



Required Action Districts (RADs) Update July 2016

Office of Student and School Success

Michael Merrin, Assistant Superintendent

Craig Shurick, Director of Operations



Today's Goals

- Update progress and outline next steps for Required Action Districts
- Share information about the Every Student Succeeds Act (ESSA)
- Answer questions



RAD School Designations for 2015-16

RAD	District	School	Designation
Cohort I	Soap Lake	Soap Lake Middle/High	None
Cohort I	Soap Lake	Soap Lake Elementary	Priority; Continuing based on 3-year requirement for Priority schools
Cohort II	Marysville	Quil Ceda Tulalip Elementary	Priority; 3-year Reading/Math average less than 40%
Cohort II	Tacoma	Stewart Middle	Priority; 3-year Reading/Math average less than 40%
Cohort II	Wellpinit	Wellpinit Elementary	Priority; 3-year Reading/Math average less than 40%
Cohort II	Yakima	Washington Middle	Priority; 3-year Reading/Math average less than 40%



Quil Ceda Tulalip Elementary: Marysville School District



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Quil Ceda Tulalip Elementary: Marysville School District



Becky Berg | *Superintendent*

Cory Taylor | *Principal*

Kyle Kinoshita | *Executive Director of Elementary Schools*

Anthony Craig | *Director of Cultural Competency & School Support*

Tamera Shannon-Wright | *Leadership Coach*



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Quil Ceda Tulalip Elementary: Marysville School District



- **Enrollment (May 2015):** 531 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 22%
 - American Indian/Alaskan Native: 38%
 - White: 26%
 - Two or More Races: 12%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 74%
 - Special Education: 26%
 - Transitional Bilingual: 9%
 - Foster Care: 8%



Quil Ceda Tulalip Elementary: Marysville School District



RECOMMENDATIONS

- 1. Leadership:** Provide strong leadership and grant principal operational flexibility
- 2. Instructional Program and Data-Based Inquiry Cycle:** Ensure all students receive grade-level core instruction and curriculum
- 3. Culture and Learning Environment:** Build on school's multi-tiered system of academic and social-emotional support



Highlights and Next Steps: Leadership



- Support of 2 asst. principals allows principal to focus on instruction.
- MOU includes provisions to retain most effective teachers and to collaboratively remove teachers when their work is not adequate for the setting.
- Walk-throughs are used to collect evidence of school improvement initiatives.
- Leadership is distributed amongst leadership team, administrative team, coaches, and teachers.
- Principal actively participates in data team inquires.



Highlights and Next Steps: Instruction



- Students receive instruction of WA State Learning Standards through Engage NY and Units of Study enhanced with SBA question stems.
- Culturally relevant materials have been incorporated into Units of Study.
- Each student has an individualized acceleration plan, and interventions are based on student needs.



Highlights and Next Steps: Instruction



- STAR math data show that students in grades 1, 2, 3, and 5 made more than 1 year's growth, including the subgroup of ELL students.
- STAR reading data show that students in grade 5 made more than one year's growth.
- Preliminary SBA data (3rd through 5th grade average) show
 - 25% of students met standard in ELA in 2015 and 2016.
 - 25.7% of students met standard in math in 2015, while 24.3% of students met standard in 2016.



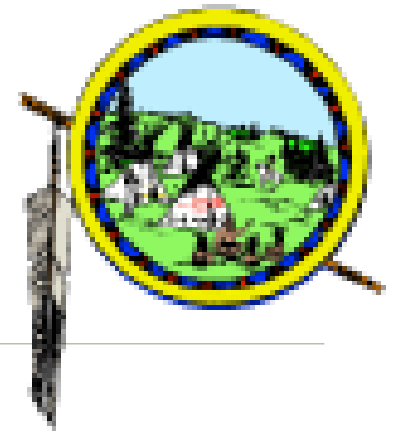
Highlights and Next Steps: Culture



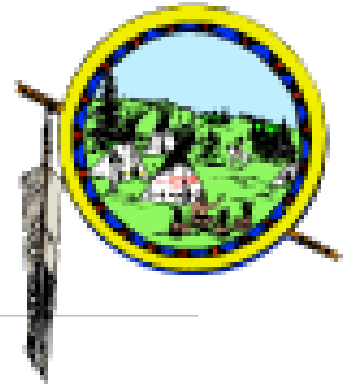
- PBIS/Guidelines for Success and support for Tier 4 students show a decrease in suspensions/referrals.
- Walkthrough data show that culturally responsive teaching and compassion plan work are being implemented.
- Student recognition/acknowledgement has been a focus.
- A Behavior Screener (SDQ) is given to students 3 times a year.



Wellpinit Elementary: Wellpinit School District



Wellpinit Elementary: Wellpinit School District



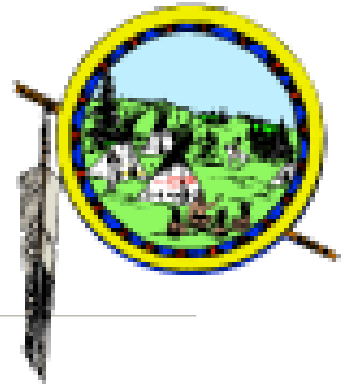
John Adkins | *Superintendent*
Kim Ewing | *Principal*
Karen Estes | *Leadership Coach*



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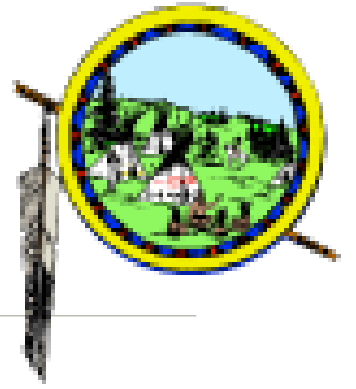
Wellpinit Elementary: Wellpinit School District



- **Enrollment (May 2015):** 195 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 4%
 - American Indian/Alaskan Native: 79%
 - Two or More Races: 15%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 85%
 - Special Education: 15%
 - Foster Care: 6%



Wellpinit Elementary: Wellpinit School District

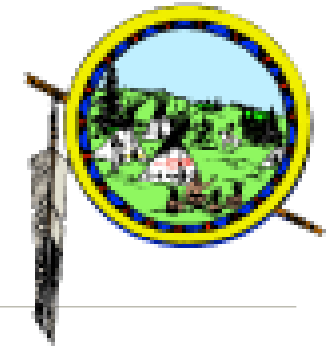


RECOMMENDATIONS

- 1. Leadership:** Attract and retain strong leadership
- 2. Instructional Program and Data-Based Inquiry Cycle:** Expand staff capacity to deliver effective, culturally relevant instruction and instructional interventions
- 3. Culture and Learning Environment:** Ensure safe learning environment that honors student and family cultures

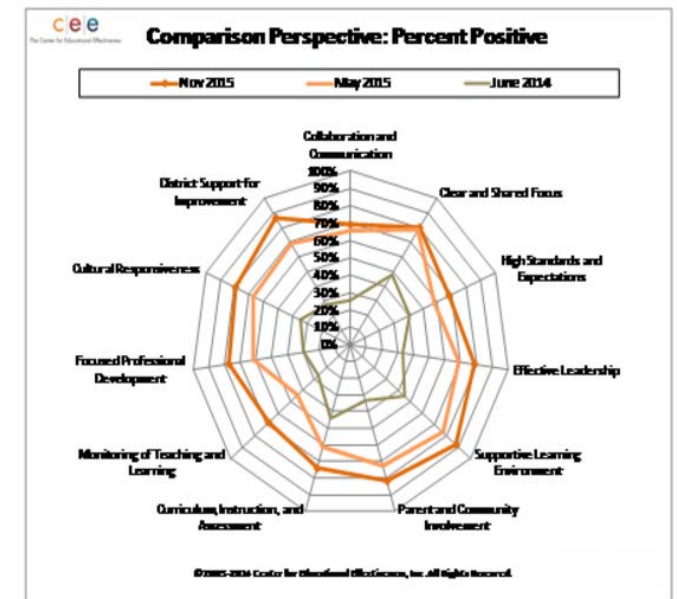


Highlights and Next Steps



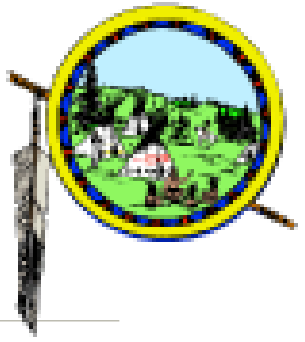
Recommendation #1 Attract and Retain Leadership

- 3-year CEE data reflect leadership strengths of current Principal (outer dark orange represents expanded leadership capacity).
- District provides operational flexibility to building leadership to meet needs of staff and students.
- Principal completed training in TPEP model, GLAD, CCSS, HYS, and PBIS to ensure high-quality observations/feedback.



Highlights and Next Steps

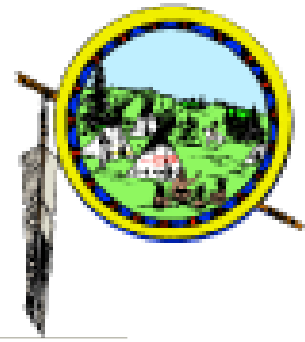
Recommendation #2 Instructional Program, Data-Based Inquiry Cycle



- Implemented SBA Interim Assessments and data review
- PLC Data reviews focus on MAPS and DIBELS
- Continued work on Workshop Model of instruction to promote higher thinking levels/inquiry and differentiation
- Continued refinement of intervention support for ELA and Math
- Continued implementation of instructional models (GLAD, HYS, Thinking Strategies)



Highlights and Next Steps



Recommendation #3: Culture, Learning Environment

- Refined and implemented an effective PBIS model
- Created a role model wall celebrating current and past successful Native Americans
- Created bulletin boards of student work meeting standard
- Trained intermediate grades on student goal setting
- Created and implemented STOI Social Studies Curriculum
- Continue to implement Salish Language at all grade levels
- Monitor attendance

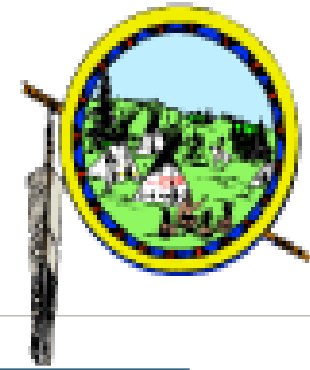
Discipline Office Referrals:






2014-2015 = 218

2015-2016 = 162



Wellpinit Elementary: Wellpinit School District

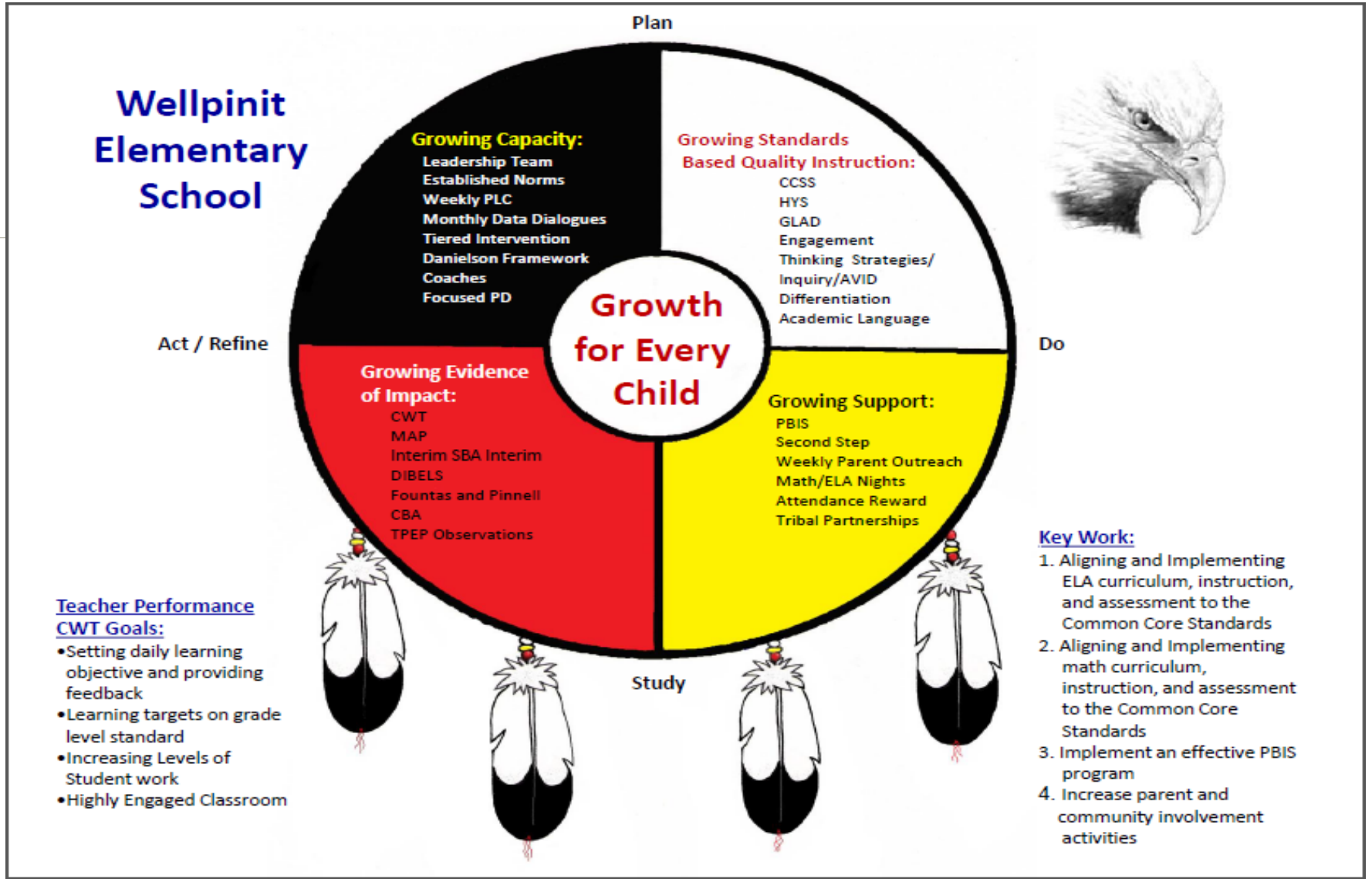


	2013-14	Growth per year needed	2014-15	2015-16	2016-17
Setting learning objective and providing feedback on objective	14%	(+23.7%)	37.7%  Actual = 38%	61.4% Actual = 49%	85%
Learning target on grade level standard	42%	(+14.3%)	56.3%  Actual = 68%	70.6%  Actual = 72%	85%
Determining Levels of student work (Application/DOK Level 2 and above)	7%	(+17.7)	24.7% Actual = 10%	42.4%  Actual = 43%	60%
Highly Engaged Classroom	28%	(+10.6%)	38.6% Actual = 29%	49.2%  Actual = 51%	60%

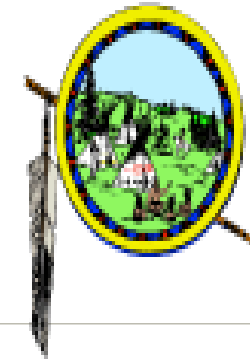


Our Model:

FOCUS FOUR



Wellpinit: Promise Zone



The Obama administration chose Wellpinit as one of nine places in the country to be designated as a **Promise Zone** area. Focus includes:

- Education
- Infrastructure
- Economic development
- Reduce unemployment
- Reduce crime rate



Stewart Middle School: Tacoma School District

STEWART
MIDDLE SCHOOL



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Stewart Middle School: Tacoma School District

STEWART
MIDDLE SCHOOL



Carla Santorno | *Superintendent*
Joshua Garcia | *Deputy Superintendent*
Toni Pace | *Assistant Superintendent*
Zeek Edmond | *Principal*
Angela Brooks-Rallins | *Leadership Coach*



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Stewart Middle School: Tacoma School District

STEWART
MIDDLE SCHOOL



- **Enrollment (May 2015):** 416 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 17.7%
 - Asian: 8%
 - Black/African American: 27%
 - White: 41%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 80%
 - Special Education: 14%
 - Transitional Bilingual: 7%



Stewart Middle School: Tacoma School District

STEWART
MIDDLE SCHOOL



RECOMMENDATIONS

- 1. Leadership:** Provide principal with operational flexibility to implement the Turnaround Model
- 2. Instructional Program and Data-Based Inquiry Cycle:** Ensure all students receive rigorous, standards-aligned and differentiated instruction and curriculum
- 3. Culture and Learning Environment:** Ensure learning environment is safe, supportive, and honors the cultures and families represented in the school



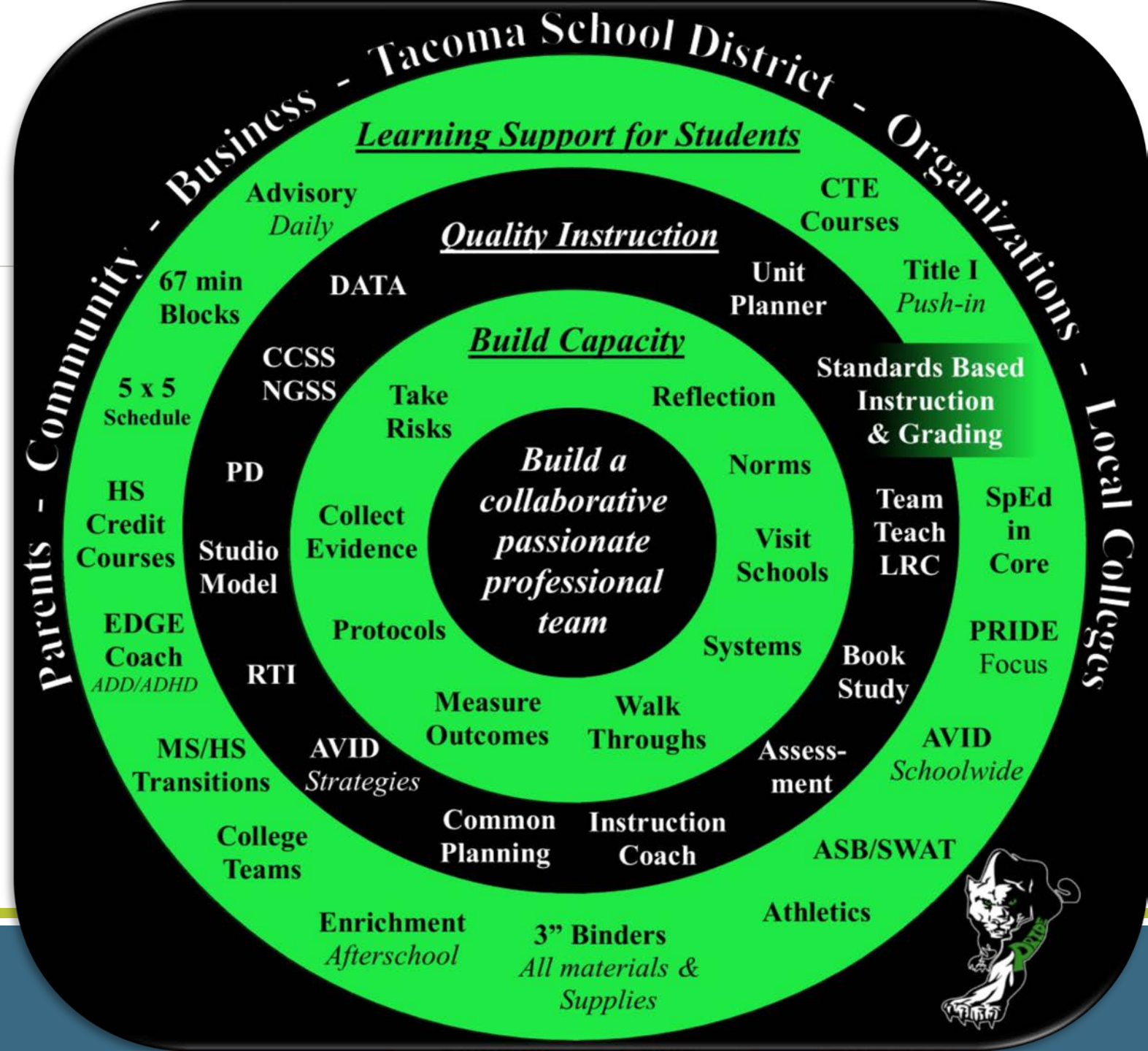
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Stewart Matrix

Site Council involved all staff in revising and adding to the matrix:

- PUP – Panther Unit Planner
- CTE credit courses
- Transitions to Middle and to High School
- Standards-Based Instruction and Grading
- PRIDE (PBIS the Stewart way)
- Walkthroughs w/data tool

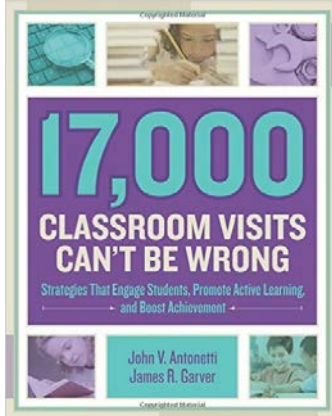


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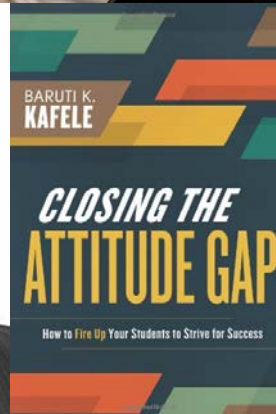
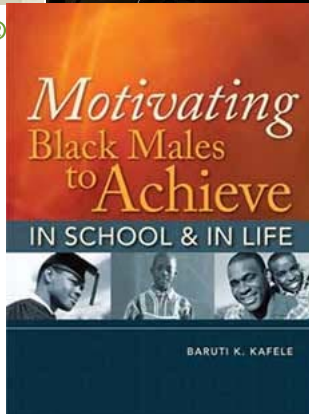
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Professional Development



- U.S. DoE - Teach to Lead Summit, Seattle
- Baruti Kafele, Culturally Responsive Teaching
- Harvard Summer Institute, Family Involvement
- Puget Sound ESD, Restorative Justice
- 3 Studio Days for each core subject
- AVID strategies school-wide
- *Time to Teach* - book study & training
- ASCD National conference, Atlanta (9 staff)
- AVID Summer institute (8 staff)
- 12 visits to other schools
- TPS monthly district walkthroughs



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27

After School Programs



Average 60% daily attendance & 92% of students participated in 1 session or more

Monday	Tuesday	Wednesday	Thursday	Friday	Season	Sports
<ul style="list-style-type: none"> • Homework • Robotics • Music • Fitness & Strength Training • Panthers Give Back • Art Club • DIY • Yearbook 	<ul style="list-style-type: none"> • Homework • Robotics • MIP • Top Chef • Dance • AVID • Math Support • Stewartship • Access • Scholars • Comic Book 	<ul style="list-style-type: none"> • Homework • Robotics • Music • Fitness & Strength Training • Engage • Panthers Give Back • Tacoma Art Museum • Math Support • DIY • Yearbook 	<ul style="list-style-type: none"> • Homework • Robotics • College Life • Top Chef • Dance • Stewartship • First Tee • Golf • Access • Scholars • Comic Book • Photo Club 	<ul style="list-style-type: none"> • Homework • Robotics • Dance • Open Gym • Wii U • Movie • Cooking 	Fall	<ul style="list-style-type: none"> Girls Cross Country Girls Soccer Wrestling Boys Baseball
					Winter 1	<ul style="list-style-type: none"> Boys Soccer Girls Volleyball
					Winter 2	<ul style="list-style-type: none"> Football Girls Basketball
					Spring	<ul style="list-style-type: none"> Track Fast pitch Boys Basketball

***Monday–Friday 3:00 Snack & 5:00 Dinner for all participants in after-school programs**



Washington Middle School: Yakima School District



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Washington Middle School: Yakima School District



Jack Irion | *Superintendent*
William Hilton | *Principal*
Jim Ridgeway | *Leadership Coach*



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Washington Middle School: Yakima School District

- **Enrollment (May 2015):** 737 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 94.5%
 - White: 3%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 93%
 - Special Education: 10%
 - Transitional Bilingual: 49%
 - Migrant: 29%



Washington Middle School: Yakima School District



RECOMMENDATIONS

- 1. Leadership:** Ensure principal and leadership team demonstrate capacity to use data-based action planning to shift educator practice and significantly increase student learning
- 2. Instructional Program and Data-Based Inquiry Cycle:** Expand the instructional core to ensure all students receive grade-level instruction and curriculum
- 3. Culture and Learning Environment:** Ensure the learning environment is safe, mutually respectful, and honors the cultures and families represented in the school



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Highlights and Next Steps

Leadership

Data Based Action Planning—High functioning Instructional Leadership Team (ILT), Grade Level Teams, Content Teams

- Protocol for examining student data, use of data cycle
- Identification of Problems of Practice
- Development of Theories of Action
 - Summary Writing
 - Focus on ELL 3's





Highlights and Next Steps

Instructional Program

- All students receive grade-level instruction in ELA and Mathematics, targeted on-time interventions with Ten Marks and Lexile support.
- 6th and 8th grade students met the yearly growth goal for ELA and Mathematics.
- ALL student are provided opportunities for electives and extensions.
- All grade-level and content teams work together on collaborative school-wide goals



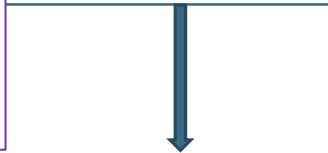


Highlights and Next Steps

Culture and Learning Environment : PBIS



- Focus on catching practicing expectations(4:1)
- PRIDE Cards
- Positive rewards
- Regular recognition for positive behavior
- Community Involvement



- Common language (Washington Way)
- Define and teach positive social expectations throughout the year
- Focus on Prevention
- School Environment is predictable
- Regular use of data

Referrals	2014/15	2015/16	% change
Total	3625	2724	25%

Location of referral	2014/2015	2015/2016	% Change
Classroom	1762	1063	40%
Bus	42	26	36%
Hallway	77	69	11%

Referral type	2014/2015	2015/2016	
Insubordination	820	411	
Disrespectful	359	239	
Disruptive Conduct	431	220	

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Highlights and Next Steps

Parent and Community Engagement

Parent/Guardian Engagement

- Active Parent Leadership Group
- Parent Walkthroughs
- Hot Chocolate with the Principal
- Monthly Content Nights
- Parent Walkthroughs
- Winter Festival Around the World



Community Partnership

- Faith community
- YMCA (ASPIRE)
- Madison House (ELL Program)
- Catholic Family (Therapist)
- Northwest Harvest (Three Square Program)
- Over 14 additional partnerships



Soap Lake Middle/High School: Soap Lake School District



Danny McDonald | *Superintendent*

Jacob Bang | *Principal*

Carolyn Lint | *Leadership Coach*



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37

Soap Lake Middle/High School: Soap Lake School District



- **Enrollment (May 2015):** 226 Students
- **Demographics (October 2014)**
 - Hispanic/Latino: 29%
 - White: 69%
- **Special Programs (May 2015)**
 - Free or Reduced-Price Meals: 67%
 - Special Education: 7%
 - Transitional Bilingual: 6%
 - Migrant: 4%
- **Other** - Adjusted 5-year Cohort Graduation Rate (Class of 2013: 89.5%)



Soap Lake Middle/High School: Soap Lake School District



RECOMMENDATIONS

1. Establish clear and shared focus with change agent administrator
2. Clarify leadership and decision-making structures
3. Use data to inform and differentiate to meet academic needs
4. Implement high academic expectations with increased rigor
5. Develop and expand connections to families and the community



Highlights and Next Steps



- Continued Implementation of AVID district wide.
- Continued training of staff, including new staff in both schools.
- Implemented building-wide use of AVID strategies.
- Implemented Engage NY math across the district.
- Vertically aligned math and ELA programs grades 3-12.
- Provided PD in academic conversations and differentiation to increase rigor in instruction.



Highlights and Next Steps



- Continued to strengthen school leadership team as a change agent and decision-making body.
- Cohort SBA test scores increased for ELA and Math from 2015 to 2016 in 9 out of 10 cells.
- Significantly increased number of classes passed, credits earned in 2016.



Highlights and Next Steps



- The district plans to incorporate the alternative HS program into MS/HS building in 2016-17.
- Areas of focus in the transition include increased rigor and accountability.
- District added component to serve students in the evening who are currently suspended from regular program.



Next Steps - RAD

- **RAD Cohort II:** Continue to provide technical assistance, supports and services to identified schools and districts; monitor progress; provide updates to SBE at least 2 times each year
- **RAD Cohort III:** Determine if a third cohort of districts should be recommended to SBE for required action (based on state funding)

Note for RAD Cohort I: Soap Lake ES is not eligible to exit Priority status in 2016-17, so Soap Lake SD is not eligible to exit required action status at this time.





ESSA Update



2016-17: The Transition Year

Schools and districts identified by the State in 2015-16 as in need of improvement, corrective action, or restructuring under ESEA will continue to implement interventions in 2016-17. Schools/districts:

- *Are not required* to offer Public School Choice, Supplemental Educational Services (SES), and the related notice to parents.
- *Are required* to provide alternative supports for SES-eligible students and for schools with the greatest need.



2016-17: The Transition Year

- ESSA removes the ESEA (NCLB) Highly Qualified Teacher requirements as of December 10, 2015.
 - Go to <http://www.k12.wa.us/ESEA/ESSA/HQT.aspx>
- ESSA makes a significant change from “Highly Qualified” Teachers to “Effective” Teachers.
- State Plans to Ensure Equitable Access to Excellent Educators remain in effect.



U.S. Department of Education Dear Colleague Letters

- [Dear Colleague Letter on the New ESSA Law](#) (December 10, 2015)
- [Dear Colleague Letter on the Transition to ESSA](#) (December 18, 2015)
- [ESSA Dear Colleague Letter](#) (January 28, 2016)
- [ESSA Transition FAQs](#) (May 4, 2016)
- [Notice of Proposed Rulemaking: Accountability, State Plans, and Data Reporting](#) (June 6 and June 9, 2016)



ESSA Requirements: School Support and Improvement

- **Comprehensive Support and Improvement** for any schools identified under the state accountability system.
- **Targeted Support and Improvement** for any schools in which any subgroup of students is consistently underperforming, as determined by the state through its system of Annual Meaningful Differentiation.



ESSA Requirements: Comprehensive Support and Improvement

- Identify, beginning with 2017-18 and at least once every 3 years, one statewide category of schools for support and improvement.
- Base identification on the state's system of Annual Meaningful Differentiation (AMD) of school and subgroup performance.
- Designate the following schools for Comprehensive Support and Improvement:
 - The lowest performing 5 percent in the state, as determined by the State Index and AMD.
 - High schools that graduate less than two-thirds of their students.
 - Schools in which a subgroup is consistently underperforming as determined by the State.



Tasks for School and District Improvement Workgroup

- **Interventions:** Identify and ensure significant, sustained, evidence-based interventions to dramatically improve school quality and outcomes, doing so on an ambitious though reasonable time frame.
- **Improvement plans/strategies:** Consider how plans/strategies will (a) be informed by data analysis and deeper diagnostic review, stakeholder engagement, etc.; (b) address essential elements that research and evidence indicate are important; and (c) be subject to systems of periodic review and continuous improvement.
- **District assistance:** Address what is needed to assist districts in meeting new ESSA school and district improvement requirements.



Resources

OSPI ESEA/ESSA website

<http://www.k12.wa.us/ESEA/ESSA/default.aspx>

U.S. Department of Education website

<http://www.ed.gov/essa>



Review of Today's Goals

- Update progress and outline next steps for Required Action Districts
- Share information about the Every Student Succeeds Act (ESSA)
- Answer questions



Thank you!

Please contact us with your questions:

Michael Merrin: Michael.Merrin@k12.wa.us

Craig Shurick: Craig.Shurick@k12.wa.us

Office: StudentandSchoolSuccess@k12.wa.us

