



Washington Performance Management Framework

Overview

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

Technical Assistance

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

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

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

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

Basic Assistance

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

Targeted Assistance

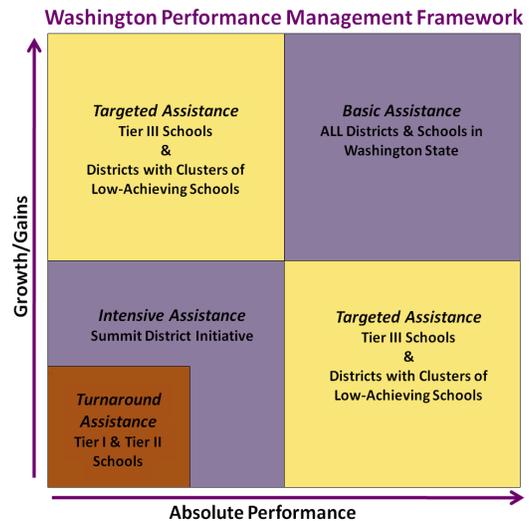
Basic Assistance plus access to the following tools and services: 1) Needs Assessment & Gap Analysis processes; 2) Online Action Planning Tool; 3) professional development that targets standards-based curriculum, research-based instruction, assessment/intervention systems, and classroom walkthrough protocols;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

Intensive Assistance

Targeted Assistance plus access to guided facilitation and technical assistance.

Turnaround Assistance

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





Mathematics & Reading Improvement Frameworks

Overview

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

Mathematics

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

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



Reading

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

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

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

Copies of both *Frameworks* are available upon request.

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

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

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

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



District/School Self-Assessment Process

Overview

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



Purpose of the Self-Assessment

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

Participants

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

Outcomes

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

Research-Based Process

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

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

Process at a Glance

Preparation

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

Day 1

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

Day 2

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



District/School Systems Gap Analysis Process

Overview

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

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



Purpose of the Gap Analysis

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

Participants

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

Outcomes

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

Research-Based Process

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

Process at a Glance

Preparation

- Communicate process to district leaders
- Collect relevant data

Mathematics (1 day) & Reading (2 days)

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

Debrief

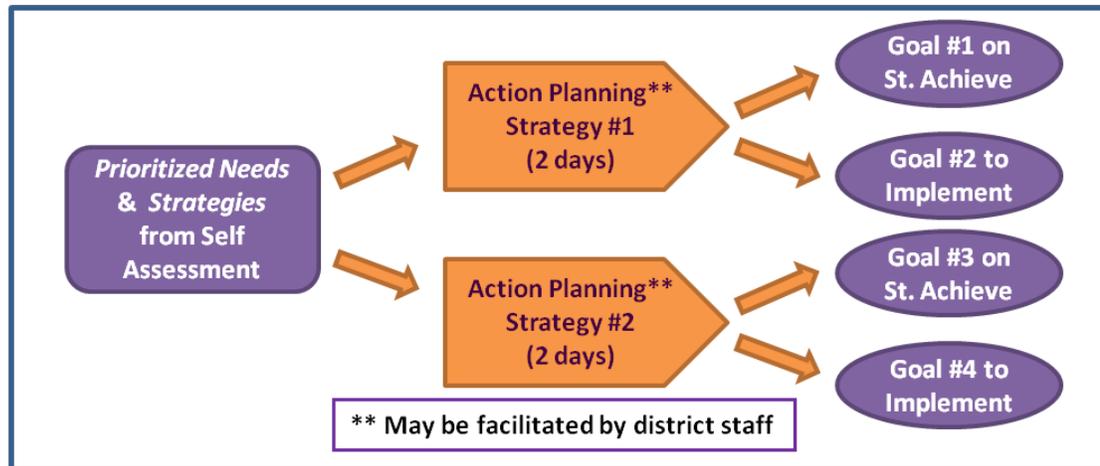
- Review findings with district leaders
- Analyze data



District/School Action Planning Process

Overview

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



Purpose of Action Planning

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

Participants

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

Outcomes

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

Research-Based Process

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

Process at a Glance

Preparation

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

Process for each Strategy (1-2 Days)

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



Instructional Strategies

Overview

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

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



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

Participation in Technical Assistance

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

Classroom Walkthrough Process (*CWT*)

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

This module is divided into three parts:

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

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

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



Instructional Strategies

Research-Based Instructional Strategies

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

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

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

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

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

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

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

Instructional Coaching and Technical Assistance

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



Mathematics Improvement

Overview

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

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



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

Participation in Technical Assistance

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

Mathematics Systems Improvement Framework

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

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

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

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

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

District and School Improvement and Accountability



Mathematics Improvement

Improvement Series 1—Developing a Comprehensive Mathematics System

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

Improvement Series 2—Developing a Comprehensive Mathematics System – Continued

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



Reading Improvement

Overview

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

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



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

Participation in Technical Assistance

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

Reading Systems Improvement Framework

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

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

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

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

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

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

District and School Improvement and Accountability



Reading Improvement

Improvement Series 1—Developing a Comprehensive Reading System

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

Improvement Series 2—Developing a Comprehensive Reading System—Continued

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



Special Education

Overview

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

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



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

Participation in Technical Assistance

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

Research-Supported Practices

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

Research and resources informing development of modules includes:

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

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

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

District and School Improvement and Accountability



Special Education

Standards-Based Individualized Education Programs (SB-IEPs)

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

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

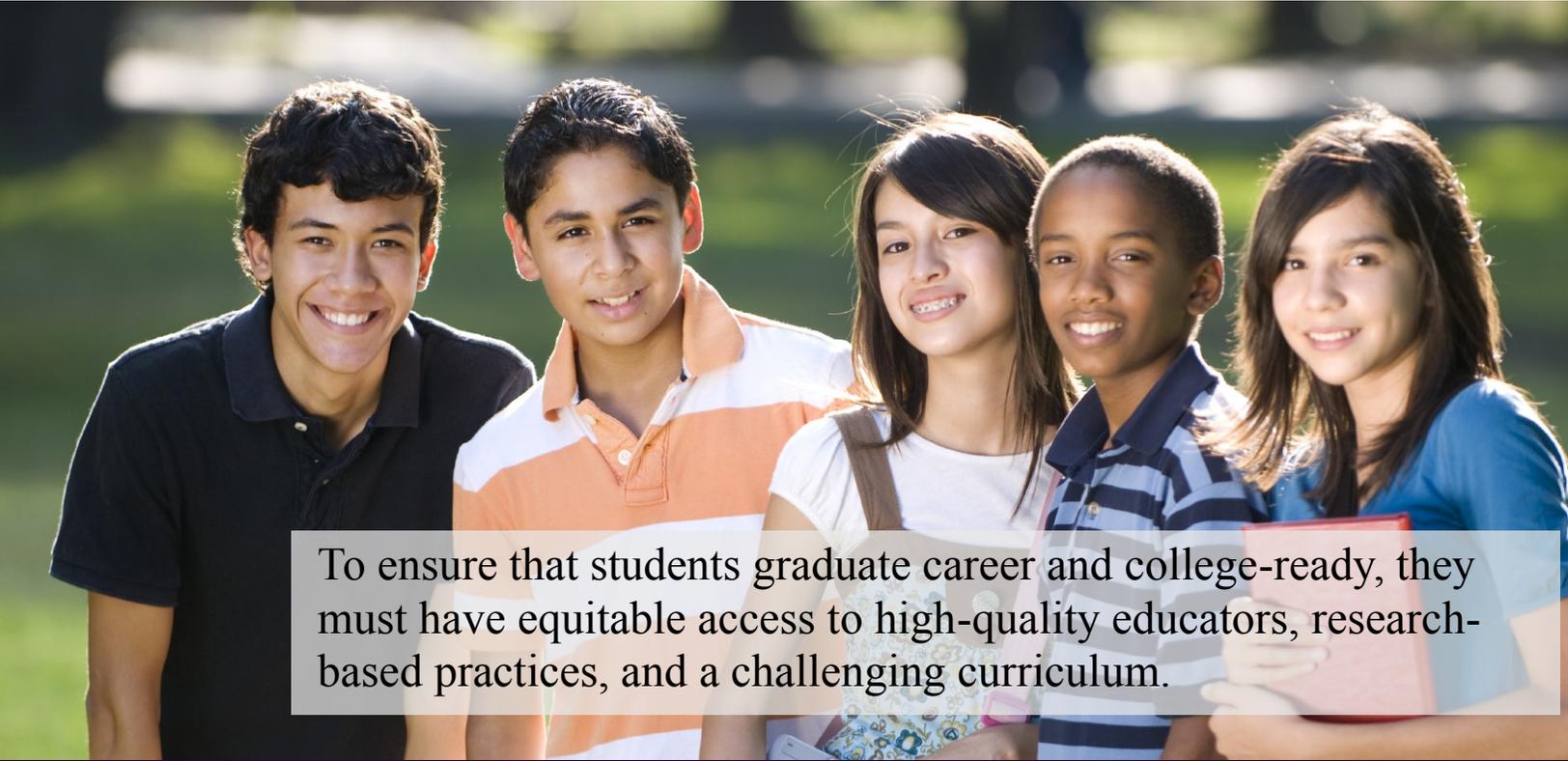


Modules are listed sequentially. To the maximum extent possible, teams will use their district student data during the sessions.

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

All Washington Students...

Career and College-Ready



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

History

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

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

The Washington Improvement and Implementation Network (WIIN)

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

WIIN Highlights

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

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

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

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

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