

School and Classroom Practices Study

Hawthorne Elementary School

Seattle Public Schools

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School and Classroom Practices Study

Prepared by



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Hawthorne Elementary School School and Classroom Practices Study

Introduction

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

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

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

District Level Findings

Introduction

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

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

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

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

District Overview

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

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

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

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

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

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

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

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

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

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

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

School and Classroom Level Findings

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

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

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

Table 1 includes rubric scores for all the Indicators.

Table 1

Indicator Scores for the Nine Characteristics of High Performing Schools

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

Clear and Shared Focus

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

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

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

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

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

High Standards and Expectations for All Students

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

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

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

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

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

Effective School Leadership

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

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

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

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

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

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

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

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

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

High Levels of Collaboration and Communication

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

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

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

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

Curriculum, Instruction, and Assessments Aligned with State Standards

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

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

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

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

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

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

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

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

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

Frequent Monitoring of Learning and Teaching

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

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

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

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

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

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

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

Focused Professional Development

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

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

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

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

Supportive Learning Environment

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

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

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

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

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

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

High Level of Family and Community Involvement

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

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

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

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

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

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

Summary and Recommendations

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

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

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

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

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

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

Appendix

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

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

"X" Required "O" Permissible

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

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

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

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

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

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

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