

# **Academic Performance Audit for Required Action Districts**

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**Onalaska Middle School - DRAFT**

**Onalaska School District**

**March 17 and 18, 2014**



# **Academic Performance Audit for Required Action Districts**

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

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# **Onalaska Middle School Academic Performance Audit**

## **Introduction**

In 2011, Onalaska School District (OSD) 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 Onalaska Middle School (OMS). 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.<sup>1</sup>

Evaluators obtained information during a site visit on March 17 and 18, 2014. Approximately 35 people, including district and building administrators, union leaders, 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 Onalaska School District and Onalaska 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 and interviews and focus groups, and survey data. Under each of the *Nine Characteristics* indicators, the report will highlight how the

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<sup>1</sup> 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 families were administered and analyzed by CEE using the full EES suite of surveys. Previous surveys including the staff survey (2011-2012), the student survey (2011-2013), and the family survey (2011-2013) were administered and analyzed by The BERC Group, Inc. using the OSPI *Nine Characteristics of Highly Effective Schools* survey.

school has addressed issues brought to light in the initial study. Throughout the report, researchers draw attention to sections referring to OSPI's Expected Indistar Indicators by using italics and referencing the Expected Indicator code in bold.

### **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.

### **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.

Onalaska School District and Onalaska Middle 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 46 teachers serving approximately 744 students attending one elementary school, one middle school, and one high school. Onalaska Middle School employs 17 teachers and serves approximately 162 students. Over forty-five percent of the teachers possess master's degrees, and on average teachers have approximately 10 years of teaching experience. About 96% of the classes are taught by teachers meeting the ESEA highly qualified definition.

Last spring, the previous superintendent announced his retirement, and the school board hired a new superintendent from a small school district in Oregon. When asked about major changes from last year to this year, the superintendent referenced several significant changes in leadership. Not only is the superintendent new this year, but the middle school has a new principal who oversees K-8, and the high school also has a new principal. Since the new superintendent had not started yet, the school board hired the K-8 principal. One school board member shared, "We were very excited about hiring Stephanie. We wanted someone with good communication skills . . . We went looking for someone with great communication skills and someone with recent leadership skills." The superintendent also spoke highly of the new principal, "Stephanie has built capacity with the instructional framework and with implementation of the new evaluation system. Both principals are really good at collection of evidence and data. We are getting away from cardiac assessments."

*The superintendent mentioned several areas of focus for the year including a focus on understanding and beginning implementation of Common Core State Standards (CCSS, **P4-A**).* The superintendent believes the middle school is leading this work for the district and is farther ahead than the elementary school and the high school. *Teachers throughout the district are attending trainings on CCSS and a three-day training is planned for the end of the school year (**P3-A**).* Talking about this work, the superintendent shared, "We are trying to do no gaps and no overlaps. We are looking at gaps between what we are doing (and our curriculum) and Common Core." Improving and sustaining the work of the Professional Learning Communities (PLCs) is also a priority for the district. "Another improvement this year is a focus on PLCs," explained the superintendent. "When I started investigating the PLCs, they could not tell me the four core principles. They could not tell me their norms and were not keeping minutes. So we sent some teachers to get training around the purpose of the PLCs using the DuFour model. We are doing better than before." *In mid-march, the school board will vote on a proposal to have an early release every Wednesday from 1:30-3:30 next year, which will help sustain the PLC work (**P2-C**).* The district and middle school also continued work with the Center for Educational Leadership (CEL) this year. School and district leaders believe sustaining the improvements around teaching and learning will be essential for their continued success.

Other significant changes occurring this year, include establishing a K-8 Student Support Center, which was described as a "multi-purpose room" for students to use to "cool off" when they think they are escalating and might disrupt the class, and for students to serve their In-School Suspensions. Many interviewees thought the room was helping reduce the number of students in the front office and believe it is helping transition students back to class quicker.

*The school used grant money this year to purchase more computers and iPads. A new computer lab was also established at the middle school (P5-A).*

A significant improvement occurring during the grant was the creation of a District Leadership Team (DLT). At first, this team focused on the grant and on the middle school in particular. The team was not representative, but each year the DLT has expanded, and over time has become a more representative and collaborative leadership team. This year, the DLT expanded to encompass the entire district. Representatives from elementary, middle, and high school now participate regularly, and the team includes a school board member and a parent. This team has worked hard over the course of the grant to create a vision, a mission, and goals for the district. They have developed protocols and norms for their work. This year they are putting the finishing touches on a decision-making matrix, and they are beginning to have conversations around how team members will be selected in the future, including how long they will serve on the team. Sustaining a highly effective DLT will be critical for the ongoing success of the middle school and of the district. Overall, the superintendent believes "it was a tremendous turning around. They [the teachers] are all looking like they are on board now. It was not that way in the beginning. Now everyone looks invested." *Other major accomplishments mentioned by the superintendent include partnering with the community to gather feedback and input (P7-B), the creation of the dean of students position, and an intense focus on instructional practice.* To top it off, in 2013, the middle school earned a School of Distinction award for being in the top 5% for highest improving schools in the state of Washington in Reading and Math achievement over the past five years.

## **Survey Results**

In 2011, 2012, and 2013, Onalaska staff members, families, and students 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 students 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.<sup>2</sup>

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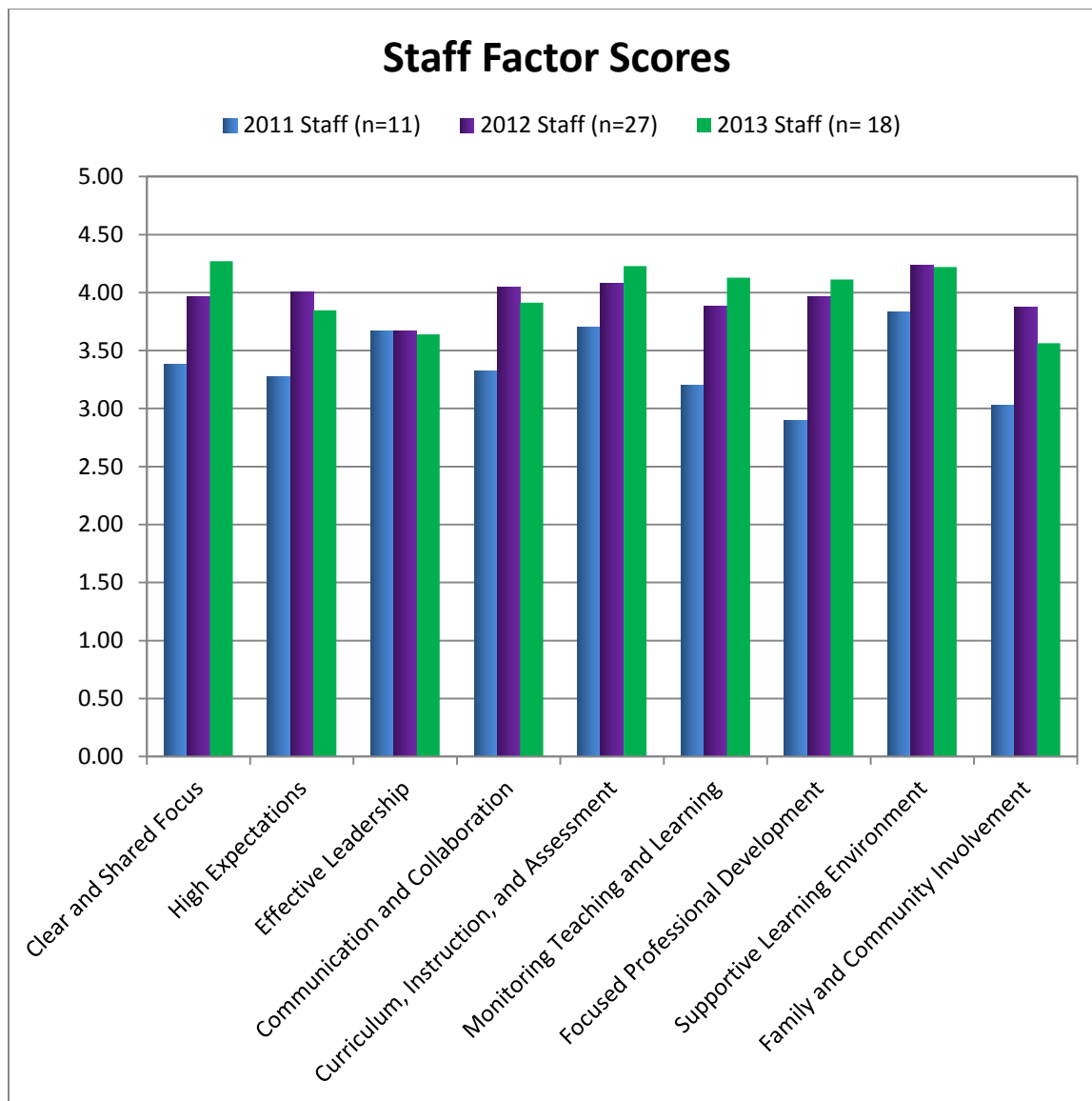
<sup>2</sup> In 2013, staff surveys were administered and analyzed by The Center for Educational Effectiveness (CEE) using a hybrid survey, which included items from the Educational Effectiveness Survey™ (EES) and the OSPI *Nine Characteristics of Highly Effective Schools* survey. In 2014, surveys of school staff, students and families were administered and analyzed by CEE using the full EES suite of surveys. Previous surveys including the staff survey (2011-2012), the student survey (2011-2013), and the family survey (2011-2013) were administered and analyzed by The BERC Group, Inc. using the OSPI *Nine Characteristics of Highly Effective Schools* survey.



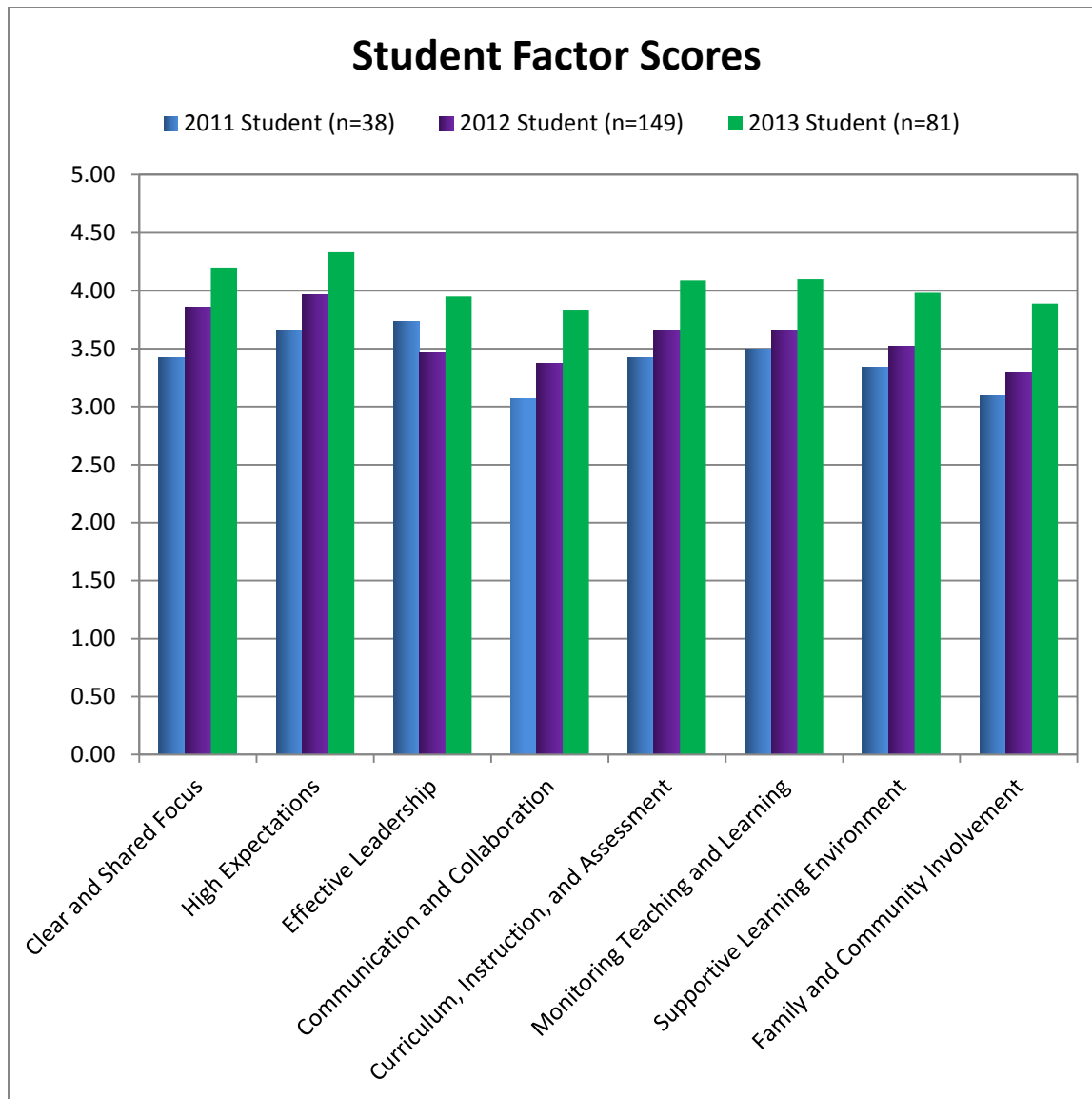
In 2014, the staff, student, and family surveys changed again to the Educational Effectiveness Survey™ (EES) administered and analyzed by the Center for Educational Effectiveness (CEE). Again, while some items changed, the constructs are the same, and we are able to make some comparisons. The charts 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 from CEE. Additionally, the number of staff members and students completing the survey varied by the year of administration. These issues should be taken into consideration when interpreting the results of the survey.

A summary of the staff, student, and family survey findings from previous years appear in Figures 1 through 3, respectively. A comparison of the results on the staff survey in 2014, show current factor scores are between 3.5 and 4.5 on all factors, except Communication and Collaboration, which is slightly below 3.5 (see report from CEE). Student survey factor scores increased from 2011 through 2013, and the majority of students responded positively to questions on the EES administered this year as well. In 2011, parent survey factor scores were low, with many falling below a 3.0. Parent factor scores improved substantially in 2012 and remained high in 2013. Parent survey results in 2014 also appear positive for the majority of survey questions.

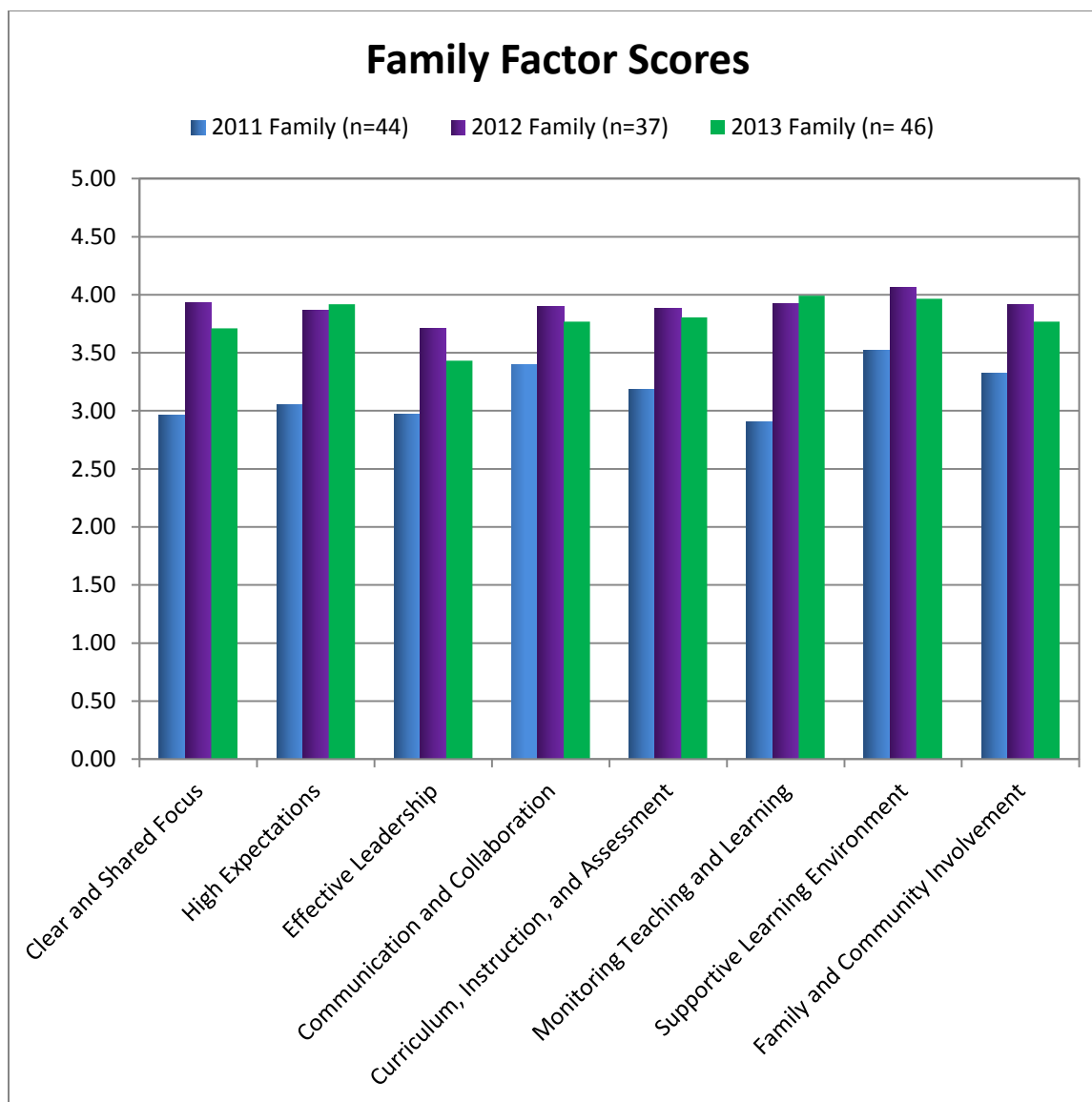
Researchers considered survey findings administered by CEE and The BERC Group in scoring the rubric, and the results are included in the following discussion of the school's alignment to the *Nine Characteristics*. Appendix B, C, and D include the frequency distribution for the three surveys, organized around the *Nine Characteristics*. Appendix B includes the results from the 2013 Hybrid Survey administered by CEE, as well. Results from 2014 staff, student, and family surveys are included in a separate report.



**Figure 1. Survey Factor Scores – Staff**



**Figure 2. Survey Factor Scores – Students**



**Figure 3. Survey Factor Scores – Families**

### **School and Classroom Practices Study Findings**

Using data collected through the School and Classroom Practices Study the 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***

<b>Indicators</b>	<b>2011 Rubric Score</b>	<b>2012 Rubric Score</b>	<b>2013 Rubric Score</b>	<b>2014 Rubric Score</b>
Clear and Shared Focus				
Core Purpose – Student Learning	1	3	3	4
High Standards and Expectations for All Students				
Academic Focus	1	3	3	3
Rigorous Teaching and Learning	1	2	3	3
Effective School Leadership				
Attributes of Effective School Leaders	2	3	3	3
Capacity Building	1	3	3	3
Distributed Leadership	2	2	3	3
High Levels of Collaboration and Communication				
Collaboration	2	3	3	3
Communication	2	2	2	3
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	1	2	3	3
Instruction	1	2	3	3
Assessment	2	3	3	3
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	2	3	3	3
Focused Professional Development				
Planning and Implementation	2	3	3	3
Curriculum, Instruction, and Assessment	1	3	3	3
Supportive Learning Environment				
Safe and Orderly Environment	2	3	3	4
Building Relationships	2	2	3	2
Personalized Learning for All Students	2	3	3	3
High Levels of Family and Community Involvement				
Family Communication	2	2	2	3
Family and Community Partnerships	1	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	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Clear and Shared Focus				
Core Purpose – Student Learning	1	3	3	4

**Core Purpose – Student Learning.** Three summers ago, Onalaska School District and the Onalaska community worked together to create the district's vision statement: *Cultivating and Harvesting High Expectations and Excellence*. Two summers ago, the district used the same consultants and collaborative process to create the district's mission statement: *The mission of the Onalaska School District is to prepare our students for their future by encouraging confidence, a passion for learning and a sense of community*. These statements are clearly observable on the website and are intentionally placed on school documents. This year, researchers also noted the vision and mission visible throughout the school buildings in the form of a framed schoolhouse. The schoolhouse also details the curriculum, instruction, and assessments used throughout the district and includes a list of opportunities for accelerated learning and learning support. The major strategies are the walls of the schoolhouse and include such things as professional development, collaboration, and community support.

During the course of the grant, Onalaska School District established a systematic process to include representative stakeholders in the development of a vision, a mission, and goals for the school and for the district. *Researchers noted intentional efforts made each year to create a decision-making team that is representative. Examples of this include having representatives from each school, from the community (a parent), and a school board member (P7-IVA01).* Currently, the District Leadership Team (DLT) is in discussion about the best way to include a student or students on the team as well. The school's vision, mission, and goals focus on student learning. Additionally, measures are continually being put into place to ensure that any initiatives proposed at the school level align with overall goals and that decisions to implement a program or policy are guided by a structured and clearly defined process. Researchers noted the allocation of resources are directly aligned with school and district goals. On staff surveys, 75% of staff members reported it was true that important decisions are based on the goals of this school (compared to 83% in 2013) and 83% of staff members reported the staff share a high sense of urgency around the need to improve (compared to 94% in 2013; **IE06**).

During the site visit, it was clear to researchers that Onalaska Middle School has made significant progress in implementing the goals outlined in their school improvement plan, and they are making plans regarding sustainability. "We need to try to keep this going," stated one school leader. "It is really been in the front of everyone's mind. It is on the minds of parents too." Interview and focus group participants universally acknowledged, "This work has been good for students." Students participating in the focus group were prideful about their school and how it is helping them be more successful. When asked what their school is trying to do for students, they reported it was "getting us ready for high school" and "for what we have to take on in life." They reported to researchers: "We got a school of distinction award because we

improved so much." Parents also commented on the improvement of the school. One parent said, "Everyone knows what the goals are. Everyone is on the same page and is going in the same direction."

## 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	1	3	3	3
Rigorous Teaching and Learning	1	2	3	3

**Academic focus.** According to interviewees, one of the major accomplishments at Onalaska Middle School over the course of the grant is an increased focus on academics and higher expectations for students and for staff members. Using time more effectively was one example of an academic focus highlighted by several interviewees. One school leader reported, "What I see happening in the classroom is very intentional. There is maximum usage of learning time." Another person went on to share, "There is not a lot of wasted time. Teachers are teaching bell to bell. There is more engagement, more cooperative activities, and more differentiated instruction." Additionally, several focus group participants discussed an increase in expectations both for staff members and for students. Many people believe this significantly contributed to Onalaska's growth over the last three years. "Changing the culture has done wonders," explained one person. "I feel like everyone has the same expectations and they are high expectations. I hardly hear the students say 'why do we have to do this, it is too hard?'" On the parent survey, 44% reported it was true their child is challenged with a rigorous, ambitious course of study (**IIB04**), while 78% reported it was true the teachers have high expectations for student learning at this school.

Similar to last year, teachers reported that they are more familiar with state standards than in the past. "Most of us know our standards and are aware of them and how we are putting them into effect. We are now going beyond curriculum," shared one person. Last year and this year, their focus is on understanding and implementing Common Core State Standards (CCSS). They are still in the process of aligning their curriculum and pacing guides with CCSS, but many teachers are attempting to incorporate the CCSS vocabulary and standards into their learning targets and lessons. One person shared:

A huge thing is Common Core. Both ELA and math have gone full Common Core this year. We were trying to get ahead of the game. We have a math coach this year and wanted to have her help with that. I am trying to understand the standards and understand how they change my approach to teaching math.

The school also made progress over the last several years in providing more opportunities for advanced and support classes. Some students are enrolled in pre-algebra in 7<sup>th</sup> grade and students who take it can enroll in algebra by eighth grade. The school also offers an honors reading course, a robotics course, and this year began offering a video production course. Over the last three years, the middle school worked to eliminate courses not aligned with standards. The school continues to offer Response to Intervention (RTI) courses in reading and math but



are offering fewer sections of these courses, as many students have transitioned out of them. Additional assistance continues to be offered in Core Support classes, which are aimed at pre-teaching lessons from the core class.

***Rigorous teaching and learning.*** During interviews and focus groups this year, teachers talked extensively about how they are continuing to improve their instruction through the reflective process they learned from the Center for Educational Leadership (CEL). One person reflected the sentiments of many sharing, "Our instruction is getting better. We learned that it is okay for students to be confused and to struggle. We want all students to be challenged and accountable. We are now doing more turn and talk. I think that they are doing more of the learning now." Students participating in a focus group also identified common practices their teachers are focusing on to improve student learning and increase accountability. Students reported having common assessments, such as Reading and Math Benchmark Assessments, and being required to complete an agenda with the learning target and success criteria for each class. The agendas are graded in each student's Homeroom class. Students also talked about having access to advanced courses in math and reading.

By all accounts, one major improvement at Onalaska Middle 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 student achievement, course grades, discipline, and attendance data on a regular basis. Last year, the school made the switch from the Measures of Academic Progress (MAPs) test to the Reading and Math Benchmark Assessments (RBAs and MBAs). Students take these tests three times per year, and teachers on up to the superintendent are combing over the data. Teachers reported frequently using pre- and post-tests in their classrooms and reported that they are "focusing on individual student growth" and "students are getting positive feedback if they are making growth even if it is below standard." Students are also looking at data. The dean of students goes over discipline and attendance data with students on a regular basis, and during the study, researchers learned that a wall in the school will soon display course grades by grade level.

During classroom observations, clear expectations for each classroom being a rigorous learning environment were readily apparent in many classrooms. Overall, researchers observed Powerful Teaching and Learning in 60% of classrooms, which is down from last year, but represents a significant improvement over the first two years of data. According to classroom observation results, strengths for Onalaska Middle School in the area of teaching and learning include students actively reading, writing, and/or communicating in class (*Skills*), in students demonstrating conceptual knowledge (*Knowledge*), and in the classrooms being supportive learning environments for the students (*Relationships*). Compared to observations before the grant and during year one of the grant, students are more frequently being asked to interpret, analyze, synthesize, or evaluate information, rather than just performing simple tasks such as recalling information directly from text or copying down information. Students talked about getting to work in groups more often, using whiteboards to show their work and thinking, and being provided with support when they do not understand the content.

## 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	3
Capacity Building	1	3	3	3
Distributed Leadership	2	2	3	3

**Attributes of effective school leaders.** The principal is new to Onalaska this year, and the dean of students is currently in his third year working in Onalaska. By all accounts, the duo work well together. *Similar to the structure from the first two years of the grant, the principal's role continues to be focused on being an instructional leader (P1-IE06)*, while the dean of students is still primarily in charge of the climate of the building, including taking care of discipline. Over the last two years, the dean of students is taking on more responsibilities and is building his capacity as an instructional leader. Overall, focus groups participants expressed satisfaction with both building and district level leadership, although many referred to the learning curve being steep. One person commented, "The changes in administration have been hard, but they come in enthusiastic. The difficulty is that we have to learn what they are expecting and I do think they get overwhelmed." Another person similarly shared, "It is a learning curve for the principal. She had to learn a lot about the evaluation system, and it is a little less organized maybe this year because it is a lot for them right now. That seems like that is to be expected. It is quite a learning curve."

School leaders are routinely collaborating with staff to monitor and consistently modify the instructional programs and organizational practices. They also frequently attend trainings to stay abreast of current research, and they regularly engage staff members in discussions around school improvement. Despite these positives, several interviewees were concerned about "things falling through the cracks" because of administrator turnover, and several people mentioned efforts feeling "less structured" this year, which they feared could lead erosion of improvements over time.

Parents participating in the focus group were very positive about the new principal. "She is very effective," said one parent. "She could not be a better breath of fresh air. Mr. Neale has also been good, and they work well together. They have different responsibilities. The kids know they have different roles." Parents were especially enthusiastic about the new principal living in the community, and they believe she works hard to involve and communicate with the community. On staff surveys, 92% of staff members reported it was true the principal collaborates with people and organizations outside this school to support teachers and students (compared to 50% in 2013; **IE13 & IVD03**). One-hundred percent of staff members reported it was true that the principal is committed to quality education (compared to 83% in 2013;

**ED06**). Sixty-six percent of parents responding to the survey reported it was true the principal of the school is committed to quality education (**IE08**) and 77% reported it was true the principal is active and involved in our community (**IE10**). On student surveys, 81% of students reported it was true the principal believes student learning is the #1 priority (**IE06**).

Staff members also spoke very positively about the new superintendent. One person even said, "Mr. Davis – I love him. He was in my room during the summer school program. He is very visible. He pops his head in the classrooms." Several staff members talked about feeling supported by the new superintendent and said that his door is always open to them. Many study participants referred to his Friday newsletters and appreciate how he is keeping them informed of news within and outside of the district.

**Capacity building.** One of the main issues cited in the first report was a lack of clear expectations and accountability regarding adult performance within the school. Staff members reported that they were not held accountable, and there was little follow-through on ensuring that professional standards were followed. According to staff members, the culture has changed regarding accountability. On staff surveys, 92% of staff members reported it was true that they expect all staff to perform responsibilities with a high level of excellence (compared to 72% in 2013; **IG04**). One way school leaders are communicating expectations is by visiting classrooms informally and formally. Most teachers reported seeing school leaders frequently in their classrooms this year. *Although the principal is new and it is early in the school year, several of her comments provided evidence of a focus on instructional improvement and student learning outcomes (P1-IE06).* One school leader shared, "I think compared to the previous years we are doing better job getting into classrooms . . . We developed a cycle of inquiry around CELs model." Although, some interviewees reported less organization around the evaluations this year, they still believe the evaluation process holds them accountable and report having a good understanding of what is expected.

In discussions around high expectations for adult performance, staff members mentioned a variety of ways in which they are held accountable. 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. Many teachers reported having high expectations for themselves, but some wondered whether they truly hold each other accountable. "I think we each personally hold ourselves to high standards, but we may not always hold each other to high standards." Survey results mirrored focus groups comments. This year, 50% of staff members reported it was true that staff I work with collaborate to support improvement efforts (down from 94% in 2013; **ID11 & ID12**) and 33% reported it was true that they hold one another accountable for student learning (down from 83% in 2013). Similar to last year, staff members are engaged in weekly professional learning time and are provided with opportunities to observe in classrooms. Teachers at the middle school are much more transparent and open in their instructional practice than they were prior to the grant.

District and school leaders, and staff members, alike, realize this is the last year of the grant and are making more efforts to build the staff capacity to carry on the work. Increasingly, teachers are taking on leadership responsibilities. For example, one Language Arts teacher is working part-time this year as a Reading Coach. "To have sustainability, we have to be able to lead it and continue it. Our leaders have allowed us to lead meetings, PLCs (professional

learning communities), and professional development. The principal is trying to cultivate more leadership in staff members.”

***Distributed leadership.*** As mentioned in the District section of this report, one of the major improvements in Onalaska over the course of the grant is the development of a district-wide decision-making body called the District Leadership Team (DLT). Each year, this team has expanded to include a more representative membership. The team now includes representatives from all schools, and includes a parent and school board member. Plans are being discussed currently on how to include a student on the team as well. This team meets at least once per month for several hours. Each year, researchers also noted that the team is more structured and sophisticated in their work. For example, the team developed its own vision and mission statements. Recently, the team worked to create a decision-making process/protocol. Describing the work of the team, one person shared:

We have a decision-making protocol now. We started it last year and it is now formalized. Anytime anyone has an initiative they want to start, they have to fill out this form and do this process. They have to get an admin to sponsor it. The form asks about whether the idea aligns to the building goal. The DLT really defined itself this year – we have our own vision and mission statements for that group. It needed to live beyond the staff here. We have our own goals.

One issue researchers noted with the DLT over the years is that it is not clear how members are selected for the team. Members of the DLT appeared very aware of this issue and are in the process of “figuring out how the leadership team is selected and how long you sit on the team.” They are also deciding “what data they should be seeing on a regular basis and what changes they would make based on it.” New this year is the presence of a site-based leadership team. One person explained, “The DLT is now morphing into a K-12 team, so we are in need of site-based teams to work on things that are going to affect each building.” Somewhat concerning to researchers was that not all staff members were aware of the development of a site-based team and it was not clear how staff members would be selected for the team or how the team would communicate with the rest of the staff. If the DLT continues to progress and complete the above mentioned tasks, and if the site-based leadership team continues to develop along the same lines, this rubric score will likely move from a 3 to a 4.

## 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	3	3	3
Communication	2	2	2	3

**Collaboration.** At the beginning of the grant, staff members reported little to no collaboration occurring. Currently, the staff meets in a PLC every week for about 30 to 40 minutes. *Most teachers were clear about the expectations for PLC time and reported that some of the time is used for working with colleagues on instructional planning (P3-IVD06).* Typically, staff members meet together in a large group, but occasionally they “break off into subject area groups or groups by grade band.” Data is often brought to the PLCs; however, the group is doing a book study right now. “Right now we have a focus,” commented one person, “but sometimes you get to the point where you have not assessed for a while and you need an outside leader. We spent about a month and a half preparing for the community forum.” Last year the principal led the PLCs, but now school leaders are “really just in the background” and are trying to have teachers lead the group. The school board is voting next week on a two-hour early release for all Onalaska schools on Wednesdays next year. Many people believe the new schedule for PLCs will enable them to have a longer block of time to work together and believe it will allow for more vertical conversations to take place; something that is relatively rare in the current structure.

Although, significant improvement in collaboration occurred throughout the course of the grant, at the beginning of the year, the superintendent recognized a need for more training for teachers around PLCs. To this end, several staff members participated in DuFour’s training, and there are plans to send more teachers next school year. Several interviewees continued to mention “cliques” among staff members, some denied that the presence of segregated groups of staff members affect student learning, but most agreed that they do, at times, interfere with the ability of staff members to work together. Survey findings support this claim, as only 17% of staff members reported it is true that there is a willingness to address conflict in the school (down from 67% in 2013). Additionally, 50% of staff members reported it is true they share new ideas and strategies with one another (down from 72% in 2013; **IF10**).

**Communication.** During the last several studies, staff members identified communication as an area for improvement at Onalaska. The majority of interviewees thought improvements had been made in this area, but most admitted that this is still an area for growth. One person explained, “Communication is something that has developed tremendously, but we need to continue to be transparent. We have taken a lot of steps to do that, but we have a long way to go to make everyone feel like their voice can be heard.” Areas of particular improvement include the weekly notes provided by the superintendent and the principal. According to a school board member, both the superintendent and the principal are also communicating

frequently with members of the community – keeping them up-to-date on important district and school level information. At least one teacher is also using the innovative practice of providing students with text messages regarding their assignments and class reminders.

Researchers did not identify a formal communications plan during this study to guide communication with the staff or with the community. Parents participating in the focus group did report receiving lots of communication from the school, however. The staff communicates with parents via email, the school website, teachers' websites, school and classroom newsletters, conferences, automated phone calls, and personal phone calls. One parent shared, "We get a lot of recorded messages, which I really like. They send home a lot papers, but I don't always get them. One of the office ladies sometimes calls me personally. We also can get information online as well. Some of it comes in Spanish and some of it doesn't." The Spanish-speaking parent attending the focus group reported that many documents are translated into Spanish and the school routinely provides a translator at events. Parents also mentioned getting reminder phone calls about community dinners and other important school events. Students identified similar methods of communication and spoke specifically about Logger News and Student-Led Conferences as major communication strategies. Students and parents, alike, discussed getting progress reports every two weeks and having access to grades and assignments online via the Skyward system. Eighty-nine percent of parents responding to the survey reported it was true the school communicates with me about my child's progress (**IIIB06 & IIB01**) and 55% reported it was true they are informed about progress toward improvement goals (**IE13**). Seventy-three percent of students responding to the survey reported it was true the school communicates with my family about how I am doing (**IIIB06**).

## 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	1	2	3	3
Instruction	1	2	3	3
Assessment	2	3	3	3

**Curriculum.** 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**). The majority of teachers reported having their students write down each lesson's standard/s on their agenda and a few are making attempts to connect learning targets to Common Core State Standards (CCSS). "We are working on tying in learning targets to the Common Core so kids get that language. We just need it to become contagious," remarked one person. The principal and dean of students actively look for these standards in their evaluations, and teachers are providing evidence through the eVal program.

Two years ago, the middle school adopted a new reading curriculum (Holt) for grades 6-8, and reading teachers reported the curriculum aligns to CCSS. If fact, many believe this curriculum is the most aligned of any of Onalaska's curricula. One person shared, "ELA (English Language Arts) is the closest to Common Core, and it is also nice because students can access it from home." Most interviewees admitted that the math curriculum; Math Connects (adopted in 2009) is not well aligned with CCSS and is more of a skills-based curriculum. Both ELA and math have pacing guides, but many interviewees discussed needing to revise the pacing guides to address the gaps with CCSS and to improve vertical alignment. Talking about their pacing guides, one person shared:

In math, we have pacing guides set up at the beginning of the year. We will be looking at doing a gap analysis district wide. We partly did this last year at the end of the year. I have not touched my math book this year because it is not well aligned with Common Core. I search out things on the internet. We are really building the material ourselves. I also am using Smarter Balanced released items to supplement.

Teachers use the adopted ELA and math curricula for the Core Support classes, but have access to supplemental materials for the Response to Intervention (RTI) courses, such as Read to Achieve, Rewards, and Corrective Reading and Corrective Math. Last year, the school adopted a new social studies curriculum, and teachers believe it is well aligned with state standards. The school is currently using Foss Science Kits and recently the science teacher is attempting to do

some integration of New Generation Science Standards. According to interviewees, all teachers, regardless of subject they teach, have exposure to Common Core State Standards.

Seventy-five percent of staff members responding to the survey said it was true that the programs we teacher are aligned with state standards (compared to 100% in 2013; **IIA01; IIA02; IIC01**), while 92% of staff members said it was true that the school provides curriculum that is relevant and meaningful (compared to 78% in 2013). Seventy-eight percent of parents responding to the survey said it was true the school believes and expects that all students can meet state standards. On student surveys, 93% of students reported it was true teachers believe student learning is important.

***Instruction.*** When asked about what has been critical to Onalaska Middle School's improvement efforts over the last three years, school leaders mentioned instructional improvement as a key area. One school leader shared:

Our staff were maybe forced to do things that first year, but now they really believe it. We focused on what good teaching is and not what the evaluation says. We are here to practice good teaching every single day. That was really a reframe for us. We stopped looking at the evaluation and started looking at instruction. That was the most important thing we did that first year. We are not doing this for evaluation.

Another school leader went on to say, "We have been steadily improving in our daily instruction and what good instruction is. The more capacity we gain the better. The middle school is the driver around sharing learning with the K-5 building and across the street as well." Many teachers talked about how much they have learned about instruction over the last few years. One shared, "I want to go back and apologize to hundreds of students. I am so mad I did not know this before!"

Onalaska Middle School staff members began working with the Center for Education Leadership (CEL) two years ago. This year, the work has continued with a focus on curriculum and pedagogy, and then assessment, which are the last two dimensions of the CEL framework. "Something we are really proud of is that our CEL consultant said that it was the most sophisticated group she has seen in having it not be evaluative. We are not having surface level conversations – it is really getting into the heart of learning," reported one person. Despite significant improvement, several interviewees believe the instructional work has lost some momentum and focus this year without the guidance of a CEL consultant. One person explained:

The fidelity to the process has gotten weaker. The last couple of times we have gone through without the CEL person and had no problem of practice. We looked at noticings. There was no share out. It was formal before, and now it is very lax. That strict structure is followed when we have the CEL person. It is just the last couple times it has been like that. We have done so much hard work that I don't want to get stagnant or go backward.

When asked to describe a good teacher, students reported that good teachers: "Are patient and explain the subject as many times as needed;" "They don't just sit at their desk. They walk around the room;" "They are good at making sure you understand and give you rewards for



doing good in class;" They are really energetic;" and "They make us want to learn and go to school."

One of the focuses over the last several years at Onalaska Middle School was on providing students with learning targets. Researchers continued to note learning targets in many classroom lessons, and this appears to be a strength now at the school. This rubric area will only move to a 4 when staff members transition to focusing more on other areas important to student learning, such as those detailed in the *Thinking* and *Application* Components of the STAR Protocol. Last year, classroom observation data collected by The BERC Group revealed significant improvement in the percentage of classroom lessons that build upon the principles of learning, and although still higher than the first two data collections, scores slipped slightly this year.

**Assessment.** *Onalaska 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 much more adept at collecting, investigating, and making instructional changes based on assessment data than they were prior to the grant (P5-IID12).* After switching from the Measures of Academic Progress (MAP) to the Reading and Math Benchmark Assessments (RBAs and MBAs) two years ago, they are also more confident that assessments align with state standards. They also think the results are easier to explain to parents and students. Parents reported getting information on their student's performance on RBAs and MBAs at teacher-parent conferences. Staff members are also regularly looking at other types of data such as student course grades, and data on attendance and discipline.

The majority of teachers are analyzing student work to inform and revise instruction, curriculum, and program assessment. Teachers reported using entry and exit tickets as formative assessments. Other assessments include administering OSPI-released items and items from the Smarter Balanced practice tests including the performance-based assessments. "I tried out the performance-based assessment. It was a disaster but a good one for us to learn how we need to adjust our teaching," reported one teacher.

Two years ago, researchers noted that coaches collected and assembled all of the data, which was not a sustainable process. Over the last two years, the coaches are doing less of this because of the Data Director system and this year due to having one of the middle school ELA teachers as a part-time reading coach. The half-time coach has built her capacity in this area, which lends sustainability to the data-inquiry process established at the school.

On the staff survey, 75% of staff members reported it was true common benchmark assessments are used to inform instruction (compared to 89% in 2013; **IID08 & IID09**) and 75% of staff members said it was true that the school uses assessments aligned to standards and instruction (compared to 94% in 2013; **IID01 & IID03**).

## 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.** Similar to last year's schedule, Onalaska Middle School offers students access to Core, Core Support (kids identified as needing extra support get pre-teaching of the next day's lesson), and Response to Intervention (RTI) classes for those kids who are really at risk. At the beginning of the grant, Onalaska developed RTI courses in reading and math, as a way for students to fill any gaps in those areas. This year, Onalaska continued with these courses, but the number of courses is much reduced because most of the students are caught up enough not to be enrolled in them any longer. "My reading support class is only 5 students," claimed one teacher. "Now we only have two courses of that. There are only 18 kids in those classes for ELA. Core Support is higher; they just need a little help. There are more kids in those Core Support classes." A few teachers expressed concern about the reading and math support classes. One explained, "Some students have been in the support class for all three years, and they complain about not getting out. They do not see themselves as making progress. We need to look at that. They felt like they were stuck in them."

*Collecting, analyzing, and helping teachers review data together is one of the main responsibilities of the coaches, and this helps the school monitor the progress of learning program and strategies (P3-IVD05).* This year, the part-time reading coach is helping to make sure students are placed in the appropriate support class based on their data. She is also making sure teachers have what they need for materials. Student and school data are regularly used to identify students with unmet special learning needs. Data are routinely disseminated to school leaders and teachers and are used to develop specific strategies and interventions to meet student needs. During this study, researchers even noticed the superintendent studying individual student assessment data.

When researchers asked teachers about whether they were serving all students within the school, the answer was a resounding 'yes.' Teachers provided the example of the intervention and support courses as evidence. Teachers also mentioned a new program this year called the Student Support Center. One person explained, "We hired a new para to run the center. Basically, a student can stay in there all day if they have in-school suspension. But we have tried to make that room positive. Other students can be in there briefly for a 5 5 5: five minutes for cool down, five minutes for the student to write, and five minutes for the para to talk to student and then they can come back." The para running the Student Support Center is also monitoring students with behavioral issues through the "Check-In/Check-Out system." Teachers also discussed having access to more curriculum resources for students than ever before. One person talked about the various computer programs the school now uses, such as IXL and the Write to Learn program. Onalaska added computers and iPads this year and they have an

additional computer lab. The school also continues to offer after school help for students in grades 4 through 9, but school leaders reported that the program is not always well attended. Many staff members were concerned about these additional supports diminishing without the help of the grant. "Some of these things might go away if there is no funding from the grant. We worry about the Student Support Center going away for sure."

On the staff survey, 58% of staff members reported it was true that assessment data is used to identify student needs and appropriate instructional intervention (compared to 94% in 2013; **IIB01; IIB04; IIB05; IID07; IID09**) and 42% of staff members said it was true that they monitor the effectiveness of instructional interventions (compared to 67% in 2013; **IE06; IE07; IID08**). On parent surveys, 66% of respondents said it was true teachers in this school provide students with a variety of learning opportunities (**IIIC08; IIIC15; IIIA10**) and 77% said it was true teachers accommodate my child's special needs by adjusting instruction (**IIB04 & IIIA07**). Sixty-seven percent of students said it was true teachers find other ways for me to learn things I find difficult (**IIB04 & IIIA07**).

## 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	3	3	3
Curriculum, Instruction, and Assessment	1	3	3	3

**Planning and implementation.** According to focus group members, Onalaska 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 often informally ask teachers what support they need. When asked who decides the professional development needs, one person reported, "The District Leadership Team works on that, but it has been kind of more up to us this year. It is nice this year that we have a little more freedom to determine what areas we feel we need to be exposed to." It was clear to researchers that Onalaska does long-term planning for continuous support of professional growth needs, and since the beginning of the grant, school leaders and teachers are viewing professional development as a process of change that occurs over time.

As mentioned in last year's report, teachers reported receiving more professional development during the grant process than ever before in their careers, and many continued this year that they are feeling more confident in their professional practice. One person shared, "I feel personally that I am getting more used to what teachers are supposed to be doing. I am feeling a little more confident in my ability." Another person pointed out that "Anytime we go to the ESD (Educational Service District) or a professional development where we are with people from other schools, whether it is Common Core, TPEP, or Smarter Balanced, we are slightly ahead of where we need to be. It is a reassuring feeling. We can be more confident teachers." *Staff members also agreed that training is typically research-based and occasionally job-embedded (P2-IF12).* Several interviewees mentioned the last few CEL trainings (without the CEL consultant) as not as high quality as they would like, mainly due to the process not being as structured as it is with the CEL consultant.

**Curriculum, instruction, and assessment.** Teachers at Onalaska Middle School received a variety of training throughout this school year, sometimes the training is whole school, as is the case with their instructional work with CEL, and some of the training is external to the school, such as trainings offered through the ESD. The CEL training this year is focused on the last two dimensions of the framework. "As far as instructionally, we are finishing our last dimensions of CEL," reported one school leader. "The remainder of our time will be spent on shoring up goals around student talk. We have now had training around each of the five dimensions. We are ending the year having teachers looking at differentiated instruction and learning targets." Last year, teachers from the middle school visited classrooms at the high school and vice versa, but this year the middle school and elementary school staff are together for these trainings, and a few people mentioned this working better.

The improvement of the PLCs is another area of emphasis for professional development. The superintendent believes sending several teachers to a DuFour training led to improved PLC functioning this year. He shared, "When I started investigating the PLCs, they could not tell me the four core principles. They could not tell me their norms and were not keeping minutes. So we sent some of the teachers to a training around the purpose of the PLCs using the DuFour model. We are doing better than before." The superintendent also expressed excitement about getting to send four teachers to a national conference this year. He shared:

We are sending four teachers to a national conference this year that they would not have been able to go without the grant. We are sending two people to math training and two people to ELA training. They will hear from experts and bring back some valuable information. Without RAD dollars, we would not be able to do that.

Teachers are also getting more exposure to the CCSS and Smarter Balanced through externally offered trainings typically occurring at the ESD. The district will continue with this focus by offering a three-day CCSS institute at Onalaska at the end of the school year. The coaches and a few of the teachers are currently planning the training. The external contractors in math and reading provided by the ESD also continued to provide support and ongoing professional development to Onalaska teachers this year. Staff members also received training on ARC, which has to do with working with students who have suffered traumatic or aversive events in their lives. At the time of the study, school and district leaders were focused on sustaining the professional development and PLC time for next year. "We will be changing to early release every Wednesday from 1:30-3:30," said the superintendent. "The board and the union are on board." The principal talked about a structure for next year where PLCs will meet for an hour every Wednesday and then an hour would be devoted for professional development."

Eighty-three 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 89% in 2013; **IF07**); 33% said it was true that they are provided training to meet the needs of a diverse population in their school (compared to 44% in 2013; **IF12**), and 42% said it was true that teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction (compared to 83% 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	3	3	4
Building Relationships	2	2	3	2
Personalized Learning for All Students	2	3	3	3

**Safe and orderly environment.** Schools leaders are ensuring the school environment is safe and supportive (P6-IIIC16). According to staff members, the physical structure of the school provides students and staff with a safe, clean, and orderly learning environment. Staff members reported that district and school leaders are “on-top of any safety concerns” and take care of anything “pretty quickly.” A few interviewees did note that a window out to the parking lot from the main office would be helpful for safety issues. Students and parents participating in focus groups all agreed that the school provides a safe and welcoming environment. Parents participating in the focus group agreed, “The ladies in the front office are stellar and are amazingly helpful.” Parents also reported knowing what is expected of their children at school and cited the student handbook as a good resource for understanding school rules and policies. Students were also clear on the rules and policies of the school. “It is in the handbook and we’re told at the beginning of the year,” reported one student. “We have assemblies where students will show what it looks like when you’re following the rules and they show the correct behavior. They act and use skits or tell us with creative posters.”

Two years ago, OMS adopted a new discipline program, Positive Behavior Interventions and Supports (PBIS), to address recurring issues of bullying and disrespect among students in the school. The program includes the use of “sawbucks” and other positive rewards. Although, some staff members questioned the effectiveness of the sawbucks, many interviewees reported fewer discipline problems this year. *Researchers noted school leaders and staff members reinforcing the discipline policies and expectations by positively teaching them in the school and in the classrooms (P6-IIIC13).* “Discipline is better this year than last year,” stated one person. “Now write-ups are about less severe things.” The school is also working to constantly improve their school-wide policies and practices in this area. For example, “the principal took some people to the PBIS conference this year, and they investigated what a real teacher-led PBIS team would look like,” and they are making plans for how this will look next year. The school also started a Student Support Center this year, which the principal described as a “Multi-functional room so that they are staying in school. If kids feel like they are going to mess up they can ask to go down there. It is a place to calm down and cool down. It really helps them to re-enter class and go in with clean slate. For some kids it is what is keeping them out of trouble.” Finally, high school students are visiting the middle school every other week for “Bully Blockers,” to help address any bullying issues at the school.

The dean of students frequently looks at and presents data to staff and students regarding behavior. He reported, "We are using our SWIS data. We look at the data. We recognize trends and then talk to the teachers about reducing certain things. Our fights and serious harassment is way down." According to data provided by the dean of students, the referrals will likely be down this year compared to last year. In fact, looking at longitudinal data shows the number of referrals decreasing each year of the grant. Compared to the previous two years, the number of out-of-school suspensions decreased substantially (39 events this year compared to 74 last year and 155 two years ago).

Eighty-three percent of staff members responding to the survey reported it was true that the school is orderly and support learning (compared to 89% in 2013; **IIIA32**; **IIC06**; **IIIA35**; **IIC12**) and 83% said it was true that students believe this school is a safe place (compared to 94% in 2013; **IIC04** & **IIC12**). Fifty-five percent of parents reported it was true the school has clear behavior rules that are consistently applied to all students (**IIIA32** & **IIC12**) and 88% percent of parents said it was true their child feels safe at school (**IIC12** & **IIIA32**). Seventy-four percent of students reported it was true the rules about behavior are equally applied to all students in the school (**IIIA32**) and 77% percent of students said it was true they feel safe at school (**IIC12**).

***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. The *Relationships* Component of the STAR Protocol scored the highest, with 80% of classrooms scoring a 3 or 4 in this area. Additionally, 100% of classrooms were rated at a 3 or 4 for the teacher assuring the classroom is positive, inspirational, and safe. All interviewees acknowledged improvement in the area of student-staff relationships over the course of the grant, but some interviewees continued to identify this as an area of growth and believe the staff would benefit from more training around working with students of poverty. One person shared, "I want to increase the relationship piece of how kids feel at school. I sometimes get the feeling that some teachers do kind of focus on the negative. I think the ARC training has helped people in this area, but I still think there are some negative interactions." In the student focus groups, a few students brought up the issue of noticing that some teachers appear to "have favorites." "Some teachers have favorites," replied one person, "and they treat the others differently." Students did report believing their teachers know them well through activities such as student-led conferences and different class activities focused on getting to know them.

Over the last few years, study findings revealed some trust issues between staff members, and the presence of different factions or groups of staff members within the school. This trust issue did not surface as prevalently in focus groups last year, but this year researchers heard more about this issue and several people believe it is "worse than ever." This issue is the reason for the score in this area decreasing from a 3 to a 2. One person reflected, "I think there is room to grow in staff to staff interactions. We made growth in relationships with students, but how much better would it be if the staff could along?" While some staff members believe everyone remains professional and focus on the "betterment of students," others disagreed and reported that students are suffering because teachers are not collaborating as well as they could or sharing resources. One person reported, "I think it is falling apart. It is maybe even worse than pre-RAD. The students really notice. They can see that. I think it has a detrimental impact on student learning." On the staff survey, 58% of staff members reported it was true that the staff

can count on one another for help when needed. Seventy-eight percent of parents said it was true that adults in the school care about my child (**IIIA33**)

***Personalized learning for all students.*** This year, researchers noted continuing opportunities for personalized learning for students. One way Onalaska continues to do this is through their RTI program and their use of Core Support classes, where students can get help at their individual reading or math level. Students also have access to tutoring both during and outside of the school day. During 5<sup>th</sup> period, students attend Homeroom, which functions as a type of advisory for students. The focus of Homeroom varies throughout the week and some teachers reported that students have some difficulty remembering the focus since it shifts daily. *Throughout the study this year, teachers talked frequently about personalizing learning for students through the use of differentiation (P4-IIIA07).* Examples of this including the use of computer-assisted learning and adaptive readers for ELA. One teacher talked extensively about different methods he is trying this year to personalize learning. He said:

This is something I am learning how to do. There are things I think I am doing. . . The last three or four months I have been studying this. I found out that I am doing some of it. In seating charts, I try to create environment in groups where they can find support for one another. I put them in a group where they can get the most support. . . I have made adjustments in the amount of work I am asking from them. For some students, I focus on particular important assignments. I give them the opportunity to be in reading groups and use a variety of strategies (ex. read aloud, quietly read, I sit there and read with them).

Onalaska Middle School teachers are becoming more adept at using data to personalize the learning environment for students. *Teachers use assessments to monitor student progress and they share the data with one another to assess strengths and weaknesses of the curriculum and instructional strategies (P5-IID08).* One teacher reported, "I am more aware of who the struggling readers are."

Staff members are regularly honoring student accomplishments through assemblies, Student of the Month awards, through earning extended recess for grades above a D, and are given positive referrals and kudos as recognition. The school also started a "Logger Time Breakfast with the kids, and parents are invited." This is a time for leaders to seek feedback and attendees "are given a card to fill out about what makes them proud about the school and what they would change." A transition program is in place to move students from the elementary school to 6<sup>th</sup> grade and from 8<sup>th</sup> grade into the high school. OMS hosts a BBQ for rising 6<sup>th</sup> grade students and their families to welcome them to the middle school. Fifth grade classes also help transition students from elementary to middle school by having them move from class to class. For the transition into high school, the 8<sup>th</sup> grade students tour the high school, meet the principal, and then participate in a freshman orientation and barbeque.



## 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	2	2	3
Family and Community Partnerships	1	3	3	3

**Family communication.** Staff members reported communicating with parents via the website, the district reader board, newsletters, conferences, robocalls, and personal phone calls. Researchers noted that key documents, such as a student handbook are distributed annually and information is frequently communicated to families through the Logger Newsletter. Most staff members admitted that it is a struggle to get family members involved in the school in significant ways, but parents do volunteer to help at school activities and events and one parent is now serving on the District Leadership Team. This year, the school is hosting four community dinners and four family fun nights, which is one way the school connects with student's families. These events help families learn about the school. "We have booths of information," shared one person. "At one of them we had a booth about how to help your child read at home. We had students make posters and we noticed that parents took home all of the literature that the kids created." Parents attending the focus group also mentioned the community dinners. One parent shared, "One thing I really like is the community dinners. . . We did not have a lot of that before. We have been invited to be involved." Another parent agreed saying, "I like the community meetings that we have. I feel like the school is more accepting to all of the people now. They have more for the parents now than before." One parent also commented favorably on the Love and Logic training she is receiving at the school.

Parents participating in the focus group appreciated having access to their student's academic information through Skyward and told researchers they receive progress reports and information on their student's performance on assessments regularly. Similar to last year, the school's Parent Student Community Liaison is more involved with the PTSA this year and remains very involved in planning the school's community events. Three years ago, the communication between teachers and parents was reported to be uneven and frustrating for both sides. Most people reported that this issue is much improved from three years ago. District and School Board leaders reported a positive change with the new principal regarding communication and believe relationships are being repaired. It was not clear to researchers whether the school has intentional programs and strategies in place to promote interaction and involvement with families of underserved students, but researchers noted translation services being offered by the school and school documents are often translated into Spanish.

Sixty-seven percent of staff members responding to the survey reported it was true that the school encourages parent involvement (compared to 89% in 2013; **IVA03**) and 58% said it was true that teachers effectively communicate student progress to parents (compared to 83% in 2013; **IIIB06**). On the parent survey, 44% said it was true they are informed about what is

going on at the school (**IVA01 & IVA02**) and 77% reported it was true the communication with the school meets their needs (**IVA05**). Seventy-five percent of students responding to the survey reported it was true that parents/family feel welcome to visit this school at anytime (**IVD02; IE13; IVA03; IVA07**).

***Family and community partnerships.*** As mentioned in the section above, the school now has a parent representative on the DLT and this individual provides a valuable community and parent perspective for the team (**P7-IVA01**). Three years ago, no policies or procedures were in place to ensure active and effective recruitment of parents to serve on school committees or to include them in important decisions regarding the school. Over the course of the grant, the community is involved in the school in much more significant ways. Although, most interviewees admit that it is a process and challenges still exist, they recognize the shift. In February, the school hosted a Community Forum to recognize and celebrate their accomplishments with the RAD grant. Staff members attended, as well as community members, school board members, OSPI leaders, and representatives from the State Board of Education. One person shared, "We had a good turnout of 80 people that showed up at the celebration. We had one parent that got up and talked about the turnaround in her son that she had seen. I am hearing a lot more positive comments from people in the community, their concerns are being addressed." *The presence of parent voice on the DLT, along with the community dinners and the recent community forum, provides evidence of the school engaging the parents and the community in the transformation process* (**P7-IVA13**).

The district and school continue to have a Parent Student Community Liaison who works in a variety of ways to foster connections between the school and community. In addition to the community dinners, researchers noted the school initiating partnerships to support student learning and well-being. The school has partnerships with Onalaska Youth Services, with the local church (who sponsored one of the community dinners), and with several local businesses, to name a few. This year the school started a backpack program where students in need can receive a backpack full of food every Friday.

On the staff survey, 50% of staff members reported it was true that the school has activities to celebrate the diversity of the community (compared to 44% in 2013) and 42% said it was true that with important decisions we collaborate with the parents and the community (compared to 33% in 2013; **IE13**).

## Summary and Recommendations

Onalaska School District and Onalaska Middle School implemented the Transformation Model. Over the course of the last three years, both the district and the middle school have made substantial changes and improvements. Researchers noted substantial improvements made on state test scores at the middle school level over the course of the grant, and in 2013, the school was named a School of Distinction. One parent summed up the change in the school stating:

As sad as it was to find out we were RAD. I think it has been a blessing for this school district and breathed new life into it. It created a sense of urgency and an awareness of what we needed to do as a school and as parents. I just wonder if there was not state oversight on this, how far you could go into the hole.

Staff members agree that the school is a different place now: "Literally everything looks different. We are more focused and feel more supported. You can have staff that want to do things, but are not supported." When asked what was most critical to their improvement, one school leader shared:

One of the things that was absolutely key was that first month of the first year, we had that August institute, and there was 100% buy-in. The staff just said they were doing it. They did not necessarily like it, but they were going to use every energy to make it happen. Leaders also allowed some decision-making by staff, which was critical. They asked us to choose. Getting designated RAD was top-down, but we got choices of how to approach it.

Universally, researchers heard focus group participants talk about the grant as positive and necessary. The district and the school continue to make substantial progress in developing and solidifying their new vision and mission statements. An impressive collaborative decision-making body now exists for the district, and professional development opportunities are empowering teachers to become more skilled and competent in their practice. In contrast to sentiments prior to the grant, several people commented on "feeling like we are now ahead of the game." The significant leadership changes at the district and school level this year appeared to have minimal impact on grant momentum, and focus group participants were complimentary of the new leaders.

Almost every focus group this year spoke to researchers about sustainability. The district is currently putting plans in place to sustain what they can, but everyone is concerned. One person shared the fears of many stating, "I worry about sustainability. The challenge of continuing forward. I have felt this year that it is starting to slip back a little. Everyone is tired, and we are starting to relax." Another person shared, "We were blessed with this financial award and made changes, but when it goes away what is it going to look like? The people we bought – I worry about that. That is a big challenge. So then you have less doing more and how does that stay focused, and not get burned out?" District and school leaders recently developed a priority list to figure out what is most important to sustain. They have "listed things that we can sustain with our own funding and then identified other things we think are important, but we do not have district funding for."

The results of this study show significant improvement in the alignment of the *Nine Characteristics of High Performing Schools* since the initial assessment. In 2011, the rubric scores were split between the “Minimal, Absent, or Ineffective” stage and the “Initial, beginning, developing” stage. In 2012, the scores shifted, to primarily fall in the “Initial, beginning, developing” stages, and the “leads to effective implementation” stage. In 2013, almost all of the scores fell in the “leads to effective implementation” stage. In 2014, one area fell back to the “Initial, beginning, developing” stage, but several other scores moved into the “leads to continuous improvement” stage. 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 as well as further recommendations that align with the *Student and School Success Principle Indicators*, which are part of Indistar.

1. **Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement.** In our initial assessment we noted a lack of the school community working together toward clearly defined goals, and many people worked in isolation. We recommended the creation of a clear and shared mission and vision that should include specific goals and benchmarks for performance (staff and students) and strategies for improvement. OMS made significant process in this area over the last three years. Three summers ago, they used a collaborative process to develop a vision statement for the district, and two summers ago they used a similar process to create a mission statement. These statements now clearly observable on the website and are intentionally placed on school documents. This year, researchers also noted the vision and mission visible throughout the school buildings in the form of a framed schoolhouse. Work on ensuring that all programs and policies adopted are aligned with the new vision and mission statements should continue.
2. **Access support to develop a Comprehensive Human Resource Management System.** Onalaska School District personnel are more confident now in their ability to recruit staff members to their community and recognize they now have more teacher leaders and qualified staff in the middle school. This year, the school board hired a new superintendent who was recruited from a small community on the southern Oregon coast. They believe the new superintendent is aware of the issues facing small districts. By all accounts, he has done tremendous work to get to know staff and to understand the RAD grant work. Despite this success, some interviewees continued to worry about leadership changes and the ability of the district to retain high quality leaders. We recommend the district continue to access support in developing a Comprehensive Human Resource Management System to deal with the retaining teachers and administrators. Previously we also made this recommendation based on issues with transitioning to a new evaluation system. From all reports, this system is now in place and working well.
3. **Set high academic expectations.** The previous assessment spoke to the need to set higher academic expectations for OMS students and recommended teachers work together to identify the highest level of expectations possible for OMS students and develop common language around those expectations. According to interviewees, one of the major accomplishments at OMS over the course of the grant is an increased focus on academics and higher expectations for students and for staff members. Using time more effectively was one example of an academic focus highlighted by several

interviewees. Several years ago, OMS administrators and staff members worked to eliminate non-academic or below level courses and continue to increase the challenging offerings for students. This year the school continues to offer pre-algebra for 7<sup>th</sup> grade students, and an algebra course. An honors reading course is also available. The school continues to offer Response to Intervention (RTI) courses in reading and math, but they are offering fewer sections of these courses, as many students have transitioned out of them. According to focus groups participants and to classroom observations, the teaching and learning in the classroom is now more challenging than it was prior to the grant, and teachers are placing more of the learning responsibilities on students. The school will need to continue to work on setting high expectations for students by offering challenging coursework to more students, asking students to complete more challenging tasks in class, and providing even more student-centered lessons. For further work, please refer to *Principal 1: P1-IE06* and *Principle 4: Rigorous, aligned instruction*.

4. **Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.** In the initial assessment, researchers found most curricular materials to be outdated, many lessons were not aligned to the state standards, and there were not enough textbooks for all students. In the areas of math, reading, and social studies many of these issues have improved immensely over the last several years. Over the course of the grant, the math and reading coaches were instrumental in working with teachers to align curriculum and assessments to state standards, and now pacing guides exist for some of the subject areas. The school is trying to solidify this work by making sure to communicate the standards to students by connecting the CCSS to learning targets. Many believe the ELA curricula is the most aligned with CCSS of any of Onalaska's curricula, but interviewees admitted that the math curriculum is not well aligned with CCSS. Both ELA and math have pacing guides, but many interviewees discussed needing to revise the pacing guides address the gaps with CCSS and to improve vertical alignment. This work should continue, and staff members should focus on *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 (IIIA07)*.
5. **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** Although, the percentage of classrooms scoring a 3 or 4 on the STAR Protocol decreased from last year to this year, overall, the frequency of instructional practices aligned with research-based principles of learning improved since our initial study. Staff members including school and district leaders are continuing to work hard in this area and are participating in frequent training through the Center for Educational Leadership. The CEL training this year is focused on the last two dimensions of the framework. This year, the staff has received less support from the CEL consultant, but several interviewees mentioned the last few CEL trainings (without the CEL consultant) as not as high quality as they would like, mainly due to the process not being as structured as it is with the CEL consultant. We recommend periodic "booster" sessions for the staff with the CEL consultant to ensure fidelity to the process. We recommend that staff members continue to focus on this area and work toward incorporating more collaboration on lesson plans and

classroom strategies, peer observations, and reflection on instructional practice on their own in addition to the time with the CEL consultant. Please refer to *Principle 2: Staff evaluation and professional development – Professional development (IF14)*.

6. **Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students.** On the initial assessment, some staff members noted the need to use data to identify students in need of assistance and to modify instruction, but admitted to having little experience in this area. For the last three years, the math and reading coaches helped teachers in this area and are building staff capacity to do this work. For example, one ELA teacher is now the half-time reading coach and is working closely with previous reading coach to build her capacity to do the work. Currently, staff members are meeting on a weekly basis and are often looking at different types of data. Since implementing the RBAs and MBAs two years ago, staff members are reporting using the data to inform not only student placement in intervention and support courses but also their instruction. Staff members will need to continued support in this area, especially with the transition to Smarter Balanced assessments. Please see *Principle 5: Use of data for school improvement and instruction – Assessing student learning frequently with standards-based assessments (IID08, IID12)*.
7. **Develop structures and processes to support meaningful collaboration.** At the beginning of the grant, researchers reported OMS staff to have unstructured and often not effectively used collaboration time. Many structures for collaboration are now in place, including weekly PLC time. Currently, the staff meets in a PLC every week for about 30 to 40 minutes. Last year the principal led the PLCs, but now school leaders are “really just in the background” and are trying to have teachers lead the group. Although, significant improvement in collaboration occurred throughout the course of the grant, at the beginning of the year, the superintendent recognized that more training for teachers around PLCs is necessary. To this end, several staff members participated in DuFour’s training this year and there are plans to send more teachers next school year. Several interviewees continued to mention “cliques” among staff members, many denied that the presence of segregated groups of staff members affect student learning, but most agreed that these do, at times, interfere with the ability of staff members to work together. Continued work in this area should be a focus to ensure staff issues are not interfering with the collaborative processes that are in the benefit of student learning. Please refer to *Principle 3: Expanded time for student learning and teacher collaboration (IVD02)*.
8. **Fully implement PBIS.** This year the school continues to implement their PBIS program, and most report it to be effective for the majority of students. Although, some staff members continued to question the effectiveness of the sawbucks, many interviewees reported fewer discipline problems this year. The principal took some staff members to the PBIS conference this year and they investigated what a teacher-led PBIS team would look like. They are making plans for how this will look next year. Although school leaders want to continue to improve the positive climate of the school, discipline data provided by the dean of students suggests major improvements in this are over the course of the grant. Please refer to *Principle 6: Safety, discipline, and social, emotional, and physical health – School and classroom culture (IIC13)*.

9. **Develop and expand connections to families and community.** Over the course of the last three school years, Onalaska Middle School and Onalaska School District expanded connections to families and the community. The monthly community dinners and/or family fun nights have improved connections between the school and families and between the school and the community. Additionally, leaders reported a positive change with the new principal regarding communication and believe relationships are being repaired. The recent incorporation of a parent and a school board member onto the DLT is also positive evidence of improvements taking place over the last two years in this area. Although many improvements have been made, most staff members admit that it is a struggle to get family members and the community involved in the school in significant ways. School and district personnel should continue to engage families and the community, and should work to sustain the community events/dinners. The school will need to continue to ensure that there are open and effective lines of interactive communication between teachers and parents. Please refer to *Principle 7: Family and community engagement – Goals and Roles (IVA01), – Communication (IVA05)*.
10. **Develop a communication plan and decision-making matrix.** During every study for the past four years, interviewees highlighted issues with communication at the school. Given the persistent concerns, it may be helpful for school leaders to engage staff in a conversation about how to make communication more effective within the system. This process may result in a formal communication plan to guide communication among school staff members, and between staff members and parents/community members. The recent development of a decision-making matrix may help staff members understand better about how decisions are made and will help ensure that any new policies and programs are aligned with the vision and mission of the district. For more information, refer to *Principle 1: Strong leadership – Team Structure (ID06, ID07, ID09)*.
11. **Engage the school board in training opportunities.** One significant challenge discussed during focus groups last year was the need to establish a collaborative and supportive relationship with the school board. This issue did not come up in focus groups this year, possibly due to the change in a couple of school board members. However, we would encourage the school board to pursue school board training to keep abreast of the latest “methods to study and gain deeper understanding of issues” affecting the school and district. It is important for the school board to be current on issues affecting schools and to have a high level of understanding of how school boards can support the work of their district and schools. It is recommended that the school board seek out training opportunities from WSSDA when necessary.

## **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

<b>Actions</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Rubric Score</b>	<b>2012 Rubric Score</b>	<b>2013 Rubric Score</b>	<b>2014 Rubric Score</b>	<b>Comment</b>
<b>Teachers and Leaders</b>							
Replace the principal.	<b>X</b>	<b>X(O)</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	The district put a new principal in place in the Spring of 2011. This principal left at the end of the 2012-13 school year. A new principal was hired for 2013-14 and reports were positive regarding hiring her.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	<b>X</b>		<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	Teacher/Principal Evaluation Program in place. Teacher candidates teach mini-lesson during interview process.
Screen all existing staff, rehiring no more than 50% of the school staff.	<b>X</b>	<b>O</b>	<b>1</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	Adopted Transformation Model
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	<b>X</b>	<b>X</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	The district tends to be limited to the immediate area in most recruiting and resources are limited. Financial incentives and career ladders have not been implemented. The district did note that teachers are being reimbursed for additional professional development time.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	<b>X</b>	<b>X</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Teachers are now being evaluated using a new competency model that contains some relationship to student growth (i.e., research-based competencies). Principal evaluation also in place.

<b>Teachers and Leaders (Cont.)</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Rubric Score</b>	<b>2012 Rubric Score</b>	<b>2013 Rubric Score</b>	<b>2014 Rubric Score</b>	<b>Comment</b>
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.	<b>0</b>	<b>X</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	Removed principal from middle school three years ago and installed a new leader. Hired a new principal again for 2013-14. The district reports the new leader to be holding teachers and other staff members accountable for the success of students and the school. The new principal is focused primarily on improving programs and instruction within the school.
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.	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	The district reports that there is an incentive in the fact that teachers are getting more professional development and are getting paid for it. However, no policies are in place for providing other incentives to staff members.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	Hiring procedures are in place to accommodate this action.

<b>Instructional and Support Strategies</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Rubric Score</b>	<b>2012 Rubric Score</b>	<b>2013 Rubric Score</b>	<b>2014 Rubric Score</b>	<b>Comment</b>
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	<b>X</b>	<b>X</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	The district and school are selecting and implementing an instructional program that is research based. Common Core State Standards are vertically aligned and pacing guides are nearly complete for each grade level or subject matter.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	<b>X</b>	<b>X</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	The school now has a professional development plan in place for the year and is analyzing and planning for professional development across all teacher competencies. The work is supported by competent coaches and a variety of external consultants.
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.	<b>X</b>	<b>X</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	Data collection is occurring at a much higher level in the last 2 years. The coaches and school leaders appear adept at collecting, analyzing, and presenting data to staff. Data is being used to meet the academic needs of individual students.
Institute a system for measuring changes in instructional practices resulting from professional development.	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	All staff members are participating in walk-throughs, but staff reported less fidelity to the process this year. Staff is collecting and analyzing data in a safe way through these walk-throughs.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	The principal and the coaches are monitoring programs and are meeting frequently with staff members to ensure programs are implemented with fidelity and are having an impact on student achievement.
Implement a school-wide response to intervention model.	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	District leadership reports RTI to be fully in place and growing in effectiveness.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	The school is providing additional supports and professional development to teachers to support students with diverse needs.

<b>Instructional and Support Strategies (cont.)</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Rubric Score</b>	<b>2012 Rubric Score</b>	<b>2013 Rubric Score</b>	<b>2014 Rubric Score</b>	<b>Comment</b>
Use and integrate technology-based supports and interventions as part of the instructional program.	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	The school did purchase access to some online technology to support students last year and purchased iPads for teachers and iPad carts to be used with students. The school also has a new lab with new computers this year.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	<b>0</b>	<b>0</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	
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.	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	Some increases in rigor this year including opportunities for advanced work in some subject areas. Supports for low-achieving students are improving. Improvement in rigor of instruction has increased substantially.
Secondary Schools: Improve student transition from middle to high school.	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	The district provides a spring and summer orientation for incoming 9th grade students and their parents.
Secondary Schools: Establish early warning systems.	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	PLC's review student data and weekly failure list to make sure students are receiving additional instruction and assistance.

<b>Learning Time and Support</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Rubric Score</b>	<b>2012 Rubric Score</b>	<b>2013 Rubric Score</b>	<b>2014 Rubric Score</b>	<b>Comment</b>
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.	<b>X</b>	<b>X</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>	The school and district increased learning time two years ago by 30 minutes.
Provide appropriate social-emotional and community-oriented services and support for students.	<b>X</b>	<b>O</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	The district hired a community liaison to link the school with the community including introducing community resources to parents and families. This individual also serves in a counseling role to students. A drug and alcohol prevention agency is involved in weekly programming at the school as well.
Provide ongoing mechanisms for family and community engagement.	<b>O</b>	<b>X</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>	Community dinners are now established at the school and are taking place throughout the school year. Family and community members are provided with a free meal, an educational activity, and an opportunity to learn more about what is going on at the school.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	<b>O</b>	<b>O</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	The school extended the day. Grades 6-12 offer Advisory groups designed to monitor student progress.
Implement approaches to improve school climate and discipline.	<b>O</b>	<b>O</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	PBIS system adopted and now fully implemented. The district hired a dean of students to oversee culture and safety at the school. Survey results suggest great improvements in this area.
Expand program to offer pre-kindergarten or full day kindergarten.	<b>O</b>	<b>O</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	

<b>Governance</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>2011 Rubric Score</b>	<b>2012 Rubric Score</b>	<b>2013 Rubric Score</b>	<b>2014 Rubric Score</b>	<b>Comment</b>
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	<b>X</b>	<b>O</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	Since Onalaska is so small it is difficult to hire a person to be solely in charge of turnaround. The new superintendent is putting in extra time this year and is supported by a turnaround facilitator from the ESD. The reading coach also has responsibilities for the turnaround grant. Site-based leadership teams exist in each building and the district has a district-wide leadership team that meets monthly to conduct school business/plan instructional activities.
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.	<b>X Principal</b>	<b>X School</b>	<b>NA</b>	<b>3</b>	<b>3</b>	<b>3</b>	Principals have developed site-based leadership teams as well as teacher/leaders in each of their buildings.
Ensure school receives intensive ongoing support from district, state, or external partners.	<b>O</b>	<b>X</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	District and school currently working with OSPI, ESD 113, CEL, and PBIS, among others.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	<b>O</b>	<b>O</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	This is not in place.
Implement a per-pupil school based budget formula that is weighted based on student needs.	<b>O</b>	<b>O</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	This is not in place.

## APPENDIX B – STAFF SURVEY RESULTS

### Staff Survey Demographics

	2011	2012
<i>Gender</i>		
<i>Male</i>	36% (n=4)	23.1% (n=6)
<i>Female</i>	64% (n=7)	76.9% (n=20)
<i>Race</i>		
<i>American Indian/Alaskan Native</i>	9% (n=1)	3.7% (n=1)
<i>Asian</i>		
<i>Black African American</i>		
<i>White</i>	82% (n= 9)	74.1% (n=20)
<i>Hispanic/Latino/a</i>	9% (n=1)	7.4% (n=2)
<i>Pacific Islander</i>		
<i>Declined to identify</i>		14.8% (n=4)
<i>Staff Role</i>		
<i>Certificated Staff</i>	73% (n=8)	65.4% (n=17)
<i>Classified Staff</i>	18% (n=2)	26.9% (n=7)
<i>Administrator</i>	9% (n=1)	
<i>Years Teaching at this School</i>		
<i>1st year</i>	0%	25% (n=6)
<i>2nd or 3rd year</i>	0%	8.3% (n=2)
<i>4th or 5th year</i>	20% (n=2)	12.5% (n=3)
<i>6th-9th year</i>	20% (n=2)	12.5% (n=3)
<i>10th year or more</i>	56% (n=5)	41.7% (n=10)
<i>Total years Teaching</i>		
<i>1st year</i>	0%	8.7% (n=2)
<i>2nd or 3rd year</i>	0%	4.3% (n=1)

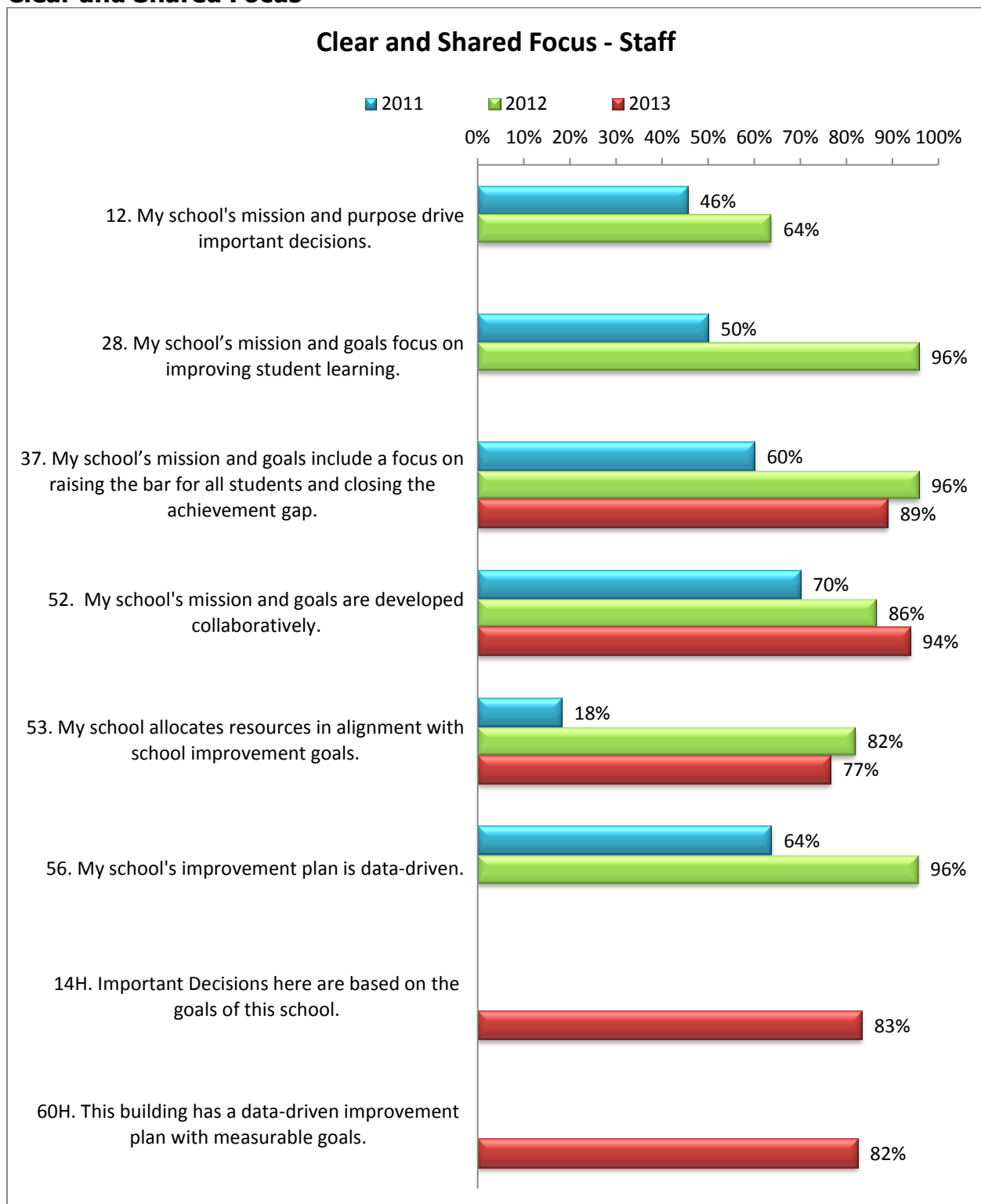
	2013
<i>Gender</i>	
<i>Male</i>	22.2% (n=4)
<i>Female</i>	72.2% (n=13)
<i>Subject Area</i>	
<i>Missing</i>	5.6% (n=1)
<i>Other</i>	44.4% (n=8)
<i>Electives</i>	
<i>LA/Social Studies</i>	33.3% (n=6)
<i>Math/Science</i>	16.7% (n=3)
<i>Total number of years teaching</i>	
<i>More than 11</i>	55.6%(n=10)
<i>8-11 years</i>	22.2% (n=4)
<i>4-7 years</i>	11.1%(n=2)
<i>1-3 years</i>	11.1%(n=2)
<i>Years Teaching at this School</i>	
<i>More than 11</i>	33.3% (n=6)
<i>8-11 years</i>	11.1% (n=2)
<i>4-7 years</i>	27.7% (n=5)
<i>1-3 years</i>	27.8% (n=5)
<i>Less than a year</i>	
<i>Position</i>	
<i>Administrator</i>	16.7% (n=3)
<i>Paraprofessional or Instructional Aid</i>	5.6% (n=1)
<i>Classified Support Staff</i>	11.1% (n=2)
<i>Certificated Support Staff</i>	5.6% (n=1)

<i>4th or 5th year</i>	20% (n=2)	13% (n=3)
<i>6th-9th year</i>	20% (n=2)	17.4% (n=4)
<i>10th year or more</i>	60% (n=6)	56.5% (n=13)
<i>National Board Certified</i>		
<i>Yes</i>	9% (n=1)	0% (n=0)
<i>No</i>	91% (n=10)	81.5% (n=22)

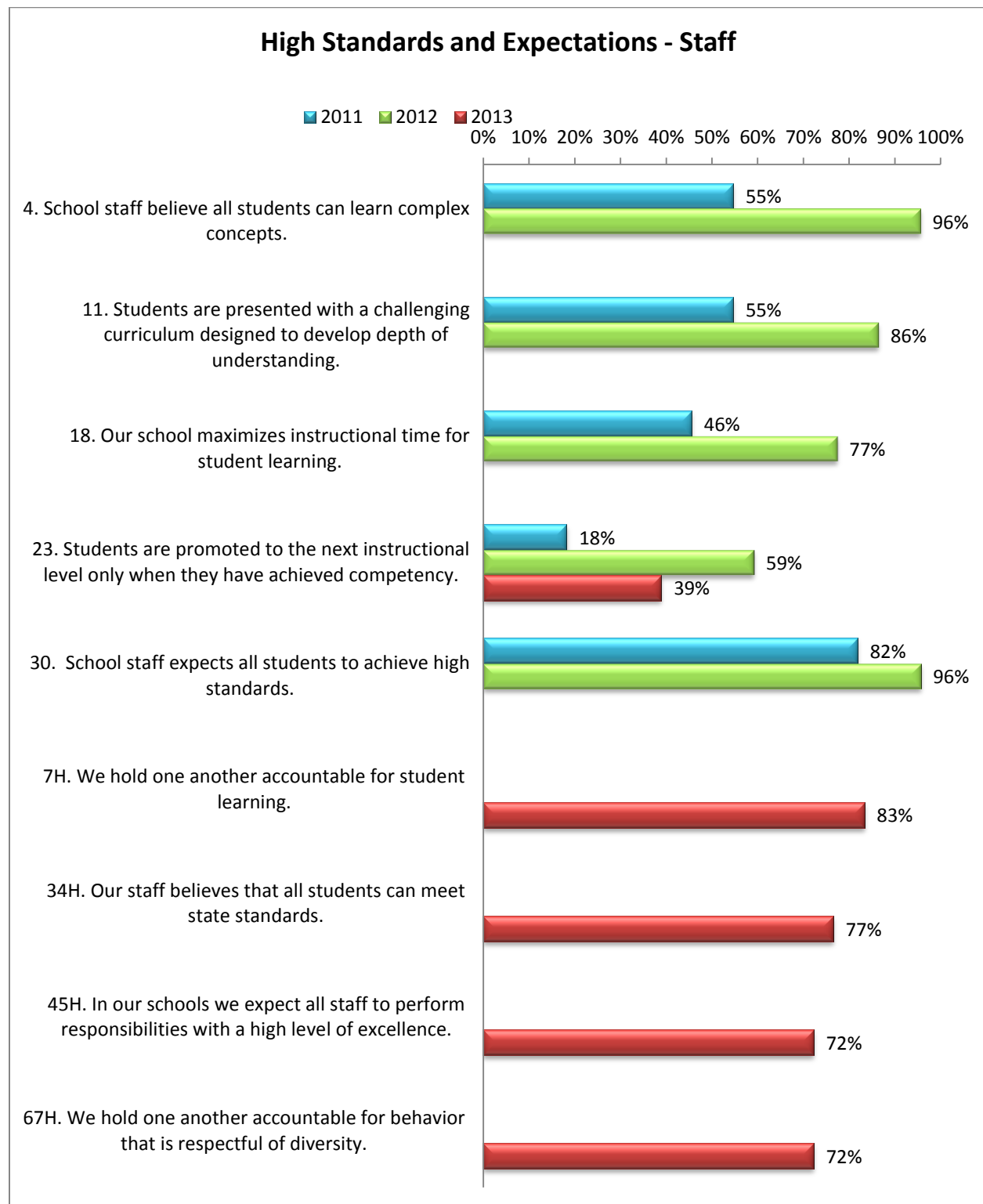
<i>Certificated Staff</i>	61.1% (n=11)



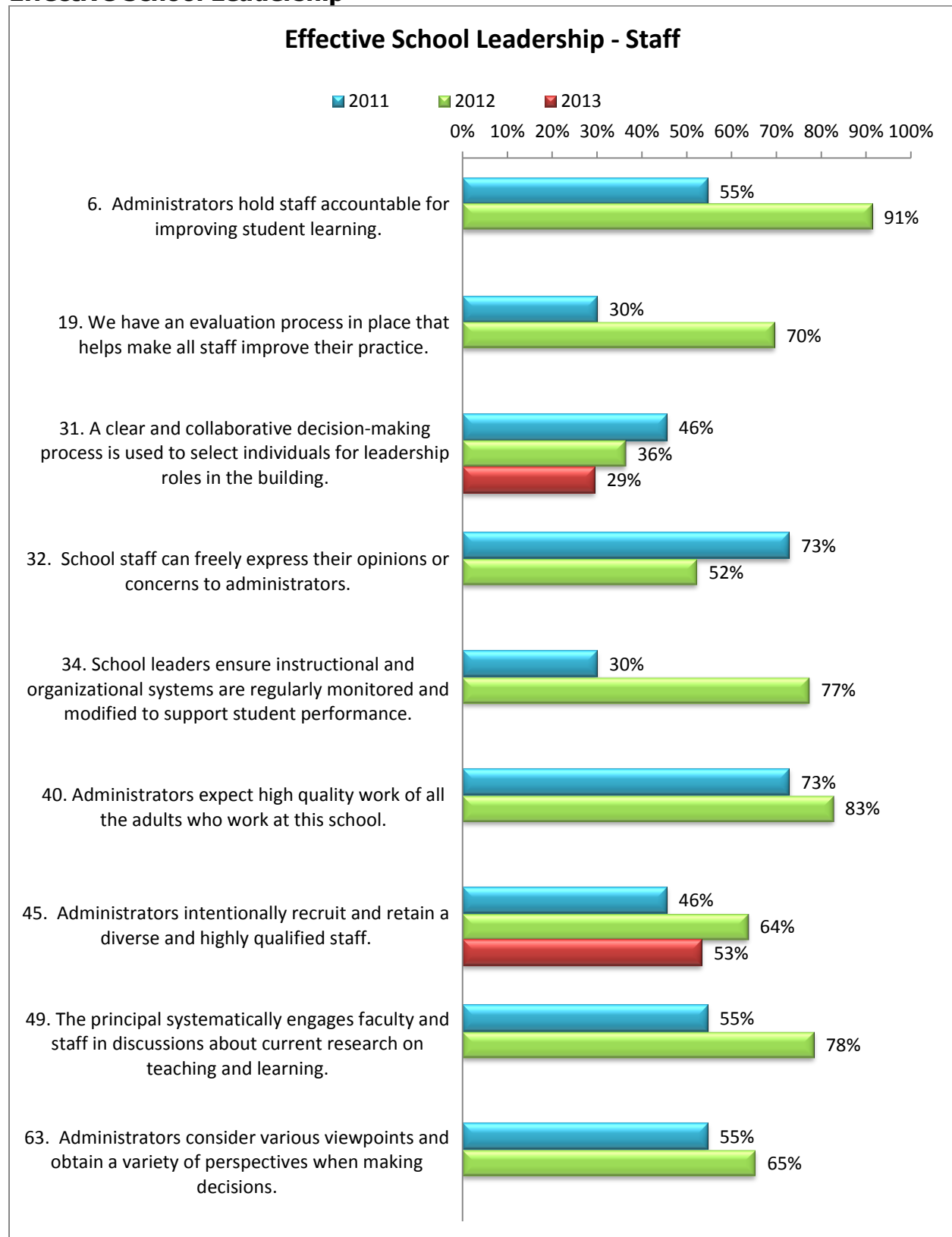
## Clear and Shared Focus



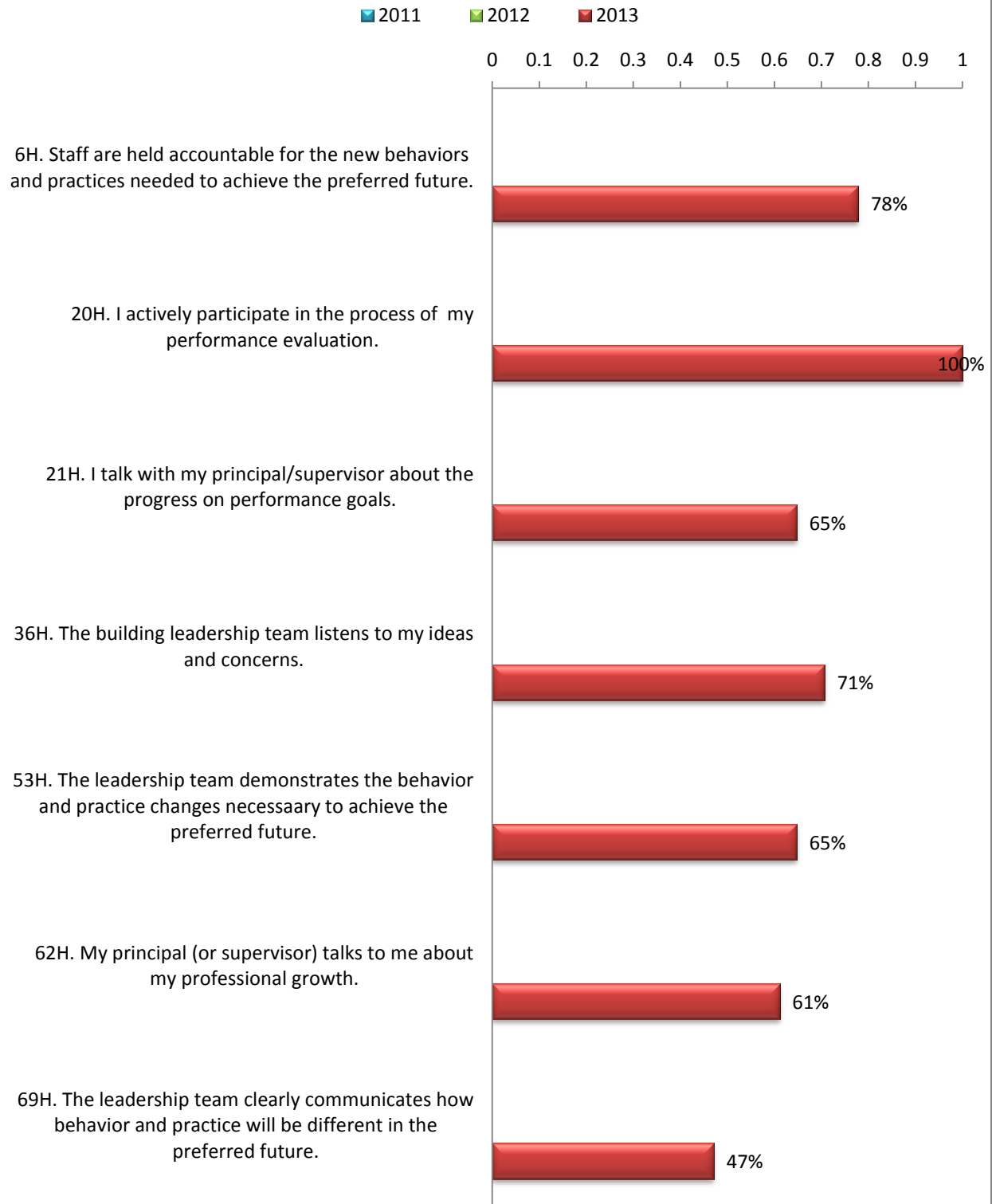
## High Standards and Expectations



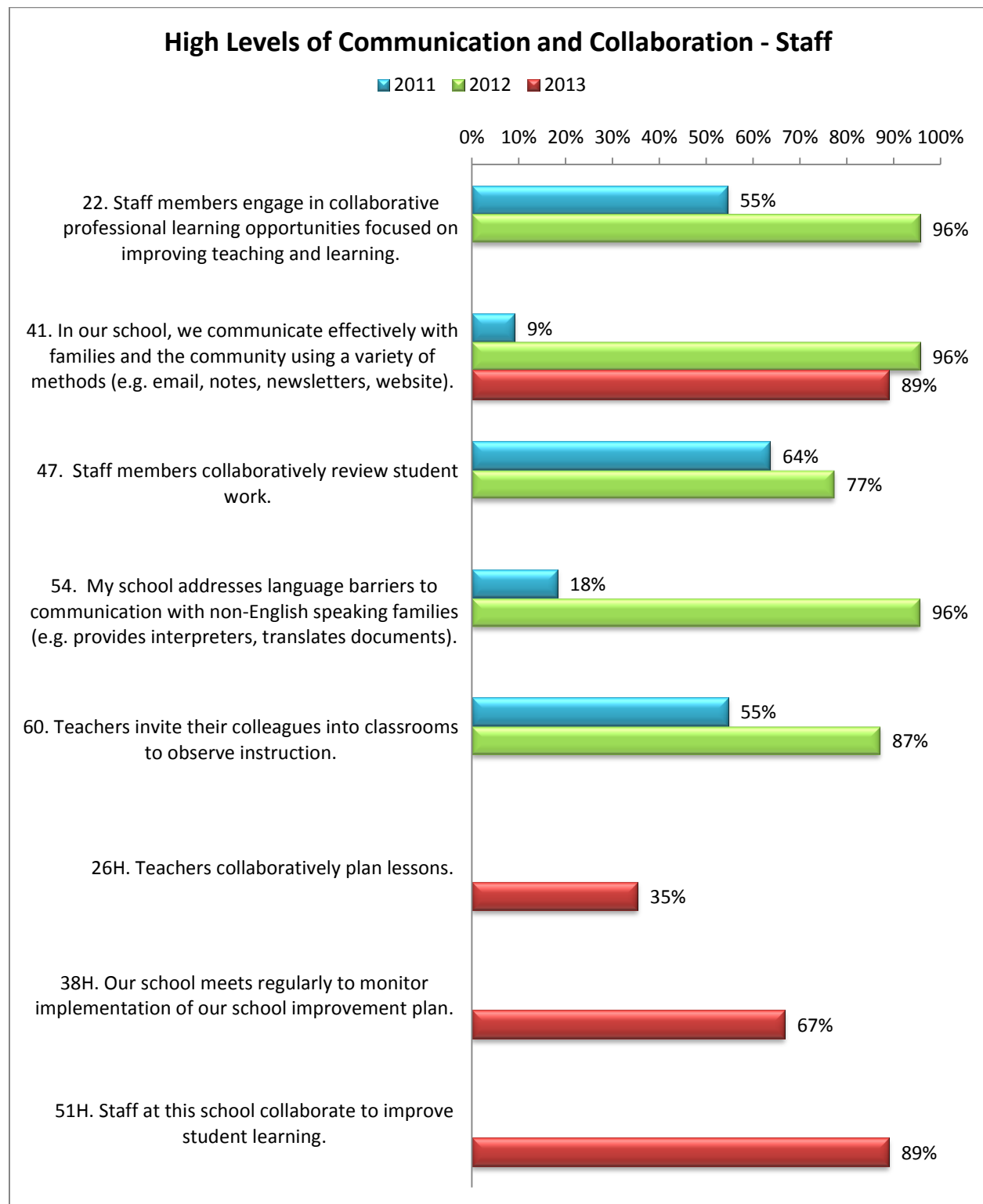
## Effective School Leadership



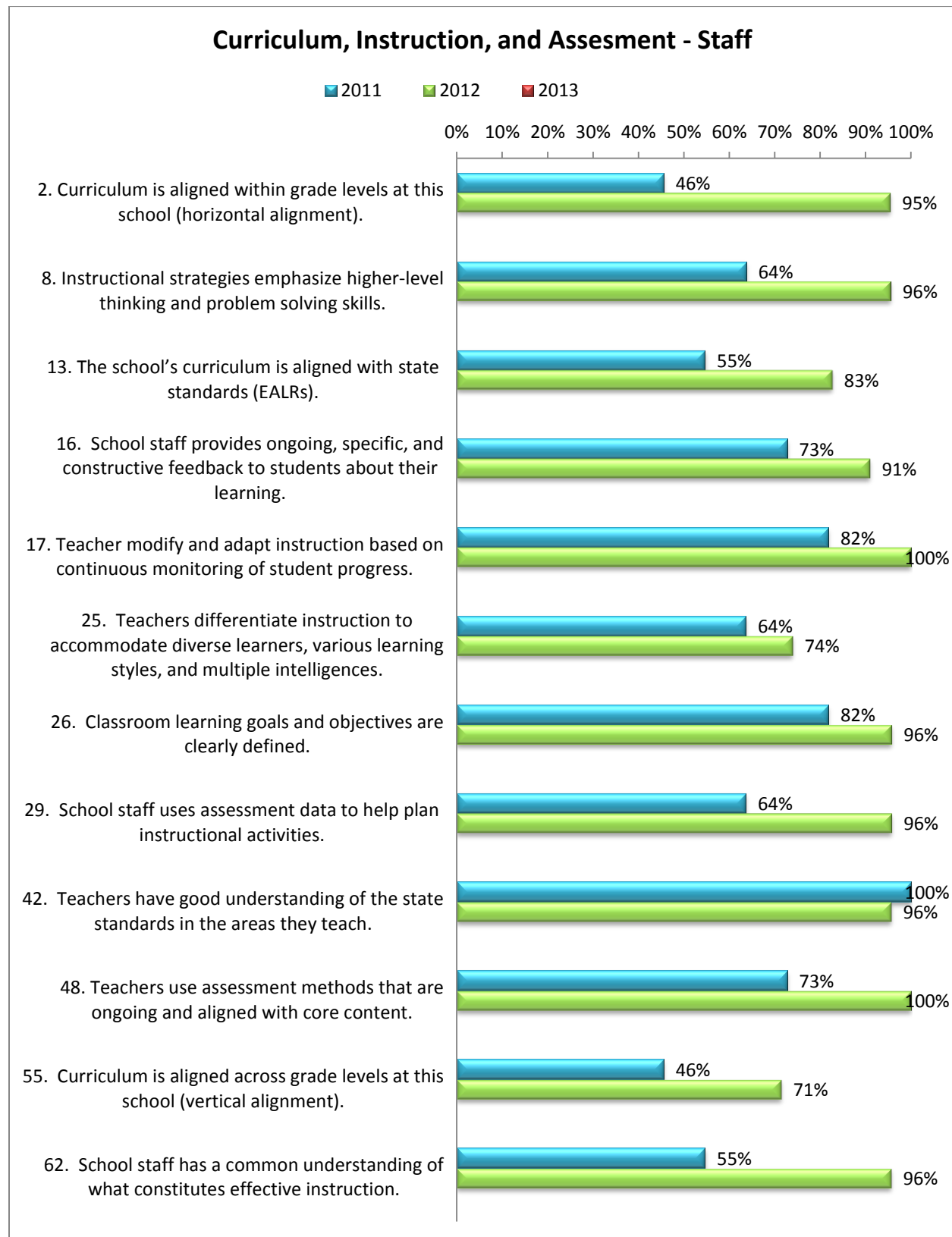
## Effective School Leadership - Staff



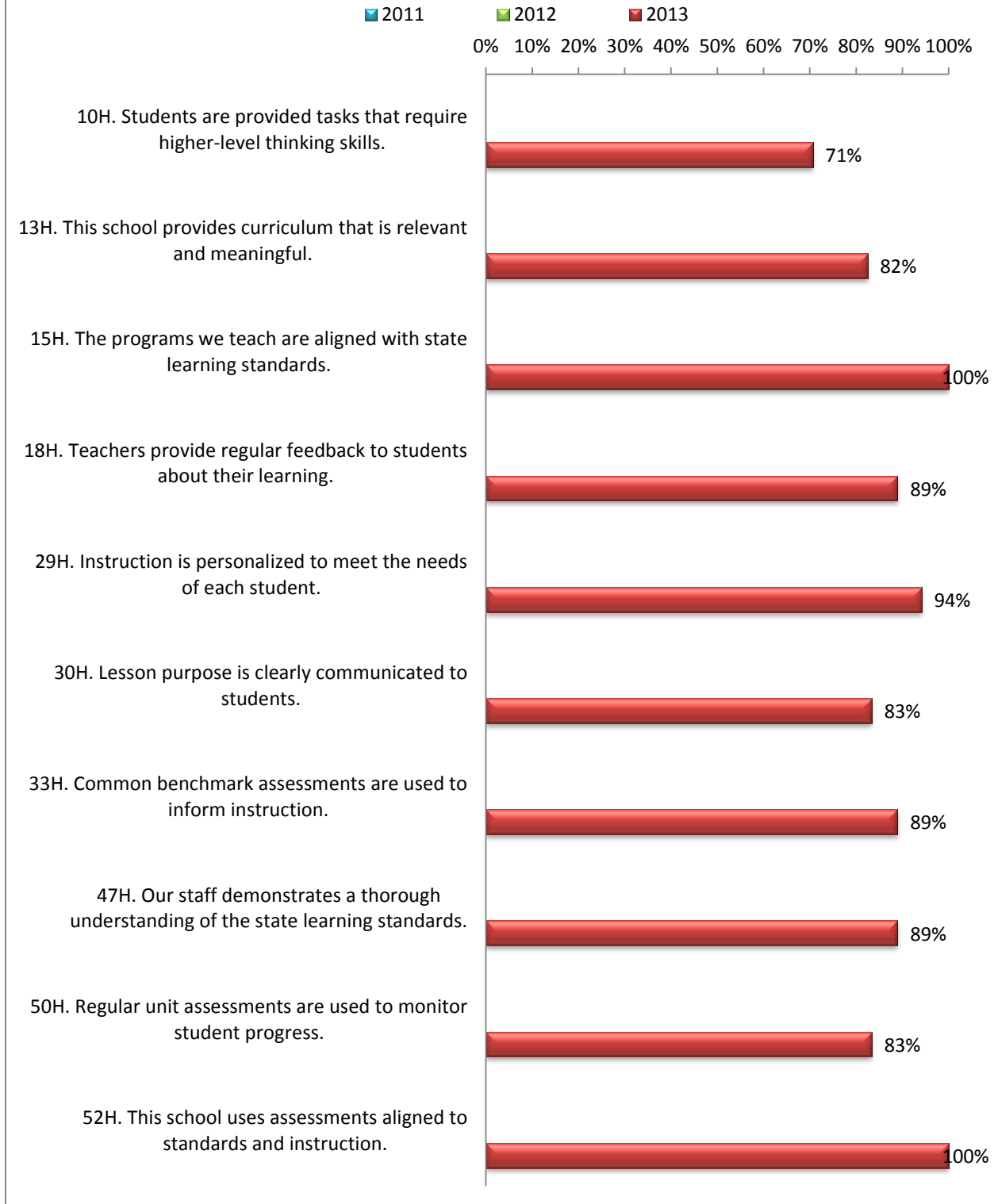
## High Levels of Communication and Collaboration



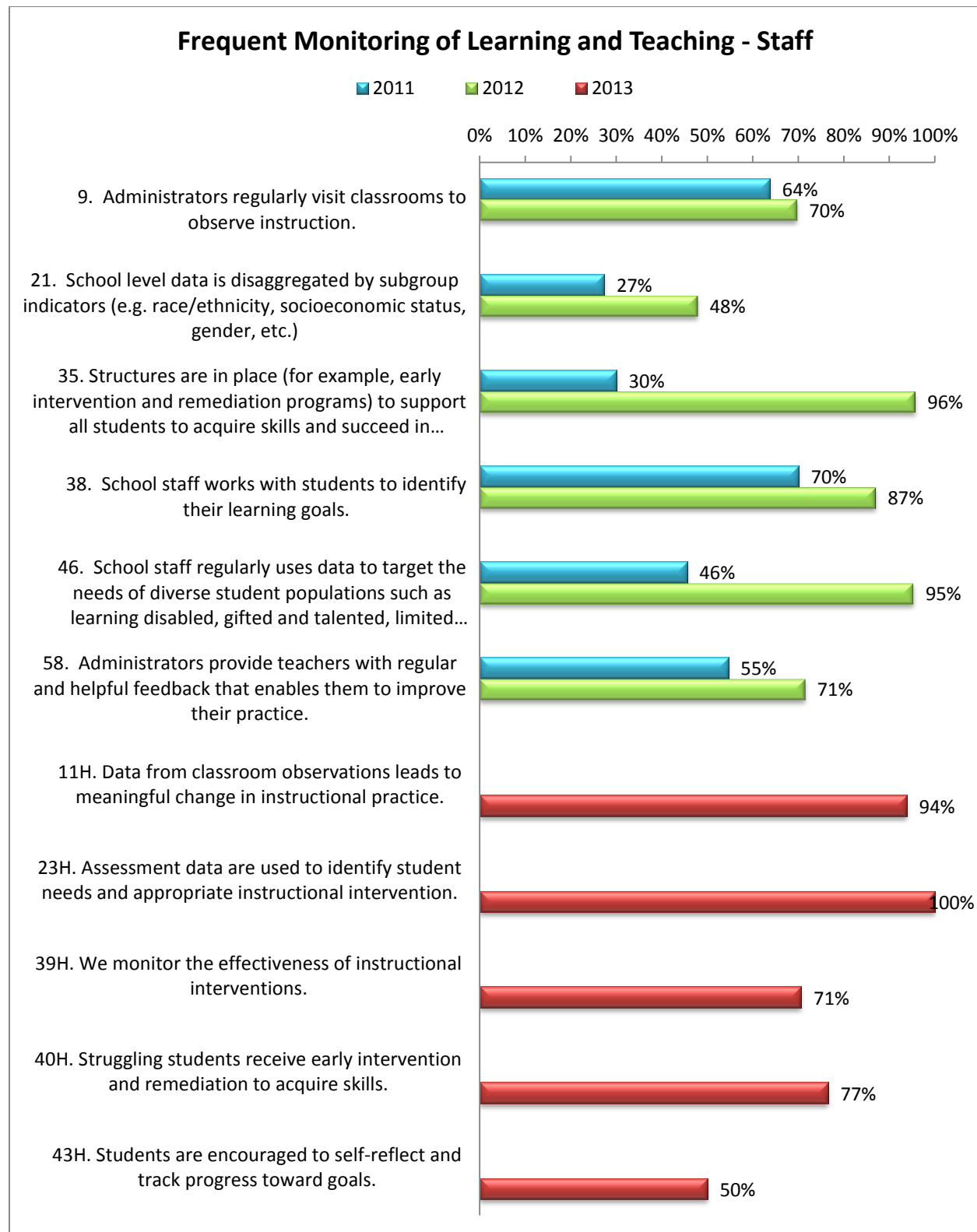
## Curriculum, Instruction, and Assessment



## Curriculum, Instruction, and Assessment - Staff

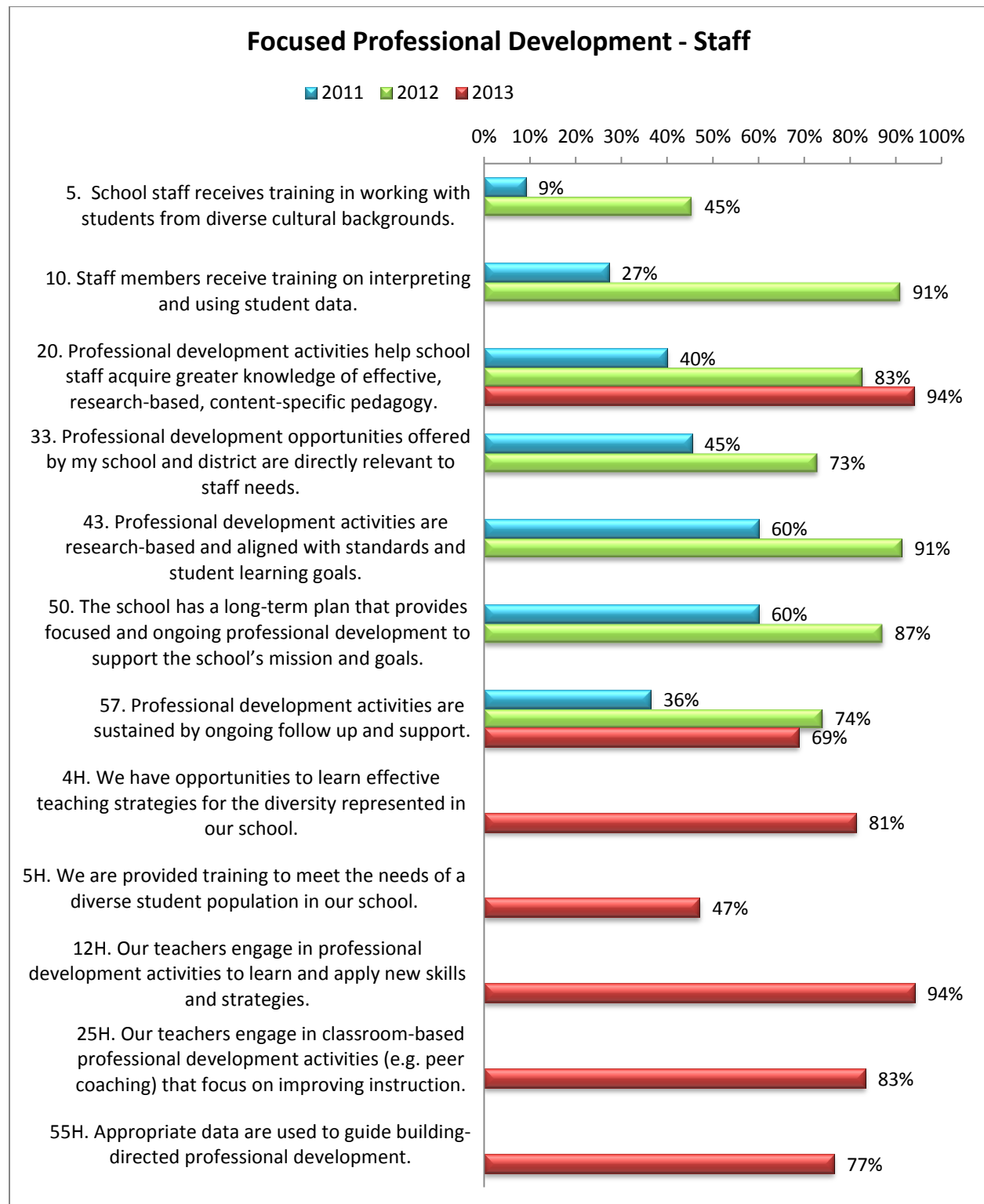


## Frequent Monitoring of Learning and Teaching

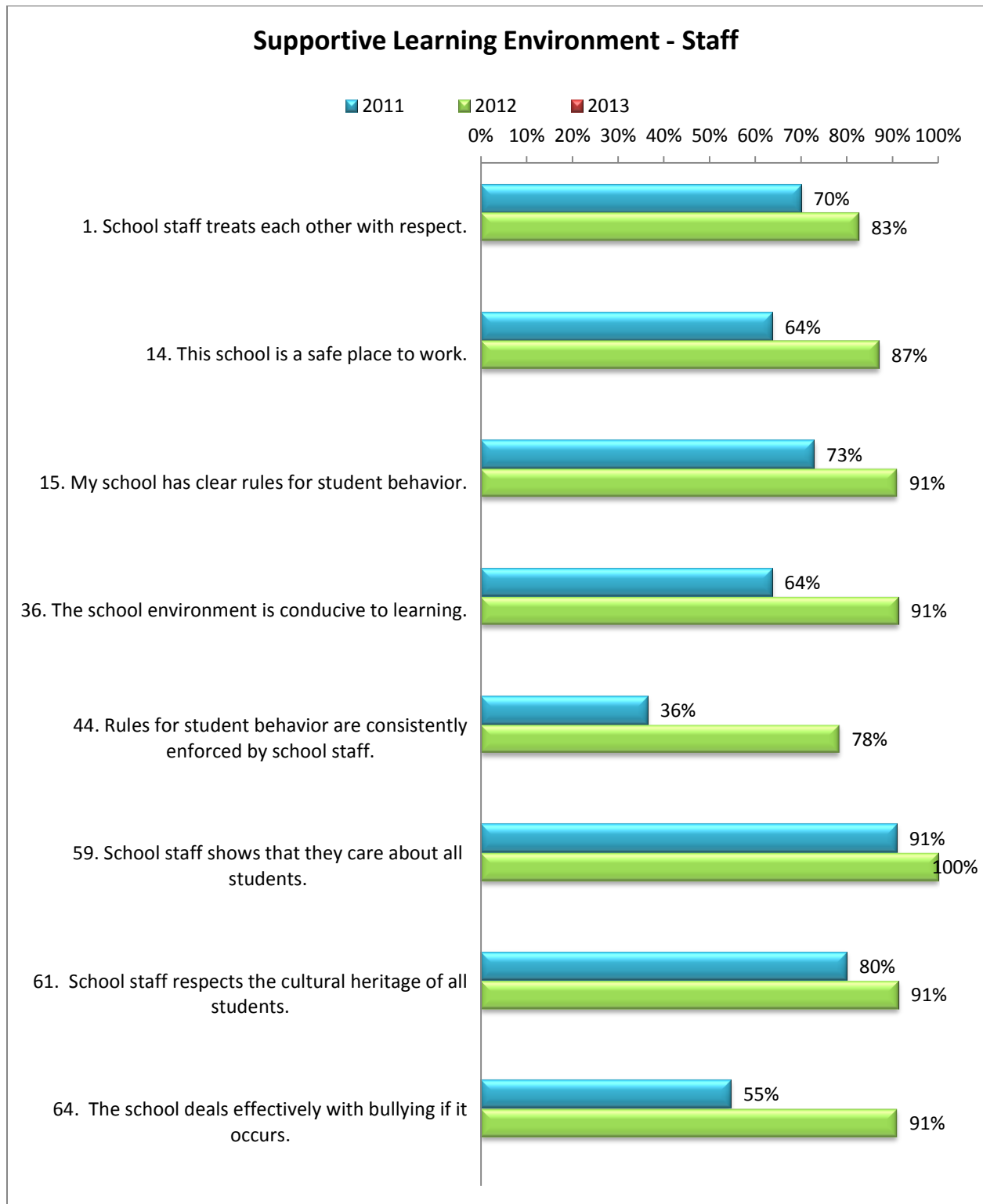




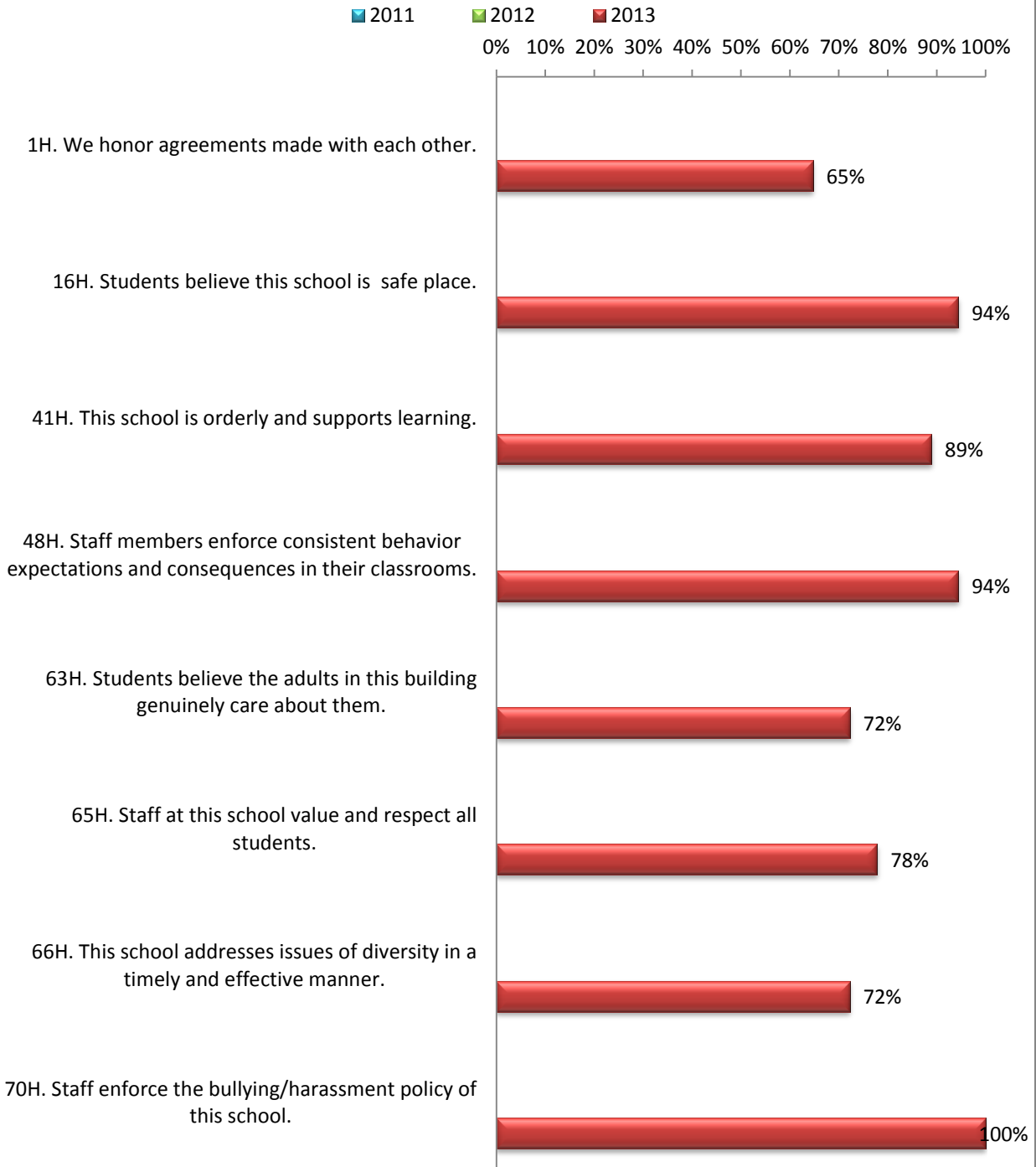
## Focused Professional Development



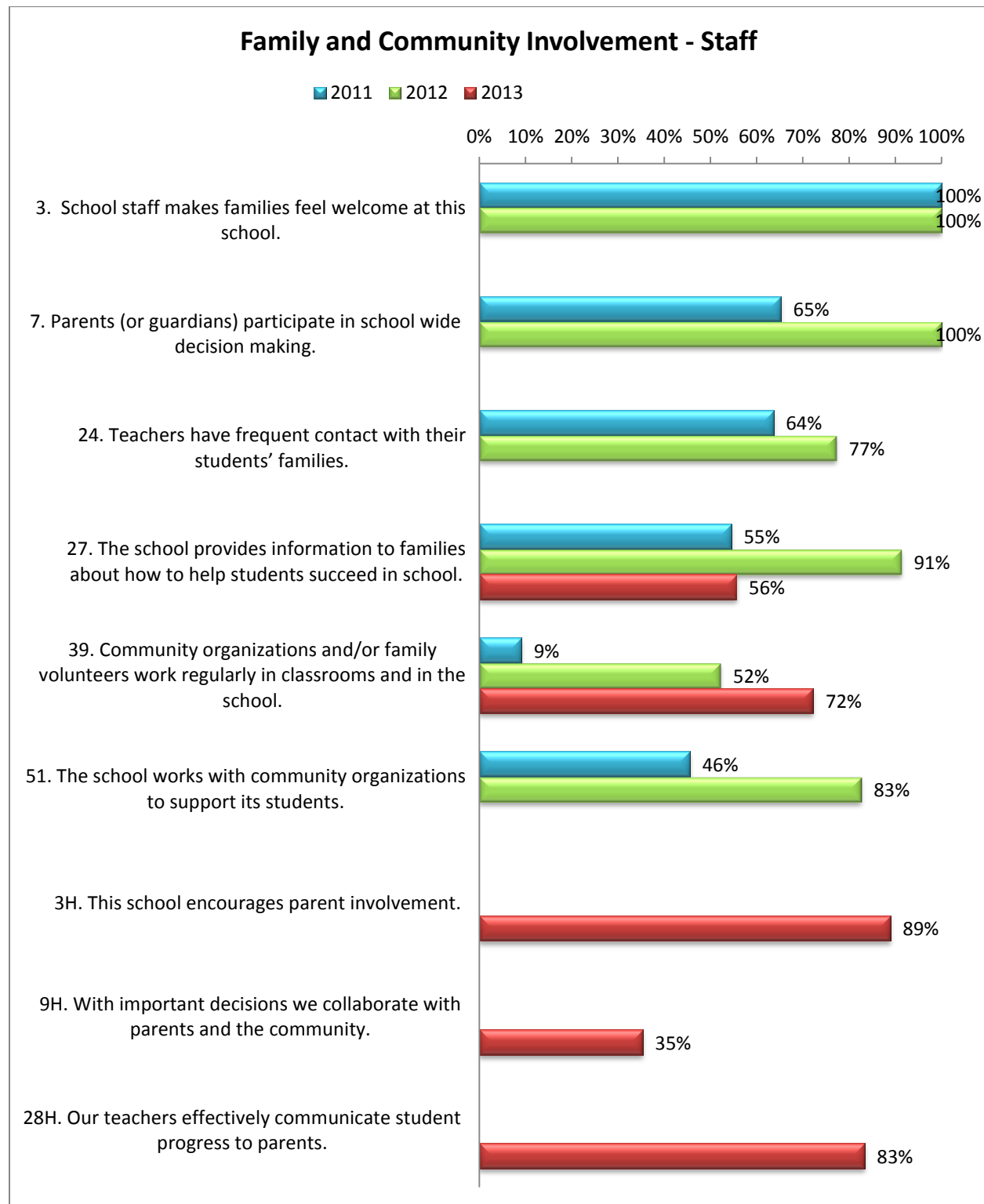
## Supportive Learning Environment



## Supportive Learning Environment - Staff



## Family and Community Involvement

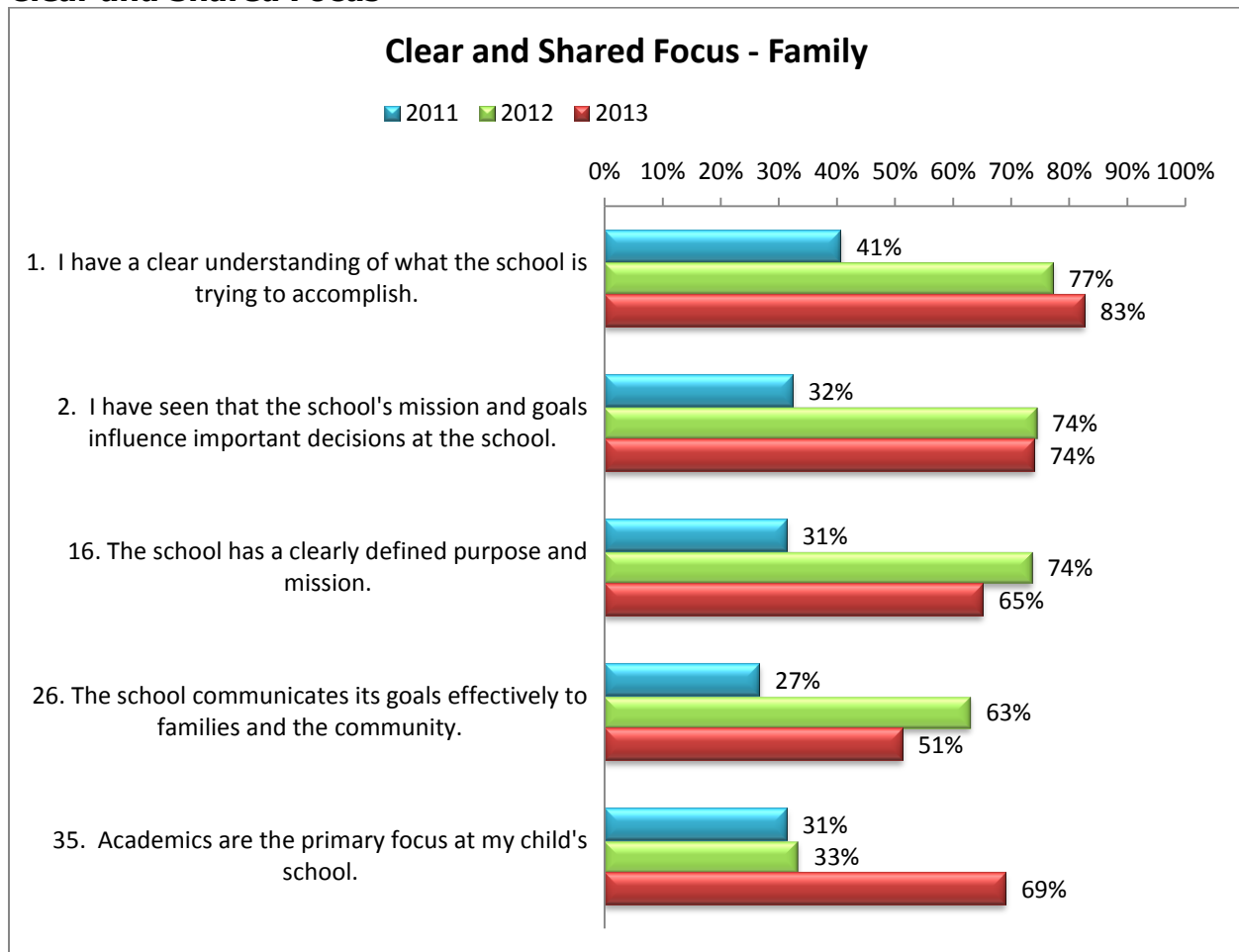


## APPENDIX C – FAMILY SURVEY RESULTS

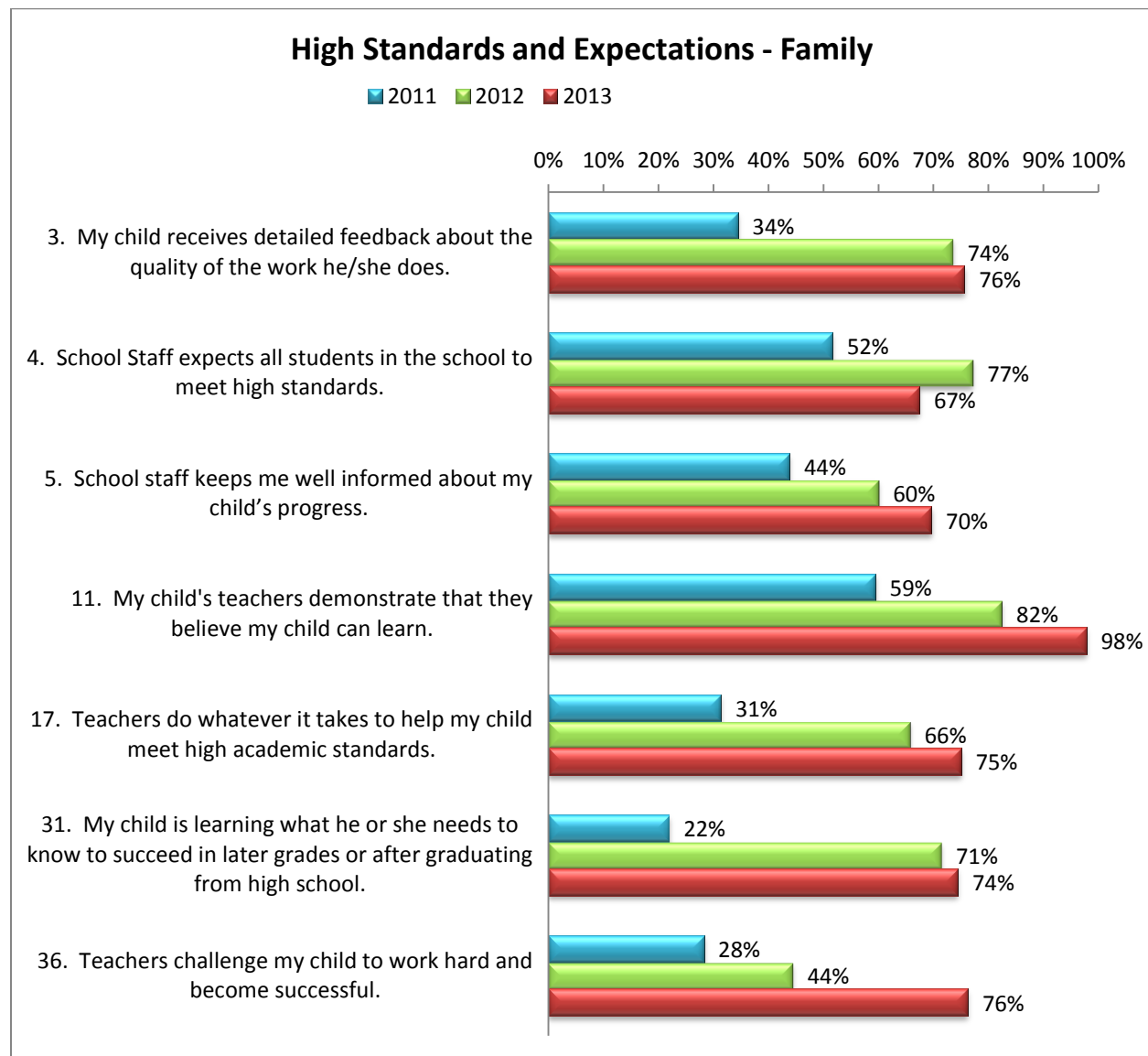
### Family Survey Demographics

<i>Race</i>	2011	2012	2013
<i>American Indian/ Alaska Native</i>	9.1% (n=4)	8.1% (n=3)	2.2% (n=1)
<i>Asian</i>	2.3% (n=1)		
<i>Black/African American</i>			
<i>White</i>	79.5% (n=35)	83.8% (n=31)	84.8% (n=39)
<i>Hispanic/Latino/a</i>	2.3% (n=1)	5.4% (n=2)	10.9% (n=5)
<i>Pacific Islander</i>			
<i>Decline to Identify</i>	6.8% (n=3)	2.7% (n=1)	2.2% (n=1)
<i>Relationship to Student</i>			
<i>Mother</i>	43.2% (n=19)	54.1% (n=20)	80.4% (n=37)
<i>Father</i>	29.5% (n=13)	21.6% (n=8)	13.0% (n=6)
<i>Grandparent</i>	2.3% (n=1)	10.8% (n=4)	4.3% (n=3)
<i>Foster/adoptive parent or Guardian</i>	2.3% (n=1)	5.4% (n=2)	
<i>Mentor</i>	6.8% (n=3)		
<i>Sibling</i>	2.3% (n=1)		2.2% (n=1)
<i>Extended Family Member</i>	9.1% (n=4)	2.7% (n=1)	
<i>Legal guardian or Designee</i>	4.5% (n=2)		
<i>Other caregiver</i>			
<i>Free or Reduced Lunch?</i>			
<i>Yes</i>	40.9% (n=18)	52.8% (n=19)	59.1% (n=26)
<i>No</i>	59.1% (n=26)	47.2% (n=17)	40.9% (n=18)
<i>English is the Primary Language</i>			
<i>Yes</i>	97.7% (n=42)	100% (n=37)	89.1% (n=41)
<i>No</i>	2.3% (n=1)		10.9% (n=5)
<i>School Provides Interpreter Services when Needed</i>			
<i>Yes</i>	2.3% (n=1)	2.9% (n=1)	
<i>No</i>	4.5% (n=2)	11.4% (n=4)	
<i>Not Applicable</i>	92.9% (n=39)	85.7% (n=30)	
<i>The school provides information in my own language</i>			
<i>Yes</i>	72.1% (n=31)	97.1% (n=34)	
<i>No</i>	27.3% (n=12)	2.9% (n=1)	
<i>Not Applicable</i>			

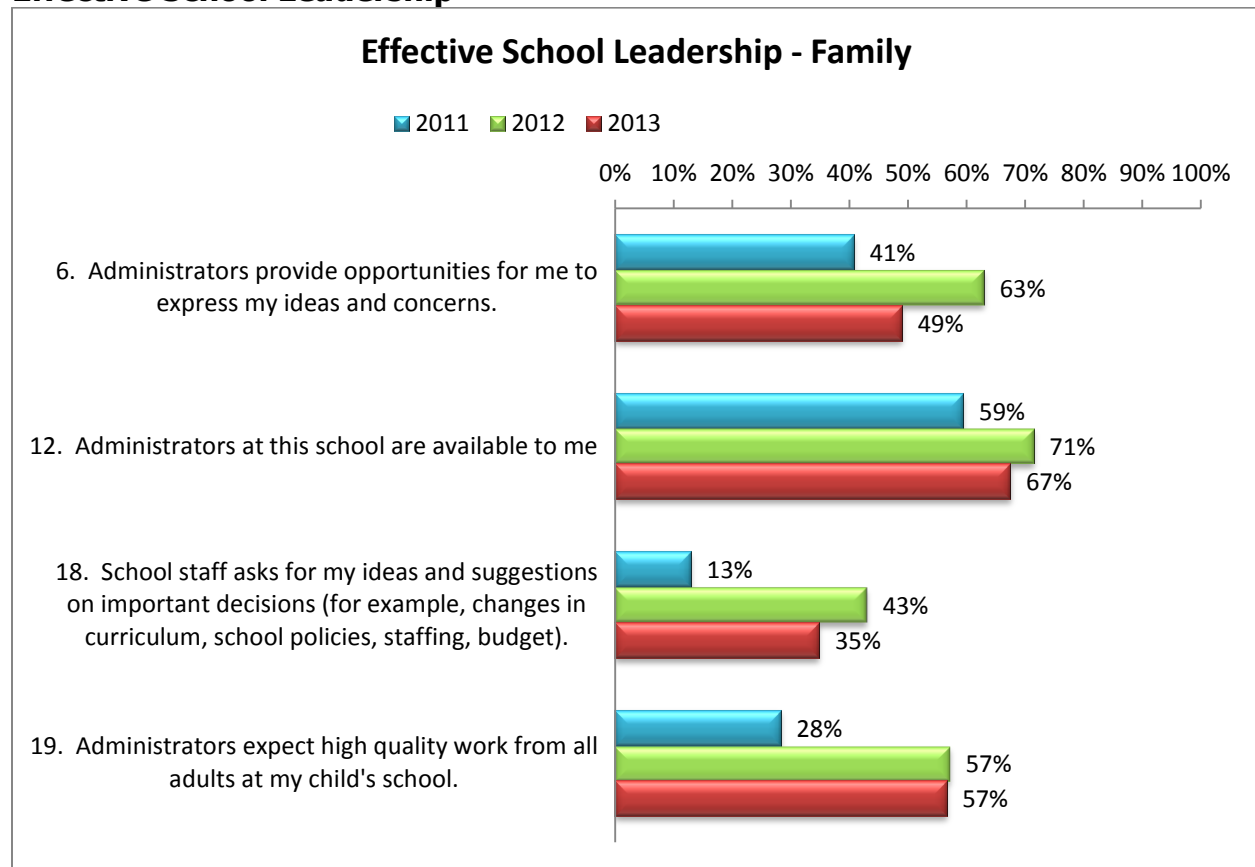
## Clear and Shared Focus



## High Standards and Expectations

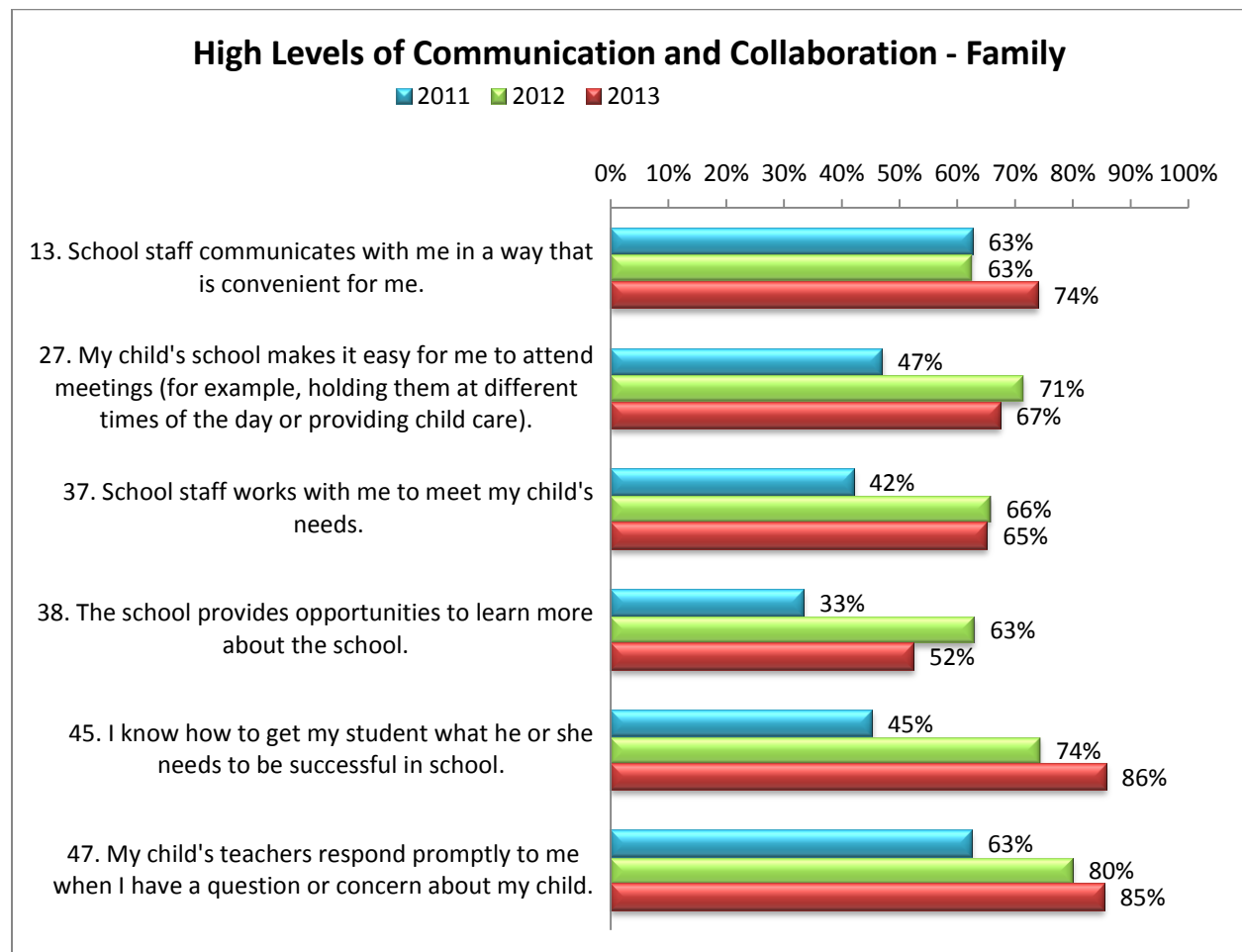


## Effective School Leadership

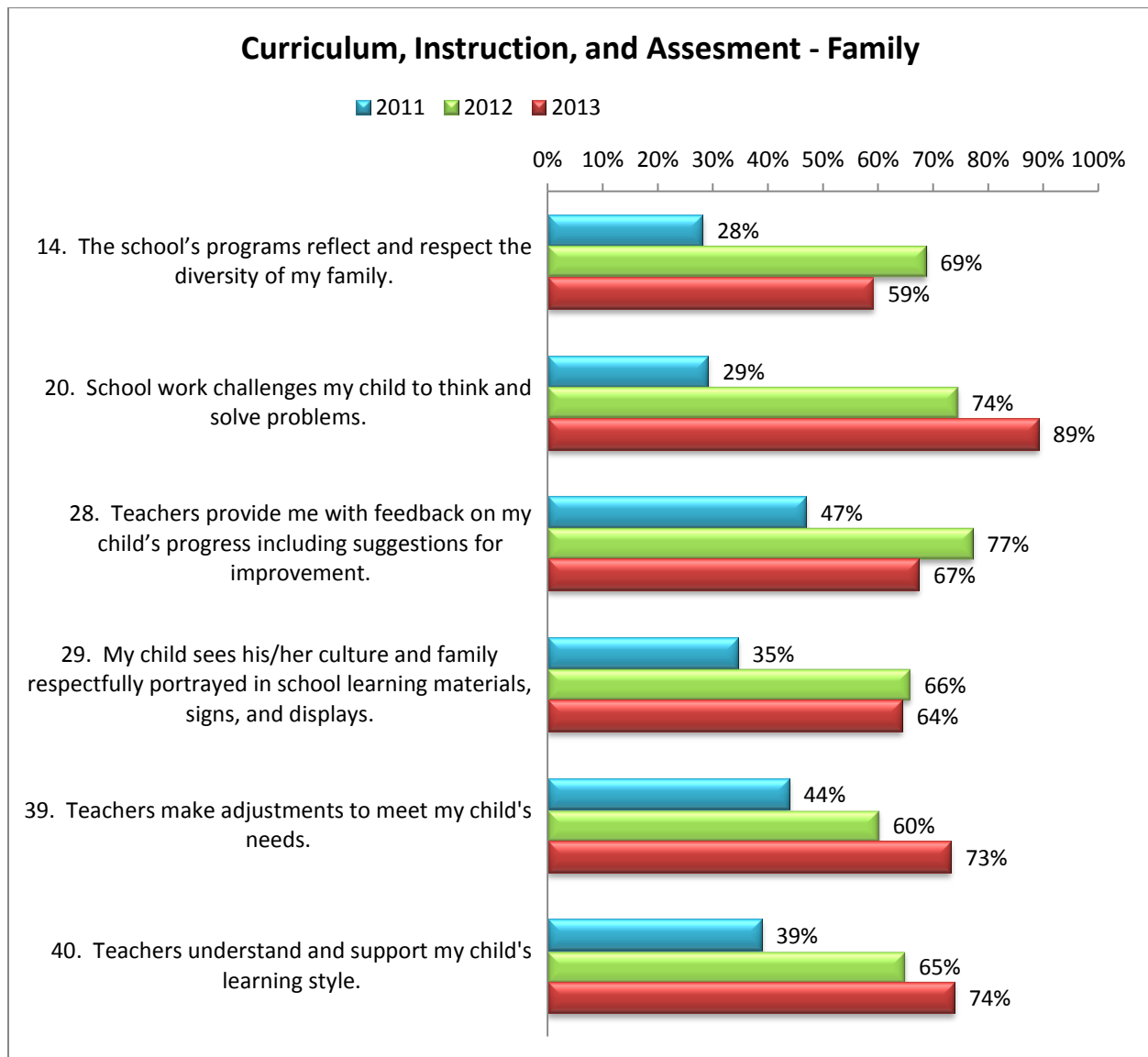




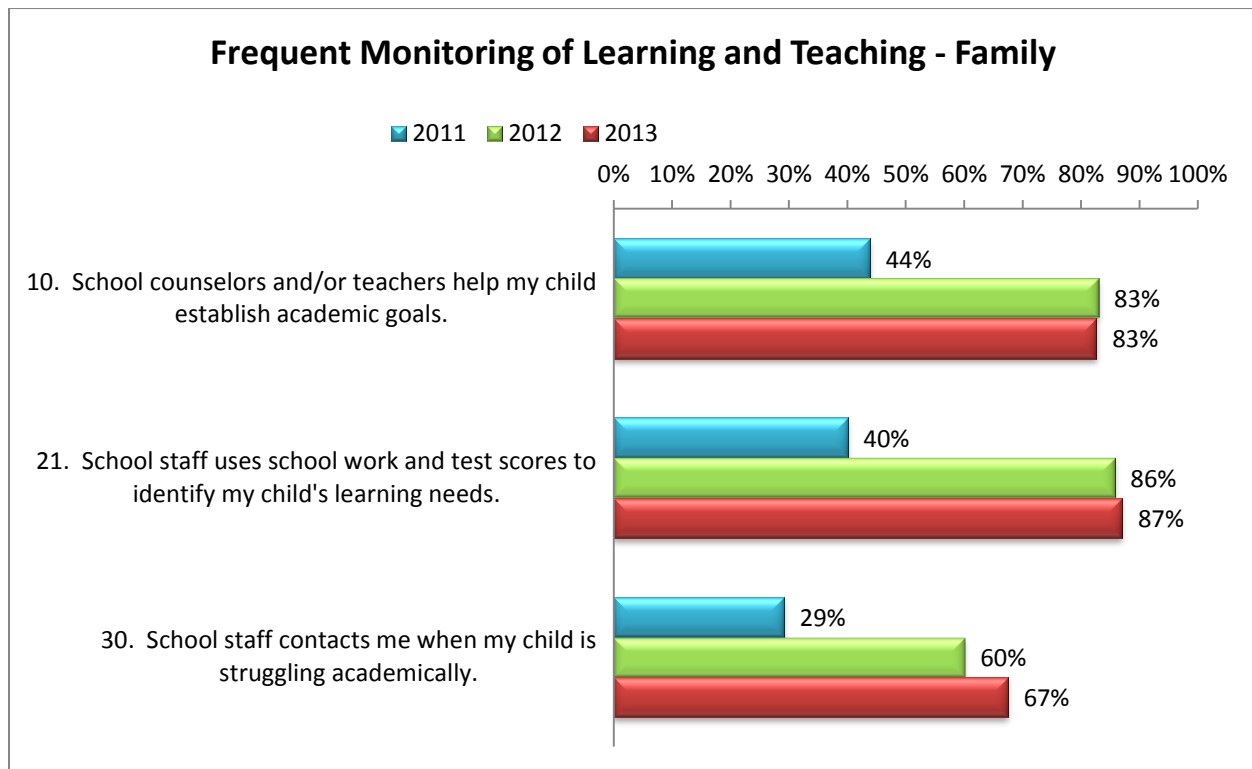
## High Levels of Communication and Collaboration



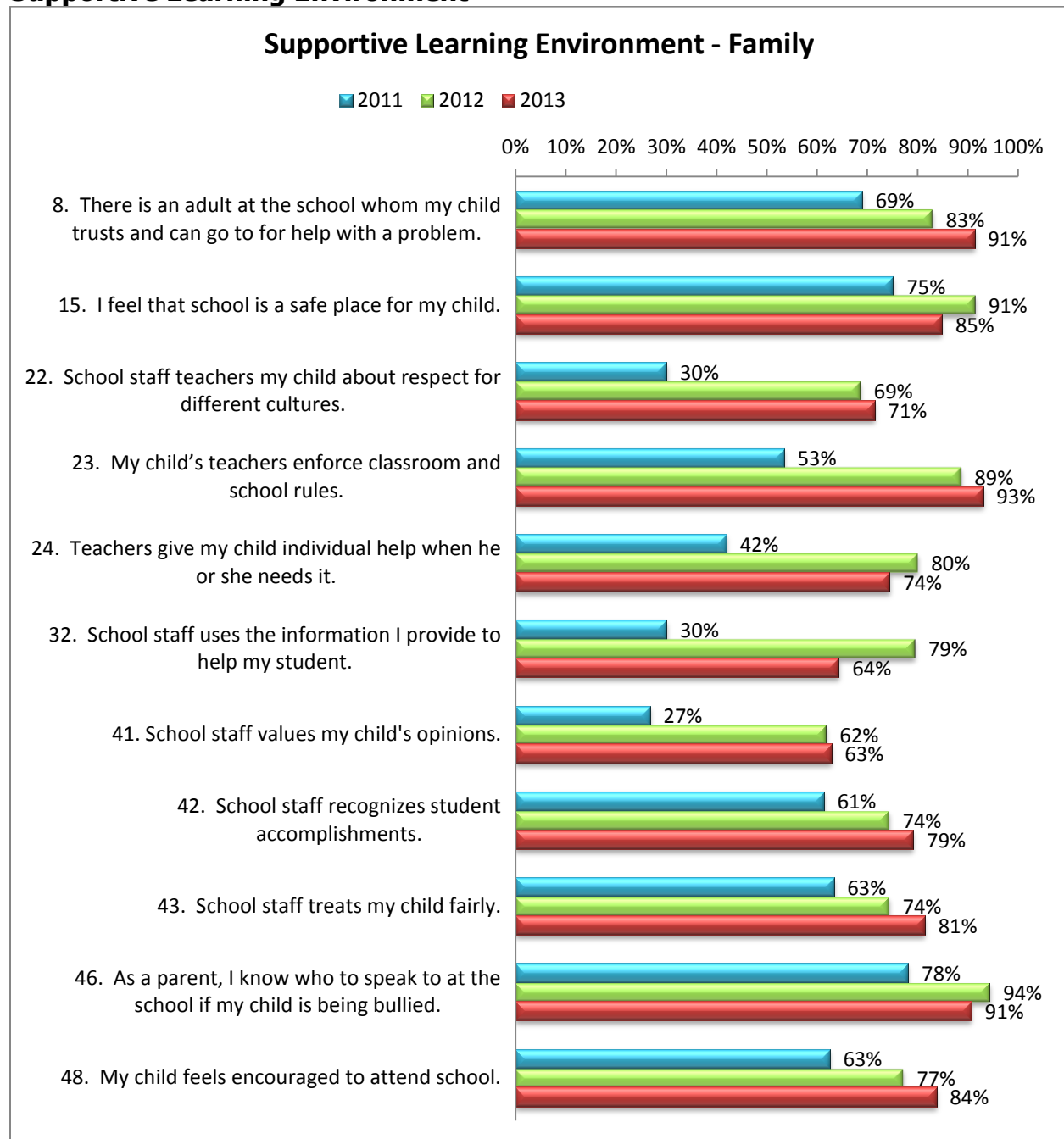
## Curriculum, Instruction, and Assessment



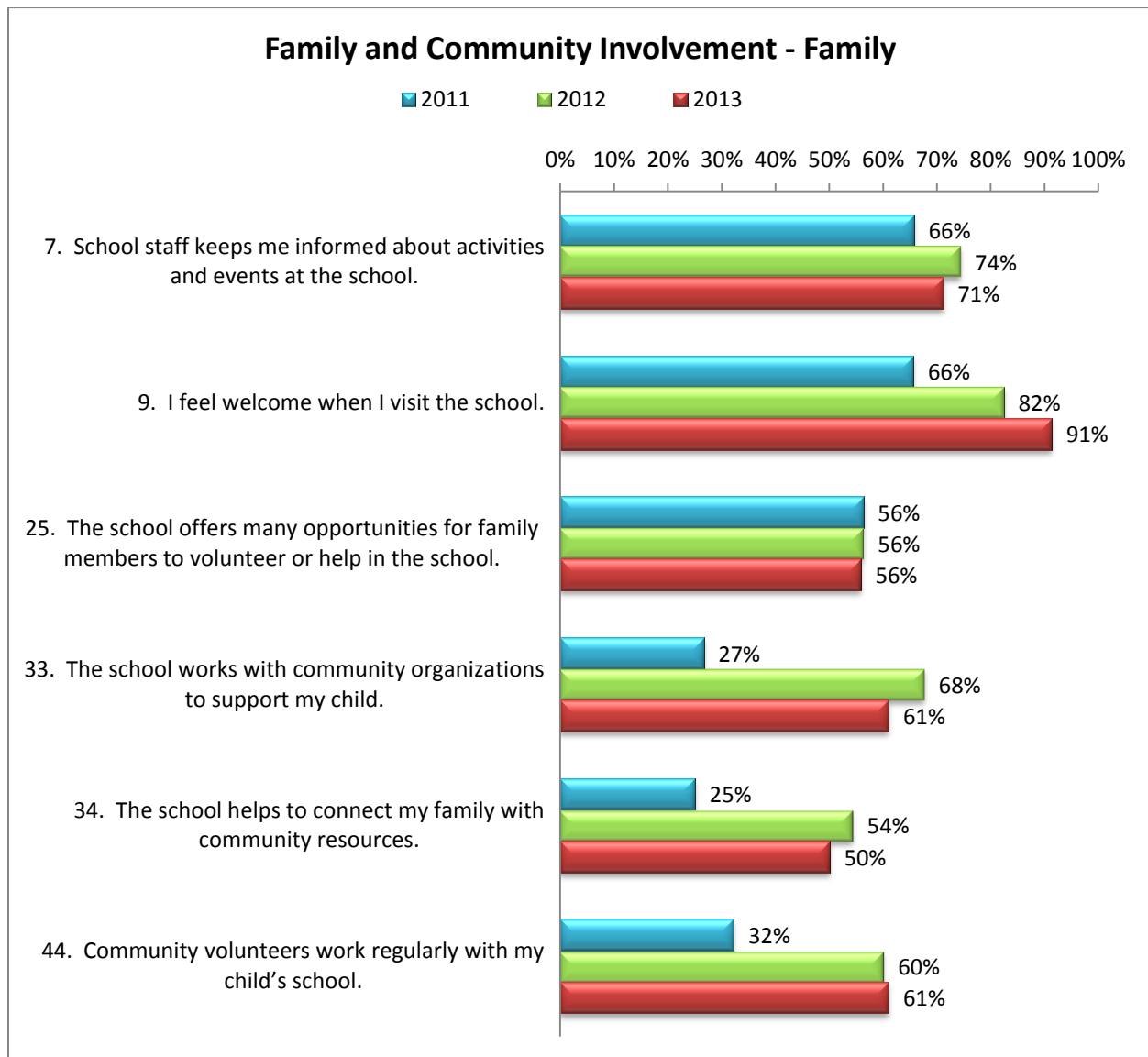
## Frequent Monitoring of Learning and Teaching



## Supportive Learning Environment



## Family and Community Involvement

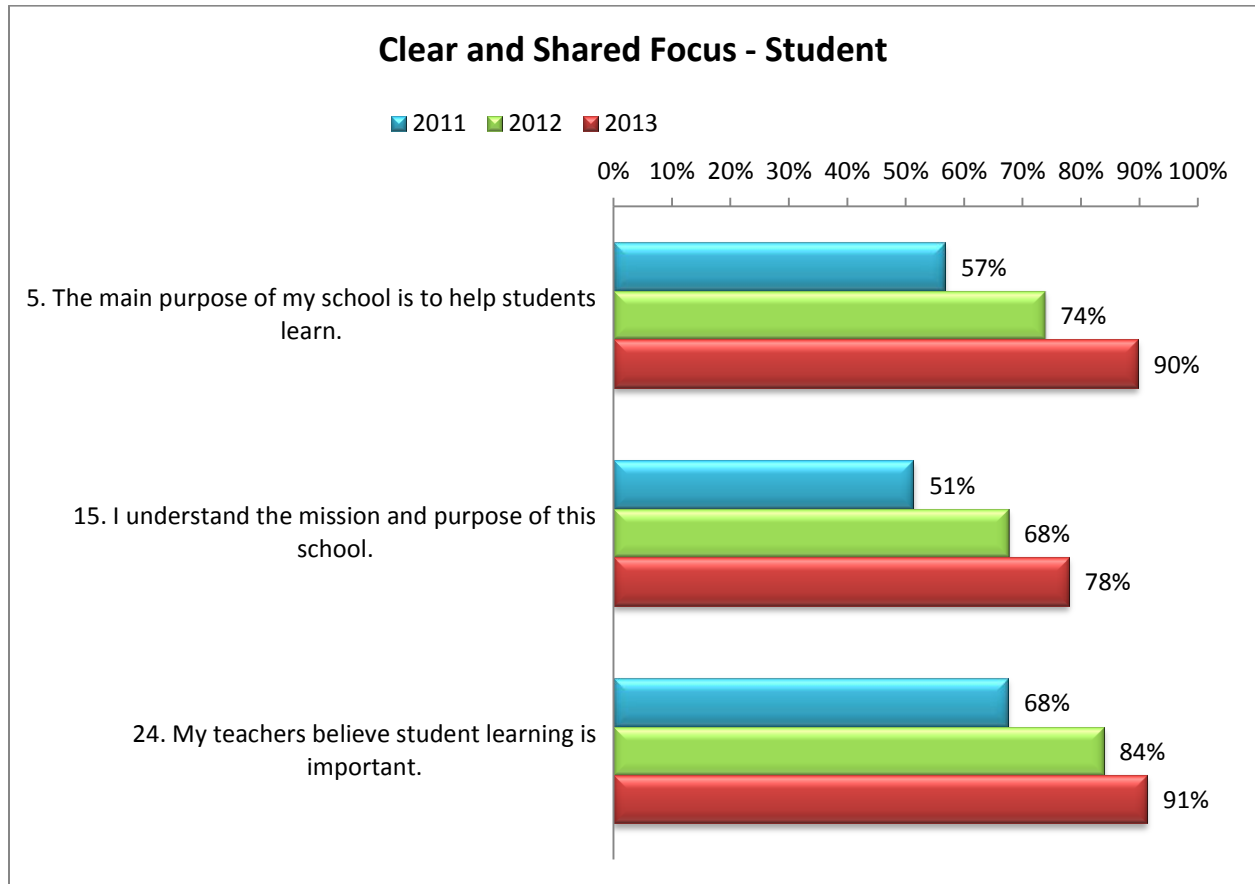


## APPENDIX D – STUDENT SURVEY RESULTS

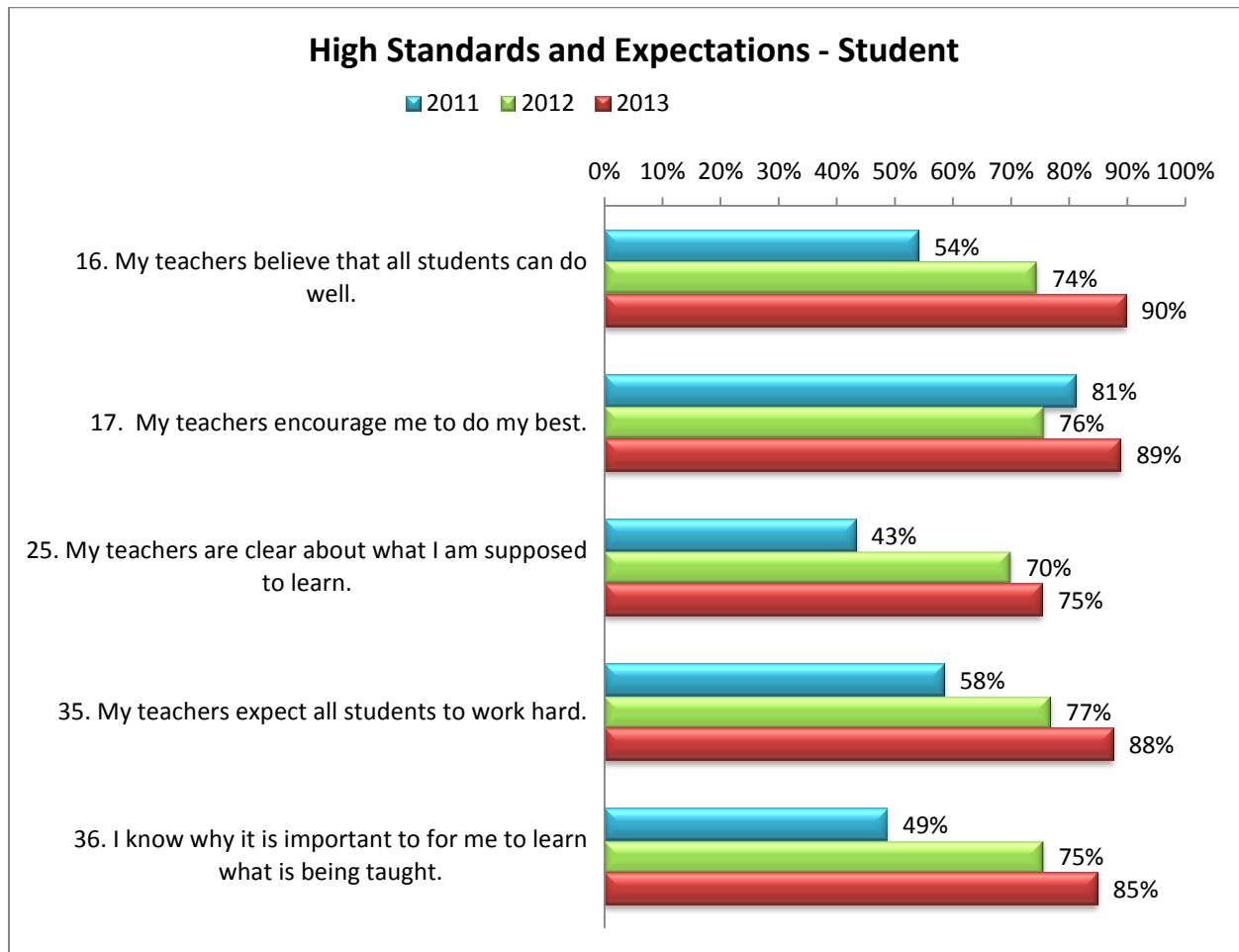
### Student Survey Demographics

<i>Gender</i>	2011	2012	2013
<i>Male</i>	57.6% (N = 19)	46.2%(n=66)	57.9% (n = 44)
<i>Female</i>	42.4% (N = 14)	53.8% (n=77)	42.1% (N = 32)
<i>Race</i>			
<i>American Indian/Alaska Native</i>	5.6% (N = 2)	6.7% (n=10)	4.9% (n = 4)
<i>Black/African American</i>	2.8% (N = 1)	2.0% (n=3)	
<i>Asian</i>	5.6% (N = 2)	0.7% (n=1)	1.2% (N = 1)
<i>White</i>	77.8% (N = 28)	75.8% (n=113)	84.0% (N = 68)
<i>Hispanic</i>	5.6% (N = 2)	10.7% (n=16)	3.7% (N = 3)
<i>Pacific Islander</i>	2.8% (N = 1)		
<i>Declined</i>		4.0% (n=6)	6.2% (N = 5)

## Clear and Shared Focus

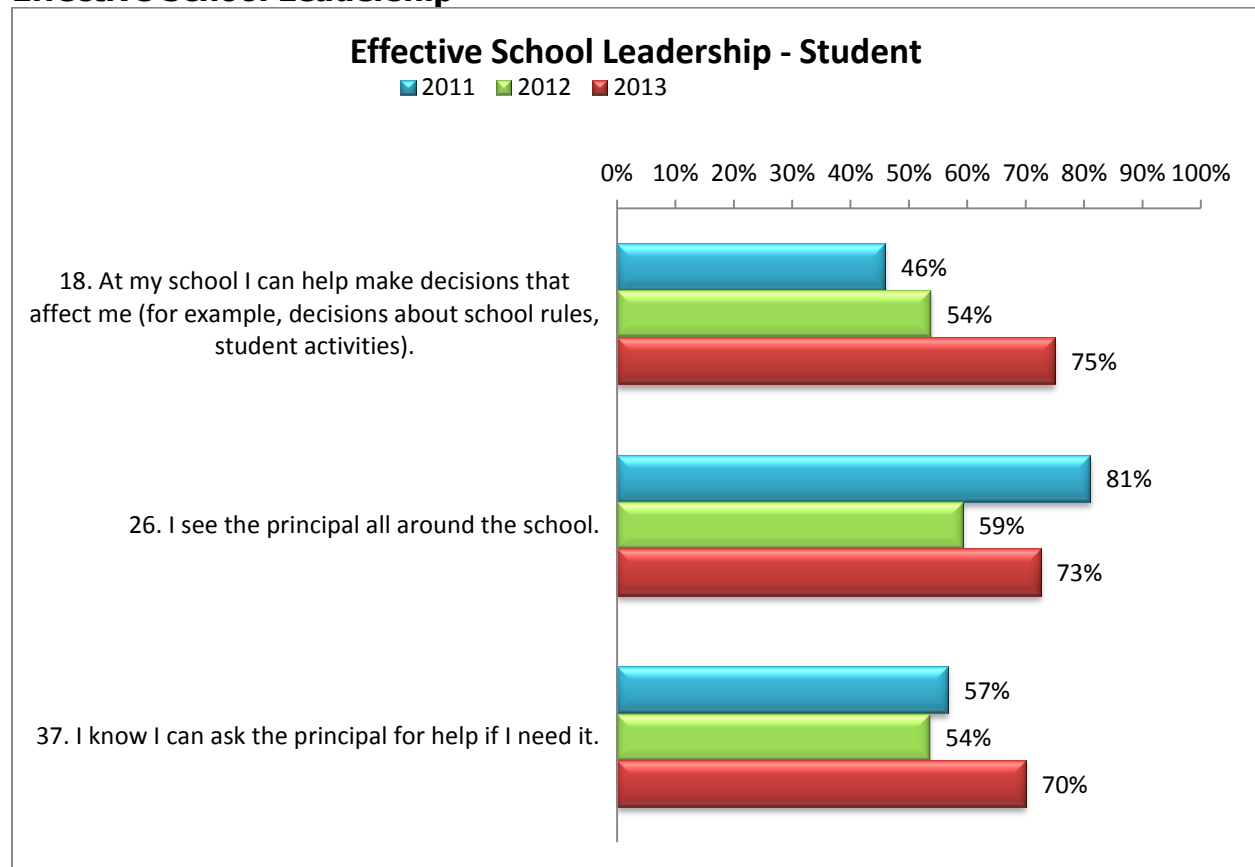


## High Standards and Expectations

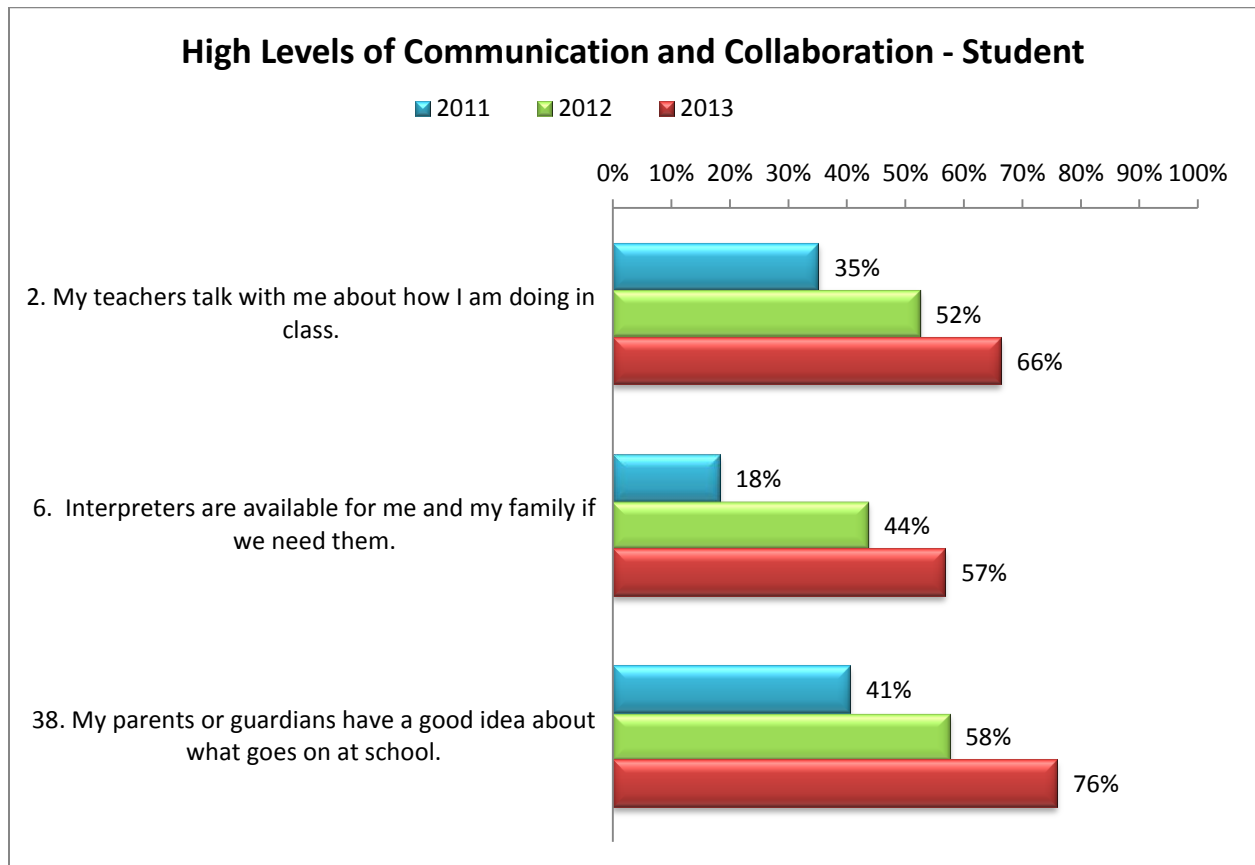




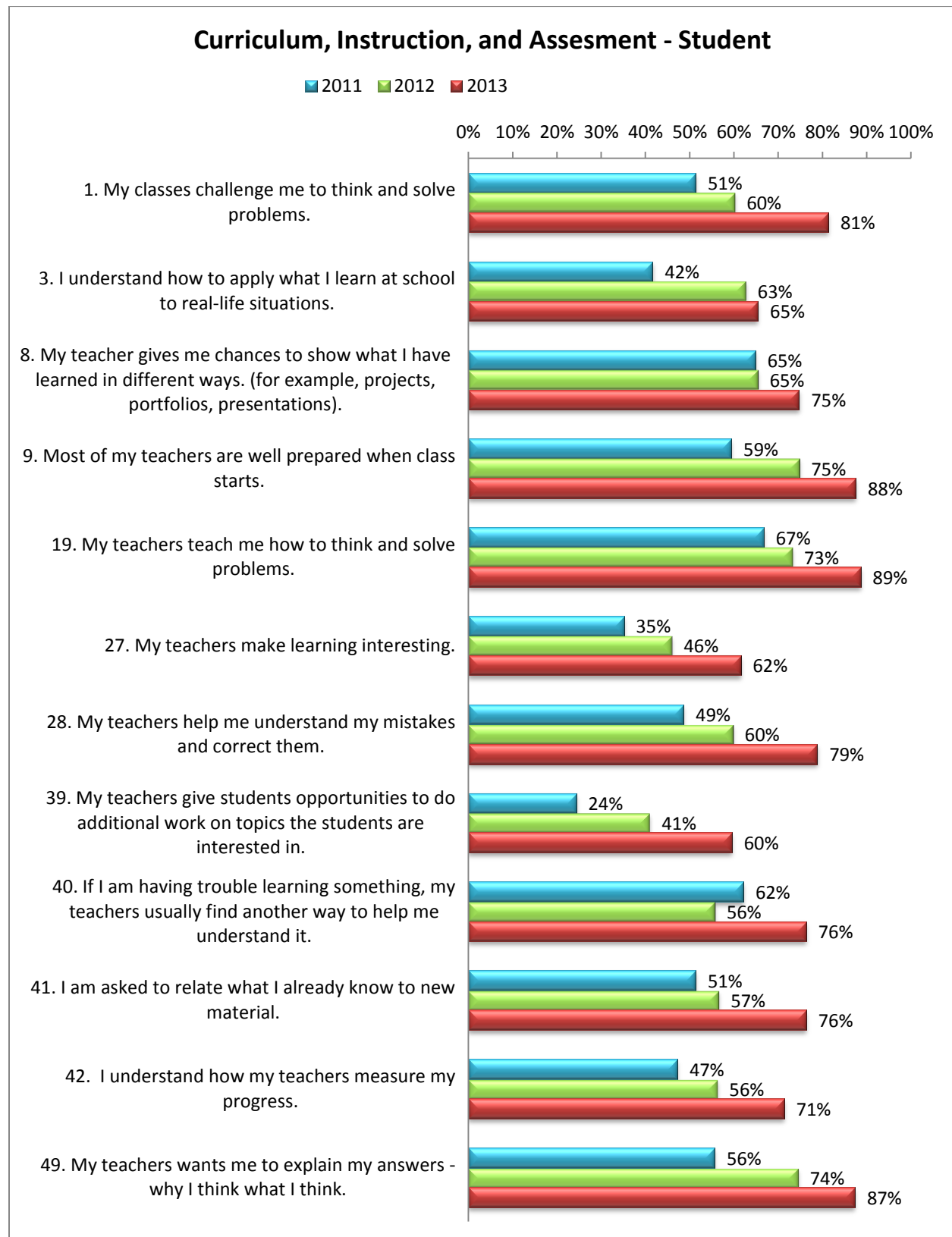
## Effective School Leadership



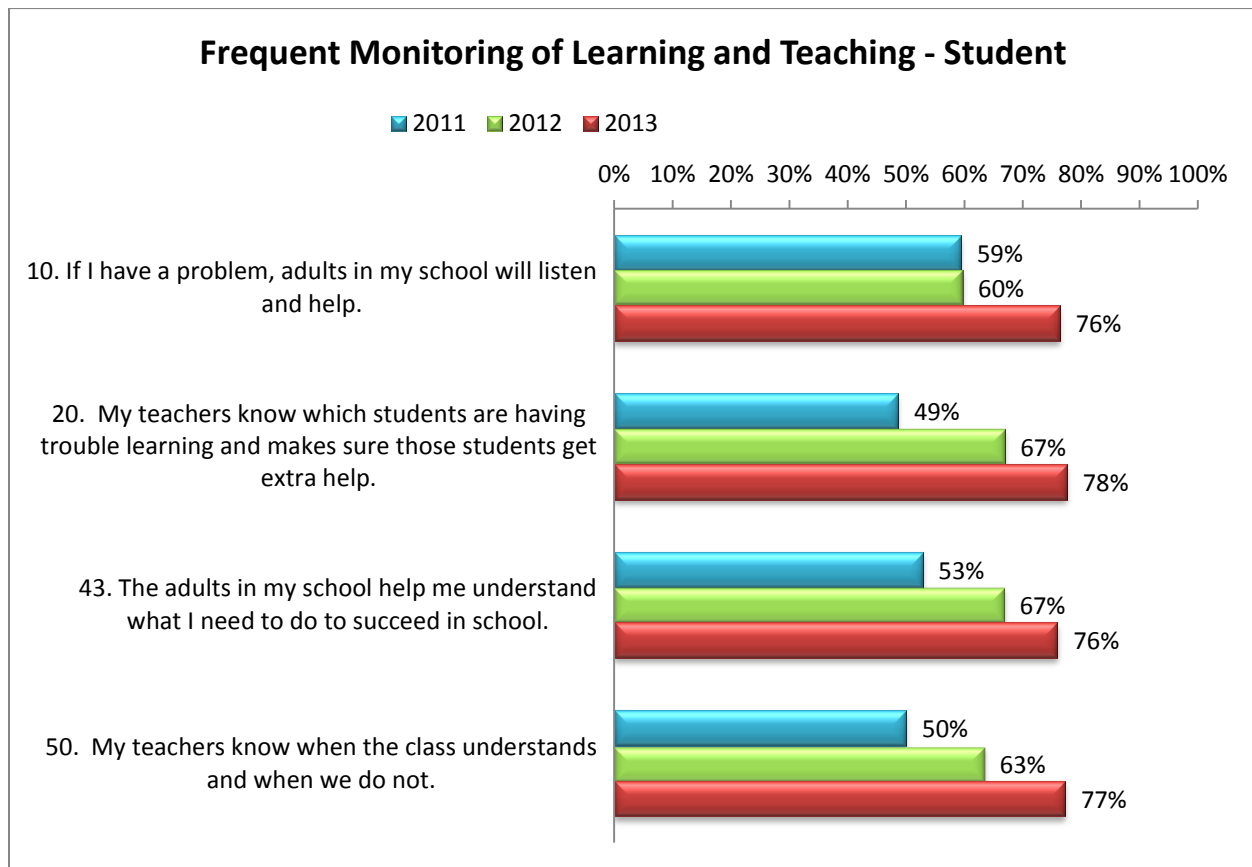
## High Levels of Communication and Collaboration



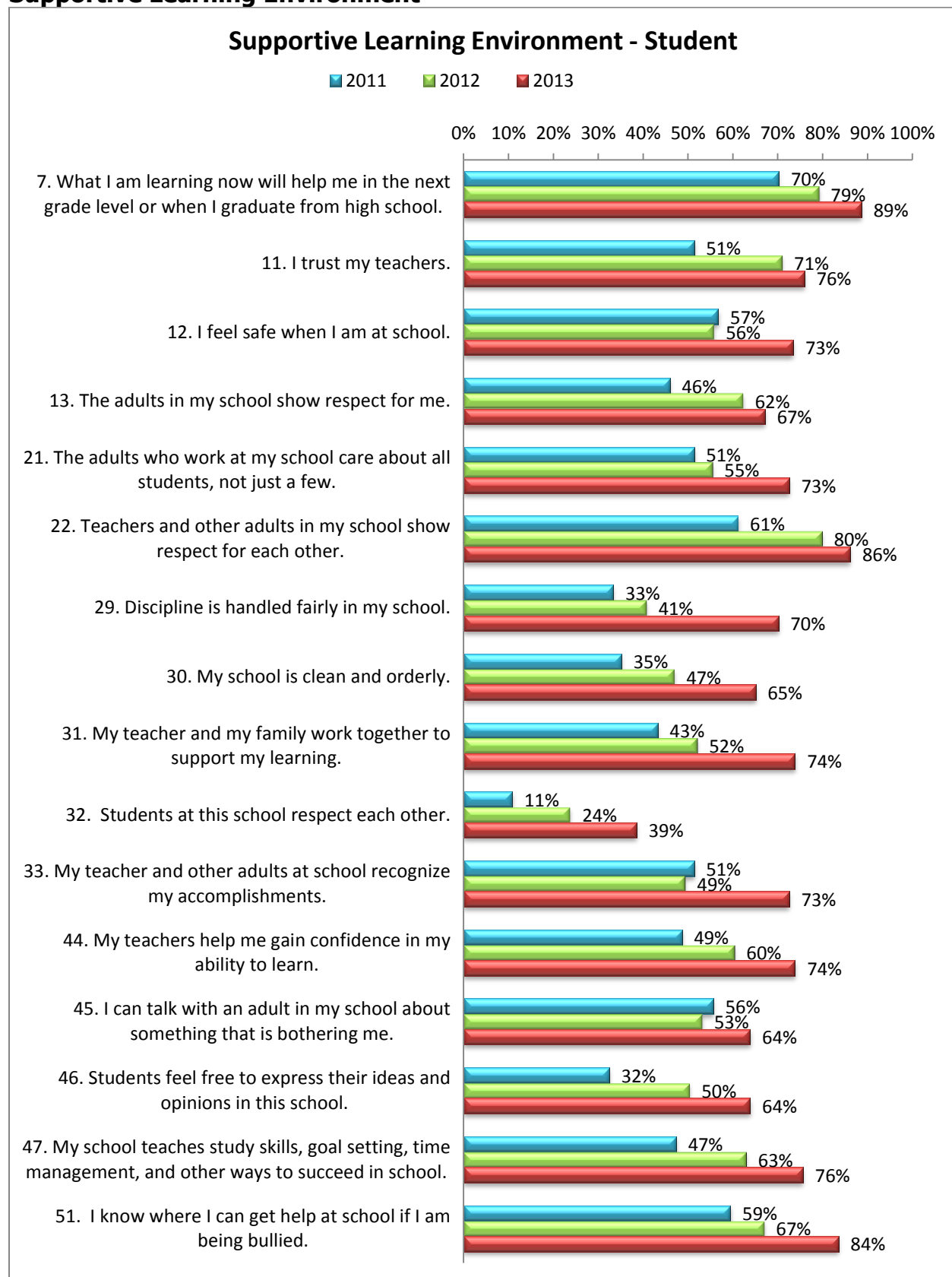
## Curriculum, Instruction, and Assessment



## Frequent Monitoring of Learning and Teaching



## Supportive Learning Environment



## Family and Community Involvement

