through data meetings, the PLCs have enabled agile adaption of instruction in the classroom. Continued work on a reliable data-tracking system will benefit the teachers' ability to differentiate learning. Similarly, continuing to work with students on self-tracking will increase engagement in the learning process. Please refer to *Student and School Success Principle 4: Rigorous, aligned instruction - Engaging teachers in assessing and monitoring student mastery IIB 04 and IIB 05* and *Student and School*

Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes – Preparation IIA07.

- **Fully implement PBS.** Lakeridge has continued to work within the PBIS model, and has added Positive Discipline to the repertoire of innovations at the school. Teachers reported that implementation of the Positive Discipline model has helped with behavior concerns and building community within the school. Staff members indicate there is still some work to be done in this area, specifically when addressing behaviors on the playground. For school wide implementation purposes, it may behoove school members to ensure all staff members participate in regular training opportunities. Because the process takes time to successfully work, it is important to have enough faculty to oversee problem areas so that staff members can adequately address student concerns. Please see *Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health - School and classroom culture IIC13*.

- **Develop and expand connections to families and community.** The counselor and family liaison have continued their efforts to provide resources and create partnerships within the community at large. First Thursday events are gaining more ground as greater numbers of parents attend. However, the PTA is virtually nonexistent this year and may need support from staff members in order to become an established organization for future years. We recommend that LES consider how best to continue and broaden the work being done by the family liaison and the PTA. Secondly, LES must ensure that all cultures are being addressed through cultural integration rather than singling out particular cultures for attention at the expense of others. Please see *Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health - School and classroom culture: All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them. (3052) IIIC01.*

New Recommendations

- **Maintain commitment to collaboration as grant period ends.** There has been a growing focus on communication and collaboration at Lakeridge over the past three years. As grant funding comes to a close, we urge that a priority be placed on institutionalizing the opportunities for collaboration such as PLC groups, data meetings, and peer observations. To create cohesive student support, both certificated and classified staff members should be privy to collaboration and communication opportunities. Please refer to *Student and School Success Principle 3: Expanded time for student learning and teacher collaboration - Expanded time for student learning and teacher collaboration: The school provides opportunities for members of the school community to meet for purposes related to students' learning. (2887) IVD02.*

- **Provide relevant and meaningful connections with all curricula.** Similar to previous years, LES continues to score low in the *Application* category of the STAR Classroom Observation Protocol. Teachers should work to engage students in discussion about the relevance of their learning targets. Meaningful connections may be made through stories, activities, and reflection tasks. It is not unreasonable to expect to see contextual relevance in every classroom each day. Please see *Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction – Introduction: All teachers activate prior knowledge recognizing that due to different cultural contexts of students, prior knowledge, interest and experiences of students will vary. (3064) IIA11.*

- **Plan for Sustainability** It is crucial for the district and school staff to work together to create a sustainability plan that integrates best practices and supports future success. District and school leadership will need to work together to determine the level of flexibility and the feasibility of funds the school should receive post-grant around grant supported resources. It may behoove district and school administrators to consider the level of success the school has reached by implementing grant related practices including the use of coaches to provide job embedded professional development, by rearranging professional development days, and through the use of their current, professionally developed curricula. Continued support by the district align with the *District-Level Expected Indicators P2-C -Professional Development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its Plan and needs and P4-A The district ensures that school improvement initiatives include rigorous research-based, field-proven instructional programs, practices, and models.*

Appendix A: District Rubric

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 adaption). 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.

The ratings in the table below come from an analysis of district personnel ratings combined with data collected by The BERC Group.

X" Required "O" Permissible

Actions	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Teachers and Leaders							
Replace the principal.	**X**	**X(O)**	**2**	**4**	**4**	**4**	The principal was replaced in 2011 and continues to hold that position.
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**		**2**	**2**	**3**	**4**	LES is served as a pilot for the TPEP system last year. LES works with district and union leadership to support a highly qualified staff. The district hiring process includes the principal and school staff who clearly describe the work at LES and the commitment of all staff to work together to meet the grant goals.
Screen all existing staff, rehiring no more than 50% of the school staff.	**X**	**O**	**2**	**N/A**	**N/A**	**N/A**	Not required for transformation.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	**X**	**X**	**2**	**2**	**3**	**4**	Based on student growth, teachers were eligible for a $1K stipend in 2012-13. All but two teachers met the goal. This incentive will continue for 2013-14.
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**	**2**	**3**	**3**	**4**	Based on Danielson model/rubrics for teachers and the AWSP framework for principals, all staff are being evaluated on their performance and student growth.

Teachers and Leaders (Cont.)	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	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.	**O**	**X**	**1**	**3**	**3**	**3**	The principal has focused on implementing programs to ensure student growth. She has not continued employment of staff who have not demonstrated improvement in their instructional practice. She has not received a monetary reward.
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.	**O**	**O**	**2**	**1**	**1**	**1**	There is no bonus for teachers outside of LES. The majority of current staff (2012-2013) has elected to stay at LES.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	**O**	**O**	**4**	**4**	**4**	**4**	LES has not accepted voluntary or involuntary teacher transfers.

Instructional and Support Strategies	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	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**	**4**	**4**	**4**	**4**	The math program is designed and supervised with the guidance of the UW. The reading program is based on reading research. Student management program design is based on PBIS. All areas show significant student growth.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	**X**	**X**	**3**	**4**	**4**	**4**	With the support of three instructional coaches and the principal, who prioritizes her role as Instructional Leader, staff receive PD through math labs, a model of designing lessons together, implementing them in real classrooms, and then reflecting on how to modify and improve the instruction in real time. They also work together in their grade level PLCs weekly.
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**	**4**	**4**	**4**	Data is reviewed regularly and includes: Math Benchmark Assessments DIBELS, SRI, Fountas & Pinnell SWIS Formative assessments in all content areas
Institute a system for measuring changes in instructional practices resulting from professional development.	**O**	**O**	**2**	**3**	**3**	**3**	Teachers help to design PD and are asked for feedback as they use strategies in their classes. Performance based on frequent feedback is grounded in the Danielson framework.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	**O**	**O**	**2**	**4**	**4**	**4**	Principal and TOSAs are in the classrooms so frequently that they know where there may be curriculum issues. These are then addressed immediately.

Implement a school-wide response to intervention model.	**O**	**O**	**2**	**2**	**4**	**3**	The focus has initially been on improving Tier I instruction. Tier 2 & 3 interventions are in place.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	**O**	**O**	**2**	**3**	**3**	**3**	Sp. Ed. – added a 7 hour para to support students in 3rd grade. A 3 hour para was added to ELL staffing to support the increasing number of ELL students.
Use and integrate technology-based supports and interventions as part of the instructional program.	**O**	**O**	**2**	**3**	**3**	**4**	Interactive white boards have been purchased to use in the classrooms and allows teachers to get immediate feedback from students.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	**O**	**O**	**N/A**	**N/A**	**N/A**	**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.	**O**	**O**	**N/A**	**N/A**	**N/A**	**N/A**	
Secondary Schools: Improve student transition from middle to high school.	**O**	**O**	**N/A**	**N/A**	**N/A**	**N/A**	
Secondary Schools: Establish early warning systems.	**O**	**O**	**N/A**	**N/A**	**N/A**	**N/A**	

Learning Time and Support	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	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	4	4	4	Lakeridge made a schedule that has five additional instructional days in the year and increases the instructional day by 30 minutes.
Provide appropriate social-emotional and community-oriented services and support for students.	X	O	2	4	3	4	A full-time Family Liaison assists families and staff in identifying resources in the community that support students and their families. The liaison has supported 300+ families (level 1) and 55+ (level 2 - monthly). 35 food backpacks are sent home weekly, feeding 84 children. Resource fair for families included 15 agencies.
Provide ongoing mechanisms for family and community engagement.	O	X	2	4	3	3	Monthly after-school family events, "First Thursdays" are well-attended. 80 reminders are given that morning as parents drop off their students to encourage attendance. 27 home visits at the start of the year to welcome new ELL students. Family Liaison and counselors make home visits as needed. Parents are coming to school to observe a math lesson and learn how to support learning at home.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	O	O	1	4	4	4	Class meetings are held in all classes at least twice weekly. This allows teachers to support students' social-emotional issues in a timely manner and reinforce the concepts being taught in the adopted curriculum in this area.

Implement approaches to improve school climate and discipline.	**O**	**O**	**2**	**4**	**4**	**4**	PBIS, SWIS, and Positive Discipline are all being implemented at LES with fidelity.
Expand program to offer pre-kindergarten or full day kindergarten.	**O**	**O**	**2**	**4**	**4**	**3**	All students receive full day kindergarten. Expansion to offer pre-K has been discussed. ECEAP and Head Start are available in the district.

Governance	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	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**	**1**	**4**	**4**	**4**	Principal and Chief Academic Officer fill this role.
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**	**N/A**	**4**	**4**	**4**	Instructional programs are fluid, based on students' performance. Teachers depend on their content specialists to help make adjustments in instruction as needed. Teachers' calendars are flexible so that principal and TOSAs can assist them quickly in order to meet students' needs.
Ensure school receives intensive ongoing support from district, state, or external partners.	**O**	**X**	**2**	**4**	**4**	**4**	District addresses LES requests/needs in a timely manner.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**O**	**O**	**1**	**4**	**4**	**4**	MOU with Renton Education Association
Implement a per-pupil school based budget formula that is weighted based on student needs.	**O**	**O**	**1**	**3**		**4**	Budget allows for content area TOSAs and additional classified staff support based on student need.

Appendix B: Survey Results

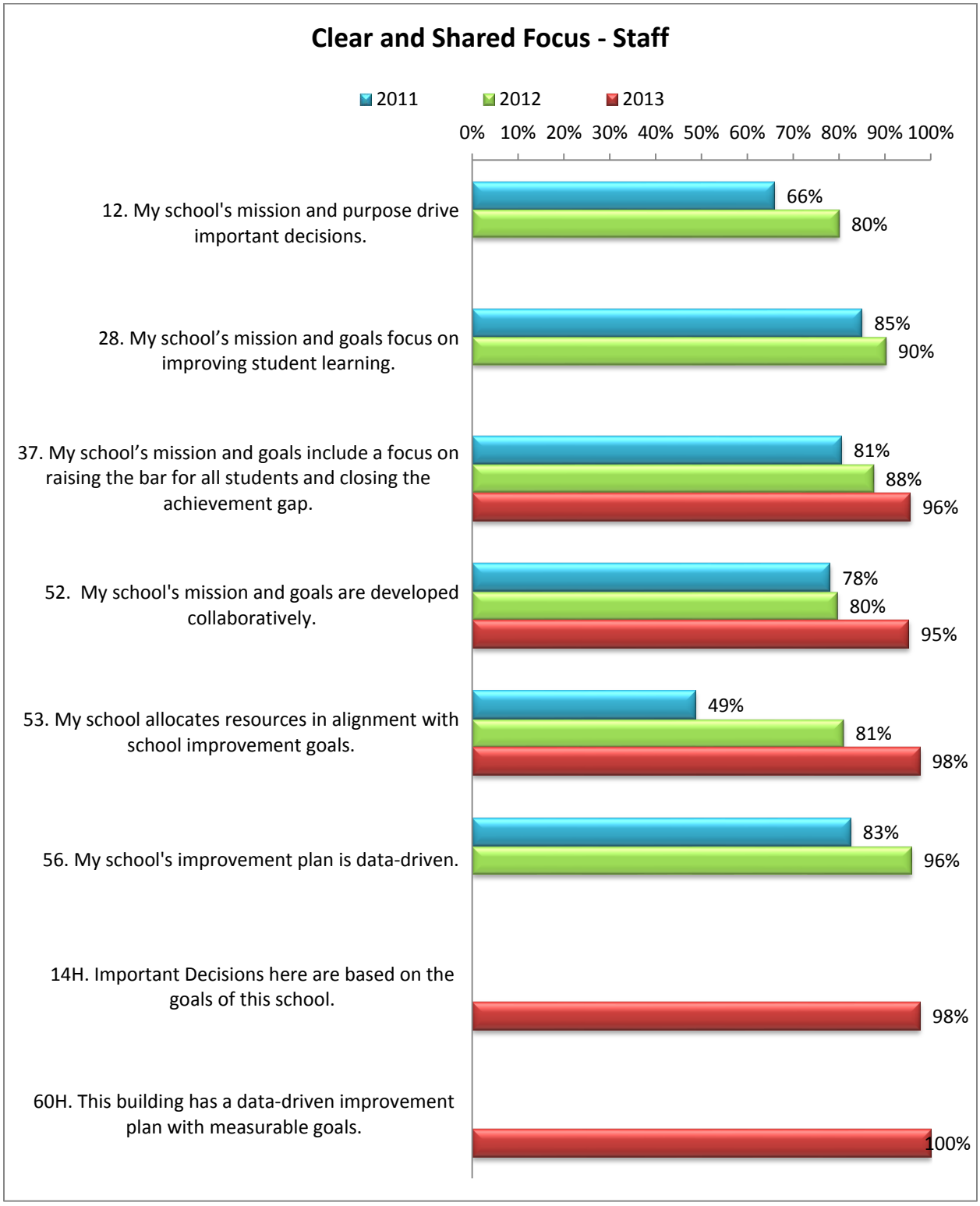
Staff Survey Demographics	2011	2012
Gender		
Male	9.8% (n=4))	14.8% (n=8)
Female	90.2% (n=37)	85.2% (n=46)
Race		
Asian	4.5% (n=2)	13% (n=7)
Black/African American	6.8% (n=3)	11.1% (n=6)
White	75% (n=33)	66.7% (n=36)
Hispanic/Latino/a	2.3% (n=1)	3.7% (n=2)
Declined to identify	11.4% (n=5)	5.6% (n=3)
Staff Role		
Certificated Staff	70.5% (n=31)	64.2% (n=34)
Classified Staff	25% (n=11)	34% (n=18)
Administrator	4.5% (n=2)	1.9% (n=1)
Years Teaching at this School		
1st year	19.5% (n=8)	42% (n=21)
2nd or 3rd year	24.4% (n=10)	6% (n=3)
4th or 5th year	26.8% (n=11)	22% (n=11)
6th-9th year	14.6% (n=6)	20% (n=10)
10th year or more	14.6% (n=6)	10% (n=5)
Total years Teaching		
1st year	4.9% (n=2)	12% (n=6)
2nd or 3rd year	14.6% (n=6)	8% (n=4)
4th or 5th year	12.2% (n=5)	24% (n=12)
6th-9th year	26.8% (n=11)	18% (n=9)
10th year or more	41.5% (n=17)	38% (n=19)
National Board Certified		
Yes	7% (n=3)	8% (n=4)
No	93% (n=40)	92% (n=46)

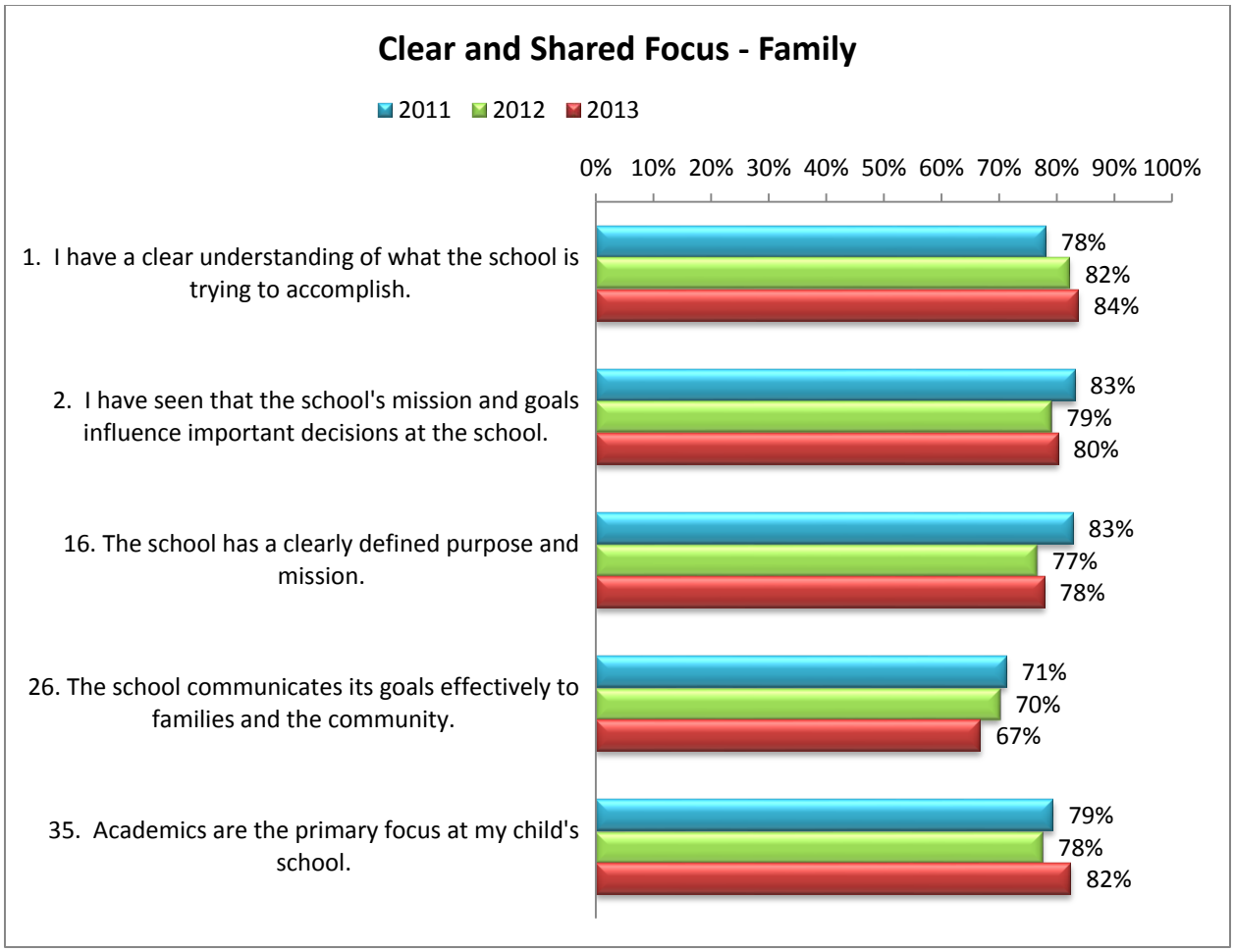
Staff Survey Demographics for 2013

	2013
Gender	
Male	14.9% (n=7)
Female	85.1% (n=40)
Subject Area	
Missing	6.4% (n=3)
Other	40.4% (n=19)
Electives	4.3% (n=2)
Generalist	34% (n=16)
LA/Social Studies	8.5% (n=4)
Math/Science	6.4% (n=3)
Total number of years teaching	
More than 11	42.6% (n=20)
8-11 years	12.8% (n=6)
4-7 years	34% (n=16)
1-3 years	8.5% (n=4)
Less than a year	2.1% (n=1)
Years Teaching at this School	
More than 11	10.6% (n=5)
8-11 years	12.8% (n=6)
4-7 years	23.4% (n=11)
1-3 years	29.8% (n=14)
Less than a year	23.4% (11)
Position	
Administrator	2.1% (n=1)
Paraprofessional or Instructional Aid	17% (n=8)
Classified Support Staff	14.9% (n=7)
Certificated Support Staff	17% (n=8)
Certificated Staff	48.9% (n=23)

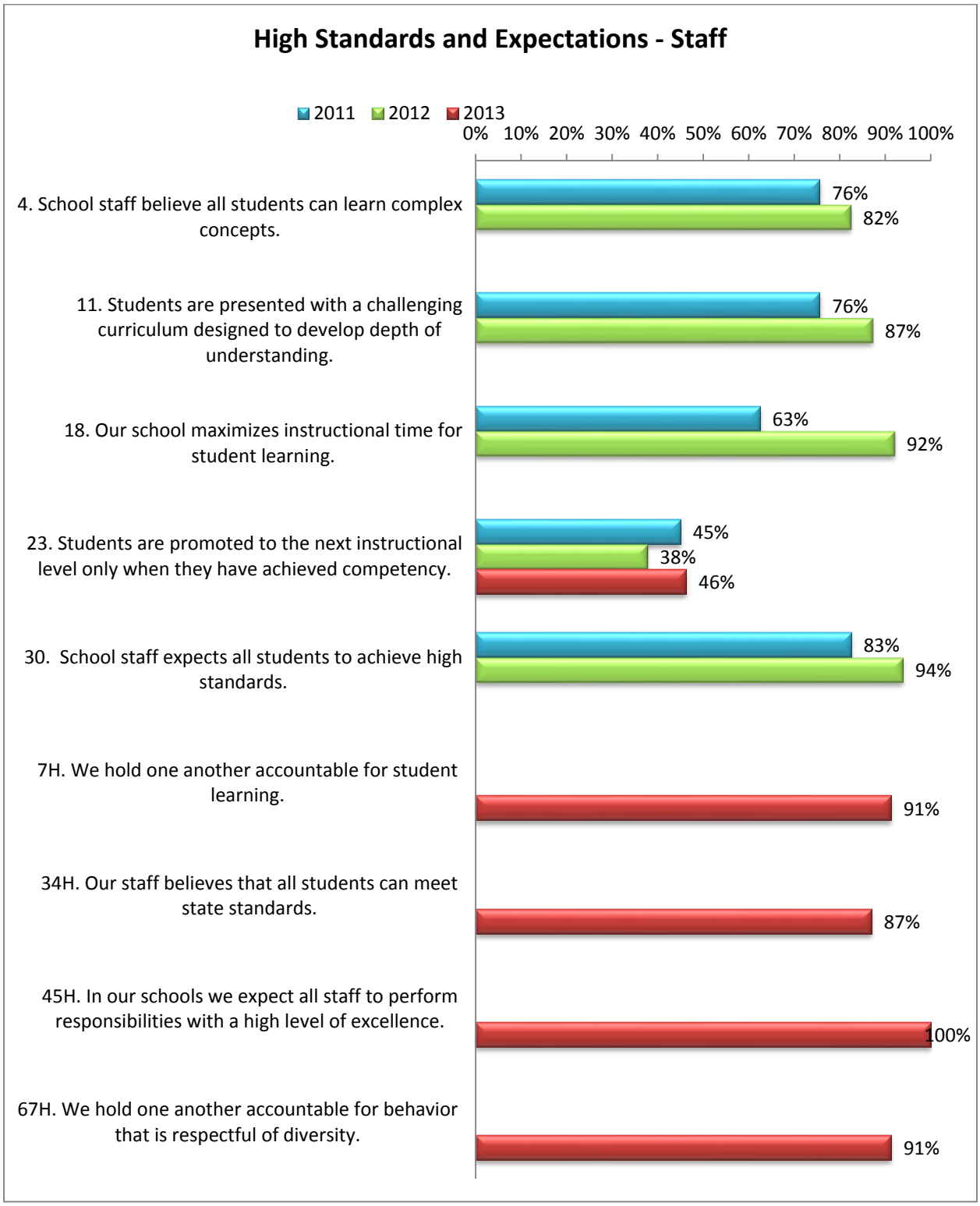
Participant Demographics: Parents	**2011**	**2012**	**2013**
Race			
American Indian/ Alaska Native		1.6% (n=4)	1.8% (n=4)
Asian	14.3% (n=8)	15.4% (n=38)	16.6% (n=36)
Black/African American	55.4% (n=31)	40.9% (n=101)	60.4% (n=131)
White	7.1% (n=4)	14.2% (n=35)	6.9% (n=15)
Hispanic/Latnio/a	12.5% (n=7)	19% (n=47)	6.5% (n=14)
Pacific Islander		4% (n=10)	1.8% (n=4)
Decline to Identify	10.7% (n=6)	4.9% (n=12)	6% (n=13)
Relationship to Student			
Mother	75.4% (n=43)	75.2% (n=188)	77.1% (n=162)
Father	17.5% (n=10)	16.8% (n=42)	16.7% (n=35)
Grandparent	2.4% (n=2)	2.4% (n=6)	2.9% (n=6)
Foster/adoptive parent or Guardian	1.8% (n=1)	.8% (n=2)	
Sibling		2.8% (n=7)	1.4% (n=3)
Extended Family Member	1.8% (n=1)	.8% (n=2)	
Legal guardian or Designee		1.2% (n=3)	1.9% (n=4)
Other caregiver			
Free or Reduced Lunch?			
Yes	69.1% (n=38)	78.5% (n=183)	80.9% (n=161)
No	30.9% (n=17)	21.5% (n=50)	19.1% (n=38)
English is the Primary Language			
Yes	61% (n=36)	66.3% (n=161)	61.4 (n=127)
No	39% (n=23)	33.3% (n=81)	38.6 (n=80)
School Provides Interpretor Services when Needed			
Yes	15.5% (n=9)	28.2% (n=61)	
No	24.1% (n=14)	19% (n=41)	
Not Applicable	60.3% (n=35)	52.8% (n=114)	
The school provides information in my own language			
Yes	82.8% (n=48)	78.8% (n=123)	
No	17.2% (n=10)	20.5% (n=32)	
Not Applicable			

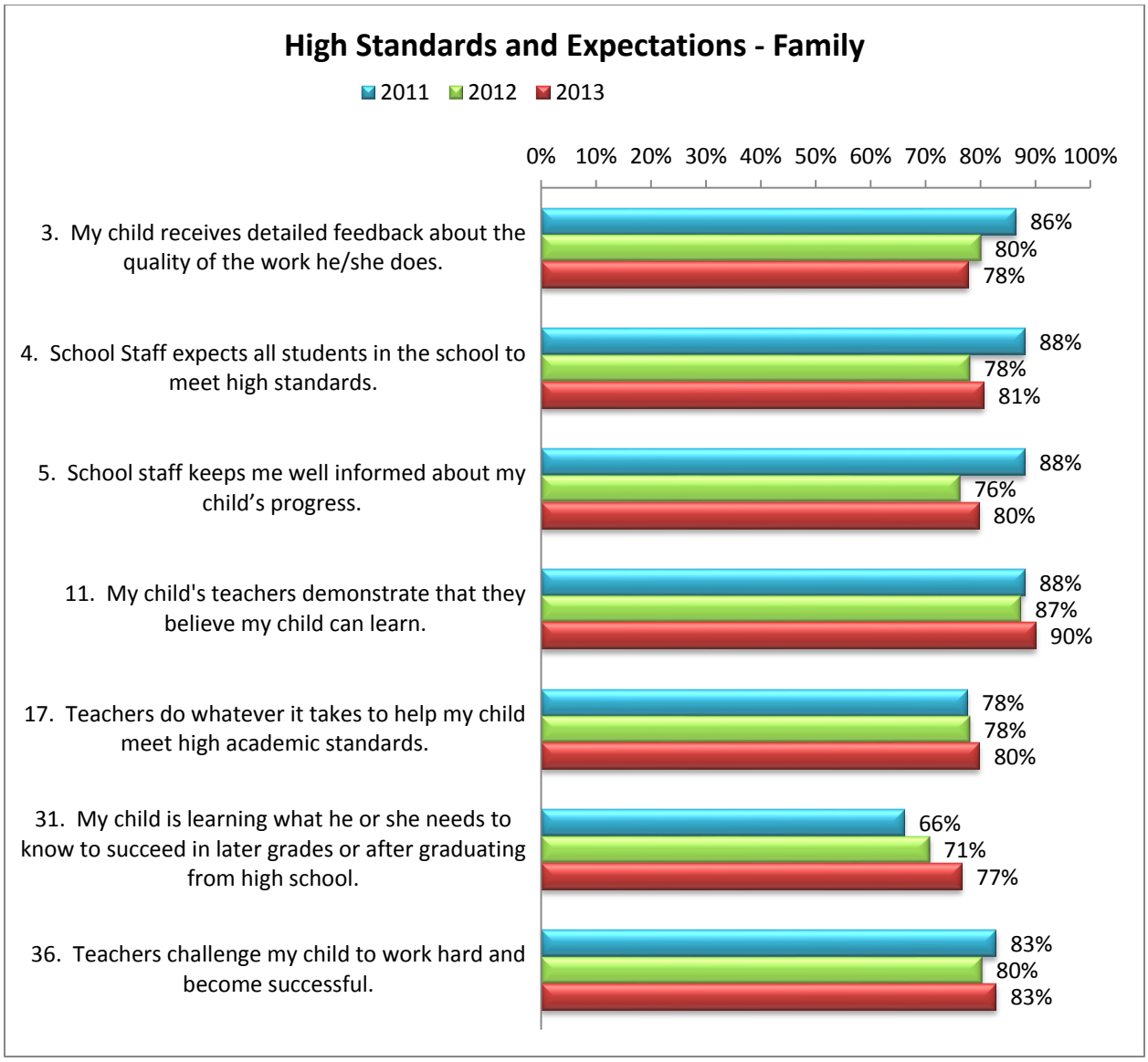
Clear and Shared Focus



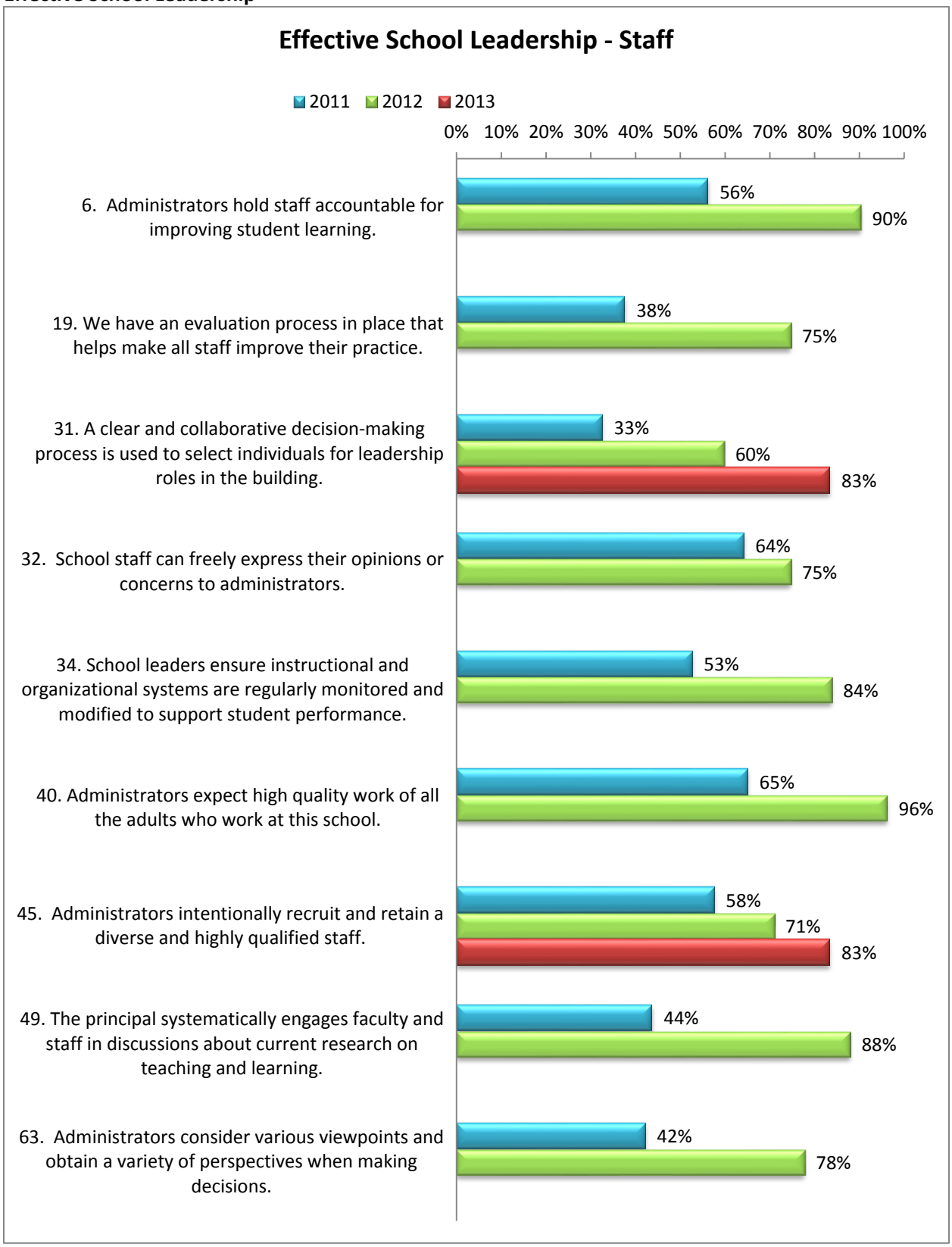

Clear and Shared Focus - Family
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
1. I have a clear understanding of what the school is trying to accomplish.
78%
82%
84%
2. I have seen that the school's mission and goals influence important decisions at the school.
83%
79%
80%
16. The school has a clearly defined purpose and mission.
83%
77%
78%
26. The school communicates its goals effectively to families and the community.
71%
70%
67%
35. Academics are the primary focus at my child's school.
79%
78%
82%

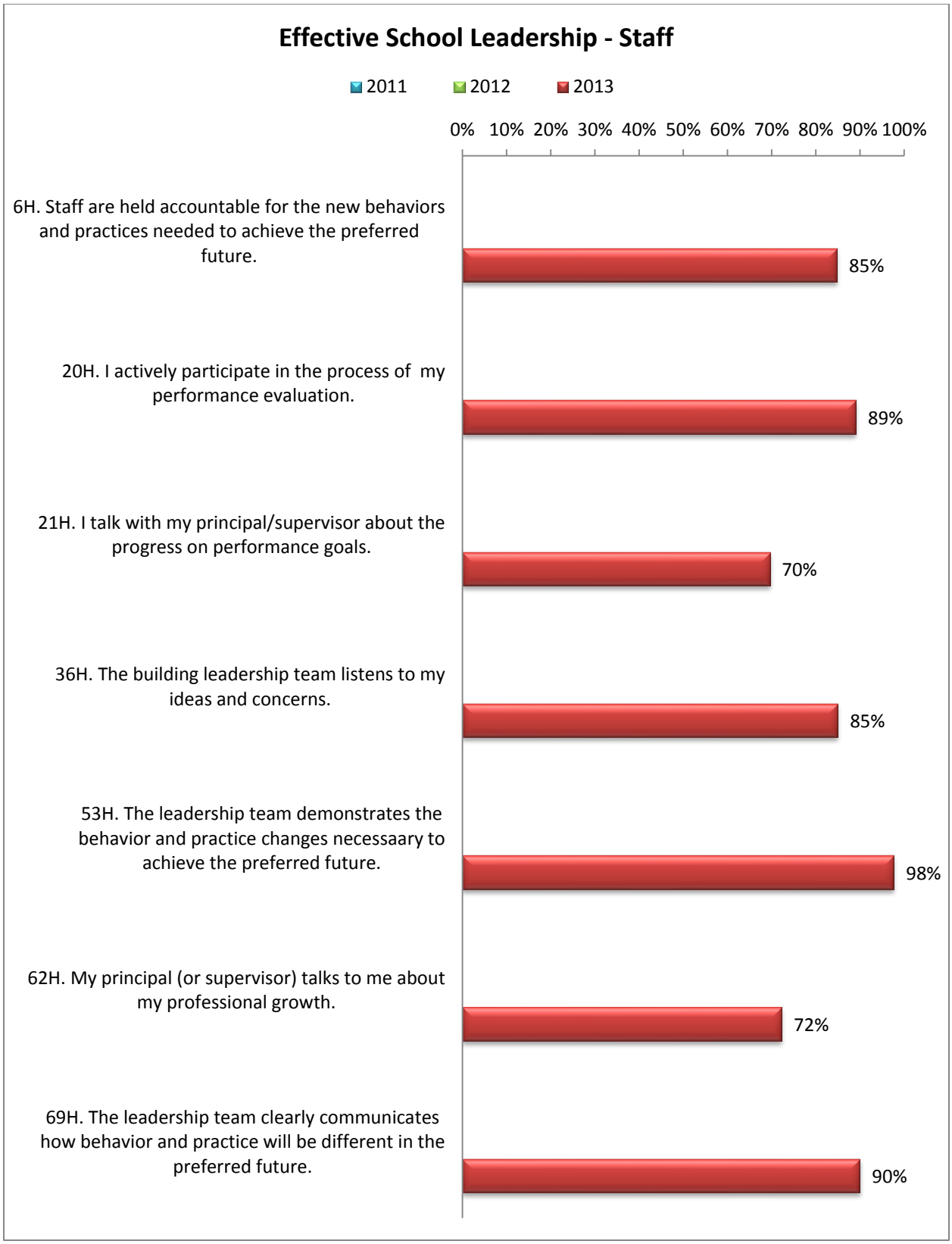
High Standards and Expectations

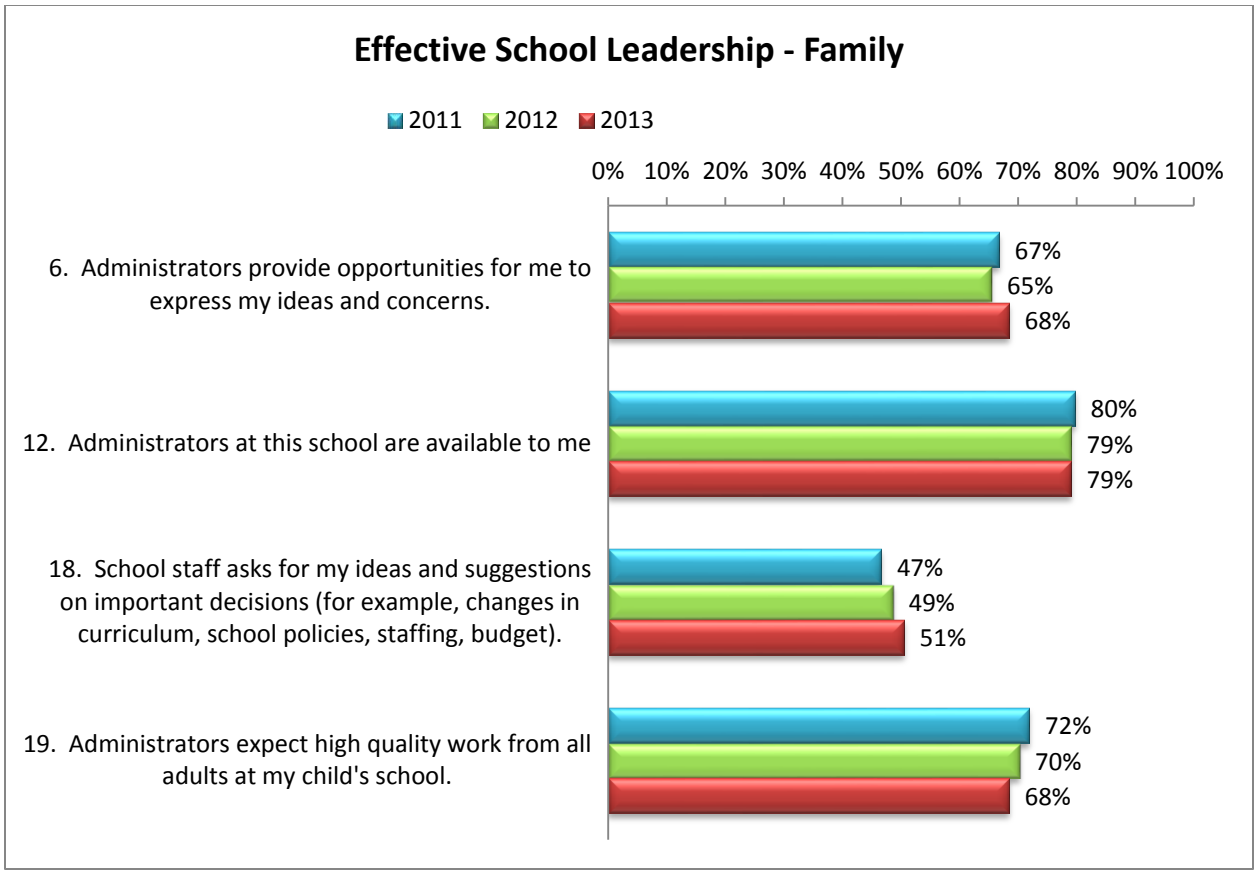



High Standards and Expectations - Family
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
3. My child receives detailed feedback about the quality of the work he/she does.
86%
80%
78%
4. School Staff expects all students in the school to meet high standards.
88%
78%
81%
5. School staff keeps me well informed about my child's progress.
88%
76%
80%
11. My child's teachers demonstrate that they believe my child can learn.
88%
87%
90%
17. Teachers do whatever it takes to help my child meet high academic standards.
78%
78%
80%
31. My child is learning what he or she needs to know to succeed in later grades or after graduating from high school.
66%
71%
77%
36. Teachers challenge my child to work hard and become successful.
83%
80%
83%

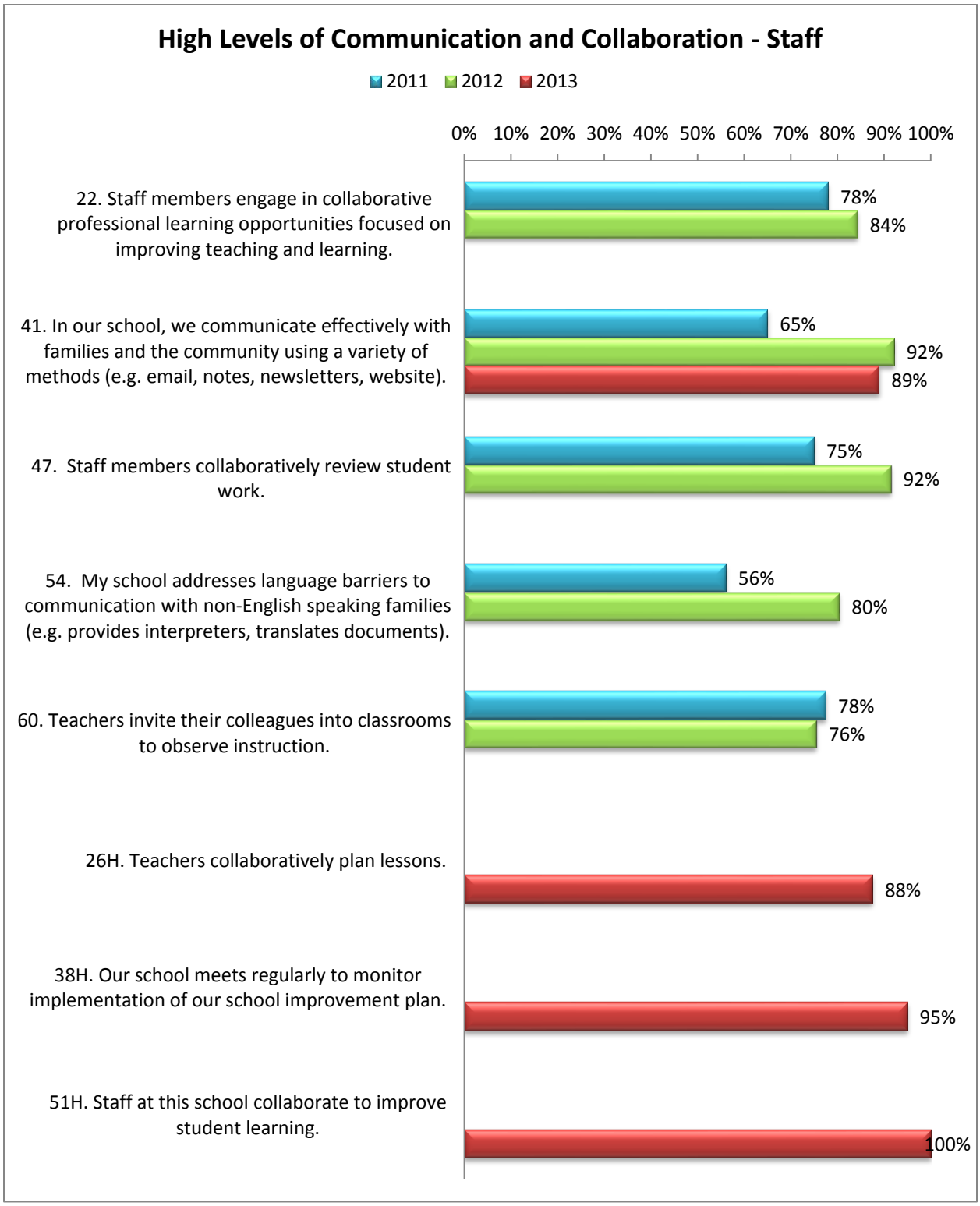
Effective School Leadership

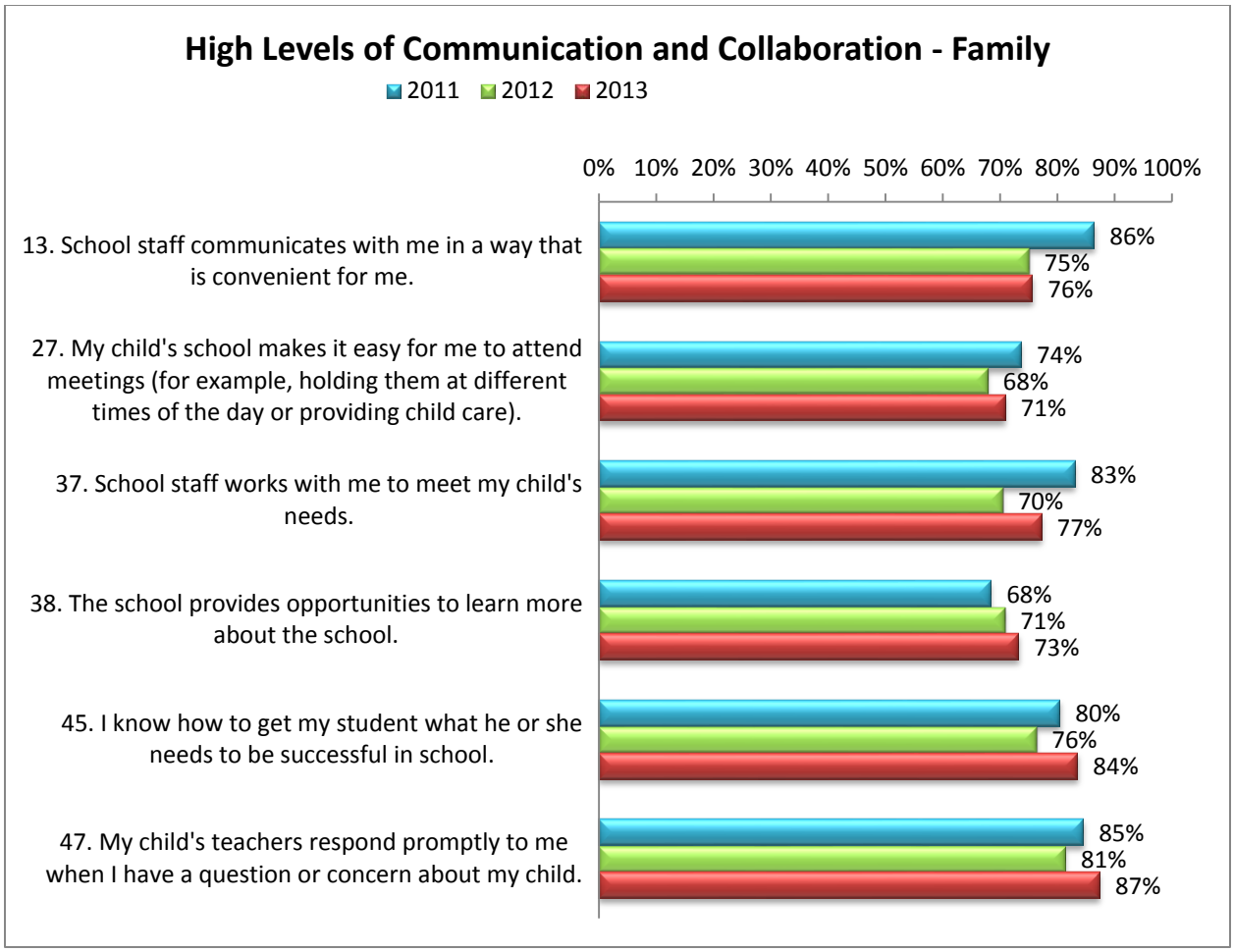



Effective School Leadership - Staff
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
6H. Staff are held accountable for the new behaviors and practices needed to achieve the preferred future.
85%
20H. I actively participate in the process of my performance evaluation.
89%
21H. I talk with my principal/supervisor about the progress on performance goals.
70%
36H. The building leadership team listens to my ideas and concerns.
85%
53H. The leadership team demonstrates the behavior and practice changes necessaary to achieve the preferred future.
98%
62H. My principal (or supervisor) talks to me about my professional growth.
72%
69H. The leadership team clearly communicates how behavior and practice will be different in the preferred future.
90%

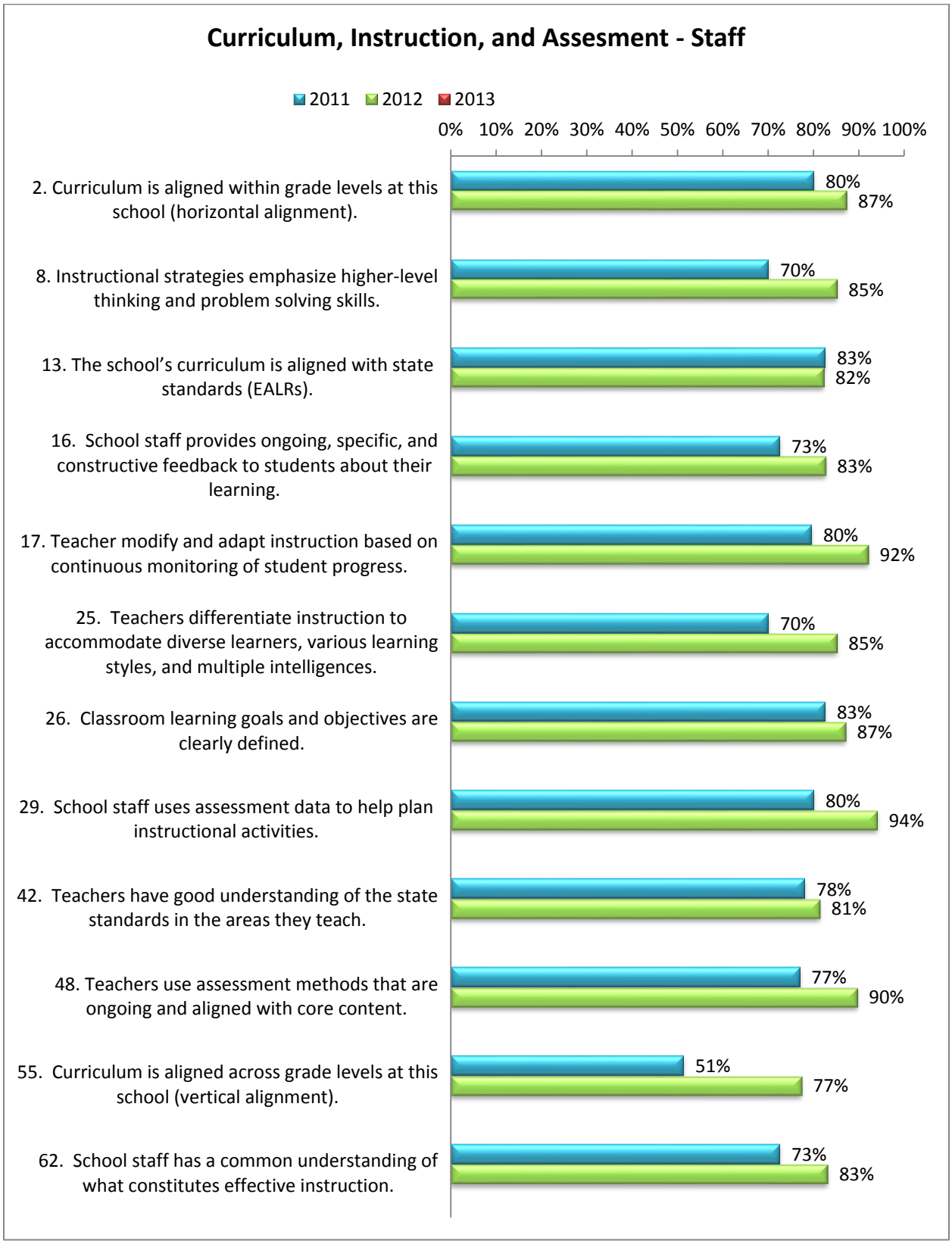

Effective School Leadership - Family
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
6. Administrators provide opportunities for me to express my ideas and concerns.
67%
65%
68%
12. Administrators at this school are available to me
80%
79%
79%
18. School staff asks for my ideas and suggestions on important decisions (for example, changes in curriculum, school policies, staffing, budget).
47%
49%
51%
19. Administrators expect high quality work from all adults at my child's school.
72%
70%
68%

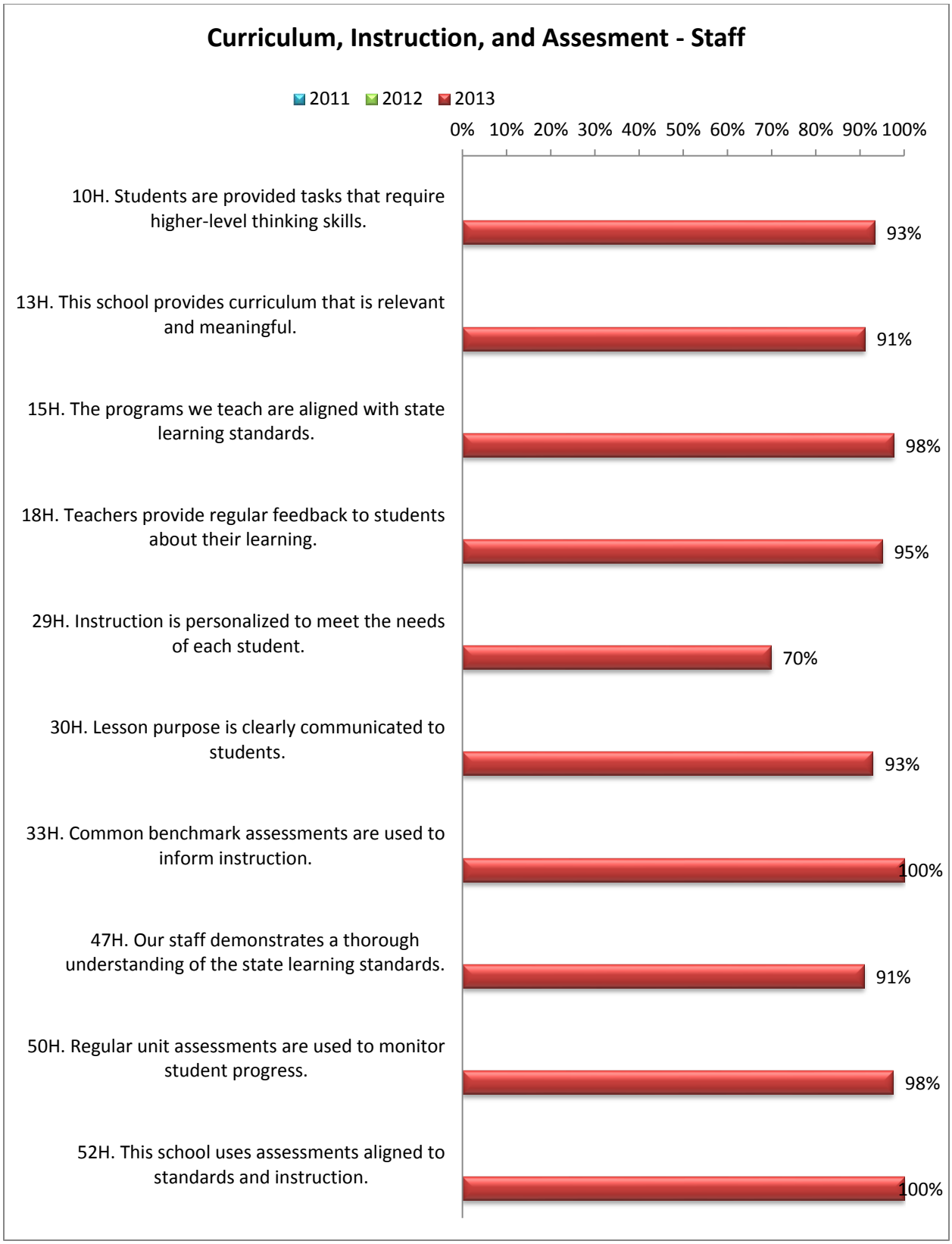
High Levels of Communication and Collaboration

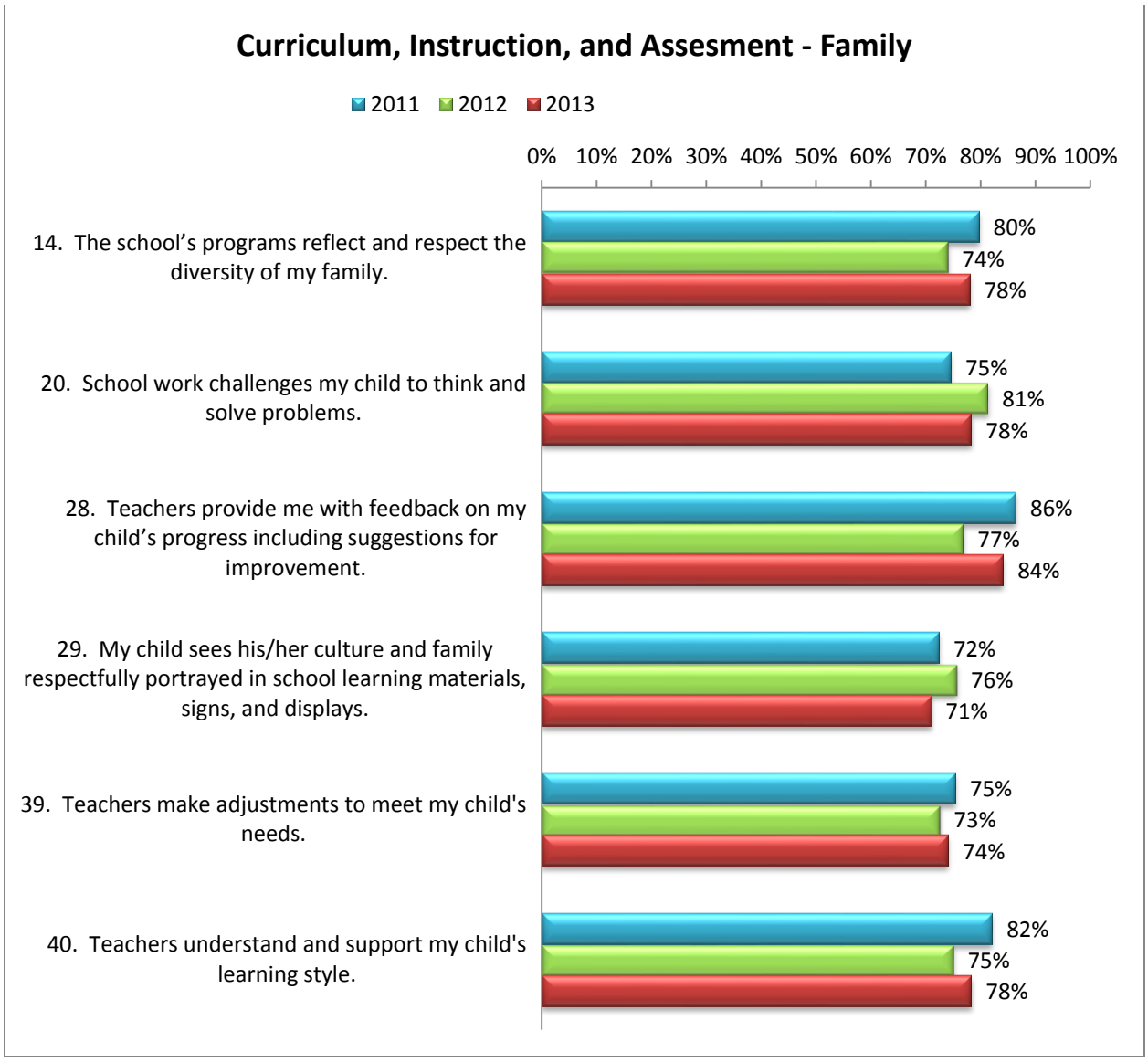



High Levels of Communication and Collaboration - Family
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
13. School staff communicates with me in a way that is convenient for me.
86%
75%
76%
27. My child's school makes it easy for me to attend meetings (for example, holding them at different times of the day or providing child care).
74%
68%
71%
37. School staff works with me to meet my child's needs.
83%
70%
77%
38. The school provides opportunities to learn more about the school.
68%
71%
73%
45. I know how to get my student what he or she needs to be successful in school.
80%
76%
84%
47. My child's teachers respond promptly to me when I have a question or concern about my child.
85%
81%
87%

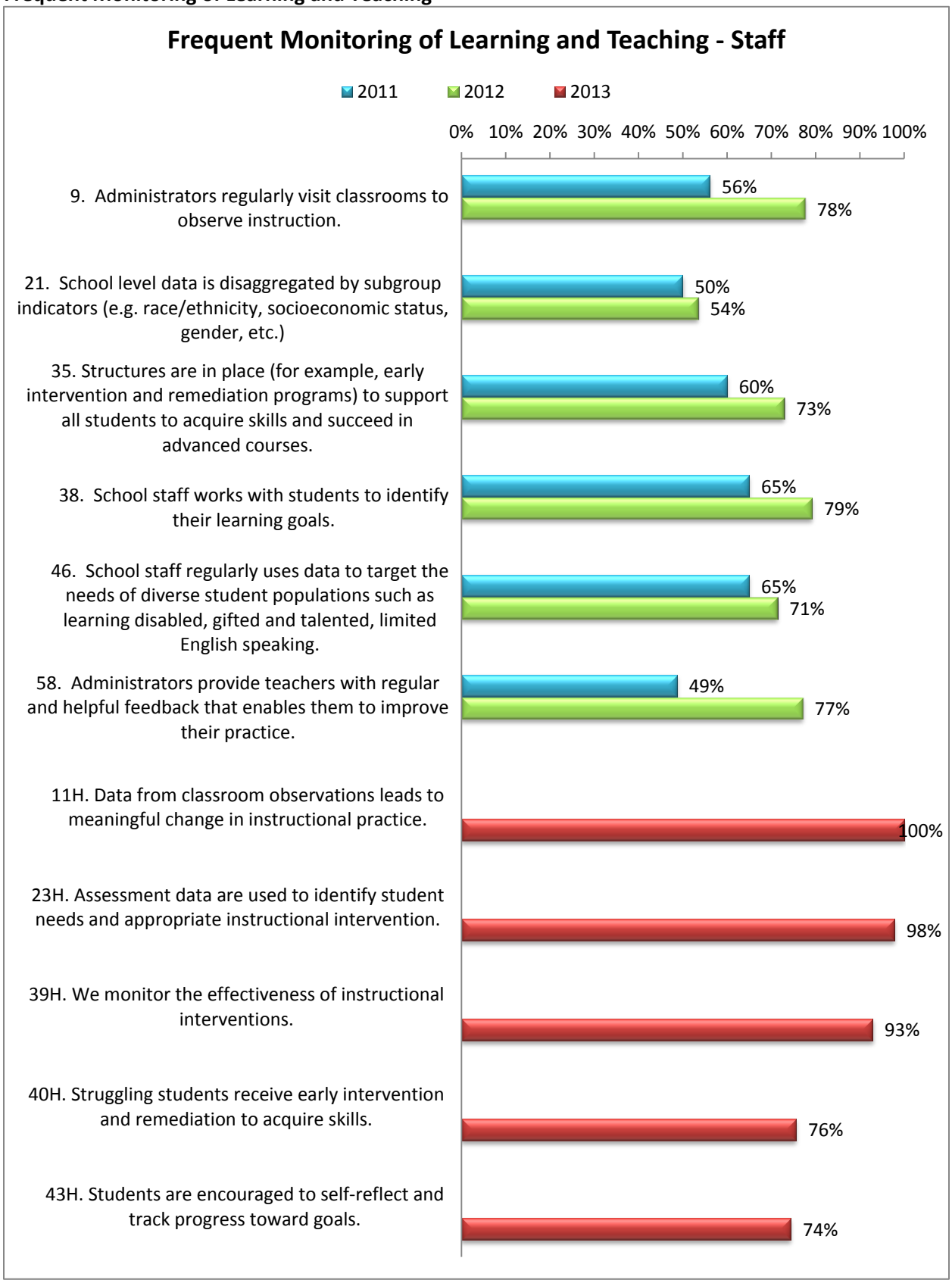
Curriculum, Instruction, and Assessment

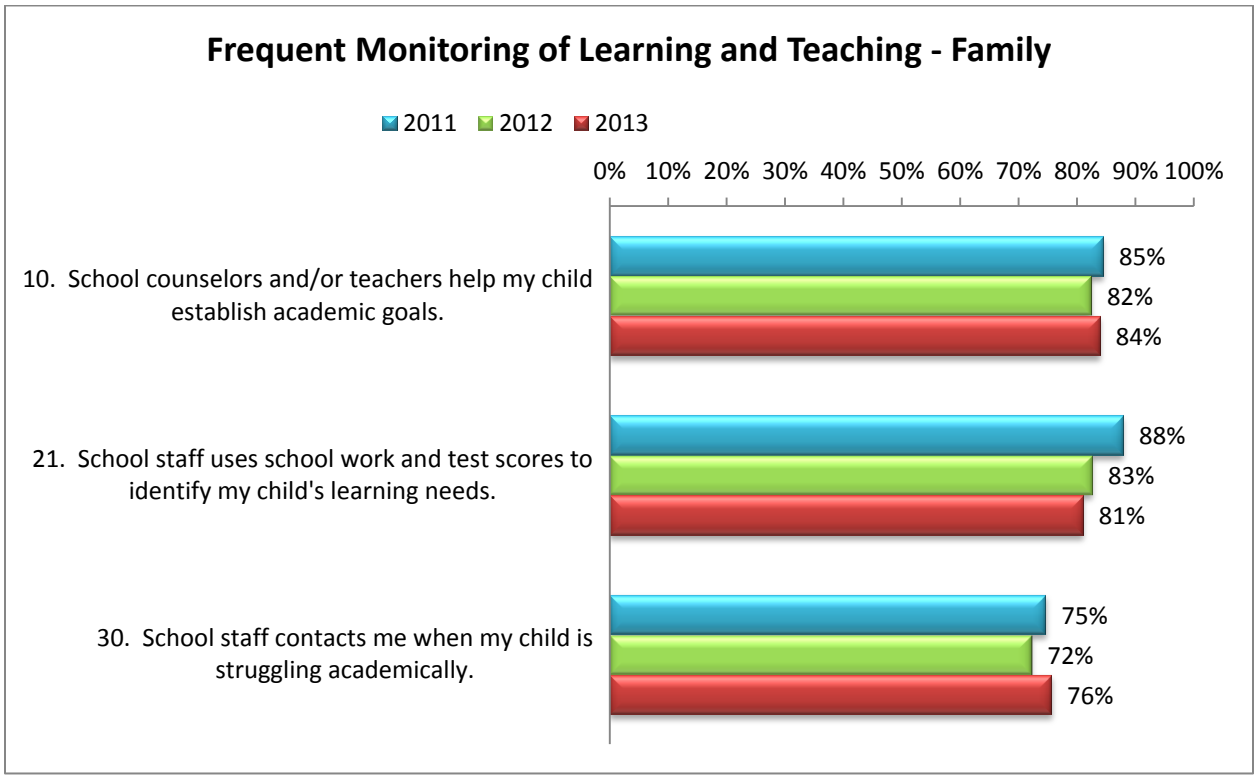



Curriculum, Instruction, and Assesment - Staff
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
10H. Students are provided tasks that require higher-level thinking skills.
93%
13H. This school provides curriculum that is relevant and meaningful.
91%
15H. The programs we teach are aligned with state learning standards.
98%
18H. Teachers provide regular feedback to students about their learning.
95%
29H. Instruction is personalized to meet the needs of each student.
70%
30H. Lesson purpose is clearly communicated to students.
93%
33H. Common benchmark assessments are used to inform instruction.
100%
47H. Our staff demonstrates a thorough understanding of the state learning standards.
91%
50H. Regular unit assessments are used to monitor student progress.
98%
52H. This school uses assessments aligned to standards and instruction.
100%

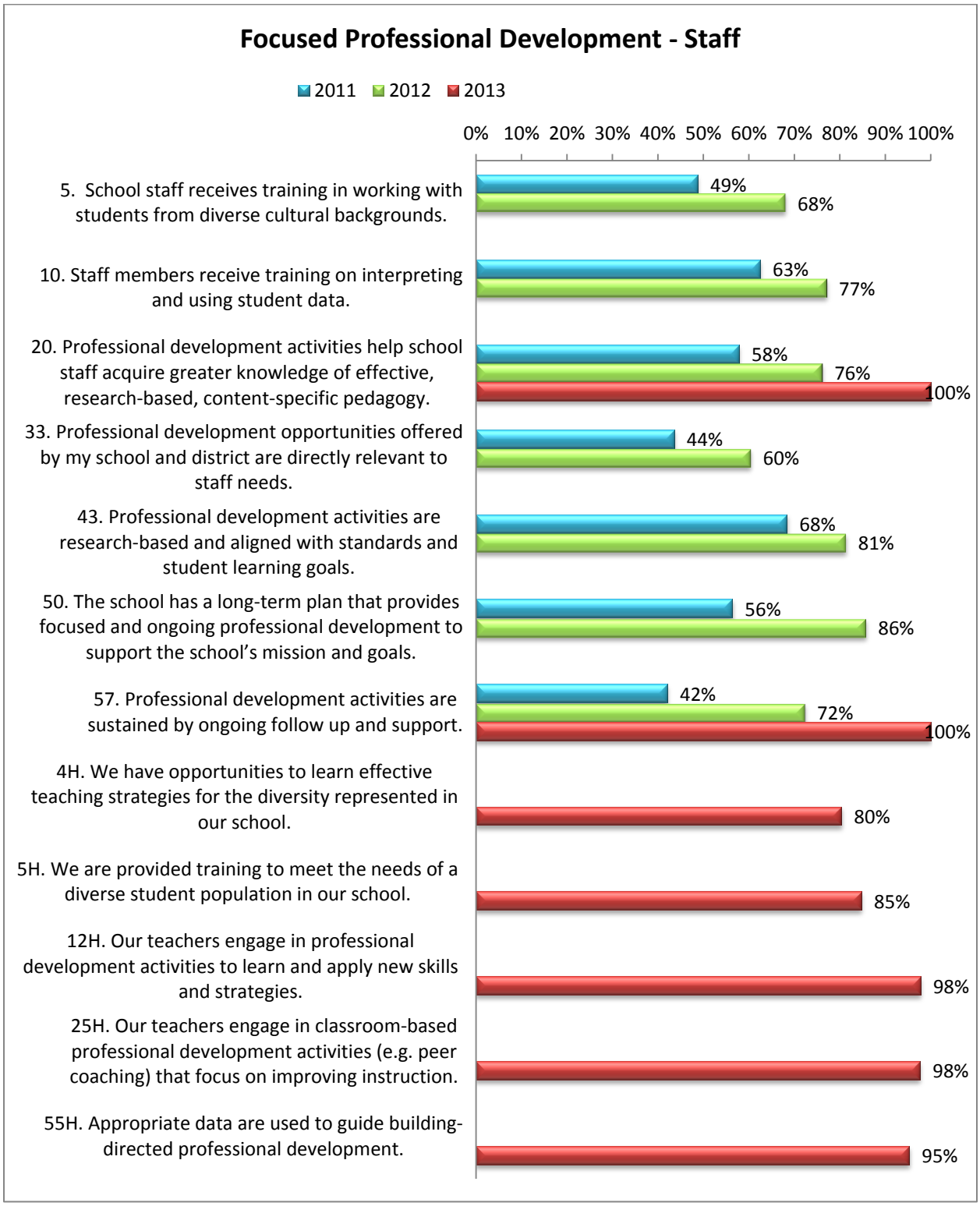

Curriculum, Instruction, and Assesment - Family
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
14. The school's programs reflect and respect the diversity of my family.
80%
74%
78%
20. School work challenges my child to think and solve problems.
75%
81%
78%
28. Teachers provide me with feedback on my child's progress including suggestions for improvement.
86%
77%
84%
29. My child sees his/her culture and family respectfully portrayed in school learning materials, signs, and displays.
72%
76%
71%
39. Teachers make adjustments to meet my child's needs.
75%
73%
74%
40. Teachers understand and support my child's learning style.
82%
75%
78%

Frequent Monitoring of Learning and Teaching

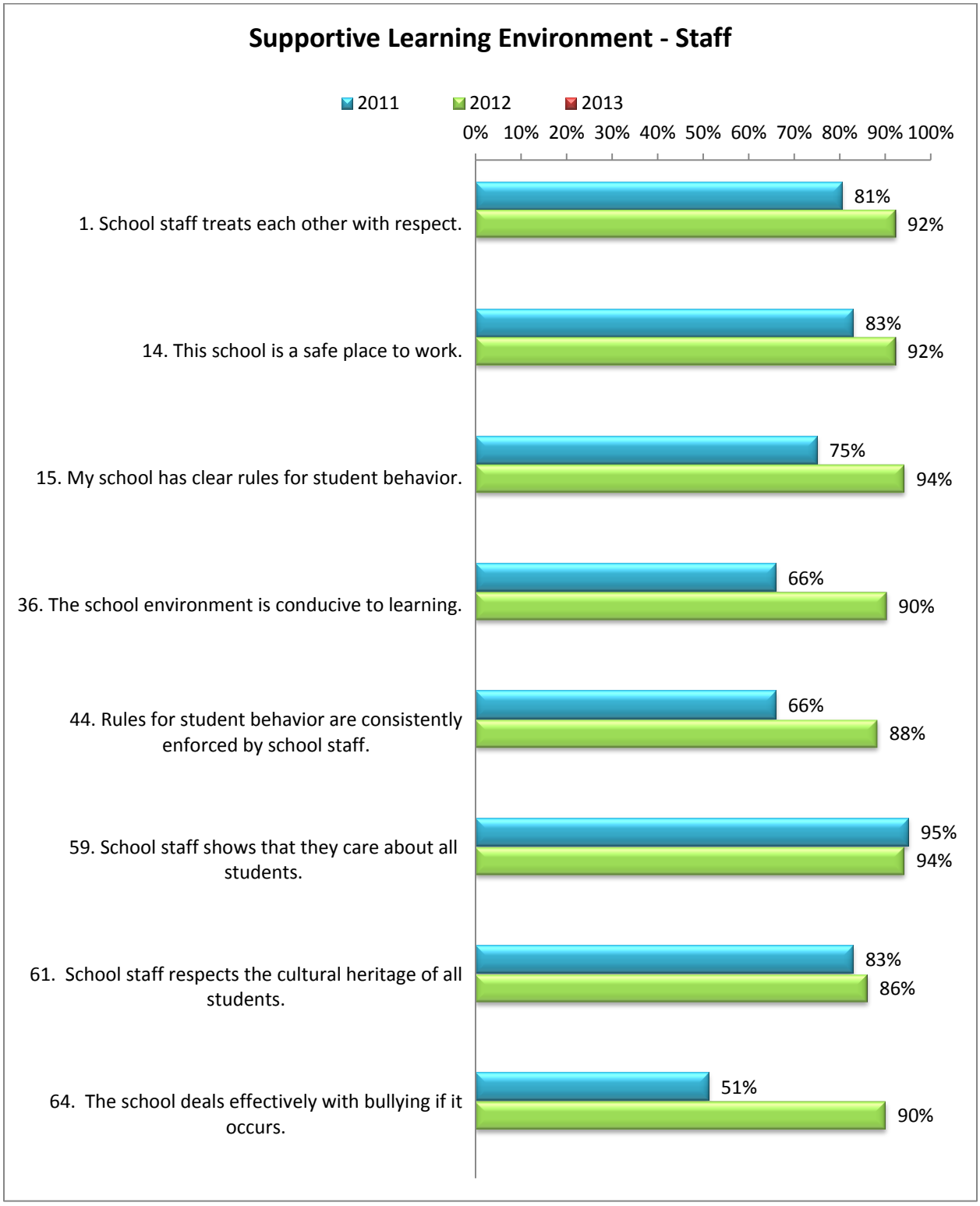


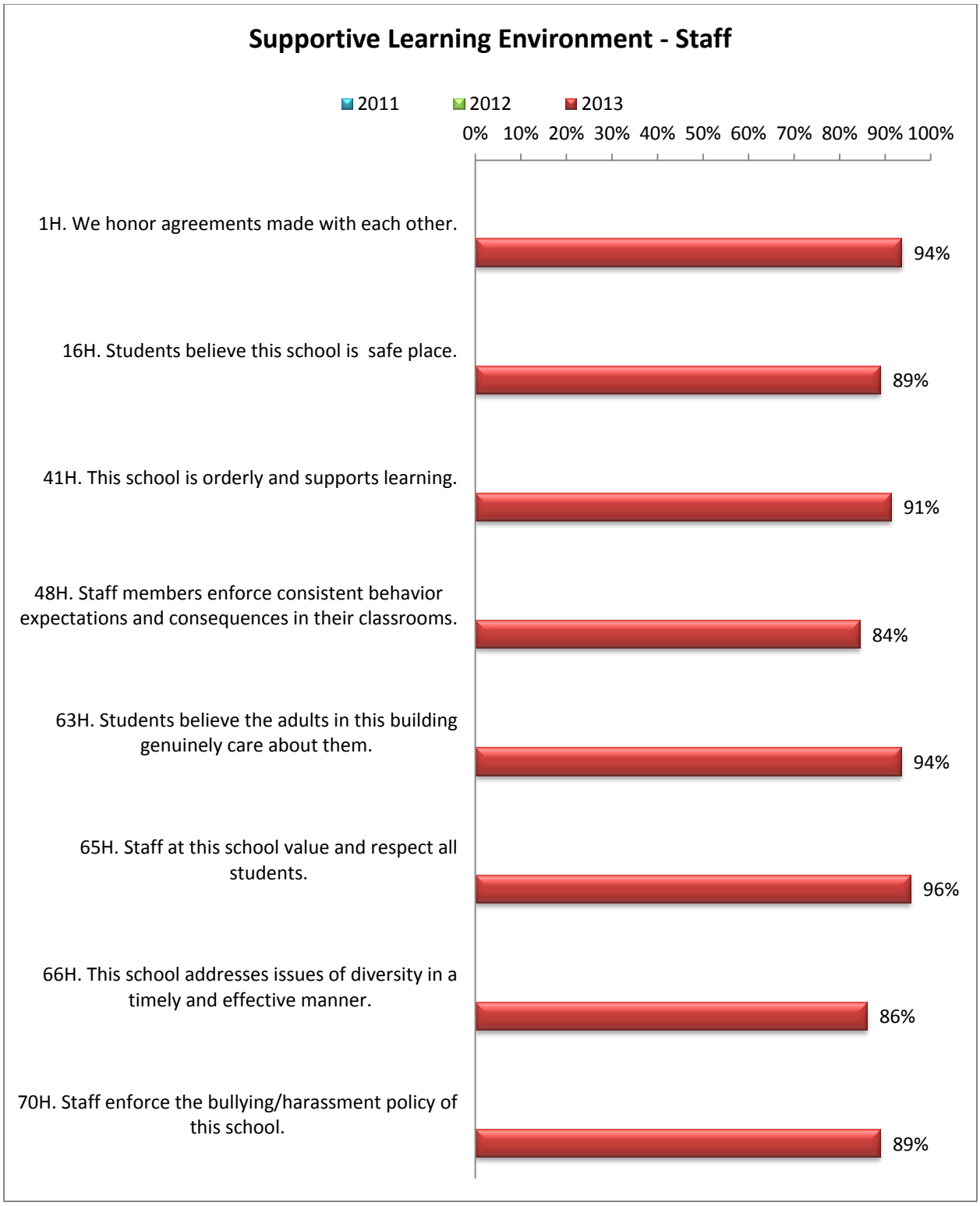

Frequent Monitoring of Learning and Teaching - Family
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
10. School counselors and/or teachers help my child establish academic goals.
85%
82%
84%
21. School staff uses school work and test scores to identify my child's learning needs.
88%
83%
81%
30. School staff contacts me when my child is struggling academically.
75%
72%
76%

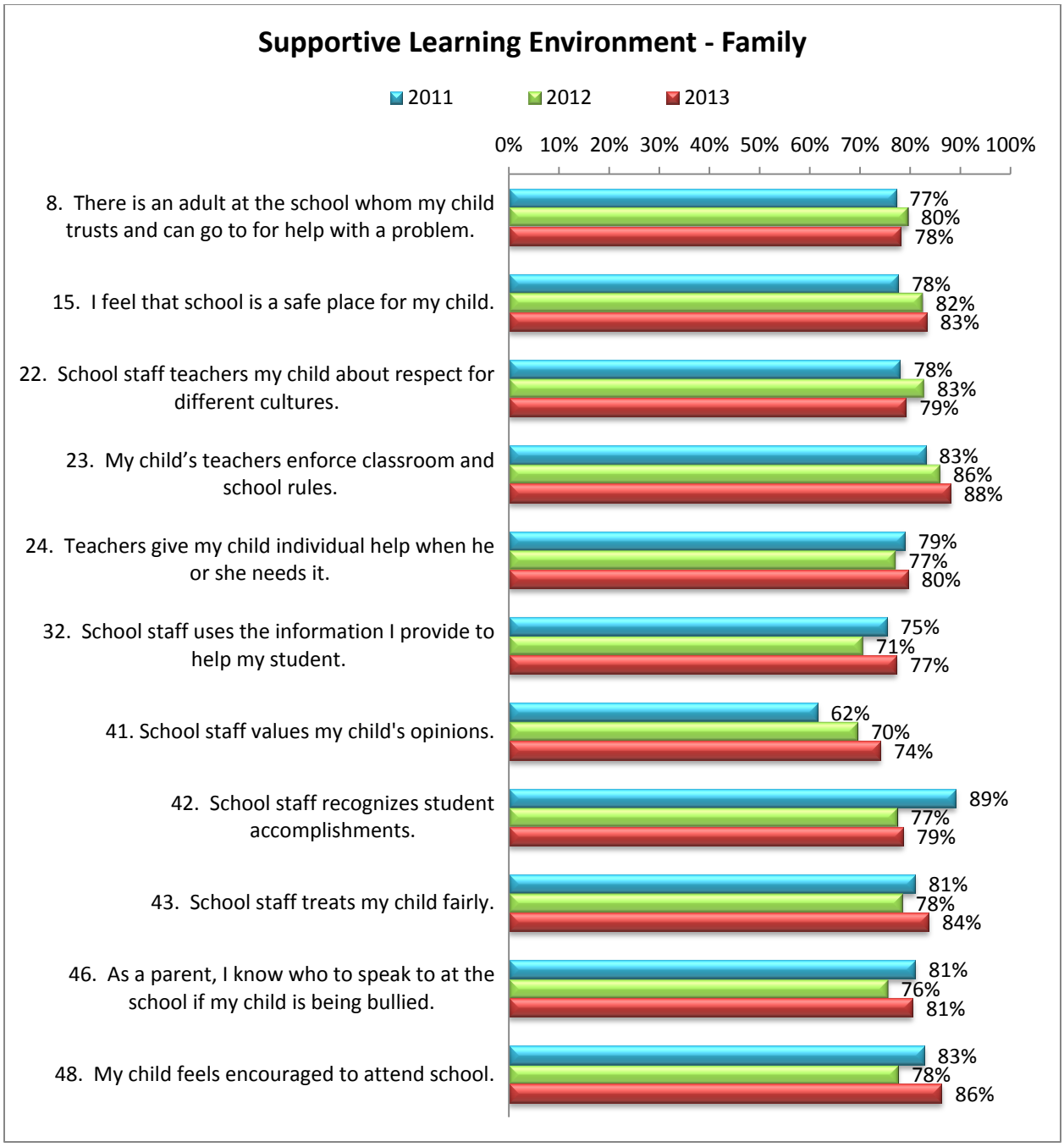
Focused Professional Development



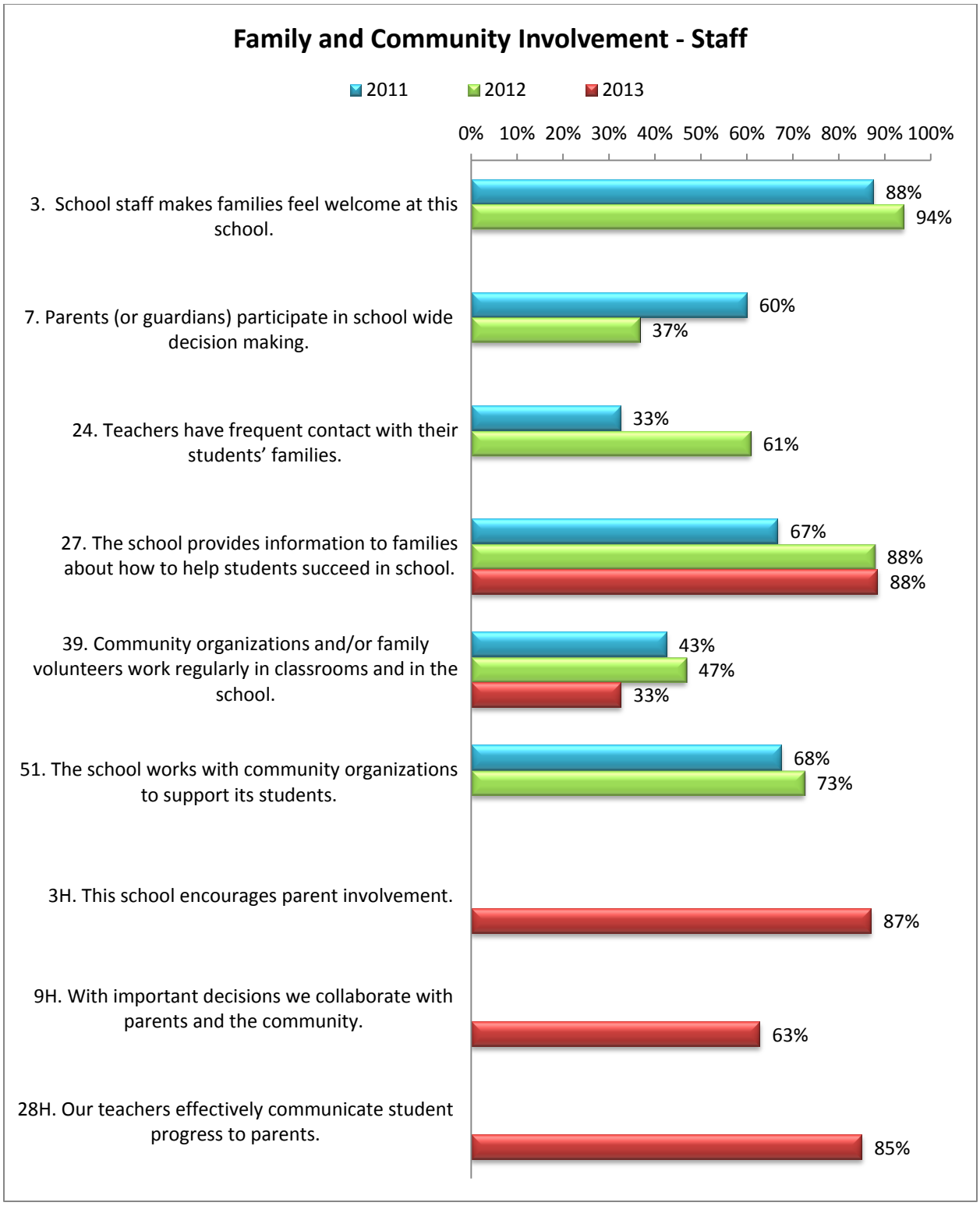
Supportive Learning Environment

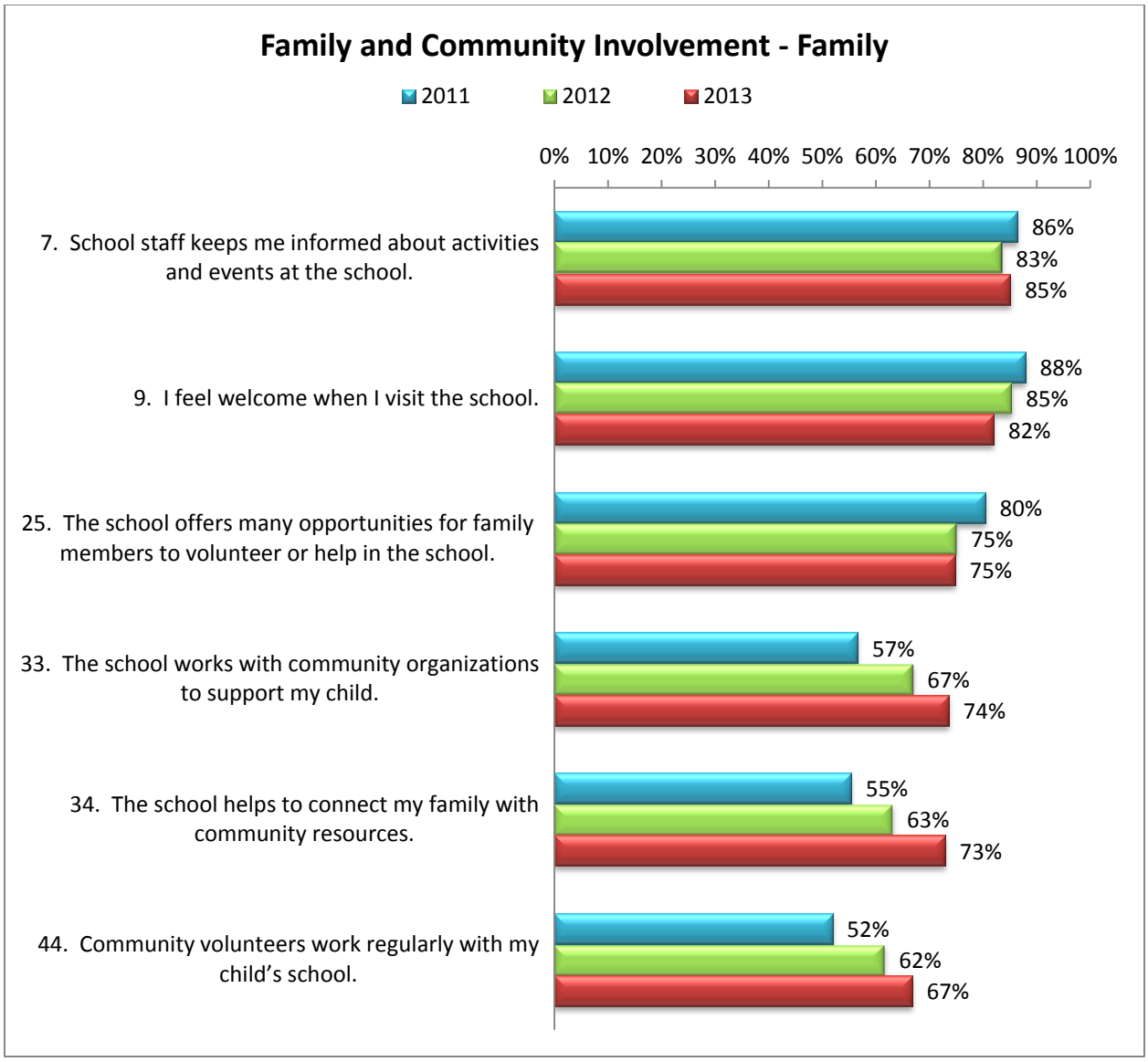



Supportive Learning Environment - Staff
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
1H. We honor agreements made with each other.
94%
16H. Students believe this school is safe place.
89%
41H. This school is orderly and supports learning.
91%
48H. Staff members enforce consistent behavior expectations and consequences in their classrooms.
84%
63H. Students believe the adults in this building genuinely care about them.
94%
65H. Staff at this school value and respect all students.
96%
66H. This school addresses issues of diversity in a timely and effective manner.
86%
70H. Staff enforce the bullying/harassment policy of this school.
89%



Family and Community Involvement


Family and Community Involvement - Staff
2011
2012
2013
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
3. School staff makes families feel welcome at this school.
88%
94%
7. Parents (or guardians) participate in school wide decision making.
60%
37%
24. Teachers have frequent contact with their students' families.
33%
61%
27. The school provides information to families about how to help students succeed in school.
67%
88%
88%
39. Community organizations and/or family volunteers work regularly in classrooms and in the school.
43%
47%
33%
51. The school works with community organizations to support its students.
68%
73%
3H. This school encourages parent involvement.
87%
9H. With important decisions we collaborate with parents and the community.
63%
28H. Our teachers effectively communicate student progress to parents.
85%


Family and Community Involvement - Family
2011
2012
2013
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
7. School staff keeps me informed about activities and events at the school.
86%
83%
85%
9. I feel welcome when I visit the school.
88%
85%
82%
25. The school offers many opportunities for family members to volunteer or help in the school.
80%
75%
75%
33. The school works with community organizations to support my child.
57%
67%
74%
34. The school helps to connect my family with community resources.
55%
63%
73%
44. Community volunteers work regularly with my child's school.
52%
62%
67%

STAR Report for Required Action Districts

Lakeridge Elementary School

Renton School District

March 11 and 12, 2014

STAR Report for Required Action Districts

Prepared by

BAKER ▪ EVALUATION ▪ RESEARCH ▪ CONSULTING

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POWERFUL TEACHING AND LEARNING CLASSROOM OBSERVATION STUDY

WHAT IS POWERFUL TEACHING AND LEARNING?

Powerful Teaching and Learning® (PTL) is the name of the construct made up of the 15 STAR Indicators. This construct represents the basic elements of effective, cognitive-based, standards-based classroom practices. Powerful Teaching and Learning is derived from research conducted by The BERC Group involving the analysis of tens of thousands of classroom observations and standards-based student achievement scores. Our research demonstrates that when the Essential Components of Powerful Teaching and Learning are evident in classroom practices, student achievement is higher, regardless of poverty. The 15 Indicators that make up Powerful Teaching and Learning are organized into the STAR Instructional Framework.

WHAT IS THE STAR INSTRUCTIONAL FRAMEWORK?

The STAR Instructional Framework serves to help organize and operationally define effective classroom practices. STAR is an acronym that stands for *Skills*, *knowledge*, *Thinking*, *Application*, and *Relationships*. **S**kills and/or knowledge are manifested as the teacher provides opportunities for students to develop rigorous conceptual understanding, not just recall. **T**hinking is evident as the teacher provides opportunities for students to respond to open-ended questions, to explain their thinking processes, and to reflect to create personal meaning. **A**pplication of skills, knowledge, and thinking is evident as the teacher provides opportunities for students to make relevant, meaningful personal connections and to extend their learning within and beyond the classroom. **R**elationships are positive as the teacher creates optimal conditions for learning, maintains high expectations, and provides social support and differentiation of instruction based on student needs. The STAR Instructional Framework is the basis of the STAR Classroom Observation Protocol. Some people also refer to these four Components as the 4 Rs: Rigor, Reflection, Relevance, and Relationships.

WHAT IS THE STAR CLASSROOM OBSERVATION PROTOCOL?

The STAR Classroom Observation Protocol® (STAR Protocol) is the instrument used to measure the extent to which effective, cognitive-based, standards-based classroom practices are present in the classroom. One third of the Indicators (n=5) are designed to measure the extent to which the teacher initiates effective learning activities for students. Two thirds of the Indicators (n=10) are designed to measure the extent to which students are effectively engaged in their learning. The STAR Classroom Observation Protocol is scored on all 15 Indicators, all 5 Essential

Components, and Overall. The 4-point scoring scale represents the extent to which Powerful Teaching and Learning is evident during an observation period. The Indicator and Component scales range from 1-Not Observable to 4-Clearly Observable. The Overall score represents the extent to which the overall teaching and learning practices observed were aligned with Powerful Teaching and Learning. The 4-point scale ranges from1-Not at All, 2-Very Little, 3-Somewhat, and 4-Very.

HOW DO WE KNOW WE CAN TRUST THE DATA?

The BERC Group, Inc. has conducted over 30,000 classroom observations using the STAR Protocol. Validity and reliability have been a focus and priority during its development. We understand the importance of these data as well as the sensitivity of judging classroom teacher and student interactions. With that said, we want to make sure we "get it right." To make sure the STAR Protocol measures what it is supposed to measure, it was developed through a process that established the construct validity, concurrent validity, content validity, and face validity that is critical to such an instrument. Likewise, we continue to take measures to ensure reliability of scoring so we know scores are representative of classroom activities. Over a 10-year time period, the PTL construct has been tested through multiple exploratory factor analyses (alpha level .92 on the 15 STAR Indicators), has maintained a significant correlation with student achievement, and has remained unchanged over time. Two separate researchers score approximately every 10th observation to continually measure inter-rater reliability, which is currently .90.

HOW DO WE READ THE CHARTS?

Findings are reported in two ways: (1) STAR Indicators are organized around the 5 Essential Components of PTL; and (2) STAR Indicators are organized around the Washington State Teacher Evaluation Criteria. Crosswalks with the approved professional practices frameworks (Danielson/Teachscape, Marzano, and CEL 5D+) are available in Appendix A. The charts are color coded. Dark green shows the percent of classrooms observed that were Very aligned (Distinguished) with the Essential Component (STAR Charts), STATE Criteria (State Charts); or Powerful Teaching and Learning (Over All Charts). The light green shows the percent of classrooms observed that were Somewhat aligned (Proficient). The yellow shows the percent of classrooms observed that were aligned Very Little (Basic). The red shows the percent of classrooms observed that were Not at All aligned (Unsatisfactory). Dark and light green are viewed as positive results. The more green you have (preferably dark green), the better. A school should see the percentage of green increase over time. This would represent an increase in the amount of effective teaching and learning that is taking place in the school.

WHAT IS THE STAR AND STATE AVERAGE?

A comparison bar on the right of the chart represents either the STAR Average or the State Average. We provide the STAR Average to compare the extent to which the school's data are somewhat or very aligned with Powerful Teaching and Learning. The State Average compares the schools data to the average criteria scores. The STAR and the State Average are calculated from 11,269 classroom observations the first time data were collected in a school. If The BERC Group collected multiple years of data, only the first time collection is included in the averages. The averages are simply a gauge for where schools typically start out when measuring the extent to which teaching and learning activities are aligned with effective practices.

WHAT IS THE GOAL?

Given the methodology of the study it is somewhat unrealistic to expect to see evidence of PTL in every classroom during a study (we are only present in a classroom for about 30 minutes). Therefore 100% alignment is rare. Over the years, however, we have seen schools transform their instruction for students with the Component scores reaching 80% or more. We have suggested that a good goal is 80% alignment (Somewhat/Light Green and Very/Dark Green).

HOW CAN THESE DATA HELP IMPROVE STUDENT ACHIEVEMENT?

The STAR classroom observation data are unique. Most data that teachers use to improve school on a daily, weekly, and monthly basis are curriculum-related data. Common examples are state test scores, reading fluency data, end of unit tests results, end of course exams, common assessments set to curriculum benchmarks and pacing guides. Many schools have some sort of professional learning community (PLC) that meets to review student achievement data on a regular basis. We have found that *only* focusing on curriculum-related data often leads to curriculum-related solutions. For example, if we find out from an end-of-unit test students did not learn a certain concept up to standard, a teacher or group of teachers may decide to "redo" a chapter or two; that is, cover the information again. Another popular strategy is to look at student data and then re-direct the students to another teacher. This is commonly referred to as "Walk to Read" or "Walk to Math." There is nothing wrong, by the way, with many of these reactions to curriculum data. However, the fact remains curriculum-related data leads primarily to curriculum-related solutions: Redo the material.

Likewise, we have found that instructional data naturally leads to instructional solutions. The following PTL Classroom Observation Report can serve as an impetus for educators to identify instructional focus areas (***Instructional Habits***) they would like to work on as a whole staff or Professional Learning Community (PLC). If instruction is important, then we need to have instructional data to help us determine our intervention. The data contained in this report provide a school-wide view of the effective strategies being used throughout the school. These data are intended to help guide the school in developing Common Instructional Habits that help

all students learn. This report meets the requirements for Indistar Indicator IF08: *Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.*

WHAT IS THE DIFFERENCE BETWEEN THE STAR AND STATE CHARTS?

The source of data for all the charts starts with the 15 STAR Indicators. Fortunately, these Indicators can be organized in various ways to answer multiple instructional questions. The first set of charts (STAR), are organized around *Skills, Knowledge, Thinking, Application*, and *Relationships*. Given that schools and districts are in the process of implementing the new Washington State Teacher Evaluation system, we wanted to also organize the STAR Indicators around the 8 State Criteria as well. Because only the first six state criteria deal with actual instructional practices, we have aligned the STAR Indicators with Criteria 1-6. Criteria 7 and 8 are non-instructional (communication and collaboration) data.

A big difference between the state teacher evaluation data principals will gather around instruction and the STAR data is that the teacher evaluation is personal, private, and between the teacher and supervisor. The STAR data are school-level data designed to help identify areas for ongoing school-wide focus, regardless of where teachers are personally in their employment evaluation cycle.

HOW TO USE THE REFLECTION SHEET?

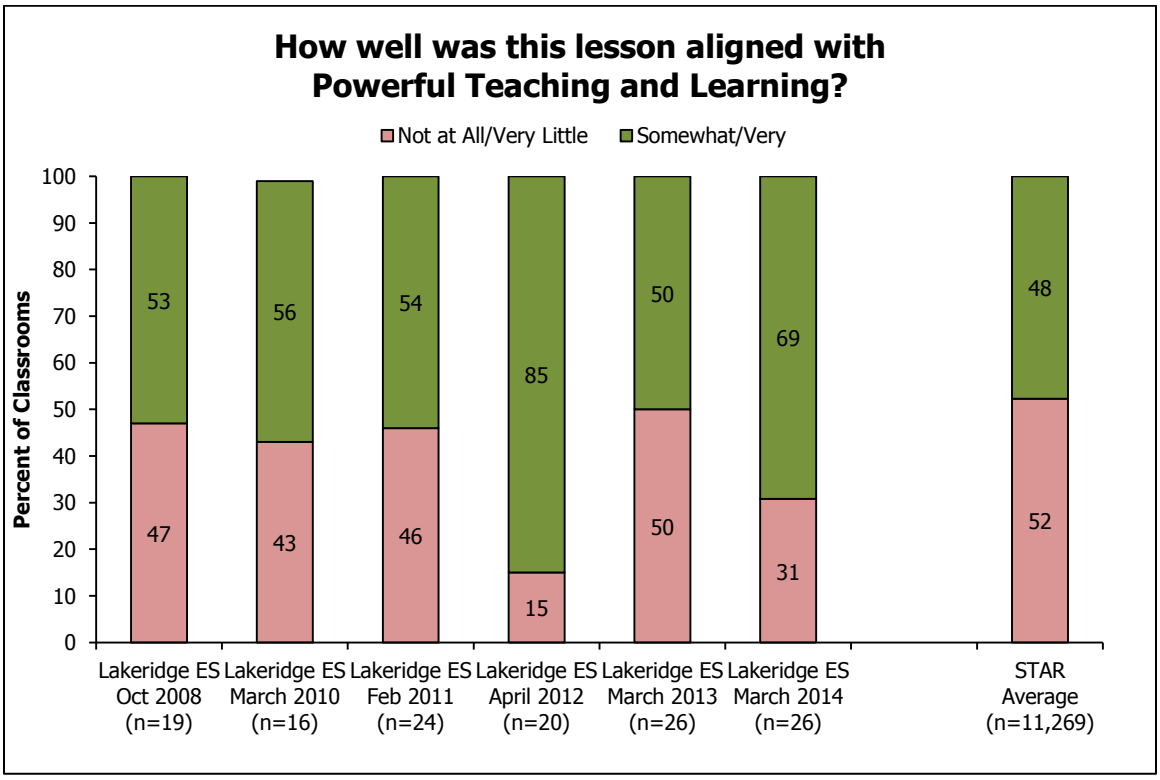
Using the Reflection Sheet to analyze the observation data can help the school set goals for school-wide focus related to instruction. By identifying the highest and lowest scoring components, criterion, and indicators, a school can narrow down an instructional focus. These data can help identify *Instructional Habits* that the whole school can focus on together. Whereas the individual teacher evaluation is about each individual teacher, the STAR data are about the school overall.

POWERFUL TEACHING AND LEARNING

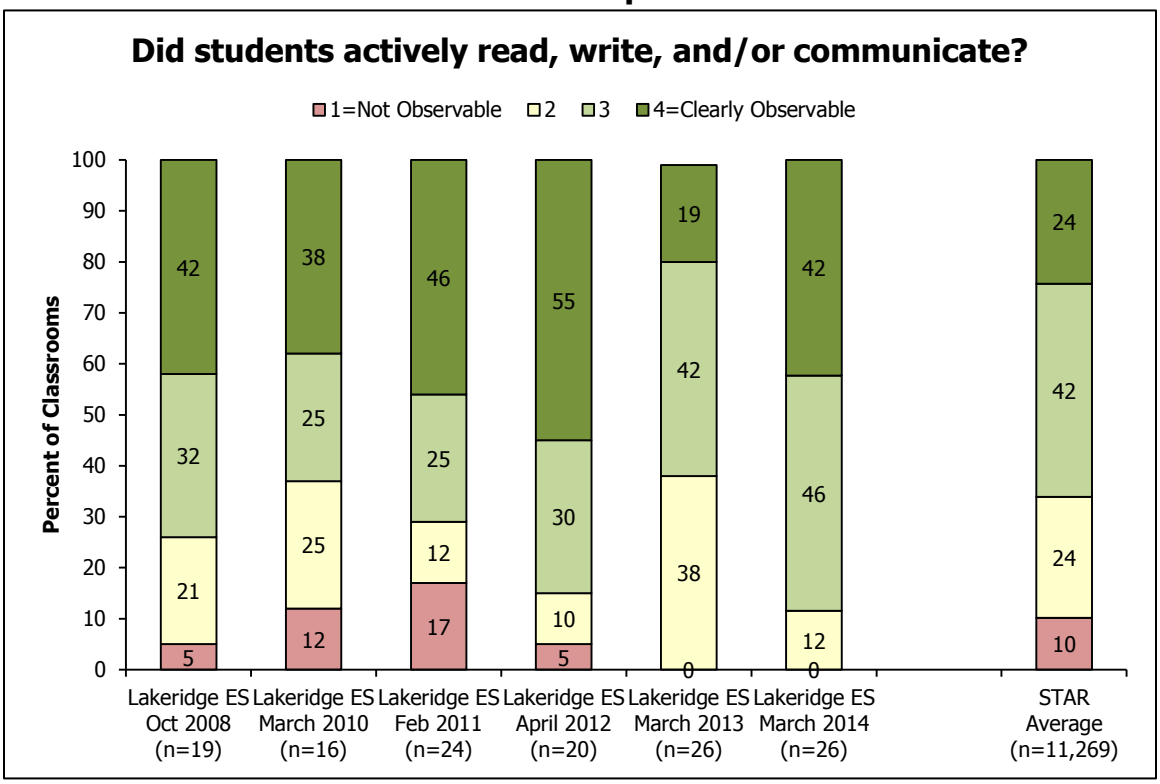
The Powerful Teaching and Learning STAR Instructional Framework is designed to contain all of the most important instructional language that a district may need to develop common instructional language. An instructional framework should include language from the teacher evaluation framework (Danielson/Teachscape, Marzano, CEL 5D+); from Common Core State Standards (Standards for Mathematical Practice and ELA Pedagogical Shifts); from Smarter Balanced (Argument Writing, Modeling); from Indistar School Indicators; and from other Instructional Models adopted by the district/school (GLAD, AVID, GRR, etc…). The STAR Framework includes elements of all of these and organizes them into a framework that educators can use to plan more effective lessons.

Figure 1 shows the extent to which classroom practices were aligned with Powerful Teaching and Learning during the study, combining *Somewhat* and *Very* aligned*.* During the most recent data collection, 69% of the classrooms observed were aligned with Powerful Teaching and Learning. The STAR Average is 48%. Figures 2-5 show Essential Component level scores. Figure 7 shows overall scores for each level of alignment: *Not at All, Very Little, Somewhat,* and *Very*. Results by Indicator are provided in Table 1.

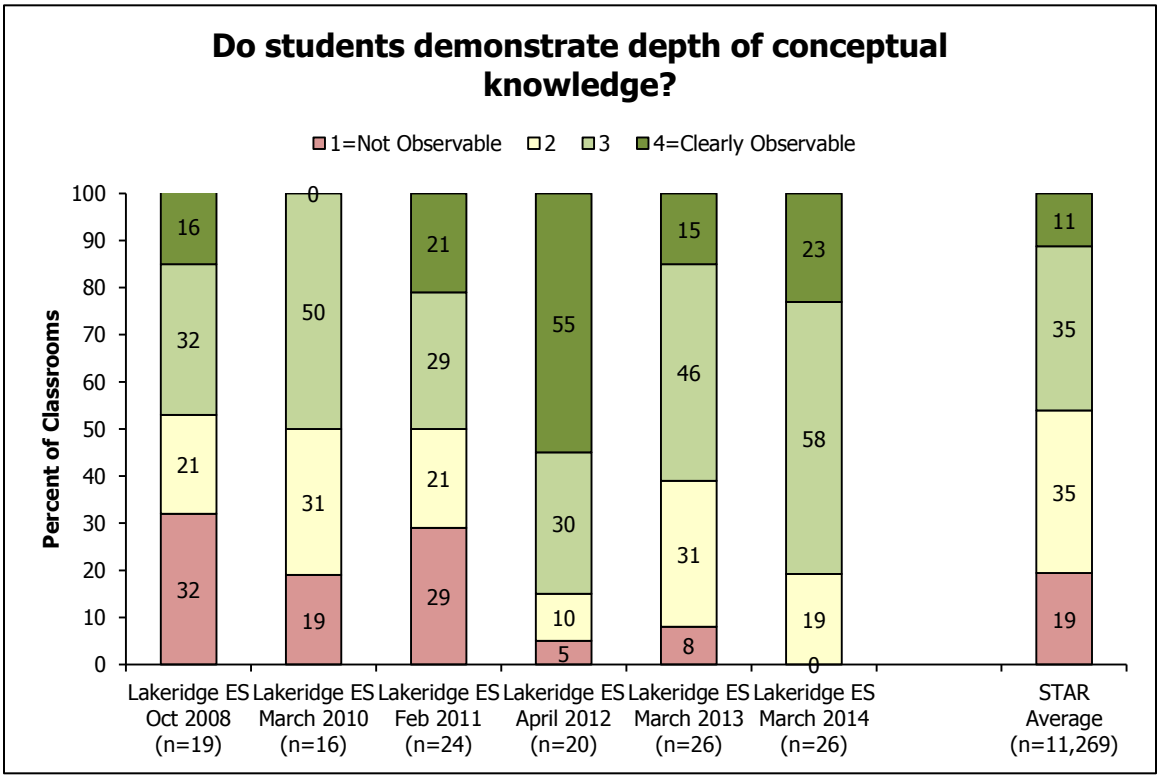
Overall Results



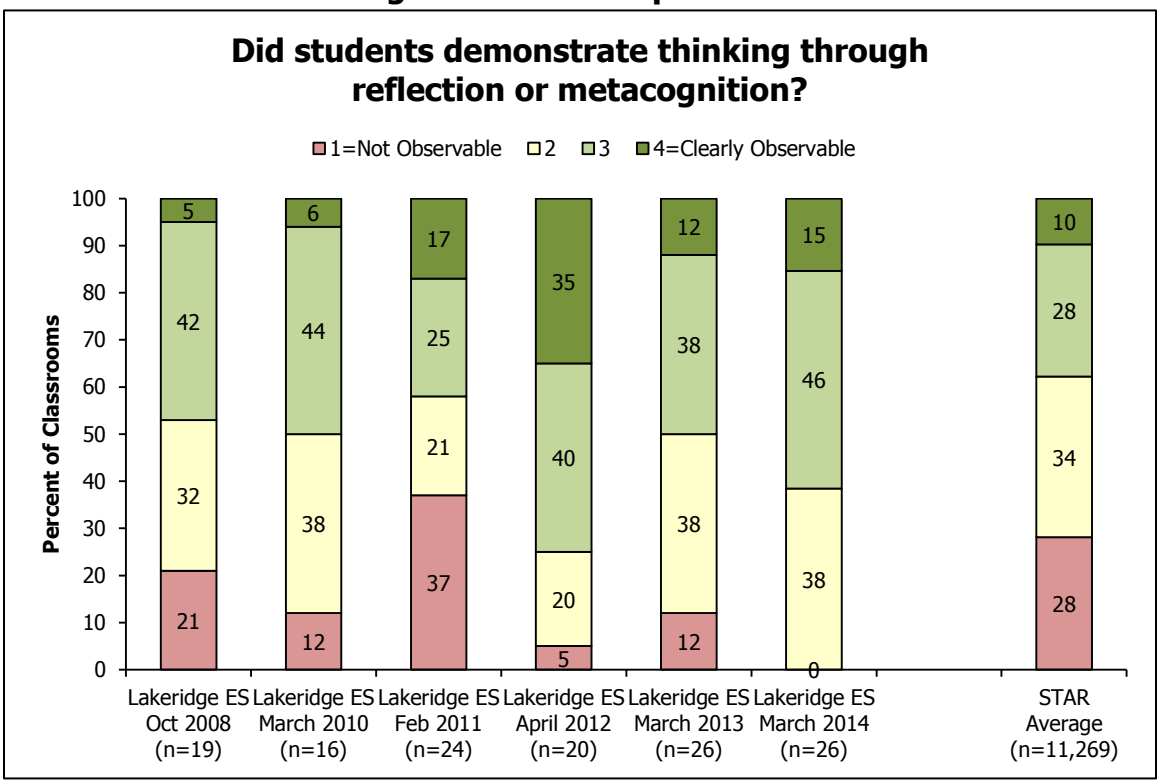
Skills: Essential Component Results



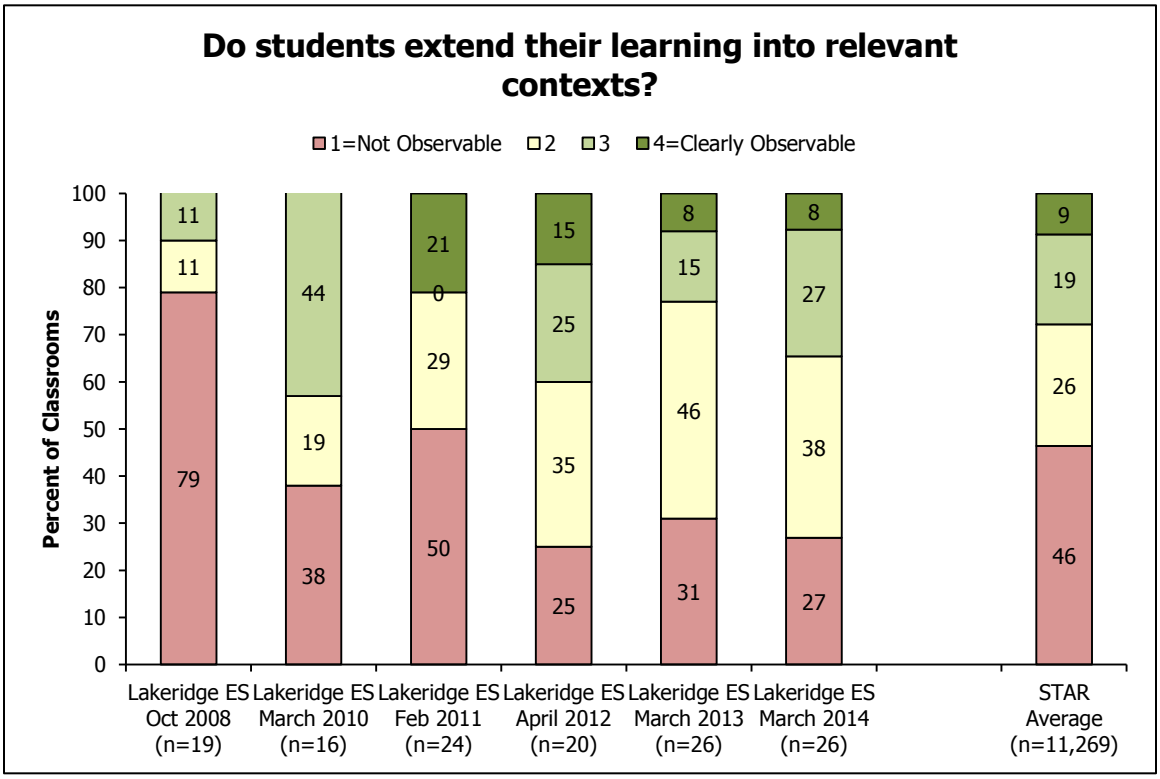
Knowledge: Essential Component Results



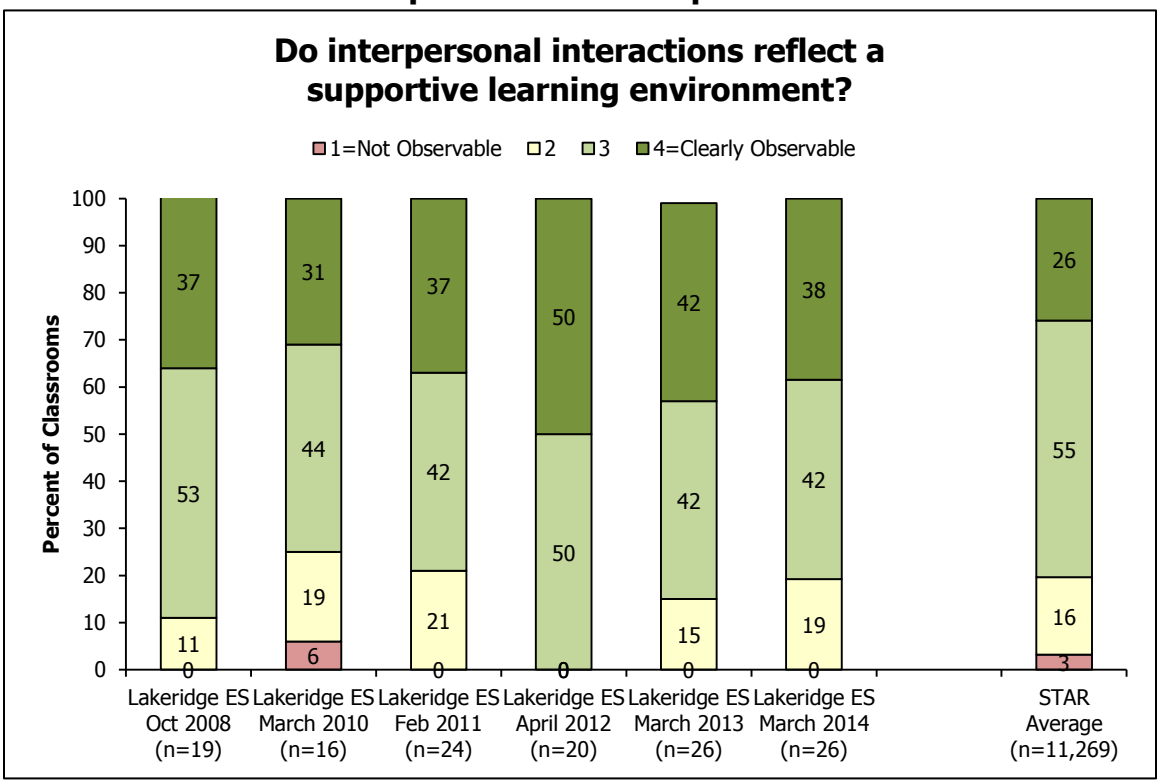
Thinking: Essential Component Results



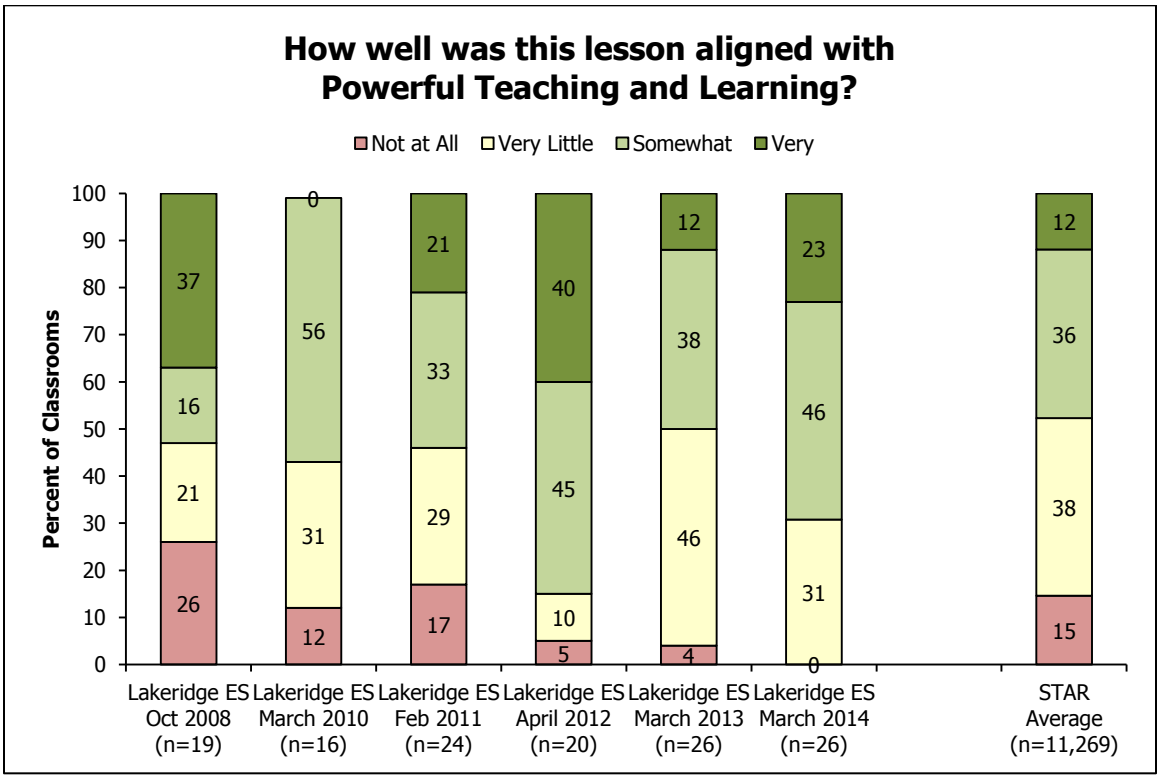
Application: Essential Component Results



Relationships: Essential Component Results



Overall (scales 1-4)



Disaggregated STAR Indicator Results

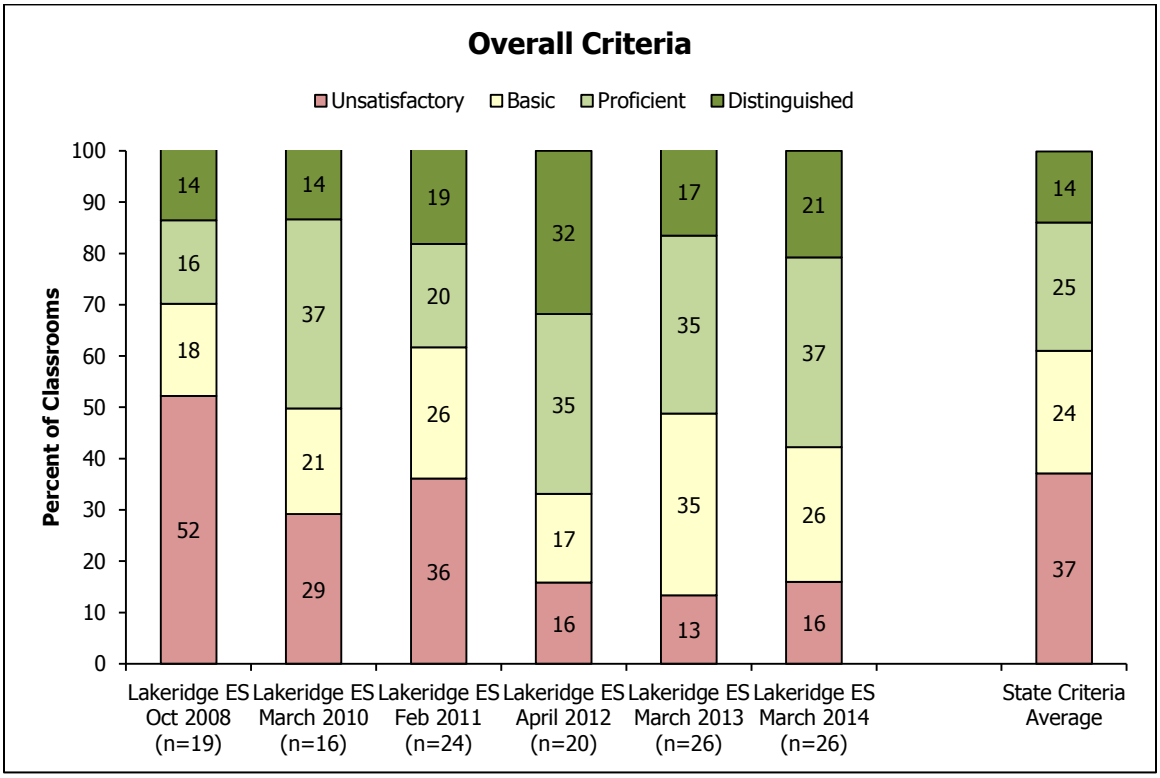
Skills Indicators	*1*	*2*	*3*	*4*
1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating.	0%	12%	42%	46%
			88%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	0%	15%	50%	35%
			85%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	4%	12%	35%	50%
			85%	
Knowledge Indicators	***1***	***2***	***3***	***4***
4. Teacher assures the focus of the lesson is clear to all students and that activities/tasks are aligned with the lesson objective/purpose.	8%	8%	58%	27%
			85%	
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%	23%	50%	27%
			77%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	0%	23%	54%	23%
			77%	
Thinking Indicators	***1***	***2***	***3***	***4***
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	0%	31%	54%	15%
			69%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	8%	42%	38%	12%
			50%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	8%	31%	42%	19%
			62%	
Application Indicators	***1***	***2***	***3***	***4***
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	31%	42%	23%	4%
			27%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	27%	38%	31%	4%
			35%	
12. Students produce a product and/or performance for an audience beyond the class.	96%	0%	0%	4%
			4%	
Relationships Indicators	***1***	***2***	***3***	***4***
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	8%	35%	58%
			92%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	31%	27%	31%	12%
			42%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	4%	15%	35%	46%
			81%	

Washington State Teacher Evaluation -- Criteria 1-6

In the aggregate, Criterion 1-6 scored at a moderate level, with 58% of classrooms scoring Proficient or Distinguished (see chart below). The Overall Criteria scores were calculated by averaging the 6 Criterion scores. By doing so, it weights some STAR Indicators as more important. For example Indicators 4, 10, 11, 14 are each included in three different State Criterion. That means these practices seem to be of greater importance in view of the teacher evaluation system, so they are weighted as such. These Indicators highlight the importance of relevance and relationships in classroom instruction. Figures 9 through 15 contain each Criterion separately.

The purpose of these charts is to show the extent to which instructional practices in a school are generally aligned with the State Teacher Evaluation Criteria around instruction. As a caveat, these scores represent how the instructional practices would likely score in the teacher evaluation process, not what the actual teacher evaluations would be. That is because a teacher's overall personnel evaluation will be made up of *instructional practices*, in addition to *artifacts* and *student growth measures*. Instructional practices are just one part of a teacher's overall evaluation. Therefore, interpret with care. The following charts account for and represent only the instructional practices.

By using the data in the following Criteria charts and the Indicator tables, educators can begin to narrow the focus around which school-wide instructional habits will yield the greatest impact.

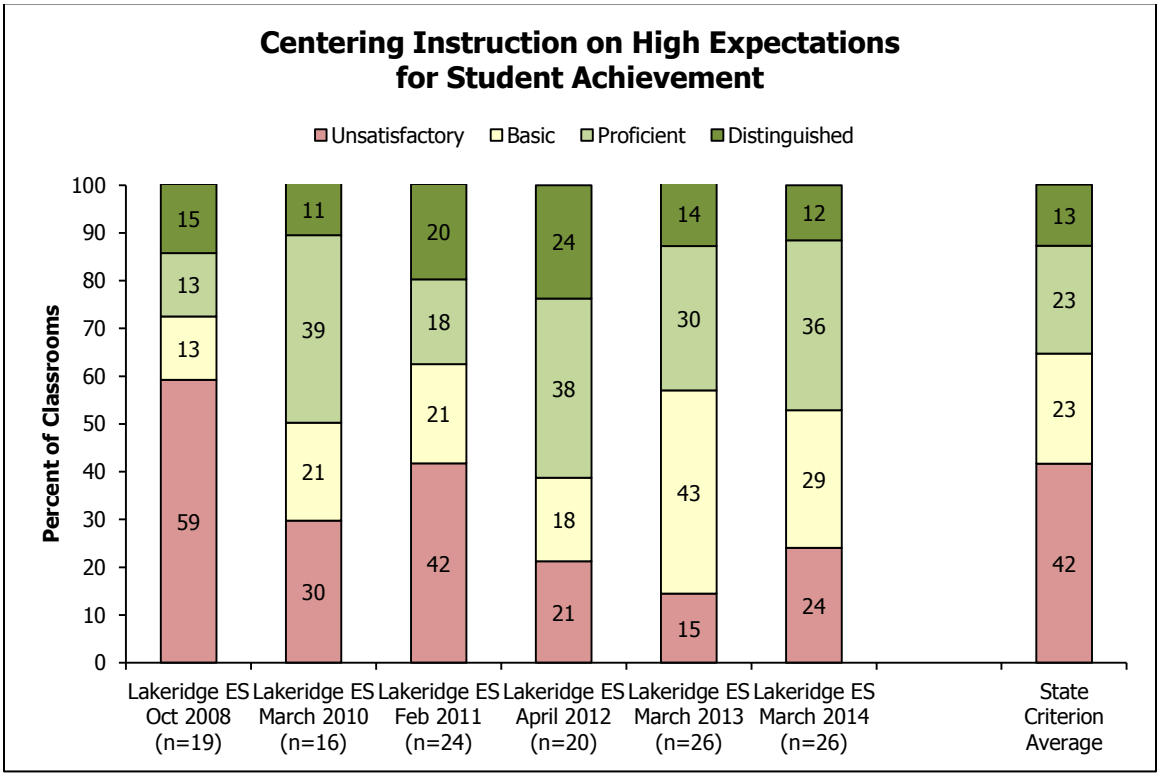


Washington State Teacher Evaluation -- Criterion 1

Centering instruction on high expectations for student achievement

KEYWORD: Expectations

The teacher communicates high expectations for student learning.



CRITERION 1: EXPECTATIONS	1	2	3	4
4. Teacher assures the focus of the lesson is clear to all students.	8%	8%	58%	27%
			85%	
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	31%	42%	23%	4%
			27%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	27%	38%	31%	4%
			35%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	31%	27%	31%	12%
			42%	

Summary

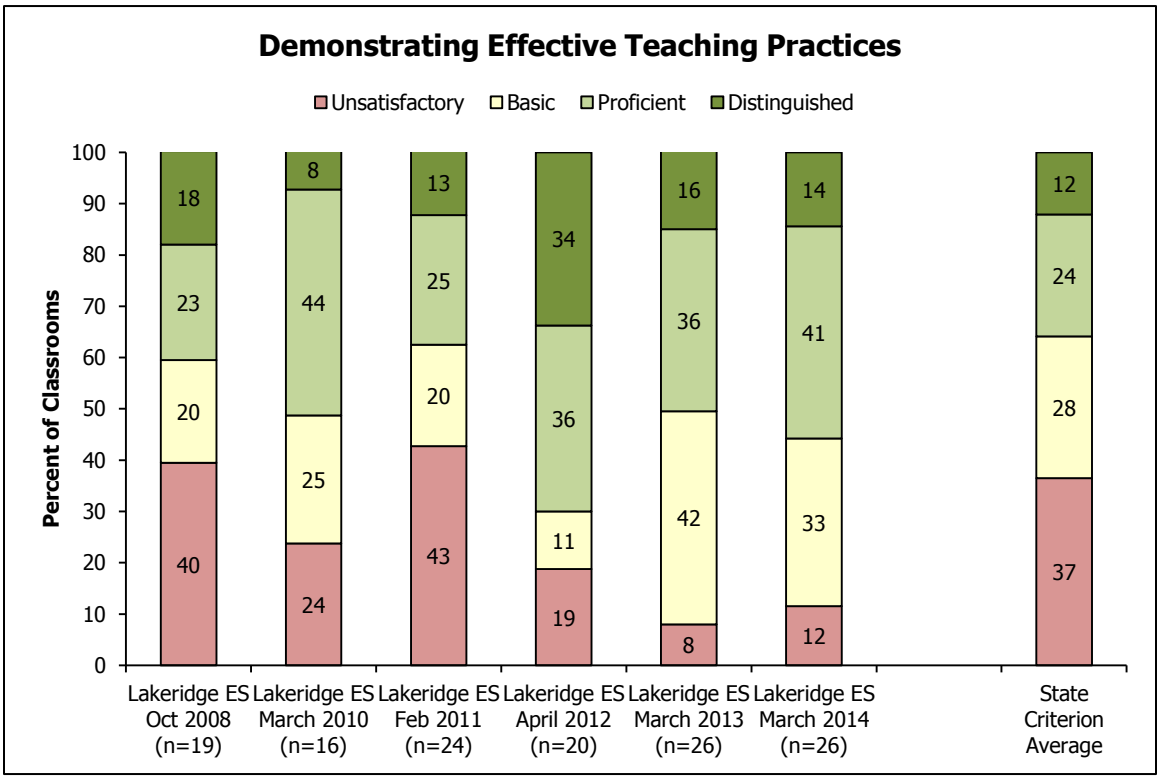
Criterion 1 scored at a moderate level, with 48% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers were aligning tasks and activities with a lesson objective/purpose that is clear to the students; relating lesson content to other subject areas, personal experiences, and contexts; helping students demonstrate meaningful personal connections by extending learning activities in the classroom; and giving students the opportunity to discuss the purpose collaboratively.

Washington State Teacher Evaluation -- Criterion 2

Demonstrating effective teaching practices.

KEYWORD: Instruction

The teacher uses research-based instructional practices to meet the needs of all students.



CRITERION 2: INSTRUCTION	1	2	3	4
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	0%	31%	54%	15%
			69%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	8%	42%	38%	12%
			50%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	8%	31%	42%	19%
			62%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	31%	27%	31%	12%
			42%	

Summary

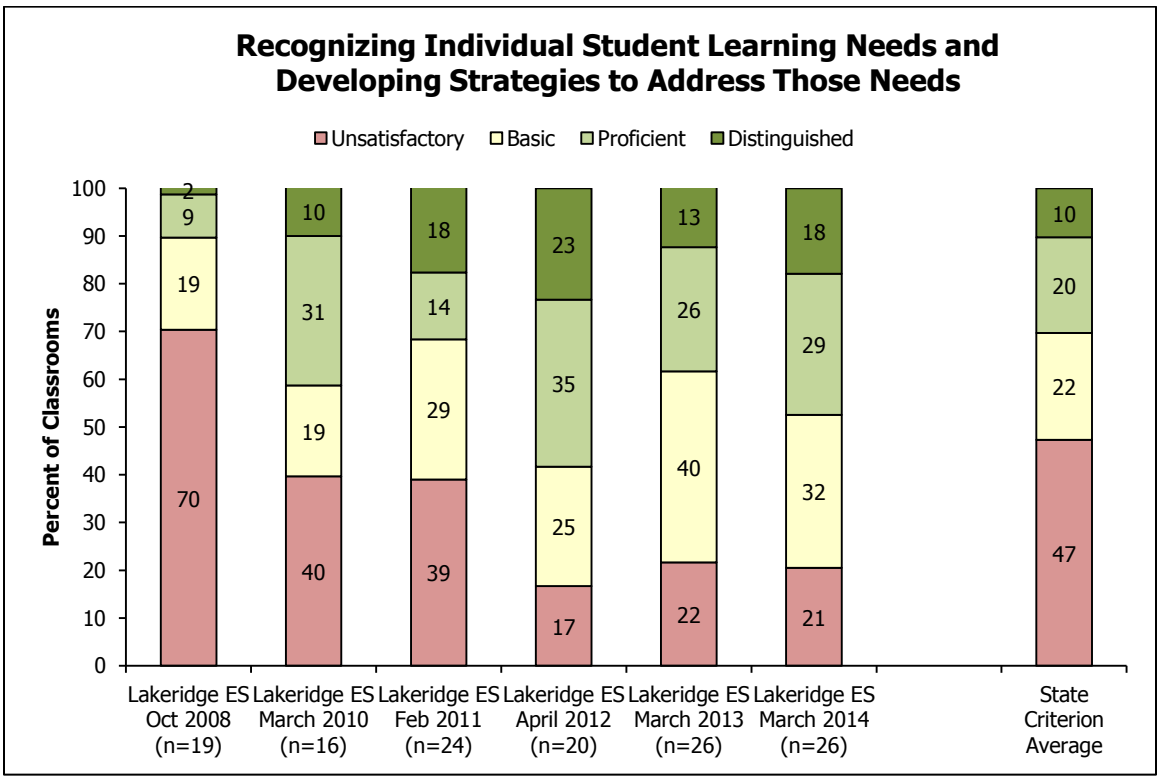
Criterion 2 scored at a moderate level, with 55% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are using a variety of questioning strategies, and students are developing effective thinking processes, reflecting on their own learning, and working collaboratively.

Washington State Teacher Evaluation -- Criterion 3

Recognizing individual student learning needs and developing strategies to address those needs.

KEYWORD: Differentiation

The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust practices by employing strategies that advance student learning.



CRITERION 3: DIFFERENTIATION	*1*	*2*	*3*	*4*
10. Teacher relates lesson content to other subject areas, personal experiences, and contexts.	31%	42%	23%	4%
			27%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	27%	38%	31%	4%
			35%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	4%	15%	35%	46%
			81%	

Summary

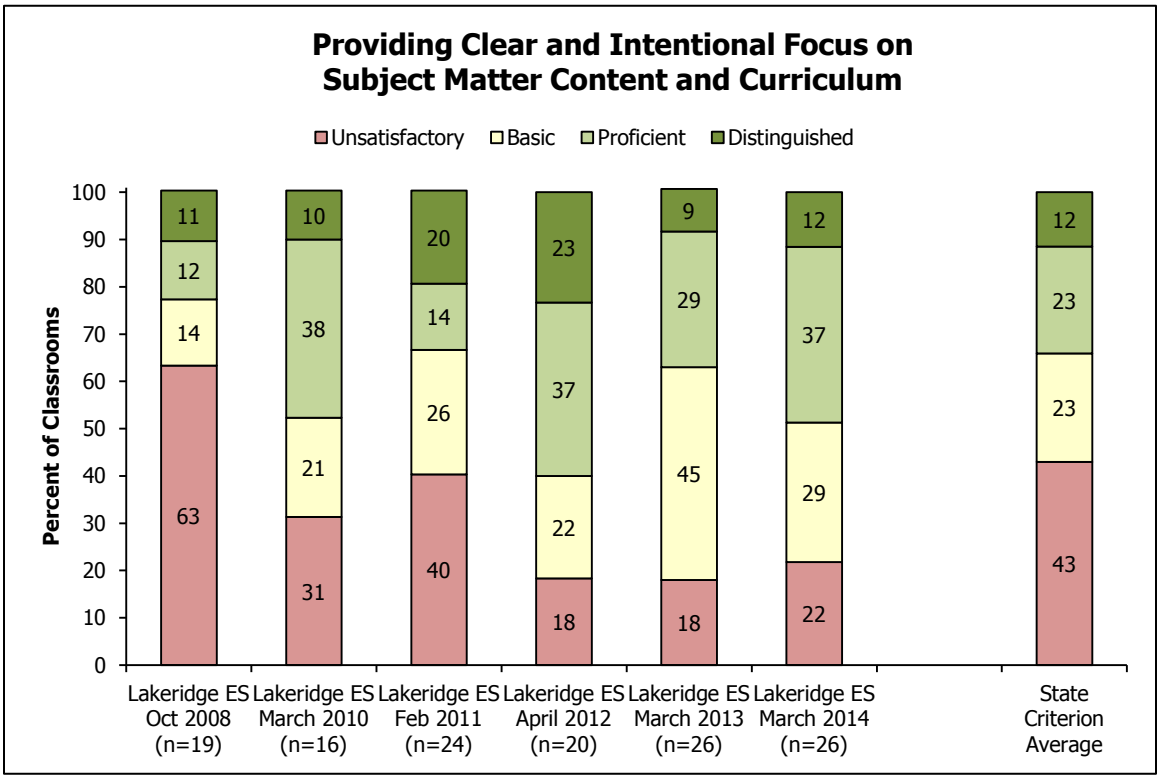
Criterion 3 scored at a moderate level, with 47% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are relating lesson content to other subject areas, personal experiences, and contexts, while students are experiencing differentiated instruction and demonstrating meaningful personal connections by extending learning activities in the classroom.

Washington State Teacher Evaluation -- Criterion 4

Providing clear and intentional focus on subject matter content and curriculum.

KEYWORD: Content Knowledge

The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.



CRITERION 4: CONTENT KNOWLEDGE	*1*	*2*	*3*	*4*
4. Teacher assures the focus of the lesson is clear to all students.	8%	8%	58%	27%
			85%	
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	31%	42%	23%	4%
			27%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	27%	38%	31%	4%
			35%	

Summary

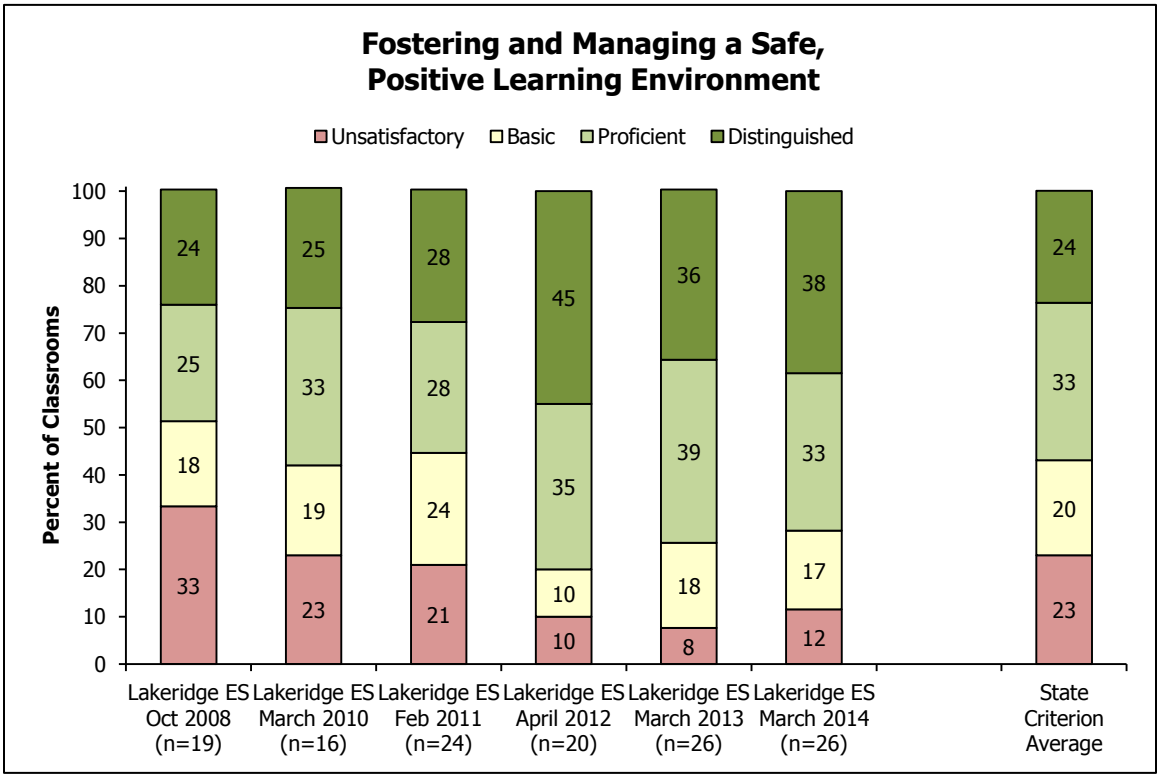
Criterion 4 scored at a moderate level, with 49% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are aligning tasks and activities with a clear lesson objective; relating lesson content to other subject areas, personal experiences, and contexts; helping students demonstrate meaningful personal connections by extending learning activities in the classroom.

Washington State Teacher Evaluation -- Criterion 5

Fostering and managing a safe, positive learning environment.

KEYWORD: Learning Environment

The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.



CRITERION 5: LEARNING ENVIRONMENT	1	2	3	4
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	8%	35%	58%
			92%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	31%	27%	31%	12%
			42%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	4%	15%	35%	46%
			81%	

Summary

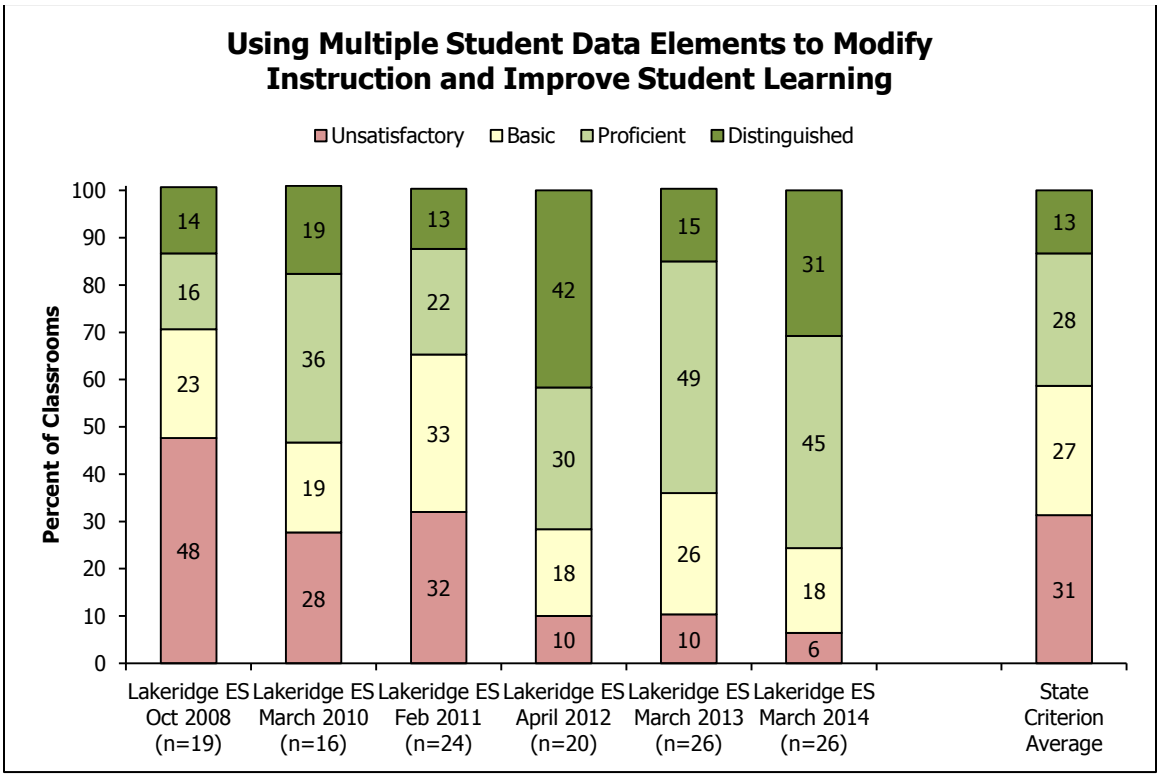
Criterion 5 scored at a high level, with 71% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are creating positive, inspirational, safe, and challenging academic environments; students have opportunities to work collaboratively to share knowledge, complete projects, and/or critique their work; and learning activities were adapted to meet the needs of learners.

Washington State Teacher Evaluation -- Criterion 6

Using multiple student data elements to modify instruction and improve student learning.

KEYWORD: Assessment

The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.



CRITERION 6: ASSESSMENT	*1*	*2*	*3*	*4*
4. Teacher assures the focus of the lesson is clear to all students.	8%	8%	58%	27%
			85%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	8%	31%	42%	19%
			62%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	4%	15%	35%	46%
			81%	

Summary

Criterion 6 scored at a high level, with 76% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are aligning activities and tasks to a clear lesson objective, students are demonstrating verbally or in writing that they are intentionally reflecting on their own learning, and students are experiencing instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).

Summary and Recommendations

Overall, researchers observed instruction aligned with Powerful Teaching and Learning® in 69% of the classes. When interpreting the data through the lens of the State Teacher Evaluation, the lowest scoring was Criterion 3, *Differentiation,* with 47% of classrooms scoring Proficient or Distinguished. All criteria scored in the moderate or high range. The highest of these was Criterion 6, *Assessment*, with 76% of classrooms scoring Proficient or Distinguished. Overall the results show improvements since baseline. While slightly below 2012 results, only 20 teachers were observed, and this should be taking into consideration. Building on these strengths, we recommend that staff members explore two specific criteria.

Criterion 1: Centering instruction on high expectations for student achievement.
Criterion 1 scored moderately on the protocol, with 48% of classrooms scoring Proficient or Distinguished. Researchers noted that the majority of classrooms (85%) posted and reviewed lesson objectives or targets with students (Indicator 4). However, researchers noted that fewer classrooms provided real world connections or extended the learning beyond the classroom (Indicator 10, 27%; Indicator 11, 35%). We recommend teachers enhance their lesson targets by discussing with students *why* the target is important. For example, after sharing the lesson target, teachers can ask students to turn and talk with a neighbor about what the target means to them or how they can use the concept in their own lives. This will also increase collaboration (Indicator 14, 42%), another component of Criterion 1. Throughout the lesson or at the end, the teacher can ask students if they have thought of other ways to use the concept in the real world. Another strategy to connect material beyond the lesson includes integrating multiple subjects into one lesson. Teachers can incorporate social studies or science subjects into English or mathematics, or they can collaborate with specialists to incorporate core subject material into music or other subjects. This method of differentiation also helps students who excel in subjects other than reading or math connecting with the material.

Criterion 2: Demonstrating effective teaching practices.
Criterion 2 scored moderately on the Protocol, with 55% of classrooms scoring Proficient or Distinguished. Researchers noted that teachers frequently asked higher order questions and encouraged students to reflect on their thinking (Indicator 7, 69%). However, students demonstrated critical thinking and reflection less often (Indicator 8, 50%; Indicator 9, 62%). We recommend teachers continue to ask higher order questions throughout the lesson but also find additional opportunities for students to demonstrate reflection and critical thinking. For example, when students are reading a story, they can fill out sticky notes with connections to the story. These can include text-to-self, text-to-text, or text-to-world connections. For younger grades, students can silently demonstrate they have made a connection with a hand gesture, which was observed in many classrooms. This lets the teacher know when students are making connections without interrupting the flow of the lesson. When appropriate, the teacher can ask students to share out some of their connections, either as a whole class or in pair-shares. Other strategies for increasing reflection and critical thinking include peer review and increasing discussion between students. When discussing an idea or new concept, we recommend teachers encourage their students to respond to each other, rather than addressing the teacher. By commenting on each other's ideas in a respectful way, students will learn to reflect on their own and their peers' thinking. This allows for more student-centered lessons.

APPENDIX A

STAR CROSSWALK TO ALL THREE STATE EVALUATION MODELS

The state of Washington has adopted three Professional Practices Frameworks (PPF) to guide the new teacher evaluation process. Each of the three models are organized around the 8 State Teacher Evaluation Criteria. The BERC Group cross walked all three models to STAR and then produced an aggregate crosswalk. The shaded, far left column in Table 11 provides information about the state criteria, key word, and STAR Indicators that align with each Criteria.

STAR Crosswalk Indicators

Model	**Danielson (Teachscape)**	**Marzano**	**CEL 5D+**
Descriptors	22 Total	31 Total	37 Total
CRITERION 1 ***Centering instruction on high expectations for student achievement.*** **Keyword: EXPECTATIONS** **STAR Crosswalk:** **K4, A10, A11, R14**	**3 Descriptors** **Model Focus:** *Purpose Collaboration* **STAR Crosswalk:** K4, T7, T8, A10, A11, R14	**4 Descriptors** **Model Focus:** *Purpose Environment* **STAR Crosswalk:** K4, A10, A11, R13	**5 Descriptors** **Model Focus:** *Purpose Collaboration* **STAR Crosswalk:** K4, T8, A10, A11, R14
CRITERION 2 ***Demonstrating effective teaching practices.*** **Keyword: INSTRUCTION** **STAR Crosswalk:** **T7, T8, T9, R14**	**2 Descriptors** **Model Focus:** *Cognition Discussion* **STAR Crosswalk:** T7, T8, T9, 14	**8 Descriptors** (Plus 24 Elements) **Model Focus:** *Knowledge Cognition Interest Discussion* **STAR Crosswalk:** S1, S2, K4, K5, K6, T7, T8, T9, A10, A11, R13, R14	**5 Descriptors** **Model Focus:** *Cognition Discussion* **STAR Crosswalk:** K4, K5, K6, T7, T8, A10, A11, R14

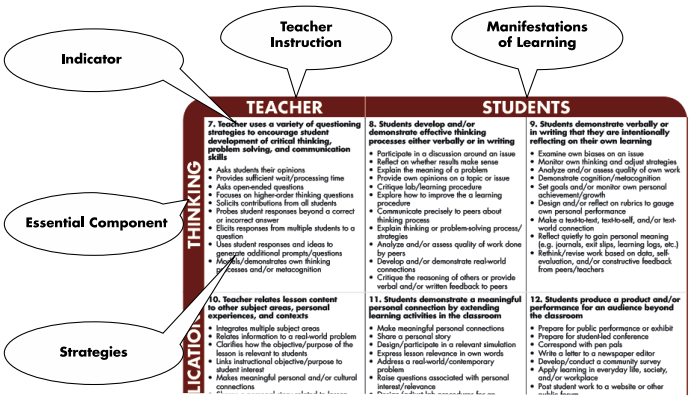
<u>CRITERION 3</u> ***Recognizing individual student learning needs and developing strategies to address those needs.*** **Keyword:** **DIFFERENTIATION** **STAR Crosswalk:** **A10, A11, R15**	**2 Descriptors** **Model Focus:** *Interest Differentiation* **STAR Crosswalk:** A10, A11, R15	**2 Descriptors** **Model Focus:** *Interest Differentiation* **STAR Crosswalk:** A10, A11, R15	**5 Descriptors** **Model Focus:** *Culture Differentiation* **STAR Crosswalk:** A10, A11, R15
<u>CRITERION 4</u> ***Providing clear and intentional focus on subject matter content and curriculum.*** **Keyword:** **CONTENT KNOWLEDGE** **STAR Crosswalk:** **K4, A10, A11**	**4 Descriptors** **Model Focus:** *Purpose Differentiation* **STAR Crosswalk:** K4, T7, A10, A11, R15	**2 Descriptors** **Model Focus:** *Targets Resources* **STAR Crosswalk:** S3, K4, A11, A12	**5 Descriptors** **Model Focus:** *Purpose Content* **STAR Crosswalk:** K4, K5, A10
<u>CRITERION 5</u> ***Fostering and managing a safe, positive learning environment.*** **Keyword:** **LEARNING ENVIRONMENT** **STAR Crosswalk:** **R13, R14, R15**	**4 Descriptors** **Model Focus:** *Environment Interactions* **STAR Crosswalk:** R13, R14, R15	**6 Descriptors** **Model Focus:** *Environment Interactions* **STAR Crosswalk:** R13, R14	**6 Descriptors** **Model Focus:** *Environment Interactions* **STAR Crosswalk:** R13, R14

<u>CRITERION 6</u> ***Using multiple student data elements to modify instruction and improve student learning.*** **Keyword:** **ASSESSMENT** **STAR Crosswalk:** **K4, T9, R15**	**3 Descriptors** **Model Focus:** *Outcomes Rubrics Differentiation* **STAR Crosswalk:** K4, T7, T8, T9, R15	**3 Descriptors** **Model Focus:** *Outcomes Rubrics Differentiation* **STAR Crosswalk:** K4, T9, R15	**5 Descriptors** **Model Focus:** *Outcomes Self-assessment* **STAR Crosswalk:** K4, T9
<u>CRITERION 7</u> ***Communicating and collaborating with parents and the school community.*** **Keyword:** **FAMILY and COMMUNITY** **STAR Crosswalk:** **A12**	**1 Descriptor** **Model Focus:** *Family* **STAR Crosswalk:** A12	**2 Descriptors** **Model Focus:** *Family Community* **STAR Crosswalk:** A12	**2 Descriptors** **Model Focus:** *Family* **STAR Crosswalk:** T9, A12
<u>CRITERION 8</u> ***Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.*** **Keyword:** **PROFESSIONAL PRACTICE** **STAR PROCESS**	**3 Descriptors** **Model Focus:** *Collaboration Pedagogy* **STAR Crosswalk:** PROCESS	**4 Descriptors** **Model Focus:** *PLCs PD Growth* **STAR Crosswalk:** PROCESS	**4 Descriptors** **Model Focus:** *Collaboration Pedagogy* **STAR Crosswalk:** R13, PROCESS

APPENDIX B
STAR FRAMEWORK

The STAR Framework for Powerful Teaching and Learning

Powerful Teaching and Learning™ is a catalyst for school-wide Second Order Change. Using the STAR Framework, educators internalize the concepts behind Powerful Teaching and Learning and learn to recognize them in classroom practice, before focusing on specific classroom strategies. Both cognitive science and school research point to common elements of instructional practice and student experience that correlate with higher student achievement scores. These elements are identified in the STAR Framework for Powerful Teaching and Learning and serve to help educators develop common language related to teaching and learning within schools.



	TEACHER	STUDENTS	
SKILLS	**1. Teacher provides an opportunity for students to develop and/or demonstrate skills** a. Requires elaborate reading/writing/speaking b. Asks students to produce poetry/essays/journals/research papers c. Asks students to complete response logs/lab reports/data tables/graphic displays d. Provides opportunities for modeling/diagramming/displaying/solving/demonstrating e. Provides opportunities for students to practice dialogue/debates/skits/presentations/arguments	**2. Students' skills are used to demonstrate conceptual understanding** a. Organize/sequence/categorize information b. Consider alternatives c. Interpret and/or evaluate d. Predict/hypothesize e. Compare/contrast f. Analyze cause and effect g. Develop model/simulation/original creation h. Understand and use stated assumptions i. Communicate conceptual understanding j. Practice Socratic dialogue k. Take extensive (e.g. Cornell) notes l. Participate in a discussion/debate/oral presentation	**3. Students demonstrate appropriate methods and/or use appropriate tools to acquire/represent information** a. Read and/or analyze text or other data b. Use manipulatives/maps/primary sources c. Conduct interviews or focus groups d. Identify information sources to be used e. Produce a piece of creative or expository writing f. Develop and/or use graph/two-way table/graphic organizer/thinking map g. Construct a written or visual explanation to a phenomenon h. Develop a visual (or other artistic) representation of information i. Use technology tools to explore and deepen understanding of concepts
KNOWLEDGE	**4. Teacher assures the focus of the lesson is clear to all students and that activities/tasks are aligned with the lesson objective/purpose** a. Aligns lesson with common core state standards, goals, and/or learning targets b. Assures students are aware of lesson objective/purpose c. Asks students to explain lesson objective/purpose to one another d. Assures students know how to meet the lesson objective/purpose e. Asks students to explain how activities/tasks align with the lesson objective/purpose f. Organizes lesson around a theme, guiding/essential question and/or an enduring understanding	**5. Students construct knowledge and/or manipulate information to build on prior learning, to discover new meaning, and/or to develop conceptual understanding, not just recall** a. Synthesize information b. Analyze/critically examine information c. Discuss a public issue d. Use evidence/data to support an opinion e. Arrive at a conclusion or interpretation f. Identify/discern a pattern or structure g. Represent information in a non-linguistic, (artistic/graphic/visual) format h. Generate their own ideas, questions, or hypotheses based on stated information i. Explore the truth of conjectures and/or justify conclusions	**6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding** a. Make distinctions b. Apply/explain/debate ideas c. Form generalizations d. Formulate coherent/complete questions e. Conduct a simulation f. Communicate using symbolic representation g. Demonstrate the use of vocabulary and fundamental concepts of a subject area h. Ask useful questions to clarify or improve an argument i. Participate in a literature circle or Socratic seminar

STAR2012

	TEACHER	STUDENTS	
THINKING	**7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills** a. Asks students their opinions b. Provides sufficient wait/processing time c. Asks open-ended questions d. Focuses on higher-order thinking questions e. Solicits contributions from all students f. Probes student responses beyond a correct or incorrect answer g. Elicits responses from multiple students to a question h. Uses student responses and ideas to generate additional prompts/questions i. Models/demonstrates own thinking processes and/or metacognition	**8. Students develop and/or demonstrate effective thinking processes either verbally or in writing** a. Participate in a discussion around an issue b. Reflect on whether results make sense c. Explain the meaning of a problem d. Provide own opinions on a topic or issue e. Critique lab/learning procedure f. Explore how to improve a learning procedure g. Communicate precisely to peers about thinking process h. Explain thinking or problem-solving process/strategies i. Analyze and/or assess quality of work done by peers j. Develop and/or demonstrate real-world connections k. Critique the reasoning of others or provide verbal and/or written feedback to peers	**9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning** a. Examine own biases on an issue b. Monitor own thinking and adjust strategies c. Analyze and/or assess quality of own work d. Demonstrate cognition/metacognition e. Set goals and/or monitor own personal achievement/growth f. Design and/or reflect on rubrics to gauge own personal performance g. Make a text-to-text, text-to-self, and/or text-world connection h. Reflect quietly to gain personal meaning (e.g. journals, exit slips, learning logs, etc.) i. Rethink/revise work based on data, self-evaluation, and/or constructive feedback from peers/teachers
APPLICATION	**10. Teacher relates lesson content to other subject areas, personal experiences, and contexts** a. Integrates multiple subject areas b. Relates information to a real-world problem c. Clarifies how the objective/purpose of the lesson is relevant to students d. Links instructional objective/purpose to student interest e. Makes meaningful personal and/or cultural connections f. Shares a personal story related to lesson content g. Demonstrates connection to a personal experience h. Connects lesson objective/purpose/outcomes to previous and/or future learning	**11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom** a. Make meaningful personal connections b. Share a personal story c. Design/participate in a relevant simulation d. Express lesson relevance in own words e. Address a real-world/contemporary problem f. Raise questions associated with personal interest/relevance g. Design/adjust lab procedures for an experiment h. Present work and/or finished projects to an audience in the classroom i. Articulate the purpose and/or relevance of a theme, project, problem, or question	**12. Students produce a product and/or performance for an audience beyond the classroom** a. Prepare for public performance or exhibit b. Prepare for student-led conference c. Correspond with pen pals d. Write a letter to an external audience e. Develop/conduct a community survey f. Partner with community members/businesses g. Apply learning in everyday life, society, and/or workplace h. Post student work to a website or other public forum i. Produce an informative or persuasive piece of work (essay, argument, play, brochure, etc.) j. Participate in a service-based learning project, job shadow, internship, and/or mentorship
RELATIONSHIPS	**13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment** a. Interacts positively with students b. Models and expects responsible behavior c. Provides challenging assignments d. Establishes a culture for learning e. Demonstrates knowledge of students f. Seeks knowledge of students (background, culture, interests, special needs) g. Organizes the physical space to maximize learning h. Develops an atmosphere of respect, rapport, sincerity, warmth, and/or humor i. Demonstrates flexibility and responsiveness to student needs j. Creates a welcoming environment where students feel safe, secure, and respected k. Assures routines and rituals are in place that allow students to work and move comfortably in the room	**14. Students work collaboratively to share knowledge, complete projects, and/or critique their work** a. Correct peer behavior when necessary b. Ensure all voices are heard in a discussion c. Take an active role in monitoring own behavior within a group d. Contribute to the management of instructional groups e. Practice active listening, extend discussions, enrich dialogue with peers f. Make comments and/or responds to peers in a positive and constructive manner g. Participate in writing groups/peer editing groups/reading groups/research groups/lab groups/problem solving groups h. Receive social support for learning through periodic grouping with peers (e.g. response partners, turn and talk, triads, small groups, think-pair-share, etc.)	**15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning)** a. Participate in enrichment and/or remediation activities b. Experience multiple ways to practice a concept and/or new learning c. Share own ideas, thoughts, and/or feelings relevant to lesson topic and/or task d. Make own choices about ways to approach learning tasks e. Progress through the lesson based on own needs rather than text progression f. Work in an environment that takes into account their background, culture, interests, or special needs

REFLECTION SHEET

GENERAL OBSERVATIONS, COMMENTS, AND QUESTIONS REGARDING THE DATA

SKILLS	(66%)_____%	↑ ↓	CRITERION 1	(34%)_____%	↑ ↓
KNOWLEDGE	(46%)_____%	↑ ↓	CRITERION 2	(34%)_____%	↑ ↓
THINKING	(37%)_____%	↑ ↓	CRITERION 3	(28%)_____%	↑ ↓
APPLICATION	(27%)_____%	↑ ↓	CRITERION 4	(33%)_____%	↑ ↓
RELATIONSHIPS	(80%)_____%	↑ ↓	CRITERION 5	(55%)_____%	↑ ↓
			CRITERION 6	(38%)_____%	↑ ↓

WHAT IS/ARE THE HIGHEST SCORING STAR ESSENTIAL COMPONENT(S)? _____

WHAT IS/ARE THE HIGHEST SCORING STATE EVALUATION CRITERIA? _____

WHAT IS/ARE THE LOWEST SCORING STAR ESSENTIAL COMPONENT(S)? _____

WHAT IS/ARE THE LOWEST SCORING STATE EVALUATION CRITERIA? _____

WHAT IS/ARE THE HIGHEST SCORING STAR INDICATOR(S)? _____

WHAT IS/ARE THE LOWEST SCORING STAR INDICATOR(S)? _____

WHAT ARE SOME AREAS (INSTRUCTIONAL HABITS) THAT WE COULD ALL FOCUS ON? _____

_____

_____

WHAT SHOULD WE DO NEXT? _____

_____

_____

Additional Notes

THE WASHINGTON STATE BOARD OF EDUCATION

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**Option One BEA Waiver Requests**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Should the requests presented for waivers of the minimum 180-day school year be approved, based on the criteria for evaluation in WAC 180-18-040(2) and (3)?
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Eight school districts request waivers under RCW 28A.305.140 and WACs 180-18-040 and 180-18-050 of the basic education requirement in RCW 28A.150.220(5) of a minimum 180-day school year. The districts are Bainbridge Island, Federal Way, Lopez Island, Napavine, Orient, Shoreline, Sunnyside and Wahkiakum. All of the requests are for renewals of current waivers. All but Shoreline's, which is for 2014-15 only, are for the next three school years. All are for professional development of staff except those of Bainbridge Island, which requests five days for parent-teacher conferences, and Sunnyside, which requests a total of seven days for a combination of parent-teacher conferences and professional development. In your packet you will find: • A memo summarizing the waiver requests. • The adopted school board resolution and application of each district. • A copy of WAC 180-18-040 • A worksheet for use in evaluating the requests on the basis of criteria in rule.

BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Consideration

Does each of the district requests for waiver of the minimum 180-day requirement merit approval by the Board, based on the criteria for evaluation in WAC 180-18-040? If not, what are the reasons, with reference to the rule, for denial of the request? If denied, what deficiencies in the application or documentation are there that the district might correct for possible re-submittal for Board approval at a subsequent meeting per WAC 180-18-050(2)?

Background

Option One is the regular 180-day waiver available to districts under RCW 28A.305.140. The statute authorizes the State Board of Education to grant waivers to school districts from the minimum 180-day school year requirement of RCW 28A.150.220(5) "on the basis that such waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student."

WAC 180-18-040(1) provides that "A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district." The Board may grant a request for up to three school years. There is no limit on the number of days that may be requested or granted. Rules adopted in November 2012 as WAC 180-18-040(2) and (3), establish criteria for evaluating the need for a new waiver and renewal of an existing waiver.

WAC 180-18-050 sets procedures that must be followed to obtain a waiver. A district must provide, in addition to the waiver application and a school board resolution, a proposed school calendar for each year of the waiver and a summary of the collective bargaining agreement with the local education association.

Summary of Current Requests

Bainbridge Island requests waiver of five days, varying in number by grade, for parent-teacher conferences in grades K-8. The request is for renewal of a waiver granted in September 2011 for an additional three years. The district states that full-day conferences increase student achievement because they protect instructional time, eliminate the disruption of schedule changes, allow teachers to focus on teaching and conferencing on the days devoted to them, and protect vulnerable children such as those with IEPs. The purpose is to maintain or increase student achievement in all areas, as measured by MSP and MAP at all grade levels. The change from the previous waiver plan is an additional day for conferencing

in grades K-12 to give parents meaningful data on student growth and progress toward state standards, and help them understand the shift to Common Core. Bainbridge says both the original and revised plans have had strong community involvement and support.

Federal Way requests three waiver days for the next three years for professional development of staff. The district received a waiver of seven days for review of student data, development of a district-wide RTI model, and other initiatives in July 2011. The new waiver plan would set time aside for staff to analyze state and local assessment data to develop goals for individual students and identify instructional and intervention needs. Federal Way names specific targets for student achievement, by subgroup, under the waiver plan, and identifies data that will be collected and monitored to measure progress toward the goals. It describes with specificity how the waiver supports elements of the district's school improvement plans. The main change from the previous waiver plan is that the district has narrowed its focus to identify the populations of students who are currently underserved and in need of customized plans and interventions to help those not meeting standards.

Lopez Island requests waiver of four days for the next three years for professional development. Proposed activities on waiver days include training for teachers on research-based instructional strategies, review of assessment data, continued development of an RTI model, and implementation of Common Core and TPEP. The district describes how waiver plans will be reviewed and adjusted after each year. Activities conducted on waiver days, it says, are called out in school improvement plans. Lopez Island describes how the previous waiver, granted in 2011, was used. The change between the new waiver plan and the last is implementation of Common Core and TPEP and work on RTI at the secondary level.

Napavine requests waiver of four days in each of the next three years for specified professional development activities. This would be renewal of a waiver of four days granted for a well-elaborated district plan in May 2011. Napavine says its "purpose and goals for the waiver days are to provide time for our staff to implement the student growth components of the new teacher evaluation system, and align those goals with improvement plans identified within our school and district improvement plans." The district says the present waiver plan is particularly motivated by a need to raise student achievement among ELL and students from low-income families. It names immediate targets for improvement on state assessments in reading and math, and describes data that will be monitored to determine whether goals are met in each area. Activities on waiver days are linked to school improvement plans. The district provides a detailed explanation of how well the purposes and goals of the prior waiver plan were met. The principal changes in the new plan from the prior one are the closer focus on ELL and low-income students and the greater attention to data analysis.

Orient requests five days for three years for professional development activities. Approval would renew a waiver of five days granted in May 2011. Orient's stated purpose is to give staff needed time in concentrated blocks for student academic improvement through several means, including building a strategic plan with specific and measurable goals, strengthening instructional strategies to support individualized learning, improving technology skills and systems to support differentiated instruction, and implementing an effective TPEP program. Orient states that if this collaborative work were to be done during school days with students in attendance, it would have to hire substitute teachers, it would be a significant burden given the district's remote location, and disruptive to student learning. It describes how activities under the waiver will be monitored and revised on an ongoing basis with reference to assessment data. The effect of professional development under the prior waiver plan, it says, is evidenced by documented student achievement gains. The proposed change from the prior

plan is a shift of emphasis to better alignment of instruction with Common Core, evaluation of teacher effectiveness through TPEP, and what it terms assessment literacy.

Shoreline requests waiver of five days for the 2014-15 school year for professional development on Common Core and Next Generation Science Standards, and for development of instructional delivery models to meet the needs of an increasingly diverse and low-income student population. Shoreline sets out detailed goals of the waiver for student achievement, by subject, assessment and subgroup, with specific targets for growth and proficiency ratings on the Washington Achievement Index. It provides data in tabular form showing the achievement gaps it aspires to close and targeted Annual Measurable Objectives. Activities and goals for staff professional development are well detailed. It explains how the waiver supports school improvement plans, and how those plans are reviewed and updated annually to be responsive to changing needs. Shoreline provides a detailed description of how the previous five-day waiver, granted in March 2011, was used, and presents data to show positive results for student achievement. Proposed changes from the previous plan are more in-depth professional development on Common Core, Next Generation Science Standards, and use of the Danielson Framework for Teaching. The district also will focus on increasing effort to close achievement gaps, eliminating disparities in enrollment by subgroup in advanced coursework, and ensuring that every student graduates career and college-ready by meeting newly adopted graduation requirements.

Sunnyside's request is for seven waiver days – four for parent-teacher conferences and three for professional development of staff – for the next three years. Under its previous waiver, granted in September 2011, Sunnyside has devoted two days in the fall and two in the spring to parent-teacher conferences. The district says that engaging parents in their children's education is especially crucial, in that 97 percent of its students qualify for free and reduced-price lunch, and many are from families where English is not the primary language at home. Holding conferences in full days has enabled them to achieve high and increasing rates of parent participation.

The other three days requested are for professional development activities focused on K-12 math, English language arts, English Language Learners, and Special Education for effective use of curriculum guides aligned with Common Core State Standards. Professional development will also be directed toward stronger understanding of the Center for Educational Leadership's Five Dimensions framework for teaching.

The student achievement data motivating the waiver are SBAC and EOC assessments in math, English language arts, and biology, which the district will monitor against annual targets. Sunnyside points to significant gains in its graduation rates over the last four years, which it attributes in part to the time permitted by its waiver to do quality professional development and training. While the waiver request is the same as before, the district says, "the urgency to connect with families and professional development needs are at an all-time high" in light of changing standards and assessments.

Wahkiakum requests waiver of four days for three years for professional development focusing on implementing Common Core, use of the Five Dimensions instructional framework, and data analysis. Specific needs for professional development will be identified by the results of the new teacher evaluation system. Consultants will be utilized to facilitate P-D activities. State and local assessment results will be used to determine success of the activities. Teachers will also be surveyed on the effectiveness of the professional development. Wahkiakum provides a brief but clear description of how waiver days were used under the previous waiver, granted in September 2011, with a shift of emphasis to math

curriculum and instruction in the last two years. Under the proposed new plan, it says, professional development activities will become more comprehensive with a focus on implementing Common Core and the instructional framework for teacher evaluation.

Summary of Option One Waiver Applications

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Teacher Days without Students	New or Renewal
Bainbridge Island	5	3	Parent-Teacher Conferences	Varying by grade	3	R
Federal Way	3	3	Professional Development	173	4	R
Lopez Island	4	3	Professional Development	176	3	R
Napavine	4	3	Professional Development	176	4	R
Orient	5	3	Professional Development	175	0	R
Shoreline	5	1	Professional Development	175	8	R
Sunnyside	7	3	Parent-Teacher Conferences, Professional Development	173	12	R
Wahkiakum	4	3	Professional Development	176	2.5	R

Action

The Board will consider whether to approve the district requests presented in the applications and summarized in this memorandum.

BOARD OF DIRECTORS
Mike Spence
Patty Fielding
Tim Kinkead
Mev Hoberg
Sheila Jakubik

SUPERINTENDENT
Faith A. Chapel

8489 Madison Avenue NE * Bainbridge Island, Washington 98100 * (206) 842-4714 * Fax: (206) 842-2928

RESOLUTION 05-13-14

A RESOLUTION of the Board of Directors of Bainbridge Island School District No. 303, Kitsap County Washington, to request a waiver for the 2014-15, 2015-16, and 2016-17 academic years from the 180-day school year requirement (RCW 28A.150.220) from the State Board of Education pursuant to RCW 28A.305.140, RCW 28A.305.141, and RCW 28A.655.180 (1), as provided for in WAC 180-18-030, WAC 180-18-040, and WAC 180-40-050:

WHEREAS the Bainbridge Island School District seeks a five (5) day waiver from the 180-day calendar for elementary, a four (4) day waiver for intermediate schools and two (2) day waiver for the middle school within the District for the purpose of implementing full-day parent/guardian/teacher conferences;

WHEREAS parents and staff have supported full-day parent/guardian/teacher conference schedule over the more traditional ten half-day schedule with early dismissals;

WHEREAS Bainbridge Island School District educators believe that the conference time with limited early dismissal disruptions, allowed by having full-day conferences twice per year at the K-6 level and once at the 7-8 level, creates a more productive teaching and learning environment;

WHEREAS the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes to permit schools to have schedules and programs that provide an effective educational system for all students or for individual schools in a school system (WAC 180-18);

WHEREAS the waiver for the purpose of full day conferences for K-8 schools supports increased academic achievement by: (1) eliminating ten half days of schedule changes in favor of full-days (less disruption for teachers and students and it protects instructional time); (2) allowing teachers to focus on teaching when teaching and conferencing when conferencing; (3) maintaining the focus on teaching and learning; (4) allowing for longer and more meaningful parent/guardian/teacher/student dialogue with a typical conference extended to 35-40 minutes rather than 20-25 minutes; (5) permitting the inclusion or partial inclusion of students in conferences; and (6) reducing the burden of families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

Adopted this 30th day of January, 2014.

BOARD OF DIRECTORS

Attest: Faith A. Chapel, Secretary to the Board of Directors

An Equal Educational and Employment Opportunity School District

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds• Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Bainbridge Island School District
Superintendent	Faith Chapel
County	Kitsap
Phone	206 780 1067
Mailing Address	8489 Madison Avenue NE Bainbridge Island, WA 98110
Contact Person Information	
Name	Julie Goldsmith
Title	Associate Superintendent
Phone	206 780-1067
Email	jgoldsmith@bisd303.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	no
If no, then which schools or grades is the request for?	Grades K-8
How many days are being requested to be waived, and for which school years?	
Number of Days	5 days for grades K-4; 4 days for grades 5-6; and 2 days for grades 7-8
School Years	2014-15, 2015-16, 2016-17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	3
Reduction	1
Remaining number of half days in calendar	2
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	yes

1. What are the purpose and goals of the Waiver?

   To provide meaningful time for parents and teachers to talk about student learning and growth of learning over time. The use of full day parent/guardian/teacher conferences increases academic achievement by: 1) protecting instructional time; 2) eliminating schedule changes and disruption (e.g., changes in specialist schedules) for teachers and students; 3) allowing teachers to focus on teaching when teaching and conferencing when conferencing; 4) protecting vulnerable children including those on IEPs and those receiving tutor and LAP services (typically these programs lose time or are cancelled altogether in order to provide contractual PCP time); 5) maintaining the focus on teaching and learning for an additional week each year; 6) providing more time for longer conferences, typically 35-40 minutes rather than 20-25 minute schedule during early dismissal; 7) providing for an option to truly include students in conferences; and 8) reducing the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

2. What are the student achievement data motivating the purpose and goals of the waiver?

   Current assessments demonstrate high levels of achievement in all content areas. Parent conferences will support continued parent partnerships to ensure a high level of parent support for student learning.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   Maintain or increase student achievement in all areas. The district will also conduct a survey of teachers and parents/guardians to determine the benefits and detriments of the full day conference schedule.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   Continue to analyze MSP data and Measure of Academic Progress (MAP) at all grade levels. The district is also participating in the Center for Educational Excellence surveys which gathers input from parents, students and staff on the effectiveness of the district and programs. This data is incorporated into district and school improvement plans.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   Conduct parent conferences with parents for all students Kindergarten through 8th grade. Many educators believed that full days of parent/guardian/teacher conferences, rather than early release days for conferences would produce a more uniform academic environment, which they believe is better for student learning. Consecutive early release days are disruptive to elementary and middle school routines. Schedules need to be revised to create planning time for every

teacher and to enable students with disabilities to access the resource room or related service providers, which can diminish the time devoted to core academics. Parents need to alter work schedules and/or find childcare. Teachers are often overwhelmed by the requirements of planning for teaching while conducting conferences.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   They will be the same activities.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   The district's commitment to best practice fuels the need for an alternative conference schedule. Copies of school improvement plans or the district improvement plan are available for review from the Curriculum and Instruction Office of BISD. Contact jgoldsmith@bisd303.org to request copies.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   A districtwide committee comprised of parents and staff developed the initial plan for revising the conference day schedule from half days to full days. Community and staff surveys were completed to assist in the development of the original plan to convert numerous half day conferencing into full day periods. Staff and parents felt this was a better use of instructional time.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   Link to CBA: http://bisd303.org/Page/3451
   - Early Release of 90 minutes is provided each Monday.
   - The last day of school is a half-day early release.
   - Staff are provided with 3 additional days prior to the start of school
   - Parent conferences:
     - Kindergarten/Fourth grade: 2 days in October, 3 days in March
     - Fifth/Sixth grade: 2 days in October, 2.5 days in January
     - Seventh/Eighth grade: 2.5 days in January

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	180 grades 9-12 178 grades 7-8 176 grades 5-6 175 grades K-4
Waiver days (as requested in application)	0 grades 9-12 2 grades 7-8 4 grades 5-6 5 grades K-4
Additional teacher work days without students	3
Total	183 – gr 9-12 181 – gr 7-8 179 – gr 5-6 177 – gr K-4

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	X		
2	Optional		X	
3	Optional			x
4	Optional			
5	Optional			
6	Optional			
7	Optional			

Check those that apply

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

   All days were used as planned for parent conferences.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

   Excellent results – our district continues to have strong partnerships with parents in the support of each child's learning.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

   We are requesting one additional day for our parents and staff at the kindergarten to fourth grade level. Teachers report the need for more time at the second conference period to provide parents with meaningful data on student growth and progress toward state standards. Much time is spent helping parents understand the shift in standards to the Common Core and the increased demand on students in literacy and mathematics.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan
   To provide meaningful time for parents and teachers to talk about student learning and growth of learning over time.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

   A districtwide committee comprised of parents and staff developed the initial plan for revising the conference day schedule from half days to full days. Community and staff surveys were completed to assist in the development of the original plan to convert numerous half day conferencing into full day periods. Staff and parents felt this was a better use of instructional time.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

FEDERAL WAY PUBLIC SCHOOL DISTRICT NO. 210
33330 8TH AVENUE SOUTH
FEDERAL WAY, WASHINGTON 98003

RESOLUTION: 2014-01

A **RESOLUTION** of the Board of Education of the Federal Way Public School District No. 210 requesting a waiver for Federal Way Public Schools, Grades K-12, of the minimum 180-day requirement for the 2014-2015, 2015-2016, and 2016-2017 school years (WAC 180-18-040 and WAC 180-18-050.)

WHEREAS, the Federal Way School District has three target goals for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, implementation of two major State Initiatives, CCSS, and Smarter Balanced Assessments coupled with the loss of three state funded learning improvement days; and

WHEREAS, in order to facilitate the kind of supportive learning environment for the restructuring and provide time for staff training, development, and planning on a consistent basis, a request is being made to waive the 180 days to 177 days; and

WHEREAS, the student contact hours would be over the state-required time maintaining an average of 1032 hours in Grades 1-12, and the teacher work hours would be according to the full teacher contract requirements; and

WHEREAS, the Agreement by and between the Federal Way School District and the Federal Way Education Association supports Data Days/Waiver Days; and

WHEREAS, the Washington State Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

NOW, THEREFORE, BE IT RESOLVED that the Federal Way Public School District No. 210 Board of Directors requests that the minimum 180 school-day-year requirement be waived for Federal Way Public Schools to allow for three non-student days which will include September 2, 2014, January 29, 2015, and May 1, 2015 with dates for the 2015-2016* and 2016-2017* school years yet to be determined. During this time students would not attend school in order to allow for staff participation in training for improved student achievement, student relationships, and student activities.

BY ORDER OF THE BOARD OF DIRECTORS OF THE FEDERAL WAY PUBLIC SCHOOL DISTRICT NO. 210, DATED THIS 25th DAY OF MARCH, 2014.

BOARD OF EDUCATION
FEDERAL WAY PUBLIC SCHOOL DISTRICT NO. 210

Attest: _____
Superintendent

_____
_____
_____
_____

*Dependent on negotiated calendar

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds• Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Federal Way Public Schools
Superintendent	Rob Neu
County	King
Phone	253-945-2000
Mailing Address	33330 8th Ave S. Federal Way, WA 98003
Contact Person Information	
Name	Cindy Black
Title	Executive Director of Elementary
Phone	253-945-2030
Email	cblack@fwps.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	3
School Years	3, 2014-15, 2015-16 and 2016-17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	2
Reduction	0
Remaining number of half days in calendar	2 (Day before Thanksgiving and Last Day)
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

   The purpose of the waiver is to provide time for teachers to deeply analyze specific assessment data including state assessments and progess monitoring through our district STAR and Fountes and Pinell assessments and classroom based assessments. The goal is for teachers to be able to use this data to develop goals for students and determine instructional and intervention needs.

   With the implementation of the CCSS underway we are also needing to increase the rigor of student learning tasks. This requires that teachers are even more prepared to scaffold instruction for students.

2. What are the student achievement data motivating the purpose and goals of the waiver?

   Data analysis of the state assessments for our district and schools paint a clear picture that we have more work to do in identifying and planning instruction to better meet the needs of our students.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   Reducing the number of students not meeting standard will be one measure of success. Additionally, in our district we have three clear targets focusing on students we have consistently underserved.

TARGET ONE: 100% of our incoming 9th Grade African American, Latino/a, and Native American students will be on track to graduate

TARGET TWO: 80% of English Language Learners (ELL) will enjoy reading and be reading at grade level by the end of Kindergarten; 90% by the end of the 1st grade; 100% by the end of the 2nd Grade

TARGET THREE: 100% of our African American, Pacific Islander, and Latino boys in Grades 3, 5, 8, &10 will: (a) see math as relevant and meaningful for their lives, now and in their futures and (b) be achieving at or above standard in math by the end of the school year

   Our success will be determined by how well we achieve these goals.

   Additionally, as a result of a new data warehouse our district has developed, teachers have real time access to student data set up as a dash board on their compute desk top, literally putting data in their hands so they can progess monitor.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   The district will collect Data Day Agendas and closely monitor district STAR and Fountas and Pinnell throughout the year. Additionally, district and individual school data resulting from the state assessment will be analyzed. The correlation between STAR and the MSP is strong so ongoing progress monitoring will enable us to see how well students are on track to achieve a passing level and to determine what additional intervention will be needed.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   Outcomes and expectations for each of the Data Days are collaborated on by the district leadership team. These are communicated to the school principal and school instructional coaches. The school planning team collaborates to build a robust agenda. Each principal submits their agenda to their supervisor who is able to monitor what is happening in each of the schools and can provide input as needed. Follow up school visits by the supervisor and other district leadership personell can monitor progress of plans that are developed for instruction. The Title/LAP Director also monitors student data collected by building interventionists.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   We are requesting a three day waiver for three years. All activities in the subsequent years are connected to those of the first year of the waiver in that they all follow a similar process for development, determining goals for the next Data Day, monitoring outcomes and plans, and reviewing on-going student data during the school year.

   At the end of each Data Day, we gather staff feedback regarding the day's outcomes and process. We take this into account when developing future agendas and take the instructional lans determined from the day to monitor implementation in the classrooms.

   The adoption of the CCSS and Smarter Balanced Assessment as well as the growth goals set by teachers as a part of the evaluation process will also assist in maintaining continuity.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   Our school improvement plans are aligned with the Nine Characteristics of High Performing Schools. The waiver specifically supports standards 1, 5, and 6: High standards and expectations for all students, Curriculum and Instruction, assessment aligned with state standards, and Frequent monitoring of learning and Teaching.

   School improvement plans are collected at the district level by their direct supervisor and the Title/LAP Director. Plans are reviewed and feedback is provided.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   Data Day waivers have been in place in the Federal Way Public Schools since 2002. Information is provided to our community through school newsletters and the district websites including social media. Our bargained agreement includes language about teacher involvement in the planning of the Data Days and the days have been easily scheduled as a part of our yearly calendar process.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   In the Federal Way Public Schools, with the approval of the waiver, will have 171 full instructional days, 4 conference days, 3 data days, and 2 early release days, one being the day before Thanksgiving and one on the last day of school. Our district does not have late start days. In addition, teachers participate in 4 required and 1 optional professional development days beyond the 180 day student calendar.

   http://www.federalwayea.org

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application) Includes two half days	173
Waiver days (as requested in application)	3
Additional teacher work days without students – conference days	4
Total	180

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X		
2	100%	X		
3	100%	X		
4	100%	X		
5	Optional			X
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

We have 4 required professional development days and 1 optional day for teachers. These days are used to support teacher learning in the areas of curriculum, instruction, and assessment, specifically the implementation of the CCSS, TPEP, Grading/Assessment, STAR and Fountes and Pinnell progress monitoring tools, and RTI. These days are critical in order for teachers to understand and prepare for what is expected of them.

The requested waiver days provide time to analyze student data from the building to the classroom level. It enables teachers to collaborate with their colleagues in order to develop strong learning plans for their students.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

   Our waiver days have been used as planned and reported. The staff at each building have analyzed school, classroom and individual student data to identify trends, successes, and needs. Following the data analysis staff develop plans designed to focus on the needs of students.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

   Our school leaders and staff are improving in their ability to analyze data and develop plans to support student learning, and as a result we are consistently serving 70% of our students based on AMO data.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

   What we have changed with this proposal is a narrowed focus specifically identifying the populations of students we under serve. Our schools and classroom teachers are naming and claiming each individual student who fall into our targeted areas. We believe that this focus will help us develop specific, customized plans and interventions so that we can reach the 30% of students who are not meeting standards.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

   Approval of our request for the continuation of our waiver will allow us to further develop our ability to analyze student data. Over the years we have learned to look deeper at what the data is telling us. We have improved in our ability to do something with the data that makes a change in the learning trajectory of students.

   By identifying specific, targeted groups of students we will have a laser like focus, enabling us dig deeper to truly understand the real problem and the action required to accelerate learning. Our new progress monitoring tools will support to the data analysis. The waiver will continue to

provide our teachers committed time allocated totally for the purpose of data analysis and developing plans.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Our waivered days have been in place since 2002 and have become a part of the culture. They are easily calendared as a part of our negotiated agreement. Schools communicate using their newsletters, websites, and social media around the use of the days and the expected outcomes. Overall our school community values and supports the days. Time is a precious commodity and we would not be able to accomplish what we do without the waiver.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Question #
Application Instructions

LOPEZ ISLAND SCHOOL DISTRICT NO. 144
86 SCHOOL ROAD
LOPEZ ISLAND, WA 98261

RESOLUTION NO. 7:2013-2014
A request for Waiver of Minimum 180-Day School Year

A RESOLUTION OF THE BOARD OF DIRECTORS of the Lopez Island School District 144, San Juan County, Washington, to request a waiver for students in grade K-12 from the minimum 180-day school year (WAC180-18-040) to 176 days, for the 2014-15, 2015-16, and 2016-17 school years.

WHEREAS, the Lopez Island School District Board of Directors recognize that:

1. Planning time is essential for staff to review and revise our K-12 curriculum and align with the Washington State EALRs in all core subjects; and

2. Ongoing staff training is necessary for effective development and revision of assessment strategies for reading, writing, math and science; and

3. Staff training is needed in the use of technology as an instructional tool; and

4. Training needs to be provided for classified employees to meet paraprofessional competencies and to assist certified employees in meeting the EALRs; and

5. Planning and collaboration time is a proven requisite to research and to analyze test and other student data so we can provide the best instruction practices which will improve student learning; and

6. Full days designated for curriculum development and staff training have been demonstrated to be more productive that providing early release days for the same purpose; and

7. The district will meet the minimum annual 1,000 and 1080 hours of instruction hour offerings (RCW28A.150.220 and WAC 180-16-215).

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18);

NOW, THEREFORE BE IT RESOLVED that the Board of Directors of the Lopez Island School District 144 does, hereby, request the minimum 180 school day requirement to be waived from 180 to 176 days for the 2014-15, 2015-16, and 2016-17school years.

Dated this 26th day of February 2014.

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Bill Evans, Superintendent

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds• Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Lopez Island School District
Superintendent	Bill Evans
County	San Juan
Phone	360.468.2202
Mailing Address	86 School Road Lopez Island Wa 98261
Contact Person Information	
Name	Bill Evans
Title	Superintendent
Phone	360.468.2202
Email	bevans@lopez.k12.wa.us
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4 days
School Years	2014-15, 2015-16, 2016-17
Will the waiver days result in a school calendar with fewer half-days? No	
Number of half-days before any reduction	6
Reduction	0
Remaining number of half days in calendar	6
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

1. Our goals are to:
2. Improve student academic success
    a. Provide training for teachers on research-based instructional strategies in literacy and mathematics.
    b. Review student achievement assessment data
    c. Develop plans to continue to implement a Response to Intervention model to assist students who are struggling
    d. Fully implement Common Core and TPEP
3. Increase student safety and supportive learning environment
    a. Provide training to staff about bullying, harassment, and boundary invasion
    b. Develop and maintain school-wide strategies to encourage student responsibility and to increase student self-confidence through mastery of subject matter
    c. Strengthen school-wide communications and climate
    d. Further strengthen school-wide safety and response preparedness

2. What are the student achievement data motivating the purpose and goals of the waiver?

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.
   Success in reaching stated goals will be measured as follows.
   1a. Training will be provided
   1b. Staff will review student data such as MSP/HSPE scores, M.A.P. testing results, and DIBELS assessments, as well as the new Smarter Balanced Assessment data.
   1c. A plan will be developed with three tiers of intervention strategies identified, and specific students will be identified for extra assistance.
   2a. Staff members will participate in online training modules with topic such as bullying and harassment and boundary invasion, as well as school safety and response preparedness
   2b. Staff discussions will take place about ways to encourage greater student responsibility, self-confidence, through mastery of subject matter.
   2c. Discussions and/or surveys will take place to determine strengths and challenges with communication and climate.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   The School Board, school administrators, and staff leadership will monitor progress related to this plan. Staff members will continue to evaluate student achievement scores. From these scores, we will review and revise our plan to meet student needs. HSPE, MSP, MAP, and Smarter Balanced scores will be reported to students, parents and the community.

   An observable increase in assessment scores and other data will provide positive evaluative evidence that we are being successful in our effort to improve student learning. Graduation rates will provide additional data about the success of the plan. Less than expected increases in test scores and other assessment data will provide prescriptive information to further inform instruction.

   Student safety and supportive learning environment data will be collected by surveys, and by reviewing student discipline data.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   Lopez Island School District is committed to improving instruction and increasing student achievement. Research confirms that the level of skill of a teacher is a critical factor in the academic success of students. Research clearly shows that an effective teacher can positively influence a student's academic learning. This waiver is intended to allow for professional development of our instructional staff in order to give them the tools needed to continue to positively impact student learning. Specifically, we intend to investigate those research-based strategies related to increased student achievement in literacy, and other core academics. Processes may include such things as direct instruction, text renderings, active reflection, and strategies to learn from exemplary schools who are utilizing effective best practices.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   At the conclusion of the school year and again in professional activities in the fall of each school year, the staff will collaborate in a variety of activities and venues. This time will include opportunities for reflection and planning regarding the activities associated with the waiver days. After the first year of the requested waiver, plans will be modified and adjusted for subsequent years, based upon evaluative assessment of the first year, to further enhance the effectiveness of the intended activities in years two and three. Staff will be integrally involved in analyzing and reflecting, and then planning for subsequent years of the waiver period.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   With the coming of Common Core and Smarter Balanced Assessment, and the implementation of TPEP, the need for ongoing professional development of our staff is critical. Therefore the waiver days represented in this application, if granted, will serve as the primary means whereby staff of Lopez Island will be able to meet for this purpose. The secondary and elementary Learning Improvement Plans are published on the District's website. The site is located at: http://www.lopezislandschool.org. The goals of the waiver directly support the school improvement plans, and you will note that the current waiver days are referenced within the plans.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   The Lopez Island School District is a small close-knit community, as evidence by the numerous community volunteers and school/community based committees involved with our District working to create a stronger school for our students. Parents and community members were active participants in the development of our District Strategic Plan, and are currently active in our ongoing improvement plans. Discussion and official consideration of this specific waiver request were provided in an open public board meeting.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   We have recently signed a two year agreement with the Lopez Education Association. That agreement includes two district-controlled professional development days for 2013-2014. A total of 2.5 "start up" days are scheduled at the beginning of the school year. Of these, one half day is designated for individual teacher choice. Certificated staff members participate in focused collaboration meetings weekly when students are dismissed 1.5 hours early. This early dismissal also allows for sports teams to schedule games. Finally, the current contract and calendar stipulates early dismissal of students for the first and last days of school, and prior to four holidays.

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	3
Total	183

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	X		
2	Optional	X		
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

    We are in need of waiver days for the expressed purposes described in question one, including the need for staff time to improve student academic success (teacher training for Common Core and TPEP, further development of RTI K-12, utilization of student progress data to inform instruction, etc.), and further development of efforts to increase student safety and supportive learning environments.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

   The previous waiver days were fully utilized for the stated purposes, including staff training, review of student progress data, development and enhancements of school safety and supportive learning environment efforts.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

   Training was provided (1.a), staff reviewed student data (1.b), initial work was completed toward intervention tier development (1.c), staff participated in on-line training modules (2.a), significant discussions were held regarding student responsibility (2.b), and discussions are held requarding climate and communication (2.c).

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

   We will continue with the good work initiated in the last waiver days and further enhance those efforts toward improving student learning and improving instruction, as well as efforts to work on school safety and climate, etc. In addition, these new waiver days will allow us to continue significant work toward implementation of Common Core and TPEP, as well as "RTI (at the secondary level).

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

   An important resource for any effective efforts toward staff development, training, etc... These waiver days have been, and will continue to be extremely valuable to us in our ongoing efforts.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

   Parents and community members are kept informed of student academic progress by newsletters, parent-teacher conferences, student report cards, and through our website. Professional work days without students are posted on the school website calendar, and are publicized in a weekly newsletter and on the school reader board. The general purposes/goals/activities for those days are also publicized. The School Board is consistently apprised of the professional development activities during public board meetings, to which the public and parents are always invited.

Last Steps:

- ✓ Please print a copy for your records.
- Mail or email the ~~school board resolution~~, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Napavine School District No. 14

TELEPHONE (360) 262-3303 • FAX (360) 262-9737
P.O. Box 840
Napavine, WA 98565-0840

RESOLUTION 13-14-08

WAIVER FROM MINIMUM 180-DAY SCHOOLYEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-030-050); and

WHEREAS, the Napavine School District School Improvement Plans for each school serving students in kindergarten through grade twelve have the goal of providing an effective educational system and enhancing the educational programs for all students; and

WHEREAS, the district staff, parent, and community surveys have established that staff need the additional time previously scheduled as early release days for parent conferences, and monitoring student academic growth which support the goal of all students progressing towards achieving standard; and

WHEREAS, staff and administration recommend continuing the waiver days to support these essential professional development activities; and

WHEREAS, the school district will offer the equivalent annual minimum program hour offerings as prescribed in RCW 28A.150.220; and

WHEREAS, we recognize that while this distribution of days results in a waiver request, the overall amount of learning time is equivalent and, in fact, more optimally structured on full instructional days rather than half days.

NOW THEREFORE, BE IT RESOLVED by the Board of Directors of the Napavine School District No. 14 hereby requests a four-day waiver from the minimum 180 day school year requirement under RCW 28A.150.220 and WAC 180-16-215 for the 2014-17 school years resulting in a 176 day school year for students in grades kindergarten through twelve. The District may or may not want to waive all four days every year, but wish to have that option open.

Adopted at a regular open public meeting of the Board of Directors held on March 17, 2014, the following Directors being present and voting therefore.

Napavine School District No. 14

Kasey R. Studebaker
Board President

Board Member

Board Member

Board Member

Board Member

Secretary to the Board

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

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Randy Dorn, *Superintendent of Public Instruction*

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	NAPAVINE SCHOOL DISTRICT
Superintendent	DR. RICHARD JONES
County	LEWIS
Phone	360-262-3303
Mailing Address	PO BOX 840 NAPAVINE, WA 98565
Contact Person Information	
Name	DR. RICHARD JONES
Title	SUPERINTENDENT
Phone	360-262-3303
Email	rjones@napa.k12.wa.us
Application type:	
New Application or Renewal Application	RENEWAL APPLICATION
Is the request for all schools in the district?	
Yes or No	YES
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4 DAYS EACH YEAR
School Years	2014-15, 2015-16, 2016-17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	18
Reduction	8
Remaining number of half days in calendar	10
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	YES

1. What are the purpose and goals of the Waiver?

   Our purpose and goals for the waiver days are to provide time for our staff to implement the student growth components of the new teacher evaluation system, and align those goals with improvement goals identified within our school and district improvement plans.

   We believe it is critical that teachers understand and know how to use student achievement data to improve student learning. Teachers must use data to guide instructional practices to make short-term and long-term instructional decisions, and provide timely feedback to students regarding their progress.

   In addition, over the next three years, our staff will be implementing the new state evaluation tool. Each year one third of our staff will transition to the new model. It is imperative that teachers know and implement the Marzano Instructional Frameworks that have been adopted by our school district.

2. What are the student achievement data motivating the purpose and goals of the waiver?

   The District has been using student achievement data from Measurements of Student Progress (MSP) High School Proficiency Exams (HSPE), and End-of-Course (EOC) exams, as well as from school and classroom assessments. From these assessments we have determined that, while overall student achievement in our district has risen in recent years, we continue to struggle with the performance of our Special Education students, and our students from low income families.

   The time provided by the waiver days will allow staff to continue to analyze student assessment data and to work collaboratively, developing the necessary interventions to support increased student achievement. The time will also provide opportunities for targeted professional development designed to train teachers on effective Marzano strategies and intervention strategies to meet student needs.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   After reviewing student progress on State assessments, we determined the following focus for 2014-15:

   Reading Target
   All students not meeting grade-level standards in reading, with a special emphasis on grades K-3, 7, and Special Education students.

   Math Target
   All 3-10 students who are not meeting grade level standards in math, with a special emphasis on Special Education students, and low income students.

   Because our secondary school is conducting the Smarter Balanced field test in Spring of 2014, we will rely on State assessments and classroom assessments for measuring student progress.

Once Smarter Balanced assessments is operational, and a new state accountability system is in place, we will define our annual and multi-year goals in line with expectations from the new accountability system.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   We will collect multiple forms of evidence to determine if we met our goals. Specifically, the following assessments will be used:

   Reading
   - DIBELS, grades K-6
   - Easy CBM, grades 1-6
   - Smarter Balanced Assessment, grades 3-8 and 11 beginning Spring 2015
   - High School Proficiency Exam, grade 10

   Math
   - K-6 assessments from Math Expressions
   - 7-8 assessments from Prentice Hall Math
   - End of Course Math exams in Algebra and Geometry
   - Smarter Balanced Assessment, grades 3-8 and 11, starting in Spring 2015

   Our district uses Homeroom, allowing all certificated staff to view student learning data in a variety of ways, including disaggregating by gender, ethnicity, meal status, and special programs. Staff are able to track the ongoing progress of groups of students, as well as individual students throughout the year.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   Our district has a TPEP Leadership Team, made up of K-12 teachers and administrators that plan the implementation of the new evaluation tool.Teacher leaders and a consultant provide professional development for the Marzano Instructional Frameworks.

   In addition, we use Professional Learning Communities (PLC's) as our primary learning structure for K-6 teachers, and 7-12 staff meet in departments. Principals and teachers meet during a large percentage of our waiver day time. Through this structured time, teachers will collaborate to align student learning goals to standards, implement Marzano instructional strategies and monitor and review student growth toward the learning goals.

   The time provided during waiver days will also allow opportunities for targeted professional development around Marzano Instructional Frameworks, and intervention strategies to support students not meeting standard.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   Improving teaching strategies is a long-term vision of the school district. In addition, we plan to upgrade our student data system, and this will require ongoing professional development for

certificated staff. The new Smarter Balanced Assessments will also require staff to insure curriculum is aligned with the new standards.

This work is very complex and does not occur in a single school year. We have made a long-term commitment to a clear focus on improving instructional practices in the district, and strengthening teacher skills in the use of data to guide instruction, and monitor students progress.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   Our School Improvement Plans are located on our District website at www.napa.k12.wa.us. The time provided by the waiver days gives staff the opportunity to review student academic growth, compare it to the goals of the School Improvement Plan, and make needed adjustments throughout the school year. Part of each waiver day is dedicated to monitoring the Plan.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   When our district applied for waiver days in the Spring of 2011, administrators, staff, parents, and community agreed that the waiver days were a better option than additional half day releases. This change minimized the disruption to family schedules, and also maximized instruction, and professional development time for staff.

   This spring we have just concluded a survey of staff, parents and community, and the strong response included continuous progress in improving student academic achievement, and professional development for staff. Survey results support the excellent progress we are making in the District, and encourage us to continue the high expectations that have been established. The waiver days have provided the critical time needed for school improvement efforts and it is clear that support is strong to continue this important work in our district.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   In our collective bargaining agreement with the teachers association, we have four waiver days, six locally bargained supplemental days, and three early release days for certificated staff K-12. The three early release days provide time for teachers to provide student progress reports for parents. A fourth early release occurs on the last day of school. In addition, all K-12 teachers have five early release days in November, and five early release days in April for parent conferences.

   Our collective bargaining agreement can be found at www.napa.k12.wa.us.

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	4
Total	184

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			x
2	Optional	x	x	
3	Optional		x	
4	Optional	x	x	x
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

    The six days are supplemental days, paid off the TRI schedule, if worked. With the waiver days being part of the base contract, all staff are expected to participate in the professional development activities that are included in the waiver days.

Three of the six supplemental days are held before school starts in September, and are primarily used for preparing for the start of school; preparing materials, organizing classrooms, and reviewing building, District and State information such as HIB, sexual harassment, bloodborne pathogen, and technology use agreements. In addition, staff handbooks are reviewed, and school schedules are evaluated and revised as necessary.

The waiver days allow the district to have uninterrupted blocks of time for staff to implement school improvement goals. During this time, staff is involved in developing curriculum and assessments, analyzing effectiveness of their work based on student learning data, working collaboratively to implement plans and goals, reviewing student data leading to adjustments of instructional practices and the development of common assessments. In addition, critical professional development occurs, aimed at improving instruction.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

   Our waiver days for the past three years have continued a clear focus on intentional professional development for staff. Specifically, time for Professional Learning communities (PLC's) has been provided to examine and analyze student achievement data, develop and align curriculum to the state standards, and obtain knowledge and training in best teaching practices.

   The Napavine School District implemented the new Teacher and Principal Evaluation Program, as required by SB 6696 beginning in 2011-12 with a pilot program. Each year a new cohort of teachers moves to the new system, supported by professional development.

   Implementation of the new evaluation system and planning of the waiver days was the responsibility of the district TPEP Leadership Team. Members used the 2011 waiver day appliciation as a guide in the deliberate planning of waiver day activities.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

   In our prior request for waiver days (2011-2014), we identified four goals:

   Goal 1 – Napavine students will continue to meet the established achievement goals in the areas of Reading, Math, Writing and Science as established by the state for the 2012, 2013, and 2014 school years.

   Result – Over the three years of the waiver plan, Napavine students have continued to score above the state bar. These results are significant when viewed in light of our changing population as reflected in an increase in free and reduced meals from 42.3% to 46.1%.

   Goal 2 – Napavine School District will use data to identify student cell groups that are "at risk", and increase student achievement on classroom, district and state wide assessments.

   Result – Data analysis reveals that our Special Education and low income students continue to struggle in reaching state expectations. Our waiver request focuses our efforts on these student groups.

   Goal 3 – Napavine School District will continue to support students to successfully graduate on time from Napavine high School, increasing our current on-time rate to at or above 95%.

   Result – Over the past three years the on-time graduation rate has increased from 73.5% to 77.2%. While the goal of 95% was not reached, steady progress was made in each year.

   Goal 4 – Napavine School District will implement a new Teacher and Principal Evaluation System by 2014, as required by SB 6696.

Result – In the 2011-12 school year, Napavine participated in year 1 training for the new system. In 2012-13, the first cohort of staff "piloted" the evaluation tool. A second cohort of teachers is currently completing the evaluation process using the new tool. By 2015-16, all certificated staff will be transitioned to the new evaluation system.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

   This renewed waiver plan will focus more specifically on our low income students and our Special Education students. Data analysis shows that these students continue to achieve below state and district standards.

   In addition, we will provide more focused professional development on data analysis, disaggregated by student demographics, in order to track the achievement of low performing students.

   Finally, our professional development efforts will also provide staff with classroom strategies for differentiation of student instruction, as well as remediation strategies.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

   In the Napavine School District, we continue to struggle with the lack of resources to meet the needs of all our students. Waiver days provide the vital gift of time for our teachers to come together to learn new strategies to meet the needs of all our students. While test results show our students score above the state standard, we are committed to ALL students. This renewal of waiver days, will provide the opportunity for us to focus strategically on our low performing students.

   Further, our professional development will continue to provide teachers with best practice strategies, using the Marzano Instructional Frameworks, to meet the needs of all our students.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

   Students and staff have benefited greatly from continual, intentional professional development during waiver days. We conducted a survey this Spring to gain imput from our community regarding our education programs, and have used this information to inform our waiver application.

   We sent out quarterly newsletters to our parents and community, informing them of progress toward our goals. Our parents have expressed appreciation for reduced early release days, and the high expectations we have established for our school district.

Last Steps:

- Please print a copy for your records.

- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

ORIENT SCHOOL DISTRICT #065

RESOLUTION #1-13/14

A resolution of the Board of Directors of the Orient School District #065, Ferry County, Orient, Washington to request a waiver for grades K-8 from the minimum 180-day school year (WAC 180-18-050) for the next three school years.

WHEREAS, the Orient School District is working with the Orient School Board of Directors to build Orient's Strategic Plan, strengthen instructional strategies, improve technology skills and systems, promote professional development, and implement an effective Teacher and Principal Evaluation system, all intended to improve student teaching and learning as detailed in the attached application; and

WHEREAS, the Orient School District #065 Board of Directors recognize that:

1. Planning time is needed for staff to implement the identified goals and to align curriculum appropriately for instruction and assessment, and in calculating a 175-day school year, grades K-6 will have 137.5 hours beyond compliance, and grades 7-8 will have 57.5 hours beyond compliance;
2. Due to Orient's rural nature, substitute teachers are difficult to find, attendance at Orient School is lower on partial days and the learning processes are disrupted;
3. Full days designated for planning and in-service training better facilitate training opportunities for both certified and classified staff, and;

WHEREAS, the Washington State Board of Education has recognized the importance of, and has established waivers for the purpose of improving student achievement by enhancing the educational program for all students (WAC 180-18);

NOW THEREFORE, BE IT RESOLVED that the Orient School District Board of Directors requests from the State Board of Education that the minimum 180-day school year be reduced to 175 days for school years 2014/2015, 2015/2016, and 2016/2017, subject to approval by the Orient School Board of Directors each year. This will create five full school days per year to be devoted to the purposes enumerated in the attached application. The dates for such planning will be determined by the Orient School District and approved by the Orient School Board of Directors, and students in grades K-8 would not attend school on those days.

Signed and dated this 18th day of March, 2014.

Mark Selle

Dale McNutt

Brad Armstrong

Dale [illegible]

Bernie [illegible]

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Orient School District #65
Superintendent	Dr. Mark Selle
County	Ferry
Phone	(509) 684-6873
Mailing Address	P.O.Box 1419 Orient, WA 99160
Contact Person Information	
Name	Tara Holmes
Title	Principal
Phone	(509) 684-6873
Email	Tara.holmes@orient.k12.wa.us
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	Orient Elementary School
How many days are being requested to be waived, and for which school years?	
Number of Days	5
School Years	2015-18
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	4
Reduction	0
Remaining number of half days in calendar	4
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

The purpose of the waiver days for Orient School over the next three years is to give our staff the needed time in concentrated blocks to accomplish universal student academic improvement through the achievement of the following goals:

- Build Orient's Strategic Plan with goals that are specific and measurable to reflect our Constancy of Purpose and any changes in state and federal regulations;
- Strengthen instructional strategies to support differentiated instruction and individualized, responsive learning for students at all tiers;
- Improve technology skills and systems for developing and accessing assessment and student data across disciplines and grade levels and for instruction with a focus on differentiation;
- Promote professional development that is driven by our Constancy of Purpose, Common Core State Standards (CCSS), student achievement data and state and federal regulations;
- Construct and implement an effective Principal and Teacher Evaluation Frameworks (TPEP).

This collaborative work is critical to the continued improvement in student achievement at Orient School. Of the options considered, 5 waiver days was preferred because if this collaborative work needs to be completed during the typical school day with students in attendance, we must hire substitute teachers. This is a financial burden as well as difficult to accomplish in our remote location with limited available teacher substitutes and, most importantly, it is disruptive to student learning. If we do this collaborative work during a weekly early release, we feel that students would lose twice the amount of instruction time and the collaboration has more chance to be interrupted.

2. What are the student achievement data motivating the purpose and goals of the waiver?

The above listed goals were determined from an analysis of classroom based, district wide and state assessment data and various needs assessments. Both strengths and challenges were identified and the goals were determined to address the greatest challenges.

Specifically, we examined student performance on:

- classroom-based assessments;
- goals and objectives on individual student learning plans and Individual Education Programs;
- End of the Year scores of Measures of Academic Progress (MAP);
- statewide assessments;
- recorded classroom observations.

In addition, we examined responses to needs assessments, teacher/parent communications and surveys.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Student performance school wide is examined at least 3 times a year. Specifically, to determine whether students are reaching grade level standards as well as individually making gains, we examined student performance on:

- classroom-based assessments;
- goals and objectives on individual student learning plans and Individual Education Programs;
- End of the Year scores of Measures of Academic Progress (MAP);
- statewide assessments;
- recorded classroom observations.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Waiver day goals are designed to promote student achievement. Evidence to show the accomplishment of specific waiver day goals will include:

- Approval and implementation of Orient's Strategic Plan by the end of 2014-15 with revisions in subsequent years;
- A published 3-year Professional Development Plan that addresses technology, assessment literacy, and effective curriculum and differentiated instruction;
- The design and implementation of an effective TPEP model will continue during 2014-15 with refinements in subsequent years;
- Intervention records at each tier level that show adjustments in curriculum and instruction to meet student learning needs;
- Implementation of online resources and technology tools to access and record student achievement data and to supplement classroom and individual student learning.

Specific targets, evidence and schedules to address the waiver day goals will be determined at the beginning of the 3 year cycle of waiver days, written as Smart Goals and subsequently used to evaluate the accomplishment of those goals. Targeted areas and schedules will be reviewed on the first, third and fifth waiver days of each year to evaluate progress and revise our plan to meet our goals. In addition, student assessment data will be reviewed school wide at least 3 times a year, not only to adjust instruction and curriculum, but also to ensure that our waiver day plans are addressing our paramount purpose of improved student achievement.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Waiver day goals will be written as Smart Goals and incorporated into our Strategic Plan. Specific targets, evidence and schedules to address the waiver day goals will be determined at the beginning of the 3 year cycle of waiver days and subsequently used to evaluate the accomplishment of those goals. Targets and schedules will be reviewed on the first, third and fifth waiver days of each year to evaluate and revise our goals. In addition, student assessment data will be reviewed at least 3 times a year to evaluate progress, refine our goals and make necessary adjustments.

Specifically, waiver days will include:

- Scheduled reviews to ensure that curriculum is aligned and being implemented with fidelity;
- The examination of strategies that reflect best practices and increase instructional effectiveness;
- The use of assessment data to refine our "response to intervention" model to ensure that instruction is universally available;
- The refinement of TPEP and framework
- The acquisition of technological proficiency to access and record assessment data as well as enhance student learning.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

Our waiver day goals are multifaceted, requiring extensive time and/or training to achieve. Plans to meet these goals will be structured over a three-year period. Accomplishment of our waiver day goals will culminate in improved student learning and to show an established trend to that effect, it will take at least three years.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

By October 2014, our Strategic Plan (for School Improvement) will be revised to reflect the current, identified strengths and challenges of our school district in light of current research and state and federal mandates for improving student achievement. Our Strategic Plan will be written on a 3-year cycle with revisions made annually. Our waiver day plans, goals, activities and timelines over the 3 years will be directly tied to our Strategic Plan. Once our Strategic Plan has been approved and implemented, it will be on file at the district office and available online (www.orientsd.org) and through direct request (509-684-6873).

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

Community members, staff and parents are all represented on the School Improvement

Team (SIT). The School Improvement Team meets monthly to review and revise our school programs as they relate to our school improvement plans. Suggestions and changes made by the SIT are presented to our superintendent and School Board for their perusal or approval. In addition Orient has updated its website and continues to send out newsletters where notices and information are available regarding school improvement plans and meetings. Finally, reponses by staff, parents and community on needs surveys influence our waiver day plans.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   The district does not have a collective bargaining agreement with the certified staff.

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	0
Total	180

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

N/A

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

As proposed in 2011, Orient School used its waiver days to promote a Professional Learning Community (PLC) to support professional development that was focused on improving student learning. Staff engaged in professional development on those days that included:

- Brain-based learning;
- Awareness and alignment training of Common Core State Standards (CCSS);
- Principal Teacher Evaluation Project (TPEP);
- Technology-based learning;
- Differentiated instruction;
- Classroom-based and system-wide assessments;
- Academic vocabulary development.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

The major goal of the waiver days over the past 3 years (to engage in professional development promotes effective instruction and ensures student learning) was met and then some. Staff participated in professional development and collaboration and applied new knowledge that included:

- Brain-based learning;
- Awareness and alignment training of Common Core State Standards (CCSS);
- Principal Teacher Evaluation Project (TPEP);
- Technology-based learning;
- Differentiated instruction;
- Classroom-based and system-wide assessments;
- Academic vocabulary development.

The effect of this professional development on the improvement in student learning was evidenced by student achievement gains:

- on classroom based assessments;
- toward goals and objectives on individual student learning plans and Individual Education Programs;
- on End of the Year scores of Measure of Progress (MAP) and MSP statewide assessments;

- in recorded classroom observations
- through teacher/parent communications and surveys.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

The focus of waiver days remained as proposed -- to improve student learning -- but the Orient School staff consolidated its professional development and concentrated its collaboration to strengthen:

- Best practices in instruction for all students with better classroom alignment of CCSS
- The evaluation of teacher effectiveness by selection of TPEP;
- Assessment literacy to ensure responsive instruction and advanced use of technology;
- Parent/teacher partnerships.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan.

The focus of waiver days remains as proposed -- to improve student learning -- but the Orient School staff consolidated its professional development and and concentrated its collaboration to strengthen:

- Best practices in instruction for all students with better classroom alignment of CCSS
- The evaluation of teacher effectiveness by selection of TPEP;
- Assessment literacy to ensure responsive instruction and advanced use of technology;
- Parent/teacher partnerships.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Community members, staff and parents are all represented on the School Improvement Team. The School Improvement Team meets monthly to review and revise our school improvement plan in an effort to improve student learning. Suggestions and changes made by the SIT are presented to our superintendent and School Board for their perusal or approval.

Shoreline School District No. 412
King County Washington

RESOLUTION NO. 2014-2
180-DAY WAIVER RENEWAL REQUEST FOR 2014-2015 SCHOOL YEAR

A RESOLUTION requesting the State Board of Education grant a renewal of waiver of the minimum 180-day requirement for the 2014-2015 school year (WAC 180-18-040)

WHEREAS, the Shoreline School District has established goals for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, the Shoreline School District's goals include increasing understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students; and

WHEREAS, in order to achieve these goals, staff need additional non-student time for professional development, collegial teaming and collaborative activities which require whole staff release or collaboration between staff of different buildings and/or grade levels, including peer coaching, curriculum alignment, vertical teaming and/or planning for the following school year; and

WHEREAS, the student contact hours and program offerings would exceed state requirements and certificated staff work hours would be according to the full teacher contract requirements; and

WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

NOW, THEREFORE, BE IT RESOLVED, that the Shoreline School District No. 412 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Shoreline School District to allow for up to five (5) waiver days in the school year 2014-2015. During this time, students would not attend school in order to allow for all staff to participate in professional development, collegial teaming, and collaborative activities which would require whole staff release or collaboration between staff of different buildings and/or grade levels, including peer coaching, curriculum alignment, vertical teaming and/or planning for the following school year, for the purpose of enhancing the educational program as well as providing more academic options for all students.

ADOPTED by the Board of Directors of the Shoreline School District No. 412, King County, Washington, in its regular meeting of March 10, 2014.

Shoreline Board of Directors

Michael Jacobs, President

Deborah Ehrlichman, Vice President

Dick Nicholson, Member

Dick Potter, Member

David Wilson, Member

Attest: March 10, 2014

Susanne M. Walker
Secretary to the Board

Application for Waiver under RCW 28A.305.140
from the 180-Day School Year Requirement of the
Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:
School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:
- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer • Bob Hughes
Mara Childs • Cynthia McMullen JD • Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier
Randy Dorn, *Superintendent of Public Instruction*

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Shoreline
Superintendent	Sue Walker
County	King
Phone	(206) 393-4203
Mailing Address	18560 1st Ave. NE Shoreline, WA 98155
Contact Person Information	
Name	Teri Poff
Title	Director of Teaching and Learning
Phone	(206) 393-4222
Email	Teri.poff@shorelineschools.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	Five
School Years	2014-2015
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	No. There are three scheduled half-days district wide: one on September 26, one on the day before Thanksgiving, and the other on the last day of school, June 19. Elementary students have seven half-days for parent conferences – three in October and four in January.
Reduction	No
Remaining number of half days in calendar	Same as above
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes. Shoreline school district will comply with the State's instructional hour requirements for 2014-2015.

1. What are the purpose and goals of the Waiver?

The purpose of using the five days requested in this waiver is to focus on reducing the achievement gap while increasing the academic growth and achievement of all Shoreline students in meeting the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Teachers will receive professional development on CCSS and NGSS, and will focus on improving instruction using the Danielson *Framework for Teaching*. Staff will be brought together on the waiver days to develop a common understanding and application of the shifts in instruction necessary for students to demonstrate achievement of CCSS and NGSS on the Smarter Balanced Assessment to be administered in spring, 2015.

The development of instructional delivery models to meet the needs of our increasingly diverse and low-income student populations is an essential focus of our work. Based on the CCSS and NGSS, teachers need to embed effective formative assessments to inform them of the progress of individuals and subgroups of students in order to provide targeted differentiated instruction. Cultural competency, strategies for ELL, and accommodations for students with disabilities are critical elements of professional development and collaborative activities.

In addition, Shoreline has increased graduation requirements for the Class of 2016, which now is close to the State Board of Education's proposed 24-credit Career and College Ready diploma. Our requested waiver will support this work to ensure that every student graduates Career and College Ready.

Goals of the waiver:

1. From 2014 to 2017, increase the academic achievement of all Shoreline students of the Common Core State Standards in English Language Arts and Mathematics, as measured by *the percent of students reaching the grade level proficiency standard* on the Smarter Balanced Assessments and *the proficiency ratings* on the Washington Achievement Index.
2. From 2014 to 2017, increase the academic growth of all Shoreline students in learning the Common Core State Standards in English Language Arts and Mathematics, as measured *by changes in student growth percentiles* on the Smarter Balanced Assessments and *the growth ratings* on the Washington Achievement Index.
3. By 2017, close gaps between student subgroups in achievement of Common Core State Standards in English Language Arts and Mathematics, as measured by the *percent of subgroups reaching proficiency* on the Smarter Balanced Assessments and the *proficiency ratings for subgroups* on the Washington Achievement Index.
4. From 2014 to 2017, increase the academic achievement of all Shoreline students of the Next Generation Science Standards as measured by classroom based common assessments and *the percent of students reaching proficiency* on the state science assessments (MSP and EOC exams).
5. By 2017, eliminate student group disparities in representation in the Highly Capable Program and enrollment in secondary Honors, Advanced Placement, STEM and CTE courses.

2. What are the student achievement data motivating the purpose and goals of the waiver?

Over the past several years, Shoreline has experienced significant changes in its demographics, as illustrated in Table 1. The percent of students receiving lunch assistance has increased by five percent points in the past five years. These changes are creating new challenges for instructional staff. Shoreline teachers are learning new instructional approaches to teach the Common Core and Next Generation Science Standards and applying their learning to new and changing student demographics.

Table 1. Demographic Changes in Shoreline Public Schools, 2008-09 to 2012-13

Subgroup	2008-09	2009-10	2010-11	2011-12	2012-13
Race/Ethnicity[1]					
Asian/Pacific Islander	18.6	18.1	15.4	15.5	15.1
Black/African American	7.2	7.3	6.5	6.5	6.5
Hispanic/Latino	6.4	6.6	10.7	11.3	11.5
White	61.8	60.9	56.1	55.4	55.6
Two or More Races	n/a	n/a	10.7	10.7	10.8
Free or Reduced-Price Meals[2]	23.7	25.2	26.0	27.9	28.2
Special Education[2]	12.4	12.6	12.4	12.6	12.4
Transitional Bilingual[2]	6.3	6.3	6.9	7.1	7.0

[1]Values are percents. American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander excluded due to small numbers. Reported in October. Source: http://reportcard.ospi.k12.wa.us
[2]Values are percents. Reported in May. Source: http://reportcard.ospi.k12.wa.us

Shoreline has a growing body of evidence of achievement gaps. We have known from state assessment data (WASL/MSP) and accountability measures (AYP, AMOs, Washington Achievement Index ratings) that demographic factors (race, family income, etc.) are significant predictors of student achievement in our district. Table 2 presents a sample of more recent evidence.

Table 2. Recent Achievement Gap Data in Shoreline Public Schools, Grade 7 in 2012-13

Subgroup	N[1]	Percent of students in district grade level enrollment[1]	Percent of students meeting standard on 2013 Grade 7 MSP[1]	Median student growth percentile (SGP)[2]	% of current 8th grade students enrolled in advanced mathematics course[3]
Race					
African American	36	5.3	52.8	48	3.2
Asian	104	15.4	80.8	50	18.4
Hispanic	69	10.2	52.2	40	4.2
Multiracial	77	11.4	83.1	50	13.5
White	385	57.0	82.9	50	60.1
Low income	180	26.7	60.6	43	12.3
Limited English	20	3.0	50.0	44	7.1
Special education	65	9.6	27.7	42	1.1
Total	675	100.0	77.9	49	39.5

[1]Based on 2013 MSP data from OSPI Report Card
[2]Based on individual student growth percentile data, based on 2012 and 2013 MSP scores, released by OSPI in Fall 2013. The state average of growth for any group of academic peers is 50
[3]Based on middle school transcript data for Fall 2013. Advanced math courses include Algebra I and Geometry.

The third data column in this table reports proficiency rates for selected student subgroups. As groups, African American students, Hispanic students, students from low income households, and students learning English or who have disabilities were less likely to reach the state proficiency standard on the MSP exam last spring. The recent release of student growth percentile data is broadening our understanding of growth. These new data suggest that student subgroups vary in their growth relative to academic peers. The last column reports the percent of students taking an advanced math course in eighth grade who are from these groups. African American, Hispanic, and low-income students are underrepresented in this coursework.

In short, Shoreline continues to examine achievement gap data, and these data continue to drive our work made possible by this waiver.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

To determine success and identification of expected benchmarks and results, Shoreline will continue to use data from the official state assessments. Our state assessment system, however, is in transition between instruments based on Washington State standards (MSP and HSPE) and those based on the Common Core State Standards (the Smarter Balanced Assessments). We will continue to use MSP and HSPE data until we receive data from the Smarter Balanced Assessments in the fall of 2015.

The Annual Measurable Objectives (AMOs), which were established as part of the state waiver from the requirements of No Child Left Behind, remain our state's primary measure of achievement gap. These AMOs indicate where our students need to be in the coming years, so this is our expectation and is reported in Table 3.

Table 3. Annual Measurable Objectives for Shoreline Public Schools[1]

Subject	Subgroup Name	Target 2014	Target 2015	Target 2016	Target 2017
Mathematics	All	78.9	81.2	83.6	85.9
	Asian	83.9	85.7	87.4	89.2
	Black	60.9	65.2	69.6	73.9
	Hispanic	63.8	67.8	71.8	75.9
	White	82.3	84.3	86.2	88.2
	Limited English	48.7	54.4	60.1	65.8
	Special Education	46.3	52.2	58.2	64.2
	Low Income	62.9	67.0	71.1	75.2
	Two or More Races	79.8	82.1	84.3	86.6
Reading	All	86.0	87.6	89.1	90.7
	Asian	87.9	89.2	90.6	91.9
	Black	70.7	74.0	77.2	80.5
	Hispanic	73.1	76.1	79.1	82.0
	White	89.3	90.5	91.7	92.9
	Limited English	47.9	53.7	59.5	65.3
	Special Education	55.3	60.2	65.2	70.2
	Low Income	73.8	76.7	79.6	82.5
	Two or More Races	88.1	89.4	90.7	92.1

[1]Values reported are percents of students in the subgroups who met or exceeded the state proficiency standard on the MSP (which will be replaced by the Smarter Balanced Assessments).

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Shoreline will collect and examine evidence from several sources to show whether our goals were attained:

Until Fall 2015:

- Data from MSP
- Data from the Washington Achievement Index
- Student growth percentiles based on MSP data, both aggregate (All) and for all ESEA subgroups (All, Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Achievement data from district formative assessments (Dynamic Indicators of Basic Early Literacy (DIBELS), Scholastic Reading Inventory (SRI), easyCBM® mathematics measures, and Renaissance-STAR Math)
- Student enrollment in the Highly Capable Program and advanced courses, disaggregated by ESEA subgroups (All, Asian, African American, Hispanic, White, Limited English, Special Education, Gender, and Low Income).

Fall 2015 and beyond:

- Following Spring 2015: Data from the Smarter Balanced Assessments, both aggregate (All) and for all ESEA subgroups (Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Schools will collect student growth and achievement data from the common assessments determined in their grade level and content area professional learning communities. Schools will also collect school-based data from district assessments and the Smarter Balanced Assessment.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The main focus of the waiver days will be to train teachers in the Common Core State Standards, the Smarter Balanced Assessment that will measure those standards, and the Next Generation Science Standards. Teachers will meet in grade level and content area groups to learn the new standards, understand the instructional shifts needed to ensure students meet those standards, and apply new instructional strategies to engage students in the CCSS and NGSS learning outcomes. Teachers will use student growth data to identify subgroups of students who need differentiated instruction and support to meet or exceed state standards.

Shoreline's District Board Priority is to "increase the academic achievement of every student:" To achieve this central priority, the District Action Plan is articulated within 5 main categories:

1. Create a culture for learning
2. Plan with data
3. Align curriculum, instruction and assessment
4. Improve instruction and assessment practices
5. Close the gap

The goals of the waiver are aligned to our District Board Priority and the District Action Plan.

To this end, the five waiver days will be used to provide high quality professional development and teacher collaboration around student learning. Specifically our staff will use the time to:

- Understand the Common Core State Standards and Smarter Balanced Assessments in English Language Arts and Math and the instructional shifts that teachers must embrace
- Apply understanding of the instructional shifts in the Common Core State Standards into new lessons, units, and assessments
- Learn and implement new instructional strategies to engage all students in learning Common Core State Standards.
- Understand how to collect and analyze evidence of student academic growth
- Make instructional decisions to improve student growth for all students in order to close achievement gaps and provide enrichment and acceleration for those who are meeting or exceeding standard
- Understand the Next Generation Science Standards and the instructional changes that teachers must implement
- Apply understanding of the Next Generation Science Standards and new pedagogical strategies to develop and implement problem-based learning approaches integrating science, technology, engineering and math (STEM)
- Improve instruction for ELL students in a general education classroom setting using GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol)
- Learn how to better deliver interventions immediately to students not meeting standards
- Learn how to better deliver curriculum enhancements, extensions, and accelerated instruction for students meeting or exceeding standard
- Provide targeted instruction, guidance and support to subgroups of students in order to eliminate discrepancies by race, gender, limited English, and disabilities in academic achievement and enrollment in advanced course work

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

We will continue providing professional development and working in collaborative professional learning communities to strengthen and deepen our understanding and implementation of Common Core State Standards, Next Generation Science Standards and the Danielson *Framework for Teaching*. Teachers will need multiple opportunities to study and gain proficiency in the instructional shifts embedded in the new standards. Specific content needs will be determined based on staff feedback, but will likely include in-depth analysis of Smarter Balanced Assessment results, strategies to engage students in the CCSS mathematical practices, close reading of complex text, using evidence to support both written and verbal claims, and engaging in engineering practices and problem-based learning. Additionally, in the following years, our certificated staff will be working to improve instruction, as measured by the Danielson Framework and evidence of student growth. Areas of focus are likely to be student engagement, questioning and discussion techniques, formative assessment, and analysis of student growth measures.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The waiver directly supports the Shoreline Board Priority #1: Increase the academic achievement of every student by:

- Creating a culture for learning
- Planning with data

- Aligning curriculum, instruction, and assessment
- Improving instruction and assessment practices
- Closing the gap

Our District Action Plan and our School Improvement Plans align with this Board Priority. Our plans are reviewed every year to ensure consistency and coherence to the Board Priority. In 2014-2015, these plans will include implementing the CCSS, NGSS, the Danielson *Framework for Teaching*, and the use of student growth goals and data to close achievement gaps and measure success. The desired outcomes of our District Action Plan and our School Improvement Plans are that students will achieve more rigorous state standards that will prepare them to be career and college ready and to compete in a global society.

Link to Board Priority #1:

http://www.shorelineschools.org/school_board/13-14_priorities.pdf

Links to School Improvement Plans:

http://www.shorelineschools.org/schools/improvement_plans/bc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/bks_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/el_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ht_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/lfp_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/mp_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/pw_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/rc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sy_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ck8_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ae_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/fk_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sw_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/cc_school_improvement_plan.pdf

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

We have involved groups and individuals in the development of this waiver through participation in meetings and surveys:

- Feedback from 2014 Superintendent search focus groups and online survey on district goals and professional development (school board, administrators, teachers, support staff, parents and community)
- District PTA Council; the 2014-2015 waiver plan was presented to our district PTA Council members, who were given the opportunity to provide feedback and to seek feedback from PTA members at individual schools
- Superintendent's Cabinet (Deputy Superintendent, Executive Director of Schools, and Directors of Teaching & Learning, Student Services, Human Resources and Business/Finance)
- Instruction Department staff meetings (district instructional administrators, teacher instructional specialists and support staff)
- Shoreline Education Association leadership
- Professional Development Committee (district administrators, principals, classroom teachers, teacher instructional specialists, and union leadership)
- Elementary and Secondary Principals

- School Site Councils; members gave input on School Improvement Plans (parents, teachers, support staff and principals)
- School leadership teams and staff meetings

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The 2012-2014 Shoreline Collective Bargaining Agreement specifies the use of non-student work days in sections 17.0 – 17.7. The thirteen (13) total non-students days are identified and defined as "Administrative Time," "Collegial Time," or "Individual Time." The CBA lists examples of activities that may be used during these time periods.

As outlined in sections 31.1, 16.1 and 16., elementary teachers have three (3) early release days in October and four (4) early release days in January to hold parent-teacher conferences. All teachers have one (1) early release day for the purpose of participating in collegial work. Two (2) early release days are provided on the day before Thanksgiving and on the last day of school.

A summary of the Shoreline CBA is attached to this application.

Link to the 2012-14 Collective Bargaining Agreement:

http://schools.shorelineschools.org/hr/files/2013/09/SEA-CBA-2011-2015-Final.pdf

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	8
Total	188

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100			X
2	100		X	X
3	100			X
4	100	X	X	X
5	100	X	X	X
6	100	X		X
7	100		X	X
8	100			X
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

The five waiver days will be used primarily for professional development activities focused on more in-depth learning of CCSS, NGSS and strategies for effective core instruction for all learners, including those struggling to meet standard and those that need enrichment and acceleration. The teacher work days over and above the 180 school days will be used primarily for collegial and individual application of new learning into lessons, assessments, student interventions and enrichment. Waiver days for professional development are spaced throughout the school year. Additional teacher work days scheduled throughout the year are designated for teachers to apply new learning into their instruction and assessment practices to meet the changing academic growth needs for all of their students. Research is clear that this type of job-embedded professional development is most effective in improving teacher practice in the classroom. The blend of the waiver days and additional teacher work days will give teachers the knowledge and skills they need along with the collegial and individual time to embed that knowledge into their instruction.

Our Collective Bargaining Agreement defines the use of Collegial Time**:** Collegially-directed time shall be used to improve student learning as planned and directed by collegial teams. The use of this time shall be within the discretion of the collegial teams, as long as the time is used to: (a) focus on learning; (b) develop result-oriented team goals; (c) incorporate the regular collection and analysis of performance data into their work; (d) develop and implement interventions to support student learning; or (e) support implementation of the new classroom teacher evaluation system.

Our Collective Bargaining Agreement defines the use of Individual Time: Individually-directed time shall be used to improve student learning as planned and directed by the individual certificated employee. Examples of activities which employees may choose to engage in on these days include, but are not limited to, classroom and workspace preparation, instruction and curriculum planning, student assessment, department, grade level and collegial planning, personally-directed professional development, grading and report card preparation and parent and student communication.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

The days were used as reported in our prior request. Our teachers met in grade level and content area teams to determine their power standards – those standards that were the most critical for ALL students to meet. Teachers met in job-alike groups across the district so that standards were aligned both horizontally and vertically.

Since our focus for the last three years was in mathematics, our elementary and middle school teachers used their newly adopted math curriculum and materials to establish a common scope and sequence, match topic tests from the curriculum to the Washington State Standards, and match them to test items on the easyCBM® district math assessment. With a common scope and sequence and common assessments, teachers were better able to identify students needing interventions in math. Teachers then received professional development on how to use the interventions in their newly adopted curriculum materials to help individual students get the targeted assistance needed. In addition, elementary teachers received initial training in the

Common Core State Standards in Mathematics and training on using modifications to the *enVision* curriculum that the district had adopted in 2010.

High school math teachers developed common semester and end-of-year assessments for algebra and geometry courses. They also received initial professional development on Common Core State Standards and met in professional learning communities by math course to determine how their current curriculum and common assessments needed to be adjusted to meet the new standards. Secondary math teachers also learned how to administer a new district math assessment (Renaissance-STAR) that promised better benchmark and progress monitoring data. Instructional specialists worked with secondary math teachers on waiver days to analyze student assessment results and make adjustments to instruction in order to ensure greater student growth in mathematics. As a follow-up to the professional development and collaborative work in professional learning communities on the requested waiver days, math teachers engaged in a lesson study model and peer observations. Teachers continue to request more professional development, especially around the Common Core State Standards and the Smarter Balanced Assessment.

While the focus of the waiver days was on math for elementary teachers and for secondary math teachers, other secondary teachers focused on reading, writing, and content standards for their disciplines. Secondary teachers in all content areas aligned their curriculum, developed common assessments, and implemented strategies to strengthen reading, writing and math skills for their content areas. Science teachers focused on better alignment and implementation of the inquiry, applications, and systems strands of the science standards.

Building principals used part of the requested waiver days to work with their school staff on identification of students at-risk and to set up and maintain a system of interventions (Response to Intervention) and progress monitoring. As a result, staff members were very involved in developing a meaningful School Improvement Plan with action steps and measurable outcomes. This allowed staff to buy in to the school improvement process and to take ownership of the implementation of the plan and to take personal accountability for student achievement results.

2. **How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.**

The previous waiver request outlined a variety of ways to measure the success of our work. Table 4 presents evidence of success from a variety of measures over the past few years.

Table 4. Achievement in Shoreline Public Schools, 2010-11 to 2012-13

Measure and grade levels	2010-11	2011-12	2012-13
Early Literacy (% of students scoring at spring benchmark on DIBELS measures)			
K (Nonsense Word Fluency)	85	75	78
1 (Oral Reading Fluency)	79	74	78
2 (Oral Reading Fluency)	77	77	78
Mastery of Washington State Standards (cross grade level simple average of % of students meeting or exceeding standards)			
Math (Grades 3-10)	72.4	73.5	75.3
Reading (Grades 3-10)	80.7	83.1	83.1
Writing (Grades 4, 7, 10)	80.1	82.8	79.7

Science (Grades 5, 8, 10)	71.9	81.4	79.4
Participation in Advanced Placement (AP) Coursework (% of students receiving letter grades from at least one AP course			
Grade 11	39.1	42.2	50.2
Grade 12	51.3	55.9	64.0
Performance on Advanced Placement (AP) Exams			
Cumulative pass rate on all exams taken	71.8	69.8	72.4
Number of exams taken	941	873	1,025
Adjusted 5-Year Cohort Graduation Rates	Class of 2009	Class of 2010	Class of 2011
All	87.8	88.8	88.0
African American/Black	n/a	87.0	83.7
Hispanic	n/a	76.1	88.1
Low Income	n/a	80.5	83.7

One source of evidence is data from the state assessments (MSP and HSPE). There we have seen overall proficiency in math, reading, writing, and science increase by several percent points from spring 2011 to spring 2013. Another source of evidence is data from our Advance Placement courses and exams. Shoreline has worked very deliberately to increase and diversify student enrollment in AP courses, and by extension, participation in AP exams. Table 4 presents evidence of success, with larger percentages of juniors and seniors taking AP courses, and by extension a larger number of AP exams as well as a higher success rate on those exams. Finally, we see encouraging evidence of success in our recent graduation rates. In accordance with federal guidelines, the state recently began to report graduation rates as *adjusted 5-year cohort graduation rates;* this method follows groups of students for four (or five) years from the year they entered ninth grade. Table 4 shows that, with the exception of African American rates, the rates for both Hispanic students and low income students increased by several percent points.

During the 2011-12, 2012-13, and 2013-14 school years, the district waiver days were used as planned and reported in our 2010 request. We have:

- Finished determining power standards in the content areas of math, science, English language arts, social studies, as well as in courses in career and technical education. Waiver days allowed teachers to work in district wide grade level and content area teams to determine the power standards that every student must learn regardless of the school the student attends.
- Finished aligning our standards and curriculum P-12 in all courses for math, science, English language arts, and social studies. Waiver days allowed teachers to meet in district-wide grade level bands to align our curriculum across each grade level and to create a P-12 curriculum continuum that is consistent between all schools in the district.
- Created common assessments in K-12 math to include unit topic tests from our newly adopted curriculum in K-8, as well as semester and end-of-year tests in algebra and geometry. The results of these assessments can be found in teacher grade books at the elementary and middle school levels, and on data Dashboard for algebra and geometry. We are currently developing a district common assessment for 9th grade science.
- Determined math interventions for all grade levels. Math interventions have been a focus of our work. Building teams have refined RtI processes to identify students at-risk, determine appropriate interventions, and set up a system of student progress-monitoring to ensure that these students are successful.

- Elementary and middle school teachers have received training on how to use intervention materials that are part of the newly adopted *enVision* and *Digits* materials. Teachers are using easyCBM® as a progress-monitoring tool for grades K-8. They have also been trained on how to effectively use supplementary *IXL* math to differentiate school and home math practice for students below standard, at standard, and above standard.
- Middle schools have run math courses that are team taught by a general education math teacher and a special education teacher. In addition, the middle schools have run intervention periods in math during a half-hour school-wide intervention/enrichment time during the day.
- At the high school level, teachers have received training on how to effectively use *Agile Minds* curriculum with students struggling in algebra. Secondary teachers have been trained to use a new *Renaissance-STAR* math assessment as both a screening and a progress-monitoring tool for grades 7-10. Teachers have used waiver days to work in collaborative teams to determine which students needed math interventions and determine the delivery model for those interventions.

- Trained teachers on waiver days to work effectively as Professional Learning Communities (PLC) to analyze math data to inform their instruction and demonstrate student growth. Teachers have set up regular meeting schedules to implement PLC work.
- Provided elementary and middle school teachers training on new math curriculum that the district adopted, along with initial level training on the new Common Core State Standards for Mathematics and the instructional shifts embedded in the CCSS. In addition, we provided professional development to strengthen teachers' content knowledge in mathematics and pedagogical best practices in mathematics.
- Implemented initial training for all certificated teachers and principals on effective core instruction, using the Danielson *Framework for Teaching*. The district's evaluation committee, consisting of district administrators, principals, teachers, and union leadership, determined that training all staff on the instructional rubrics within the framework was an effective growth model for teachers to analyze the effectiveness of their core instruction.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

The goals of the waiver are to continue to implement a system of instruction that will increase the achievement and growth of every student in learning the Common Core State Standards and Next Generation Science Standards, as evidenced by improvements in proficiency and growth on the state and new consortium assessments.

Our proposed changes include more in-depth professional development on implementation of Common Core State Standards, Next Generation Science Standards, and effective classroom instruction through the use of the Danielson *Framework for Teaching.* Additionally, we are placing greater focus on closing the achievement gap, eliminating disparities in students enrollment by subgroup in advanced coursework, and ensuring that every student graduates career and college ready by fulfilling our newly adopted graduation requirements for the Class of 2016.

We have made significant progress using our waiver days during the past three years. However, we still have much work to do, so we plan to use the waiver days to:

- Provide professional development throughout the school year on Common Core State Standards and Next Generation Science Standards.

- Go deeper with professional development connecting CCSS and NGSS with effective classroom instruction as defined in the Daniel *Framework for Teaching.*
- Collaborate in grade level and content area professional learning communities across the district to analyze Common Core classroom-and-district-based assessments in ELA and Math and Next Generation Science Standards, and to design instruction to ensure all students meet those standards. Teachers will work together district-wide to develop consistency and alignment grade level-to-grade level and school-to-school.
- Provide staff training on high impact instructional strategies and differentiation for a student-centered classroom where learning needs are met for all students, including students at risk and students ready to accelerate their learning. These high impact strategies will include those from GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol), as well as specific ways to use district-adopted texts and curriculum to differentiate instruction.
- Embed STEM problem-based learning, technology and engineering practices into math and science core instruction.

We are making these changes in our waiver plan in order to build on the work and accomplishments of the past three years. Teachers need time to learn how to apply new standards, curriculum alignment agreements, common assessments, and new instructional strategies to their classroom instruction. The emphasis of the work will shift from "the what" to "the how" as teachers work as a team to implement best practices resulting in significant student growth for all students and closing achievement gaps and course enrollment disparities.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan.

Teachers need the additional waiver days to fully understand the instructional changes that must occur in their classrooms and how those changes will improve student achievement of new standards and result in successful completion of a career and college-ready diploma. In order to build district-wide consistency with implementation, teachers need to collaborate with their grade level or content area teams across the district to examine district-wide, school-wide and classroom-based data and make collective agreements on how to best serve an increasing diversity of student learning needs and changing student demographics.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

The district website provided information on student achievement, district priorities and initiatives, and school improvement plans. School newsletters informed parents about the professional development and collaborative work on waiver days. In addition, PTAs and site councils were informed of the work planned on each waiver day and the outcome of that work. School assessment reports were mailed out informing parents of student achievement results in their schools. Parents received additional information regarding each student's individual progress and learning needs during parent-teacher conferences. Presentations to the Board of Directors and PTA Presidents also provided information to the public about our progress on district priorities, state and district initiatives, and growth in student achievement.

Principals and other administrative staff met several times per year to review our District Action Plan for meeting our District Board Priorities and developed the plan for the following year. Additionally, the principals, district administrators and instructional specialists discussed and gave input on the specific activities for the waiver days. A district Professional Development Committee, consisting of administrators, teacher instructional specialists, classroom teachers and the Shoreline Education Association President, met and gave input on the district professional development and activities planned for waiver days.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

RESOLUTION NO. 7-2014

REQUEST FOR WAIVER

A RESOLUTION of the Board of Directors of the Sunnyside School District No. 201, Yakima County, Sunnyside, Washington, to request a waiver for grades K-12 of the minimum 180-day school year (WAC 180-18-060) for the school years 2014-15, 2015-16, 2016-17.

WHEREAS, Sunnyside School District No. 201 has a Strategic Plan to improve learning; and

WHEREAS, Sunnyside Education Association continuously works with the Sunnyside School District to improve student learning; and

WHEREAS, Sunnyside School District No. 201 Board of Directors recognizes that:

1. Planning time is needed for staff to implement the identified goals and to align curriculum with state guidelines for instruction and assessment.
2. The District currently utilizes 173 full days of uninterrupted instruction and uses four full days for parent conferencing. In addition three full days of the 180 days are planned staff development to improve student learning. Furthermore, the District utilizes 12 negotiated days that must be aligned to the State and District learning and teaching goals.
3. All grade levels exceed the minimum hours of teacher-student contact time as required and will continue to exceed the compliance requirement with the requested waiver.
4. Full days designated for curriculum planning, professional development and parent conferencing facilitate training opportunities for staff.
5. The parents and community support and appreciate having a set schedule of full days of instruction, staff development, and conferencing rather than partial days.
6. Attendance has improved at all grade levels.

THEREFORE, BE IT HEREBY RESOLVED, by the Board of Directors of Sunnyside School District No. 201, Yakima County, Washington, hereby petition the Washington State Board of Education for a waiver of the 180 day school year requirement so that seven full school days per year may be devoted to staff development and conferencing; that the school calendar and staff development dates will be determined in cooperation with the Sunnyside Education Association, building administration, and approved by the Sunnyside School District Board of Directors with the opportunity for parents, students, and community members to provide input; and that the students in grades K-12 will not attend school on the seven days.

DATED: this 27th day of March, 2014.

Secretary to the Board

President of the Board

Board Member

Board Member

Board Member

Board Member

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer • Bob Hughes
Mara Childs • Cynthia McMullen JD • Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier
Randy Dorn, *Superintendent of Public Instruction*

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Sunnyside
Superintendent	Dr. Richard Cole
County	Yakima
Phone	809-837-5851
Mailing Address	1110 South 6th Street Sunnyside, WA 98944 98944
Contact Person Information	
Name	Dr. Richard Cole
Title	Superintendent
Phone	509-836-8701
Email	rick.cole@sunnyside.wednet.edu
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	7
School Years	3 School Years: 14-15, 15-16, 16-17
Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half-days before any reduction	14
Reduction	14
Remaining number of half days in calendar	0
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes in grades K-12

1. What are the purpose and goals of the Waiver?

The purpose and goals of the waiver are to provide the necessary structure to improve student achievement K-12. This will be accomplished by engaging families in their child's learning with parent conferences and professional development for all certified staff that is focused on improving instruction. The seven days that we will utilize as a result of the waiver are for four-parent conference days and three professional development days.

The four days of parent conference days are focused on engaging parents in their student's learning and developing relationships that support and reinforce what is being taught in school. We have two conference days in the fall and two days in the spring. One of the barriers that we have faced in engaging our parents is that 97 percent of our students qualify for free or reduced lunch because a majority of our families live in poverty. In addition to this, English is not the primary language spoken in many of our families' homes. For this reason, engaging our parents with our schools and teachers is critical for student achievement. Parent conferences are essential for Sunnyside's ability to engage families in support of their student's success.

We have utilized our previous waiver to hold parent-teacher conferences and have had a great amount of success in parent and family turnout and participation. Over 95 percent of parents attended parent-teacher conferences in the elementary and middle schools. About 60 percent of the parents at the high school attended conferences this year, and this percentage has been increasing steadily. These conferences are well planned by each school and are focused on supporting student learning and partnering with families. Schools have staff members who are bilingual and utilized to effectively communicate with our monolingual families to help reduce the language barrier and make families feel more comfortable and welcome. The 180-day waiver is a critical element in educating families and building relationships to support and help our students learn and achieve at high levels.

Sunnyside School District is focused on district-wide improvement. The waiver will be critical in our implementation of aligning our curriculum, instruction, and assessment to the Common Core State Standards in ELA and mathematics district-wide. The three professional development days that we will utilize are essential to help our teachers improve their instructional skills. The three professional development days will focus on K-12 Math, English Language Arts, English Language Learners, and Special Education to help deepen teachers' understanding of the before, during, and after strategies for the use of the curriculum guides aligned to CCSS. Professional development on these days will also be focused on staff building a stronger understanding of the Center for Educational Leadership 5 Dimensions Framework and researched best practices to improve teaching and learning.

S.S.D. will implement curriculum guides that are aligned to CCSS in ELA and math. We will utilize the three professional development days to develop a deeper understanding of the standards and assessments. We will analyze student achievement in these areas utilizing common assessment data and ELA and math interim assessments. The professional development will support teachers by helping them answer the following guiding questions: How will you plan for re-teaching? What alternative instructional strategies will you use? How will you differentiate instruction to meet the needs of all learners? What assessments will you use to monitor learning outcomes?

The collaboration between buildings, grade levels, and subject areas will focus on common assessment data and ELA and math interim assessment data. The collaboration across the district is essential, and it will give us the opportunity to review the strengths and challenges on specific standards tested and data will be used at each grade level and building site. Collaboration in Sunnyside School District is focused on building on strengths from the results of the assessments in schools and sharing strategies to support schools that did not perform as well on these assessments. The staff collaboration will also focus on structured conversations on lesson planning that will include planning for re-teaching, alternative instructional strategies, differentiated instruction, and assessments to monitor learning outcomes.

The 180-day waiver allows us to maximize student-learning time with 173 full days of instruction without fragmenting daily instruction time and provides continuity and focused learning time.

2. What are the student achievement data motivating the purpose and goals of the waiver?

   The student achievement data motivating the purpose and goals of the waiver are the Smarter Balanced Assessment and the End-of-Course exams in math, ELA and Biology. Sunnyside School District utilizes state assessments to monitor our progress on an annual basis. We have made substantial gains in our graduation rate. Our graduation rate for the last four-year are 2010-64.5 percent, 2011- 71.5 percent, 2012- 77.1 percent and 85.1 percent in 2013. The graduation rate increase has been accomplished through a district-wide focus on providing quality teaching and learning in every classroom. This waiver has given us the time necessary to do quality professional development and training focused on improving student achievement.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   As a district we will use our SSD student achievement targets on the Smarter Balanced Assessment and the End-of-Course exams for ELA, math, and science. In addition to these assessments, we will also utilize the new ELA and Math Interim Benchmark Assessments from OSPI that are aligned to the CCSS. Sunnyside will implement the interim assessments in the fall, winter and spring. The graduation rate will also be used to measure and determine our success at the high school and district overall.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   The evidence will consist of student achievement data as measured by Smarter Balanced Assessment, End-of-Course ELA/Bio/Math, MSP science, and ELA and math interim assessments. The graduation rate will also be an essential data point. In addition, we will collect evidence on district and individual school building goals that includes specific achievement goals for English Language Learners and special education students. Staff development schedules will be reviewed and adjusted if need to ensure alignment with the District Improvement Plan building goals. Evidence of professional development that supports teacher professional growth

plans will be collected by reviewing teacher in-service evaluations and by class observations and walk-throughs.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.
The professional development days will support the implementation of our District Student Achievement Plan and school improvement plans. The district will be engaged in extensive professional development on the CCSS. We will also utilize portions of the professional development days to focus on improving student achievement by looking at data in our PLCs and utilizing the District's curriculum, instruction, and assessment (CIA) conceptual framework. In the PLCs teachers will collaboratively plan lessons based on student needs that are determined by analyzing students assessment data on common assessments aligned to CCSS. In PLCs, a majority of the time will be spent on collaboratively planning the instructional time and instructional practices for the next unit of instruction. The link below is the SSD CIA Conceptual Framework that guides the work of the PLCs for our teachers, instructional coaches, and administrators.
http://www.sunnysideschools.org/files/_ybKjX_/78fe521c22fbd6c23745a49013852ec4/CIA_Framework_Conceptual_Framework_Updated.pdf

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

A majority of the activities are on going and will continue for the three school years. Our professional development will focus on improving teaching and learning by deepening teachers' understanding of the Common Core State Standards in ELA and mathematics. Curriculum guides that include CCSS aligned standards; assessment and pacing will be implemented in ELA and math K-12. The teacher and principal evaluation will support teaching and learning and connect with our professional development goals. Sunnyside School District utilizes the CEL Framework to support teacher reflection on their instructional practice. Formative and summative data will be collected and utilized to adjust and inform instruction and will be an essential part of teacher and administrator professional growth goals.

Increasing family engagement will be a continued focus all three years of the waiver and beyond. Our district and buildings will utilize the four conference days to intentionally partner with families on their child's learning strengths and needs. Sunnyside School District has a Family Engagement Director who works directly with the schools and families to increase participation and connections with schools and individual teachers. The Family Engagement Director is focused on continuously making these conferences productive and meaningful for all families.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The waiver supports the district and school improvement plans by providing for comprehensive teacher and staff training in deepening understanding of the CCSS and providing time for staff to work in their PLCs and grade level teams to review data to inform instructional practice. The district's improvement plan can be found online at the web address below.
http://www.sunnysideschools.org/files/_ybKnY_/cb99d986218493713745a49013852ec4/Sunnyside_School_District_Improvement_Plan_Sheet1.pdf
The individual school improvement plans are on Indistar and can be found at the address below.
http://www.indistar.org/app/

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

The District communicates and collaborates with parents, staff, and the community through advisory committees, publications, and with various community organizations, non-profit organizations, and municipalities. In addition, the District Math and Literacy Leadership team, which consists of teachers and administrators, collaboratively plan and implement district-wide professional development on the CCSS. The Teacher/Principal Evaluation committee consists of several teachers and administrators that plan portions of the professional development focused on the connection of the CCSS to the CEL 5D framework.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

With this waiver, the collective bargaining agreements will include 173 full instructional days. In addition, we have 12 additional workdays without students. The breakdown of the 12 days includes five days for in-service, five days teacher-validated days and two days for collaboration. The waiver would provide four conferences days and three professional development days that would be utilized throughout the year. The link to the CBA is listed below. Please note the CBA is listed as 2010-13 but also includes the current (2013-14) school year. The new three-year contract will be finalized this spring and will include the year 2013-14 school year.
2016.http://www.sunnysideschools.org/files/_feK1w_/f3a8a478ec21ee193745a49013852ec4/SEA_2010-2013.pdf

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	173
Waiver days (as requested in application)	7
Additional teacher work days without students	12
Total	192

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required	District directed activities	School directed activities	Teacher directed activities

	to participate			
1	Optional	X		X
2	Optional	X		X
3	Optional	X		X
4	Optional	X		X
5	Optional	X		X
6	Optional			X
7	Optional			X
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.
We have 12 workdays above the 180 school days but they are dependent on the amount of funding available from our federal dollars. These additional days are focused on professional development that aligns to district and school improvement goals.
The waiver we are requesting allows us to provide a calendar that has four parent conference days and three embedded professional development days. By having this waiver we are able to have three embedded professional development days during the calendar year that provides continuity and support for teacher learning.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.
The District used the waiver days as planned for professional development and parent-teacher conferences.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.
Sunnyside School District has made significant improvement with overall graduation rate. In 2011 our graduation rate was 71.5 percent, 77.2 percent in 2012 and 85.1 percent in 2013. We are greatly encouraged by the increase in graduation because this is a district percentage. We do not have separate alternative schools for at-risk students. We own all of our students and have utilized this waiver to greatly improve our graduation rate. We also have seen gains in math and reading at many grade levels.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

The waiver hasn't changed in length, however the urgency to connect with our families and the professional development needs are at an all time high. We are focusing efforts on improving instruction K-12 utilizing professional development to support the implementation of the Common Core State Standards in English Language Arts and math.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan
We need this additional time to connect and partner with our families at parent-conferences to focus on supporting students. The additional time will also be used for three professional development days focused on implementing the CCSS in math and ELA. This will be our first year in implementing the new standards and using the Smarter Balanced Assessment System. The SBAC system will include implementing new interim benchmarks aligned to CCSS, utilizing the Digital Library and students taking the summative Smarter Balanced Assessment. Teachers will need a lot of support and training in utilizing these new assessment tools to monitor and inform their instructional practice. This will also have implications for aligning curriculum, instruction, and assessments in unit and lesson planning.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Frequent communication, newsletters, local media, and letters sent home. The District communicates and collaborates with parents, staff and the community through advisory committees, publications, and with various community organizations, non-profit organizations, and municipalities.
The waiver has essential components that connect to our district and building goals. Administrators and teachers will lead the three professional development days. The calendar committee has made adjustments to support teaching and learning and it reflects this waiver. Finally, parent conferences are an essential component of this waiver and the Family Engagement Task Force, that includes Title and LAP parent representatives from each school were updated included in the development of the waiver. The Family Task Force is very supportive of this waiver because conferences have been an invaluable strategy to connect families with each teacher and school.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Stephanie Leitz, Principal
Wahkiakum High School
360.795.3271
Fax: 360.795.0545

W. Robert Garrett, Superintendent
Bernice Sundby, Business Manager
360.795.3971 Fax: 360.795.0545

Theresa Libby, Principal
Julius A. Wendt Elementary School
John C. Thomas Middle School
360.795.3261 Fax: 360.795.3205

Wahkiakum School District 200

500 South Third Street/P.O.Box 398
Cathlamet, WA 98612

RESOLUTION NO. 214-031814
March 18, 2014

A RESOLUTION of the Board of Directors of the Wahkiakum School District No. 200, Wahkiakum County, Cathlamet, Washington, to request a waiver for grades K-12 of the minimum 180-day school year (RCW 28A.150.220) for the 2014-2015, 2015-2016 and 2016-2017 school years;

WHEREAS, the Wahkiakum School District Board of Directors recognizes that:

1) Planning time is needed for staff to implement a local restructuring plan which provides an effective educational system to enhance the educational program for all students in the district, and

2) According to the 2013-14 Form Package 600 (Minimum Basic Education Requirement Compliance), all grade levels are more than meeting the minimum program hours offering requirements and that is with a 176-day school year for students already in effect; and we will continue to exceed the minimum program hours offering requirement in E2SSB 6552 which is expected to be signed by the Governor very soon; and

3) Full days designated for planning and in-service training would facilitate training opportunities for classified staff, and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18),

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Wahkiakum School District No. 200 does hereby request the minimum 180 school day requirement be waived from 180 to 176 days for the 2014-2015, 2015-2016 and 2016-2017 school years.

W Robert Garrett
Sec'y to the Board

Board of Directors

Dated this 18th day of March, 2014

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds• Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Wahkiakum School District
Superintendent	Bob Garrett
County	Wahkiakum
Phone	360-795-3971
Mailing Address	PO Box 398 Cathlamet, WA 98612
Contact Person Information	
Name	Stephanie Leitz
Title	HS Principal
Phone	360-795-3271
Email	sleitz@esd112.wednet.edu
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4
School Years	2014-15; 2015-16; 2016-17
Will the waiver days result in a school calendar with fewer half-days? No, if comparing to our calendar of the last few years; but yes, if comparing to our calendar prior to requesting a waiver for the first time.	
Number of half-days before any reduction	11
Reduction	8
Remaining number of half days in calendar	3
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?
   The purpose in requesting the waiver is to increase student achievement as a result of additional release time for professional development for staff. Our goals are to assist staff in developing better strategies and methodologies as they provide more effective instruction and assessments in the classroom. Staff development will focus on implementing Common Core Standards, effective use of the 5D+ instructional framework and data analysis.

2. What are the student achievement data motivating the purpose and goals of the waiver?
   We will be viewing and interpreting MSP, HSPE, EOC assessments; MAP, RBA, MBA; and the new Smarter Balanced assessments including their progress monitoring tools.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.
   We will be utilizing the state assessment results for our district, as well as classroom based assessments, such as DIBEL fluencies, RBA, MBA, and MAP. The Common Core Standards will be used to determine success, along with a focus on college and career readiness. Lastly, we will also survey teachers regarding their perceptions of the effectiveness of the professional development.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.
   The evidence will be qualitative and quantitative assessment data from the measures and standards mentioned above. Teachers are also collecting student growth data as part of our new teacher evaluation system.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.
   Based on the needs of teachers as identified by the results of the new teacher evaluation system, we will identify a focus for professional development. We plan to allow time for our trained staff to share their expertise with their colleagues. In addition, we will be using outside consultants to facilitate our professional development activities. We expect that by increasing our staff's ability to provide effective instruction, our student achievement scores will show growth.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?
   The time will be spent on continued professional development as identified by staff and administration through the analysis of data, teacher surveys and areas of focus from TPEP.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   Our district/school improvement plan focuses on student achievement in core academic areas. The plan is available in our two school buildings, our district office and on our school district website (wahksd.k12.wa.us). The waiver days support our plan by improving teacher effectiveness, which in turn increases student success.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   Over the course of the last few years, each stated community entity has been polled and given the opportunity to provide additional feedback related to our request(s) for our waiver from the 180-day school year. Each group continues to be in support of our endeavors. Our community understands the need for professional development and last month supported our local maintenance and operations levy with our highest yes percentage vote (70.7%) in over twenty years.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   In accordance with our CBA, our school calendar consists of 180 teacher workdays, plus two and one-half (2.5) certificated employee supplemental work days, with at least two preceding the first teaching day and paid at per diem. The calendar shall reflect 176 student attendance days for each contract year provided the calendar is approved by the State Board of Education. The four (4) non-student attendance days shall be scheduled throughout the year for the purpose of staff in-service as approved by the State Board of Education. In addition, two optional days for in-service will be allowed with certificated personnel paid at per diem rate. The inservice may occur on the statewide inservice days or on a weekend, subject to administrative approval.

   Additionally, we have a one-hour late start for students on Thursday morning of each week. We have three early dismissal days during the year (typically preceding a scheduled break) and three early dismissal days during the month of November for the purpose of conducting parent-teacher conferences.

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	2.5
Total	182.5

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	X	X	X
2	100	X	X	X
3	0	X	X	X
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.) Our school district has only 2.5 “TRI” days (much less than many districts around the State), and we utilize those days for “welcome back, staff orientation, annual administrative requirements for staff, and preparing for our students’ first day of school.” These days do not allow time for staff collaboration and significant professional development, like our four waiver days allow.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

   We have been extremely pleased with the opportunity to provide additional professional development for staff. We continue to be of the thought that full days for professional development are much more effective than our previous strategy of having eight early release days . We have been using our “local teacher inservice days” as planned and requested in our prior waiver requests.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district’s success at meeting each of the expected benchmarks and results of the previous waiver.

   In our previous waiver, we described needing four waiver days to increase professional development for our staff. In the first two years, we turned our instructional focus from reading/language arts to math. A district vertical math team was created and met to ensure that staff had a common understanding of the standards at each grade level. We developed “cross-walks” for current state math assessments. And lastly we adopted new math curriculum and provided staff development related to its implementation.

   As a district we were above our AMO in math during the 12-13 school year, and believe the four waiver days contributed to this success.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

   In keeping with a focus on student achievement, our professional development activities are now becoming more comprehensive with a focus on implementing Common Core Standards and the instructional framework for teacher evaluation. We believe that we are now prepared to focus on a more global perspective, and meet the needs of students through effective instruction in all content areas.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

   We have adjusted the goals of our waiver plan to meet the needs of our teachers, which is aligned with our goal of continuous improvement that supports student learning. Without the professional development time (4 waiver days) we would be unable to adequately meet the needs of our teachers. Just this spring, we completed the accreditation process for our high school, and having the staff development time had a positive impact on the continuous improvement process.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

This process began as a survey from parents and community. Some examples of our on-going communications include school newsletters, the district website, and principal/staff presentations at monthly school board meetings. Recently the district sent a mailer to each student's parents/guardians describing our current need for renewing our waiver request and the benefit of staff professional development. Not one household expressed concern related to continuing the 176-day school year for students. Our entire staff, both classified and certificated employees, have consistently and continuously expressed approval for the additional professional development time.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement.

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 while offering the equivalent in annual minimum instructional hours as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said waiver requests for up to three school years.

(2) The state board of education, pursuant to RCW 28A.305.140(2), shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW 28A.150.220(2) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC 180-16-220 and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: RCW 28A.305.140(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. WSR 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

Option One Waiver Application Worksheet

District: **Days requested:**
Date: **Years requested:**

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Satisfies criterion Y/N						
Comments						

Renewals: “In addition to the requirements of subsection (2), the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:”

WAC 180-18-040 (3)	(a) The degree to which the prior waiver plan’s goals were met, based on the assessments or metrics specified in the prior plan.	(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.	(c) Any proposed changes in the plan to meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					

May 8 School Site Visit Map

Kennewick School District
1000 W 4th Ave, Kennewick 99336

1. Head east on W 4th Ave toward S Kent St (0.3 mi)
2. Turn right onto S Garfield St (0.6 mi)
3. Take the 2nd right onto W 10th Ave (0.1 mi, destination on left)

Park Middle School
1011 W 10th Ave, Kennewick 99336

1. Head west on W 10th Ave (0.4 mi)
2. Turn right onto S Olympia St (0.5 mi)
3. Turn right onto W 4th Ave (420 feet, destination on right)

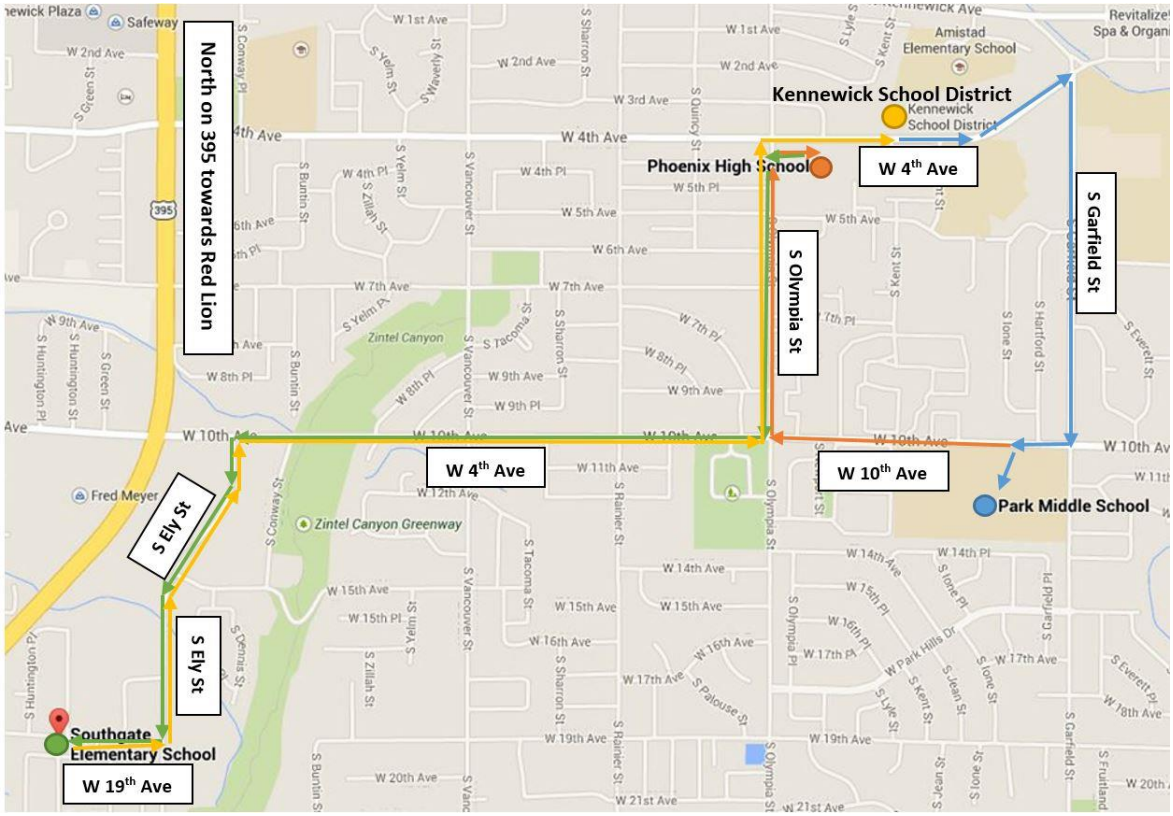
Phoenix High School
1315 W 4th Ave, Kennewick 99336

1. Head west on W 4th Ave toward S Olympia St (420 feet)
2. Take the 1st left onto S Olympia St (0.5 mi)
3. Turn right onto W 10th Ave (0.9 mi)
4. Turn left onto S Ely St (0.5 mi)
5. Turn right onto W 19th Ave (0.2 mi, destination on left)

Southgate Elementary School
3121 W 19th Ave, Kennewick99337

1. Head east on W 19th Ave toward S Huntington St (0.2 mi)
2. Turn left onto S Ely St (0.5 mi)
3. Turn right onto W 10th Ave (0.9 mi)
4. Turn left onto S Olympia St (0.5 mi)
5. Turn right onto W 4th Ave (0.2 mi, destination on left)

Kennewick School District
1000 W 4th Ave, Kennewick 99336



THE WASHINGTON STATE BOARD OF EDUCATION

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**ESEA Waiver Update**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The Board will be updated on the outcome of the state's flexibility waiver to the United State Department of Education. Staff will also review the implications of the revocation of the waiver on the Achievement Awards, the release of the Washington Achievement Index, and identification of Priority and Focus schools, among other issues.
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Washington has become the first state to have its ESEA flexibility waiver revoked. Staff will update the Board on recent developments regarding the waiver, and its impact on achievement awards and school identification procedures for the current school year. Given the timing of the production of the board packet, there is a high likelihood that additional information will be available during the meeting itself.

ACHIEVEMENT INDEX AND WAIVER UPDATE

Policy Consideration

The Washington State Board of Education was delegated the authority to redesign the Achievement Index for the purpose of meeting state and federal accountability requirements. The SBE engaged with numerous stakeholder groups to create the Revised Achievement Index in a manner that thoughtfully includes student growth model data and a Targeted Subgroup calculation.

The Board previously adopted the Revised Achievement Index for use in state and federal accountability, including to identify schools in need of differentiated support and recipients of the Washington Achievement Awards.

Summary

District Accountability Coordinators (DACs) and Educational Service District (ESD) superintendents from across the state reviewed and examined the Achievement Index data file. Important findings from the DACs include:

- One data omission and one computation error were identified and corrected prior to public reporting.
- The school ratings pass face validity – the ratings "look right."
- The inclusion of Growth Model data improves the accuracy of the school ratings.
- The DACs offer several broad ideas for improving the Index Ratings.

The SBE and the OSPI jointly announced the recipients of the 2013 Washington Achievement Awards (413 schools) and the schools identified for supports (287 Priority and Focus Schools).

Feedback on the English Language Acquisition Award

On March 19, the SBE announced 42 recipient schools of the first ever English Language Acquisition Award, representing 26 districts from across the state. Within 48 hours of the public announcement, the SBE staff received requests for additional information about the schools receiving the recognition. In particular, school or district personnel expressed an interest in connecting with a school that has been successful with their ELL subgroup for the purpose of replicating the successful programs. One district coordinator replied:

> "I appreciated the conversation we had today about the article on English Language Acquisition Award and I think that the data used to identify recipients could be a very useful tool for the work we do here at ESD 105 in the Language Acquisition Cooperative. By looking at the increase of median scores on the WELPA by schools across our state and within our ESD region we could help connect schools with similar

demographics and discover what practices have resulted in successful English acquisition."

Feedback on DAC Review of the Revised Index

As the driving force behind the Revised Achievement Index, the Board would be concerned if school district personnel found the school ratings to be inaccurate, unfair, or misleading. Also, the Board would want to determine whether the DACs view the Revised Index is an improvement over the Old Index. To this end, a partially de-identified Revised Achievement Index (AI) data file was distributed to 15 District Accountability Coordinators (DACs) across the state for review and evaluation. Data files were also provided to five Educational Service District (ESD) superintendents for each or their data experts to review.

Do the DACs think the school ratings "look right"?

"School ratings "look right" and make sense."

"I thought that you would like to know that my first take on the AI results is that there are no surprises."

The "Achievement index data and scores are right on – they are what I am expecting for all buildings in the…SD."

"The AI ratings "look right" and the distribution looks reasonable."

Has the inclusion of growth data improved the assessment of school performance?

"The inclusion of the growth data makes a big difference in accurately assessing the health of the schools."

"Secondary schools serving 6-12… have lower rating than I expected. …was a School of Distinction under the old achievement index model. Now, this school has more grade levels, more growth data…"

The impact of growth on the rating "…was quite predictable based on my own studies of growth"

What do you like about the Revised Index?

"Also, LOVE the inclusion of the "former ELL" in the ELL group! (our grad rates are actually HIGHER than the 'all' group for the "former ELL"----interesting!)"

"I think the revised index does a good job of fairly assessing the health of school of most sizes, and I see a smattering of both high and low ratings across the spectrum of high F/R schools and low F/R schools."

What technical concerns do the DACs have regarding the analyses?

"The one question I do have, though, is with averaging for a 3-year grad rate. For schools making rapid improvement in graduation rates, there isn't a way to honor/reflect that (like with SGP for achievement). So a school going from 20% graduation to 69%

over two years would have the same 3-year number as another school graduating 45% for three years running."

"33% on the Graduation rate index seems to significantly skew the AI in a positive direction in our case for all 3 of our comprehensive high schools."

"The extremely high poverty Title I schools tend to have very high AI or very low AI (on both ends) because of the numbers of subgroups being counted numerous times in both Proficiency and Growth categories."

"…the system is biased against alternative schools, which by nature are usually smaller and lower performers.."

"The results of the original Index also had a bias in favor of high schools. If we have the same rating system for all schools, this is inevitable. But I think it's wise to keep the same system for all schools."

How could the analysis be improved?

"OSPI said many times that it would compute the district index, but it never was computed. It would be nice if a district-level revised Index were computed."

"…[there are] reasons to do separate analysis by school type, and I do think there is a way to do the analyses to mitigate the problems that multiple grade configurations pose."

"A different system may be needed for alternative schools (I suggest excluding them from the rankings based on grade span)."

"…high schools have higher Index results than the others. There are two reasons for this: growth is only 33% of the weight, and it is easier to meet standard on the reading and writing HSPE than in the other grades (the bar was lowered for these subjects because they are graduation requirements)… A possible solution to this problem is to rate each grade band separately – designate the lowest 5% of each grade band for the Priority label rather than lump all of the grade bands together."

"If the feds deny our waiver, there is no need to change the index to meet their subgroup requirements."

"Validation is difficult as the business rules for reporting data on the Washington Report Card differ from the business rules utilized for accountability (AI) reporting. Discrepancies lead to reduced transparency."

Concluding thoughts on the DAC review…

"I'm especially looking forward to seeing the Index file when it's ready. Hopefully it can be posted before the AI website is updated? Most of us in the field don't need a fancy interface, just the facts as they say."

Washington Achievement Index – Next Steps

As described in the ESEA Flexibility Waiver section below, the Achievement Index played an important role in the identification of Priority, Focus, and Award Schools. The role of the Index

in the identification of Priority, Focus, and Awards Schools is not expected to change dramatically in the near-term. Based on the DAC feedback, planned improvements should proceed and DAC proposed improvements to the Index are worth exploring. Some of these planned and suggested improvements include:

- Inclusion of Adequate Growth indicators in the Index. The OSPI agreed to provide the SBE with the data necessary to study the impact of the indicator on the Index ratings.
- Inclusion of Dual Credit Attainment/Industry Certification in the Index.
- Re-examine the rating/measure crosswalk tables by school grade band as suggested by one DAC.

The Index contains a great deal of information about schools and has the potential of shining a light on the highest performing schools. The Index data should be mined to identify schools:

- Showing the most growth in reading and math
- Showing the highest performance for Targeted Subgroups, such as the ELL and Former ELL groups.
- Showing the highest performance for students in poverty.

We want to shine a light on the highest performing schools and provide other schools the opportunity to learn from the successes of others.

Washington Achievement Index (WAI) Website

The SBE completed a contract for the purpose of updating the WAI website to accommodate changes brought about through the Revised Index. Updates are in progress and are expected to be in production when the Index is publicly released on or about May 1st.

ESEA Flexibility Waiver

At the SBE March meeting in Renton, the Board adopted a resolution calling upon the Legislature to resolve the issue of the student growth component of teacher and principal evaluations in a way that will allow Washington to continue to receive a U.S. Department of Education (USED) waiver from the requirements of No Child Left Behind while preserving the innovative Teacher and Principal Evaluation Program. The issue was not resolved in a manner likely to be acceptable to the USED.

On April 24th the OSPI announced that Washington's waiver from the accountability requirements of No Child Left Behind (NCLB) Act will not be renewed for the 2014-15 school year according to a letter from U.S. Education Secretary Arne Duncan. The state has been operating under a conditional waiver for the past two school years. The letter states that Washington and the LEAs must resume implementing the requirements of Title I of the ESEA (No Child Left Behind Act) for the 2014-15 school year. In order to meet the Federal Title I requirements, the OSPI will calculate Adequate Yearly Progress (AYP) in the fall 2014 using the 2013-14 assessment data. The OSPI will be providing additional information on the AYP analyses in the near future.

The OSPI and the SBE collaboratively developed the lists of schools for differentiated supports and recognition as required under the ESEA Waiver Flexibility over the past months and formally presented the Transitional School Identification Methodology to the Board at the last meeting. Schools receiving recognition were privately notified on April 9th and publicly on April 16th. Schools designated for supports were privately notified on April 23rd and publicly on or about May 1st, a date dependent on the formal USED announcement.

Recognition for Schools

The Washington Achievement Awards based on the 2012-13 assessment results were jointly developed by the OSPI and the SBE. A total of 413 schools are scheduled to receive at least one award at the April 24th ceremony and are comprised of the following.

- Overall Excellence – 100 schools
- High Progress – 217 schools
- Special Recognition – Reading Growth – 97 schools
- Special Recognition – Math Growth – 93 schools
- Special Recognition – Extended Graduation Rate – 19 schools
- Special Recognition – English Language Acquisition – 42 schools

Supports for Schools

In accordance with federal and state requirements, the OSPI designated 393 schools as Challenged Schools for differentiated supports. The list of Challenged Schools consists of the following.

- Priority Schools – 119 schools
- Focus Schools – 168 schools
- Underperforming Schools – to be determined

Action

None

List of Washington Achievement Award Recipients

Overall Excellence

District name	School name	Award
Anacortes School District	Anacortes High School	Overall Excellence
Arlington School District	Kent Prairie Elementary	Overall Excellence
Auburn School District	Gildo Rey Elementary	Overall Excellence
Bainbridge Island School District	Bainbridge High School	Overall Excellence
Bainbridge Island School District	Capt Johnston Blakely Elem	Overall Excellence
Bainbridge Island School District	Capt. Charles Wilkes Elementary	Overall Excellence
Battle Ground School District	CAM Junior Senior High School	Overall Excellence
Bellevue School District	Bellevue High School	Overall Excellence
Bellevue School District	Bennett Elementary	Overall Excellence
Bellevue School District	Cherry Crest Elementary	Overall Excellence
Bellevue School District	International School	Overall Excellence
Bellevue School District	Medina Elementary	Overall Excellence
Bellevue School District	Newport Senior High School	Overall Excellence
Bellevue School District	Spiritridge Elementary	Overall Excellence
Bellingham School District	Alderwood Elementary	Overall Excellence
Bellingham School District	Lowell Elementary	Overall Excellence
Camas School District	Liberty Middle School	Overall Excellence
Camas School District	Skyridge Middle School	Overall Excellence
Cape Flattery School District	Neah Bay Elementary	Overall Excellence
Cascade School District	Icicle River Middle School	Overall Excellence
Central Valley School District	Chester Elementary	Overall Excellence
Clarkston School District	Charles Francis Adams High School	Overall Excellence
Clover Park School District	Clarkmoor Elementary	Overall Excellence
Clover Park School District	Hudtloff Middle School	Overall Excellence
Clover Park School District	Oakwood Elementary	Overall Excellence
Colfax School District	Leonard M Jennings Elementary	Overall Excellence
Dieringer School District	Lake Tapps Elementary	Overall Excellence
Edmonds School District	Challenge Elementary	Overall Excellence
Edmonds School District	Maplewood Parent Cooperative	Overall Excellence
Everett School District	Cedar Wood Elementary	Overall Excellence
Everett School District	Madison Elementary	Overall Excellence
Everett School District	Silver Lake Elementary	Overall Excellence
Everett School District	Woodside Elementary	Overall Excellence
Freeman School District	Freeman High School	Overall Excellence
Highline School District	Aviation High School	Overall Excellence

List of Washington Achievement Award Recipients

Hockinson School District	Hockinson High School	Overall Excellence
Issaquah School District	Cougar Ridge Elementary	Overall Excellence
Issaquah School District	Discovery Elementary	Overall Excellence
Issaquah School District	Issaquah High School	Overall Excellence
Issaquah School District	Newcastle Elementary	Overall Excellence
Issaquah School District	Skyline High School	Overall Excellence
Kelso School District	Carrolls Elementary	Overall Excellence
Kent School District	Martin Sortun Elementary	Overall Excellence
Lake Chelan School District	Chelan High School	Overall Excellence
Lake Washington School District	Alcott Elementary	Overall Excellence
Lake Washington School District	Audubon Elementary	Overall Excellence
Lake Washington School District	Discovery School	Overall Excellence
Lake Washington School District	Explorer Community School	Overall Excellence
Lake Washington School District	International Community School	Overall Excellence
Lake Washington School District	Juanita Elementary	Overall Excellence
Lake Washington School District	Mann Elementary	Overall Excellence
Lake Washington School District	Mcauliffe Elementary	Overall Excellence
Lake Washington School District	Northstar Middle School	Overall Excellence
Lake Washington School District	Renaissance School	Overall Excellence
Lake Washington School District	Rockwell Elementary	Overall Excellence
Lake Washington School District	Rosa Parks Elementary	Overall Excellence
Lake Washington School District	Rush Elementary	Overall Excellence
Lake Washington School District	Smith Elementary	Overall Excellence
Lake Washington School District	Stella Schola	Overall Excellence
Lake Washington School District	Twain Elementary	Overall Excellence
Lake Washington School District	Wilder Elementary	Overall Excellence
Mercer Island School District	Mercer Island High School	Overall Excellence
Methow Valley School District	Liberty Bell Junior Senior High	Overall Excellence
Mukilteo School District	Kamiak High School	Overall Excellence
Mukilteo School District	Odyssey Elementary	Overall Excellence
Nooksack Valley School District	Nooksack Elementary	Overall Excellence
North Kitsap School District	Hilder Pearson Elementary	Overall Excellence
Northshore School District	Fernwood Elementary	Overall Excellence
Northshore School District	Inglemoor High School	Overall Excellence
Northshore School District	Shelton View Elementary	Overall Excellence
Northshore School District	Woodinville High School	Overall Excellence
Olympia School District	Boston Harbor Elementary	Overall Excellence

List of Washington Achievement Award Recipients

Olympia School District	Jefferson Middle School	Overall Excellence
Orcas Island School District	Orcas Island High School	Overall Excellence
Pullman School District	Pullman High School	Overall Excellence
Puyallup School District	Woodland Elementary	Overall Excellence
Ridgefield School District	Ridgefield High School	Overall Excellence
Rosalia School District	Rosalia Elementary & Secondary	Overall Excellence
Seattle Public Schools	Mercer Middle School	Overall Excellence
Seattle Public Schools	North Beach Elementary	Overall Excellence
Seattle Public Schools	The Center School	Overall Excellence
Seattle Public Schools	Wedgwood Elementary	Overall Excellence
Seattle Public Schools	Whittier Elementary	Overall Excellence
Sedro-Woolley School District	Big Lake Elementary	Overall Excellence
Sedro-Woolley School District	Lyman Elementary	Overall Excellence
Shoreline School District	Lake Forest Park Elementary	Overall Excellence
Snohomish School District	Glacier Peak High School	Overall Excellence
Snoqualmie Valley School District	Fall City Elementary	Overall Excellence
South Whidbey School District	South Whidbey High School	Overall Excellence
Spokane School District	Libby Center	Overall Excellence
Spokane School District	Wilson Elementary	Overall Excellence
Stevenson-Carson School District	Stevenson High School	Overall Excellence
Sumner School District	Liberty Ridge Elementary	Overall Excellence
Toledo School District	Toledo High School	Overall Excellence
Tumwater School District	Black Lake Elementary	Overall Excellence
University Place School District	Chambers Elementary	Overall Excellence
Vancouver School District	Vancouver School of Arts & Acad.	Overall Excellence
Vashon Island School District	Vashon Island High School	Overall Excellence
Waitsburg School District	Waitsburg High School	Overall Excellence
West Valley School District (Yakima)	Wide Hollow Elementary	Overall Excellence

High Progress

School District	School name	
Aberdeen School District	Stevens Elementary	High Progress
Almira School District	Almira Elementary	High Progress
Anacortes School District	Island View Elementary	High Progress
Asotin-Anatone School District	Asotin Elementary	High Progress
Asotin-Anatone School District	Asotin Junior Senior High School	High Progress
Auburn School District	Auburn Mountainview High School	High Progress

List of Washington Achievement Award Recipients

Auburn School District	Auburn Riverside High School	High Progress
Auburn School District	Auburn Senior High School	High Progress
Bainbridge Island School District	Capt Johnston Blakely Elem	High Progress
Battle Ground School District	Battle Ground High School	High Progress
Battle Ground School District	Captain Strong Elementary	High Progress
Bellevue School District	Cherry Crest Elementary	High Progress
Bellevue School District	Lake Hills Elementary	High Progress
Bellevue School District	Newport Heights Elementary	High Progress
Bellevue School District	Phantom Lake Elementary	High Progress
Bellevue School District	Sammamish Senior High School	High Progress
Bellevue School District	Stevenson Elementary	High Progress
Bethel School District	Bethel High School	High Progress
Bethel School District	Liberty Middle School	High Progress
Bethel School District	Rocky Ridge Elementary	High Progress
Bethel School District	Spanaway Lake High School	High Progress
Blaine School District	Blaine High School	High Progress
Bremerton School District	Bremerton High School	High Progress
Brewster School District	Brewster High School	High Progress
Camas School District	Camas High School	High Progress
Cape Flattery School District	Neah Bay Elementary	High Progress
Carbonado School District	Carbonado Historical School	High Progress
Cascade School District	Cascade High School	High Progress
Central Kitsap School District	Central Kitsap High School	High Progress
Central Kitsap School District	Klahowya Secondary	High Progress
Central Kitsap School District	Ridgetop Junior High	High Progress
Central Valley School District	Summit School	High Progress
Centralia School District	Edison Elementary	High Progress
Chewelah School District	Gess Elementary	High Progress
Chewelah School District	Jenkins Middle School	High Progress
Clarkston School District	Charles Francis Adams High School	High Progress
Clarkston School District	Grantham Elementary	High Progress
Clover Park School District	Clarkmoor Elementary	High Progress
Clover Park School District	Clover Park High School	High Progress
Clover Park School District	Lakes High School	High Progress
Clover Park School District	Oakwood Elementary	High Progress
Clover Park School District	Park Lodge Elementary	High Progress
Clover Park School District	Tillicum Elementary	High Progress

List of Washington Achievement Award Recipients

Colfax School District	Leonard M Jennings Elementary	High Progress
Columbia (Walla Walla) School District	Columbia High School	High Progress
Colville School District	Colville Senior High School	High Progress
Dieringer School District	Dieringer Heights Elementary	High Progress
East Valley School District (Yakima)	Moxee Elementary	High Progress
Eastmont School District	Eastmont Senior High School	High Progress
Eatonville School District	Eatonville High School	High Progress
Edmonds School District	Cedar Valley Community School	High Progress
Edmonds School District	Edmonds Woodway High School	High Progress
Edmonds School District	Mountlake Terrace High School	High Progress
Ephrata School District	Ephrata High School	High Progress
Everett School District	Silver Lake Elementary	High Progress
Evergreen School District (Clark)	Union High School	High Progress
Federal Way School District	Decatur High School	High Progress
Franklin Pierce School District	Brookdale Elementary	High Progress
Franklin Pierce School District	Franklin Pierce High School	High Progress
Franklin Pierce School District	Washington High School	High Progress
Freeman School District	Freeman High School	High Progress
Grandview School District	Grandview High School	High Progress
Highline School District	Health Sciences & Human Services High	High Progress
Highline School District	Mount Rainier High School	High Progress
Highline School District	Technology, Engineering & Communicati	High Progress
Issaquah School District	Clark Elementary	High Progress
Issaquah School District	Liberty Senior High School	High Progress
Kelso School District	Barnes Elementary	High Progress
Kennewick School District	Kamiakin High School	High Progress
Kennewick School District	Vista Elementary	High Progress
Kent School District	Kent Mountain View Academy	High Progress
Kent School District	Kentwood High School	High Progress
Kent School District	Martin Sortun Elementary	High Progress
Kent School District	Mattson Middle School	High Progress
Lake Stevens School District	Highland Elementary	High Progress
Lake Stevens School District	Mt. Pilchuck Elementary	High Progress
Lake Washington School District	Explorer Community School	High Progress
Lake Washington School District	Finn Hill Middle School	High Progress
Lake Washington School District	Kirkland Middle School	High Progress
Lake Washington School District	Lake Washington High School	High Progress

List of Washington Achievement Award Recipients

Lake Washington School District	Northstar Middle School	High Progress
Lake Washington School District	Redmond Elementary	High Progress
Lake Washington School District	Rockwell Elementary	High Progress
Lake Washington School District	Sandburg Elementary	High Progress
Lakewood School District	English Crossing Elementary	High Progress
Lakewood School District	Lakewood High School	High Progress
Lopez School District	Lopez Middle High School	High Progress
Manson School District	Manson High School	High Progress
Mary Walker School District	Mary Walker High School	High Progress
Marysville School District	Academy of Construction & Eng.	High Progress
Marysville School District	Bio Med Academy	High Progress
Marysville School District	Marysville Arts & Technology HS	High Progress
Mead School District	Shiloh Hills Elementary	High Progress
Medical Lake School District	Hallett Elementary	High Progress
Meridian School District	Meridian High School	High Progress
Monroe School District	Monroe High School	High Progress
Montesano School District	Beacon Avenue Elementary	High Progress
Montesano School District	Simpson Avenue Elementary	High Progress
Morton School District	Morton Elementary	High Progress
Mount Baker School District	Mount Baker Senior High School	High Progress
Mukilteo School District	Explorer Middle School	High Progress
Naches Valley School District	Naches Valley High School	High Progress
Naches Valley School District	Naches Valley Intermediate School	High Progress
Naselle-Grays River Valley School District	Naselle Elementary	High Progress
Newport School District	Newport High School	High Progress
North Beach School District	Pacific Beach Elementary	High Progress
North Franklin School District	Connell High School	High Progress
North Kitsap School District	North Kitsap High School	High Progress
North Kitsap School District	Vinland Elementary	High Progress
North Mason School District	North Mason Senior High School	High Progress
North Mason School District	Sand Hill Elementary	High Progress
North Thurston Public Schools	Lacey Elementary	High Progress
North Thurston Public Schools	North Thurston High School	High Progress
North Thurston Public Schools	Timberline High School	High Progress
Northport School District	Northport Elementary	High Progress
Northshore School District	Bothell High School	High Progress
Northshore School District	Cottage Lake Elementary	High Progress

List of Washington Achievement Award Recipients

Northshore School District	Northshore Networks	High Progress
Oak Harbor School District	Broadview Elementary	High Progress
Oakesdale School District	Oakesdale Elementary	High Progress
Ocosta School District	Ocosta Junior Senior High	High Progress
Okanogan School District	Okanogan High School	High Progress
Olympia School District	Capital High School	High Progress
Omak School District	Omak High School	High Progress
Onalaska School District	Onalaska High School	High Progress
Orcas Island School District	Orcas Island High School	High Progress
Orting School District	Orting High School	High Progress
Paterson School District	Paterson Elementary	High Progress
Peninsula School District	Artondale Elementary	High Progress
Peninsula School District	Gig Harbor High	High Progress
Pomeroy School District	Pomeroy Junior Senior High School	High Progress
Port Angeles School District	Port Angeles High School	High Progress
Prosser School District	Whitstran Elementary	High Progress
Puyallup School District	Emerald Ridge High School	High Progress
Puyallup School District	Rogers High School	High Progress
Quincy School District	Pioneer Elementary	High Progress
Reardan-Edwall School District	Reardan Elementary	High Progress
Reardan-Edwall School District	Reardan Middle Senior High School	High Progress
Renton School District	Benson Hill Elementary	High Progress
Renton School District	Lindbergh Senior High School	High Progress
Renton School District	Renton Park Elementary	High Progress
Renton School District	Renton Senior High School	High Progress
Renton School District	Talbot Hill Elementary	High Progress
Ridgefield School District	Ridgefield High School	High Progress
Ridgefield School District	South Ridge Elementary	High Progress
Ridgefield School District	View Ridge Middle School	High Progress
Rosalia School District	Rosalia Elementary & Secondary	High Progress
Seattle Public Schools	Aki Kurose Middle School	High Progress
Seattle Public Schools	Ballard High School	High Progress
Seattle Public Schools	Beacon Hill International School	High Progress
Seattle Public Schools	Chief Sealth International HS	High Progress
Seattle Public Schools	Dunlap Elementary	High Progress
Seattle Public Schools	Greenwood Elementary	High Progress
Seattle Public Schools	Hamilton International MS	High Progress

List of Washington Achievement Award Recipients

Seattle Public Schools	Ingraham High School	High Progress
Seattle Public Schools	Jane Addams K-8	High Progress
Seattle Public Schools	John Stanford International ES	High Progress
Seattle Public Schools	Maple Elementary	High Progress
Seattle Public Schools	Thurgood Marshall Elementary	High Progress
Seattle Public Schools	West Seattle High School	High Progress
Seattle Public Schools	West Woodland Elementary	High Progress
Sedro-Woolley School District	Sedro Woolley Senior High School	High Progress
Selah School District	Robert S Lince Elementary	High Progress
Selkirk School District	Selkirk Elementary	High Progress
Sequim School District	Greywolf Elementary	High Progress
Shoreline School District	Melvin G Syre Elementary	High Progress
Snoqualmie Valley School District	Fall City Elementary	High Progress
Snoqualmie Valley School District	Snoqualmie Elementary	High Progress
South Bend School District	South Bend High School	High Progress
South Kitsap School District	Olalla Elementary	High Progress
Southside School District	Southside Elementary	High Progress
Spokane School District	Adams Elementary	High Progress
Spokane School District	Glover Middle School	High Progress
Spokane School District	Madison Elementary	High Progress
St. John School District	St John Elementary	High Progress
Stanwood-Camano School District	Stanwood Elementary	High Progress
Stanwood-Camano School District	Stanwood High School	High Progress
Sultan School District	Sultan Elementary	High Progress
Sumner School District	Bonney Lake High School	High Progress
Tacoma School District	Grant Elementary	High Progress
Tacoma School District	Helen B. Stafford Elementary	High Progress
Tacoma School District	Jefferson Elementary	High Progress
Tacoma School District	Northeast Tacoma Elementary	High Progress
Tacoma School District	Point Defiance Elementary	High Progress
Tacoma School District	Sheridan Elementary	High Progress
Tacoma School District	Stadium High School	High Progress
Tahoma School District	Tahoma Senior High School	High Progress
Tonasket School District	Tonasket High School	High Progress
Toppenish School District	Toppenish High School	High Progress
Tumwater School District	George Washington Bush MS	High Progress
Tumwater School District	Tumwater Middle School	High Progress

List of Washington Achievement Award Recipients

Union Gap School District	Union Gap School	High Progress
University Place School District	Chambers Elementary	High Progress
University Place School District	Curtis Junior High School	High Progress
University Place School District	Evergreen Primary	High Progress
Vancouver School District	Harney Elementary	High Progress
Vancouver School District	Hough Elementary	High Progress
Vancouver School District	Lake Shore Elementary	High Progress
Vancouver School District	Skyview High School	High Progress
Vashon Island School District	Vashon Island High School	High Progress
Wahluke School District	Wahluke High School	High Progress
Waitsburg School District	Preston Hall Middle School	High Progress
Waitsburg School District	Waitsburg High School	High Progress
Walla Walla Public Schools	Walla Walla High School	High Progress
Wapato School District	Wapato High School	High Progress
Washougal School District	Cape Horn Skye Elementary	High Progress
Washougal School District	Washougal High School	High Progress
West Valley School District (Yakima)	Summitview Elementary	High Progress
West Valley School District (Yakima)	West Valley High School	High Progress
West Valley School District (Yakima)	Wide Hollow Elementary	High Progress
White River School District	Elk Ridge Elementary	High Progress
Wilbur School District	Wilbur Secondary School	High Progress
Winlock School District	Winlock Middle School	High Progress
Woodland School District	Woodland Intermediate School	High Progress
Yelm School District	Fort Stevens Elementary	High Progress
Yelm School District	Yelm High School	High Progress
Zillah School District	Hilton Elementary	High Progress

Special Recognition - Reading Growth

District name	School name	Award
Anacortes School District	Fidalgo Elementary	SR - Reading
Arlington School District	Kent Prairie Elementary	SR - Reading
Auburn School District	Auburn Mountainview High School	SR - Reading
Auburn School District	Gildo Rey Elementary	SR - Reading
Bainbridge Island School District	Bainbridge High School	SR - Reading
Bainbridge Island School District	Capt Johnston Blakely Elem	SR - Reading
Bainbridge Island School District	Eagle Harbor High School	SR - Reading

List of Washington Achievement Award Recipients

Bellevue School District	Spiritridge Elementary	SR - Reading
Bellevue School District	Stevenson Elementary	SR - Reading
Bellingham School District	Happy Valley Elementary	SR - Reading
Bellingham School District	Lowell Elementary	SR - Reading
Bellingham School District	Silver Beach Elementary	SR - Reading
Bridgeport School District	Bridgeport High School	SR - Reading
Camas School District	Grass Valley Elementary	SR - Reading
Camas School District	Helen Baller Elementary	SR - Reading
Camas School District	Liberty Middle School	SR - Reading
Cascade School District	Icicle River Middle School	SR - Reading
Clover Park School District	Hudtloff Middle School	SR - Reading
Clover Park School District	Oakbrook Elementary	SR - Reading
Clover Park School District	Park Lodge Elementary	SR - Reading
Clover Park School District	Tillicum Elementary	SR - Reading
Colfax School District	Leonard M Jennings Elementary	SR - Reading
Creston School District	Creston Junior Senior High School	SR - Reading
Everett School District	Gateway Middle School	SR - Reading
Ferndale School District	Windward High School	SR - Reading
Franklin Pierce School District	Christensen Elementary	SR - Reading
Freeman School District	Freeman High School	SR - Reading
Highline School District	Aviation High School	SR - Reading
Highline School District	Technology, Engineering & Communications High School	SR - Reading
Hoquiam School District	Hoquiam High School	SR - Reading
Issaquah School District	Apollo Elementary	SR - Reading
Issaquah School District	Cougar Ridge Elementary	SR - Reading
Issaquah School District	Discovery Elementary	SR - Reading
Issaquah School District	Endeavour Elementary	SR - Reading
Issaquah School District	Issaquah High School	SR - Reading
Issaquah School District	Newcastle Elementary	SR - Reading
Kennewick School District	Southgate Elementary	SR - Reading
Kent School District	Carriage Crest Elementary	SR - Reading
Kent School District	Grass Lake Elementary	SR - Reading
Kent School District	Kentridge High School	SR - Reading
Kent School District	Martin Sortun Elementary	SR - Reading
Lake Stevens School District	Glenwood Elementary	SR - Reading
Lake Washington School District	Discovery School	SR - Reading

List of Washington Achievement Award Recipients

Lake Washington School District	Explorer Community School	SR - Reading
Lake Washington School District	Juanita Elementary	SR - Reading
Lake Washington School District	Lake Washington High School	SR - Reading
Lake Washington School District	Muir Elementary	SR - Reading
Lake Washington School District	Northstar Middle School	SR - Reading
Lake Washington School District	Rosa Parks Elementary	SR - Reading
Lake Washington School District	Sandburg Elementary	SR - Reading
Lake Washington School District	Stella Schola	SR - Reading
Lake Washington School District	Twain Elementary	SR - Reading
Morton School District	Morton Elementary	SR - Reading
Mukilteo School District	Odyssey Elementary	SR - Reading
Nooksack Valley School District	Nooksack Elementary	SR - Reading
North Franklin School District	Connell High School	SR - Reading
North Kitsap School District	Middle School Options	SR - Reading
Oak Harbor School District	Hillcrest Elementary	SR - Reading
Olympia School District	Boston Harbor Elementary	SR - Reading
Olympia School District	Jefferson Middle School	SR - Reading
Olympia School District	Leland P Brown Elementary	SR - Reading
Orting School District	Orting High School	SR - Reading
Othello School District	Scootney Springs Elementary	SR - Reading
Port Townsend School District	Port Townsend High School	SR - Reading
Pullman School District	Franklin Elementary	SR - Reading
Puyallup School District	Spinning Elementary	SR - Reading
Renton School District	Home Program	SR - Reading
Richland School District	Hanford High School	SR - Reading
Ridgefield School District	Ridgefield High School	SR - Reading
Ridgefield School District	South Ridge Elementary	SR - Reading
Ritzville School District	Ritzville High School	SR - Reading
Seattle Public Schools	Lawton Elementary	SR - Reading
Seattle Public Schools	Mercer Middle School	SR - Reading
Seattle Public Schools	Olympic Hills Elementary	SR - Reading
Seattle Public Schools	The Center School	SR - Reading
Seattle Public Schools	Wedgwood Elementary	SR - Reading
Shoreline School District	Highland Terrace Elementary	SR - Reading
Shoreline School District	Melvin G Syre Elementary	SR - Reading
Shoreline School District	Meridian Park Elementary	SR - Reading
Snoqualmie Valley School District	Fall City Elementary	SR - Reading

List of Washington Achievement Award Recipients

Snoqualmie Valley School District	Mount Si High School	SR - Reading
Soap Lake School District	Soap Lake Middle & High School	SR - Reading
Spokane School District	Adams Elementary	SR - Reading
Spokane School District	Wilson Elementary	SR - Reading
Stanwood-Camano School District	Cedarhome Elementary	SR - Reading
Stanwood-Camano School District	Saratoga School	SR - Reading
Sultan School District	Sultan Elementary	SR - Reading
Sumner School District	Liberty Ridge Elementary	SR - Reading
Tacoma School District	Grant Elementary	SR - Reading
Tumwater School District	Black Lake Elementary	SR - Reading
Union Gap School District	Union Gap School	SR - Reading
University Place School District	Chambers Elementary	SR - Reading
Waitsburg School District	Waitsburg High School	SR - Reading
Wenatchee School District	Washington Elementary	SR - Reading
West Valley School District (Yakima)	Wide Hollow Elementary	SR - Reading
White Salmon Valley School District	Columbia High School	SR - Reading
Wilson Creek School District	Wilson Creek High	SR - Reading

Special Recognition - Math Growth

District name	School name	Award
Arlington School District	Kent Prairie Elementary	SR - Math
Arlington School District	Presidents Elementary	SR - Math
Asotin-Anatone School District	Asotin Elementary	SR - Math
Auburn School District	Gildo Rey Elementary	SR - Math
Auburn School District	Pioneer Elementary	SR - Math
Bainbridge Island School District	Capt Johnston Blakely Elem	SR - Math
Bainbridge Island School District	Eagle Harbor High School	SR - Math
Bellevue School District	Cherry Crest Elementary	SR - Math
Bellingham School District	Alderwood Elementary	SR - Math
Bellingham School District	Lowell Elementary	SR - Math
Central Kitsap School District	Central Kitsap Junior High School	SR - Math
Chewelah School District	Gess Elementary	SR - Math
Chewelah School District	Jenkins Middle School	SR - Math
Chimacum School District	Chimacum High School	SR - Math
Clarkston School District	Heights Elementary	SR - Math
Clover Park School District	Oakwood Elementary	SR - Math
Clover Park School District	Tillicum Elementary	SR - Math

List of Washington Achievement Award Recipients

Colfax School District	Leonard M Jennings Elementary	SR - Math
Cosmopolis School District	Cosmopolis Elementary	SR - Math
East Valley School District (Yakima)	Moxee Elementary	SR - Math
Eastmont School District	Sterling Intermediate School	SR - Math
Edmonds School District	Sherwood Elementary	SR - Math
Everett School District	Cedar Wood Elementary	SR - Math
Evergreen School District (Clark)	Mill Plain Elementary	SR - Math
Franklin Pierce School District	Brookdale Elementary	SR - Math
Franklin Pierce School District	Christensen Elementary	SR - Math
Freeman School District	Freeman High School	SR - Math
Green Mountain School District	Green Mountain School	SR - Math
Highline School District	Madrona Elementary	SR - Math
Highline School District	White Center Heights Elementary	SR - Math
Kent School District	Martin Sortun Elementary	SR - Math
Lake Chelan School District	Chelan High School	SR - Math
Lake Washington School District	Discovery School	SR - Math
Lake Washington School District	Muir Elementary	SR - Math
Lake Washington School District	Rockwell Elementary	SR - Math
Lake Washington School District	Rosa Parks Elementary	SR - Math
Lake Washington School District	Rush Elementary	SR - Math
Lake Washington School District	Twain Elementary	SR - Math
Lakewood School District	English Crossing Elementary	SR - Math
Longview School District	Mark Morris High School	SR - Math
Monroe School District	Maltby Elementary	SR - Math
Morton School District	Morton Elementary	SR - Math
Mount Baker School District	Kendall Elementary	SR - Math
Mukilteo School District	Mariner High School	SR - Math
Mukilteo School District	Odyssey Elementary	SR - Math
North Beach School District	Pacific Beach Elementary	SR - Math
North Kitsap School District	Kingston High School	SR - Math
North River School District	North River School	SR - Math
North Thurston Public Schools	Pleasant Glade Elementary	SR - Math
Northshore School District	East Ridge Elementary	SR - Math
Northshore School District	Shelton View Elementary	SR - Math
Oak Harbor School District	Hillcrest Elementary	SR - Math
Pasco School District	James McGee Elementary	SR - Math
Pateros School District	Pateros Elementary	SR - Math

List of Washington Achievement Award Recipients

Peninsula School District	Vaughn Elementary	SR - Math
Pullman School District	Pullman High School	SR - Math
Puyallup School District	Puyallup High School	SR - Math
Puyallup School District	Ridgecrest Elementary	SR - Math
Puyallup School District	Spinning Elementary	SR - Math
Puyallup School District	Sunrise Elementary	SR - Math
Renton School District	Benson Hill Elementary	SR - Math
Ridgefield School District	Ridgefield High School	SR - Math
Ritzville School District	Ritzville High School	SR - Math
Rosalia School District	Rosalia Elementary & Secondary	SR - Math
Seattle Public Schools	B F Day Elementary	SR - Math
Seattle Public Schools	Beacon Hill International School	SR - Math
Seattle Public Schools	David T. Denny International School	SR - Math
Seattle Public Schools	Dearborn Park Elementary	SR - Math
Seattle Public Schools	John Hay Elementary	SR - Math
Seattle Public Schools	Lawton Elementary	SR - Math
Seattle Public Schools	Maple Elementary	SR - Math
Seattle Public Schools	Mercer Middle School	SR - Math
Sedro-Woolley School District	Lyman Elementary	SR - Math
Selah School District	Robert S Lince Elementary	SR - Math
Selkirk School District	Selkirk High School	SR - Math
Shoreline School District	Highland Terrace Elementary	SR - Math
Shoreline School District	Lake Forest Park Elementary	SR - Math
South Bend School District	South Bend High School	SR - Math
Spokane School District	Sacajawea Middle School	SR - Math
St. John School District	St John Endicott High School	SR - Math
Sultan School District	Sultan Elementary	SR - Math
Sumner School District	Liberty Ridge Elementary	SR - Math
Sunnyside School District	Washington Elementary	SR - Math
Tacoma School District	Angelo Giaudrone Middle School	SR - Math
Tacoma School District	Helen B. Stafford Elementary	SR - Math
Toledo School District	Toledo High School	SR - Math
Tumwater School District	Black Lake Elementary	SR - Math
Union Gap School District	Union Gap School	SR - Math
Wahluke School District	Mattawa Elementary	SR - Math
Waitsburg School District	Preston Hall Middle School	SR - Math
West Valley School District (Yakima)	Apple Valley Elementary	SR - Math

List of Washington Achievement Award Recipients

West Valley School District (Yakima)	Wide Hollow Elementary	SR - Math
Yakima School District	Adams Elementary School	SR - Math

Special Recognition - Extended Graduation Rate

District name	School name	Award
Bellevue School District	Bellevue High School	SR - Extended Graduation Rate
Cashmere School District	Cashmere High School	SR - Extended Graduation Rate
Clarkston School District	Charles Francis Adams High School	SR - Extended Graduation Rate
Ephrata School District	Ephrata High School	SR - Extended Graduation Rate
Grandview School District	Grandview High School	SR - Extended Graduation Rate
Kalama School District	Kalama Junior Senior High School	SR - Extended Graduation Rate
Lake Chelan School District	Chelan High School	SR - Extended Graduation Rate
Lake Washington School District	Juanita High School	SR - Extended Graduation Rate
Manson School District	Manson High School	SR - Extended Graduation Rate
Medical Lake School District	Medical Lake High School	SR - Extended Graduation Rate
Naches Valley School District	Naches Valley High School	SR - Extended Graduation Rate
North Franklin School District	Connell High School	SR - Extended Graduation Rate
Omak School District	Omak High School	SR - Extended Graduation Rate
Snohomish School District	Glacier Peak High School	SR - Extended Graduation Rate
Soap Lake School District	Smokiam Alternative High School	SR - Extended Graduation Rate
South Whidbey School District	South Whidbey High School	SR - Extended Graduation Rate
West Valley School District (Spokane)	West Valley High School	SR - Extended Graduation Rate
Winlock School District	Winlock Senior High School	SR - Extended Graduation Rate
Zillah School District	Zillah High School	SR - Extended Graduation Rate

English Language Acquisition Award

District name	School name	Award6
Bellevue School District	Chinook Middle School	SR - English Language Acquisition
Bellevue School District	Newport Heights Elementary	SR - English Language Acquisition
Bridgeport School District	Bridgeport High School	SR - English Language Acquisition
Centralia School District	Jefferson Lincoln Elementary	SR - English Language Acquisition
Evergreen School District (Clark)	Evergreen High School	SR - English Language Acquisition
Ferndale School District	Cascadia Elementary	SR - English Language Acquisition
Ferndale School District	Ferndale High School	SR - English Language Acquisition
Franklin Pierce School District	Central Avenue Elementary	SR - English Language Acquisition

List of Washington Achievement Award Recipients

Franklin Pierce School District	Christensen Elementary	SR - English Language Acquisition
Franklin Pierce School District	Elmhurst Elementary School	SR - English Language Acquisition
Granger School District	Granger Middle School	SR - English Language Acquisition
Issaquah School District	Challenger Elementary	SR - English Language Acquisition
Issaquah School District	Issaquah High School	SR - English Language Acquisition
Kent School District	Kent-Meridian High School	SR - English Language Acquisition
Lake Washington School District	Audubon Elementary	SR - English Language Acquisition
Lake Washington School District	Redmond High	SR - English Language Acquisition
Lake Washington School District	Rosa Parks Elementary	SR - English Language Acquisition
Lake Washington School District	Rush Elementary	SR - English Language Acquisition
Marysville School District	Pinewood Elementary	SR - English Language Acquisition
Mukilteo School District	Harbour Pointe Middle School	SR - English Language Acquisition
Pasco School District	Maya Angelou Elementary	SR - English Language Acquisition
Pasco School District	Rowena Chess Elementary	SR - English Language Acquisition
Prosser School District	Whitstran Elementary	SR - English Language Acquisition
Pullman School District	Franklin Elementary	SR - English Language Acquisition
Quincy School District	Mountain View Elementary	SR - English Language Acquisition
Riverview School District	Carnation Elementary School	SR - English Language Acquisition
Royal School District	Royal Middle School	SR - English Language Acquisition
Seattle Public Schools	Bailey Gatzert Elementary School	SR - English Language Acquisition
Seattle Public Schools	Rainier View Elementary School	SR - English Language Acquisition
Seattle Public Schools	Viewlands Elementary School	SR - English Language Acquisition
Seattle Public Schools	Washington Middle School	SR - English Language Acquisition
Selah School District	John Campbell Elementary School	SR - English Language Acquisition
Shoreline School District	Shorecrest High School	SR - English Language Acquisition
Spokane School District	Grant Elementary	SR - English Language Acquisition
Spokane School District	Regal Elementary	SR - English Language Acquisition
Spokane School District	Sacajawea Middle School	SR - English Language Acquisition
Tacoma School District	Northeast Tacoma Elementary	SR - English Language Acquisition
Tacoma School District	Point Defiance Elementary	SR - English Language Acquisition
Tacoma School District	Sheridan Elementary	SR - English Language Acquisition
Tonasket School District	Tonasket Middle School	SR - English Language Acquisition
Tukwila School District	Showalter Middle School	SR - English Language Acquisition
Wenatchee School District	Abraham Lincoln Elementary	SR - English Language Acquisition

THE WASHINGTON STATE BOARD OF EDUCATION

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**High School and Beyond Plan**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	• What are current successful practices in Washington for implementing the High School and Beyond Plan? • What are components of a high quality, meaningful High School and Beyond Plans? • What are barriers to meaningful implementation? • What can the state do to build capacity and encourage high quality, meaningful High School and Beyond Plans?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Materials in this section provide updates on staff work regarding the High School and Beyond Plan. A summary of findings from interviews and research on successful practices for HSBP implementation in Washington districts is provided. There is also a brief summary of findings from interviews with Colorado, Georgia, North Carolina, and Michigan on their career and college planning efforts. Mike Hubert, Guidance and Counseling Director, and Danise Ackelson, Career and College Readiness Program Supervisor, from OSPI will be presenting to the Board on the resources provided by OSPI for career and college planning. They have developed the Career Guidance WA curriculum and resources, based on the previous Navigation 101 program, and work closlely with districts to implement career and college planning processes. They have provided materials in your packet on Career Guidance WA and the College Readiness Initiative. Kevin Chase, Superintendent of Grandview School District will also be presenting on career and college planning in his district, where they utilize the Career Guidance WA resources.

CURRENT HIGH SCHOOL AND BEYOND PLAN SUCCESSFUL PRACTICES

High School and Beyond Plan Process

Implementation of the High School and Beyond Plan (HSBP) process is locally determined, and often varies within a district across schools. Staff have begun to gather information about districts that are implementing the High School and Beyond Plan in meaningful ways for students. Districts and practices were identified through OSPI's Career Guidance Awards of Excellence, discussions with representatives from the Road Map Region Race to the Top project, and conversations with districts and stakeholders. Fourteen districts are included in this analysis—the information for which was collected from district responses to OSPI as part of their award process, Race to the Top staff as part of their Commitment 5 project, and SBE staff interviews. This document represents our preliminary findings to date—more districts will be contacted and more work still needs to be done to establish a more complete picture of current successful practice in Washington state.

Common Practices

All of the districts begin their HSBP in 9th grade at the latest. The majority begin the process in 8th grade, and one district is beginning to work on how to link career and college planning in elementary grade activities.

Delivery model

There are four common delivery models that have emerged. Districts and schools may use more than one of these models concurrently.

- **Advisory model:** students meet with a teacher advisor throughout their high school career during a designated time outside of class time. Intervals vary from quarterly to once a week to every day.
- **Credited class:** students are required to take a course in which they engage in career exploration and career and college readiness planning. Some districts require a semester course in 8th grade, while others require a course all four years of high school.
- **Core course:** teachers of a core subject course that all students take (e.g. government, English) dedicate class time to career and college planning activities.
- **Direct counseling:** students meet directly with counselors throughout their high school career.

Tools

Districts use a variety of tools and lessons to assist students in career and college planning.

- State developed **curricula and lesson plans**: districts and schools utilize the Navigation 101 curriculum, which has been revised as Career Guidance WA. Some schools and districts have adapted these lessons to align with local strategies.

- **District developed lessons**
- **Paper portfolios**
- **Online platforms:** districts use a number of off-the-shelf products to create student plans and portfolios, such as Career Cruising, ConnectEDU, Naviance, and WOIS.

Other Practices

- **Student-led conferences:** a number of districts and schools use student-led conferences as a means to involve parents in the career and college planning process.
- **Integration into culminating project:** districts and schools utilize the HSBP portfolio as a student's culminating project, or a portion of it. With the elimination of the culminating project requirement, at least one district has indicated it will put those resources towards the HSBP.
- **Development and revision of a four-year plan:** most districts indicated that students complete a four-year plan in 8th or 9th grade that is revised in advisory (or other delivery method) throughout their high school career.
- **Course planning and selection**: many districts use a student's HSBP in course planning, and counselors may use it during course selections.
- **HSBP coordinator:** some districts and schools designated a staff member (or partial FTE) as an HSBP coordinator. Other districts utilized counselors to coordinate HSBP efforts.

Challenges

There were some common challenges highlighted in conversations with districts and the work of the Road Map Region Race to the Top project team.

Personnel Concerns

- **Staff capacity:** districts indicated that counselors have limited capacity to implement the HSBP and that the HSBP process involves and requires more staff than current counselors.
- **Staff and leader buy-in:** districts emphasized the need for staff and leaders to understand the importance of career and college planning in all aspects of a student's academic experience. They asserted that teachers and leaders need to see supporting student planning as part of their day-to-day roles. Staff and leadership buy-in was seen to impact the quality of implementation, as well as student buy-in.
- **Time for training:** some districts highlighted the lack of time for professional development for counselors, teachers, and teacher advisors on HSBP implementation.

Program Concerns

- **Time for HSBP in school day:** some districts found difficulty with creating time during the school day for career and college planning.
- **Access to technology:** not all schools and districts have sufficient access to technology to utilize an online tool for the HSBP.
- **Transition from middle school to high school:** ensuring that the planning materials produced by a student in middle school transferred with that student to high school was also noted as a challenge, particularly if the materials are paper based. Districts also

highlighted inconsistency in planning processes across the district as hindering smooth middle school to high school transitions.

- **HSBP for Running Start and alternative programs:** districts mentioned difficulty in creating processes for students in Running Start and other alternative programs that students engage in outside of the main high school campus.
- **Parent/guardian engagement:** districts highlighted engaging parents and guardians in a student's planning process and providing parents with information on career and college options early in a student's academic career as important components of successful implementation. However, outside of student-led conferences in high school, there were few formal structures for such information sharing.

Next Steps

There are a number of questions that need to be addressed, in addition to the continued collection of successful practices in Washington districts. These include:

- What are the components of a high quality HSBP?
- What does high quality implementation look like?
- What are the barriers for districts that are not currently implementing meaningful HSBP processes?
- What can the state do to build capacity in all districts to implement high quality, meaningful HSBPs for all students?

The SBE may consider working with a group of practitioners and stakeholders to fulfill its role of enhancing the HSBP. This group may work on developing a definition of a high quality HSBP and high quality implementation, which could inform guidance or a potential resolution of the SBE. Once a high quality plan has been defined and its implementation developed, the SBE will want to explore ways in which the state can help build capacity in districts to put their plans in place. This may be done by promoting successful practices, developing an online tool, or pursuing policies to support districts in this work.

CAREER AND COLLEGE PLANNING IN OTHER STATES

Staff have begun reaching out to other states that provide career and college planning support, often in the form of online tools, to districts, schools, and students. To date, staff have talked with representatives in North Carolina, Michigan, Colorado, and Georgia. North Carolina and Michigan were suggested by the National College Access Network and Colorado and Georgia were suggested by representatives in North Carolina. Staff will be reaching out to other states, such as Arizona, Iowa and Kentucky, in the future. The information gathered in these conversations will inform efforts to build capacity in Washington districts and schools to implement high quality, meaningful High School and Beyond Plans (HSBP).

Colorado and Georgia both require plans similar to Washington's HSBP, and have developed online tools to assist in those processes, while North Carolina and Michigan do not require plans and developed tools to encourage students and schools to engage in planning.

Required Plan States

Colorado

Colorado recently began requiring the Individual Career and Academic Plans (ICAP) for all students. Previously, the opportunity to complete the ICAP had been required, so all districts had an implementation plan for ICAP, but not all students completed a plan. The Colorado State Board of Education also adopted rules in 2013 providing more detail on plan requirements, including components such as written career goals, documentation of academic progress towards goals, completion of applications and resumes, and documentation of progress in seeking financial aid. In support of these new requirements, Colorado has undertaken an examination of current practice in the state, including needs assessments and interviews with counselors at both the middle school and high school levels to determine what is working well, what is not working well, and potential solutions.

Findings of the work completed so far include the need for clearer guidance on expectations and outcomes, guidance on milestones and indicators that are developmentally appropriate, and guidance on evidence based practices that are predictive of success in the next level. Similar to Washington, Colorado is a local control state, so each district implements the ICAP in a different manner. However, they have found common practices across districts that are implementing high quality ICAPs, including:

- Embedding career and educational planning in all curricula and conversations. This includes training teachers of all subjects to have career conversations with students and emphasize transferable skills.
- Utilizing CTE and Special Education practitioners to train peers. Colorado found that CTE and Special Education practitioners focus on successful transition planning for students to a greater degree than general education teachers, and can be excellent resources for training general education teachers on how to incorporate transition planning into every day.
- Designating or supporting a champion. Successful ICAP implementation requires time and intentionality—having a champion, often a counselor, to push for and encourage

training and the overall importance of the ICAP process was found to be important for staff buy-in.

Colorado does provide districts and students with free access to an online planning tool. Approximately half of the districts that use an online tool, use the state tool.

Georgia

In 2010, Georgia passed legislation requiring that each student leaving 8th grade will have a 4-year plan for high school and will have taken at least two career inventory assessments in her middle school career. This plan becomes a student's Individual Graduation Plan (IGP). Georgia also requires high school students to complete a pathway comprised of three or four credits in either Career, Technical, and Agricultural Education (CTAE) or Advanced Academics. The state provides guidance on the types of pathways available and some requirements, depending on the subject matter, but most requirements are determined by the district and student. Georgia has linked career and college planning to its accountability system with two related indicators: percentage of students with IGPs and percentage of graduates that have completed a CTAE or Advanced Academic pathway.

Georgia has developed an online tool for districts and students to use in career and college planning. However, due to challenges with multiple accounts it is unclear how many of Georgia's students are utilizing the tool. Districts were initially encouraged to use the tool to track IGPs for accountability purposes, but many use other tools for that purpose.

No-Required Plan States

North Carolina

North Carolina does not require a career and college plan for students, but was one of the first states to develop an online tool for career and college planning. The tool was developed to increase college access, initially to four-year institutions, but has since expanded to include technical, two-year, and other training options. The tool has also expanded to include course planning and other career planning tools, such as skills and interest assessments. Initially, high school seniors were the largest user group, but as the tool has expanded capabilities, 8th graders have become the second largest user group. Students can use the tool to track career and educational goals, necessary courses and assessment to attain those goals, test scores, resumes, and extracurricular activities. Students can also apply to postsecondary institutions and for financial aid through the tool.

Michigan

Michigan has also developed an online tool to help high school students develop career and college plans. It includes skills and interest assessments and a tool to match students to the right fit for postsecondary. The tool has some social media characteristics, such as students connecting to counselors and parents to share information. Students store information in the tool, similar to North Carolina, including grades, goals, course plans, assessment scores, and applications, though students do not apply to institutions directly through the tool. The tool was piloted in 2011 and is managed by the Michigan College Access Network, which is also conducting outreach and training efforts with school counselors to encourage use of the tool, as well as connecting to parents and students directly.

Washington Context

There are a number of online tools and other resources to assist students in career and college planning provided at no cost by the state.

- Career Guidance WA: previously known as Navigation 101 and developed by OSPI, is a series of lesson plans for districts to use.
- Ready, Set, Grad: developed by the Washington Student Achievement Council to assist students in identifying steps for achieving educational goals.
- Career Bridge: developed by the Washington Workforce Training and Education Coordinating Board, provides students with career interest assessments, information about job trends, and information about postsecondary education options and return on investments.
- Check Out a College: developed by the State Board of Community and Technical Colleges, allows students to explore career interests, find community and technical college programs that align with career interests and goals, and provides information on how to enroll in a community and technical college program.

The online tools are for use by individual students, and focus on postsecondary enrollment and career interests, but do not provide students with a forum for high school planning and the development of a planning portfolio.

The State Board of Education may want to partner with the entities responsible for these tools and resources to further explore how Washington can encourage and provide assistance to districts and students for building career and college plans. Some states have provided tools, but there may be other options as well, such as Colorado's needs assessment and counselor surveys, Georgia's incorporation of a planning indicator into its accountability system, or other means of spreading and encouraging successful practices.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
CAREER READINESS INITIATIVE MATERIALS

The following materials have been provided by OSPI in support of their presentation. They include a summary of findings from a study of the Career Readiness Initiative, funded by College Spark, through which districts implemented the Navigation 101 program for career and college planning. The participating districts are:

- Bremerton
- Franklin Pierce
- Grandview
- Spokane
- Tacoma
- Toppenish
- Tukwila

High School and Beyond Plan:

Provides career and college readiness for all students

Career Guidance Washington is a career and college readiness program model designed to prepare all students for their future with support from an educator-advisor, curriculum, and tools for the High School & Beyond Plan. Using the foundations of Navigation 101, Career Guidance Washington is a statewide guidance and life-planning program for all middle and high school students. Best practices indicate that college and career readiness advisory programs established within a comprehensive guidance and counseling program provide every student with teacher/advisor where meaningful relationships are formed, positive school climate is built, and academic support increases.

The program provides curriculum to address topics

- assessments of student interests and aptitude
- strengthening goal-setting skills
- planning for high school course selection
- assessments of students' academic strengths and weaknesses
- use of results in developing students' short-term and long-term plans
- independent living / student success skills
- exploration of CTE options and opportunities at secondary and postsecondary level
- exploration of opportunities in emerging and high-demand programs including apprenticeships
- knowledge on how to access postsecondary options including two-year and four-year colleges

Career guidance in schools

- Increase academic focus for more career- and college-ready transcripts
- Strengthens student relationships with counselors/advisors/teachers
- Develop strong parent/school partnerships
- Provide tools for High School & Beyond Plan

Regular meetings are held between each student and counselor and/or a teacher who serves as an advisor throughout the student's enrollment at the school to build the High School & Beyond Plan.

- Student-led conferences once or twice a year to review the High School & Beyond Plan with the student's parents, guardians, or family members and the student's advisor for the purpose of:
    - demonstrating the student's accomplishments
    - identifying weaknesses
    - planning and selecting courses
    - setting long-term goals
    - schools uses data to monitor student progress

Examples of Schools with exemplary High School & Beyond Plan programs

- Anacortes High School - http://ahs.asd103.org/pages/Anacortes_High_School/Parent_Student_Resources/AHS_Counseling_Center/Counseling_Center_Documents/Advisory___Portfolio
- Bremerton High School - http://www.bremertonschools.org/domain/1421
- Grandview High School - http://ghs.gsd200.org/
- Omak High School - http://www.omaksd.wednet.edu/domain/207
- Rogers High School (Spokane SD) - http://www.spokaneschools.org/Page/5848
- Toppenish High School - https://sites.google.com/a/toppenish.wednet.edu/advisory/
- Washington High School (Franklin Pierce SD) - http://fpschools.org/Section.aspx?SectionID=3&ContentID=81
- Keithley Middle School (Franklin Pierce SD) -http://fpschools.org/Section.aspx?SectionID=3&ContentID=81

Example of Middle School High School & Beyond Plan

- Identify goals for high school
- Understand high school graduation requirements
- Make a four-year plan for high school
- Develop a high school Personalized Pathway
- Explore interests, aptitudes and career possibilities
- Explore postsecondary options
- Understand postsecondary admission requirements
- Understand and sign up for College Bound Scholarship
- Learn how to pay for postsecondary education options
- Use MSP test results to inform early high school planning
- Present HSBP at student-led conference

Example of a 10th Grade High School & Beyond Plan

- Prepare / Update a four-year course plan with Personalized Pathway
- Understand High school graduation requirements and alignment with career- and college-ready diploma
- Utilize career interest inventory results to inform HSBP
- Identify / Refine goals for career and college future
- Research postsecondary options and admissions standards
- Utilize college and scholarship search such as The Washboard.org
- Learn about financial aid process
- Build / Refine a resume/activity log
- Identify and take required assessments and pre-college exams
- Present HSBP at student-led conference

Example of a 12th Grade High School & Beyond Plan

- Finalize four-year course plan with Personalized Pathway
- Complete high school graduation requirements
- Maximize participation in dual credit opportunities
- Complete / Review career interest inventory
- Refine goals for career and college
- Complete applications to at least four postsecondary options
- Complete applications for financial aid
- Explore and apply for scholarships
- Complete resume/activity log
- Complete college/scholarship essays
- Visit postsecondary institutions
- Take required tests and entrance exams
- Present HSBP and reflection at senior conference

Evaluation of career guidance programs show results

- Improved course-taking patterns
- Increase in rigor and dual credit
- Increased graduation rates
- Persistence in college enrollment
- Less remediation rates

The program evaluation found three keys to implementing college and career readiness programs

- Students and teachers reap greater benefits when students earn credit for relationship-building advisories.
- When school leaders embrace their college and career readiness program, enthusiasm spreads.
- Collaboration among teachers, counselors, and administrators leads to greater student success.

2013 College Readiness Initiative Highlighted Impact Data
Navigation 101/Career Guidance WA: College and Career Readiness

December 31, 2013

Objective

The purpose of this briefer is to synthesize notable quantifiable data points "at-a-glance" regarding career guidance from College Spark College Readiness Initiative evaluation report to show that career guidance shows significant impact in key goal areas for college and career readiness.

Background

The source for these highlighted data points is from the BERC 2013 College Readiness Initiative (CRI) Navigation 101/AVID evaluation report that shows positive impact findings to date regarding: transcript eligibility, graduation rates, and college persistence.

Highlighted Data Connected to Evaluation Questions

To what extent did **course-taking** patterns change over time?

- Increase in students taking middle school algebra: 22.1% in 2008 to 26.9% in 2013
- Increase in students taking advanced math in HS: 60.7% in 2008 to 74.9% in 2013
- Increase in students taking chemistry HS: 32.8% in 2008 to 57.8% in 2013
- 79% of parents attend Student-led Conferences increased from 40% in 2010
- 75% of students were informed about courses increased from 46% in 2010
- Increase in students taking AP: 791 students in 10-11 and 961 in 11-12

To what extent did **student achievement** change over time?

- Relative to comparison schools, CRI schools show both a higher overall graduation rate and greater increases over time
    - 60% in 2008 to 69% in 2013 for Navigation schools
    - 48% in 2008 to 50% in 2013 for comparison schools
- Increase in four-year college transcript eligibility from 37.8% in 2008 to 51.2% in 2013
    - Native American students: 17% to 31%
    - African American students: 31% to 47%

To what extent did **college attendance and college persistence** change over time?

- When analyzing persistence results for students entering high school as a freshmen and persisting through college, more students persist through their fourth year of college at the Navigation 101 CRI schools than Comparison schools

To what extent did other **quantifiable measures** change over time?

- College Bound Scholarship sign ups improved 25% in 2006 to 47% in 2013
- 57% of school continue to offer credit for advisory as a class compared to 42% in 2010
- 67% of schools indicate program is connected to comprehensive guidance & counseling
- 79% of schools report without grant would be able to continue program implementation
- Implementation of program elements was a "given" – always 4pts and higher and increasing each year (curriculum-driven advisory, portfolio, student-led conferences, student-informed scheduling, evaluation, program management, and connection to guidance & counseling)

Promising Practices

- Advisory strengthens communication and relationships between students and teachers
- Students more aware of career and college postsecondary options connected to the High School & Beyond Plan
- Developing partnerships between families and school counselors is key
- State support to schools for regional workshops, resources and professional development
- Provision of tailored professional development and networking
- More robust curriculum for career guidance and life planning
- Program structure flexibility
- College and career readiness goals and needs drive program
- Computer-based portfolios for student-led conferences

Overall Program Strengths

- Develops positive relationships with advisors for personal connections
- Has positive effect on students' plans for future
- Provides a structure for guidance
- Program facilitated large amounts of information about career and college to students
- Builds a cohesive school culture for college and career readiness
- Flexible structure to personalize and adapt for demographic and population needs
- Program support from OSPI regional meetings and monthly webinars
- Student-led conferences worthwhile
    - Parent involvement
    - Showcases student success and High School & Beyond Plan
    - Builds confidence in students

Recommendations for added program success

- Advisor training system and mentor program for new advisors from veteran advisors
- Utilize all curriculum to establish core lessons based on the needs of the school population directly connected to the High School and Beyond Plan
- Using all lessons and resources with checklists from the variety of materials provided by the state counteracts redundancy and lack of interest
- Having a clear purpose for student-led conferences maximizes results
- Advisors need to be prepared to assist students with informed-scheduling with readily available up-to-date information and resources from guidance and counseling departments
- Committed and organized program coordinator with clear program expectations
- Strong leadership team with dedicated time for program coordination

Best practices identified include:

- **Advisories:** Weekly or daily advisories keep students with same advisory group from year to year help strengthen relationships between students and advisors. Consistent schedule and administrative leadership helps program become a part of culture, improves ownership, and program engagement. Alignment with other academic programs such as AVID, professional development opportunities, and increase in career and college conversations.
- **Curriculum:** Alignment to data-driven goals builds relevant connection between middle and high school post-secondary goals. A variety of lessons are flexible for staff and inclusive of all students for guiding the goal-making process, that also include academic improvement, development of a four-year plan starting in middle school, post-secondary and career planning, financial literacy, and other components of the High School and Beyond Plan. All lessons are aligned with EALRs, ASCA, and CCSS in the areas of personal/social, career and academic development.
- **Portfolios:** Each year students take ownership of educational goals for career, academic, and personal/social in the development of their High School & Beyond Plan. Portfolios assist students with organizational skills, self-efficacy and responsibility.
- **Student-led Conferences:** Increased parent involvement and goals of 100 percent participation create a forum for school, students, and parent communication. Opportunity to positively showcase their school work and career plan in presentations, especially senior year as the senior conference empowers students.
- **Student-informed Scheduling:** Access to challenging classes increases when students are informed and understand the connection to their preferred future. Counselors, advisors, and parents work together to share responsibility to check student selection for courses.
- **Evaluation:** Finding, organizing and analyzing data using evidence-based practices helps schools make informed decisions. Many schools send out their own surveys to gather and distribute information to students and staff.
- **Program Management:** Distributive leadership that consists of administrators, counselors, and teachers builds program ownership and program sustainability.
- **Comprehensive Guidance and Counseling Program:** Career Guidance is foundational to comprehensive guidance and counseling programs in schools. Vertical teaming between middle and high schools create seamless transition for students.

Challenges:

- Schools overwhelmed by many initiatives
- More guidance needed on how to use program; No overall state system to hold participants accountable
- Low program buy-in from advisors impacts student buy-in for program fidelity
- Time for communication and leadership key to program overall success
- Year-long lesson organization and training for staff from school leaders