



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Review of Required Action Plan Guidelines and Progress of Current RAD Schools	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>To accommodate the scheduling constraints of invited guests, this section of the agenda will encompass two topics:</p> <ol style="list-style-type: none"> 1) A review of Required Action Plan Guidelines and, 2) An update on the progress of required action districts (RAD) designated in 2011. <p>Required Action Plan Guidance This is a document that the Office of the Superintendent of Public Instruction (OSPI) developed and provided to the districts designated for RAD in March 2014 for developing their required action plans. The guidance was produced taking into consideration SBE accountability framework rules and feedback on the accountability system. This document provides background information for the Board as the Board considers approving required action plans in June.</p> <p>Update on Progress of Required Action Districts SBE will review the progress of Required Action Districts (RAD) that were designated in 2011. For these RADs, Soap Lake, Onalaska, Renton and Morton, the third year of implementing a required action plan is 2013-2014. In 2015, SBE will make a determination for each of these RADs on whether they should be released from RAD status, remain in RAD I status, or be assigned to RAD II status. RCW 28A.657.030 requires the Superintendent of Public Instruction provide a report twice per year to SBE on the progress made by all school districts designated as Required Action Districts (RAD).</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Required Action Plan Guidance OSPI staff will briefly review the Level One Plan Guidance document. An excerpt of the document is provided in this section, and the full document is available online or by request to SBE staff.</p> <p>Update on Progress of Required Action Districts Staff from OSPI's Office of Student and School Success will review and answer questions from Board members on the assessment of progress reports for each of the four RADs designated in 2011. Excerpts from two of the reports for Morton and Renton are provided in this section. The reports for Onalaska and Soap Lake were not yet available as of the printing date of this packet. All the reports will be posted online, as they become available.</p> <p>The Superintendent from the Soap Lake district will present on activities in their district to the Board. A letter from Executive Director Rarick to Superintendent McDonald, and data on the required action school for the past three years are included in this section of the packet.</p>	



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April 25, 2014

Dan McDonald, Superintendent
Soap Lake School District
PO Box 158
Soap Lake, WA 98851

Dear Superintendent McDonald:

Thank you for agreeing to join us at our meeting in Kennewick. You are currently scheduled to join us at 2 PM on Wednesday, May 7 for a 45-minute presentation and discussion block that will include an update on the progress of districts currently in required action status. Because you will be presenting in tandem with a team from OSPI, I would recommend touching base with Andy Kelly and his team.

The Board has followed with interest the progress of Soap Lake through the required action process, and has for some time wanted to engage in a discussion with your team. Specifically, we would look forward to hearing you discuss the following questions:

- Please reflect on your years spent in required action, including the process that led up to designation. In terms of the process, what has worked for the district, and what hasn't? In what ways has the RAD process benefitted reform efforts in the district, and in what ways has it not?
- At this point, what do you see as the major challenges facing the district? What are the primary challenges you are facing in realizing the student achievement goals you set in your required action plan?
- How has Soap Lake's size (relatively small) and geographic location (relatively remote) impacted its ability to secure the necessary resources (financial, human, or otherwise) to implement its plan? Are there ways in which these factors have been a benefit to the district?
- The original audit findings from 2011 note that the percentage of students graduating with a "college-ready" diploma was relatively low (approximately 21 percent) in Soap Lake. The report also noted a lack of supports for struggling students. In what ways have these issues been addressed during Required Action?

We look forward to dialoguing with you and your team in Kennewick.

Sincerely,



Ben Rarick

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
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Soap Lake Middle/High School Priority-Continuing School (SIG-Cohort 2 School) in Required Action District (RAD 1) Status

	2011		2012		2013		Change (pppy)**	
	Soap Lake	All (6-12)*	Soap Lake	All (6-12)*	Soap Lake	All (6-12)*	Soap Lake	All (6-12)*
Reading Proficiency Rate	50.0	59.9	53.6	63.8	58.5	64.3	4.25	2.20
Math Proficiency Rate	44.7	50.4	49.5	53.4	55.9	57.7	5.60	3.65
5-YR Graduation Rate	100		nd		nd			

*Note: based on 19 schools

** Note: pppy = percentage points per year

	2011		2012		2013		3-YR Average	
	Soap Lake	All (6-12)*	Soap Lake	All (6-12)*	Soap Lake	All (6-12)*	Soap Lake	All (6-12)*
Reading Median SGP+	67.5	44	52.5	45	64	44	61.2	44.3
Math Median SGP	56	45	52	43	50.5	47.5	52.8	44.2

+ Note: Median SGP = Median Student Growth Percentile for a school/group

Please note the following for Soap Lake Middle/High School

- The reading proficiency rate is steadily increasing.
- The math proficiency rate is steadily increasing
- Reading median SGPs are above average compared to all schools in the state
- Math median SGPs are typical compared to all schools in the state

Comparison to All Comprehensive Schools Serving Grades 6 to 12

- Soap Lake Middle/High School reading proficiency rate gain is 2.05 percentage points per year (pppy) higher than the state average.
- Soap Lake Middle/High School math proficiency rate gain is 1.95 pppy higher than state average.
- 3-year reading median SGP for Soap Lake is higher than for all Comprehensive (Gr6-12) schools (61.2 vs. 44.3)
- 3-year math median SGP for Soap Lake is higher than for all Comprehensive (Gr6-12) schools (52.8 vs. 44.2)

Soap Lake Middle/High School posted a 3-Yr Composite Index rating of 6.910, which makes it the 6th highest of the 19 Composite (Gr6-12) schools with a Composite Index rating.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*

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Required Action Districts:

Level One Plan Guidance



Randy I. Dorn
State Superintendent of
Public Instruction

April 2014

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Required Action Districts: Level One Plan Guidance

Prepared by

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The Office of Superintendent of Public Instruction
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April 2014

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Foreword

The Office of Student and School Success created the *Required Action District (RAD) Guidance Handbook* to serve several purposes. First, it describes exactly what districts need to do to satisfy requirements for Required Action Districts and to exit required action status. Next, the handbook is intended to clarify our intention that districts identified for required action build upon their *current* Student and School Success Action Plans when addressing concerns raised in the Academic Performance Audit Report. We created this handbook as a companion to the [Student and School Success Action-Planning Handbook](#). We hope leadership teams will use both documents as they address Required Action District requirements and revise/amend their current Student and School Success Action Plans in light of audit report findings.

Emphasized throughout this guidance is the ongoing collaboration between the school, district, and Office of Student and School Success needed to boost system and educator capacity and to significantly increase student learning. Together, we can engage in the important work of ensuring students in your district attend schools that meet their needs and guarantee all of your students graduate college and career ready.

Our office is committed to supporting leaders and staff in your district and school to continue to their build capacity for *courageous leadership* supporting *transformational teaching for learning*. We believe—and our experience and research confirm—that these are the keys to improving the education system in our state and eliminating achievement gaps that continue to exist.

We look forward to collaborating with you to increase the growth and proficiency of students in your school and district, as well as of students across our state. Together, we can ensure every student attends an excellent school and is taught by an exceptional teacher!

For Kids,

Andrew E. Kelly
Assistant Superintendent
Office of Student and School Success

I. Introduction

School districts designated as a Required Action District (RAD) must submit a Required Action Plan to the State Board of Education (SBE) for approval. Prior to submitting the plan to the SBE for final approval, there are several steps for the district and school to complete in the creation of the plan. A detailed flow chart of the steps in the Required Action Plan process is included in Appendix A.

1. Academic Performance Audit

Each Required Action District will receive an Academic Performance Audit by an external review team. The audit team will consist of persons with expertise in comprehensive school and district reform and will identify the potential reasons for the school's low performance and lack of progress. ([RCW 28A.657.040](#))

2. Community Collaboration and Public Hearing

In order to ensure successful collaboration, the Required Action Plan must be developed with administrators, teachers and other staff, parents, unions representing any employees within the district, students and other representatives of the local community. Following the Academic Performance Audit, a leadership team must be convened made up of district and school administration, teachers, other building support personnel, representatives of local unions (certificated and classified employees), parents and representatives from the local community. The school board must conduct a public hearing to allow for comment on the proposed Required Action Plan. ([RCW 28A.657.050](#))

3. Office of Superintendent of Public Instruction Assistance and Review

The Office of Superintendent of Public Instruction (OSPI) can provide the district with assistance in developing its plan if requested. The school district will submit the plan first to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. The plan must include the following sections; each is explained in detail in the identified sections of this document.

- Selection and Implementation of an Approved Federal or State School Improvement Model (Section II)
- Submission of an Application for Federal or State Funds and Budget (Section III)
- Addressing the Findings of the Academic Performance Audit (Section IV)
- Revision of Student and School Success Action Plans (Section V)
- Data Measures to Assess Progress (Section VI)
- Collective Bargaining Agreements (Section VII)
- Parent Notification of Required Action District Status and Process (Section VIII)

4. Implementation of an Approved School Improvement Model

The district must select and implement an approved school improvement model for the receipt of federal or state funds for school improvement. The school improvement model selected must address the concerns raised in the Academic Performance Audit and be intended to improve school performance to allow the district to exit Required Action District status within three years of implementation of the plan.

5. State Board of Education (SBE) Approval

Following the review of the Required Action Plan by OSPI, each district will submit its plan to the SBE for final approval. (RCW 28A.657.060) If a final Required Action Plan has not been submitted for approval or has been submitted but not received SBE approval by the beginning of the school year in which the plan is intended to be implemented, SBE may direct OSPI to redirect the district's Title I funds based on the Academic Performance Audit findings. ([RCW 28A.657.080](#))

6. Required Action Review Panel if Needed

The SBE will approve a Required Action Plan proposed by the school district only if the plan meets the requirements in RCW 28A.657 and provides sufficient remedies to address the findings in the Academic Performance Audit to improve student achievement. If the SBE does not approve the proposed plan, the school district will be informed in writing with explicit rationale for why the plan was not approved. With the assistance of the Office of Superintendent of Public Instruction, the school district will either submit a new plan to the SBE for approval within 40 days of notification of the non-approval of the first plan or submit a request to the Required Action Review Panel for reconsideration of the SBE's rejection within 10 days of the notification that the plan was rejected. The Required Action Review Panel is comprised of five individuals with expertise in school improvement, school and school district restructuring, or parent and community involvement in schools. ([RCW 28A.657.070](#))

7. Implementation of Required Action Plan for Three Years

After approval of the Required Action plan, the school district is required to implement the plan for three years. The approved school improvement model must be fully implemented, along with the other requirements of the plan. OSPI will provide technical assistance and federal or state funds for implementation of the plan. The school district will report regularly to OSPI on the progress the district is making in meeting student achievement goals based on the state's assessments, identifying strategies and assets used to solve audit findings, and establishing evidence of meeting plan implementation benchmarks in the Required Action Plan. (RCW 28A.657.090)

8. Semi-annual Reports to the State Board of Education (SBE)

The Office of Superintendent of Public Instruction must provide a report twice per year to the SBE regarding the progress made by all Required Action Districts on their Required Action Plan. ([RCW 28A.657.100](#))

9. Evaluation of Progress

The Office of Superintendent of Public Instruction (OSPI) will evaluate the progress of each Required Action District. OSPI must recommend to the State Board of Education that a school district be released from the designation after the district implements the Required Action Plan for three years, has made progress as defined by OSPI using criteria under RCW [28A.657.020](#), including progress in closing the educational opportunity gap, and no longer has a school identified as persistently lowest achieving. The SBE shall release a school district from the designation as a Required Action District upon confirmation that the district has met the requirements for a release. ([RCW 28A.657.100](#))

If the SBE determines that the Required Action District has not met the requirements for release after at least three years of implementing a Required Action Plan, the SBE may recommend that the district remain in required action and submit a new or revised plan under the process in RCW [28A.657.050](#) or the SBE may direct that the school district be assigned to Required Action Level Two as provided in RCW [28A.657.105](#). If the persistently lowest achieving school for which the district is identified received a federal School Improvement Grant (SIG) in 2010 or 2011 (SIG Cohort I or II), then the SBE may direct that the school district be assigned to Required Action District Level Two after one year if the district is not making progress. Before making a determination of whether to recommend that a school district that is not making progress remain in Required Action District Level One or be assigned to Level Two, the SBE must submit its findings to the Educational Accountability System Oversight Committee. ([RCW 28A.657.100](#))

10. Timeline for Submitting Required Action Plan and Student and School Success Action Plan (Initial Revision)

Table 1 described the timeline for Required Action Districts to create and submit their Required Action Plan and Student and School Success Plan (Initial Revision).

Table 1. Timeline for Required Action Districts

April - May 23, 2014	District and school create Required Action Plan; plan must include: Implementation of approved school improvement model Application for state funds Budget Description of how the district intends to address the findings of the academy performance audit Initial Revisions to Student and School Success Action Plan (i.e., Indicators identified in the Academic Performance Audit must be assessed on Indistar®. Additional S.M.A.R.T. Goals and tasks may be included; they are required to be included in the October 30, 2014 submission.) Identification of measures that the school and district will use to assess student achievement Collective bargaining agreements-reopen or negotiate an addendum to support plan Parent/guardian notification of RAD status and process for creating plan District and school share Required Action Plan with stakeholder groups, including local board of education, and incorporate feedback into final Required Action Plan submitted to the Office of Student and School Success.
May 23, 2014	District submits revised Student and School Success Action Plan on Indistar®. Office of Student and School Success reviews Required Action Plan and initial revisions to Student and School Success Action Plan.
May 28, 2014	Office of Student and School Success submits Required Action Plan to State Board of Education.
June 6, 2014	District presents Required Action Plan to State Board of Education for approval.
June 10, 2014	Board approves or disapproves Required Action Plan.
Note: If disapproved -submittal of new plan by July 3, 2014 or request a review panel by June 20, 2014. Review panel makes decision and sends recommendation to State Board of Education by July 10, 2014. Final approval of plan, taking into consideration recommendation panel, by August 10, 2014.	
October 30, 2014	District and school submit Student and School Success Action Plans on Indistar®.

II. Selection and Implementation of Approved Federal or State School Improvement Model

During its 2013 session, the Washington State Legislature enacted law (Engrossed Second Substitute Senate Bill 5329 [[E2SSB 5329](#)]) compelling Required Action Districts to implement an approved school improvement model in the persistently lowest achieving school(s) for which the district was identified. Approved school improvement models include the four intervention models defined in federal guidance for School Improvement Grantees (i.e., Turnaround, Transformation, School Closure, and Restart Models) and the Washington State Synergy Model developed by OSPI's Office of Student and School Success. Required Action Districts must agree to fully and effectively implement one of these improvement models in each persistently lowest achieving school for which the district was identified.

Federal and State School Improvement Models

Highlights of Required and Optional Activities for the Turnaround, Transformation, and State Synergy Models are described in Table 2. Brief descriptions of the School Closure and Restart Models follow.

- The School Closure Model does not require any of the components described in Table 2, but does require that students from the closed school are sent to other higher-achieving schools in the district.
- The Restart Model requires the district to convert or to close and reopen the low-achieving school under a charter organization (authorized by Washington State voters in the 2012 general election) OR an Education Management Organization (EMO). An EMO is a non-profit or for-profit organization that provides whole school operation services to a district (optional in Washington State); it must be selected through a rigorous review process. A restarted school must enroll, within grades it serves, any former student who wishes to attend the school.

Additional Sources

- **Federal Intervention Models:** The U.S. Department of Education website (<http://www2.ed.gov/programs/sif/index.html>) includes a number of documents that provide detailed information to support full and effective implementation of each federal intervention model.
- **State Synergy Model:** The State Synergy Model is anchored in district- and school-level practices described in research as contributing significantly to rapid school improvement and turnaround. Referred to as Expected Indicators, these practices align with [Turnaround Principles](#) described in federal guidance for Priority schools identified through ESEA Flexibility. Email studentandschoolsuccess@k12.wa.us for additional information about the Synergy Model.
- **Charter Schools (Restart Model):**
 - Washington State's Board of Education (SBE) website <http://www.sbe.wa.gov/charters.php>
 - Washington State Charter School Commission website <http://www.governor.wa.gov/issues/education/commission/default.aspx>

Table 2. Summary of Required and Optional Activities for Turnaround, Transformation, and Synergy Models

Notes:

- “X” denotes Required Action and “O” denotes “Optional Action.
- Federal guidance allows districts choosing the Turnaround Model to implement any required or Optional Activity described in the Transformation Model. .

	Federal Turnaround Model	Federal Transformation Model	State Synergy Model
Teachers and Leaders			
Replace the principal.	X	X¹	X²
Use locally adopted competencies to measure effectiveness of staff who can work in turnaround environment; use to screen existing staff and select new staff.	X		
Screen all existing staff, rehiring no more than 50%.	X		
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	X	X	O
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals that are developed with staff and use student growth as a significant factor.	O	X	
Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.	O	X	O
Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school.)	O	O	O
Ensure school is not required to accept a teacher without mutual consent of teacher and principal, regardless of teacher’s seniority.	O	O	X

¹ Federal guidance for the transformation model permits an LEA to continue a previously implemented intervention aimed at turning around a low-achieving school that included hiring a new principal for that purpose. Accordingly, an LEA taking advantage of this flexibility should be able to demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.

² ESEA Flexibility guidance pertaining to turnaround principle 1: (a) reviewing the performance of the current principal (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record and has the ability to lead the turnaround effort.

Ensure highly qualified teachers are recruited, placed, and retained to support the transformation and turnaround efforts.			X
Ensure Principal keeps a focus on instructional improvement and student learning outcomes			X
	Federal Turnaround Model	Federal Transformation Model	State Synergy Model
Instructional and Support Strategies			
Use data to select and implement an instructional program that is research based and vertically aligned to each grade and state standards.	X	X	X
Ensure that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models			X
Ensure school's instructional teams develop standards-aligned units of instruction for each subject and grade level.			X
Implement a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives.			X
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	X	X	X
Build professional development into school schedule; allow school discretion in selecting training and consultation that fit requirements of school's action plan and evolving needs.			X
Ensure continuous use of data (e.g., formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.	X	X	X
Institute a system for measuring changes in instructional practices resulting from professional development.	O	O	X
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	O	O	X
Ensure school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.			X
Implement a schoolwide "response to intervention" model.	O	O	X
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	O	O	X

Use and integrate technology-based supports and interventions as part of instructional program.	O	O	O
Provide schools with technology, training, and support for integrated data collection, reporting, and analysis systems.			X
	Federal Turnaround Model	Federal Transformation Model	State Synergy Model
Instructional and Support Strategies (continued)			
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, and smaller learning communities.	O	O	O
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	O	O	O
Secondary Schools: Improve student transition from middle to high school.	O	O	O
Secondary Schools: Establish early warning systems.	O	O	O
Learning Time and Support			
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	X	X	X
Provide appropriate social-emotional and community-oriented services and support for students.	X	O Note: School may partner with parents and community organizations to provide services	X
Provide ongoing mechanisms for family and community engagement.	O	X	X
Announce changes and anticipated actions publicly, communicate urgency of rapid improvement, and signal the need for rapid change.			X
Ensure school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines and Classroom Visit Procedures) are annual distributed and frequently communicated to teachers, school personnel, parents (families) and students.			X
Ensure school's Compact includes responsibilities (expectations) that communicate what parents (Families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).			X

	Federal Turnaround Model	Federal Transformation Model	State Synergy Model
Learning Time and Support (continued)			
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	O	O	O
Implement approaches to improve school climate and discipline.	O	O	O
Expand program to offer pre-kindergarten or full day kindergarten.	O	O	O
Ensure school monitors progress and impact of the extended learning time programs and strategies for students, and uses data to inform modifications.			X
Governance			
Adopt a new governance structure to address turnaround of school(s); the district may hire a chief turnaround officer to report directly to the superintendent.	X	O	O
Grant sufficient operational flexibility (e.g., staffing, calendar, budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.	X <i>Note: Principal is granted operating flexibility.</i>	X <i>Note: School is granted operating flexibility.</i>	X
Ensure school receives intensive ongoing technical support from district, state, or external partners.	O	X	O
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	O	O	O
Implement a per pupil school-based budget formula that is weighted based on student needs.	O	O	O

III. Submission of an Application for State Funding

Purpose:

A total of \$10.2 million was appropriated in the 2013-15 biennium for both the support of Required Action Districts and non-Title I challenged schools in need of improvement. The purpose of these funds is to turn around a subset of the lowest five percent of persistently lowest achieving schools.

Based on state guidelines, funds will be used in Washington State to:

- Provide financial resources to qualifying districts to implement approved improvement model(s) in identified RAD schools with strict fidelity, per state/federal regulations.
- Provide technical assistance and training to use the Center on Innovation and Improvement's evidence-based Indistar[®] online action-planning tool to post improvement plans and monitor ongoing progress of implementation and impact of improvement models.
- Build school and district capacity to implement one of the five improvement models prescribed in state/federal guidelines.
- Develop effective structures and conditions in schools and districts essential for continuous improvement of teaching and learning and to sustain reforms after the funding period ends.

Funding:

Details for funds include the following:

- Selected districts may apply for funding ranging from \$50,000 annually to \$500,000 annually for each identified school. This range limit permits OSPI to award the amount that may be necessary for successful implementation of one of the five improvement models. Additionally, OSPI may choose to adjust this range at its discretion to improve outcomes for the students in Washington schools.
- Availability of Funds: Funds will be available in July 2014 for conducting implementation activities to support all participating districts to create the conditions for full and effective implementation of selected improvement models and improvement activities/services in the 2014-15 school year.
- Parameters on Annual Budgets: OSPI will determine whether the district has the capacity to fully and effectively implement the chosen model and will fund a district's budget request to ensure that sufficient funds are provided so that the selected intervention model is implemented fully and effectively.
- Priority for Selection: Participants will be selected as prescribed in state/federal guidelines. OSPI will prioritize based on criteria listed below ([WAC 392-501-730](#)).
 1. The academic achievement (proficiency) of the "all students" group state's assessment in reading and mathematics combined; and
 2. The rate of improvement in reading and mathematics combined for the past three years.
- District-Level Activities: Districts may use funds to conduct district level activities designed to support implementation of the selected school improvement model(s) in the schools identified in the district's application.
- Renewal:
 - To receive continued grant funding (based on availability of state funding), districts will be required to renew their RAD application and provide an updated budget request for Years 2 and 3 (i.e., 2015-16 and 2016-17).

- To be eligible for renewal, districts will be accountable for ensuring their identified schools meet, or are on track to meet, academic achievement goals for their “all students” group and for subgroups in reading/language arts and mathematics (subject to approval by OSPI), as well as for making progress on the leading indicators outlined in their improvement plans.

Application:

Districts will be required to complete an iGrants form package application for each identified Required Action District school. The iGrants application will contain the following components:

1. Assurances outlining state/federal regulations and the commitment between the district and OSPI;
2. Responses to application questions specific to the seven Turnaround Principles;
3. Student and School Success Action Plan (Initial Revision); and
4. Budget.

The iGrants form package will be launched June 15, 2014. The grant funding will be released at the beginning of the fiscal year on July 1, 2014.

*Initial revisions to Student and School Success Action Plan must be completed, that is, Indicators identified in the Academic Performance Audit must be assessed on Indistar[®]. Additional S.M.A.R.T. Goals and tasks *may* be included in the initial revision; they are *required* to be included in the plan by the October 30, 2014 submission date.

IV. Addressing the Findings of the Academic Performance Audit

As stated in Section II, Required Action Districts must select and implement an approved school improvement model for the receipt of federal or state funds for school improvement. The school improvement model selected must address the concerns raised in the Academic Performance Audit and be intended to improve school performance to allow the district to exit Required Action District status within three years of implementation of the plan. Steps to complete the Required Action Plan are outlined below. Section V describes how the school leadership team will revise its current Student and School Success Plan. Teams may refer to OSPI’s [Student and School Success Action-Planning Handbook: A Guide for School Teams](#) when assessing and creating their plans.

Upon receipt of the Academic Performance Audit, Required Action Districts will engage in the following actions:

- If it has not already done so, the district/school leaders will convene a leadership team that includes the following members:
 - District and school administration
 - Teachers
 - Other building staff
 - Collective bargaining association representatives (certificated and classified)
 - Parents and Students
 - Representatives from the community
- The leadership team will collect additional data pertinent to the development of the Required Action Plan.
- Team members will review findings from the Academic Performance Audit; they will also review additional data they collected.

- Teams will use the “Current Level of Development” documents (see Appendix D and E) to assess and develop actions aligned with Indicators identified in the Academic Performance Audit Report.
- Team members will develop a Required Action Plan that responds to and addresses the concerns raised in the Academic Performance Audit. Evidence of the leadership team collaboration will be required in the way of agenda’s, minutes and direct reporting to OSPI.
- The Required Action Plan must identify and describe how the district will fully and effectively implement the school improvement model selected by the district. The plan must address the concerns raised in the Academic Performance Audit and be intended to improve student performance to allow the school/district to be removed from RAD status.
- The Required Action Plan must also include a description of the changes in the district’s or school’s existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school. District leaders may satisfy this requirement by developing an action plan to assess and ensure the 13 District-Level Expected Indicators are implemented in support of the school’s Student and School Success Action Plan. The action plan must explicitly address the District-Level Indicators identified for recommendations in the Academic Performance Audit. School- and District-Level Expected Indicators are included in Appendix D and Appendix E, respectively.
- OSPI will provide the district with assistance in developing its plan if requested.

Note that Required Action Districts and their identified schools are required to use Indistar[®], an online tool developed by the Center on Innovation and Improvement, to assess Indicators and to create, implement, monitor, and revise their action plans.

V. Revisions to Student and School Success Action Plan

Receipt of the Academic Performance Audit report requires school leadership teams, in collaboration with other staff, district leaders, parents, and community, to determine alignment of their current Student and School Success Action Plan with recommendations in the audit report. Teams must assess all Indicators identified in the report on Indistar[®] by May 16, 2014 (submission date for Required Action Plan).

Teams will engage in the same process used throughout the year to assess Indicators, and to create, implement, and monitor and revise their plans. Table 3 describes steps of the action-planning process on Indistar[®]. Teams may refer to OSPI’s *Student and School Success Action-Planning Handbook: A Guide for School Teams* (<http://www.k12.wa.us/StudentAndSchoolSuccess/ActionPlanHandbook.aspx>) when assessing and creating their plans.

Table 3. Steps in Action-Planning Process and Corresponding Indistar® Action

Step in Action Planning	Corresponding Indistar® Action
1. Update Information on Indistar® Home Page (School Leadership Team Names and School Information)	Update Leadership Team names and School Information on Indistar® home page, if needed
2. Collect and Analyze Data	Download <i>Data Reflection Protocol</i> from <i>Docs and Links</i> Upload aggregate <i>Data Reflection Protocol</i> and other data to <i>Document Upload</i> and/or add to Assessment Section on Indistar® (<i>Optional</i>)
3. Complete <i>Current Level of Development Review</i> and Collate Results	Download <i>Current Level of Development Review</i> from <i>Docs and Links</i>
4. Use <i>Current Level of Development Review</i> to Monitor Active Indicators and Revise Plans	Monitor active Indicators on Indistar® and revise/add tasks if needed
5. Use <i>Current Level of Development Review</i> to Assess Expected Indicators without Plans	Assess Expected Indicators on Indistar®
6. Ensure at Least One Active Expected Indicator for Each Principle	Select active Indicators on Indistar®
7. Create Action Plan with S.M.A.R.T. Goals on Indistar® for Each Active Indicator (if needed)	Create Student and School Success Action Plan for active Indicators on Indistar®
8. Implement Action Plan and Monitor Implementation and Impact	Monitor active Indicators on Indistar® and revise/add tasks if needed

Monitoring and Evaluation of Progress

The Office of Student and School Success will continue to use a variety of strategies to monitor all Student and School Success Action Plans. These are described in Table 4.

Table 4. OSPI Review Process for All Student and School Success Action Plans

Action	Description
Monthly Coaching Comments	These provide the school team a review of the overall plan giving formative and summative assessment or “check” of the work and progress of the school’s plan.
Coaching Critiques (following submission on October 30, 2014; February 28, 2015; and May 30, 2015)	The Critique focuses on <i>process</i> (e.g., monitoring and growing the plan in Indistar), <i>product</i> (e.g., plan shows Indicators relating directly to the audit have been assessed and have active plans), and <i>results</i> (e.g., closing achievement gaps, evidence of changes in instructional practice). The critique should be consistent with the monthly coaching comments.
Review of iGrants Budgets	OSPI’s Resource Program Manager review budgets for alignment with activities identified in the Student and School Success Plan

In addition to these strategies, OSPI will implement the steps described in Table 5 and Table 6 to monitor progress in Required Action Districts and their schools.

Table 5: Review Process for Required Action Plans in 2014-15

Date	Description
May, 2014	Review plans to ensure they include an assessment in Indistar of all Indicators referenced in the Academic Performance Audit
Fall, 2014	Provide data packages with disaggregated data on state assessments; teams will use these data in their action-planning process.
October, 2014 (prior to October 30, 2014 submission):	OSPI administrative review to ensure plans include S.M.A.R.T. Goals, tasks and timelines for all Indicators referenced in the Academic Performance Audit. OSPI's team will provide guidance to school leadership team and district designee regarding alignment of work to external audit recommendations, expected indicators, and guidance with active tasks, and interventions with evidence. OSPI's team will collaborate with district/school team around congruency of the plan to the actual work in the school. This guidance will be completed with a combination of on-site visits and conference calling between OSSS administration and district/school leadership of the RAD school.
November, 2014	Coaching Critique
January, 2015	OSPI administrative review of plan prior to submitting plan to SBE. As indicated in Section I, OSPI is required to provide semi-annual reports regarding the progress made on Required Action Plans and Student and School Success Plans to the State Board of Education. OSPI will review plans submitted on Indistar [®] and other data to monitor progress.
February, 2015	OSPI administrative review prior to February submission
March, 2015	Coaching Critique
Spring, 2015	Provide a Comprehensive Analysis Review (see description below)*
May, 2015	OSPI administrative review prior to May submission and June SBE review
June, 2015	Coaching Critique and Submission to SBE for review

Table 6. Annual Review Process in 2015-16 and 2016-17

Date	Description
Fall	Data packages with disaggregated data on state assessments
October	OSPI administrative review prior to October submission
November	Coach Critique
January	OSPI administrative review prior to SBE review
February	OSPI administrative review prior to February submission
March	Coaching Critique
Spring	Comprehensive Analysis Review*
May	OSPI administrative review prior to May submission and June SBE review
June	Coaching Critique and Submission to SBE for review

The Office of Student and School Success will provide technical assistance upon request, and give guidance to the RAD schools/district in the final completion of the initial RAD plan and ongoing support of their plans.

*Comprehensive Analysis Review: The Office of Student and School Success will contract with an external agency for an assessment of progress report for each school. This report will include data packages and a comprehensive review for each school for the three years of RAD status. The first year data package will provide benchmark data for Reading and Mathematics; subsequent data will be compared to benchmark year of RAD status. The Comprehensive Analysis of school and classroom practices will include:

- A review of changes in district level practices and policies to support an improvement model.
- A classroom observation study focusing on instructional practices within the school.

- Qualitative interviews and focus groups focusing on the alignment of school structures and practices with Expected Indicators aligned to the 7 Turnaround Principles (see Appendix C: Crosswalk between Seven Turnaround Principles & Nine Characteristics of High Performing schools).
- Surveys of school staff, families and students

VI. Summative Student Achievement Data Measures

All Required Action Plans must include summative student achievement data and goals using the state assessments. Additionally, locally determined interim assessments, and other student outcome data can be used to measure progress. Baseline achievement data are determined by results on state assessments for the 2013-14 school year. For each year of RAD status, an analysis of gains and possible losses in student achievement must be used to set goals in the Action Plan submitted on Indistar[®]. Schools will receive a data analysis package from OSPI in the fall of each year of RAD status; these data will be used by the school team in planning goals and crafting/revising the school's action plan. A list of data sources follows:

- **Summative Assessments:** State summative assessment data should include the baseline data from the previous tests developed by OSPI (MSP, HSPE's and EOC's) and the Smarter Balanced tests beginning in the 2014-15 school year.
- **Formative Student Achievement Data Measures:** Locally determined formative data measures, including interim assessments and other indicators related to student achievement can be used in the Required Action Plan. Formative assessments provide the opportunity for teachers and district leaders to easily analyze benchmark data to identify student strengths and areas for improvement. Reports are provided at the classroom, grade/course, school, and district levels, and student performance is displayed by test, standard, and item.
- **Other Student Outcome Data:** Student attendance, discipline referral rates, retention/remediation rates, postsecondary college attendance rates, etc.

Closing the Educational Opportunity Gap

Required Action District plans must analyze their educational opportunity gap(s) and include data measures and goals for closing these gaps in identified schools. Educational opportunity gaps are evidenced by disproportionate levels in student achievement for racial and ethnic groups, poverty, students with disabilities and students who are English language learners. Definitions of these subgroups follow.

- **Race/Ethnicity:** Refers to six major racial/ethnic groups: American Indian/Alaskan Native, Asian, and Pacific Islander, Black, Hispanic and White. Data can be disaggregated further by sub-ethnic groups
- **High-Poverty School:** School with a free reduced lunch rate that is in the top quartile of poverty for all schools in Washington.
- **Low-Poverty School:** School with a free reduced lunch rate that is in the bottom quartile of poverty for all schools in Washington.
- **Students with Disabilities:** Students with a qualifying disability and an individual education plan (IEP) and students with Section 504 plan.
- **Students who are English Language Learners (ELL):** Students who qualify for ELL instructional services through the Title III or the Transitional Bilingual Instructional Program.

Graduation Rates

Schools with graduation rates less than 60 percent are identified for school improvement. Identified high schools in Required Action Districts must include graduation data and goals to substantially increase

graduation rates above the minimum of 60 percent. Note that annual goals for graduation rates, as well as for other data used by the district to measure the progress of its identified school(s) will be reviewed by the Office of Student and School Success to ensure they are (a) sufficiently rigorous and (b) will lead to the district exiting required action status after implementing the improvement model for three years.

VII. Collective Bargaining Agreements

Authorized by RCW 28A.657.050, for any district designated for required action, the parties of any collective bargaining agreement negotiated, renewed or extended under Chapter 41.59-Educational Employment Relations Act and Chapter 41.56-Public Employees' Collective Bargaining after June 10, 2010, must reopen the agreement or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a Required Action Plan. The new collective bargaining agreement or the negotiated addendum must be included in the final Required Action Plan. Any addendum or modification to an existing collective bargaining agreement shall not go into effect until the approval of the Required Action Plan by the State Board of Education.

A Required Action Plan must be developed in collaboration with administrators, teachers, and other staff, parents, unions representing any employees within the district, students, and other representatives of the local community. The parties to the collective bargaining agreement must be involved in the creation of the Required Action Plan. All efforts should be made to come to consensus on any revisions to the existing agreement or an addendum. However, if the school district and the employee organizations are unable to agree to the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the Required Action Plan, will use the Public Employment Relations Commission to appoint a mediator to assist in the resolution of the dispute.

Public Employee Relations Commission Mediation

The Public Employee Relations Commission shall appoint a mediator after it is requested by the parties of the collective bargaining agreement. The mediation will commence no later than April 15. All mediations shall include the employer and representatives of all affected bargaining units.

If the executive director of the public employment relations commission, upon the recommendation of the assigned mediator, finds that the employer and any affected bargaining unit are unable to reach agreement following a reasonable period of negotiations and mediation, but by no later than May 15 of the year in which mediation occurred, the executive director shall certify any disputed issues for a decision by the superior court in the county where the school district is located. The issues for determination by the superior court must be limited to the issues certified by the executive director.

The following process for filing with the court must be used in the case where the executive director certifies issues for a decision by the superior court.

The school district shall file a petition with the superior court, by no later than May 20 of the same year in which the issues were certified, setting forth the following:

1. The name, address, and telephone number of the school district and its principal representative;
2. The name, address, and telephone number of the employee organizations and their principal representatives;
3. A description of the bargaining units involved;

4. A copy of the unresolved issues certified by the executive director for a final and binding decision by the court; and
5. The Academic Performance Audit that the Office of the Superintendent of Public Instruction completed for the school district in the case of a Required Action District, or the comprehensive needs assessment in the case of a Collaborative Schools for Innovation and Success Pilot Project.

Within seven days after the filing of the petition, each party shall file with the court the proposal it is asking the court to order be implemented in a required action plan or innovation and success plan for the district for each issue certified by the executive director. Contemporaneously with the filing of the proposal, a party must file a brief with the court setting forth the reasons why the court should order implementation of its proposal in the final plan.

Following receipt of the proposals and briefs of the parties, the court must schedule a date and time for a hearing on the petition. The hearing must be limited to argument of the parties or their counsel regarding the proposals submitted for the court's consideration. The parties may waive a hearing by written agreement.

The court must enter an order selecting the proposal for inclusion in a required action plan that best responds to the issues raised in the school district's Academic Performance Audit, and allows for the award of federal or state funds for school improvement to the district from the office of the superintendent of public instruction to implement an approved school improvement model. In the case of an innovation and success plan, the court must enter an order selecting the proposal for inclusion in the plan that best responds to the issues raised in the school's comprehensive needs assessment. The court's decision must be issued no later than June 15th of the year in which the petition is filed and is final and binding on the parties; however the court's decision is subject to appeal only in the case where it does not allow the school district to implement a required action plan consistent with the requirements for the award of federal or state funds for school improvement by the superintendent of public instruction. Each party shall bear its own costs and attorneys' fees incurred under this statute. Any party that proceeds with the process in this section after knowledge that any provision of this section has not been complied with and who fails to state its objection in writing is deemed to have waived its right to object.

All contracts entered into between a school district and an employee must be consistent with this section and allow school districts designated as required action districts to implement an approved school improvement model in a required action plan.

VIII. Parent Notification of Required Action District Status and Process

Required Action Districts must notify all parents of students attending a school identified as a persistently lowest achieving school in the district of the State Board of Education's designation of the district as a required action district.

Specifically, at a minimum, parents must be notified in writing by October 30 of the first year of RAD status that the school has been designated as a RAD. Parents must be part of the school's leadership team, as specified in section (Section IV, Page 10). Parents and families must be meaningfully engaged in the RAD process, as the statute specifies that school districts must notify the parents of its process of complying with all the RAD requirements set forth in RCW 28A.657.040 through 28A.657.100.

- **RCW 28A.657.040** Academic performance audits of lowest-achieving schools in required action districts-external review teams-audit findings.
- **RCW 28A.657.050** Required action plans-development-publications of guidelines, research and models-submission-contents-effect on existing collective bargaining agreements
- **RCW 28A.657.060** Required action plans-approval or non-approval by the state board of education-Resubmission or reconsideration-implementation
- **RCW 28A.657.070** Required action plan review panel-membership-duties timelines and procedures for deliberations
- **RCW 28A.657.080** Redirecting Title I funds based on Academic Performance Audit findings
- **RCW 28A.657.090** Required action plans-implementation-technical assistance and funds-progress report
- **RCW 28A.657.100** Required action districts-progress reports-release from designation-assignment to level two of the required action process

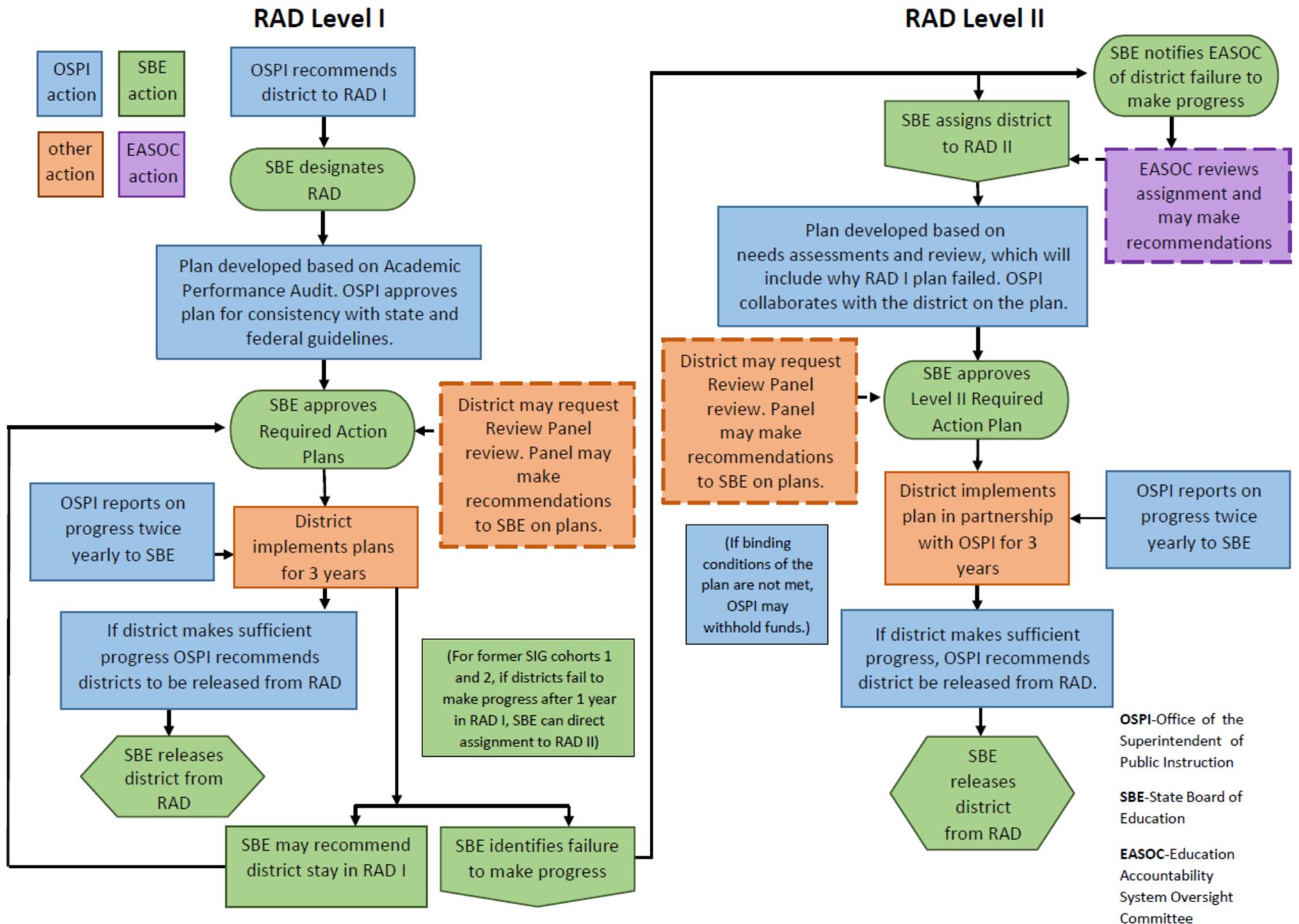
IX. Required Action Plan Checklist

The table below provides a checklist summarizing expectations for Required Action Districts.

Table 7. Checklist for Required Action Districts

Section	Item	Supporting Documentation
III. Submission of an Application for State Funding	<ul style="list-style-type: none"> Complete iGrants Package (available June 15, 2014) 	<ul style="list-style-type: none"> Required Action Plan and Student and School Success Plan (Initial Revisions) must be completed in Indistar[®] and reviewed by Office of Student and School Success.
IV. Addressing the Findings of the Academic Performance Audit	<ul style="list-style-type: none"> School Improvement Model must be identified and implemented. Leadership team must be identified. Findings and requirements in the External Audit must be clearly identified and addressed in the Student and School Success Action Plan and Indicators in Indistar[®]. 13 District-Level Expected Indicators must be addressed in Indistar[®]; districts must clearly address requirements in the External Audit. 	<ul style="list-style-type: none"> Model identified in the plan. Leadership team and roles identified. Findings and requirements in the External Audit addressed in Student and School Success Action Plan in Indistar[®] based on identified timelines (see Section V below). District Expected Indicators fully addressed by May 30, 2015 and supporting documentation uploaded into the Indistar[®].
V. Revisions to the Student and School Success Action Plan	<ul style="list-style-type: none"> Re-assess Indicators identified in External Audit that have already been assessed in Indistar[®]; assess remaining Indicators identified in External Audit in Indistar[®]. Craft S.M.A.R.T Goals, including timelines and tasks for all Indicators identified in External Audit. Continue to implement, monitor, and revise Expected Indicators in current Student and School Success Plan. Respond to monthly Coaching Comments. Respond to Coaching Critiques completed following submission dates. 	<ul style="list-style-type: none"> Required School-Level Indicators from External Audit assessed in Indistar[®] by May 23, 2014; plans with S.M.A.R.T. Goals, timelines, and tasks due by October 30, 2014 submission. Required District-Level Indicators from External Audit assessed in Indistar[®] by May 23, 2014; Indicators addressed by May 30, 2014 submission. Comments and Critiques submitted in Indistar on timeline identified.
VI. Summative Student Achievement Data Measures	<ul style="list-style-type: none"> Summative student achievement data and goals. Each year of RAD status, an analysis of gains and losses in student achievement must be used to set goals in the action plan. Formative Assessments measures determined by the district administered three times a year to determine progress. Other data such as attendance, discipline referral rates etc. included. Analysis of educational opportunity gap(s) including data measures and goals for closing these gaps. Graduation rates for identified HS. 	<ul style="list-style-type: none"> State Assessments data. Locally determined interim assessments three times yearly. Narrative or goals regarding the Educational Opportunity gap must be in the Plan for the listed subgroups on page 8 of the Guidance. Goals in the action plan addressing the graduation rate if it is an identified HS.
VII. Collective Bargaining Agreements	<ul style="list-style-type: none"> Re-open CBA, or negotiate an addendum if needed to make changes to terms and conditions of employment that are necessary to implement the RAD Plan. 	<ul style="list-style-type: none"> New addendum or MOU included as an attachment. Evidence that parties to the Collective Bargaining Agreement are involved in the creation of the Required Action Plan. (i.e., agenda's, minutes, or lead on tasks in action plan).
VIII. Parent Notification of Required Action District Status and Process	<ul style="list-style-type: none"> Notification to parents of students attending a RAD school. Parent representation must be a part of the school's leadership team. Parents and families must have meaningful engagement. 	<ul style="list-style-type: none"> Notification by October 30, 2014. Letter provided as evidence. Planning meeting attendance rosters. Other evidence of parent engagements appropriate to the district/school's needs.

Appendix A: Step by Step Required Action Process



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

1. Which school districts can become a required action district?

The Office of Superintendent of Public Instruction (OSPI) is required to annually recommend to the State Board of Education (SBE) school districts for designation as required action districts. A district with at least one school identified as persistently lowest achieving will be designated as required action district. The SBE may designate a district that received a school improvement grant in 2010 or 2011 as a required action district if after three years of voluntarily implementing a plan the district continues to have a school identified as persistently lowest achieving and meets the criteria for designation established by the superintendent of public instruction. See **RCW 28A.657.020** and **RCW 28A.657.030** for additional information.

2. How does a school district superintendent request reconsideration?

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

3. What are the requirements for required action districts?

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

- Student demographics
- Mobility patterns
- School feeder patterns
- The performance of different student groups on assessments
- Effective school leadership
- Strategic allocation of resources
- Clear and shared focus on student learning
- High standards and expectations for all students
- High level of collaboration and communication
- Aligned curriculum, instruction, and assessment to state standards
- Frequency of monitoring of learning and teaching
- Focused professional development
- Supportive learning environment
- High level of family and community involvement
- Alternative secondary schools best practices and
- Any unique circumstances or characteristics of the school or district.

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

- b) **School Improvement Model:** The district must select and implement a federal- or state-approved school improvement model. Federal models include Closure, Restart, Transformation, and Turnaround. The district may adopt Washington State’s Synergy Model that was developed by the Office of Student and School Success. The selected model must address the concerns raised in the academic performance audit and be designed to increase educator capacity and substantially improve student achievement.
- c) **Required Action Plan:** The local district superintendent and local school board of a school district designated as a required action district must submit a required action plan to the SBE for approval. The SBE will establish submission dates for required action plans. A required action plan must be developed in collaboration with administrators, teachers, and other staff; parents; unions representing any employees within the district; students; and other representatives of the local community. The school board must conduct a public hearing to allow for comment on a proposed required action plan. See **RCW 28A.657.040** and **RCW 28A.657.050** for additional information.
- d) **Online action-planning platform (Indistar[®]):** Districts and schools must use OSPI’s approved online action-planning platform (Indistar[®]) to create, implement, monitor, and revise their required action plans. Staff in OSPI’s Office of Student and School Success will provide support to district and school teams to use Indistar[®] as the platform for their action planning.
- e) **Parent notification:** A district designated as a required action district must notify all parents of students attending a school identified as a persistently lowest achieving school in the district of the SBE’s designation of the district as a required action district and the process for complying with the required action district requirements. See **RCW 28A.657.040** through **28A.657.100**.
- f) **Collective Bargaining Agreement:** The parties to any collective bargaining agreement negotiated, renewed, or extended under chapter 41.59 or 41.56 RCW after June 10, 2010 by a required action district must reopen the agreement, or negotiate an addendum, if needed, to make changes to terms and conditions of employment that are necessary to implement a required action plan. If the school district and the employee organizations are unable to agree on the terms of an addendum or modification to an existing collective bargaining agreement, the parties, including all labor organizations affected under the required action plan, must request the public employment relations commission to, and the commission shall, appoint an employee of the commission to act as a mediator to assist in the resolution of a dispute between the school district and the employee organizations. See **RCW 28A.657.040** for specific guidance for mediation of an addendum or modification of an existing collective bargaining agreement and other information.
- g) **Parent notification:** A district designated as a required action district must notify all parents of students attending a school identified as a persistently lowest achieving school in the district of the SBE’s designation of the district as a required action district and the process for complying

with the required action district requirements. See **RCW 28A.657.040** through **28A.657.100**.

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

4. What elements must be included in the Required Action Plan?

a) **The plan must include the following.**

- i. **Selection and implementation of an approved school improvement model.** The approved school improvement model selected must address the concerns raised in the academic performance audit and be intended to improve student performance to allow a school district to be removed from the list of districts designated as a required action district by the SBE within three years of implementation of the plan. The required action plan for districts with multiple persistently lowest achieving schools must include **separate plans** for each school as well as a plan for how the school district will support the schools collectively.
- ii. **Funding:** The district must submit an application to OSPI for federal or state funds for school improvement.
- iii. **Budget:** The plan must include a budget that provides for adequate resources to implement the selected model and any other requirements of the plan.
- iv. **Changes to existing policies, practices, etc.:** The plan must include descriptions of changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school.
- v. **Academic Performance Audit:** The district must also describe how it intends to address the findings of the academic performance audit.
- vi. **Data measures:** The plan must identify the measures that the school district will use in assessing the school's student achievement. Measures will include those related to closing the educational opportunity gap, improving mathematics and reading or English language arts student achievement, and improving graduation rates as defined by OSPI; these measures will also be used to determine the school's status as a persistently lowest achieving school.

- b) **Assistance with the required action plan:** OSPI will provide guidelines for the development of required action plans, as well as a list of research and evidence-based school improvement models to be implemented in the plan. If requested, OSPI will provide a school district with assistance in developing its plan. The local school board will first submit the plan to OSPI to review and approve that the plan is consistent with federal and state guidelines, as applicable. After OSPI approves the plan is consistent with federal and state guidelines, the local school district must submit its required action plan to the SBE for approval. See **RCW 28A.657.040** for additional information.
- c) **Review of the required action plan:** The required action plan developed by a district's school board and superintendent must be submitted to the SBE for approval. The SBE shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement. Any addendum or modification to an existing collective bargaining agreement, negotiated under RCW 28A.657.050 or by agreement of the district and the exclusive bargaining unit, related to student achievement or school improvement shall not go into effect until approval of a required action plan by the SBE. *Note.* The SBE must accept for inclusion in any required action plan the final decision by the superior court on any issue certified by the executive director of the public employment relations commission under the process in RCW 28A.657.050. See **RCW 28A.657.060** for additional information.
- d) **Timeline for implementing the action plan:** If federal or state funds for this purpose are available, a required action plan must be implemented in the immediate school year following the district's designation as a required action district. See **RCW 28A.657.060** for additional information.
- e) **Technical Assistance and Progress Monitoring:** OSPI must provide the required action district with technical assistance and federal or state funds for school improvement, if available, to implement an approved plan. The district must submit a report to OSPI that provides the progress the district is making in meeting the student achievement goals based on the state's assessments, identifying strategies and assets used to solve audit findings, and establishing evidence of meeting plan implementation benchmarks as set forth in the required action plan. OSPI will report to the SBE twice a year on the progress of a required action district in implementing the required action plan. See **RCW 28A.657.090** for additional information.

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

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

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

Additional information regarding the required action plan follows.

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

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

7. What is the required action plan review panel?

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

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

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

Appendix C: Crosswalk between Expected Indicators and Other High-Leverage Indistar Indicators and Nine Characteristics of High- Performing Schools

Student and School Success Principles Includes Expected Indicators (in bold) and other high-leverage Indicators from Indistar [®] ; schools take these actions to boost educator capacity for dramatically improving student achievement.	Nine Characteristics Page number provides link to <i>Nine Characteristics of High-Performing Schools</i> (Shannon & Bylsma, 2007)
Principle 1: Provide strong leadership.	Related Characteristic(s)
<p>Provide Strong Leadership: <i>Principal's Role</i></p> <ul style="list-style-type: none"> • P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes. • P1-IE07: The principal monitors curriculum and classroom instruction regularly. • P1-IE08: The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. • P1-IE09: The principal challenges and monitors unsound teaching practices and supports the correction of them. <p>Provide Strong Leadership: <i>Team Structure</i></p> <ul style="list-style-type: none"> • P1-ID08: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). • P1-ID09: Leadership Team serves as a conduit of communication to faculty and staff. • P1-ID10: The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. • P1-ID11: Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. 	<ul style="list-style-type: none"> • Effective Leadership: <ul style="list-style-type: none"> ○ Leaders monitor the effectiveness of school practices and their impact on student learning (p. 47). They nurture an instructional program and school culture conducive to learning and professional growth. (p. 43) ○ Distributive leadership acknowledges and promotes leadership among members of the organization. (p. 44) • Clear and Shared Focus: <ul style="list-style-type: none"> ○ Establishing a focus on learning is an important first step for improving schools. School and district leaders focus their own and others' attention to learning in a variety of ways (e.g., by their own daily routines or through strategic actions). (p. 27) ○ Essential tasks for leaders to focus attention on powerful, equitable learning involve consistently communicating the centrality of student learning; and articulating core values that support a focus on powerful, equitable learning. (p. 30) • Frequent Monitoring of Teaching and Learning: Requires paying attention both to student learning results and the effectiveness of school and classroom procedures. Effective monitoring occurs frequently and provides continuous feedback primarily for purposes of improvement. (p. 86)
Principle 2: Ensure teachers are effective and able to improve instruction.	Related Characteristic(s)
<ul style="list-style-type: none"> • P2-IF11: Professional development is aligned with identified needs based on staff evaluation and student performance. • P2-IF12: School provides all staff high-quality, ongoing, job-embedded, differentiated professional development. • P2-IF14: The school sets goals for Professional Development and monitors the extent to which staff has changed practice. • P2-IF07: Professional development of individual teachers includes an emphasis on indicators of effective teaching. • P2-IF08: Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. 	<ul style="list-style-type: none"> • Focused Professional Development: <ul style="list-style-type: none"> ○ Feedback from learning and teaching provides focus for extensive and ongoing professional development (PD). PD is also aligned with the school or district vision and objectives. (p. 96) ○ Effectiveness of PD must be evaluated in relation to impact on student learning and improvement of teaching practice, not just documented levels of participant satisfaction. (p. 97) ○ Effective PD is a shared, public process; emphasizes substantive, school-related issues; expects teachers to be active participants; emphasizes the why as well as the how of teaching; and anticipates that lasting change will be a slow process. (p. 96)

	<ul style="list-style-type: none"> • High Standards and Expectations for All Students: <ul style="list-style-type: none"> ○ School staff set high expectations for performance and behavior for students and work collaboratively to review and improve their own instructional practices. Teachers examine their practices to ensure fair and equitable treatment of all students. (p. 36) ○ Teachers who engage in collaborative curriculum planning and assessing of student work can examine their perceptions and assumptions about students and their learning. These activities may reveal differences in expectations and standards. (p. 37) • High Levels of Collaboration and Communication: Teachers' capacity to teach well is enhanced when PD opportunities are focused, coherent, and sustained (rather than diffused, fragmented and episodic). (p. 57)
<p>Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.</p>	<p style="text-align: center;">Related Characteristic(s)</p>
<ul style="list-style-type: none"> • P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. • P3-IVD06: The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. • P3-IVD02: The school provides opportunities for members of the school community to meet for purposes related to students' learning. • P3-IVD03: The school creates and sustains partnerships to support extended learning. • P3-IVD04: The school ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. 	<ul style="list-style-type: none"> • Effective Leadership: Creating collaborative professional learning communities is an approach that principals and school leaders can use to improve student learning. (p. 49) • High Levels of Collaboration and Communication: <ul style="list-style-type: none"> ○ Strong professional communities are built when principals and staff reinforce a climate of support and respect for teachers' work and pursue a continuous cycle of innovation, feedback, and redesign in curriculum, instruction, and assessment. (p. 57) ○ Faculties must have sustained opportunity and engagement to get beyond differences to the point where they understand and learn from one another. (p. 57) • Frequent Monitoring of Teaching and Learning: More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. (p. 86)
<p>Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.</p>	<p style="text-align: center;">Related Characteristic(s)</p>
<ul style="list-style-type: none"> • P4-IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. • P4-IIA03: The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs. • P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. • P4-IIB01: Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. • P4-IIIA01: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. 	<ul style="list-style-type: none"> • Curriculum, Instruction, and Assessment Aligned with State Standards: <ul style="list-style-type: none"> ○ Alignment of curriculum, instruction, and assessment adds coherence and effectiveness to teaching and learning processes. (p. 63) ○ An aligned system increases equity and excellence for students when (1) learning standards or targets are known, (2) sufficient opportunities are provided to learn them, (3) instruction is focused on the targets, (4) assessments match the content of the learning standards, and (5) assessment formats are familiar. (p. 63-64) ○ Teachers are most effective when their instruction is tightly "focused on the learning needs of each student." This requires knowing the strengths and weaknesses of each student, knowing the "appropriate instructional response" and when and how to use it, and "having classroom structures, routines, and tools to deliver differentiated instruction and focused teaching on a daily basis." (p. 72)

	<ul style="list-style-type: none"> • Frequent Monitoring of Teaching and Learning: A steady cycle of different assessments identify students who need help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs. (p. 86)
Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data	Related Characteristic(s)
<ul style="list-style-type: none"> • P5-IID08: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. • P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. • P5-IID04: Teams and teachers receive timely reports from the central database to assist in making decisions about each student’s placement and instruction. • P5-IID06: The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups). • P5-IID11: Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). 	<ul style="list-style-type: none"> • Clear and Shared Focus: School leadership and stakeholders use collaborative processes to analyze data and target one or two areas as school goals and then build consensus around them. High-performing schools succeed in establishing shared, data-driven goals, which resonate with the stakeholders. (p. 28) • Frequent Monitoring of Teaching and Learning: Classroom and school practices are modified based on data from the collections of evidence of student learning. Assessment results are also used to focus and improve instructional programs. (p. 86) • High Levels of Collaboration and Communication: Looking at student work is a strategy that both promotes and depends on effective collaboration and communication to improve student learning. (p. 58) • Curriculum, Instruction, and Assessment Aligned with State Standards: Teachers use data from a variety of assessments to guide individual students’ further learning and to adjust teaching. (p. 79) • Relationship among Nine Characteristics: School improvement is a continuous cycle of data gathering and analysis, study and consideration, action and reflection, then, repeating the steps. This cycle is essentially action research or an inquiry approach. (p. 16)
Principle 6: Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs.	Related Characteristic(s)
<ul style="list-style-type: none"> • P6-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them. • P6-IIIC16: The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). • P6-IIIC01: All school staff members demonstrate an understanding of community cultures, customs, and values and model a respect for them. • P6-IIIC04: All teachers model, teach and reinforce social and emotional competencies. 	<p>Supportive Learning Environment:</p> <ul style="list-style-type: none"> • The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized, and small learning environments increase student contact with teachers. (p. 107) • School climate and culture are characterized by reasonable expectations for behavior, consistent and fair application of rules and regulation, and caring responsive relationships among adults and students. (p. 107) • School-wide support and intervention programs can personalize students’ academic support, “catching” unsuccessful students before they fall too far behind. (p. 109) • Culturally responsive pedagogy is crucial to creating positive classroom environments and effective classroom management. Culturally responsive pedagogy requires “that teachers understand the views and learning preferences children may bring to school, including...how students communicate in their communities.” (p. 112)

Principle 7: Provide ongoing mechanisms for family and community engagement.	Related Characteristic(s)
<ul style="list-style-type: none"> • P7-IVA01: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations. • P7-IVA02: The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families) and students. • P7-IVA04: The school’s Compact includes responsibilities (expectations) that communicate what parents (Families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). • P7-IVA13: The LEA (district)/School has engaged parents and community in transformation process. • P7-IVA05: The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). • P7-IVA08: Professional development programs for teachers include assistance in working effectively with parents (families and communities). 	<ul style="list-style-type: none"> • Clear and Shared Focus: The inclusion of all stakeholder groups is critical to increase ownership of the vision and focus. (p. 35) • High Standards and Expectations for All Students: Teachers’ knowledge of how to incorporate cultures, experiences, and needs of their students into their teaching significantly influences what students learn and quality of learning opportunities. (p. 34) • High Level of Family and Community Involvement: There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. (p. 119) • High Level of Family and Community Involvement: <ul style="list-style-type: none"> ○ Family involvement is more than a school program. It is a way of thinking and doing that recognizes the central role that families play in their children’s education and the power of working together. (p. 119) ○ The responsibility for initiating partnerships lies primarily with the staffs of schools and districts. Research indicates that “the strongest and most consistent predictors of parent involvement at school and home are the specific school programs and teacher practices that encourage and guide parent involvement.” (p. 120) • High Levels of Collaboration and Communication: <ul style="list-style-type: none"> ○ Student learning is enhanced when schools, families, and communities share goals, demonstrate mutual respect and trust, and join in partnerships to promote the well-being of students. ○ Schools and districts engage families and communities in supporting student learning, making important decisions about students and schools, and sharing in the hard work of school improvement. (p. 59)

Appendix D: Current Level of Development-School

Directions: Leadership Team members and other stakeholders use the *Current Level of Development Review* to assess their school's progress with respect to each School-Level Expected Indicator (Column 1). These Expected Indicators align directly with the seven Student and School Success Principles, also known as "turnaround principles" in federal [ESEA Guidance](#).

Steps in the process include:

Step 1: Teams read the Indicator and review the research-based descriptors (Column 2 - Wise Ways).

Step 2: Teams then assess the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation (Column 3).

Step 3: Teams note reasons and evidence for this assessment in Column 4; each team should consider both practices listed in Column 2 and other practices implemented by the school that align with the Indicator.

Step 4: The facilitator leads the team in a consensus-building activity to

Identify a common assessment of the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation) and

Develop their narrative with evidence describing the agreed-upon Current Level of Development.

Step 5: The Leadership Team uses this information to assess each Expected Indicator on Indistar[®] and to support creating the Student and School Success Action Plan.

Note. Column 2 includes *suggested* research-based best practices for each Expected Indicator; these are taken from the "Wise Ways" research documents found on the [Indistar](#) tool. Lists in Column 2 are not intended to serve as a "menu" that includes all possible research-based best practices for each Expected Indicator. Rather, school teams are encouraged to consider both the practices listed in Column 2 as well as evidence of other research-based practices when describing their current level of development (Column 4). Moreover, schools are NOT expected to implement *each* research-based practice listed in Column 2 for every Expected Indicator. Rather, school teams should consider the full range of research-based practices that support the Indicator when assessing their school's current level of development and creating their school's Student and School Success Action Plan.

Column 1 School-Level Expected Indicators	Column 2 Suggested Research-Based Best Practices for Expected Indicators (Includes research from Indistar "Wise Ways" and other research)	Column 3 Current Level of Development	Column 4 Comments
Principle 1: Provide strong leadership.			
<p>P1-IE06: The principal keeps a focus on instructional improvement and student learning outcomes.</p>	<p>The Principal (and other administrators):</p> <ul style="list-style-type: none"> • Keep their focus on central objective of school: improved student learning. • Set climate of high expectations for achievement for all students. • Show importance of strengthening instruction aligned to standards, curriculum, and assessment. • Use data to guide decisions. • Lead the effort and are constantly vigilant toward targeted measurable goals. • Serve as instructional leaders who are highly visible across the school and in classrooms, monitor teaching closely, and model good teaching practice. 	<p><input type="radio"/> No Development</p> <p><input type="radio"/> Limited development</p> <p><input type="radio"/> Full Implementation</p>	
Principle 2: Ensure that teachers are effective and able to improve instruction.			
<p>P2-IF11: Professional development is aligned with identified needs based on staff evaluation and student performance.</p>	<p>Professional Development:</p> <ul style="list-style-type: none"> • Aligns with the staff evaluation system. • Is guided by formative teacher evaluation data and formative and summative student assessment data. • Provides opportunity for teachers to be involved and deliver PD. • Is monitored to see extent of changes in instructional practice and to see if goals for professional learning are met. • Ensures regular, detailed feedback from instructional leaders to teachers to help them continually grow and improve their professional practice. • Is based on strategies supported by rigorous research. • Aligns with state and district standards, assessments, and goals. • Incorporates principles of adult learning into professional development activities. • Facilitates active learning and provides sustained implementation support. 	<p><input type="radio"/> No Development</p> <p><input type="radio"/> Limited development</p> <p><input type="radio"/> Full Implementation</p>	
<p>P2-IF12: School provides all staff high-quality, ongoing, job-embedded, differentiated professional development.</p>	<p>Professional learning increasing educator effectiveness and results for all students:</p> <ul style="list-style-type: none"> • Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. • Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. • Requires prioritizing, monitoring, and coordinating resources for educator learning. • Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. • Integrates theories, research, models of human learning to achieve its intended outcomes. • Applies research on change and sustains support for implementation of professional learning for long term change. • Aligns outcomes with educator performance and student curriculum standards. 	<p><input type="radio"/> No Development</p> <p><input type="radio"/> Limited development</p> <p><input type="radio"/> Full Implementation</p>	

<p>P2-IF14: The school sets goals for Professional Development and monitors the extent to which staff has changed practice</p>	<p>Professional development:</p> <ul style="list-style-type: none"> • Is standards-based, results-driven, and job embedded. • Includes peer observation, mentoring, whole faculty or team/department study groups, shared analysis of student work, teacher self-assessment and goal-setting. • Is collaborative and differentiated. • Aligns with the staff evaluation system. • Is guided by formative teacher evaluation data and formative and summative student assessment data. • Provides opportunity for teachers to be involved and deliver PD. • Is monitored to see extent of changes in instructional practice. • Focuses on developing deeper understanding of community served by the school; subject-specific pedagogical knowledge, and leadership capacity. • Creates a professional development learning community that fosters a school culture of continuous learning. • Promotes a culture in which professional collaboration is valued and emphasized. • Ensures that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them continually grow and improve their professional practice. 	<p> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation </p>	
<p>Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.</p>			
<p>P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.</p>	<p>The Leadership Team and teachers:</p> <ul style="list-style-type: none"> • Implemented strategies to extend learning time: <ul style="list-style-type: none"> ○ Transformed time structure during school day (block scheduling, reduced time spent in elective classes, guided study halls with additional teacher support, student advisories); ○ Extended school day (additional time spent in core classes, transition programs, credit recovery classes, community partnerships with internships); and/or ○ Extended or altered the school year (year-round school with increased learning time, summer programs, transition programs, and interim 3-week terms for credit recovery, extended learning). • Ensure that the students who need the most support are given more instructional opportunities. • Have buy-in for extended school days from parents, teachers, students, and the community and receives funds to support extended learning time. • Implement professional development to ensure that teachers use extra time effectively. • Create local partnerships with businesses, organizations, etc., to support the extended time initiative. • Monitor progress of the extended learning time initiative. 	<p> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation </p>	

Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.			
<p>P3-IVD05: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.</p>	<p>The Leadership Team and teachers:</p> <ul style="list-style-type: none"> • Implemented strategies to extend learning time: <ul style="list-style-type: none"> ○ Transformed time structure during school day (block scheduling, reduced time spent in elective classes, guided study halls with additional teacher support, student advisories); ○ Extended school day (additional time spent in core classes, transition programs, credit recovery classes, community partnerships with internships); and/or ○ Extended or altered the school year (year-round school with increased learning time, summer programs, transition programs, and interim 3-week terms for credit recovery, extended learning). • Ensure that the students who need the most support are given more instructional opportunities. • Have buy-in for extended school days from parents, teachers, students, and the community and receives funds to support extended learning time. • Implement professional development to ensure that teachers use extra time effectively. • Create local partnerships with businesses, organizations, etc., to support the extended time initiative. • Monitor progress of the extended learning time initiative. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	
Principle 4: Strengthen the school’s instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.			
<p>P4-IIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<p>Instructional Teams:</p> <ul style="list-style-type: none"> • Organize the curriculum into unit plans that guide instruction for all students and for each student; unit plans assure that students master standards-based objectives and also provide opportunities for enhanced learning. • Determine the concepts, principles, and skills that will be covered within the unit. • Identify the standards/benchmarks that apply to the grade level and unit topic. • Develop all objectives that clearly align to the selected standards/benchmarks. • Arrange the objectives in sequential order. • Determine the best objective descriptors. • Consider the most appropriate elements for mastery and constructs criteria for mastery. • Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established. • Include special educators to increase capacity for developing effective structures and conditions to support system-wide continuous improvement of teaching and learning for all students with disabilities. • Include ELL educators to support development of curricula to address the linguistic needs of ELLs; members of instructional teams must be encouraged to collaborate across program and content areas to design and implement instruction that is aligned to both content and English language proficiency standards. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	

<p>P4-IIIA07: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</p>	<ul style="list-style-type: none"> • Learning activities (assignments given to each student) are targeted to that student’s level of mastery, and align with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit post-test. • Instructional Team’s unit plans: <ul style="list-style-type: none"> ○ Include a description of each leveled and differentiated learning activity, the standards-based objectives associated with it, and criteria for mastery; ○ Differentiate learning activities among various modes of instruction – whole-class instruction, independent work, small-group and center-based activities, and homework; and ○ Include activity instructions that provide the detail that enables any teacher to use the learning activity, and serve as a means of explaining the activity to students. • When not teaching whole class, all teachers individualize instruction by drawing from the learning plan grids for the unit to create Student Learning Plans to guide each student’s activities. • All teachers make appropriate modifications in planning and implementing instruction based on variety of data for English language learners to allow for variations in time allocation, task assignments, and modes of teacher communication and student response. • All teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners, including students with disabilities. 	<p><input type="radio"/> No Development</p> <p><input type="radio"/> Limited development</p> <p><input checked="" type="radio"/> 1. Full Implementation</p>	
<p>P4-IIA03: The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.</p>	<p>The School Leadership Team:</p> <ul style="list-style-type: none"> • Looks at school-level data, disaggregated by student groups and by grade and subject areas, to make decisions about improvements to the core instructional program. Student performance data are typically disaggregated by sub-groups. • Periodically reviews data on student performance, curriculum, and actual instructional practice to make decisions about the core instructional program. • Looks at data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers’ instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students. • Collects and reviews data, and plans and implements strategies to change professional behavior or instructional practices in order to change outcomes for students. • Monitors programs to ensure that all students have adequate opportunity to learn rigorous content in all academic subjects. 	<p><input type="radio"/> No Development</p> <p><input type="radio"/> Limited development</p> <p><input type="radio"/> Full Implementation</p>	
<p>Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data</p>			
<p>P5-IID08: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.</p>	<p>Instructional Teams:</p> <ul style="list-style-type: none"> • Use data to examine connections between the aligned curriculum, the taught curriculum, the most efficacious instructional strategies, and mastery evidenced by individual student. • Meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible. • Need time for two purposes: (a) meetings for maintaining communication and organization the work, operating with agendas, minutes and focus (45 min twice per month); and (b) curricular and instructional planning (block of 4-6 hours monthly). 	<p><input type="radio"/> No Development</p> <p><input type="radio"/> Limited development</p> <p><input type="radio"/> Full Implementation</p>	

	<ul style="list-style-type: none"> • Use student learning data to improve instruction by informing teachers of the need to change or improve teaching strategies to meet the needs of students with disabilities. • Use multiple assessments to measure English language learners’ progress in achieving academic standards, and in attaining English proficiency. 		
<p>P5-IID12: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.</p>	<p>To support teachers, leadership, and instructional teams, Districts:</p> <ul style="list-style-type: none"> • Develop a data system or adopt an available data system that enables analysis of student outcomes at multiple levels. • Develop a district-wide plan for collecting, interpreting, and using data. • Dedicate time and develop structures for district schools and teachers to use data to alter instruction. • Train teachers and principals in how to interpret and use data to change instruction. • Use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district. • Conduct deep analysis to determine areas in need of improvement. <p>The School Leadership and Instructional Teams:</p> <ul style="list-style-type: none"> • Identify which students are at risk for difficulties with certain subjects, such as math or reading, and provide more intense instruction to students identified as at risk. • Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services toward critical academic outcomes • Use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding. • Collect instructional data to alter strategies; this includes teacher evaluation, classroom observations and feedback, examining lesson plans, self-assessments, portfolio assessments, and review of student work samples. • Provide Performance-based student assessments to validate and monitor the growth of all students and the success of curriculum and instructional programs. • Ensure teacher study groups examine instructional practice data using a protocol (e.g., Debrief, Discuss the Focus Research Concept, Compare Research with Practice, Plan Collaboratively, and Make an Assignment). • Provide coaching support for collaborative use of instructional practice data. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	
<p>Principle 6: Establish a school environment that improves school safety and discipline and address other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs.</p>			
<p>P6-IIIC13: All teachers reinforce classroom rules and procedures by positively teaching them.</p>	<p>All teachers:</p> <ul style="list-style-type: none"> • Accept responsibility for teaching their students, believe that students are capable of learning, re-teach if necessary, and alter materials as needed. • Allocate most of their available time to instruction, not non-academic activities, and learning activities are carefully aligned to standards. <ul style="list-style-type: none"> • Organize their learning environments and use group management approaches effectively to maximize time students spend engaged in lessons. 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation 	

	<ul style="list-style-type: none"> • Move through the curriculum rapidly but in small steps that minimize student frustration and allow continuous progress. • Actively instruct, demonstrating skills, explaining concepts, conducting participatory activities, reviewing when necessary; teach their students rather than expecting them to learn mostly from curriculum materials; and emphasize concepts and understanding. • Provide opportunities for students to practice and apply learning, monitor each student’s progress, and provide feedback and remedial instruction as needed, making sure students achieve mastery. • Maintain pleasant, friendly classrooms; seen as enthusiastic, supportive instructors. • Consistently reinforce classroom rules and procedures. 		
<p>P6-IIIC16: The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being)</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • Focuses on a school vision for a learning environment that is emotionally safe and conducive to learning. • Promotes a positive school climate that is positive, caring, supportive, respectful of all learners, and includes norms, values, and high expectations for all students that support people feeling emotionally and physically safe. • Establishes rules and procedures with appropriate consequences for violations, as well as programs that teach self-discipline and responsibility to all students. • Ensures a physical environment that is welcoming and conducive to learning; a social environment that promotes communication and interaction; an affective environment that promotes a sense of belonging and self-esteem; and an academic environment that promotes learning and self-fulfillment. • 	<input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation	
Principle 7: Provide ongoing mechanisms for family and community engagement.			
<p>P7-IVA02: The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annual distributed and frequently communicated to teachers, school personnel, parents (families) and students.</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • Promotes connections among teachers, staff, and students that form the web of a <i>community</i> of the school. • Promotes relationships among the people intimately attached to a school—students, their teachers, families of students, school’s staff, and active volunteers. • Communicates the school community’s purpose, what they value in the education of their children, and everyone’s role in getting the job done. • Provides opportunities for members of the school community to communicate about these values, the expectations they have of one another, the roles they play, and the progress they are making, educating themselves and one another to perform their roles more competently; and associating with one another to strengthen relationships and amplify effects of individual contributions to children’s learning and personal development. • Ensures documents are available in the language of their students’ families. • Provides opportunity for parents and teachers to develop new skills to bridge language, cultural, economic, and social barriers and to build trust between home and school. 	<input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation	
<p>P7-IVA04: The school’s Compact includes responsibilities (expectations)</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> • Helps parents fully engage in the learning lives of their children by building connection between the school and the home built upon a common purpose, communication, education, and 	<input type="radio"/> No Development <input type="radio"/> Limited development	

<p>that communicate what parents (Families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).</p>	<p>association.</p> <ul style="list-style-type: none"> Communicates the school community's purpose, what they value in the education of their children, and everyone's role in getting the job done. Provides opportunities for members of the school community to communicate about these values, the expectations they have of one another, the roles they play, and the progress they are making, educating themselves and one another to perform their roles more competently; and associating with one another to strengthen their relationships and amplify the effects of their individual contributions to children's learning and personal development. 	<p><input type="radio"/> Full Implementation</p>	
<p>P7-IVA01: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations.</p>	<p>The Leadership Team:</p> <ul style="list-style-type: none"> Shares leadership with parents in order to boost school improvement. Engages a School Community Council that unites efforts of parents, teachers, and students to look at the connections between the school and the families it serves and to make recommendations for strengthening the School Improvement Plan's emphasis on family school connections. Enlists the support and assistance of the parent organization and faculty to carry out activities of the School Community Council. Nurtures parent leadership for a variety of purposes: deciding, organizing, engaging, educating, and advocating and connecting. Uses a variety of mechanisms to engage parents in demographic decision-making: school councils and committees, parent or parent-teacher associations, school action teams for planning and research, including an action team for partnerships, and parent-school compacts or contracts. 	<p><input type="radio"/> No Development</p> <p><input type="radio"/> Limited development</p> <p><input type="radio"/> Full Implementation</p>	
<p>P7-IVA13: The LEA/School has engaged parents and community in the transformation process.</p>	<p>To support leadership, teachers, parents, and communities, the District:</p> <ul style="list-style-type: none"> Ensures each community-oriented school has a strong academic program at its core, with all other services complementing the central academic mission. Asks each partnering organization to designate an employee at each school site to operate as a contract point between the school, organization, students, families, and community members, with the goal of creating sustainable and effective partnerships. Develops joint financing of facilities and programs by school districts, the local government, and community agencies. <p>The School Leadership Team:</p> <ul style="list-style-type: none"> Ensures that all staff members are willing to collaborate with outside organizations and are provided with training to do so effectively. Involves parents, community members, school staff, and other stakeholders in planning for services to be offered at the school site. Integrates in- and out-of-school time learning with aligned standards. Incorporates the community into the curriculum as a resource for learning, including service learning, place-based education, and other strategies. Conducts quality evaluations regularly, including data collected from all stakeholders, to determine strengths and weaknesses of services and programs offered to create a continuous cycle of improvement. 	<p><input type="radio"/> No Development</p> <p><input type="radio"/> Limited development</p> <p><input type="radio"/> Full Implementation</p>	

Appendix E: Current Level of Development-District

Directions: District Leadership Team members and other stakeholders use the *Current Level of Development Review* to assess their district’s progress with respect to each District-Level Expected Indicator (Column 1). These Expected Indicators align directly with the Student and School Success Principles, also known as “turnaround principles” in federal [ESEA Guidance](#).

Steps in the process include:

Step 1: Teams read the Indicator and review the research-based descriptors (Column 2 – includes *Wise Ways* and other research).

Step 2: Teams identify evidence that can be used to show the district’s progress with the indicator. Column 3 provides examples of evidence for teams to consider; team members list additional evidence in Column 3. **Note. District teams are not required to submit each “sample” evidence listed in Column 3. Rather, teams will identify relevant evidence supporting their implementation of the Expected Indicator and upload that evidence in Indistar[®].**

Step 3: Next, each team member assesses the Current Level of Development in Column 4 (i.e., *No Development or Implementation, Limited Development or Implementation, or Full Implementation*). **The assessment should reflect current thinking about where the district stands with respect to attributes of central office transformation, as best team members understand them now.**

Step 4: The facilitator leads the team in a consensus-building activity to:

Identify a common assessment of the Current Level of Development (i.e., *No Development or Implementation, Limited Development or Implementation, or Full Implementation*) and

Develop its narrative with evidence describing the agreed-upon Current Level of Development. Teams consider practices listed in Column 2, other practices implemented by the district that align with the Indicator, and evidence listed in Column 3 when developing their narrative.

Step 5: The Leadership Team uses this information to assess each Expected Indicator on Indistar and to support creating the Student and School Success Action Plan.

Note: Column 2 includes *suggested* research-based best practices for each Expected Indicator; these are informed by the “Wise Ways” research documents found on the [Indistar[®]](#) tool and other research. Lists in Column 2 are **not intended to serve as a “menu”** that includes all possible research-based best practices for each Expected Indicator. Rather, district teams are encouraged to consider both the practices listed in Column 2 as well as evidence of other research-based practices when describing their current level of development (Column 4). Moreover, districts are **not expected to implement each research-based practice** listed in Column 2 for every Expected Indicator. Rather, teams consider the full range of research-based practices, as well as school- and district-level data, when assessing their district’s current level of development and creating their District-Level Plan on Indistar[®].

Principle 1: Provide strong leadership.			
<p>P1-A: The district reviews capacity of principals in schools required to Implement turnaround plans and determines whether an existing principal has the necessary competencies to lead the turnaround effort.</p>	<ul style="list-style-type: none"> • District considerations for retaining/selecting principal to lead effort: <ul style="list-style-type: none"> ○ Turnaround leadership requires different competencies than managing a good school. ○ Principals fairly new to the school who demonstrate strong change leadership may be ideal for continuing to lead the school. ○ Changing principals signals need for dramatic improvement. • District considers competencies for turnaround principals when reviewing capacity of principal/selecting new principals: <ul style="list-style-type: none"> ○ Driving for results (achievement, initiative and persistence, monitoring and directiveness, planning ahead) ○ Influencing for results (impact and influence, team leadership, developing others) ○ Problem solving (analytical thinking, conceptual thinking) ○ Showing confidence to lead • District examines additional attributes <ul style="list-style-type: none"> ○ Analyzes data to identify high-priority problems that can be fixed quickly (quick wins) ○ Creates plans that clarify expectations and responsibilities ○ Concentrates on smaller number of changes that can be achieved quickly to provide impetus for the bigger changes to take place ○ Willing to deviate from “usual way we do business” ○ Leads staff to focus on student academic and social needs ○ Makes sure all stakeholders are aware of positive changes; helps those who doubt process to see progress 	<p>Required Evidence for All Districts with Priority, Focus, and/or Emerging Schools: Principle 1: Letter of Assurance showing that district reviewed the capacity of the current principal and determined if he/she has the competencies to lead turnaround effort</p> <p>Sample evidence:</p> <ul style="list-style-type: none"> • Relevant board/district policies, procedures, and/or practices describing principal evaluation process • Evidence of competencies used to review capacity of principals expected to lead turnaround effort in challenged and low-achieving schools • Documentation showing how principal evaluation system, including district’s chosen Leadership Framework, was used in decision-making <p>Questions to consider:</p> <ul style="list-style-type: none"> • What process does district use to evaluate and assign principles to its neediest schools? • How does district hold schools accountable for student learning and provide feedback to principals? • How does district communicate high expectations for adult performance, particularly around eliminating inequitable learning outcomes and the educator practices impacting those outcomes? 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation
<p>P1-B: The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement.</p>	<ul style="list-style-type: none"> • District recognizes that successful restructuring generally requires a new principal, most likely from outside the school; promoting someone from within the school is not necessarily the correct move, since he/she is already familiar with the school. • District empowers turnaround leaders to (a) concentrate on a few very important changes with big, fast payoffs, and (b) act to implement practices proven to work with previously low-achieving students. If these practices do not align with district policies, district and school leaders collaborate to identify next steps. • District supports principal actions contributing to success, including: <ul style="list-style-type: none"> ○ Communicates a positive vision of future school results ○ Collects and analyzes school and student performance data ○ Collaboratively creates an action plan based on data 	<p>Sample evidence:</p> <ul style="list-style-type: none"> • Relevant board/district policies, procedures, and/or practices for assigning principals to challenged and low-achieving schools • Documentation showing how district balances school-level autonomy/flexibility with accountability for increases in educator capacity and student learning • Collective Bargaining Agreement (CBA) • Memorandum of Understanding (MOU) <p>Questions to consider:</p> <ul style="list-style-type: none"> • What processes does district use to ensure leaders demonstrating turnaround competencies are assigned to its neediest schools? 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation

	<ul style="list-style-type: none"> ○ Helps staff understand challenges students face from the student’s perspective ○ Gets key influencers in district/school to support major changes ○ Relentlessly pursues goals; measures and reports progress frequently and publicly ○ Funnel time and money into practices and strategies that get results; halts unsuccessful practices and strategies ○ Models, insists, endorses, and supports instructional or procedural change in the best interest of students ● District collaborates with principal to establish process for balancing autonomy/flexibility and accountability for significant improvements in educator practice and student learning. District provides principal with reasonable flexibility to implement necessary changes, as well as ongoing support (e.g., with student data, funding, communications), and assistance. District holds school accountable for quick improvement and engaging stakeholders in the process. ● District recognizes that reassignment of the whole staff is not usually needed; it is essential to have staff that support change. The district works closely with the educator association regarding assignment and transfer of highly effective teachers to challenged schools. 	<ul style="list-style-type: none"> ● How does district communicate high expectations for building educator capacity to close gaps and eliminate inequities in student outcomes? ● What processes does district use to ensure principal and school-level autonomy/flexibility within a districtwide framework of accountability for increased student achievement? ● How does district assign and support central office leaders to facilitate growth of principals as instructional leaders? ● How are these central office leaders held accountable for helping principals grow as instructional leaders? 	
<p>P1-C: District examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas.</p>	<ul style="list-style-type: none"> ● District gives turnaround principals flexibility and reasonable latitude to change course (e.g., staff changes and changes in school schedule). ● District recognizes that greater autonomy brings close district oversight of the progress of turnaround effort. ● District and school leadership collaborate and agree on decision-making powers granted principal and school’s Leadership Team. Autonomy/flexibility is balanced by accountability for significant changes in educator practice and student learning. ● Focus of school efforts toward district goals is nonnegotiable; district determines and clearly communicates to school personnel: <ul style="list-style-type: none"> ○ Process to review district policies, procedures, and practices related to school-level decision making and principal authority ○ Reasonable latitude provided to turnaround principals as compared to other school principals in the district ○ Information considered by district in granting greater authority to turnaround principals ● District recognizes that if change made due to increased freedom or flexibility is not showing gains or improvement, then that change must be revised or eliminated. District judges success by measuring outcomes and tracking results. ● District collaborates with principal and school to determine timeline for creating, implementing, and monitoring school improvement 	<p>Sample evidence:</p> <ul style="list-style-type: none"> ● Relevant board/district policies, procedures, and/or practices ● Evidence showing student and school success office and/or assignment of school improvement/turnaround specialist to support challenged and low-achieving schools ● Documentation showing how district balances school-level autonomy/flexibility and accountability (including types of data used to determine increases in educator capacity and student learning) ● Evidence of alignment between district and school goals <p>Questions to consider:</p> <ul style="list-style-type: none"> ● How does district establish parameters for school-level autonomy/flexibility within a districtwide context of accountability for improved educator practice and student learning? ● How does district maintain pressure for improved student learning while providing school-level autonomy/flexibility? ● How does district enable schools to set goals within the context of district vision, strategic plan, and goals? 	<ul style="list-style-type: none"> ○ No Development ○ Limited development ○ Full Implementation

	<p>plan, allowing sufficient time for leader to make substantial changes. District holds school to timeline, making adjustments as needed to ensure improved educator practice and increased student learning result from implementation of the school’s plan.</p> <ul style="list-style-type: none"> • District leaders understand urgency for rapid improvement for challenged schools. 	<ul style="list-style-type: none"> • How does district differentiate expectations, supports, and services for individual schools – within context of district vision, priorities, and strategic plan? • How are different roles for central office and schools developed, communicated, and monitored? 	
Principle 2: Ensure that teachers are effective and able to improve instruction.			
<p>P2-A: District policy and practices ensure highly qualified teachers are recruited, placed, and retained to support the transformation and turnaround efforts.</p>	<ul style="list-style-type: none"> • Consistent with district/educator association agreements (e.g., CBA, MOU), district protects schools in greatest need of quality teachers from allowing ineffective teachers based on the district’s chosen Instructional Framework and district policies, procedures, and practices from being assigned to or transferring into these schools. • District aggressively recruits talented teachers for turnaround schools, places high standards for the qualifications of teachers in these schools, and provides incentives for teachers who accept positions and succeed in transformation and turnaround schools. • District partners with local universities and colleges of education. • Consistent with district/educator association agreements (e.g., CBA, MOU), district implements some or all of the following to retain staff: <ul style="list-style-type: none"> ○ Provides professional development for teachers specifically based on data (e.g., classroom observations and walkthroughs, staff surveys) around school and individual needs. ○ Trains leaders to provide staff with support in instruction and discipline matters. ○ Provides opportunities for growth (e.g., career ladders). ○ Provides monetary or professional learning incentives (e.g., participation in educator conferences). ○ Includes induction or mentoring for new teachers in PD plan. 	<p>Sample Evidence:</p> <ul style="list-style-type: none"> • Relevant board/district policies, procedures, and/or practices • Documentation showing teacher certification levels for both district and challenged and low-achieving schools • CBA and/or MOU <p>Questions to consider:</p> <ul style="list-style-type: none"> • What processes does the district use to ensure highly qualified teachers are assigned to its neediest schools? • What competencies does the district consider when recruiting and placing teachers in its neediest schools? • How does district hold adults accountable for improving educator practice, closing opportunity and achievement gaps, and increasing student learning? • How does district demonstrate that its goals and initiatives, including central office changes, will lead to improvements in student learning? 	<ul style="list-style-type: none"> ○ No Development ○ Limited development ○ Full Implementation
<p>P2-B: The district has policies and practices in place that prevent ineffective teachers from transferring to schools required to implement turnaround plan.</p>	<ul style="list-style-type: none"> • Consistent with district/educator association agreements (e.g., CBA, MOU), district ensures that the turnaround school is able to select and retain the teachers ready to perform. • District has policies, procedures, and/or practices in place that remove barriers to dismissing ineffective teachers. These include:: <ul style="list-style-type: none"> ○ Having high-quality evaluation systems in place ○ Creating a rigorous tenure procedure not based only on length of time served ○ Working with schools and teacher unions to create a process, and if needed a Memorandum of Understanding (MOU) or similar agreement, for removing chronically low-performing or ineffective teachers 	<p>Sample evidence</p> <ul style="list-style-type: none"> • Relevant board/district policies, procedures, and/or practices for teacher evaluation • CBA or MOU <p>Questions to consider:</p> <ul style="list-style-type: none"> • How does district ensure ineffective teachers are not assigned to its neediest schools? • What instructional competencies does district consider when assigning teachers and leaders? • How does district communicate its commitment to identify and address educator practices impacting inequities in student outcomes? 	<ul style="list-style-type: none"> ○ No Development ○ Limited development ○ Full Implementation

<p>P2-C: Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its Student and School Success Action Plan and evolving needs.</p>	<ul style="list-style-type: none"> • District develops strong professional development (PD) programs anchored in district’s chosen Leadership and Instructional Frameworks and research-based best practices. PD attributes follow. <ul style="list-style-type: none"> ○ PD content and focus emphasize depth over breadth. ○ PD choices are informed by student outcomes, classroom observations, school action plans, and district goals. ○ PD aligns to research-based best practices for sound instruction. • District provides training for principals in providing good feedback to teachers to improve instructional skills; training is consistent with district’s chosen Leadership and Instructional Frameworks. • District implements the following to support job-embedded PD: <ul style="list-style-type: none"> ○ Makes continued learning a part of the teacher contract, memorandum of understanding, district’s performance system and employment policies, school handbooks and policies, etc. ○ Offers incentives and supports for schools to provide and evaluate job-embedded PD opportunities for their teachers. ○ Helps principals to plan and support implementations and to monitor implementation through school walk-throughs. ○ Helps principals align teacher evaluation with job-embedded PD. ○ Helps principals provide teacher collaborative learning time. ○ Implements policies, procedures, and/or practices that allow teachers to advance as instructional leaders, master teachers, and job-embedded PD facilitators. 	<p>Sample evidence</p> <ul style="list-style-type: none"> • Relevant board/district policies, procedures, and/or practices for identifying instructional and leadership needs and delivering PD/TA consistent with chosen Leadership and Instructional Frameworks • Documentation showing allocation of resources to support PD/TA aligned with school improvement plans • Calendar with job- embedded professional development opportunities • Assignment of instructional coaches <p>Questions to consider:</p> <ul style="list-style-type: none"> • How does district build district- and school-level capacity to improve instruction and student learning? • How does district support school to deliver job-embedded PD aligned with its unique needs – within the context of district priorities and PD system? • How does district ensure PD reflects research-based practices? • How does district ensure coherence across PD and teaching and learning practices within school? Across district? 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation
<p>Principle 3: Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.</p>			
<p>P3-A: The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles.</p>	<ul style="list-style-type: none"> • District implements strategic plan that includes allocating resources to challenged schools and supporting expanded learning opportunities for students and staff. • District and school leaders make strategic resource allocation decisions in order to implement and sustain initiatives for expanded learning time (e.g., giving schools a fixed amount of funds for expanded learning time programs, allowing schools to design programs to fit their budgets). • District supports/facilitates school-level decision-making about who provides expanded time and how it is structured (i.e., increased classroom time in core academic subjects, increased time for enrichment activities, and/or increased time for targeted academic support). • District and school implement processes to assess effectiveness of extended learning programs for students and staff and to make 	<p>Sample evidence:</p> <ul style="list-style-type: none"> • Relevant board/district policies, procedures, and/or practices • District and school budgets and other evidence showing resources allocated to schools to support improvement plans (e.g., expanding student and staff learning time) • School’s master schedule • CBA and/or MOU <p>Questions to consider:</p> <ul style="list-style-type: none"> • How does district allocate resources that support schools to redesign schedule to include additional time for student learning? For teacher collaboration? • How does district assess effectiveness of extended learning programs and strategies and make adjustments 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation

	adjustments as needed to improve their impact on educator practice and student learning.	to improve educator capacity and student learning? <ul style="list-style-type: none"> How does district provide opportunities for peer support, collaboration, and professional learning communities? 	
Principle 4: Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards.			
P4-A: The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models.	<p>District utilizes variety of sources when researching efficacy of school improvement models. District selects source that aligns with the unique needs of each school. Sample resources follow.</p> <ul style="list-style-type: none"> <u>What Works Clearinghouse</u> provides reports of rigorously screened research on programs in elementary and middle school mathematics, character education, dropout prevention, early childhood education, English language learning, and beginning reading. <u>Northwest Regional Educational Laboratory</u> maintains a catalog of school reform models. <u>Northwest Center for Educational Accountability</u>, a collaborative effort of University of Texas at Austin, Education Commission of the States, and Just for the Kids, includes a self-audit, the Best Practice Framework, for comparing instructional and organizational practices with those of consistently higher performing districts and schools. 	<ul style="list-style-type: none"> Annotated literature review of research-based programs, e.g., multi-tiered student support system (RTI, PBIS) Evidence showing alignment of curriculum with Common Core State Standards (CCSS) and other state standards <p>Questions to consider:</p> <ul style="list-style-type: none"> How does district ensure school's instructional programs, practices, and models are research-based and rigorous? How does district establish fidelity of school-level implementation of programs, practices and models? How does district ensure its learning standards align with CCSS and other state standards, and assessments? What are district processes for coordinating curriculum district-wide and for ensuring school-level curriculum aligns with CCSS and other state standards? 	<input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation
P4-B: The district works with the school to provide early and intensive intervention for students not making progress.	<ul style="list-style-type: none"> District ensures tight alignment between intervention and other aspects of instructional process. District develops or adapts data system to ensure early and intensive intervention for students. Critical elements of this system follow: <ul style="list-style-type: none"> Enables analysis of student outcomes at multiple levels. Includes district-wide plan for collecting, interpreting, and using data. Includes dedicated time and structures that support district, schools, and teachers to use data to alter instruction. Includes training for teachers and principals in how to interpret and use data to change instruction. Uses annual state testing performance data to evaluate the overall effectiveness of instructional services provided by district. Conducts deep analysis to determine areas in need of improvement. District develops and administers periodic benchmark assessments, analyzes results to establish instructional needs, and provides special services to students in need. 	<ul style="list-style-type: none"> District policies, procedures, and/or practices describing multi-tiered support system and how special services will be provided to students in need, including ELLs and students with disabilities Early warning data system Intervention specialists and instructional coach schedules Master schedule with intervention time District comprehensive assessment plan, including schedule for administering assessments and providing analysis of results to school for decision making <p>Questions to consider:</p> <ul style="list-style-type: none"> How does district support school to effectively implement multi-tiered support system so students not making progress receive early, intensive interventions? How does district use data to identify instructional needs and to provide special services to students in need? How does district support and hold school accountable for providing early and intensive interventions for students not making progress? 	<input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation

<p>P4-C: The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives.</p>	<ul style="list-style-type: none"> • District established a timeline to monitor the progress of each student (at least 3 times per year) and to allow teachers to make adjustments to instruction before it is too late. • District and school collaboratively set goals for instruction and achievement. District holds school accountable for these goals, monitors goals for achievement and instruction through a variety of assessment and other data, and uses its resources to support goals for achievement and instruction. • District determines the purpose of each type of assessments (i.e., summative, formative), the timing of the assessments, distribution of results, how quickly results will be available for teachers and administrators, and expected outcomes from collecting these data. 	<ul style="list-style-type: none"> • District comprehensive assessment plan, including expected outcomes for collecting data and timeline for administering formative and summative assessments and providing analysis of results to school staff • Interim assessment plan and master assessment schedule, <i>e.g.</i>, Measures of Academic Progress, Smarter Balance, Dynamic Indicators of Basic Early Literacy Skills. • District learning goals at school and subgroup level <p>Questions to consider:</p> <ul style="list-style-type: none"> • How does district’s assessment system ensure school monitors progress at least 3 times per year? • How does district support school to use variety of data to monitor progress, surface gaps, identify students for intervention, and make instructional decisions? 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation
<p>Principle 5: Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.</p>			
<p>P5-A: The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.</p>	<ul style="list-style-type: none"> • District collects, organizes, and provides technology, training, and support for teachers and leaders to use a variety of formative and summative data to make instructional decisions at the school, classroom, and individual student levels. • District ensures effective integration and implementation of educational technology critical to making a difference in the academic achievement of all students. • District employs use of educational technology for collecting, reporting, and analyzing data as part of its overall coherent education approach. 	<ul style="list-style-type: none"> • District technology plan describing system for providing student-level data to schools for decision making • Documentation describing how district PD supports staff to utilize data in making instructional decisions (e.g., district data systems, assignment of support staff) <p>Questions to consider:</p> <ul style="list-style-type: none"> • How does district train leaders and teachers to use multiple measures to identify students for intervention and to surface inequities that will inform continuous improvement planning and implementation? • How does district use data to monitor reform and change and to maintain pressure for improved learning? • How does the district provide opportunities for peer support and collaboration around use of data to inform instruction and continuous improvement? 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation
<p>Principle 7: Provide ongoing mechanisms for family and community engagement.</p>			
<p>P7-A: The LEA/School has announced changes and anticipated actions publicly, communicated urgency of rapid improvement, and signaled the need for rapid change.</p>	<ul style="list-style-type: none"> • District has developed a framework/strategic plan to describe how it will engage in rapid and sustainable improvement; plan articulates a set of variables and relationships among them. • District communicates need for rapid change to community and next steps in continuous improvement process, including steps to engage parents and community in the process. 	<ul style="list-style-type: none"> • Family notification letter regarding school’s designation as Priority, Focus, or Emerging and plan to address needs and engage parents/families in change effort • Family and community section of website with relevant information for parents, families, and community • District goals and/or strategic plan outlining strategies and initiatives for building educator and system capacity 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation

	<ul style="list-style-type: none"> • District has established systems, policies, and procedures to support effective implementation of the following: <ul style="list-style-type: none"> ○ Core District Functions including Management and Operations and Teaching and Learning. ○ Improvement Capacities consisting of district structures, policies, processes, and programs intentionally designed to improve overall organizational capacity and quality of instruction. ○ Rapid Improvement Pathway depicting how district initiates and sustains improvement efforts, including strategies used to cultivate improvement capacities and improve core functions. 	<p>Questions to consider:</p> <ul style="list-style-type: none"> • How do district and school communicate need for rapid change, improvement process used by school, and strategies to engage parents and community? • How does district use data to support stakeholders in understanding need for rapid change? • How does district communicate its commitment to hold adults in the school accountable for closing gaps, removing barriers to learning, and raising achievement? 	
<p>P7-B: The LEA/School has engaged parents and community in the transformation process.</p>	<ul style="list-style-type: none"> • District supports schools to develop systems to address needs of whole child—physical, social, emotional, and academic—in order to create fulfilling environments and necessary conditions for learning. • District supports school in coordinating non-school community and family resources with existing school services. Co-locating these services at school can have a positive, synergistic effect on outcomes for students, families, schools, and communities. • District implements the following strategies to support school in building partnerships and increasing access to community: <ul style="list-style-type: none"> ○ Including municipal and civic leaders, community and faith-based organizations, and parent groups in schools reform and planning; maintaining regular communication with them. ○ Assisting school leaders to network with potential partners and to develop partnerships. ○ Providing PD for school leaders around effective collaboration. ○ Directing extra resources to support innovative partnerships between community partners and schools and allowing the kind of flexibility in policies that partnerships may require. 	<ul style="list-style-type: none"> • Relevant board/district policies, procedures, and/or practices related to engaging families/community in district and school improvement and change efforts and developing and coordinating partnerships with community-based organizations • Documentation showing district allocation of resources that support schools to build partnerships with community-based organizations • Family and community section of website with calendar of family and community meetings • Agendas and minutes of family and community meetings <p>Questions to consider:</p> <ul style="list-style-type: none"> • How do district and school leaders engage stakeholders, (i.e., staff, union leadership, business leaders, families and community, in implementing reform initiatives? • How does district support school to build partnerships, access community resources, and coordinate community and family resources to support school-level efforts? 	<ul style="list-style-type: none"> <input type="radio"/> No Development <input type="radio"/> Limited development <input type="radio"/> Full Implementation

Appendix F: Coaching Critique Instructions and Tool

Overview: Student and School Success Coaches conduct a laser-like review (“Coaching Critique”) of their school’s Student and School Success Action Plans three times per year (early fall, mid-winter, and end-of-year). Coaching Critiques provide a review of the overall plan itself. This review includes a formative and summative assessment or “check” of the work and progress of a school’s Student and School Success Action Plan.

The critique focuses on **process** (e.g., monitoring and growing the plan in Indistar), **product** (e.g., plan shows all Expected indicators have been assessed), and **results** (e.g., closing achievement gaps, evidence of changes in instructional practice). The critique should be consistent with the Coaching Comments addressing the on-going work of the principal and leadership team, pertinent on-site coaching activities, and next steps.

Critiques require the coach to have specific knowledge of and engage in the school’s initiatives and improvement efforts. Narratives are typically brief, descriptive paragraphs that include affirmations and probing questions. When appropriate, coaches cite specific Indicators (e.g., P4-III A07) in their narratives.

Coaching Critiques address the following categories:

- ✓ **Alignment with Action Plan requirements:** Entails a quick scan that (a) all 17 Expected Indicators have been assessed and (b) one “active” Expected Indicator resides under each principle. Also includes an assessment of implementation of each “active” Indicator and evidence submitted in support of the indicator and, as appropriate, instructions to the leadership team to revise/edit the plan to meet compliance expectations.
- ✓ **Use of Indistar platform for the school’s continuous improvement process:** Reviews progress since previous submission and evidence that team is (a) monitoring the plan and tasks, and (b) growing the plan by adding and revising S.M.A.R.T. Goals and tasks and/or adding Indicators.
- ✓ **Alignment of Student and School Success Action Plan with actual work and progress in the school:** Assesses (a) alignment of actual work of school with Action Plan, and (b) changes in educator capacity and student learning resulting from effective implementation of strategies in the plan.
- ✓ **Alignment with Title I Schoolwide Plan (SWP) requirements (if applicable):** Entails scan that schools have met SWP requirements on Indistar®.

The table on the next page guides coaches as they craft their narratives. The first column describes the questions coaches address for each category. The second column includes attributes of effective critiques developed by Leadership Coaches, ESD Leads, and leaders in the Office of Student and School Success. Column 3 includes questions for reviewers to consider when assessing the critique.

Directions: Leaders and coaches in OSPI’s Office of Student and School Success and others use the *Coaching Critique Review* to assess alignment of the narrative with the qualities of effectively written Coaching Critique narratives (Column 2 in table below).

- **Step 1:** Peruse the Coaching Critique, paying particular attention to suggested qualities of effectively written Coaching Critiques (Column 2).
- **Step 2:** Consider questions related to the identified category (Column 3) when assessing the Coaching Critique
- **Step 3:** Provide feedback and pose probing questions to prompt the coach’s thinking, and hence actions, to build system, leadership, and instructional capacity essential for rapid and sustainable improvements in student learning. Reviewers are encouraged to consider both the attributes listed in Column 2 as well as other qualities when considering questions (Column 3) and making their assessment (Column 4).

Column 1 Coach Essential Questions	Column 2 Attributes of Effective Coaching Critiques	Column 3 Essential Questions for Reviewer	Column 4 Assessment
<p>Critique Question #1: <i>Does Action Plan satisfy requirements?</i></p>	<ul style="list-style-type: none"> • Reviews plan to ensure: <ul style="list-style-type: none"> ✓ Team responded to feedback in 10.30.13 Critique. ✓ All Expected Indicators have been assessed. ✓ There is 1 “active” Expected Indicator per Principle. ✓ Goals are written in S.M.A.R.T. Goal format. ✓ Fully implemented Indicators address the following: <ul style="list-style-type: none"> ▪ How do you know this is happening? ▪ How do you know this is effective? ▪ What needs to be done to sustain this? ✓ Tasks are monitored as scheduled. ✓ Supporting evidence is included in Document Upload. • Provides affirmation and offers probing questions related to strength of plan. Notes requirements yet to be completed and offers support to Principal and team. 	<p>Questions for the Reviewer to consider:</p> <ul style="list-style-type: none"> • Does narrative address requirements for Student and School Success Action Plans? • Does narrative cite specific Indicators, goals, tasks, and/or submitted evidence? • How does coach use affirmations and probing questions to move improvement efforts forward? 	<ul style="list-style-type: none"> <input type="radio"/> Needs Improvement <input type="radio"/> Meets Expectations <input type="radio"/> Demonstrated Strength
Reviewer Feedback:			
<p>Critique Question #2:</p> <ul style="list-style-type: none"> • <i>Are the Principal and team using a continuous improvement process that includes revisiting, revising, and growing their plan on Indistar®?</i> • <i>Do they view their plan as the platform to measure progress and reflect on their work?</i> 	<ul style="list-style-type: none"> • Cites evidence (qualitative/quantitative) of the following: <ul style="list-style-type: none"> ✓ Work and progress since last plan submission. ✓ Ways that team is monitoring the plan in Indistar. ✓ Ways that team is growing the plan in 	<p>Questions for the Reviewer to consider:</p> <ul style="list-style-type: none"> • How does narrative support Principal and team to use Indistar® platform for action-planning and to monitor/revise plans as they move forward? • How do comments support Principal and team to implement initiatives and strategies with fidelity? • How do comments support Principal and team to 	<ul style="list-style-type: none"> <input type="radio"/> Needs Improvement <input type="radio"/> Meets Expectations <input type="radio"/> Demonstrated Strength

<ul style="list-style-type: none"> Does the plan contain evidence of the work and progress of the school over the last five months? What are the next steps for the team to consider? 	<p>Indistar (e.g., adding/revising S.M.A.R.T. Goals).</p> <ul style="list-style-type: none"> ✓ Ways that implementation of plan strategies is resulting in growth in educator capacity and student learning. Notes if progress appears sufficient to meet the objective/task. Identifies and encourages strategies to increase fidelity of implementation (e.g., to progress from "Installation" stage to "Initial Implementation"). Explicitly addresses equitable and inequitable educator practices and gaps in student outcomes. <p>Offers support to Principal and team to use Indistar® as platform for continuous improvement efforts.</p>	<p>engage in a continuous improvement process and to use variety of data for decision-making?</p>	
Reviewer Feedback:			
<p>Critique Question #3:</p> <ul style="list-style-type: none"> How does the plan reflect the "real"/actual work and initiatives of the school this year (cite specifics)? What other initiatives aligned with the Principles has the school implemented? How can the team incorporate evidence of this in the plan? What are the next steps for the Principal and team to consider? 	<ul style="list-style-type: none"> Cites evidence of alignment of actual work of school with Student and School Success Action Plan. As appropriate, cites specific school initiatives that are not included in the school's plan. Asks probing questions and/or identifies next steps for Principal and team in order to align the plan with the actual work and initiatives of the school. <p>Offers support for Principal and team to use Indistar® platform for creating, monitoring and revising plans aligned with the school's initiatives.</p>	<p>Questions for the Reviewer to consider:</p> <ul style="list-style-type: none"> How do comments support Principal and team to use Indistar® platform for their continuous improvement process and to reflect the actual work of the school? How does narrative reflect coach's specific knowledge of and engagement in school's improvement efforts and initiatives? Does the evidence in "Document Upload", accurately reflect the work of the school? 	<ul style="list-style-type: none"> <input type="radio"/> Needs Improvement <input type="radio"/> Meets Expectations <input type="radio"/> Demonstrated Strength
Reviewer Feedback:			
<p>Critique Question #4 (if applicable)</p> <p>Does the plan satisfy requirements for Title I Schoolwide Plans SWP)?</p>	<ul style="list-style-type: none"> Reviews plan to ensure: <ul style="list-style-type: none"> ✓ The webform reflects evidence uploaded in SWP folders in Indistar®. ✓ All required evidence has been uploaded for Components 1, 2, 3, 5, and 10 (by 2.28.14). ✓ S.M.A.R.T. Goals and tasks have been developed for Components 4, 6, 7, 8, and 9 (by 5.20.14). 	<p>Questions for the Reviewer to consider:</p> <p>How do the comments support the Principal and team to use Indistar® to integrate their Title I Schoolwide Plan and Student and School Success Plan?</p>	<ul style="list-style-type: none"> <input type="radio"/> Needs Improvement <input type="radio"/> Meets Expectations <input type="radio"/> Demonstrated Strength

	Notes requirements that have yet to be completed and offers support to Principal and team.		
Reviewer Feedback:			
Overall assessment of Coaching Critique narrative	<ul style="list-style-type: none"> • Celebrates, supports, and/or nudges, applying “pressure” for plan implementation. • Cites specific Indicators, S.M.A.R.T. Goals, and tasks. • Notes specific evidence that the plan is being implemented with fidelity and that expected outcomes are coming to fruition. • Includes timely, respectful, clearly written statements. • Poses probing questions and wonderings that prompt focus for a “next steps” discussion for the leadership teams. • Explicitly addresses equitable and inequitable practices, learning outcomes. Provides suggestions for next steps and offers support to Principal and team. 	<p>Questions for the Reviewer to consider:</p> <ul style="list-style-type: none"> • How does the narrative balance support and pressure to move improvement efforts toward identified goals? • What evidence of implementation and impact of S.M.A.R.T. Goals and tasks is cited to support the narrative? • How does the narrative reflect the coach’s specific knowledge of and engagement in the school’s initiatives and improvement efforts? <p>How do questions posed support Principal and team to surface and address gaps and inequities in student learning outcomes and educator practices?</p>	<ul style="list-style-type: none"> <input type="radio"/> Needs Improvement <input type="radio"/> Meets Expectations <input type="radio"/> Demonstrated Strength
Reviewer Feedback:			

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2013

Academic Performance Audit for Required Action Districts

Morton Junior and Senior High
Morton School District - **DRAFT**
March 25 and 27, 2014



Academic Performance Audit For Required Action Districts

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

The BERC Group, under contract, for
Office of Student and School Success
Office of Superintendent of Public Instruction

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Morton Junior and Senior High School Academic Performance Audit

Introduction

In 2011, Morton School District (MSD) was identified as a Required Action District (RAD). As part of the application process, The BERC Group, Inc. conducted a School and Classroom Practices Study (SCPS) at Morton Junior Senior High School (MJSHS). Findings identified in the initial report were used to complete the Required Action District application and were incorporated into the ongoing implementation of improvement goals and action plans at the school and district levels.

This report is a follow-up to the Baseline Report and the Year 1 and Year 2 reports, highlighting changes the school and district have made over the last three years related to the School Improvement Grant (SIG). Evaluators repeated the data collection process used for the previous reports. The findings in this report are based on information gathered from the following sources:

- 1) a review of changes in district level practices and policies to support an intervention model;
- 2) a classroom observation study focusing on instructional practices within the school;
- 3) qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's Nine Characteristics of High Performing Schools;
- 4) surveys of school staff, students, and parents¹; and
- 5) high school outcomes data.

Evaluators obtained information during a site visit on March 25 and 27, 2014. Approximately 55 people, including district and building administrators, certificated and non-certificated staff members, coaches, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 10 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district, including school improvement plans, school newsletters, professional development schedules, student achievement data, and additional school documents.

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

¹ In 2013, staff surveys were administered and analyzed by The Center for Educational Effectiveness (CEE) using a hybrid survey, which included items from the Educational Effectiveness Survey™ (EES) and the OSPI *Nine Characteristics of Highly Effective Schools* survey. In 2014, surveys of school staff were administered and analyzed by CEE using the EES. Previous staff surveys (2011 and 2012) were administered and analyzed by The BERC Group using the OSPI *Nine Characteristics of Highly Effective Schools* survey. All student and family surveys were administered and analyzed by The BERC Group from 2011 to 2013 using the OSPI *Nine Characteristics of Highly Effective Schools* survey.

focus groups, and survey data. Under each of the *Nine Characteristics* indicators, the report will highlight how the school has addressed issues brought to light in the initial study.

Required Action Districts

As required by state legislation (SB 6696/RCW 28A.657.030), the State Board of Education (SBE) can designate districts as Required Action Districts (RADs) if the district has at least one school that: a) is identified in the bottom 5% (Title 1 or Title 1 eligible) of the persistently lowest-achieving school list; b) did not volunteer for or receive SIG support in 2010; and c) whose summative assessment results are less than the state average on combined reading and mathematics proficiency in the past three years. Required Action Districts will receive funds targeted to make lasting gains in student achievement and must follow School Improvement Grant (SIG) requirements and SB 6696 by:

- selecting and implementing one of the four federal intervention models, which are described below;
- creating a local application and planning documents for improvement *with input from stakeholders*;
- allowing for the opening of any collective bargaining approved after June 10, 2010 if necessary to meet requirements of this academic performance audit.

Implementation of the Intervention Model

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

Morton School District and Morton Junior Senior High School chose to adopt and implement the *Transformation* model. The table in Appendix A of this report describes the specific requirements for the transformation model in more detail and shows a comparison of rankings for each requirement from each of the studies.

District Level Findings

District Overview

The district employs approximately 20 classroom teachers serving approximately 310 students attending either the elementary school (PK-6) or the junior senior high school (7-12). Two years

ago, the district reconfigured the grades, moving 6th grade down to the elementary school, which they had been planning to do prior to the grant. Morton Elementary School (MES) employs about 9 classroom teachers serving approximately 166 students. Morton Junior Senior High School (MJSHS) employs about 14 classroom teachers serving approximately 144 students. Teachers at Morton have an average experience of approximately 12 years and about half of the staff members have at least a Master's Degree². Morton Elementary School was named an Emerging Priority School last year. Last year, the superintendent, welcomed the new designation at the elementary school and took it as an opportunity for the district to focus on improving academics and behavior PK-12.

Over the last two years, the junior senior high school experienced significant staff changes. Last year the district hired four new staff members at the junior senior high school, and this year the district hired five more staff members. The superintendent hired these new staff members to replace teachers who left either for other jobs or for retirement. Last year, the superintendent hired a K-12 counselor, an English teacher, a math teacher, and a social studies teacher. This year the school has a new English/social studies teacher, a new Career and Technical Education (CTE) teacher, a new science teacher, a new Spanish teacher, and a new fitness and health teacher. One comment from a district leader reflects the challenge Morton and many other rural districts have in recruiting teachers. Talking specifically about the difficulty of finding a science teacher, one district leader shared:

We posted the position and interviewed three people. We offered two people the job and both turned it down. We continued to look. I called every university in the Pacific Northwest, and we posted it nationwide. I was always on the phone to Education Service District (ESD) person, but we could not find anybody and then all of a sudden after Thanksgiving, we got application from a woman from the Bering Strait School District.

District leaders reported no changes in teaching staff this year at the elementary school level. In general, the elementary school has a more stable and veteran staff than the junior senior high school. When asked whether they now have the quality teaching and administrative staff they need, district leaders expressed that they are confident in the majority of staff, but continue to work with some personnel on increasing rigor in their classroom through lesson planning and on improving relationships with other staff members and with students. This year, the significant staffing changes were identified as one of the biggest challenges to improvement at the secondary level. One person shared, "Our biggest challenge is turnover of teachers. It is really hard on these students, and they notice. They are struggling with relationships." One of the biggest issues with the frequent teacher turnover is the need to catch new teachers up with training. This year, the district sent new teachers for training on Danielson and the new evaluation system. "We brought in Heather Knight to do our teacher training at this level for the new people, and we also ran a couple people through it again. She came four times from fall to late fall. She was really good. There was great engagement and interaction," shared one district leader.

Increasingly, Morton School District leaders are trying to extend improvement efforts PK-12. One way they are doing this is through Professional Learning Communities (PLCs), which district leaders cited as an area of accomplishment this year (P2-C). "I would say that the biggest area

² Data taken from OSPI – School Report Card on March 31, 2014 and is from the 2012-2013 school year.

we are looking at going forward is our PLC work," stated one person. "We did not get it started last year the way we wanted to, which was partly because we had such a big turnover. What we are trying to do right now is break up into PLC groups district-wide. The PLCs are focused on common assessments, standards-based grading, and creating common academic vocabulary." District and school leaders believe developing effective PLCs are critical for their efforts going forward and for sustaining the work over the last several years. Teachers are leading the PLCs and leaders believe this is developing leadership capacity.

Staff members throughout the district are engaged in a variety of training this year. This is the third year elementary school staff is working with a trainer from Lake Washington on standards-based grading. Additionally, several teachers went to Rochester School District for a visitation to investigate academic vocabulary, and these teachers shared their learnings with the whole staff. A trainer from the local ESD provided staff with PLC training this year, and the schools continued to use coaches to help them analyze data from the reading and math benchmark assessments (RBAs and MBAs). The majority of staff members are attending Common Core State Standards (CCSS) training at the ESD in August (P3-A). The district continues to employ a part-time instructional coach. This year, the instructional coach is leading peer instructional rounds focused on higher level questioning. One person explained:

Basically, what we do is have the observers write down the questions and determine what level of question it is. [The instructional coach] meets with the teachers afterwards. . . for some of them he is affirming what they are doing with questioning and for some he is trying to get them to ask more of those types of questions. The goal for all elementary school staff is to incorporate at least four higher-level questions in each lesson. They have been told many times to script out questions. Some do a good job and some we are still working on.

Sheila Chaney, a consultant from the ESD completed a review of the district's Response to Intervention system this year, which resulted in a report for each of the schools. "We are now having 4 to 5 people attend training with the assistant superintendent from Richland School District," reported one person. "We knew we need to improve on Tier 3 interventions. It is a learning process. We are going to the ESD for the trainings and are with four other districts." The elementary school also has "some additional people getting training on PBIS (Positive Behavioral Interventions and Support)" and the principal reported, "About three-quarters of the staff is trained on it now."

The district continues to have a leadership team called the MERIT Team, consisting of the two building principals, the superintendent, a technical assistance contractor from the Educational Service District (ESD), a student and school success coach from OSPI, and the district-wide instructional coach. This group meets almost every Wednesday. According to district and school leaders, the focus for improvement continues to be "academics and behavior." To support these goals, the district also has a District Instructional Leadership Team (DILT) and each school has a Behavior Leadership Team (BLT). The creation of these leadership structures is one of the biggest accomplishments made in the district since the beginning of the RAD grant.

The school and district personnel are currently focused on sustainability planning. At the time of the study, district leaders believe the weekly early release time will continue. The early release time will shorten from one hour and 30 minutes to one hour and 19 minutes. The junior senior

high school will not be able to offer extended learning time for students (EnCore period) next year, and personnel are deciding how they can continue to support students during the school day. The superintendent is planning to request additional funds from the state to support having a Technical Assistance Contractor from the ESD and to support some of the important training they are undertaking, such as the work with a reading and math coach, training on the evaluation system, and to support having a Dean of Students for a few periods a day at the junior senior high school. Recently, Morton School Board hired a new principal for the junior senior high school, who will also serve as the superintendent. District leaders and school personnel expressed concern about “whether one person can do this job” and believe “he is going to need some support.” Another challenge for the district continues to be the lack of meaningful family and community engagement with school, although several interviewees think the new superintendent living in the community will be helpful for improving this area.

High School Outcomes Data

This section of the report summarizes analyses of high school course taking patterns, high school graduation rates, and college enrollment and persistence data.

Course Taking Patterns and College Eligibility. Researchers collected transcripts for all graduating students in 2008, 2009, 2010, 2011, 2012, and 2013 school years from Morton Junior Senior High School. A trained team of researchers, college admissions specialists, and school counselors analyzed a sample of transcripts each year to determine if the courses taken met the Washington State four-year college and university admission standards. Although there was some variation among colleges, the general requirements include:

- 4 years of English, which must include three years of literature
- 3 years of mathematics, which must include an introduction to trigonometry
- 3 years of social studies
- 2 years of science, which must include at least one year of laboratory science (two years of laboratory science was required in 2010)
- 2 years of foreign language
- 1 year of fine arts (required by some colleges)

Of the 2013 high school graduates, 47% took the requisite courses for admission to a Washington four-year college, meaning that about one-half of students graduating from Morton Junior Senior High School are eligible for four-year college admittance by Washington State HEC Board standards (see Figure 1). The percentage of students meeting college eligibility requirements has increased each year since 2010. Overall results indicate that Morton continues to make improvements in students becoming four-year college eligible; however, while the graduation requirements meet the state’s minimum requirements for a high school diploma, requirements do not align with the colleges’ admission requirements.

Students who failed to meet the requisite college preparation courses were most likely to lack the math, the foreign language, the science, or the social studies requisite credits (see Figure 2). There has been a fluctuation in the percentage of students meeting these requirements, but a higher percentage of students met the math requirement in 2013 compared to previous years. The percentage of students meeting requirements in foreign language, science, and social studies is low at about 50%. The percent of students meeting science requirements has

decreased since 2008. A review of graduation requirements shows that Morton Junior Senior High School students are not required to complete foreign language credits. In addition, while students are required to take 3.0 math credits, there is no minimum level, and many students take math classes at a standard less than that required for college admittance. Overall, these results show there is a gap between the diploma requirements and the requisite college preparation.

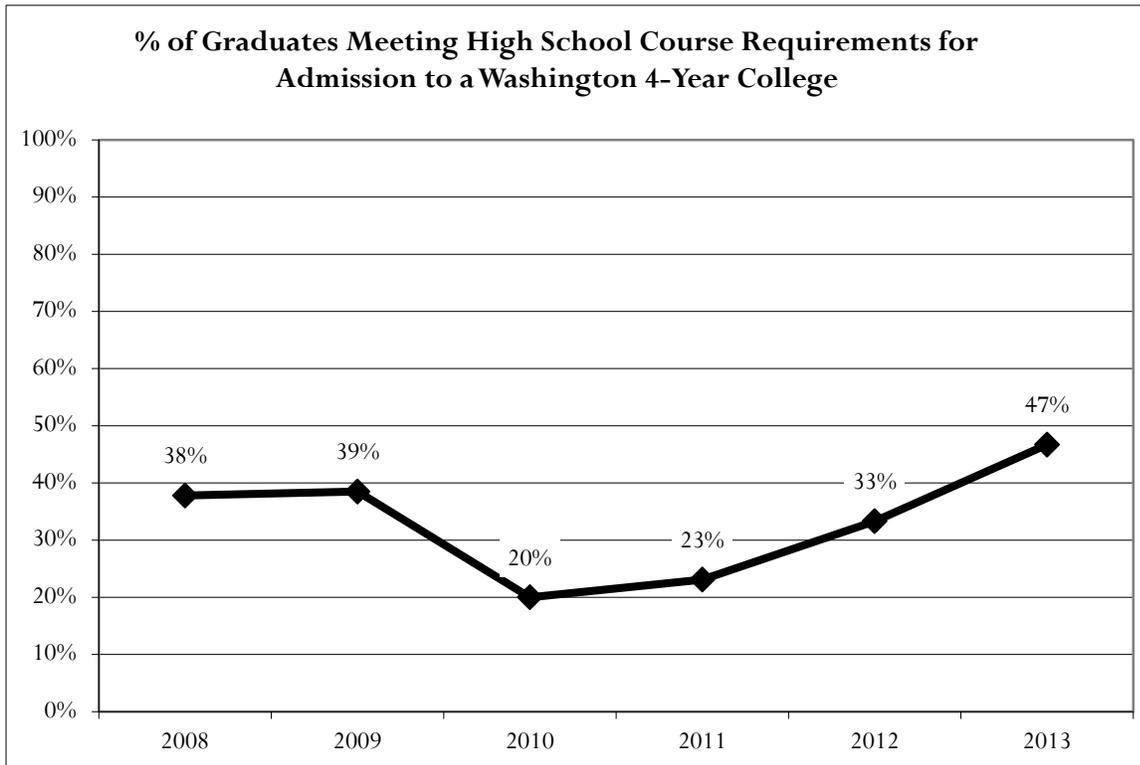


Figure 1. Percent of Graduates Meeting High School Course Requirements for Admissions to a Washington 4-year College

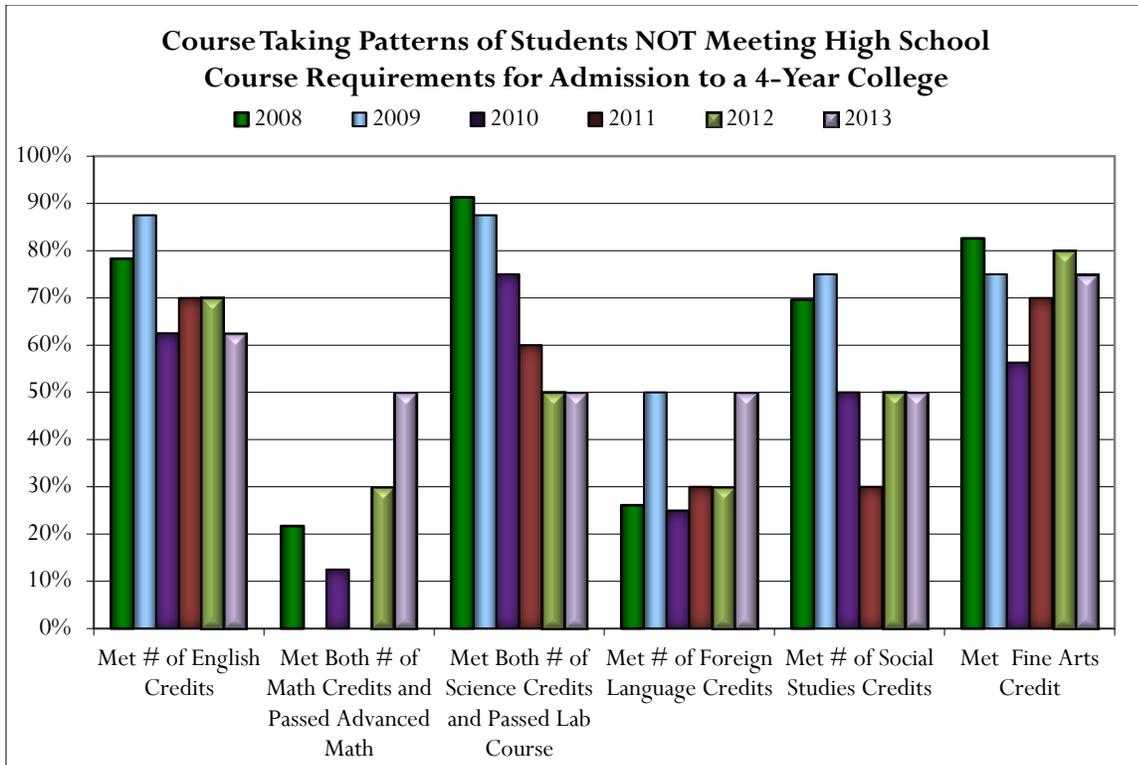


Figure 2. Course Taking Patterns of Students NOT Meeting High School Course Requirements

Graduation Rates. For years prior to 2010, the Office of Superintendent of Public Instruction (OSPI) for Washington State calculates an “Estimated Cohort Graduation Rate” for a given graduation class based on the P-210 form submitted annually by the districts. In 2010, OSPI began reporting “Actual Adjusted On-Time Cohort Graduation Rates.” More information on the difference in methodology between the two methods can be found in the following report: <http://www.k12.wa.us/dataadmin/pubdocs/GradDropout/GradRateCalculationsinWASchYrsMarch2012.pdf>.

The graduation rates for 2004 through 2012 are shown in Figure 3. Graduation rates have fluctuated each year. Graduation rates for Morton Junior Senior High School reached as high as 75% in 2005. The 2012 rate is a decrease from 2011 by about 10 percentage-points. The 2012 graduation rate falls 16 percentage-points below the state average. If there were less than 10 students, data were not reported.



Figure 3. Graduation Rates 2004 – 2012

*Note: The adjusted 4-year cohort graduation rate is used for 2010, 2011, and 2012.

College Enrollment, Persistence, and Graduation Rates. The National Student Clearinghouse (NSC) was established in 1993 by colleges and universities to serve as a national repository for comprehensive enrollment, degree, and certificate records. Since its beginnings, it has grown to contain more than 141 million student records from over 3,500 colleges and universities in the United States. As of 2014, these institutions enrolled approximately 98% of the nation’s college students.

Researchers obtained college enrollment and persistence data from the National Student Clearinghouse (NSC) for Morton Junior Senior High School. These researchers collected information from Morton for the graduating classes of 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, and 2012. Researchers submitted lists of the names, birth dates, and year of graduation, among other data, to NSC to be matched with the college reported enrollments from 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, and 2012. Researchers compiled and analyzed these yearly enrollment records to determine college enrollment persistence and college graduation rates for all Morton Junior Senior High School graduates from these years.

“College direct” students are defined as high school graduates who attended a college any time in the academic year immediately following their high school graduation. The college direct rates for the high school graduates from Morton Junior Senior High School for 2004 through 2012 are presented in Figure 4. The percentage of college direct students in Morton Junior Senior High School fluctuated year-by-year, but has decreased from 2009 to 2012. If there were less than 10 students, data was not reported. As noted previously, this should be interpreted cautiously, because of the small sample sizes.

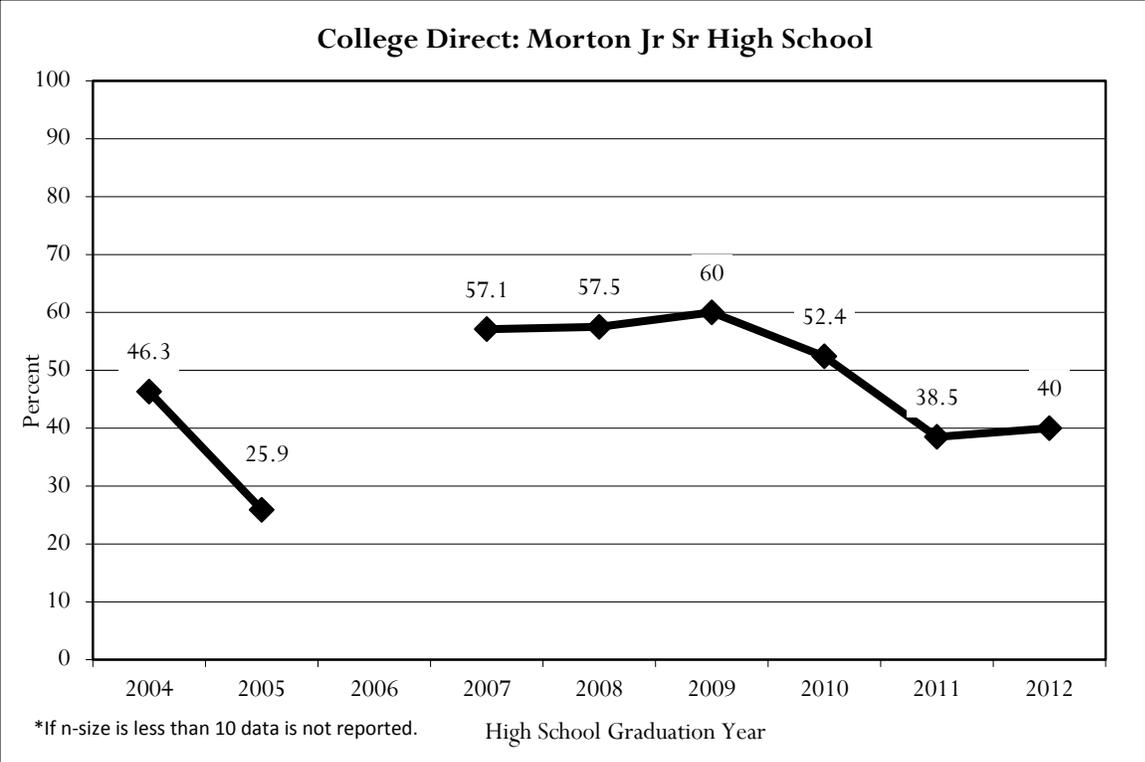


Figure 4. Percent "College Direct" – 2004-2012

The 2004 through 2012 college direct rates disaggregated by gender for Morton Junior Senior High School are presented in Figure 5. The gap in college direct rates by gender is in the same direction each year that data is available, with a higher percentage of females attending college compared to males. Once again, if there were less than 10 students, data was not reported.

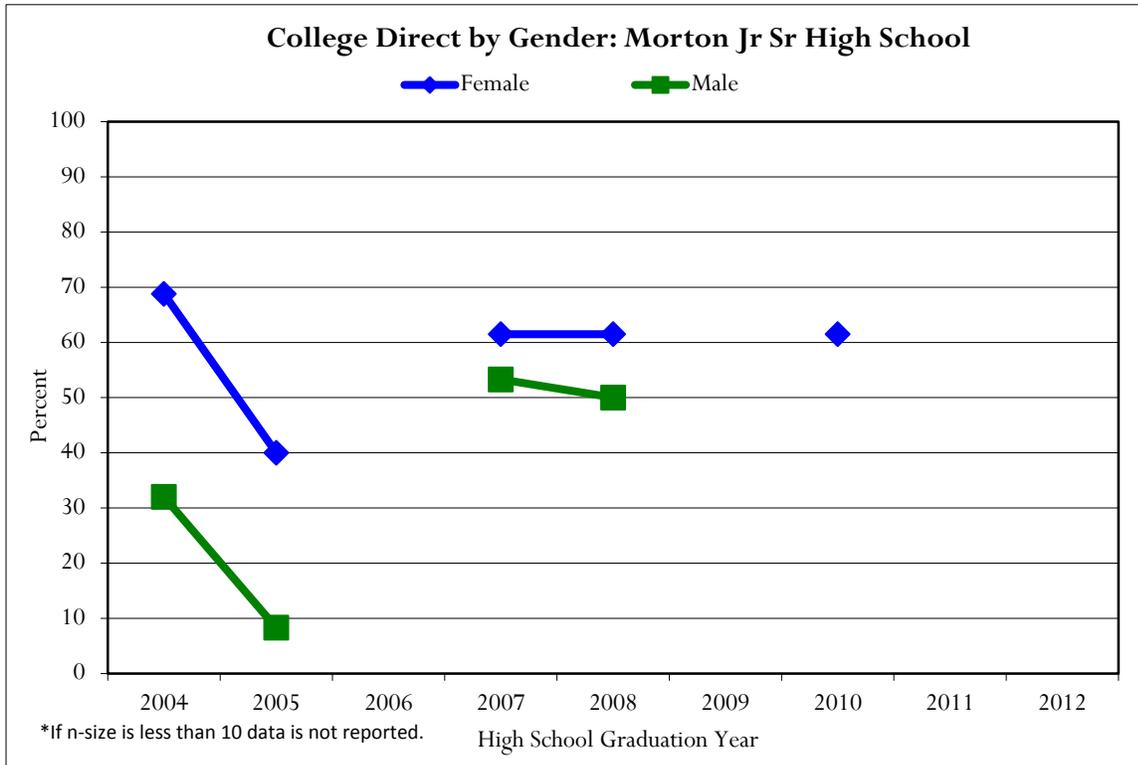


Figure 5. Percent "College Direct" by Gender – 2004-2012

Figure 6 shows the percentages of graduates attending two- and four-year colleges the first year after graduating high school.³ These data indicate a greater percentage of graduates from Morton Junior Senior High School attend a two-year versus four-year colleges in all years. The percentage of graduates attending a four-year college decreased from 2008 to 2012.

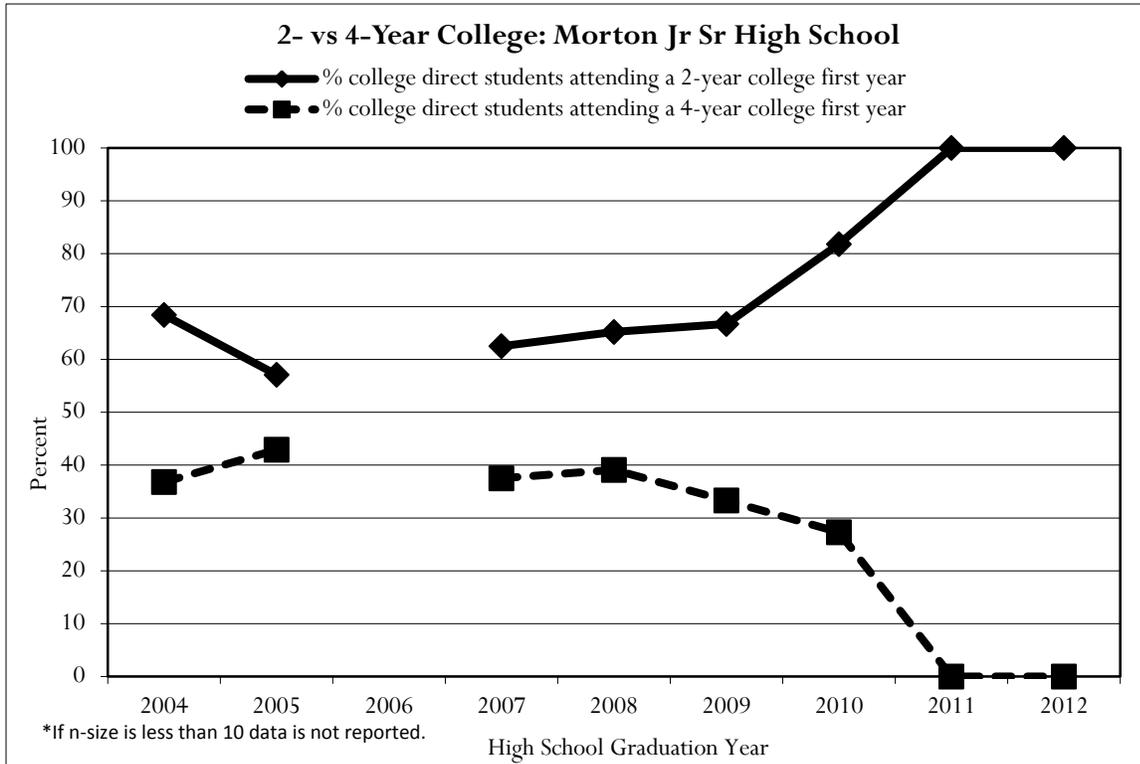


Figure 6. Percentage of “College Direct” Graduates Attending 2- vs. 4-year Colleges after Graduating High School – 2004-2012

³ The percentages may total more than 100% due to dual enrollments of some students.

The college persistence rate of college direct students from Morton Junior and Senior High School is presented in Figure 7. We defined “persisting in college” for college direct students as being enrolled anytime in a given year following high school graduation or having received a four-year college degree. Figure 7 illustrates the percent of 2004, 2005, 2006, 2007, 2008, 2009, 2010, and 2011 high school graduates that were college direct and persisting in college.⁴ For example, for 2004 high school graduates, approximately 46% were enrolled in college during the 2004-2005 academic year, the first year after graduation. In the second year after graduation, approximately 34% of the high school graduates were still enrolled in college. In the fifth year after graduation, about 22% of the high school graduates had attended college the first year after graduating high school and were still enrolled in college or had received their degree. By the ninth year after graduation, about 22% of the 2004 high school graduates had attended college the first year after graduating high school and were still enrolled in college or had received their four-year degree. In general, the pattern for all graduates is a dip in college enrollment the first year after graduating from high school.

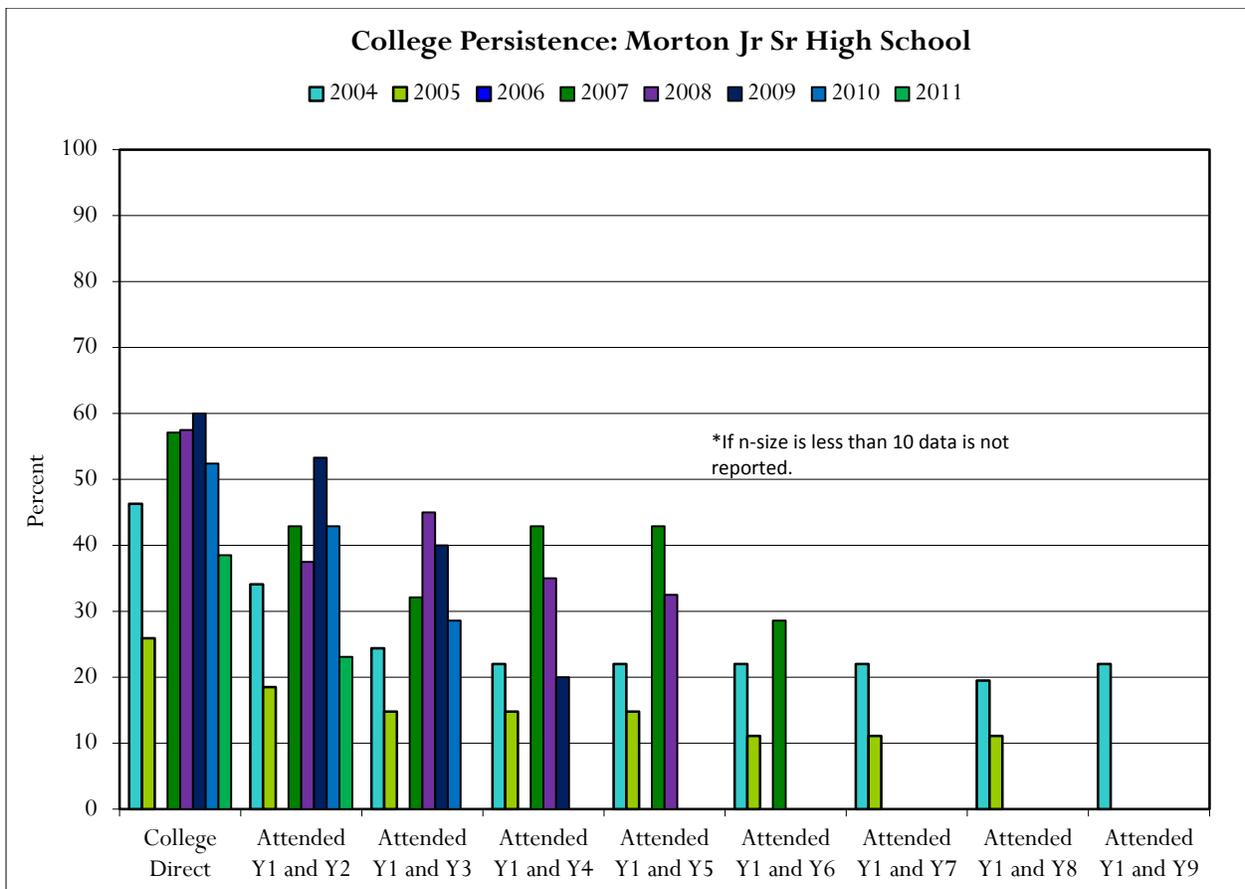


Figure 7. Percentage of “College Direct” Students Persisting in College

Note. “College Direct”=% of students enrolled first year after graduating high school.

“Attended Y1 and Y2”=% of students attending college first year and have graduated from a four-year college or are still attending college second year after graduating high school.

⁴ Our definition of “Persistence” also includes students who had graduated from a four-year college.

Figure 8 shows a theoretical model that depicts the percentage of the students who enter Morton Junior Senior High School as freshmen in high school, graduate from high school, and enroll and persist into the second and fourth years of college. For example, out of the entering freshmen for the class of 2004, approximately 70% graduated from high school, 32% attended college the first year after graduating from high school, 24% persisted into a second year of college or received a four-year degree, and 15% persisted into a fourth year of college or received a four-year degree.

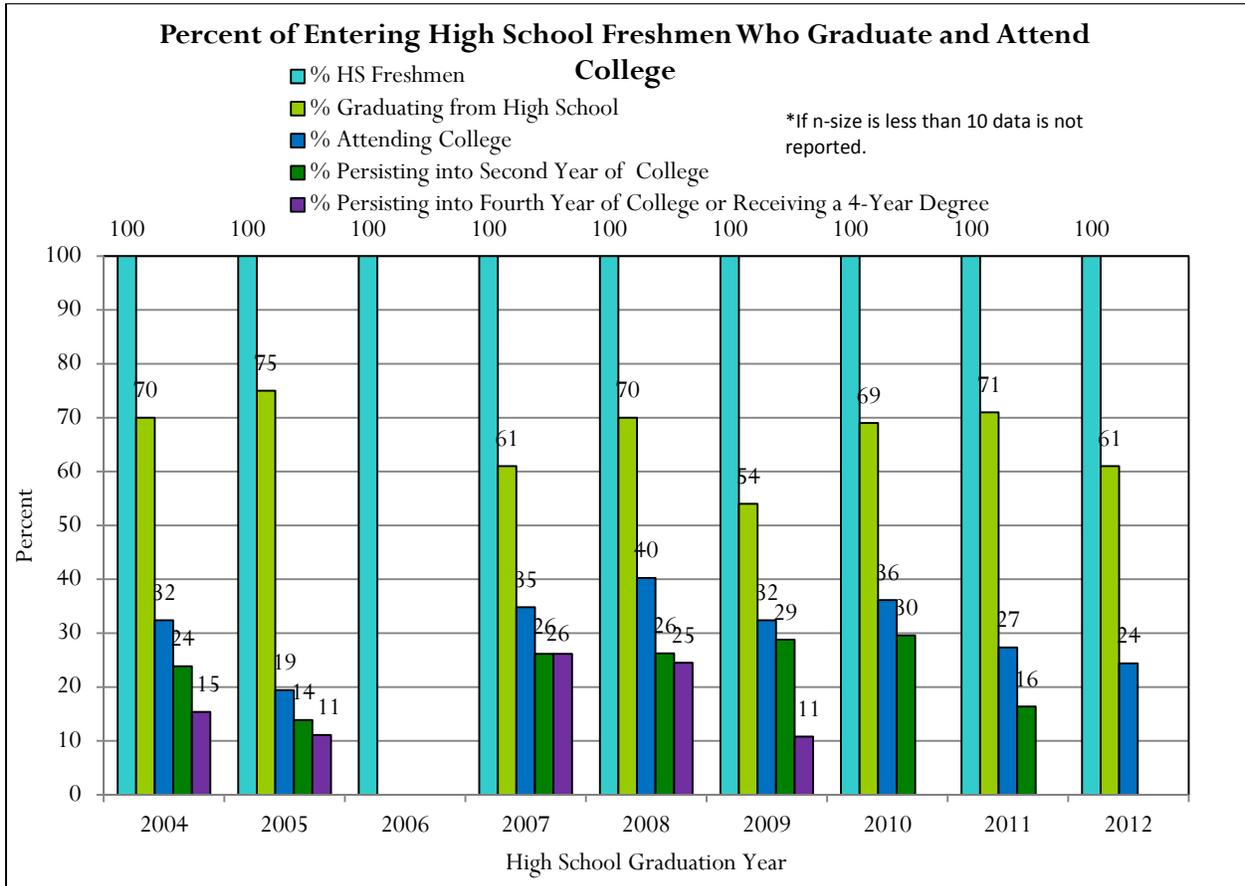


Figure 8. Percent of Students Who Attend College and Persist into Year 4

*Note: The adjusted 4-year cohort graduation rate is used for 2010, 2011, and 2012, while the other years use the estimated on-time graduation rate.

The percentage of students attending college anytime after graduating from high school is depicted in Figure 9. For example, within the 2004 graduating class, approximately 59% attended college any time after graduating from high school. This is a 12 percentage-point increase from the college direct rates shown in Figure 4.

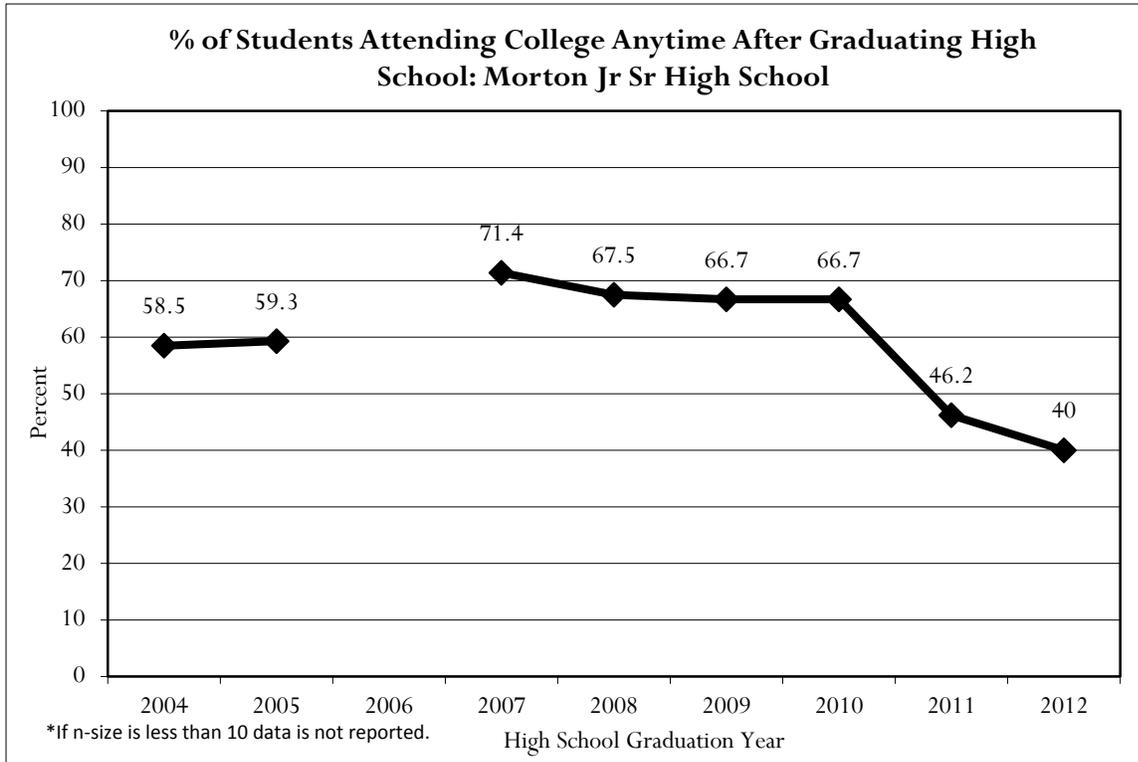


Figure 9. Percent of Students Who Attend College Anytime After Graduating from High School

Table 1 shows the two- and four-year college graduation rates. This details the percent of students from the class of 2004 through 2010 who received a college degree.

Table 1. Percent of Students Receiving and Two or Four-Year Degree

Graduating Class	% Receiving a Two – Year Degree	% Receiving a Four – Year Degree
2004	14.6%	14.6%
2005	18.5%	11.1%
2006	Data Not Available	Data Not Available
2007	17.9%	28.6%
2008	12.5%	12.5%
2009	20.0%	
2010	19.0%	

A list of colleges and universities attended by Morton Junior Senior High School graduates from 2004 to 2012 is displayed in Appendix B.

Survey Results

Morton staff members completed a survey designed to measure whether these respondents see evidence of the *Nine Characteristics of High Performing Schools* in the school. The staff survey includes factors around each of the *Nine Characteristics*. Parents and students also completed a survey around the *Nine Characteristics*. Parents and students respond to questions measuring all of the characteristics except *Focused Professional Development*. Individual survey items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral/undecided, 4 = agree, and 5 = strongly agree). Researchers consider a “4” or “5” response on an individual survey item a positive response. Likewise, an overall factor score of 4.0 and above is a positive response.

In 2013, the staff survey changed substantially, and staff members were administered a “Hybrid Survey” with many of the original items removed. However, because items measure the same constructs, we are able to measure improvement overtime, using the mean scores representing the constructs.⁵ In 2014, the staff surveys changed again to the Educational Effectiveness Survey™ (EES) administered and analyzed by the Center for Educational Effectiveness (CEE). Again, while some items changed, the constructs are the same, and we are able to make some comparisons. The significant staff survey changes must be considered when interpreting the results. The chart below shows the previous staff survey results from the OSPI and Hybrid Survey, which can be compared to the Educational Effectiveness Survey results that were delivered to the staff in a separate report. The family and student surveys remained consistent throughout the course of the grant.

A summary of the staff, student, and family survey findings from previous years appear in Figures 10 through 12, respectively. A comparison of the results on the staff survey in 2014, show current factor scores are between 3.0 and 4.0 on all factors (see report from CEE), which is slightly lower than results from last year, where some of the factors scored above the 4.0 threshold. Generally, staff survey results show growth from the initial administration. Factor scores for the student survey remain relatively unchanged since the first survey administration, with all factors scoring below 4.0. Factor scores for the parent survey improved greatly in the last two survey administrations, however; results should be interpreted cautiously given the small sample size. All family survey factor scores remain below 4.0.

Researchers considered survey findings in scoring the rubric, and the results are included in the following discussion of the school’s alignment to the *Nine Characteristics*. Appendix C, D, and E include the frequency distribution for the three surveys, organized around the *Nine Characteristics*. Results for the staff survey includes results from the OPSI *Nine Characteristics* survey administered by The BERC Group in 2011 and 2012, and the hybrid survey administered by CEE in 2013. For 2014 staff survey results, please refer to the full report provided by CEE.

⁵ In 2013, staff surveys were administered and analyzed by The Center for Educational Effectiveness (CEE) using a hybrid survey, which included items from the Educational Effectiveness Survey™ (EES) and the OSPI *Nine Characteristics of Highly Effective Schools* survey. In 2014, surveys of school staff were administered and analyzed by CEE using the EES. Previous staff surveys (2011 and 2012) were administered and analyzed by The BERC Group using the OSPI *Nine Characteristics of Highly Effective Schools* survey. All student and family surveys were administered and analyzed by The BERC Group from 2011 to 2013 using the OSPI *Nine Characteristics of Highly Effective Schools* survey.

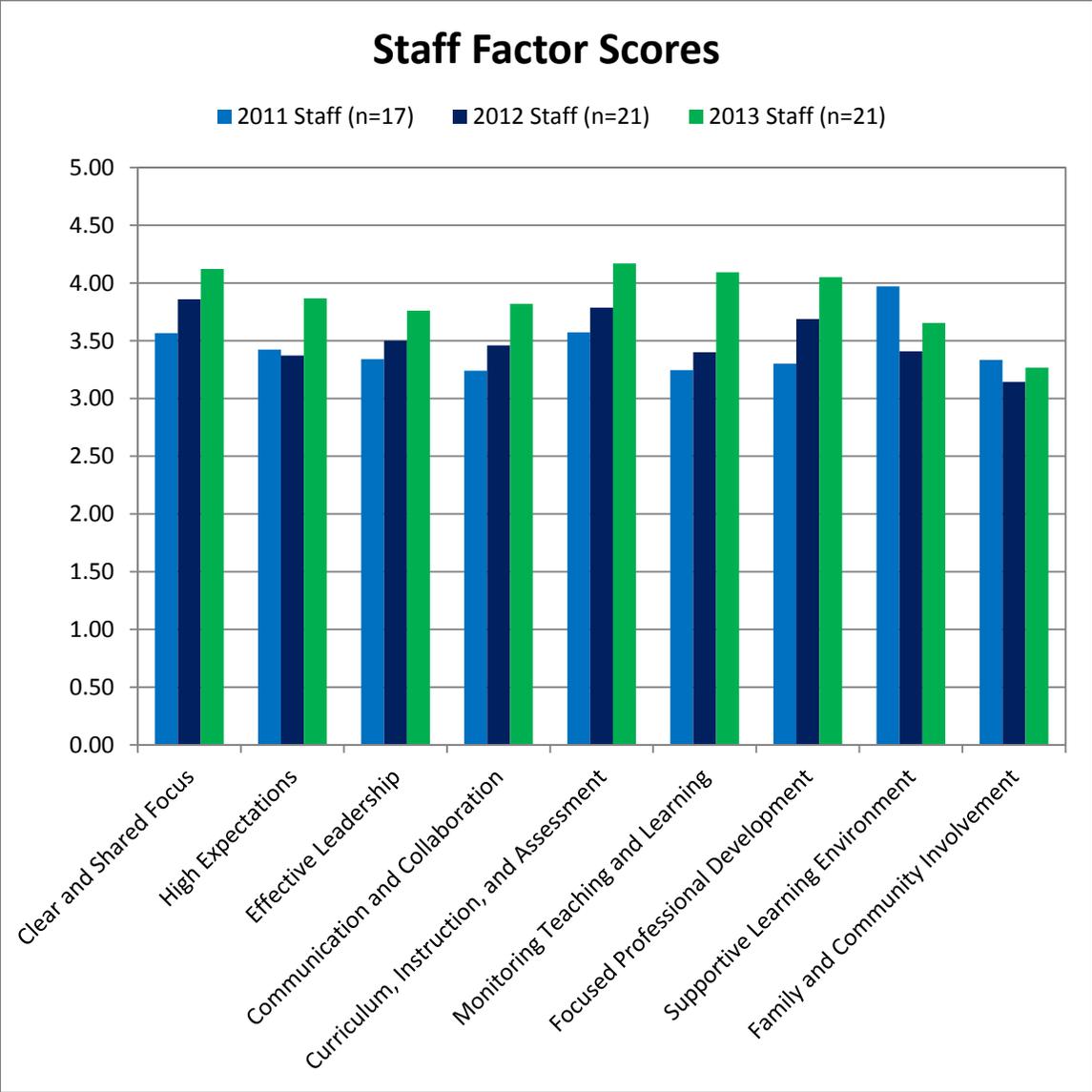


Figure 10. Survey Factor Scores – Staff

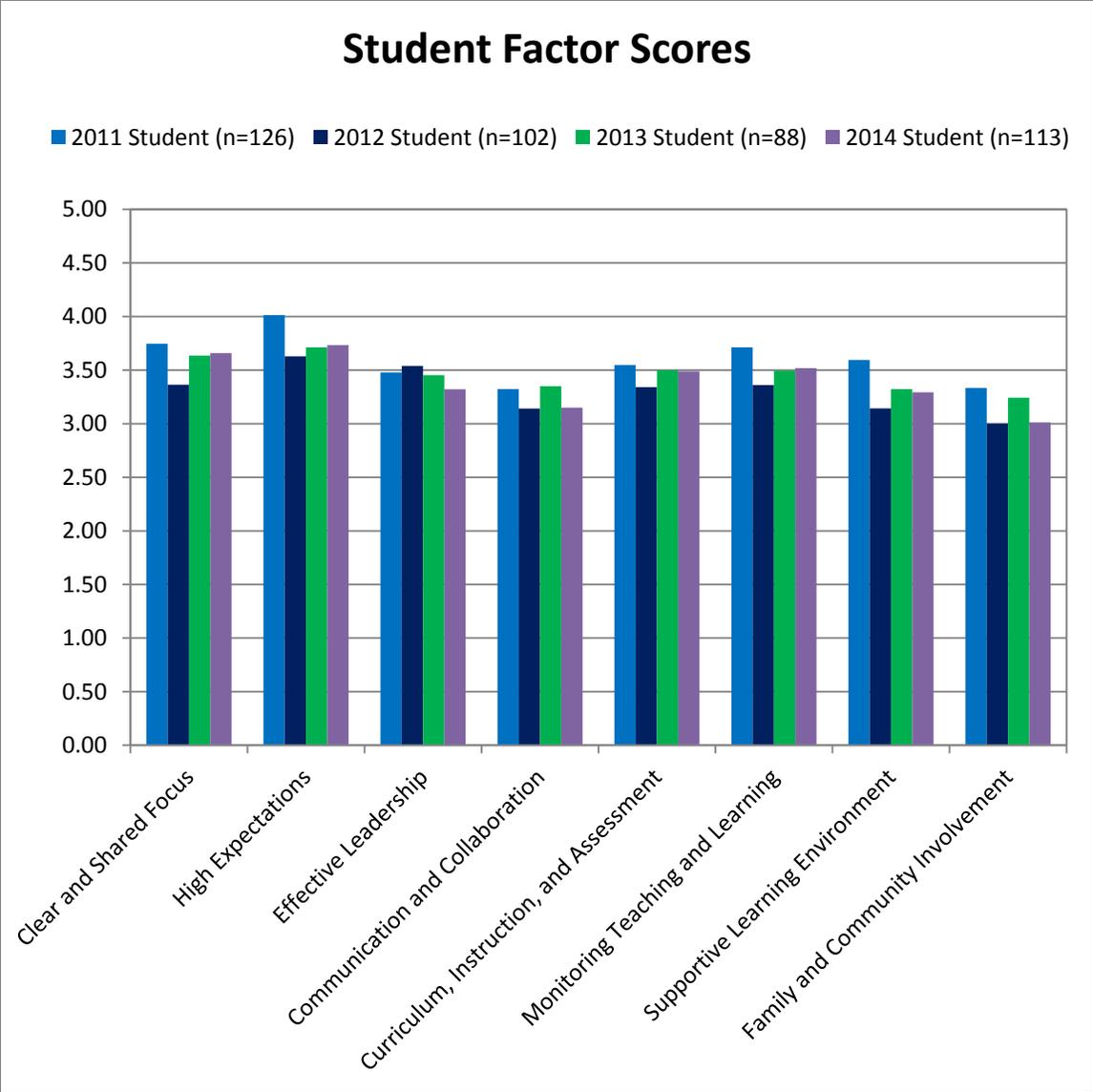


Figure 11. Survey Factor Scores – Students

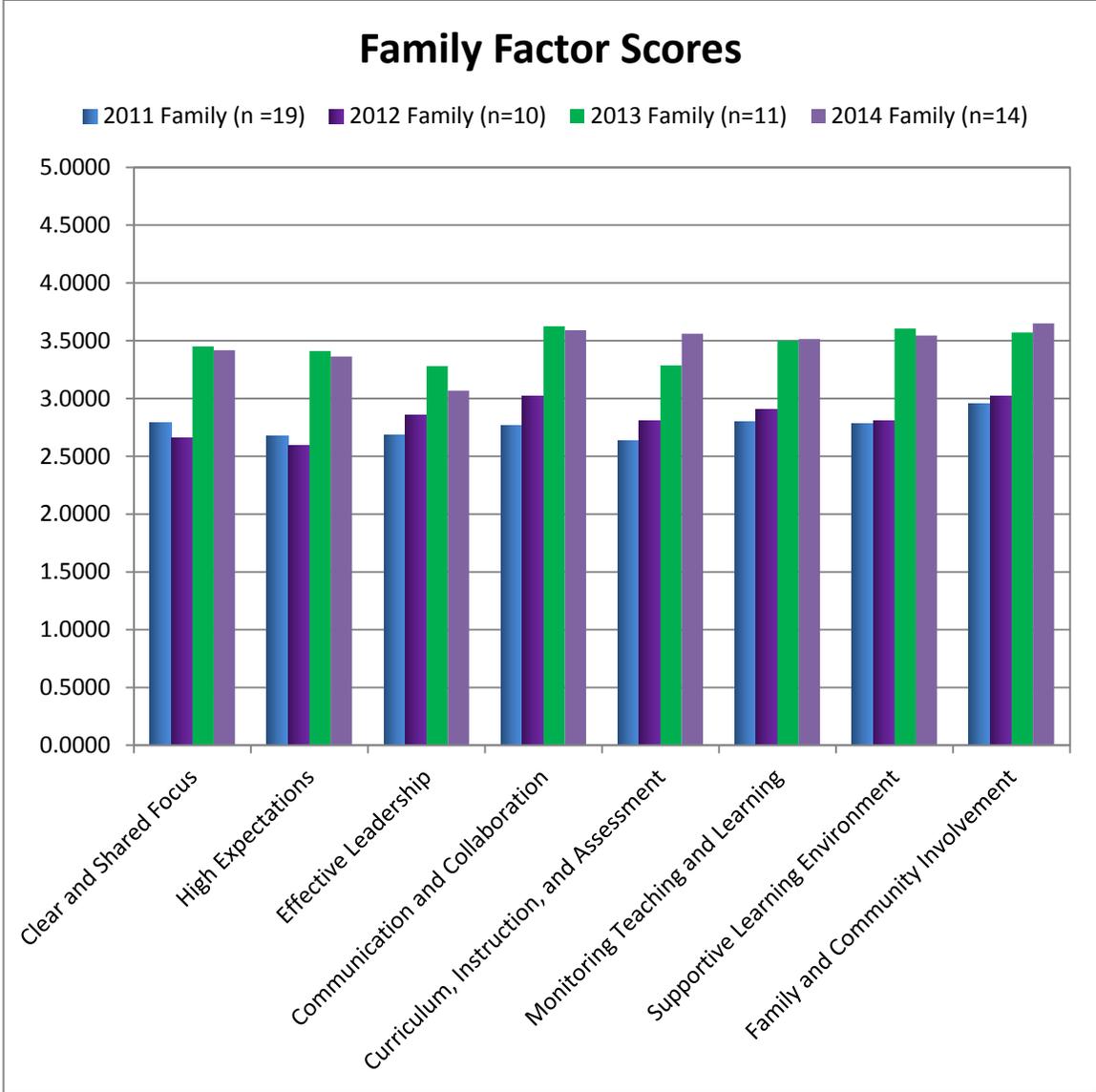


Figure 12. Survey Factor Scores – Families

School and Classroom Practices Study Findings

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

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

Indicators with a score of a 3 or above represent strengths in the school, and Indicators with a score of 2 or below warrant attention. Table 2 includes rubric scores for all the Indicators.

Table 2
Indicator Scores for the Nine Characteristics of High Performing Schools

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

Clear and Shared Focus

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

Indicators	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Clear and Shared Focus				
Core Purpose – Student Learning	2	2	3	3

Core Purpose – Student Learning. The Morton School District mission and vision statements appear on the district website and in the student handbook; however, the vision and mission statements are too lengthy for most staff members and students to remember. Additionally, the vision and mission statements have only undergone slight modifications, and it is not clear how well the statements align with the current work of the school and district. Last year, one school leader said that the “students identify PRIDE (the school rules) as the vision.” When asked about the vision and mission of the school, most interviewees continued to refer to PRIDE or the need to improve academics and behavior. The large staff turnover is one challenge in maintaining a clear and shared vision. One person shared,

We have a vision/mission, and I think we are moving toward it, but don’t ask me to recite it. We are moving forward and we are trying to support the students more. It has been kind of hard staff wise to be on the same page with the vision. It is hard with the teachers changing every year.

Students told researchers that the school is “focusing a lot on students completing their work.” Another student went on to say the teachers really “want you to do your work.” People participating in the parent group believe the school is trying to “get the interest of kids to learn.” A couple of parents discussed their children being “bored because the school is only focused on the basics because they don’t have some of the electives and arts that other schools have.”

Two years ago, some staff members reported that they were “not on the same page” and reported feeling “disorganized as a group.” Some interviewees alluded to this issue again during the current study, but reported it was due to having so many new staff members and not having staff meetings with everyone included (i.e. paraprofessionals). Once again, staff members highlighted improvements in collaboration and in distributed decision-making. A collaborative process is established to define and revise the school’s improvement goals. A leadership team works together on the school improvement plan including describing their progress on the Indistar Indicators. During the course of the grant, Morton School District established a systematic process to include representative stakeholders in the development of the goals for the school and for the district. *Researchers noted intentional efforts made over the last few years to create a decision-making team. The school needs to continue work to ensure the leadership team is representative of the school and includes the opportunity for student and parent voice (P7-IVA01).*

Researchers were not clear how the school improvement plan aligns with the vision and mission of the school. When asked, one teacher reported, "We don't talk very much about the vision for the school, but we do occasionally get school improvement updates about how we are progressing on our goals." This area continues to score at a 3-level because of the collaborative process being used to identify school goals and due to resources being intentionally focused on specific improvement goals. Significant improvements could still be made in the development of new vision and mission statements, and in ensuring that students and parents are aware of the vision of the district.

On staff surveys, 63% of staff members reported it was true that important decisions are based on the goals of this school (compared to 71% in 2013); 84% of staff members reported the staff share a high sense of urgency around the need to improve (compared to 81% in 2013; **IE06**); and 79% of staff members reported the building has a data-driven improvement plan with measurable goals (compared to 81% in 2013; **IID05**). Family survey results show that 46% of families believe the school communicates its goals effectively to families and the community, which is a decrease from last year (63%), but an overall increase from baseline (33%). Sixty-four percent of family survey respondents believe the school has a clearly defined purpose and mission (similar to last year's finding of 63%, but up from 39% at baseline). Student survey results show that 53% of students believe they understand the mission and purpose of the school (compared to 58% in 2013), while 71% believe the main purpose of the school is to help students learn (compared to 72% in 2013).

High Standards and Expectations for All Students

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

Indicators	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
High Standards and Expectations for All Students				
Academic Focus	2	2	2	2
Rigorous Teaching and Learning	1	2	2	2

Academic focus. Teachers reported that they are more familiar with state standards than in the past. Last year and this year, many staff members engaged in training to increase their understanding and implementation of Common Core State Standards (CCSS). They are receiving more training on CCSS this summer and are still in the process of aligning their curriculum and lessons with CCSS, but a few reported attempting to incorporate the CCSS vocabulary and standards into their learning targets and lessons. One person shared, "My curriculum is aligned to Common Core so I have the standards right there. I make sure my learning target has Common Core language in it."

Morton Junior Senior High School continues to struggle with offering elective courses or advanced courses for students given their small student population. Previously, the school offered an advanced English course, but that teacher left and the course is not being offered anymore at the school. When asked whether the students can take advanced courses in math, interviewees reported, "Some of the 7th graders take pre-algebra." Advanced courses are available through Running Start. "All of the seniors but two are taking some Running Start classes," reported one person "and six juniors are doing Running Start." The lack of advanced course offerings is one of the main reasons interviewees believe students opt for Running Start over staying on campus. Students who pass state tests and benchmark assessments have the option of participating in an enrichment opportunity during intervention period. Additional support is available for struggling students, typically this support is provided in reading or math during EnCore period. The school moved to full inclusion this year to better serve their Special Education population. This is discussed further in the *Frequent Monitoring of Teaching and Learning* section of this report. Online resources are also available for students, such as APEX, IXL, and Kahn Academy.

Similar to findings from the last three studies, interview and focus group participants believed that academic expectations varied from class to class, and staff members questioned whether the level of academic expectations was high enough. Talking about academic expectations, one person commented, "There are a couple of classes where students tell me that they have a lot of free time. I think we could get more rigorous." Another person shared:

I think it could be more rigorous. I am trying to get students to work. Students have to see that they are getting something of benefit out of it. I think we are getting there. That is the whole process. Before they were doing too low a level of work. I heard they

were doing crossword puzzles and word searches. We are working on critical thinking now.

One person provided an example of substitutes not being given enough work to fill an entire period: "There is way too much free time. I need work for these kids to do for the whole period. I would say that over 50% of the time, teachers are not giving students enough work."

Family surveys show that 73% of families agree their child's teachers demonstrate that they believe their child can learn (compared to 75% in 2013 and 45% in 2011); 64% agree school staff expects all students in the school to meet high standards (compared to 63% in 2013 and 50% in 2011); and 46% agree their child is learning what he or she needs to know to succeed in later grades or after graduating from high school (compared to 50% in 2013 and 29% in 2011). Student survey results show that 68% agree teachers expect all students to work hard (compared to 69% in 2013), and 62% agree their teachers believe that all students can do well (compared to 63% in 2013).

Rigorous teaching and learning. As mentioned above, the school continues to struggle with providing a challenging academic core (access to college preparatory work). The school continues to employ a part-time Spanish teacher for two sections of Spanish, and recently, the junior high began offering an art course. Once again, many interview and focus group participants expressed concern about the school's inability to offer elective courses to students. According to interview and focus group participants, the dominant expectation of the curriculum and instruction does not always appear to be for students to analyze, interpret, synthesize, and evaluate. One example provided was in reading intervention where one person reported, "The books are not challenging enough, and students are saying that it is not rigorous enough." When asked, students reported the academic expectations in each class differ depending on the teacher. In some classes, students reported "taking notes every day" and never getting to do anything "hands-on" or "engaging." While in other classes, students reported that the teacher "really engages us and we do hands-on stuff" and "asks our opinion about what we want to do rather than tell us. They want student involvement."

During classroom observations, clear expectations for each classroom being a rigorous learning environment were not readily apparent. Overall, researchers observed Powerful Teaching and Learning in 30% of classrooms, which is an increase from last year, but is similar to results from the year prior to the grant. According to classroom observation results, strengths for Morton Junior Senior High School continue to be the areas of students actively reading, writing, and/or communicating in class (*Skills*) and the classrooms being supportive learning environments for the students (*Relationships*). Three areas for improvement include students demonstrating conceptual knowledge (*Knowledge*), students demonstrating thinking through reflection and metacognition (*Thinking*), and students extending their learning into relevant contexts (*Application*).

By all accounts, one major improvement at Morton Junior Senior High School over the last three years is a focus on collecting and investigating data, a practice that occurred infrequently prior to the grant. All staff members are now looking at data on a regular basis. "Having that collaboration time is really starting to help," claimed one person. "We have been working on looking at data. It helps to do that with other people. We are looking at historical data for individual students. We are looking at HSPE (High School Proficiency Exam), and depending on

that data, we will go on to EOCs (End of Course). We have it all averaged for each of the strands.” Teachers also reported frequently using pre- and post- tests in their classrooms. During focus groups with students, researchers found little evidence that students are being encouraged to investigate their own assessment data or guided through a process of tracking their growth.

Effective School Leadership

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

Indicators	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Effective School Leadership				
Attributes of Effective School Leaders	2	3	3	2
Capacity Building	2	2	2	2
Distributed Leadership	1	1	2	2

Attributes of effective school leaders. The Morton Junior Senior High School principal is now in his third and final year as the school's leader. Shortly before this study, the school board hired a new principal for the school, who will also serve as the district's superintendent. The current principal is supported by the MERIT team, which includes the superintendent, a Technical Assistance Contractor from ESD 113, the elementary school principal, the instructional coach, and a Student and School Success Coach from OSPI. Generally, staff members were very positive about the leadership and vision provided by the MERIT team, but expressed less confidence in the principal's ability to lead change within the school.

One major theme throughout the study this year and in the previous two years is a lack of follow through and inconsistencies in discipline by the principal. Talking about the principal, one person's comments reflected thoughts researchers heard throughout the study from many interviewees:

He [the principal] has some ideas, but follow-through with things, especially with student discipline, has not been good. The referrals have really gone down, but teachers don't send them in to him. He might talk to the kids, but then they are right back doing the same behavior. ... The key challenge for the new person is that he follows through with student misbehavior and coordinates the student handbook with the discipline referral form. They are different. One is based on six steps, and the other based on three levels. They are just not matching.

Additionally, staff members and students reported the principal is not as visible this year, one person stated, "The principal is gone and out of the building all the time." The principal continues to have a coach from OSPI who is providing him with cognitive coaching and meets with him regularly. Similar to last year, he is also being supported in the new evaluation system by having a substitute principal fill in periodically. Several staff members talked about the principal observing in their classroom this year, but most reported that it was for their formal observations, and a few reported that they received only negative feedback and believe the process would work better if they also heard positive feedback. Other staff members disagreed with this. One shared, "I got positive feedback from my formal observations, and he [the principal] talked with me about improvements I could make. It was helpful."

Despite concerns about the ability of the principal to follow through and be consistent on discipline issues, researchers did find evidence that school leaders are working on modifying instructional programs and organizational practices to better align with continuous school improvement goals. Much of this work is done through the different leadership teams present in the school and district. "School leadership is a group effort," stated one person. Staff members continue to have the opportunity to visit one another's classrooms and to receive regular professional development. School and district leaders provide school improvement reports to the staff and community on occasion and periodically recognize and celebrate accomplishments. Once again, researchers found little evidence of school leaders demonstrating support for risk-taking and innovation in the service of student learning.

On staff surveys, 16% of staff members reported it was true the principal collaborates with people and organizations outside this school to support teachers and students (compared to 38% in 2013; **IE13 & IVD03**). Fifty-three percent of staff members reported it was true that the principal is committed to quality education (compared to 76% in 2013; **ED06**). Family surveys show that 55% of families believe administrators provide them an opportunity to express their ideas and concerns (compared to 50% in 2013 and 35% in 2011) and 46% believe administrators expect high quality work from all adults at the school (compared to 50% in 2013 and 29% in 2011). In student surveys, 37% of students said they believe they can ask the principal for help if they need it (compared to 54% in 2013), and 59% said they see the principal all around the school (compared to 63% in 2013).

Capacity building. In discussions around high expectations for adult performance, staff members mentioned a variety of ways in which they are held accountable, and several mentioned how accountability for performance and professional standards has increased over the course of the grant. One commonly provided example was requirements for assessing students and collecting data on their progress. Teachers explained that they are required to give certain assessments on a periodic basis and work together to review results. This year teachers were also expected to set growth goals for their students. Staff members also cited the evaluation system as one way leaders are setting high expectations for adult performance.

Staff members continue to engage in formal, ongoing, and regularly scheduled collective professional learning, which is occurring almost every Wednesday. School and district leaders focused efforts this year on developing the Professional Learning Communities with a particular focus on building the capacity of teachers to lead the work. One person shared, "I think a major shift has been developing teacher leaders. Things have come together in the last couple of months. It has all come together. We are now understanding the role of PLCs."

This is the second year where colleagues are observing each other and are being asked to be reflective about their own practice. According to interviewees, this practice has not been as effective this year at the secondary level, which one interviewee attributed to a lack of principal sponsorship of the work. *Additionally, most teachers reported seeing school leaders in their classrooms less frequently this year, and researchers did not find clear evidence of a focus on instructional improvement (P1-IE06).* One interviewee observed:

One expectation I would have is leadership needs to be in classroom all the time and not just during formal observations. He has only been in my classroom twice, and it was for my formal observations. The instructional coach has been into my classroom a couple of times, and I think he is reflecting the steps the leadership should be taking. I

know that he is part of the leadership, but I think it is the principal who needs to continue it and follow through.

Researchers also found mixed evidence as to whether teachers are provided follow-up support to ensure the evaluation process results in improved instructional practice and higher student achievement. This year, 63% of staff members reported it was true that staff are held accountable for the new behaviors and practices needed to achieve the preferred future (down from 71% in 2013; **IE07, IE09, IE14**) and 42% reported it the principal talks to them about their professional growth (up from 38% in 2013; **IE08**).

Distributed leadership. In the first study of Morton Junior Senior High School, we noted that no building-based leadership team was in place. Over the course of the grant, more leadership teams formed to take on different decisions both at the district and school level. These leadership structures continued into this year. Executive decisions regarding the grant are primarily made by the MERIT Team, while decisions regarding instruction and professional development are the responsibility of the District Instructional Leadership Team (DILT), and the Behavior Leadership Team (BLT) makes decisions regarding discipline. These teams appear to be functioning much the same as they were last year. One person expressed some frustration regarding the ability of the teams to make decisions. This person stated:

We have all of these committees, but what are we actually doing? We get together but I feel like no decisions are made out of it. Why do we have BLT if not going to make any decisions? Why is it our team is not given the information and then have that lead to making a decision? We do look at data.

Last year, many staff members reported having more say regarding decisions compared to the first year of the grant. This year results were mixed with some people believing they are included in decision-making and others saying they are rarely included. One person said, "I feel I have a say, but that is because I try to take opportunities to do that, but if you are new teacher or not comfortable, than you may not have a way to give input. You have to be proactive." Classified staff in particular expressed having less voice in decision-making this year. "Our opinions never seem to be involved as much," shared one classified staff member. "We are usually never asked what we think." Another person reiterated, "We do not have much of a voice with decision-making. They put a committee together to interview for the super/principal position, and they did not have one classified staff person." Similar to findings from the last two years, student and parent input for decisions is not something that is regularly sought by school leadership according to interviewees. One person commented, "There really are rarely parents or students involved in decision-making or a way for them to provide any feedback." One issue researchers continued to note is a lack of clarity around how members are selected for different leadership teams.

This year, 68% of staff members reported it was true that the building leadership team demonstrates a shared commitment to our improvement plan (compared to 71% in 2013; **IE06**), and 53% reported it the building leadership team listens to my ideas and concerns (compared to 52% in 2013; **IE13 & ID09**). Family surveys show that 18% of families believe school staff asks for their ideas and suggestions on important decisions (compared to 38% in 2013), and 50% of students believe at their school they can help make decisions that affect them (compared to 50% in 2013).

High Levels of Collaboration and Communication

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

Indicators	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
High Levels of Collaboration and Communication				
Collaboration	2	2	3	3
Communication	2	2	3	3

Collaboration. Researchers noted a climate of support and respect for staff members' work at Morton Junior Senior High School this year. Over the last three years, Morton has made intentional efforts to allow staff members more opportunities to meet together. At the beginning of the grant, staff members reported little to no collaboration occurring. Currently, the staff meets every Wednesday for PLC time or to engage in professional development. *Teachers reported the expectations for PLC time as vague at the beginning of the year, but many thought the expectations were becoming more clear in the last few months. Researchers noted that some of the PLC time is used for working with colleagues on instructional planning (P3-IVD06).* "At first the expectations for what we should be doing with the PLC time was not clear, but now there are more clear expectations about what should be happening at PLCs. Now we are on track," commented one person. Talking specifically about the work of the STEM PLC one person reported:

We have done great things with PLCs this year. It has improved. It is more specialized. It is really working well. We have the elementary as part of our PLCs. We are doing an in-depth data analysis right now. We have a facilitator and a note-taker.

As reflected in the comment above, staff members often bring data to the PLCs. One person shared, "We have it [data] all averaged for each of the strands. We are looking at how many are in the green zone versus the red zone. We are putting it all into graphs."

Survey findings support show 74% of staff members believe it is true that staff at the school collaborate to improve student learning (compared to 76% in 2013; **ID12**); 37% of staff members reported it is true they share new ideas and strategies with one another (down from 62% in 2013; **IF10**); and 37% of staff members reported it they collaboratively plan interdisciplinary concepts into our lesson plans (compared to 43% in 2013).

Communication. During the last several studies, staff members identified communication as an area for improvement in Morton. The majority of interviewees believe improvements have been made in this area, but most admitted that this is still an area for growth. Many of the complaints about communication focused on internal staff communication. For example, one person shared, "Classified staff [members] don't go to staff meetings. They do send out bulletins from the staff meetings, but it seems that we do not get all of the information. I think having a more structured communication process would be helpful." Another person similarly shared, "Classified staff is not involved in any trainings or staff meetings. I feel out of the loop.

It is really weird. I went from being involved in everything to nothing this year. I think the funding is a big thing. I don't think it is anything intentional."

Once again, researchers did not identify a formal communications plan during this study, but it is clear that Morton does make effort to communicate with the larger school community, including student's families. Two years ago, the district implemented a new automated message system, and parents participating in the focus group reported this to be a major improvement. Parents and students reported getting information through robocalls, through Skyward, from the newspaper, from daily bulletins, and from the school website. A few students reported getting "notes of encouragement in the first month," but reported; "Now there is nothing. They stopped doing that, but we liked getting them." Some staff members believed encouraging student and parent voice to be an area of improvement for the school.

Student information is accessible online through Skyward, and both students and parents have access to this system. The hiring of a Community Communications Coordinator commenced at the beginning of the grant. This year, the Coordinator completed two district newsletters, but reported, "They turned out to be expensive to do, and there is not a huge amount of money for that. They get sent out to everyone in the community so we have to print 1400 of them." The Coordinator also updates the school website, typically by adding the daily bulletin, and the district now has a Facebook page. The school also placed a television in the hallway this year depicting "sports photos and photos from the robotics class."

Family surveys show 73% of respondents agree school staff communicates with them in a way that is convenient (compared to 75% in 2013 and 39% in 2011) and 64% agree the school provides opportunities to learn more about the school (compared to 63% in 2013 and 33% in 2011). In student surveys, 41% of students agree their parents or guardians have a good idea about what goes on at the school (compared to 52% in 2013).

Curriculum, Instruction, and Assessments Aligned with State Standards

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

Indicators	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	2	2	3	3
Instruction	1	1	2	2
Assessment	2	2	3	3

Curriculum. At the beginning of the grant, Morton staff members made significant efforts to ensure curricula aligned with Washington State standards, particularly in the areas of reading and math. OSPI consultants helped staff members last year to perform a gap analysis in both reading and math. *Interviewees reported being knowledgeable of state standards and some teachers talked about including the standards in their learning targets. Many teachers also spoke about aligning units of instruction to standards during professional development time (P4-IIA01).* One person stated, "We all are supposed to have learning targets and objectives somewhere in the lesson. Sometimes kids put it in their notes. They are supposed to be aligned to Common Core." Although staff members are attempting to align their curriculum and lessons with the Common Core, this is still in the developing stage.

The school continues to use the same curriculum as last year for most subject areas, and according to interviewees, some of the curriculum aligns better with the standards than others. "So with English, it is quite easy," reported one person. "The curriculum is aligned to Common Core. You still have to check to make sure it is aligned, but the standards are right there." The interviewee went on to share, "The history curriculum is out of date, so I look for lesson plans online. That is taking quite a bit of work for me to do that." Another person shared, "The only different thing we are using this year is Kahn Academy. We continue to use IXL for extra practice. IXL is aligned to Common Core. We are using Holt series in math, and I don't think it is that aligned to Common Core so teachers are doing more story problems, and one teacher is doing research on activities like performance based assessments."

Sixty-eight percent of staff members responding to the survey said it was true that the programs we teach are aligned with state standards (compared to 90% in 2013; **IIA01; IIA02; IIC01**), while 58% of staff members said it was true that the school provides curriculum that is relevant and meaningful (compared to 62% in 2013).

Instruction. During the first assessment at Morton Junior Senior High School, researchers noted no evidence of an instructional framework in place, and teaching staff rarely had the opportunity to talk about effective teaching methods. Although, this area still falls in the 2 level, staff members made strides over the last two years in developing a common language around instruction. Last year, the district provided a part-time instructional coach who is more focused around instruction than around content. The instructional coach supports work at both the elementary and secondary level. The coach supports the improvement of instruction by visiting

teachers and providing feedback and by setting up and facilitating instructional rounds, which is a process where participating teachers reflect on their own practice with colleagues. This year the instructional focus is on higher order questioning. A few interviewees discussed issues with the instructional focus this year at the secondary level in particular. One person reported:

Instructional rounds were structured differently this year. I am not as satisfied with the results here at the secondary level compared to at the elementary school. The elementary school staff has been more unified. They are a very cohesive group. At the high school, the instructional rounds need to be supported very specifically in the scheduling process, in the follow-up, and in the value each person should be getting from them. In the last set of instructional rounds we looked for questioning and questioning strategies and identified what type of questions were being asked. The follow through and support for it from leadership never appeared. It has to be picked up and supported, and after it happens, school leadership needs to talk about it with teachers and reflect on the progress. There is not a clear vision here of how instructional rounds fit into the vision for this building. There is not a strong instructional vision for this building.

Despite some continued efforts to create a coherent framework and focus around instruction at the school, it was not clearly observable to researchers visiting classrooms. Many classroom lessons did not appear to accommodate diverse learning styles or to be aligned with research on how people learn. In some classrooms, student work focused on recall rather than on conceptual knowledge. When staff members were asked about whether there was agreement among staff regarding what effective teaching and learning look like, a staff person remarked, "yes and no." Researchers noted that some teachers do not appear to regularly be planning the pedagogy of their lessons.

During focus groups, students were asked to describe the characteristics of a good teacher. They reported a good teacher is "Someone who takes time to spend with you;" "Someone who is personable and can be funny;" "They are someone who is relatable and understanding. They are reasonable and give you enough time. They do not have favorites."

Sixty-eight percent of staff members responding to the survey said it was true the lesson purpose is clearly communicated to students (compared to 71% in 2013; **IIA09**), while 42% of staff members reported it was true students are provided with tasks that require higher-order thinking skills (compared to 62% in 2013; **IIA07** & **IIB04**). Sixty-four percent of family members responding to the survey agreed that school work challenges their child to think and solve problems (compared to 63% in 2013 and 33% in 2011). Student survey results show 54% agree their classes challenge them to think and solve problems (compared to 57% in 2013) and 68% agree teachers want them to explain their answer – why I think what I think (compared to 62% in 2013).

Assessment. *Morton Junior Senior High School staff members reported using a variety of assessments in their classrooms and reported that they are aligning the assessments with their instruction and are aligning them with state standards. According to staff members, they are more adept at regularly collecting, investigating, and making instructional changes based on assessment data than they were prior to the grant (P5-IID12).* "This district has taken a huge step in looking at data," stated one person. Morton staff members continued to report that they are assessing students and using data more than ever before. This year staff members in

language arts and math continued using OSPI's RBAs and MBAs to assess their students throughout the year.

On the staff survey, 63% of staff members reported it was true common benchmark assessments are used to inform instruction (compared to 86% in 2013; **IID08 & IID09**), and 79% of staff members said it was true that the school uses assessments aligned to standards and instruction (compared to 76% in 2013; **IID01 & IID03**). According to family surveys, 64% of respondents agree teachers provide them with feedback on their child's progress including suggestions for improvement (compared to 50% in 2013 and 33% in 2011), while 56% of students agree they understand how their teachers measure their progress (compared to 56% in 2013).

Similar to last year, the school uses a consultant from OSPI after every reading benchmark to help teachers process the data. A similar process is occurring with math facilitated by the math coach. Some data is disaggregated by subgroups. One person provided an example of this sharing, "One of the problems of practice we identified was that females were performing better than males, so we did a presentation to staff on teaching boys. We still need to talk more about what we need to do in the classroom to change what we are doing to enhance participation of boys in our classrooms." This year, each teacher set student growth goals. One person explained:

This year each teacher set student growth goals: 'I want so many of yellow zone students to get to the green.' They are focused more on the data. They are doing pre-assessments and post-assessments. There is time provided for staff to look at data, make decisions, and adjust what they are doing in classrooms. We are creating a culture of that. We are trying to make the shift between 'I taught it to the students' versus 'students learned it and I have evidence of that.'

Frequent Monitoring of Learning and Teaching

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

Indicators	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	2	3	3	3

Supporting students in need. *Collecting and analyzing data together is one of the main functions of Morton's Professional Learning Communities this year, and along with help from reading and math coaches, teachers are reviewing data together to help monitor the progress of the learning program and strategies (P3-IVD05).* Staff members at Morton believe they are using data more over the last two years than they have in the past and are using a collaborative team process to make decisions. Staff members use data from state assessments primarily to make placement decisions for their intervention period (EnCore). Students do take RBAs and MBAs three times year as well. Last year, the school introduced the EnCore class to provide students with extra support aligned to their core course. Students not needing support are placed in an Encore and Beyond course. According to reports this year, the school did not have as many students needing the EnCore class for support, suggesting the school is transitioning students out of needing the extra support.

Morton Junior Senior High School continued with their Student Support Team this year. The team, initially suggested by teachers, started because staff members noted seven students "not being very successful." The team brings together staff members to problem-solve each case. According to one person:

We had an action plan and assigned a mentor teacher to each student. We met again in two weeks. They made some decisions about students and got them different placements. It was all teacher leadership. It is a counselor-led process where they are asking: 'What can we do to get that student to graduation?'

In addition to during school support, Morton also offers after-school help to students who are struggling, and students can get help before school or during lunch from teachers, but teachers report few students attend these additional learning opportunities. As mentioned in previous sections of this report, Morton offers few advanced courses for students who want to accelerate their learning, which is one reason many juniors and seniors enroll in Running Start. Most interviewees continued to comment that the school suffers because it is not able to offer as many advanced courses or electives for their students. The school continues to have two school counselors to help support students; one who splits time between the junior senior high school and the elementary school and another one who is hired as the drug and alcohol counselor and is funded by True North. The counselor reported she is "putting more time doing classroom presentations and more groups at junior high school level." The counselor is the senior advisor,

she teaches a Navigation 101 class, she coordinates testing, and does student scheduling, among many other responsibilities.

This year, both the elementary school and the junior senior high school underwent a study of their Response to Intervention (RTI) program. The study results suggest the junior senior high school should further evaluate the screening measures they use to place students into intervention courses (this area scored the lowest on the RTI report). Additionally, teachers and paraprofessionals teaching EnCore support classes should have training in the curriculum they are using for those courses. As mentioned previously in this report, the ELA teacher would benefit from more curriculum resources in the intervention course. Students work in the Wild Side Jamestown nonfiction books as a supplement, but many students report they are not challenging. A final, important note, in the RTI report is that Morton “does not have a defined Tertiary Level” of support for students. The undertaking of this RTI study represents an example of how the district and school are monitoring their programs and practices and undertaking improvement efforts based on the data/information.

One major change at Morton this year is the move to a full inclusion model to meet the needs of Special Education students. Although new this year, interviewees were very positive about the switch to full inclusion, and they believe Special Education students are very successful in the new program. One person explained the necessity of moving to a full inclusion model sharing:

They were doing it at the elementary school, and they needed to continue it here. We don't want their curriculum to be watered down. They feel better about themselves. We are also going away from identifying them as Special Education students and are trying other things through the support team. It is a real shift.

The Special Education teacher and several paraprofessionals are now placed in classrooms throughout the day to help support the Special Education students. Universally, these staff members believe their students' needs are being met in these courses. One person shared:

I love the inclusion model. It is easier for me to write IEPs (Individualized Education Plans) because I am seeing what they are doing. I can now work more with teachers on modifying things. That helps me being in the class. I can talk to the teachers about pacing. A few students have struggled, but I think they are getting a lot out of the classes. I have seen them have more confidence. Some of the gen ed kids help with the special education kids in their class.

On the staff survey, 68% of staff members reported it was true that assessment data are used to identify student needs and appropriate instructional intervention (compared to 86% in 2013; **IIB01; IIB04; IIB05; IID07; IID09**) and 63% of staff members said it was true that they monitor the effectiveness of instructional interventions (compared to 71% in 2013; **IE06; IE07; IID08**). Family surveys show that 46% of parents agree school staff contacts me when my child is struggling academically (compared to 63% in 2013 and 33% in 2011), and 73% agree school counselors and/or teachers help my child establish academic goals (compared to 63% in 2013 and 39% in 2011). Student survey results show that 53% of students agree teachers know which students are having trouble learning and makes sure those students get extra help (compared to 59% in 2013).

Focused Professional Development

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

Indicators	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Focused Professional Development				
Planning and Implementation	2	2	3	3
Curriculum, Instruction, and Assessment	2	3	3	3

Planning and implementation. According to focus group members, Morton does not have a formal process (e.g. survey) to assess and identify professional development needs for all staff members, but district and school leaders informally ask teachers what support they need, and the District Instructional Leadership Team makes decisions regarding professional development needs. It is clear to researchers that Morton is doing more long-term planning for continuous support of professional growth needs. One person commented:

This year we were interested in keeping staff in the building. We had to do some refreshing of professional development for our new staff, but now we are really into our PLCs and working within content area. That has been really huge. They are teacher-led. They are deciding what they really feel is important, and we are trying to build teacher leaders. If going to move forward we need to build those strong PLCs.

Morton staff members are engaged in a variety of professional development opportunities this year. The professional development planning now includes more teacher voice and is happening K-12. Professional development opportunities also appear to be aligned with the school's improvement goals. *The majority of staff members agreed that training is typically research-based and occasionally job-embedded (P2-IF12).* Staff members typically have training or work in PLCs on early release Wednesdays. External consultants provide some training, while other trainings are planned internally. Many staff members continue participating in external trainings offered through the ESD. School leadership also encourages staff members to visit other schools and is providing substitute time for any teacher interested in doing this.

Curriculum, instruction, and assessment. This year, Morton staff members reported having access to professional development support in the areas of curriculum, instruction, and assessment. New teachers undertook training on the evaluation model. "We brought in Heather Knight to do our teacher training for the new people. She came four times from fall to late fall. She was really good," shared a district leader. One teacher participating in the training agreed, "I enjoyed when we got to go to different schools and observe and compare them to the framework. I think in the future they should do a brief introduction on Danielson and then be out in the schools."

Professional development is also occurring at the school with the use of external math and reading coaches. According to one person, "One of the best things that staff have done has been working with the math and reading coaches doing MBA and RBA work." The content

specific consultants are helping staff members interpret results of assessments and are helping introduce staff members to Common Core State Standards. The district will continue with the focus on CCSS by sending teachers to a three-day training over the summer. The district also continued working this year with a part-time instructional coach. The instructional coach is leading peer rounds focused on higher level questioning. As mentioned previously, the instructional coach is less satisfied with the process at the junior senior high school than the elementary school. Other professional development opportunities this year included training on standards-based grading for junior high teachers and training on RTI provided by the assistant superintendent from Richland School District. Some staff members are also attending external training such as those provided by the ESD, while others are visiting other schools and teachers to share ideas.

Eighty-four percent of staff members responding to the survey reported it was true that teachers engage in professional development activities to learn and apply new skills and strategies (compared to 86% in 2013; **IF07**); 47% said it was true that they are provided training to meet the needs of a diverse population in their school (compared to 76% in 2013; **IF12**), and 84% said it was true that teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction (compared to 57% in 2013; **IF03**; **IF06**; **IF07**).

Supportive Learning Environment

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

Indicators	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
Supportive Learning Environment				
Safe and Orderly Environment	2	2	2	2
Building Relationships	3	2	3	3
Personalized Learning for All Students	2	3	3	3

Safe and orderly environment. According to staff members, the physical structure of the school provides students and staff with a safe and clean learning environment. No one expressed complaints about the cleanliness of the school or any major safety issues with the school building, and researchers noted improvements in the school's heating system.

Universally, staff members, parents, and students described the discipline and referral system at the school as ineffective and inconsistent. Thirty-seven percent of staff members responding to the survey reported it was true that the school is orderly and support learning (compared to 57% in 2013; **IIIA32; IIC06; IIIA35; IIIC12**) and 53% said it was true that students believe this school is a safe place (compared to 52% in 2013; **IIIC04 & IIIC12**). Family surveys reveal that 64% of families agree their child's teachers enforce classroom and school rules (compared to 50% in 2013 and 33% in 2011), 64% agree the school is a safe place for their child (compared to 57% in 2013 and 45% in 2011), and 82% agree there is an adult at the school whom my child trusts and can go to for help with a problem (compared to 63% in 2013 and 56% in 2011). Student surveys show that 42% of students agree the school is clean and orderly (compared to 48% in 2013), 62% agree the school is safe (compared to 56% in 2013), and 24% agree discipline is handled fairly (compared to 35% in 2013).

Morton continues to have a structured discipline and referral process that is outlined in the student handbook, but once again, staff members reported that it is enforced inconsistently in the school. One person also pointed out the referral forms and the student handbook do not match. When asked about areas the school still needs to improve on almost every interviewee mentioned the discipline and referral system. Comments from staff members throughout the study were very consistent with one another. The following quotes from staff members provide examples of the major issues with the current system:

I think we need to be more on the same page. We have our student handbook and teacher handbook. Most everyone is good at following it but there are still some teachers that do their own thing. You can listen to music here and not in here.

We need to make sure that with discipline we are consistent. From class to class and even when you send them to the office. They think nothing happens with referrals. It does not really seem consistent. There is not punishment.

I think we need to be more consistent on our rules and procedures.

Discipline needs to be improved. The follow through is horrible, and students talk about it and they laugh. It is very unsettling. Nothing happens with referrals. At the beginning of this year huge kudos about a decrease in referral rates – but I think teachers stopped writing.

There are always discipline issues. We have new teachers with their own policies. It is just really inconsistent. It is so random. Students are acting out. There was big praise that discipline data looks better, but I think it is because people are not writing referrals. The consequences from the principal are also inconsistent.

Parents participating in the focus group agreed discipline issues need to be addressed in the school. "My one improvement would be that the discipline be improved," stated one parent. "I don't think learning can take place unless the environment is conducive to learning." Students, in particular, noted the inconsistencies between teachers and at the administrator level. One student stated, "The rules are inconsistent. Some teachers allow certain things and others don't. If I did same thing as someone else they would not get in trouble, and I would get suspended."

The school continues to use the Positive Behavioral Intervention and Support (PBIS) program, and most agreed believe the incentives continue to be helpful and motivating to many students. "I have been here since inception of PBIS," shared one person. "That has been a huge benefit to the school. PRIDE cards help us. We were good handing them out in the beginning. When we don't use them as much and behavior still has improved, it has worked." Talking about PBIS, one person reported progress:

We've got majors (major offenses) down, now we have more minors (minor offenses). We are looking at data. We are doing PRIDE drawings weekly. Now we added gold cards where each teacher can give out one a week and the student comes down to get ice cream. We also have Kindle Fires from a donor, and this year, we have two extra for a total of 10. We have good incentives.

Major concerns in this area from all groups made researchers consider moving this area to a level 1, however; researchers did not notice severe behavior problems or disruption occurring during classroom observations so this area remains at a level 2.

Building relationships. According to interview and focus group participants, adults in the school are establishing meaningful relationships with students and are using these relationships to tailor instruction and to challenge students. One person shared, "Staff and student relationships are pretty good. Some staff members command more respect than others." Another person similarly stated, "I see our teachers being pretty respectful and encouraging and caring this year. They are trying to build a good rapport." A few people continued to comment that not all interactions between students and staff members are positive. For example, one student claimed, "This year, I noticed teachers have been negative towards students. Some teachers just make rude comments. Last year, there seemed to be a lot of positive reinforcement, and this year it seems more negative. It needs to be somewhere in the

middle." Several interviewees commented on how few staff members attend sporting events, which they believe is essential in developing relationships with Morton students. On the staff survey, 74% of staff members reported it was true that the staff value and respect all students (compared to 71% in 2013; **IIIC15; IIIC01; IIIC02**) and 68% of staff members reported it was true that students believe adults in the building genuinely care about them (compared to 52% in 2013; **IIIA33**).

When asked about interactions between adults in the school community, reactions were generally positive with one person noting more staff eating lunch together in the staff room, but a few people continued to comment about a perceived lack of camaraderie between staff. Similar to the last two studies, many interviewees stated being completely comfortable talking to leaders about any issues, but there were a few who did not feel comfortable, and no system is currently in place for school leaders to receive open and honest feedback from teachers, parents, and students.

Personalized learning for all students. This year, researchers noted continuing opportunities for personalized learning for students. One way Morton continues to do this is through their EnCore classes, where students can get help at their individual reading or math level. The structure does not currently exist for students to get this type of help in more than one subject area. According to interviewees, students are typically placed in the class for the whole semester. Students also have access to tutoring both during and outside of the school day. *Throughout the study this year, teachers talked frequently about personalizing learning for students through the use of differentiation (P4-IIIA07).* An example of this is the use of computer-assisted learning. The school is currently using APEX for credit retrieval, and IXL and Kahn Academy for extended learning. Morton Junior Senior High School teachers are also becoming more adept at using data to personalize the learning environment for students. *Teachers are using assessments to monitor student progress and they share the data with one another to assess strengths and weaknesses (P5-IID08).*

Elective opportunities are still very restricted at Morton, and only a few advanced level courses are offered. School and district leaders recognize this weakness and hope that as students transition out of below-level courses, and come to the junior senior high school with more skills, they will begin to be able to offer more of these types of courses. Students continue to have access to Running Start through the local community college. The school continues with their Navigation 101 program, but several teachers talked about issues with the resources available for advisory time. One person shared:

We have advisory. We are following NAV 101 right now, but tons of the links don't work. We were given a thumb drive with a bunch of ad hoc materials - every teacher is doing this different. No one is overseeing it, and you just do what you want to kind of thing. We need to have small committee go through it over the summer.

Morton continues some formal and informal celebrations of academic and behavior success of students, but some continued to report that more could be done to celebrate student and staff accomplishments. One person reported, "We have had one assembly this year to recognize kids. They don't feel like they are being recognized for academics. Kids are on the Honor Roll, but no there is no shared recognition of those positive things." Students also reported wanting more activities to improve "school pride." "In the past few years, it seems like we don't have as

much school pride as we used to," commented one student. "Now it seems that no one really cares. We have had no pep assemblies since I have been here. We used to have spirit week. There is just not a lot of school spirit."

High Level of Family and Community Involvement

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

Indicators	2011 Rubric Score	2012 Rubric Score	2013 Rubric Score	2014 Rubric Score
High Levels of Family and Community Involvement				
Family Communication	2	3	3	3
Family and Community Partnerships	1	1	1	1

Family communication. Staff members reported communicating with parents via the website, newsletters, conferences, robocalls, and personal phone calls. Researchers noted that key documents, such as a student handbook are distributed annually. Students reported getting phone calls home and notes of encouragement during the first month of school. Parents identified similar methods of communication from the school, including robocalls, conferences, the newspaper, the website, and the daily bulletin. Despite lots of effort by the school to communicate to families, interactive communication is still a challenge. Most staff members admitted that it is a struggle to get family members involved in the school in significant ways. The district's Community Communications Coordinator helped complete two newsletters this year, which were sent to every address in the community. The district website is updated on an almost daily basis, and the district now has a Facebook page, although several people noted that many families in Morton do not have access to a computer or to internet. "I am amazed here about how many people do not have internet," stated one person. "I would rather them send a letter home or call me." This year, researchers noted a television in the hallway with sports photos and pictures from the robotics class.

Similar to findings from last year's study, some family members and staff members participating in the study thought the school could be more welcoming to parents. One person suggested district and school leaders could make more of a point to welcome family members when they come to the school and that the appearance of the hallways could be improved through display of student work etc. Forty-seven percent of staff members responding to the survey reported it was true that the school encourages parent involvement (compared to 67% in 2013; **IVA03**) and 47% said it was true that teachers effectively communicate student progress to parents (compared to 71% in 2013; **IIIB06**). Family survey results show that 55% of families agree their child's teachers respond promptly to them when they have a question or concern about their child (compared to 63% in 2013 and 33% in 2011) and 64% agree school staff keeps them informed about activities and events at the school (compared to 75% in 2013 and 28% in 2011).

Family and community partnerships. Morton Junior Senior High School's school improvement plan includes a family and community engagement component, and district and school leaders made efforts over the last three years to garner more community and parent involvement in the school. Examples of this include inviting parents to serve on different leadership committees within the school and providing parent informational meetings regarding

the RAD grant and PBIS. *At the time of this study, researchers did not find evidence of a consistent parent representative on the leadership team to provide a community and parent perspective for the team (P7-IVA01). Researchers also found little evidence of the school engaging the parents and the community in the transformation process (P7-IVA13).* On the staff survey, 21% of staff members reported it was true that the school has activities to celebrate the diversity of the community (compared to 14% in 2013) and 32% said it was true that with important decisions we collaborate with the parents and the community (compared to 43% in 2013; **IE13**). Family survey results show that 64% of families agree the school works with community organizations to support their child (compared to 63% in 2013 and 47% in 2011) and 55% agree the school helps to connect my family with community resources (compared to 63% in 2013 and 38% in 2011).

Staff members work hard to communicate with families in a variety of ways, but researchers continue to find little evidence of family and community engagement in the school. Interview and focus group participants commented that they do not often see people volunteering at the school although some local businesses do provide scholarships to students or act as sponsors. The school does have a CARE team, which includes the school counselor, “the True North drug and alcohol counselor, an Americorp worker, a readiness-to-learn worker, and a social worker from the community.” Overall, district and school leader recognize the need to take an alternate approach in this area. One said:

We have had the daily bulletins, reader boards, robocalls, Facebook, the newspaper, and the website. They still are not coming. Only one parent came to the community forum. We need to take the road show to the community – go out and present different programs/curriculum things out there. We need to take ourselves to the public.

Once again, interviewees identified significant barriers to getting parents engaged with the school. Parents also acknowledged the lack of support from the community and from parents. Similar to last year’s study, a few staff members talked about the success Onalaska (neighboring school district) has had with their community outreach. One person shared, “The door seems like it is not that open here. Everything in Onalaska is done through the school. The school is the heartbeat.” Several people were optimistic about the ability of the new superintendent/principal to engage parents and the community since he will be moving to Morton with his family. To see improvements in this area, it is likely the district will need to undertake training and study around the “Next” practices in parent/family engagement, similar to the work being done in the Roadmap Schools by Dr. Ann Ishimaru at the University of Washington.

SUMMARY AND RECOMMENDATIONS

Morton School District and Morton Junior and Senior High School implemented the Transformation Model. Over the course of the last three years, both the district and the school made substantial changes and improvements. When asked about what has been critical for success over the last three years some of the main areas mentioned were 1) having support from a Technical Assistance Contractor; 2) the continued development of PLCs; 3) increased communication and collaboration PK-12; 4) the addition of RTI and PBIS; 5) curriculum alignment; and 6) increasing staff buy-in for change.

One of the biggest challenges for Morton over the course of the grant was teacher turnover. Last year, the junior senior high hired four new staff members and this year the school hired five new teachers. Staff changes needed to be made each year due to several teachers retiring and others moving out of the district to other teaching opportunities. People cited several reasons why the teacher turnover is so difficult. First, recruiting qualified teachers to come to Morton is difficult. Second, new teachers must be acquainted with policies, practices, programs, and reform efforts occurring at the school. Finally, several interviewees, including students, reported how difficult it is to have new teachers each year, and to build relationships and trust with yet another adult.

Throughout the course of the grant researchers noted significant efforts by the district to extend improvement efforts PK-12. This year, the district made improvements in the effectiveness of their PLCs. District and school leaders believe developing effective PLCs are critical for their efforts going forward and for sustaining the work over the last several years. Morton also made substantial progress in the area of professional development over the last three years, providing staff members training in several critical areas. Another significant improvement in the district, noted by researchers throughout the last three years, is the development of a leadership structure. The district continues to have a leadership team called the MERIT Team, a District Instructional Leadership Team (DILT), and a Behavior Leadership Team (BLT). The creation of these leadership structures is one of the biggest accomplishments made in the district since the beginning of the RAD grant.

Although rubric scores changed little this year, the alignment with the *Nine Characteristics of High Performing Schools* improved substantially since the initial assessment. In 2011 and in 2012, the rubric scores mainly fell in the "Initial, beginning, developing" stage, while this year and last year many more scores fell in the "Leads to effective implementation" stage. One score went down this year compared to last year in the area of *Attributes of Effective School Leaders*. Although scores did not change, researchers noted improvement in the area of teacher collaboration with the continued development of PLCs. Interviewees were also very positive this year about the school's move to a full inclusion model to serve their Special Education population. Over the past three years, as the district and school have begun to implement the new transformation model, school and district staff members have taken measures to address the recommendations made in our initial assessment. Progress toward these critical areas is noted below:

- **Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district.** In our initial assessment, we talked about Morton School District personnel's emphasis on improving

student learning and achievement at not only the junior senior high school, but also at the elementary school. Significant efforts have been made each year to align improvement efforts K-12 and provide a vision for improvement that spans the district. This work really started three years ago, but each year efforts are made to strengthen the connections. The creation of district-wide PLCs is helping build collaboration and connection between staff members at the two buildings.

Two years ago, some staff members reported that they were “not on the same page” and reported feeling “disorganized as a group.” Some interviewees alluded to this issue again during the current study, but reported it was due to having so many new staff members and not having staff meetings with everyone included (i.e. paraprofessionals). Once again, staff members highlighted improvements in collaboration and in distributed decision-making. A collaborative process is established to define and revise the school’s improvement goals and a leadership team works together on the school improvement plan. While the action plan for improvement appears to be more clear, the development of a specific vision and mission statement is still a work in progress. Most interviewees believe the staff knows and understands what the school is trying to do for improvement much better than students and the community.

- **Address leadership structures.** At the start of the RAD grant, Morton did not have a leadership team, and the process of decision-making appeared to happen largely on an informal basis. It was unclear how teacher leaders were selected. Over the course of the grant, more leadership teams formed to take on different decisions both at the district and school level. These leadership structures continued into this year. Executive decisions regarding the grant are primarily made by the MERIT Team, while decisions regarding instruction and professional development are the responsibility of the DILT, and the BLT makes decisions regarding discipline. This year results were mixed with some people believing they are included in decision-making and others saying they are rarely included. Classified staff in particular expressed having less voice in decision-making this year. Similar to findings from the last two years, student and parent input for decisions is not something that is regularly sought by school leadership according to interviewees. For continued improvement, we recommend reviewing *Principle 1: Strong Leadership – Team structure (ID02, ID04, ID08, ID09, ID10)*
- **Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff.** Two years ago, Morton was still using a satisfactory/unsatisfactory model for performance evaluations. Over the last few years, district and school leaders worked toward a new model. The teacher and principal evaluation systems are now in place at the school, and staff members continue to receive periodic training on Charlotte Danielson’s Professional Framework. Last year, teachers and school leaders alike had several concerns around the new system including the increased demand for evidence placed on all parties and need for clearer communication around the process. Researchers heard only a few concerns regarding the evaluation process this year. To provide assistance to the junior senior high principal because of the rigorous requirements of the RAD grant and the new evaluation system, the district hired a substitute principal for the last two years who fills in one or two days a week.

- **Set high academic expectations.** Over course of the grant, researchers pointed out the need for Morton Junior Senior High School to begin to develop a culture of high expectations for students. Although, Morton students have many challenges to learning, all students should be encouraged and challenged to excel. The school continues to struggle with providing a challenging academic core and researchers continued to find evidence of the perception of the school as a place of low academic expectations, particularly among students and families. The school is making efforts to change this perception, but this remains an area for improvement. Please refer to *Principle 4: Rigorous, aligned instruction (P4-IIA03)*.
- **Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards.** Two years ago, Morton began using math and literacy coaches to work with teachers on aligning curriculum and classroom lessons with state standards. Last year, staff members worked with coaches to perform a gap analysis conducted in both reading and math, and the school worked to ensure intervention courses aligned with state standards. To support alignment with standards, the district also made some changes to curriculum last year. The content specific consultants are helping staff members interpret results of assessments and are helping introduce staff members to Common Core State Standards. The district will continue with the focus on CCSS by sending teachers to a three-day training over the summer. *Principle 4: Rigorous, aligned instruction – Engaging teachers in aligning instruction with standards and benchmarks (IIA01), - Engaging teachers in assessing and monitoring student mastery (IIC02), - Engaging teachers in differentiating and aligning learning activities (IIIA01)*.
- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** At the initial assessment, we reported the frequency of instructional practices aligned with research-based principles of learning to be fairly low according to classroom observation results. It was clear to researchers that teachers had not been sufficiently supported in this area to help improve their practice, and many teachers acknowledged a need for and interest in training focused on instruction. Over the course of the grant, the classroom observation results fluctuated somewhat, but have generally remained low. Teacher turnover is likely contributing to some of the lack of traction in this area. This year’s classroom observation results continue to indicate the need for improvements in this area, and for teachers to become more focused on planning the pedagogy of their lessons. The district continued working this year with a part-time instructional coach. The instructional coach is leading peer rounds focused on higher level questioning. This year the instructional coach is less satisfied with the process at the junior senior high school than the elementary school. We recommend that staff members continue to focus on instruction in a manner that draws from research-based approaches and strongly emphasizes rigorous teaching and learning. We also recommend the school continue to use and strengthen the process for peer observation and reflection started this year. *Principle 2: Staff evaluation and professional development – Professional development (IF04, IF05, IF07)*.
- **Provide assistance in developing and implementing formative assessments.** Two years ago, we reported that Morton staff members were assessing students and

using data more than ever before, and they continued to make improvements this year in the area of data use. According to most interview participants, data use is one of the areas of most improvement in the school over the course of the grant. This year staff members in language arts and math continued using OSPI's RBAs and MBAs to assess their students throughout the year. Similar to last year, the school uses a consultant from OSPI after every reading benchmark to help teachers process the data. A similar process is occurring with math facilitated by the math coach. In order for this work to sustain, school staff members will need to become more adept at all steps of the data collection and analysis process. *Principle 5: Use of data for school improvement and instruction – Assessing student learning frequently with standards-based assessments (IID03, IID04, IID08, IID09, IID10, IID11).*

- **Continue to develop meaningful communication and collaboration.** In the last three years, Morton made intentional efforts to allow staff members more opportunities to meet together. To that end, staff members are now meeting for an extended amount of time on early release Wednesdays. Collaboration opportunities also occur on a more informal, less regular basis. Many staff members highlighted improvements in PLC work as an area of development this year. Last year, some staff members reported wishing collaboration time could be more authentically teacher-directed and wanted more time to plan with colleagues on their own. According to many interviewees, teachers are getting more time to meet with colleagues and are having more opportunity to direct the work. During the last several studies, staff members identified communication as an area for improvement in Morton. The majority of interviewees believe improvements have been made in this area, but most admitted that this is still an area for growth. Many of the complaints about communication focused on internal staff communication. *Principle 3: Expanded time for student learning and teacher collaboration (IVD02).*
- **Fully implement a behavior and reward program.** Three years ago, Morton staff spent time and resources to consider, adopt, and acquire training in the PBIS program. The school continues to use the PBIS program they developed and most agreed that the incentives are helpful and motivating to many students. However, once again this year staff members reported that school rules are enforced inconsistently in the school. Similar to the last few years, this appears to be the area of greatest tension and frustration at the school. When asked about areas the school still need to improve on almost every interviewee mentioned the discipline and referral system. In particular, most people were concerned about inconsistencies from classroom to classroom, lack of follow through regarding discipline from administrators, and the lack of alignment of the referral form and the student handbook. Most people also believe that different groups of students are favored. Researchers noted evidence of school and district leaders being aware of this issue and are hopeful the new superintendent/principal put this high on his list of improvement efforts next year. *Principle 6: Safety, discipline, and social, emotional, and physical health – School and classroom culture (IIIC04, IIIC13, IIIC15).*
- **Increase superintendent position to full-time.** Currently, the district is working with a very small staff and the superintendent position is only part-time. Two years ago we recommended the position be increased to full time given the needed support and supervision required by the grant. Although this was not done, the district is provided with additional help from a Technical Assistance Contractor from the ESD and from the

OSPI Student and School Success coach who serves as a support for school and district leaders by providing shoulder-to-shoulder guidance. Recently, Morton School Board hired a new principal for the junior senior high school, who will also serve as the superintendent. District leaders and school personnel expressed concern about “whether one person can do this job” and believe “he is going to need some support.” The current superintendent is planning to request additional funds from the state to support retaining the Technical Assistance Contractor from the ESD and to support some of the important training they are undertaking, such as the work with a reading and math coach, training on the evaluation system, and to support having a Dean of Students for a few periods a day at the junior senior high school. Researchers believe the retention of the Technical Assistance Contractor is essential for sustaining the work in Morton.

APPENDIX A – DISTRICT RUBRIC

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

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

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

X" Required "O" Permissible

Actions	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Teachers and Leaders							
Replace the principal.	X	X(O)	2	3	3	3	The district put a new principal in place in for the 2011-2012 school year. The school board hired a new superintendent/principal for the 2014-15 school year.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	X		1	2	2	3	Components of the Danielson Framework (competencies) as well as highly qualified status are used to screen and select new staff.
Screen all existing staff, rehiring no more than 50% of the school staff.	X	O	1	NA	NA	NA	Adopted Transformation Model
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	X	X	1	1	1	2	The district tends to be limited to the immediate area and most recruiting and resources are limited; however, this year financial incentives were given to newly hired Spanish, CTE, and science teachers.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	X	X	2	2	3	3	The district implemented the Danielson Framework with all certificated staff. The state adopted student growth rubrics are being used as well. The AWSP Leadership Framework was adopted for the principal evaluation.

Teachers and Leaders (Cont.)	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Identify and reward school leaders who have increased student achievement and graduation rates. Identify and reward school leaders who have increased student achievement and graduation rates; Identify and remove school leaders and teachers who, after ample opportunities to improve professional practice have not done so.	0	X	2	2	2	3	Teachers and principals were rewarded this year for increased student scores on MSP. They were given \$100 each to buy classroom materials.
Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school.	0	0	1	2	2	2	The district reports that there is an incentive in the fact that teachers are receiving more professional development and are being paid for it.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	0	0	1	2	2	2	Since Morton is small, often because of highly qualified issues, they are not able to ensure that teachers won't be moved around.

Instructional and Support Strategies	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	X	X	2	3	3	3	The district provides curriculum materials, and the staff has made efforts to ensure curriculum is aligned with the state standards. Staff members use consultants/coaches to assist in aligning instruction with the content and achievement standards. Data is also collected this year using RBAs and MBAs. Data is used to determine the exact skill deficits for students and then the school can select research-based programs to meet those needs.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	X	X	2	3	3	3	The school now has a long-term professional development plan in place. The District Instructional Leadership Team designs the PD based on instructional needs (i.e. RBA analysis, standards-based reporting, instructional habits, Danielson Framework training, PBIS training, etc.)
Ensure continuous use of data (e.g., formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	X	X	2	3	3	3	Staff is using data more this year than in the past. Frequent progress monitoring is occurring particularly in math and reading courses. RBAs and MBAs were added as assessments last year.
Institute a system for measuring changes in instructional practices resulting from professional development.	0	0	1	2	2	3	The instructional coach has developed forms for instructional rounds that measure the use of instructional practices such as higher order questions (the focus for the year).
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	0	0	2	3	3	3	Most teachers have pacing guides aligned to standards, but the principals have not yet been using those to make sure implementation is done with fidelity.

Implement a school-wide response to intervention model.	0	0	2	3	3	3	The RTI system at the secondary level has tier 2 instruction only through EnCore (enhanced core). Currently, a team of teachers and administration are attending a series of RTI workshops to develop a more effective system.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	0	0	2	3	3	3	The school is providing additional supports and professional development to teachers to support students with diverse needs. Becky Turnbull (SpEd Director from ESD 113) has provided two types of training to the staff: modifications for SpEd students in the general education classroom and conflict avoidance for when students are confrontational. The school moved to a full inclusion model this year to address the needs of Special Education students to get better access to core courses.

Instructional and Support Strategies (cont.)	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Use and integrate technology-based supports and interventions as part of the instructional program.	0	0	2	3	3	3	Teachers use Smart Boards, Mobis, laptop or desktop computers, and iPads for many purposes. Math students are using IXL and Kahn Academy; credit retrieval is offered on APEX; iPad apps are used by Special Education students.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	0	0	2	3	3	3	The school provides credit retrieval through APEX.
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	0	0	1	2	2	2	Supports for low-achieving students are improving. Improvement in rigor of instruction and tasks students are asked to do is also necessary. Many students continue to enroll in Running Start through Centralia Community College.
Secondary Schools: Improve student transition from middle to high school.	0	0	2	3	3	3	Basic elements in place and schools are on the same campus so much opportunity for collaboration exists between the staff. A Student Support Team is monitoring students who might have difficulty transitioning. They are mentoring students when extra support is needed.
Secondary Schools: Establish early warning systems.	0	0	2	3	3	3	Currently, students at risk for dropping out are recommended to attend New Market in Olympia. More frequent data collection is allowing earlier detection of students at risk. They are using easy CBM, MBAs, RBAs and data analysis is completed after each assessment to design interventions in the core classrooms and in EnCore.

Learning Time and Support	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	X	X	1	2	3	3	Both the elementary and junior/senior high school have after-school tutoring available to students. EnCore has been established with clear objectives. The current schedule provides 20 extra minutes a day for instruction.
Provide appropriate social-emotional and community-oriented services and support for students.	X	0	2	2	3	3	The school has a Readiness to Learn person who works several days a week to support students, a Care Team, a Student Support Team, True North (drug and alcohol counseling), and a connection to Cascade Mental Health Services.
Provide ongoing mechanisms for family and community engagement.	0	X	1	2	2	2	The school still has significant challenges in encouraging family and community engagement. The district does hold several events including BBQ night, student-led conferences, strengthening families, PBIS informational nights, and Fun Family Night.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	0	0	2	3	3	3	School currently uses Navigation 101 and smaller EnCore classes to build relationships.
Implement approaches to improve school climate and discipline.	0	0	2	3	3	3	PBIS system adopted and there is a leadership team in place to support the work. Students are rewarded for showing PRIDE in the school. Flint Simonsen is the external provider who is providing support in implementation. PBIS strategies (green zone rewards, posted classroom procedures and rules, reteaching expectations, etc.) have been implemented with improved school climate, but the teachers' feelings about the discipline have not changed.
Expand program to offer pre-kindergarten or full day kindergarten.	0	0	3	NA	NA	NA	The district currently offers Pre 3-5 age half days and offer a full-day kindergarten for interested families.

Governance			Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	X	O	1	3	4	4	Two years ago the school and district made significant leadership structure changes including a new MERIT Leadership Team and teams to support work in academics and behavior. These teams have strengthened this year. A Technical Assistance Coordinator from the ESD, a Student and School Success Coach, and an instructional coach contribute to the MERIT team. All three personnel assist the superintendent in the school's turnaround efforts The school is also receiving support from a math content specialist and a reading content specialist at OSPI.
Grant sufficient operational flexibility (e.g., staffing, calendar, budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.	X Prin cipal	X Scho ol	2	3	2	2	Basic elements in place.
Ensure school receives intensive ongoing support from district, state, or external partners.	O	X	2	3	3	3	District and school currently working with many partners: SSS Coach (Jim Ridgeway), instructional coach (Dan Steward), TAC (Kathy Tully), math and reading content specialists from the state and ESD 113, Dana Anderson (ESD 113), and Flint Simonsen (PBIS), among others.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	O	O	1	1	1	1	This is not in place.
Implement a per-pupil school based budget formula that is weighted based on student needs.	O	O	1	1	1	1	This is not in place.

APPENDIX B – COLLEGES ATTENDED

College Attended from 2004 to 2012

School Name	College Name	State	# of students attending	High School Graduation Year
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	16	2004
Morton Jr Sr High School	PIERCE COLLEGE	WA	3	2004
Morton Jr Sr High School	WASHINGTON STATE UNIVERSITY	WA	3	2004
Morton Jr Sr High School	GRAYS HARBOR COLLEGE	WA	2	2004
Morton Jr Sr High School	PACIFIC LUTHERAN UNIVERSITY	WA	2	2004
Morton Jr Sr High School	SOUTH PUGET SOUND COMMUNITY COLLEG	WA	2	2004
Morton Jr Sr High School	BATES TECHNICAL COLLEGE	WA	1	2004
Morton Jr Sr High School	CENTRAL WASHINGTON UNIVERSITY	WA	1	2004
Morton Jr Sr High School	COLLEGE OF SOUTHERN IDAHO	ID	1	2004
Morton Jr Sr High School	DEVRY UNIVERSITY - FEDERAL WAY	WA	1	2004
Morton Jr Sr High School	EASTERN WASHINGTON UNIVERSITY	WA	1	2004
Morton Jr Sr High School	EVEREST COLLEGE - BREMERTON	WA	1	2004
Morton Jr Sr High School	GEORGE FOX UNIVERSITY	OR	1	2004
Morton Jr Sr High School	NORTH SEATTLE COMMUNITY COLLEGE	WA	1	2004
Morton Jr Sr High School	PIERCE COLLEGE - MILITARY PROGRAM	WA	1	2004
Morton Jr Sr High School	SAINT MARTIN'S UNIVERSITY	WA	1	2004
Morton Jr Sr High School	SHORELINE COMMUNITY COLLEGE	WA	1	2004
Morton Jr Sr High School	SOUTH SEATTLE COMMUNITY COLLEGE	WA	1	2004
Morton Jr Sr High School	SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2004
Morton Jr Sr High School	THE EVERGREEN STATE COLLEGE	WA	1	2004
Morton Jr Sr High School	WHATCOM COMMUNITY COLLEGE	WA	1	2004
Morton Jr Sr High School	WHITWORTH UNIVERSITY	WA	1	2004
Morton Jr Sr High School	WILLIAM PENN UNIVERSITY	IA	1	2004
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	11	2005
Morton Jr Sr High School	SAINT MARTIN'S UNIVERSITY	WA	2	2005
Morton Jr Sr High School	ASHFORD UNIVERSITY	CA	1	2005
Morton Jr Sr High School	CLOVER PARK TECHNICAL COLLEGE	WA	1	2005
Morton Jr Sr High School	COLLEGE OF SOUTHERN IDAHO	ID	1	2005
Morton Jr Sr High School	EASTERN OREGON UNIVERSITY	OR	1	2005
Morton Jr Sr High School	EVEREST COLLEGE - BREMERTON	WA	1	2005
Morton Jr Sr High School	GONZAGA UNIVERSITY	WA	1	2005
Morton Jr Sr High School	MONTANA STATE UNIVERSITY - BOZEMAN	MT	1	2005
Morton Jr Sr High School	OLYMPIC COLLEGE	WA	1	2005
Morton Jr Sr High School	PIERCE COLLEGE	WA	1	2005
Morton Jr Sr High School	SEMINOLE STATE COLLEGE OF FLORIDA	FL	1	2005
Morton Jr Sr High School	THE EVERGREEN STATE COLLEGE	WA	1	2005
Morton Jr Sr High School	UNIVERSITY OF COLORADO DENVER	CO	1	2005
Morton Jr Sr High School	UNIVERSITY OF DENVER - COLORADO	CO	1	2005
Morton Jr Sr High School	UNIVERSITY OF IDAHO	ID	1	2005
Morton Jr Sr High School	UNIVERSITY OF WASHINGTON - SEATTLE	WA	1	2005
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	2	2006

Morton Jr Sr High School	BARTON COMMUNITY COLLEGE	KS	1	2006
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	13	2007
Morton Jr Sr High School	UNIVERSITY OF PHOENIX	AZ	3	2007
Morton Jr Sr High School	WASHINGTON STATE UNIVERSITY	WA	2	2007
Morton Jr Sr High School	CENTRAL WASHINGTON UNIVERSITY	WA	1	2007
Morton Jr Sr High School	CLOVER PARK TECHNICAL COLLEGE	WA	1	2007
Morton Jr Sr High School	EASTERN WASHINGTON UNIVERSITY	WA	1	2007
Morton Jr Sr High School	EVEREST COLLEGE - BREMERTON	WA	1	2007
Morton Jr Sr High School	EVEREST COLLEGE-TACOMA	WA	1	2007
Morton Jr Sr High School	MINOT STATE UNIVERSITY	ND	1	2007
Morton Jr Sr High School	PACIFIC LUTHERAN UNIVERSITY	WA	1	2007
Morton Jr Sr High School	SOUTH PUGET SOUND COMMUNITY COLLEG	WA	1	2007
Morton Jr Sr High School	SPOKANE COMMUNITY COLLEGE	WA	1	2007
Morton Jr Sr High School	SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2007
Morton Jr Sr High School	TACOMA COMMUNITY COLLEGE	WA	1	2007
Morton Jr Sr High School	THE EVERGREEN STATE COLLEGE	WA	1	2007
Morton Jr Sr High School	UNITED EDUCATION INSTITUTE-CHULA V	CA	1	2007
Morton Jr Sr High School	UNIVERSITY OF IDAHO	ID	1	2007
Morton Jr Sr High School	VINCENNES UNIVERSITY	IN	1	2007
Morton Jr Sr High School	WESTERN WASHINGTON UNIVERSITY	WA	1	2007
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	18	2008
Morton Jr Sr High School	CENTRAL WASHINGTON UNIVERSITY	WA	5	2008
Morton Jr Sr High School	EVEREST COLLEGE - BREMERTON	WA	3	2008
Morton Jr Sr High School	EVEREST COLLEGE-TACOMA	WA	3	2008
Morton Jr Sr High School	SOUTH PUGET SOUND COMMUNITY COLLEG	WA	2	2008
Morton Jr Sr High School	UNIVERSITY OF WASHINGTON - SEATTLE	WA	2	2008
Morton Jr Sr High School	WARNER PACIFIC COLLEGE	OR	2	2008
Morton Jr Sr High School	WASHINGTON STATE UNIVERSITY	WA	2	2008
Morton Jr Sr High School	ARGOSY UNIVERSITY - TWIN CITIES	MN	1	2008
Morton Jr Sr High School	BATES TECHNICAL COLLEGE	WA	1	2008
Morton Jr Sr High School	CLARK COLLEGE	WA	1	2008
Morton Jr Sr High School	EASTERN WASHINGTON UNIVERSITY	WA	1	2008
Morton Jr Sr High School	GRAND CANYON UNIVERSITY	AZ	1	2008
Morton Jr Sr High School	GREEN RIVER COMMUNITY COLLEGE	WA	1	2008
Morton Jr Sr High School	LOWER COLUMBIA COLLEGE	WA	1	2008
Morton Jr Sr High School	NORTH IDAHO COLLEGE	ID	1	2008
Morton Jr Sr High School	NORTHLAND COMMUNITY & TECHNICAL CO	MN	1	2008
Morton Jr Sr High School	OKLAHOMA CHRISTIAN UNIVERSITY	OK	1	2008
Morton Jr Sr High School	PIERCE COLLEGE	WA	1	2008
Morton Jr Sr High School	SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2008
Morton Jr Sr High School	TACOMA COMMUNITY COLLEGE	WA	1	2008
Morton Jr Sr High School	THE EVERGREEN STATE COLLEGE	WA	1	2008
Morton Jr Sr High School	UNIVERSITY OF GREAT FALLS	MT	1	2008
Morton Jr Sr High School	UNIVERSITY OF IDAHO	ID	1	2008
Morton Jr Sr High School	WALTERS STATE COMMUNITY COLLEGE	TN	1	2008
Morton Jr Sr High School	WESTERN NEBRASKA COMMUNITY COLLEGE	NE	1	2008
Morton Jr Sr High School	WESTERN WASHINGTON UNIVERSITY	WA	1	2008
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	8	2009

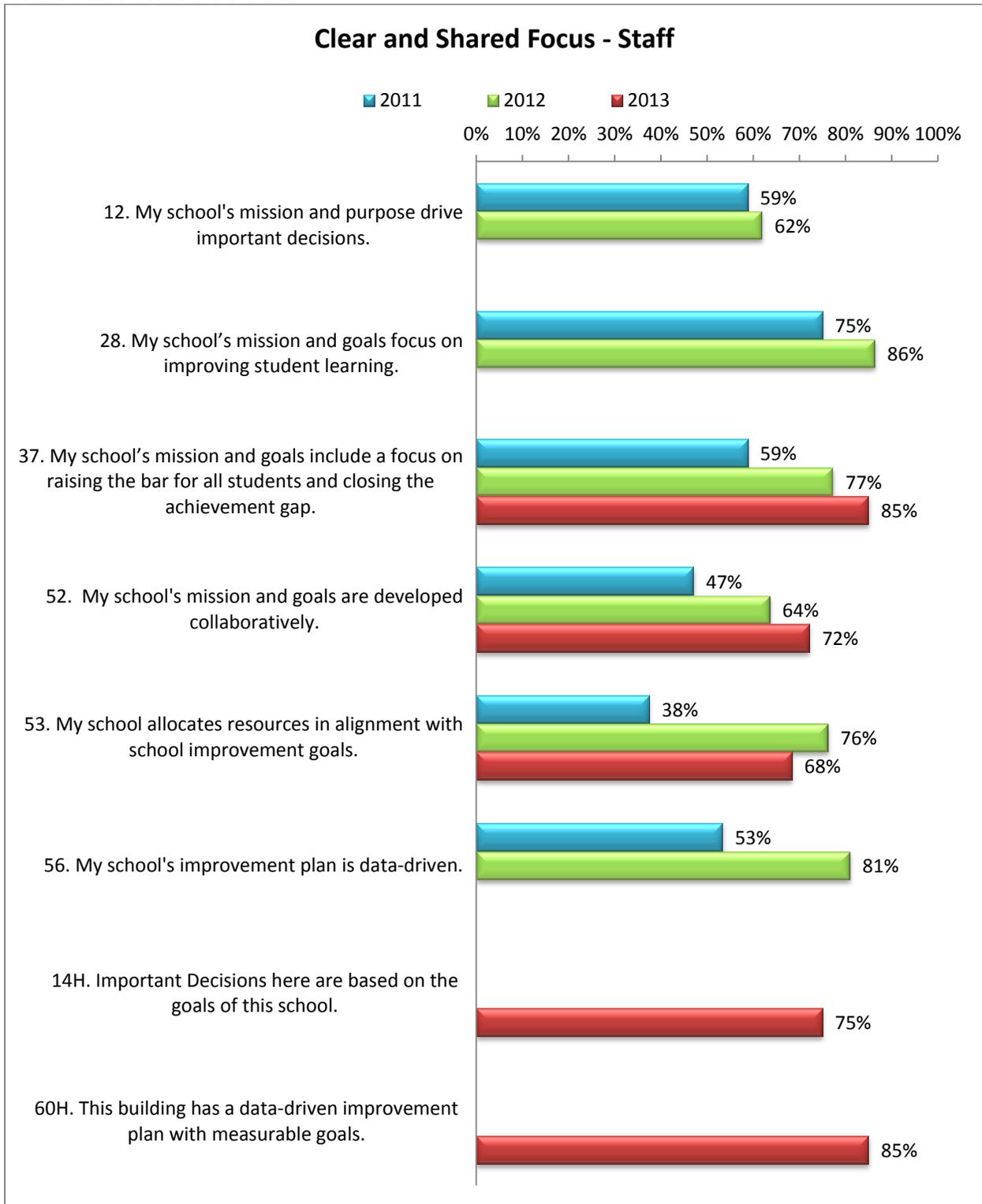
Morton Jr Sr High School	BATES TECHNICAL COLLEGE	WA	1	2009
Morton Jr Sr High School	CLATSOP COMMUNITY COLLEGE	OR	1	2009
Morton Jr Sr High School	DEVRY UNIVERSITY	IL	1	2009
Morton Jr Sr High School	DEVRY UNIVERSITY - DUPAGE	IL	1	2009
Morton Jr Sr High School	EASTERN WASHINGTON UNIVERSITY	WA	1	2009
Morton Jr Sr High School	ITT TECHNICAL INSTITUTE	WA	1	2009
Morton Jr Sr High School	PIERCE COLLEGE	WA	1	2009
Morton Jr Sr High School	SOUTH PUGET SOUND COMMUNITY COLLEG	WA	1	2009
Morton Jr Sr High School	THE EVERGREEN STATE COLLEGE	WA	1	2009
Morton Jr Sr High School	UNIVERSITY OF WASHINGTON - SEATTLE	WA	1	2009
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	10	2010
Morton Jr Sr High School	SOUTH PUGET SOUND COMMUNITY COLLEG	WA	2	2010
Morton Jr Sr High School	BOISE STATE UNIVERSITY	ID	1	2010
Morton Jr Sr High School	CENTRAL WASHINGTON UNIVERSITY	WA	1	2010
Morton Jr Sr High School	HIGHLINE COMMUNITY COLLEGE	WA	1	2010
Morton Jr Sr High School	ROGUE COMMUNITY COLLEGE	OR	1	2010
Morton Jr Sr High School	THE EVERGREEN STATE COLLEGE	WA	1	2010
Morton Jr Sr High School	UNIVERSITY OF WASHINGTON - SEATTLE	WA	1	2010
Morton Jr Sr High School	WASHINGTON STATE UNIVERSITY	WA	1	2010
Morton Jr Sr High School	WESTERN WASHINGTON UNIVERSITY	WA	1	2010
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	3	2011
Morton Jr Sr High School	PORTLAND COMMUNITY COLLEGE	OR	1	2011
Morton Jr Sr High School	SOUTHWESTERN OREGON COMMUNITY COLL	OR	1	2011
Morton Jr Sr High School	WYOTECH - LARAMIE	WY	1	2011
Morton Jr Sr High School	CENTRALIA COLLEGE	WA	5	2012
Morton Jr Sr High School	BELLEVUE COLLEGE	WA	1	2012
Morton Jr Sr High School	EVEREST COLLEGE - PORTLAND	OR	1	2012
Morton Jr Sr High School	EVEREST COLLEGE - STONEMILL CENTER	WA	1	2012
Morton Jr Sr High School	EVERETT COMMUNITY COLLEGE	WA	1	2012

APPENDIX C – STAFF SURVEY RESULTS
Staff Survey Demographics

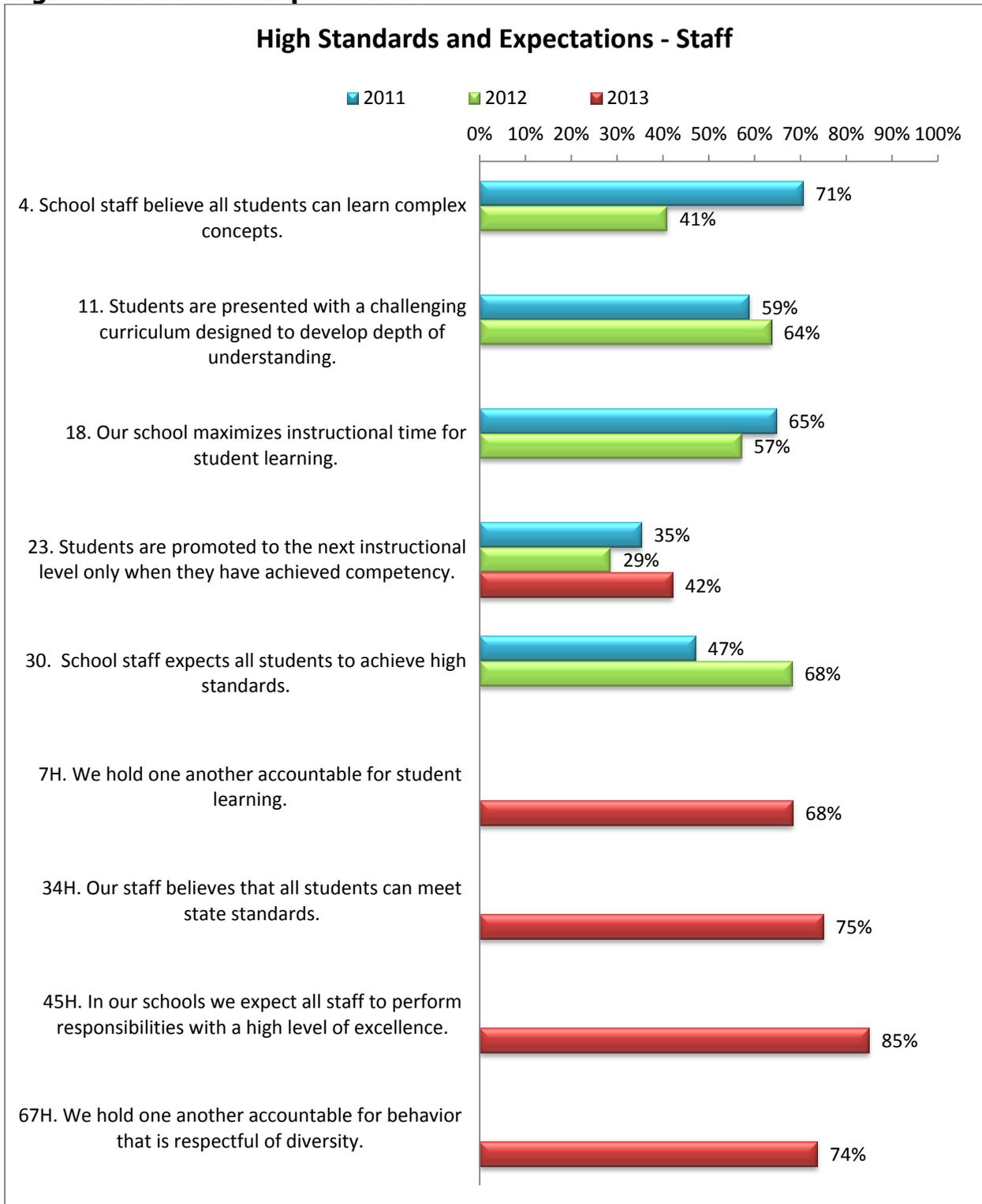
	2011	2012
<i>Gender</i>		
<i>Male</i>	21.1% (n=4)	21.1% (n=7)
<i>Female</i>	78.9% (n=15)	56.9% (n=15)
<i>Race</i>		
<i>American Indian/Alaskan Native</i>		
<i>Asian</i>		
<i>Black African American</i>		
<i>White</i>	84.2% (n=16)	86.4% (n=19)
<i>Hispanic/Latino/a</i>		4.5%(n=1)
<i>Pacific Islander</i>		4.5%(n=1)
<i>Declined to identify</i>	15.8% (n=3)	15.4% (n=8)
<i>Staff Role</i>		
<i>Certificated Staff</i>	57.9% (n=11)	68.2% (n=15)
<i>Classified Staff</i>	31.6% (n=6)	31.8% (n=7)
<i>Administrator</i>	10.5% (n = 2)	0% (n=0)
<i>Years Teaching at this School</i>		
<i>1st year</i>	6.3% (n=1)	14.3% (n=3)
<i>2nd or 3rd year</i>	43.8% (n=7)	23.8% (n=5)
<i>4th or 5th year</i>		4.8% (n=1)
<i>6th-9th year</i>	21.1% (n=4)	4.8% (n=1)
<i>10th year or more</i>	21.1% (n=4)	52.4% (n=11)
<i>Total years Teaching</i>		
<i>1st year</i>	6.3% (n=1)	4.8% (n=1)
<i>2nd or 3rd year</i>	12.5% (n=2)	9.5% (n=2)
<i>4th or 5th year</i>	5.3% (n=1)	14.3% (n=3)
<i>6th-9th year</i>	15.8% (n=3)	
<i>10th year or more</i>	56.3% (n=9)	71.4% (n=15)
<i>National Board Certified</i>		
<i>Yes</i>		
<i>No</i>	100% (n=16)	100% (n=22)

	2013
<i>Gender</i>	
<i>Male</i>	28.6% (n=6)
<i>Female</i>	71.4% (n=15)
<i>Subject Area</i>	
<i>Generalist</i>	9.5% (n=2)
<i>Other</i>	57.1% (n=12)
<i>Electives</i>	9.5% (n=2)
<i>LA/Social Studies</i>	14.3% (n=3)
<i>Math/Science</i>	9.5% (n=2)
<i>Total number of years teaching</i>	
<i>Missing</i>	4.8% (n=1)
<i>More than 11</i>	61.9% (n=13)
<i>8-11 years</i>	14.3% (n=3)
<i>4-7 years</i>	9.5% (n=2)
<i>1-3 years</i>	4.8% (n=1)
<i>Less than a year</i>	4.8% (n=1)
<i>Years Teaching at this School</i>	
<i>More than 11</i>	28.6% (n=6)
<i>8-11 years</i>	9.5% (n=2)
<i>4-7 years</i>	33.3% (n=7)
<i>1-3 years</i>	14.3% (n=3)
<i>Less than a year</i>	14.3% (n=3)
<i>Position</i>	
<i>Administrator</i>	19% (n=4)
<i>Paraprofessional or Instructional Aid</i>	4.8% (n=1)
<i>Classified Support Staff</i>	14.3% (n=3)
<i>Certificated Support Staff</i>	9.5% (n=2)
<i>Certificated Staff</i>	52.4% (n=11)

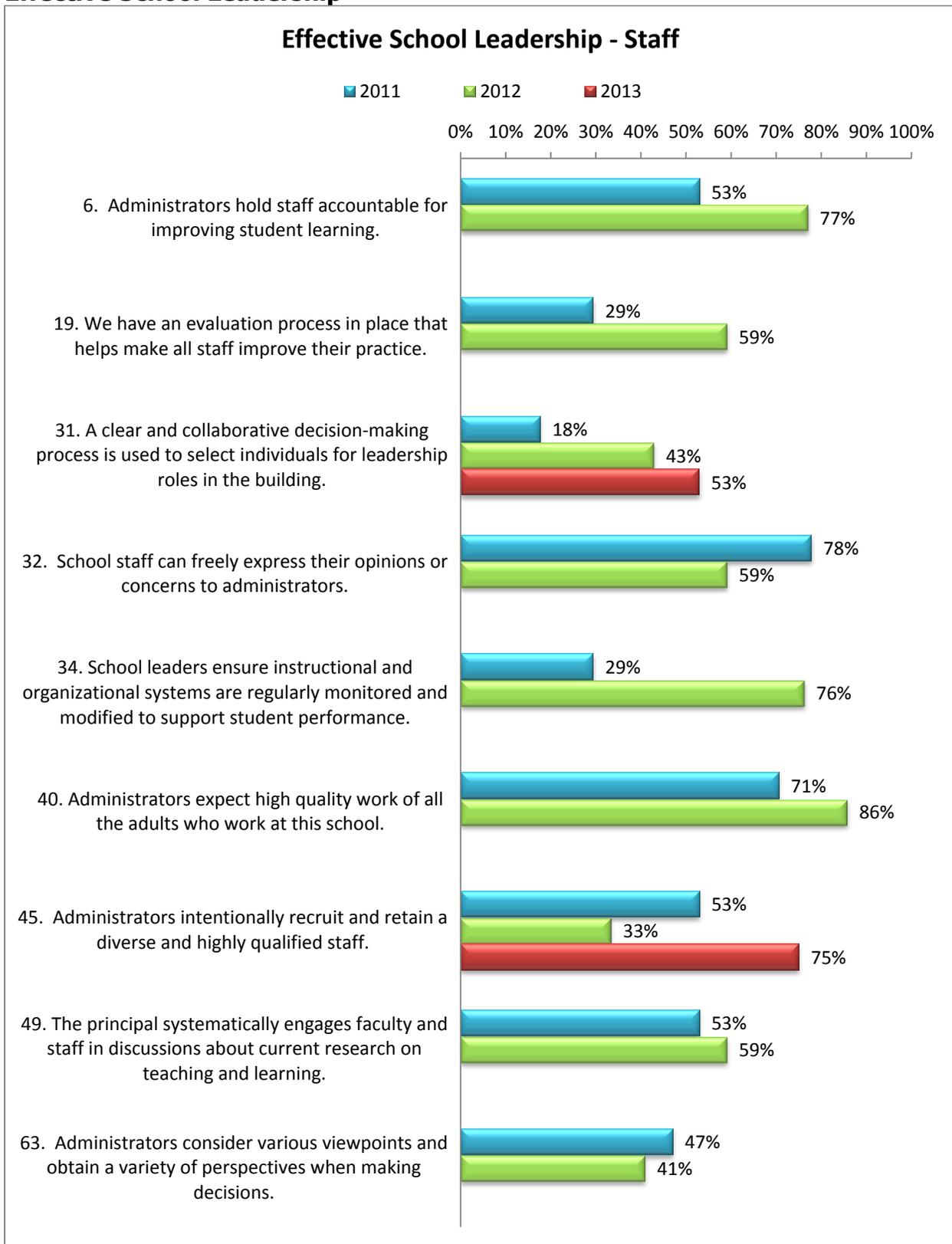
Clear and Shared Focus



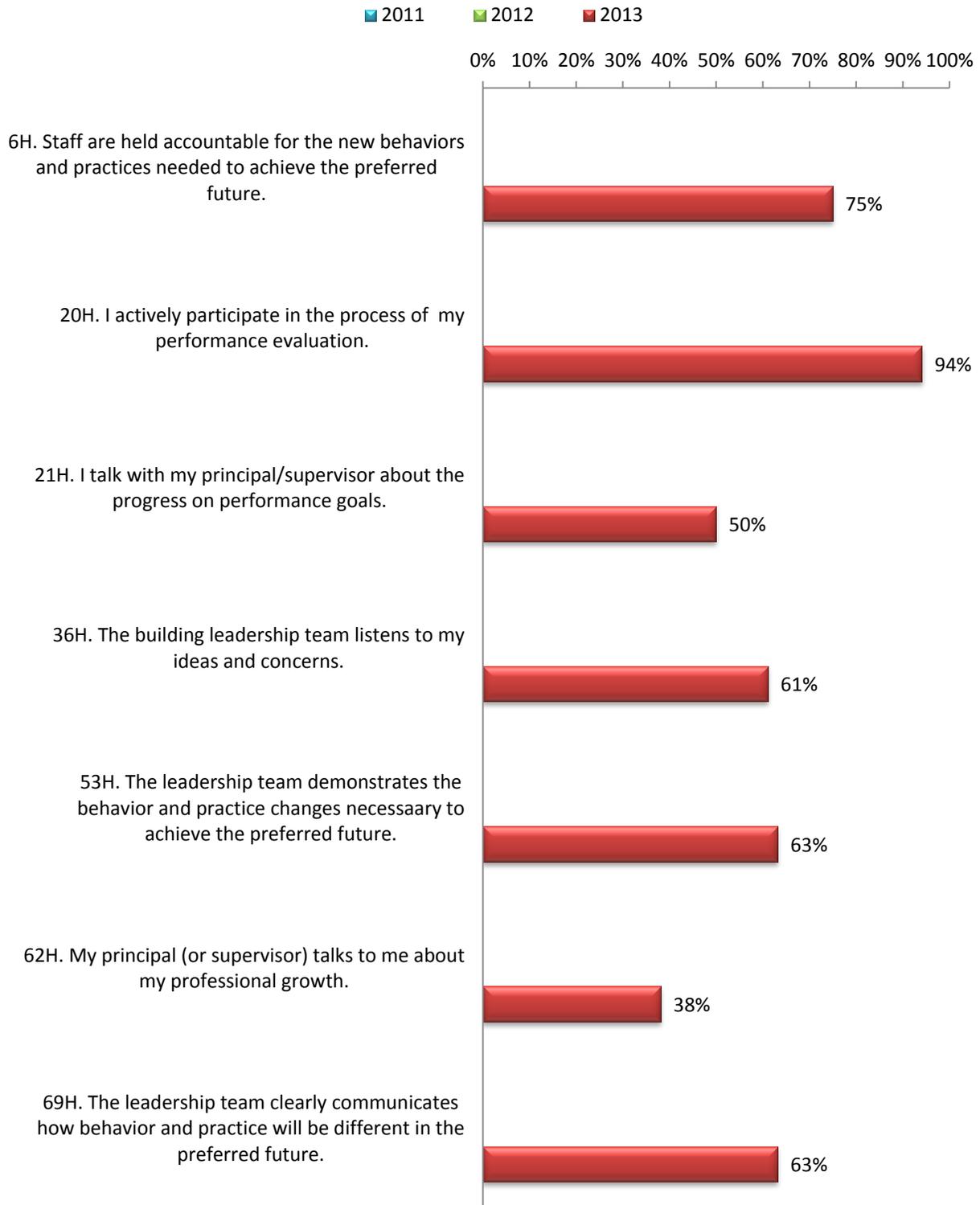
High Standards and Expectations



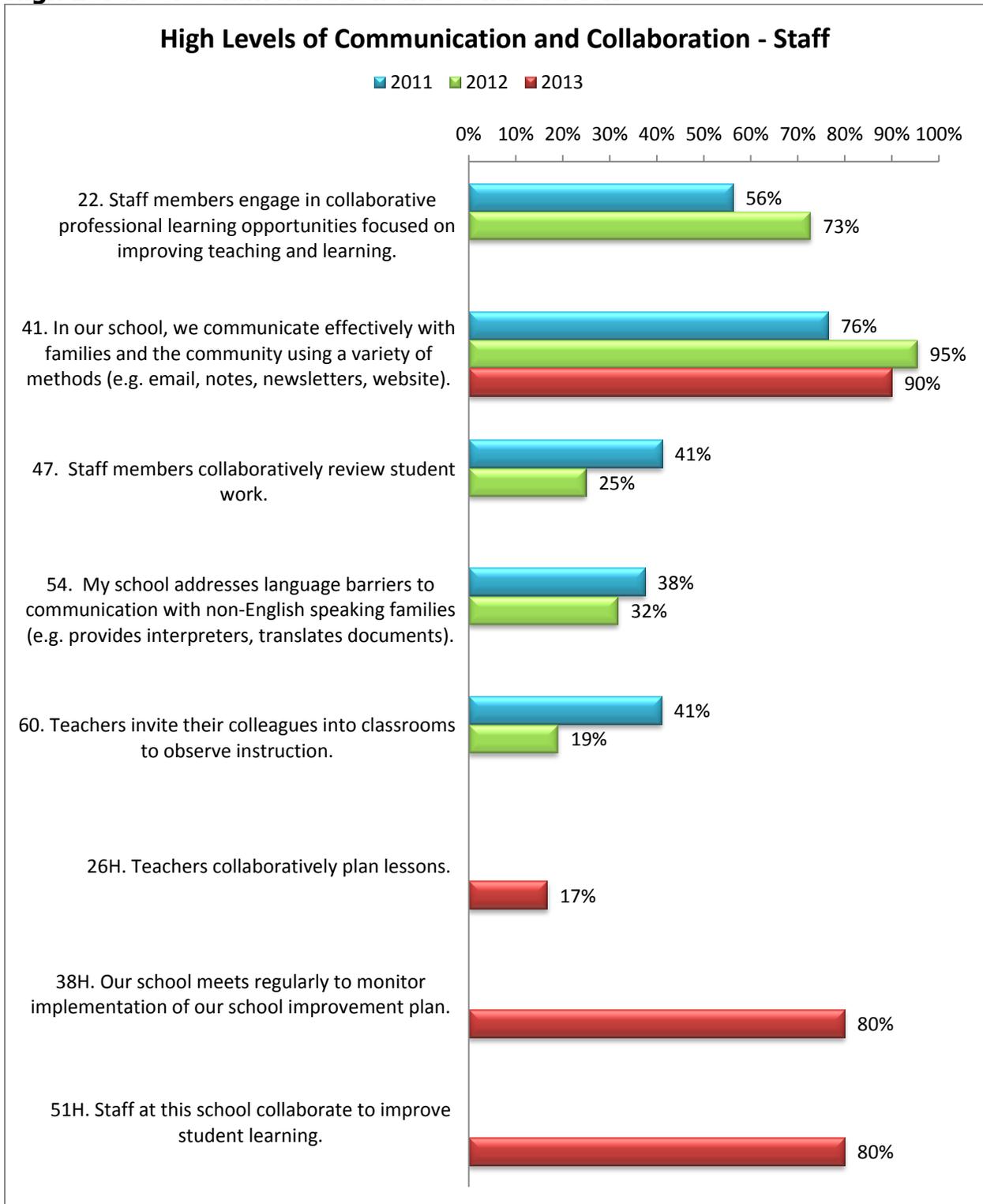
Effective School Leadership



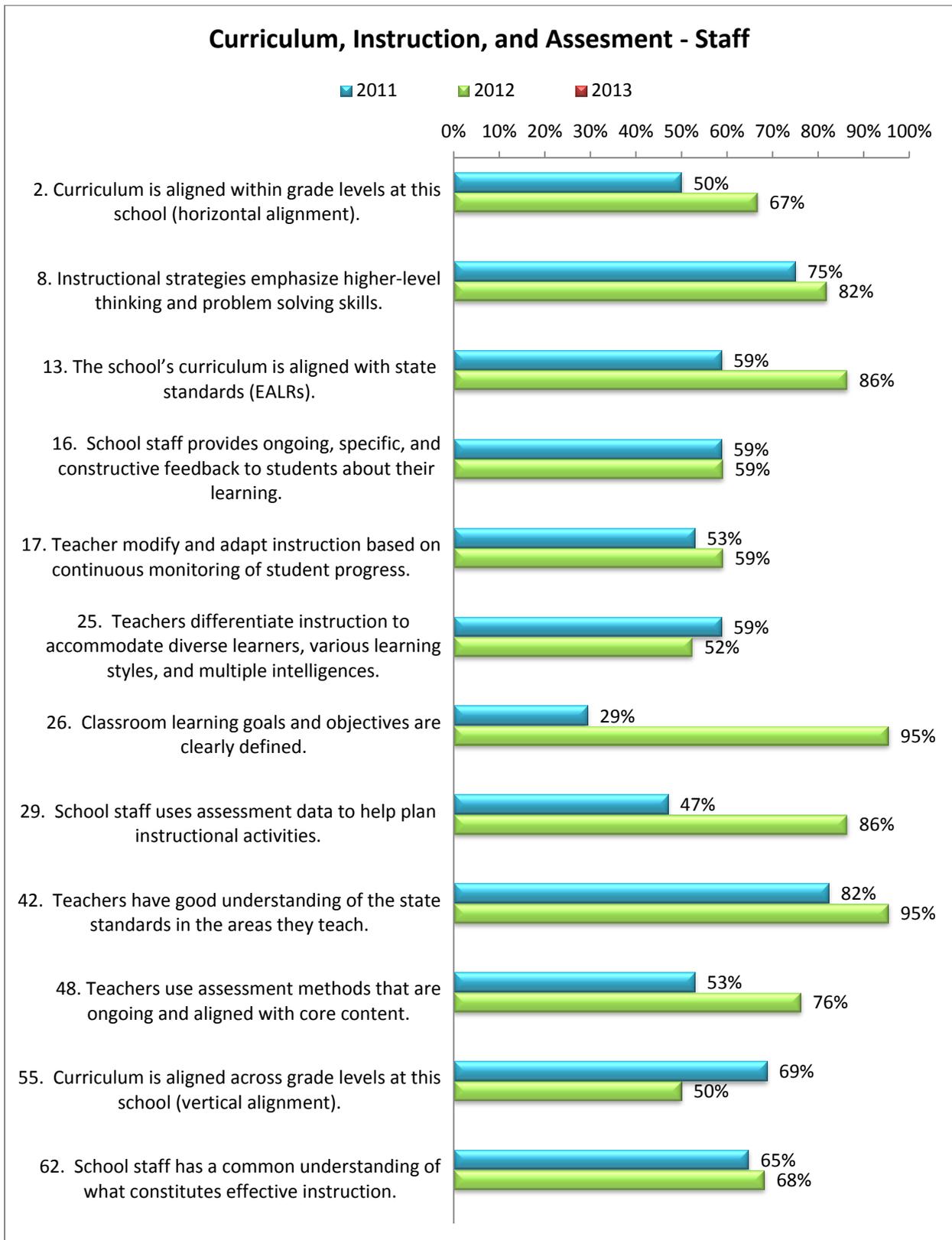
Effective School Leadership - Staff



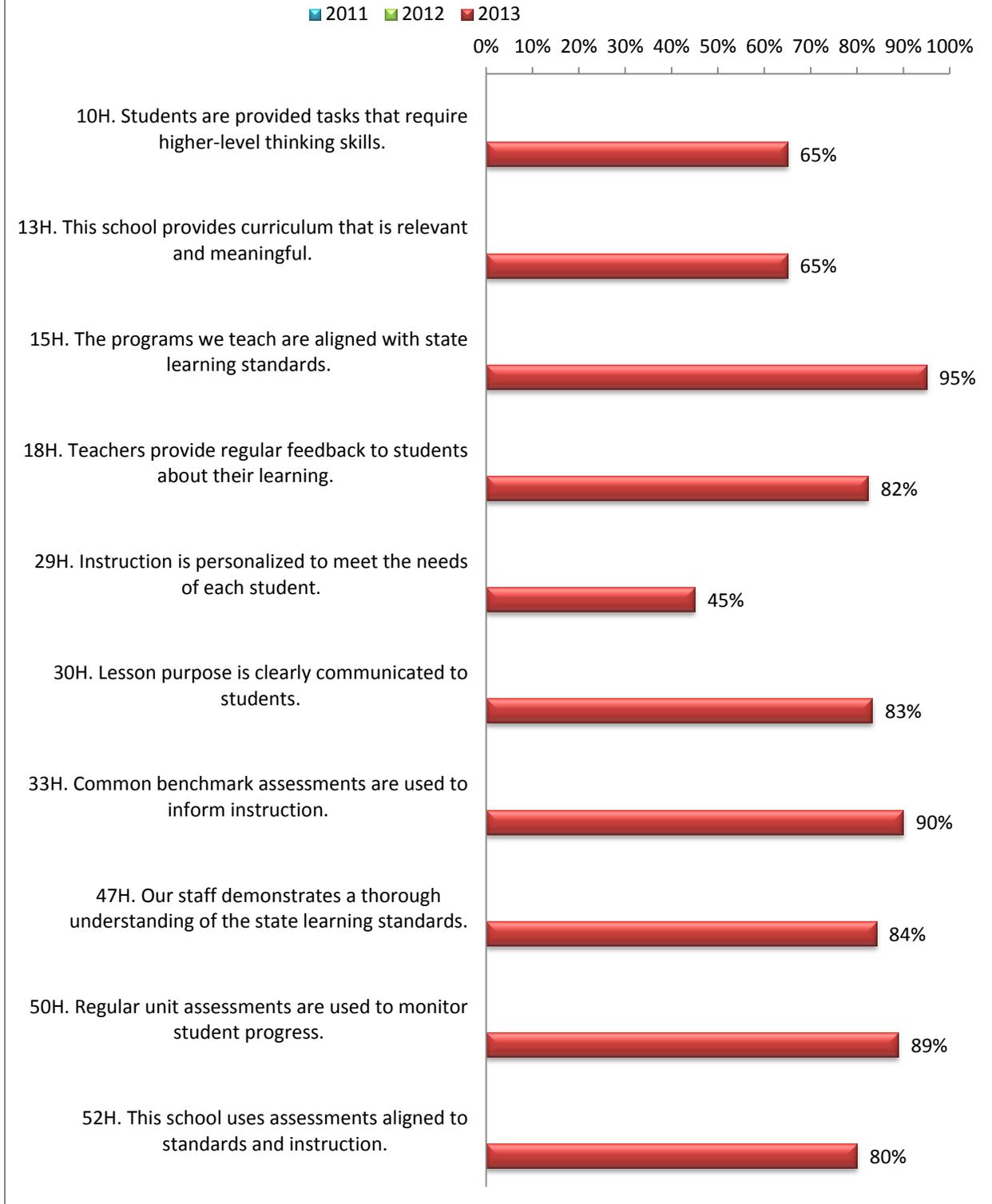
High Levels of Communication and Collaboration



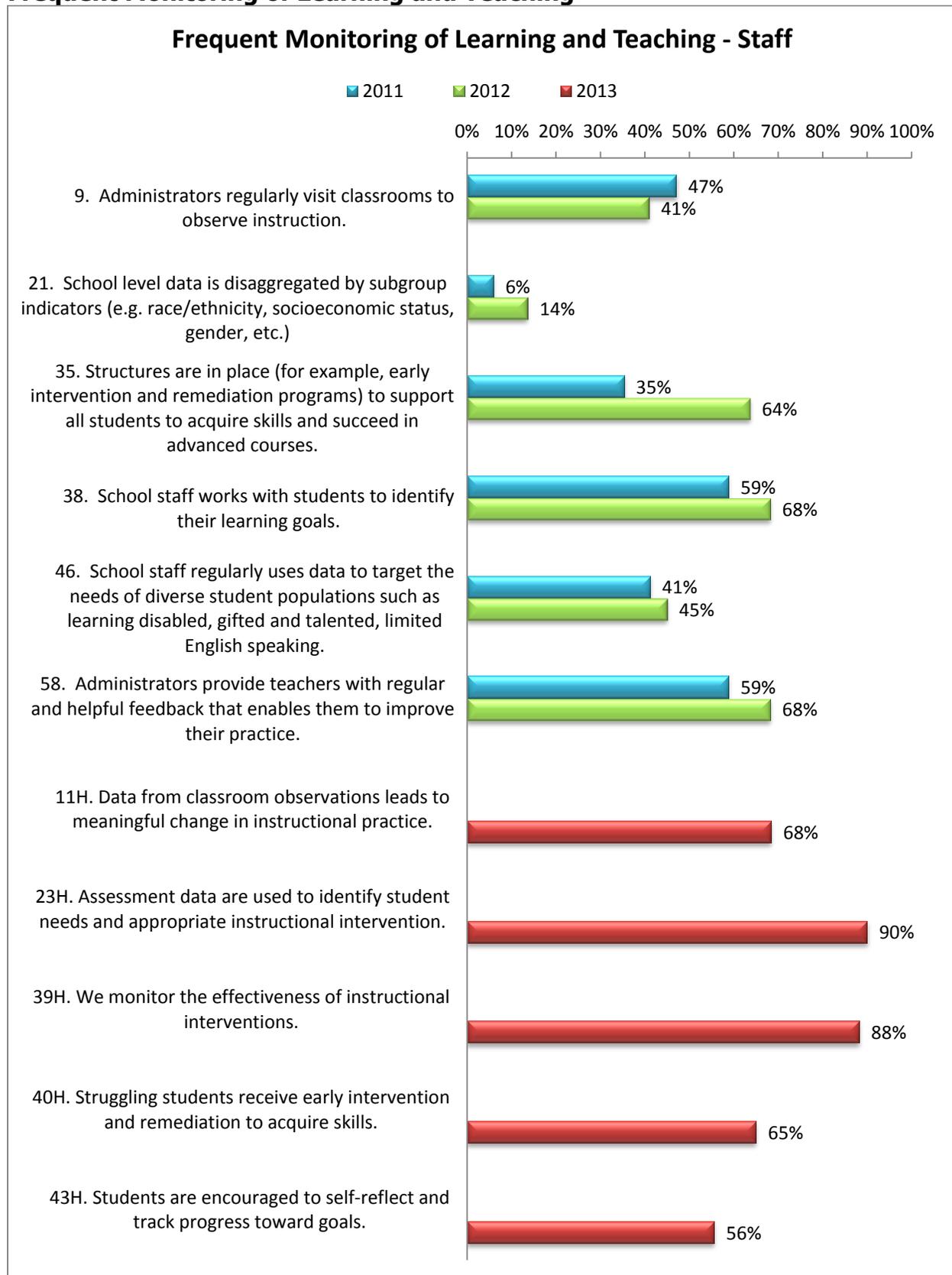
Curriculum, Instruction, and Assessment



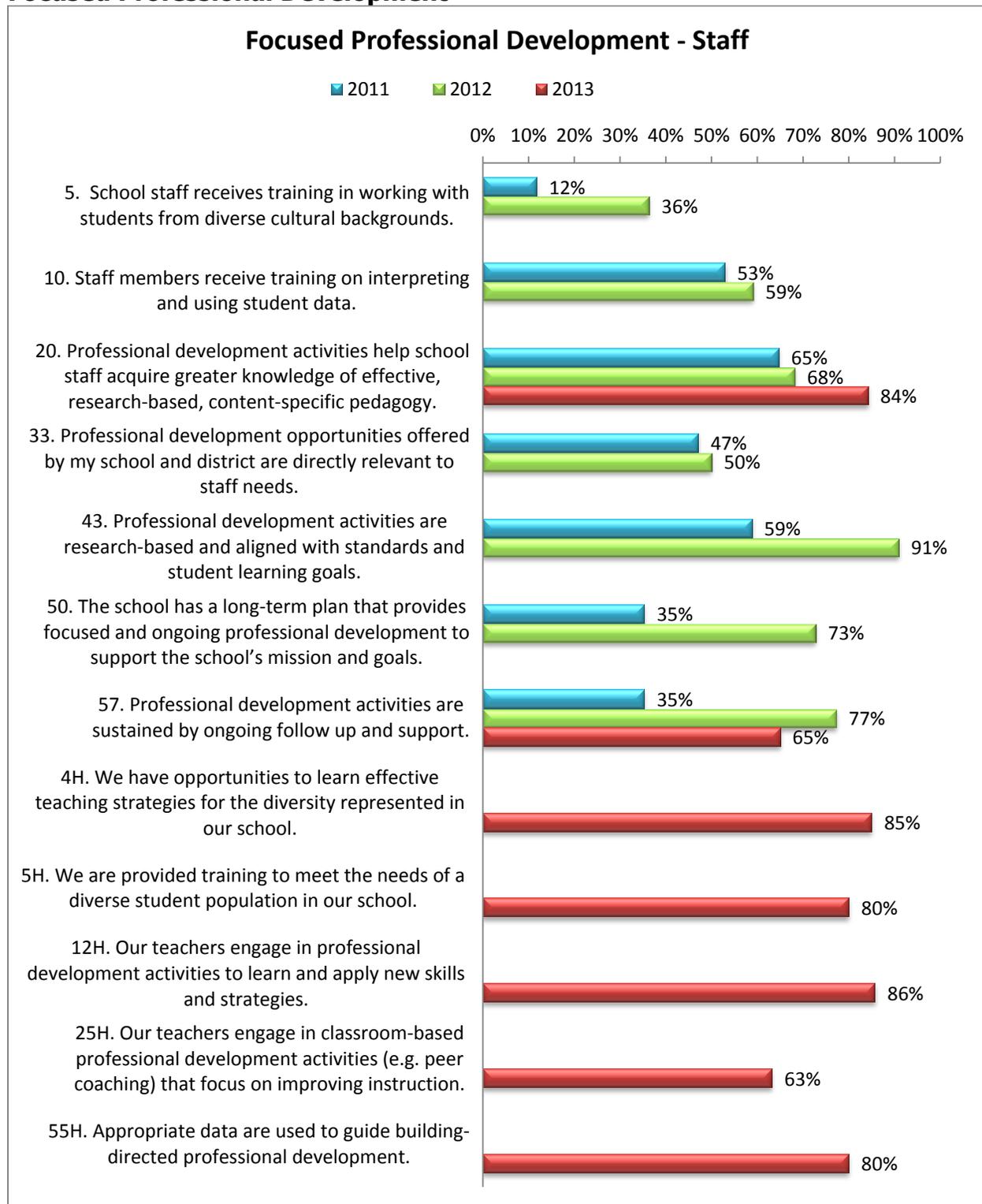
Curriculum, Instruction, and Assessment - Staff



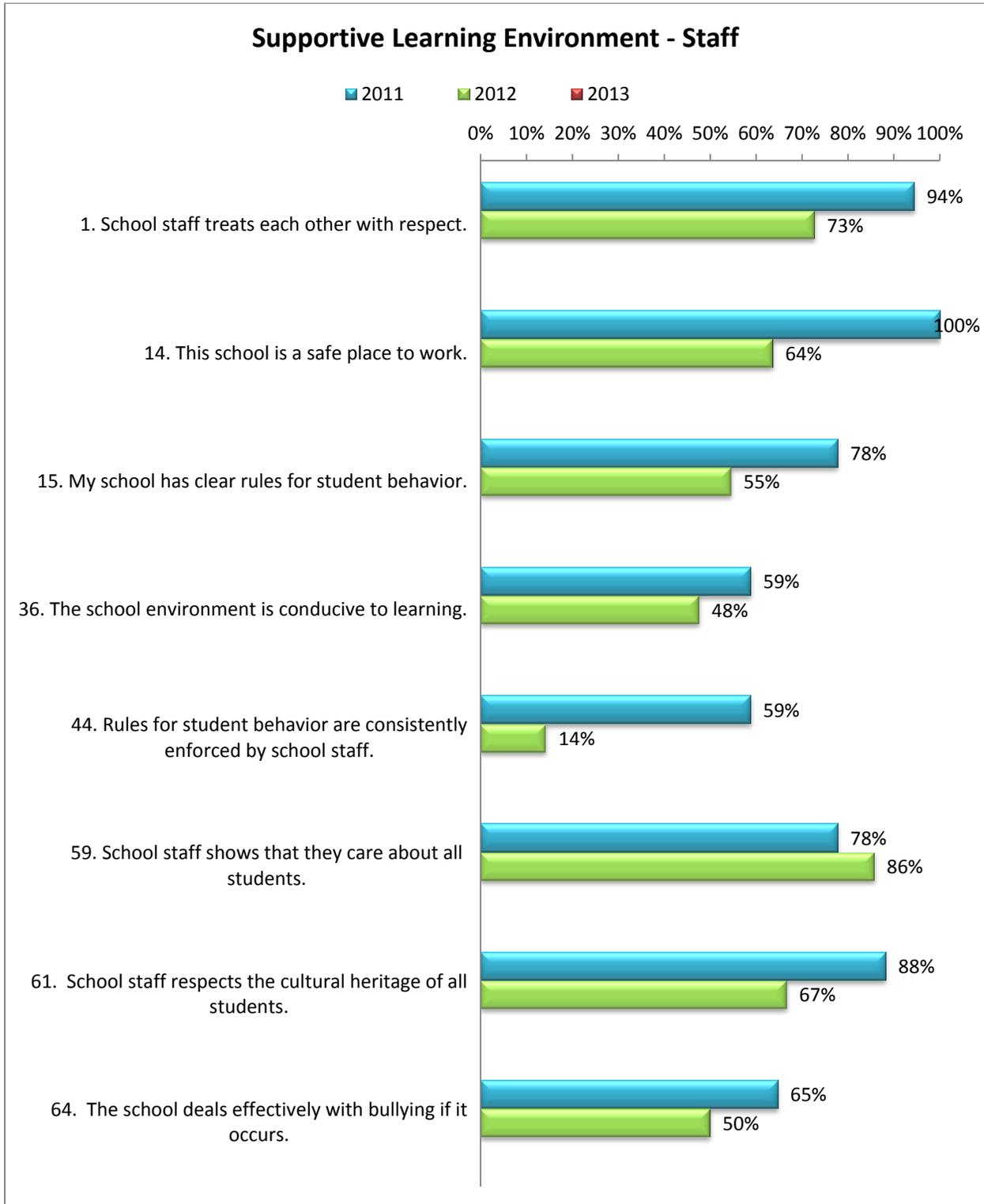
Frequent Monitoring of Learning and Teaching



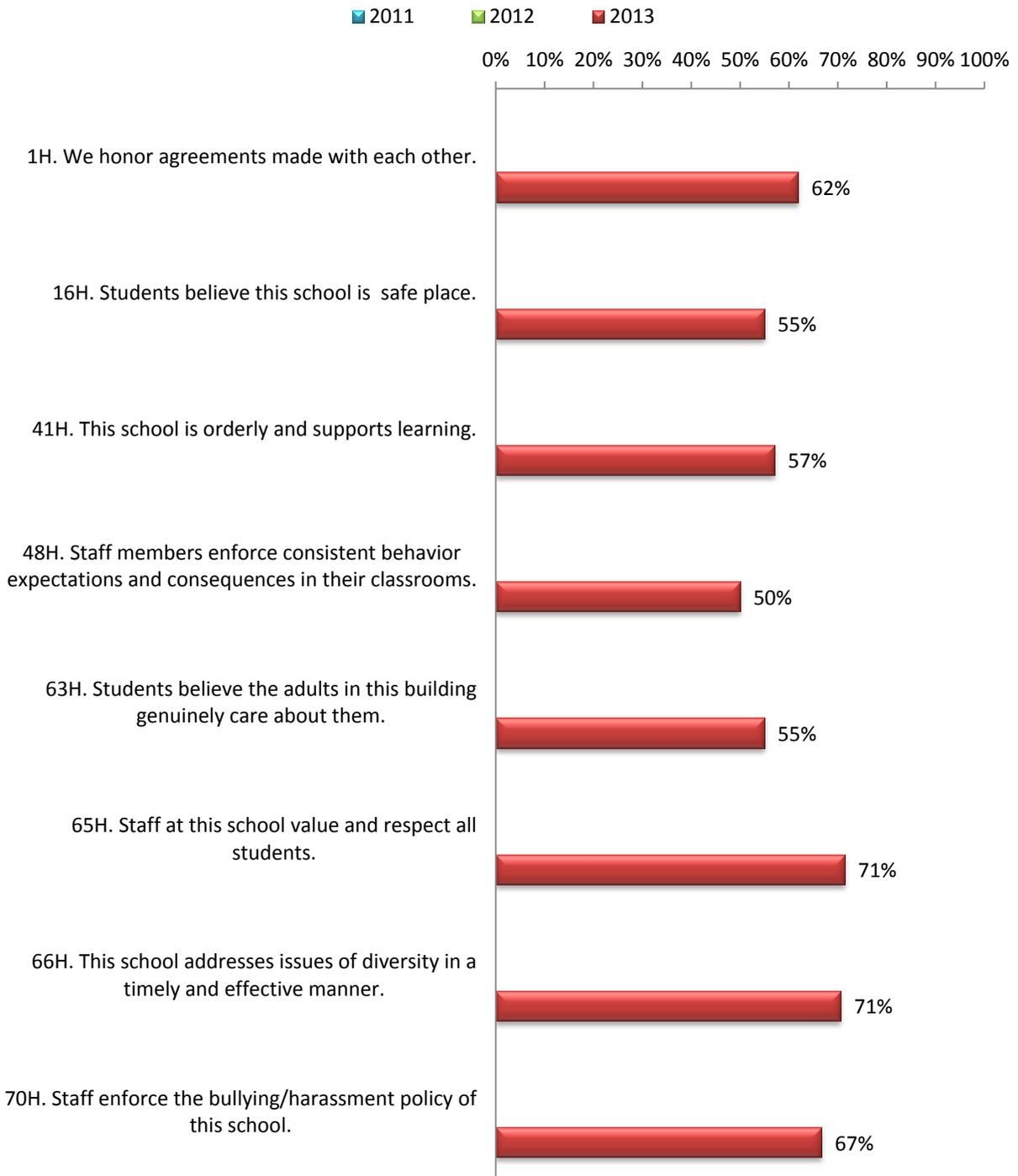
Focused Professional Development



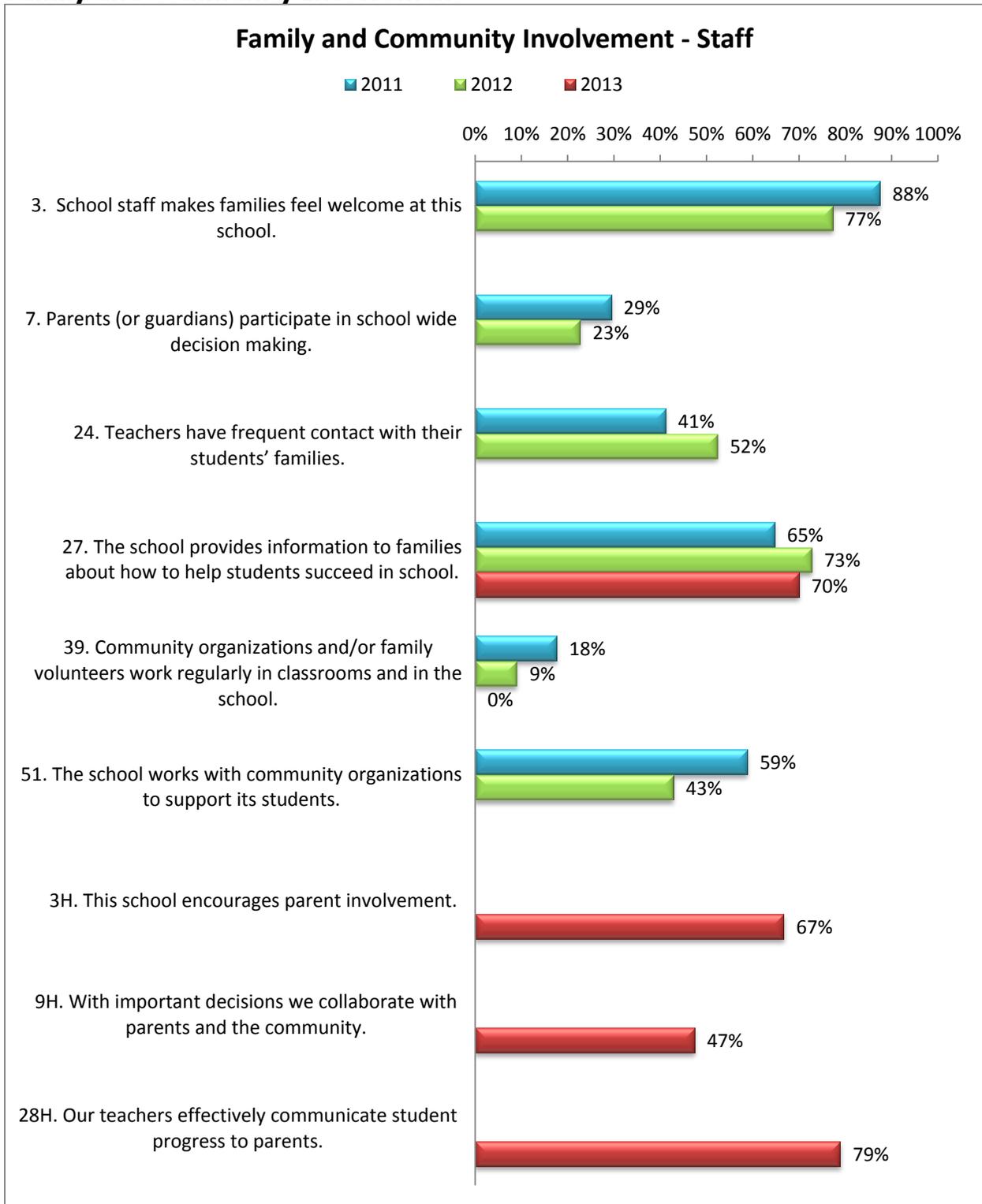
Supportive Learning Environment



Supportive Learning Environment - Staff



Family and Community Involvement

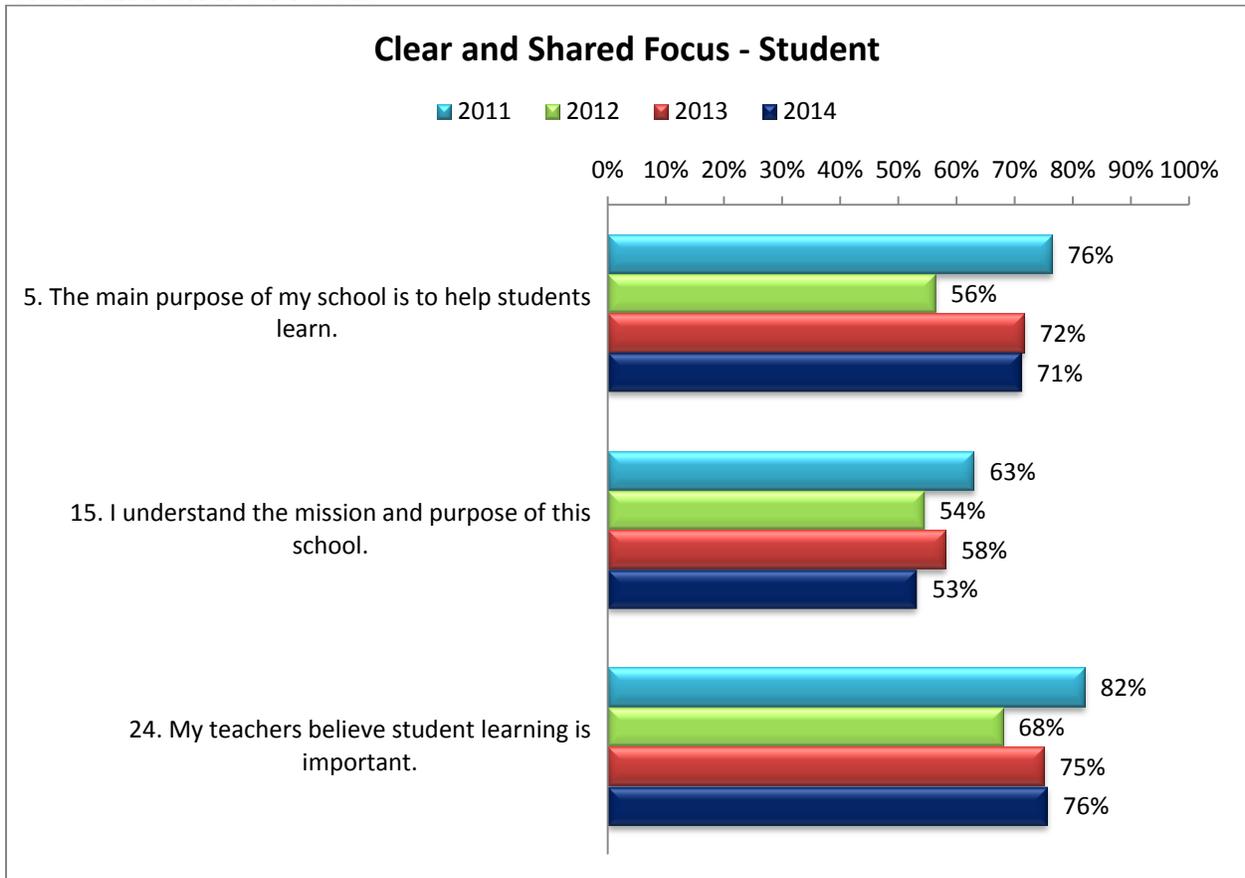


APPENDIX D – STUDENT SURVEY RESULTS

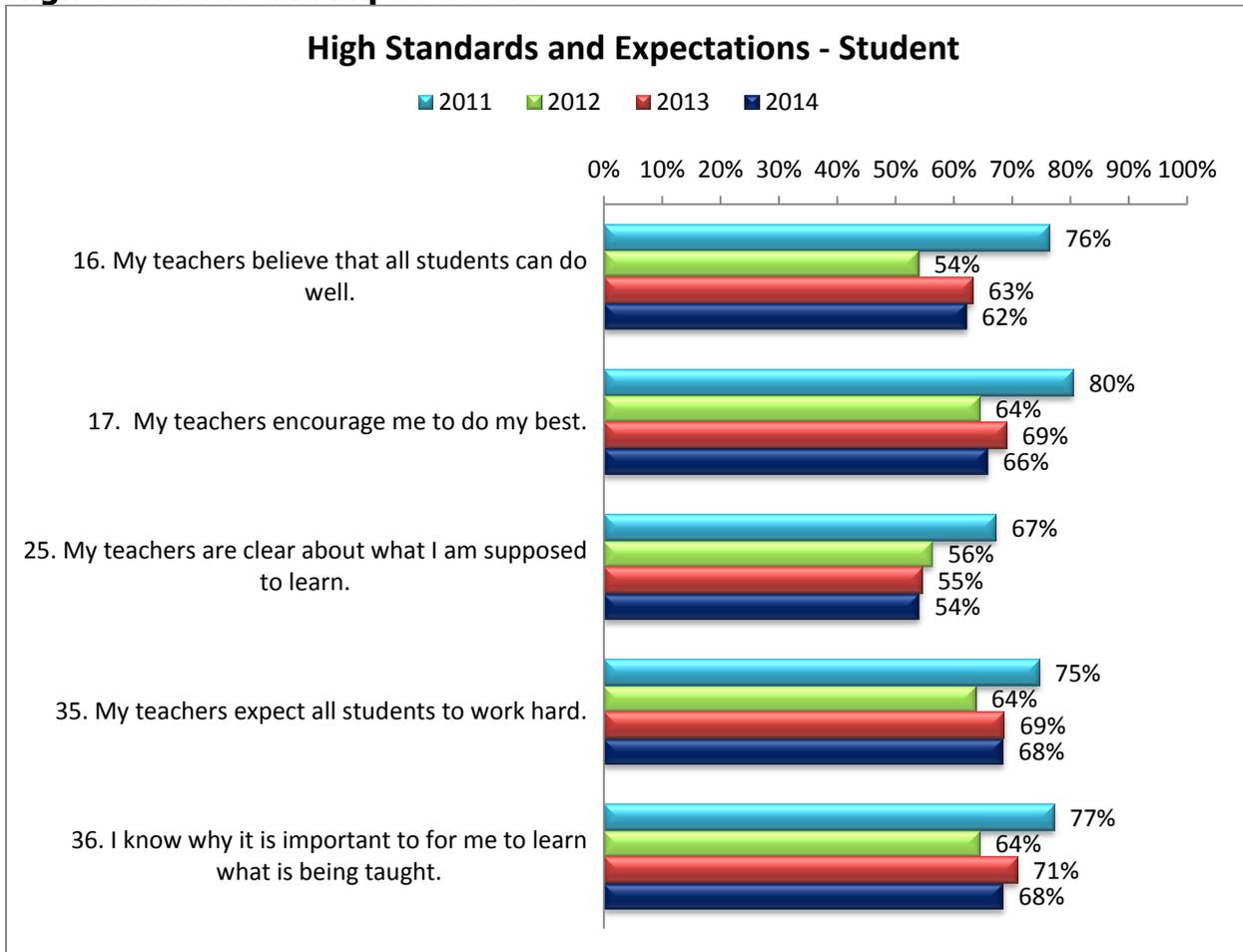
Student Survey Demographics

	2011	2012	2013	2014
<i>Gender</i>				
<i>Male</i>	41.5% (n=51)	43.0% (n=43)	49.4% (n=42)	47.3% (n=52)
<i>Female</i>	58.5% (n=72)	57.0% (n=57)	50.6% (n=43)	52.7% (n=58)
<i>Race</i>				
<i>American Indian/Alaska Native</i>	7.9%(n=10)	4.8%(n=5)	6.8% (n=6)	
<i>Asian</i>	2.4% (n=3)	1.9% (n=2)		
<i>Black/African American</i>	2.4% (n=3)	1.9% (n=2)	1.1% (n=1)	
<i>Hispanic/Latino(a)</i>	4.7% (n=6)	5.8% (n=6)	6.8% (n=6)	
<i>White</i>	80.3% (n=102)	77.9% (n=81)	77.3% (n=68)	
<i>Pacific Islander</i>	.8% (n=1)	1% (n=1)	1.1% (n=1)	
<i>Declined</i>	1.6% (n=2)	6.7% (n=7)	6.8% (n=6)	

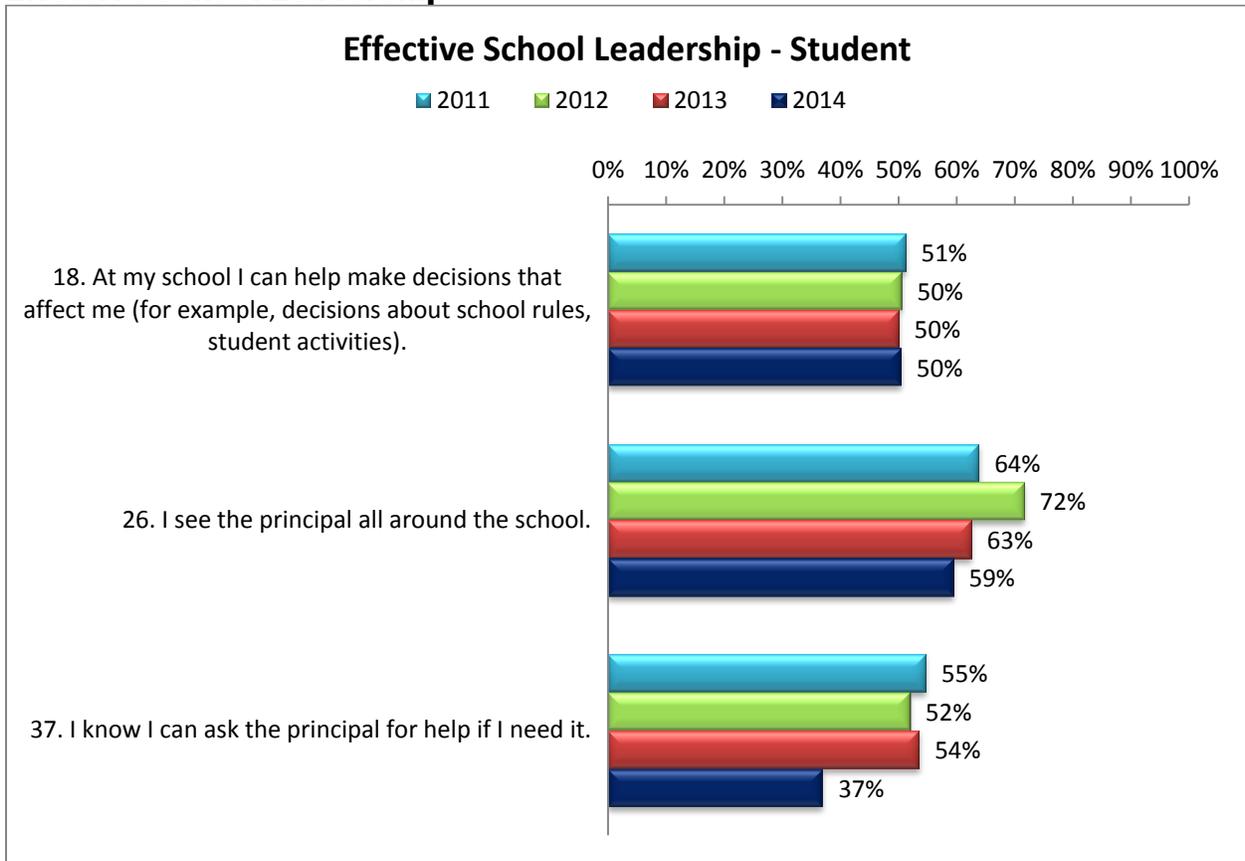
Clear and Shared Focus



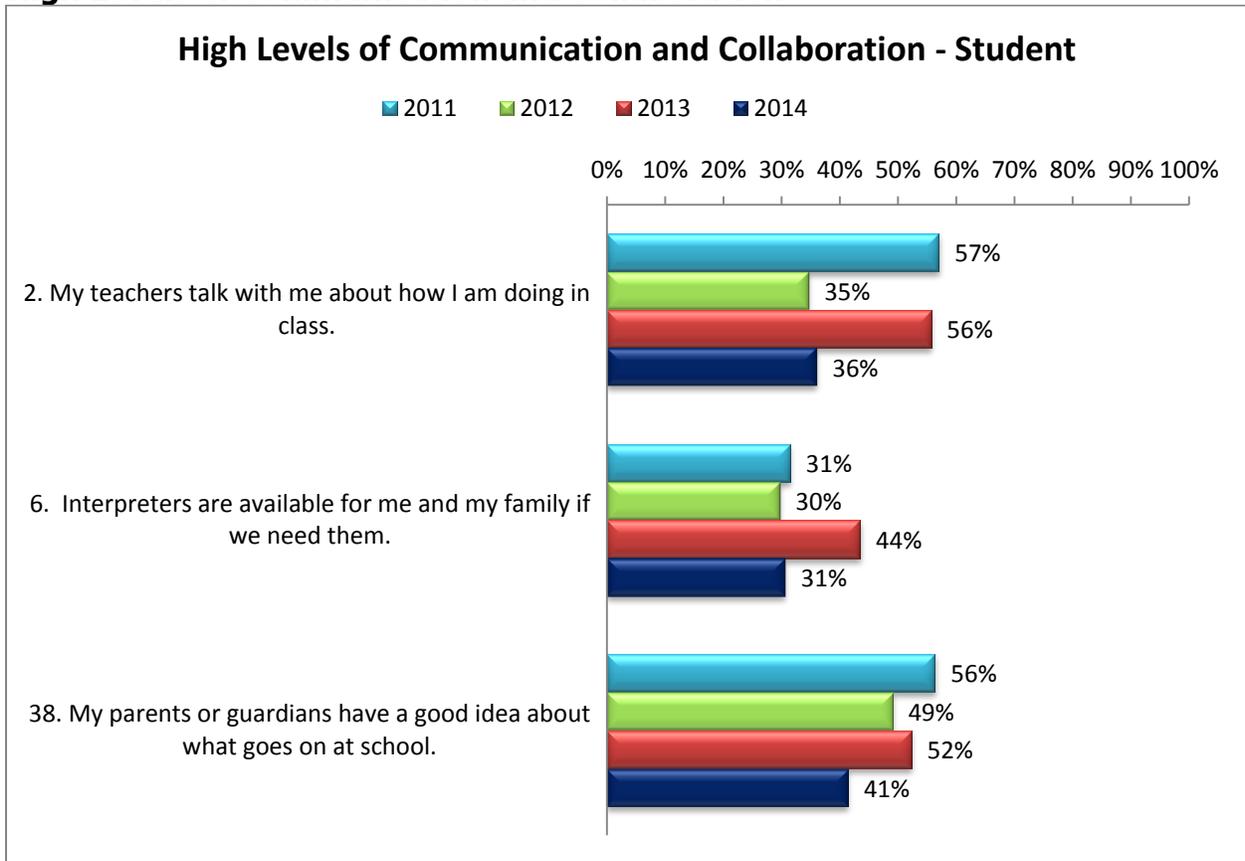
High Standards and Expectations



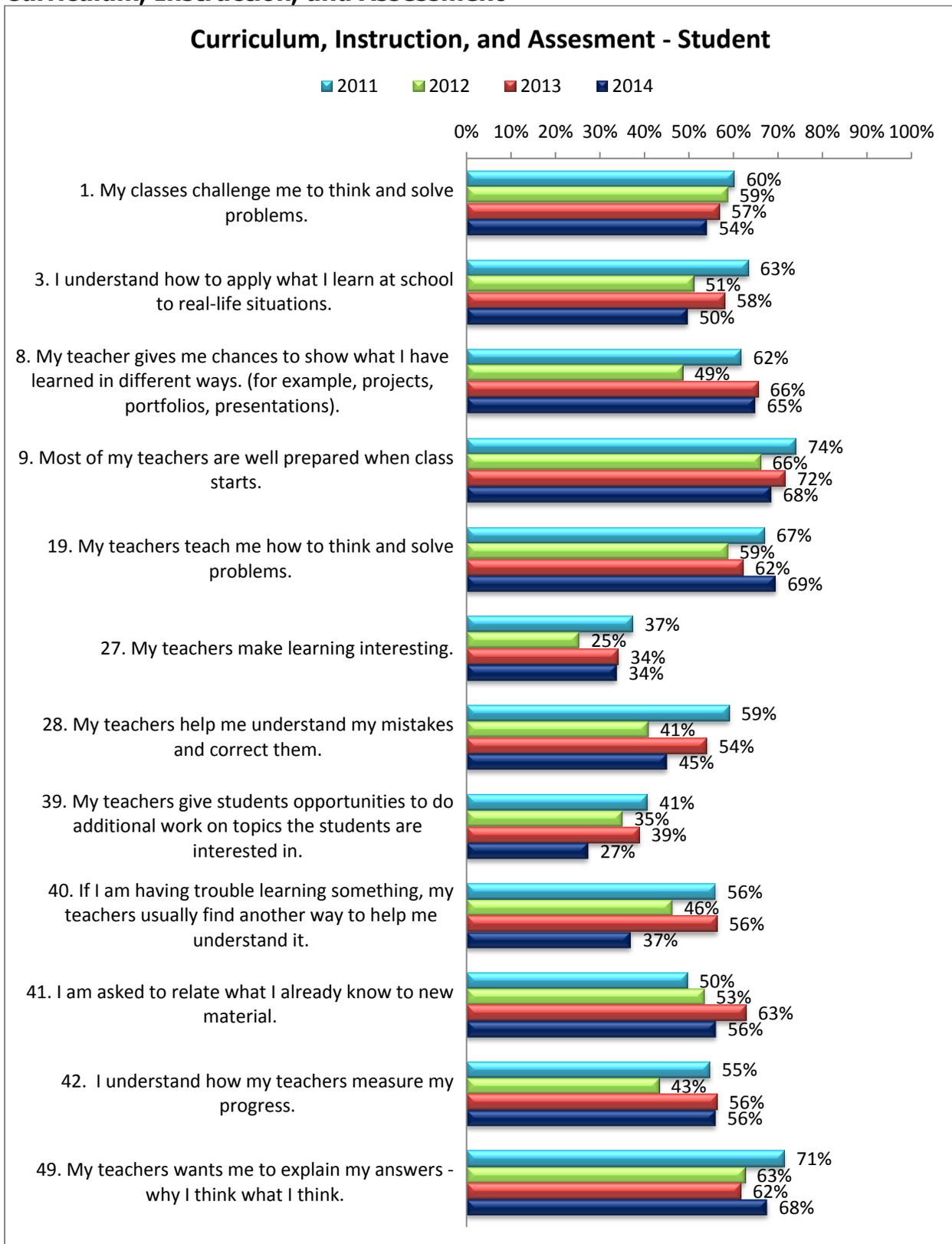
Effective School Leadership



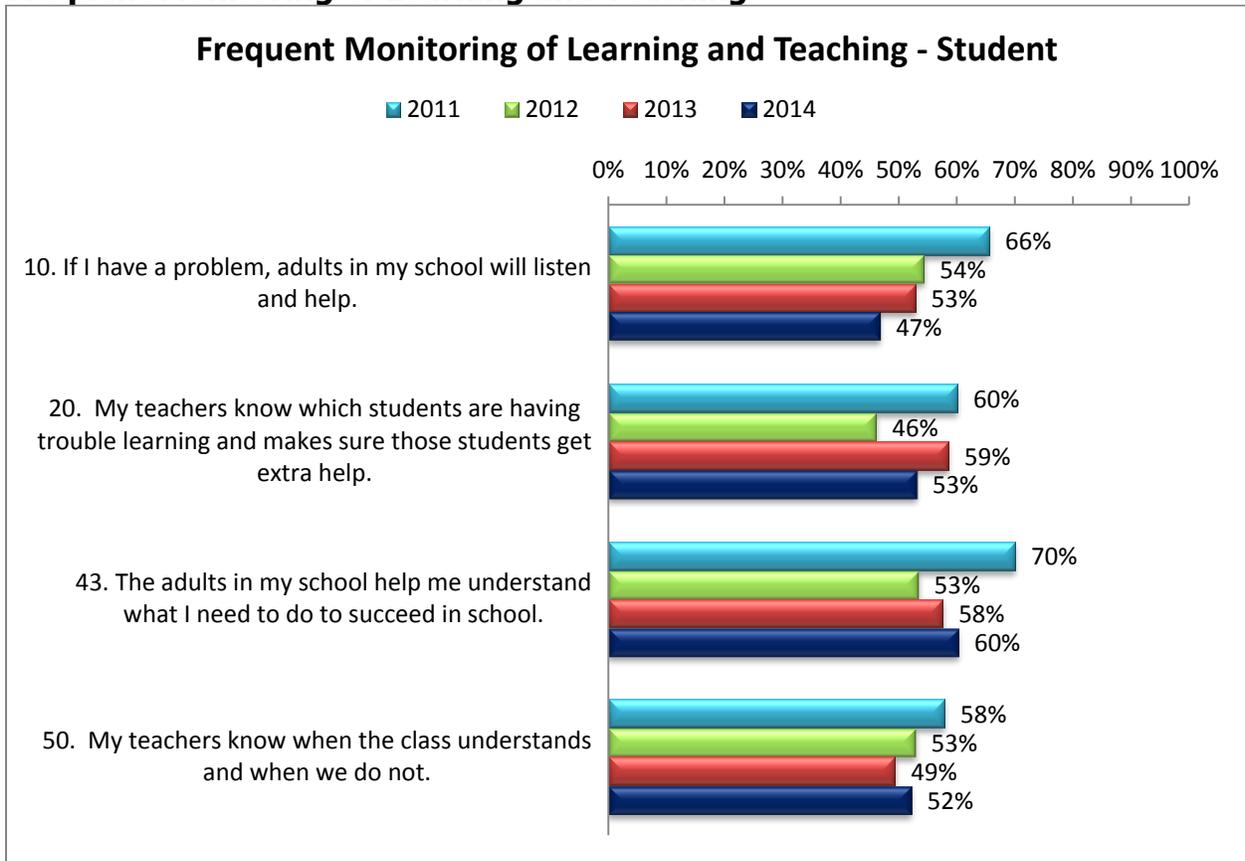
High Levels of Communication and Collaboration



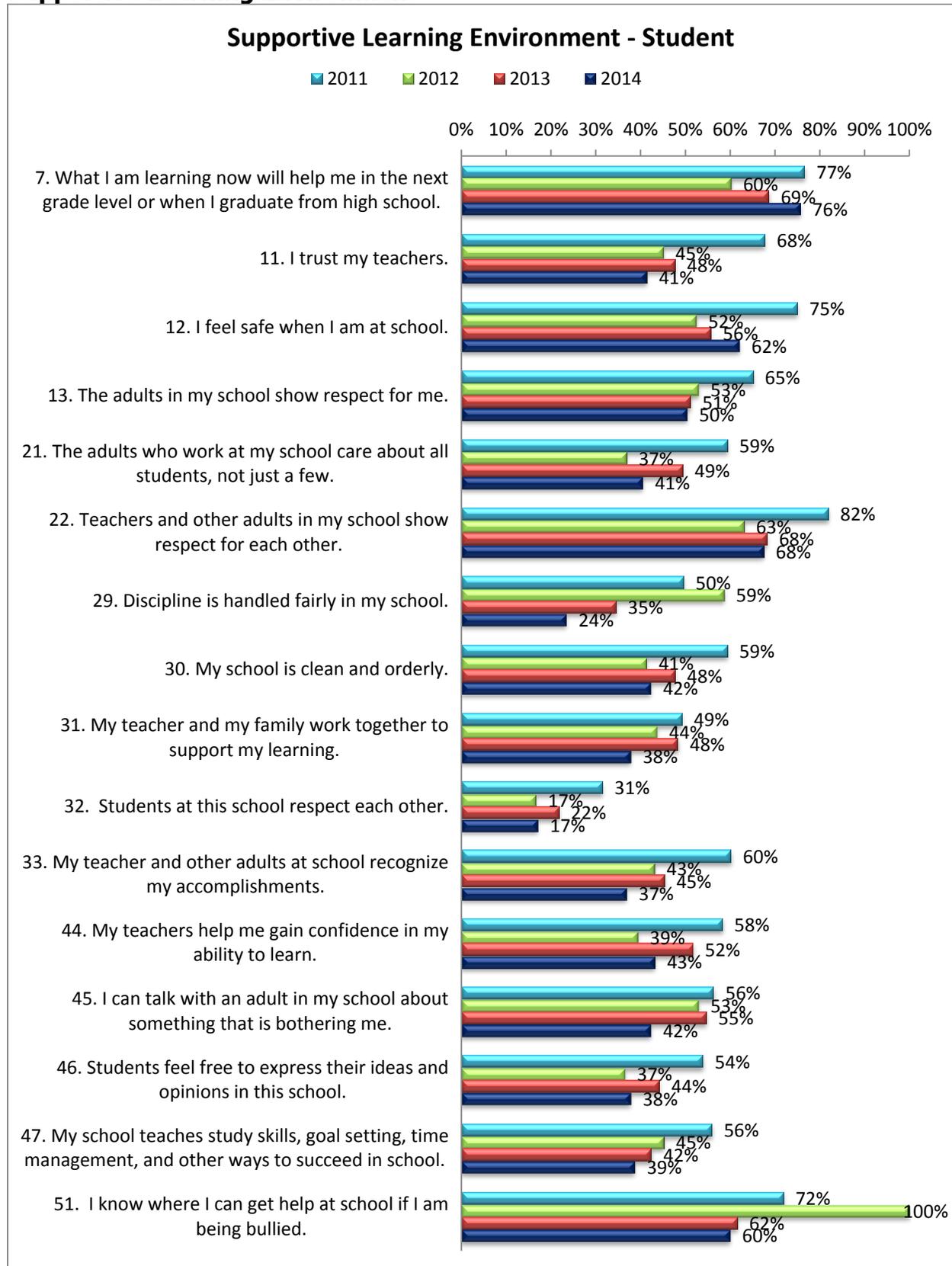
Curriculum, Instruction, and Assessment



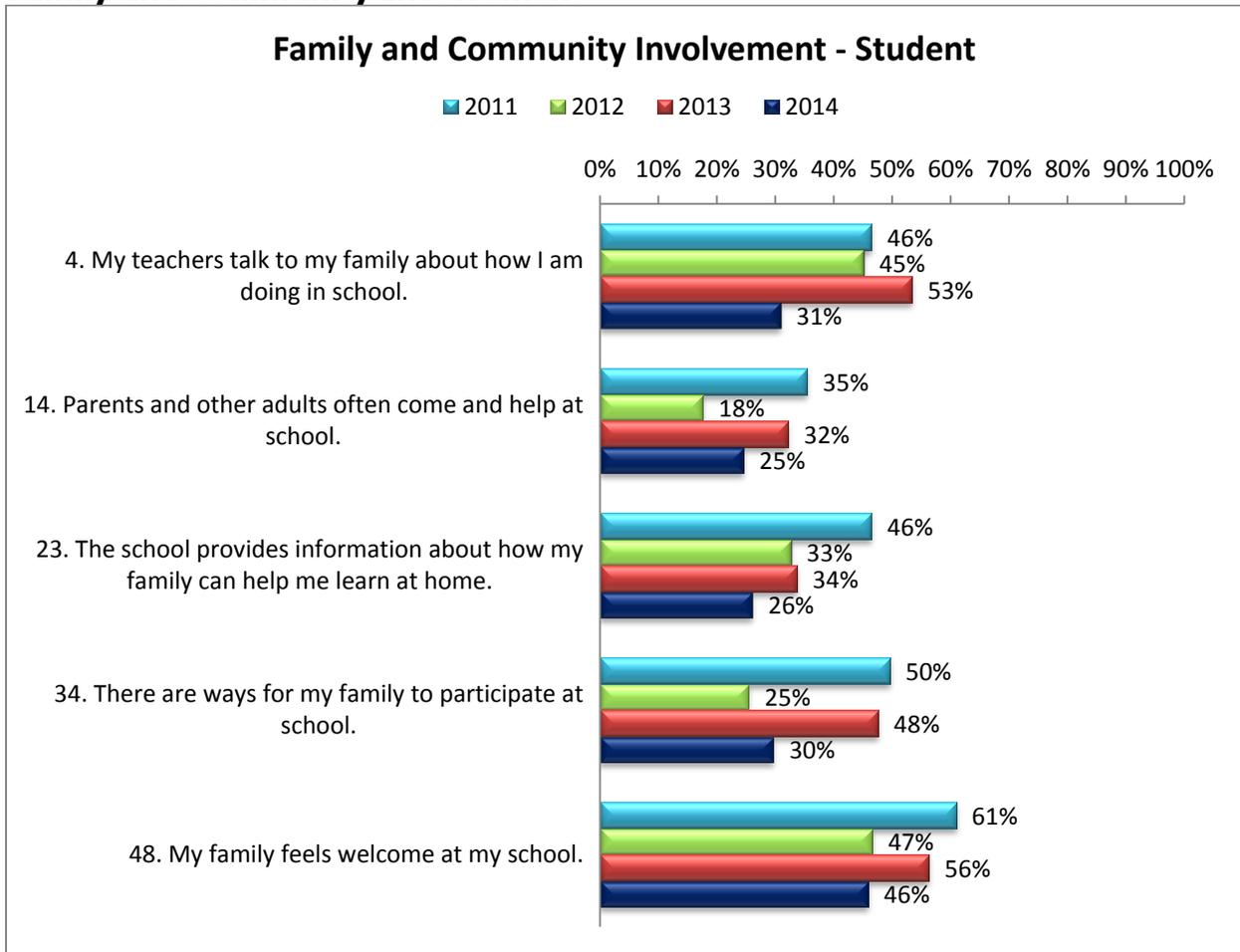
Frequent Monitoring of Learning and Teaching



Supportive Learning Environment



Family and Community Involvement

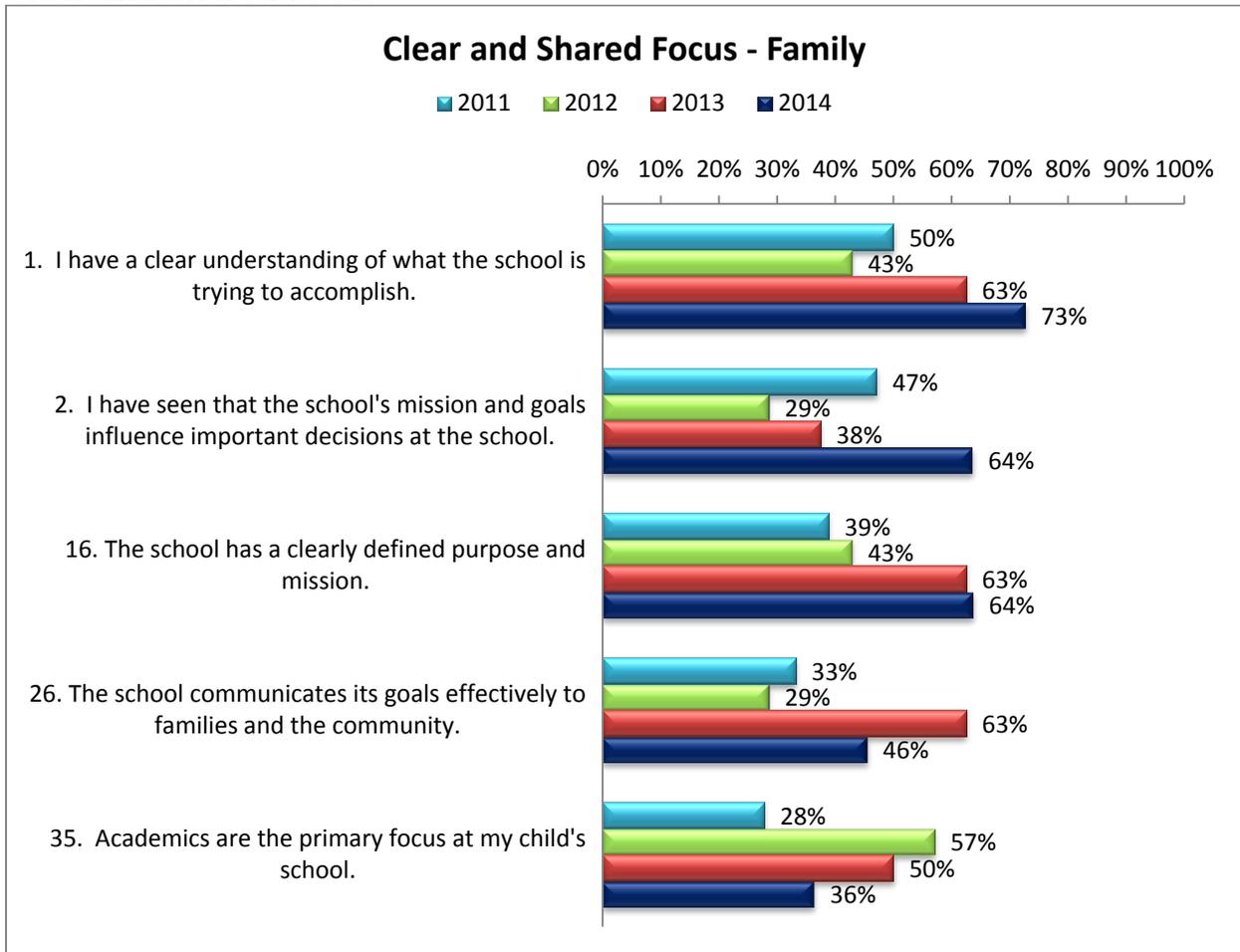


APPENDIX E – FAMILY SURVEY RESULTS

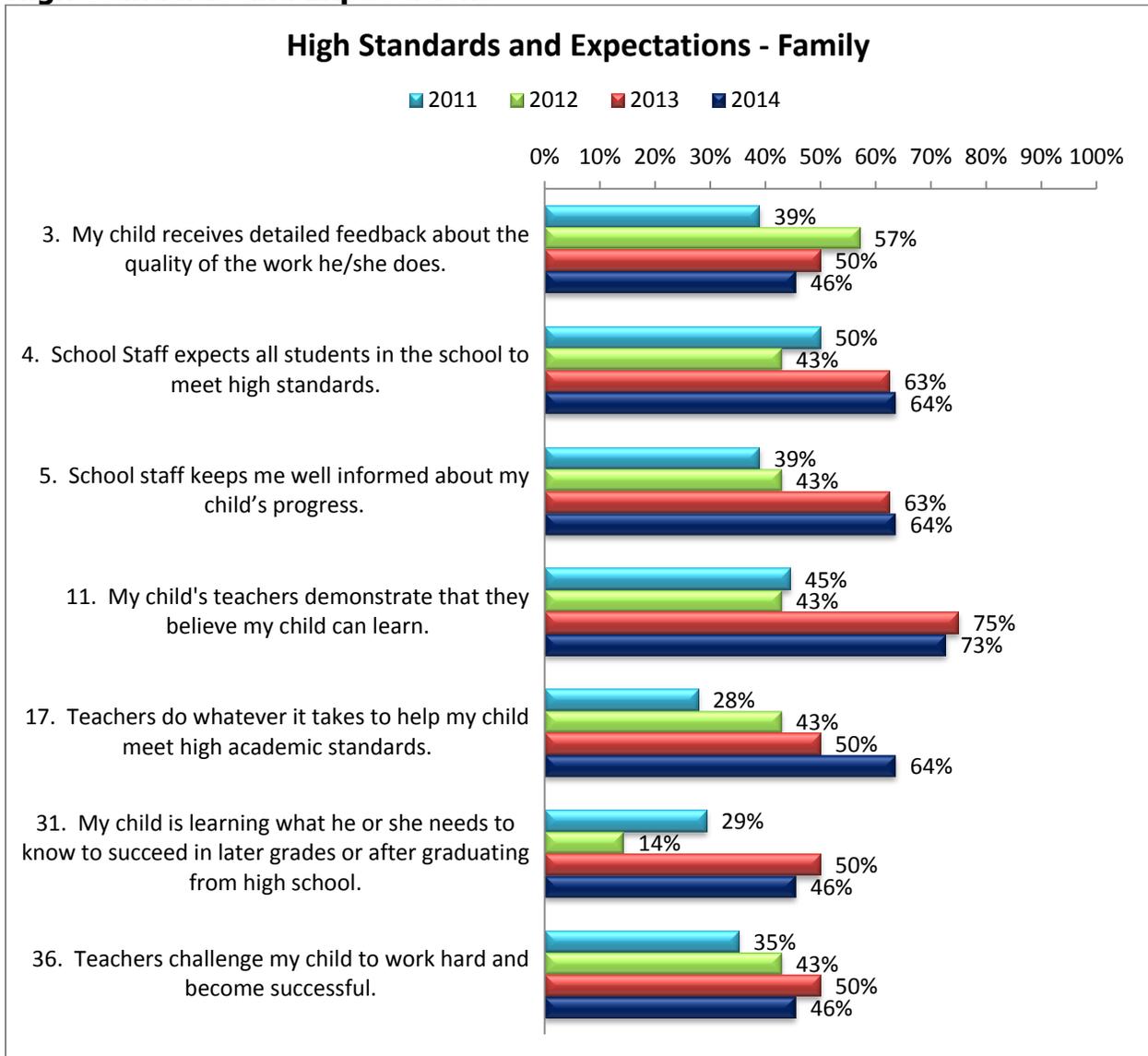
Family Survey Demographics

	2011	2012	2013	2014
<i>Race</i>				
<i>American Indian/ Alaska Native</i>				
<i>Asian</i>				7.1% (n=1)
<i>Black/African American</i>				
<i>White</i>	94.7% (n=18)	90% (n=9)	72.7% (n=8)	85.7% (n=12)
<i>Hispanic/Latino/a</i>		10% (n=1)	18.2% (n=2)	
<i>Pacific Islander</i>				
<i>Decline to Identify</i>	5.3% (n=1)		9.1% (n=1)	7.1% (n=1)
<i>Relationship to Student</i>				
<i>Mother</i>	57.9% (n=11)	88.9% (n=8)	72.7% (n=8)	57.1% (n=8)
<i>Father</i>	15.8% (n=3)		27.3% (n=3)	7.1% (n=1)
<i>Grandparent</i>	5.3% (n=1)			7.1% (n=1)
<i>Foster/adoptive parent or Guardian</i>				
<i>Sibling</i>				
<i>Legal guardian or Designee</i>	15.8% (n=3)	11.1% (n=1)		
<i>Extended Family Member</i>				21.45 (n=3)
<i>Other caregiver</i>	5.3% (n=1)			7.1% (n=1)
<i>Free or Reduced Lunch?</i>				
<i>Yes</i>	33.3% (n=6)	50% (n=5)	27.3% (n=3)	7.1% (n=1)
<i>No</i>	66.7% (n=12)	50% (n=5)	72.7% (n=8)	92.9% (n=13)
<i>English is the Primary Language</i>				
<i>Yes</i>	100% (n=19)	100% (n=10)	100% (n=11)	100% (n=14)
<i>No</i>				

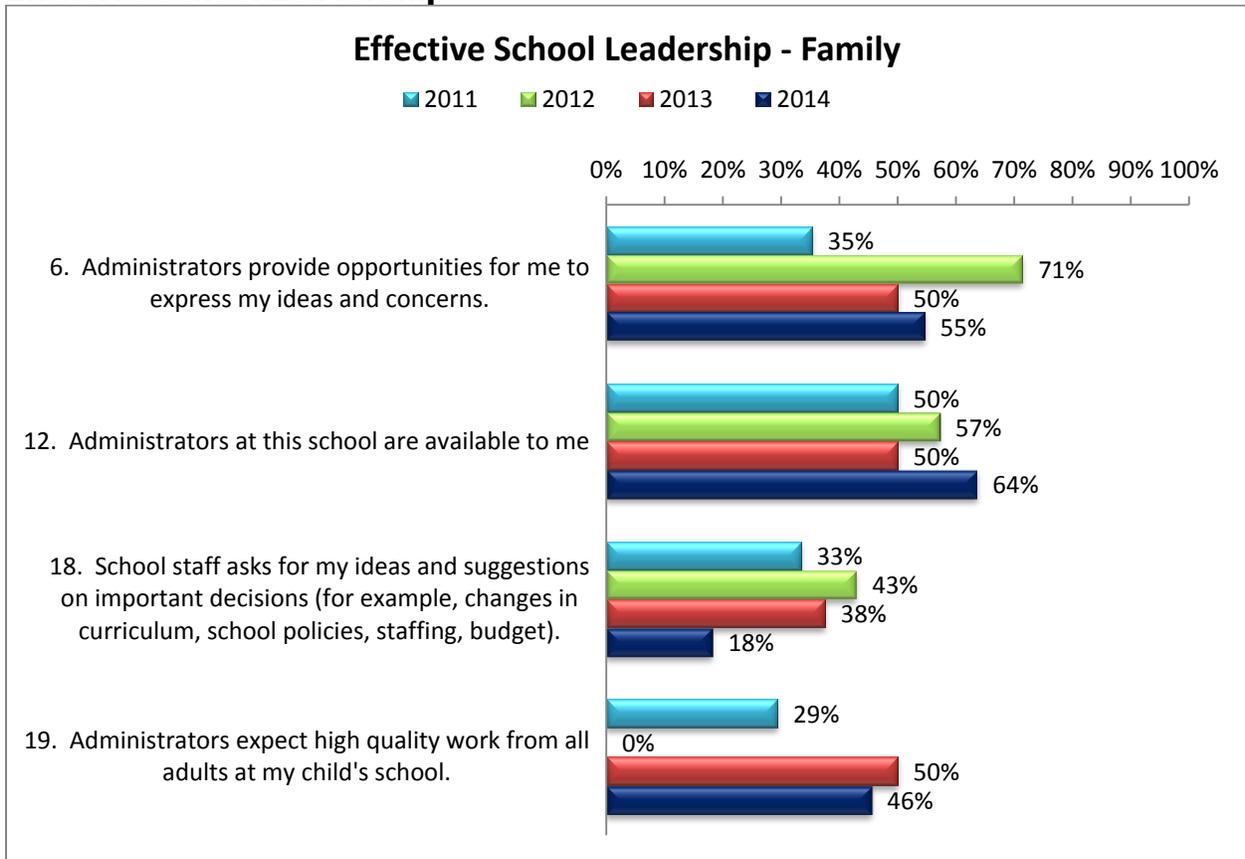
Clear and Shared Focus



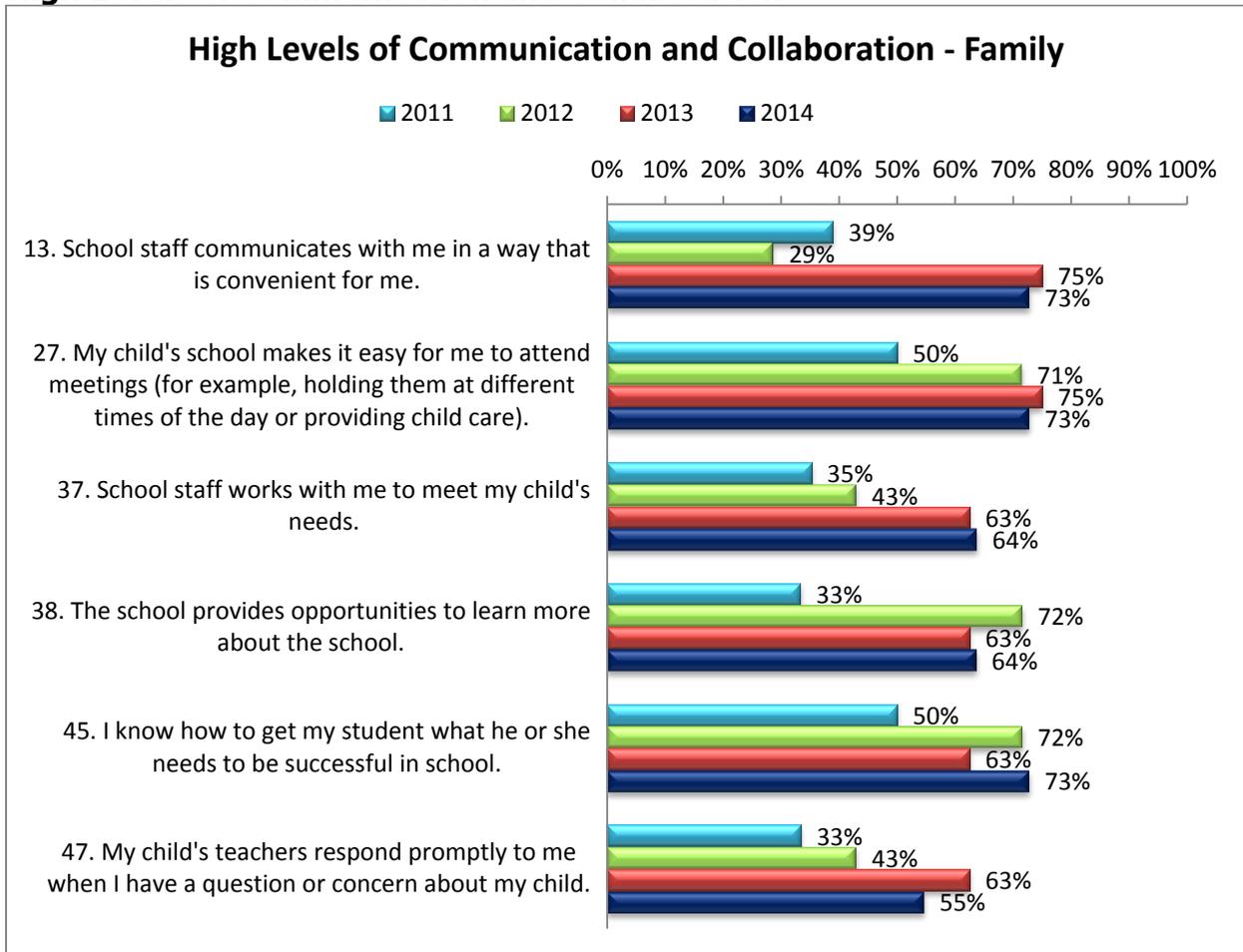
High Standards and Expectations



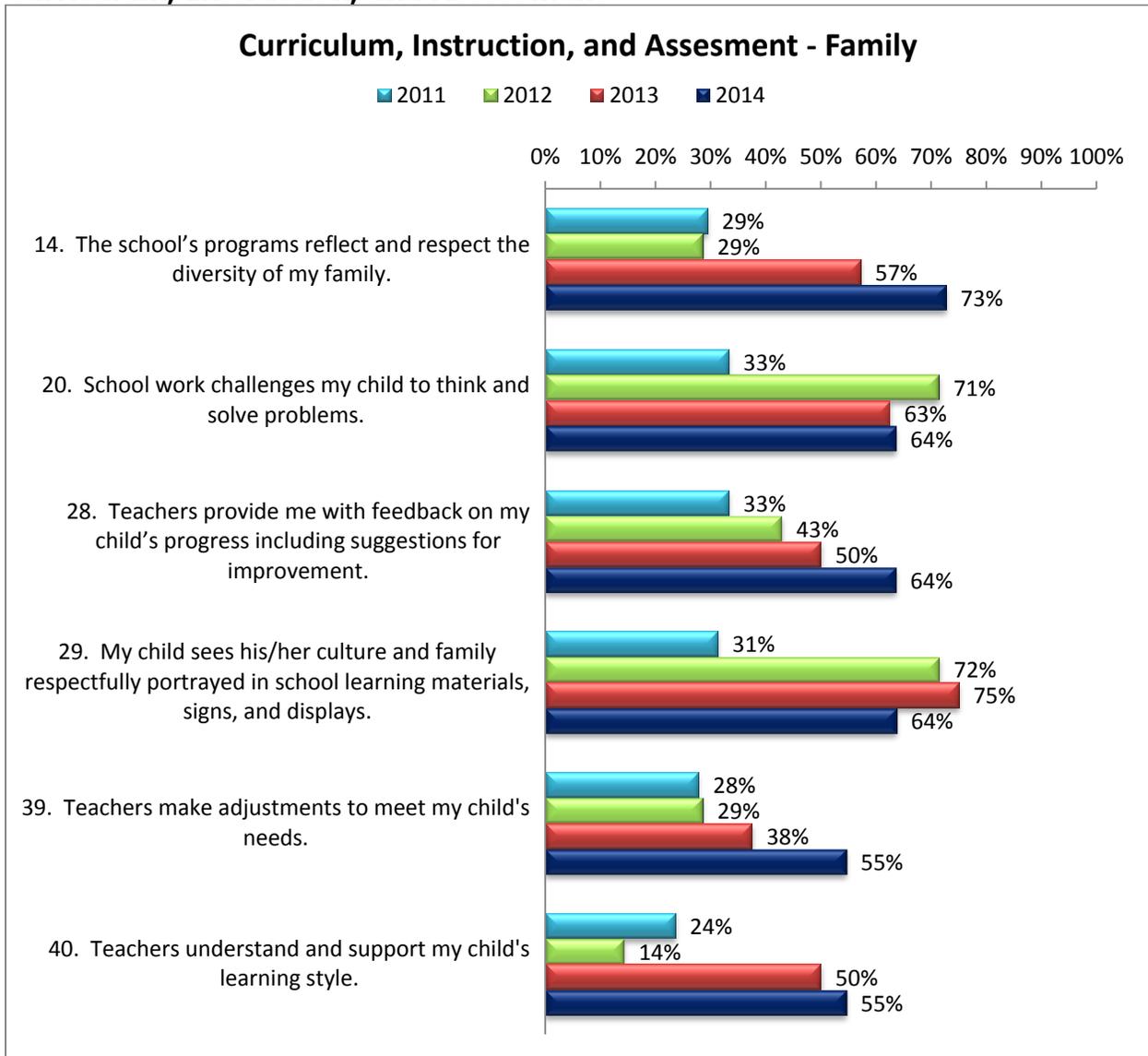
Effective School Leadership



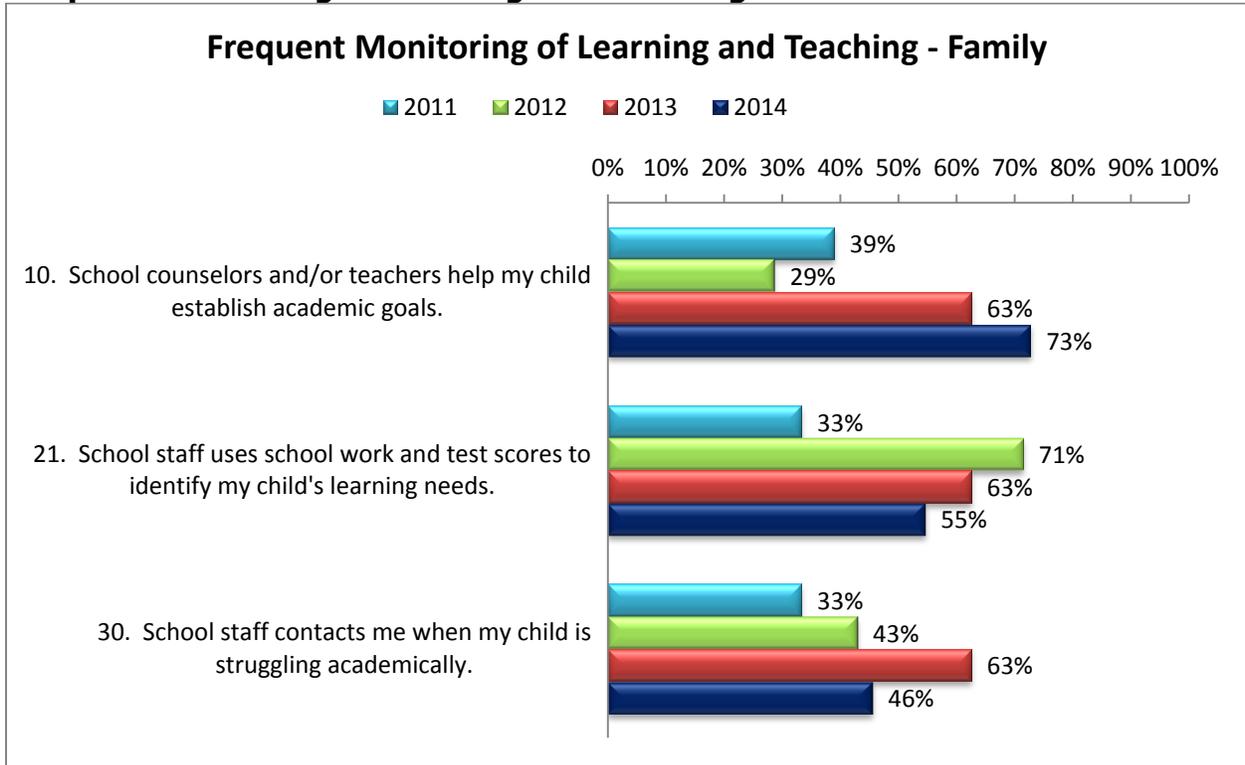
High Levels of Communication and Collaboration



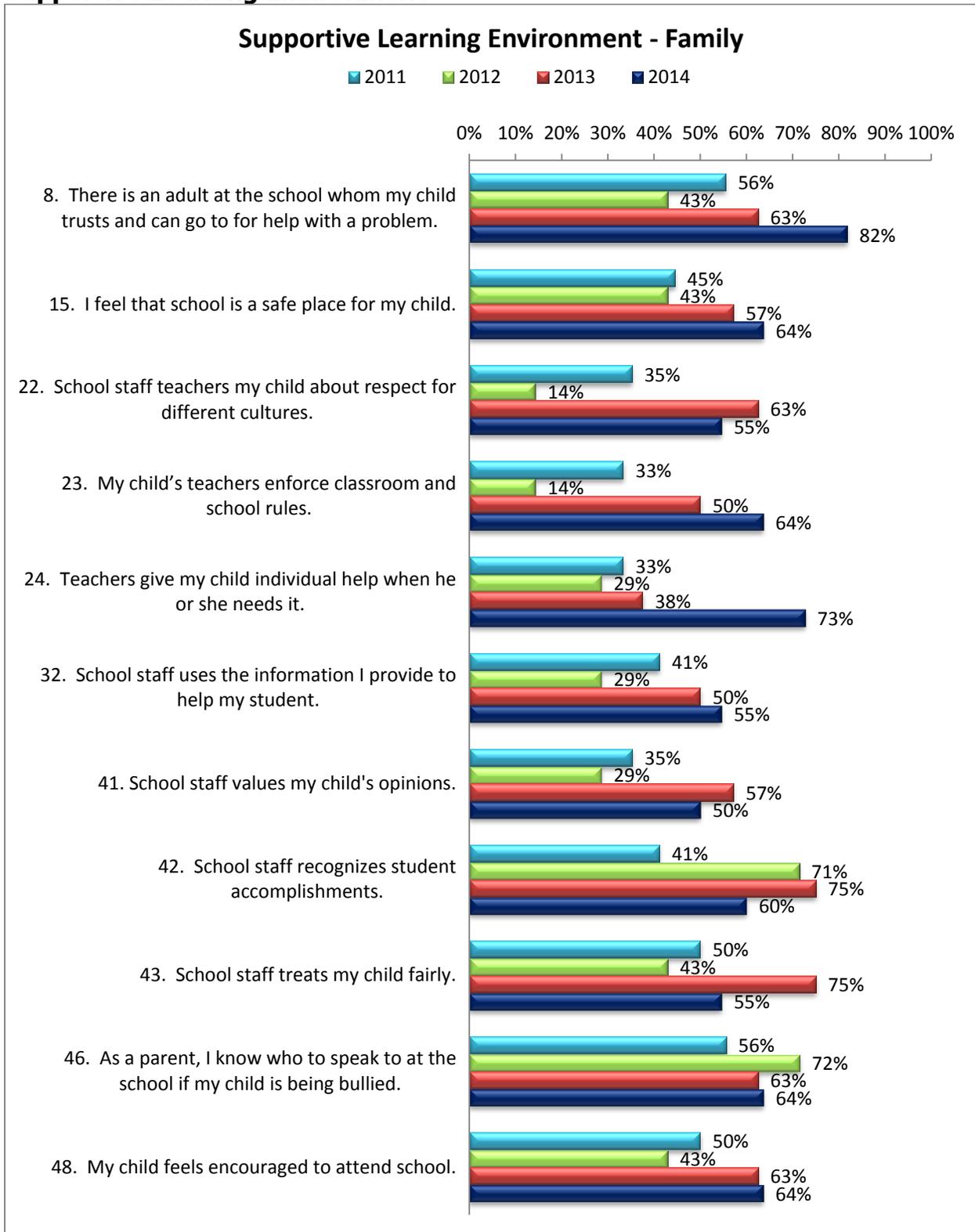
Curriculum, Instruction, and Assessment



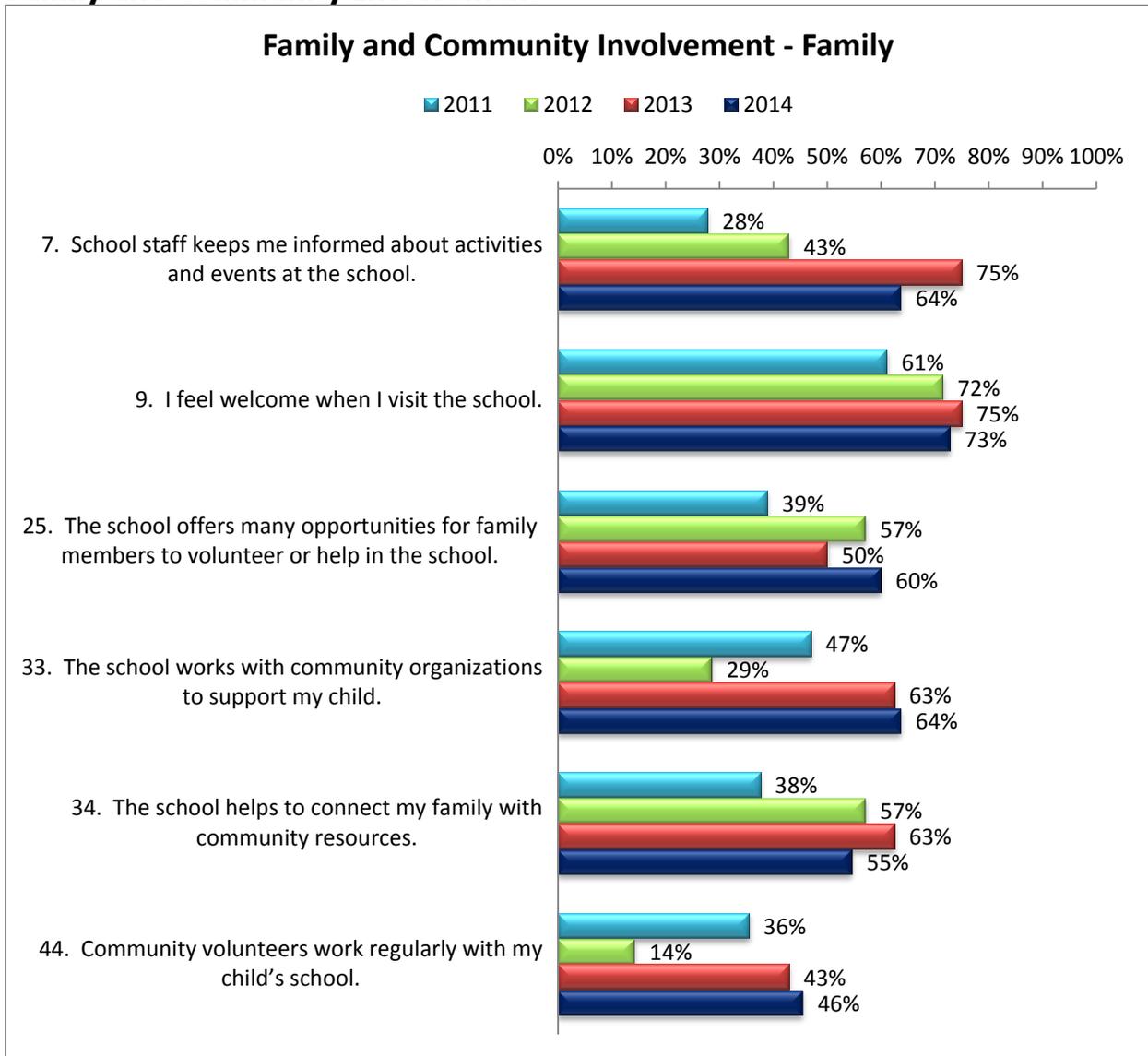
Frequent Monitoring of Learning and Teaching



Supportive Learning Environment



Family and Community Involvement



STAR Report for Required Action Districts

**Morton Junior Senior High School
Morton School District
March 25 and 27, 2014**



STAR Report for Required Action Districts

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

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POWERFUL TEACHING AND LEARNING CLASSROOM OBSERVATION STUDY

WHAT IS POWERFUL TEACHING AND LEARNING?

Powerful Teaching and Learning[®] (PTL) is the name of the construct made up of the 15 STAR Indicators. This construct represents the basic elements of effective, cognitive-based, standards-based classroom practices. Powerful Teaching and Learning is derived from research conducted by The BERC Group involving the analysis of tens of thousands of classroom observations and standards-based student achievement scores. Our research demonstrates that when the Essential Components of Powerful Teaching and Learning are evident in classroom practices, student achievement is higher, regardless of poverty. The 15 Indicators that make up Powerful Teaching and Learning are organized into the STAR Instructional Framework.

WHAT IS THE STAR INSTRUCTIONAL FRAMEWORK?

The STAR Instructional Framework serves to help organize and operationally define effective classroom practices. STAR is an acronym that stands for *Skills, knowledge, Thinking, Application, and Relationships*. **S**kills and/or knowledge are manifested as the teacher provides opportunities for students to develop rigorous conceptual understanding, not just recall. **T**hinking is evident as the teacher provides opportunities for students to respond to open-ended questions, to explain their thinking processes, and to reflect to create personal meaning. **A**pplication of skills, knowledge, and thinking is evident as the teacher provides opportunities for students to make relevant, meaningful personal connections and to extend their learning within and beyond the classroom. **R**elationships are positive as the teacher creates optimal conditions for learning, maintains high expectations, and provides social support and differentiation of instruction based on student needs. The STAR Instructional Framework is the basis of the STAR Classroom Observation Protocol. Some people also refer to these four Components as the 4 Rs: Rigor, Reflection, Relevance, and Relationships.

WHAT IS THE STAR CLASSROOM OBSERVATION PROTOCOL?

The STAR Classroom Observation Protocol[®] (STAR Protocol) is the instrument used to measure the extent to which effective, cognitive-based, standards-based classroom practices are present in the classroom. One third of the Indicators (n=5) are designed to measure the extent to which the teacher initiates effective learning activities for students. Two thirds of the Indicators (n=10) are designed to measure the extent to which students are effectively engaged in their learning. The STAR Classroom Observation Protocol is scored on all 15 Indicators, all 5 Essential

Components, and Overall. The 4-point scoring scale represents the extent to which Powerful Teaching and Learning is evident during an observation period. The Indicator and Component scales range from 1-Not Observable to 4-Clearly Observable. The Overall score represents the extent to which the overall teaching and learning practices observed were aligned with Powerful Teaching and Learning. The 4-point scale ranges from 1-Not at All, 2-Very Little, 3-Somewhat, and 4-Very.

HOW DO WE KNOW WE CAN TRUST THE DATA?

The BERC Group, Inc. has conducted over 30,000 classroom observations using the STAR Protocol. Validity and reliability have been a focus and priority during its development. We understand the importance of these data as well as the sensitivity of judging classroom teacher and student interactions. With that said, we want to make sure we “get it right.” To make sure the STAR Protocol measures what it is supposed to measure, it was developed through a process that established the construct validity, concurrent validity, content validity, and face validity that is critical to such an instrument. Likewise, we continue to take measures to ensure reliability of scoring so we know scores are representative of classroom activities. Over a 10-year time period, the PTL construct has been tested through multiple exploratory factor analyses (alpha level .92 on the 15 STAR Indicators), has maintained a significant correlation with student achievement, and has remained unchanged over time. Two separate researchers score approximately every 10th observation to continually measure inter-rater reliability, which is currently .90.

HOW DO WE READ THE CHARTS?

Findings are reported in two ways: (1) STAR Indicators are organized around the 5 Essential Components of PTL; and (2) STAR Indicators are organized around the Washington State Teacher Evaluation Criteria. Crosswalks with the approved professional practices frameworks (Danielson/Teachscape, Marzano, and CEL 5D+) are available in Appendix A. The charts are color coded. Dark green shows the percent of classrooms observed that were Very aligned (Distinguished) with the Essential Component (STAR Charts), STATE Criteria (State Charts); or Powerful Teaching and Learning (Over All Charts). The light green shows the percent of classrooms observed that were Somewhat aligned (Proficient). The yellow shows the percent of classrooms observed that were aligned Very Little (Basic). The red shows the percent of classrooms observed that were Not at All aligned (Unsatisfactory). Dark and light green are viewed as positive results. The more green you have (preferably dark green), the better. A school should see the percentage of green increase over time. This would represent an increase in the amount of effective teaching and learning that is taking place in the school.

WHAT IS THE STAR AND STATE AVERAGE?

A comparison bar on the right of the chart represents either the STAR Average or the State Average. We provide the STAR Average to compare the extent to which the school's data are somewhat or very aligned with Powerful Teaching and Learning. The State Average compares the schools data to the average criteria scores. The STAR and the State Average are calculated from 11,269 classroom observations the first time data were collected in a school. If The BERC Group collected multiple years of data, only the first time collection is included in the averages. The averages are simply a gauge for where schools typically start out when measuring the extent to which teaching and learning activities are aligned with effective practices.

WHAT IS THE GOAL?

Given the methodology of the study it is somewhat unrealistic to expect to see evidence of PTL in every classroom during a study (we are only present in a classroom for about 30 minutes). Therefore 100% alignment is rare. Over the years, however, we have seen schools transform their instruction for students with the Component scores reaching 80% or more. We have suggested that a good goal is 80% alignment (Somewhat/Light Green and Very/Dark Green).

HOW CAN THESE DATA HELP IMPROVE STUDENT ACHIEVEMENT?

The STAR classroom observation data are unique. Most data that teachers use to improve school on a daily, weekly, and monthly basis are curriculum-related data. Common examples are state test scores, reading fluency data, end of unit tests results, end of course exams, common assessments set to curriculum benchmarks and pacing guides. Many schools have some sort of professional learning community (PLC) that meets to review student achievement data on a regular basis. We have found that *only* focusing on curriculum-related data often leads to curriculum-related solutions. For example, if we find out from an end-of-unit test students did not learn a certain concept up to standard, a teacher or group of teachers may decide to "redo" a chapter or two; that is, cover the information again. Another popular strategy is to look at student data and then re-direct the students to another teacher. This is commonly referred to as "Walk to Read" or "Walk to Math." There is nothing wrong, by the way, with many of these reactions to curriculum data. However, the fact remains curriculum-related data leads primarily to curriculum-related solutions: Redo the material.

Likewise, we have found that instructional data naturally leads to instructional solutions. The following PTL Classroom Observation Report can serve as an impetus for educators to identify instructional focus areas (***Instructional Habits***) they would like to work on as a whole staff or Professional Learning Community (PLC). If instruction is important, then we need to have instructional data to help us determine our intervention. The data contained in this report provide a school-wide view of the effective strategies being used throughout the school. These data are intended to help guide the school in developing Common Instructional Habits that help

all students learn. This report meets the requirements for Indistar Indicator IF08: *Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.*

WHAT IS THE DIFFERENCE BETWEEN THE STAR AND STATE CHARTS?

The source of data for all the charts starts with the 15 STAR Indicators. Fortunately, these Indicators can be organized in various ways to answer multiple instructional questions. The first set of charts (STAR), are organized around *Skills, Knowledge, Thinking, Application, and Relationships*. Given that schools and districts are in the process of implementing the new Washington State Teacher Evaluation system, we wanted to also organize the STAR Indicators around the 8 State Criteria as well. Because only the first six state criteria deal with actual instructional practices, we have aligned the STAR Indicators with Criteria 1-6. Criteria 7 and 8 are non-instructional (communication and collaboration) data.

A big difference between the state teacher evaluation data principals will gather around instruction and the STAR data is that the teacher evaluation is personal, private, and between the teacher and supervisor. The STAR data are school-level data designed to help identify areas for ongoing school-wide focus, regardless of where teachers are personally in their employment evaluation cycle.

HOW TO USE THE REFLECTION SHEET?

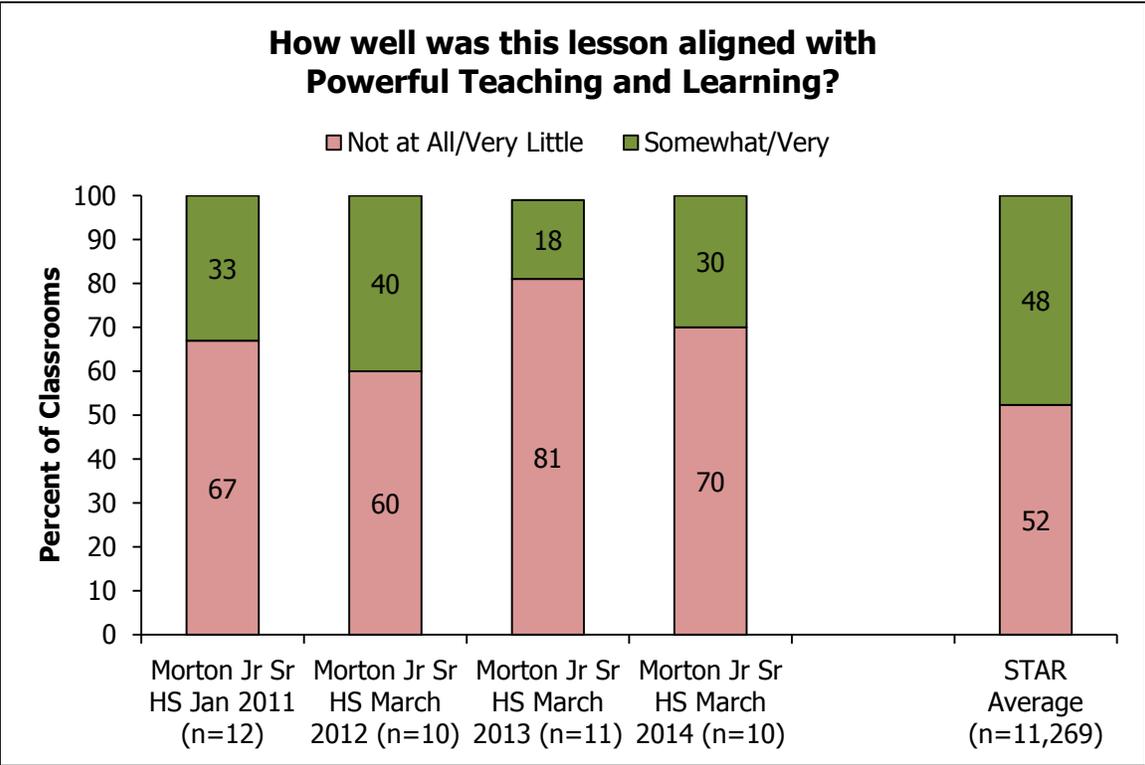
Using the Reflection Sheet to analyze the observation data can help the school set goals for school-wide focus related to instruction. By identifying the highest and lowest scoring components, criterion, and indicators, a school can narrow down an instructional focus. These data can help identify *Instructional Habits* that the whole school can focus on together. Whereas the individual teacher evaluation is about each individual teacher, the STAR data are about the school overall.

POWERFUL TEACHING AND LEARNING

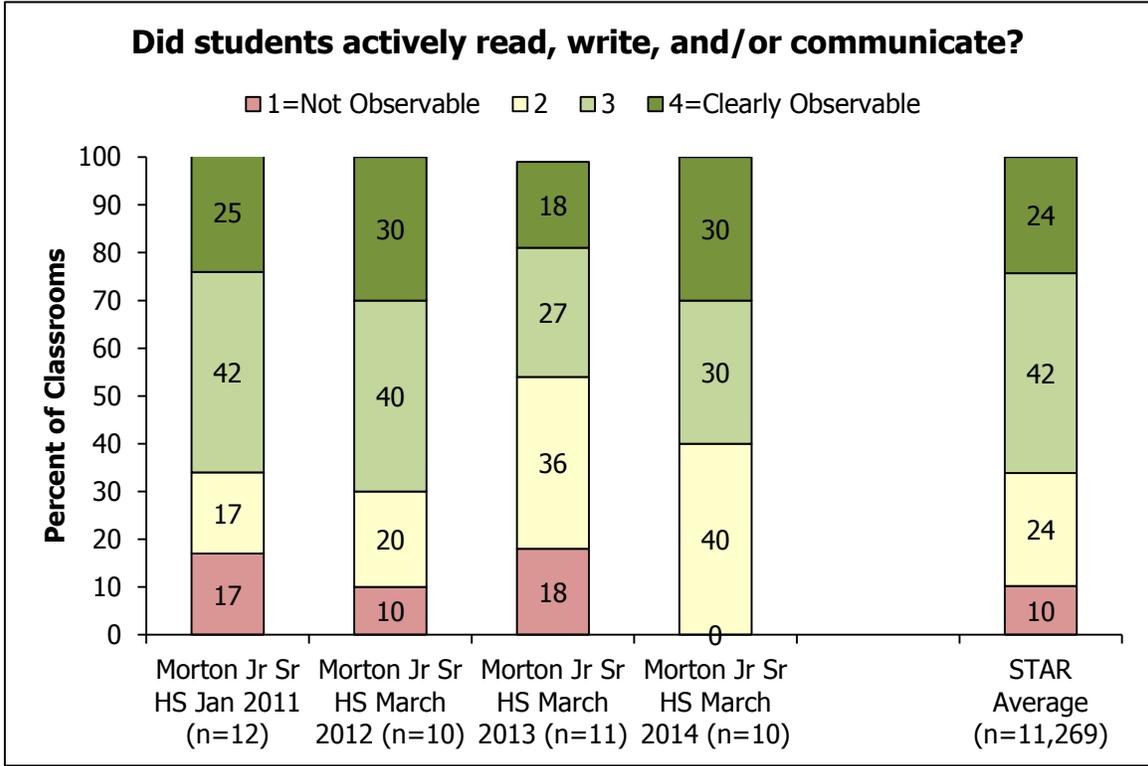
The Powerful Teaching and Learning STAR Instructional Framework is designed to contain all of the most important instructional language that a district may need to develop common instructional language. An instructional framework should include language from the teacher evaluation framework (Danielson/Teachscape, Marzano, CEL 5D+); from Common Core State Standards (Standards for Mathematical Practice and ELA Pedagogical Shifts); from Smarter Balanced (Argument Writing, Modeling); from Indistar School Indicators; and from other Instructional Models adopted by the district/school (GLAD, AVID, GRR, etc...). The STAR Framework includes elements of all of these and organizes them into a framework that educators can use to plan more effective lessons.

Figure 1 shows the extent to which classroom practices were aligned with Powerful Teaching and Learning during the study, combining *Somewhat* and *Very* aligned. During the most recent data collection, 30% of the classrooms observed were aligned with Powerful Teaching and Learning. The STAR Average is 48%. Figures 2-5 show Essential Component level scores. Figure 7 shows overall scores for each level of alignment: *Not at All*, *Very Little*, *Somewhat*, and *Very*. Results by Indicator are provided in Table 1.

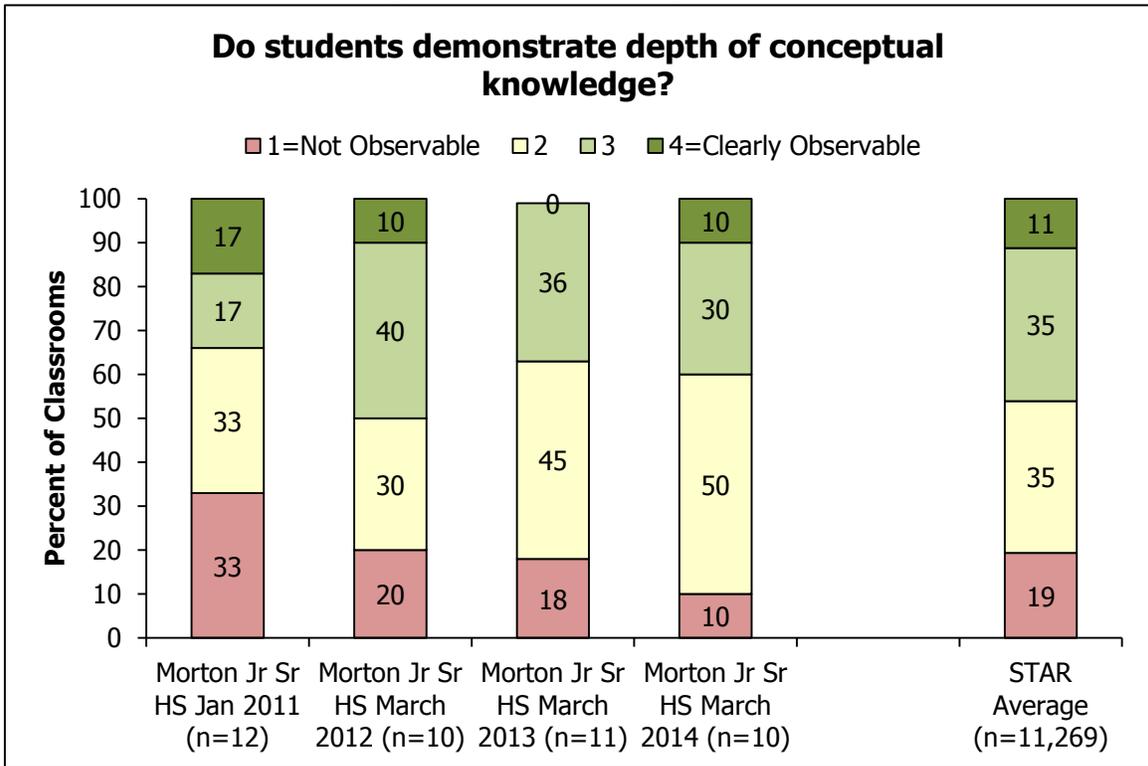
Overall Results



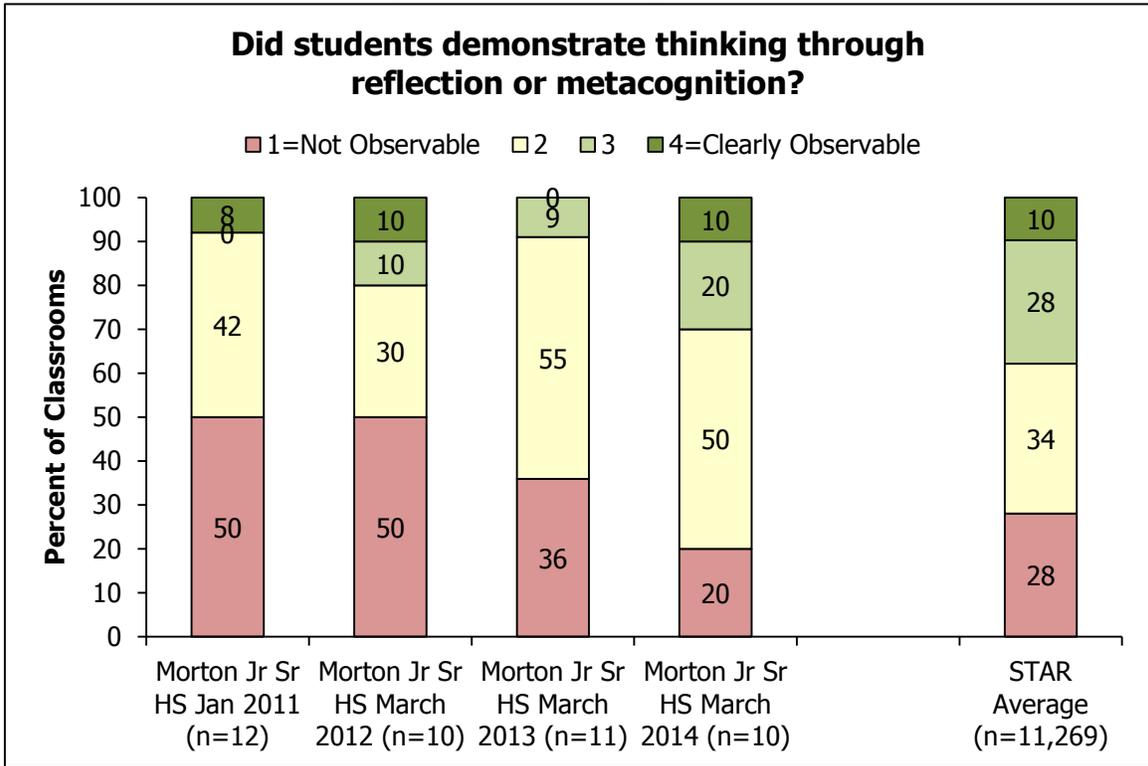
Skills: Essential Component Results



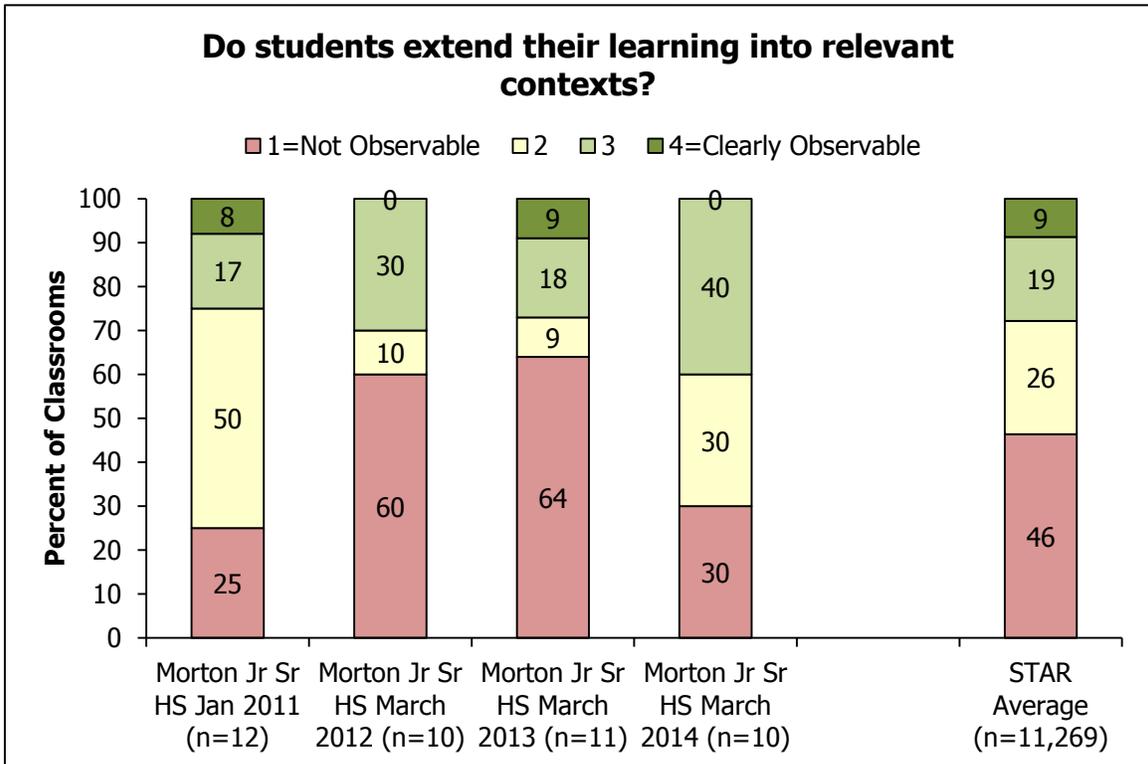
Knowledge: Essential Component Results



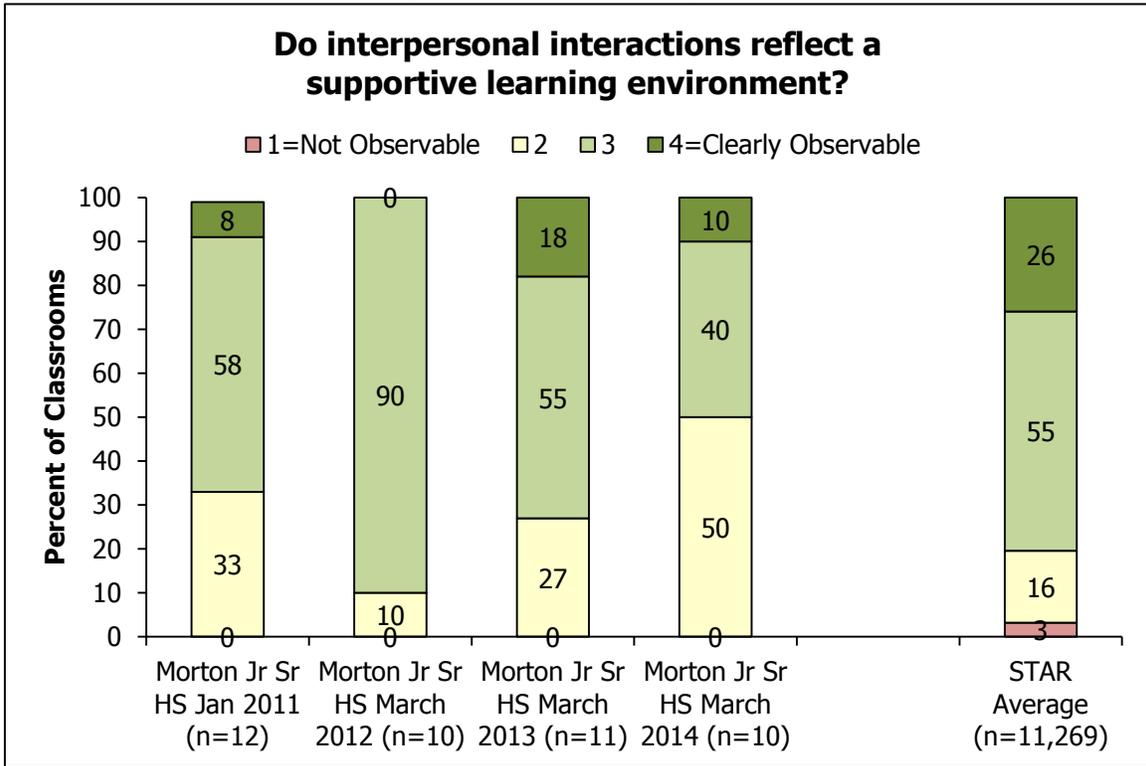
Thinking: Essential Component Results



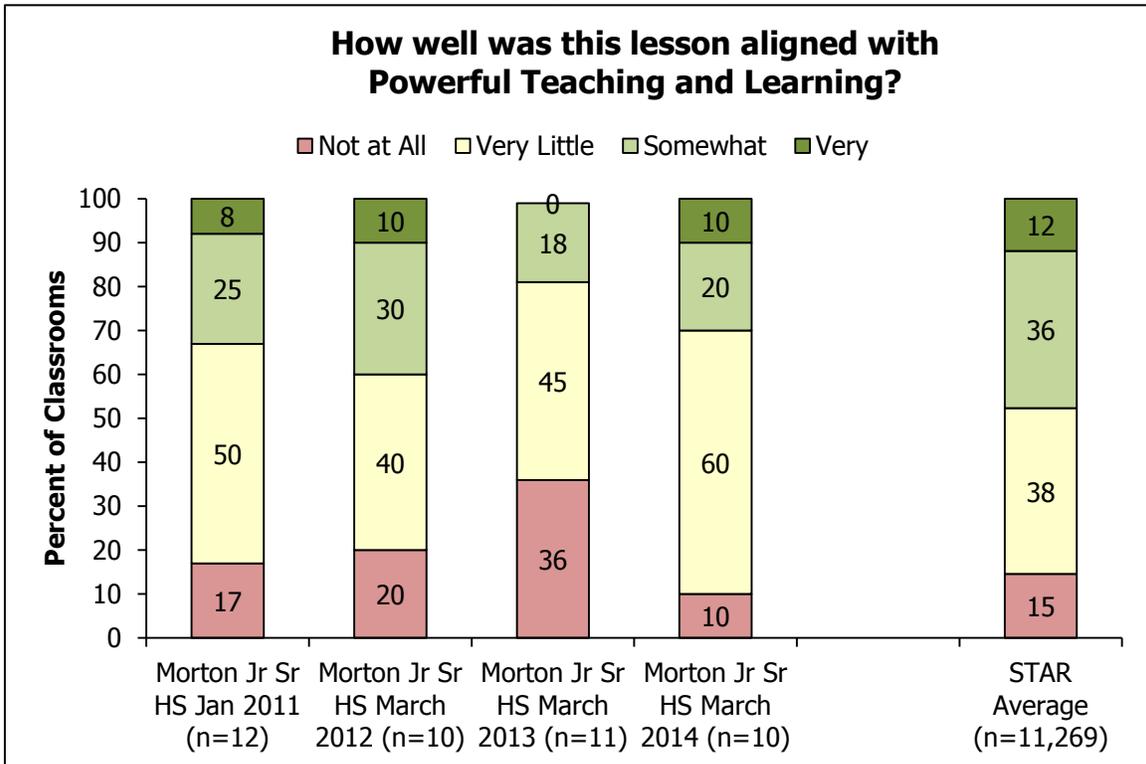
Application: Essential Component Results



Relationships: Essential Component Results



Overall (scales 1-4)



Disaggregated STAR Indicator Results

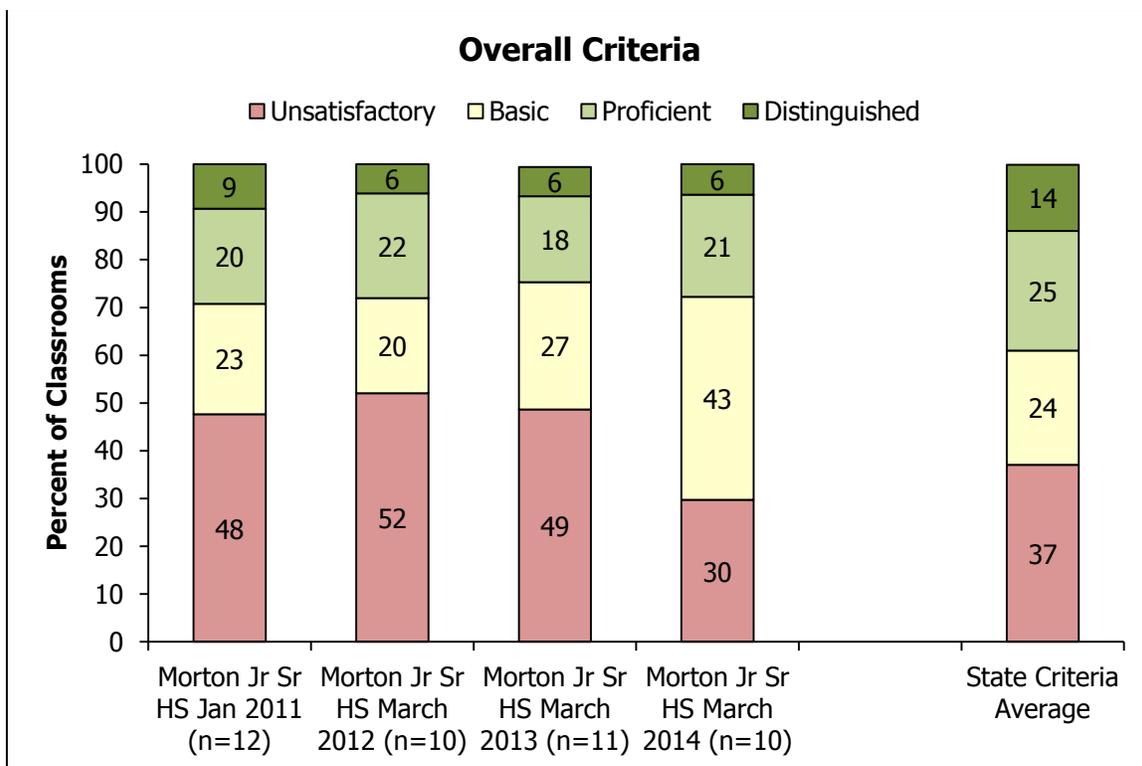
Skills Indicators	1	2	3	4
1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating.	0%	30%	40%	30%
			70%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	0%	30%	40%	30%
			70%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	0%	40%	20%	40%
			60%	
Knowledge Indicators	1	2	3	4
4. Teacher assures the focus of the lesson is clear to all students and that activities/tasks are aligned with the lesson objective/purpose.	20%	60%	0%	20%
			20%	
5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and to develop conceptual understanding, not just recall.	10%	40%	50%	0%
			50%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	0%	60%	30%	10%
			40%	
Thinking Indicators	1	2	3	4
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	40%	40%	20%	0%
			20%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	10%	50%	30%	10%
			40%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	30%	40%	20%	10%
			30%	
Application Indicators	1	2	3	4
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	40%	60%	0%	0%
			0%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	60%	10%	30%	0%
			30%	
12. Students produce a product and/or performance for an audience beyond the class.	80%	10%	10%	0%
			10%	
Relationships Indicators	1	2	3	4
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	30%	60%	10%
			70%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	10%	60%	20%	10%
			30%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	30%	30%	40%	0%
			40%	

Washington State Teacher Evaluation -- Criteria 1-6

In the aggregate, Criterion 1-6 scored at a low level, with 27% of classrooms scoring Proficient or Distinguished (see chart below). The Overall Criteria scores were calculated by averaging the 6 Criterion scores. By doing so, it weights some STAR Indicators as more important. For example Indicators 4, 10, 11, 14 are each included in three different State Criterion. That means these practices seem to be of greater importance in view of the teacher evaluation system, so they are weighted as such. These Indicators highlight the importance of relevance and relationships in classroom instruction. Figures 9 through 15 contain each Criterion separately.

The purpose of these charts is to show the extent to which instructional practices in a school are generally aligned with the State Teacher Evaluation Criteria around instruction. As a caveat, these scores represent how the instructional practices would likely score in the teacher evaluation process, not what the actual teacher evaluations would be. That is because a teacher's overall personnel evaluation will be made up of *instructional practices*, in addition to *artifacts* and *student growth measures*. Instructional practices are just one part of a teacher's overall evaluation. Therefore, interpret with care. The following charts account for and represent only the instructional practices.

By using the data in the following Criteria charts and the Indicator tables, educators can begin to narrow the focus around which school-wide instructional habits will yield the greatest impact.

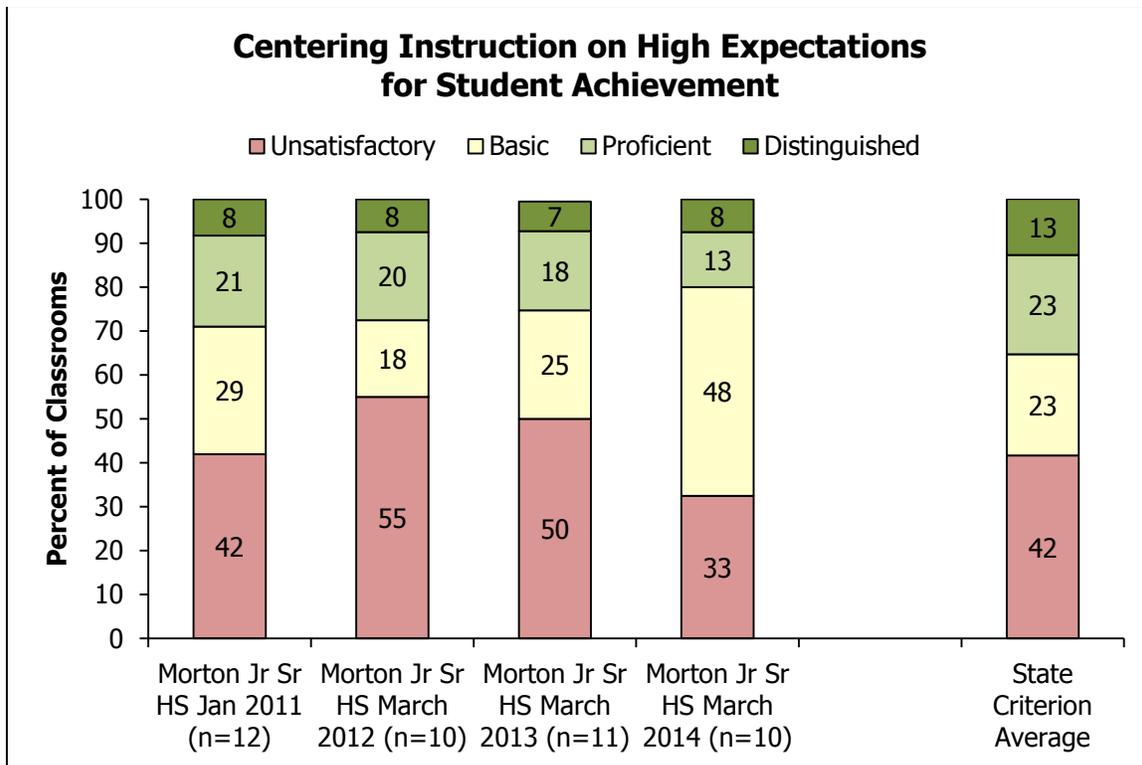


Washington State Teacher Evaluation -- Criterion 1

Centering instruction on high expectations for student achievement

KEYWORD: Expectations

The teacher communicates high expectations for student learning.



CRITERION 1: EXPECTATIONS	1	2	3	4
4. Teacher assures the focus of the lesson is clear to all students.	20%	60%	0%	20%
			20%	
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	40%	60%	0%	0%
			0%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	60%	10%	30%	0%
			30%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	10%	60%	20%	10%
			30%	

Summary

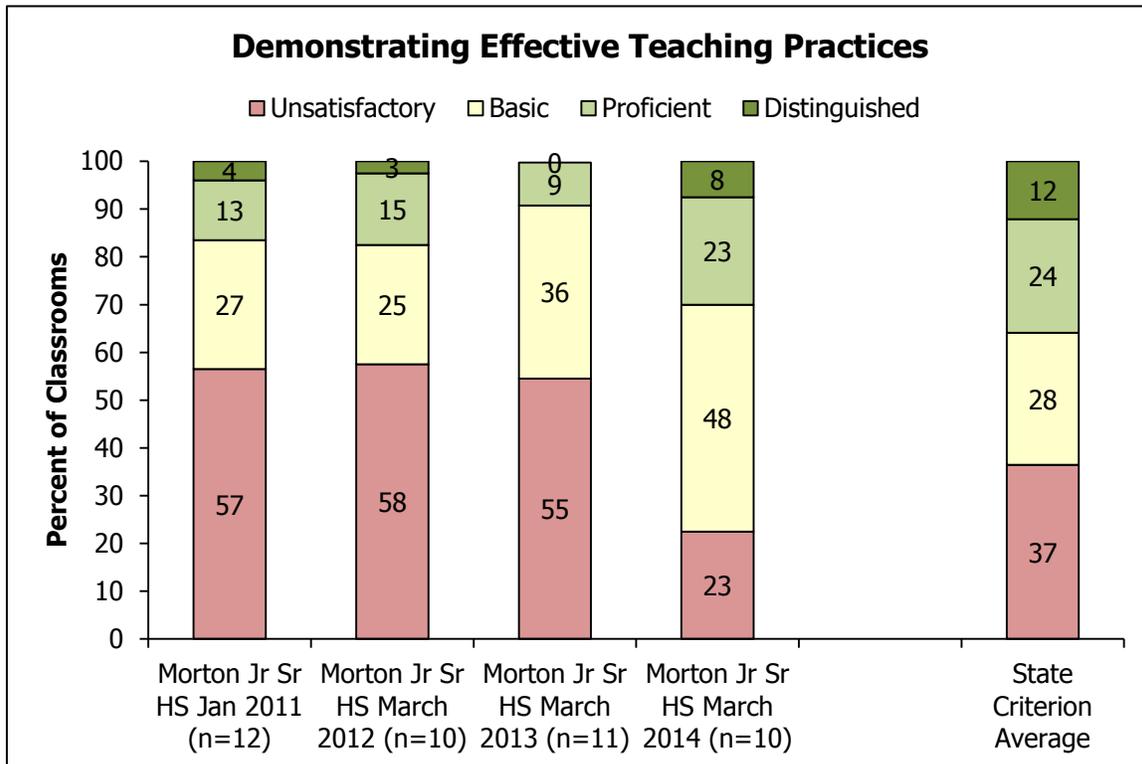
Criterion 1 scored at a low level, with 21% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers were aligning tasks and activities with a lesson objective/purpose that is clear to the students; relating lesson content to other subject areas, personal experiences, and contexts; helping students demonstrate meaningful personal connections by extending learning activities in the classroom; and giving students the opportunity to discuss the purpose collaboratively.

Washington State Teacher Evaluation -- Criterion 2

Demonstrating effective teaching practices.

KEYWORD: Instruction

The teacher uses research-based instructional practices to meet the needs of all students.



CRITERION 2: INSTRUCTION	1	2	3	4
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	40%	40%	20%	0%
			20%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	10%	50%	30%	10%
			40%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	30%	40%	20%	10%
			30%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	10%	60%	20%	10%
			30%	

Summary

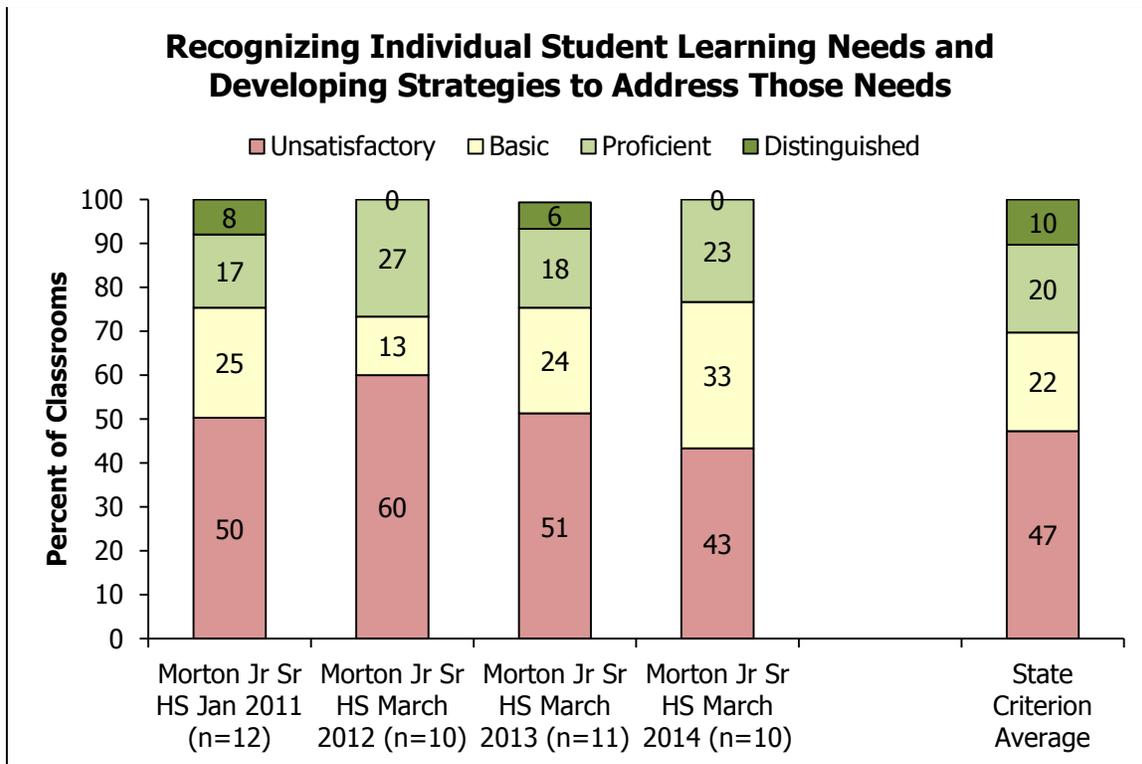
Criterion 2 scored at a low level, with 31% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers were using a variety of questioning strategies, and students were developing effective thinking processes, reflecting on their own learning, and working collaboratively.

Washington State Teacher Evaluation -- Criterion 3

Recognizing individual student learning needs and developing strategies to address those needs.

KEYWORD: Differentiation

The teacher acquires and uses specific knowledge about students’ cultural, individual intellectual and social development and uses that knowledge to adjust practices by employing strategies that advance student learning.



CRITERION 3: DIFFERENTIATION	1	2	3	4
10. Teacher relates lesson content to other subject areas, personal experiences, and contexts.	40%	60%	0%	0%
			0%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	60%	10%	30%	0%
			30%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	30%	30%	40%	0%
			40%	

Summary

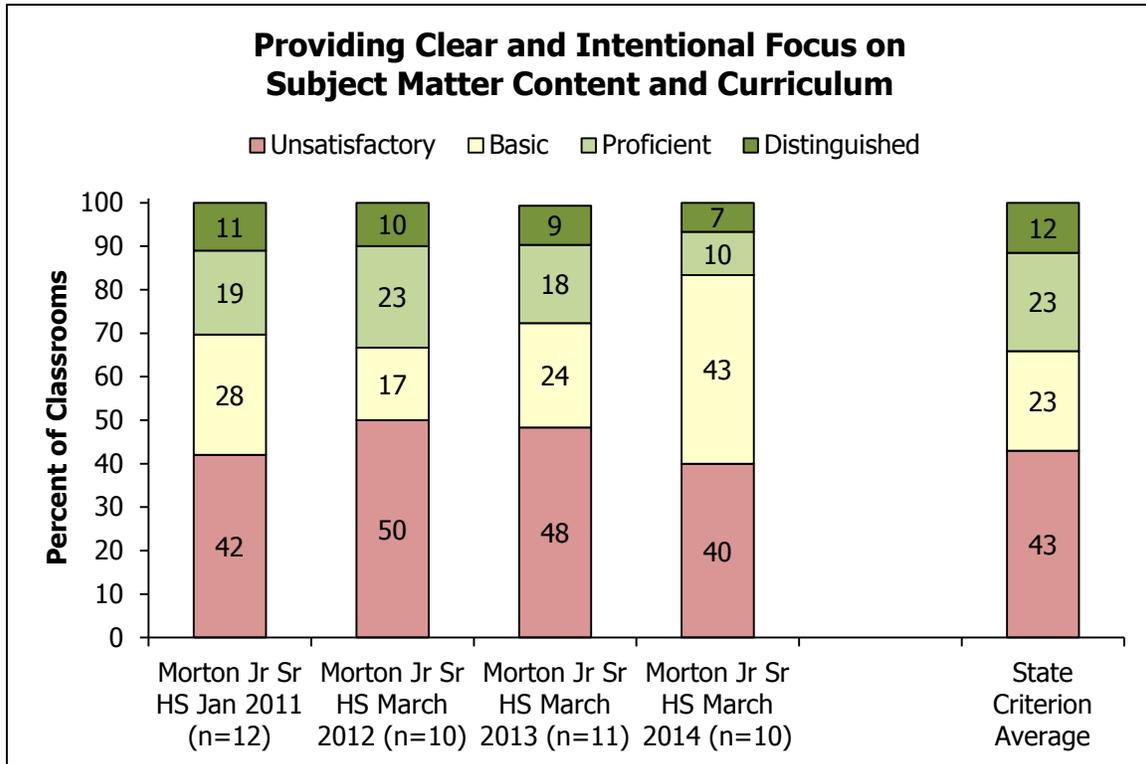
Criterion 3 scored at a low level, with 23% of classrooms scoring Proficient or Distinguished. Students were experiencing differentiated instruction and demonstrating meaningful personal connections by extending learning activities in the classroom. Teachers were not relating lesson content to other subject areas, personal experiences, and contexts at a significant level.

Washington State Teacher Evaluation -- Criterion 4

Providing clear and intentional focus on subject matter content and curriculum.

KEYWORD: Content Knowledge

The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.



CRITERION 4: CONTENT KNOWLEDGE	1	2	3	4
4. Teacher assures the focus of the lesson is clear to all students.	20%	60%	0%	20%
			20%	
10. Teacher relates lesson content to other subject areas, personal experiences, and contexts.	40%	60%	0%	0%
			0%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	60%	10%	30%	0%
			30%	

Summary

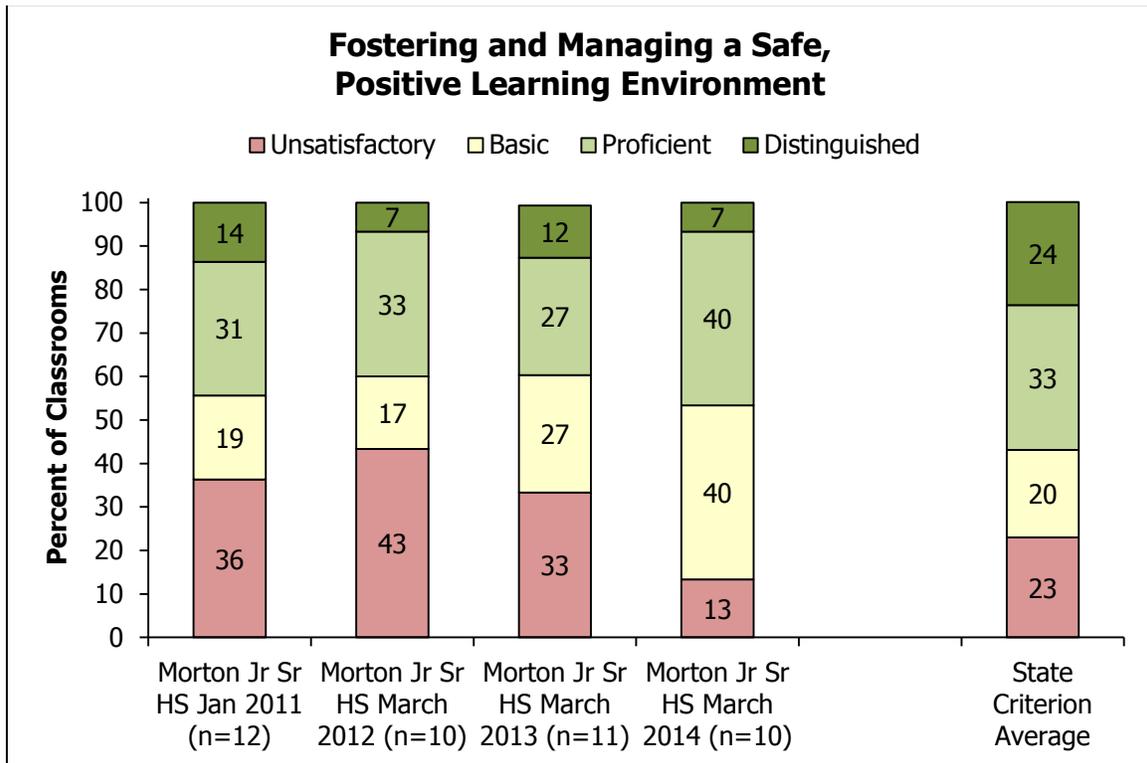
Criterion 4 scored at a low level, with 17% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers were aligning tasks and activities with a clear lesson objective; relating lesson content to other subject areas, personal experiences, and contexts; helping students demonstrate meaningful personal connections by extending learning activities in the classroom.

Washington State Teacher Evaluation -- Criterion 5

Fostering and managing a safe, positive learning environment.

KEYWORD: Learning Environment

The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.



CRITERION 5: LEARNING ENVIRONMENT	1	2	3	4
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	30%	60%	10%
			70%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	10%	60%	20%	10%
			30%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	30%	30%	40%	0%
			40%	

Summary

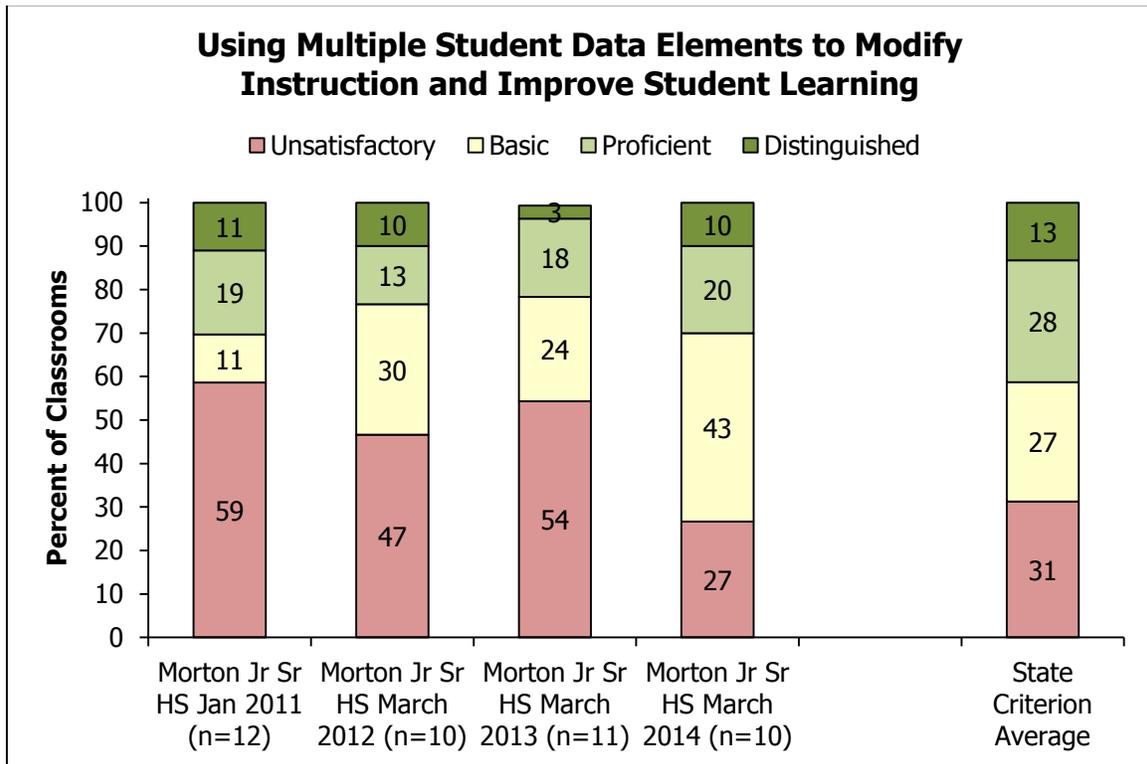
Criterion 5 scored at a moderate level, with 47% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are creating positive, inspirational, safe, and challenging academic environments; students have opportunities to work collaboratively to share knowledge, complete projects, and/or critique their work; and learning activities were adapted to meet the needs of learners.

Washington State Teacher Evaluation -- Criterion 6

Using multiple student data elements to modify instruction and improve student learning.

KEYWORD: Assessment

The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.



CRITERION 6: ASSESSMENT	1	2	3	4
4. Teacher assures the focus of the lesson is clear to all students.	20%	60%	0%	20%
			20%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	30%	40%	20%	10%
			30%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	30%	30%	40%	0%
			40%	

Summary

Criterion 6 scored at a low level, with 30% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are aligning activities and tasks to a clear lesson objective, students are demonstrating verbally or in writing that they are intentionally reflecting on their own learning, and students are experiencing instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).

Summary and Recommendations

Overall, researchers observed instruction aligned with Powerful Teaching and Learning® in 30% of the classes, which is an increase of 12 percentage points compared to last year. When interpreting the data through the lens of the State Teacher Evaluation, the lowest scoring was Criterion 4, with 17% of classrooms scoring Proficient or Distinguished. The majority of the criterion scored within the low range. The highest of these was Criterion 5, with 47% of classrooms scoring Proficient or Distinguished. Building on these strengths, we recommend that staff members explore three specific criteria.

Criterion 2: Demonstrating effective teaching practices.

Criterion 2 was a low scoring criterion, with 31% of classrooms scoring Proficient or Distinguished. An analysis of the data shows that in 20% of classes teachers were using a variety of questioning strategies (Indicator 7). The Indicators that measure student's demonstration of their thinking processes or their reflection on their own learning (Indicators 8 and 9) were present 40% and 30%, respectively. Teachers can improve these Indicators by focusing on higher-order thinking questions such as "How do you know that?" or "Why do you think that?" Including opportunities for collaborative learning (Indicator 14) will also improve this criterion. We recommend that students be periodically grouped with their peers and be asked to provide each other feedback. This will help them to monitor their own thinking and adjust their strategies as well as improve social support for learning in the classroom.

IIIA22-All teachers use open-ended questioning and encourage elaboration

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

Criterion 4 was the lowest scoring criterion, with 17% of classrooms scoring Proficient or Distinguished. An analysis of the data shows that in 20% of classes, teachers assured the focus of the lesson was clear and aligned the activities with the lesson objective (Indicator 4). Teachers and/or students extended learning beyond the classroom (Indicators 10 and 11) in 30% of classes observed. We recommend teachers develop clear lesson objectives and work with students to connect the lesson content to relevant contexts by sharing personal stories related to the lesson material, or by relating the lesson to previous or future learning. Teachers can ask students to put the lesson objective into their own words, create products for audiences outside the classroom, or simply share their own stories about how the lesson connects to something they are familiar with.

IIIA09-All teachers clearly state the lesson's topic, theme, and learning objectives

Criterion 5: Fostering and Managing a Safe, Positive Learning Environment.

Criterion 5 is the highest scoring Criterion with 47% of classrooms scoring a Proficient or Distinguished. Teachers created a positive, inspirational, and challenging academic environment in 70% of classrooms (Indicator 13). As previously stated 30% of classes fostered high levels of student collaboration. We recommend teachers work to incorporate more opportunities for collaboration into lessons. Students can work in small groups to solve math problems, debate in teams, or work with partners to complete learning activities. Collaborating allows students to practice team work, active listening, and problem-solving skills. Students experienced differentiated instruction in 40% of classes (Indicator 15). We recommend teachers continue to allow students as much choice as possible when deciding how to approach learning tasks, as well as progressing through lessons based on their own needs rather than the curriculum.

IIIA24-All teachers encourage peer interaction

APPENDIX A

STAR CROSSWALK TO ALL THREE STATE EVALUATION MODELS

The state of Washington has adopted three Professional Practices Frameworks (PPF) to guide the new teacher evaluation process. Each of the three models are organized around the 8 State Teacher Evaluation Criteria. The BERC Group cross walked all three models to STAR and then produced an aggregate crosswalk. The shaded, far left column in Table 11 provides information about the state criteria, key word, and STAR Indicators that align with each Criteria.

STAR Crosswalk Indicators

Model	Danielson (Teachscape)	Marzano	CEL 5D+
Descriptors	22 Total	31 Total	37 Total
<p><u>CRITERION 1</u></p> <p><i>Centering instruction on high expectations for student achievement.</i></p> <p>Keyword: EXPECTATIONS</p> <p>STAR Crosswalk: K4, A10, A11, R14</p>	<p>3 Descriptors</p> <p>Model Focus: <i>Purpose Collaboration</i></p> <p>STAR Crosswalk: K4, T7, T8, A10, A11, R14</p>	<p>4 Descriptors</p> <p>Model Focus: <i>Purpose Environment</i></p> <p>STAR Crosswalk: K4, A10, A11, R13</p>	<p>5 Descriptors</p> <p>Model Focus: <i>Purpose Collaboration</i></p> <p>STAR Crosswalk: K4, T8, A10, A11, R14</p>
<p><u>CRITERION 2</u></p> <p><i>Demonstrating effective teaching practices.</i></p> <p>Keyword: INSTRUCTION</p> <p>STAR Crosswalk: T7, T8, T9, R14</p>	<p>2 Descriptors</p> <p>Model Focus: <i>Cognition Discussion</i></p> <p>STAR Crosswalk: T7, T8, T9, 14</p>	<p>8 Descriptors (Plus 24 Elements)</p> <p>Model Focus: <i>Knowledge Cognition Interest Discussion</i></p> <p>STAR Crosswalk: S1, S2, K4, K5, K6, T7, T8, T9, A10, A11, R13, R14</p>	<p>5 Descriptors</p> <p>Model Focus: <i>Cognition Discussion</i></p> <p>STAR Crosswalk: K4, K5, K6, T7, T8, A10, A11, R14</p>

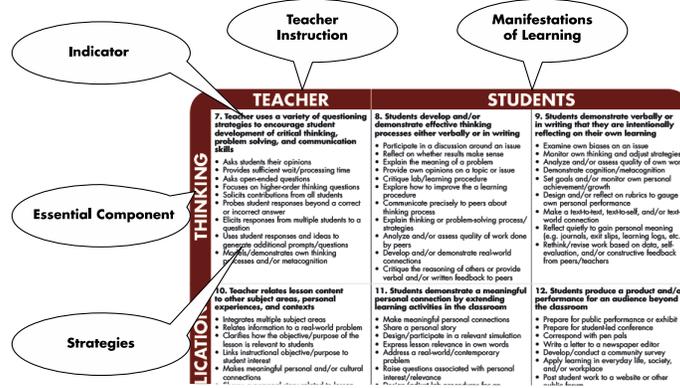
<p><u>CRITERION 3</u></p> <p><i>Recognizing individual student learning needs and developing strategies to address those needs.</i></p> <p>Keyword: DIFFERENTIATION</p> <p>STAR Crosswalk: A10, A11, R15</p>	<p>2 Descriptors</p> <p>Model Focus: <i>Interest Differentiation</i></p> <p>STAR Crosswalk: A10, A11, R15</p>	<p>2 Descriptors</p> <p>Model Focus: <i>Interest Differentiation</i></p> <p>STAR Crosswalk: A10, A11, R15</p>	<p>5 Descriptors</p> <p>Model Focus: <i>Culture Differentiation</i></p> <p>STAR Crosswalk: A10, A11, R15</p>
<p><u>CRITERION 4</u></p> <p><i>Providing clear and intentional focus on subject matter content and curriculum.</i></p> <p>Keyword: CONTENT KNOWLEDGE</p> <p>STAR Crosswalk: K4, A10, A11</p>	<p>4 Descriptors</p> <p>Model Focus: <i>Purpose Differentiation</i></p> <p>STAR Crosswalk: K4, T7, A10, A11, R15</p>	<p>2 Descriptors</p> <p>Model Focus: <i>Targets Resources</i></p> <p>STAR Crosswalk: S3, K4, A11, A12</p>	<p>5 Descriptors</p> <p>Model Focus: <i>Purpose Content</i></p> <p>STAR Crosswalk: K4, K5, A10</p>
<p><u>CRITERION 5</u></p> <p><i>Fostering and managing a safe, positive learning environment.</i></p> <p>Keyword: LEARNING ENVIRONMENT</p> <p>STAR Crosswalk: R13, R14, R15</p>	<p>4 Descriptors</p> <p>Model Focus: <i>Environment Interactions</i></p> <p>STAR Crosswalk: R13, R14, R15</p>	<p>6 Descriptors</p> <p>Model Focus: <i>Environment Interactions</i></p> <p>STAR Crosswalk: R13, R14</p>	<p>6 Descriptors</p> <p>Model Focus: <i>Environment Interactions</i></p> <p>STAR Crosswalk: R13, R14</p>

<p><u>CRITERION 6</u></p> <p><i>Using multiple student data elements to modify instruction and improve student learning.</i></p> <p>Keyword: ASSESSMENT</p> <p>STAR Crosswalk: K4, T9, R15</p>	<p>3 Descriptors</p> <p>Model Focus:</p> <p><i>Outcomes Rubrics Differentiation</i></p> <p>STAR Crosswalk:</p> <p>K4, T7, T8, T9, R15</p>	<p>3 Descriptors</p> <p>Model Focus:</p> <p><i>Outcomes Rubrics Differentiation</i></p> <p>STAR Crosswalk:</p> <p>K4, T9, R15</p>	<p>5 Descriptors</p> <p>Model Focus:</p> <p><i>Outcomes Self-assessment</i></p> <p>STAR Crosswalk:</p> <p>K4, T9</p>
<p><u>CRITERION 7</u></p> <p><i>Communicating and collaborating with parents and the school community.</i></p> <p>Keyword: FAMILY and COMMUNITY</p> <p>STAR Crosswalk: A12</p>	<p>1 Descriptor</p> <p>Model Focus:</p> <p><i>Family</i></p> <p>STAR Crosswalk:</p> <p>A12</p>	<p>2 Descriptors</p> <p>Model Focus:</p> <p><i>Family Community</i></p> <p>STAR Crosswalk:</p> <p>A12</p>	<p>2 Descriptors</p> <p>Model Focus:</p> <p><i>Family</i></p> <p>STAR Crosswalk:</p> <p>T9, A12</p>
<p><u>CRITERION 8</u></p> <p><i>Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</i></p> <p>Keyword: PROFESSIONAL PRACTICE</p> <p>STAR PROCESS</p>	<p>3 Descriptors</p> <p>Model Focus:</p> <p><i>Collaboration Pedagogy</i></p> <p>STAR Crosswalk:</p> <p>PROCESS</p>	<p>4 Descriptors</p> <p>Model Focus:</p> <p><i>PLCs PD Growth</i></p> <p>STAR Crosswalk:</p> <p>PROCESS</p>	<p>4 Descriptors</p> <p>Model Focus:</p> <p><i>Collaboration Pedagogy</i></p> <p>STAR Crosswalk:</p> <p>R13, PROCESS</p>

APPENDIX B STAR FRAMEWORK

The STAR Framework for Powerful Teaching and Learning

Powerful Teaching and Learning™ is a catalyst for school-wide Second Order Change. Using the STAR Framework, educators internalize the concepts behind Powerful Teaching and Learning and learn to recognize them in classroom practice, before focusing on specific classroom strategies. Both cognitive science and school research point to common elements of instructional practice and student experience that correlate with higher student achievement scores. These elements are identified in the STAR Framework for Powerful Teaching and Learning and serve to help educators develop common language related to teaching and learning within schools.



	TEACHER	STUDENTS	
SKILLS	<p>1. Teacher provides an opportunity for students to develop and/or demonstrate skills</p> <ol style="list-style-type: none"> Requires elaborate reading/writing/speaking Asks students to produce poetry/essays/journals/research papers Asks students to complete response logs/lab reports/data tables/graphic displays Provides opportunities for modeling/diagramming/displaying/solving/demonstrating Provides opportunities for students to practice dialogue/debates/skits/presentations/arguments 	<p>2. Students' skills are used to demonstrate conceptual understanding</p> <ol style="list-style-type: none"> Organize/sequence/categorize information Consider alternatives Interpret and/or evaluate Predict/hypothesize Compare/contrast Analyze cause and effect Develop model/simulation/original creation Understand and use stated assumptions Communicate conceptual understanding Practice Socratic dialogue Take extensive (e.g. Cornell) notes Participate in a discussion/debate/oral presentation 	<p>3. Students demonstrate appropriate methods and/or use appropriate tools to acquire/represent information</p> <ol style="list-style-type: none"> Read and/or analyze text or other data Use manipulatives/maps/primary sources Conduct interviews or focus groups Identify information sources to be used Produce a piece of creative or expository writing Develop and/or use graph/two-way table/graphic organizer/thinking map Construct a written or visual explanation to a phenomenon Develop a visual (or other artistic) representation of information Use technology tools to explore and deepen understanding of concepts
KNOWLEDGE	<p>4. Teacher assures the focus of the lesson is clear to all students and that activities/tasks are aligned with the lesson objective/purpose</p> <ol style="list-style-type: none"> Aligns lesson with common core state standards, goals, and/or learning targets Assures students are aware of lesson objective/purpose Asks students to explain lesson objective/purpose to one another Assures students know how to meet the lesson objective/purpose Asks students to explain how activities/tasks align with the lesson objective/purpose Organizes lesson around a theme, guiding/essential question and/or an enduring understanding 	<p>5. Students construct knowledge and/or manipulate information to build on prior learning, to discover new meaning, and/or to develop conceptual understanding, not just recall</p> <ol style="list-style-type: none"> Synthesize information Analyze/critically examine information Discuss a public issue Use evidence/data to support an opinion Arrive at a conclusion or interpretation Identify/discern a pattern or structure Represent information in a non-linguistic, (artistic/graphic/visual) format Generate their own ideas, questions, or hypotheses based on stated information Explore the truth of conjectures and/or justify conclusions 	<p>6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding</p> <ol style="list-style-type: none"> Make distinctions Apply/explain/debate ideas Form generalizations Formulate coherent/complete questions Conduct a simulation Communicate using symbolic representation Demonstrate the use of vocabulary and fundamental concepts of a subject area Ask useful questions to clarify or improve an argument Participate in a literature circle or Socratic seminar

	TEACHER	STUDENTS	
THINKING	<p>7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills</p> <ul style="list-style-type: none"> a. Asks students their opinions b. Provides sufficient wait/processing time c. Asks open-ended questions d. Focuses on higher-order thinking questions e. Solicits contributions from all students f. Probes student responses beyond a correct or incorrect answer g. Elicits responses from multiple students to a question h. Uses student responses and ideas to generate additional prompts/questions i. Models/demonstrates own thinking processes and/or metacognition 	<p>8. Students develop and/or demonstrate effective thinking processes either verbally or in writing</p> <ul style="list-style-type: none"> a. Participate in a discussion around an issue b. Reflect on whether results make sense c. Explain the meaning of a problem d. Provide own opinions on a topic or issue e. Critique lab/learning procedure f. Explore how to improve a learning procedure g. Communicate precisely to peers about thinking process h. Explain thinking or problem-solving process/strategies i. Analyze and/or assess quality of work done by peers j. Develop and/or demonstrate real-world connections k. Critique the reasoning of others or provide verbal and/or written feedback to peers 	<p>9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning</p> <ul style="list-style-type: none"> a. Examine own biases on an issue b. Monitor own thinking and adjust strategies c. Analyze and/or assess quality of own work d. Demonstrate cognition/metacognition e. Set goals and/or monitor own personal achievement/growth f. Design and/or reflect on rubrics to gauge own personal performance g. Make a text-to-text, text-to-self, and/or text-world connection h. Reflect quietly to gain personal meaning (e.g. journals, exit slips, learning logs, etc.) i. Rethink/revise work based on data, self-evaluation, and/or constructive feedback from peers/teachers
APPLICATION	<p>10. Teacher relates lesson content to other subject areas, personal experiences, and contexts</p> <ul style="list-style-type: none"> a. Integrates multiple subject areas b. Relates information to a real-world problem c. Clarifies how the objective/purpose of the lesson is relevant to students d. Links instructional objective/purpose to student interest e. Makes meaningful personal and/or cultural connections f. Shares a personal story related to lesson content g. Demonstrates connection to a personal experience h. Connects lesson objective/purpose/outcomes to previous and/or future learning 	<p>11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom</p> <ul style="list-style-type: none"> a. Make meaningful personal connections b. Share a personal story c. Design/participate in a relevant simulation d. Express lesson relevance in own words e. Address a real-world/contemporary problem f. Raise questions associated with personal interest/relevance g. Design/adjust lab procedures for an experiment h. Present work and/or finished projects to an audience in the classroom i. Articulate the purpose and/or relevance of a theme, project, problem, or question 	<p>12. Students produce a product and/or performance for an audience beyond the classroom</p> <ul style="list-style-type: none"> a. Prepare for public performance or exhibit b. Prepare for student-led conference c. Correspond with pen pals d. Write a letter to an external audience e. Develop/conduct a community survey f. Partner with community members/businesses g. Apply learning in everyday life, society, and/or workplace h. Post student work to a website or other public forum i. Produce an informative or persuasive piece of work (essay, argument, play, brochure, etc.) j. Participate in a service-based learning project, job shadow, internship, and/or mentorship
RELATIONSHIPS	<p>13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment</p> <ul style="list-style-type: none"> a. Interacts positively with students b. Models and expects responsible behavior c. Provides challenging assignments d. Establishes a culture for learning e. Demonstrates knowledge of students f. Seeks knowledge of students (background, culture, interests, special needs) g. Organizes the physical space to maximize learning h. Develops an atmosphere of respect, rapport, sincerity, warmth, and/or humor i. Demonstrates flexibility and responsiveness to student needs j. Creates a welcoming environment where students feel safe, secure, and respected k. Assures routines and rituals are in place that allow students to work and move comfortably in the room 	<p>14. Students work collaboratively to share knowledge, complete projects, and/or critique their work</p> <ul style="list-style-type: none"> a. Correct peer behavior when necessary b. Ensure all voices are heard in a discussion c. Take an active role in monitoring own behavior within a group d. Contribute to the management of instructional groups e. Practice active listening, extend discussions, enrich dialogue with peers f. Make comments and/or responds to peers in a positive and constructive manner g. Participate in writing groups/peer editing groups/reading groups/research groups/lab groups/problem solving groups h. Receive social support for learning through periodic grouping with peers (e.g. response partners, turn and talk, triads, small groups, think-pair-share, etc.) 	<p>15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning)</p> <ul style="list-style-type: none"> a. Participate in enrichment and/or remediation activities b. Experience multiple ways to practice a concept and/or new learning c. Share own ideas, thoughts, and/or feelings relevant to lesson topic and/or task d. Make own choices about ways to approach learning tasks e. Progress through the lesson based on own needs rather than text progression f. Work in an environment that takes into account their background, culture, interests, or special needs

REFLECTION SHEET

GENERAL OBSERVATIONS, COMMENTS, AND QUESTIONS REGARDING THE DATA

SKILLS	(66%)_____%	⬆️ ⬇️	CRITERION 1	(34%)_____%	⬆️ ⬇️
KNOWLEDGE	(46%)_____%	⬆️ ⬇️	CRITERION 2	(34%)_____%	⬆️ ⬇️
THINKING	(37%)_____%	⬆️ ⬇️	CRITERION 3	(28%)_____%	⬆️ ⬇️
APPLICATION	(27%)_____%	⬆️ ⬇️	CRITERION 4	(33%)_____%	⬆️ ⬇️
RELATIONSHIPS	(80%)_____%	⬆️ ⬇️	CRITERION 5	(55%)_____%	⬆️ ⬇️
			CRITERION 6	(38%)_____%	⬆️ ⬇️

WHAT IS/ARE THE HIGHEST SCORING STAR ESSENTIAL COMPONENT(S)? _____

WHAT IS/ARE THE HIGHEST SCORING STATE EVALUATION CRITERIA? _____

WHAT IS/ARE THE LOWEST SCORING STAR ESSENTIAL COMPONENT(S)? _____

WHAT IS/ARE THE LOWEST SCORING STATE EVALUATION CRITERIA? _____

WHAT IS/ARE THE HIGHEST SCORING STAR INDICATOR(S)? _____

WHAT IS/ARE THE LOWEST SCORING STAR INDICATOR(S)? _____

WHAT ARE SOME AREAS (INSTRUCTIONAL HABITS) THAT WE COULD ALL FOCUS ON? _____

WHAT SHOULD WE DO NEXT? _____

Additional Notes

Academic Performance Audit for Required Action Districts

**Lakeridge Elementary School
Renton School District
March 11 and 12, 2014**



Academic Performance Audit for Required Action Districts

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

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Lakeridge Elementary School Academic Performance Audit

Introduction

In 2011, Renton School District (RSD) was identified as a Required Action District (RAD). As part of the application process, The BERC Group, Inc. conducted a School and Classroom Practices Study (SCPS) at Lakeridge Elementary School (LES). Findings identified in the initial report were used to complete the Required Action District application and were incorporated into the ongoing implementation of improvement goals and action plans at the school and district levels.

This report is a follow-up to the Baseline Report and the Year 1 and Year 2 reports, highlighting changes the school and district have made over the last three years related to the School Improvement Grant (SIG). Evaluators repeated the data collection process used for the previous reports. The findings in this report are based on information gathered from the following sources:

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

Evaluators obtained information during a site visit on March 11 and 12, 2014. Approximately 63 people, including district and building administrators, union leaders, certificated and non-certificated staff members, coaches, and students participated in interviews and focus groups. In addition, evaluators conducted 26 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district, including school improvement plans, collective bargaining agreements, student achievement data, and additional school documents.

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

¹ In 2013, staff surveys were administered and analyzed by The Center for Educational Effectiveness (CEE) using a hybrid survey, which included items from the Educational Effectiveness Survey™ (EES) and the OSPI *Nine Characteristics of Highly Effective Schools* survey. In 2014, surveys of school staff, students, and parents were administered and analyzed by CEE using the EES. Previous surveys including the staff survey (2011 and 2012) and family surveys (2011 to 2013) were administered and analyzed by The BERC Group, Inc. using the OSPI *Nine Characteristics of Highly Effective Schools* survey.

Required Action Districts

As required by state legislation (SB 6696/RCW 28A.657.030), the State Board of Education (SBE) can designate districts as Required Action Districts (RADs) if the district has at least one school that: a) is identified in the bottom 5% (Title 1 or Title 1 eligible) of the persistently lowest-achieving school list; b) did not volunteer for or receive SIG support in 2010; and c) whose summative assessment results are less than the state average on combined reading and mathematics proficiency in the past three years. Required Action Districts will receive funds targeted to make lasting gains in student achievement and must follow School Improvement Grant (SIG) requirements and SB 6696 by:

- selecting and implementing one of the four federal intervention models, which are described below;
- creating a local application and planning documents for improvement *with input from stakeholders*; and
- allowing for the opening of any collective bargaining approved after June 10, 2010 if necessary to meet requirements of this academic performance audit.

Intervention Models

In an effort to improve education and educational opportunities across the nation, the federal government has provided funding for School Improvement Grants (SIG) to support the lowest performing schools. Districts accepting SIG money must choose among four federally defined intervention models for their lowest performing schools: Closure, Restart, Turnaround, and Transformation. The school closure model refers to a district closing a school and enrolling the students who attended the school in other higher-achieving schools in the district. The restart model occurs when a district converts the school or closes and reopens it under management of an educational management organization (EMO). The turnaround model includes replacing the principal and rehiring no more than 50% of the school's staff, adopting a new governance structure, and implementing a research-based instructional program aligned to state standards. The transformation model requires replacing the school principal and addresses four areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time, creating community connections, and providing operating flexibility and sustained support. Selection of any of the four federal models may require modification or addition of Board policy and procedures and/or collective bargaining agreements.

Renton School District and Lakeridge Elementary School chose to adopt and implement the *Transformation* model. The table in Appendix A of this report describes the specific requirements for the transformation model in more detail and shows a comparison of rankings for each requirement from each of the studies.

District Level Findings

District Overview

The district employs approximately 802 teachers serving approximately 14,970 students attending fourteen elementary schools, three middle schools, three high schools, and seven alternative schools or programs. Lakeridge Elementary School employs 32 certificated staff members, serving approximately 414 students. Approximately, 56% of the teachers possess master's degrees, as opposed to approximately 69% across the district. On average, Lakeridge teachers have 5.9 years of teaching experience whereas the average across the district is 11.2 years. The difference is likely due to the fairly young faculty at Lakeridge. All teachers who have joined the team have done so voluntarily and with a strong commitment to the priorities of the SIG process. Most core content area teachers meet the NCLB highly qualified definition.²

While discussing the accomplishments that have occurred at the school over the past few years, district personnel identified seeing a "huge improvement in student achievement in all areas," a reduction of behavior/discipline demands, and increased "staff cohesion." One district representative discussed the consistency from classroom to classroom, saying, "If you go into every classroom, you can see they are consistently providing quality instruction [at Lakeridge]. There is little variability as far as quality instruction goes. They are making sure great instruction is happening." Other reports support this idea, with one district representative saying, "They are working on [student] discourse. The kids are expressing mathematical thoughts They are closing opportunity gaps through rigorous instruction." Reportedly, the provision of clear expectations, embedded professional development, and members staff who are committed to working under the vision of a "strong leader" have attributed to the school's success. While describing the work of the staff over the course of the grant, one district member shared, "The [Lakeridge] staff is readily quick to analyze data, look at what didn't work, debrief, and go back and doing it again. There is a sense of transparency and support."

Differentiated support to the school by the district varied and resulted in the hiring of extra staff members, freedom to create and utilize homegrown curricula, flexibility in the use of professional development days, and additional assessment support (for example) . While there is a reported desire to find an agreed upon "balance" between what the school desires and what the district is able to accommodate in the future, one district staff member stated, "The biggest challenge is that they have done some things that are unique to the school but they are still in the district. We need to figure out how to learn from great ideas but also not allow the school to be out by themselves."

Interactions between the district, union, and LES have been positive throughout the SIG process. The district Human Resources leadership reported that the union has acted as a full partner and that all school and central office needs continue to be met with a sense of urgency and cooperation.

Staff members at both the district and school levels are beginning to discuss plans for sustaining efforts for the future. District representatives suggest, "Some of the best instruction in the district is happening" at the school, and they are working on ways to prolong the school's achievements after grant money dissipates. When asked what has been critical to the school's improvement efforts over the past three years, district members suggested a "strong focus on data," the utilization of math and literacy coaches, and effective leadership has been vital to their success. "[The principal's] vision is

² Data from OSPI Washington State Report Card for Lakeridge Elementary School retrieved from <http://reportcard.ospi.k12.wa.us> on 2/3/11.

absolutely focused on student success. She is a bulldog about what needs to happen. She makes sure she's encouraging teachers and paying attention to systems. Without a powerful leader, none of that happens," explained one district representative. While there are no expected changes in school leadership for next year, school and district leaders are working on ways to support embedded professional development and other successful strategies practiced by the school. Similar to last year, school members stressed the need to pursue maintenance of the instructional coaches and interventionists on campus in order to sustain the high level of attention on instructional practice . District staff members are learning from Lakeridge and are in the process of creating a protocol that would help to create common practices for district schools that are in the priority or emerging status. They are looking to include strategies that are research based, scalable, and provide "the best bang for our buck." Creating common assessments, completing a gap analysis of their current curriculum, and creating a district level learning lab are ways the district is looking to improve instruction at these schools and for schools throughout the district. "We want to make sure we have common things expected [throughout the district]. We can't be short sited, but want to think about this in terms of a system," shared one district representative, "The challenge now is how to sustain. How do we sustain things from being a SIG school when you are no longer a SIG [school]? It's something we'll have to be thinking about."

School and Classroom Level Findings

Survey Results

In 2011, 2012, and 2013, Lakeridge staff members and families completed a survey designed to measure whether these groups see evidence of the *Nine Characteristics of High Performing Schools* in the school. The staff survey includes factors around each of the *Nine Characteristics*, and the family surveys include factors around each of the characteristics, except *Focused Professional Development*. Individual survey items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral/undecided, 4 = agree, and 5 = strongly agree). Researchers consider a "4" or "5" response on an individual survey item a positive response. Likewise, an overall factor score of 4.0 and above is a positive response.

In 2013, the staff survey changes substantially, and staff members were administered a "Hybrid Survey" with many of the original items removed. However, because items measure the same constructs, we are able to measure improvement overtime, using the mean scores representing the constructs.³ In 2014, the staff and family surveys changed again to the Educational Effectiveness Survey™ (EES) administered and analyzed by the Center for Educational Effectiveness (CEE). Again, while some items changed, the constructs are the same, and we are able to make some comparisons. Furthermore, 2014 is the first year the students completed a survey administered and analyzed by the CEE. This must be considered when interpreting the results. The charts below show the previous survey results from the OSPI and Hybrid Survey, which can be compared to the Educational Effectiveness Survey results that were delivered to the staff in a separate report.

A summary of the staff and family survey findings from previous years appear in Figures 1 and 2, respectively. A comparison of the results on the staff survey in 2014, show current factor scores are

³ In 2013, staff surveys were administered and analyzed by The Center for Educational Effectiveness (CEE) using a hybrid survey, which included items from the Educational Effectiveness Survey™ (EES) and the OSPI *Nine Characteristics of Highly Effective Schools* survey. In 2014, surveys of school staff, students, and parents were administered and analyzed by CEE using the EES. Previous surveys including the staff survey (2011 and 2012) and family surveys (2011 to 2013) were administered and analyzed by The BEREC Group, Inc. using the OSPI *Nine Characteristics of Highly Effective Schools* survey.

above a 4.5 on all factors, except Parent and Community Involvement (see report from CEE). These results are similar to or slightly above results in Year 2. Factor scores were not provided for the parent and student surveys in 2014; however, results are generally positive, and they appear to be consistent with survey results administered in Year 2.

Researchers considered survey findings in scoring the rubric, and the results from all surveys are included in the following discussion of the school’s alignment to the *Nine Characteristics*. Appendix B includes the frequency distribution for the staff and family surveys from previous years, organized around the *Nine Characteristics*.

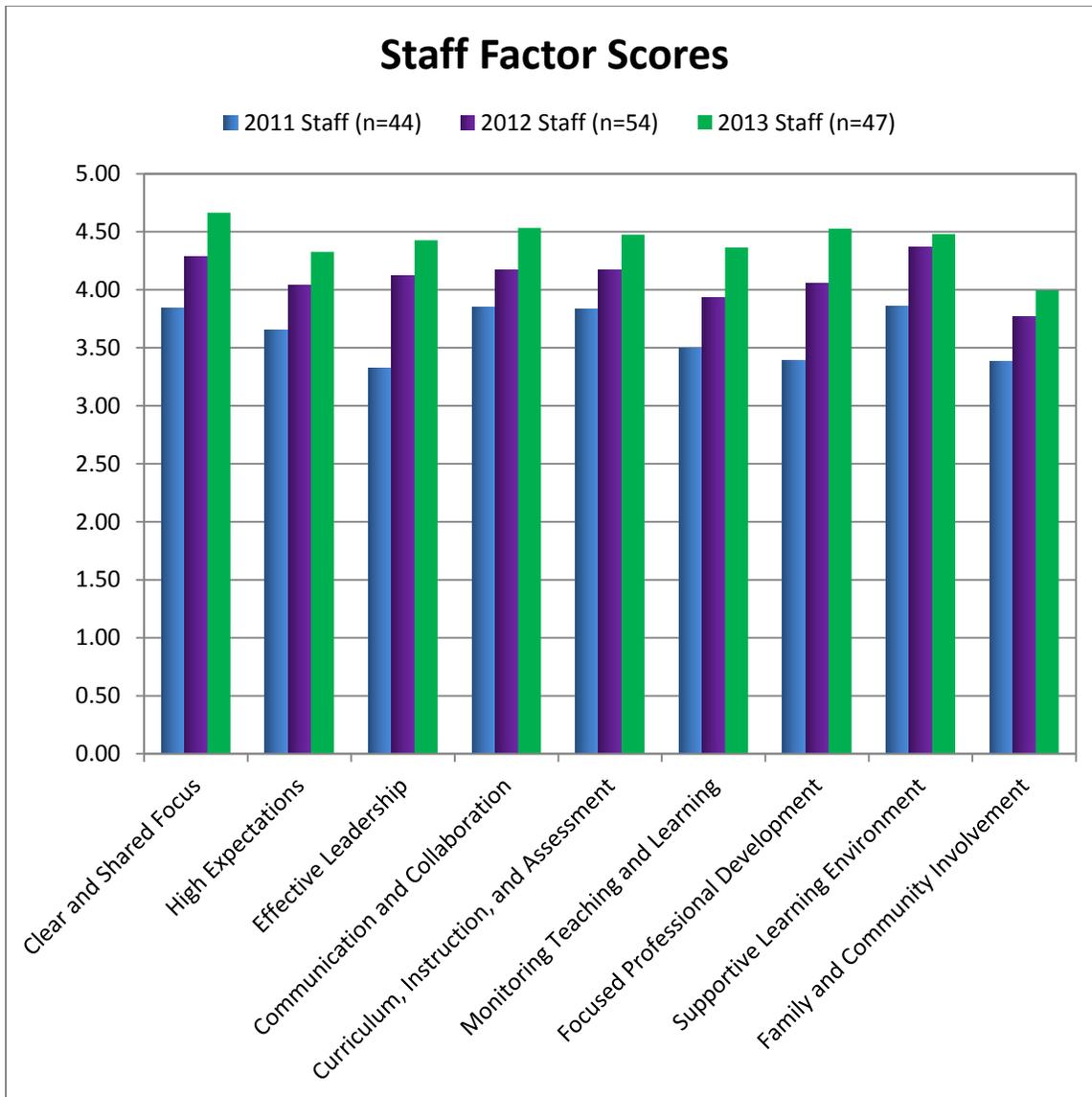


Figure 1. Staff Survey Factor Scores

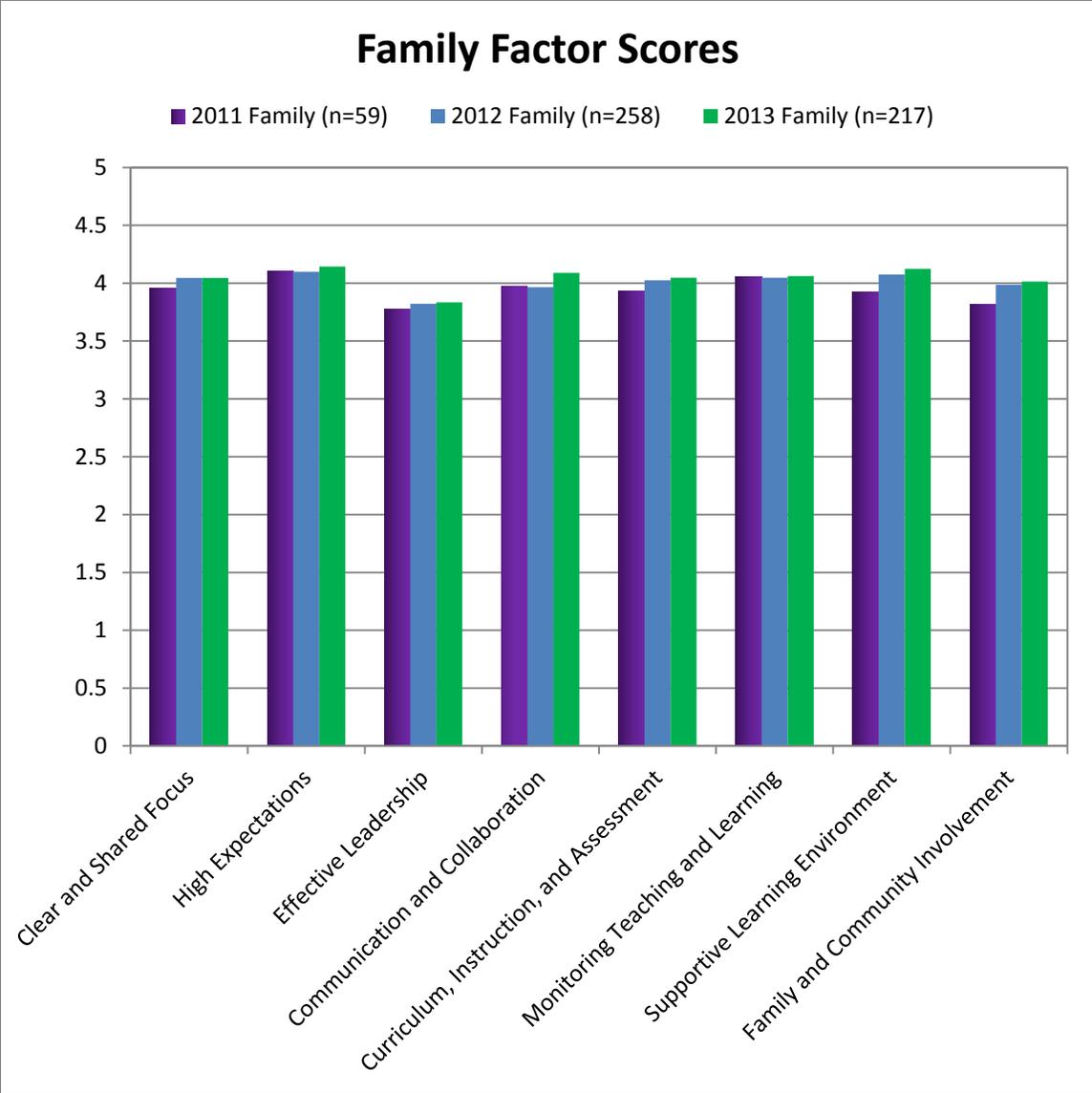


Figure 2. Family Survey Factor Scores

School and Classroom Practices Study Findings

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

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

Indicators with a score of a 3 or above represent strengths in the school, and Indicators with a score of 2 or below warrant attention. Table 1 includes rubric scores for all the Indicators.

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

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

Clear and Shared Focus

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

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Clear and Shared Focus				
Core Purpose – Student Learning	3	3	4	4

Core Purpose – Student Learning. It is evident staff members at Lakeridge Elementary school have worked diligently and intentionally over the past three years to improve instruction and create a positive learning environment for their students. When asked to describe the specific strategies the school is focusing on, one staff member replied;

That is a hefty question; there has been a lot. It boils down to improving our instruction, improve opportunities to learn. We want to keep the kids in the classroom as much as possible and learn to control themselves so they can attend to their learning. We are working to increase our ability to teach them. We started at looking at math practices to be beneficial for kids. This has bled in all areas. Before the grant, we learned how to target kids to get them extra help. Now the focus is to improve core instruction for the entire class.

During the course of the grant, staff members have undergone changes in leadership and turnover among teachers. District personnel reported such changes resulted in “some of the best instruction in the district” under a “strong leader” with a clear vision for school improvement. The addition of three instructional coaches provided the school with job embedded professional development opportunities and resulted in a tailor made standards-based reading and math curricula that follows scope and sequence. Staff members regularly collaborate in structured Professional Learning Communities (PLCs) and utilize data to monitor interventions and student growth. Beyond experiencing an increase in student assessment scores, multiple focus group members reported “the culture overall has improved” over the past three years, and, among many factors, attribute the implementation of a new behavior program and the practice of “opening doors to [adult] peers” to the positive change in school wide interactions. When asked to reflect on their journey over the past few years, one educator shared,

There has been a transformation from the first year I entered until now. It’s just not the same place. There is such great instruction here. Everyone here is for the good of the students. It does not matter what role you serve, but how to serve the kids so they can be in the classroom and learning. Everyone pitches in and does what they need to do. It’s a great place to be!

Another staff member agreed with this sentiment, adding that the students are not the only ones learning: “There is no push back, everyone is on board. Everyone is learning. The kids know we are learning too. We don’t fake anything. If we don’t know it, we say so. If we try and fail, we look at what we can do next.” These results did not occur without the hard work of a dedicated team, but also without some challenges along the way. One interviewee discussed some of the barriers experienced over the past few years saying,

[It was challenging to] be flexible. I had to overcome and open my mind to so many changes. We had to learn ‘this, this, this,’ and were asked to throw away what we knew. It was a challenge to get everyone on board. To open up and invite others in to your classroom was really tough. It’s been a lot of new learning, been a challenge, but our efforts show that it works.

Lakeridge Elementary School’s mission “to support every child to realize his or her highest level of achievement while celebrating our diverse community” and vision “The Lakeridge Elementary community collaborates to provide a safe and respectful student-centered environment where staff and students are motivated by high expectations to achieve their personal best,” were developed collaboratively by staff and administrators four years ago and are included in the parent/student handbook. Some interviewees were able to quote these statements verbatim while others discussed what they are striving to accomplish. It became evident that staff members are working toward unified goals and are supporting each other to overcome challenges. Lakeridge Elementary School has maintained a School Improvement Plan (SIP) for 2012-2015. Staff members continue to be aware of the contents of the plan and report a consistent focus on the action items listed in it through PLCs, data meetings, and leadership team meetings.

Sustaining their efforts seems to be on the forefront of many stakeholders minds. While discussing how the school may or may not be impacted by the loss of grant funding next year, one interviewee shared, “It’s a bittersweet year. Everyone is nervous about ‘what’s going to happen next.’” According to some, the removal of the instructional coaches would be “disastrous,” as they play a “major role in our curriculum development and alignment across grades.” One person discussed how losing the extra half hour of the school day may be a challenge, saying,

This year, we are already struggling to fit in everything. The focus is on math and literacy. There are some topics we are neglecting, and I’m having a hard time thinking about how to put those in. We need flexibility in subject areas. We are not doing science and social studies, and those are district level requirements for next year.

Another educator shared concerns around the potential to lose intervention support, saying,

I’m wondering if we will be able to sustain. We’ve had so many paras come in to help us. Will we be able to keep the momentum going? It creates a nervous feeling. I think we have solid foundations. Without having so many people to pull out with LLI (Leveled Literacy Intervention) though, the intervention piece might be hard to sustain. Less people will be served if we have less adults. The kids will still learn though.

While the school has overcome multiple barriers and challenges and is currently functioning as a “well-oiled machine,” at least one focus group participant suggested they “still have a ways to go.” As stated,

We need to keep building on what we have here. We need to keep building ties with family and the community. That is an area that has always been a challenge. We need more math and reading intervention programs. We are doing a summer school program this summer for the first time. We are starting to see that the whole child is really important. We have always had a fluid population, and we need to look at what we can do as a district to deal with that.

On the staff survey, 97% of staff members agree the school has a data driven improvement plan with measurable goals (an increase of 6 percentage points from 2012) and 93% agree the school’s staff share

a high sense of urgency around the need to improve (an increase of 6 percentage points from 2012). Family survey results showed 81% of family members agree that they are informed about what is going on at the school. Sixty-seven percent of responding parents agreed that parents/families have input into plans for improving the school.

High Standards and Expectations for All Students

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

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
High Standards and Expectations for All Students				
Academic Focus	2	3	3	4
Rigorous Teaching and Learning	2	3	3	3

Academic focus. Staff members at Lakeridge work closely with instructional coaches to ensure curricula and assessments are standards based. Teachers collaborate with the math coach and administrators to gain firsthand knowledge of Common Core State Standards (CCSS) and practices during a Math Lab four times throughout the year. Interviewees praised this learning opportunity, as it “lets us collaboratively try out instructional practices in a safe space.” School members are just starting to integrate literacy Common Core standards into their practice, with one person saying, “We still have a way to go” with their work in this area.

Teachers and staff intentionally work to ensure that academic expectations and challenges are high for all students, with no apparent difference in expectations or support for students from various subgroups. One person described the mentality of adults in the building, saying, “I believe our staff believes all students can learn. Every teacher believes all students can learn, regardless of home life or [income] levels they come in.” When asked how the school sets high expectations for student performance, staff member responses made it clear that school members hold high expectations for both their students and themselves. One staff member discussed how the culture is one where it is acceptable to make mistakes and to learn from them, saying, “We established a culture of high expectations. The expectation is that you share when you make a mistake. Yes, we make mistakes, but we revise. Yes, things are hard, but we work through it. Giving up is not an option.” Another educator added, “Teachers have high expectations. Students understand their role as a learner. They understand their job is to work to a goal; it’s not just something to do because we told them to do it. Education is not just being done to them.” Staff members utilize data on a regular basis in order to track student progress but also as a means to motivate and encourage student growth. In many cases, students track their own progress via a checklist and can determine if they are working at grade level expectations or at a higher level. “We have kids fill out the grading sheet based on their own thoughts,” explained one educator, “For most students, they see that they really deserve the grade. It’s pretty neat. They know they did a good job.” Many focus group participants discussed the shift in the culture since the inception of the grant, with one person describing how the shift helped to create a culture of high expectations among staff members,

The overall feeling is way different than when I first started here. I used to show up and there would be no cars in the parking lot when I came or when I left. Now, there are cars here on Sunday. Our whole culture has changed. When test results used to come back, this used to be excuse central. There were good teachers, but we didn’t have support or know what to do. Now, it’s ‘what can we do to help or fix’ it?’ We are always looking for solutions. We went through a dark period and had to look at ourselves to see what needed to change.

On the staff survey, 98% of staff respondents agreed that staff at LES expect all staff to perform responsibilities with a high level of excellence (up 4 percentage points from 2012). The staff also believes (93%) that they hold each other accountable for student learning. On the family survey, 86% agreed that their child understands the expectations and standards of the school. Similarly, 80% of family survey respondents agreed the school believes and expects that all students can meet state standards.

Rigorous teaching and learning. Lakeridge teachers use a variety of assessment data to track student progress and collaborate on a regular basis to create intervention plans and to discuss instructional practices. Data on student achievement is reviewed by school leaders and coaches during the year and used to create skill level interventions and personalized academic goals. Interviewees report classrooms “are definitely more rigorous.” When asked to describe how rigorous teaching and learning is within the school, staff members gave examples of how students are held accountable for their own learning, are encouraged to discuss and explain their thinking, and are prompted to show evidence for their answers. One person explained how adult collaborations help to support a rigorous atmosphere,

We are raising expectations, looking at how to make work more rigorous and challenging. We are constantly raising our bar. When we see our test scores, we are now saying ‘we can do better.’ We want to improve as instructors and work together to do that. We mesh together as a team. We talk at least twelve times a day about schoolwork. We share resources, talk with coaches, the principal, and other grade levels. Everyone is working together to achieve new things to raise rigor.

Some focus group participants reflected on the grant journey so far, with one person commenting on the change in the level of rigor in classrooms, saying;

Our hard work has paid off. When I think about what has changed, it’s the readers. We used to have kids that really struggled with reading, had no independent reading time. That has transformed, we have kids that won’t put their books down. We’ve turned so many non-readers into readers. We have kids say, ‘I’m reading this because I want to not because I have to.’ Kids pick books because they want to. It’s the biggest change, from what I’ve seen.

Parents participating in the focus group indicated they feel their children are challenged in class but voiced the desire for more homework to be sent home. One caregiver shared, “I wish they did have homework. I’d rather they be challenged more than less. It won’t be a reality once they go to middle school [if they do not get homework].”

Classroom observations using the STAR Classroom Observation Protocol™ yielded the following scores on the five essential components (3s and 4s combined): *Skills* (89%, compared to 61% in 2013), *Knowledge* (77%, compared to 61% last year), *Thinking* (64%, compared to 50%), *Application* (33%, up from 23% in 2013), and *Relationships* (87%, compared to 84% last year). These scores have all increased from the 2013 year. These data suggest *Skills*, *Knowledge*, and *Relationships* continue to be relative strengths in LES classrooms. *Application*, which involves students’ engaging authentically in their own learning and *Thinking*, which involves high levels of cognitive challenge, are specific areas for improvement. Overall, 69% (up from 50% in 2013) of lessons observed reflected several elements of authentic, research-based pedagogy, representing a 19 percentage-point increase between 2013 and 2014. According to the rubric, the “dominant expectation” for students is to interpret, analyze, synthesize or evaluate information and for most classroom instruction to include “elements of authentic pedagogy” such as active participation, collaboration, reflection, disciplined inquiry, and construction of

knowledge. When looking at the individual indicators, students demonstrated collaborative learning in 41% of classrooms, demonstrated verbally or in writing that they were reflecting on learning in 67% of classrooms, and were constructing knowledge in 74% of classes observed.

Staff survey results show 81% of staff members believe all students can meet state standards. Additionally, 83% of staff concur that they hold one another accountable for behavior that is respectful of diversity.

Effective School Leadership

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

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Effective School Leadership				
Attributes of Effective School Leaders	2	4	4	4
Capacity Building	2	4	4	4
Distributed Leadership	3	3	4	4

Attributes of effective school leaders. School and district personnel alike spoke highly of current leadership at LES, attributing a positive shift in climate to their efforts. Similar to last year, focus group members discussed the impact leadership has played in creating an innovative, collaborative, supportive, and trusting culture. One building representative discussed how leadership makes a positive impression on staff members, saying,

I think about how fortunate we are to have trust and transparency. That comes from [our principal]. That trust comes in there. We are fortunate to have that amongst teachers but with administration as well. [The principal] does a really good job at doing what's best for the teachers in the school. Learning about how much pressure is on principals, the number of hoops principals have to jump through for the sake of jumping through. She does jump through, but does not let that affect our job or what the kids need to do. She works hard and fights for what is best for our kids and not necessarily what is best for her or how she's viewed by the district.

The principal joined the school at the start of the grant three years ago and has been a "hands on learner" with the teachers. She collaborates with teachers and coaches to monitor and modify instructional programs, participates in Lab Learning days, and reviews the data of every student in the building to customize student interventions. When asked if they think the principal is an effective leader for change, the answers were unanimous in the affirmative. Interviewees used words such as "efficient," "effective," "purposeful," and "positive" to describe the principal's leadership style. One staff member shared their perspective, saying,

She is unique in that she has a very clear vision. She is master at laying a vision out and explains how she intends to get there. She'll realize that it's not a straight line, and understands we need to be flexible. Her ability to make decisions to allow for change to happen to get to that point is to her credit. The school now is not the same as it was four years ago. Us, as teachers, we would not freely be able to do what we do if we didn't have a principal that backs us up. She has our back. She will support me, fight for it, as long as it's what's best for kids, if it's in line with 'Dream Lakeridge.'

Another focus group participant agreed with this sentiment, adding,

I came from a similar school, but didn't have as much support. I was asking [the principal] about all of the responsibilities I was used to having. She told me that she hired me to teach and wants me to focus on instruction and improving my practice. She believes and follows through that we are here to provide the best instruction and a safe environment. I don't have all of those [extra] responsibilities and my instruction has improved.

According to focus group discussions, administrators regularly engage staff members in conversations focused on applying research based ideas and practices in the classroom and, according to reports, leadership demonstrates trust and supports innovation and risk taking for staff.

Survey results show that 78% of the staff members agree the leadership team listens to ideas and concerns (down one percentage point from 2012); 88% agree the leadership team demonstrates a shared commitment to the improvement plan; and 85% agree the leadership team clearly communicates how behavior and practice will be different in the preferred future (up 13 percentage points from 2012). Ninety-two percent of staff respondents agreed that the principal facilitates systems/processes to support school improvement.

Capacity building. School leaders set high expectations for adult performance and communicate expectations in "very transparent ways." Focus group members reported they are held accountable through walk throughs, conversations with administrators, and by data meetings. Reportedly, the principal is "very visible" and oftentimes visits classrooms to "say hi or to see what the kids are doing. She is very interested in what the kids are learning." In addition to formal observations, administrators and coaches conduct informal walkthroughs and communicate "immediate" feedback via real time "Teacher Time Outs." Of the walk through experience, one educator shared;

She is a unique principal. She is in our rooms a lot. It's not to judge, but to help us get better with what we do. It helps her to relate to the kids and what they are doing. It creates an instant connection. She's also very present in our PLC and looking at our data. She gives us a way to push them and is available if we ask for help.

As required by the rubric, staff members participate in formal, ongoing, and regularly scheduled collective professional learning opportunities with teachers meeting in PLCs two times a week (addressed under a later section). According to reports, this opportunity contributes to raising the level of expectations in the building and helps teachers to collaboratively address goals.

Staff members suggest working in a supportive climate creates an opportunity for both student and teacher growth. Through the learning lab process, teachers take turns observing each other teach and gather after the lesson to reflect. Teachers report this practice has "taken some time to get used to," but has overall helped to improve instruction around campus. One educator shared, "We are very transparent, it's necessary to be that way with open source teaching. At first, it was scary but now, you don't even notice it. If someone comes in your room, it's like 'come on in.'" Another educator discussed how their capacity to teach has improved over the course of the grant,

Every year I've gotten better; it should be every teacher's goal. The reality is that the first few years I got better because I had to. Now, I'm getting better because I'm challenged. We're told [by administration], 'You're fantastic and how can we make you more fantastic?' I'm a much better teacher now because she presses us to be. It would be easy to say 'things are going great,' but she is unwilling to ease up. She is always pushing the envelope of 'how can we be

more effective at making our student's lives better?' As a result, every teacher here gets a little better. She sees potential, you get better; it's never ending.

Some staff members have received training in Guided Language Acquisition Design (GLAD) or Sheltered Instruction Observation Protocol (SIOP) strategies to assist with language acquisition literacy for their diverse student population. According to the Project GLAD website, the strategies "promote English language acquisition, academic achievement, and cross-cultural skills." Additionally, students use hand signals in math classes and throughout the day to show when they agree, disagree, or have a connection with what another student is saying. This practice is commonly used throughout the school, with students even using hand signals during the duration of the focus group.

Ninety percent of staff members agreed they actively participate in the performance evaluation process. Survey results indicated that 73% of staff members talk with their supervisor about professional growth. Parent survey results show that 81% of parents agree that the principal is committed to quality education.

Distributed leadership. Similar to last year's findings, staff members noted a high degree of confidence in the process used to make decisions. The level of trust continues to rise at LES, thereby creating the opportunity for candid conversations and open discussion around decisions. Leadership team members report information to PLC team members and bring information back to meetings for discussion. School wide decisions are also determined through a voting process during staff meetings or via email. Interviewees spoke positively about these methods, saying, "We have time to talk about [issues] first, can think about it, and then have time to vote. It works well." Current practices suggest staff members are aligned with Indistar Expected Indicator ***P4-IIA03*** (*The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs*).

Staff members indicated expectations are clearly communicated and a high level of transparency in the building aids in creating a safe place for adults to express concerns, ideas, and thoughts. One focus group member discussed how expectations are communicated, saying,

I'm never unclear on what the expectations are. There are so many people that come in and out of classrooms: coaches, Title support, even leadership team [members]. Minutes from the leadership team are mailed out to everyone. I can see what's being said, can bring up questions. These helped me have a clear idea of what is expected of me, even down to teaching.

Parent representatives could not identify ways in which they are consulted in decision-making at the school, but stated "it's easy to talk to the principal" about concerns or issues. Students were also unable to identify ways in which they regularly participate in decision making within the school.

On staff surveys, 85% agree the leadership team demonstrates the behavior necessary to achieve the future goals of LES. Likewise, 90% of staff members believe they are held accountable for new behaviors and practices needed to achieve those goals. Parent surveys show that 79% agree the improvement goals are shared with families; and 67% agree they are informed about progress toward the improvement goals of the school. Seventy-seven percent of family respondents agreed they are comfortable expressing ideas or concerns to the school administrator(s), 73% felt that the administration at the school listens to their ideas or concerns.

High Levels of Collaboration and Communication

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

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
High Levels of Collaboration and Communication				
Collaboration	3	3	4	4
Communication	3	3	3	3

Collaboration. Lakeridge staff members seem to appreciate and utilize collaboration time. Like last year, weekly PLC time allows space for grade level teams to look at data, assess curriculum, review student interventions, and adjust lesson plans. LES teachers meet twice per week in their PLCs, once with a focus on math and once focused on literacy. According to many focus group members, one success of implementing the grant relates to their work around PLCs. As stated,

I think we've been successful at making sure our PLCs are aligned and strong. Our work with our instructional coaches and having the time to practice with instructional opportunities [has contributed to our success]. We are making classrooms student driven, helping students to discover things on their own and working to create natural learning opportunities.

During focus groups, interviewees unanimously agreed that there is a "very collaborative spirit" among staff members in the building, which has helped teachers to refine their practices, to work with others in exploring best practices, and to promote reflective discussions around instruction. "We have such fluid conversations during PLC time and that was not happening before," explained one building representative, "There has been a shift to 'we're all in this together.' We're always thinking about thinking and student learning, how can we help them learn to read, write, and do deep thinking about mathematics."

Similar to last year, there is a strong culture of in-class coaching and collaboration. Instructional coaches implement a model they call "side-by-side" coaching wherein coaches enter classrooms and actively engage the teacher and class in coaching. Instructors discussed the benefits having access to coaches within the building and praised staff members for creating a trusting teaching and learning environment,

I conference with the literacy coach all the time. As a newer teacher, it can be overwhelming personally. For me, it's been nice to have an open door policy with everyone in school from the administrators, coaches, teachers, and paras. I can go to anyone for help or advice; everyone is more than happy to help. That has helped me with the expectations. I can get clarification from anywhere; that is nice.

Current collaborative practices at LES are in accordance with Indistar Expected Indicator **P3-IVD06** (*The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning*). Staff surveys show that 93% of staff members agree they collaborate to support improvement efforts (an increase of 4 percentage points from 2012); and 97% agree they can count on each other for help. Additionally, 80% of staff members agree they collaboratively plan lessons, and 80% agree they reflect upon instructional practice to inform conversations about improvement.

Communication. Similar to previous years, the LES staff uses a variety of methods to communicate with the school community, including monthly school newsletters, monthly or weekly teacher newsletters, fliers, emails, phone calls, and informal conversations. Some documents, such as report cards, are translated to accommodate non-English speaking families. School level newsletters include information relating to important event dates, a message from the principal, and school news. Classroom based documentation may include information detailing what students are working on in each subject, behavior reports, as well as upcoming classroom events. Staff members utilize a language link phone line translator to assist with phone calls to non-English speaking caregivers and some bilingual staff members also assist in translating information to families visiting the building.

Reportedly, communication among the adults in the building has improved over the past few years, with many suggesting the overall climate among staff members has become stronger. One educator boasted,

We have high expectations, are focused, collaborative and work as a team. This is not a competitive environment; we all want students to succeed. Our communication is key. No one shoots down other's ideas. Here, when we have an idea, you can say 'you think this is great, I see the bigger picture.' We will try things out, give feedback on how things are going and have an open discussion on whether things are working or not. That's a pretty unique situation that others [teachers] don't have in other schools.

Another focus group member agreed, saying, "Our school environment is open. I can talk to my teammates or administrators if there is something I'm struggling with in the classroom. I can talk and something will be done about it. They will address and support it."

Although some staff members may be able to successfully collaborate with support staff, others mentioned the need for increased communication and collaboration between the classified and teaching staff. Classified staff members stressed the importance of ensuring they are "on the same page" and "have the same goals" for the students as the teaching staff. While there is reportedly an "open dialogue" between classified and certificated staff members, some classified staff voiced the desired for more "formalized" and "designated" time to connect with teachers and to communicate concerns with administrators. "What we do now is through email, passing in hallways, and in the cafeteria," explained one staff member of their communication with teachers, "We do not have the quality time to focus on issues. It may be helpful to have a little bit more of a communication process in place. We work through the literacy coach, but sometimes things are lost in translation."

On the family survey, 79% agree the staff communicated in a way that met the family's needs; and 80% agree they are encouraged to collaborate with their child's teachers about their child's learning. Family survey results also show that 81% of families agree they are given opportunities to discuss their child's progress at school; 73% of families felt they participate in important decisions about their child's education.

Curriculum, Instruction, and Assessments Aligned with State Standards

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

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Curriculum, Assessments, and Instruction Aligned with State Standards				
Curriculum	3	3	3	4
Instruction	2	3	3	3
Assessment	2	3	3	4

Curriculum. Current efforts at LES indicate staff members are aligned with Indistar Expected Indicator **P4-IIA01** (*Instructional teams develop standards-aligned units of instruction for each subject and grade level*) **and** Indistar Expected Indicator **P5-IID08** (*Grade level teams utilize a variety of student outcomes to assess strengths and weaknesses of the curriculum and instructional strategies*). Instructional coaches work with teachers to adjust the curriculum to accommodate the learning needs of students and work to maintain expectations for high academic performance. LES staff members continue to align curriculum to Common Core standards and are focused on sustainability practices. Coaches adapt units from reading, writing, and math curricula to ensure they are aligned with current standards and support intervention programs. The work of the coaches is ongoing with staff members taking special care to track benchmark assessment data to “fine tune” and “adjust the scope and sequence” of lessons. One staff member discussed their work saying, “We may plan to go a certain way and then realize, ‘no, that’s not what we need,’ and make a turn. If we find kids are dying under the weight of the lessons, we look to tweak it, help the kids to progress.” Last year, coaches focused on identifying gaps in the curriculum and worked to design aligned curriculum to fill gaps. “There are lots of things we were trying as we went,” shared a staff member, “This year, we are all ready, had all of those pieces in place so that it seemed efficient and fluid. This year is all about refining.” The instructional coaches are also constantly engaged in honing curriculum for students by working closely with teachers in the classroom setting.

Many focus group members identified the work of the coaches as a crucial element to the school’s success over the course of the grant. While school and district administrators are still determining the financial status and staffing beyond the life of the grant, some school members indicated that, while they play a key role in terms of curriculum development and alignment across the grades, that the work done by the coaches may be sustainable. “I believe we have thought about approaches so strategically that the work can be sustained,” explained one interviewee, “The coaches have created and revised road maps, made them useful and make sense in a way that it follows a logical and sequential order.” Although their work may be somewhat sustainable, staff members still stressed the importance of having coaches in the building, with some staff questioning, “If we get new staff, they are hard to train. If there is less coaching support [to train new people] how do we maintain a school wide vision of what instruction looks like?” Another building representative added, “The work the coaches do is so helpful. If they would not be available, what would happen to their responsibilities? It either would not happen or be picked up by the PLCs and that would be rough.”

Staff surveys show that 93% agree the lessons are designed to support instructional outcomes (a 5 percentage point drop from 2012) and 95% of staff agree the school provides curriculum that is relevant and meaningful (a 6 percentage point increase from 2012). Eighty-three percent of staff agrees the programs they teach are aligned with state standards. Family survey results show that 77% agree additional help is available to their child if he/she needs it. According to student surveys, 89% of students believe their teachers provide lessons and activities that challenge them to learn.

Instruction. When asked to describe the school’s accomplishments over the past year and over the course of the grant, many stakeholders identified an increase in instructional practices. “Our literacy instruction is way better,” exclaimed one interviewee, “The way we provide instruction, it is quality. The kids are writing, including text features, chapters, diagrams, and charts. They can write chapters and stay on topic for the chapter. The kids are writing books and are successful!” “Math has changed. I’m pleased with how well the kids are doing with math,” added another educator, “We taught it well, and they learned it well.” Teachers are focusing on how they teach math during Math Labs and are “making sure everything is conceptual instead of procedural. We want to make sure they understand conceptually.” Teachers implement “Talk Moves,” which prompts students to show if they agree, disagree, or have a connection with another student through the use of hand gestures. Of this method, one interviewee shared, “Students are providing evidence of their thinking, and others have the chance to repeat or add on. If the answer is incorrect, it creates a place to hear another student explain and correct. It has everyone engaged at the same time.” These practices support Indistar Expected Indicator **P5-IID12** (*All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments*). Overall, staff members have experienced a shift in their instructional practices, and they see a change in students. “There is a lot more passion around literacy,” explained one educator, “Reading and writing is not ever something they were excited to do. Now, when we move to a new reading unit, there are cheers! The passion for learning is a big accomplishment. It didn’t use to be the case.” “Over the course of the three years, I’ve seen a rise in the confidence level of the kids. That is something we had not dreamed of,” reflected another focus group member, “They are confident, able to think, persist, and reason their way out of things. They never give up or say ‘I can’t do that.’ It’s exciting!”

Reports indicate LES staff members are in compliance with Indistar Expected Indicator **P4-IIIA07** (*All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment*). Staff members suggest they differentiate instruction “all the time” by utilizing a selection of techniques. These techniques include GLAD or SIOP strategies, using hand gestures to communicate, adjusting the workload to accommodate above- and below-standard learners, through student pairings and by providing choices for students through leveled libraries (for example). Staff members report they are intentional in how they use data to create, monitor, and adjust skill-based intervention groups. Scores on the STAR Classroom Observation Protocol™ indicate that 82% of students in all classrooms experienced instructional approaches that were adapted to meet the needs of diverse learners.

According to the STAR Report, 69% (up from 50% in 2013) of the classrooms are aligned with Powerful Teaching and Learning, highlighting evidence that the principles of effective learning are incorporated into a more than half of LES classrooms (see supplemental Classroom Observation Report). The rubric requires for staff members to ‘build on principles of learning’ including elements of constructing knowledge, reflection/self-assessment, and collaboration. On the day of data collection, evidence of students developing their thinking strategies or intentionally reflecting on their learning was clearly observable in 67% of classrooms. Researchers observed students working collaboratively to share

knowledge, complete projects, and/or critique their work in 41% (down from 62% last year) of classrooms.

On the staff survey, 76% of respondents agree they provide regular feedback to students about their learning (a 16 percentage point increase from 2012). In addition, 73% of respondents agree that the lesson purpose is clearly communicated to students and 81% agree that instruction is personalized to meet the needs of each student.

Assessment. Similar to previous year's findings, LES school members actively integrate data into their instructional practices. Data taken from assessment tools such as the Measurement of Student Progress (MSP), Fountas and Pinnell Running Records, LBAs (Lakeridge Benchmark Assessments), Curriculum Based Assessments, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are organized and reviewed on a regular basis. Coaches work with school administrators during the year to review student data of every single student to certify students are receiving adequate interventions and to ensure they "have their arms around them and not one [student] falls through a crack." Reports indicate there is a sense of urgency around using data, as staff members have come to refine their data usage skills. "We want to respond to data quickly, in the moment," explained one building representative, "In order to use it efficiently, we need to drill down and decide which pieces are important for PLCs to look at." Teachers continue to utilize PLC time to review student data and to reflect on teaching practices. Staff members reported they are intentional with progress monitoring to inform small group interventions and use results to create settings that target student needs. As reported, sharing scores and results with students helps students to set personal goals and create action plans based on their own data. Likewise, when asked how adults in the building are held accountable to high expectations, one interviewee responded,

We are very data driven and for me, the data holds me accountable. We set goals at the start of the year for our class, for individual students, and for small groups. We begin to track that data and see if a student is there or not, it creates a level of accountability.

Staff surveys show 93% agree benchmark assessments are being used to inform instruction and 90% agree the school uses assessments aligned to standards and instruction.

Frequent Monitoring of Learning and Teaching

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

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Frequent Monitoring of Teaching and Learning				
Supporting Students in Need	2	2	3	4

Supporting students in need. Lakeridge school members make intentional efforts to support students academically, emotionally, and socially. Increased instructional time for math and literacy instruction paired with intervention groups help to bolster student academic outcomes. Support staff including a counselor, behavior interventionist, and a family advocate provides social, behavioral, and emotional support to students and their families. Paraprofessionals, Title 1 teachers, and interventionists assist teachers to provide small group instruction for students needing additional support in math and reading. Support staff utilizes the Leveled Literacy Intervention program to provide skill level support in an intimate setting to students who are low achieving. An English Language Learner (ELL) teacher works with students in the classroom to assist with vocabulary and conversation building skills.

In accordance with Indistar Expected Indicator **P3-IVD05** (*The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications*), school members monitor the progress of the extended learning time math and reading programs and use a plethora of data to inform modifications. Over the course of the grant, staff members have learned to utilize data to best serve their students. One staff member discussed how the practice of reviewing student data has helped to set and maintain high student expectations and create personalized intervention plans:

We know down to the kid where everyone is as far as achievement goals. We have such a lock on the data; we know what we need to do to catch them up. Tier 1 is honed pretty well after these three years. The kids that were falling between the cracks, we are picking them up with interventions in a hurry. Our coaches are always on it; we will talk about students and make decisions about interventions.

School members are working to foster well rounded citizens and address social and emotional student concerns. The Student Improvement Team (SIT), consisting of a counselor, teachers, administration, and parents, works together to deliver individualized intervention plans and follows-up on progress. Additionally, a part time counselor collaborates with teachers, parents, and administrators to support student academic, social, and emotional growth. Connecting families to services, providing individual counseling, and facilitating small groups around friendship building skills, social skills, and emotional management are a few of the responsibilities of the counselor. The counselor also teaches classroom guidance lessons using the Kelso's Choice conflict management program. The behavior specialist helps students to manage their behavior, but also helps students to "get back into the classroom and keep learning as the goal."

As previously mentioned, classified staff members identified a need for greater communication, a factor that may increase the level of tailored support they can provide to students. “We may get a student in a group who is struggling,” explained one interviewee, “Later, we’ll find out they have a plan with some strategies that I could have been using to help them. It’s a small breakdown that needs to be communicated.” “Instead of starting from scratch, it would be good to know the background information of what’s effective or not,” added another focus group member, “It would be good to know students have a plan, but to also know the workable strategies to help the student.”

While there are multiple services in place to support those students who struggle, staff members are cognizant about challenging all students, regardless of skill level. Reportedly, staff members provide differentiated worksheets, require “next level steps” and allow more freedom to choose their own novels to students as ways to ensure high achieving students continue to be challenged.

Staff survey results show 92% of respondents agree that assessment data are used to identify student needs and appropriate instructional intervention. Similarly, 90% of staff members agree data from classroom observations leads to meaningful change in instructional practice. Slightly fewer staff members agree struggling students receive early intervention (86%, a 12 percentage point increase from 2012). Sixty-eight percent of respondents agree that students are engaged in self-reflection and self-tracking (a 13 percentage point increase from 2012). Family surveys report 77% of agreement that teachers accommodate students’ special needs by adjusting instruction.

Focused Professional Development

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

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Focused Professional Development				
Planning and Implementation	2	4	4	4
Curriculum, Instruction, and Assessment	2	3	4	4

Planning and implementation. It is evident Lakeridge personnel utilize professional trainings to further their knowledge about instruction and educational practices. The use of “embedded professional development to support highly effective PLCs” is a strategy employed by the school to address challenges (Improving Outcomes PowerPoint). Staff members collaborate with school administrators and instructional coaches to identify training topics. Of this process, one staff member explained, “They [coaches] will ask us what kind of experiences we want; it’s very collaborative. They really check in with us.” Staff members share in decision making around certain trainings, with administrators “putting it on us to decide.” “There was a decision making process about doing Positive Discipline training,” explained one interviewee, “The principal gave us the information and left it up to us to decide. She wanted everyone on board.” Overall, staff members seem to be committed to improving their practice through professional trainings. Current efforts support the “staff evaluation” requirement of Indistar Expected Indicator **P2-IF11** (*Professional development is aligned with identified needs based on staff evaluation and student performance*).

Trainings were previously geared toward grade level bands but interviewee’s state there was a shift to tailor opportunities to accommodate individual grade level needs over this past year. A Lakeridge Professional Development and Assessment Calendar details all of the dates grade levels are scheduled for Literacy and Math labs. All staff trainings are planned during monthly early release days, but there is some flexibility in how these days are utilized. “We will rearrange [the professional development days] based on the needs of the school. If we have building time planned, we’ll send out a survey to see if we would rather have PLC time, we vote,” explained one building representative. “We are purposeful; everyone has a voice, a vote. We are not just trying to fill the time, but look at what we need,” added another staff member. When asked how well their professional development needs are met, staff members suggested they are satisfied. As described by one educator,

The first year, we had too much [professional development]. We had math lab every month. As the years go by, we have less and less [trainings]. If we need it, it’s always available. The coaches are flexible and available. This year, we added the literacy lab, I was excited about it. Being able to say ‘I’m struggling’ or ‘the kids are not getting it’ and sitting down with coaches to talk to you about it. . . it’s pretty great. They will come in a show you, model in the classroom; it’s very job embedded.

Eighty-six percent of staff members who completed the survey agree appropriate data are used to guide building directed professional development.

Curriculum, instruction, and assessment. Staff members at Lakeridge take professional development very seriously. The current School Improvement Plan (SIP) includes detailed plans around training individual teachers and the faculty around indicators of effective teaching. Current training opportunities encompass a variety of topics and specifically cover information pertaining to the teacher evaluation, childhood trauma, strengthening PLCs, and increasing instructional math and literacy practices. Through the provision of outside consultants and instructional coaches, staff members are privy to trainings that are research based, job embedded, and professionally delivered. Grade level teachers participate in quarterly day long embedded professional development sessions with professionals from the University of Washington. Math labs were implemented at the start of the grant, with the focus of the labs building on each other from year to year. This year, the Math lab focus includes unpacking the CCSS mathematical practice and content standards, increasing rigor of Instructional Activities, and aligning curriculum and instructional practices with the CCSS (Math Lab school document). Staff members are cognizant about creating sustainable training methods. For instance, this year, instead of relying on consultants to plan, the instructional coaches, the principal, and the grade level teams took over the task of designing their own lab sessions.

As previously stated, multiple interviewees identified the coaches and the work they do to create curriculum, model instruction, align standards, and teach instructional strategies as critical to the school's improvement over the past three years. "They [coaches] free us up to do the teaching," explained one educator, "They help with planning, curriculum, planning so that we don't have to worry about it. They are such a valuable resource!" Another staff member agreed with this sentiment, saying,

We have a high level of transparency. We're able to do that because of a certain amount of trust that runs through the building. A coach can walk in and no one freaks out. We all know what we are doing; it's communicated well through PLCs and PD [professional development]. There is follow up given. Coaches don't just take video or notes, but they follow up and let me know what can be improved or what's working. They are ready to have that communication with you.

While professional development offerings in the building are focused at increasing instruction, it is questionable if all staff members have access to equal training opportunities. For instance, the classified focus group mentioned a disconnect between their training and their responsibilities, with some staff members asking for more training and time to meet as a team. Reportedly, the district no longer offers an orientation for classified staff, and focus group members indicate they are "so isolated from staff meetings," leaving them "out of the loop with what is going on in the building." Of the trainings that are offered at the district level, some interviewees state some district training materials are "extremely outdated," and suggest offering "more of a variety of [training] times," as the current schedule does not accommodate the needs of all staff members. While staff members acknowledge "it comes down to budget" and "it's not the school's fault," that not all classified staff members are included in certain trainings, some focus group members suggested utilizing in-house resources to educate classified staff,

Even if our coaches were able to give us some training, it would be great. I'm sure they are capable of it, or, it would be helpful to be included in on a teacher training day. We have the expertise in the building to provide training to us; can give us a better sense of instructional practices. They can provide quality training, can share 'this is what this looks like, if this happens.'

“When it comes down to it,” explained another staff member, “we still come together for these kids, we should not be ignored.”

When asked about cultural-related trainings, some interviewees suggest additional educational opportunities could further support their knowledge about their students. An “expert” from the Somali community has been invited to share information to staff members during staff meetings, and while many focus group members seem to appreciate this opportunity, other suggest they would “still like to know more.” Current professional development practices support Indistar Expected Indicators **P2-IF12** (*School provides all staff high-quality, ongoing, job-embedded, differentiated professional development*) and **P2-IF14** (*The school sets goals for Professional Development and monitors the extent to which staff has changed practice*).

Staff survey results show 92% agree professional development activities help staff to learn and apply new skills and strategies (a 3 percentage point increase from 2012). Only 71% agree there are opportunities to learn effective teaching strategies for the diversity represented in the school, and only 68% agree they are provided training to meet the needs of a diverse student population.

Supportive Learning Environment

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

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
Supportive Learning Environment				
Safe and Orderly Environment	2	3	3	3
Building Relationships	3	3	4	4
Personalized Learning for All Students	2	3	3	4

Safe and orderly environment. The physical facility of LES remains conducive for student learning and staff members have made a conscientious effort to celebrate student work by posting pictures and classroom artifacts along the colorful hallways. Staff members take measures to address student behavior and to set expectations for student success. Students are reminded of the school motto, "Orcas are Respectful and Responsible, Cooperative, and Always Safe," by means of posters positioned in hallways and other key locations around the building. The posters include behavior expectations for each category and detail how students are to behave. In the 2011-2012 school-year, LES implemented the PBIS system but switched to the Positive Discipline system last year. Generally, interviewees spoke positively about the program, with one person saying,

Three years ago, the school felt out of control. Last year, we implemented Positive Discipline and found it helps students to connect to a class. It improves the cultures in classrooms; that has taken over school. It's kind of opposite of discipline, it's taken away discipline needs.

Staff members seem to recognize the importance of teaching students the skills to manage their own social and emotional concerns, but also see the benefit in helping students to individually solve problems with peers. Reportedly, strategies such as Classroom Meetings, Think Time, and Check-in, Check-out aid in promoting a culture of student accountability and responsibility. As described,

Ninety five percent of time, we are able to solve issues in class. Referrals written this year happened out of class. In class, [the program] helped us establish rules we've come up with in class. It teaches kids to solve their own problems and engages more challenging kids to work on their own behavior and celebrate their own progress. I am astounded with what they come up with [during class meetings]. It creates a whole new set of skills in life.

Although their efforts to address behavior in the building are identified as "necessary, but challenging," it seems their efforts are yielding positive results. A Positive Discipline team meets every other week to track data, discuss student concerns, and "look at who is getting better, who is elevating and try to see what the issue is." Reportedly, these meetings result in a plan and follow up actions "so not to drop the ball." By tracking SWIS (School Wide Information System) referral data, stakeholders are able to monitor the average number of referrals turned in per day. Data shows referral numbers are consistently lower (since November) from last year's numbers, giving staff members a reason to celebrate. These efforts

align with Indistar Expected Indicator **P6-IIIC13** (*All teachers reinforce classroom rules and procedures by positively teaching them*).

When asked how the current behavior program is working, one building representative shared, “Yes! We see a decrease in referrals by over 50%. It’s definitely working. Not just in the classroom, but school wide. We all use the exact same language because we all had the training and that helps.” However, multiple interviewees voiced frustration around the referral writing process, with one person sharing,

We have pink slips where we are supposed to write down behaviors that need special attention. I feel like I need to validate my pink slip. People should know that if I only write ten a year, a student deserves it. I feel discouraged to writing [a pink slip]. We have a lower amount, but it could be because we are feeling discouraged. The behavior is not getting better, but is just a continual thing. I get frustrated with that.

Like last year, despite the positive changes being made through these systems, there is still room for growth in helping students maintain acceptable school behavior. Student behavior on the playground, in particular, seems to be an area of concern for some staff members. Reportedly, the Positive Discipline model “works well for certain kids,” but “is a ton of work” and must allow time for staff members and students to effectively discuss the situation to be successful. In certain situations, such as on the playground, it sounds as if staff members are stretched thin and could benefit from additional adult support so to properly attend to student behavior concerns. As reported,

I feel like some behaviors have been overlooked by doing Positive Discipline all of the time. You can see disrespectful behavior to adults and we’re supposed to talk it out. I don’t have time for that. It’s usually a repeated behavior. I feel like I don’t have recourse for the action.

Student attendance is reportedly “better than in the past,” but still an area staff members work to improve. “Home life” issues hinder student attendance and prevent some students from getting to school in a timely fashion. The family liaison works with caregivers to promote regular and timely student attendance and provides assistance in the form of alarm clocks, home visits, and by sending backpacks with food home to families (for example).

On the survey, 95% of staff members agree students believe school is a safe place (an 8 percentage point increase from 2012), 92% agree that the school is orderly and supports learning (a 7 percentage point increase from 2012), and 88% agree that staff members consistently enforce behavior expectations (a 9 percentage point increase from 2012). Eighty-three percent of students report they feel safe at the school. On the staff survey, 88% agree the bullying policy is enforced (a 3 percentage point decrease from 2012).

Building relationships. Similar to previous findings, staff members demonstrate the importance of building strong relationships with their students. Classroom observation results support this, with 95% of classrooms reflecting supportive learning environments on the *Relationship Component* of the STAR protocol. Multiple interventions are in place to promote positive building interactions, ranging from a daily Check in, Check out contact for struggling students, a Buddy Room system where students can regroup and reassess their actions with a “buddy teacher,” to classroom meetings. These practices suggest the school is in compliance with Indistar Expected Indicator **P6-IIIC16** (*The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being)*). Students and staff members especially praised the classroom

meetings, saying they “give students a voice in the classroom” and “helps students to be strength bases and successful.” One educator shared, “They [meetings] are very community oriented. It changes the dynamic in the classroom. Everyone takes on the problem as something that can be fixed. It helps them to rely on each other.” Another building representative agreed with this sentiment, adding,

The class meeting format is so student driven. They [students] bring in things to talk about and the class helps them solve it. It’s not teachers solving all of the problems. It teaches them great life skills, helps them to think through options. They look at it in a positive way: ‘how can I help’ instead of ‘what is your punishment?’ It promotes the classroom as a community. We start with a compliments piece. The kids really think things through, learn how to be specific [with their compliments]. We compliment on writing, habits, handwriting. It reinforces good work habits as well.

Another staff member discussed how classroom meetings have helped with their goals over the course of the grant, saying,

Classroom meetings regularly, has been a huge, huge improvement. They gave us structure and time to improve it. In the first and part way through the second year [of the grant], the focus was on the instruction, which was our goal, but we were finding that our kids were not coming to school with basic social skills. Giving them the medium to let them discuss something personal or social has been a great addition to what we’re doing. I feel like I’ve gotten to know my kids. I think this helps bring more to the table, give them more individuality.

Student representatives also spoke positively about classroom meetings, with one student sharing, “I like class meetings. They give us a safe spot to tell everyone problems and get solutions.” Likewise, staff members seem to hold the Buddy Room strategy in high regard with one educator saying,

[Student Time Out] Helps us rely on each other, as a PLC, and we take less to the office. It helps students to think about what they are doing. If a kid is not fixing a problem in class, they will go to the other teacher to reflect, take a breather. We’ve done a good job of interacting with those kids and talk before they go back to class, help them to reengage in classroom. I notice they come back ready to reengage. I’ll ask “what’s your plan to go back to class?’ That gets their gears going back into what they should be doing.

Another focus group member agreed, adding, “I like it because it gives kids a lot of ownership during the day. They know they have a lot of different ways to solve problems, and it shows them they have options.” Students use the “Bug and Wish” strategy as a way to advocate for themselves and to solve problems amongst themselves. By using scripted phrases such as ‘It bugs me when you X’ and ‘I wish you would X’, students are developing the communication skills needed for life beyond the classroom.

Staff morale remains high at LES, and there is a high level of collaboration and trust. Multiple focus group members described their colleagues to be “like family,” with one person claiming,

Teachers here hang out, are friends. It’s not just a polarized place, we enjoy each other. We have a nice mix of some who have been here for long time and new teachers, and there is not a divide. The same goes with classified and certificated staff. We all like each other and work well together.

On the survey, 95% of staff members reported the school staff honors agreements with each other (a 4 percentage point increase from 2012), and 97% agree students believe adults genuinely care about

them (a 6 percentage point increase from 2012). Student surveys show that 89% of students believe there is at least one adult who knows and cares about them. Family surveys report that 84% of parents agree the adults in the school care about their child.

Personalized learning for all students. Educators support individual students through the process of monitoring student data and using results to create skill based small groupings and to create personalized, data driven intervention plans (as mentioned previously). Staff members recognize student achievements in a variety of ways ranging from “I noticed” papers, to classroom based incentives such as points or money that can be exchanged for small prizes. Reportedly, the way in which the celebrate student successes has shifted over the years. “We don’t give specific awards or do a ton of assemblies,” explained one educator, “Our big focus is learning time, and assembly time takes away from that. It might be nice to do more celebrations though.” “We’ve moved away from behavior awards and are trying to do more intrinsic motivation,” added another focus group member, “Why reward things they are supposed to do?” As reported, leadership allows staff members the flexibility to “experiment to find out what works best for our kids,” in terms of classroom rewards.

Staff members seem to recognize the importance of supporting students to achieve at high levels and foster an atmosphere of trust in classrooms. As described,

There is a lot of risk in learning, especially for a kid. When you come to school, you trust the person that is facilitating the learning. If you trust that what you say won’t be judged, your opinion will be respected, kids will take risk to participate. We are unique; we push our kids to do a lot. They would not be willing to try hard things if there was not a trust of ‘whatever I say, my teacher will find a way to make me feel important to everyone else.’ That comes from a relationship that is built over the course of the year.

School staff members continue to integrate a variety of transition activities to assist students in preparing for the next phase of their education. Fifth grade teachers work to “build up responsibility” in their middle-school bound students by requiring more independent work, addressing social skills, and by implementing the same graphic organizers and reading curriculum as the feeder middle school. In order to foster student collaboration, 5th grade teachers switched student desks for tables. To help students to “look beyond middle school,” teachers host a field trip for fifth graders to a local university. Students hear from university students about college life and what is needed for college attendance. In order to assist Kindergarten students to transition to higher grade levels, Kindergarten teachers work closely with first grade teachers and familiarize themselves with higher grade level goals. They host a Transition Night for students and parents at the start of the school year and work closely to communicate concerns to first grade teachers about incoming students. Reportedly, consistent communication between the grade levels “helps with the transition.”

Family surveys indicated 77% of families agree additional help is available to their child when needed, and 88% believe teachers at LES are dedicated to helping all students succeed.

High Level of Family and Community Involvement

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

Indicators	Rubric Score 2011	Rubric Score 2012	Rubric Score 2013	Rubric Score 2014
High Levels of Family and Community Involvement				
Family Communication	2	2	3	3
Family and Community Partnerships	3	3	3	3

Family communication. There are strategies in place to promote interaction between Lakeridge personnel and families in the community. As mentioned previously, school members communicate through a variety of methods including monthly school newsletters, monthly or weekly teacher newsletters, flyers, emails, phone calls, and informal conversations. Some documents, such as report cards, are translated to accommodate non-English speaking families. School level newsletters include information relating to important event dates, a message from the Principal, and school news. Staff members utilize a language link phone line translator to assist with phone calls to non-English speaking caregivers, and some bilingual staff members also assist in translating information to families visiting the building. These practices support the requirement of Indistar Expected Indicator **P7-IVA02** (*The school's key documents are annually distributed and frequently communicated to teachers, school personnel, parents (families) and students*). Parent representatives suggested communication techniques are helpful, but “can always be improved.” Similar to previous year’s findings, there is still room for improvement when it comes to communication with parents and community. Reportedly, the previous Parent Teacher Association (PTA) disbanded last year with a new board elected to take over this year. Membership is reportedly low, but the Association supposedly is “rebuilding” for next year.

In attempts to increase family participation at the school level, staff members host a variety of events including a “First Thursday” night. According to a recent school newsletter (February 2014), the goal is to “offer activities that are fun for children and adults and provide [parents] with a little bit more information about what [their] children are learning.” First Thursday topics include math games, a community resource fair, and a ‘Celebrate Black History Month’ celebration. Reportedly, attendance at these events can be “standing room only, depending on the topic.” Staff members report challenges associated with increasing parent involvement revolve around working with a highly mobile population, transportation issues, and accommodating family members who work multiple jobs.

Cultural training for school staff has been limited. Interviewees shared that they received professional development around the Somali culture but some interviewees discussed the need for trainings that encompass the cultures of other students including Asian and Hispanic backgrounds. Reportedly, trauma training helped staff to recognize “how trauma impacts kids, how they learn, and how to navigate through the world.” This training is reported to be “very insightful, as we don’t always think about it [trauma] or know how to deal with it.”

As required by Indistar Expected Indicator **P7-IVA04** (*The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home*), the Parent Handbook provided by the school includes information around what families can do

to support their students' learning at home. On the family survey, 84% of parents agree that families and employees talk respectfully with one another, and 81% agree the school staff keeps them informed about activities and events at the school.

On the survey, 81% of staff members agree the school encourages parent involvement, while only 57% of staff members agree that they collaborate with parents and the community on important decisions. As required by Indistar Expected Indicator **P7-IVA01** (*Parent (family) representatives advise the School Leadership Team on matters related to family-school relations*), researchers found little evidence the school includes parents as community representatives on the leadership team to offer advice on matters relating to family-school relations. Researchers were unable to determine how in-depth parent representatives advise the School Leadership Team in such relations. The inclusion of parents would also help to inform school leaders around the transformation process of the school (as required by Indistar Expected Indicator **P7-IVA13**, *The LEA/school has engaged parents and community in the transformation process*). It is likely staff members can increase their efforts to inform and engage family members in transformation efforts.

Family and community partnerships. Similar to last year, the family liaison, who is contracted through Communities in Schools, continues to do a great deal of work to encourage community and family partnerships with the school. Outreach efforts include home visits, referrals to community resources, and the provision of food, school supplies, and clothing. The school initiates partnerships to support student learning with parents and the community. Mentors visit students on a weekly basis to provide one on one support and to play games, community counselors provide mental health support, and Americorp volunteers works with fifth graders in a small group setting to provide support to students who "might fall through the cracks in middle school." Collaborations with community resources including the Salvation Army, a local Lutheran Church, a Martial Arts studio, and other local businesses help to provide families and students with food, funding for emergency utility services, snacks during state testing, support for grandparents raising children, and clothing. The afterschool program was eliminated this year, reportedly due to a lack of funding. Faculty members lamented about the loss of this program, stating it was "really structured academic enrichment" that provided skill building opportunities to students in a "relaxing and really fun" atmosphere. When asked what they would do to improve the school, multiple students agreed they would "make afterschool clubs such as drama or science."

Summary and Recommendations

Over the course of the grant, LES has made substantial changes and improvements. Current findings indicate that, although “tiring,” staff members have embraced the level of work and change that comes with transformation efforts. Interviewees spoke with much enthusiasm about the gains they are seeing not only with assessment scores but also with the level of student behavior, instructional practices, and among the overall climate within the school. The main areas of focus included staff instructional and leadership capacity, climate and discipline, school-wide collaboration in support of instruction, higher expectations for students, use of data, and vertical and horizontal alignment. They have a strong job-embedded professional development program with instructional coaches and a partnership with University of Washington math educators who help to develop staff capacity. A positive school climate supports an atmosphere of trust and innovation and the transparency and strong focus of school leaders aids in creating staff buy in and support for a unified goal.

At Lakeridge Elementary School, there is evidence of attention to all of the *Nine Characteristics of High Performing Schools*. The rubric scores this year have shifted from “Leads to effective implementation” stage (6 Indicators) to “Leads to continuous improvement and institutionalization” stage (13 Indicators). LES staff members continue to excel in their commitment to the school turnaround model.

Over the past year, as the district and school have begun to implement the *Transformation* model, school and district staff members have taken measures to address the recommendations made in our initial assessment. Progress toward these critical areas, taken from the previous report, is noted below and additional recommendations are presented following this section, which are linked to Indistar and the Student and School Success Principles, with a particular focus on the Expected Indicators:

Update from Previous Recommendations

- **Increase the academic focus.** The instructional focus at Lakeridge has been maintained throughout this current year. The leadership of administration and commitment of teachers to enhance their teaching and monitoring of learning has continued unabated. Curricular choices are being made based on the needs of the LES student population and coaching partnerships are positive forces for improving best practices that lead to academic achievement.
- **Provide ongoing professional development and coaching for all instructional leaders and staff in effective classroom practices.** Job-embedded professional development has continued and LES currently serves as a model school for visitors to observe the Math Labs system. Teachers report significant gains in instructional best practices in math classrooms, leading to the implementation of a Literacy Lab system this year. This work should continue; please see *Student and School Success Principle 2: Staff evaluation and professional development - Professional development (IF07, IF08)*
- **Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students.** Staff has continued to improve their data usage. Working with instructional coaches and administrators through data meetings, the PLCs have enabled agile adaption of instruction in the classroom. Continued work on a reliable data-tracking system will benefit the teachers’ ability to differentiate learning. Similarly, continuing to work with students on self-tracking will increase engagement in the learning process. Please refer to *Student and School Success Principle 4: Rigorous, aligned instruction - Engaging teachers in assessing and monitoring student mastery IIB 04 and IIB 05* and *Student and School*

Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes – Preparation IIA07.

- **Fully implement PBS.** Lakeridge has continued to work within the PBIS model, and has added Positive Discipline to the repertoire of innovations at the school. Teachers reported that implementation of the Positive Discipline model has helped with behavior concerns and building community within the school. Staff members indicate there is still some work to be done in this area, specifically when addressing behaviors on the playground. For school wide implementation purposes, it may behoove school members to ensure all staff members participate in regular training opportunities. Because the process takes time to successfully work, it is important to have enough faculty to oversee problem areas so that staff members can adequately address student concerns. Please see *Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health - School and classroom culture IIC13.*
- **Develop and expand connections to families and community.** The counselor and family liaison have continued their efforts to provide resources and create partnerships within the community at large. First Thursday events are gaining more ground as greater numbers of parents attend. However, the PTA is virtually nonexistent this year and may need support from staff members in order to become an established organization for future years. We recommend that LES consider how best to continue and broaden the work being done by the family liaison and the PTA. Secondly, LES must ensure that all cultures are being addressed through cultural integration rather than singling out particular cultures for attention at the expense of others. Please see *Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health - School and classroom culture: All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them. (3052) IIIC01.*

New Recommendations

- **Maintain commitment to collaboration as grant period ends.** There has been a growing focus on communication and collaboration at Lakeridge over the past three years. As grant funding comes to a close, we urge that a priority be placed on institutionalizing the opportunities for collaboration such as PLC groups, data meetings, and peer observations. To create cohesive student support, both certificated and classified staff members should be privy to collaboration and communication opportunities. Please refer to *Student and School Success Principle 3: Expanded time for student learning and teacher collaboration - Expanded time for student learning and teacher collaboration: The school provides opportunities for members of the school community to meet for purposes related to students' learning. (2887) IVD02.*
- **Provide relevant and meaningful connections with all curricula.** Similar to previous years, LES continues to score low in the *Application* category of the STAR Classroom Observation Protocol. Teachers should work to engage students in discussion about the relevance of their learning targets. Meaningful connections may be made through stories, activities, and reflection tasks. It is not unreasonable to expect to see contextual relevance in every classroom each day. Please see *Student and School Success Principle 4: Rigorous, aligned instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction – Introduction: All teachers activate prior knowledge recognizing that due to different cultural contexts of students, prior knowledge, interest and experiences of students will vary. (3064) IIA11.*

- **Plan for Sustainability** It is crucial for the district and school staff to work together to create a sustainability plan that integrates best practices and supports future success. District and school leadership will need to work together to determine the level of flexibility and the feasibility of funds the school should receive post-grant around grant supported resources. It may behoove district and school administrators to consider the level of success the school has reached by implementing grant related practices including the use of coaches to provide job embedded professional development, by rearranging professional development days, and through the use of their current, professionally developed curricula. Continued support by the district align with the *District-Level Expected Indicators P2-C -Professional Development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its Plan and needs and P4-A The district ensures that school improvement initiatives include rigorous research-based, field-proven instructional programs, practices, and models.*

Appendix A: District Rubric

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

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

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

X" Required "O" Permissible

Actions	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Teachers and Leaders							
Replace the principal.	X	X(O)	2	4	4	4	The principal was replaced in 2011 and continues to hold that position.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	X		2	2	3	4	LES is served as a pilot for the TPEP system last year. LES works with district and union leadership to support a highly qualified staff. The district hiring process includes the principal and school staff who clearly describe the work at LES and the commitment of all staff to work together to meet the grant goals.
Screen all existing staff, rehiring no more than 50% of the school staff.	X	O	2	N/A	N/A	N/A	Not required for transformation.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	X	X	2	2	3	4	Based on student growth, teachers were eligible for a \$1K stipend in 2012-13. All but two teachers met the goal. This incentive will continue for 2013-14.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	X	X	2	3	3	4	Based on Danielson model/rubrics for teachers and the AWSP framework for principals, all staff are being evaluated on their performance and student growth.

Teachers and Leaders (Cont.)	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Identify and reward school leaders who have increased student achievement and graduation rates Identify and reward school leaders who have increased student achievement and graduation rates; Identify and remove school leaders and teachers who, after ample opportunities to improve professional practice have not done so.	0	X	1	3	3	3	The principal has focused on implementing programs to ensure student growth. She has not continued employment of staff who have not demonstrated improvement in their instructional practice. She has not received a monetary reward.
Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school.	0	0	2	1	1	1	There is no bonus for teachers outside of LES. The majority of current staff (2012-2013) has elected to stay at LES.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	0	0	4	4	4	4	LES has not accepted voluntary or involuntary teacher transfers.

Instructional and Support Strategies	Turn Around	Transform	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	X	X	4	4	4	4	The math program is designed and supervised with the guidance of the UW. The reading program is based on reading research. Student management program design is based on PBIS. All areas show significant student growth.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	X	X	3	4	4	4	With the support of three instructional coaches and the principal, who prioritizes her role as Instructional Leader, staff receive PD through math labs, a model of designing lessons together, implementing them in real classrooms, and then reflecting on how to modify and improve the instruction in real time. They also work together in their grade level PLCs weekly.
Ensure continuous use of data (e.g., formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	X	X	2	4	4	4	Data is reviewed regularly and includes: Math Benchmark Assessments DIBELS, SRI, Fountas & Pinnell SWIS Formative assessments in all content areas
Institute a system for measuring changes in instructional practices resulting from professional development.	0	0	2	3	3	3	Teachers help to design PD and are asked for feedback as they use strategies in their classes. Performance based on frequent feedback is grounded in the Danielson framework.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	0	0	2	4	4	4	Principal and TOSAs are in the classrooms so frequently that they know where there may be curriculum issues. These are then addressed immediately.

Implement a school-wide response to intervention model.	0	0	2	2	4	3	The focus has initially been on improving Tier I instruction. Tier 2 & 3 interventions are in place.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	0	0	2	3	3	3	Sp. Ed. – added a 7 hour para to support students in 3 rd grade. A 3 hour para was added to ELL staffing to support the increasing number of ELL students.
Use and integrate technology-based supports and interventions as part of the instructional program.	0	0	2	3	3	4	Interactive white boards have been purchased to use in the classrooms and allows teachers to get immediate feedback from students.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	0	0	N/A	N/A	N/A	N/A	
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	0	0	N/A	N/A	N/A	N/A	
Secondary Schools: Improve student transition from middle to high school.	0	0	N/A	N/A	N/A	N/A	
Secondary Schools: Establish early warning systems.	0	0	N/A	N/A	N/A	N/A	

Learning Time and Support	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	X	X	2	4	4	4	Lakeridge made a schedule that has five additional instructional days in the year and increases the instructional day by 30 minutes.
Provide appropriate social-emotional and community-oriented services and support for students.	X	O	2	4	3	4	A full-time Family Liaison assists families and staff in identifying resources in the community that support students and their families. The liaison has supported 300+ families (level 1) and 55+ (level 2 - monthly). 35 food backpacks are sent home weekly, feeding 84 children. Resource fair for families included 15 agencies.
Provide ongoing mechanisms for family and community engagement.	O	X	2	4	3	3	Monthly after-school family events, "First Thursdays" are well-attended. 80 reminders are given that morning as parents drop off their students to encourage attendance. 27 home visits at the start of the year to welcome new ELL students. Family Liaison and counselors make home visits as needed. Parents are coming to school to observe a math lesson and learn how to support learning at home.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	O	O	1	4	4	4	Class meetings are held in all classes at least twice weekly. This allows teachers to support students' social-emotional issues in a timely manner and reinforce the concepts being taught in the adopted curriculum in this area.

Implement approaches to improve school climate and discipline.	0	0	2	4	4	4	PBIS, SWIS, and Positive Discipline are all being implemented at LES with fidelity.
Expand program to offer pre-kindergarten or full day kindergarten.	0	0	2	4	4	3	All students receive full day kindergarten. Expansion to offer pre-K has been discussed. ECEAP and Head Start are available in the district.

Governance	Turn Around	Trans Form	Rubric 2011	Rubric 2012	Rubric 2013	Rubric 2014	Comment
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	X	O	1	4	4	4	Principal and Chief Academic Officer fill this role.
Grant sufficient operational flexibility (e.g., staffing, calendar, budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.	X Principal	X School	N/A	4	4	4	Instructional programs are fluid, based on students' performance. Teachers depend on their content specialists to help make adjustments in instruction as needed. Teachers' calendars are flexible so that principal and TOSAs can assist them quickly in order to meet students' needs.
Ensure school receives intensive ongoing support from district, state, or external partners.	O	X	2	4	4	4	District addresses LES requests/needs in a timely manner.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	O	O	1	4	4	4	MOU with Renton Education Association
Implement a per-pupil school based budget formula that is weighted based on student needs.	O	O	1	3		4	Budget allows for content area TOSAs and additional classified staff support based on student need.

Appendix B: Survey Results

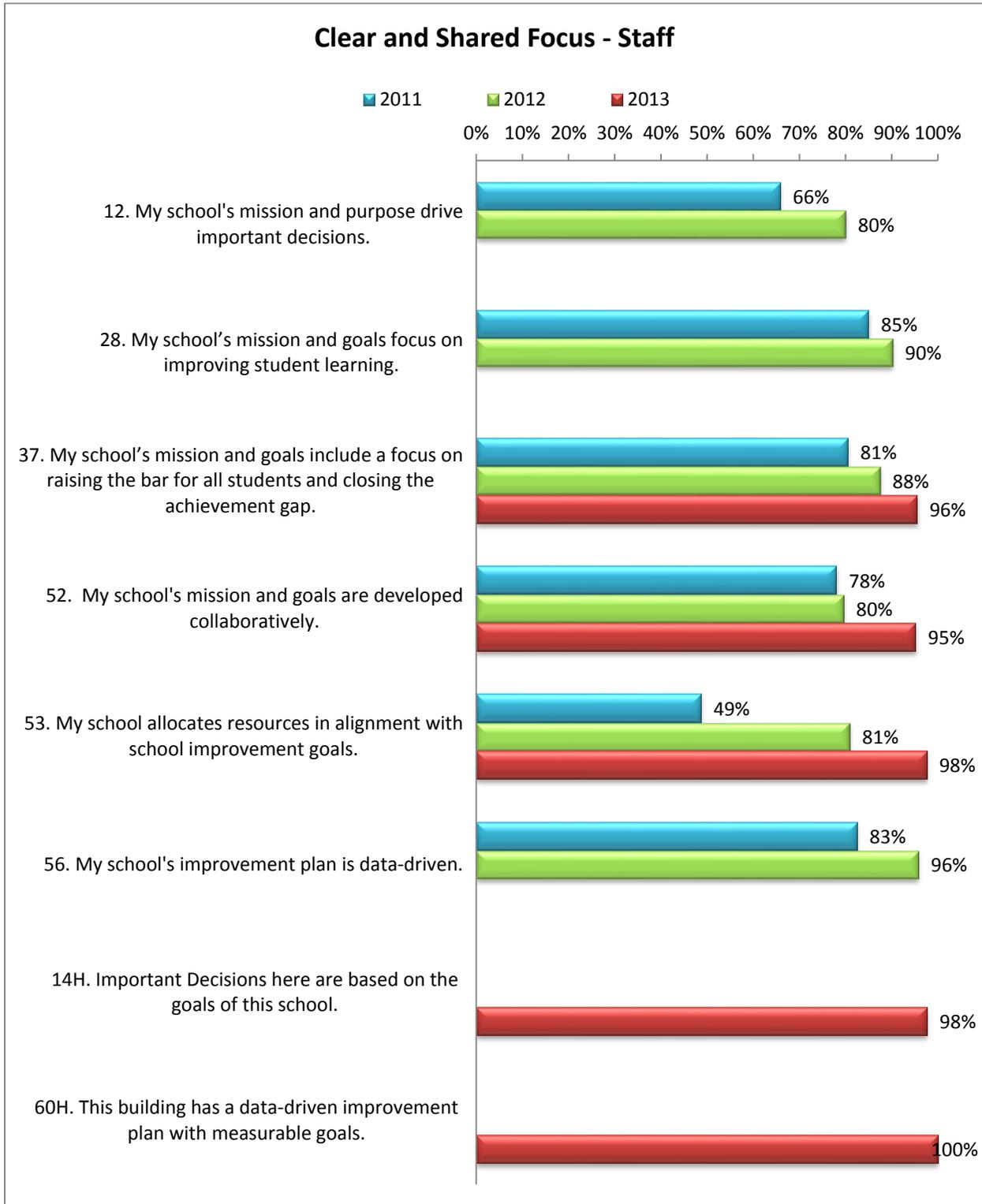
Staff Survey Demographics	2011	2012
<i>Gender</i>		
<i>Male</i>	9.8% (n=4)	14.8% (n=8)
<i>Female</i>	90.2% (n=37)	85.2% (n=46)
<i>Race</i>		
<i>Asian</i>	4.5% (n=2)	13% (n=7)
<i>Black/African American</i>	6.8% (n=3)	11.1% (n=6)
<i>White</i>	75% (n=33)	66.7% (n=36)
<i>Hispanic/Latino/a</i>	2.3% (n=1)	3.7% (n=2)
<i>Declined to identify</i>	11.4% (n=5)	5.6% (n=3)
<i>Staff Role</i>		
<i>Certificated Staff</i>	70.5% (n=31)	64.2% (n=34)
<i>Classified Staff</i>	25% (n=11)	34% (n=18)
<i>Administrator</i>	4.5% (n=2)	1.9% (n=1)
<i>Years Teaching at this School</i>		
<i>1st year</i>	19.5% (n=8)	42% (n=21)
<i>2nd or 3rd year</i>	24.4% (n=10)	6% (n=3)
<i>4th or 5th year</i>	26.8% (n=11)	22% (n=11)
<i>6th-9th year</i>	14.6% (n=6)	20% (n=10)
<i>10th year or more</i>	14.6% (n=6)	10% (n=5)
<i>Total years Teaching</i>		
<i>1st year</i>	4.9% (n=2)	12% (n=6)
<i>2nd or 3rd year</i>	14.6% (n=6)	8% (n=4)
<i>4th or 5th year</i>	12.2% (n=5)	24% (n=12)
<i>6th-9th year</i>	26.8% (n=11)	18% (n=9)
<i>10th year or more</i>	41.5% (n=17)	38% (n=19)
<i>National Board Certified</i>		
<i>Yes</i>	7% (n=3)	8% (n=4)
<i>No</i>	93% (n=40)	92% (n=46)

Staff Survey Demographics for 2013

	2013
<i>Gender</i>	
Male	14.9% (n=7)
Female	85.1% (n=40)
<i>Subject Area</i>	
Missing	6.4% (n=3)
Other	40.4% (n=19)
Electives	4.3% (n=2)
Generalist	34% (n=16)
LA/Social Studies	8.5% (n=4)
Math/Science	6.4% (n=3)
<i>Total number of years teaching</i>	
More than 11	42.6% (n=20)
8-11 years	12.8% (n=6)
4-7 years	34% (n=16)
1-3 years	8.5% (n=4)
Less than a year	2.1% (n=1)
<i>Years Teaching at this School</i>	
More than 11	10.6% (n=5)
8-11 years	12.8% (n=6)
4-7 years	23.4% (n=11)
1-3 years	29.8% (n=14)
Less than a year	23.4% (11)
<i>Position</i>	
Administrator	2.1% (n=1)
Paraprofessional or Instructional Aid	17% (n=8)
Classified Support Staff	14.9% (n=7)
Certificated Support Staff	17% (n=8)
Certificated Staff	48.9% (n=23)

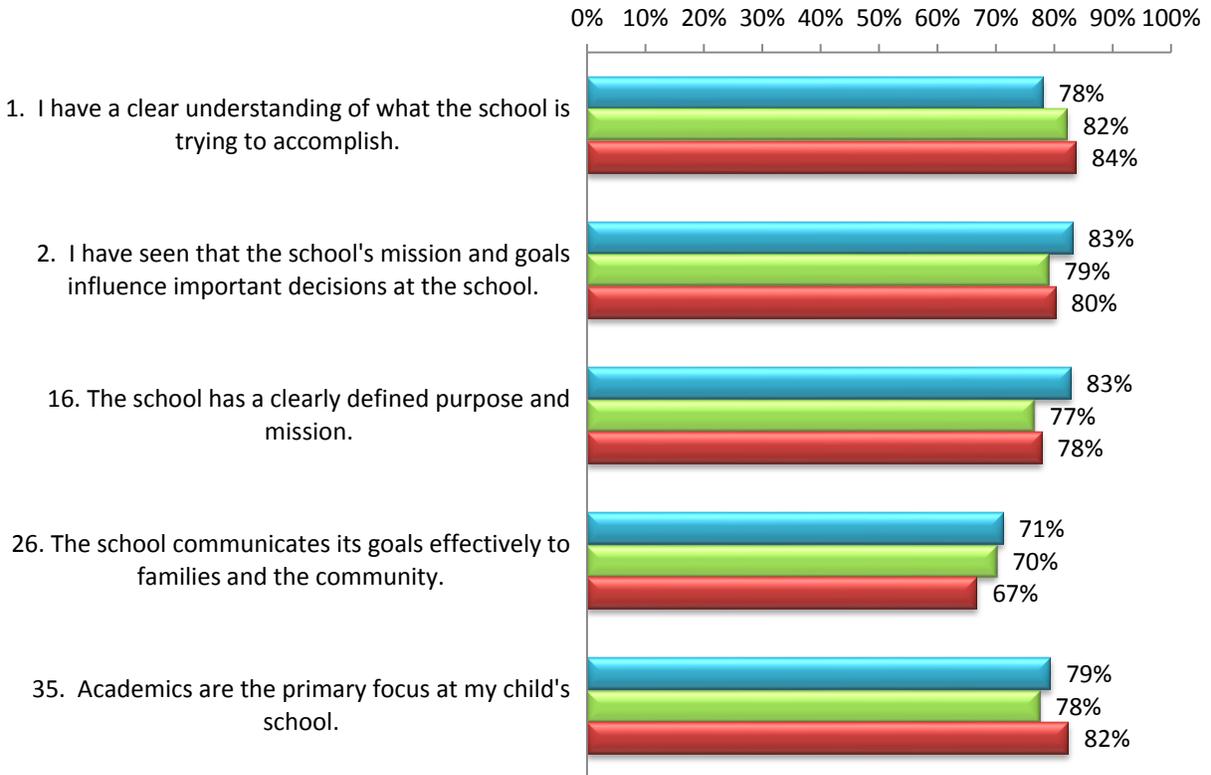
Participant Demographics: Parents	2011	2012	2013
<i>Race</i>			
<i>American Indian/ Alaska Native</i>		1.6% (n=4)	1.8% (n=4)
<i>Asian</i>	14.3% (n=8)	15.4% (n=38)	16.6% (n=36)
<i>Black/African American</i>	55.4% (n=31)	40.9% (n=101)	60.4% (n=131)
<i>White</i>	7.1% (n=4)	14.2% (n=35)	6.9% (n=15)
<i>Hispanic/Latnio/a</i>	12.5% (n=7)	19% (n=47)	6.5% (n=14)
<i>Pacific Islander</i>		4% (n=10)	1.8% (n=4)
<i>Decline to Identify</i>	10.7% (n=6)	4.9% (n=12)	6% (n=13)
<i>Relationship to Student</i>			
<i>Mother</i>	75.4% (n=43)	75.2% (n=188)	77.1% (n=162)
<i>Father</i>	17.5% (n=10)	16.8% (n=42)	16.7% (n=35)
<i>Grandparent</i>	2.4% (n=2)	2.4% (n=6)	2.9% (n=6)
<i>Foster/adoptive parent or Guardian</i>	1.8% (n=1)	.8% (n=2)	
<i>Sibling</i>		2.8% (n=7)	1.4% (n=3)
<i>Extended Family Member</i>	1.8% (n=1)	.8% (n=2)	
<i>Legal guardian or Designee</i>		1.2% (n=3)	1.9% (n=4)
<i>Other caregiver</i>			
<i>Free or Reduced Lunch?</i>			
<i>Yes</i>	69.1% (n=38)	78.5% (n=183)	80.9% (n=161)
<i>No</i>	30.9% (n=17)	21.5% (n=50)	19.1% (n=38)
<i>English is the Primary Language</i>			
<i>Yes</i>	61% (n=36)	66.3% (n=161)	61.4 (n=127)
<i>No</i>	39% (n=23)	33.3% (n=81)	38.6 (n=80)
<i>School Provides Interpretor Services when Needed</i>			
<i>Yes</i>	15.5% (n=9)	28.2% (n=61)	
<i>No</i>	24.1% (n=14)	19% (n=41)	
<i>Not Applicable</i>	60.3% (n=35)	52.8% (n=114)	
<i>The school provides information in my own language</i>			
<i>Yes</i>	82.8% (n=48)	78.8% (n=123)	
<i>No</i>	17.2% (n=10)	20.5% (n=32)	
<i>Not Applicable</i>			

Clear and Shared Focus

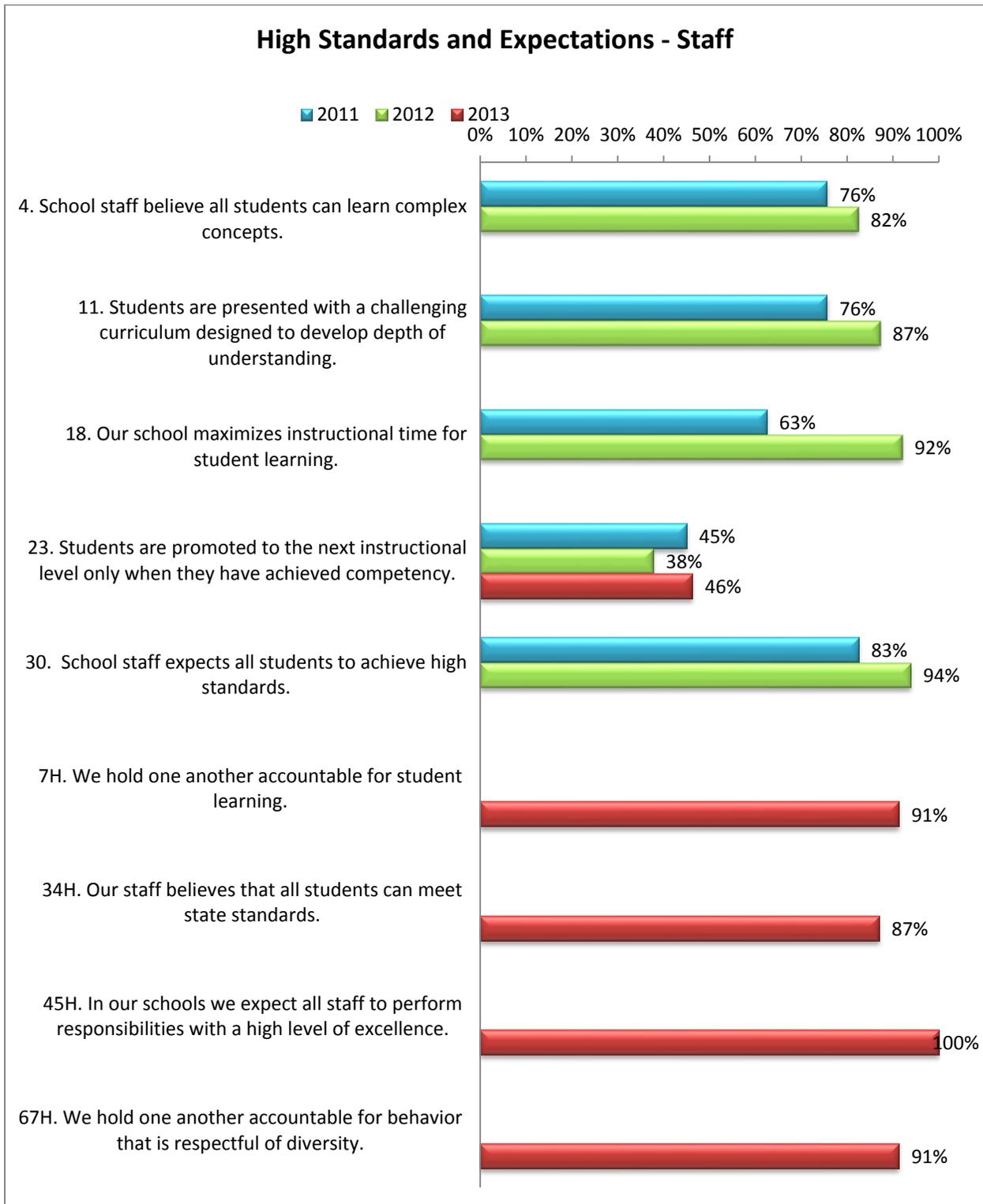


Clear and Shared Focus - Family

■ 2011 ■ 2012 ■ 2013

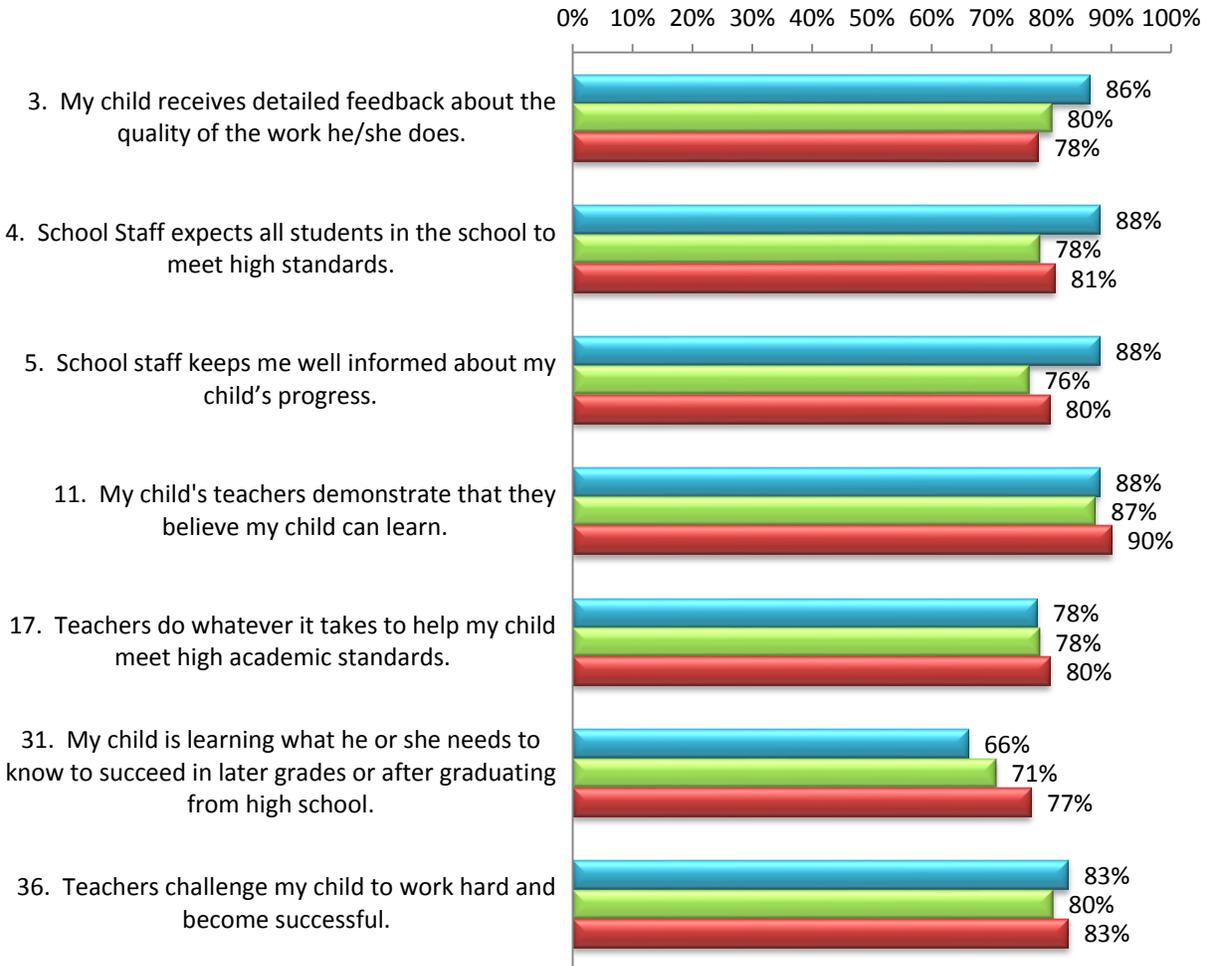


High Standards and Expectations

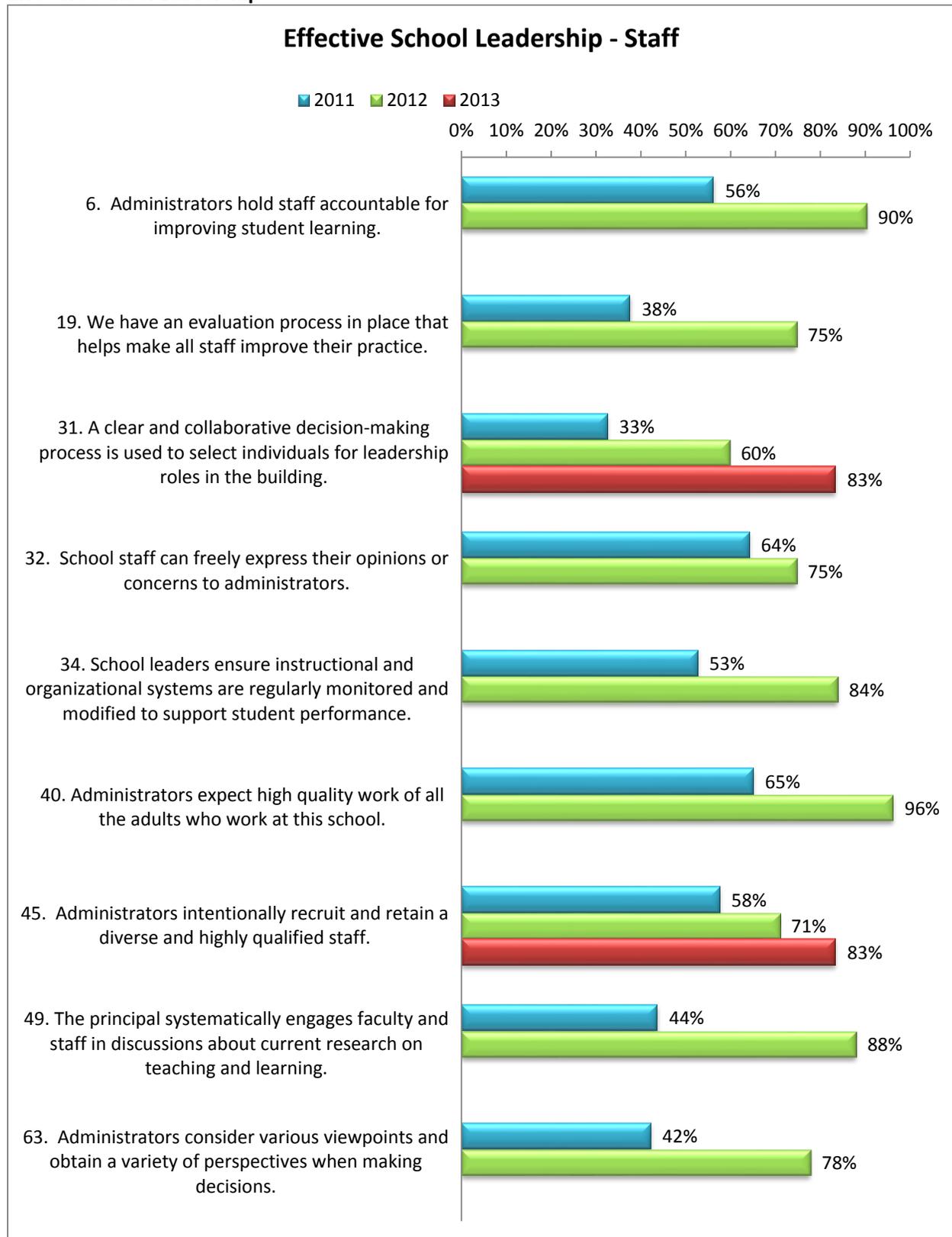


High Standards and Expectations - Family

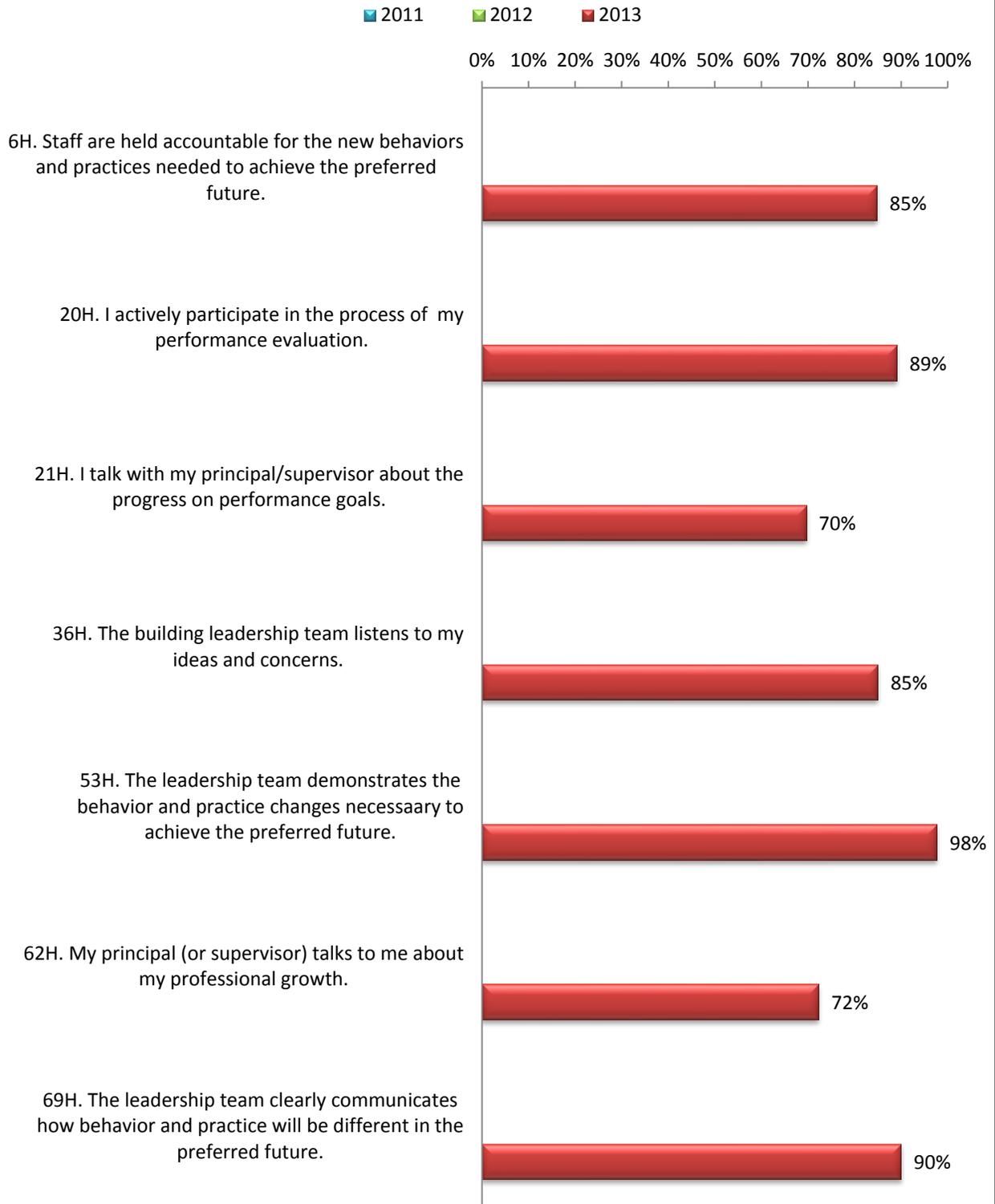
■ 2011 ■ 2012 ■ 2013



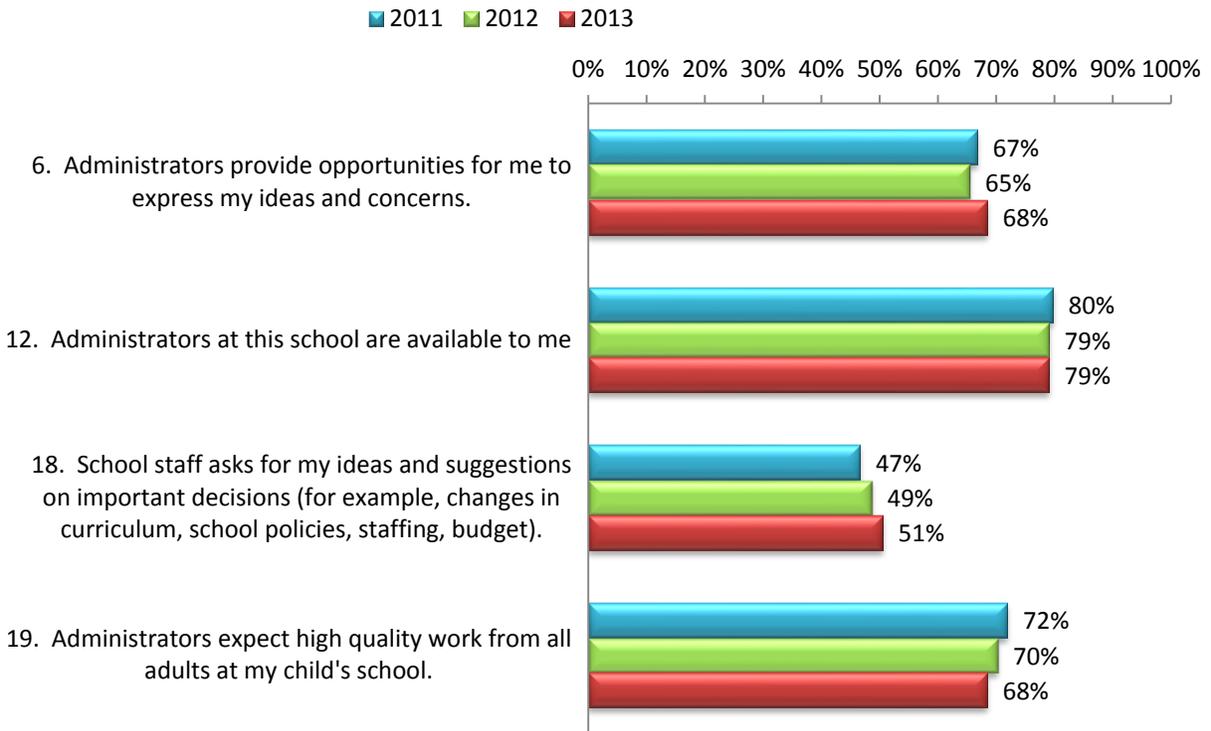
Effective School Leadership



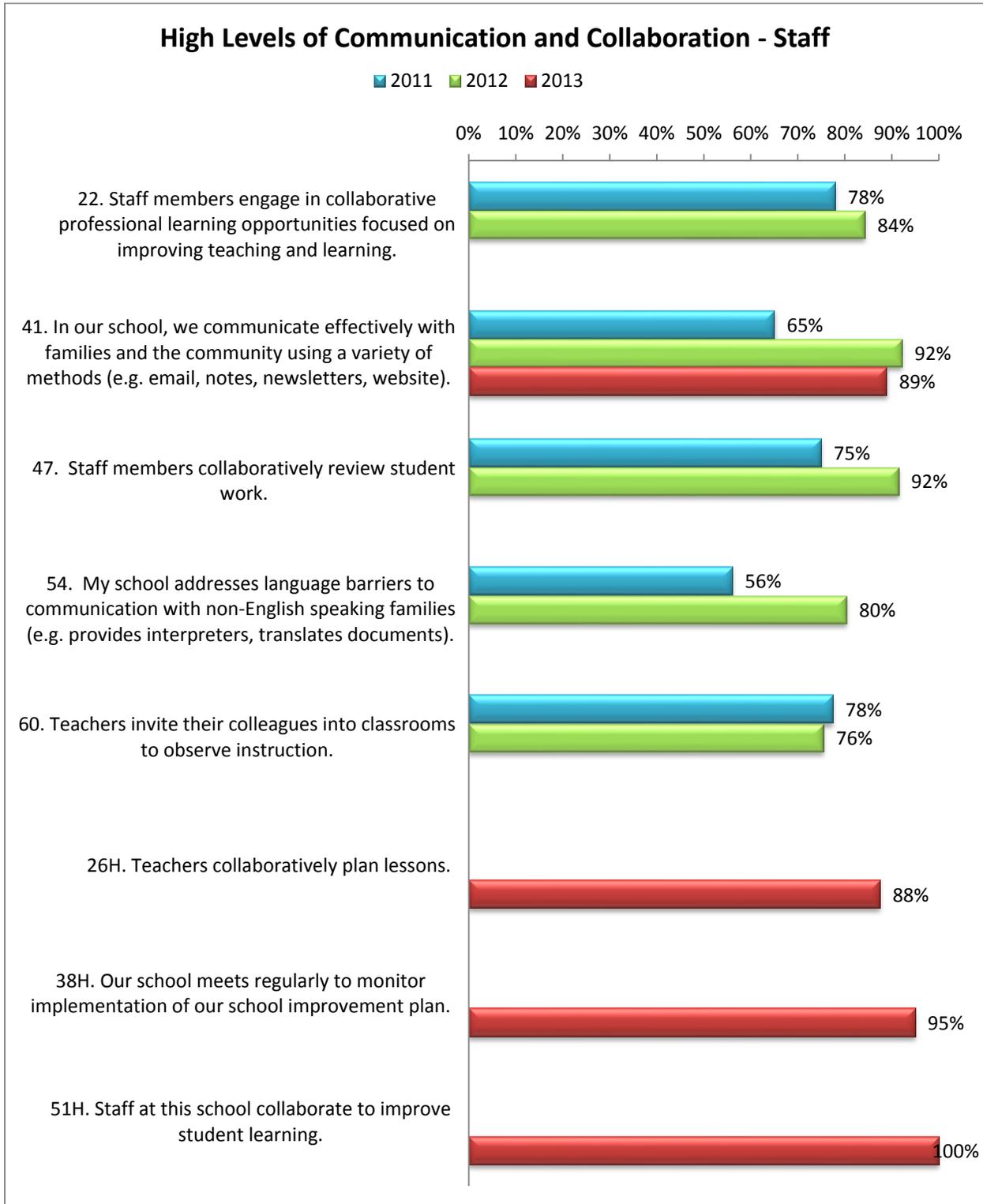
Effective School Leadership - Staff



Effective School Leadership - Family

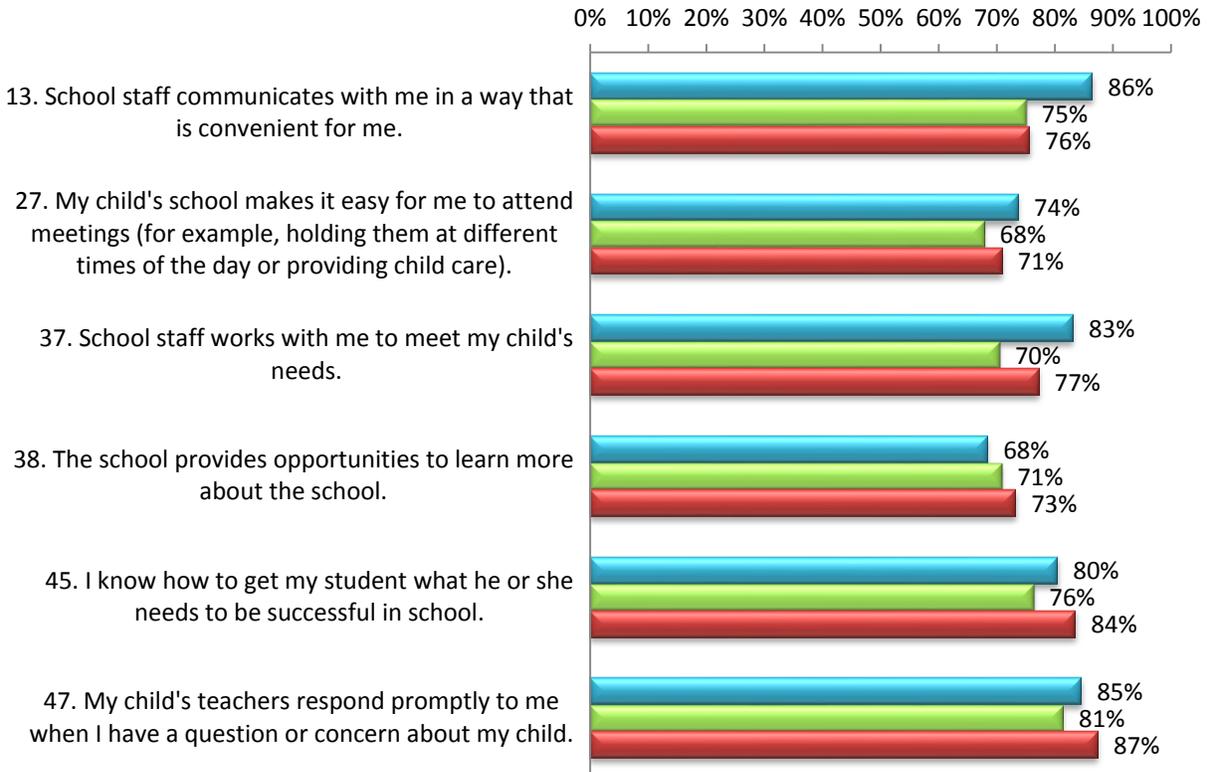


High Levels of Communication and Collaboration

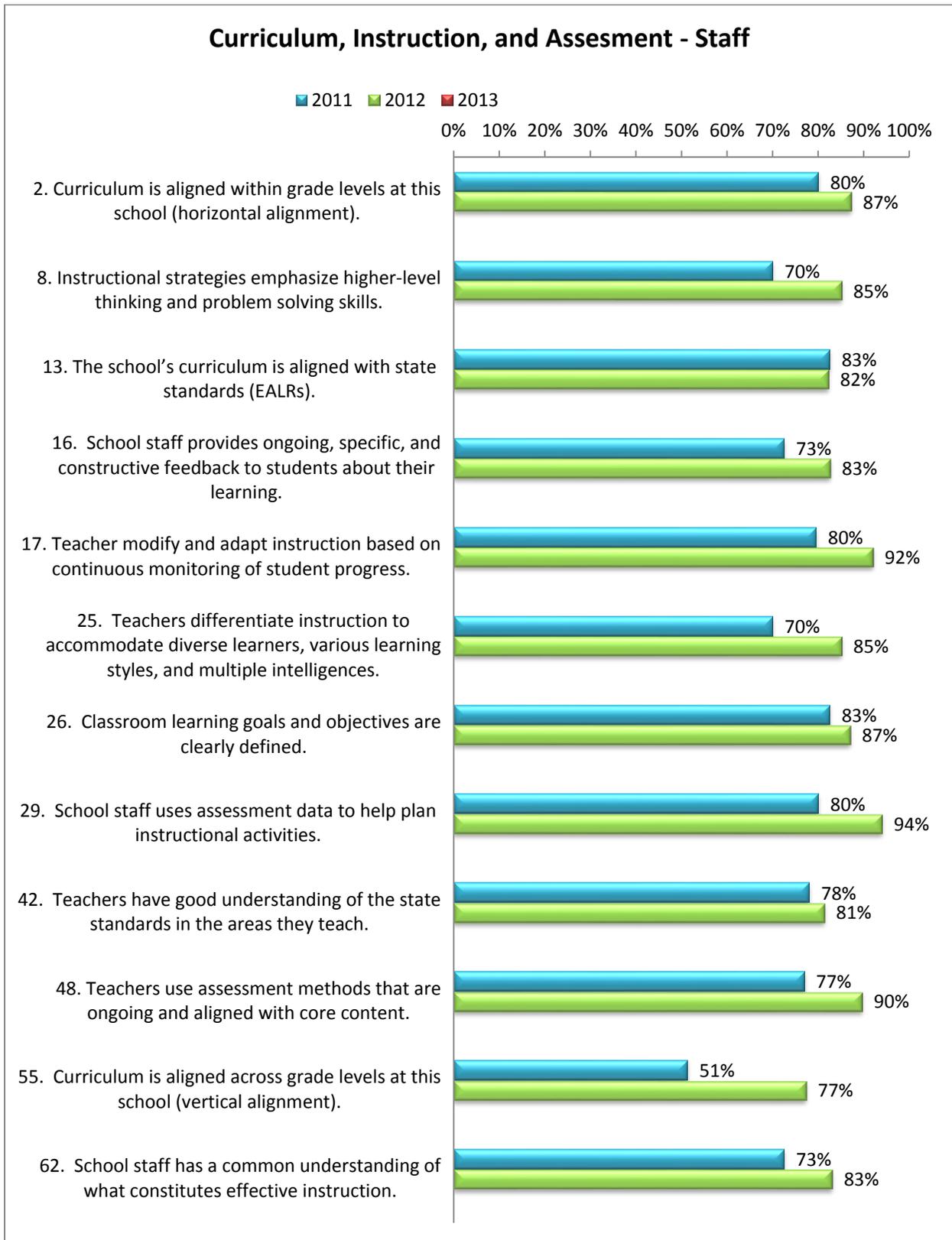


High Levels of Communication and Collaboration - Family

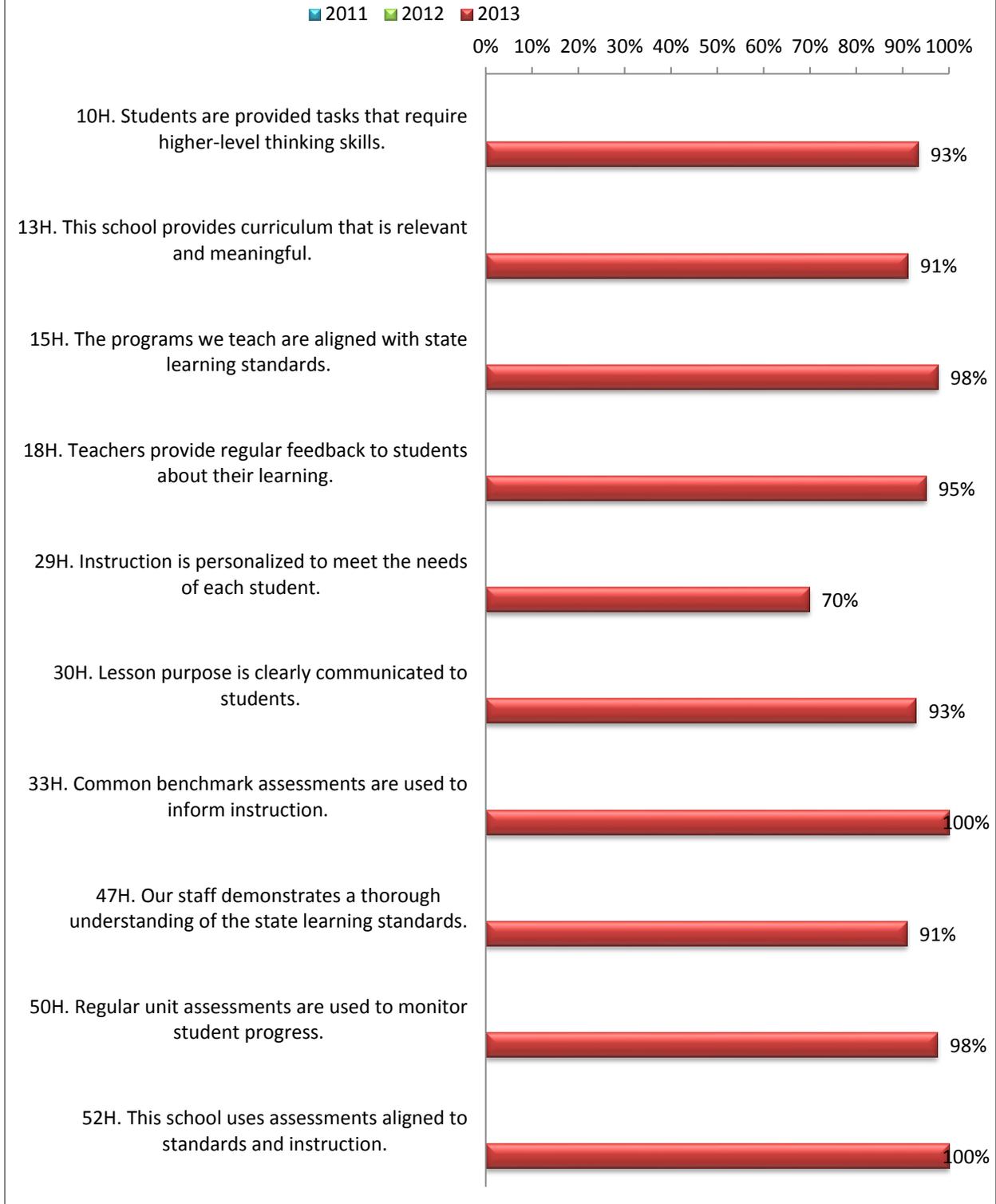
■ 2011 ■ 2012 ■ 2013



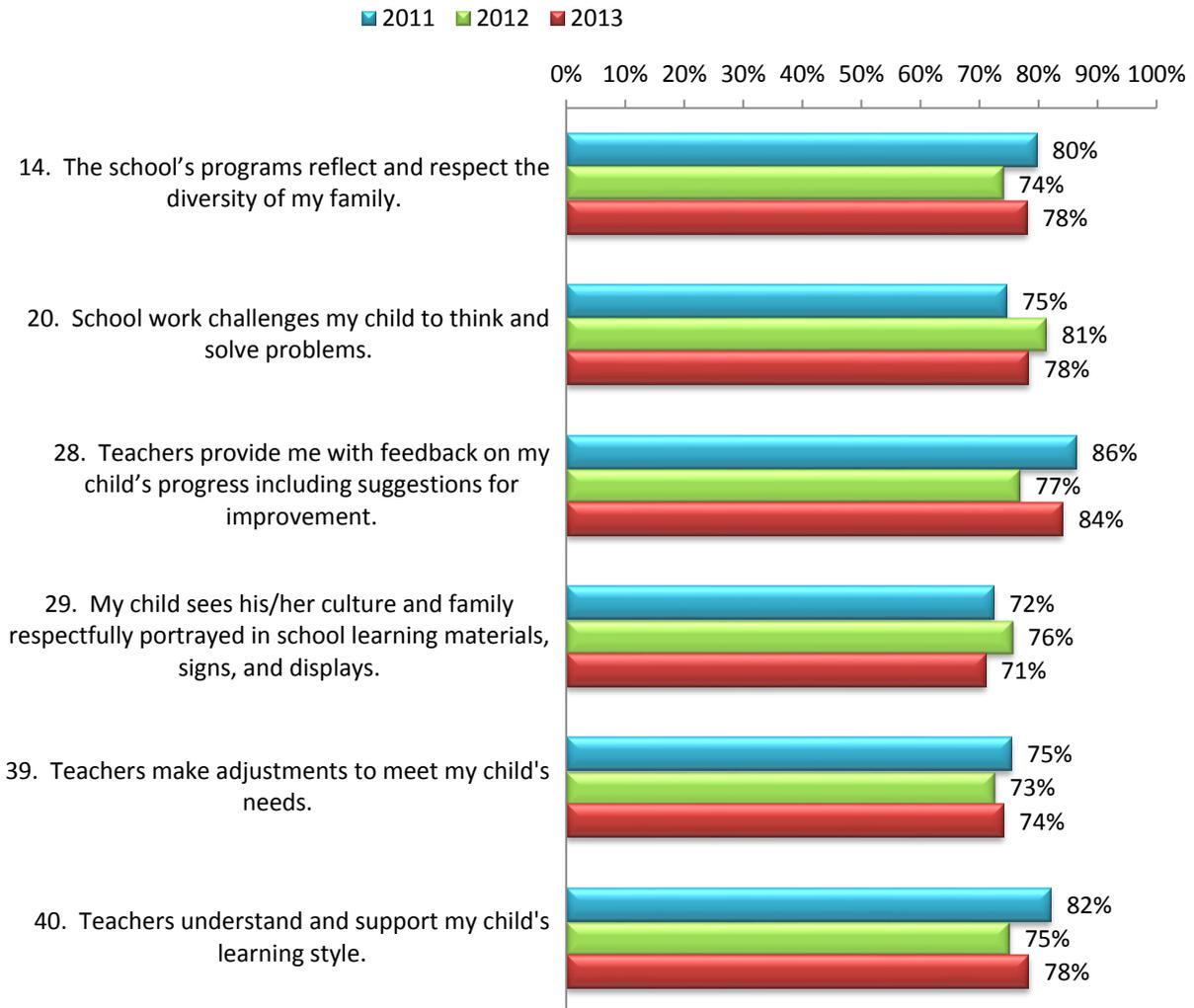
Curriculum, Instruction, and Assessment



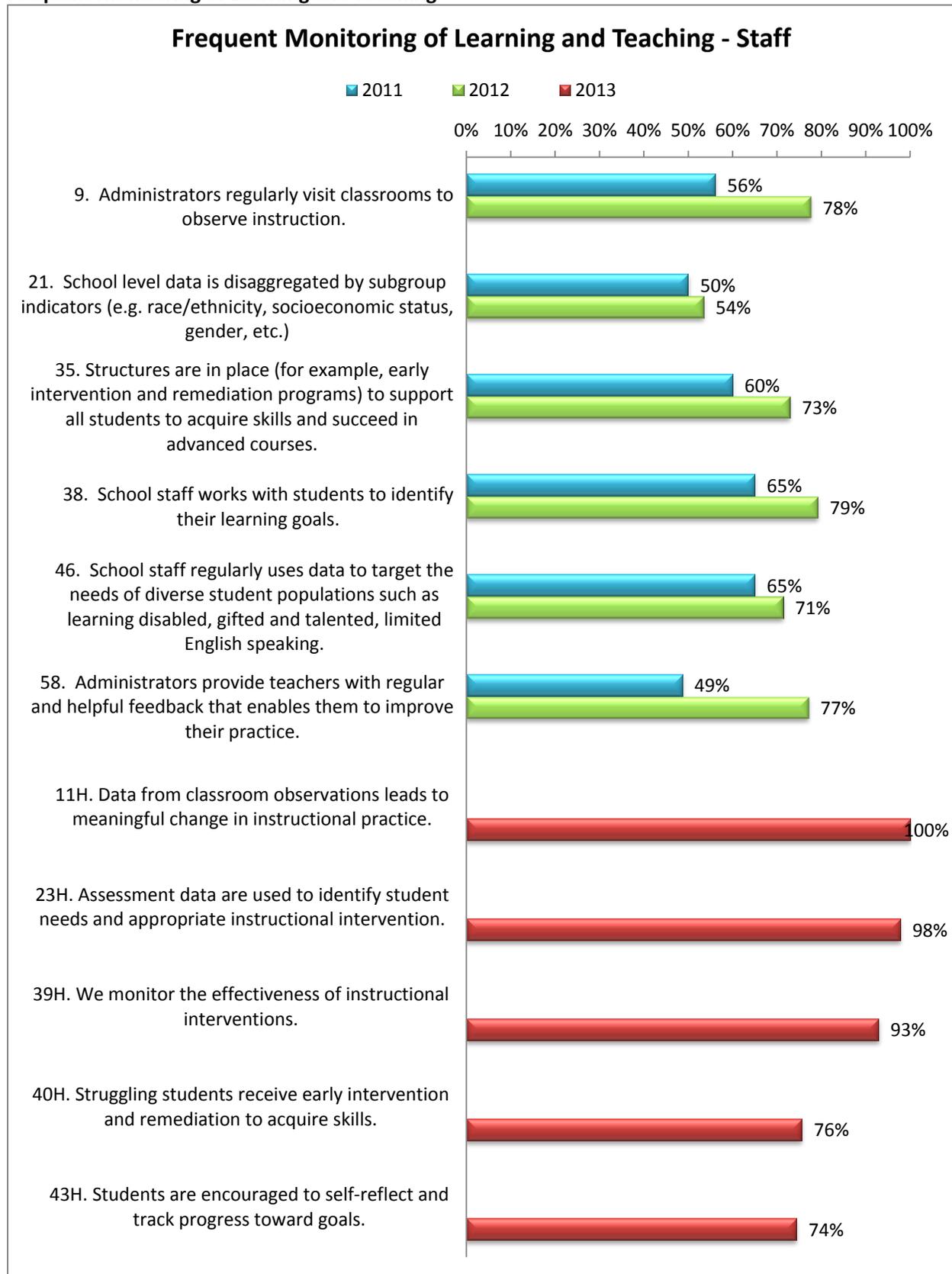
Curriculum, Instruction, and Assessment - Staff



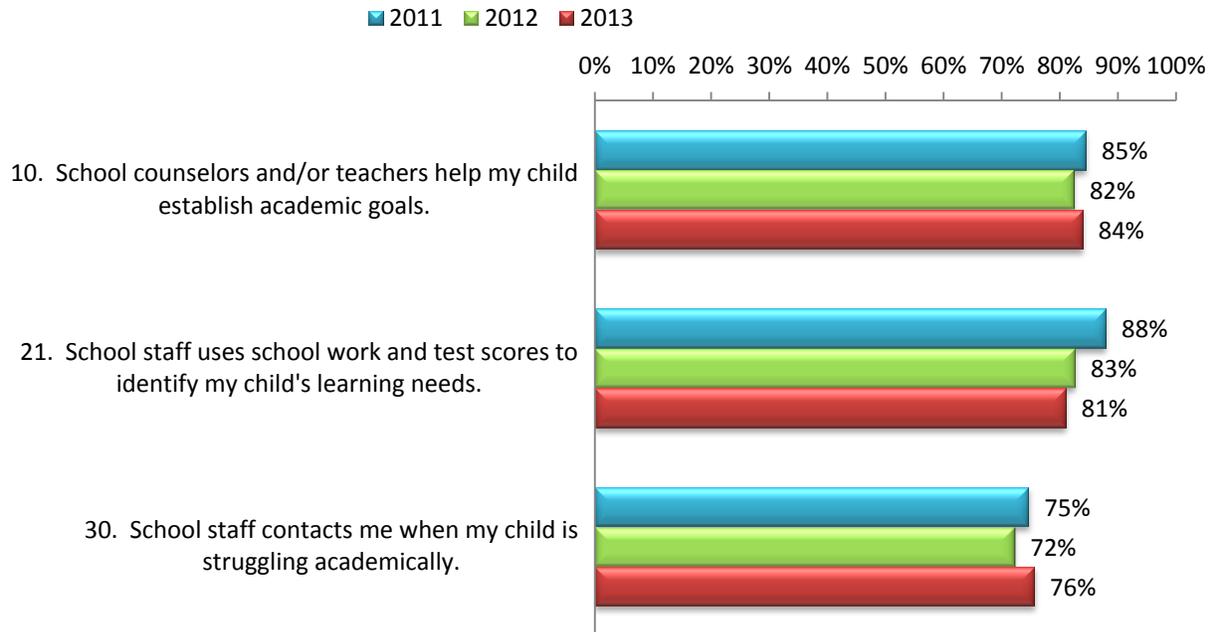
Curriculum, Instruction, and Assessment - Family



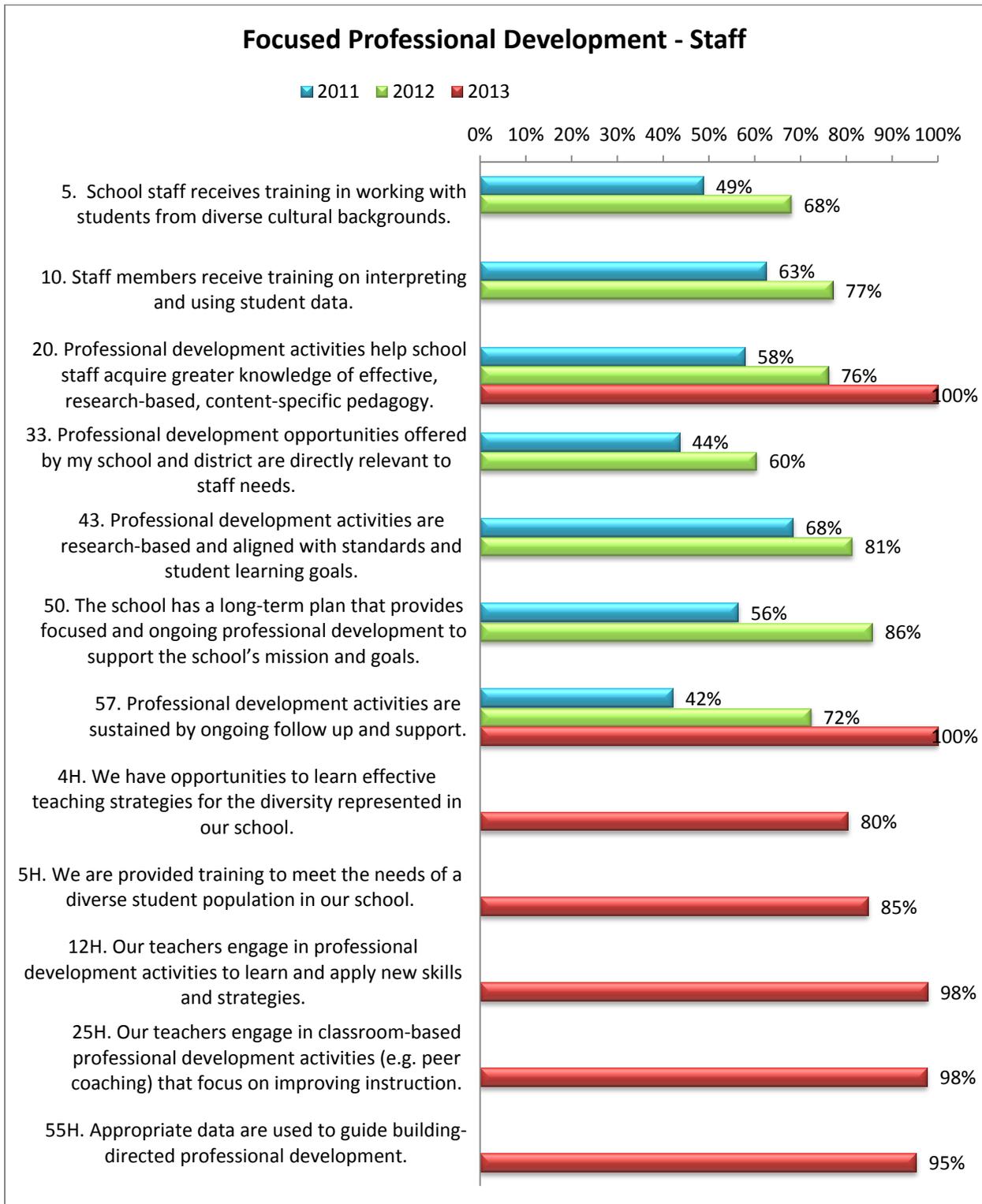
Frequent Monitoring of Learning and Teaching



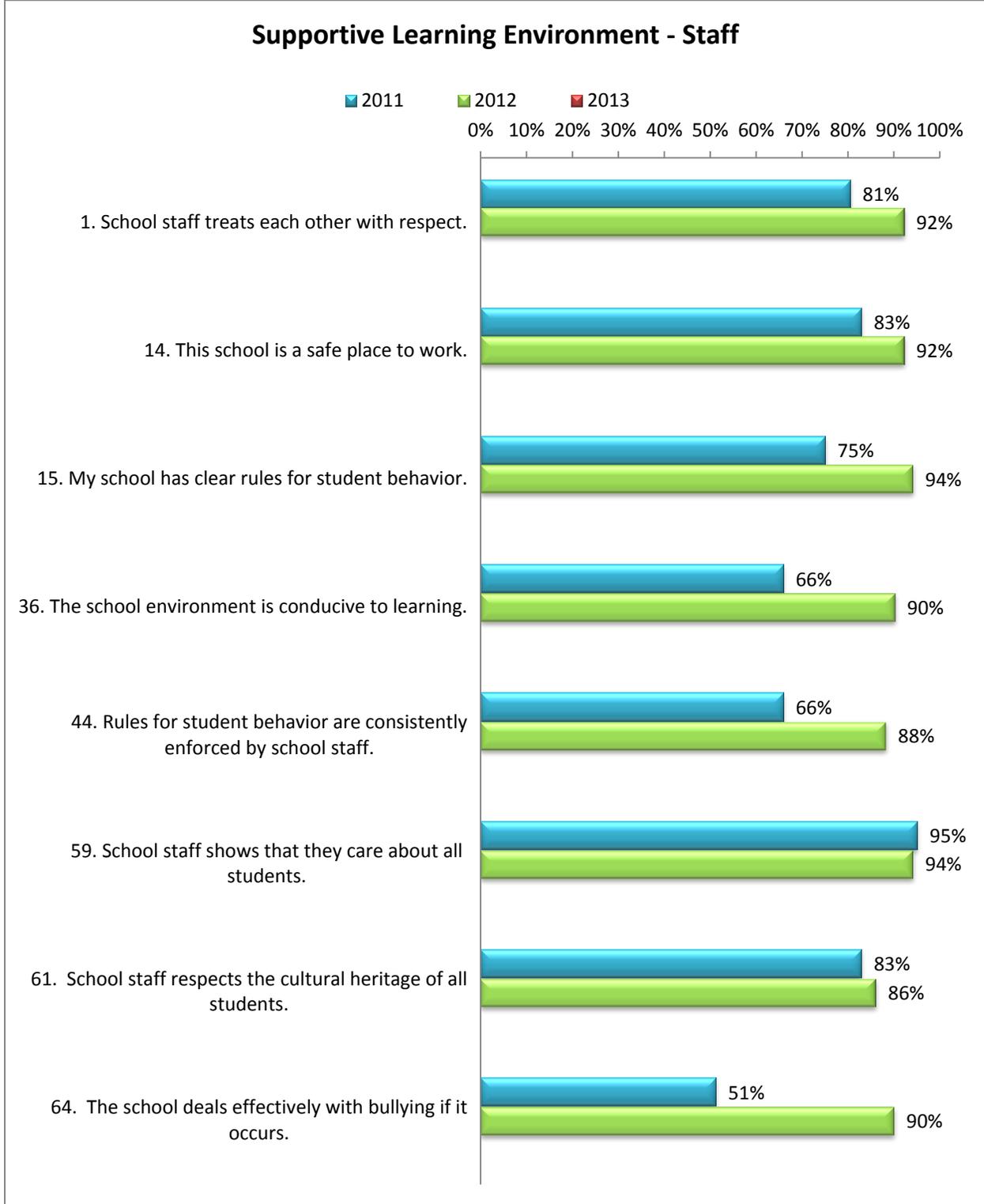
Frequent Monitoring of Learning and Teaching - Family



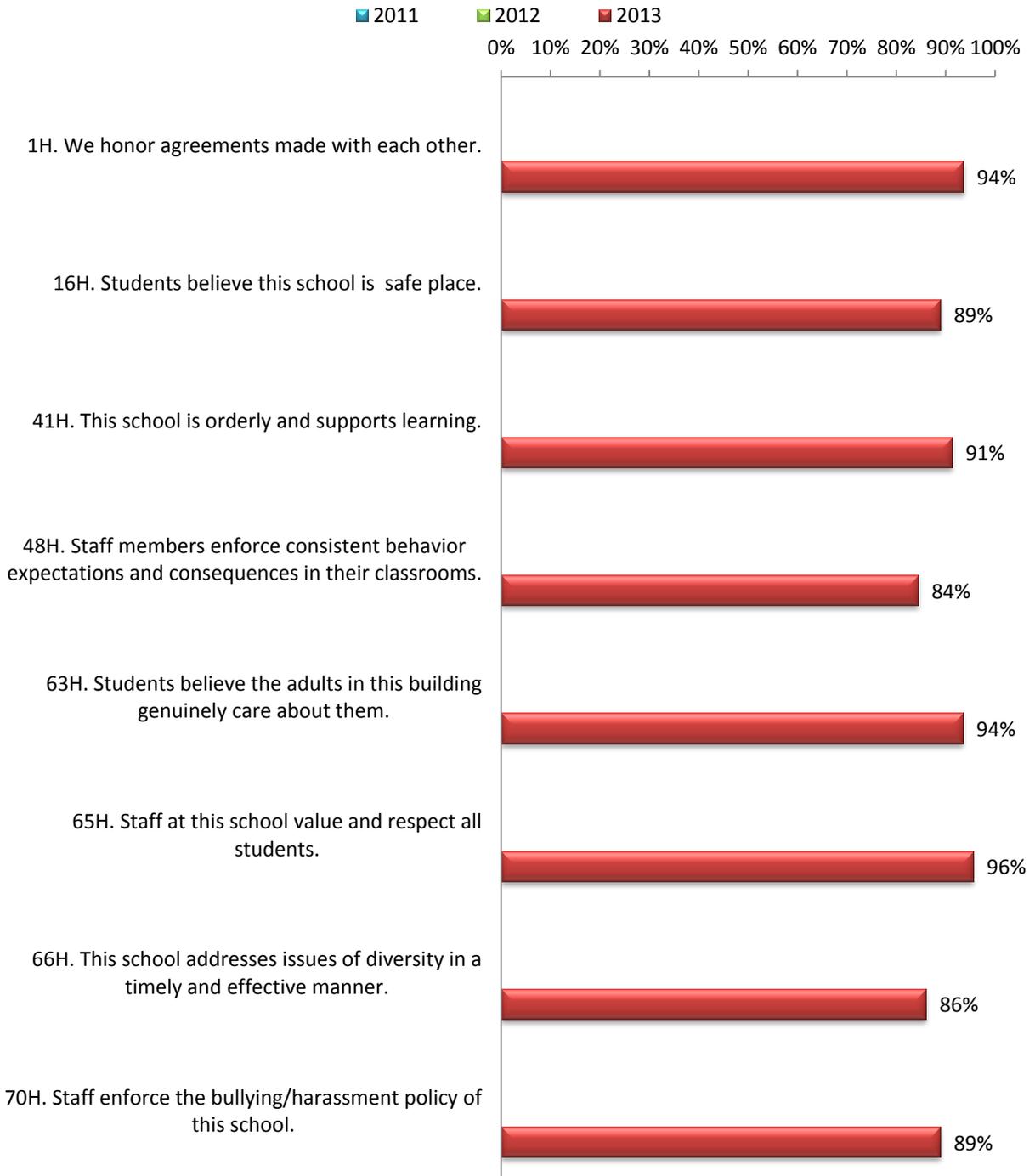
Focused Professional Development



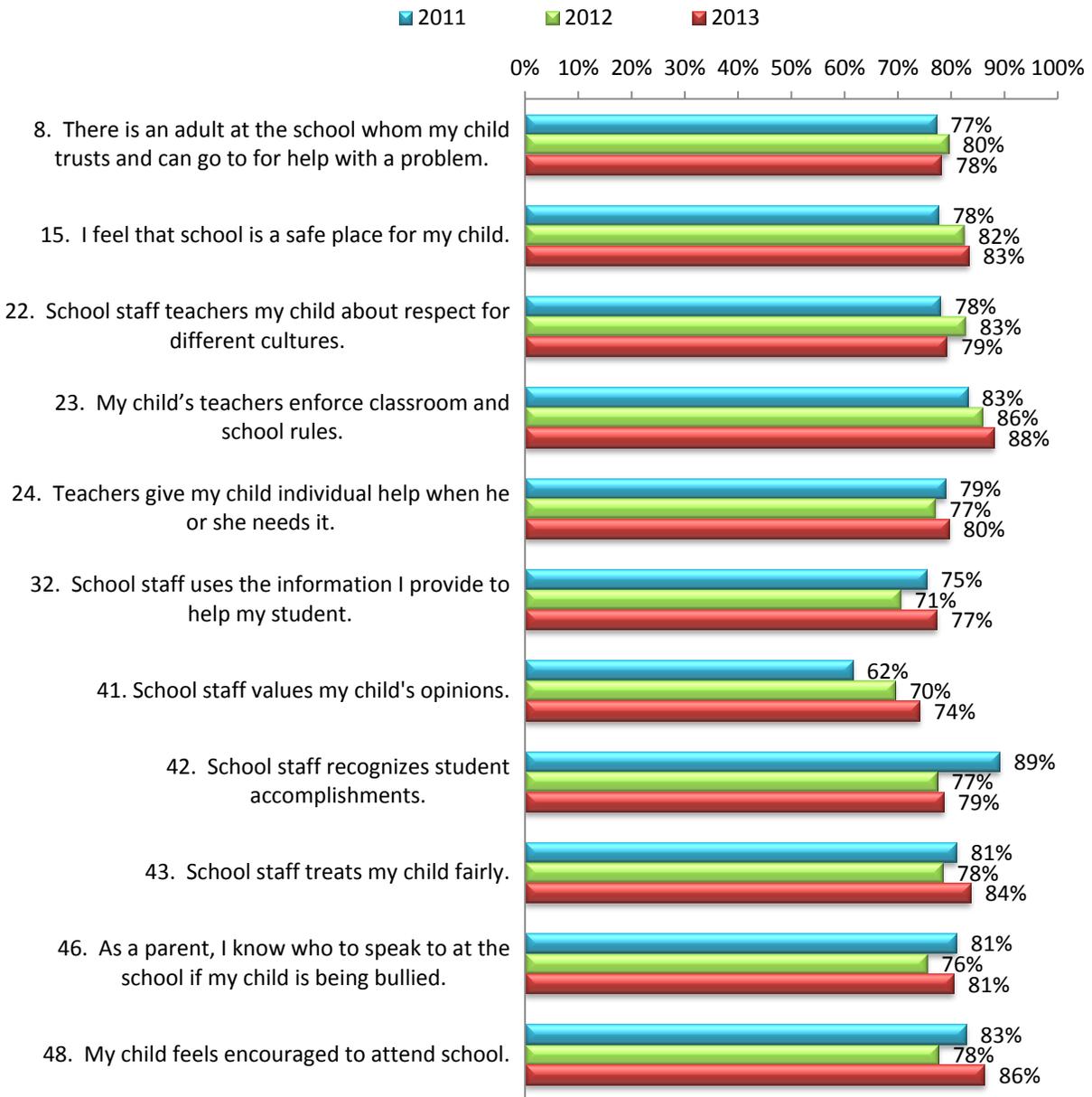
Supportive Learning Environment



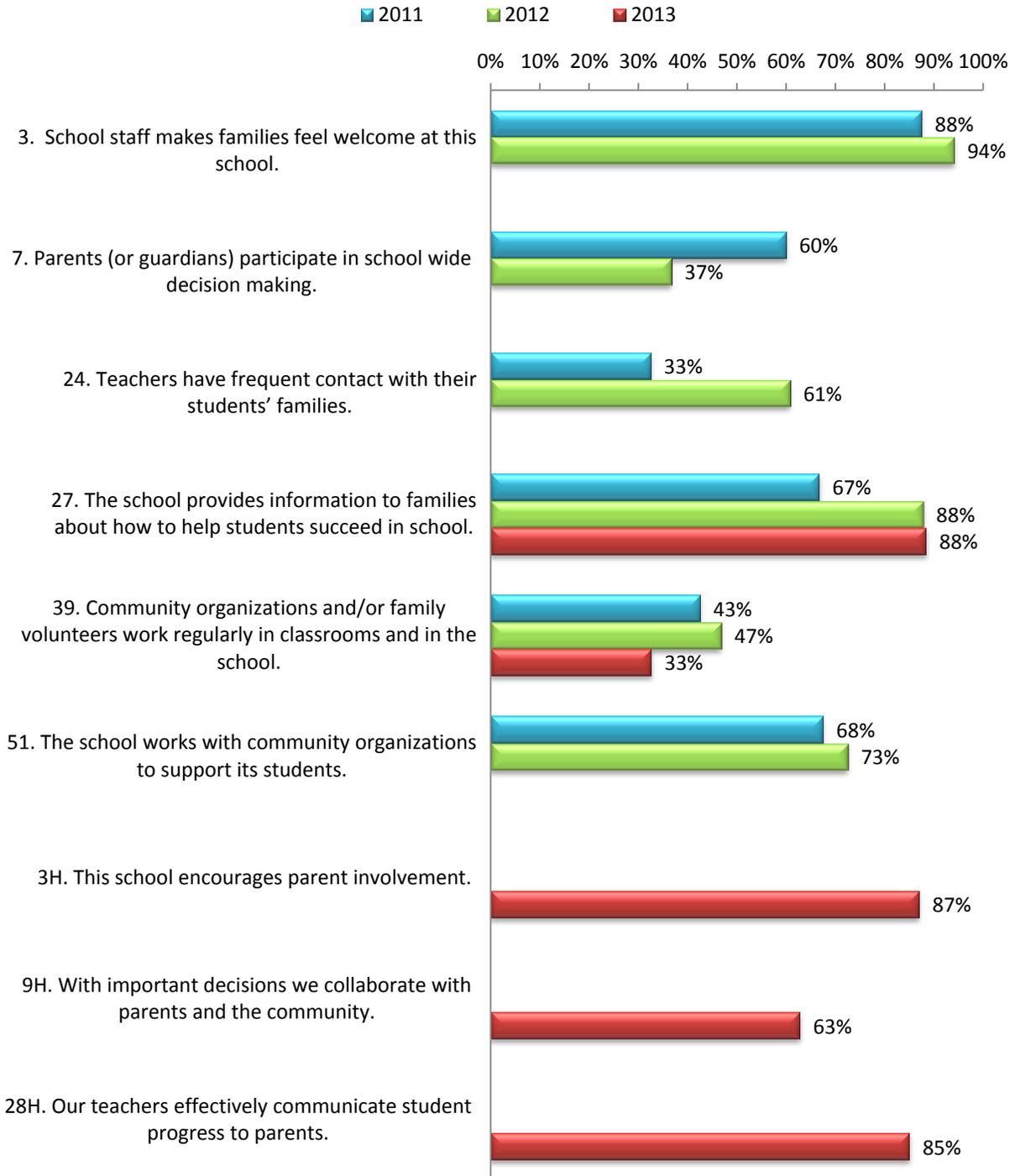
Supportive Learning Environment - Staff



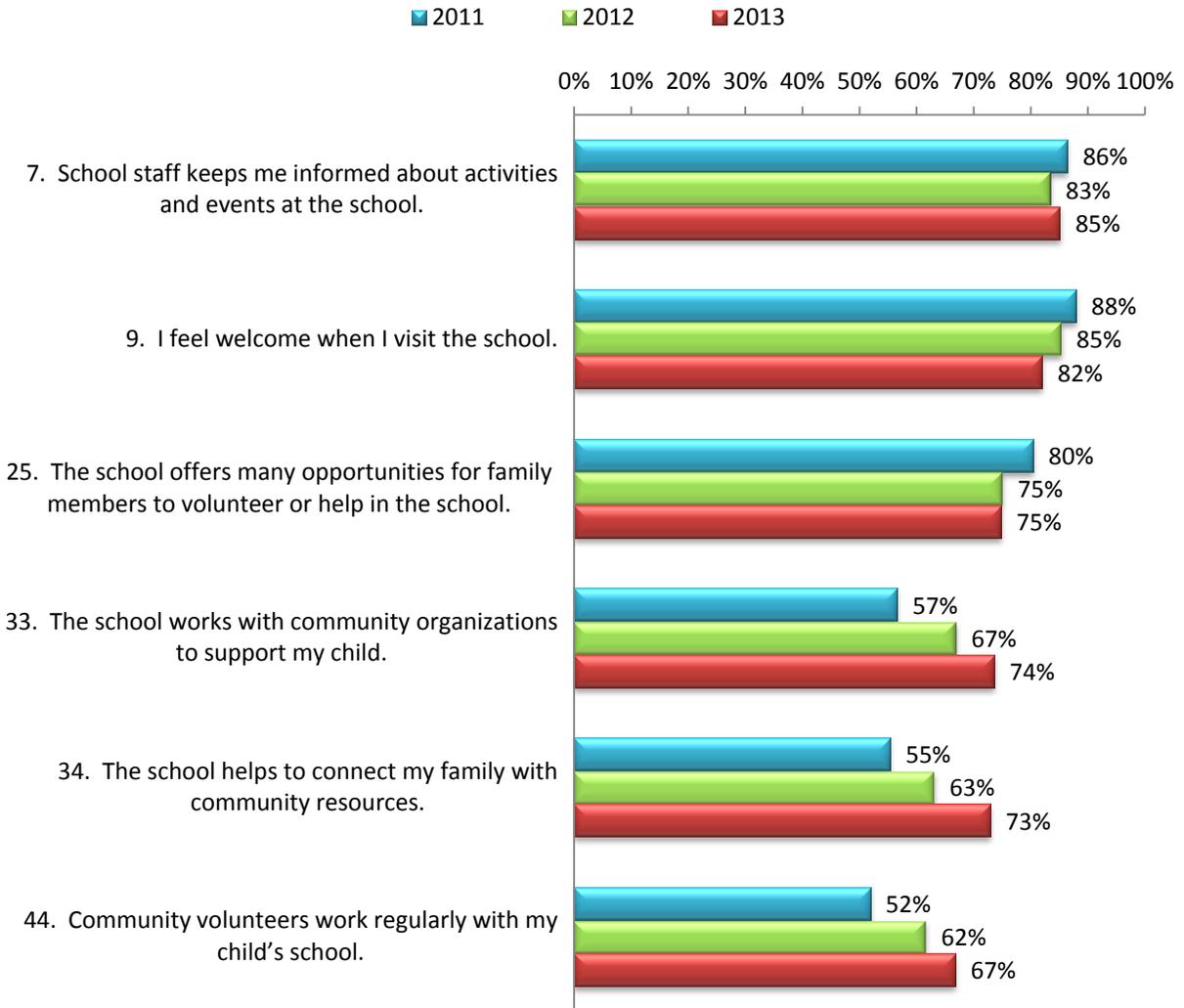
Supportive Learning Environment - Family



Family and Community Involvement - Staff



Family and Community Involvement - Family



STAR Report for Required Action Districts

**Lakeridge Elementary School
Renton School District
March 11 and 12, 2014**



STAR Report for Required Action Districts

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

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POWERFUL TEACHING AND LEARNING CLASSROOM OBSERVATION STUDY

WHAT IS POWERFUL TEACHING AND LEARNING?

Powerful Teaching and Learning[®] (PTL) is the name of the construct made up of the 15 STAR Indicators. This construct represents the basic elements of effective, cognitive-based, standards-based classroom practices. Powerful Teaching and Learning is derived from research conducted by The BERC Group involving the analysis of tens of thousands of classroom observations and standards-based student achievement scores. Our research demonstrates that when the Essential Components of Powerful Teaching and Learning are evident in classroom practices, student achievement is higher, regardless of poverty. The 15 Indicators that make up Powerful Teaching and Learning are organized into the STAR Instructional Framework.

WHAT IS THE STAR INSTRUCTIONAL FRAMEWORK?

The STAR Instructional Framework serves to help organize and operationally define effective classroom practices. STAR is an acronym that stands for *Skills, knowledge, Thinking, Application, and Relationships*. **S**kills and/or knowledge are manifested as the teacher provides opportunities for students to develop rigorous conceptual understanding, not just recall. **T**hinking is evident as the teacher provides opportunities for students to respond to open-ended questions, to explain their thinking processes, and to reflect to create personal meaning. **A**pplication of skills, knowledge, and thinking is evident as the teacher provides opportunities for students to make relevant, meaningful personal connections and to extend their learning within and beyond the classroom. **R**elationships are positive as the teacher creates optimal conditions for learning, maintains high expectations, and provides social support and differentiation of instruction based on student needs. The STAR Instructional Framework is the basis of the STAR Classroom Observation Protocol. Some people also refer to these four Components as the 4 Rs: Rigor, Reflection, Relevance, and Relationships.

WHAT IS THE STAR CLASSROOM OBSERVATION PROTOCOL?

The STAR Classroom Observation Protocol[®] (STAR Protocol) is the instrument used to measure the extent to which effective, cognitive-based, standards-based classroom practices are present in the classroom. One third of the Indicators (n=5) are designed to measure the extent to which the teacher initiates effective learning activities for students. Two thirds of the Indicators (n=10) are designed to measure the extent to which students are effectively engaged in their learning. The STAR Classroom Observation Protocol is scored on all 15 Indicators, all 5 Essential

Components, and Overall. The 4-point scoring scale represents the extent to which Powerful Teaching and Learning is evident during an observation period. The Indicator and Component scales range from 1-Not Observable to 4-Clearly Observable. The Overall score represents the extent to which the overall teaching and learning practices observed were aligned with Powerful Teaching and Learning. The 4-point scale ranges from 1-Not at All, 2-Very Little, 3-Somewhat, and 4-Very.

HOW DO WE KNOW WE CAN TRUST THE DATA?

The BERC Group, Inc. has conducted over 30,000 classroom observations using the STAR Protocol. Validity and reliability have been a focus and priority during its development. We understand the importance of these data as well as the sensitivity of judging classroom teacher and student interactions. With that said, we want to make sure we “get it right.” To make sure the STAR Protocol measures what it is supposed to measure, it was developed through a process that established the construct validity, concurrent validity, content validity, and face validity that is critical to such an instrument. Likewise, we continue to take measures to ensure reliability of scoring so we know scores are representative of classroom activities. Over a 10-year time period, the PTL construct has been tested through multiple exploratory factor analyses (alpha level .92 on the 15 STAR Indicators), has maintained a significant correlation with student achievement, and has remained unchanged over time. Two separate researchers score approximately every 10th observation to continually measure inter-rater reliability, which is currently .90.

HOW DO WE READ THE CHARTS?

Findings are reported in two ways: (1) STAR Indicators are organized around the 5 Essential Components of PTL; and (2) STAR Indicators are organized around the Washington State Teacher Evaluation Criteria. Crosswalks with the approved professional practices frameworks (Danielson/Teachscape, Marzano, and CEL 5D+) are available in Appendix A. The charts are color coded. Dark green shows the percent of classrooms observed that were Very aligned (Distinguished) with the Essential Component (STAR Charts), STATE Criteria (State Charts); or Powerful Teaching and Learning (Over All Charts). The light green shows the percent of classrooms observed that were Somewhat aligned (Proficient). The yellow shows the percent of classrooms observed that were aligned Very Little (Basic). The red shows the percent of classrooms observed that were Not at All aligned (Unsatisfactory). Dark and light green are viewed as positive results. The more green you have (preferably dark green), the better. A school should see the percentage of green increase over time. This would represent an increase in the amount of effective teaching and learning that is taking place in the school.

WHAT IS THE STAR AND STATE AVERAGE?

A comparison bar on the right of the chart represents either the STAR Average or the State Average. We provide the STAR Average to compare the extent to which the school's data are somewhat or very aligned with Powerful Teaching and Learning. The State Average compares the schools data to the average criteria scores. The STAR and the State Average are calculated from 11,269 classroom observations the first time data were collected in a school. If The BERC Group collected multiple years of data, only the first time collection is included in the averages. The averages are simply a gauge for where schools typically start out when measuring the extent to which teaching and learning activities are aligned with effective practices.

WHAT IS THE GOAL?

Given the methodology of the study it is somewhat unrealistic to expect to see evidence of PTL in every classroom during a study (we are only present in a classroom for about 30 minutes). Therefore 100% alignment is rare. Over the years, however, we have seen schools transform their instruction for students with the Component scores reaching 80% or more. We have suggested that a good goal is 80% alignment (Somewhat/Light Green and Very/Dark Green).

HOW CAN THESE DATA HELP IMPROVE STUDENT ACHIEVEMENT?

The STAR classroom observation data are unique. Most data that teachers use to improve school on a daily, weekly, and monthly basis are curriculum-related data. Common examples are state test scores, reading fluency data, end of unit tests results, end of course exams, common assessments set to curriculum benchmarks and pacing guides. Many schools have some sort of professional learning community (PLC) that meets to review student achievement data on a regular basis. We have found that *only* focusing on curriculum-related data often leads to curriculum-related solutions. For example, if we find out from an end-of-unit test students did not learn a certain concept up to standard, a teacher or group of teachers may decide to "redo" a chapter or two; that is, cover the information again. Another popular strategy is to look at student data and then re-direct the students to another teacher. This is commonly referred to as "Walk to Read" or "Walk to Math." There is nothing wrong, by the way, with many of these reactions to curriculum data. However, the fact remains curriculum-related data leads primarily to curriculum-related solutions: Redo the material.

Likewise, we have found that instructional data naturally leads to instructional solutions. The following PTL Classroom Observation Report can serve as an impetus for educators to identify instructional focus areas (***Instructional Habits***) they would like to work on as a whole staff or Professional Learning Community (PLC). If instruction is important, then we need to have instructional data to help us determine our intervention. The data contained in this report provide a school-wide view of the effective strategies being used throughout the school. These data are intended to help guide the school in developing Common Instructional Habits that help

all students learn. This report meets the requirements for Indistar Indicator IF08: *Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.*

WHAT IS THE DIFFERENCE BETWEEN THE STAR AND STATE CHARTS?

The source of data for all the charts starts with the 15 STAR Indicators. Fortunately, these Indicators can be organized in various ways to answer multiple instructional questions. The first set of charts (STAR), are organized around *Skills, Knowledge, Thinking, Application, and Relationships*. Given that schools and districts are in the process of implementing the new Washington State Teacher Evaluation system, we wanted to also organize the STAR Indicators around the 8 State Criteria as well. Because only the first six state criteria deal with actual instructional practices, we have aligned the STAR Indicators with Criteria 1-6. Criteria 7 and 8 are non-instructional (communication and collaboration) data.

A big difference between the state teacher evaluation data principals will gather around instruction and the STAR data is that the teacher evaluation is personal, private, and between the teacher and supervisor. The STAR data are school-level data designed to help identify areas for ongoing school-wide focus, regardless of where teachers are personally in their employment evaluation cycle.

HOW TO USE THE REFLECTION SHEET?

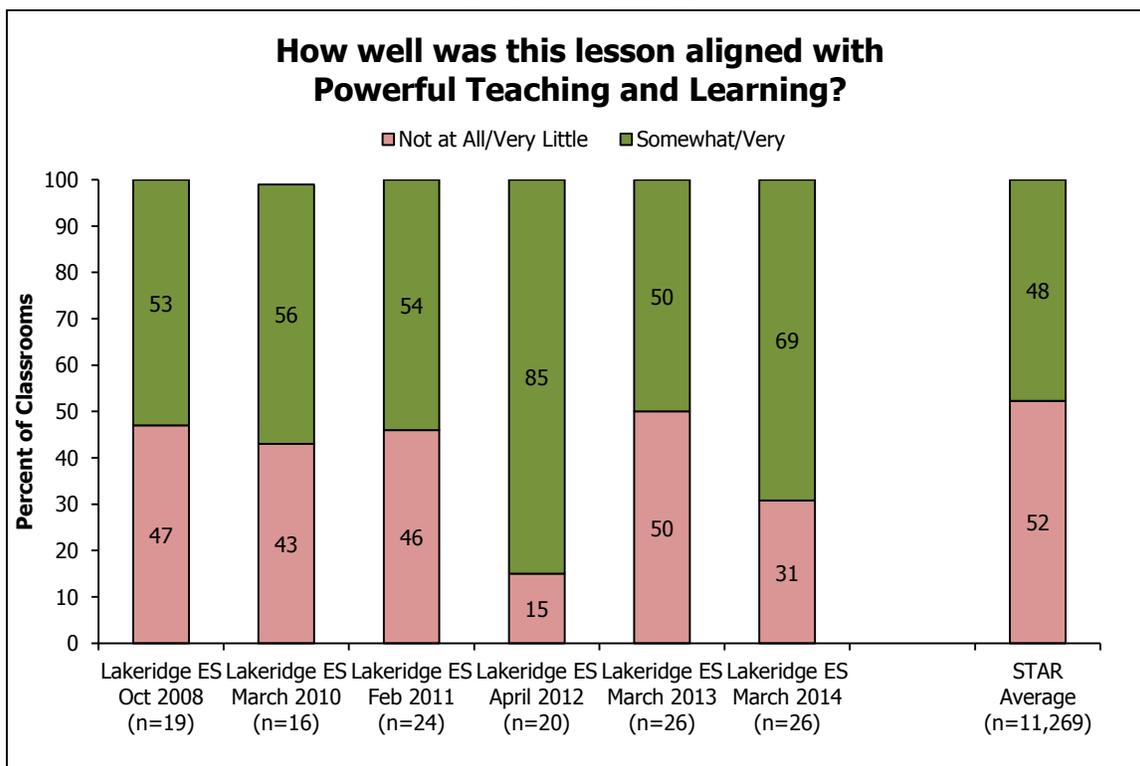
Using the Reflection Sheet to analyze the observation data can help the school set goals for school-wide focus related to instruction. By identifying the highest and lowest scoring components, criterion, and indicators, a school can narrow down an instructional focus. These data can help identify *Instructional Habits* that the whole school can focus on together. Whereas the individual teacher evaluation is about each individual teacher, the STAR data are about the school overall.

POWERFUL TEACHING AND LEARNING

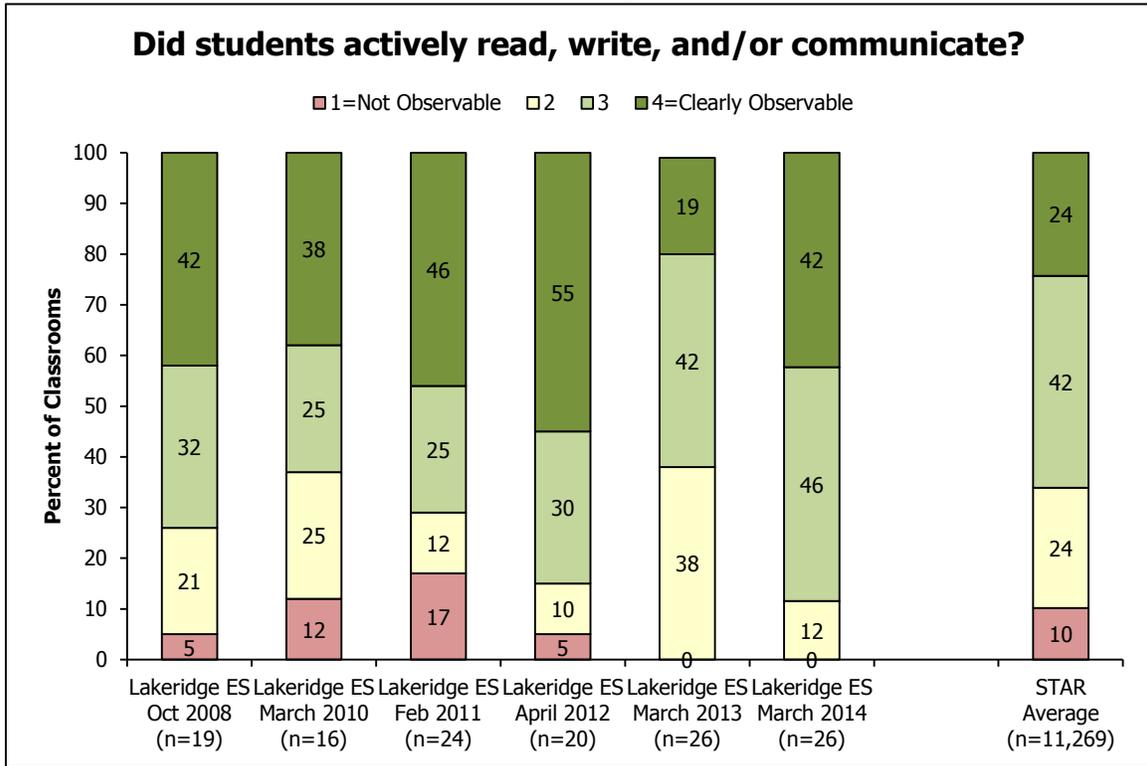
The Powerful Teaching and Learning STAR Instructional Framework is designed to contain all of the most important instructional language that a district may need to develop common instructional language. An instructional framework should include language from the teacher evaluation framework (Danielson/Teachscape, Marzano, CEL 5D+); from Common Core State Standards (Standards for Mathematical Practice and ELA Pedagogical Shifts); from Smarter Balanced (Argument Writing, Modeling); from Indistar School Indicators; and from other Instructional Models adopted by the district/school (GLAD, AVID, GRR, etc...). The STAR Framework includes elements of all of these and organizes them into a framework that educators can use to plan more effective lessons.

Figure 1 shows the extent to which classroom practices were aligned with Powerful Teaching and Learning during the study, combining *Somewhat* and *Very* aligned. During the most recent data collection, 69% of the classrooms observed were aligned with Powerful Teaching and Learning. The STAR Average is 48%. Figures 2-5 show Essential Component level scores. Figure 7 shows overall scores for each level of alignment: *Not at All*, *Very Little*, *Somewhat*, and *Very*. Results by Indicator are provided in Table 1.

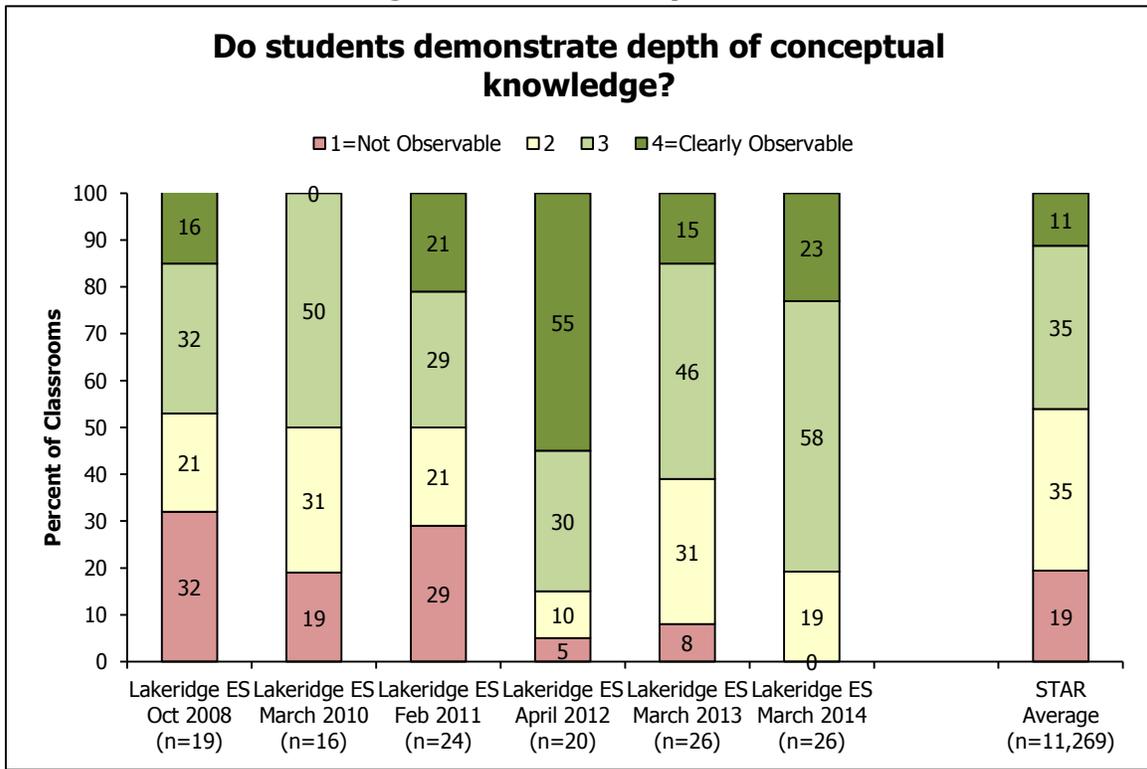
Overall Results



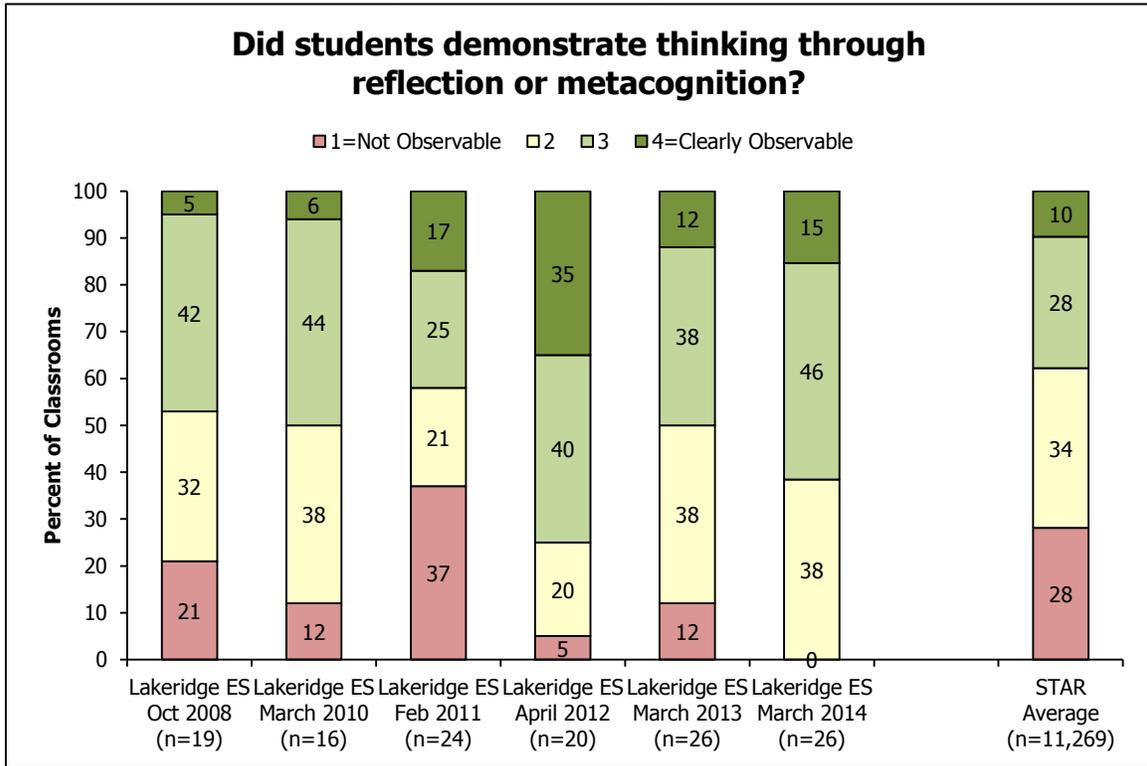
Skills: Essential Component Results



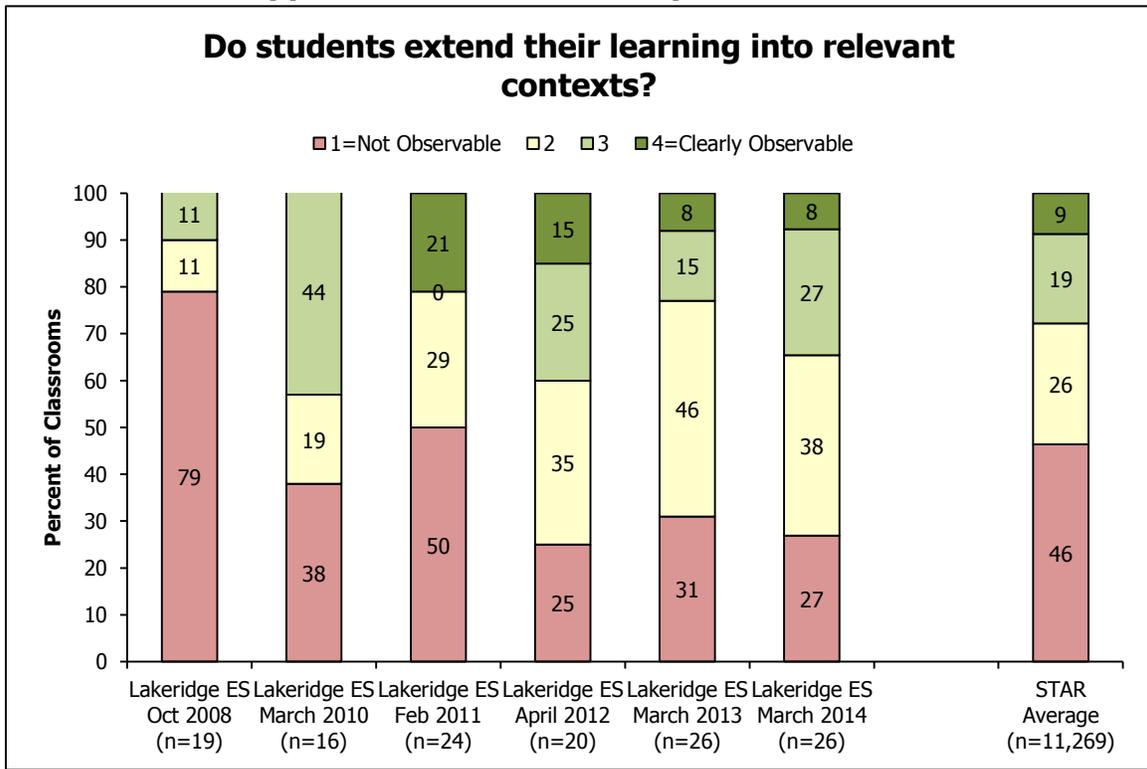
Knowledge: Essential Component Results



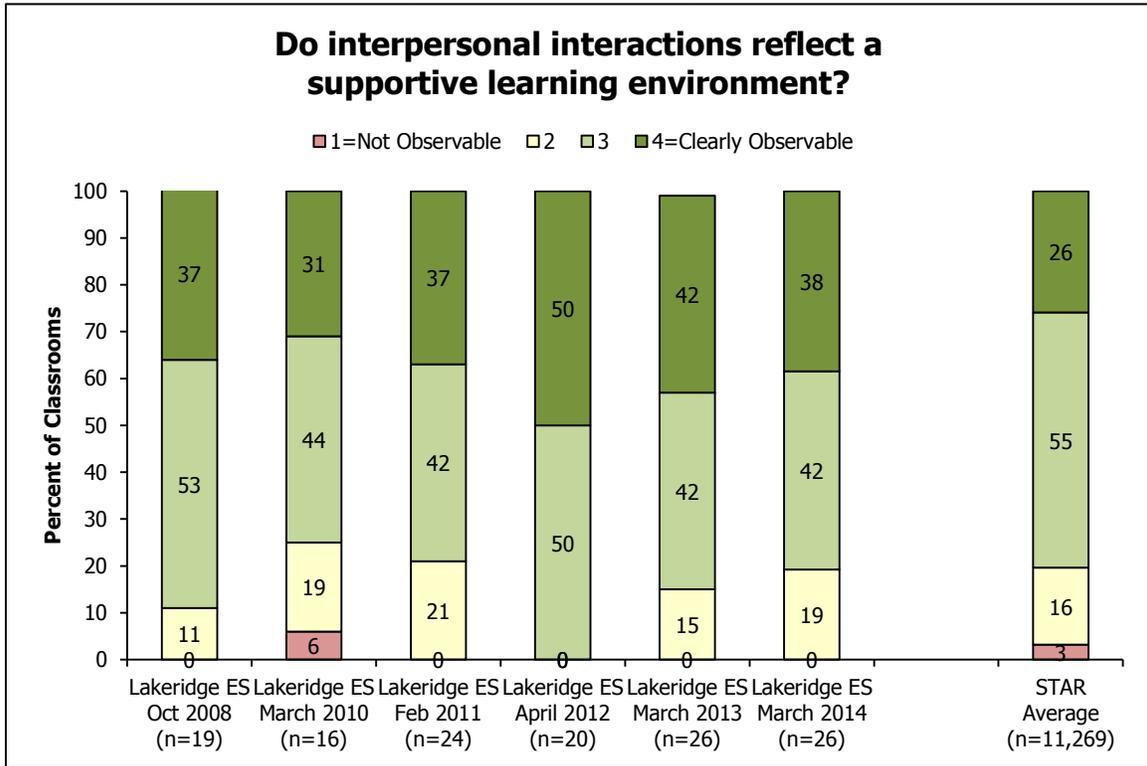
Thinking: Essential Component Results



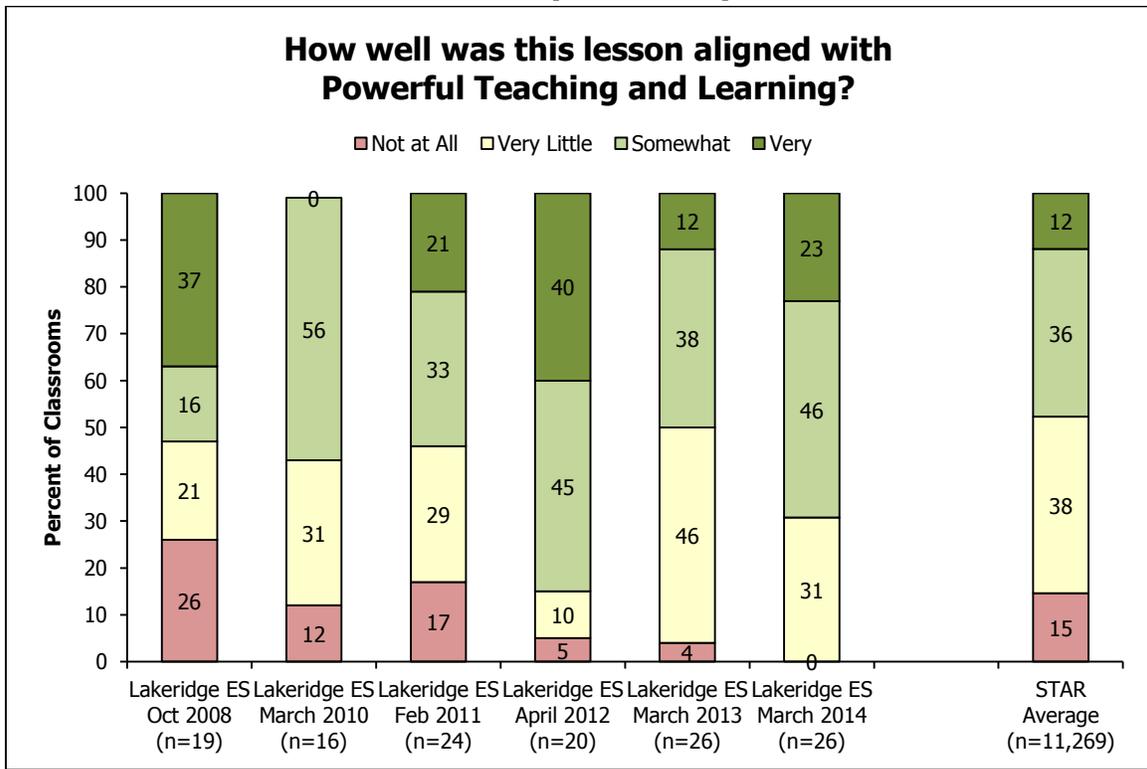
Application: Essential Component Results



Relationships: Essential Component Results



Overall (scales 1-4)



Disaggregated STAR Indicator Results

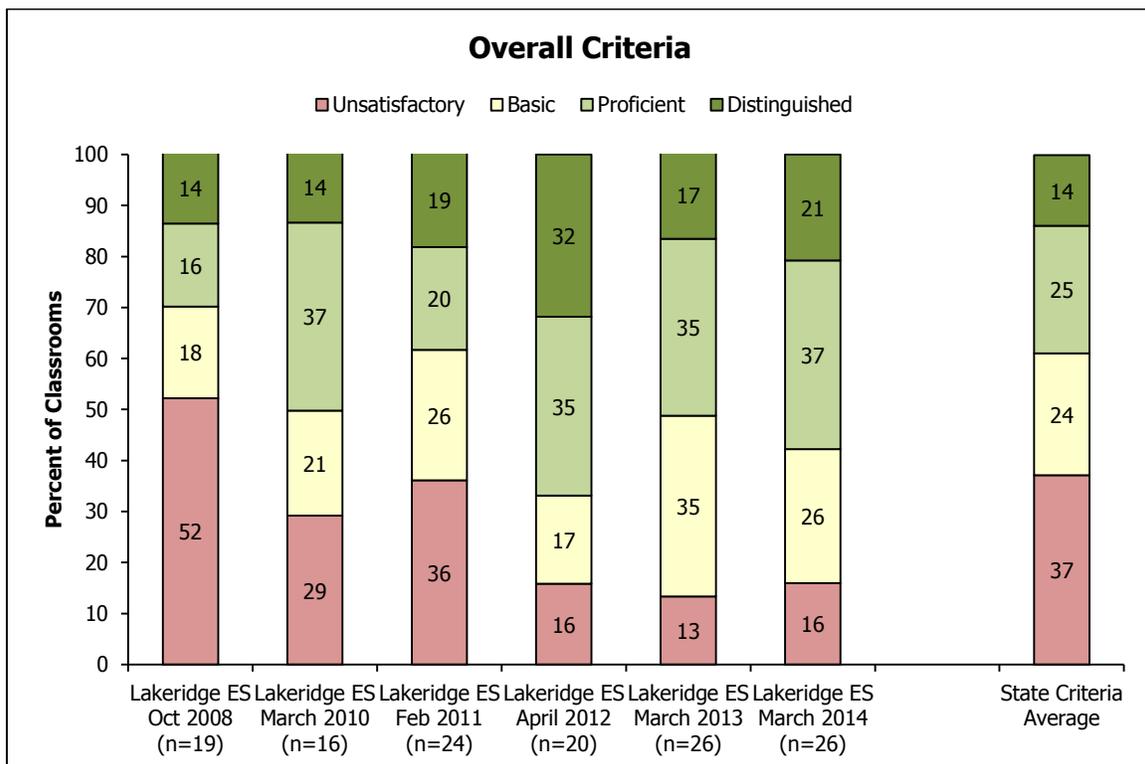
<i>Skills Indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating.	0%	12%	42%	46%
			88%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	0%	15%	50%	35%
			85%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	4%	12%	35%	50%
			85%	
<i>Knowledge Indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
4. Teacher assures the focus of the lesson is clear to all students and that activities/tasks are aligned with the lesson objective/purpose.	8%	8%	58%	27%
			85%	
5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and to develop conceptual understanding, not just recall.	0%	23%	50%	27%
			77%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	0%	23%	54%	23%
			77%	
<i>Thinking Indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	0%	31%	54%	15%
			69%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	8%	42%	38%	12%
			50%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	8%	31%	42%	19%
			62%	
<i>Application Indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	31%	42%	23%	4%
			27%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	27%	38%	31%	4%
			35%	
12. Students produce a product and/or performance for an audience beyond the class.	96%	0%	0%	4%
			4%	
<i>Relationships Indicators</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	8%	35%	58%
			92%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	31%	27%	31%	12%
			42%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	4%	15%	35%	46%
			81%	

Washington State Teacher Evaluation -- Criteria 1-6

In the aggregate, Criterion 1-6 scored at a moderate level, with 58% of classrooms scoring Proficient or Distinguished (see chart below). The Overall Criteria scores were calculated by averaging the 6 Criterion scores. By doing so, it weights some STAR Indicators as more important. For example Indicators 4, 10, 11, 14 are each included in three different State Criterion. That means these practices seem to be of greater importance in view of the teacher evaluation system, so they are weighted as such. These Indicators highlight the importance of relevance and relationships in classroom instruction. Figures 9 through 15 contain each Criterion separately.

The purpose of these charts is to show the extent to which instructional practices in a school are generally aligned with the State Teacher Evaluation Criteria around instruction. As a caveat, these scores represent how the instructional practices would likely score in the teacher evaluation process, not what the actual teacher evaluations would be. That is because a teacher's overall personnel evaluation will be made up of *instructional practices*, in addition to *artifacts* and *student growth measures*. Instructional practices are just one part of a teacher's overall evaluation. Therefore, interpret with care. The following charts account for and represent only the instructional practices.

By using the data in the following Criteria charts and the Indicator tables, educators can begin to narrow the focus around which school-wide instructional habits will yield the greatest impact.

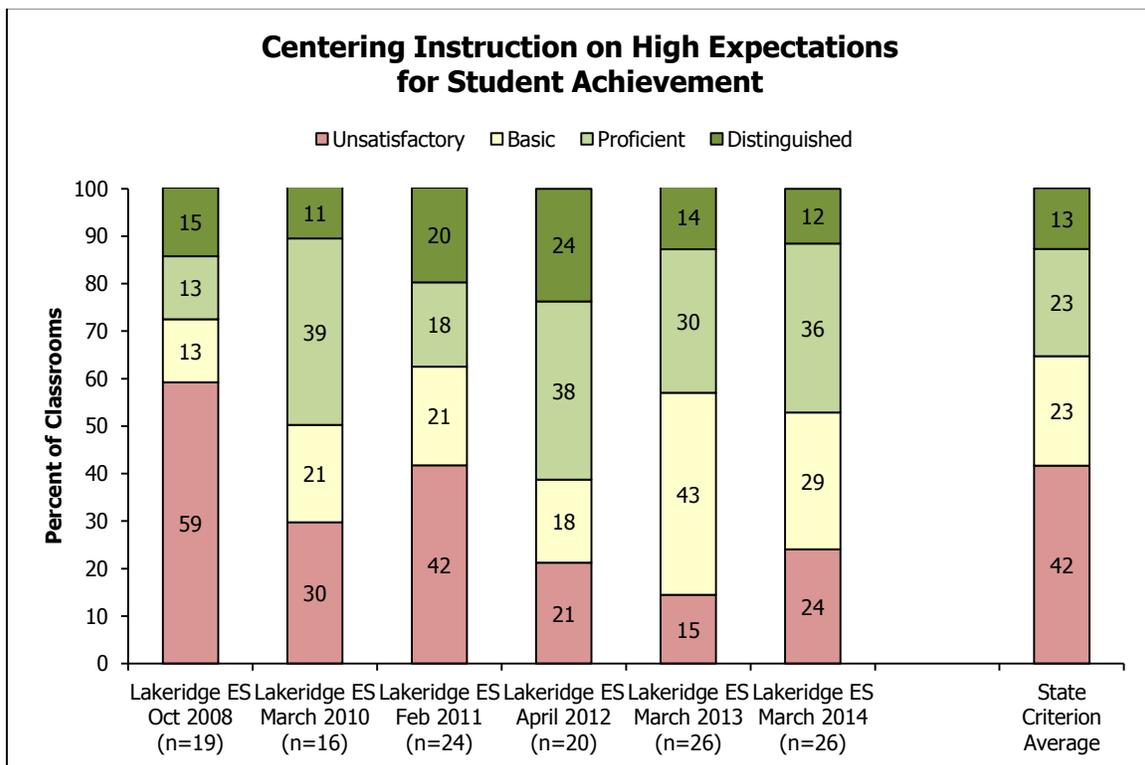


Washington State Teacher Evaluation -- Criterion 1

Centering instruction on high expectations for student achievement

KEYWORD: Expectations

The teacher communicates high expectations for student learning.



CRITERION 1: EXPECTATIONS	1	2	3	4
4. Teacher assures the focus of the lesson is clear to all students.	8%	8%	58%	27%
			85%	
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	31%	42%	23%	4%
			27%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	27%	38%	31%	4%
			35%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	31%	27%	31%	12%
			42%	

Summary

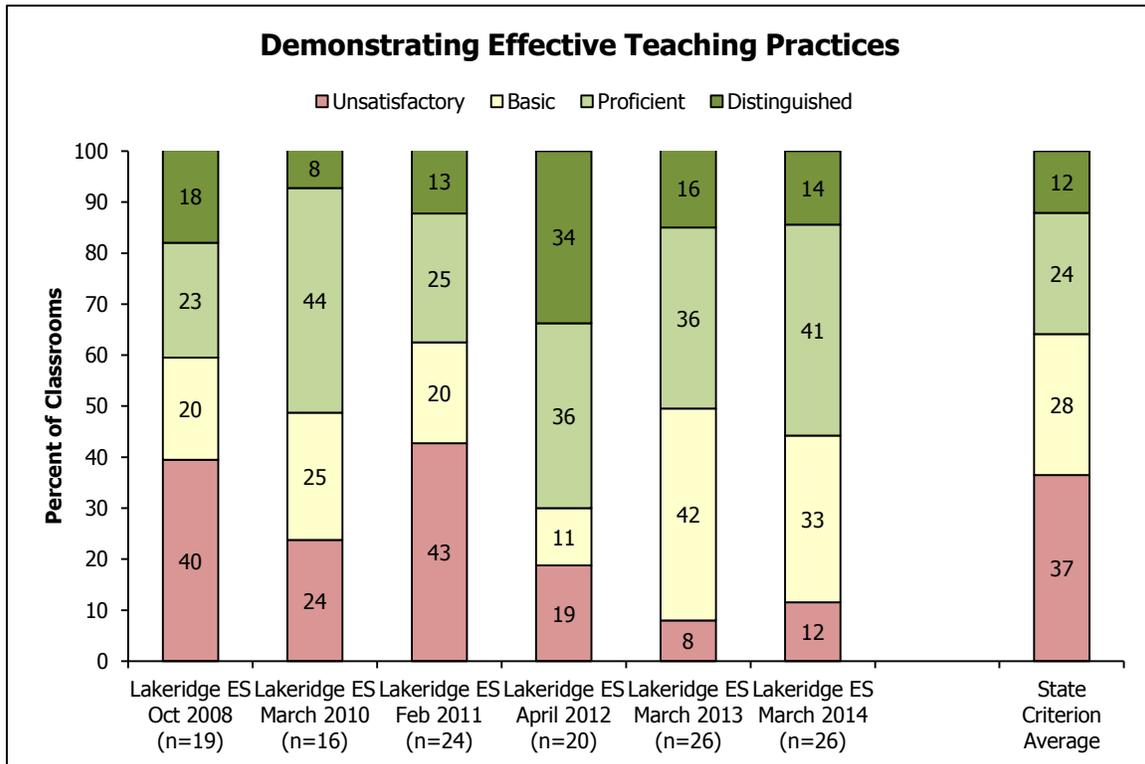
Criterion 1 scored at a moderate level, with 48% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers were aligning tasks and activities with a lesson objective/purpose that is clear to the students; relating lesson content to other subject areas, personal experiences, and contexts; helping students demonstrate meaningful personal connections by extending learning activities in the classroom; and giving students the opportunity to discuss the purpose collaboratively.

Washington State Teacher Evaluation -- Criterion 2

Demonstrating effective teaching practices.

KEYWORD: Instruction

The teacher uses research-based instructional practices to meet the needs of all students.



CRITERION 2: INSTRUCTION	1	2	3	4
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	0%	31%	54%	15%
			69%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	8%	42%	38%	12%
			50%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	8%	31%	42%	19%
			62%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	31%	27%	31%	12%
			42%	

Summary

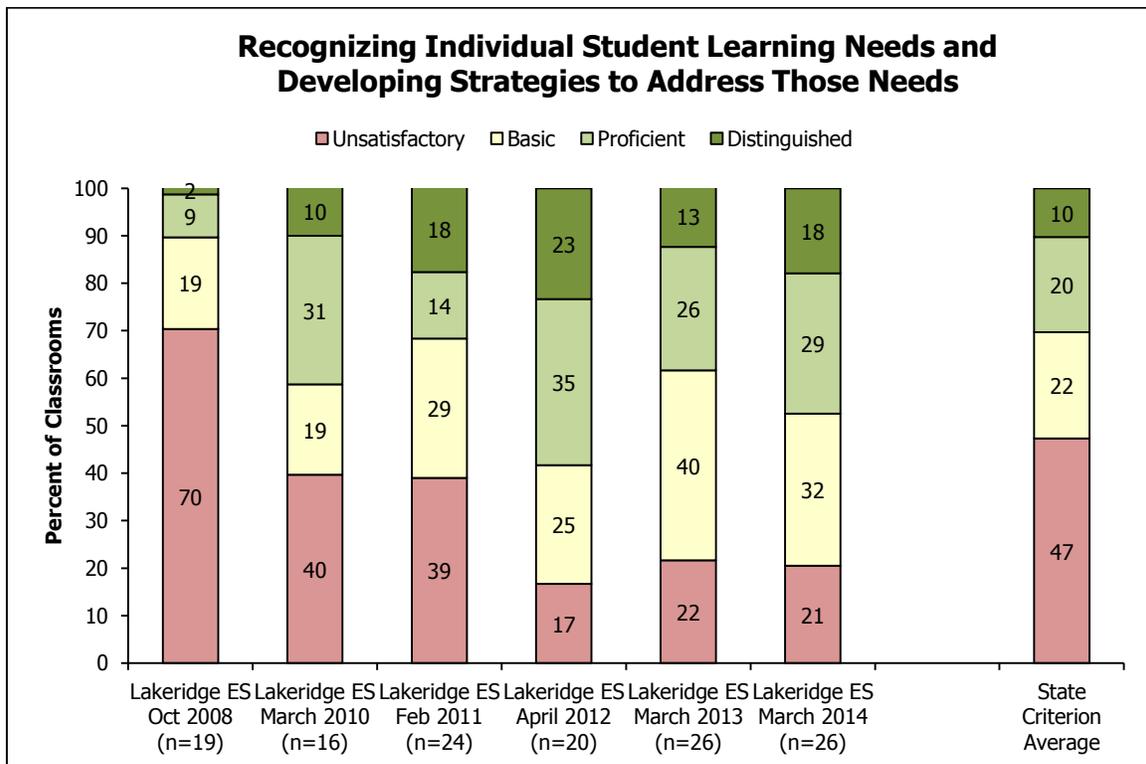
Criterion 2 scored at a moderate level, with 55% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are using a variety of questioning strategies, and students are developing effective thinking processes, reflecting on their own learning, and working collaboratively.

Washington State Teacher Evaluation -- Criterion 3

Recognizing individual student learning needs and developing strategies to address those needs.

KEYWORD: Differentiation

The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust practices by employing strategies that advance student learning.



CRITERION 3: DIFFERENTIATION	1	2	3	4
10. Teacher relates lesson content to other subject areas, personal experiences, and contexts.	31%	42%	23%	4%
			27%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	27%	38%	31%	4%
			35%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	4%	15%	35%	46%
			81%	

Summary

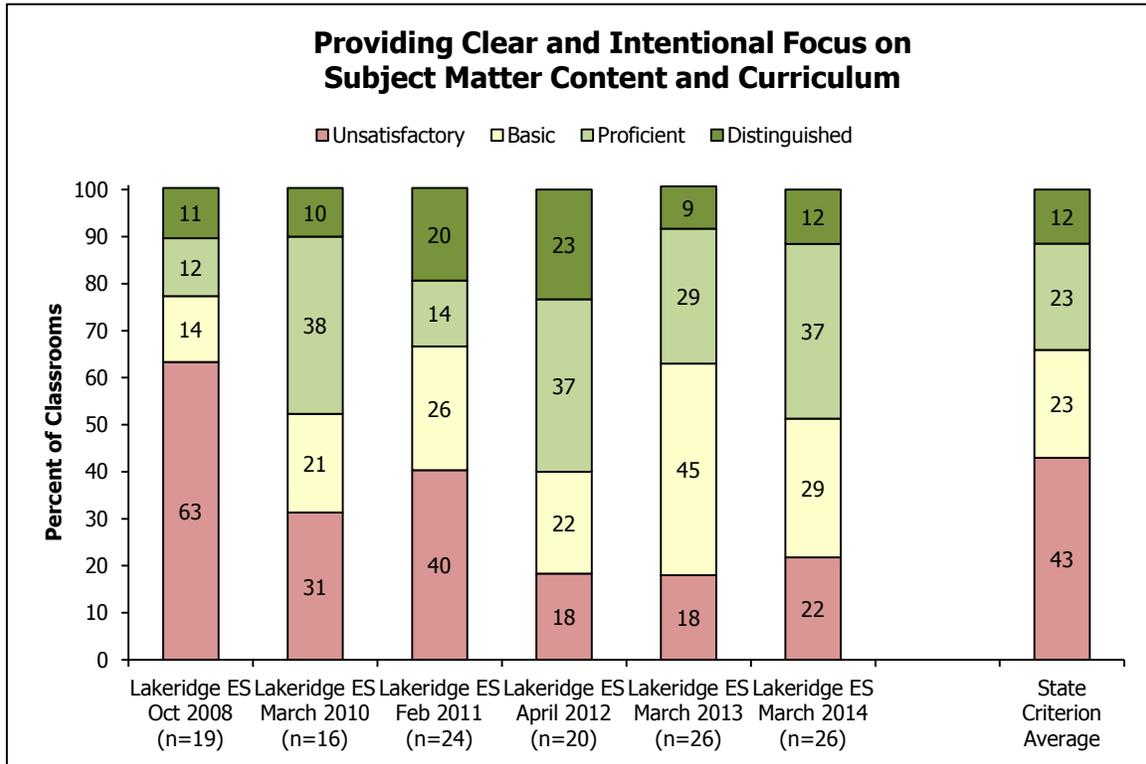
Criterion 3 scored at a moderate level, with 47% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are relating lesson content to other subject areas, personal experiences, and contexts, while students are experiencing differentiated instruction and demonstrating meaningful personal connections by extending learning activities in the classroom.

Washington State Teacher Evaluation -- Criterion 4

Providing clear and intentional focus on subject matter content and curriculum.

KEYWORD: Content Knowledge

The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.



CRITERION 4: CONTENT KNOWLEDGE	1	2	3	4
4. Teacher assures the focus of the lesson is clear to all students.	8%	8%	58%	27%
			85%	
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	31%	42%	23%	4%
			27%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	27%	38%	31%	4%
			35%	

Summary

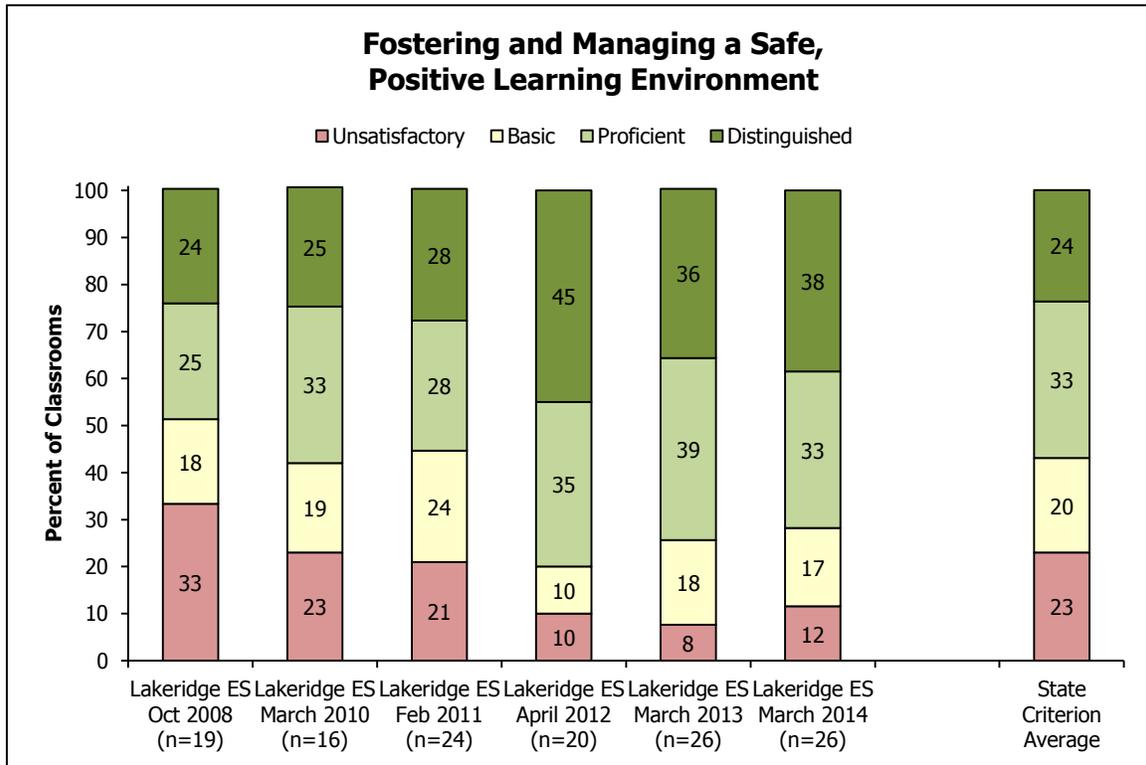
Criterion 4 scored at a moderate level, with 49% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are aligning tasks and activities with a clear lesson objective; relating lesson content to other subject areas, personal experiences, and contexts; helping students demonstrate meaningful personal connections by extending learning activities in the classroom.

Washington State Teacher Evaluation -- Criterion 5

Fostering and managing a safe, positive learning environment.

KEYWORD: Learning Environment

The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.



CRITERION 5: LEARNING ENVIRONMENT	1	2	3	4
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	8%	35%	58%
			92%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	31%	27%	31%	12%
			42%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	4%	15%	35%	46%
			81%	

Summary

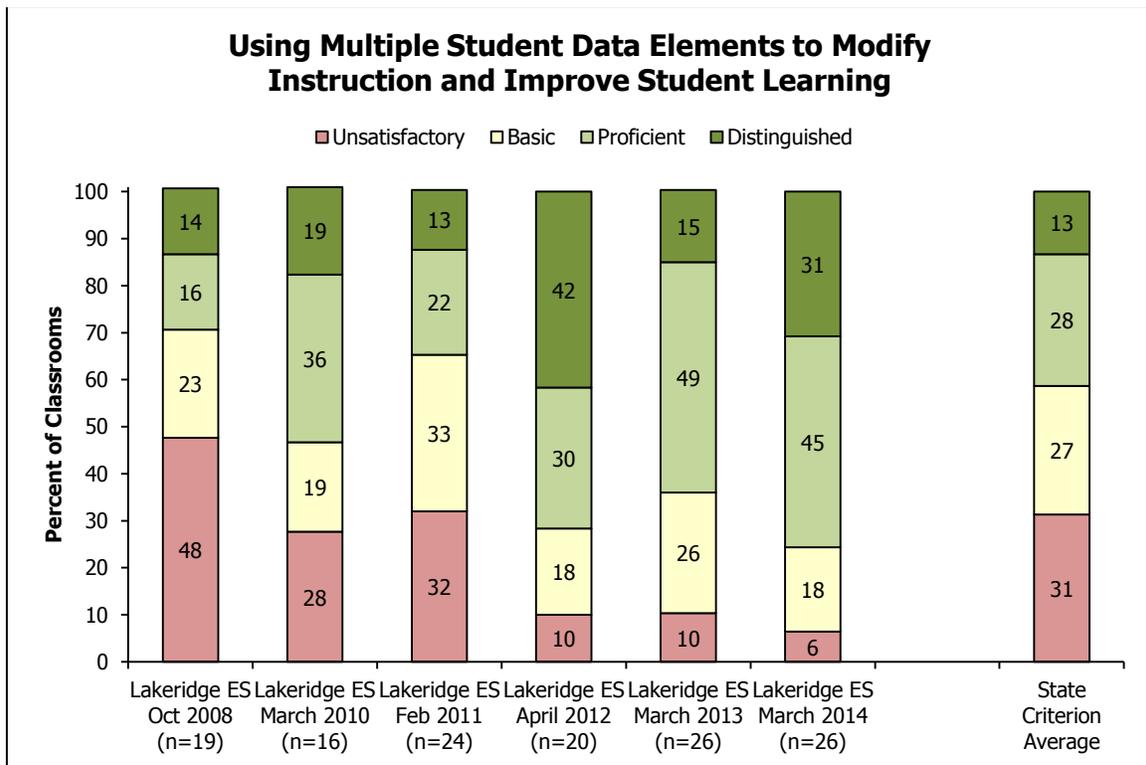
Criterion 5 scored at a high level, with 71% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are creating positive, inspirational, safe, and challenging academic environments; students have opportunities to work collaboratively to share knowledge, complete projects, and/or critique their work; and learning activities were adapted to meet the needs of learners.

Washington State Teacher Evaluation -- Criterion 6

Using multiple student data elements to modify instruction and improve student learning.

KEYWORD: Assessment

The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.



CRITERION 6: ASSESSMENT	1	2	3	4
4. Teacher assures the focus of the lesson is clear to all students.	8%	8%	58%	27%
			85%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	8%	31%	42%	19%
			62%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	4%	15%	35%	46%
			81%	

Summary

Criterion 6 scored at a high level, with 76% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are aligning activities and tasks to a clear lesson objective, students are demonstrating verbally or in writing that they are intentionally reflecting on their own learning, and students are experiencing instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).

Summary and Recommendations

Overall, researchers observed instruction aligned with Powerful Teaching and Learning® in 69% of the classes. When interpreting the data through the lens of the State Teacher Evaluation, the lowest scoring was Criterion 3, *Differentiation*, with 47% of classrooms scoring Proficient or Distinguished. All criteria scored in the moderate or high range. The highest of these was Criterion 6, *Assessment*, with 76% of classrooms scoring Proficient or Distinguished. Overall the results show improvements since baseline. While slightly below 2012 results, only 20 teachers were observed, and this should be taken into consideration. Building on these strengths, we recommend that staff members explore two specific criteria.

Criterion 1: Centering instruction on high expectations for student achievement.

Criterion 1 scored moderately on the protocol, with 48% of classrooms scoring Proficient or Distinguished. Researchers noted that the majority of classrooms (85%) posted and reviewed lesson objectives or targets with students (Indicator 4). However, researchers noted that fewer classrooms provided real world connections or extended the learning beyond the classroom (Indicator 10, 27%; Indicator 11, 35%). We recommend teachers enhance their lesson targets by discussing with students *why* the target is important. For example, after sharing the lesson target, teachers can ask students to turn and talk with a neighbor about what the target means to them or how they can use the concept in their own lives. This will also increase collaboration (Indicator 14, 42%), another component of Criterion 1. Throughout the lesson or at the end, the teacher can ask students if they have thought of other ways to use the concept in the real world. Another strategy to connect material beyond the lesson includes integrating multiple subjects into one lesson. Teachers can incorporate social studies or science subjects into English or mathematics, or they can collaborate with specialists to incorporate core subject material into music or other subjects. This method of differentiation also helps students who excel in subjects other than reading or math connecting with the material.

Criterion 2: Demonstrating effective teaching practices.

Criterion 2 scored moderately on the Protocol, with 55% of classrooms scoring Proficient or Distinguished. Researchers noted that teachers frequently asked higher order questions and encouraged students to reflect on their thinking (Indicator 7, 69%). However, students demonstrated critical thinking and reflection less often (Indicator 8, 50%; Indicator 9, 62%). We recommend teachers continue to ask higher order questions throughout the lesson but also find additional opportunities for students to demonstrate reflection and critical thinking. For example, when students are reading a story, they can fill out sticky notes with connections to the story. These can include text-to-self, text-to-text, or text-to-world connections. For younger grades, students can silently demonstrate they have made a connection with a hand gesture, which was observed in many classrooms. This lets the teacher know when students are making connections without interrupting the flow of the lesson. When appropriate, the teacher can ask students to share out some of their connections, either as a whole class or in pair-shares. Other strategies for increasing reflection and critical thinking include peer review and increasing discussion between students. When discussing an idea or new concept, we recommend teachers encourage their students to respond to each other, rather than addressing the teacher. By commenting on each other's ideas in a respectful way, students will learn to reflect on their own and their peers' thinking. This allows for more student-centered lessons.

APPENDIX A

STAR CROSSWALK TO ALL THREE STATE EVALUATION MODELS

The state of Washington has adopted three Professional Practices Frameworks (PPF) to guide the new teacher evaluation process. Each of the three models are organized around the 8 State Teacher Evaluation Criteria. The BERC Group cross walked all three models to STAR and then produced an aggregate crosswalk. The shaded, far left column in Table 11 provides information about the state criteria, key word, and STAR Indicators that align with each Criteria.

STAR Crosswalk Indicators

Model	Danielson (Teachscape)	Marzano	CEL 5D+
Descriptors	22 Total	31 Total	37 Total
<u>CRITERION 1</u> <i>Centering instruction on high expectations for student achievement.</i> Keyword: EXPECTATIONS STAR Crosswalk: K4, A10, A11, R14	3 Descriptors Model Focus: <i>Purpose Collaboration</i> STAR Crosswalk: K4, T7, T8, A10, A11, R14	4 Descriptors Model Focus: <i>Purpose Environment</i> STAR Crosswalk: K4, A10, A11, R13	5 Descriptors Model Focus: <i>Purpose Collaboration</i> STAR Crosswalk: K4, T8, A10, A11, R14
<u>CRITERION 2</u> <i>Demonstrating effective teaching practices.</i> Keyword: INSTRUCTION STAR Crosswalk: T7, T8, T9, R14	2 Descriptors Model Focus: <i>Cognition Discussion</i> STAR Crosswalk: T7, T8, T9, 14	8 Descriptors (Plus 24 Elements) Model Focus: <i>Knowledge Cognition</i> <i>Interest Discussion</i> STAR Crosswalk: S1, S2, K4, K5, K6, T7, T8, T9, A10, A11, R13, R14	5 Descriptors Model Focus: <i>Cognition Discussion</i> STAR Crosswalk: K4, K5, K6, T7, T8, A10, A11, R14

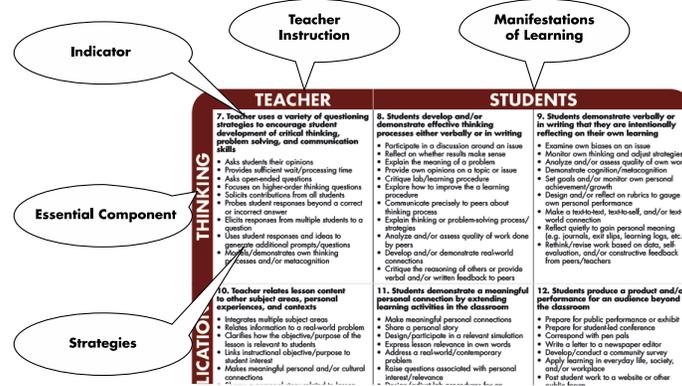
<p><u>CRITERION 3</u></p> <p><i>Recognizing individual student learning needs and developing strategies to address those needs.</i></p> <p>Keyword: DIFFERENTIATION</p> <p>STAR Crosswalk: A10, A11, R15</p>	<p>2 Descriptors</p> <p>Model Focus: <i>Interest Differentiation</i></p> <p>STAR Crosswalk: A10, A11, R15</p>	<p>2 Descriptors</p> <p>Model Focus: <i>Interest Differentiation</i></p> <p>STAR Crosswalk: A10, A11, R15</p>	<p>5 Descriptors</p> <p>Model Focus: <i>Culture Differentiation</i></p> <p>STAR Crosswalk: A10, A11, R15</p>
<p><u>CRITERION 4</u></p> <p><i>Providing clear and intentional focus on subject matter content and curriculum.</i></p> <p>Keyword: CONTENT KNOWLEDGE</p> <p>STAR Crosswalk: K4, A10, A11</p>	<p>4 Descriptors</p> <p>Model Focus: <i>Purpose Differentiation</i></p> <p>STAR Crosswalk: K4, T7, A10, A11, R15</p>	<p>2 Descriptors</p> <p>Model Focus: <i>Targets Resources</i></p> <p>STAR Crosswalk: S3, K4, A11, A12</p>	<p>5 Descriptors</p> <p>Model Focus: <i>Purpose Content</i></p> <p>STAR Crosswalk: K4, K5, A10</p>
<p><u>CRITERION 5</u></p> <p><i>Fostering and managing a safe, positive learning environment.</i></p> <p>Keyword: LEARNING ENVIRONMENT</p> <p>STAR Crosswalk: R13, R14, R15</p>	<p>4 Descriptors</p> <p>Model Focus: <i>Environment Interactions</i></p> <p>STAR Crosswalk: R13, R14, R15</p>	<p>6 Descriptors</p> <p>Model Focus: <i>Environment Interactions</i></p> <p>STAR Crosswalk: R13, R14</p>	<p>6 Descriptors</p> <p>Model Focus: <i>Environment Interactions</i></p> <p>STAR Crosswalk: R13, R14</p>

<p><u>CRITERION 6</u></p> <p><i>Using multiple student data elements to modify instruction and improve student learning.</i></p> <p>Keyword: ASSESSMENT</p> <p>STAR Crosswalk: K4, T9, R15</p>	<p>3 Descriptors</p> <p>Model Focus:</p> <p><i>Outcomes Rubrics Differentiation</i></p> <p>STAR Crosswalk: K4, T7, T8, T9, R15</p>	<p>3 Descriptors</p> <p>Model Focus:</p> <p><i>Outcomes Rubrics Differentiation</i></p> <p>STAR Crosswalk: K4, T9, R15</p>	<p>5 Descriptors</p> <p>Model Focus:</p> <p><i>Outcomes Self-assessment</i></p> <p>STAR Crosswalk: K4, T9</p>
<p><u>CRITERION 7</u></p> <p><i>Communicating and collaborating with parents and the school community.</i></p> <p>Keyword: FAMILY and COMMUNITY</p> <p>STAR Crosswalk: A12</p>	<p>1 Descriptor</p> <p>Model Focus:</p> <p><i>Family</i></p> <p>STAR Crosswalk: A12</p>	<p>2 Descriptors</p> <p>Model Focus:</p> <p><i>Family Community</i></p> <p>STAR Crosswalk: A12</p>	<p>2 Descriptors</p> <p>Model Focus:</p> <p><i>Family</i></p> <p>STAR Crosswalk: T9, A12</p>
<p><u>CRITERION 8</u></p> <p><i>Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</i></p> <p>Keyword: PROFESSIONAL PRACTICE</p> <p>STAR PROCESS</p>	<p>3 Descriptors</p> <p>Model Focus:</p> <p><i>Collaboration Pedagogy</i></p> <p>STAR Crosswalk: PROCESS</p>	<p>4 Descriptors</p> <p>Model Focus:</p> <p><i>PLCs PD Growth</i></p> <p>STAR Crosswalk: PROCESS</p>	<p>4 Descriptors</p> <p>Model Focus:</p> <p><i>Collaboration Pedagogy</i></p> <p>STAR Crosswalk: R13, PROCESS</p>

APPENDIX B STAR FRAMEWORK

The STAR Framework for Powerful Teaching and Learning

Powerful Teaching and Learning™ is a catalyst for school-wide Second Order Change. Using the STAR Framework, educators internalize the concepts behind Powerful Teaching and Learning and learn to recognize them in classroom practice, before focusing on specific classroom strategies. Both cognitive science and school research point to common elements of instructional practice and student experience that correlate with higher student achievement scores. These elements are identified in the STAR Framework for Powerful Teaching and Learning and serve to help educators develop common language related to teaching and learning within schools.



	TEACHER	STUDENTS	
SKILLS	<p>1. Teacher provides an opportunity for students to develop and/or demonstrate skills</p> <ul style="list-style-type: none"> a. Requires elaborate reading/writing/speaking b. Asks students to produce poetry/essays/journals/research papers c. Asks students to complete response logs/lab reports/data tables/graphic displays d. Provides opportunities for modeling/diagramming/displaying/solving/demonstrating e. Provides opportunities for students to practice dialogue/debates/skits/presentations/arguments 	<p>2. Students' skills are used to demonstrate conceptual understanding</p> <ul style="list-style-type: none"> a. Organize/sequence/categorize information b. Consider alternatives c. Interpret and/or evaluate d. Predict/hypothesize e. Compare/contrast f. Analyze cause and effect g. Develop model/simulation/original creation h. Understand and use stated assumptions i. Communicate conceptual understanding j. Practice Socratic dialogue k. Take extensive (e.g. Cornell) notes l. Participate in a discussion/debate/oral presentation 	<p>3. Students demonstrate appropriate methods and/or use appropriate tools to acquire/represent information</p> <ul style="list-style-type: none"> a. Read and/or analyze text or other data b. Use manipulatives/maps/primary sources c. Conduct interviews or focus groups d. Identify information sources to be used e. Produce a piece of creative or expository writing f. Develop and/or use graph/two-way table/graphic organizer/thinking map g. Construct a written or visual explanation to a phenomenon h. Develop a visual (or other artistic) representation of information i. Use technology tools to explore and deepen understanding of concepts
KNOWLEDGE	<p>4. Teacher assures the focus of the lesson is clear to all students and that activities/tasks are aligned with the lesson objective/purpose</p> <ul style="list-style-type: none"> a. Aligns lesson with common core state standards, goals, and/or learning targets b. Assures students are aware of lesson objective/purpose c. Asks students to explain lesson objective/purpose to one another d. Assures students know how to meet the lesson objective/purpose e. Asks students to explain how activities/tasks align with the lesson objective/purpose f. Organizes lesson around a theme, guiding/essential question and/or an enduring understanding 	<p>5. Students construct knowledge and/or manipulate information to build on prior learning, to discover new meaning, and/or to develop conceptual understanding, not just recall</p> <ul style="list-style-type: none"> a. Synthesize information b. Analyze/critically examine information c. Discuss a public issue d. Use evidence/data to support an opinion e. Arrive at a conclusion or interpretation f. Identify/discern a pattern or structure g. Represent information in a non-linguistic, (artistic/graphic/visual) format h. Generate their own ideas, questions, or hypotheses based on stated information i. Explore the truth of conjectures and/or justify conclusions 	<p>6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding</p> <ul style="list-style-type: none"> a. Make distinctions b. Apply/explain/debate ideas c. Form generalizations d. Formulate coherent/complete questions e. Conduct a simulation f. Communicate using symbolic representation g. Demonstrate the use of vocabulary and fundamental concepts of a subject area h. Ask useful questions to clarify or improve an argument i. Participate in a literature circle or Socratic seminar

	TEACHER	STUDENTS	
THINKING	<p>7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills</p> <ul style="list-style-type: none"> a. Asks students their opinions b. Provides sufficient wait/processing time c. Asks open-ended questions d. Focuses on higher-order thinking questions e. Solicits contributions from all students f. Probes student responses beyond a correct or incorrect answer g. Elicits responses from multiple students to a question h. Uses student responses and ideas to generate additional prompts/questions i. Models/demonstrates own thinking processes and/or metacognition 	<p>8. Students develop and/or demonstrate effective thinking processes either verbally or in writing</p> <ul style="list-style-type: none"> a. Participate in a discussion around an issue b. Reflect on whether results make sense c. Explain the meaning of a problem d. Provide own opinions on a topic or issue e. Critique lab/learning procedure f. Explore how to improve a learning procedure g. Communicate precisely to peers about thinking process h. Explain thinking or problem-solving process/strategies i. Analyze and/or assess quality of work done by peers j. Develop and/or demonstrate real-world connections k. Critique the reasoning of others or provide verbal and/or written feedback to peers 	<p>9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning</p> <ul style="list-style-type: none"> a. Examine own biases on an issue b. Monitor own thinking and adjust strategies c. Analyze and/or assess quality of own work d. Demonstrate cognition/metacognition e. Set goals and/or monitor own personal achievement/growth f. Design and/or reflect on rubrics to gauge own personal performance g. Make a text-to-text, text-to-self, and/or text-world connection h. Reflect quietly to gain personal meaning (e.g. journals, exit slips, learning logs, etc.) i. Rethink/revise work based on data, self-evaluation, and/or constructive feedback from peers/teachers
APPLICATION	<p>10. Teacher relates lesson content to other subject areas, personal experiences, and contexts</p> <ul style="list-style-type: none"> a. Integrates multiple subject areas b. Relates information to a real-world problem c. Clarifies how the objective/purpose of the lesson is relevant to students d. Links instructional objective/purpose to student interest e. Makes meaningful personal and/or cultural connections f. Shares a personal story related to lesson content g. Demonstrates connection to a personal experience h. Connects lesson objective/purpose/outcomes to previous and/or future learning 	<p>11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom</p> <ul style="list-style-type: none"> a. Make meaningful personal connections b. Share a personal story c. Design/participate in a relevant simulation d. Express lesson relevance in own words e. Address a real-world/contemporary problem f. Raise questions associated with personal interest/relevance g. Design/adjust lab procedures for an experiment h. Present work and/or finished projects to an audience in the classroom i. Articulate the purpose and/or relevance of a theme, project, problem, or question 	<p>12. Students produce a product and/or performance for an audience beyond the classroom</p> <ul style="list-style-type: none"> a. Prepare for public performance or exhibit b. Prepare for student-led conference c. Correspond with pen pals d. Write a letter to an external audience e. Develop/conduct a community survey f. Partner with community members/businesses g. Apply learning in everyday life, society, and/or workplace h. Post student work to a website or other public forum i. Produce an informative or persuasive piece of work (essay, argument, play, brochure, etc.) j. Participate in a service-based learning project, job shadow, internship, and/or mentorship
RELATIONSHIPS	<p>13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment</p> <ul style="list-style-type: none"> a. Interacts positively with students b. Models and expects responsible behavior c. Provides challenging assignments d. Establishes a culture for learning e. Demonstrates knowledge of students f. Seeks knowledge of students (background, culture, interests, special needs) g. Organizes the physical space to maximize learning h. Develops an atmosphere of respect, rapport, sincerity, warmth, and/or humor i. Demonstrates flexibility and responsiveness to student needs j. Creates a welcoming environment where students feel safe, secure, and respected k. Assures routines and rituals are in place that allow students to work and move comfortably in the room 	<p>14. Students work collaboratively to share knowledge, complete projects, and/or critique their work</p> <ul style="list-style-type: none"> a. Correct peer behavior when necessary b. Ensure all voices are heard in a discussion c. Take an active role in monitoring own behavior within a group d. Contribute to the management of instructional groups e. Practice active listening, extend discussions, enrich dialogue with peers f. Make comments and/or responds to peers in a positive and constructive manner g. Participate in writing groups/peer editing groups/reading groups/research groups/lab groups/problem solving groups h. Receive social support for learning through periodic grouping with peers (e.g. response partners, turn and talk, triads, small groups, think-pair-share, etc.) 	<p>15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning)</p> <ul style="list-style-type: none"> a. Participate in enrichment and/or remediation activities b. Experience multiple ways to practice a concept and/or new learning c. Share own ideas, thoughts, and/or feelings relevant to lesson topic and/or task d. Make own choices about ways to approach learning tasks e. Progress through the lesson based on own needs rather than text progression f. Work in an environment that takes into account their background, culture, interests, or special needs

REFLECTION SHEET

GENERAL OBSERVATIONS, COMMENTS, AND QUESTIONS REGARDING THE DATA

SKILLS	(66%)_____%	⬆️ ⬇️	CRITERION 1	(34%)_____%	⬆️ ⬇️
KNOWLEDGE	(46%)_____%	⬆️ ⬇️	CRITERION 2	(34%)_____%	⬆️ ⬇️
THINKING	(37%)_____%	⬆️ ⬇️	CRITERION 3	(28%)_____%	⬆️ ⬇️
APPLICATION	(27%)_____%	⬆️ ⬇️	CRITERION 4	(33%)_____%	⬆️ ⬇️
RELATIONSHIPS	(80%)_____%	⬆️ ⬇️	CRITERION 5	(55%)_____%	⬆️ ⬇️
			CRITERION 6	(38%)_____%	⬆️ ⬇️

WHAT IS/ARE THE HIGHEST SCORING STAR ESSENTIAL COMPONENT(S)? _____

WHAT IS/ARE THE HIGHEST SCORING STATE EVALUATION CRITERIA? _____

WHAT IS/ARE THE LOWEST SCORING STAR ESSENTIAL COMPONENT(S)? _____

WHAT IS/ARE THE LOWEST SCORING STATE EVALUATION CRITERIA? _____

WHAT IS/ARE THE HIGHEST SCORING STAR INDICATOR(S)? _____

WHAT IS/ARE THE LOWEST SCORING STAR INDICATOR(S)? _____

WHAT ARE SOME AREAS (INSTRUCTIONAL HABITS) THAT WE COULD ALL FOCUS ON? _____

WHAT SHOULD WE DO NEXT? _____

Additional Notes