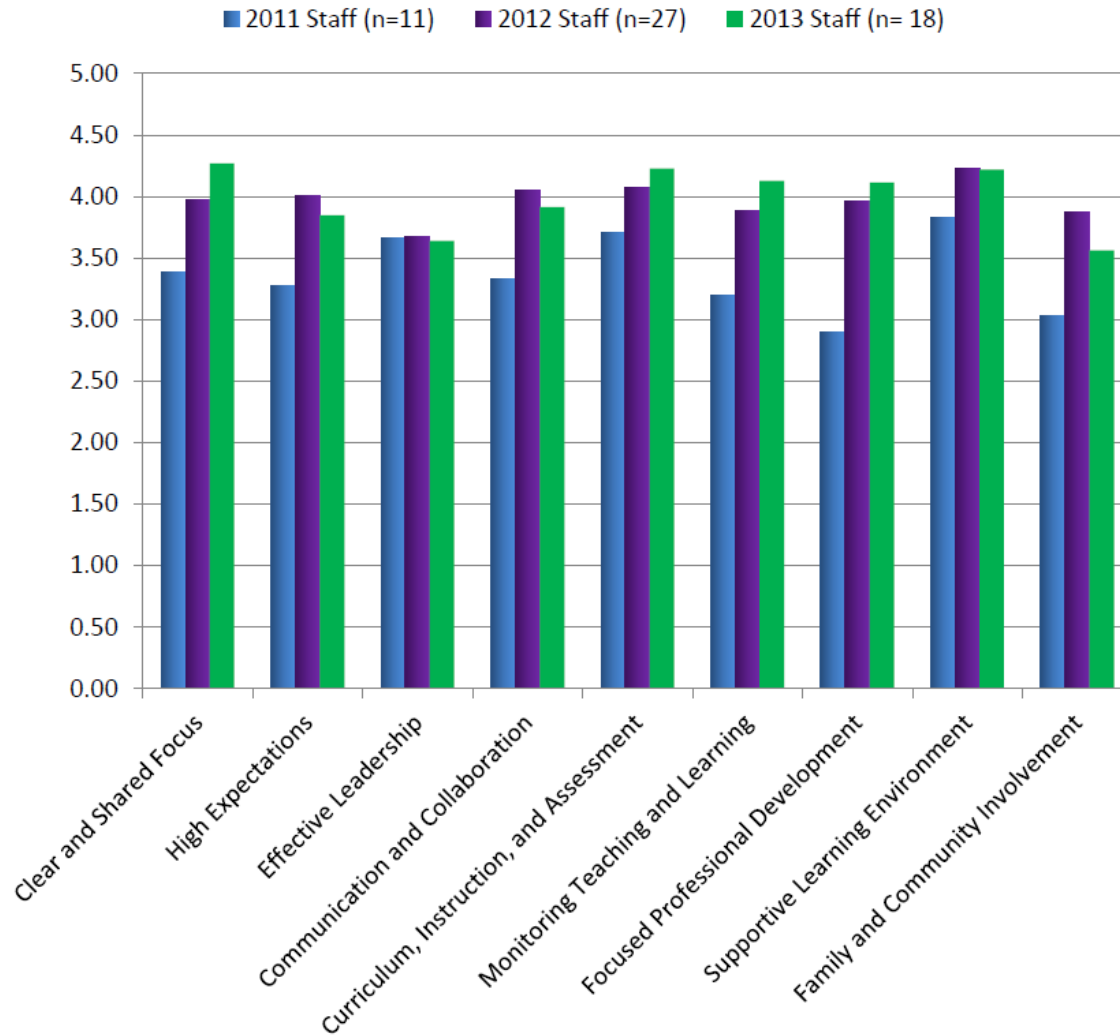


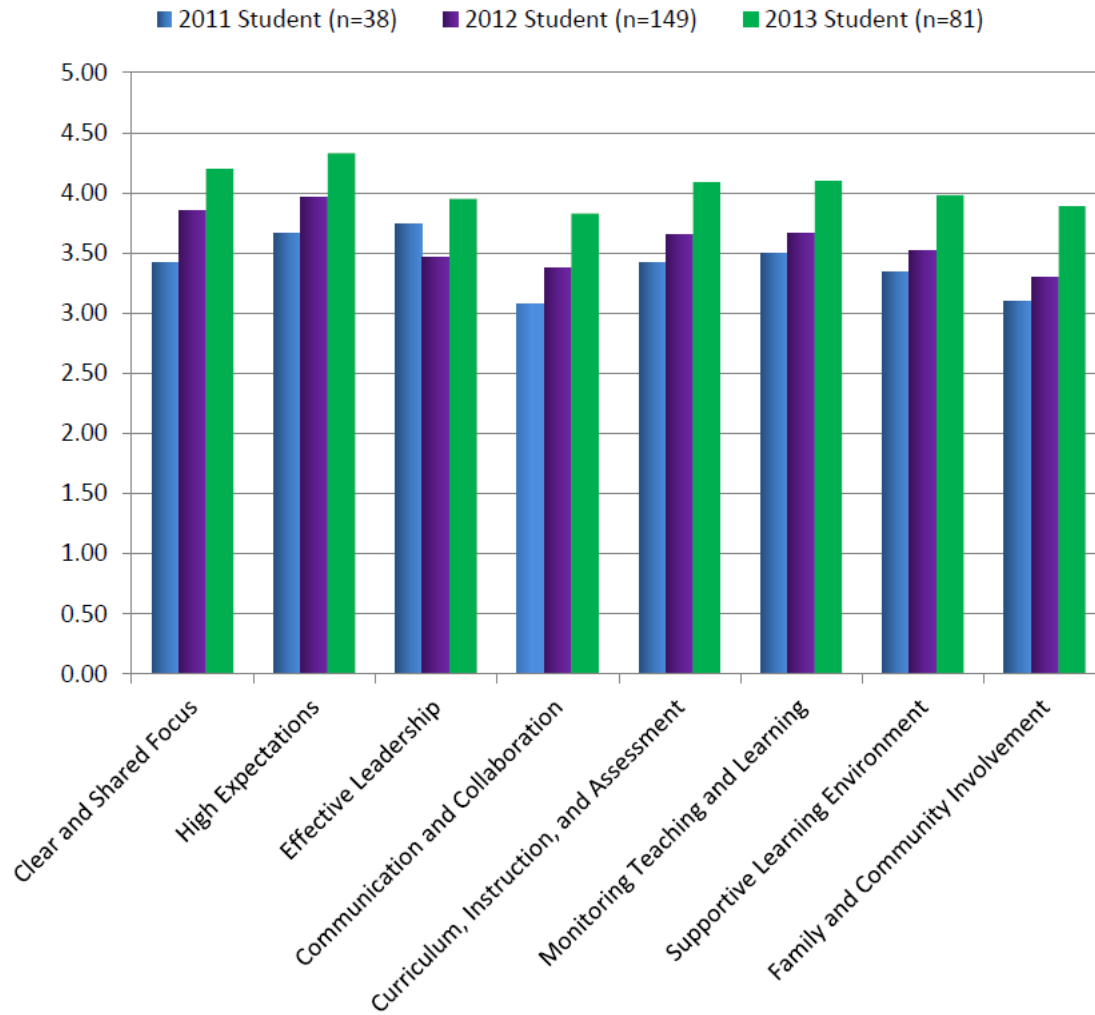
Required Action Districts, Cohort I

Maria Flores
Accountability Policy & Research Program Manager

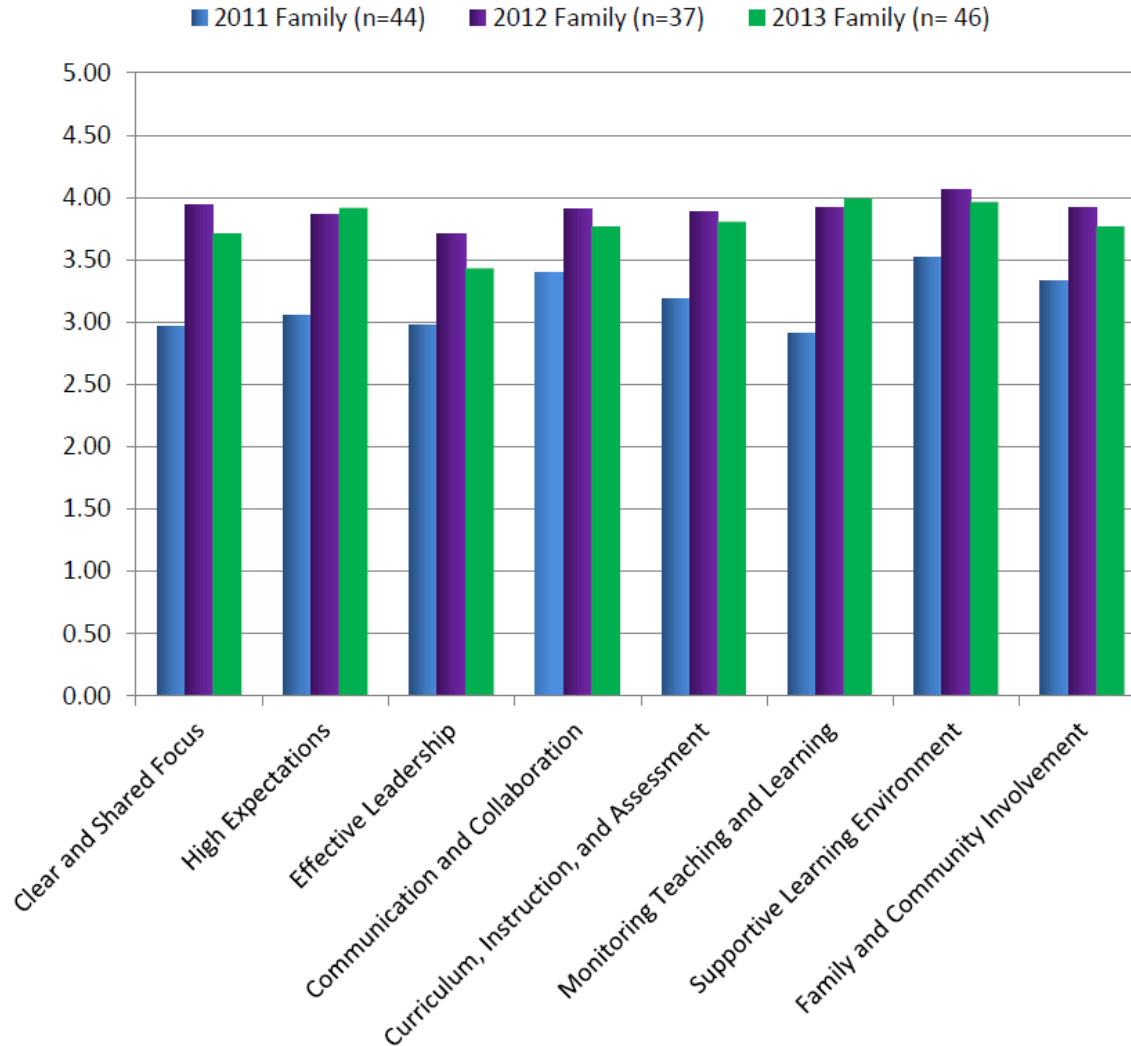
Onalaska-Staff Factor Scores



Onalaska-Student Factor Scores



Onalaska-Family Factor Scores



Criterion 1: Centering Instruction on High Expectations for Student Achievement

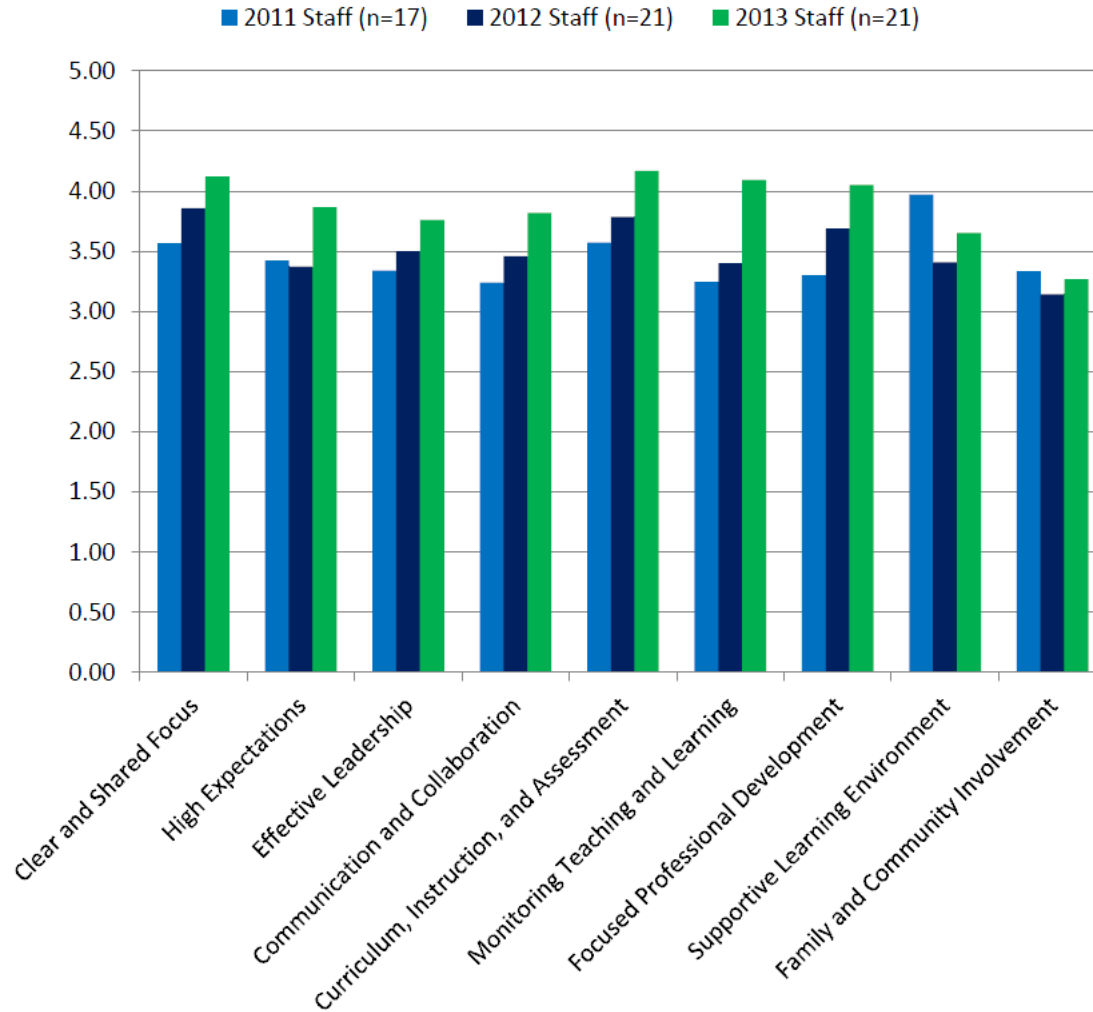
- An analysis of the data shows that 50% of classrooms scored Proficient or Distinguished in Indicators 4 and 10, while 40% of classrooms scored Proficient or Distinguished in Indicators 11 and 14. This indicates that about half of the teachers provide a clear focus and align activities with the lesson objective, arrange opportunities for teachers and/or students to make personal connections to the lesson, or require students to work collaboratively to share knowledge.

Criterion 2: Demonstrating effective teaching practices.

- Criterion 2 was the lowest scoring criterion, with 41% of classrooms scoring Proficient or Distinguished. An analysis of the data shows that in 30% of classes teachers were using a variety of questioning strategies (Indicator 7). Researchers observed students demonstrating effective thinking processes in 40% of classes and intentionally reflecting on their own learning in 50% of classes (Indicators 8 and 9). As mentioned previously, students collaborated to problem solve in 40% of classes.

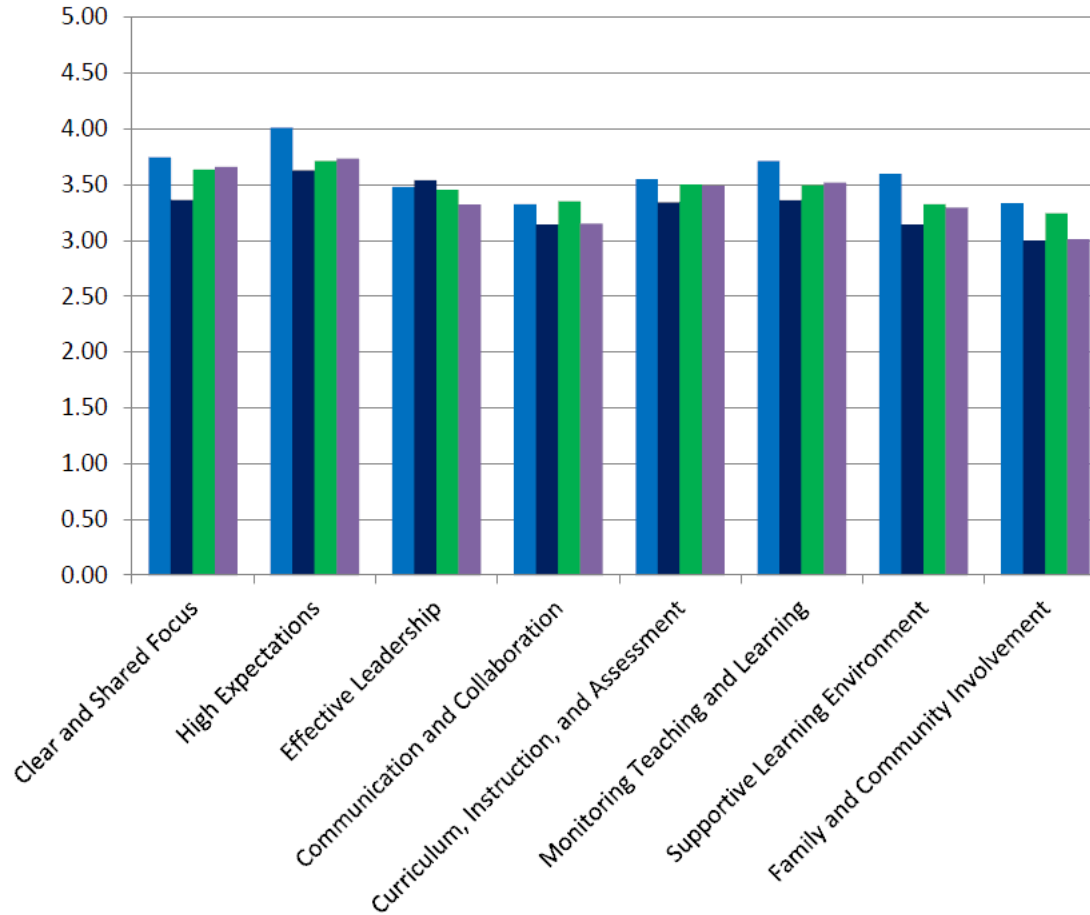
Onalaska STAR Summary and Recommendation

Morton-Staff Factor Scores

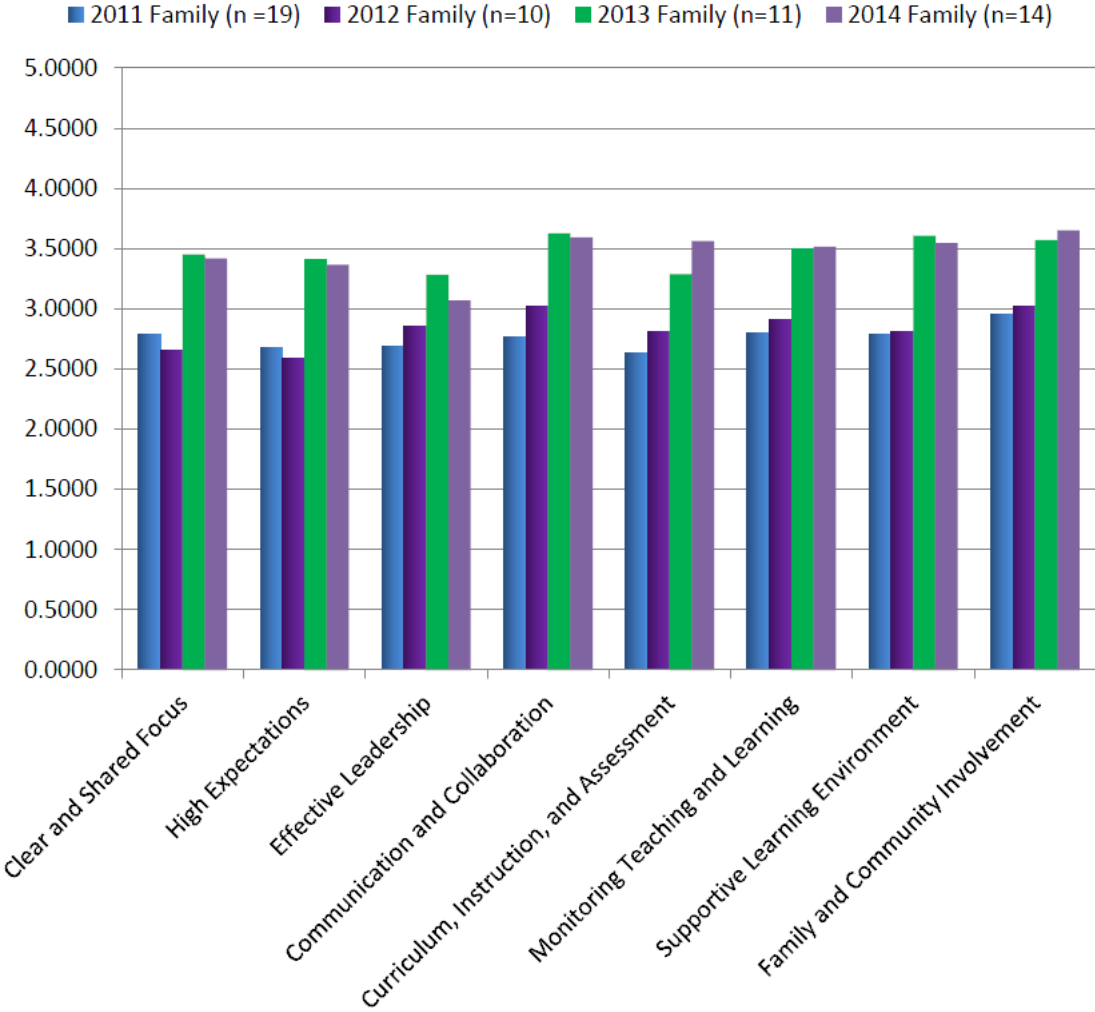


Morton-Student Factor Scores

■ 2011 Student (n=126) ■ 2012 Student (n=102) ■ 2013 Student (n=88) ■ 2014 Student (n=113)



Morton-Family Factor Scores



Summary

- 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.

Morton STAR Summary and Recommendation

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.

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.

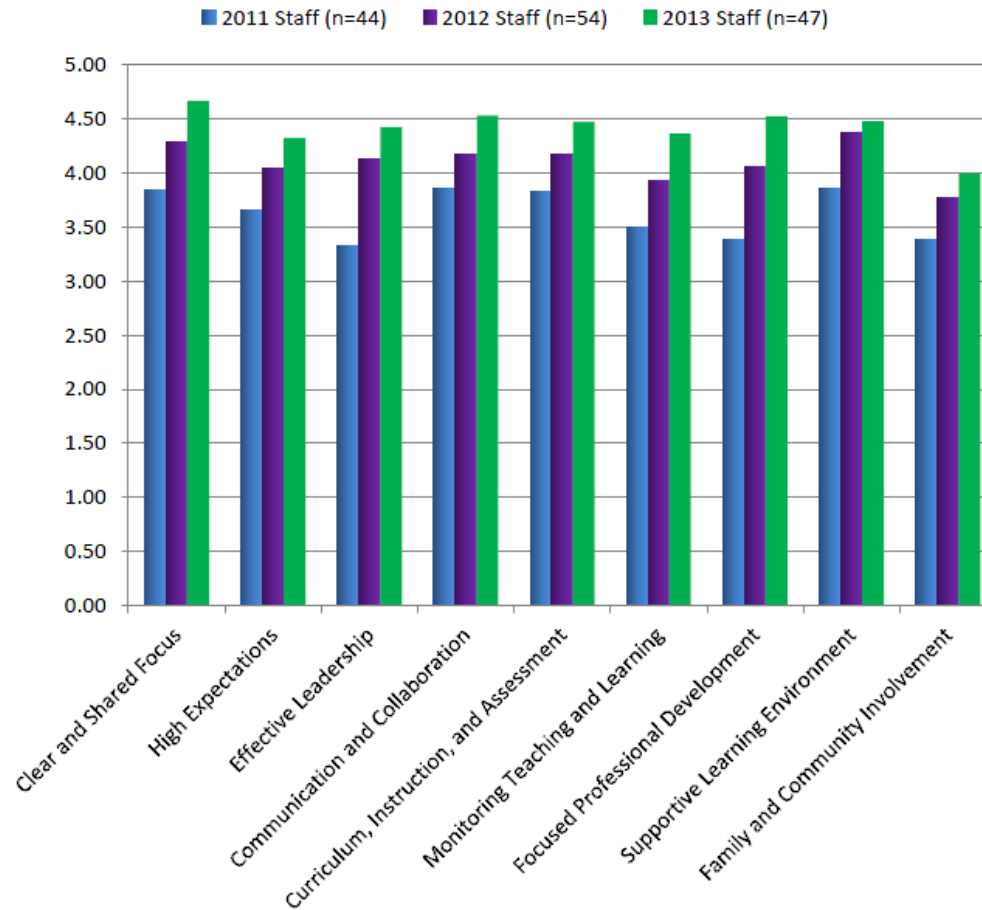
Morton STAR Summary and Recommendation

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

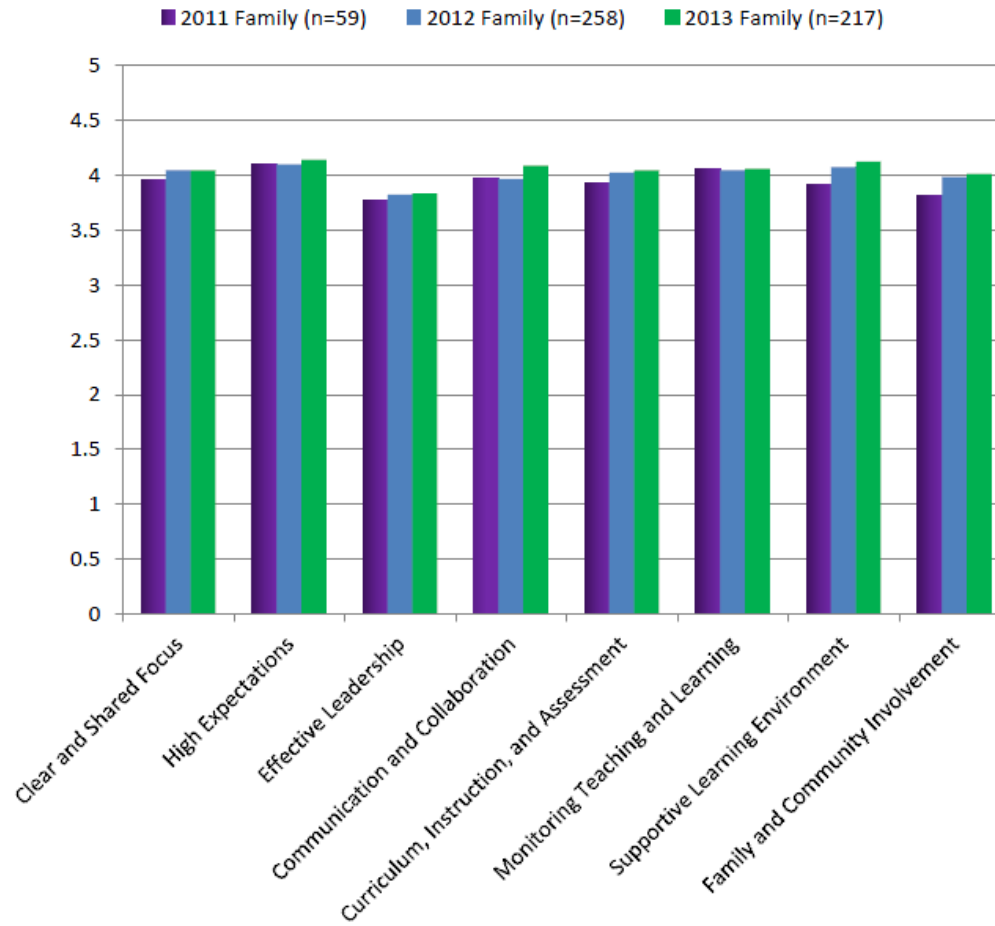
- Criterion 5 is the highest scoring Criterion with 47% of classrooms scoring a Proficient or Distinguished. Teachers created a positive, inspirational, and challenging academic environment in 70% of classrooms (Indicator 13). As previously stated 30% of classes fostered high levels of student collaboration. 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).

Morton STAR Summary and Recommendation

Renton-Staff Factor Scores



Renton-Family Factor Scores



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

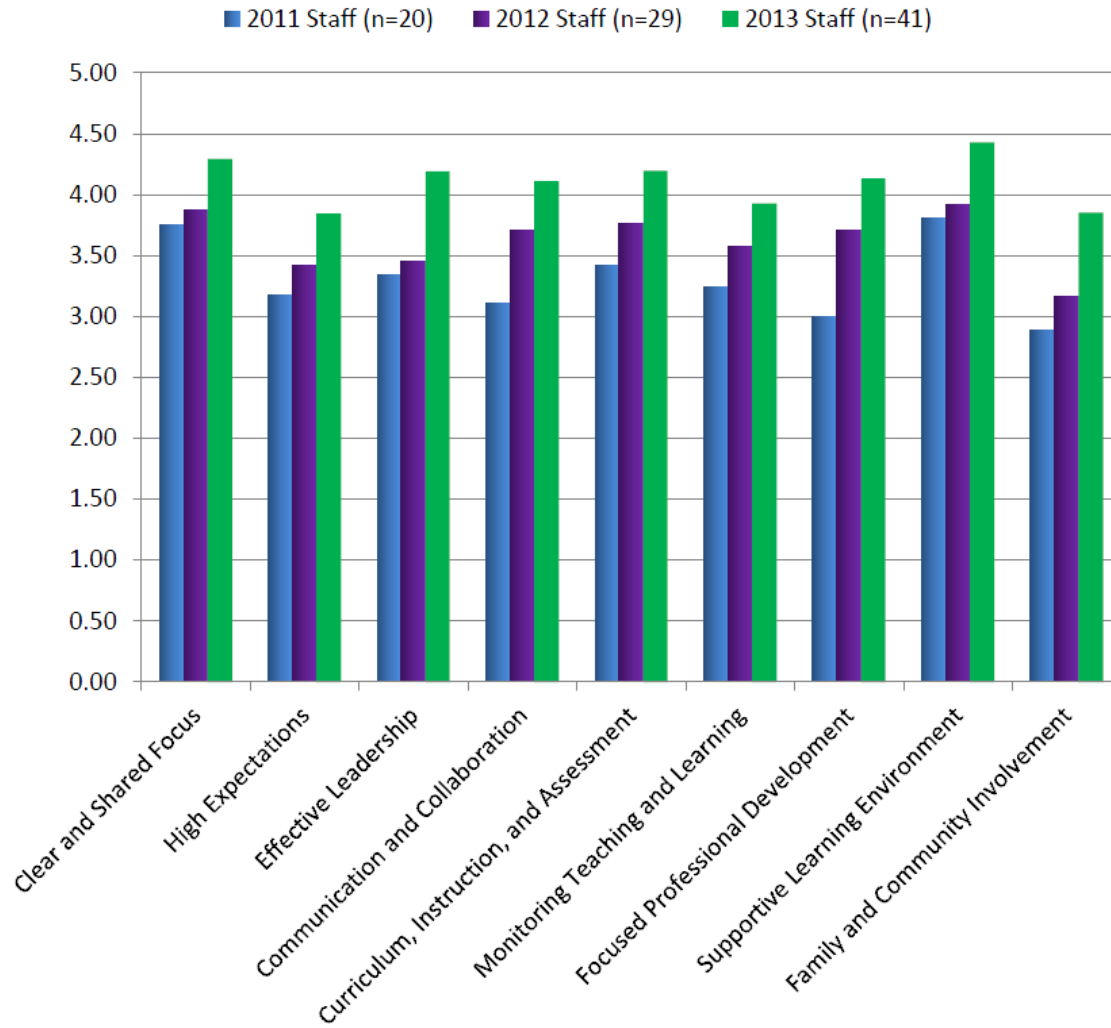
- Criterion 1 scored moderately on the protocol, with 48% of classrooms scoring Proficient or Distinguished. Researchers noted that the majority of classrooms (85%) posted and reviewed lesson objectives or targets with students (Indicator 4). However, researchers noted that fewer classrooms provided real world connections or extended the learning beyond the classroom (Indicator 10, 27%; Indicator 11, 35%).

Criterion 2: Demonstrating effective teaching practices.

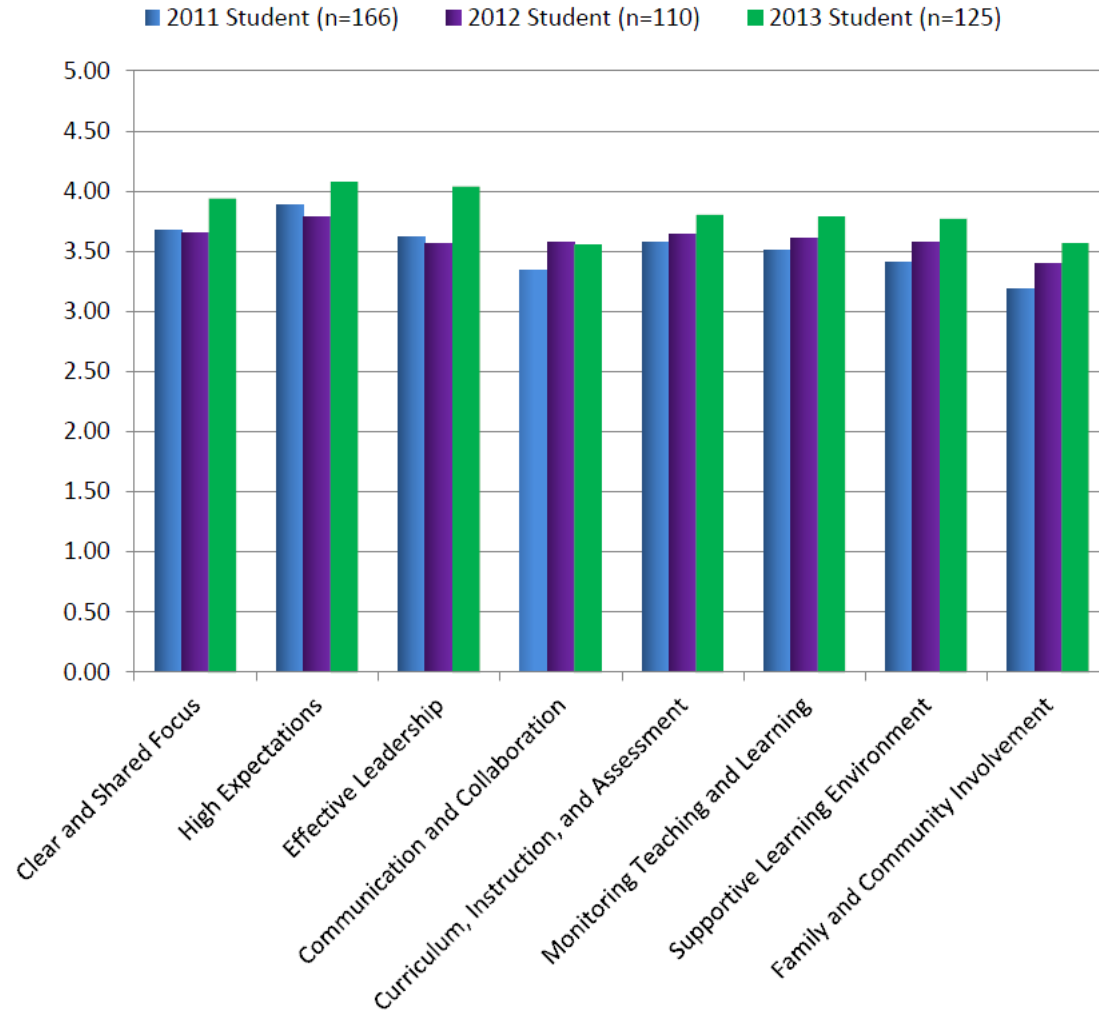
- Criterion 2 scored moderately on the Protocol, with 55% of classrooms scoring Proficient or Distinguished. Researchers noted that teachers frequently asked higher order questions and encouraged students to reflect on their thinking (Indicator 7, 69%). However, students demonstrated critical thinking and reflection less often (Indicator 8, 50%; Indicator 9, 62%).

Renton STAR Summary and Recommendation

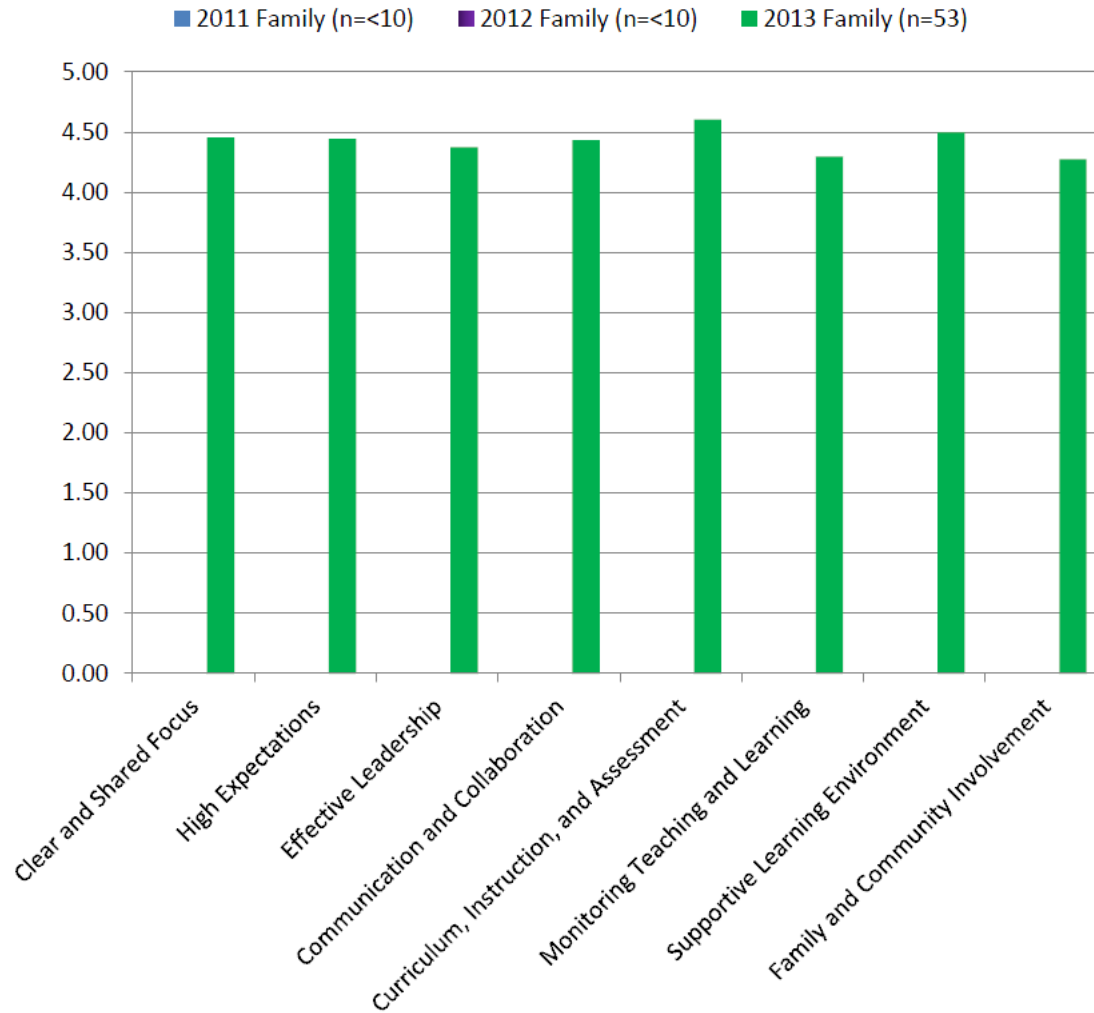
Soap Lake-Staff Factor Scores



Soap Lake-Student Factor Scores



Soap Lake-Family Factor Scores



Summary

- Overall, researchers observed instruction aligned with Powerful Teaching and Learning® in 42% of the classes. When interpreting the data through the lens of the State Teacher Evaluation, the lowest scoring was Criterion 2, with 27% of classrooms scoring Proficient or Distinguished. The highest scoring was Criterion 5, with 63% of classrooms scoring Proficient or Distinguished. Building on these strengths, we recommend that staff members explore two specific criteria.

Criterion 2: Demonstrating effective teaching practices.

- Criterion 2 scored lowest on the Protocol, with 27% of classrooms scoring Proficient or Distinguished. Researchers noticed most teachers using leading questions to check students understanding, rather than a variety of questioning strategies that allows students to develop their critical thinking skills (Indicator 7; 26%).

Soap Lake STAR Summary and Recommendation

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

- Criterion 4 scored moderately low on the Protocol with 35% of the classrooms scoring Proficient or Distinguished. Observers saw that 58% of the lessons were aligned with a specific concept or purpose (Indicator 4). In some classes, it was difficult for students to understand how to meet expectations for the lesson.

Criterion 5: Fostering and Managing a safe, positive learning environment.

- Criterion 5 scored the highest on the Protocol, with 63% of the classes observed scoring Proficient or Distinguished. Teachers assured that learning environments were safe and positive in 95% of classrooms (Indicator 13). Researchers saw less evidence of meaningful group work or collaboration in classrooms (Indicator 14, 26%) and noted differentiated instructional approaches in 68% of classes (Indicator 15).

Soap Lake STAR Summary and Recommendation