



# THE WASHINGTON STATE BOARD OF EDUCATION

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

|   |  |   |
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| <b>Title:</b>                                 | <b>E2SSB 5329 Accountability System—Board Work Session</b>   |   |
| <b>As Related To:</b>                         | <input type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input checked="" type="checkbox"/> Goal Three: Closing achievement gap.  | <input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input checked="" type="checkbox"/> Policy Leadership<br><input checked="" type="checkbox"/> System Oversight<br><input checked="" type="checkbox"/> Advocacy  | <input type="checkbox"/> Communication<br><input type="checkbox"/> Convening and Facilitating   |
| <b>Policy Considerations / Key Questions:</b> | <p>The State Board of Education (SBE) will: 1) Review and comment on the Accountability System Design that will be presented by OSPI staff; 2) Review and comment on OSPI Accountability System draft rules; 3) Consider approval of SBE draft Accountability Framework rules (included in this packet).</p> <p>Key questions the SBE may consider include:</p> <ul style="list-style-type: none"> <li>• How does OSPI's Accountability System Design determine the number of schools served under Level I and Level II required action?</li> <li>• How will limited resources be distributed to schools in need of improvement?</li> <li>• Do the Guiding Principles in the draft Accountability Framework rules capture the important considerations in the development of a statewide Accountability System?</li> </ul>   |   |
| <b>Possible Board Action:</b>                 | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other  |   |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo<br><input type="checkbox"/> Graphs / Graphics<br><input type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint  |   |
| <b>Synopsis:</b>                              | <p>OSPI staff will present the Accountability System Design and rules to the SBE and SBE members will have the opportunity to review the design and ask OSPI staff questions.</p> <p>The SBE will also consider approval of draft Accountability Framework rules. According to the bill, the Accountability Framework “creates a unified system of support for challenged schools that aligns with basic education, increases the level of support based on the magnitude of need, and uses data for decisions.” If approved, staff will file a CR-102.</p> <p>The draft Accountability Framework rules include:</p> <ol style="list-style-type: none"> <li>1. A timeframe for approval of Level II required action plan.</li> <li>2. Criteria for assigning districts from Level I required action to Level II required action.</li> <li>3. Guiding principles that are intended to provide guidance to OSPI in the design of the Accountability System.</li> </ol> <p>The packet includes a memo describing the process for the development of the Accountability System, draft Accountability Framework Rules, and the Achievement and Accountability Workgroup Feedback Report. The packet also includes an update on the Achievement Index, OSPI draft Challenged School in Need of Improvement Rules, and OSPI's draft accountability system design.</p> |   |



## **E2SSB 5329 ACCOUNTABILITY SYSTEM**

### **Policy Consideration**

At the November 2013 Board meeting, the State Board of Education (SBE) will have the opportunity to review features of the Washington School Accountability System that the Board and the Office of the Superintendent of Public Instruction (OSPI) have been developing in response to E2SSB 5329 K-12 Education—Failing Schools (Chapter 159, Laws of 2013). These features involve operationalizing Level II district required action, integrating Level II required action into a unified system of accountability and support, and creating a comprehensive system that applies equally to Title I, Title I-eligible, and non-Title I schools in the state.

The SBE may:

1. Review and comment on the Accountability System Design that will be presented by OSPI staff.
2. Review and comment on OSPI Accountability System draft rules.
3. Consider approval of SBE draft Accountability Framework rules (included in this packet).

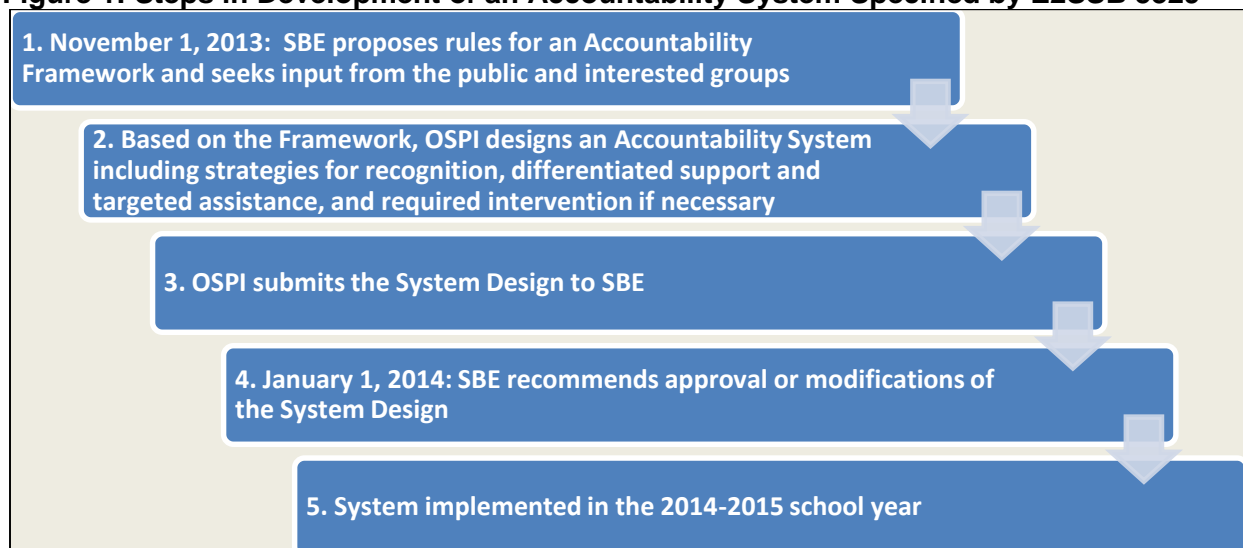
Key questions the SBE may consider include:

- How does OSPI's Accountability System Design determine the number of schools served under Level I and Level II required action?
- How will limited resources be distributed to schools in need of improvement?
- Do the Guiding Principles in the draft Accountability Framework rules capture the important considerations in the development of a statewide Accountability System?

### **Summary**

Steps in a process for developing an Accountability System are specified by [E2SSB 5329](#) (Section 12), and summarized in Figure 1 below.

**Figure 1: Steps in Development of an Accountability System Specified by E2SSB 5329**



Step 1 (Figure 1) is the proposal by SBE of Accountability Framework rules by November 1, 2013. In compliance with this responsibility, SBE's draft rules were posted on the SBE website on November 1, 2013. The draft Accountability Framework rules are included in this Board meeting packet. The statutory purpose of the Accountability Framework is to provide guidance to OSPI in designing an Accountability System (Step 2, Figure 1). The SBE draft rules establishes Guiding Principles for the state Accountability System that is intended to meet this obligation. According to the bill, the Accountability Framework "creates a unified system of support for challenged schools that aligns with basic education, increases the level of support based on the magnitude of need, and uses data for decisions." In addition to Guiding Principles, the draft rules outline a timeline of Level II required action plan approval, and the criteria for designating a district a Level II Required Action District (RAD).

At the November 2013 SBE meeting, OSPI staff will present the Accountability System Design to the SBE and members will have the opportunity to review the design and ask OSPI staff questions. This agenda item addresses the requirement of submittal to the SBE of the Accountability System design (step 3, Figure 1). E2SSB 5329 describes the Accountability System Design as comprising "a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance, and if necessary, requiring intervention in schools and school districts."

The SBE and OSPI staffs have met regularly on Accountability System work. The development of the Accountability System has taken place in a collaborative environment with the intention of creating a well-aligned and integrated system of statewide accountability.

Next steps for the SBE include:

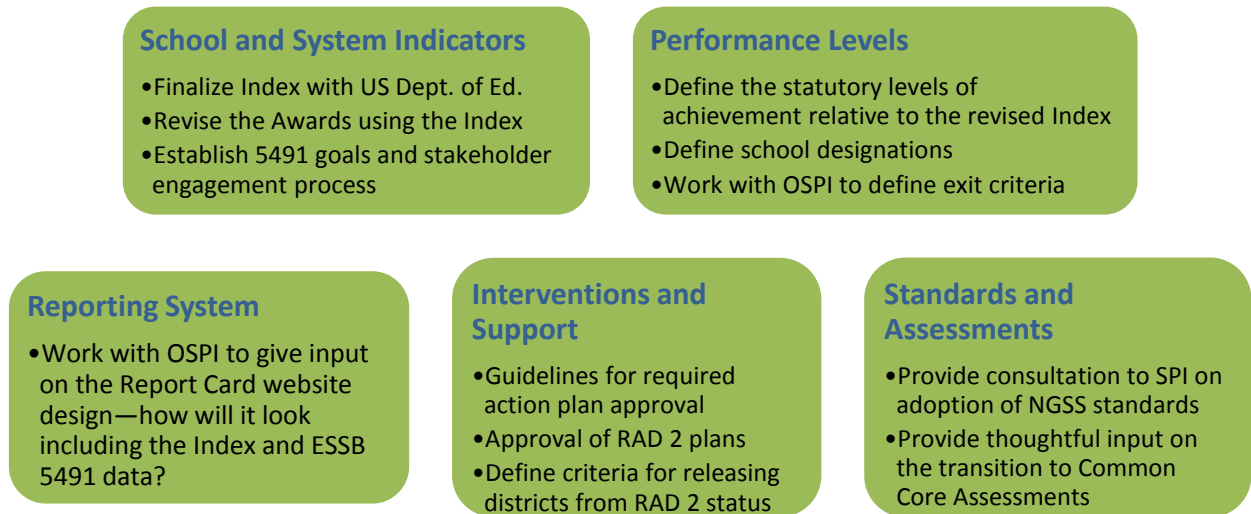
1. Recommending approval or recommending modifications of the System Design by January 1, 2014.
2. If the SBE approves the draft Accountability Framework rules, staff will file a CR-102. A public hearing on the rules will take place at the January 2014 Board meeting.

## **Background**

References to an "accountability framework" were made in successive acts of the Legislature: ESHB 2261 in 2009; E2SSB 6696 in 2010; and, E2SSB 5329 in this year's session. As was specified in the July 11-12, 2012, Board Meeting memo on the Statutory Authority for Accountability, these references indicate the SBE's Accountability Framework is intended to be comprehensive, embracing in its design data reporting, performance measurement, and support for schools to raise achievement.

At the July 2013 SBE meeting, the Board considered a model of a statewide accountability that included fundamental elements that must be addressed to design, operationalize, and evaluate a credible and technically defensible school accountability system. Figure 2 below depicts the fundamental elements of the system, with some SBE tasks associated with each element. The work of the Board on school accountability at the November meeting will focus on the fundamental element of Interventions and Supports.

**Figure 2: Fundamental Elements of the Accountability System and SBE Tasks**



The Achievement and Accountability Workgroup (AAW), an assembly of 22 representatives from stakeholder groups, has been meeting since fall 2012 to provide input on the revised Achievement Index and the development of the Accountability System. The workgroup met via webinar on October 9, 2013, and a Feedback Report of the webinar on E2SSB 5329 is included in this packet. Table 1 below summarizes some of AAW discussion topics and Board decisions to date.

**Table 1: Topics of AAW Discussions and SBE Decisions**

| Date                         | Topic/Decision  |
|------------------------------|---|
| <b>July 2012</b>             | <ul style="list-style-type: none"> <li>• Accountability Resolution</li> <li>• Achievement and Accountability Workgroup Charter</li> </ul>   |
| <b>September- November</b>   | <ul style="list-style-type: none"> <li>• Approved Performance Indicators: Proficiency, Student Growth Percentiles (SGP), College and Career Readiness (CCR)</li> <li>• Equal weighting of subjects</li> </ul>   |
| <b>December-January 2013</b> | <ul style="list-style-type: none"> <li>• Prototype Index, including CCR sub-indicators and focus on opportunity gaps</li> <li>• Subgroup disaggregation</li> <li>• Mixed norm and criterion, with transition to criterion-referenced adequate growth</li> </ul> |
| <b>February-March</b>        | <ul style="list-style-type: none"> <li>• Phase-In Plan for CCR sub-indicators</li> <li>• Using the Index to determine federal designations</li> <li>• Achievement gaps weighted strongly: half the Index score</li> </ul>                                       |
| <b>April-May</b>             | <ul style="list-style-type: none"> <li>• Weighting of growth and proficiency</li> <li>• Composite Index will identify top 5% and bottom 5% for federal designations</li> </ul>  |
| <b>June-July</b>             | <ul style="list-style-type: none"> <li>• AAW Summative Report and Public feedback on Index</li> <li>• Tiers and tier labels, federal designation: shift to 6 tier levels</li> <li>• English Learners: Inclusion of 'Former ELL' in Index</li> </ul>             |
| <b>August-September</b>      | <ul style="list-style-type: none"> <li>• Discussion of impact of transition to Common Core State Standard assessments</li> <li>• Timelines</li> </ul>   |
| <b>October</b>               | <ul style="list-style-type: none"> <li>• Review of draft rules</li> <li>• Review of proposed ESSB 5491 goals</li> </ul>   |

The September letter from the SBE to the AAW asked the AAW to give feedback on the Guiding Principles of the Accountability Framework as articulated in the draft rules, and on the proposed goals for statewide indicators and measure of educational system health (work on statewide accountability called for in ESSB 5491).

### **Action**

At the September SBE meeting the Board may consider approval of draft SBE accountability framework rules. If approved, staff will file a CR-102.

## Chapter 180-17 WAC

### Accountability

#### **WAC 180-17-020**

Process for submittal and approval of revised required action plan in Level I.

(1) Except as otherwise provided in WAC 180-17-030, school districts designated as required action districts by the state board of education shall develop a required action plan according to the following schedule:

(a) By April 15th of the year in which the district is designated, a school district shall submit a required action plan to the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines for the receipt of a School Improvement Grant. The required action plan must comply with all of the requirements set forth in RCW 28A.657.050.

(b) By May 1st of the year in which the district is designated, a school district shall submit a required action plan approved by the superintendent of public instruction to the state board of education for approval.

(2) The state board of education shall, by May 15th of each year, either:

(a) Approve the school district's required action plan; or

(b) Notify the school district that the required action plan has not been approved, stating the reasons for the disapproval.

(3) A school district notified by the state board of education that its required action plan has not been approved under subsection (2)(a) of this section shall either:

(a) Submit a new required action plan to the superintendent of public instruction and state board of education for review and approval within forty days of notification that its plan was rejected. The state board of education shall approve the school district's required action plan by no later than July 15th if it meets all of the requirements set forth in RCW 28A.657.050 or

(b) Submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the state board's rejection within ten days of the notification that the plan was rejected. The review panel shall consider and issue a decision regarding a district's request for reconsideration to the state board of education by no later than June 10th. The state board of education shall consider the recommendations of the panel and issue a decision in writing to the school district and the panel by no later than June 20th. If the state board of education accepts the changes to the required action plan recommended by the panel, the school district shall submit a revised required action plan to the superintendent of public instruction and state board of education by July 30th. The state board of education shall approve the plan by no later than August 10th if it incorporates the recommended changes of the panel.

(4) If the review panel issues a decision that reaffirms the decision of the state board of education rejecting the school district's required action plan, then the school district shall submit a revised plan to the superintendent of public instruction and state board of education within twenty days of the panel's decision. The state board of education shall approve the district's required action plan by no later than July 15th if it meets all of the requirements set forth in RCW 28A.657.050.

**WAC 180-17-030**

Process for submittal and approval of a required action plan when mediation or superior court review is involved.

(1) By April 1st of the year in which a school district is designated for required action, it shall notify the superintendent of public instruction and the state board of education that it is pursuing mediation with the public employment relations commission in an effort to agree to changes to terms and conditions of employment to a collective bargaining agreement that are necessary to implement a required action plan. Mediation with the public employment relations commission must commence no later than April 15th.

(2) If the parties are able to reach agreement in mediation, the following timeline shall apply:

(a) A school district shall submit its required action plan according to the following schedule:

(i) By June 1st, the school district shall submit its required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.

(ii) By June 10th, the school district shall submit its required action plan to the state board of education for approval.

(b) The state board of education shall, by June 15th of each year, 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.

(3) If the parties are unable to reach an agreement in mediation, the school district shall file a petition with the superior court for a review of any disputed issues under the timeline prescribed in RCW [28A.657.050](#). After receipt of the superior court's decision, the following timeline shall apply:

(a) A school district shall submit its revised required action plan according to the following schedule:

(i) By June 30th, the school district shall submit its revised required action plan to the superintendent of public instruction for review and approval as consistent with federal guidelines for the receipt of a School Improvement Grant.

(ii) By July 7th, the school district shall submit its revised required action plan to the state board of education for approval.

(b) The state board of education shall, by July 15th of each year, 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.

[Statutory Authority: RCW [28A.657.120](#). WSR 10-23-083, § 180-17-030, filed 11/16/10, effective 12/17/10.]



**WAC 180-17-040**

Failure to submit or receive approval of a required action plan.

The state board of education shall 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 state board of education 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.

[Statutory Authority: RCW [28A.657.120](#). WSR 10-23-083, § 180-17-040, filed 11/16/10, effective 12/17/10.]

**WAC 180-17-050**

Release of a school district from designation as a required action district.

- (1) The state board of education shall release a school district from designation as a required action district upon recommendation by the superintendent of public instruction, and confirmation by the board, that the district has met the requirements for release set forth in RCW [28A.657.100](#).
- (2) If the board determines that the required action district has not met the requirements for a release in RCW [28A.657.100](#), the state board of education may determine that the district remain a Level I required action district and submit a new or revised required action plan under the process and timeline prescribed in WAC [180-17-020](#) or [180-17-030](#), or it may assign the district to Level II status, according to the requirements of [180-17-060](#).

**WAC 180-17-060**

Designation of required action districts to Level II status.

- (1) For required action districts which have not demonstrated recent and significant progress toward the requirements for release under RCW [28A.657.100](#), the state board of education may direct that the district be assigned to Level II status of the required action process.
- (2) For the purposes of this section, recent and significant progress shall be defined as progress occurring within

the two most recently completed school years, which is determined by the board to be substantial enough to put the school on track to exit the list of persistently lowest-achieving schools list, as defined in RCW 28A.657.100, if the rate of progress is sustained for an additional three school years. Schools meeting their annual measurable objectives (AMOs) for the all students group for two consecutive years, as established by the office of the superintendent of public instruction, may also be deemed to have made recent and significant progress under this section.

- (3) If the required action district received a federal School Improvement Grant for the same persistently lowest-achieving school in 2010 or 2011, the superintendent may recommend that the district be assigned to Level II of the required action process after one year of implementing a required action plan under this chapter
- (4) Districts assigned by the state board of education as required action districts must be evaluated for exit under the same criteria used for their original designation into required action status; except, the board may, at its discretion, exit a district if subsequent changes in the exit criteria make them eligible for exit.

**WAC 180-17-070**

Level II needs assessment and revised required action plan - requirements.

- (1) Upon assignment of a school district to Level II required action district status, the state board shall direct the superintendent of public instruction to conduct a Level II needs assessment and review to determine the reasons why the previous required action plan did not succeed in improving student achievement. The needs assessment shall be completed within ninety (90) days of the Level II designation and presented to the board at its next regularly scheduled meeting.
- (2) The needs assessment and review shall include an evaluation of the extent to which the instructional and administrative practices of the school materially changed in response to the original Level I needs assessment and the periodic reviews conducted by the office of the superintendent of public instruction, during Phase I required action.

- (3) Based on the results of the Level II needs assessment and review, the superintendent of public instruction shall work collaboratively with the school district board of directors to develop a revised required action plan for Level II.
- (4) The Level II required action plan shall include the following components:
- a. A list of the primary reasons why the previous plan did not succeed in improving student achievement.
  - b. A list of the conditions which will be binding on the district in the Level II plan. These may include:
    - i. Assignment of on-site school improvement specialists or other personnel by the superintendent of public instruction;
    - ii. Targeted technical assistance to be provided through an educational service district or other provider;
    - iii. Assignment or reassignment of personnel;
    - iv. Reallocation of resources, which may include redirection of budgeted funds or personnel, as well as changes in use of instructional and professional development time;
    - v. Changes to curriculum or instructional strategies;
    - vi. Use of a specified school improvement model; or
    - vii. Other conditions which the superintendent of public instruction determines to be necessary to ensure that the revised action plan will be implemented with fidelity and will result in improved student achievement.
- (5) The final plan shall be submitted to the state board of education for approval prior to May 30th of the year preceding implementation, with a cover letter bearing the signatures of the superintendent of public instruction and the chair of the board of directors of the required action district, affirming mutual agreement to the revised plan.

**WAC 180-17-080**

Level II required action plan - procedures for direct submission to State Board of Education by Superintendent of Public Instruction; role of Required Action Plan Review Panel.

- (1) If the superintendent of public instruction and the school district board of directors are unable to come to an agreement on a Level II required action plan within ninety (90) days of the completion of the needs

- assessment and review conducted under subsection (2) of this section, the superintendent of public instruction shall complete and submit a Level II required action plan directly to the state board of education for approval. Such submissions must be presented and approved by the board prior to July 15 of the year preceding the school year of implementation.
- (2) The school district board of directors may submit a request to the required action plan review panel for reconsideration of the superintendent's Level II required action plan within ten (10) days of the submission of the plan to the state board of education. The state board of education will delay decision on the Level II required action plan for twenty (20) calendar days from the date of the request, in order to receive any recommendations and comment provided by the review panel, which shall be convened expeditiously by the superintendent of public instruction as required, pursuant to RCW 28A.657.070 (2)(c). After the state board of education considers the recommendations of the required action review panel, the decision of the board regarding the Level Two required action plan is final and not subject to further reconsideration. The board's decision must be made by public vote, with an opportunity for public comment provided at the same meeting.
  - (3) If changes to a collective bargaining agreement are necessary to implement a Level II required action plan, the procedures prescribed under RCW 28A.657.050 shall apply. A designee of the superintendent shall participate in the discussions among the parties to the collective bargaining agreement.
  - (4) In Level II required action, the superintendent of public instruction shall attempt to work collaboratively with the local board of education. However, if the superintendent of public instruction finds that the Level II required action plan is not being implemented as specified, including the implementation of any binding conditions within the plan, the superintendent may direct actions that must be taken by school district personnel and the board of directors to implement the Level II required action plan. If necessary, the superintendent of public instruction may exercise authority under RCW 28A.505.120 regarding allocation of funds.
  - (5) If the superintendent of public instruction seeks to make material changes to the Level II required action plan at any time, those changes must be submitted to the state

board of education for approval at a public meeting where an opportunity for public comment is provided.

**WAC 180-17-090**

Input of the education accountability system oversight committee prior to Level II designations.

- (1) Prior to assigning a required action district to Level II status, the board must hold a public hearing on the proposal, and must take formal action at a public meeting to submit its recommendation to the education accountability system oversight committee established in RCW 28A.657 for review and comment.
- (2) Prior to assigning a district to Level II status, the board must provide a minimum of thirty (30) calendar days to receive comments by the education accountability system oversight committee. If written comment is provided by the committee, it shall be included in Board meeting materials, and posted to the board's website for public review. The superintendent of public instruction may begin the Level II needs assessment process once the board has formally requested committee input on a Level II designation, but may not initiate any part of the required action process until the board has made an official designation into Level II status.

**WAC 180-17-100**

Establishment of accountability framework to improve student achievement for all children.

- (1) Pursuant to the requirements of RCW 28A.657.110 (Chapter 159, Laws of 2013), the state board of education adopts the following guiding principles in fulfillment of its responsibility to establish an accountability framework. The framework establishes the guiding principles for a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.
- (2) The statutory purpose of the accountability framework is to provide guidance to the superintendent of public instruction in the design of a comprehensive system of specific strategies for recognition, provision of differentiated support and targeted assistance, and, if

- necessary, intervention in underperforming schools and school districts, as defined under RCW 28A.657.020.
- (3) The Board finds that the accountability system design and implementation should reflect the following principles and priorities:
- a. Student growth is an essential element in an effective school accountability system. However, inclusion of student growth shall not come at the expense of a commitment to and priority to get all students to academic standard. Washington's accountability system should work toward incorporating metrics of growth adequacy, which measure how much growth is necessary to bring students and schools to academic standard within a specified period of time. An objective standard of career and college-readiness for all students should remain the long-term focus of the system.
  - b. The Board recognizes that the transition to Common Core State Standards creates practical challenges for shorter term goals-setting, as a new baseline of student performance is established on a series of more rigorous standards and assessments. Normative measures of accountability are a transitional strategy during periods of significant change. Long-term, however, the accountability framework shall establish objective standards for Index performance tiers and exit criteria for required action status. The board does not support a permanent system of moving, normative performance targets for our schools and students. The long-term goal remains gradually reduced numbers of schools in the bottom tiers of the index.
  - c. To the greatest extent allowable by federal regulations, the federal accountability requirements for title one schools should be treated as an integrated aspect of the overall state system of accountability and improvement applying to all schools. The composite achievement index score should be used as the standard measure of school achievement, and should be directly aligned with designations of challenged schools in need of improvement made annually by the superintendent of public instruction, and the lists of persistently low-achieving schools as required under federal regulations.
  - d. The integration of state and federal accountability policies should also be reflected in program administration. To the greatest extent allowed by

federal regulation, state and federal improvement planning should be streamlined administratively through a centralized planning tool. Improvement and compliance plans required across various state programs and federal title programs should be similarly integrated to the extent allowable. Planning will become less burdensome and more meaningful when the linkages between programs become more apparent in the way they are administered.

- e. The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the Board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of Common Core and the underlying standard of career and college-readiness for all students.
- f. In the education accountability framework, goals-setting should be a reciprocal process and responsibility of the legislature, state agencies, and local districts and schools. The state education system should set clearly articulated performance goals for itself in a manner consistent with the planning requirements established for school districts and schools. State goals-setting should be grounded in what is practically achievable in the short-term and aspirational in the long-term, and should reflect realistic assumptions about the level of resources needed, and the time necessary, for implementation of reforms to achieve the desired system outcomes.
- g. While the board supports the use of school improvement models beyond those identified by the federal department of education under the No Child Left Behind Act, the board will uphold a standard of rigor in review of these plans to ensure that authentic change occurs in instructional and leadership practices as a result of required action plan implementation. Rigorous school improvement models should not be overly accommodating of existing policies and practices in struggling schools, and summative evaluations should be able to document verifiable change in practice.
- h. Recognition of school success is an important part of an effective accountability framework. The board is committed to an annual process of school recognition, and believes that award-winning schools can make

significant contributions to the success of the system by highlighting replicable best practices. All levels of success should be celebrated, including identifying improvement in low-performing schools, and highlighting examples of good schools that later achieve exemplary status.

- i. Fostering quality teaching and learning is the ultimate barometer of success for a system of school accountability and support. The central challenge for the superintendent of public instruction is developing delivery systems to provide the needed resources and technical assistance to schools in need, whether they be rural or urban, homogenous or diverse, affluent or economically challenged. In instances where traditional approaches have failed, the system will need to be prepared to develop innovative ways to secure the right instructional and leadership supports for districts and schools that need them.





## ACHIEVEMENT INDEX UPDATE

### Policy Consideration/Summary

This memo provides updated information on the following items.

- The Revised Index Tier levels were modified to bring the Washington and Federal school classifications and designations into closer alignment. Under the Revised Index, approximately 50 percent of Washington schools will be classified as Good or a higher rating.
- The Tier level descriptors were updated to include floors and ceilings to avoid the misrepresentation of schools. These changes will ensure that schools with lower proficiency rates and or low graduations rates will not be identified as Exemplary. The described changes will also ensure that schools with the greatest achievement gaps will be rated no higher than Underperforming.
- The Revised Index Tier level will be lowered for schools where participation rates on the state assessments fail to meet the Federal and State expectation of 95 percent. The ESEA Waiver Amendment includes a Tier level reduction when subgroups fail to meet the participation target.
- Transitional Priority School is a new term for an ESEA identified Priority school that is expected to exit Priority status after meeting the exit criteria specified in the ESEA Waiver Amendment. This term will be applied to the Priority schools that implemented an approved Turnaround model for three full years and for which Index results are not yet available.
- The full impact of SBAC field test on accountability is not yet known but it is certain that the SBAC participating schools will have neither current year proficiency rates nor growth percentiles based on the SBAC field test. Due to the large number of SBAC participating schools, the OSPI is determining how best to compute SGPs for students taking the regular state assessments.
- Preliminary discussions were held with an OSPI team on the possible creation of a Language Acquisition Award to recognize the performance of ELL students on the WELPA. The preliminary or draft framework of a Language Acquisition Award was designed and is included at the end of this memo.

### Summary and Update

#### Tier Level Classifications

The current Index assigns all schools to one of five tiers, whereas the Revised Achievement Index (Table 1) will include six tiers: Exemplary, Very Good, Good, Fair, Underperforming, and Lowest 5%. Each tier is briefly described below.

All schools (Title I and non-Title I) will be classified in one of the tier levels based on the composite score derived from the Revised Achievement Index. The system described below

meets Federal and State requirements for identifying schools for recognition and supports regardless of Title-I status.

**Table 1: Blending the State and Federal School Classifications/Designations**

| Tier            | Tier Description   | Federal Category of Title I Schools | Approx. % of All Schools |
|-----------------|--|-------------------------------------|--------------------------|
| Exemplary       | <ul style="list-style-type: none"> <li>• Top 5% of schools based on the composite Index score</li> <li>• Schools must have a proficiency rate for All Students equal to or greater than the state average</li> <li>• High schools must have a 5-Yr ACGR* for All Students equal to greater than the state average</li> </ul>                                   | Reward                              | 5%                       |
| Very Good       | <ul style="list-style-type: none"> <li>• Approx. the next 15% of schools based on the composite Index score</li> </ul>   |                                     | 15%                      |
| Good            | <ul style="list-style-type: none"> <li>• Approx. the next 30% of schools based on the composite Index score</li> </ul>   |                                     | 30%                      |
| Fair            | <ul style="list-style-type: none"> <li>• Approx. the next 30% of schools based on the composite Index score</li> </ul>   |                                     | 30%                      |
| Underperforming | <ul style="list-style-type: none"> <li>• Approx. the next 5% of schools based on the composite Index score</li> <li>• Lowest 10% of schools based on subgroup performance--no school with subgroup performance in the lowest 10% can score higher than this tier</li> <li>• High schools with a 5-Yr ACGR* for subgroups below 60% over three years</li> </ul> | Focus                               | 15%                      |
| Lowest 5%       | <ul style="list-style-type: none"> <li>• Lowest 5% of all schools, both Title I and non-Title I, based on the composite Index score</li> <li>• High schools with a 5-Yr ACGR* for All Students below 60% over three years</li> </ul>   | Priority                            | 5%                       |

\*Note: 5-Yr ACGR = 5-Year Adjusted Cohort Graduation Rate

Some schools will be identified as Priority, Focus, and Reward as required by the ESEA Waiver based on the combination of proficiency, growth, and college and career (graduation) data where applicable. The USED requires that a cohort of Priority schools be identified every three years. Be advised that a school may be classified at the “Lowest 5%” tier and not be a Priority School designated under the ESEA Waiver because it is not a Priority school identification year. Under the same premise, a previously identified ESEA Priority school might be classified in the “Underperforming” tier well outside of the “Lowest 5%” tier based in the current year index but remains a Priority school until it has implemented an approved turnaround model for three years and met the other exit criteria.

Both Title I and non-Title I schools identified as Focus on the basis of subgroup performance will be subject to a ceiling of the Underperforming tier. The ESEA Waiver Amendment specifies that all schools identified at the Exemplary Tier will be subject to a proficiency rate and graduation rate (for high schools) floor equal to or greater than the state average. These floors will ensure that schools with lower than average proficiency rates and or lower graduation rates will not be identified as Exemplary.

As described in the ESEA Flexibility Request, the Revised Index will incorporate participation rates on assessments and unexcused absence targets. A school’s tier will be lowered by one level if the school (All Students) or any ESEA subgroup does not meet the assessment participation rate (minimum of 95%) or unexcused absence target (maximum of 1%). For instance, a school that would have received an Exemplary rating would receive the next lower

rating of Very Good if the “All Students” group or an ESEA subgroup from the school did not meet the participation rate minimum and/or the unexcused absence maximum.

### **Transitional Priority Schools**

Of the 64 Priority Schools currently identified by the OSPI, 17 of these are Cohort I SIG schools that implemented intervention models for the 2010-11, 2011-12, and 2012-13 school years. These schools are eligible to exit Priority status beginning in the 2014-15 school year pending analysis of the 2012-13 assessment and graduation data that is expected to be completed in early to mid-December 2013. These 17 schools are referred to as Transitional Priority Schools as each is expected to transition out of Priority status through the 2013-14 (current) school year. The Transitional Priority Schools are expected to follow their intervention plan through the current and subsequent years to ensure that the school improvements and related increased student achievement are sustained beyond the mandated implementation period.

### **Issues Related to SBAC Field Testing**

In 2013-2014 the SBAC will be field tested, and the Smarter Balanced Consortium, of which Washington State is a governing member, is seeking participation from a representative sample of approximately ten percent of students in tested grades from Washington. The field test will yield limited information on the performance of students and schools because the field test is designed to ascertain the suitability and difficulty of items. All students in tested grades are required to participate in either the SBAC field test or the regular state assessments.

#### Field Test Flexibility

The USED will allow a one-year waiver for required assessments so students will not have to ‘double test,’ and schools will not experience any federal penalty for lack of state assessment results. The OSPI indicated that Washington will apply for the “Dual Testing” flexibility to ensure that students will not sit for both the SBAC field test and the state assessments. All students will need access to the high stakes assessments required for high school graduation, so the reading and writing HSPE, mathematics EOCs, and the biology EOC will be administered, regardless of whether a high school participates in field testing.

The USED is also offering “Determination” flexibility that exempts SBAC participating schools from accountability determinations for the 2013-14 school year. If Determination flexibility is requested and granted, the 2012-13 accountability determination will carry forward for the 2013-14 school year. For example, if a school at the Very Good Tier in 2012-13 and is an SBAC field test participating school, the school will be designated at the Very Good Tier for 2013-14. The OSPI indicated that Washington will apply for the “Determination” flexibility.

#### Accountability and the SBAC Field Test

The OSPI indicated that schools were asked to volunteer and all volunteering schools would be permitted to participate on the SBAC field test. The number and percentage of SBAC participants by grade level are summarized on Table 2. The OSPI will provide the SBAC with the requested representative sample from the pool of field test participants. The OSPI is currently recruiting for additional 11<sup>th</sup> grade participants.

Participation in the SBAC field test will prevent the calculation of student growth percentiles for 2013-2014 for those participating students. The SBE and OSPI are seeking guidance from Dr. Damian Betebenner and his colleagues at the National Center for the Improvement of Educational Assessment (NCIEA) regarding the computation of SGPs for students participating in the regular state assessments. Because of the high percentage of students expected to participate in the SBAC field test, the OSPI is determining how best to compute SGPs for students taking the regular state assessments.

**Table 2: Summary of SBAC Field Test Participation**

| Grade Level | Students in State | SBAC Field Test Participants | Percent Participating | Schools | Districts |
|-------------|-------------------|------------------------------|-----------------------|---------|-----------|
| 3           | 79609             | 31231                        | 39.2%                 | 607     | 148       |
| 4           | 79288             | 31085                        | 39.2%                 |         |           |
| 5           | 78297             | 30608                        | 39.1%                 |         |           |
| 6           | 79792             | 30720                        | 38.5%                 |         |           |
| 7           | 80340             | 29236                        | 36.4%                 |         |           |
| 8           | 80488             | 29032                        | 36.1%                 |         |           |
| 9           | 73011             | 8418                         | 11.5%                 | 91      |           |
| 10          | 82719             | 3480                         | 4.2%                  |         |           |
| 11          | 78466             | 9041                         | 11.5%                 |         |           |

The absence of SGP calculations for SBAC participants may cause a practical concern communicating with stakeholders: as growth is being advocated for use in the Revised Index and promoted as a tool for schools and teachers, educators and the public may develop an interest in growth only to be informed that SGPs will not be everywhere available again until 2014-15.

**ELL Update**

The ESEA Waiver Amendment that was formally submitted to USED in October 2013 included a plan to disaggregate the performance of both Current and Former ELL groups. In earlier communications, USED representatives were receptive to using 'Current' and 'Former ELL' subgroups. The USED will likely limit the use of Former ELL to those exiting ELL services less than or equal to two years prior to testing.

Reporting on the achievement of current and Former ELL students provides an exciting opportunity for the Board to support the creation of a "Language Acquisition Award" to highlight the progress of additional schools on another important metric. The reward would be intended to recognize the schools whose current ELL students demonstrate high levels of performance on the WELPA or make impressive academic progress. The SBE staff met with an OSPI team to preliminarily discuss the elements of a Language Acquisition Award.

**Elements of a Language Acquisition Award**

Rationale for the Award

- A Language Acquisition Award would recognize schools whose ELL students are performing at the highest levels with regards to language acquisition.
- Language acquisition is an indicator of school success apart and separate from the typical indicators of school success such as reading proficiency rates and median reading SGPs.
- The recognition would send the strong message that the SBE/OSPI values the hard work and results produced by a select group professionals focusing on the most rapidly expanding subgroup in the state.

It was stipulated that the award should recognize only the highest performing schools and that the recognition should be fair and unbiased. Further, it was agreed that the recognition should be designed in a manner to promote only “best practices”.

There is little question that the recognition or award should be made at the school level and that a minimum number of continuously enrolled ELL students must be present at the school to be eligible for the recognition. It was also agreed that certain schools (Priority and Focus Schools identified through low ELL subgroup performance) should be excluded from consideration in order to facilitate clear messaging.

If such an award were to be created, the measure could be based on ELL performance on the WELPA over multiple years and mimic the AMAO targets utilized for Title III accountability. The recognition might be based upon any combination of the measures briefly described below.

- The average student point gain for ELL students at the school on the WELPA between the current and prior year. (ELL Progress)
- The percentage of ELL students at the school who show a point gain of at least XX points on the WELPA over the two most recent administrations. (Combination of Performance and Progress)
- The percentage of ELL students who meet or exceed the cut score on the WELPA necessary to exit ELL services. (ELL Performance)

The OSPI Title III Data Analyst will conduct some preliminary analyses on the most recent WELPA results to learn more about the above cited measures.

As a final note, the decision to recognize all schools whose ELL students meet some yet to be determined threshold on the selected measure would be appropriate. Or as an alternative, the decision to recognize the performance of the highest 5 percent of schools on a yet to be determined measure could also be made. The former methodology would be considered criterion based while the latter would be normative or comparative. Further thoughts and considerations on the identification methodology should be predicated on the results produced by the OSPI Data Analyst.



## Achievement & Accountability Workgroup (AAW) E2SSB 5329 Feedback Report from the October 9, 2013, Meeting

### Overview

During this AAW meeting, members discussed E2SSB 5329 via an afternoon webinar. AAW members were asked to provide feedback and ask questions via the webinar chat tool, participate in polls, fill out a post-webinar survey, suggest revisions to draft rules for ESSB 5329, and were invited to participate in a follow-up teleconference if interested. Feedback from all of those sources was used in the creation of this report. Each member had the opportunity to review and contribute to this report prior to publication.

### Executive Summary

During group discussions, AAW members provided input on the implementation of E2SSB 5329:

| E2SSB 5329 Discussion Topics                             | Feedback   |
|--|--|
| Issues with Support Provided to RADs                     | <ul style="list-style-type: none"> <li>• Providing successful school improvement support to RADs will be challenging</li> <li>• The support will result in “more of the same” because of limitations of resources and expertise in OSPI school improvement</li> </ul>              |
| Considering New RADs                                     | <ul style="list-style-type: none"> <li>• OSPI should look at more than just measures based on state assessments (particularly for ELL) and should consider demographic information</li> </ul>  |
| Issues with Timelines between Steps in the RAD Process   | <ul style="list-style-type: none"> <li>• For OSPI and SBE workload capacity, 20 day and 30 day timelines will be a very different amount of work for handling 5 districts than 20 districts</li> </ul>   |
| When will Districts Need the RAD Plan?                   | <ul style="list-style-type: none"> <li>• February for staffing purposes</li> <li>• Preliminary by March with input April through June and final in July</li> <li>• If plan is resource-dependent, in time for budgeting</li> </ul>   |
| Developing Exit Criteria                                 | <ul style="list-style-type: none"> <li>• Align the use of AMOs to exit from RAD status with the use of AMOs to exit from PF&amp;E list</li> <li>• Specify that exit can occur from meeting AMOs only for the all students group;</li> <li>• Very difficult to meet AMOs</li> </ul> |
| Requesting Flexibility on Normative Measure of Bottom 5% | <ul style="list-style-type: none"> <li>• There will always be a bottom 5% no matter how much schools improve</li> <li>• Flexibility on this would be alright but not a priority</li> </ul>   |

|   |   |
|---|---|
| Issues with Transition to Common Core               | <ul style="list-style-type: none"> <li>• Concern over the effect of the SBAC on the bottom 5%</li> <li>• Note that some districts will be field-testing the SBAC and will not have MSP/HSPE data in spring</li> </ul>   |
| Recognition and Replication of Successful Practices | <ul style="list-style-type: none"> <li>• Some priority schools are implementing many best practices, they should be recognized</li> <li>• Two members were more interested in successful practices than schools during recognition</li> <li>• Use an intentional process to replicate successful practices and school environments through a clearinghouse, a conference, analytical documents, or school visits</li> </ul> |

AAW members also offered general feedback on other policy issues. The general feedback table can be found on the last page of this document.

## **AAW Feedback on E2SSB 5329**

### **Issues with Support Provided to RADs**

- “An issue for the districts would be the quality and level of expertise and ‘help’ that would be provided by OSPI. It is both underfunded to do the work and it lacks expertise in the very issues that have put schools on the lists. There would probably be other challenges if we had a little more time to think about it.”
- An AAW member noted that successful support to RADs relies on the “willingness and capability of staff/district to adopt & implement multifaceted turnaround plan. Availability of resources. Establishing clarity of roles in a RAD II school between the district, OSPI and SBE.”
- “My concern is that a struggling district assigned to Level II will do ‘more of the same.’ So, even the state support ‘team’ needs to change personnel... have someone on site that is different from the person who has been there, etc.”
- “On the rigor of required action plans: I've sat through school improvement plan meetings that feel more like jumping through hoops - more like filling out a form to make somebody somewhere else feel like they're doing something to improve education rather than being able to sit down as a school leadership team and really addressing the specific needs of our school and our kids. In order to best meet the needs of our kids to help them get college and career ready, we need to focus on more variables than just reading and math - but it seems like that's all we're getting from the federal and state government.”

### **Considering New RADs**

- “Having the state assessments in the major language would be great. But we thought that had been decided that it wouldn't be done. We use a normed referenced test in

Spanish. We know this won't count for accountability but were wondering if this would go toward the OSPI analysis for growth as they consider which schools/districts for RAD.”

- “So you are saying that OSPI will ONLY look at the state assessment data. The SGPs are based on the state assessments - MSP/HSPE/EOC. ELL students do not grow per Paul at OSPI until they reach a certain English proficiency. So basing this ONLY on state assessments will not capture the reality in schools with 80% ELL in their ALL category. This question goes with the question about primary language assessment data. Will anything else be considered in OSPI's analysis for growth when considering which schools would become RAD?” (Please see the primary language assessment issue in the general feedback section.
- “It seems that there should be some additional demographic considerations given to schools with district level programs. i.e. special ed. programs, highly capable, ELL, etc.”

### **Issues with timelines between steps in the RAD process**

- When setting timelines of 20 or 30 consecutive calendar days for steps in the RAD process, breaks at the school or district could cause delays.
- For the workload capacity at SBE and OSPI, handling 20 schools in 30 days is going to be much more challenging than handling five schools in 30 days.

### **Webinar Poll: Timelines**

Taking into consideration that schools must be ready to implement plans by the start of the school year after being designated Level II, do the draft rules allow sufficient time for the Oversight Committee and the Review Panel to perform their roles?

30 days for the Educational Accountability System Oversight Committee

20 days for the Required Action Review Panel

56% Yes

44% No

### **When Will Districts Need the RAD Plan?**

- “February. Districts start staffing at that time.”
- “Preliminary plan by March; Input Apr.-June, consideration of other factors and adjust; Final plan by July”
- “I have question about REAL resources. If the plan is resource-dependent, then the plan needs to be done by April for resource allocation and budgeting. Certainly, would have to be in place by the time the budget for the year of implementation is adopted by the local board -- most do late June?”

### **Developing Exit Criteria**

- Two AAW members noted that the use of AMOs to exit from RAD status should be aligned with the use of AMOs to exit from the priority, focus, and emerging list.



- Two AAW members noted that the rules on exit criteria should specify that a RAD could exit for meeting the AMOs for the all student group for two years and could not exit for meeting the AMOs for two years for a particular subgroup.
- An AAW member thought that the criteria for exiting the priority list should be the same as RAD status.
- “Out of 32 schools in our district we had NO school meet all AMO's and it gets harder to meet next year. Using AMO as the measure to exit makes it very difficult to exit.”

#### **Requesting Flexibility on Normative Measure of the Bottom 5%**

- “By definition won't there always be PLA schools? There will always be a bottom 5% no matter how much schools improve.”
- “I don't mind heading in this direction. I think there are too many questions -- and requesting future flexibility right now on this matter -- is not a priority.”

#### **Webinar Poll: Requesting Flexibility on Normative Standards**

Should we request flexibility from normative standards in the future?

78% Yes

22% No

#### **Issues with Transitioning to Common Core**

- “How will the transition to Common Core affect the bottom 5% of schools?”
- “Important to note that many districts including ours just applied to have all of our schools participate in SBAC field test...meaning we will never take MSP again, except for Science. As a result we won't have any scores this spring.”

#### **Recognition and Replication of Successful Practices**

- “We have priority schools that are implementing more best practices than even our reward schools. These schools should be recognized for their work and outstanding practices as well. (Even confirmed by BERC)”
- “It seems to me that we will all benefit from recognition of effective best practices -- I'm not into schools as much as best practices. That is, what is going on in school A that will help me improve my school's program. I'm thinking a ‘clearinghouse’ approach for best practices that schools/districts can cherry pick to improve their programs.”
- “I think the important part of recognition of schools is an intentional process to replicate the successful practices and school environments at challenged schools.”

## GENERAL FEEDBACK FROM BOTH WEBINARS

In addition to the feedback that was requested on E2SSB 5329, AAW members offered feedback on other policy issues.

| General Discussion                                    | Feedback   |
|---|--|
| Issues with State Assessments Offered in Only English | <ul style="list-style-type: none"> <li>• The comprehension of ELL students is not being understood because state assessments are in English</li> <li>• Students may be proficient when tested in another language</li> </ul>   |
| ELL Accountability Concerns                           | <ul style="list-style-type: none"> <li>• Schools are punished in the Index for having ELL students</li> <li>• ELL students will not demonstrate growth until reaching a certain English proficiency</li> <li>• Feelings of losing ground on the ELL issues</li> <li>• How will the Former-ELL cell impact the ELL subgroup?</li> </ul> |
| Special Education Accountability Concerns             | <ul style="list-style-type: none"> <li>• There will be a Former-ELL cell to examine progress after exit from ELL, why not do this for SPED too?</li> </ul>   |
| Using SBAC as a Graduation Requirement                | <ul style="list-style-type: none"> <li>• Some don't support it, some support it with adequate time for the students to prepare</li> <li>• First cohort to have SBAC as a graduation requirement should have instruction based on Common Core from 6<sup>th</sup> grade onward</li> </ul>   |
| ESHB 2261 Funding                                     | <ul style="list-style-type: none"> <li>• Differentiated funding to high need areas is needed to successfully implement 2261; set class size requirements for high poverty schools</li> </ul>   |
| Negative Effects of the Transition to Common Core     | <ul style="list-style-type: none"> <li>• What will happen to the Index during the transition to Common Core?</li> <li>• What adjustments will be made to mitigate the negative effects during the shift to Common Core?</li> </ul>   |

## **Challenged Schools In Need of Improvement (E2SSB 5329)**

### **Amendment to WAC 392-501-707. Authority**

The authority for these rules is RCW [28A.657.020](#), [28A.657.030](#), and [28A.657.100](#), which require the superintendent of public instruction to annually:

- (1) Identify challenged schools in need of improvement and a subset of such schools that are the persistently lowest-achieving schools in the state,
- (2) Recommend school districts for designation as required action districts to the state board of education, and
- (3) Make recommendations to the state board of education regarding the release of school districts from being designated as a required action district.

### **Amendment to WAC 392-501-710. Purpose**

The purpose of this chapter is to:

- (1) Adopt criteria for identifying challenged schools in need of improvement and a subset of such schools that are the persistently lowest-achieving schools in the state;
- (2) Establish criteria for recommending to the state board of education school districts for required action; and
- (3) Establish exit criteria for districts that receive a required action designation.

### **New WAC 392-501-715. Definitions.**

For purposes of this chapter, the following definitions apply:

- (1) “Challenged schools in need of improvement” are the lowest achieving schools within the state. Challenged schools in need of improvement include priority schools and focus schools.
- (2) “Schools” are the public schools of the state, including schools that are eligible to use Title I funds for school wide programs, schools that participate in Title I by using Title I funds for school wide programs, schools that are not eligible to use Title I funds, and charter schools established under chapter 28A.710 RCW.

(3) “Title I” is Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended.

(4) The “Washington Achievement Index” is a system developed by the state board of education pursuant to RCW 28A.657.110 to identify schools and school districts for recognition, for continuous improvement, and for additional state support. The Washington Achievement Index includes an “all students group” category, a “targeted subgroups” category and student subgroup categories including American Indian, Asian, Black/African American, Hispanic, Pacific Islander, White, Two or More Races, low income, students with disabilities, English Language Learners.

**Amendment to WAC 392-501-720. Process and Criteria for identifying challenged schools in need of improvement.**

(1) By February 1 of every year, the superintendent of public instruction will identify challenged schools in need of improvement using the following criteria:

(a) Priority schools are the persistently lowest achieving schools in the state. Priority schools are (i) schools in the **Priority-Lowest 5%** tier of the Washington Achievement Index for the all students group in reading, writing, science, mathematics and beginning in the 2014-2015 school year, English language arts, combined for the past three consecutive years based on the composite index score, or (ii) secondary schools that have a weighted-average five-year adjusted cohort graduation rate that is less than sixty percent based on the past three years of data.

(b) Focus schools are (i) Schools that are in the **Underperforming** tier of the Washington Achievement Index in one or more student subgroup categories in reading, writing, science, mathematics and, beginning in the 2014-2015 school year, combined for the past three consecutive years based on the composite index score, or (ii) high schools that have a five-year adjusted cohort graduation rate that is less than sixty percent among one or more of student subgroup categories for the past three consecutive years.



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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**Randy I. Dorn** Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

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November 4, 2013

Dear State Board of Education,

It is our pleasure to present to you, educational policy leaders within our state, an initial draft of the Student and School Success Synergy Model for Continual Improvement. This model represents the best thinking of hundreds of local and state experts in school improvement and has been reviewed by partners at the US Department of Education. Furthermore, our model directly aligns with best national research published through the Academic Development Institute (ADI) and the Center on Innovation and Improvement (CII) around creating a statewide system of care that ensures all schools in every community have the incentives, capacity, and opportunity to become schools that we would be proud for each of our children to attend.

The Student and School Success Synergy Model evolved from a theory of action that utilizes the Turnaround Principles as articulated through the ESEA Waiver process with the ultimate goal of equality in outcome for Washington State's 1.1 million students.

We eagerly look forward to progressive dialogue with you and other educational and policy leaders within our state to continue to strengthen our work and ensure that we are delivering the very best recognition for success.

We believe in the power of local control and are poised as a division within OSPI to collaborate and provide increasingly direct and guided support as necessary to reach our goals.

For Kids,

[Andrew E. Kelly \(Andy\)](#)

Assistant Superintendent Student and School Success

Office of Superintendent of Public Instruction

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### Student and School Success Synergy Model for Continuous Improvement

States receiving flexibility through the federal *ESEA Waiver* process must ensure career- and college-ready expectations for all students, including English learners and students with disabilities. These states must also implement differentiated accountability systems with support focused on building educator capacity in the lowest-performing schools (Priority schools) and schools with the largest achievement gaps (Focus schools) to implement federal Turnaround Principles and substantially increase student learning. Turnaround Principles include: (1) provide strong leadership, (2) ensure teachers are effective, (3) increase learning time, (4) strengthen the instructional program, (5) use data to inform improvement, (6) establish safe environments, and (7) engage families and communities.

The Superintendent of Public Instruction's Office of Student and School Success addresses these challenges. The Office created a theory of action that utilizes Turnaround Principles as the platform for building educator capacity in Priority and Focus schools to deliver career- and college-ready curriculum, instruction, and assessments to all students. This theory of action provides the foundation for the state's approach in supporting school teams to ensure the *theory* underpinning the federal Turnaround Principles becomes *sustainable practice* in their schools and districts.

The Office's theory of action posits a continuous improvement process anchored in data and high-leverage evidence-based practices around *Courageous Leadership* and *Transformational Teaching* will lead to substantial increases in learning outcomes aligned with Common Core State Standards (CCSS) and other state standards for all students. To move from theory to practice, the Office collaborated with the [Academic Development Institute](#) (ADI) to identify 17 high-impact behaviors and practices in schools effective in rapidly improving educator capacity and student performance. Each of the state's Priority and Focus school must craft action plans around these practices using ADI's Indistar online tool. These practices, referred to as "Expected Indicators" in Washington, align with federal Turnaround Principles.

Perhaps not unexpectedly, needs assessments in Washington's Priority and Focus schools surfaced a common issue: educator capacity to deliver data-driven differentiated instruction and interventions aligned with CCSS, so that all students, including English learners and students with disabilities, have access and support to achieve to rigorous standards. Based on this, the Office developed a system of professional development (PD) and technical assistance (TA) under Turnaround Principle 2 to support instructional teams to collect and analyze data (Turnaround Principle 5) around career- and college-ready assessments aligned with the CCSS and to use those data to strengthen the instructional program (Turnaround Principle 4). This system of PD/TA focuses on building educator capacity to deliver core instruction to all students, monitor student learning through benchmark assessments aligned to CCSS, and differentiate instruction based on their assessment of student mastery. Common to all PD/TA is the message that *Courageous Leadership* provides the foundation for sustainable change, as the principal must keep a focus on instructional improvement and student learning outcomes (Turnaround Principle 1).

This approach enables identified underperforming schools to transform the theory underpinning Turnaround Principles into *sustainable practices* that boost learning outcomes for all students. Our desire as a state that honors local control is that this first most frequently occurs at the local level with differentiated supports and services provided by the Office of Student and School Success. However, when local efforts fail to move the academic needle for each of the students we serve, Student and School Success is poised to collaborate in a deeper, and if necessary, more directive way to ensure an equitable outcome for the 1.1 million students we are charged to serve in Washington State.

What follows is a menu of professional development the Office offers which are aligned to the seven Turnaround principles. In addition to this menu, Student and School Success also provides targeted coaching to support the growth and development of building principals and collaborate with district partners, targeted iGrants to help schools focus their improvement plans on the identified gaps, differentiated and custom support depending on needs and growth trajectory of each of the schools we serve.

**Instructional Supports and Services**  
**OSPI: Divisions of**  
**Student and School Success**  
**&**  
**Student Support**

This document describes the services and support provided through OSPI’s Division of Student and School Success. The first column lists the content area and specific professional development, coaching, and/or technical assistance offered through the division. This includes the primary service area (e.g., Mathematics, Reading), title of the service, intended audience, and approximate length. The second column provides a brief description of expected outcomes for participants. **For questions, please call our office at (360) 725-4960 or email the following individuals:**

- **All services offered K-12 through the Division Director: Travis Campbell at [travis.campbell@k12.wa.us](mailto:travis.campbell@k12.wa.us)**
- **English Language Development: Chriss Burgess at [chriss.burgess@k12.wa.us](mailto:chriss.burgess@k12.wa.us)**
- **Mathematics Services: Patrice Turner at [patrice.turner@k12.wa.us](mailto:patrice.turner@k12.wa.us)**
- **Reading/Language Arts Services: Judi Mosby at [judi.mosby@k12.wa.us](mailto:judi.mosby@k12.wa.us)**
- **Special Education Services: Chriss Burgess at [chriss.burgess@k12.wa.us](mailto:chriss.burgess@k12.wa.us) or Debra Howard at [debra.howard@k12.wa.us](mailto:debra.howard@k12.wa.us)**

**Principle 1: Provide Strong Leadership**

| <b>Student/School Success Support</b>  | <b>Brief Description</b>   |
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| <p><b><i>Mathematics and Reading:</i></b><br/> <b>Leadership Research</b></p> <p><b>Audience:</b> District and school leaders and grade-level teacher leaders<br/> <b>Length:</b> ½ day each for <i>Mathematics Leadership Research</i> and <i>Reading Leadership Research</i></p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Develop knowledge of leadership skills necessary to support increased student achievement in mathematics/reading;</li> <li>• Use current mathematics/reading research to develop a shared vision of quality mathematics/reading leadership; and</li> <li>• Translate the vision of quality mathematics/reading leadership into personal and/or team goals.</li> </ul>                 |
| <p><b><i>Special Education:</i></b><br/> <b>Incorporating Academic Learning Standards into IEPs</b></p> <p><b>Audience:</b> Administrators<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs</p>  | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Define/redefine roles, responsibilities and expectations specific to Special Education (staff, students, programs, policies/procedures, etc.);</li> <li>• Increase knowledge of rules/regulations regarding Students with Disabilities and their access to CCSS (e.g., instruction, assessment);</li> <li>• Identify barriers and solutions at school and district levels;</li> </ul> |



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| <p><i>Note. See Principle 4 for Related Teacher and Team Services</i></p>  | <ul style="list-style-type: none"> <li>• Identify gaps in current professional development and create action and progress monitoring plans to address gaps; and</li> <li>• Gain functional knowledge in using IEP review tools to assist with implementation and progress monitoring.</li> </ul>  |
| <p><b>Special Education: Leadership Coaching</b><br/> <b>Audience:</b> Administrators and Teams<br/> <b>Length:</b> Customized to fit school needs</p>   | <p>As a result of Coaching, participants will build capacity to:</p> <ul style="list-style-type: none"> <li>• Incorporate academic learning standards into IEPs and implement standards-based instruction and interventions;</li> <li>• Implement a Response to Intervention (RTI) Framework (i.e., a multi-tiered instructional framework), increase access to Core Instruction, and implement action goals related to Special Education; and</li> <li>• Create systemwide mission and vision for serving students with disabilities.</li> </ul>   |
| <p><b>English Language Development: Implementing Sheltered Instruction</b><br/> <b>Audience:</b> Administrators and Teams<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs</p>       | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Gain awareness of sheltered instruction and the research base regarding effective implementation;</li> <li>• Understand how sheltered instruction supports content learning for all students, but is essential for the success of English language learners; and</li> <li>• Experience a training simulation of one sheltered instruction component.</li> </ul>  |
| <p><b>All Student and School Success Services: Leadership Coaching</b><br/> <b>Audience:</b> Administrators and Teams<br/> <b>Length:</b> Customized to fit school needs</p>                           | <p>Leadership coaching services are available to Priority and Focus schools identified through Washington’s approved <i>ESEA Flexibility Request</i>. Coaches provide “shoulder-to-shoulder” support using the Indistar® action planning tool, assist school leadership in interpreting Needs Assessments and other relevant data to inform instruction and strategic academic interventions, assist with facilitating professional development, conduct classroom walkthroughs with leaders, and provide general guidance around implementing the school’s Student and School Success Action Plan.</p> |
| <p><b>Guidance and Counseling Program Development</b><br/> <b>Audience:</b> District and school leaders, school counselors<br/> <b>Length:</b> Approximately 1 hour to 1 day based on school needs</p> | <p>Secondary education provides technical assistance to school districts and schools in the development of guidance and counseling programs to address barriers to student success, specifically in meeting developmental outcomes in personal/social, educational, and college and career readiness guidance needs of students.</p>  |

## Principle 2: Ensure Effective Instruction

| Student/School Success Support  | Brief Description   |
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| <p><b>Reading:</b><br/><b>Increasing Phonics and Advanced Decoding Skills</b></p> <p><b>Audience:</b> District/school reading leadership teams and additional teacher leaders<br/><b>Length:</b> Approximately ½ to 1 day based on school needs</p>           | <p>Phonics and word study skills are necessary for students to comprehend text. These skills must be taught in an explicit and systematic manner for students to gain automaticity with print (Chall and Popp, 1996). As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Increase their knowledge of how to assess students’ phonic and decoding skills; and</li> <li>• Build their capacity to systematically and explicitly help students to perform key encoding and decoding tasks as they read.</li> </ul>  |
| <p><b>Reading:</b><br/><b>Increasing Morphological Awareness and Its Application</b></p> <p><b>Audience:</b> District/school reading leadership teams and additional teacher leaders<br/><b>Length:</b> Approximately ½ to 1 day based on school needs</p>    | <p>Students are expected to access more complex text as they progress through the grades. Hence, it becomes necessary that the advanced decoding skills be expanded to include more complex morphology, including roots and syntax. As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Increase their knowledge of how to assess students’ advanced decoding skills; and</li> <li>• Build capacity to support students to increase their ability to use more complex morphology (e.g., roots and syntax) to understand the meaning of words across curriculum and content areas.</li> </ul>                                |
| <p><b>Reading:</b><br/><b>Comprehension Strategy Knowledge-Grades K-6</b></p> <p><b>Audience:</b> District/school reading leadership teams and additional teacher leaders in grades K-6<br/><b>Length:</b> Approximately ½ to 1 day based on school needs</p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Increase their understanding of effective instructional practices for teaching reading comprehension strategies; and</li> <li>• Build capacity to support students to increase their ability to apply reading comprehension strategies to understand the meaning of text across curriculum and content areas.</li> </ul>   |
| <p><b>Reading:</b><br/><b>Rethinking Content Area Literacy-Grades 4-12</b></p> <p><b>Audience:</b> District/school reading leadership teams and additional teacher leaders in grades 4-12<br/><b>Length:</b> 1 day</p>  | <p>The Common Core State Standards insist that instruction in reading, writing, speaking, listening, and language should be a shared responsibility within the school. As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Increase their understanding of current research around adolescent literacy in order to ensure students are prepared for college and career demands;</li> <li>• Develop practical, effective instructional strategies to prepare students for accessing text across the content areas; and</li> <li>• Build capacity as content area teachers to support quality adolescent literacy.</li> </ul> |
| <p><b>Reading:</b></p>  | <p>It is important for teachers and students to understand the reading – writing connection that</p>  |

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| <p><b>Reading/Writing Connection</b></p> <p><b>Audience:</b> District/school reading leadership teams and additional teacher leaders in grades 3-12</p> <p><b>Length:</b> 1 day</p>  | <p>requires students to draw upon and write about evidence from literary and informational texts</p> <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Increase their understanding of research that (1) strongly supports the teaching of the two reciprocal processes together and (2) emphasizes that literate persons are both readers <i>and</i> writers, constructing meaning from the texts that they read and the ones that they write; and</li> <li>• Develop practical, effective instructional strategies that explicitly integrate reading and writing.</li> </ul>  |
| <p><b>Reading:</b></p> <p><b>Increasing Academic Vocabulary</b></p> <p><b>Audience:</b> District/school reading leadership teams and additional teacher leaders</p> <p><b>Length:</b> Approximately ½ to 1 day based on school needs</p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Increase their understanding of current research around the importance of students developing skills to build their academic vocabulary, so they can access the increasingly complex words and texts they encounter as they progress through the grades; and</li> <li>• Develop practical, effective instructional strategies that explicitly support students to build their skills in understanding words they encounter that are not part of their oral vocabularies.</li> </ul>   |
| <p><b>Mathematics:</b></p> <p><b>Problem Solving</b></p> <p><b>Audience:</b> District/school math leadership teams and additional teacher leaders</p> <p><b>Length:</b> Approximately ½ to 1 day based on school needs</p>               | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Expand understanding of problem-solving standards and their relevance;</li> <li>• Understand common student learning challenges with problem solving; and</li> <li>• Identify instructional strategies that address learning challenges.</li> </ul>   |
| <p><b>Mathematics:</b></p> <p><b>Quality Instruction</b></p> <p><b>Audience:</b> District/school math leadership teams and additional teacher leaders</p> <p><b>Length:</b> Approximately ½ to 1 day based on school needs</p>           | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Develop knowledge of research-based instructional practice that promotes student achievement in the mathematics classroom;</li> <li>• Apply knowledge of research-based instructional practice in mathematics to support increased student achievement;</li> <li>• Develop tools to monitor implementation of quality instructional practice in the classroom;</li> <li>• Use current mathematics research to develop a shared vision of quality mathematics instruction;</li> <li>• Translate the vision of quality mathematics instruction into indicators (operational definition); and</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Create a tool to monitor district implementation of quality mathematics instruction.</li> </ul>  |
| <p><b>English Language Development:</b><br/> <b>Content and Language Objectives that Work</b></p> <p><b>Audience:</b> District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs</p>   | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Learn why language objectives are important to effective instruction for English language learners (ELLs);</li> <li>• Learn to write language objectives that support content objectives; and</li> <li>• Write language objectives that are scaffolded for the five levels of language acquisition.</li> </ul>   |
| <p><b>English Language Development:</b><br/> <b>Fostering a Verbal Environment: Developing Oral Language in English Language Learners</b></p> <p><b>Audience:</b> District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs</p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Establish an understanding of the research regarding oral language development in English language learners in an effort to their increase academic achievement;</li> <li>• Become knowledgeable about current research and identify support needed to implement research-based practices for oral language development; and</li> <li>• Engage in professional dialogue with colleagues about improving instruction through effective use of specific strategies to develop oral language in English language learners.</li> </ul> <p>Note. This professional development may include lesson modeling.</p> |
| <p><b>English Language Development:</b><br/> <b>Classroom Strategies that Work for ELLs</b></p> <p><b>Audience:</b> District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs</p>   | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Understand current research related to selected Marzano’s High-Yield Strategies; and</li> <li>• Learn to apply these high-yield strategies with a language acquisition perspective.</li> </ul> <p>Note. This professional development may include lesson modeling. Additionally, some text(s) may be required.</p>   |
| <p><b>English Language Development:</b><br/> <b>Guidelines for Teaching Literacy to ELLs</b></p> <p><b>Audience:</b> District/school leadership teams and additional teacher leaders, including Special Education and English Language Development staff<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs</p>  | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Gain knowledge of distinctions in literacy instruction for English language learners;</li> <li>• Apply research-based distinctions to their teaching or monitoring practices; and</li> <li>• Develop skills in teaching comprehension skills that will assist ELLs to build meaning.</li> </ul> <p>Note. This professional development may include lesson modeling.</p>  |
| <p><b>Reading;</b><br/> <b>Literacy Instruction for Culturally and Linguistically Diverse Students</b></p>   | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Increase their cultural competency;</li> <li>• Deepen their understanding of how to effectively engage culturally and linguistically diverse students in learning; and</li> </ul>  |

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| <p><b>Audience:</b> District/school leadership teams and grade-level teams, including Special Education and English Language Development staff<br/> <b>Length:</b> Customized to fit individual school/district needs</p>   | <ul style="list-style-type: none"> <li>• Develop and implement effective strategies to support literacy instruction for their culturally and linguistically diverse students.</li> </ul>  |
| <p><b>All Content Areas:</b><br/> <b>Cultural Competence and Language</b><br/> <b>Audience:</b> District/school leadership teams and grade-level teams, including Special Education and English Language Development staff<br/> <b>Length:</b> Customized to fit individual school/district needs</p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Understand some key definitions of culture;</li> <li>• Understand some key components of language that are related to culture;</li> <li>• Identify areas of instructional practice that have opportunities for modification with regard to culturally competent communication; and</li> <li>• Create plan of action to address these identified areas of practice.</li> </ul>  |
| <p><b>The Advanced Placement (AP) Program</b><br/> Audience: Secondary Teachers<br/> Length: 4 – 5 days</p>   | <p>This program allows students to take rigorous college-level courses while still in high school. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions.</p> <p>Teachers received professional development through week long AP Summer Institutes provided by the College Board. There are four venues for summer institutes offered in Washington: Bellevue School District, Pacific Lutheran University, Spokane School District, and Vancouver School District.</p> <p>OSPI is available to offer technical assistance concerning AP professional development.</p> |
| <p><b>The Advancement Via Individual Determination (AVID)</b><br/> Audience: Secondary administrators, teachers, and counselors<br/> Length: 3 days</p>   | <p>This program is a college readiness system for elementary through higher education that is designed to increase school wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.</p> <p>Teachers, administrators, and counselors receive professional development through three day AVID Summer Institutes and one to two day AVID Path trainings. All summer institutes are located outside of Washington while selected Path trainings occur in Everett School District,</p>                |

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|  | <p>Spokane School District, and Vancouver School District.</p> <p>OSPI is available to offer technical assistance concerning AVID professional development.</p> |
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| <b>Principle 3: Increase Learning Time</b> |
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| Student/School Success Support  | Brief Description  |
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| <p><b><i>Mathematics, Reading/ELA, Special Education, English Language Development: Creating an Effective Learning Environment</i></b></p> <p><b>Audience:</b> District/school reading leadership teams and additional teacher leaders<br/> <b>Length:</b> Customize to fit school and/or district needs<br/> <i>Note. This also supports indicators in Principle 6</i></p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Understand how to set up classroom structures that support active engagement of all students;</li> <li>• Learn how to conduct classroom walkthroughs with a focus on increased learning time and student engagement and to analyze data collected through the process; and</li> <li>• Depending on staff needs, build capacity in areas such as lesson planning.</li> </ul>   |
| <p><b><i>Mathematics, Reading/ELA, Special Education, English Language Development: Cooperative Learning</i></b></p> <p><b>Audience:</b> District/school reading leadership teams and additional teacher leaders<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs</p>   | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Develop capacity to implement a variety of cooperative learning activities to improve students’ understanding of a subject and increase their authentic engagement in learning;</li> <li>• Understand how to set up cooperative learning opportunities so that each team member achieves the intended learning outcome and assists fellow teammates in doing so as well; and</li> <li>• Learn how to use cooperative learning activities to establish an atmosphere of achievement and student engagement.</li> </ul> |

## Principle 4: Improve Instructional Program

| Student/School Success Support  | Brief Description  |
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| <p><b>Reading and/or Mathematics:<br/>Systems Gap Analysis</b></p> <p><b>Audience:</b> School and district administrators and teams</p> <p><b>Length:</b> School and district teams can engage in <i>Reading Systems Gap Analysis</i> and/or <i>Mathematics Gap Analysis</i>. The length for each content area is 2-3 days.</p> | <p>The Systems Gap Analysis is a reflective process that focuses on what students experience as they progress through the school system over time. Through this process, participants will:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of current K-12 reading/mathematics research as it relates to effective implementation of a comprehensive reading/mathematics system;</li> <li>• Use current research to analyze existing reading/mathematics programs for strengths and opportunities (gaps) in the areas of leadership, core instructional program, quality instruction, assessment, and interventions;</li> <li>• Begin future action planning and implementation of research-based reading/mathematics improvement efforts;</li> <li>• Enhance knowledge in current reading/mathematics research as it relates to systematic implementation of a comprehensive reading/mathematics system;</li> <li>• Enhance understanding of reading/mathematics leadership, core program, quality instruction, assessment, and intervention and the relationship of each to student achievement; and</li> <li>• Build capacity to write and implement effective school and district improvement plans related to the reading/mathematics program.</li> </ul> <p>Note. Consider doing in conjunction with <i>Special Education Program Analysis</i>.</p> |
| <p><b>Special Education:<br/>Program Analysis</b></p> <p><b>Audience:</b> School and district administrators and teams; includes both Special Education and General Education leaders and staff</p> <p><b>Length:</b> Customized to fit school and district needs</p>   | <p>Participants will engage in a complete analysis of school/district Special Education programs focusing on students' access to Core instruction and interventions. The process includes the following:</p> <ul style="list-style-type: none"> <li>• Comprehensive interviews with identified team(s); and</li> <li>• Data analysis and review of staffing, policies/procedures including referral and eligibility processes, staff training, RTI implementation, interventions, Core materials, demographics, collaboration opportunities, formative assessments, data-based decision making, etc.</li> </ul> <p>At the conclusion, a synthesis report will be provided; report will include suggestions for next steps to complement action planning.</p> <p>Note. Consider doing in conjunction with <i>Reading/Mathematics Gap Analysis</i>.</p>  |

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| <p><b>Reading:</b><br/> <b>K-5: Getting More from the Reading Core</b><br/> <b>6-12: Getting More in and Beyond the Core</b></p> <p><b>Audience:</b> District/school reading leadership teams and additional teacher leaders<br/> <b>Length:</b> 1 day each, includes on-site technical assistance customized to address school needs</p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Understand how to deliver research-based strategies aligned to Common Core State Standards to all students, including English language learners and students receiving special education services;</li> <li>• Develop practical classroom applications for Core instruction;</li> <li>• Increase content and pedagogical knowledge needed to raise reading achievement for all students, including English language learners and students receiving special education services; and</li> <li>• As needed, engage in technical assistance to assist with effective implementation of research-based standards-aligned instructional practice.</li> </ul> |
| <p><b>Reading/ELA and Mathematics:</b><br/> <b>Creating a Curricular Calendar</b></p> <p><b>Audience:</b> District/school leadership teams, grade-level teams, and additional teacher leaders<br/> <b>Length:</b> Customized to address school needs</p>  | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Develop a curricular calendar aligned with the Common Core State Standards; and</li> <li>• Understand how to use the calendar as a roadmap for instruction throughout the school year.</li> </ul>   |
| <p><b>Reading/ELA and Mathematics:</b><br/> <b>Writing Units of Study</b></p> <p><b>Audience:</b> District/school leadership teams, grade-level teams, and additional teacher leaders<br/> <b>Length:</b> Customized to address school needs</p>  | <p>Units of study are roadmaps for learning. The units are developed based on the Common Core State Standards and/or the district’s curricular calendar. As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Write units of study based on the Common Core State Standards and/or the district’s curricular calendar; and</li> <li>• Understand how to use the units of study as roadmaps for learning throughout the school year.</li> </ul>  |
| <p><b>Reading:</b><br/> <b>Oral Language Development</b></p> <p><b>Audience:</b> District/school reading leadership teams and additional teacher leaders in grades K-8<br/> <b>Length:</b> 1 day</p>  | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Understand current research identifying the role of oral language development in subsequent reading achievement;</li> <li>• Develop effective strategies for incorporating oral language instruction and development into all areas of reading instruction; and</li> <li>• Build capacity to incorporate the English Language Development Standards in reading instruction.</li> </ul>  |



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| <p><b>Reading:</b><br/><b>Modeling Lessons</b></p> <p><b>Audience:</b> Grade-level teams and additional teacher leaders<br/><b>Length:</b> Customized to address school needs</p>   | <p>Coaching and Technical Assistance are available to assist teachers in developing and implementing lessons using the districts’ adopted reading materials for Core and intervention instruction. These lessons are described as “model lessons.” Model lessons serve as one tool in a coaching cycle and can be implemented with grade-level teams to ensure capacity building and sustainability. This support is particularly important as schools and districts begin analyzing data and making instructional adjustments.</p>   |
| <p><b>Reading and Mathematics:</b><br/><b>Differentiated Instruction</b></p> <p><b>Audience:</b> District/school leadership teams and additional teacher leaders<br/><b>Length:</b> Customized to address school needs</p>  | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Understand current research around differentiated instruction, including varying paths to adjust instruction based on content, process, product, and the environment;</li> <li>• Engage in classroom-based activities that can be used to modify instruction based on student need; and</li> <li>• Learn how to effectively use student data to make informed instructional decisions.</li> </ul> <p>Note. A survey is available to assess district/school needs based upon specific challenges and successes directly linked to lesson planning and instruction; results of the survey are used to customize professional development and technical assistance to meet individual district/school/team needs.</p> |
| <p><b>Special Education:</b><br/><b>Incorporating Academic Learning Standards into IEPs</b></p> <p><b>Audience:</b> Grade-level teams and additional teacher leaders; includes both Special Education and General Education staffs<br/><b>Length:</b> 2 days</p> <p><i>Note. See Principle 1 for Related Administrator Services</i></p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Build capacity to create IEPs based upon students’ achievement relative to grade-level standards;</li> <li>• Understand history and requirements regarding content standards and Common Core State Standards;</li> <li>• Increase functional knowledge of Common Core State Standards in ELA and Mathematics;</li> <li>• Identify sources of data to create standards-based Present Levels of Academic Achievement and Functional Performance (PLAAFP);</li> <li>• Use ELA and Mathematics Standards to develop PLAAFP and Measurable Annual Goals; and</li> <li>• Utilize IEP review tools to assess implementation.</li> </ul>   |
| <p><b>Special Education:</b><br/><b>Student Access to Research-Based Interventions</b></p> <p><b>Audience:</b> Grade-level teams and additional teacher leaders; includes both Special Education and General Education staffs</p>   | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Review their current interventions and progress monitoring systems using web-based sites (American Institutes for Research [AIR], What Works Clearinghouse, Response to Intervention [RTI] Networks, IRIS Center, Intervention Central, Best Evidence Encyclopedia, etc.);</li> <li>• Inventory current intervention programs and analyze outcomes;</li> </ul>   |

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| <p><b>Length:</b> Customized to address school needs</p>  | <ul style="list-style-type: none"> <li>• Identify intervention gaps;</li> <li>• Create a fidelity check;</li> <li>• Determine barriers/solutions, including blended service delivery models with Title 1/Special Education; and</li> <li>• Evaluate implementation of their RTI or multi-tiered instructional framework.</li> </ul>   |
| <p><b>All Content Areas:</b><br/> <b>Using Multi-Tiered Instructional Materials Effectively</b></p> <p><b>Audience:</b> School and district leadership teams, grade-level teams, additional teacher leaders<br/> <b>Length:</b> Customized to address school needs</p>  | <p>As a result of this Technical Assistance, participants will:</p> <ul style="list-style-type: none"> <li>• Understand current research and resources for effective secondary and tertiary interventions;</li> <li>• Evaluate their multi-tiered system to determine the effectiveness of their current interventions and to identify gaps; and</li> <li>• Access a variety of resources to help select instructional materials and resources to support effective implementation of their secondary and tertiary intervention systems.</li> </ul>   |
| <p><b>All Content Areas:</b><br/> <b>Effective Instructional Strategies</b></p> <p><b>Audience:</b> School and district leadership teams, grade-level teams, additional teacher leaders<br/> <b>Length:</b> Approximately ½ - 1 day for professional development for strategies; technical assistance<br/> Customized to address school needs</p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Understand current research around instructional strategies effective in supporting all students to learn to high standards; and</li> <li>• Build capacity to implement research-based strategies in a variety of settings In order to meet the needs of all students, including English language learners and students receiving Special Education services.</li> </ul> <p>Note. Technical assistance will be tailored to fit the school’s demographics and areas of need.</p>  |
| <p><b>Mathematics:</b><br/> <b>Instructional Materials Alignment</b></p> <p><b>Audience:</b> District/school math leadership teams and additional teacher leaders; recommend including Special Education and English Language Development staff<br/> <b>Length:</b> 1 ½ days</p>  | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Identify individual elements within a grade-level standard based on conceptual understanding, procedural proficiency, and mathematical processes, so that when combined with all grade-level standards, the school will have an aligned and balanced mathematics program;</li> <li>• Check the instructional alignment of each element of the performance expectations with specific lessons in the instructional materials to ensure that all students receive aligned grade-level mathematics instruction;</li> <li>• Identify and address gaps in current instructional materials;</li> <li>• Develop a better understanding of Washington State K-12 Mathematics Learning Standards and the Common Core State Standards for Mathematics;</li> <li>• Coordinate with and engage Special Education and English Language Development staff to ensure all students have access to grade-level standards-based instruction and intervention; and</li> <li>• Apply understanding of grade-level standards and elements of the Washington State K-12</li> </ul> |

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|   | <p>Mathematics Learning Standards and Common Core State Standards for Mathematics, as described in Washington State’s three-year transition plan, to align instructional materials.</p>   |
| <p><b>Mathematics:<br/>Curriculum Guide Development</b></p> <p><b>Audience:</b> District/school math leadership teams and additional teacher leaders; recommend including Special Education and English Language Development staff</p> <p><b>Length:</b> 2 days</p> <p><i>Note. Mathematics Instructional Materials Alignment Professional Development described above is a pre-requisite for this professional development</i></p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Use information from the <i>Mathematics Instructional Materials Alignment Professional Development</i> to create comprehensive curriculum guides to address the pacing and sequencing of instructional materials, standards, and assessments to ensure all students have access to standards-based instruction;</li> <li>• Understand the importance of each section of the Curriculum Guide Tool and how the tool supports teaching to standards in classrooms;</li> <li>• Gain a working knowledge of state curriculum tools that support mathematics curriculum work; and</li> <li>• Use curriculum guides to support increasing student achievement in mathematics.</li> </ul> |
| <p><b>Running Start / Dual Credit Program Expansion</b></p> <p>Audience: District and school leaders, school counselors</p> <p>Length: Approximately 1 hour to 1 day based on school needs</p>  | <p>Secondary Education maintains regular communications with higher education partners, as well as shared responsibility around Launch Year dual credit programs development. Program staff can assist schools with information on program basics and guidance resources.</p>   |

## Principle 5: Use Data to Improve Instruction

| Student/School Success Support   | Brief Description  |
|--|--|
| <p><b>Mathematics and Reading:</b><br/><b>Benchmark Assessments</b></p>  | <p>The Mathematics and Reading Benchmark Assessments (MBAs/RBAs) are standards-based interim assessment tools developed for K-10. These assessments are designed to provide a bridge between classroom formative assessments and end-of-year summative assessments. Additionally, the MBA/RBA tools are intended to be used to evaluate student learning of specific State and Common Core State Standards in Mathematics/English Language Arts, identify student instructional needs through collaborative data dialogue, and adapt instruction to better enable academic proficiency for all students.</p> <p>Note. RBAs “spiral” over the course of the year. That means some of the same standards will be measured in RBA 1, RBA 2, and/or RBA 3. For this reason, teams are encouraged to use the RBAs to measure student growth over the course of the year on these standards.</p> |
| <p><b>Mathematics and Reading:</b><br/><b>MBA and RBA Data Analysis</b></p> <p><b>Audience:</b> District/school leadership teams and grade-level teams, including Special Education and English Language Development staff<br/><b>Length:</b> Customized to fit school/district needs</p>                                    | <p>Analysis of MBA/RBA data is integral to increasing student academic success. Support to analyze data includes assisting stakeholders in understanding the DataDirector platform, using assessment reports to engage in a protocol for identifying student misconceptions, and developing a data-based plan for instructional modification. Additional support is also available to assist with the effective implementation of the designated instructional adjustments for improvement.</p>  |
| <p><b>Mathematics and Reading:</b><br/><b>Formative Assessments</b></p> <p><b>Audience:</b> District/school leadership teams and grade-level teams, including Special Education and English Language Development staff<br/><b>Length:</b> Customized to fit school/district needs</p>  | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of formative assessments and the potential for improving student achievement in mathematics/reading under a comprehensive assessment system; and</li> <li>• Create/adapt formative assessments to support students to achieve to Washington State and Common Core State Standards.</li> </ul>  |
| <p><b>Mathematics and Reading:</b><br/><b>Designing and Implementing a Comprehensive Assessment System</b></p> <p><b>Audience:</b> District/school leadership teams and grade-level teams, including Special Education and English Language Development staff<br/><b>Length:</b> Customized to fit school/district needs</p> | <p>As a result of this Technical Assistance and Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the variety of assessments that meet a variety of different purposes; and</li> <li>• Design and implement a comprehensive assessment system that provides various users with information they need to make decisions.</li> </ul>   |

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| <p><b>Reading:</b><br/> <b>Using Data to Design Instruction</b></p> <p><b>Audience:</b> District/school reading leadership teams and additional teacher leaders<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs</p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Use multiple reliable and valid assessments to document students’ immediate instructional needs;</li> <li>• Design instruction utilizing data collected and analyzed from assessments that measure student progress and needs in reading; and</li> <li>• Measure the program’s success in meeting those needs.</li> </ul> |
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| <b>Principle 6: Establish a Safe Learning Environment (Contact Greg Williamson: <a href="mailto:Greg.Williamson@k12.wa.us">Greg.Williamson@k12.wa.us</a>)</b>  |   |
|--|---|
| <b>Student/School Success Support</b>  | <b>Brief Description</b>  |
| <p><b>Counselor Summer Institute</b><br/> <b>Audience:</b> District and school leaders, school counselors<br/> <b>Length:</b> Approximately 1 hour to 1 day based on school needs<br/> <b>Contact:</b> Mike.Hubert@k12.wa.us</p>   | <p>OSPI is sponsoring a Guidance and Counseling Summer Institute this June 26 &amp; 27 at the Red Lion in Olympia. The two-day program will provide counselors with tools to become more effective in assisting students to graduate successfully. Specialist from OSPI will present essential information and updates on assessment, graduation requirements, dropout prevention &amp; intervention, and more. Representatives from DSHS, Labor and Industries, Workforce Training and Washington Student Achievement Council will also provide relevant information for school counselors. Additional information and registration can be found at: <a href="http://www.k12.wa.us/SecondaryEducation/SummerInstitute.aspx">http://www.k12.wa.us/SecondaryEducation/SummerInstitute.aspx</a></p> |
| <p><b>School Safety Center:</b><br/> <b>Incident Command System (ICS) Training</b><br/> <b>Audience:</b> District/school reading leadership teams and additional teacher leaders<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs<br/> <b>Contact:</b> Mike.Donlin@k12.wa.us</p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Understand the ICS system and how to use it to manage disasters/emergencies.</li> <li>• Be prepared to test for FEMA certification (Washington state building principals are required to be ICS certified).</li> </ul>   |
| <p><b>School Safety Center:</b><br/> <b>Harassment, Intimidation and Bullying Training</b><br/> <b>Audience:</b> District/school leadership teams and additional teacher leaders<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs<br/> <b>Contact:</b> Mike.Donlin@k12.wa.us</p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• For compliance officers only: Understand their training requirements under RCW 28A.300.285, the state Harassment, Intimidation and Bullying Prevention law.</li> <li>• For school wide audiences: Gain a working knowledge of the investigation and reporting requirements of the legislation, and learn about best practices from the field.</li> </ul>   |
| <p><b>School Safety Center:</b></p>  | <p>As a result of this Professional Development, participants will:</p>   |

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| <p><b><i>Comprehensive Safe School Planning</i></b><br/> <b>Audience:</b> District/school leadership teams and additional teacher leaders<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs<br/> <b>Contact:</b> Mike.Donlin@k12.wa.us</p>   | <ul style="list-style-type: none"> <li>• Become familiar with best practices regarding comprehensive safe school planning, and the impacts on student academic achievement and student support.</li> </ul>  |
| <p><b><i>School Safety Center:</i></b><br/> <b><i>Gangs in Schools Training</i></b><br/> <b>Audience:</b> District/school leadership teams and additional teacher leaders<br/> <b>Length:</b> Approximately ½ to 1 day based on staff needs<br/> <b>Contact:</b> Mike.Donlin@k12.wa.us</p>  | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Learn about effective practices in reducing the effects of gangs on student learning and wellbeing.</li> </ul>   |
| <p><b><i>Health Services:</i></b><br/> <b><i>District Assessment Training</i></b><br/> <b>Audience:</b> School Nurses and others administering the district assessment<br/> <b>Length:</b> Approximately ½ to 1 day based on staff needs<br/> <b>Contact:</b> Katie.Johnson@k12.wa.us</p>   | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Understand the purpose of the district assessment tool.</li> <li>• Create a plan for administering the district assessment in a systematic way that gathers meaningful and timely data.</li> </ul>   |
| <p><b><i>Compassionate Schools:</i></b><br/> <b><i>The Heart of Learning and Teaching: Compassion, Resilience, and Academic Success</i></b><br/> <b>Audience:</b> District/school leadership teams and additional teacher leaders<br/> <b>Length:</b> Approximately ½ to 1 day based on staff needs<br/> <b>Contact:</b> Ron.Hertel@k12.wa.us</p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Gain information about the collective work of educators to support students whose learning is adversely affected by adverse childhood experiences, chronic stress and trauma.</li> <li>• Gain a working knowledge of current information about best practices to address the effects of trauma on learning. Information includes self-care for adults and children, classroom strategies, and how to build parent and community partnerships that work.</li> </ul>                               |
| <p><b><i>McKinney –Vento:</i></b><br/> <b>Audience:</b> District McKinney Vento Liaisons<br/> <b>Length:</b> Approximately ½ to 1 day based on staff needs<br/> <b>Contact:</b> Melinda.Dyer@k12.wa.us</p>  | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Understand how to comply with the federal requirement for the State Education Agencies to provide training and technical assistance to Local Education Agencies regarding the identification and provision of service to homeless children and youth.</li> <li>• Gain information on up to date information and best practice strategies to assist with the job of homeless liaison.</li> <li>• Gain information on training and technical assistance regarding the provisions of the</li> </ul> |

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|   | <p>federal McKinney-Vento Act, to ensure that districts provide the required services for homeless children and youth, and recognize the rights of homeless children and youth enrolled in public schools.</p>   |
| <p><b>Counselor Summer Institute</b><br/> Audience: District and school leaders, school counselors<br/> Length: Approximately 1 hour to 1 day based on school needs</p>   | <p>OSPI is sponsoring a Guidance and Counseling Summer Institute this June 26 &amp; 27 at the Red Lion in Olympia. The two-day program will provide counselors with tools to become more effective in assisting students to graduate successfully. Specialist from OSPI will present essential information and updates on assessment, graduation requirements, dropout prevention &amp; intervention, and more. Representatives from DSHS, Labor and Industries, Workforce Training and Washington Student Achievement Council will also provide relevant information for school counselors. Additional information and registration can be found at: <a href="http://www.k12.wa.us/SecondaryEducation/SummerInstitute.aspx">http://www.k12.wa.us/SecondaryEducation/SummerInstitute.aspx</a></p>  |
| <p><b>Kids At Hope</b></p>  | <p><b>Brief Description</b></p>  |
| <p><b>Module 1 Introductory Empowerment Training:</b><br/> <b>Audience:</b> District and school leaders, all classroom teachers, support staff, and school partners<br/> <b>Length:</b> 4 hours<br/> <b>Contact:</b> Wally Endicott<br/> <a href="mailto:wally@kidsathope.org">wally@kidsathope.org</a></p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Be able to relate various educational and youth development theories to their day to day interactions with children creating more positive relationships.</li> <li>• Take advantage of a wide range of research and provide positive strength based feedback to students.</li> <li>• Understand the science and practice of HOPE and be able to apply it every day to all students.</li> <li>• Understand the difference between a cultural strategy and a programmatic strategy.</li> <li>• Explore their conscious and unconscious attitudes about success and failure (Pygmalion effect, attribution theory).</li> <li>• An understanding of how you validate a child's potential, not just their behavior.</li> </ul> |
| <p><b>Module I: Train the Trainers Certification Academy</b><br/> <b>Audience:</b> District and/or school leadership teams<br/> <b>Length:</b> 2 Days<br/> <b>Contact:</b> Wally Endicott</p>   | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Be able to construct and lead a cultural strategy which supports the success for all children, without exception.</li> <li>• Be able to monitor, document and validate whether students are connecting in a meaningful and sustainable manner with adults.</li> <li>• Create an environment that supports the success of all children by helping them</li> </ul>  |

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| <a href="mailto:wally@kidsathope.org">wally@kidsathope.org</a> | <p>complete their <b>Passport to the Future</b> (a document which focuses on life's goals) within four destinations: Home &amp; Family; Education &amp; Career; Community &amp; Service; and Hobbies &amp; Recreation.</p> <ul style="list-style-type: none"> <li>• Gain a deeper understanding of the three universal findings (evidence based) contained in a wide range of research which documents the elements associated with success and failure.</li> <li>• Become part of a team of individuals that acquire the training techniques and technical assistance skills they will need to sustain the Kids at Hope initiative within their school/organizational culture.</li> </ul> |
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| <b>Principle 7: Engage Families and Communities (Contact Greg Williamson: <a href="mailto:Greg.Williamson@k12.wa.us">Greg.Williamson@k12.wa.us</a>)</b>  |   |
|--|---|
| <b>Student/School Success Support</b>  | <b>Brief Description</b>  |
| <p><b>21<sup>st</sup> Century Community Learning Centers (Afterschool Programming): Youth Program Quality Initiative (YPQI)</b></p> <p><b>Audience:</b> District/school leadership teams and additional teacher leaders</p> <p><b>Length:</b> Approximately ½ to 1 day based on school needs</p> <p><b>Contact:</b> <a href="mailto:Rudi.Bertschi@k12.wa.us">Rudi.Bertschi@k12.wa.us</a></p> | <p>For 21<sup>st</sup> Century grantees: As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Identify components of a successful afterschool program that supports both the children and adults in the community.</li> <li>• Use assessment tools to measure current the success of the program.</li> <li>• Develop a plan for implementing program improvements.</li> </ul> <p>For non-grantees:</p> <ul style="list-style-type: none"> <li>• A participant will learn about the benefits of applying for the 21<sup>st</sup> Century program and learn about the RFP calendar and get familiar with essential elements for a successful grant application.</li> <li>• Participants will learn successful parent and community engagement strategies from a program with many years of success serving these audiences.</li> </ul> |
| <p><b>Graduation: A Team Effort (GATE)</b></p> <p><b>Audience:</b> School administrators, school counselors, student support staff, community partners.</p> <p><b>Length:</b> Approximately ½ to 1 day based on school needs</p> <p><b>Contact:</b> <a href="mailto:Dixie.Grunenfelder@k12.wa.us">Dixie.Grunenfelder@k12.wa.us</a></p>   | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Gain an overview of dropout statistics, legislative foundations, the OSPI GATE Initiative, and dropout prevention, intervention and reengagement related frameworks and activities.</li> </ul>   |



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| <p><b>Dropout Early Warning and Intervention Systems:</b><br/> <b>Audience:</b> School administrators, school counselors, student support staff, community partners.<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs<br/> <b>Contact:</b> Dixie.Grunenfelder@k12.wa.us</p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Understand the current dropout prevention, intervention and reengagement research.</li> <li>• Gain a working knowledge of the national dropout prevention center framework, early warning indicators, intervention tracking, and evaluation processes as outlined thru the DEWIS work.</li> </ul>  |
| <p><b>Healthy Youth Survey:</b><br/> <b>Audience:</b> School administrators, school counselors, student support staff, community partners<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs<br/> <b>Contact:</b> Dixie.Grunenfelder@k12.wa.us</p>                            | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Gain a working knowledge of the survey administration, current data and the use of the AskHYS.net website to access data.</li> </ul>   |
| <p><b>Alcohol, Tobacco and Other Drugs</b><br/> <b>Audience:</b> School administrators, school counselors, student support staff, community partners.<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs<br/> <b>Contact:</b> Dixie.Grunenfelder@k12.wa.us</p>                | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>•</li> </ul>   |
| <p><b>Military Kids</b><br/> <b>Audience:</b> School administrators, school counselors, student support staff, community partners.<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs<br/> <b>Contact:</b> Dixie.Grunenfelder@k12.wa.us</p>                                   | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Become familiar with elements of the Interstate Compact for Military Children.</li> <li>• Become familiar with Operation Military Kids and the resources and services available to children from families experiencing military deployment.</li> </ul>   |
| <p><b>Foster Care Liaison:</b><br/> <b>Audience:</b> District/school reading leadership teams and additional teacher leaders<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs<br/> <b>Contact:</b> Ken.Emmil@k12.wa.us</p>  | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Learn about current efforts to share foster care status of individual children with school district staff as appropriate and will receive technical assistance about how to design supportive services to improve educational outcomes for children in foster care (including improving communication systems between schools, Children’s Administration and the courts).</li> </ul> |
| <p><b>Children of Incarcerated Parents Support</b></p>  | <p>As a result of this Professional Development, participants will:</p>   |

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| <p><b>Program:</b><br/> <b>Audience:</b> District/school reading leadership teams and additional teacher leaders<br/> <b>Length:</b> Approximately ½ to 1 day based on school needs<br/> <b>Contact:</b> Kathleen.Sande@k12.wa.us</p>   | <ul style="list-style-type: none"> <li>• Become familiar with the department of corrections and DSHS services to help incarcerated parents (when appropriate) to stay connected with their child’s educational progress.</li> </ul>  |
| <p><b>Educational Advocacy</b></p>  | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>•</li> </ul>  |
| <p><b>Navigation 101</b><br/> <b>Audience:</b> District and school leaders, school counselors<br/> <b>Length:</b> Approx. 1 hour to 1 day based on school needs<br/> <b>Contact:</b> Tim.Stensager@k12.wa.us</p>  | <p>Navigation 101 is a part of a comprehensive school guidance and counseling program that helps students make clear, careful choices for school success and their future. Within advisory the guidance curriculum provides students with resources and tools to complete their High School &amp; Beyond Plan in their culminating portfolio.<br/> <a href="http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx">http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx</a></p>   |
| <p><b>Title I Family Engagement:</b><br/> <b>Contact:</b> Penelope.Mena@k12.wa.us</p>   | <p>For Title I Eligible Schools: Many family engagement strategies can be used for parents to help their children become more successful academically.</p>   |
| <p><b>Navigation 101</b><br/> Audience: District and school leaders, school counselor<br/> Length: Approx. 1 hour to 1 day based on school needs</p>  | <p>Navigation 101 is a part of a comprehensive school guidance and counseling program that helps students make clear, careful choices for school success and their future. Within advisory the guidance curriculum provides students with resources and tools to complete their High School &amp; Beyond Plan in their culminating portfolio.<br/> <a href="http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx">http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/default.aspx</a></p>   |
| <p><b>Kids At Hope</b> <b>Brief Description</b></p>   |  |
| <p><b>Successful Parenting - Successful Children</b><br/> <b>Audience:</b> Parents and primary caretakers of students. Parents and primary caretakers that are: district and school leaders, classroom teachers, support staff, and school partners<br/> <b>Length:</b> 2.5 hours<br/> <b>Contact:</b> Wally Endicott<br/> <a href="mailto:wally@kidsathope.org">wally@kidsathope.org</a></p> | <p>As a result of this Professional Development, participants will:</p> <ul style="list-style-type: none"> <li>• Learn what it means to believe in their children and how to express that belief in loving terms on a daily basis.</li> <li>• Be able to surround their children with caring adults at home and in the surrounding community on a daily basis.</li> <li>• Identify, teach, and model the skills, talents, intelligence and traits that will support their child’s success in the future at all destinations in life (Home &amp; Family; Career &amp; Education; Hobbies &amp; Recreation; Community Service).</li> <li>• Understand and equip themselves with an asset based reference language to use in order to validate their child's potential, not just their behavior.</li> </ul> |

***Hope Square Community Empowerment***

**Audience:** ALL caring adults in any community

**Length:** 2.5 Hours

**Contact:** Wally Endicott

[wally@kidsathope.org](mailto:wally@kidsathope.org)

As a result of this Professional Development, participants will:

- Explore a cultural strategic framework to understand how an entire community can connect the services and experiences that support a child’s development with a set of shared evidence-based principles and practices in order to increase the expectation and result that all children will succeed, without exception.
- Be able to ensure that children receive the elements of success that have been scientifically proven to improve a child’s sense of self, resiliency and personal empowerment.
- Grasp the answer to the simple question: “Why do some children fail and some succeed.”
- Understand the science and practice of HOPE and be able to apply it every day to all children.
- Learn the difference between self-efficacy and collective-efficacy and how to create an evidence-based culture within their community that values rather than devalues its youth.



State of Washington

Office of  
Superintendent of Public Instruction

**OSPI**

# Office of Student and School Success

**Andrew E. Kelly**

*Assistant Superintendent*

*Theory of Action &  
Implementation Framework*

*Our Mission...*

“Ensure equality of outcome for Washington State’s 1.1 million students”

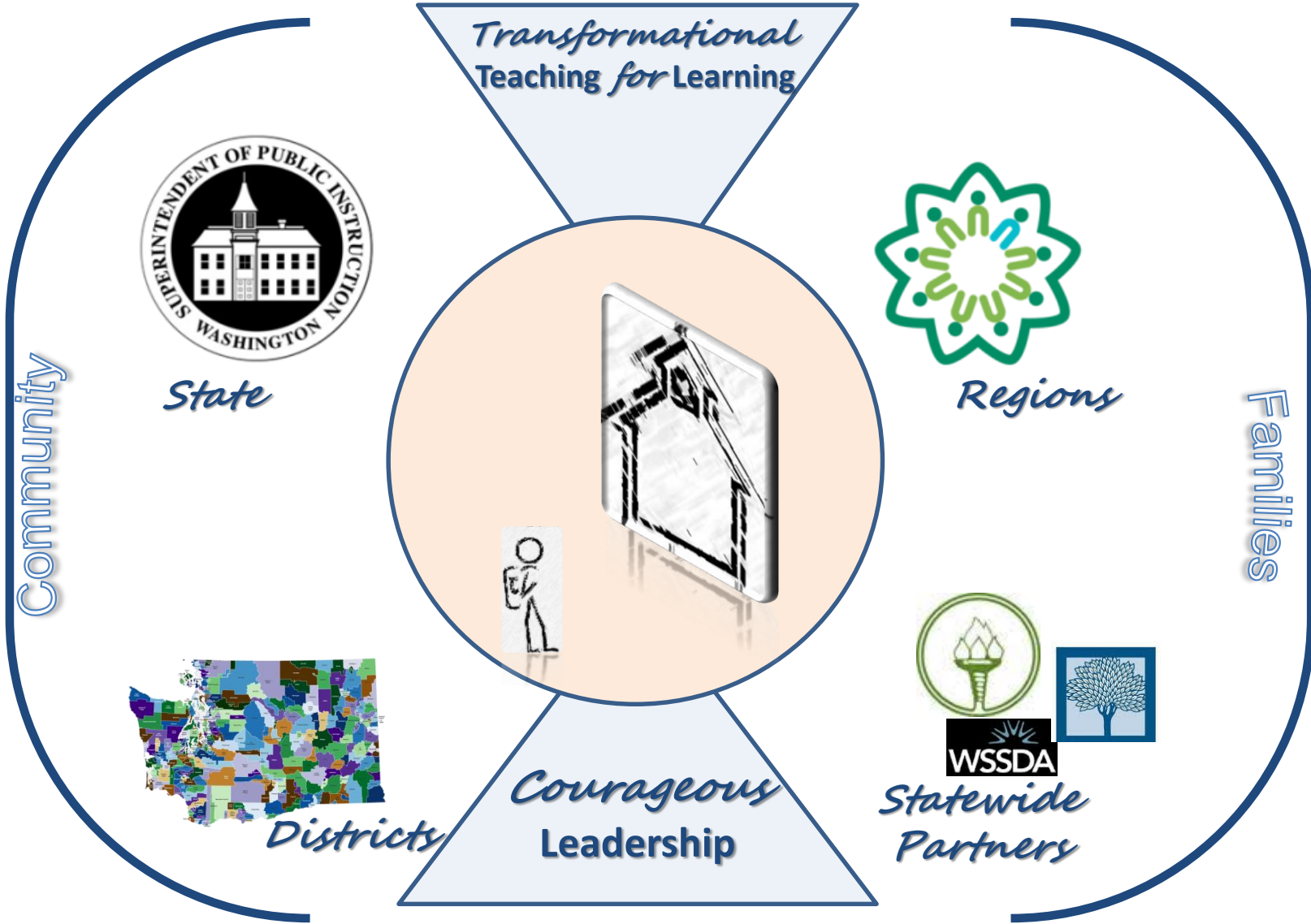


State of Washington

Office of Superintendent of Public Instruction

# OSPI

*A Collaborative Vision of Targeted, Differentiated Support...*





State of Washington

Office of  
Superintendent of Public Instruction

**OSPI**

*Theory of Action...*

*Transformational  
Teaching for Learning*

**“If we do \_\_\_\_, then we impact \_\_\_\_ that will result in \_\_\_\_!”**

**Activities**

**Impacts**

**Results**

*Courageous  
Leadership*



*Theory into Action...*

*Transformational  
Teaching for Learning*

## **Activities**

- Complete Comprehensive Needs Assessment
- Target/prioritize “Transformative Practices” and “Quick Wins” aligned to each of the 7 *Student and School Success Principles*
- Develop Action Plan in Indistar with S.M.A.R.T. goals
- Implement evidence-based initiatives
- Implement PD and TA

## **Impacts**

- Improved Teaching/Leading with an equity focus
- Improved educator, leader, and organizational capacity
- Improved student engagement in rigorous standards-aligned curricula

## **Results**

- More effective teachers and leaders
- Increasing student achievement/growth
- Closing gaps in AMOs, Grad Rates for “all” and/or “sub-group”
- Increasing % of students graduating college- and career-ready

*Courageous  
Leadership*



## First Steps...

*Transformational Teaching for Learning*

### Activities

- Complete Comprehensive Needs Assessment
- Target and prioritize “Transformative Practices” and “Quick Wins” aligned to each of the 7 Student and School Success Principles
- Develop an Action Plan using Indistar with S.M.A.R.T. goals
- Implement evidence-based initiatives
- Implement PD and TA

*Courageous Leadership*

### Analyze Needs Assessment Data

- Student growth data
- Perceptual data
- Leader, educator, and organizational capacity—both strengths and opportunities for growth aligned to the 7 Student and School Success Principles

### Target/Prioritize Transformative Practices

Ex: “Implement Multi-Tiered Instructional Framework”--See Principles 4 & 5

**and**

### “Quick Wins”

Ex: Establishing operating norms for meetings--See Principle 1

**Trans-  
formative  
Practices**

**Quick  
Wins**





*Transformational Teaching for Learning*

## Activities

- Complete Comprehensive Needs Assessment
- Target and prioritize “Transformative Practices” and “Quick Wins” aligned to each of the 7 *Student and School Success Principles*
- Develop an Action Plan using Indistar with S.M.A.R.T. goals
- Implement evidence-based initiatives
- Implement PD and TA

*Courageous Leadership*

**Trans-  
formative  
Practices**

**Quick  
Wins**



**Step 4:  
Monitor**

**Implementation Teams Utilize Continuous Improvement Cycle for each Indicator using the INDISTAR Action Planning Tool**



**Step 1:  
Assess**

**Indicator**  
**S.M.A.R.T. Goal:**  
**“If we do...  
Then we impact...”**

**Step 2:  
Create**

**Step 3: Implement**

|             |              |                   |                 |
|-------------|--------------|-------------------|-----------------|
| Exploration | Installation | Initial Implement | Final Implement |
|-------------|--------------|-------------------|-----------------|



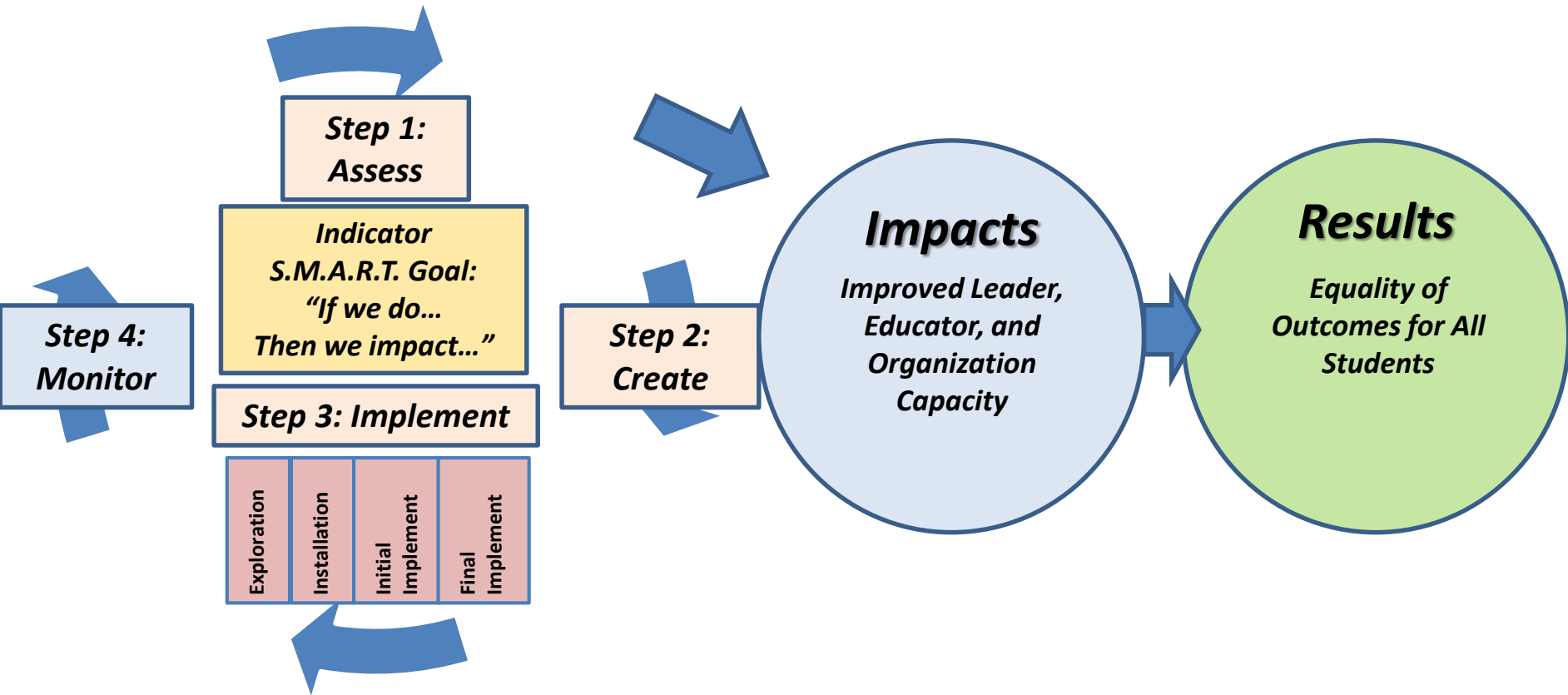


State of Washington

Office of Superintendent of Public Instruction

# OSPI

*Implementation Leads to...*





## *Theory into Action ...*

*Transformational  
Teaching for Learning*

### **Activities**

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- Target/prioritize “Transformative Practices” and “Quick Wins” aligned to each of the 7 *Student and School Success Principles*
- Develop Action Plan in Indistar with S.M.A.R.T. goals
- Implement evidence-based initiatives
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*Courageous  
Leadership*

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- Closing gaps in AMOs, Grad Rates for “all” and/or “sub-group”
- Increasing % of students graduating college- and career-ready

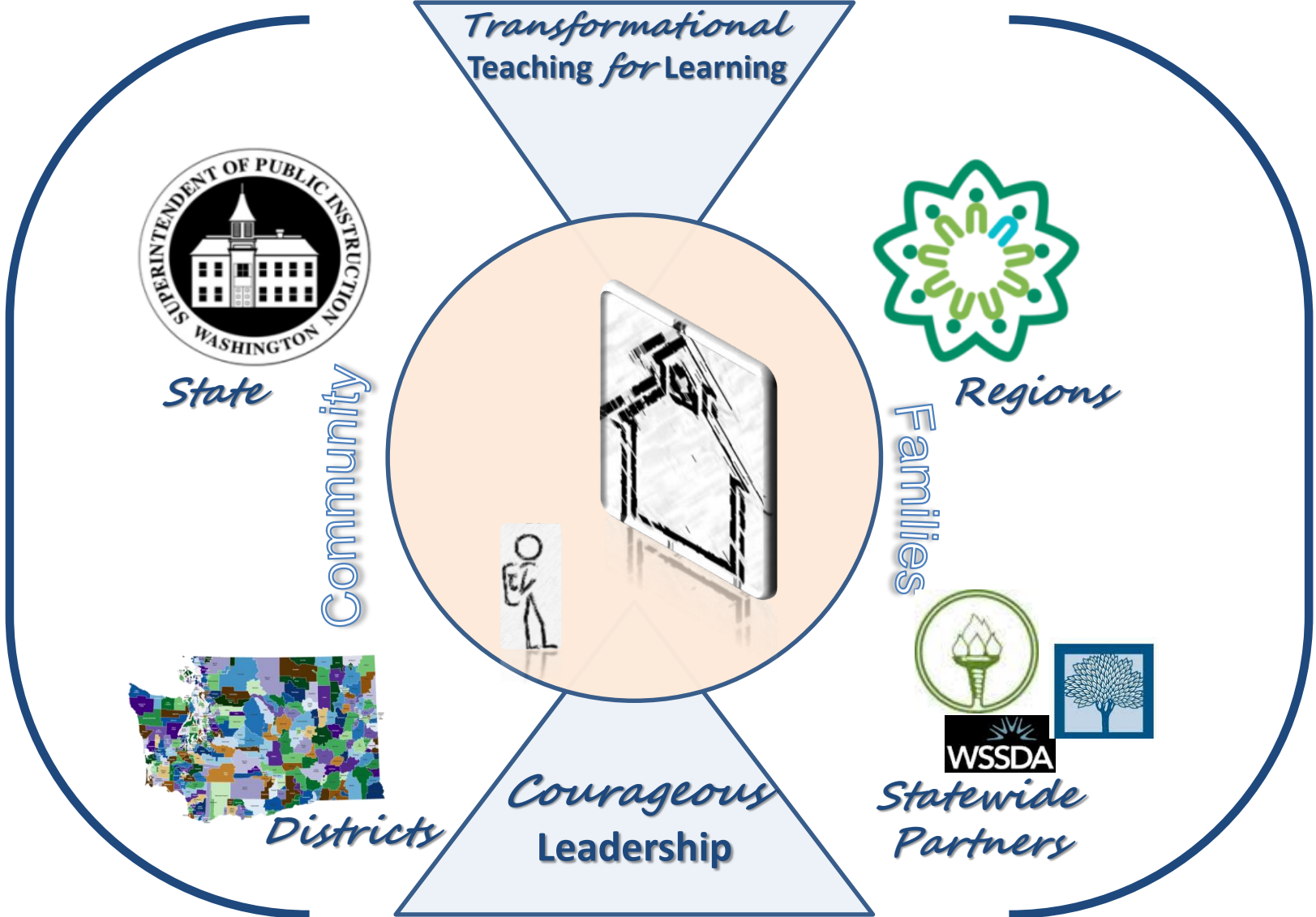


State of Washington

Office of Superintendent of Public Instruction

# OSPI

*A Collaborative Vision of Targeted, Differentiated Support...*



# Aligned Federal and State Accountability System

## State System

| Tier  |
|---|
| Exemplary – Top 5%  |
| Very Good – Next 15%  |
| Good – Next 30%   |
| Fair – Next 30%   |
| Underperforming – Next 5% +<br>Schools with large achievement<br>gaps (10%) |
| Priority – Lowest 5%  |

## Federal Definitions

Reward – Highest Performing

Reward – High-Progress

← “Emerging”: Next 5% based on Index

← Focus: Subgroup Performance – Lowest 10% on Assessments + Grad Rates < 60%

← Priority: Lowest 5% based on Index + High Schools w/Grad Rates < 60%

# Aligned Federal and State Accountability System

State System

Federal System

| Tier  |                          |
|---|--------------------------|
| Exemplary - Top 5%  | Supports for All Schools |
| Very Good - Next 15%  |                          |
| Good - Next 30%   |                          |
| Fair - Next 30%   |                          |
| Underperforming - Next 5% +<br>Schools with large achievement<br>gaps (10%) |                          |
| Priority - Lowest 5%  |                          |

# Aligned Federal and State Accountability System

## State System

## Federal System

| Tier  |                                   |
|---|-----------------------------------|
| Exemplary - Top 5%  | Recognition:<br>Reward<br>Schools |
| Very Good - Next 15%  |                                   |
| Good - Next 30%   | Supports for All Schools          |
| Fair - Next 30%   |                                   |
| Underperforming - Next 5% +<br>Schools with large achievement<br>gaps (10%) |                                   |
| Priority - Lowest 5%  |                                   |
|   |                                   |

# Aligned Federal and State Accountability System

## State System

## Federal System

| Tier  |                                   |
|---|-----------------------------------|
| Exemplary - Top 5%  | Recognition:<br>Reward<br>Schools |
| Very Good - Next 15%  |                                   |
| Good - Next 30%   |                                   |
| Fair - Next 30%   |                                   |
| Underperforming - Next 5% +<br>Schools with large achievement<br>gaps (10%) | Supports for All Schools          |
| Priority - Lowest 5%  |                                   |
|   | Priority<br>Schools               |



# Aligned Federal and State Accountability System

## State System

## Federal System

| Tier   |                          |                             |
|--|--------------------------|-----------------------------|
| Exemplary - Top 5%   | Supports for All Schools | Recognition: Reward Schools |
| Very Good - Next 15%   |                          |                             |
| Good - Next 30%  |                          |                             |
| Fair - Next 30%  |                          |                             |
| Underperforming - Next 5% +<br>Schools with large achievement gaps (10%) |                          |                             |
| Priority - Lowest 5%   | Focus Schools            |                             |
|  | Priority Schools         |                             |

# Aligned Federal and State Accountability System

## State System

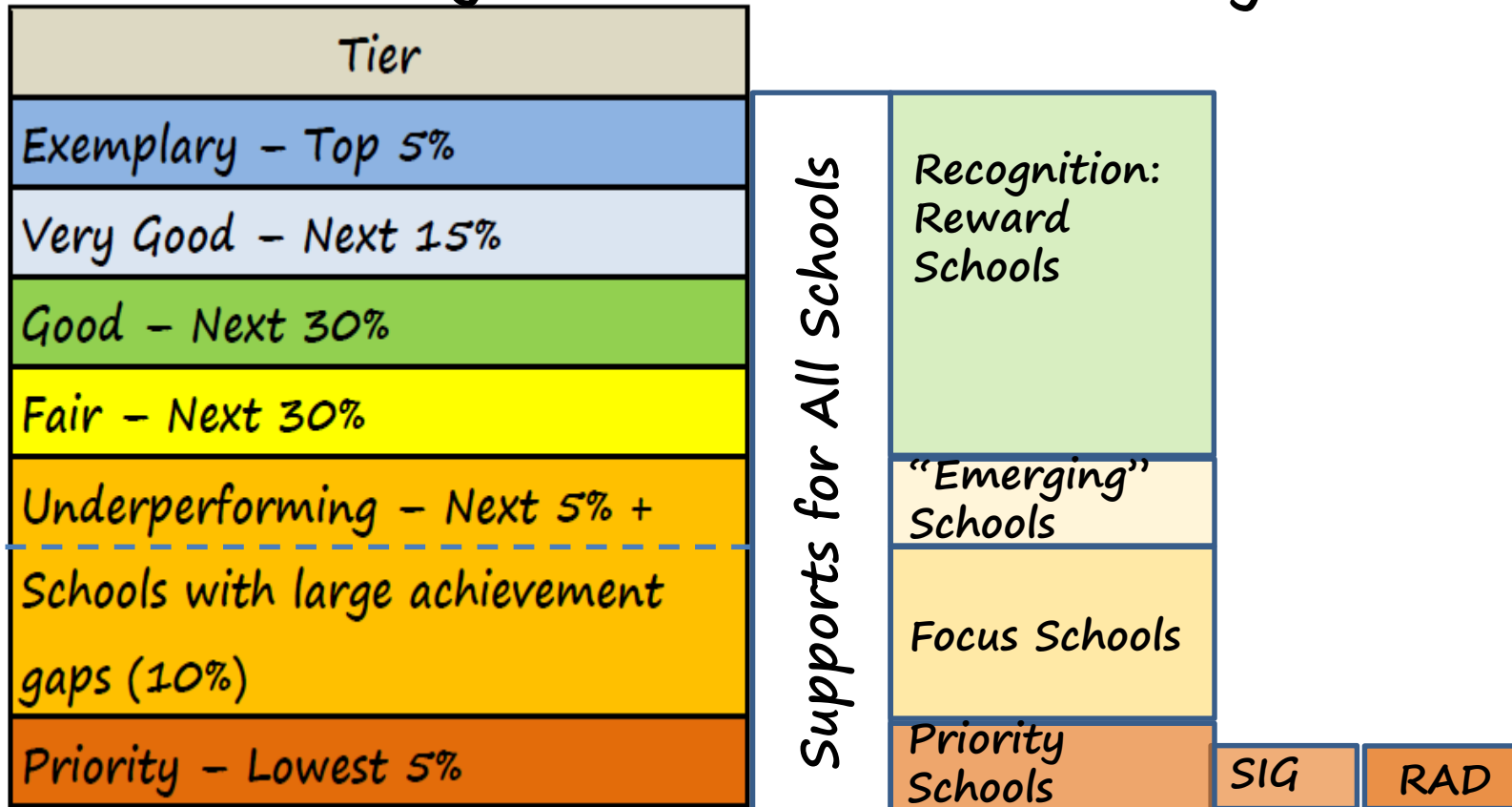
## Federal System

| Tier   |                          |                             |
|--|--------------------------|-----------------------------|
| Exemplary - Top 5%   | Supports for All Schools | Recognition: Reward Schools |
| Very Good - Next 15%   |                          | "Emerging" Schools          |
| Good - Next 30%  |                          | Focus Schools               |
| Fair - Next 30%  |                          | Priority Schools            |
| Underperforming - Next 5% +<br>Schools with large achievement gaps (10%) |                          |                             |
| Priority - Lowest 5%   |                          |                             |

# Aligned Federal and State Accountability System

## State System

## Federal System



# Aligned Federal and State Accountability System

## State System

## Federal System

