



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title: As Part of the Executive Director Update: Required Action District Cover Sheet

As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	<input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
		<input type="checkbox"/> Other

Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership	<input type="checkbox"/> Communication
	<input checked="" type="checkbox"/> System oversight	<input type="checkbox"/> Convening and facilitating
	<input type="checkbox"/> Advocacy	

Policy considerations / Key questions:	How is the progress of Required Action Districts (RAD) compared to the rest of the state? Are they improving at a rate that will allow for exit from required action status?
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Relevant to business item:	None
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Materials included in packet:	<ul style="list-style-type: none">• State Board of Education data memo showing a comparison of the accountability system• Data and responses to questions on each of the Required Action Districts.
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Synopsis:	<p>The first part of this section makes comparisons to different parts of the accountability system through data on proficiency and growth. Thereby, it allows comparison of Priority and RAD school improvement to that of the rest of the state.</p> <p>RCW 28A.657.100 directs the Office of the Superintendent of Public Instruction to provide a report twice per year to the SBE on progress made by required action school districts. The information provided here will partly fulfill this legislative responsibility.</p> <p>The questions that districts responded to included:</p> <ul style="list-style-type: none">• What were significant successes and challenges of required action for your districts during the past year?• What changes, if any, were made to your required action plan and why?• Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan. <p>Marysville, Tacoma, Yakima, and Wellpinit school districts were identified for required action in 2014. The data being reported here is the second year of data since their required action plan started being implemented.</p> <p>Soap Lake District was originally identified for required action in 2012, and was redesignated to remain in required action in 2015.</p> <p>The information provided by OSPI on the required action districts contains color graphs. Please go to the online packet to view the graphs in color:</p> <p>http://www.sbe.wa.gov/materials.php#.WFnKOGwzV2I</p>
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THE WASHINGTON STATE BOARD OF EDUCATION

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ACCOUNTABILITY SYSTEM COMPARISON CHARTS FOR REQUIRED ACTION DISTRICT UPDATE

This memo features Washington Achievement Index data on schools receiving supports and interventions in the accountability system. The data provides board members an opportunity to examine the performance of schools in Required Action District status.

Summary

Even though all groups of schools dropped in proficiency Index ratings from the 2014 Index to the 2015 Index, Priority and Required Action District schools declined less than the rest of the state over the past four years and for the change in rating from 2014 to 2015. That is good news. Unfortunately the news is mixed for growth. Growth Index ratings increased for Priority schools, particularly for the Targeted Subgroups. Unfortunately, growth Index Ratings fell for both Required Action District Cohort I and II.

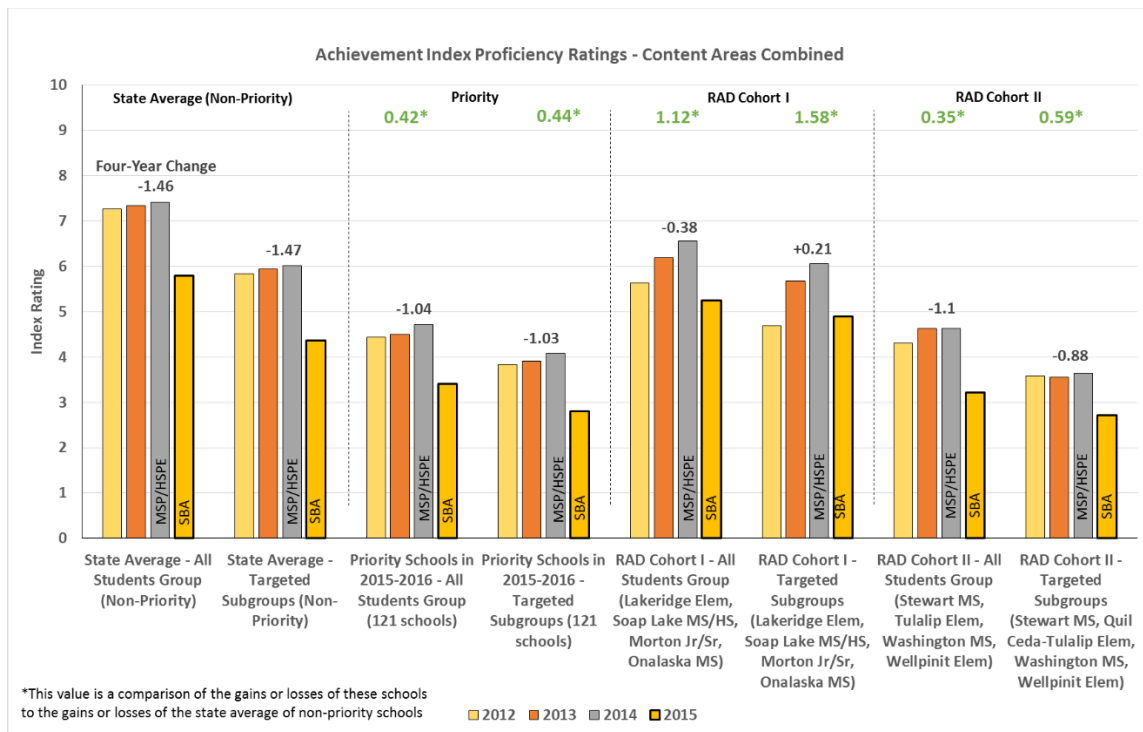
Guide to the Charts

The charts in this update focus on four-year change in Index Ratings for proficiency and growth

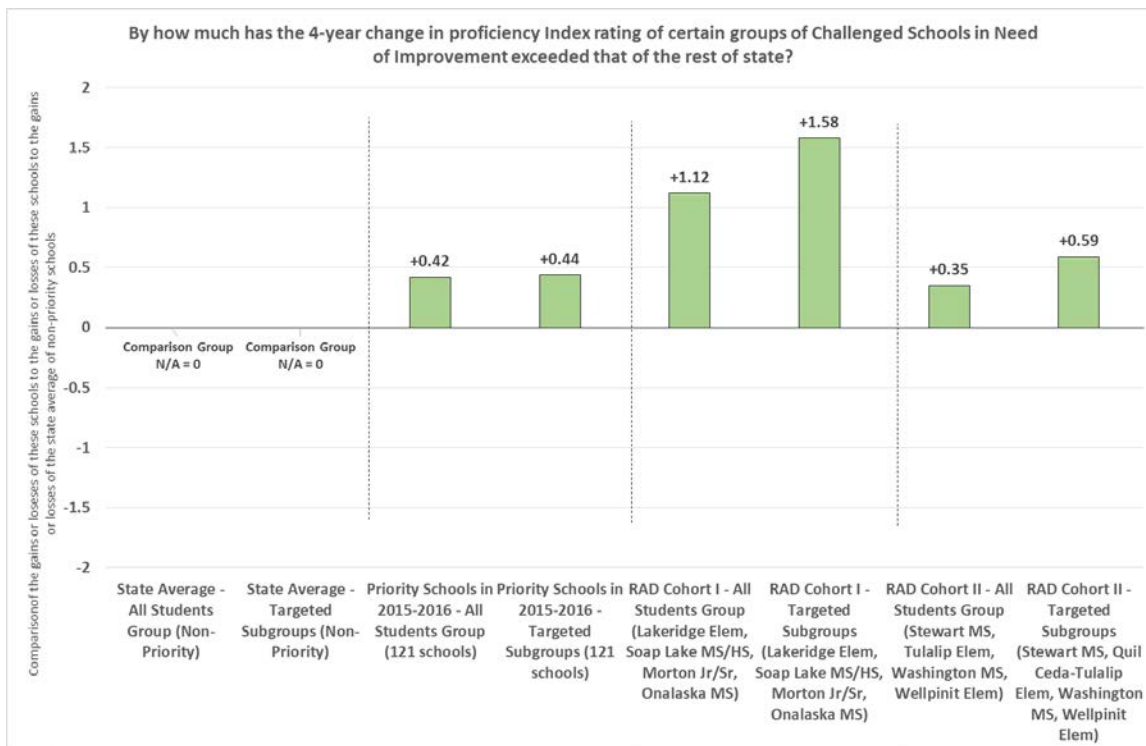
Please note that the 2015 Index ratings are based on assessments taken during the spring of the 2014-2015 school year, thus are the first year of implementation of the Smarter Balanced Assessment. Similar to other states that have implemented the Smarter Balanced Assessment, proficiency levels have dropped due to the increased rigor of the test and the first year of implementation.

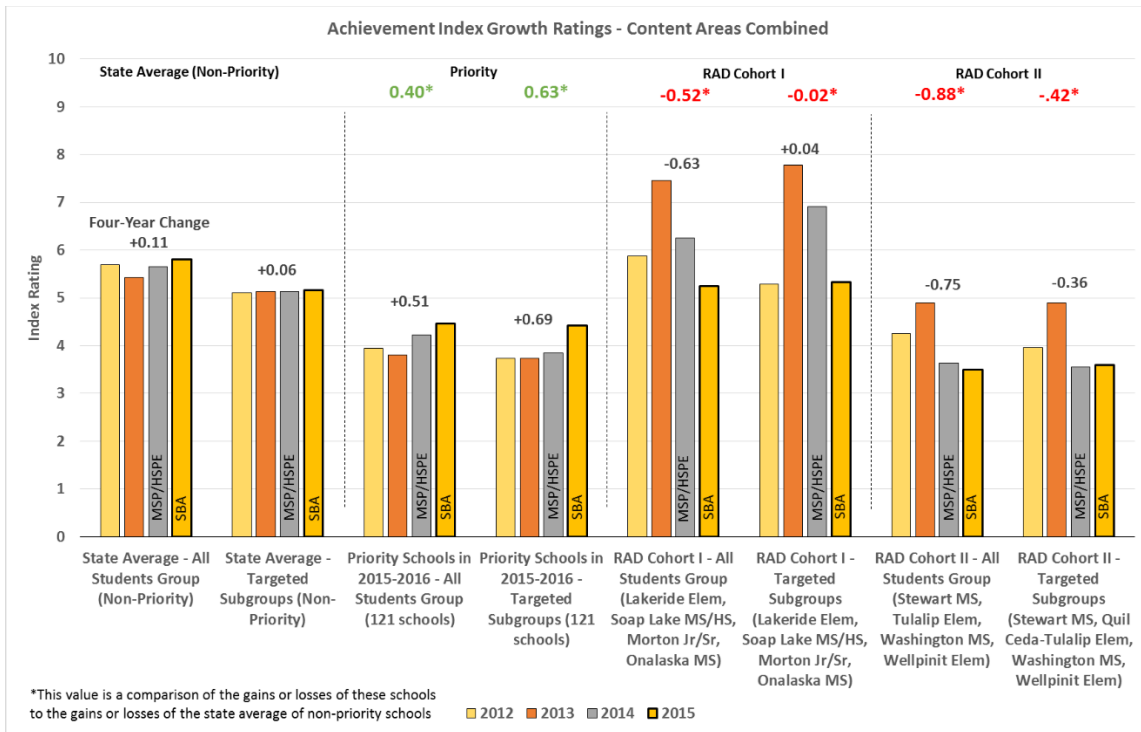
Note the numbers with asterisks near the top of the page. Those show the comparison of the four-year change for each group of schools to the state average of non-priority schools.

For the purpose of this analysis, Required Action District Cohort I includes all four schools that received support. Soap Lake Middle and High School remains in Required Action District status and the other three schools have exited from Required Action District status.

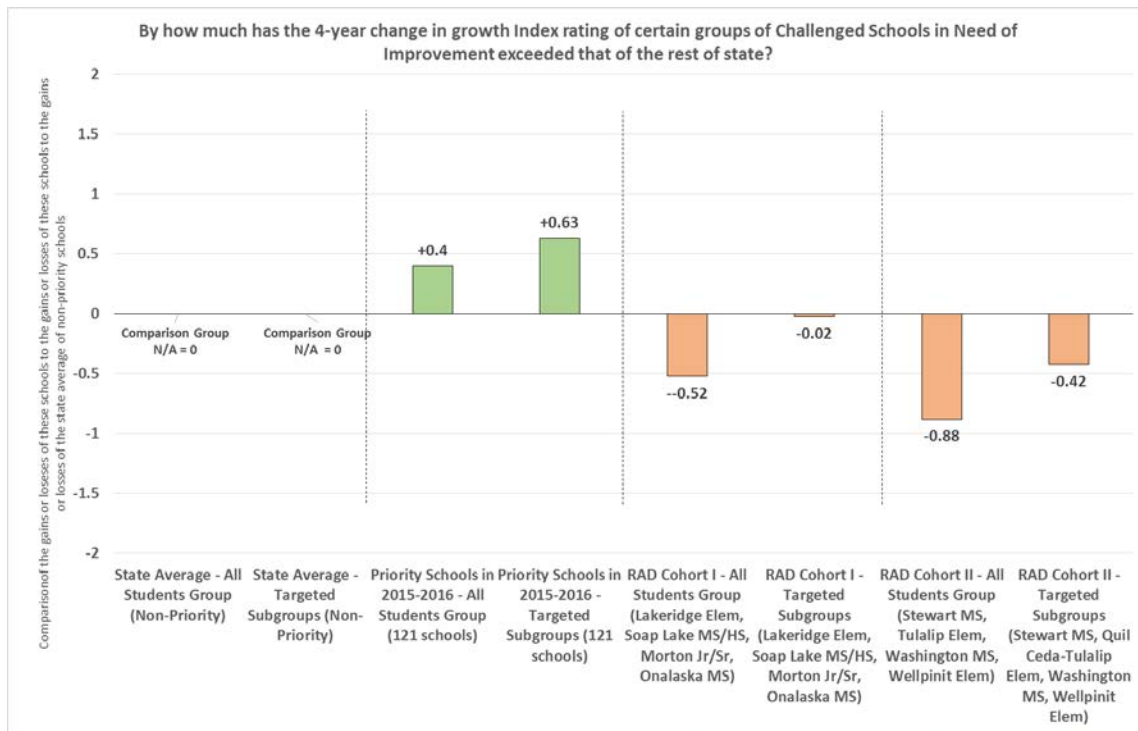


In the proficiency chart above, you will see a sharp decline in Index Ratings from 2014 to 2015 for all groups of schools due to the implementation of the Smarter Balanced Assessment. However, the schools in Priority or Required Action District status did not decline as much as the rest of the state. As shown in the chart below, Required Action District Cohort I had very impressive performance, particularly for the targeted subgroup students that Cohort I is serving. Priority and Required Action District Cohort II schools declined the least for the Targeted Student Groups. Thus, there is good news that the gap in proficiency ratings is closing for Priority and Required Action District schools.





Priority schools gained in growth compared to the rest of the state over the past four years. The largest gains were for the targeted student groups in Priority schools compared to the rest of the state. Unfortunately, Index Ratings for growth in Required Action Cohort I and Cohort II schools declined in growth compared to the rest of the state.



If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us



SUPERINTENDENT OF PUBLIC INSTRUCTION

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December 20, 2016

Isabel Muñoz-Colón, Executive Committee Chair
Washington State Board of Education
PO Box 47206
600 Washington ST SE
Olympia, WA 98504-7206

RE: Semi-Annual Update on Required Action Districts

Dear Ms. Muñoz-Colón,

The superintendent of public instruction is required to provide a report twice per year to the State Board of Education (SBE) regarding the progress made by all school districts designated as required action districts (RCW 28A.657.100). Five school districts are currently designated for required action: Marysville School District, Soap Lake School District, Tacoma Public Schools, Wellpinit School District, and Yakima Public Schools.

Attached please find the following for each required action district and its identified school:

- Demographics for the identified school
- Achievement data on state assessments in Reading/English Language Arts and Mathematics from baseline (2014) to 2016 for the identified school
- District responses to the following prompts provided to our office by SBE staff
 1. What were significant successes and challenges of required action for your districts during the past year?
 2. What changes, if any, were made to your required action plan and why?
 3. Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan.

Please do not hesitate to let us know if more information would be supportive. You may contact me at michael.merrin@k12.wa.us or 360-725-4960.

Sincerely,

Michael Merrin
Assistant Superintendent, Student and School Success

Attachment A:	Marysville School District Report
Attachment B:	Soap Lake School District Report
Attachment C:	Tacoma Public Schools Report
Attachment D:	Wellpinit School District Report
Attachment E:	Yakima Public Schools Report



Quil Ceda Tulalip Elementary School

Becky Berg | *Superintendent*

Cory Taylor | *Principal*

Anthony Craig | *Director of Equity, Access, &
School Support*

Tamera Shannon-Wright | *Leadership Coach*

Quil Ceda Tulalip Elementary School Summary – Marysville School District

Student Demographics
 Source: OSPI State Report Card

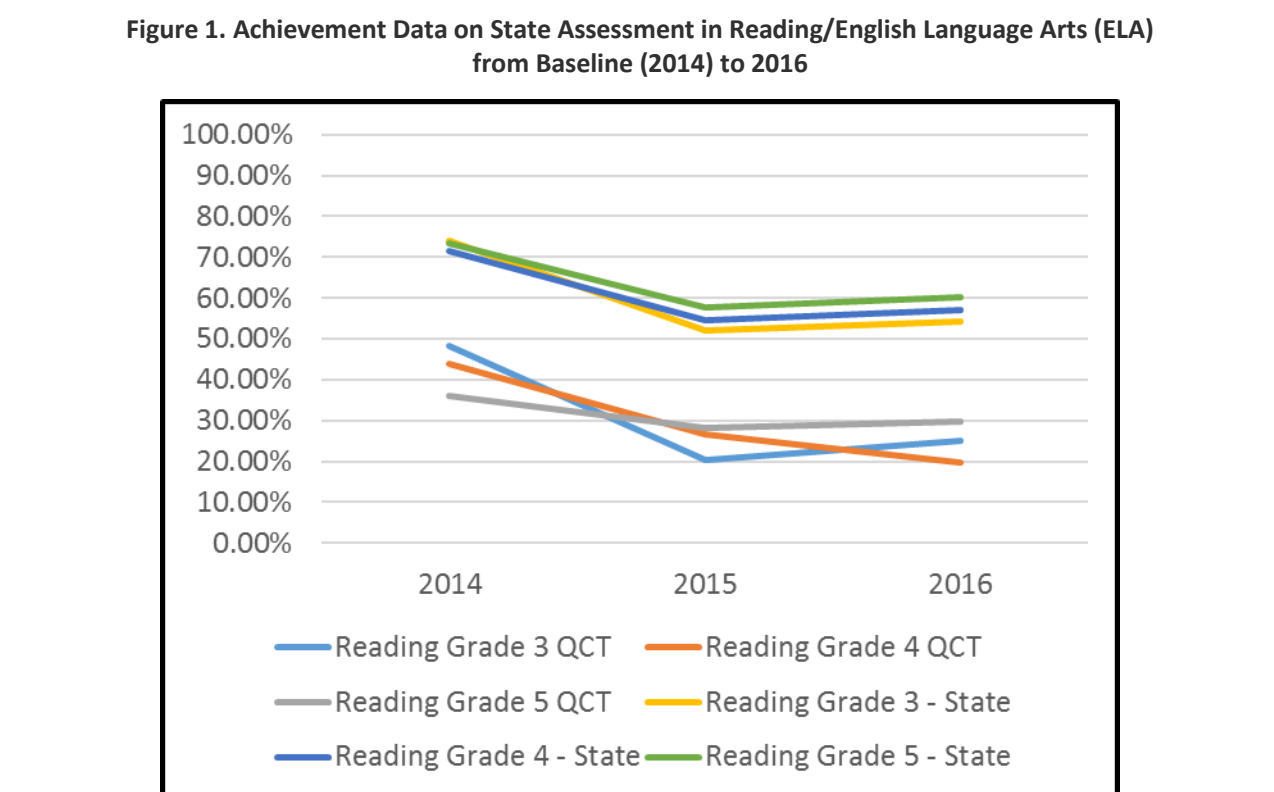
Table 1. The table below provides a profile of students who attended the school in the 2015–16 school year.

Enrollment		
October 2015 Student Count		555
May 2016 Student Count		556
Gender (October 2015)		
Male	274	49.4%
Female	281	50.6%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	106	19.1%
American Indian / Alaskan Native	206	37.1%
White	154	27.7%
Two or More Races	79	14.2%
Special Programs		
Free or Reduced-Price Meals (May 2016)	466	83.8%
Special Education (May 2016)	93	16.7%
Transitional Bilingual (May 2016)	51	9.2%
Migrant (May 2016)	64	11.5%

Student Achievement
 Source: OSPI State Report Card
 Note: The data for 2014 are from the Measurements of Student Progress (MSP) Assessments in Reading and Math. The data represent the simple average of the proficiency rates for Quil Ceda ES students and Tulalip ES students.
 In 2014–15, Washington State transitioned to Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics.
 The data in Tables 2 & 3 and Figures 1 & 2 for 2015 and 2016 are from the Smarter Balanced Assessments in ELA and Math for Quil Ceda Tulalip ES.

Table 2. Achievement Data on State Assessment in Reading/ English Language Arts (ELA) from Baseline (2014) to 2016

	Reading Grade 3 - School	Reading Grade 4 - School	Reading Grade 5 - School	Reading Grade 3 - State	Reading Grade 4 - State	Reading Grade 5 - State
2014	48.30%	43.97%	36.13%	73.90%	71.61%	73.34%
2015	20.20%	26.60%	28.10%	52.00%	54.50%	57.60%
2016	25.20%	19.70%	29.80%	54.30%	57.00%	60.10%

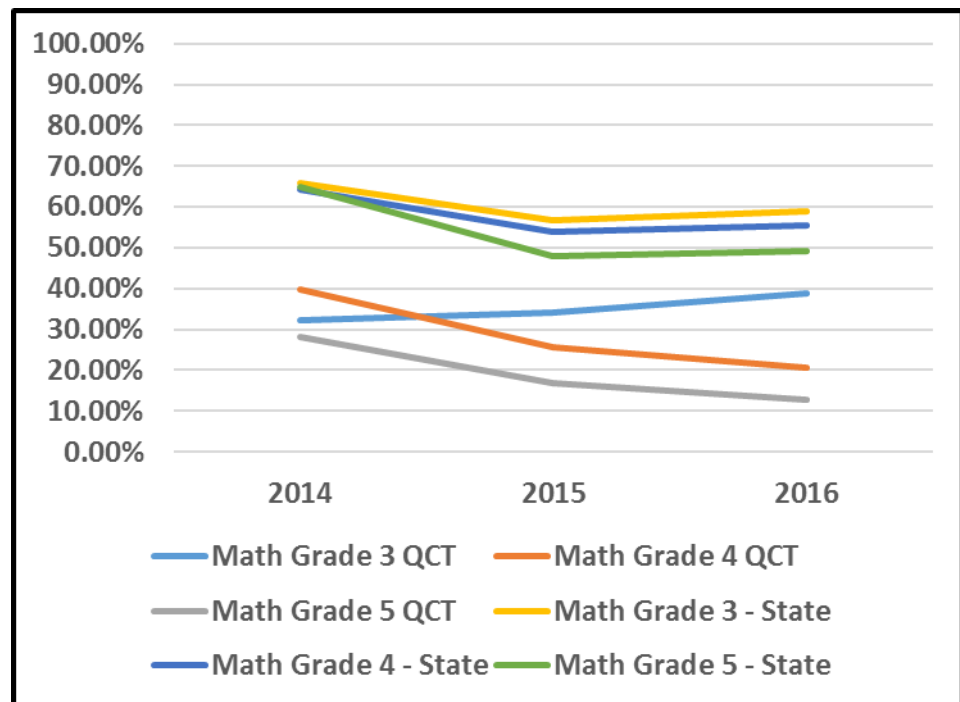


Please see next page for Mathematics data (Table 3) and graph (Figure 2).

Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2016

	Math Grade 3 - School	Math Grade 4 - School	Math Grade 5 - School	Math Grade 3 - State	Math Grade 4 - State	Math Grade 5 - State
2014	32.35%	39.72%	28.06%	65.84%	64.23%	65.02%
2015	34.00%	25.60%	16.90%	56.60%	54.00%	48.00%
2016	38.90%	20.60%	12.90%	58.90%	55.40%	49.20%

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2016



The following answers respond to the prompts regarding Marysville School District's Required Action Plan.

1. What were significant successes and challenges of required action for your districts during the past year?

Successes:

- Pockets of improved performance in SBA (3rd grade: 5% increase on ELA and 6% increase in Math)
 - Staff shifted practice in instruction in several ways: emphasis on teaching to the CCSS and differentiating instruction based on particular student needs; effective analysis and response to interim assessment
- QCT hired new staff early in year to ensure stronger candidate pool with teachers who were best fit for QCT
- A pathway into education careers has been started. A former paraprofessional who had worked at QCT for several years has been hired as a classroom teacher; three current, effective paraprofessionals are in teacher certification programs, have requested to do practicum/internship work at QCT and are seeking teaching positions at QCT. This pathway is also an attempt to recruit members of the local community into the field.
- Student recognition program (for attendance, academics, citizenship) has become part of school culture
- 2 assistant principals staffed from district
- over all retention of effective staff engaged in improvement work; MOU supported movement/replacement of teachers who were not a fit for QCT/engaged in the improvement initiatives
- BEST Grant (OSPI) to support teachers in first two years of profession
- On RAD/School Improvement plan, many improvement efforts moving from “limited implementation” to “effective implementation” and “sustainable”
- MOU negotiated and in place for 2016-17 school year
- Continued implementation of comprehensive improvement plan that addresses Cultural, Social-Emotional, and Academic needs of students

Challenges:

- Given changes in staff, supporting teachers new to the school in understanding work that has been done and the direction/focus of the school at large. An adjustment time for those teachers has been a challenge.
- Teacher association input on budget (RAD) has not always been in alignment with district/school direction
- Professional learning time with staff given Collective Bargaining Agreement for teacher plan time has become a challenge.

2. What changes, if any, were made to your required action plan and why?

- Focus on RTI, implementation of new ELA curriculum, improving attendance, progress monitoring and PBIS
- We are monitoring the impact of our School Improvement Plan on educator practice and student learning (i.e. Walkthrough tool used to evaluate the implementation of effective instructional practices - vocabulary acquisition, question stems, standards aligned instruction, differentiation etc.) and student learning outcomes through immediate feedback/coaching conversations to inform us of effective practices
- SWIS & Expectation Reminder data are reviewed by the school's Behavior team on a monthly basis and is communicated to the Leadership Team on a quarterly basis to inform effective practices and next steps
- Have increased student recognition for attendance, Guidelines for Success “GROWS” in an effort to celebrate successes
- Reaching out to families to strengthen relationships/learning partners in regards to supporting school attendance
- Sustaining interventions for social emotional well-being and academics—schoolwide focus; district support for staff members for Restorative Justice to improve outcomes for students

3. Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan.

- Newly adopted ELA curricula implemented K-5
- 1.0 Curriculum Implementation Specialist hired for QCT
- Increased number of days on site for OSSS content specialist (ELA, Math, PBIS)
- Shift in support from UW Bothell Math professor on math instruction to job-embedded, in-classroom support for teachers (building coach) rather than out of class professional learning
- Walkthrough tool used by administrative team to monitor instruction and provide timely and relevant feedback on high-yield strategies and provide appropriate supports to teachers (*Tool helps monitor: Posted Learning Objective, Visual Schedule, Evidence of Culturally Responsive Teaching, Depth of Knowledge Levels, Making Sense of Math, Assessment of Student Comprehension, Use of Technology, Classroom Expectations Posted (PBIS)*)
- Parent/family involvement: Natural Leaders (parents) meet at least monthly at school; school committee developed a year-long plan for family engagement including new events and previous events (New: Billy Frank Day study and celebration; STI Symposium for broader Tulalip Community); data tracked to monitor increased family engagement
- Additional Social-Emotional curriculum supports (RIPPLES)
- Additional .5 Resource Room teacher allocation to QCT
- District-wide focus on improving attendance with specific support to attendance data analysis for QCT
- In response to OSSS feedback on 2015-16 End of Year Report, QCT staff will include tasks to monitor impact of all actions on educator practice and student learning (i.e. impact two assistant principals on student time in class vs. out of class and ability for principal to focus on school improvement beyond student discipline; impact of implementation of CCSS-aligned ELA curriculum/materials; impact of technology integration, etc.)
- Use of student assessments: Easy CBM, DIBELS, STAR, interim SBA



SOAP LAKE

SCHOOL DISTRICT #156

Soap Lake Middle/ High School

Rick Winters | *Superintendent*

Jacob Bang | *Principal*

Carolyn Lint | *Leadership Coach*

Soap Lake Middle and Senior High School Summary – Soap Lake School District

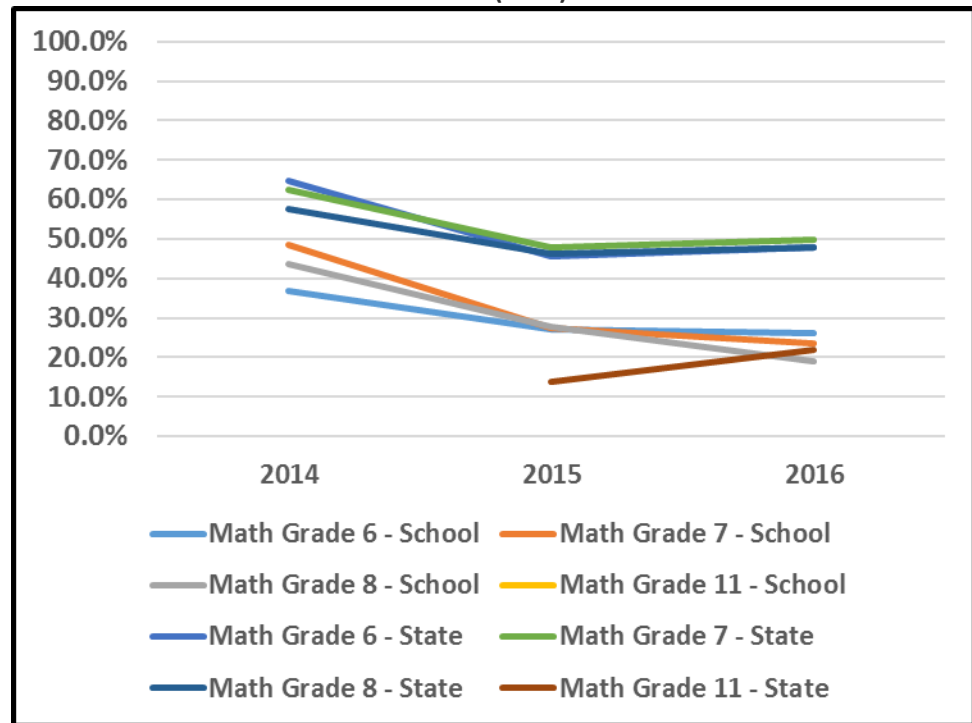
<p>Student Demographics</p> <p>Source: OSPI State Report Card</p>	Table 1. The table below provides a profile of students who attended the school in the 2015–16 school year.	
	Enrollment	
	October 2015 Student Count	259
	May 2016 Student Count	240
	Gender (October 2015)	
	Male	138 53.3%
	Female	121 46.7%
	Race/Ethnicity (October 2015)	
	Hispanic / Latino of any race(s)	84 32.4%
	White	166 64.1%
Special Programs		
Free or Reduced-Price Meals (May 2016)	174 72.5%	
Special Education (May 2016)	23 9.6%	
Transitional Bilingual (May 2016)	18 7.5%	
Migrant (May 2016)	14 5.8%	
Other Information (more info)		
Adjusted 4-Year Cohort Graduation Rate (Class of 2015)	100.0%	

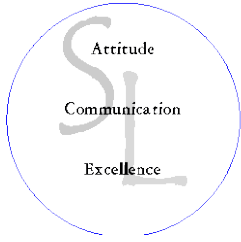
<p>Student Achievement</p> <p>Source: OSPI State Report Card</p> <p>Note: The data for 2014 are from the Measurements of Student Progress (MSP) Assessments in Reading and Mathematics.</p> <p>In 2014–15, Washington State transitioned to Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics.</p> <p>The data in Tables 2 & 3 and Figures 1 & 2 for 2015 and 2016 are from the Smarter Balanced Assessments in ELA and Mathematics.</p>	Table 2. Achievement Data on State Assessment in Reading/ English Language Arts (ELA) from Baseline (2014) to 2016								
	Year	Reading Grade 6 - School	Reading Grade 7 - School	Reading Grade 8 - School	Reading Grade 11 - School	Reading Grade 6 - State	Reading Grade 7 - State	Reading Grade 8 - State	Reading Grade 11 - State
	2014	44.7%	43.2%	51.2%	NA	73.5%	69.4%	71.8%	NA
	2015	18.7%	31.0%	23.2%	30.7%	53.9%	56.7%	56.8%	26.3%
	2016	38.0%	38.2%	40.5%	Suppressed	56.5%	58.5%	59.7%	75.5%
	Figure 1. Achievement Data on State Assessment in Reading/English Language Arts (ELA) from Baseline (2014) to 2016								
	<p>Please see next page for Mathematics data (Table 3) and graph (Figure 2).</p>								

Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2016

	Math Grade 6 - School	Math Grade 7 - School	Math Grade 8 - School	Math Grade 11 - School	Math Grade 6 - State	Math Grade 7 - State	Math Grade 8 - State	Math Grade 11 - State
2014	36.8%	48.6%	43.5%	NA	64.6%	62.5%	57.6%	NA
2015	27.2%	27.5%	27.9%	19.2%	45.5%	48.0%	46.1%	13.7%
2016	26.1%	23.5%	18.9%	Suppressed	48.0%	49.8%	47.8%	21.8%

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2016





Soap Lake School District No. 156

410 Ginkgo St S
 Soap Lake WA 98851
 509.246.1822
 509.246.0669 Fax

The following are answers to the prompts provided regarding Soap Lake School District's Required Action Plan.

1. What were significant successes and challenges of required action for your districts during the past year?

Successes for Soap Lake MS/HS continue to work in conjunction with the strengthening of the AVID program. The school trains new staff on AVID strategies, and emphasizes the building wide application of key AVID techniques in every classroom. Professional development offerings during weekly late start meetings regularly include teacher lead sessions on AVID strategies, and increasing the use of AVID techniques. This is evident during classroom walkthroughs. The school is also offering three AVID elective classes. The student interest and retention continues to grow. There is also emerging evidence of increased attendance at 2 and 4 year colleges by Soap Lake graduates, particularly in the past two years.

AVID implementation is an example of another success in Soap Lake's improvement efforts – the continued collaboration and alignment of efforts between the MS/HS program and the elementary program. The elementary school is now also implementing AVID in grades 3-5 and has trained over half the staff in AVID strategies.

A growing challenge continues to be the shortage of qualified teachers both for permanent positions, particularly in math and special education, and for certified substitute needs. For the past two years the MS/HS has been unable to hire a qualified HS math teacher, and has had to provide instruction in this area through emergency means, with personnel not as well prepared as we would like. There has been a new special education teacher each year for the past 5 years, and there is a continual struggle to recruit and hire teachers with appropriate skills and background to teach this important population. The shortage of qualified substitute teachers makes professional development efforts especially challenging, and frequently causes us to have to cancel participation in important trainings.

2. What changes, if any, were made to your required action plan and why?

An important change in our required action plan has been the growing influence and skill of the teacher leadership team at the MS/HS. Creating and working with a teacher leadership team was very challenging in Soap Lake for many years. There was reluctance on the part of the staff to step into a role of leadership among their peers, as well as a hesitancy to use teachers in a leadership role on the part of the administration. For the past two years we have a strong committed group of teachers who meet regularly with the building principal, and who now hold an important role in the development and monitoring of our required action plan. They have participated in additional training both inside and outside the district to build their skills, and continually share new learnings with other staff through both formal training and collaboration. They embrace the responsibility of improving achievement for the students in the school.

3. Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan.

There is a renewed effort to provide staff-wide professional development in instructional strategies that will help increase rigor and student talk in the classroom combined with ongoing support and professional development around the use of the Interim Block Assessments building wide in the MS/HS. This is linked with a similar effort at the elementary level. Staff received extensive training in the early years of the required action process, but this was focused on small groups of teachers, and most often content specific.

Ongoing staff training that includes professional development sessions, as well as classroom modelling, classroom observation, and lesson plan collaboration is now being provided by Robin Kirkpatrick from ESD 171. She has supported other ESD ELA, and the science staff at the ESD, and has been an OSPI Math instructional coach. The goal of this approach to professional development is to: 1) provide training in strategies that can be used across content areas, bringing a common focus to the staff, and 2) allow the staff to develop a relationship with ESD staff with expertise in these areas to allow for sustainability of these efforts once the grant support ends. In the past, Soap Lake has had limited involvement with ESD services and personnel. Growing this relationship will be critical to continued access to support from people they trust as they move out of the support provided to schools designated as needing improvement.

Sincerely,

Rick L Winters, Superintendent



Stewart Middle School

Carla Santorno | *Superintendent*

Joshua Garcia | *Deputy
Superintendent*

Zeek Edmond | *Principal*

Angela Brooks-Rallins |
Leadership Coach

Stewart Middle School Summary – Tacoma School District

Student Demographics

Source: OSPI State Report Card

Table 1. The table below provides a profile of students who attended the school in the 2015–16 school year.

Enrollment		
October 2015 Student Count		321
May 2016 Student Count		340
Gender (October 2015)		
Male	179	55.8%
Female	142	44.2%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	72	22.4%
American Indian / Alaskan Native	9	2.8%
Asian	49	15.3%
Black / African American	65	20.2%
White	114	35.5%
Special Programs		
Free or Reduced-Price Meals (May 2016)	272	80.0%
Special Education (May 2016)	41	12.1%
Transitional Bilingual (May 2016)	29	8.5%

Student Achievement

Source: OSPI State Report Card

Note: The data for 2014 are from the Measurements of Student Progress (MSP)

Assessments in Reading and Mathematics.

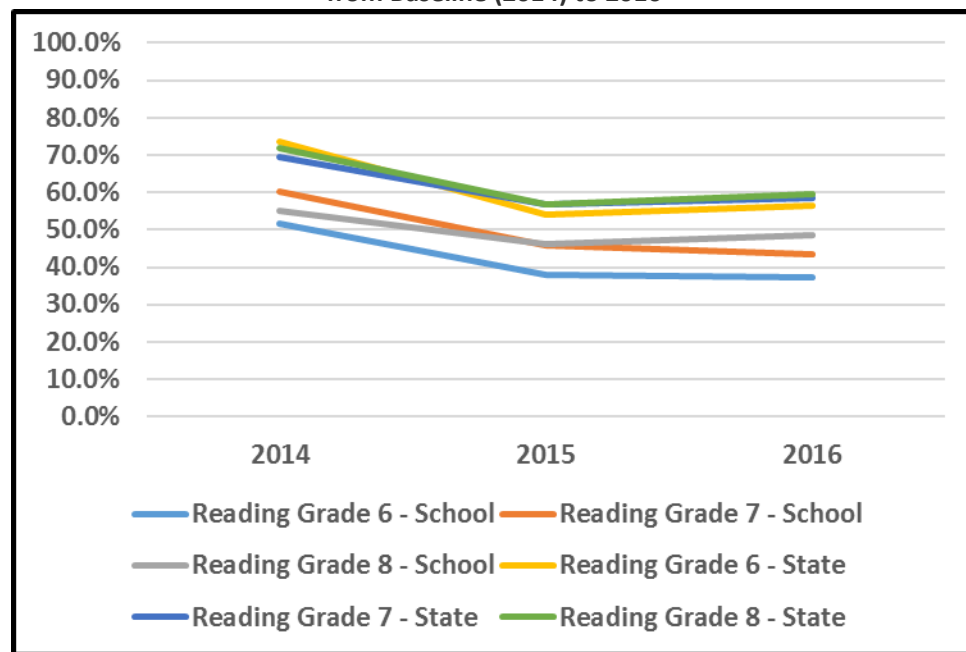
In 2014–15, Washington State transitioned to Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics.

The data in Tables 2 & 3 and Figures 1 & 2 for 2015 and 2016 are from the Smarter Balanced Assessments in ELA and Mathematics.

Table 2. Achievement Data on State Assessment in Reading/ English Language Arts (ELA) from Baseline (2014) to 2016

	Reading Grade 6 - School	Reading Grade 7 - School	Reading Grade 8 - School	Reading Grade 6 - State	Reading Grade 7 - State	Reading Grade 8 - State
2014	51.8%	60.2%	55.1%	73.5%	69.4%	71.8%
2015	38.0%	45.8%	46.1%	53.9%	56.7%	56.8%
2016	37.3%	43.4%	48.5%	56.5%	58.5%	59.7%

Figure 1. Achievement Data on State Assessment in Reading/English Language Arts (ELA) from Baseline (2014) to 2016

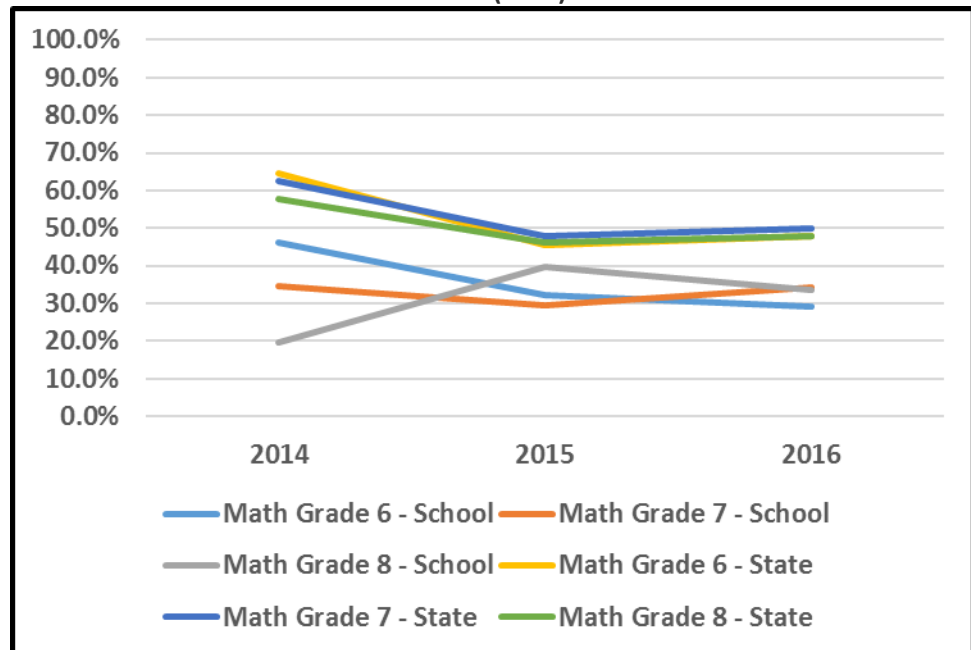


Please see next page for Mathematics data (Table 3) and graph (Figure 2).

Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2016

	Math Grade 6 - School	Math Grade 7 - School	Math Grade 8 - School	Math Grade 6 - State	Math Grade 7 - State	Math Grade 8 - State
2014	46.2%	34.7%	19.8%	64.6%	62.5%	57.6%
2015	32.1%	29.5%	39.8%	45.5%	48.0%	46.1%
2016	29.2%	34.3%	33.5%	48.0%	49.8%	47.8%

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2016





Tacoma Public Schools
 Secondary Education
 601 South 2nd Street
 Room 313
 Tacoma, WA 98401
 P: 253-571-1131
 F: 253-571-1141
Tacomaschools.org

1. What were significant successes and challenges of required action for your districts during the past year?

Successes:

- Stewart Middle School allowed to swap out district data day (October) for two early release days which allowed for staff in-service and student/parent conferences.
- Stewart Middle School leadership team were selected to attend the Harvard Leadership 2016 Summer Institute.
- Stewart staff was given extra time for collaboration and professional development during Summer 2016.
- Stewart staffing model (additional FTE) is specific to Stewart and its unique needs to deliver rigorous standards based instruction and curriculum.

Challenges:

- SBA ELA and math scores continue to fall below state average. The goal is the SBA proficiency will begin to mirror the growth found in Stewart's student growth percentile.

2. What changes, if any, were made to your required action plan and why?

- While not a change to the Indistar plan specifically, the district is addressing the needs of Stewart's Culture and Learning Environment by expediting their move from their temporary (and out of neighborhood) school to their newly remodeled location which is back in their neighborhood area. The initial intent was to move students and staff to their new school at the end of the 2016-17 school year. However, considering the needs of the students' and community the district is planning for the move in February 2017. This move is projected to impact student attendance positively by having the students attend their neighborhood school.

3. Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan.

- The district has adopted a new diagnostic assessment tool for the 2016-17 school year. The assessment tool called iReady measures student proficiency in both ELA and math. The data acquired allows staff to plan for specific interventions for each student depending on their level of proficiency. Students were tested initially in September and another benchmark assessment will take place in January. These two data points will allow Stewart staff to continue or modify instructional practices to meet the individual needs of the students. In addition, the Stewart students are completing goal sheets to make explicit their proficiency in each subject area. Students are setting formative and summative goals in math and literacy.
- The CEL 5D instructional framework is continuing to drive the professional development of both Stewart administration and teaching staff. Teachers are regularly submitting lesson and unit plans to administration who then provide specific and targeted feedback aligned with the indicators found in the framework.
- The district is supporting Stewart's implementation of AVID for all students. The Stewart principal and assistant principal recently attended the National AVID Conference in Dallas, TX.



Wellpinit

John Adkins |
Superintendent

Kim Ewing |
Principal

Karen Estes |
*Leadership
Coach*

Wellpinit Elementary School Summary – Wellpinit School District

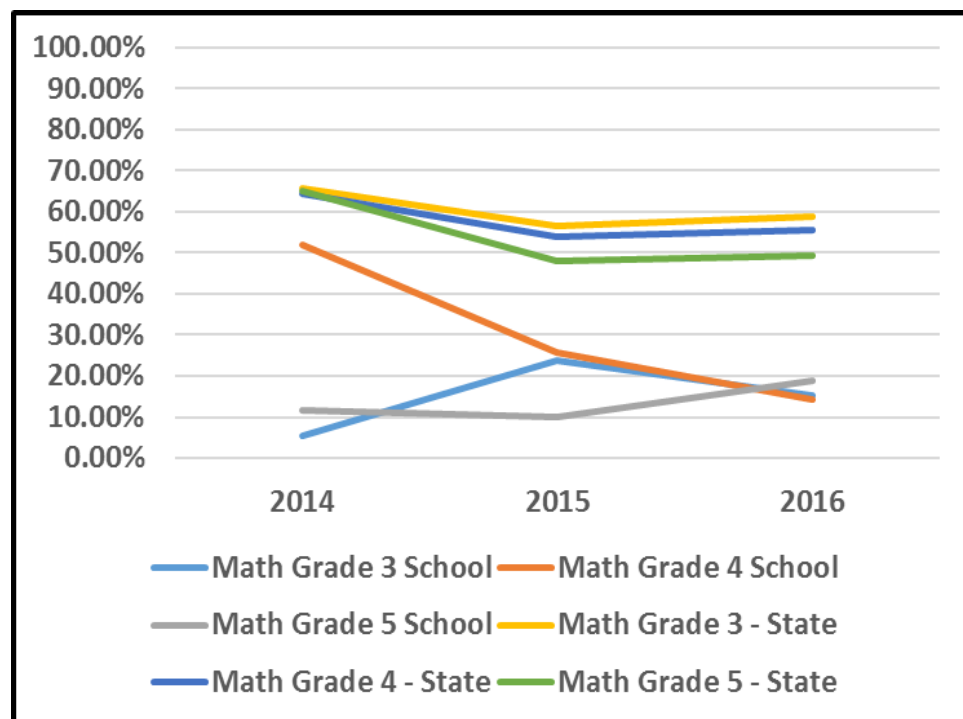
<p>Student Demographics</p> <p>Source: OSPI State Report Card</p>	Table 1. The table below provides a profile of students who attended the school in the 2015–16 school year.		
	Enrollment		
	October 2015 Student Count		201
	May 2016 Student Count		200
	Gender (October 2015)		
	Male	105	52.2%
	Female	96	47.8%
	Race/Ethnicity (October 2015)		
	Hispanic / Latino of any race(s)	9	4.5%
	American Indian / Alaskan Native	159	79.1%
	White	4	2.0%
	Two or More Races	28	13.9%
Special Programs			
Free or Reduced-Price Meals (May 2016)	167	83.5%	
Special Education (May 2016)	24	12.0%	

<p>Student Achievement</p> <p>Source: OSPI State Report Card</p> <p>Note: The data for 2014 are from the Measurements of Student Progress (MSP) Assessments in Reading and Mathematics.</p> <p>In 2014–15, Washington State transitioned to Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics.</p> <p>The data in Tables 2 & 3 and Figures 1 & 2 for 2015 and 2016 are from the Smarter Balanced Assessments in ELA and Mathematics.</p>	<p>Table 2. Achievement Data on State Assessment in Reading/ English Language Arts (ELA) from Baseline (2014) to 2016</p>							
		Reading Grade 3 - School	Reading Grade 4 - School	Reading Grade 5 - School	Reading Grade 3 - State	Reading Grade 4 - State	Reading Grade 5 - State	
	2014	16.60%	64.00%	19.20%	73.90%	71.61%	73.0%	
	2015	17.30%	21.80%	14.20%	52.00%	54.50%	57.60%	
	2016	24.20%	14.20%	34.30%	54.30%	57.00%	60.10%	
	<p>Figure 1. Achievement Data on State Assessment in Reading/English Language Arts (ELA) from Baseline (2014) to 2016</p>							
	<p>Please see next page for Mathematics data (Table 3) and graph (Figure 2).</p>							

Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2016

	Math Grade 3 - School	Math Grade 4 - School	Math Grade 5 - School	Math Grade 3 - State	Math Grade 4 - State	Math Grade 5 - State
2014	5.50%	52.00%	11.50%	65.84%	64.23%	65.02%
2015	23.80%	25.70%	10.00%	56.60%	54.00%	48.00%
2016	15.10%	14.20%	18.70%	58.90%	55.40%	49.20%

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2016



**Wellpinit School District
State Board Education Report
January 2017**

1. What were significant successes and challenges of required action for your district during the past year?

The superintendent clearly set the stage this year with the following two overarching leadership priority commitments:

1) Practice Sound Human Dynamics with a high quality and nature of thinking and relationships. Celebrate, be happy, and have fun and enjoy the best profession in the world. Always remember that we get to work with kids and prepare them to be lifelong learners and successful people. With implementing Servant Leadership, you will put others first. Build trust, listen, be genuine, patient, courageous, transparent, responsive, empathetic, and empowering with everyone working in a unified fashion towards realistic solutions.

2) Establish Hope by doing what is best for all kids K-12 with clear direction that builds capacity and sustained excellence. Like the Good to Great literature, do a few things (focus areas) well that we are “tight with and block out all the rest of the “noise.” Work smarter with stakeholder’s ownership and leverage resources at various levels to these things (focus areas). Have a laser like focus and be efficient and effective. Bring the best expertise to us and adhere to proven practices with respect and fidelity. Staff and students are capable and should be engaged with district wide beliefs that are part of our school improvement plans.

Both of these commitment statements along with the descriptions embody the three RAD Audit 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

District Significant Successes

- District superintendent articulated the top expectations for principals in order to support strong leadership and school improvement efforts:
 - ✓ Strong leadership is key. Follow the AWSP Leadership Framework and strive for proficiency. Align your goals with your SIP/Indistar plans.
 - ✓ Filter all proven high rigor and high yield strategies with your coaches and staff to make sure they apply to your SIP you are tracking in Indistar. Think K-12 and once again do a few things very well with the best resources, support and interventions. Make sure the CCSS are being taught and the timely, efficient, and effective assessment measures are in place to check for clear understanding and success with all students.
 - ✓ Adhere to staff evaluation timelines and requirements using the framework and high quality tools. Once again, clearly communicate K-12. Stay on top of TPEP changes. All staff need to be highly effective – if not, then make progress immediately.
 - ✓ Make attendance matter and practice progressive discipline.
 - ✓ Be inclusive with high parent, community, and tribal engagement.
 - ✓ Maximize the leveraging of resources and partnerships in general.
 - ✓ We have exceptional support with proven success and expertise with learning organizations on our team. We need to help our staff work smarter in a progressive, unified fashion with a sense of urgency. Our kids deserve the very best.
- District updated School Board Policies in partnership with the school board to support work and sustainability.
- District updated MOU in partnership with teacher association to support school improvement efforts.
- District created incentive pay for student growth in partnership with teacher association during implementation of grant.
- The district hired two Social skills coaches, one at each building, to support K-12 social and emotional development.

- The district hired a district data coordinator and redefined Title coordinators roles to support building program implementation for struggling learners.

Wellpinit Elementary Significant Successes:

From these overarching guidelines established, Wellpinit Elementary School, with district support, had significant successes during the past year in the following years:

Strong Leadership:

- Principal and data instructional coach implemented a weekly CWT with data reports being generated to staff
- Spring 2016: 10% to 34% SBA growth
 - ✓ Specifically, 5th grade increased in both math and ELA state SBA
 - ✓ Additionally, 3rd grade also increased in ELA state SBA as well.
- Even with hiring 4 new teachers, we have grown in the four targeted instructional areas:
 - ✓ Setting learning objective and providing feedback on objective is up 11% from last spring.
 - ✓ Learning target on grade level standard is up 5% from last spring.
 - ✓ Determining Levels of student work of Application/DOK Level 2 and above is 20% from last spring.
 - ✓ Highly Engaged Classroom is up by 6% from last spring.

Instructional Program and Data-Based Inquiry Cycle:

- Implementation of training that teachers were involved in last year is showing a positive evidence of impact in the areas of Conferring (individual conferencing, goal setting and feedback) and Math Talks (Think aloud for multiple ways to solve a problem) as observed during CWTs.
- RTI – ELA was initiated solidly this year as far as placement, mobility based upon student data with fluidity.
- Adding data instructional coach has significantly increase the use of data on a daily basis in professional conversations and planning.

Culture and Learning Environment:

- Increased efforts in fine-tuning PBIS model continues with hiring a social skills specialist.
- Increased family engagement with a specific committee that works on increasing family engagement.
- 7 teachers are participating in the Native American Certificate Program through the University of Washington which will deepen the ability to teach Native American students and community communication.
- Extended the SS Native American Curriculum and Instruction using local resources into creating Science Curriculum and Instruction as well.
- Started self-manager program to recognize kids who can self-manage to support choice and peer monitoring.

Wellpinit School District/Wellpinit Elementary School Significant challenges:

Wellpinit School District is a small and very rural K-12 public school system centrally located on the Spokane Indian Reservation. The superintendent and principal work side by side to review and address the following areas of challenge:

- Kindergarten readiness in the academic areas is at an all-time low.
 - ✓ 100% of entering kindergarten students in math scored “not ready” for kindergarten
 - ✓ 65% of entering kindergarten students in literacy scored “not ready” for kindergarten
- Data is reflecting a huge summer learning loss. It took students until December to catch/regain existing spring MAP levels. While summer school was implemented, attendance has been extremely poor.
- Attendance, while slightly up this year, is still a challenge and an area of focus district wide.
- Limited staff repertoire of instructional ability to support the extreme differentiation needed in our classrooms is a challenge and is being worked on with instructional coach support.
- Recruiting highly skilled teachers in the districts remote area has been a challenge. Specifically, this last summer, Wellpinit Elementary School had four positions open. Unfortunately, there were only three applicants total for all four positions.

2. What changes, if any, were made to your required action plan and why?

While our focus continues to address the three RAD Audit recommendations, we use the PLAN-DO-STUDY-ACT model of continuous improvement in order to refine our tasks as we go. So besides continuing to refine the current action plan that exists in Indistar, the following recent additional tasks were added to the plan:

Changes	Why
Added writing focus	<ul style="list-style-type: none"> ➤ This was an area missing in curriculum. ➤ Data showed that students were struggling to put their thinking in writing for both ELA and Math. ➤ Writing perseverance and stamina to do an extended piece of writing was a struggle for students in grades 3rd – 5th grades.
Added Data Coach	<ul style="list-style-type: none"> ➤ Data coach will be guiding the increase of how to use data to drive instruction (previously limited) ➤ Data coach will provide job embedded PD with follow up support to increase intentional planning, rigor, and delivery of high yield instructional strategies (previously limited)
Added Social Skills Coach	The Social Skills Coach will support the implementation of Tier 3 behavior programs and one on one skills coaching (previously limited).
Implement self-manager program	Program will proactively recognize kids who can be self-managers to support choice and peer monitoring (previously nonexistent).
Completed disciple flow chart	Create a model for our Tier 3 behavior issues to help guide choice and positively redirect behaviors (limited edition).
Created Parent/Community Engagement Site team	A special committee has been created to increase and organize family and community involvement and follow through communication (previously nonexistent).
Updated website and Facebook page	Recently, updates to the website and Facebook have begun to increase communication with all stakeholders
Reviewed and updated District Policies	By updating District Policy, a clarity is provided to support stakeholder's rights, responsibilities, and actions.
Added a Math Audit and follow up math coach support	Math data is reflecting a deeper dive is needed in curriculum, instruction, and assessment in mathematics to the CCSS. A math audit was conducted and recommendations and follow-up support will be crafted to support student academic performance growth and staff instructional delivery.

3. Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan?

The specific changes listed above that are being implemented to address student achievement as part of our required action plan are adding a writing component (implemented an all school write three times a year -- narrative, informational, and persuasive focus to our ELA curriculum), conducting a math audit to dive deeper into our math alignment, refining and/or completing our pacing guides with an instructional coach, conducting data dialogues with data instructional coaches, providing mentors for new/struggling teachers, and implementing social emotional programs for students. In addition, our work to support culturally embedded instruction continues to be a top priority as staff continue to participate in the SS Native American Curriculum and Instruction using local resources and now are creating Science Curriculum and Instruction as well. In addition, seven of our staff members are participating in the Native American Certificate Program through the University of Washington which will deepen the ability to teach Native American students and community communication. Effort in the refinement of the extended learning opportunities and a collaborative partnership with the local tribe for an intentional summer school program is deepening in order to accelerate learners and decrease summer learning loss.



Yakima School District
Building Community Through Education

Washington Middle School

Jack Irion | *Superintendent*

William Hilton | *Principal*

Jim Ridgeway | *Leadership Coach*

Washington Middle School Summary – Yakima School District

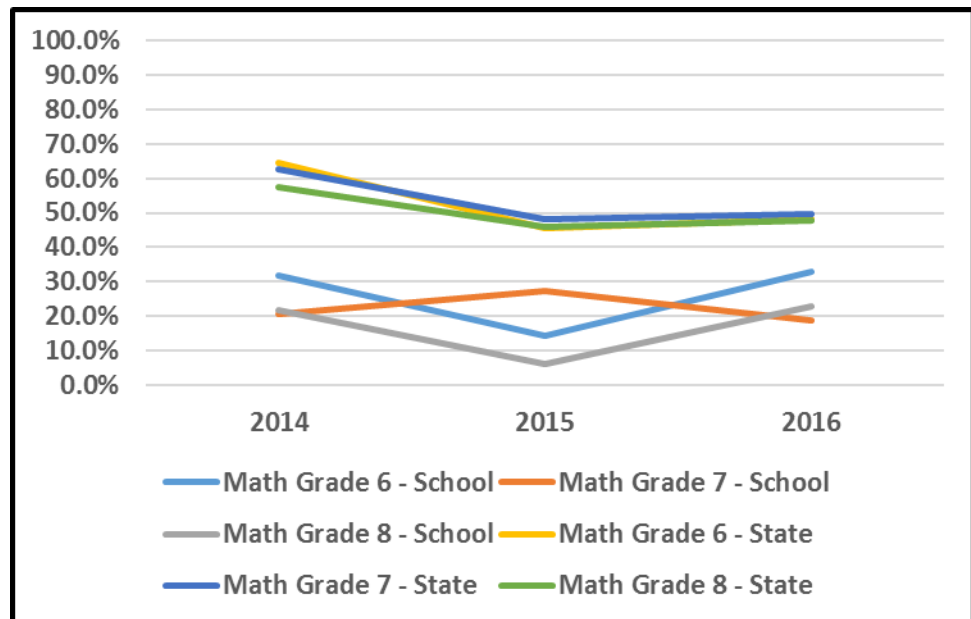
<p>Student Demographics</p> <p>Source: OSPI State Report Card</p>	Table 1. The table below provides a profile of students who attended the school in the 2015–16 school year.		
	Enrollment		
	October 2015 Student Count		761
	May 2016 Student Count		749
	Gender (October 2015)		
	Male	371	48.8%
	Female	390	51.2%
	Race/Ethnicity (October 2015)		
	Hispanic / Latino of any race(s)	717	94.2%
	White	24	3.2%
	Two or More Races	8	1.1%
	Special Programs		
	Free or Reduced-Price Meals (May 2016)	640	85.4%
Special Education (May 2016)	65	8.7%	
Transitional Bilingual (May 2016)	338	45.1%	
Migrant (May 2016)	180	24.0%	

<p>Student Achievement</p> <p>Source: OSPI State Report Card</p> <p>Note: The data for 2014 are from the Measurements of Student Progress (MSP) Assessments in Reading and Mathematics.</p> <p>In 2014–15, Washington State transitioned to Smarter Balanced Assessments in English Language Arts (ELA) and Mathematics.</p> <p>The data in Tables 2 & 3 and Figures 1 & 2 for 2015 and 2016 are from the Smarter Balanced Assessments in ELA and Mathematics.</p>	<p>Table 2. Achievement Data on State Assessment in Reading/ English Language Arts (ELA) from Baseline (2014) to 2016</p>							
		Reading Grade 6 - School	Reading Grade 7 - School	Reading Grade 8 - School	Reading Grade 6 - State	Reading Grade 7 - State	Reading Grade 8 - State	
	2014	38.6%	26.1%	44.7%	73.5%	69.4%	71.8%	
	2015	24.7%	23.5%	23.5%	53.9%	56.7%	56.8%	
	2016	32.4%	21.9%	34.6%	56.5%	58.5%	59.7%	
	<p>Figure 1. Achievement Data on State Assessment in Reading/English Language Arts (ELA) from Baseline (2014) to 2016</p>							
	<p>Please see next page for Mathematics data (Table 3) and graph (Figure 2).</p>							

Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2016

	Math Grade 6 - School	Math Grade 7 - School	Math Grade 8 - School	Math Grade 6 - State	Math Grade 7 - State	Math Grade 8 - State
2014	31.9%	20.7%	21.8%	64.6%	62.5%	57.6%
2015	14.1%	27.4%	6.1%	45.5%	48.0%	46.1%
2016	32.8%	18.7%	22.8%	48.0%	49.8%	47.8%

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2016



The following answers respond to the prompts regarding Yakima Public Schools' Required Action Plan.

1. What were significant successes and challenges of required action for your districts during the past year?

Successes – related to distributive leadership – Washington Middle School's (WMS) Instructional Leadership Team (ILT) continues to build their leadership capacity. The members are working together in a collaborative way. There is a focus on looking at student data to guide decisions that are aligned with the building's three Theories of Action. The team has established some routines for their deliberations – norms, protocols, problem-solving process. These are the result of the training that the District has provided with Cognitive Solutions' and Mari Fedrow who has been leading our training.

Challenges – finding the time for the ILT to meet together in sessions that are long enough to be productive. Currently, the ILT meets twice a month, one afternoon meeting of an hour and a half and a morning meeting of 45 minutes. The morning meeting precludes most lengthy, involved discussions, because classroom teachers on the team have to get to class. The ILT is currently analyzing this issue to generate additional meeting time. We also have the challenge of ensuring distributive leadership sustainability, while continuing to provide for opportunities to modify the work that is currently happening. To address these challenges, the ILT is in the process of developing an Interactive Notebook that leadership team members that can use to monitor the team's work, while assuring better long-term sustainability.

2. What changes, if any, were made to your required action plan and why?

In terms of the 3 RAD Recommendations: 1. Leadership is improved and is now distributive: The district included WMS in the team leadership training being provided by our partnership with Cognitive Solutions. This didn't change the required action plan as much as it added value to the plan for improved and distributed leadership at WMS. 2. Improved instruction and with all students in grade level courses: The district added an ELL coach/co-teacher to further support WMS ELL focus for long-term English Learners and newcomers. The district also provided support for backwards planning by providing release days for all content areas. We provided priority hiring for better teacher recruitment, along with preferential status for substitute teachers in order to support WMS's professional development. The district continues to support the school's math coaching along with the addition of a district math director to guide work around planning and data. 3. Climate/ safety improved: The district has now implemented a plan for PBIS for the entire school district, and we have added a district-level Social-Emotional Specialist that provides ongoing training, support and guidance for students' social and emotional well-being.

3. Please describe any new or recent efforts you are implementing to address student achievement as part of your required action plan.

WMS has added additional staff to specifically address the core instructional needs of students. The district added additional staff at WMS this year, which included an ELL coach/coordinator/teacher. That person is working with all teachers to help them address the literacy and language needs of the ELL students. This is the second year WMS has had a Data Specialist. That person compiles, distributes, and enhances teacher capacity to interpret data to identify learning misconceptions. He also develops and facilitates professional development opportunities that analyzes data to identify gaps between present results and expected standards. WMS has refined their Theory of Action plans to include an emphasis on vocabulary development. This has become a school-wide emphasis that includes Marzano's *Six-Step Process for Vocabulary Instruction*."

WMS's administration and teaching staff have set aside specific times and opportunities for teams of teachers to do backward planning aligned with the Washington State Learning Standards. This work has clarified the standards and provided opportunities to develop language objectives for English Language Learners.