

*MERIT and
Required Action Districts (RAD)*

**Report to the
State Board of Education
November 10, 2011**

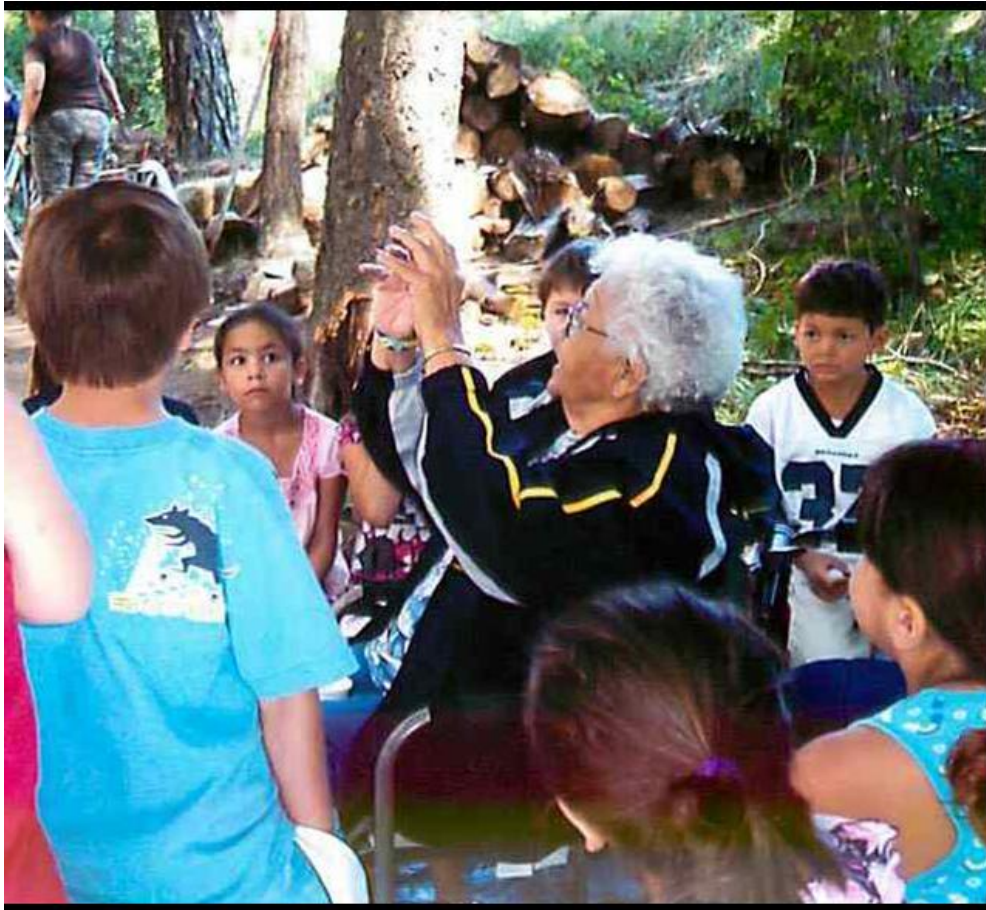
**Secondary Education and School Improvement
Office of Superintendent of Public Instruction**

Washington's Vision for Education

Every Washington public school student will graduate from high school globally competitive for work, postsecondary education, and prepared for life in the 21st century.



Today's Presentation



*The Who, What, Why & How
of MERIT and RAD*

Highlights

- 1. Cohort I demonstrated substantial gains on Spring 2011 State Assessments.**
- 2. *RAD/MERIT* schools and their districts are on the “right road.”**

Highlights

1. Cohort I evidence of growth:

a. Substantial gains on State

Assessments: Outpaced State in 5 of 6 grades; 1 school made AYP; 8 posted double digit gains.

b. Significant progress in *Nine*

Characteristics of High-Performing Schools, with gains in 15 of 19 indicators.

Highlights

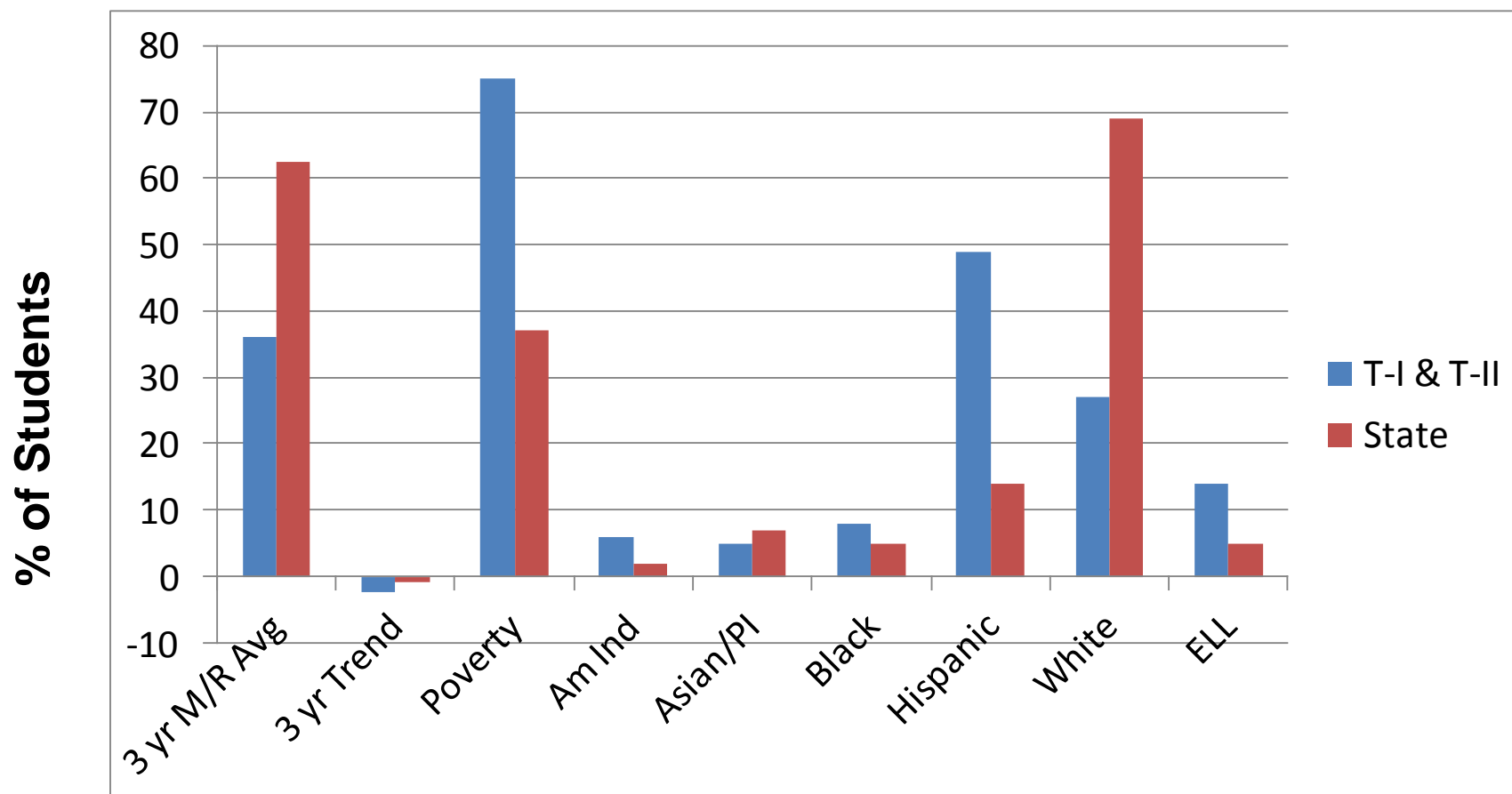
2. *RAD/MERIT* on right road:

- a. Addressing all SIG Requirements & Audit/Review Recommendations through 90-day planning process**
- b. Using data extensively for student placement and academic interventions; extending learning time; moving staff.**
- c. Engaging communities, staff, and parents in meeting challenges of school turnaround.**

WHO?

The faces of participants

Tier I & Tier II: Achievement & Demographic Data



Source: *Demographic and Performance Characteristics of School Improvement Grant Tiers I & II* (CEE, March 2010)

Cohort I Districts/Schools

<i>Grandview SD</i>	Grandview MS	<i>Sunnyside SD</i>	Sunnyside HS
<i>Highline SD</i>	Cascade MS Chinook MS	<i>Tacoma SD</i>	Giaudrone MS Jason Lee MS Stewart MS
<i>Longview SD</i>	Monticello MS	<i>Wellpinit SD</i>	Wellpinit ES
<i>Marysville SD</i>	Tulalip ES Totem MS	<i>Yakima SD</i>	Adams ES Washington MS Stanton Academy
<i>Seattle SD</i>	Hawthorne ES West Seattle ES Cleveland HS		

Cohort II Districts/Schools

<i>Burlington Edison SD</i>	West View ES	<i>Renton SD (RAD)</i>	Lakeridge ES
<i>Marysville SD</i>	Quil Ceda ES	<i>Soap Lake SD (RAD)</i>	Soap Lake MS/HS
<i>Morton SD (RAD)</i>	Morton JHS/SHS	<i>Spokane SD</i>	Rogers HS
<i>Oakville SD</i>	Oakville HS	<i>Toppenish SD</i>	Valley View ES
<i>Onalaska SD (RAD)</i>	Onalaska MS	<i>Wapato SD</i>	Wapato MS

Addressing Challenges in Urban & Rural Schools

**Soap Lake
Middle/High
School**



**Lakeridge
Elementary
School
(Renton)**



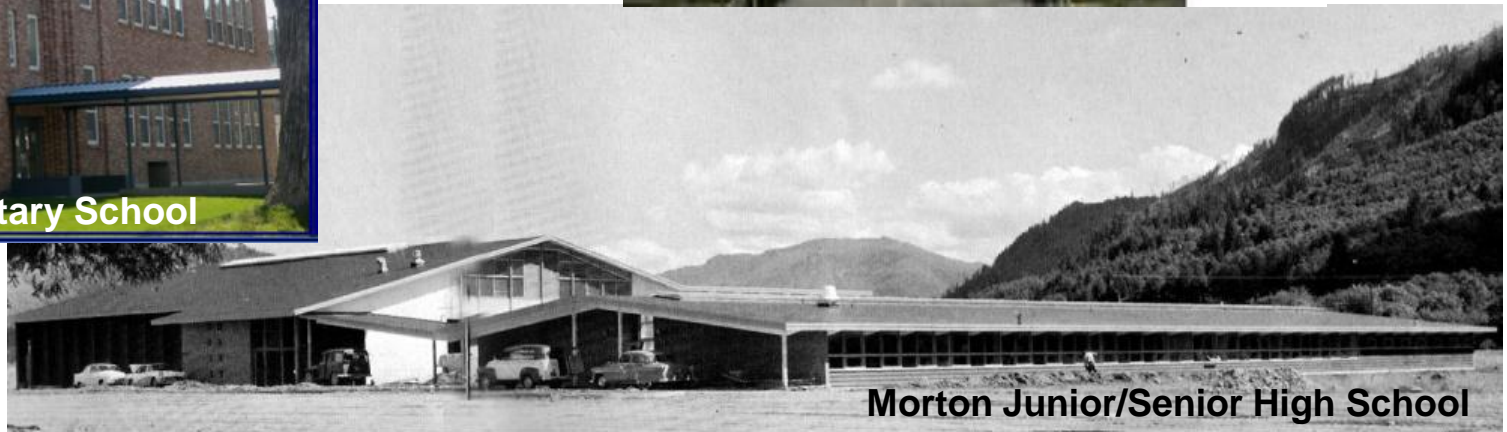
**Cleveland
High
School
(Seattle)**



Wellpinit Elementary School



Morton Junior/Senior High School



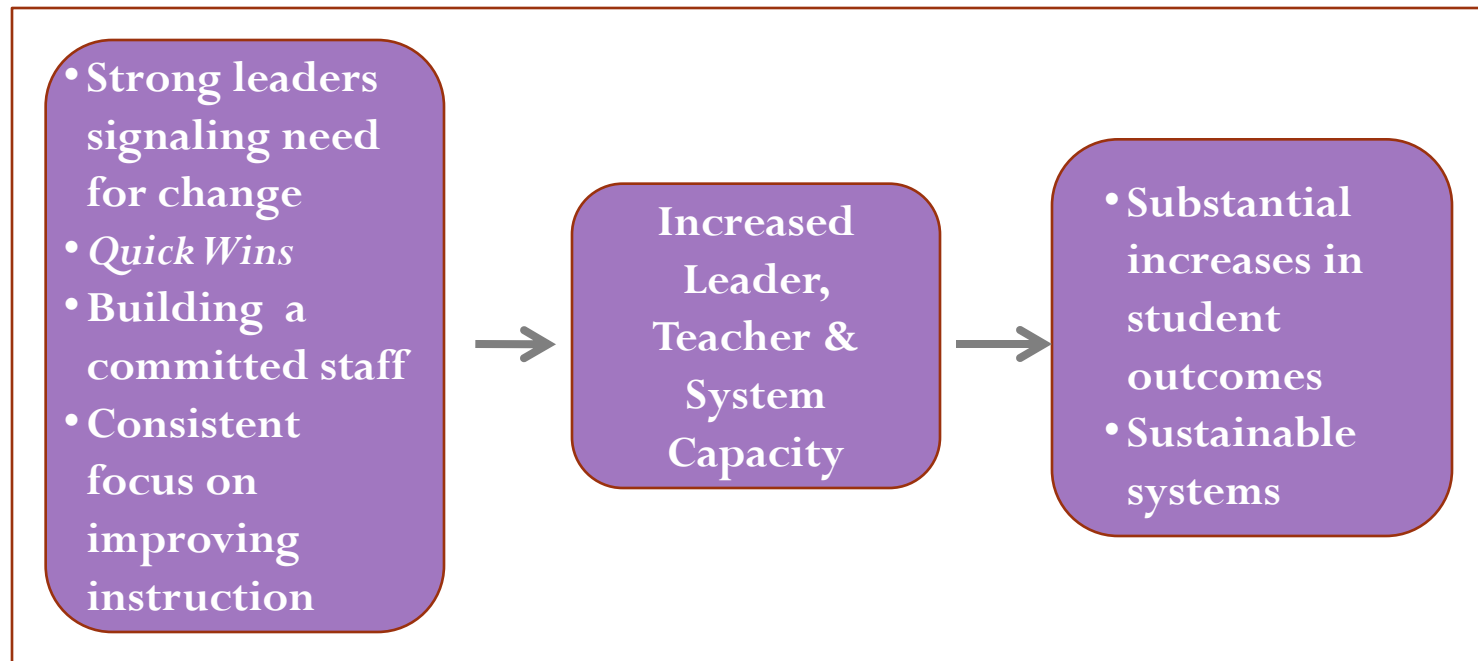
WHAT?

Overview

Overview

Purpose: To ensure schools/districts fully implement selected intervention, so they substantially increase student achievement and exit improvement status.

Theory of Action:



Federal Requirements Turnaround and Transformation Models

Areas of Focus

- Teachers & Leaders
- Instructional & Support Strategies
- Extended Learning Time & Support
- Governance

WHAT?

- Participant experiences
- New learnings
- Findings (Student Outcomes & External Evaluations)

Adams Elementary School After One Year

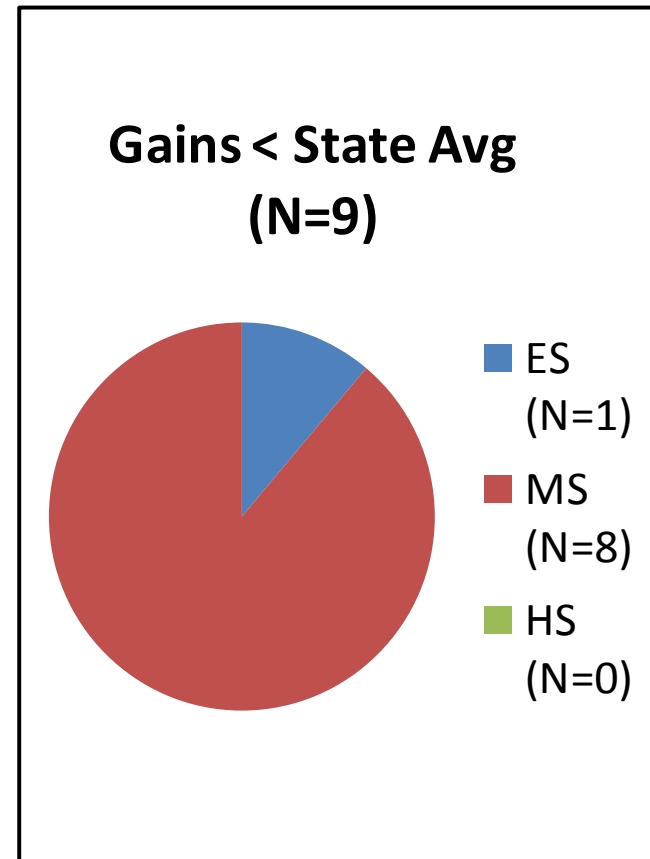
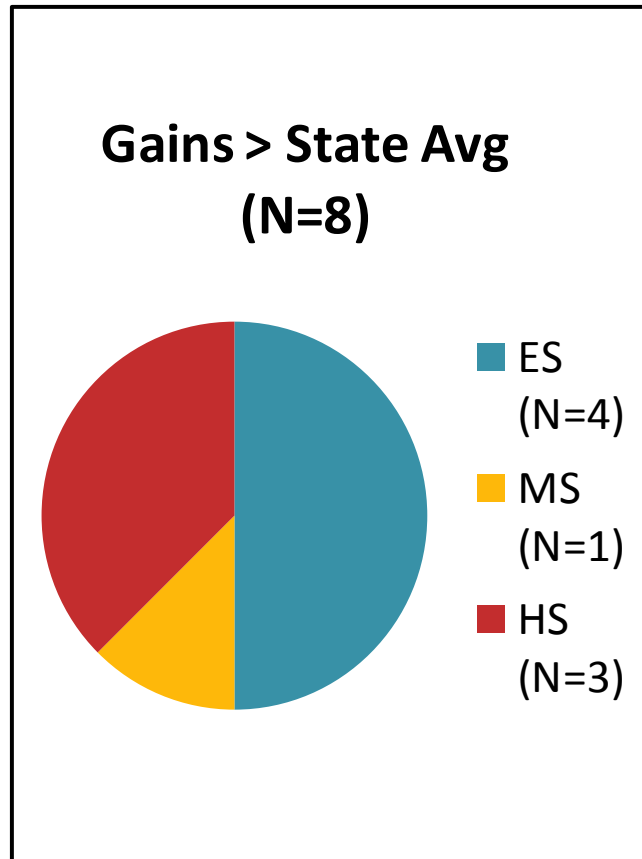
“I never felt the responsibility or the accountability like I feel now. I love the pressure. That's why I'm here. This is a pressure cooker and very stressful.

We're kind of creating a blueprint for the district. The money allows us time and opportunity to create more focus. This is systems-level change.”

*-Principal Lee Maras, Adams Elementary,
Yakima School District*



MERIT Progress on State Assessments 2011



Source: 2010–2011 End-of-Year Evaluation Report:
MERIT Initiative—Draft
(HumRRO, 2011)

Cohort I Progress on State Assessments

Average Change from 2010 to 2011

	READING		MATH	
	Change MERIT	Change State	Change MERIT	Change State
Grade 3	19.7	1	19.9	-.3
Grade 4	4.1	.1	13.5	5.6
Grade 5	8.8	-.2	11.2	7.6
Grade 6	3.1	6	8.7	6.9
Grade 7	-2.6	-7	9.4	1.6
Grade 8	-.1	-.8	5.5	-1.3
Grade 10	7.3	3.4	NA	NA

 Change >2.0

Source: OSPI School Report Card

External Assessment of Progress

HumRRO Findings:

- **Gains on State Assessments:** Most made gains; 1 made AYP.
- **SIG Requirements and Audit/Review**
Recommendations: All are making progress toward meeting.
- ***Nine Characteristics of High-Performing Schools:*** Cohort I showed gains in 15 of 19 indicators.
- **Interventions:** No indicators evaluated to date were predictive of gain scores.

External Assessment of Progress

HumRRO Recommendations:

- **Identify indicators** to measure level of implementation and level of success for interventions.
- **Implement 90-day benchmark cycles** to record progress and chart next steps.
- **Integrate feedback** from detailed studies (e.g., BERC, CEE) into routine feedback and monitoring systems.
- **Investigate** “outliers” with respect to gains and losses on state assessments and other measures.

Staffing Changes in *MERIT* Schools

- **Leadership Changes – Prior to Year 1**
Each met federal requirement to “replace the principal”
- **Staffing Changes – After Year 1**

Changes in Teacher Staffing (N=86)



Source: *District/School End-of-Year Reports for 2010-11*

External Assessment of Progress

- **Areas of greatest growth**
 - Shared vision around student learning
 - Support to students in need, personalized learning
 - Effective leadership
 - Collaboration & communication
- **Areas of challenge**
 - Improved instructional practice & assessment systems
 - Rigorous teaching and learning

Source: *Assessment of Progress in MERIT Schools – Synthesis Report*
(The BERC Group, 2011)

WHO?

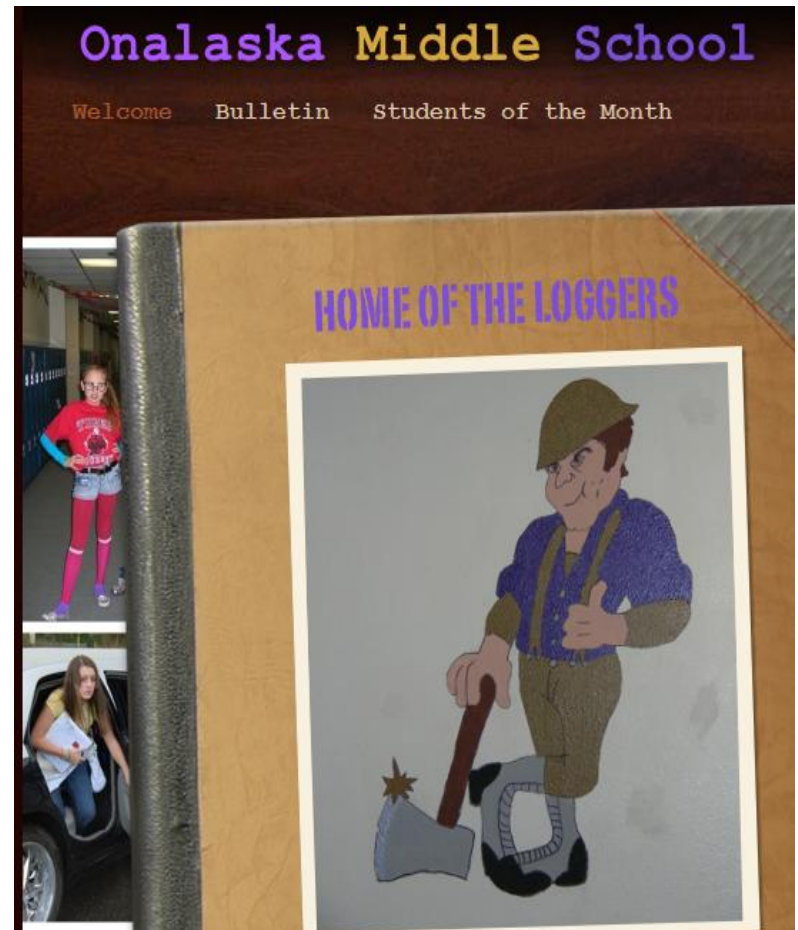
Required Action Districts

Onalaska Middle School

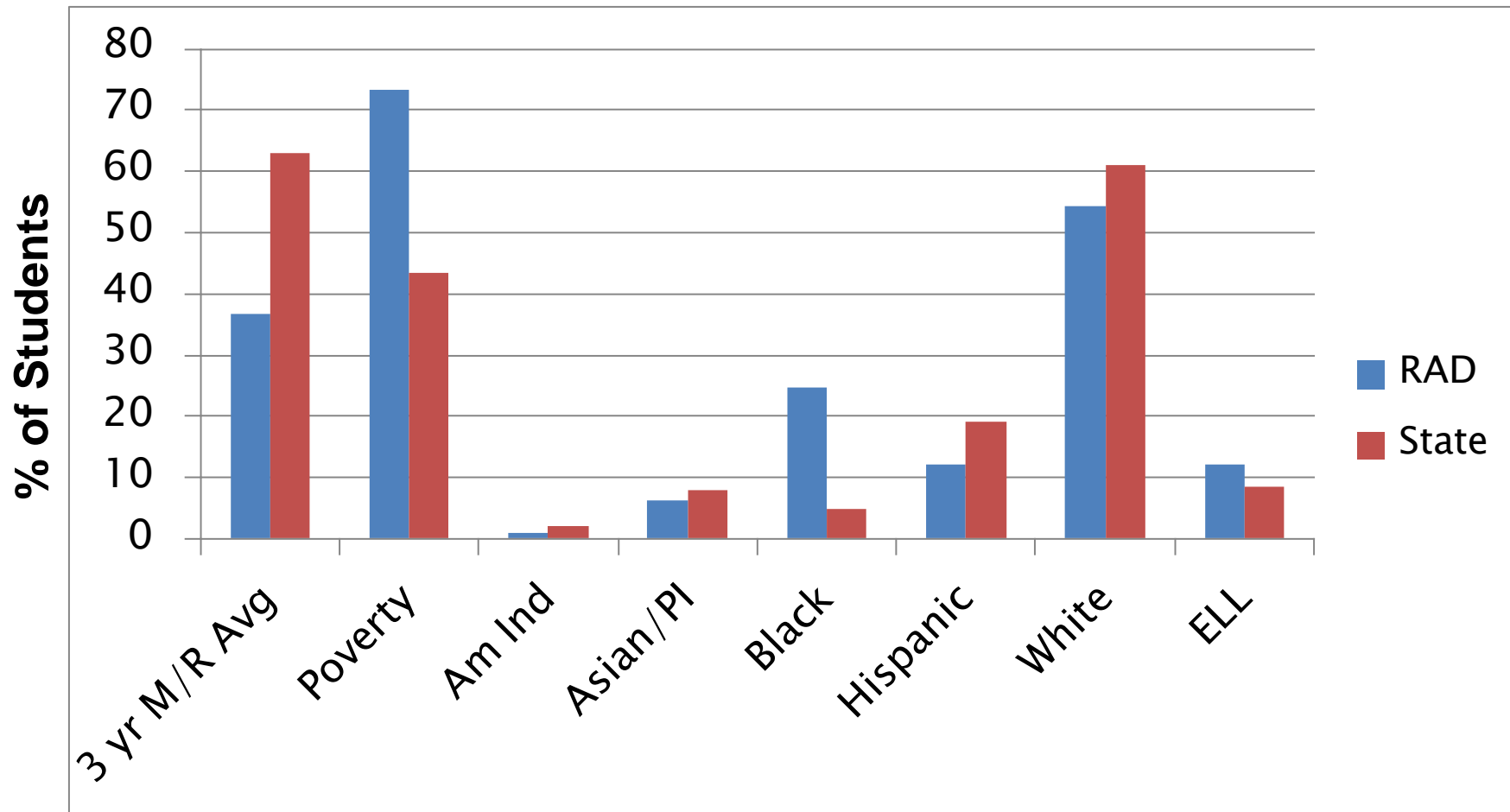
“One of our School Board members approached me in the hall early in September. He told me that this was the smoothest start he had ever witnessed in our middle school.

He said, ‘Usually within the first week of school, I would have gotten complaints from parents about what was happening or not happening in the building. Keep up the good work, kid.’”

-Principal C. J. Adams, Onalaska SD



RAD: Achievement & Demographics



Source: *Persistently Lowest-Achieving Schools 2010-11 with Required Action Designation Noted* (CEE, January 2011)

WHAT?

The First Five Months

RAD: The First Five Months

- **Action Plan and Budget Review**
- **Professional Development & Technical Assistance**
- **Networking & Making Connections**
- **District and School 90-Day Benchmark Plans and Rubrics**
- **Liaison Support and Monitoring**

Source: District/School 90-Day Reports (2011)

Morton Jr./Sr. High Progress

- **District/School Accomplishments**

- Four days of professional learning collaboratively designed by Morton SD, Onalaska SD, and ESD 113
- 12 new staff members including Principal, Transformation Specialist and literacy and math coaches creating the *Turnaround Zone*
- Data-driven baseline student placement and intervention in literacy and mathematics
- First Advanced Placement class offered for students

- **Challenges**

- Intensity and breadth of the work associated with intervention model
- Creating coherence and integration of rules, regulations, and requirements

Source: *District/School 90-Day Reports (2011)*

Onalaska MS Progress

- **District/School Accomplishments**

- Four days of professional learning collaboratively designed by Morton SD, Onalaska SD, and ESD 113
- Adoption and training on instructional materials, PLCs, and assessments
- Partnership with U of W's *Center for Educational Leadership*
- New Dean of Students and Transformation Specialist
- Collaboration among Board, Superintendent, and Principal and Staff at Onalaska MS/HS

- **Challenges**

- Intensity of the change process
- Pace of professional development
- Ownership and implementation of new instructional materials
- Creating data collection process

Source: *District/School 90-Day Reports (2011)*

Lakeridge ES (Renton SD) Progress

- **District/School Accomplishments**

- Created teams to lead Schoolwide Turnaround activities, and Math, Literacy, and PBIS efforts
- Summer planning time; summer math institute for all staff led by U of W and principal
- 2011-12 assessment and PD calendar; new “CAST” system to track multiple points of data over the year
- School day extended 30 minutes; added counselor and family liaison to assist students/families with issues impacting success

- **Challenges**

- Availability of quality substitutes on PD days
- Alignment of SIG requirements around teacher/principal evaluation with district plans to review evaluation protocol

Source: *District/School 90-Day Reports (2011)*

Soap Lake MS/HS Progress

- **District/School Accomplishments**

- Soap Lake MS made AYP in Spring 2011
- District Self-Assessment and K–12 focus on improving instruction
- Dedicated time for PD and teacher collaboration
- Focus on data and formative assessments
- Enhanced college readiness courses and crediting program

- **Challenges**

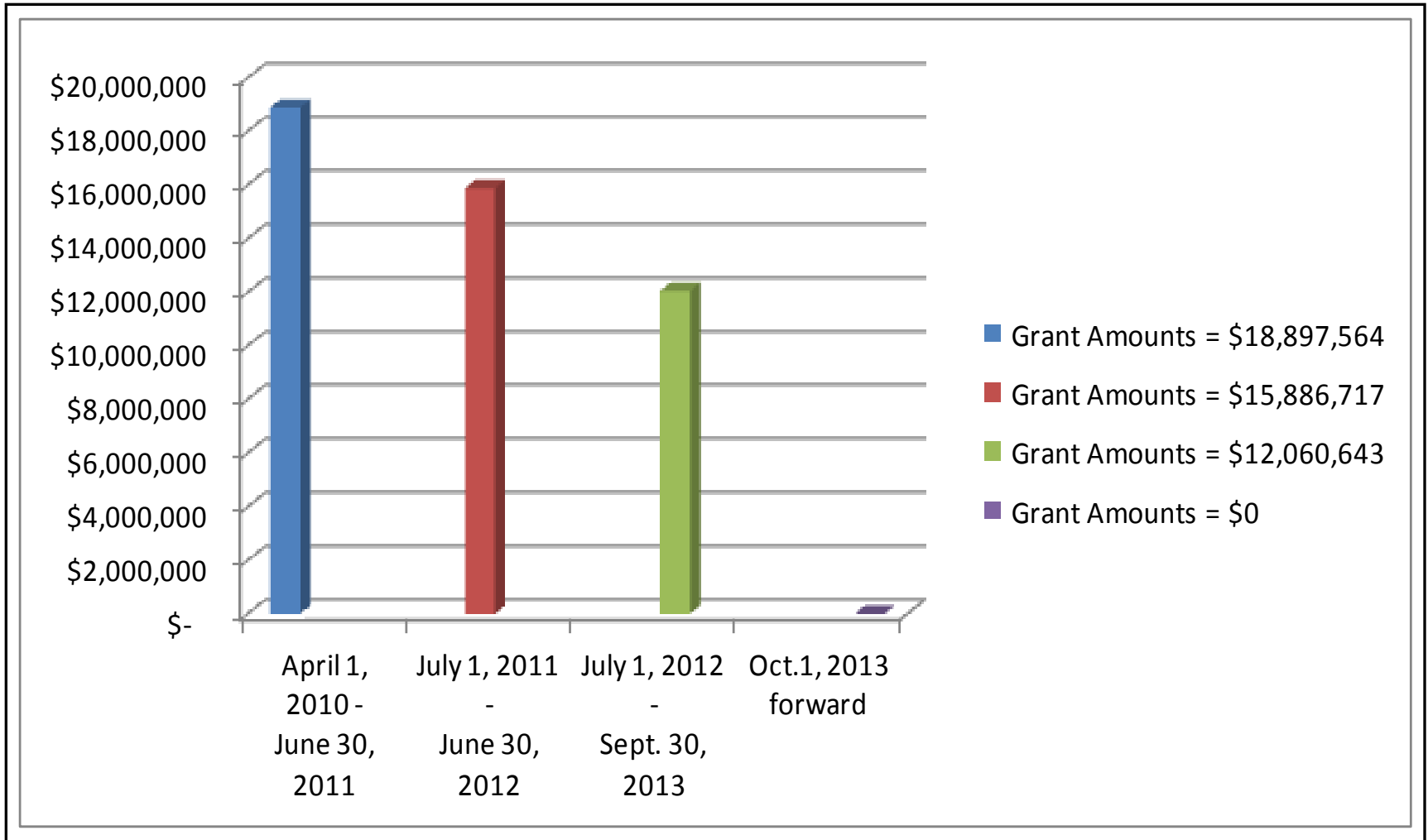
Number of separate fronts to address (aligning curriculum to standards, number of preparations/teacher, lack of high-quality substitute teachers)

Source: District/School 90-Day Reports (2011)

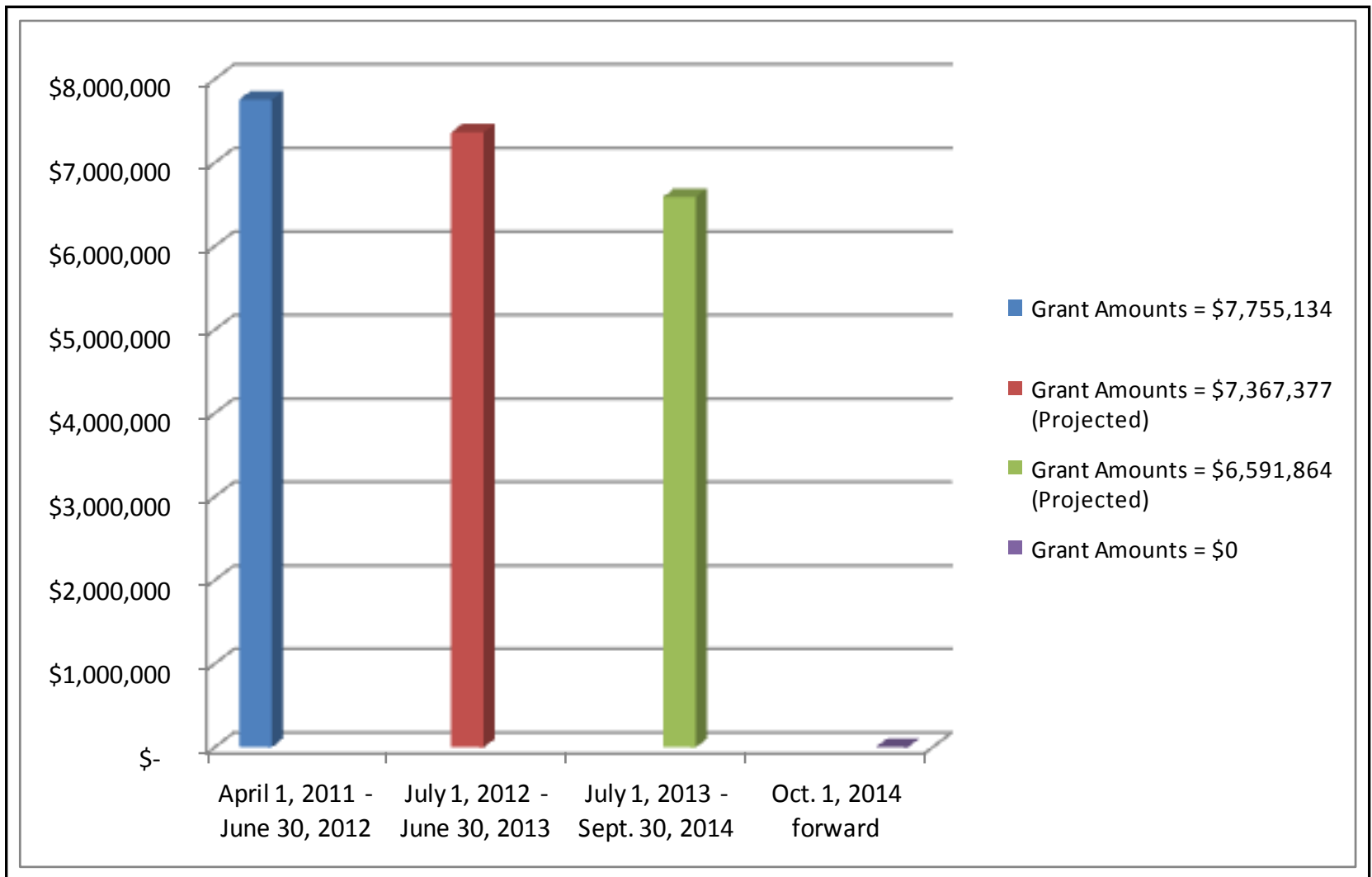
HOW?

**Federal Funding for
Cohort I and Cohort II**

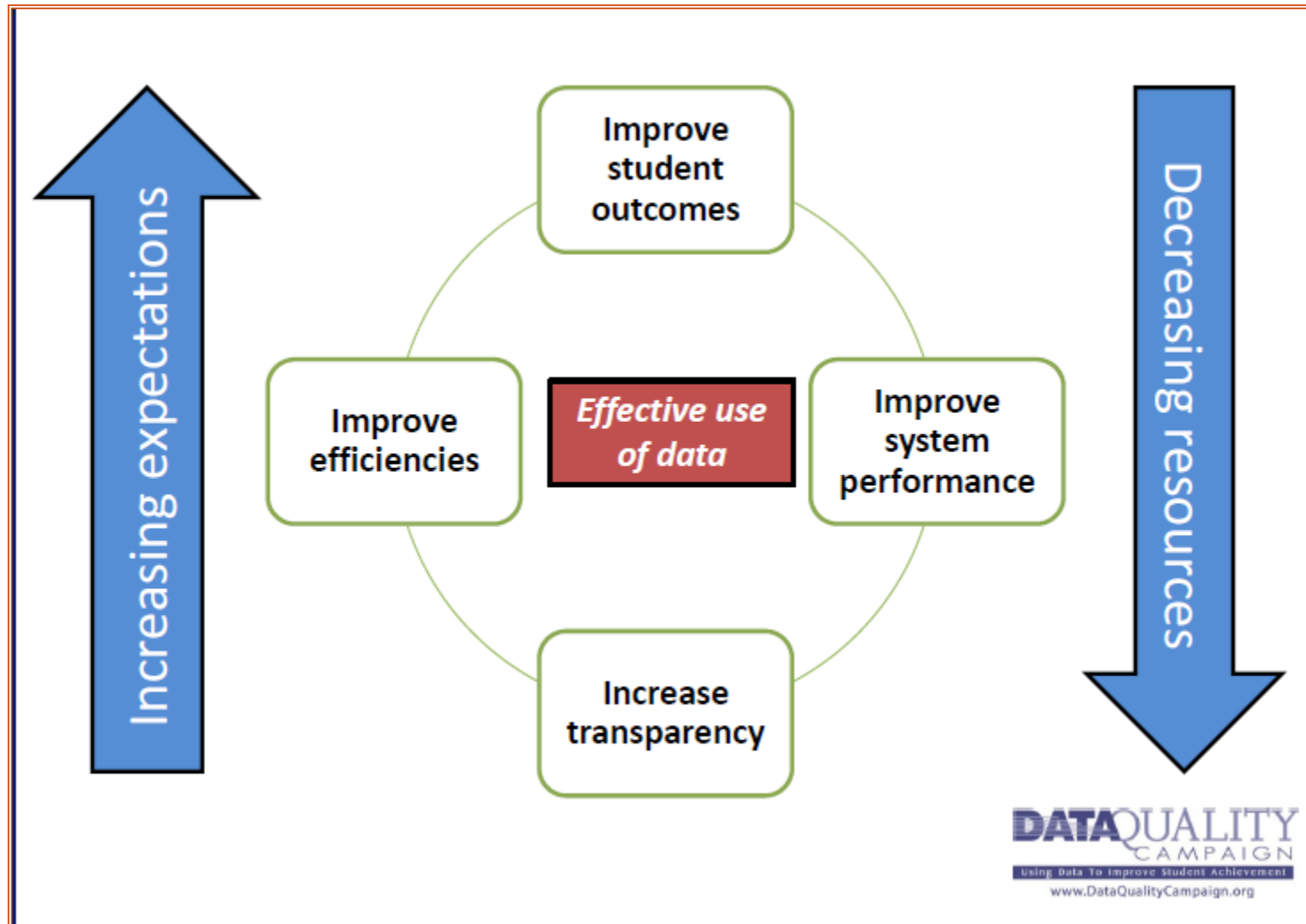
Projected Federal Funding for Cohort I



Projected Federal Funding for Cohort II



Funding Challenge



HOW?

**Moving forward based on
what we've learned**

Successful turnarounds are...

“...typically marked by vigorous analysis of data, identification of key problems, and selection of strategies to address the central challenges. Two leader actions fall into this category:

1. Collecting and personally analyzing organization performance data; and
2. Making an action plan based on data.”

School Turnarounds (Center on Innovation & Improvement, 2007)

Next Steps

- **Action Plan and Budget Review**
- **Professional Development and Technical Assistance**
- **District and School 90-Day Benchmark Plans and Rubrics**
- **Liaison Support and Monitoring**

Summary

1. Cohort I evidence of growth:

- a. Substantial gains on Spring 2011 State Assessments.
- b. Significant progress in *Nine Characteristics of High-Performing Schools*, with gains in 15 of 19 indicators.

2. RAD/MERIT on the right road:

- a. Addressing all SIG Requirements & Audit/Review Recommendations.
- b. Using data extensively; extending learning time; and moving staff.
- c. Engaging communities, staff and parents in meeting challenges of school turnaround.

Questions?

Thank you