



Required Action District (RAD) Update

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Office of Student and School Success, OSPI

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GOALS

- *Describe exit criteria and timeline for making recommendations for Required Action Districts - Cohort I*
- *Provide update on Required Action Districts - Cohort II*
- *Share challenges in moving from current assessment system to Smarter Balanced Assessments*
- *Respond to Questions and Comments*



RAD Cohort 1: Overview

- Authorized by State Legislature in 2010 session ([E2SSB 6696](#))
- Goal: Dramatic turnaround of persistently lowest achieving schools
- Selection Criteria
 - Among lowest 5% in Reading and Math in 2008, 2009, and 2010
 - Declining trends over 3-year period

RAD Cohort I: Overview

- 4 Districts identified
 - **Morton SD** – Morton Junior-Senior High School
 - **Onalaska SD** – Onalaska Middle School
 - **Renton SD** – Lakeridge Elementary School
 - **Soap Lake SD** – Soap Lake Middle and Senior High School
- All schools are part of SIG Cohort II, and received SIG funds to implement federal intervention model in 2011-12, 2012-13, and 2013-14.

**All Schools also received 'sustainability' funding in 2014-15*

RAD Cohort 1: Exit Criteria

- Outlined in State Legislation ([RCW 28A.657.100](#))
- Requirements for district:
 - Implemented a required action plan for a period of three years;
 - Made progress, as defined by the superintendent of public instruction using the criteria adopted under [RCW 28A.657.020](#) including progress in closing the educational opportunity gap; and
 - No longer has a school within the district identified as persistently lowest achieving.

RAD Cohort 1: Exit Criteria

- If district meets all exit criteria:
 - OSPI must recommend to State Board of Education release of district from RAD designation.
 - Board shall release district upon confirmation.
- If district does not meet all criteria, then Board may*:
 - Recommend district remain in RAD Level I and submit new/revised plan.
 - Direct the district be assigned to RAD Level 2.

**Before making determination, Board must submit findings to Education Accountability System Oversight Committee.*

RAD Cohort 1: Timeline

- **By February 2015:** OSPI must identify persistently lowest achieving schools ([E2SSB 5329](#)):
 - Based on 2012, 2013, and 2014 data.
 - Considers both state assessment data and Adjusted 5-year Cohort Graduation Rates.
- **February 2015:** OSPI will notify superintendents of progress toward meeting exit criteria.
- **February/March 2015:** OSPI will share findings and recommendation with Board.

RAD Cohort II

4 Districts and Identified Schools

1. MARYSVILLE SCHOOL DISTRICT

Quil Ceda Tulalip Elementary School

2. TACOMA SCHOOL DISTRICT

Stewart Middle School

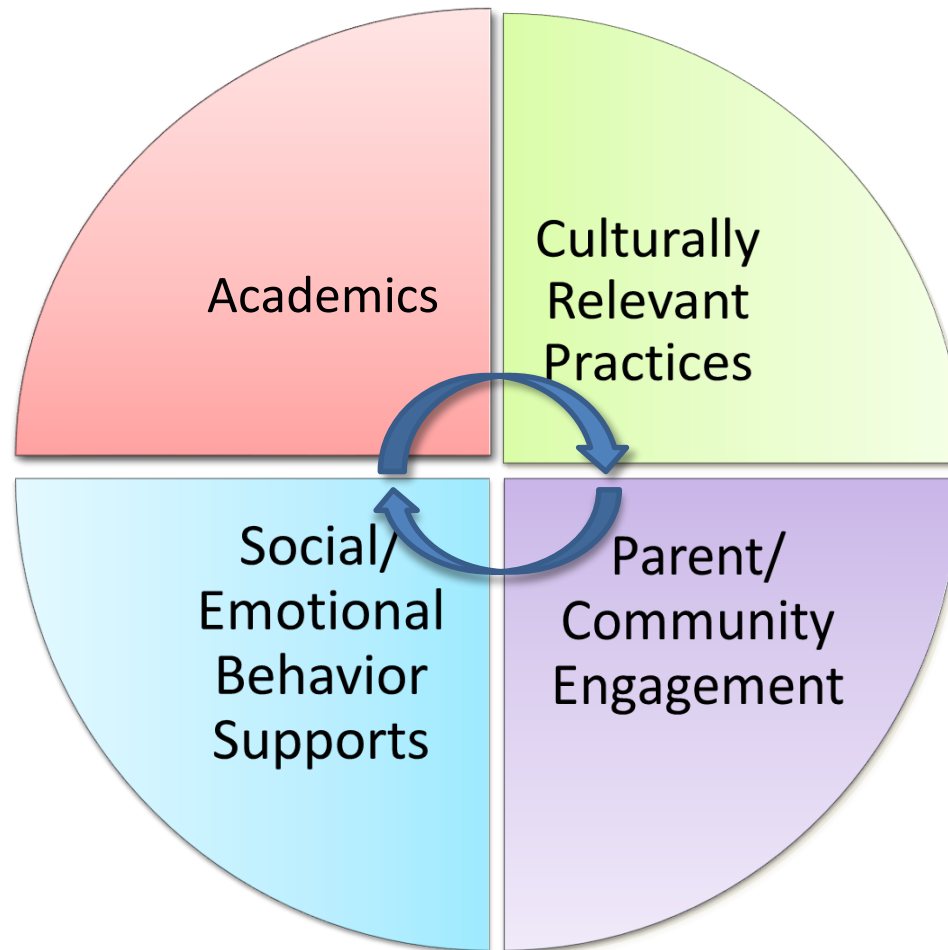
3. WELLPINIT SCHOOL DISTRICT

Wellpinit Elementary School

4. YAKIMA SCHOOL DISTRICT

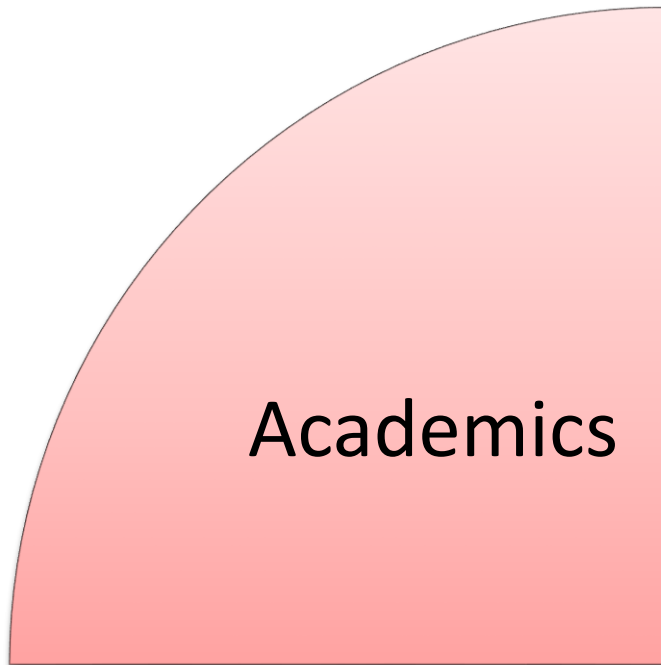
Washington Middle School

Marysville SD - Update



Quil Ceda Tulalip RAD Plan - Synergy Model

Marysville SD – Update



INSTRUCTIONAL IMPROVEMENTS:

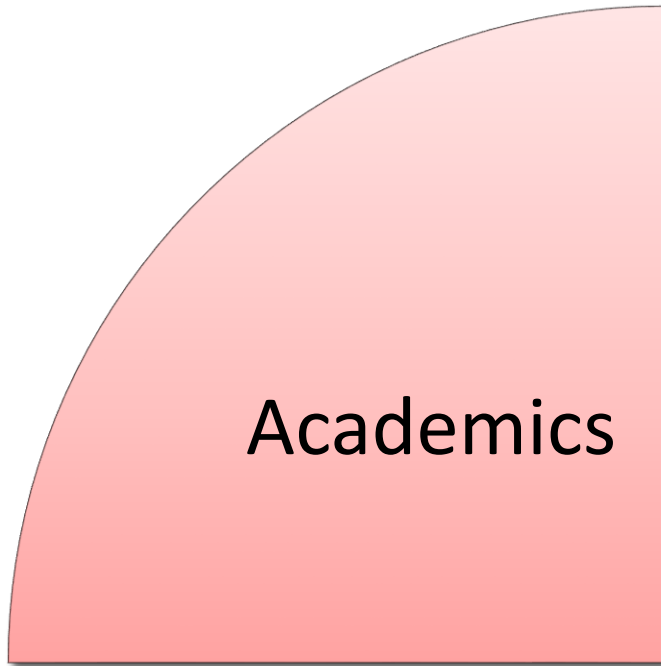
- Identified 3 CEL-5D indicators aligned to Culturally Responsive Teaching;
- Conducted supportive professional development;
- Monitored fidelity of implementation in all classrooms.

RESULTS:

- 96% classrooms with evidence of clear learning targets
- 81% showed evidence of student success criteria
- 93% of classrooms showed evidence of classroom norms

Already most of the way to SMART goal target of 100%

Marysville SD – Update



MATH:

- Adopted new math curriculum
- Created Math Leadership Team
- Working with OSPI Instructional coach
- Implemented STAR assessments
- Plans to work with UW Math Program

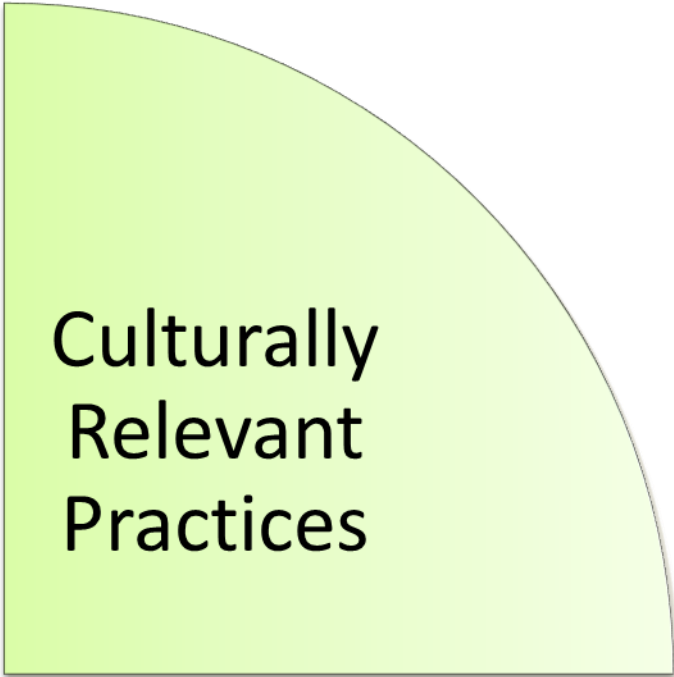
LITERACY:

- Teachers working with Literacy Coach
- Using data to assess and adjust instruction

Marysville SD – Update

Culturally Relevant Practices:

- Working with Lushootseed Language Department
- 12 Teachers using Lushootseed in their classrooms
- 4th and 5th grade classrooms implementing the “From Time Immemorial” curriculum
- Cultural Specialist support for teachers
- 13 staff members training as teacher leaders in sheltered instruction



**Culturally
Relevant
Practices**

Marysville SD – Update

SOCIAL-EMOTIONAL SUPPORTS:

- “Compassionate Schools” framework
- Social skills being taught
- Students participated in “Kindness Challenge” with Tulalip Tribes

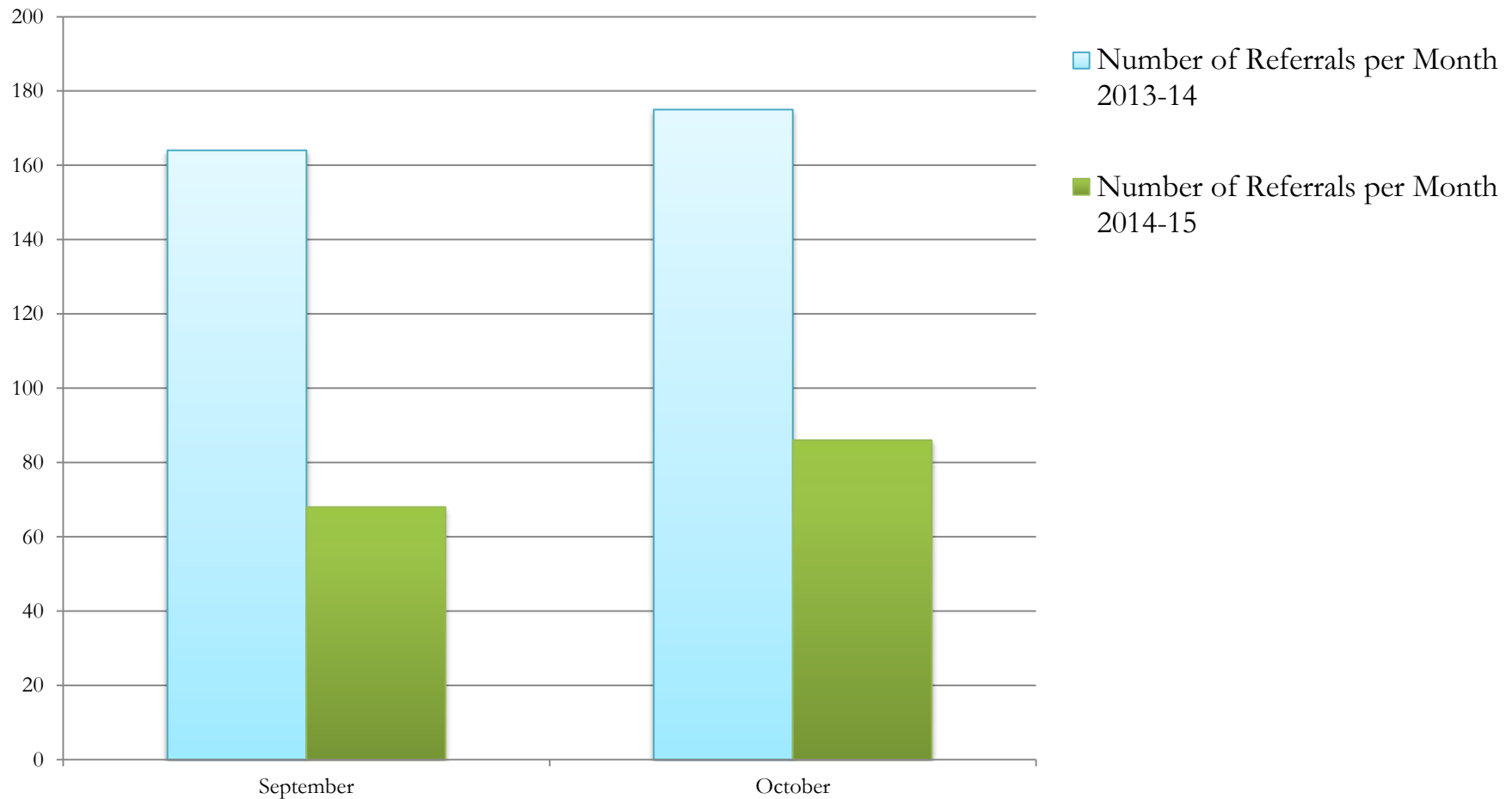


Social/
Emotional
Behavior
Supports

BEHAVIOR:

- Behavior plans for high needs students
- Implemented behavior assessment as universal screener
- All teachers taught and reinforced behavior expectations with significant RESULTS

Marysville SD - Update




Quil Ceda Tulalip Student Referrals per Month 2013-15

Marysville SD - Update

Family and Community Engagement:

- Conducted first trainings of “Natural Leaders” program
- “Morning Coffee” attendance is averaging 76 participants compared to an average of 44 in 2013-14
- High participation in Fall Family Conferences



Parent/
Community
Engagement

Marysville SD – Update

Adjustments to plan

- Leadership Team is monitoring implementation of RAD plan—still following RAD audit recommendations.
- Deepening and expanding the work as tasks are accomplished and new opportunities emerge.

Tacoma SD – Update

Recommendation 1: Design and implement protocols, structures, and professional development for Stewart's Student Success Cycle

- **Stewart Staff Retreat**
 - Monday – Patrick Briggs (AVID coordinator), CRT and equity & equality in classrooms
 - Tuesday – Data at Stewart, AVID strategies schoolwide, & systems at Stewart
 - Wednesday – Grit inventory/lesson, 5D teaching framework, discipline/student management
 - Thursday – Ken O'Connor standards based grading
- **Daily planning for Math, Humanities, Science, AVID, & CTE with 4 topics of discussion:**
 1. Student Data
 2. Student Work
 3. Instructional Strategies
 4. Curriculum, CCSS, and Resources and Logistics

Tacoma SD – Update

Recommendation 1: Design and implement protocols, structures, and professional development for Stewart's Student Success Cycle

- After school PD on 5D framework
- Built in late night conference schedule in October for PD
 - Focus on collaboration and teaming along with data and feedback cycle with staff

Tacoma SD – Update

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

- “This has been a struggle. Several changes in our C&I office have delayed assessments and rollout of support for new curriculums in two major core areas, math and language arts. However, momentum is picking up and work is under way. Still cleaning up reports after all the staff changes for HR and finance.”

Tacoma SD - Update

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

- Developed a new schoolwide discipline system

Stewart Action Steps

Step 1 Redirection

Verbal warning, nonverbal warning, think time, side conversation

Step 2 Relocation

Hallway side conversation, think time, buddy room, parent phone call

Step 3 Administrative Support

Hallway chat with administrators or support staff

Step 4 Office/Administration

Consequence is based on electronic teacher referral




Panthers Manage Your Pride

Tacoma SD - Update

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

- Developed a new schoolwide discipline system

Stewart Action Steps - Teacher Tools

Step 1 Redirection	Step 2 Relocation	Step 3 Administrative Support	Step 4 Office/Administration
Verbal warning, nonverbal warning, think time, side conversation	Hallway side conversation, think time, buddy room, parent phone call	Hallway chat with administrators or support staff	Consequence is based on electronic teacher referral
<ul style="list-style-type: none"> • Proximity • "I'd like you to" <ul style="list-style-type: none"> • Not "Stop talking etc..." • Is there anything you need so you can get back to work? • How can I help you be successful? • Ask student to help with a quick task to move around • Give encouraging words "I know you can do this, students at Stewart have GRIT" • Create positive non-contingent (does not rely on student doing academically well) interaction to help student reset "I really like the shoes you're wearing right now." • Point to task as you walk pass 	<ul style="list-style-type: none"> • "_____ please meet me in the hallway for a chat." • In hallway start with <ul style="list-style-type: none"> • "Talk to me..." • "What's not working for you....." • "Yesterday was great, what changed..." • Invite student to take think time sheet to buddy room to complete prior to coming back to class if they aren't ready to talk. • Only have students call who own their behavior. • Be clear with parents what worked and what didn't in the classroom 	<ul style="list-style-type: none"> • Decide where to wait outside/inside the classroom while the admin is coming to support the student getting back on track. • Send that student to assigned place with think time sheet <ul style="list-style-type: none"> • What was it that disrupted the learning • Why did you do it? • What can we do better next time? • Can you commit to making a better choice next time? • Provide Admin with what is needed for the student to enter back into the room (this will show student that you want them in the room) 	<ul style="list-style-type: none"> • If student is a danger to himself or others, they will be taken away from the learning environment. • Staff complete situation report in PAWS <ul style="list-style-type: none"> • Please pay attention to the actions of both teacher, surrounding students, and student prior to the negative act for which you are writing the report. • Include the steps 1-3 that you have taken with that student in case Admin need evidence of graduated discipline for completing suspension paperwork.

Tacoma SD – Update

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

- Implemented an online situation report form
- Held 3 family events
 - New Student Orientation
 - Open House/Back to School
 - Fall Conferences (82% turnout)
- September: 6th Grade Lock-In
- Daily Advisory strengthens successful soft skills
- ASB PRIDE
 - Selected 30 individuals called Senators who hold office
- Students Working with Admin & Teachers (SWAT)
 - Selected individuals meet every other Wednesday

Tacoma SD – Update

Adjustments to plan

“This will be a constant process for Stewart. As observed in my experience with SIG, you have to implement, observe and collect data, then implement tweaks/changes. The intervals vary but administration needs to keep the open loop running to revisit systems for quality, effectiveness and efficiencies. We manage this with a highly structured organization chart for admin and a daily schedule for each of us to complete tasks, visit classrooms and meet to analyze programming.”

Wellpinit SD – Update

Accomplishments/Gains:

- Hired 8 new teachers
- TPEP training and observation schedule created
- Began ‘extended after school’ for struggling learners at all grade levels
- Year-long PD calendar developed
- Implemented composition and spiral notebooks for LT and exit/reflection
- Content deep alignment in math and reading
- Writing pre and post assessments for narrative, informational and opinion/argumentative
- Formed Leadership Team
 - ✓ Set yearly schedule
 - ✓ Formal committees
 - ✓ Parent participation
- Set math and reading nights for parent involvement
- Tuesday morning circle

Wellpinit SD – Update

Accomplishments/Gains:

- PLCs looking at data – PD every Wednesday
- AVID - note taking, planner (3rd-5th grade)
- Classroom Walk-Throughs (goal: 3 per teacher per week)
- Quarterly staff celebration
- Quarterly and weekly student celebrations
- 4.5 PD days in August
- 2.5 hours after school PD (1x already, have 3 more scheduled)
- Developed RTI model
- Students Online With Compass and Connected for acceleration and remediation
- K-5 school-wide assessment completed (MAPs, DIBELs)

Wellpinit SD – Update

Accomplishments/Gains:

- Diagnostic reading assessment scheduled
- Grade level data walls completed for fall
- Elementary Data presentation to the school board
- Grade level weekly packet being sent home with signature response
- K-12 gradual release training embedded in all on-site literacy and numeracy
- Reading coaching PD scheduled for the year
- Math coaching PD scheduled for the year
- Word walls and daily learning objective posted in every classroom
- Student ASB leadership implemented

Wellpinit SD – Update

Adjustments to plan

- Time extensions and adjustments
- Retraining of foundational skills in GLAD, Danielson, Daily Learning Objective, Gradual Release model
- Hiring an interventionist was added to support implementation of the RTI model

Yakima SD – Update

Recommendation 1: (A) ALL STUDENTS RECEIVE GRADE-LEVEL APPROPRIATE INSTRUCTION AND CURRICULUM THAT ARE RESEARCH-BASED, RIGOROUS, AND ALIGNED WITH STATE ACADEMIC CONTENT STANDARDS;

- AVID is required of all 6th grade students
- Advisory period added to the school day for all students
- All students provided with a 3-ring binder that holds a journal for each class plus writing utensils
- All students are at grade level classes including SPED and ELL students
- Number of students taking algebra increased threefold
- Removed MATHia® as math program and added Eureka Math aligned to CCSS

Yakima SD – Update

Recommendation 1: (B) INTERVENTIONS ARE DIFFERENTIATED BASED ON STUDENT NEEDS

- Very little double dosing of Language Arts (LA) and Math
- Went from 500 + students in interventions to ALL at grade level with 150 having double LA block to address phonics issues using System 44 and reading issues using Read 180
- On time interventions by teaming of teachers
- Targeted PD on learning targets that support RIGOR
 - Engagement; Questioning; Expectations
- GLAD Strategies building wide: numbered heads, inquiry charts and T-graphs
- Differentiated instruction is provided to meet needs of struggling students with focus on ELL and SPED. Scaffolding with use of AVID and GLAD strategies

Yakima SD – Update

Recommendation 2: (A) ENSURE THE PRINCIPAL AND LEADERSHIP TEAM DEMONSTRATE THE CAPACITY TO: LEAD AND ENGAGE STAFF IN THE SCHOOL'S DATA-BASED ACTION-PLANNING PROCESS

- ILT realigned and trained in Action Planning Cycle
- ILT meets twice monthly for 2.5 hours with scheduled retreats for roles/responsibility training and action theory training
- Data carousels continue

Yakima SD – Update

Recommendation 2: (B) ENSURE THE PRINCIPAL AND LEADERSHIP TEAM DEMONSTRATE THE CAPACITY TO: MONITOR CHANGES IN EDUCATOR PRACTICE AND STUDENT OUTCOMES RESULTING FROM THE PLAN

- Added ‘Washington Way’ instructional focus
- Increased collaboration time for staff in small teams
- Peer observation tool and protocol using Student critical Attributes for RIGOR, ILT, and Administrative walk-through tool for monitoring and feedback

Yakima SD – Update

Recommendation 2: (C) ENSURE THE PRINCIPAL AND LEADERSHIP TEAM DEMONSTRATE THE CAPACITY TO: REVISE PLANS AS NEEDED TO SHIFT EDUCATOR PRACTICE AND SIGNIFICANTLY INCREASE STUDENT LEARNING

- Assessment calendar created
- ILT monitors and creates next steps under RIGOR and Literacy focus
- District added Assistant Principal, full time Math specialist, and full time ELP/ELL specialist

Yakima SD – Update

Recommendation 3: ENSURE THE LEARNING ENVIRONMENT IS SAFE, MUTUALLY RESPECTFUL, AND HONORS THE CULTURES AND FAMILIES OF THE STUDENTS REPRESENTED IN THE SCHOOL

- Continue Safe and Civil School initiative
- Aligned new discipline plan and trainings
- Student attendance improved by 3%
- Student referrals down 30%
- Student suspensions down 70%
- Increase in parent participation/attendance at functions measured nine times greater than last year
- Staff participation/attendance has increased 25%
- School open one hour early for student support/activities
- School open until 4:30 p.m. for student support/activities

Yakima SD – Update

Adjustments to plan

“Adjustments and tweaks in our plan is constant process for Washington. We have implemented changes and have to continually observe, collect data, then implement improvements and changes. The administration with ILT needs to keep collecting the data from Theory of Action following assessment calendar and make changes to increase staff effectiveness and increase student learning. Example is data collected on learning targets demonstrated staff as not having targets posted. PD on targets then Monitoring effectiveness and then further tweaking with more PD to have 100% staff writing effective learning targets in student language. Focus on RIGOR and implementation of numbered heads, T-graph, and inquiry charts follow same process.”

Predictable Opportunities for Breakthrough

- CCSS Implementation
- Assessment Transition
- Staff Turnover and Training

Questions & Comments

