



REPORT TO THE LEGISLATURE

## **UPDATE: Collaborative Schools for Innovation and Success Pilot Project**

**December 2015**

**Authorizing legislation: RCW 28A.630.106 (2)**

**(<http://app.leg.wa.gov/RCW/default.aspx?cite=28A.630.106>)**

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## Executive Summary

The Collaborative Schools for Innovation and Success (CSIS) pilot program pairs colleges of education with low-performing, high-poverty elementary schools to increase student achievement, close the opportunity gap, and change the way teacher candidates learn to teach students in these schools.

The three college-and-school partnerships selected for the grant include:

1. University of Washington with Roxhill Elementary, Seattle Public Schools;
2. Western Washington University with Washington Elementary, Mount Vernon School District; and
3. Gonzaga University and Whitworth University with Holmes Elementary, Spokane Public Schools.

The CSIS project has enabled these elementary schools to successfully implement innovative practices with their college of education partners. At the same time, the colleges of education are improving their teacher education programs.

In the third year of implementation, early indicators show that these practices are benefitting a number of students, families, and teacher candidates. Some highlights:

- **University of Washington/Roxhill Elementary:** More Roxhill Elementary students are using holistic health services. In 2014–15, 22 students received mental health care, up from seven students in 2013–14. The quality of teacher candidates at the UW is improving; the percentage of teacher candidates who meet UW’s standard (a few points higher than the state standard) on the edTPA assessment increased from 79 percent in 2012–13 to 100 percent in 2014–15.
- **Western Washington University/Washington Elementary:** The percentage of Washington Elementary’s English language learner (ELL) students who have become proficient in English and are transitioning out of the program has increased since 2011. For example, the percentage of 4th graders who transitioned out of an English language program increased from 1 percent in 2011 to 20 percent in 2015. Twenty-six teachers, the principal of Washington Elementary, and five Western Washington team members have attended Professional Learning Community (PLC) training and this data-based decision-making model has been implemented school-wide.
- **Gonzaga and Whitworth Universities/Holmes Elementary:** Holmes Elementary is seeing a significant drop in average monthly office referrals for student behavior. The average went from 200 in September 2013–14 to 80 in September 2015–16. Gonzaga has increased the number of candidates graduating with dual endorsements in both Elementary Curriculum and an English for Speakers of Other Languages (ESOL) endorsement from two in 2012–13 to 14 in 2015–16.

# Background

[Engrossed Substitute House Bill 2799](#) (ESHB 2799) established the Collaborative Schools for Innovation and Success (CSIS) pilot program in 2012. CSIS is a joint project between the Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB). In the Revised Code of Washington (RCW), [Chapter 28A.630, sections 101–109](#) outlines the expectations for the pilot project.

The purpose of the program is to create pilot projects where colleges of education work with school districts to increase student achievement, better prepare teacher candidates to serve in underperforming schools, and increase the effectiveness of current teachers. All three elementary schools went through a comprehensive needs assessment with input from parents, students, and school communities, as well as the communities at-large. The colleges of education also went through needs assessments with input from teacher candidates and faculty. Once the needs of the students were identified, each team built a five-year action plan that includes support, intervention, and annual targets.

Through this project, student success is developed and implemented through research-based models of instruction and services proven successful in closing the educational opportunity gap and improving student learning in low-performing schools (Washington State Legislature, 2012, [RCW 28A.630.103](#)). Educator success is developed and implemented through research-based models of educator preparation and professional development programs proven successful in building an educator workforce with the knowledge, skills, and background that aligns with the characteristics and needs of students in low-performing schools (Washington State Legislature, 2012, [RCW 28A.630.103](#)).

# Update Status

Each college and school partnership selected strategies to implement in their sites based on the results identified by a comprehensive needs assessment. The innovative models being used at each site are:

<b>Model</b>	<b>Site</b>
Collaborative Inquiry and Saturation Model	Holmes Elementary School (Spokane Public Schools) and Gonzaga and Whitworth Universities
Inquiry-Action Teams in a Community of Practice Model	Washington Elementary School (Mount Vernon School District) and Western Washington University
Full-Service Community Schools Model	Roxhill Elementary School (Seattle Public Schools) and the University of Washington

Each partnership identified their own metrics for monitoring progress. Complete progress reports, which include a more in-depth description of the innovative models being used and the 2015 progress of each CSIS site, are provided in Appendices A–C.

## **Progress Reports: Identifying Trends**

Overall, the CSIS project has enabled elementary schools to successfully implement a variety of innovative practices in collaboration with their college of education partners. At the same time, the colleges of education are implementing new innovative methods for improving teacher education programs such as increased pathways to teaching, professional learning communities, and mentorship programs. While indicators show that these practices are benefitting a number of students, families, and teacher candidates in a variety of ways, there are multiple trends emerging across all sites that are proving essential to implementing innovative models.

### **Infrastructure**

Each of the collaborative schools and their college of education partners chose to use the first year of the five year CSIS pilot project as a planning year. This time was used to complete a Comprehensive needs assessment, invest in partnership infrastructures, and develop their Innovation and Success Plans. This planning year was critical to the success of the partnerships. The importance of spending time developing systems of collaboration and communication, and working together to co-construct a partnership was identified by CSIS teams a key component for scalability.

### **Closing the opportunity gap**

Extended learning opportunities were used across all three sites as a way to address the opportunity gap. Many students need to make more than one year's worth of growth in in one year's time in order to close the achievement gap and move closer to or reach grade level standards (Marzano, 2003) (OSPI: Bilingual Education Advisory Committee, 2011) (Professional Educator Standards Board, 2008). Building a sustainable infrastructure to coordinate wrap-around academic and enrichment services creates more opportunities for students to help connect to school and envision their future.

### **Family engagement**

By increasing communication, deepening relationships among teachers and families, and soliciting feedback from families about the schools' plans for family engagement, collaborative schools are integrating families and communities in the process. This process builds a culture of trust and support among staff, students, families, and all stake holders.

### **Cultural Responsiveness**

Culturally responsive school practices are integral to the success of schools and students. CSIS pilot projects are implementing a variety of strategies aimed to Increase teachers' cultural competence in partnering effectively with families. Diversifying candidates, recruiting bilingual teachers, and preparing future teachers who comes from the same cultural and language backgrounds as the students are strategies for attracting a teaching workforce that is more reflective of the students it serves.

## Recommendations

### Fund required evaluation of the CSIS Pilot Project

The Collaborative Schools for Innovation and Success Pilot Project, as established under Engrossed Substitute House Bill 2799, is in its third year of implementation. The completion of this project requires an evaluation of the pilot effectiveness in increasing student achievement and closing the opportunity gap. However, the evaluation has not been funded. To ensure purposeful evaluation of pilot effectiveness, it is recommended that funding be provided for evaluation of the pilot project, as identified in the authorizing statute, “If funding is appropriated, OSPI shall contract with a northwest educational research organization to conduct an evaluation of the collaborative schools for innovation and success pilot project using quantitative and qualitative analysis to identify successful practices in improving student and educator outcomes” (Washington State Legislature, 2012, [RCW 28A.630.107](#)).

### Foster regional collaboration between colleges of education and school districts

In each of the pilot sites, the grant enabled the local school districts and colleges of education to work intentionally on both the workforce and professional development needs of the school district, as well as changing the structure of the pre-service programs offered by the college. Regional collaboration allows the colleges to tailor the approach of their programs to better serve the students in the communities of the local school districts in which their candidates will do their student teaching and likely find their first teaching assignment. It also creates deeper, research based professional development and mentorship opportunities for experienced teachers within the schools and school district.

### Increase duration and depth of field experience for teacher candidates

The CSIS grantees have addressed the amount of field experience for teacher candidates during their program, either providing a longer duration of time, more independent teaching with guidance and observation by the certificated teacher, and saturation of multiple teacher candidates in a cohort model at a school. The initial feedback from teaching candidates is that additional field experience is contributing to being more successful in instruction and behavior management. Additionally, the schools believe that their experienced educators serving as mentor teachers are being provided with the opportunity to be in a leadership position and improve their practice as well.

## Conclusion and Next Steps

To conclude the work of this pilot, OSPI and PESB will submit recommendations and a final report of the pilot project to the Governor and education legislative committees by December 1, 2018 (Washington State Legislature, 2012, [RCW 28A.630.107](#)). OSPI and PESB will consider the experience of participants and evaluation results to make recommendations on the scalability for other elementary schools in the state, and/or expansion to middle and high schools.

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# APPENDICES

## Appendix A: Collaborative Schools for Innovation and Success (CSIS) 2015 Progress Report—Holmes Elementary, Gonzaga University, and Whitworth University Partnership Project

### Introduction

The Holmes/Gonzaga/Whitworth University Partnership project supported by the CSIS grant is beginning its fourth year. Upon completion of the pilot year and the first two years of implementation, there have been many structures put in place to support student, teacher candidate, and teacher learning across all organizations. As well, there have been many lessons learned regarding this type of partnership work for all of the organizations. The report that follows is framed by the nine categories outlined by OSPI and PESB. In addition to this framework, we have added an overview and a summary to the report. It should be noted that, differently from the other two CSIS funded partnership projects, this partnership includes two Institutions of Higher Education (IHE – Gonzaga and Whitworth Universities). In addition, our partnership has chosen to focus first and foremost on the needs of the Holmes community (students, teachers, staff, administration and families) as the priority of our work and as a result have privileged the Holmes community through the distribution of our grant resources. As such, roughly 60% of the grant funds are being utilized by Holmes with the remaining 40% being shared by Gonzaga (20%) and Whitworth (20%). This is offered just to caution against a comparison of activities across all three partnerships given the unique structure of our partnership with two higher education institutions and our distribution of the grant dollars.

The remainder of the report will outline our work through the prescribed categories, but below is a brief and general timeline to help frame the progress across the lifespan of this partnership. While this information is not exhaustive of our various initiatives, it provides a helpful overview of the main themes and activities since the inception of our work together:

1. Year 1: Planning Year– Completed Comprehensive needs assessment, worked on process of establishing/ building relational trust.
2. Year 2: Began process of Professional Learning Communities– aligning curriculum to standards, focusing instruction. Includes Social/Emotional Professional Learning Communities and Parent Community Professional Learning Community.
3. Year 3: Started Extended Learning Opportunities (Run in Collaboration with IHE)/ Targeted push-in intervention. Refined our Systems of support– (Social/Academic/Behavior). Implemented Attendance Review Committee, Resource Management Team. Piloted Integrated University Classes within the school house. Served 60 students in ELO with specific content focus

4. Year 4: Introduced specific Mentor Training, fully integrated three university classes within the school house

## Overview

The CSIS partnership in Spokane is anchored in the notion of learning communities aligning work to improve student achievement as well as the preparation for new teachers. This is a major theme that will emerge throughout the discussions and evidence provided in the subsequent report. In addition to this theme, there are two other themes that are woven throughout the report as exemplars of our work: Aligned Systems of Support for Student Achievement; Field-Situated Learning for Teacher Preparation. Throughout all of the various categories, we have aligned our work to reflect these two evidence-based practices and new approaches for the partnership work. In some cases, these themes are presented as discrete initiatives at the school level or the Institution of Higher Education (IHE) level, and in some cases they are indistinguishable from one another as they are in service to both student achievement and performance as well as teacher preparation. While it is difficult to capture the entirety of a partnership of this depth and breadth in the limited space provided by this report, we believe that the material included will provide an important overview of the work and also provide evidence of progress made due to the support of the grant funds.

As part of the initial Pilot year of the grant (fall, 2012) a Comprehensive Needs Assessment was completed by Dr. Jenny Lebeau (Washington State University Learning and Performance Research Center). This Needs Assessment was required by the CSIS grant parameters, but was also conducted to provide evidence, information and guidance for the project, particularly related to the needs of the Holmes community. Below is a brief summary of the finding from the needs assessment which has directly impacted our approach to the change process at Holmes Elementary:

The primary source for identifying the needs of Holmes Elementary School students were one-on-one and focus group interviews. It is also evident that in order for changes in student achievement to occur, changes in the structure and function of Holmes Elementary School, including relationships among teachers as well as between the school and families, must first be addressed. Such changes may impact student achievement and help increase the percent of students meeting standard in reading, math, writing, and science at all grade levels (Lebeau, 2012).

As a result of these findings, our challenge was to create systems of alignment at a building level, integrate our community and families into the culture at Holmes as well as build a culture of trust and support among staff, students, families and all stake holders. It should be noted that the above comment, in the report from Dr. Lebeau indicated that "...changes in the structure and function of Holmes Elementary School, including relationships among teachers as well as between the school and families..." must happen in order for improvement to occur. This has been a core target for our work these last two years as a result of this feedback and we believe that the following report will help to showcase how

this change is under way as we begin our third year of implementation. It should also be noted that we have approached Dr. Lebeau to do a follow-up to her original needs assessment in 2012 so that we have a point of comparison to help us determine if progress has been made, especially in the area of relational trust. While this work has not yet been completed and is therefore not included in this report, we hope to have it completed in time to be able to report back during the legislative hearings that we hope to be invited to this coming legislative session.

## 1. Innovative Practices

The work of our partnership is innovative in that it looks to leverage both environments (elementary school and teacher preparation programs) in service to one another through a reciprocal relationship anchored in student, candidate and teacher learning. In addition to the partnership innovations, the school (Holmes) and programs (GU and WU) have unique innovations that are the focus of this effort. In the case of the school, the school improvement model, under the guidance of Dr. Chuck Salina, is focused on a success plan that integrates the work of professional learning teams with systems of support around academic, attendance, behavior and social/emotional success metrics. In the case of the teacher education programs, the use of co-teaching within a saturation model, as well the field situation of teacher preparation coursework and the involvement of early teacher education candidates in providing additional student supports are innovative efforts to support student, candidate and teacher learning.

### School Change Process

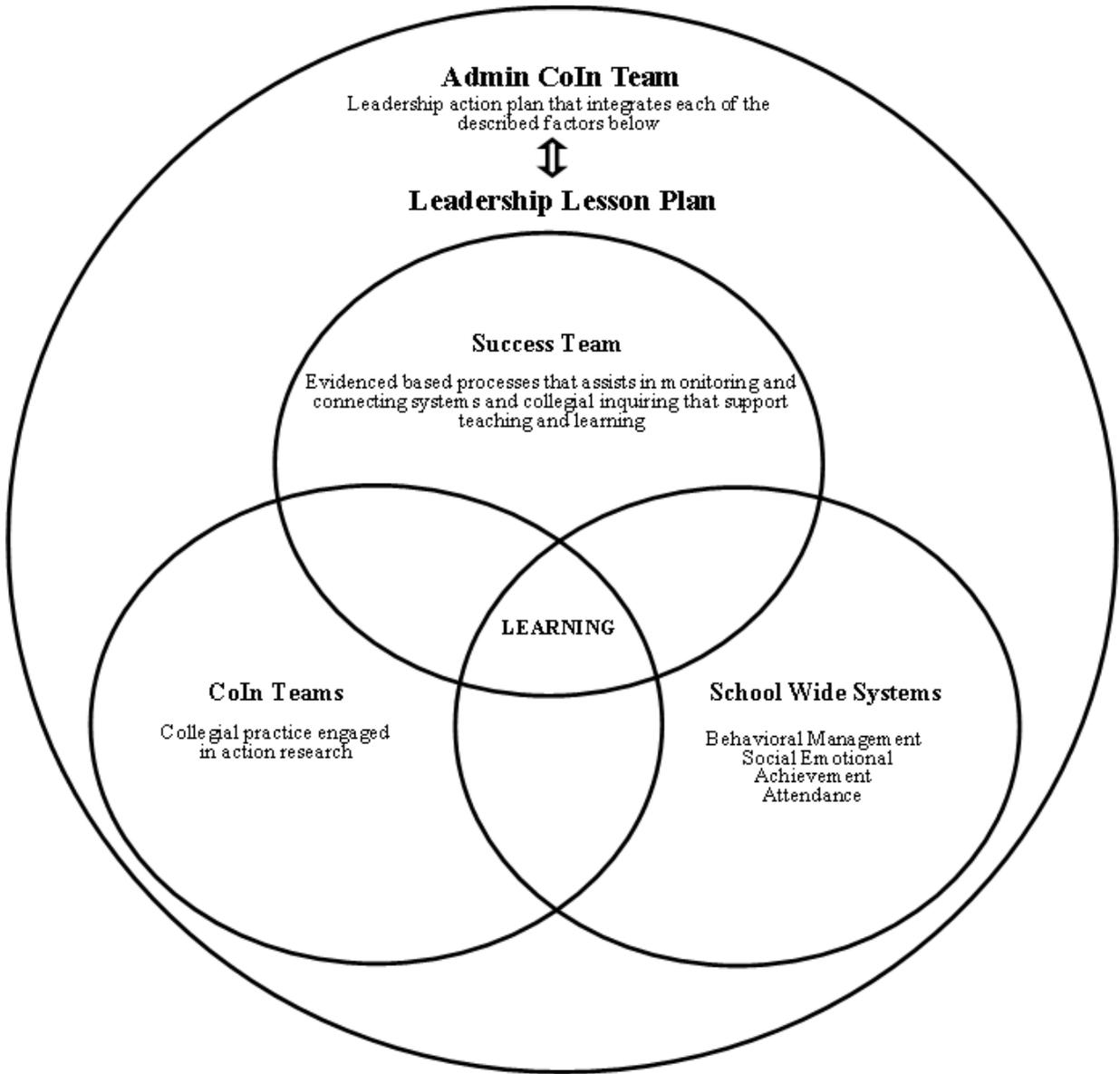
Holmes has developed a team of staff members that meets on a bi-weekly basis for the purpose of evaluating the needs of the school, the development of the systems of support and advancing the mission and vision of the school. We refer to this team as “The Accountability Team” (the A team) and it is composed of the school administration, counselor, school community specialist, and outside consultant Dr. Chuck Salina. The model included in Figure 1 is an infographic that frames our work at Holmes.

The outer circle of the model depicts the collaborative inquiry process (CoIn) of the Administrative Team. The Administrative Team planning process, or 45-day plan, describe specific targets and related action steps that support the work of five specific goals. These five goals focus on:

- Creating a collaborative culture that promotes student achievement and focuses on the connection of curriculum, instruction, and assessment practices.
- Utilizing data to refine systems of social support and academic press for each student.
- Developing and implementing more opportunities for students to help connect to school and envision their future.

- Engaging our local and school community.
- Implementing the student teacher saturation model that supports improved teaching and learning.

**Figure 1: Collaborative Inquiry (CoIn) School Change Model**



Embedded in each 45-day time period are formative assessments, or quick wins. Quick wins require the Administrative Team to collect evidence that can be used to evaluate if each action step has been accomplished. Each person on the Administrative Team has specific goals and action steps within the 45-day plan that he/she is accountable to achieve. The Administrative Team meets twice weekly regarding the 45-day plan. During these meetings the Administrative Team members discuss and engage in collaborative inquiry (CoIn), review problems of practice within a given goal area, and provide evidence that

support their work. Specific action plans are developed and implemented to ensure that the 45-day planning cycle is dynamic, continuous and moves to immediate action.

The inner circles of the model depicts the dynamic relationship between the 45-day planning process, the implementation of school-wide systems, evidence collection, and the work of teachers in their learning teams. Each of these factors is described below.

Success Team is an evidenced based process that collects and monitors achievement, social/emotional, behavior and attendance data on each student. The success team's primary function is connecting students and teachers to school-wide systems and monitoring the successes that relate to the specific needs of individual students.

School-Wide Systems are specific process and structures that support the behavioral, achievement, attendance and social emotional needs of students. Many of these systems of support are embedded in this report.

Learning Teams engage in collaborative inquiry (CoIn). Grade level bands meet weekly to ensure student-learning targets, common assessments and teaching practices are aligned. Student work and related evidence is reviewed to ensure that student learning is achieved. Learning teams have routine conversations with the Success Team to ensure system support is in place for specific students.

The interaction of each of the different factors described become synergistic through a systems approach to change. Thus, the leadership team acts on their 45-day plan; the success team monitors and connects teachers and students to system supports; and teachers act on their learning team goals.

As a result of the implementation of the model described above, Holmes has successfully developed and implemented systems of support for the areas of Academic Achievement, Social Support and Behavior Management. By evaluating the effectiveness of each of these systems on a bi-weekly basis, the school has seen a decrease in office referrals, and an increase in attendance and academic achievement. In the subsequent section on "Assessments" we will share select data as exhibitors of these improvements.

## **IHE Programs**

The work of the Gonzaga and Whitworth teacher preparation programs has been anchored in the implementation of field situated preparation practices. This theory of teacher preparation focuses on engaging our teacher education students in work at Holmes with students, families and teachers. One of the strengths of the partnership is that the resources provided by the CSIS funds have supported increased collaboration and coordination of services to the Holmes community through the work of the IHE faculty and students while also providing a powerful learning environment for these same faculty and students. The saturation model (placing as many MIT students as possible in classrooms for their one-year practicum) that utilizes the co-teaching model of student teaching allows for an increase in the trained person power involved in the work at the school. In addition,

the access our programs have to the ELO as an opportunity to be involved in working with students is a key component of our pathways initiative described later in the report.

As described briefly in the opening overview of our progression of activities over the life of the partnership, this past year and during the current year, each university has situated an entire methods course at Holmes during the day. In the case of Gonzaga, the EDTE 401 course (undergraduate math methods) is being taught at Holmes and working with the second grade team of three teachers. In the Case of Whitworth, the General and Language Arts Methods course is taught at Holmes. The 22 candidates enrolled in this class receive instruction in theory and strategy and apply this in six classrooms, kdg., 2nd & 3rd by completing assessments, interventions and individual and small group instruction.

The EDTE 401 (Math Methods) situated at Holmes is taught by faculty member Kathy Nitta and includes students (spring 2014 = 10; fall 2014 = 8) and working with 2nd grade team at Holmes. By situating the course in the field, the course is able to focus on a framework which works with the “Learning Cycle and Core Practice Model” (McDonald, Kazemi & Kavanaugh, 2013) around eliciting and responding to student thinking through mathematical discourse. Kathy Nitta is using this experience to anchor her PhD research and so will also be analyzing data related to candidate and student performance. In addition, we believe that these same instructional strategies that Kathy and her students are working on our high-leverage practices for teaching mathematics and so have come to call this “Incidental Professional Development” for 2nd grade team as they are so involved in the work that Kathy and her students are doing with Holmes students.

## **2. Research/Evidence**

The work at Holmes, Gonzaga and Whitworth is well-aligned to the research and evidence base in school improvement, student achievement, and in teacher candidate recruitment and preparation. For the purposes of this section of the report, we have selected to share components supported by the research and evidence around providing additional support services to students, families and teachers at Holmes (Balfanz, 2013) and efforts to situate courses in the field (Zeichner, 2012; McDonald, Kazemi, et al, 2014). While there are many other research-based initiatives in our partnership, these two are exemplars of our efforts.

### **Extended Learning Opportunities**

This past year the Partnership launched an Extended Learning Opportunity Program in the after-school time. This work aligns well to the work out of John Hopkins University which was disseminated in the White Paper: “Overcoming the Poverty Challenge...The Crucial Role of Student Supports” (Balfanz, 2013). The key strategy outlined and advocated for in this report is the development and delivery of aligned student supports (p. 17). This has been a key effort over the past year and as a result has led to a much strengthened ELO program offered three days per week for two hours after school.

The past year (2014–2015) included a significant ramp-up of the ELO program. We started with 30 students in the fall semester and increased to 90 students during the spring semester. Students were identified as being behind grade level in either Math or ELA by their teachers and were referred to the program as a result. When examining the data from our 2014–2015 SBAC scores it was clear we needed to focus our first round of ELO on our students who performed at a level two in the area of literacy. Once we determined this was going to be our first level of screening, we then looked to our DRA scores for students in 1st and 2nd grade at this level. Students who were performing below grade level according to their spring 2015 DRA were identified and referred for the ELO.

The structure of the ELOs has followed the same format since inception. The first hour is focused on academics and the second hour is considered enrichment activities. Some of these enrichment activities include disc golf, sculpting, scrapbooking and other engaging activities. By attaching enrichment activities to the ELO, we increased attendance significantly. Last year, by our third trimester ELO, we had 90 students attending two times a week with a 95% attendance rate, up from 30 students in the fall with 40% attendance rate. This year our first trimester ELO we currently have 75 students attending with a 90% attendance rate. We have also extended the program from two days a week to three days a week for two hours each night, which equates to a total of 6 hours a week of additional instruction.

The ELO program has also provided important learning opportunities for teacher education candidates from both universities. During one round of the ELO (rounds last six weeks), a literacy initiative was led and staffed by Whitworth faculty and teacher candidates while during the next round the math initiative was led and staffed by Gonzaga faculty and teacher candidates. Similarly, undergraduate students, particularly through the partnership initiatives described below with directed outreach to university students of color, were recruited to staff the ELO programs. This is done to both strengthen their skill working with children in settings such as Holmes while also serving as a pathway into teaching by being involved in a valuable experience providing support services to children.

### **3. Partnerships**

#### **Family Engagement Initiatives**

One of the main criteria identified in our Comprehensive Needs Assessment was a need for strong collaboration with families and outside organizations. While Holmes has always had strong family engagement at our evening school activities, it became evident that we needed to involve our families in the day-to-day school initiatives. Some of the ways we have been able to accomplish this goal is through creating and growing out Parent/Community Professional Learning Team. We have invited multiple local community members to join our team on a monthly basis to collaborate and provide support and feedback around the needs of the Holmes students, families and community.

We have also implemented the first elementary Attendance Review Board in Spokane Public Schools (referred to as ART). The team is composed of the School Community Specialist, administration, teachers, the school counselor and parents/leaders in the community. Once a student has been identified as having attendance difficulties, the team's purpose is to find ways to support the family. The team meets with the family of the student who is having attendance issues to create a plan that will support the student's success. As a result, students who have been brought to this team have increased their attendance rate to an average of 95% weekly attendance.

In addition to the ART program, Holmes has collaborated with the Spokane Regional Health District to implement the Walking School Bus. This is a program that relies on community volunteers, who walk designated routes, picking up students along the way. This insures on-time daily attendance, increases student safety, and engages our local community members in our mission to have a 95% attendance rate.

Another outcome of the CSIS grant, is the development of the RMT (Resource Management Team). The goal of this team is to provide specific services through agencies outside the scope of the school. Members of this team vary in expertise and work together to provide outside support to our most at risk students. These members include, but are not limited to, local mental health agencies (Frontier Behavioral Health, Native Project and, DSHS office). We also work with our local food banks, crisis shelters, and public transportation office. Along with these outside services we have a full time mental health therapist on site who works with a number of our students.

This year, 2015–16, we have also put an emphasis on home visits. These home visits are intended to be non-threatening and allow parents to communicate needs and concerns for their child with our teachers and community specialist. Home visits occur on an “as needed basis” and typically involve the community specialist and occasionally a member of the administrative team.

Lastly, we have continued our Parent Connection Activities which are events where we invite parents into the school to learn about the curricula their students are using in their classrooms. We also hold Pastries for Parents Activities. These two events are an effort to invite our families into the school community and involve them in the process of creating a whole community school.

### **Mentor Teacher Communication and Support**

Another area of focus that emerged over the past year in our partnership is the need for improved communication with and support of the cooperating teachers with whom we place candidates. As we have discussed in prior presentations and reports, and have therefore not included again in this report in order to provide information on other important initiatives that have not been discussed in the past, we have been utilizing a saturation approach to placement (as many MIT candidates placed as possible with the target to place in all classrooms) using a co-teaching model in the classrooms. As a result of

this, we have had a high number of MIT candidates in Holmes and have worked with nearly all of the classroom teachers over the last two years as mentors. A major theme that has emerged during this time is a need for improved communication and support of mentors.

Toward this end, and as a result of conversations with Holmes teachers and the school change process described early in the report, we have made several changes in services to these initiatives. Below are select examples of processes that have been built into our work this year:

- Change in communication frequency and structure
- Mentor Academy (described in more detail below)
- Increase number of individual & group check-in meetings with cooperating teachers
- Increase number of group check-in meetings with MITs
- Single University Supervisor assigned to Holmes

We will be collecting formative feedback on the effectiveness of these initiatives throughout the year but also hope that our end of year review and evaluation will provide evidence that this has had a positive impact on the communication and support of mentors.

Listed above is a key initiative undertaken this year: Mentor Academy. Cooperating teachers communicated the need for training and ongoing support in the skill set required for being an effective mentor. As such, we started this summer with two OSPI trainers who provided a two-day training at Holmes for cooperating teachers. This will continue with follow-up sessions this fall and winter for a total of 18 hours of training that included cooperating teachers as well as administrators and university supervisors. Figure 1.1 includes select anecdotal comments that help highlight the impact that we believe this will provide not only our partnership efforts at Holmes, but in the other schools where we place candidates. We believe these comments show a positive impact and changed perception as a result of the first stage of the Mentor Academy and are hopeful that this will also have a positive impact on the learning environment for teachers, teacher candidates and therefore students. Additionally, the skills the cooperating teachers are developing are the same skills that are needed for mentoring new teachers through the induction process; therefore, this PD will positively impact the ability of in-service teachers to onboard their newest colleagues in the years ahead.

**Figure 1.1: Mentor Training Comments**

I used to think having a candidate meant...	Now I think having a candidate means...
<p>...that I would be helping them learn about teaching.</p> <p>...I was responsible entirely for their experience being successful.</p>	<p>...that I will be learning just as much!</p> <p>...we are on this journey together for the success of each other and the students.</p>

I used to think having a candidate meant...	Now I think having a candidate means...
...the weight was solely on my shoulders.	...the responsibility is shared.
...being an expert.	...being a collaborator.
...having another adult in my classroom to support students.	...growing another professional and a colleague.

### 4. Stakeholder Equity

At the risk of being redundant, we would refer readers to the partnership section. This section outlined our significant improvements in reaching out to both parents, representing the student communities served, as well as neighborhood and community-based organizations that have become much more involved in the work at Holmes and in service to Holmes students and families in the neighborhood.

### 5. Cultural Responsiveness

In addition to the culturally responsive practices that are fundamental guideposts to our work in the classrooms and especially with the families and community members with whom we have increased our collaborative efforts, we have also focused on improving our (IHE) recruitment of students of color into our teacher preparation programs.

#### Teacher Recruitment Initiative

A key initiative of this project is to diversify the teacher candidate pool. As reflected in the recent study (Washington Student & Teacher Demographics Report, July 2014) commissioned by the Professional Educator Standards Board (PESB), the students in our Northeast ESD (101) are far more diverse than our teaching corps (5% teachers of color as compared to 21% students of color). This is an important initiative at both Gonzaga and Whitworth and is well-aligned to our mission to engage these populations in service to their communities. To this end, we have developed several partnerships and initiatives that we believe will increase the diversity of our respective teacher-candidate pool.

Gonzaga and Whitworth Universities are both involved in the Act Six program that recruits students of color and students from non-traditional college attendance backgrounds. Gonzaga just recently admitted its fourth cohort while Whitworth has just admitted its tenth cohort. At both Universities we coordinate with the Act 6 program to find opportunities to engage the Act 6 scholars in the work at Holmes. This aligns well to the types of activities outlined in the other recent PESB report: Best Practices for Recruitment & Retention of Underrepresented Populations (June, 2014). Specifically, the approaches of providing Career Explorations and Outreach Activities as well as Targeted Recruitment

Activities (PESB, 2014) are two strategies that Gonzaga and Whitworth are employing. Another example of this is the partnership that is being formed between the School of Education at Gonzaga and the Multicultural Honors Society (MCHS) that will engage students who are in the MCHS in supporting mentoring and tutoring activities at Holmes. This is a value-added proposition both for the diverse students and families at Holmes as well as for the improved capacity to target recruitment of diverse teacher candidates.

## 6. Assessments

### Holmes Assessment Data

As was mentioned earlier in this report, we are in the process of conducting a needs assessment with Dr. Lebeau in order to provide points of comparison since we started this work in 2012. While this data is not available yet, we believe that it will be an important indicator of our progress. Similarly, with the switch to the new SBAC assessments, we do not have year-over-year data to provide with respect to academic achievement. That said, we have included select assessment data for academics (projected SBAC data), attendance (average attendance and sample data from attendance review team (ART)); and behavior (reduction in step 4 referrals to the office) that we believe provide evidence of improvement.

Figure 2 and Figure 3 provide the projected and actual SBAC results. In all but one of the eight categories, Holmes students significantly outperformed their expected results. We look forward to having a year-over-year comparison this year given that the assessment will remain the same.

**Figure 2: Projected SBAC Results**

Grade	ELA	Math
3 <sup>rd</sup>	34.5	18.1
4 <sup>th</sup>	8.1	11.1
5 <sup>th</sup>	13.9	4.6
6 <sup>th</sup>	2.2	2.2

**Figure 3: Actual SBAC Results**

Grade	ELA	Math
3 <sup>rd</sup>	16.6	33.3
4 <sup>th</sup>	50.0	34.0

5 <sup>th</sup>	25.6	31.5
6 <sup>th</sup>	42.39	35.2

### Holmes Attendance Data

A key data point that reflects progress at Holmes is the improvement in the attendance of Holmes students (See Figure 4). The past three year trends are showing improvement as while it is flat at the “Satisfactory” level, there is improvement across the other three (increase in numbers of At-risk, which reflects and improvement from the moderate chronic and severe chronic) and a corresponding decrease in number of Moderate and Severe Chronic. We believe this reflects a specific focus on improving attendance as a part of the school change process.

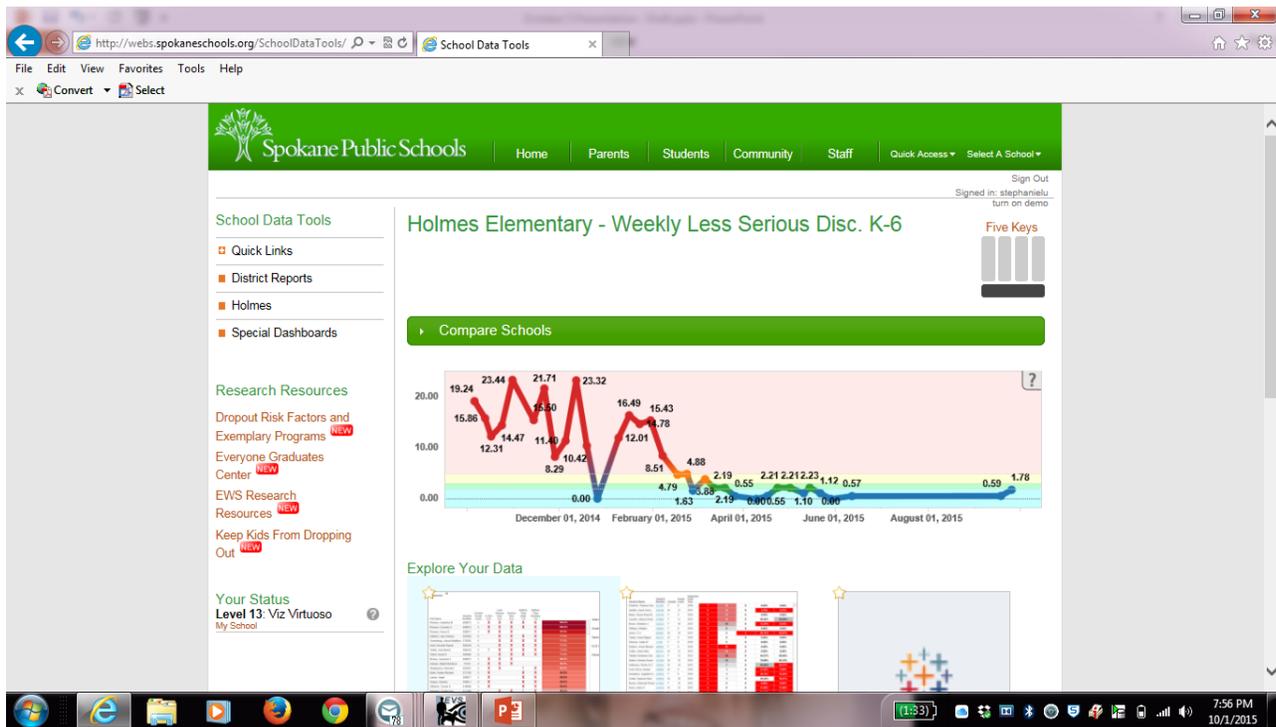
**Figure 4: Holmes Attendance Trends**

Year	2012-2013	2013-2014	2014-2015
Satisfactory (95%+)	36.5 %	38%	36.4%
At-risk (90-95%)	31%	32.5%	35.4%
Moderate Chronic (80-90%)	24.1%	23.3%	21.5%
Severe Chronic (<80%)	8.8%	6.2%	6.7%

### Holmes Behavior Data

Figure 5 displays the significant drop in data referrals over the course of the last year. This has been a key target area on the part of the entire school staff, but also for the Administrative team that care takes over the 45 day planning process.

**Figure 5: Holmes Behavior Data Screenshot**



As the screen shot above illustrates, Holmes has experienced a significant drop in average office referrals in a month (September average): 2013–2014 Average 200 Office Referrals; September 2014–2015 Average 150 Office Referrals; September 2015–2016 Average 80 Office Referrals.

**IHE Program Data**

A major target area for this partnership was to use the resources that the grant provided to make program changes and recruitment initiatives that would increase the number of our elementary candidates who are graduating with additional endorsements. In particular, both Gonzaga and Whitworth have taken specific steps to increase the numbers of candidates graduating with an ELL endorsement.

Figure 6 includes a graphic that highlights data showing this growth at Gonzaga:

**Figure 6: IHE Data (Gonzaga) on Increases in Endorsements**

Year	ESOL Endorsement	Reading Endorsement
2012-2013 (pilot)	2	4
2013-2014 (yr. 1)	1	6
2014-2015 (yr. 2)	7	12
2015-2016 (yr. 3)	14	11

We continue to see this growth curve in our program and believe it is due to both the program changes (reduction in stand-alone courses needed to complete the endorsement) as well as the culture shift (it has become a “de facto” expectation that candidates pursue this additional endorsement).

In the case of Whitworth, the CSIS grant provided the impetus for the faculty to rework the MIT course sequence in order to imbed two ELL-focused courses, thus providing all candidates (40–45 per year) access to this info. Additionally, the ELL endorsement delivery model was revised to grant greater access to online instruction thereby increasing the numbers of our pre-service and in-service teachers pursuing dual endorsement. Over the past three years in the MIT program alone 18 MITs and 13 mentors have participated in ELL endorsement related learning opportunities above and beyond what was imbedded in the cohort experience. Similar to the Gonzaga story, we believe that the above pattern is one that will continue across our programs.

Initial analysis of quantitative data collected by both universities on standardized measures such as the edTPA and WEST-E tests showed no significant differences between candidates at Holmes and those completing their internships in other local schools; however, further collection and analysis is planned. Conversely, qualitative measures such as interviews, perception surveys and data collected at PLCs indicate recurring themes. Among them two worth noting are: Candidates involved in the grant work at Holmes participated in and valued collaboration efforts across grade-level and building-wide teams to a greater degree than their peers. Educational experiences at Holmes increased candidates’ expectations of traditionally marginalized students. According to Dr. Lori Johnson, who completed a doctoral research study that included her work with MIT students enrolled in a situated methods course at Holmes:

*One of my research questions [was] “Are we, as leaders, designing a system that supports pre-service teachers to teach all students, specifically students whose family income, culture, or language differs from their own?”*

*Last year I had 21 MITs in 15 different schools in four different school districts. As we moved to a field situation for teacher preparation course work, all [MITs] met at Holmes all day Thursdays for WU courses. All worked with Holmes students in either 2nd or 4th grades during fall 2014. [Based on my dissertation data] one of my conclusions is that due to the time spent at Holmes, pre-service teachers experienced growth in their ability to recognize their biases, examine their expectations for all students, and to work with traditionally marginalized students.*

## **7. Implementation/Progress**

According to the Innovation and Success Plan submitted in 2014, the planned activities for the implementation of the CSIS grant over a five year period are divided into three phases:

**Phase I, 2013–2015:** Continue development and implementation of systems and strategies to address identified goals within Holmes, the West Central Community and the partner universities. Develop data management systems to measure impact of ISP implementation. Analyze data to inform subsequent action steps.

**Phase II, 2015–2017:** Continue implementation, assessment and revision of systems and strategies in response to data. Develop processes for scaling up and expanding successful practices borne out of the implementation phases.

**Phase III, 2017–2018:** Transition to increased focus on efforts to scale up and expand systems and strategies with an eye toward sustainability. Formalize agreements for external support and funding for innovations after the pilot grant.

As delineated in the introduction within this report, we have implemented a framework for systemic change with regular feedback loops as documented in the 45-day plans. This system has allowed the leadership team (including members from Holmes, GU and WU) to track the implementation of activities identified by the ISP and to be responsive to emerging needs as they present themselves. At this juncture we have completed phase one of the plan and all of the activities identified therein (See sub appendix 1 labelled Timeline for Completion of Milestones and Significant Activities).

In addition, we employ multiple metrics including both quantitative and qualitative data on student, candidate, and mentor teacher outcomes. In doing so, we have discovered that some of the metrics chosen have yielded rich data while others have yielded data that is not as meaningful as hoped. For example, during 2014–2015 changes in math and language arts curriculum as well as the standardized tests (SBAC) used by the district made it difficult to utilize data sets for comparison across academic years. Continued collection and analysis over time is expected to yield more helpful results. Similarly, the team has determined that the quantitative metrics chosen for assessing pre-service candidate performance require further analysis and refinement to provide data that is valid and meaningful.

## 8. Scalability

A key learning for our partnership with respect to the conversation around scalability, is the need to develop relational trust in order to engage in collaborative work such as this. The importance of spending time, developing systems of collaboration and communication, and working together to co-construct a partnership is a key learning for scalability. Related to this is the importance of institutional capacity, anchored in particular in staffing designated to attend to the partnership, which is required to organize and manage partnership work of this sort. On the part of the district, this will take continued investment in capacity at the district level (through staffing dedicated to attending to partnership growth, development and management) as well as the building level (having FTE focused on attending to and managing partnership efforts). With respect to the IHEs, both Whitworth and Gonzaga grant leads serve in key partnership roles for their respective

Universities. Dr. Tully, Associate Dean for Teacher Education and School Partnerships, and Dr. Traynor, K-12 School Liaison, are both in leadership roles within their individual institutions and serve in key roles to scale this work. Similarly, they are both involved in the local collective impact initiatives (namely the cradle-to-career network in Spokane – Excelerate Success) including the School/Community Partnership Committee that is co-convened by SPS and the United Way. Again, a key learning from this partnership for replication and broader state context is that the investment of time and resources in service to partnerships is key to doing this work.

## **9. Sustainability**

Similar to the above discussion regarding Scale, the investment of partnership infrastructures are key to sustainability. In addition, the development of systems that allow for sustainability beyond the availability of the CSIS funds is critical to sustaining practices. In the case of Holmes, the development and oversight of the school change process described in earlier sections is one that is set to continue beyond the life of the grant. Similarly, the development and the delivery of the ELO program, as well as other family and community partnership initiatives, are likely to be sustained due to the collaborative structures that have been developed. In the case of the work at each IHE, the focus on mentorship recruitment and development, increasing ELL endorsements and field situated coursework all have been developed such that they are sustainable beyond the life of the grant. Similarly, the partnership work of each university has been strengthened by the investment in systems and structures that the CSIS resources have supported.

## Sub Appendix 1: Timeline for Completion of Milestones and Significant Activities

The following is the original Innovation and Success Plan Timeline with additions or extensions noted in red. See notes at the end of the document for items preceded by red asterisks.

The full array of activities designed to meet the identified outcomes of the grant will emerge in response to student and family learning needs, PLC work, collaboration with wrap-around service providers and pre-service and mentor teacher professional growth plans. The following activities and timeline are based on currently identified needs and may shift in response to emerging priorities. All activities will be assessed for alignment with the four major goals of Holmes and the ISP: 1) Improving student learning; 2) Creating a collaborative and cohesive staff through the delivery of appropriate professional development; 3) Developing a Parent/Community engagement framework; 4) Preparing pre-service teacher candidates for successful teaching in high need schools. Milestones will be accomplished in one or more of the following three phases of the pilot project:

**Phase I, 2013-2015:** Continue development and implementation of systems and strategies to address identified goals within Holmes, the West Central Community and the partner universities. Develop data management systems to measure impact of ISP implementation. Analyze data to inform subsequent action steps.

Phase II, 2015-2017: Continue implementation, assessment and revision of systems and strategies in response to data. Develop processes for scaling up and expanding successful practices borne out of the implementation phases.

**Phase III, 2017-2018:** Transition to increased focus on efforts to scale up and expand systems and strategies with an eye toward sustainability. Formalize agreements for external support and funding for innovations after the pilot grant.

The following table includes a detailed timeline for significant activities denoted in 6 month increments.

Significant Activities	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015	FALL 2015	SPRING 2016	FALL 2016	SPRING 2017	FALL 2017	SPRING 2018
1. Revise Innovation and Success Plan based on funding levels	X				X				X	
2. Develop and empower Action Teams within PLCs to address identified needs as they arise	X	X	X	X	X	X	X	X	X	X
3. Provide Co-Teaching training to staff and candidates (TCs). <b>Extend the training to include mentoring skills and support.</b>	X		X		X		X		X	
4. Provide Make Your Day (MYD) training to staff, candidates and select parent and community partners using a <i>Train the Trainers</i> model	X		<b>X</b>		X		<b>X</b>		X	

Significant Activities	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015	FALL 2015	SPRING 2016	FALL 2016	SPRING 2017	FALL 2017	SPRING 2018
5. Provide joint training for staff and TCs on developing support for academic language, and utilizing student voice and technology in the classroom (as defined by edTPA and TPEP)	X	X	X	X	X	X	X	X	X	X
6. Identify/develop core assessments per consensus of staff	X	X	X	<del>X</del>	<del>X</del>	<del>X</del>				
7. Complete the Family/Community Engagement Plan prioritizing wrap-around services and extended learning opportunities for implementation. <b>We continue to develop a schedule of in-school and Extended Learning Opportunities based on student needs and developing IHE and community partnerships.</b>	X	X	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>				
8. Offer Make Your Day training to all parents and interested community groups.		X		X		X		X		
9. Construct Professional Development (PD) and University (IHE) coursework, on-site (Holmes) and online, to support acquisition of English Language Learners (ELL), Reading (Rdg) and Special Education (SpEd) endorsement competencies	X	X	X	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>		
10. Offer PD and IHE coursework in ELL, Rdg and SpEd		X	X	X	X	X	X	X	X	X
*11. Collect and analyze student growth data based on core assessments to inform subsequent practices		X	X	X	X	X	X	X	X	X
*12. Collect and analyze identified metrics for teacher candidate performance to inform subsequent practices		X	X	X	X	X	X	X	X	X
*13. Collect and analyze identified metrics for in-service teacher performance to inform subsequent practices		X	X	X	X	X	X	X	X	X
14. Collect and analyze data on impact of individual interventions implemented in response to Early Warning System data.		X	X	X	X	X	X	X	X	X
15. Collect and analyze data on effectiveness of extended learning opportunities to inform subsequent practices		X	X	X	X	X	X	X	X	X
16. Revisit the Family/Community Engagement Plan and identify next level priority goals			X		X		X		X	
17. Evaluate and adjust core assessment tools, their usage and reporting systems		X		X		X		X		X
18. Revisit/revise <b>pre-service and</b> in-service Professional Development (PD) Plans		X		X		X		X		
19. Revisit/revise data collection systems for metrics in areas identified above				X	X	X	X	X	X	X
20. Create detailed work plan for Phase II: continued implementation coupled with expansion, 2015-17 based on funding level.				X						
21. Revisit/revise the structure, scheduling and delivery of teacher preparation coursework based on annual data from co-teaching implementation		X	<del>X</del>	X	<del>X</del>	X	<del>X</del>	X	<del>X</del>	X
22. Provide "Teachers Training Teachers" presentations to staff at other high need schools within the district and beyond							X	X	X	X

<b>Significant Activities</b>	FALL 2013	SPRING 2014	FALL 2014	SPRING 2015	FALL 2015	SPRING 2016	FALL 2016	SPRING 2017	FALL 2017	SPRING 2018
23. Expand PLC work to include collaboration between PLC representatives and school & community personnel at Holmes' feeder middle and high schools							X	X	X	X
24. Provide necessary documentation for Interim Evaluation to OSPI and PESB (tentative date: December 1 <sup>st</sup> , 2015)			X		X					
25. Create a detailed work plan for Phase III, transition from implementation to long term maintenance, 2017-18, based on funding level.							X	X		
26. Collect and analyze longitudinal data on TCs performance on edTPA and subsequent TPEP.				X	X	X	X	X	X	X
27. Prepare necessary documentation for Final Evaluation to OSPI and PESB (tentative date - September 1 <sup>st</sup> , 2018)										X

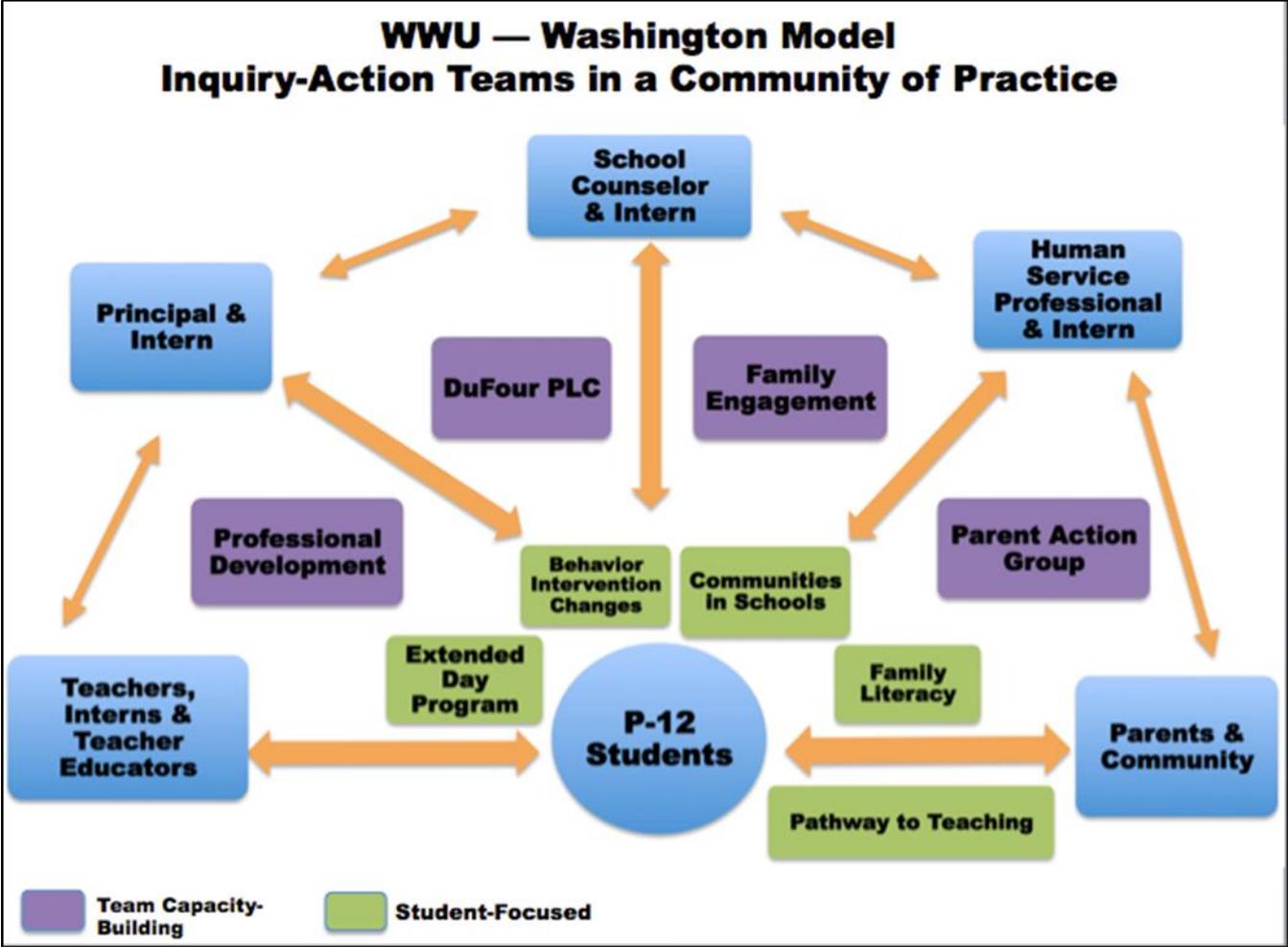
\*For the academic years 2013-2014 and 2014-2015 changes in math and language arts curriculum as well as standardized tests (SBAC) used by the district made it difficult to use data sets for comparison across academic years. Continued collection and analysis over time is expected to yield more helpful results. Similarly, the team has determined that the metrics chosen for assessing the outcomes of pre-service candidate performance require further analysis and refinement to provide data that is meaningful.

# Appendix B: Collaborative Schools for Innovation and Success (CSIS) 2015 Progress Report—Washington Elementary School and Western Washington University

## 1. Innovative Practices

Our model is based upon Inquiry-Action Teams in a community of practice achieving improvements through a continuing cycle: inquiring into evidence, taking appropriate action, assessing results, critically considering methods for improvement, and repeating the process. Ongoing communication among team members fosters collective action to achieve targeted outcomes. In the infographic below, the most significant of our project initiatives over the past three years are represented by shapes within the constellation of arrows, to show how we have done team capacity-building (purple) as well as engaged in actions focused more directly on students and their families (green).

Figure 1: WWU–Washington Model Infographic



Based on our Comprehensive Needs Assessment conducted in fall 2012 we identified a significant achievement/opportunity gap for many of the students at Washington School, in particular, Hispanic and English Language Learner (ELL) students and boys. Ethnically, the students at Washington are primarily either Hispanic (64%) or white (30%). A percentage of the students listed as Hispanic are actually of indigenous origin from Oaxaca whose families may not speak either Spanish or English initially. Over 80 percent qualify for free or reduced lunch. Over a third (37%) of the students receive Transitional Bilingual services and about 16 percent of the students live in migrant families who move frequently for work. Overall, these figures exceed state averages and represent significant educational challenges for the school.

As we investigated data to formulate an Innovation and Success Plan (ISP), the achievement/opportunity gap was apparent in the results of the standardized test (MSP) required by the state. From 2009 to 2012, reading proficiency levels remained static or showed slight gains, and math proficiency levels declined. A value added analysis (done by the Center for Educational Effectiveness) showed that struggling students (those at level 1 or 2 on the state tests) were not catching up to their peers; in some cases they were falling further behind at an alarming rate. These trends were particularly apparent when test results were compared according to ethnic categories (white vs. Hispanic) and gender (girls vs. boys), with Hispanics and boys experiencing the largest gaps. By inference, one can assume that Hispanic boys were experiencing the most significant gap, although this level of disaggregation was not available in the needs assessment. However, this assumption is consistent with national trends and research on the topic (OSPI: Bilingual Education Advisory Committee, 2011) (Professional Educator Standards Board, 2008).

An analysis of recruitment and retention efforts in elementary teacher education at Western Washington University (WWU) revealed that, despite efforts to increase the number of candidates from underrepresented groups into the program, more work was needed to maintain steady progress in this area (WCE Recruitment and Retention Task Force, 2010). Candidates in the program (and current teachers at Washington School) continue to be predominantly white, middle class females who do not share the language and background of most of the students at Washington School or at an increasing number of schools in the state.

As a result of these findings, and in accordance with the recommendations made by the Center for Educational Effectiveness (CEE) that conducted the needs assessment, we focused our efforts on developing the following innovative practices: promoting family engagement in the school by conducting family visits and developing parent leaders; enhancing family literacy in both English and Spanish; developing a supported pathway to teaching for local students in order to diversify the teaching force in the future; using educational technology to enhance assessment and instruction; addressing the gender gap; improving professional development for inservice teachers and modifying the preparation of new teachers to enhance their cultural responsiveness and ability to teach

students with limited English proficiency (or ELLs). We describe these initiatives and our continuing progress on them in more detail below.

## **Family Engagement Initiatives**

We provide an overview of our family engagement initiatives in this section, with additional information later in the report to explain how the initiatives address particular goals and/or are situated in relation to other actions.

### **Family Visits**

During the pilot year, the faculty visited with 16 volunteer families with successful results (Tang, Dearing, & Weiss, 2012). During our first two implementation years, the faculty deepened their relationships with these families and expanded these visits to include a new group of families. In the fall of 2014–15, a parent who had previously participated in these family visits spoke to the parent group about their value. All 17 families at the meeting signed up and visits were scheduled throughout the year. Two ELED interns at Washington School joined a significant number of teachers on these visits.

This effort has had several aims:

- Develop trusting, reciprocal relationships between home and school based on personal interactions.
- Increase teachers' cultural competence in partnering effectively with a diversity of families who have previous limited participation in school events (e.g., families who emigrated from the Oaxaca region of Mexico).
- Learn about the assets, strengths and needs of students and better understand their lives and families' goals for their children.
- Solicit feedback on the school's plans for family engagement.
- Use family interests and knowledge to enhance curriculum and decision making on all levels of the school community.
- Communicate respect for family knowledge and values and support parents to be advocates for their children.
- Recruit families to participate in a family-community focus group to advise the CSIS project and collaborate with the PTO leadership.
- Provide leadership for the School Board's goal to promote family engagement throughout the district.

### **Family Literacy Nights**

As a result of the information gained from the family visits and other conversations, we began offering Family Literacy nights once per week in 2013–14, with activities for a variety of age levels in the same location. These nights were primarily aimed at the Hispanic and Mixteco families and included a FamilyRead class for parents with young children, Club de Lectura for intermediate students (see description under the Pathway to Teaching section below), and an ESL class for adults. In 2014–15, the evening activities were expanded to appeal to a wider range of families and became Wolf Pack nights, in

honor of the school's wolf mascot. Additional classes included conversational Spanish, knitting, and movement activities. The library and computer center were also available and well-used during these evenings.

### **Parent Action Team**

Based upon their participation in the family literacy night program, a small group of Spanish speaking parents was identified to join key staff and two key leaders from the school's parent leadership group to form a Parent Action Team (Delgado-Gaitan, 2004) (Lawson & Alameda-Lawson, 2013) (Warren, Hog, Rubin, & Uy, 2009). The purposes of the Parent Action Team include:

- Provide school leadership opportunities for Spanish speaking parents
- Promote the continuation of Family Visits
- Utilize the relationships these key Spanish speaking parents have with other Washington parents to mobilize increased levels of school participation and support
- Create a forum for Spanish speaking parents to be heard and to contribute to school programming and planning

Facilitated by Dr. John Korsmo, a professor in the Human Services program at Western Washington University, this group began meeting in spring 2014 and continued through 2014–15. The Parent Action team positively influenced our planning with several family events such as family visits, our back-to-school barbecue, the timing and focus of parent conferences and our family engagement events that we call Wolf Pack Nights.

### **Reaching Hard to Reach Families**

Despite the success of the family engagement efforts in connecting with Hispanic and Mixteco families, school staff still struggled to reach a smaller segment of the parent population. Typically, these parents have experienced generational poverty and alienation from school; often the resulting challenge for their children is regular attendance. Previous efforts to connect with these parents were very labor intensive and sadly produced little positive change. Dr. Korsmo led a poverty simulation for all of our staff and interns as well as a number of WWU faculty to increase understanding of poverty's impacts and to help school staff develop practices to simultaneously hold high expectations and build empathetic relationships with elementary students. Dr. Korsmo continued to meet with a team focused on this work and in the 2014–15 school year this led the school to investigate the Communities in Schools (CIS) model as a way to address this challenge. A partnership with the Whatcom County CIS program facilitated the hiring of an on-site CIS coordinator at Washington School in January 2015. The site coordinator works with Washington staff to identify students and families that may be in need of assistance and to link them with community resources that they may be able to address their needs.

### **Educational Technology Initiatives**

During the pilot year, K–2 teachers explored the use of iPads in conjunction with launching the use of AIMSWeb to assess and monitor the progress of students in math (August,

Branum–Martin, Cardenas–Hagan, & Francis, 2009) (Bradley, Danielson, & Doolittle, 2005). District and university staff also introduced some curricular applications. In 2013–14, iPad/iPod carts were purchased for each grade level to extend this work. Interns drew on their previous teacher education coursework to model mobile technology–supported instruction in their classrooms. Curriculum based assessments such as AIMSWeb, Lexia and IXL are being used to monitor children’s progress in both math and literacy and to provide the information needed for teachers to make data–informed decisions for intervention and differentiation (Fuchs, Fuchs, & Zumeta, 2008) (Keller–Margulis, Shapiro, & Hintze, 2008). Other applications, such as Dreambox, were piloted as tools for differentiated, student–paced learning in math. The availability of mobile technology also supported teachers as they moved toward common core standards and prepared students for the Smarter Balanced Assessment (SBA).

In addition, two classrooms have piloted a 1–to–1 iPad project where each student was assigned an iPad for the year and families could arrange for their child to bring it home. The teacher and intern in one class developed an innovative social studies unit that integrated oral language and literacy skills using the multimedia capacities of mobile technology. Children learned about their school and local community, took photos, wrote scripts to share their knowledge, and created a number of brief videos to develop oral and written language skills. They later extended these in–class learning activities by taking home an iPad to interview their families and create videos in three different languages—English, Spanish and Mixtec. This multi–faceted community inquiry project, supported by mobile technology, was a model for how CCSS ELA skills can be developed in an authentic context and an illustration for how teachers can make powerful connections to families via curriculum (Ladson–Billings, 2006) (Scheinfeld, Haigh, & Scheinfeld, 2008).

In the second classroom, students used an app called Book Creator to take a story that they had written and turn it into an illustrated talking book, playable on the iPad. These talking books were shared at school and with the students’ parents. The ability to take the iPads home allowed students to use school–based tech resources at home. We noticed that students who did this regularly made faster progress on specific basic skills by virtue of this additional practice. Increasing access to technological resources for families living in poverty will help to close the opportunity gap for those students by "leveling the playing field." (Contreras & Stritikus, 2008)

### **Extended Day Tutoring**

Students were targeted for additional school time primarily in the area of mathematics based on AIMSweb progress monitoring data. These data also informed which concepts were focused upon. Additionally, pre– and post– data was collected to measure the impacts of the extended time on those specific areas of focus. Over the course of 16 weeks, students identified for this extended time came to school early 4 days per week for an extra hour of teaching and learning. The theory of action behind this work is that many students need to make more than one year’s worth of growth in in one year’s time in order to close the

achievement gap and move closer to or reach grade level standards (Marzano, 2003) (OSPI: Bilingual Education Advisory Committee, 2011) (Professional Educator Standards Board, 2008).

### **Close the Gender Gap**

During the pilot year, a review of student achievement data revealed several areas where boys performed significantly below their female classmates. Several initiatives now underway are helping to address this issue including: 1) the mentoring provided in Club de Lectura; 2) the Educational Technology Initiatives described above; 3) the Guided Language Acquisition Design (GLAD) training described in #5 below; and 4) Extended Day learning opportunities.

### **Pathway to Teaching**

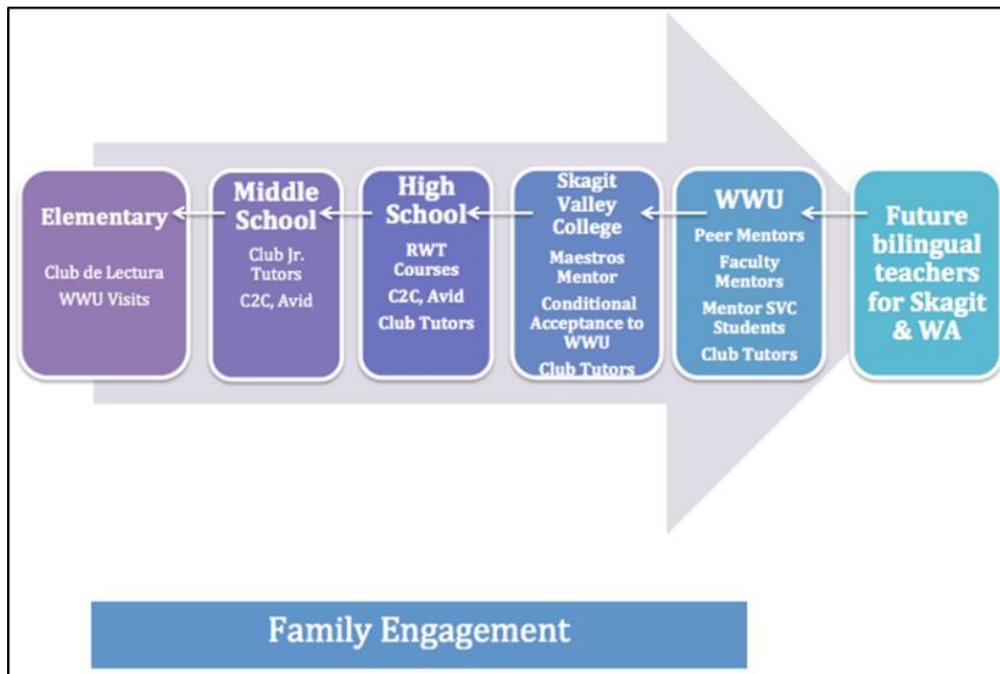
This approach is aimed at creating a supported pathway to college and teacher education for underrepresented students. Beginning steps at the elementary level involve taking the students to visit the WWU campus, exposing them to the exciting learning opportunities that exist there and developing a level of comfort and anticipation that they could attend college in the future. During the last three years, more than 400 Washington School students visited the WWU campus and many of them have made two or three repeat visits.

In the Club de Lectura program offered during the Wolf Pack nights, older students mentor younger students in a heritage language program that enhances bilingual language development and English literacy (Prospera Initiatives, 2012) (Niehaus, Rudasill, & Alelson, 2012). This program connects elementary students with mentors from the high school Recruiting Washington Teachers (RWT) class, the Skagit Valley College (SVC), and WWU. These partnerships form a multi-level cascading mentorship approach (Timmons-Flores, 2013) designed to support Latina/Latino and indigenous Mexican students through high school into higher education and to recruit some of these students into teacher education (Scontrino-Powell, 2014).

The cascading mentorship approach helps to create the supported pathway to teaching as represented in Figure 2 below.

Last year, WWU approved a conditional acceptance agreement that offers SVC students an opportunity to apply to Woodring early and receive intensive advising through the Maestros Para el Pueblo program as they pursue their career goals.

**Figure 2: Cascading Mentorship Approach–Pathways to Teachings**



## Teacher Preparation and Development

### Professional Learning Communities

We have established a Professional Learning Community (PLC) approach in which pre-service teachers, teacher educators, in-service teachers, administrators and other educational and human service professionals participate in ongoing, collaborative professional development—with P-5 student learning at the center (DuFour & Marzano, 2011) (McDonald, Mohr, Dichter, & McDonald, 2013) (Gallimore, Ermeling, Saunders, & Goldenberg, 2009). Twenty-six teachers and specialists (all but one), the principal, and five WWU team members have attended DuFour PLC training and this data-based decision-making model has been implemented school-wide.

### Support for English Language Learners (ELLs)

All but one of the teachers and specialists in the school are now trained and we have collected data to indicate that both teachers and their WWU interns are regularly using GLAD strategies to promote language and literacy in the classrooms. These strategies support the learning of ELLs in content areas as they continue to develop their academic language skills (Deussen, Professional development for mainstream teachers of ELLs: Project GLAD and beyond, 2014) (Deussen, Autio, Miller, Lockwood, & Stewart, 2008) (Vanosdall, Klentschy, Hedges, & Weisbaum, 2007).

Last year, the ELL specialist began a new coaching model to support ELL students and to promote the implementation of GLAD strategies. He conducted six-week cycles at each grade level doing classroom observations, giving focused feedback and working with the

team to develop effective teaching practices. (Echevarria, Short, & Powers) (National Institute for Excellence in Teaching, 2013).

Four of the courses needed for an ELL endorsement are now available in hybrid versions (partially online) to increase access for off-site teacher candidates and in-service teachers so that more are able to obtain an ELL or bilingual endorsement. We have faced a challenge in making this ELL online coursework more available because the number of ELL faculty in WCE has been barely sufficient to meet the need among candidates in our teacher preparation programs. That challenge has recently been addressed by WCE and efforts are underway to hire a new faculty member with expertise in second language acquisition. The Dean of Woodring has committed significant funds to develop a college initiative that will make ELL endorsement available to in-service teachers. We are also discussing how WCE and Mt. Vernon might partner in a program that draws upon the PESB expansion of the Educator Retooling Conditional Scholarship Program.

### **Innovations in Teacher Education**

During the pilot year of the CSIS grant (2012–13), the Elementary Education Department placed a group of seven interns at Washington School for their 3-quarter internship. They graduated in December 2013 and reported high levels of satisfaction with the preparation they received. In the spring of 2014 an entire cohort of interns (20) was placed in the Skagit Valley. One large cluster was at Washington School; two other clusters were placed at schools in Mount Vernon and Burlington. This enabled us to offer coursework that occurs during Quarters 1 & 2 in the Skagit Valley, to integrate the courses more closely with each other and with their school placements, and to use a place-based approach in the social studies methods class, which deepened the interns' learning about the local contexts of their students' lives. This experiment was very successful and a second cohort of 19 interns started in spring 2014, all of them placed in Mount Vernon schools. (Hollins, 2011) (Pushor & Clandinin, 2009) (Salazar, Lowenstein, & Brill, 2010) (Zeichner, 2006) (Zeichner, 2010) (Bradley, Danielson, & Doolittle, 2005).

### **Classroom Assessment and Scoring System (CLASS)**

The CLASS is a classroom observation tool that assesses effective teacher/student interactions that correlate with improved student achievement (Teachstone, 2013). We have conducted workshops to introduce the tool to interns and some of the mentor teachers and the intern university internship coordinators (UICs). The results were so positive that CLASS is being systematically integrated into ELED coursework and program assessments. We anticipate that the CLASS tool will provide an effective common framework and language for assessing the interns' performance and for supporting their professional development.

## **2. Research/Evidence**

We have cited supporting research as appropriate throughout this report. A complete bibliography is included in Appendix A.

## 3. Partnerships

### Wrap-around Services

Drawing on resources that already exist in the community, we are partnering with Community Action of Skagit County (CASC) to:

- Provide adult ESL classes.
- Increase access to wrap-around services for families. CASC coordinates a full range of assistance programs including housing, legal, financial, food and nutrition, health, and energy assistance. Information about these services are available in the school and information tables are set up for family events. The CIS Site Coordinator works to connect families with these resources as needed.

### Pathway to Teaching Partnerships

We have developed partnerships with RWT and SVC to:

- Encourage all students to think of a college degree as an achievable goal.
- Recruit middle school, high school and college mentors for Club de Lectura.
- Develop the cascading mentorship approach described in #1.
- Recruit teacher candidates for Woodring College of Education and eventually prepare more bilingual/bicultural teachers.

### School/University/District

There is a strong and growing partnership between the Mount Vernon School District, Washington School, and the WWU Faculty (including ELED, SPED, Human Services, and School Counseling, with faculty from the Secondary Education program and Educational Administration likely to be involved soon) (Shiveley, 2010). We are jointly working on the following initiatives:

Enhancing assessment and intervention strategies and implementing changes to the Response to Intervention (RTI) system.

- Using mobile technology to collect data and student work.
- Exploring innovative uses of mobile technology to enhance curriculum and instruction.
- Developing an elementary school that works for boys.
- Engaging in professional development focused on topics such as mentoring, ELL strategies, and addressing the gender gap.
- Implementing the DuFour model PLC process.
- Deepening family engagement.
- Implementing positive behavior strategies.
- Mentoring a cohort of interns in teacher education as well as students in Human Services and School Counseling.

The strong interest and support shown by the MVSD and the School Board has been critical to the speed of our progress and the breadth of our impact. At a CSIS–sponsored retreat in November 2015, there will be discussions about our WWU–Mt. Vernon partnership extending from a professional development school at Washington to a “professional development district.”

## **School/Families**

The Family Engagement Initiatives described in #1 are fostering trusting relationships between parents and school staff. This, in turn, is resulting in more communication and parent involvement in family events and Parent Teacher Organization (PTO) meetings. The recently formed Parent Action Team is helping to build bridges between white and Hispanic families and between parents and the school. We plan to continue to foster and build on these relationships in many ways:

- Extend family visit invitations to more families.
- Continue to develop parent leaders from among the Hispanic and Mexican indigenous families and encourage their participation in the PTO and other decision–making opportunities.
- Draw on parents’ expertise to enhance the curriculum.
- Use mobile technology and other means to enhance school/family connections for the children.
- Continue to build teachers’ cultural awareness and cultural responsiveness through professional development opportunities, family visits, and PLCs.
- When possible, hire bilingual/bicultural teachers and staff.

## **4. Stakeholder Equity**

### **Family Engagement/Partnerships**

The CSIS Team is making concerted efforts to increase stakeholder equity through the family engagement and partnership strategies described in #2. The teaching force in the Skagit Valley has remained predominately composed of white Anglo teachers while the demographics have changed over the past decade with an increasing number of Hispanic and Mexican indigenous families immigrating into the area – primarily for agricultural work.

Home visits have been a successful part of our effort to develop trusting relationships with families, understand their cultural and linguistic backgrounds, and gradually develop parent leaders among the Hispanic and Mexican indigenous families. Specific planning is underway for giving parents more of a role, including preparing parent leaders who will act as intermediaries inviting other families to participate in school activities. We are attending to overcoming language barriers through the use of simultaneous translation in meetings. We are intentionally transitioning from a deficit–based model that has historic roots in the district to an asset–based approach throughout the school. The CSIS Advisory Team

includes representatives from a variety of the project's constituents: university and school faculty, administration, an intern, a University Internship Coordinator (UIC) and the Maestros Para el Pueblo advisor at SVC.

### **Diversifying the Teaching Force**

For the long term, we are taking a grass roots approach to diversifying the teaching force in Skagit County. Through the Cascading Mentorship Approach described in #1, combined with an Alternative Route to Certification program recently offered by WWU and the Advising Action Project being conducted to help retain students of color in teacher education (described in #5), we intend to recruit and prepare a growing force of bicultural/bilingual teachers from the local area.

## **5. Cultural Responsiveness**

Many of the initiatives described previously will enhance cultural responsiveness in the school and among teacher educators and interns. More specific information on how particular initiatives contribute to cultural responsiveness is below:

### **Family Engagement**

- As a result of a staff survey, the professional development that prepared teachers for the family visits focused on increasing their knowledge about the cultural customs and language of their indigenous Mexican families.
- As a result of the family visits and other conversations, the CSIS leadership developed a menu of possible family literacy activities and families were asked for their feedback during the return visits in the fall of 2013. This ensured that the Family Literacy Night offerings met the needs and desires of families.
- The Wolf Pack Night offerings (Family Read, ESL, Club de Lectura) enhance both heritage language and English language skills as well as offer opportunities to address parenting concerns and pursue parents' goals (McWayne, Melzi, Schick, Kennedy, & Mundt, 2013) (Roggman, Boyce, & Innocenti, 2008). In response to requests from families we added a Spanish class and other activities.
- Parent Action Team – This group, described in #1 above, includes representatives from the Hispanic and Mexican indigenous community. They will be able to advise and collaborate with the school to enhance cultural responsiveness (Goodlad, Mantle–Bromley, & Goodlad, 2004).

### **Teacher Preparation and Professional Development**

- Almost 100% of the teachers in the school are now trained in GLAD and data indicate they are implementing these strategies throughout the school. In addition, they are receiving ongoing coaching and support with GLAD and sheltered instruction. This will ensure that instruction in all classrooms is meeting the needs of ELLs in particular, but the interactive nature of GLAD strategies is beneficial for

all students in Washington's demographic (Deussen, 2014) (Deussen, Autio, Miller, Lockwood, & Stewart, 2008).

- Additional professional development activities are planned which will also enhance cultural responsiveness such as a Spanish for Educators class. Currently a Spanish for Educators class is offered to interns who participate in a summer study program in Queretaro, Mexico. Teachers, additional interns, college faculty and other school personnel have expressed an interest in such a class. The challenge of finding a qualified instructor has thus far kept us from offering this class, but we will continue to search. When the course begins, the class will be yet another professional development activity occurring in a PLC.

### **Diversifying the Teaching Force**

- By creating a supported pathway for underrepresented students to college and Teacher Education as described above, we will develop a pool of teachers from the Valley who are members of the children's communities and who share their cultural and linguistic heritages.
- The ELED department at WWU has conducted an Advising Action Project supported by an internal grant to promote equity and diversity. They are identifying and promoting effective advising practices for culturally diverse students in an effort to increase the retention rate of students of color in the ELED programs.

## **6. Assessments**

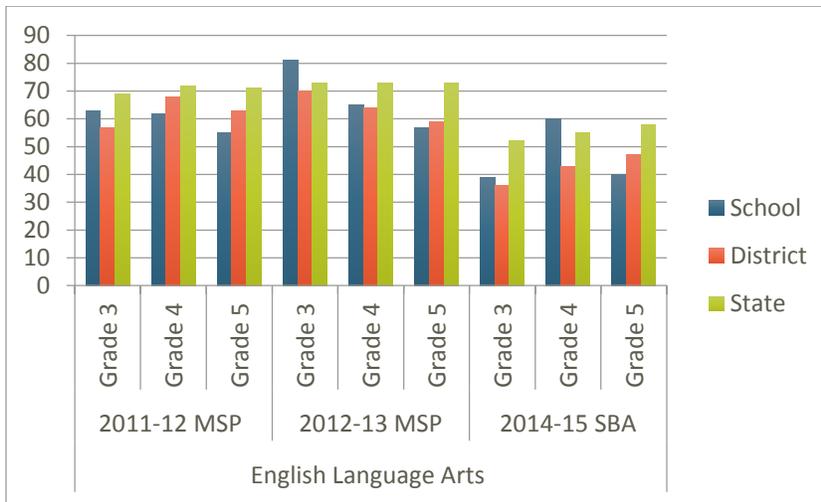
### **Student Achievement**

Curriculum Based Measures (CBM) in math and literacy (i.e. AIMSWeb) are regularly used to assess students' skill levels and to decide on appropriate intervention strategies. The teachers use AIMSWeb to benchmark all children three times per year. Intervention specialists work with children who need additional support. The teachers and the intervention specialists do constant progress monitoring on targeted children. As children's skills improve, they are replaced with other children who need this more intensive support. Mobile technology is being used to collect data in real time, to capture samples of student work for later reflection and as tools for personalized instruction and practice via such applications as Lexia and IXL, which offer dynamic diagnostic assessment.

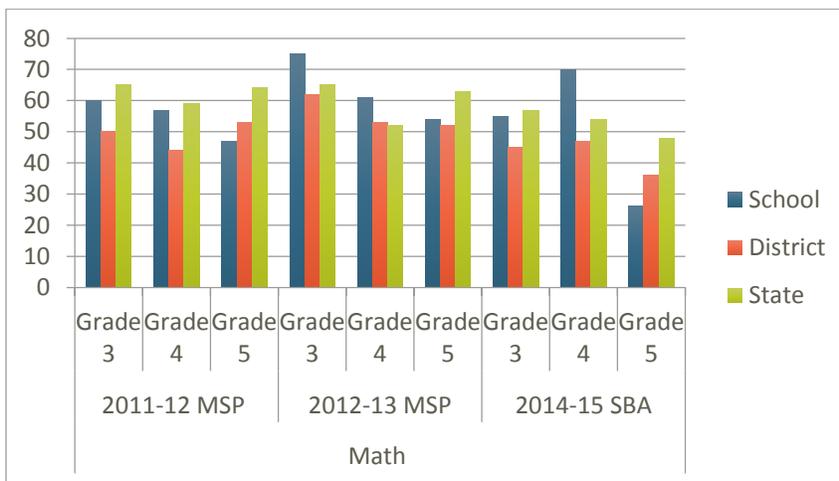
Washington School was chosen to pilot the Smarter Balanced Assessment (SBA) in Spring 2014, which means they did not administer the MSP. Although this means that standardized data is not available for the 2012–13 school year and future test results will not correlate to historical data, this change will support the teachers as they make the transition to the Common Core Standards. We also expect that the SBA, with its many accommodation features and design that is attentive to the needs and characteristics of ELLs, will provide our project with more valid assessment data for our school population. Figures 3 and 4 below include comparative results for the MSP in 2012 and 2013 plus the SBA in 2015. The charts show that in several areas, Washington School students are now

doing as well as or better than average compared to other district schools and the state's average in reading and math.

**Figure 3: MSP/SBA English Language Arts Results**



**Figure 4: MSP/SBA Math Results**



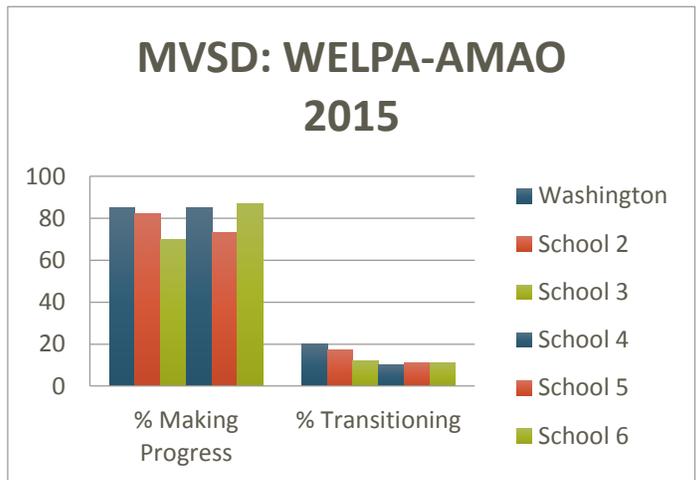
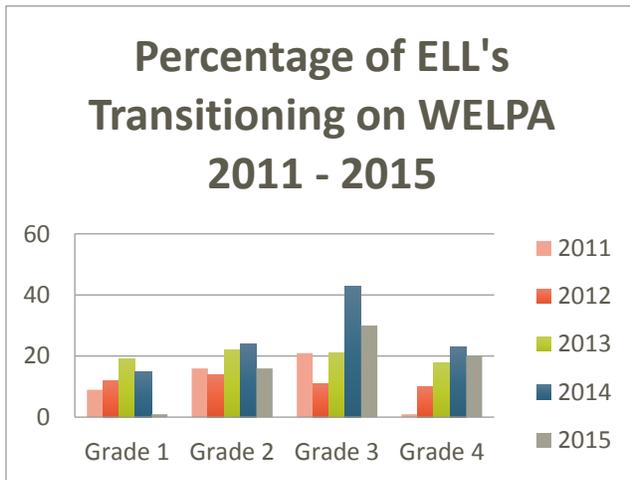
### Progress of ELL Students

In the fall of 2014, the school contracted with the Center for Educational Effectiveness (CEE) to conduct a re-review of the school's ELL data by looking at Washington English Language Proficiency Assessment (WELPA) data from last year and historical WELPA data. While this particular assessment has changed over the years, CEE compared Washington School data with state and like-school data. Washington School earned a Washington State Achievement Award in 2014 for our improvement in English language learning. This award was based upon student improvement on the WELPA and on ELL student performance on state assessments. Some of this data is displayed below.

Figure 5 below shows that there has been a gradual increase in the percentage of ELLs transitioning out of the program since 2011. This is significant because, during our needs assessment conducted in 2012, this transition point was identified as a place where students traditionally stalled, when they were no longer receiving sheltered instruction outside of the general education classroom. The expansive use of GLAD strategies throughout the school may be a significant factor in this progress. Figure 6 below shows that in 2015, Washington School ELL students were making progress at a high level compared to other district schools with similar demographics.

**Figure 5: Percentage of ELLs Transitioning**

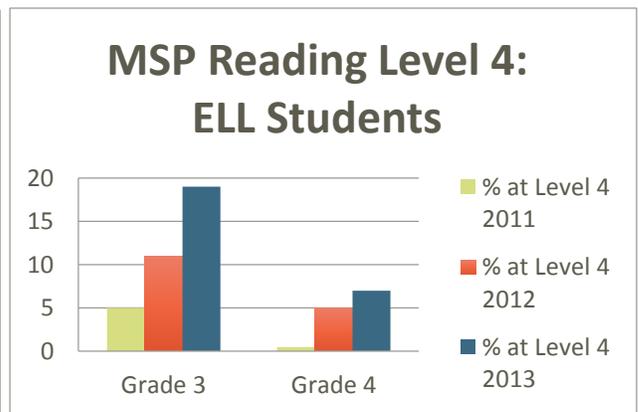
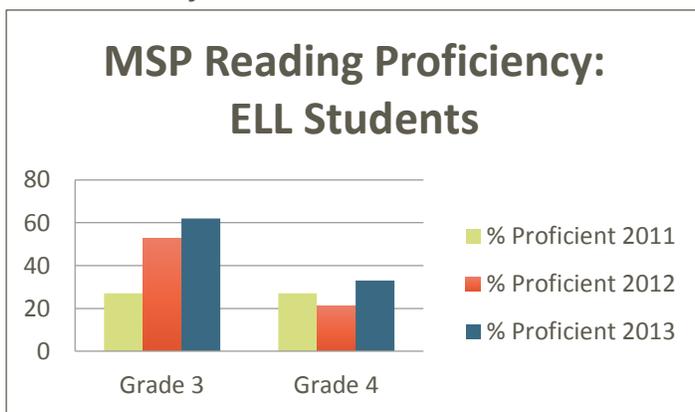
**Figure 6: Percentage of Washington ELL making Progress**



Figures 7 through 11 below show that on the MSP, not only are the ELL students reaching proficiency at increasingly higher levels since 2011, they are also achieving at an exceptional level (Level 4) at a much higher rate in reading, math, and writing.

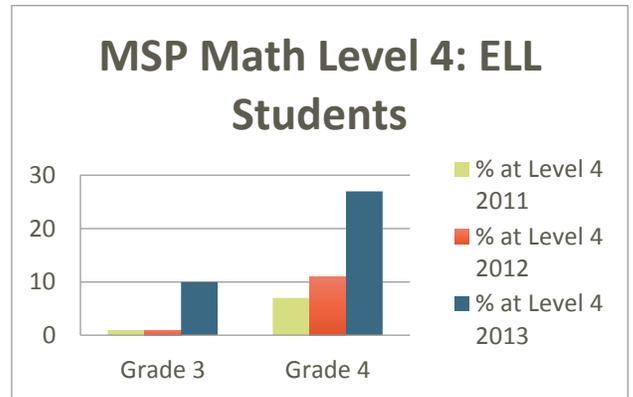
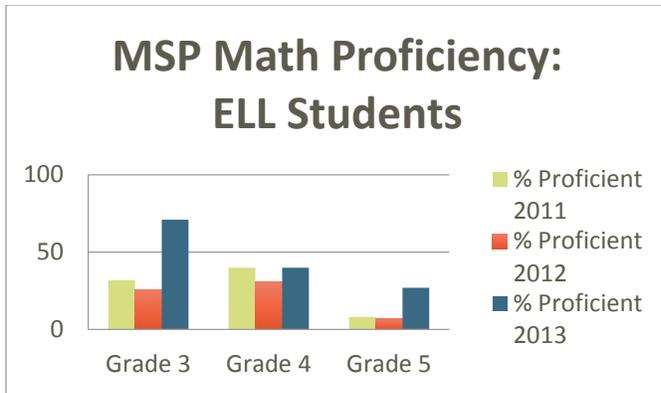
**Figure 7: Percentage ELLs Reaching Proficiency**

**Figure 8: Percentage ELLs in Reading Level 4**

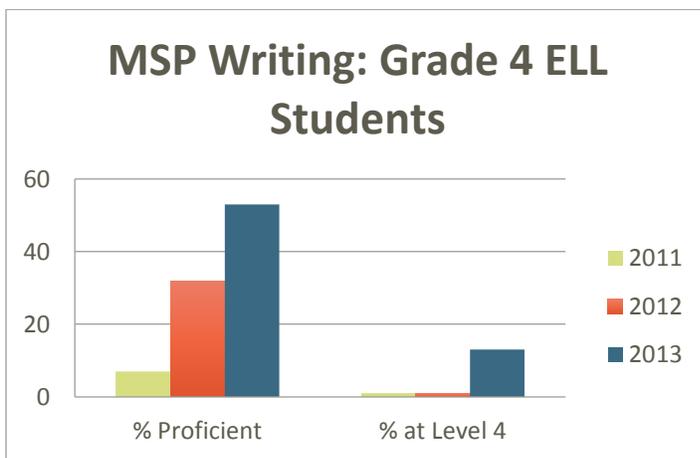


**Figure 9: Percentage ELLs Reaching Math Proficiency**

**Figure 10: Percentage ELLs in Math Level 4**

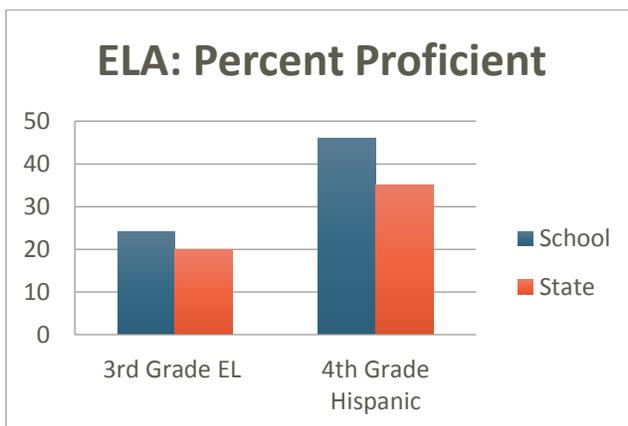


**Figure 11: Percentage Grade 4 ELL Students Proficient in Writing (MSP)**

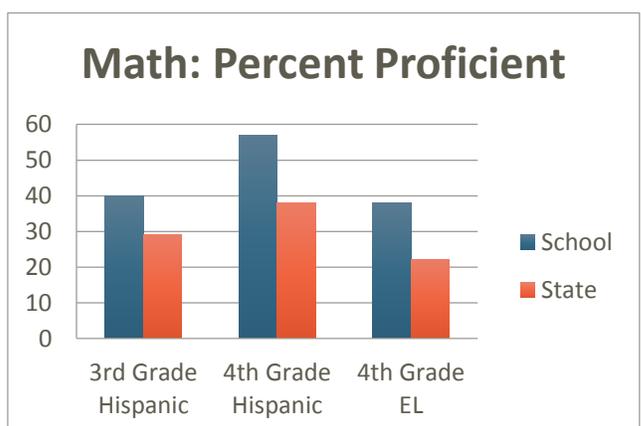


Figures 12 and 13 below show some highlights from the 2015 SBA data related to ELL and Hispanic students.

**Figure 12: 2015 SBA Data**



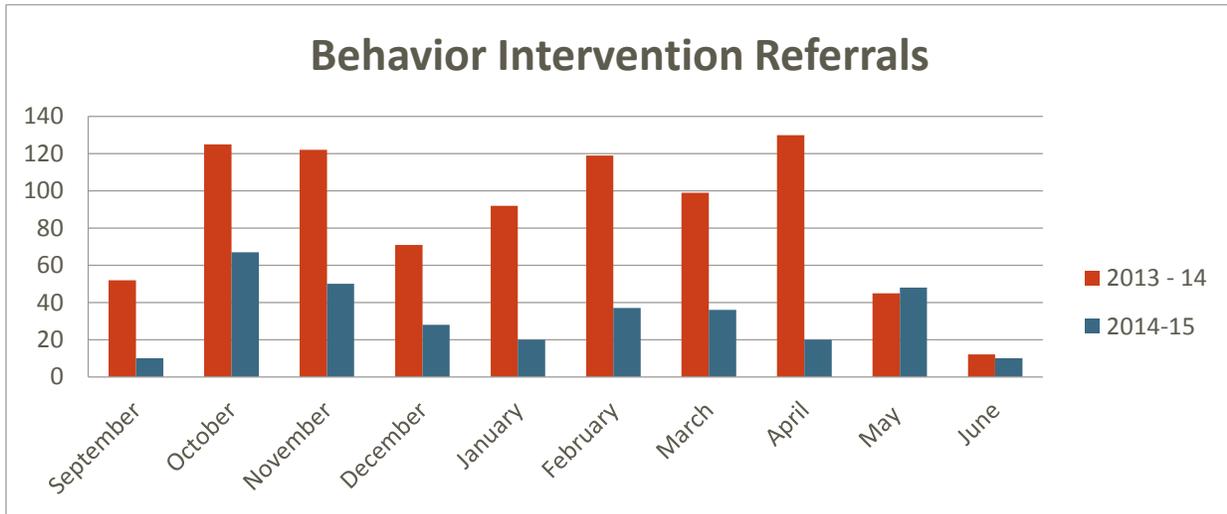
**Figure 13: 2015 SBA Data**



**Behavior Intervention**

Attendance and discipline referral data is being used to help assess the effectiveness of the school's efforts to implement positive behavior strategies (Described in #7.) as well as initiatives designed to offer engaging curriculum and instruction and to provide scaffolding for ELLs in the classroom (i.e. GLAD, educational technology). Figure 13 shows that there has been a dramatic decrease in behavior referrals due to these efforts.

**Figure 13: Decrease in Behavior Intervention Referrals**



### Teacher Candidates

Varied data sources are being collected and analyzed to:

- Identify the strengths and weaknesses of teacher candidates in order to make programmatic improvements.
- Compare the professional development of Washington interns to the rest of their cohort to determine the extent to which features in the school setting are conducive to intern learning.

These data sources include:

- Teacher Performance Assessment (TPA) scores
- West E Test scores
- Capstone course evaluations (e.g., ELED 492 and ELL SIOP assessments)
- ELED Final internship evaluation conducted by University Internship Coordinators
- Teacher Education Internship Survey
- WCE Intern Development and Evaluation System (IDES) – This survey is sent to WCE teacher education graduates and their employers during the 3 years subsequent to graduation to assess the adequacy of their preparation.
- The Classroom Assessment Scoring System (CLASS), an observational assessment of classroom interactions that has been shown to correlate with increased student achievement, is being explored as a teacher preparation and evaluation tool for the ELED candidates (Teachstone, 2013). We have conducted workshops for interns,

their CTs, and the UICs to introduce this tool. CLASS indicators have been integrated into ELED program assessments.

Our first cohort of interns that was placed at Washington School (n=7) completed the TPA in 2013 and the second cohort that was all placed in Skagit Valley schools (n=22) completed it in 2015. 100% of the interns passed the TPA, although the scores for the first cohort were non-consequential. The average score for the second cohort was slightly above the state average.

On the Internship Survey, graduating interns rated their internship placements as average to above average in all areas, with the first cohort rating their experiences consistently higher than most (See Figure 14).

**Figure 14: 2013 Intern Survey Results**

<b>2013 Intern Survey</b>	My experiences provided me with opportunities to work with a variety of students (e.g. gender, ethnicity, etc.)	A...to use multiple instructional strategies for diverse learners	C...to use standard-based assessment to inform instruction	F...to align standards and outcomes so that students know their learning targets and progress	J...to use technology to benefit instruction and encourage technologically proficient learners	K...to involve families, neighborhoods and communities in the educational process	M...to be a professional collaborator and communicator in school activities	N...to be knowledgeable about legal and ethical responsibilities and practices
<b>Average for cohort w/o Washington Interns (n=40)</b>	<b>4.25</b>	<b>4.00</b>	<b>3.95</b>	<b>4.40</b>	<b>3.68</b>	<b>3.40</b>	<b>4.38</b>	<b>3.95</b>
<b>Average for Washington interns (n=5)</b>	<b>5.00</b>	<b>4.40</b>	<b>4.60</b>	<b>4.80</b>	<b>4.60</b>	<b>4.20</b>	<b>4.80</b>	<b>4.40</b>
<b>All Skagit</b>	<b>3.77</b>	<b>3.54</b>	<b>4.08</b>	<b>4.00</b>	<b>3.54</b>	<b>3.23</b>	<b>4.31</b>	<b>3.15</b>
Washington	4.33	4.00	4.17	3.67	3.67	3.50	4.17	3.00
Non-Washington	3.29	3.14	4.00	3.33	3.43	3.00	4.43	3.29

### Teachers & Teacher Candidates

We are using a number of instruments to document the growth of practicing teachers that results from various professional development efforts designed to further the goals of the CSIS project (i.e. supporting ELLs, promoting family engagement, integrating mobile technology, mentoring interns)

These include:

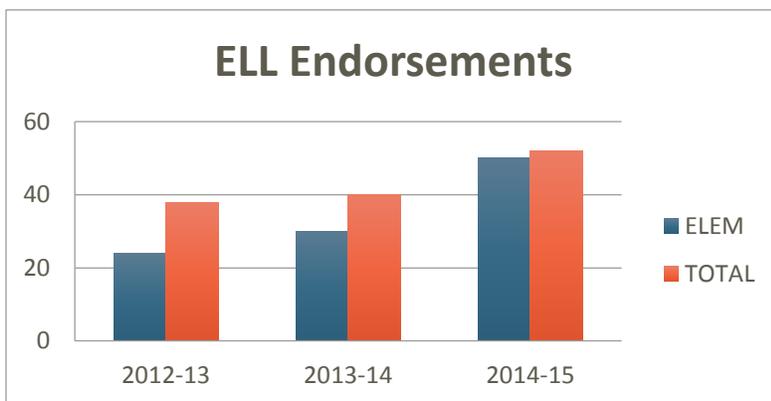
- Pre and post surveys (self-reports)
- Observational assessments (CLASS and Project GLAD Observation Protocol)

- Portions of the TPEP

Our goal was to have all the teachers at Washington School and all of the WWU faculty who teach intern and ELL courses at the university trained in GLAD (described in #5 above) by 2016. Almost 100% of the teachers at Washington School (all but one new teacher) have now completed Tier 1 GLAD training and we are monitoring the implementation of GLAD strategies in the classrooms by conducting periodic surveys of both teachers and interns. Using this data we can plan appropriate support and coaching as well as make decisions about possibly integrating GLAD more systematically in ELED coursework. Full implementation of all the GLAD strategies typically takes 4 or 5 years. See Appendix C for sample results of the GLAD Implementation surveys.

Another project goal was to increase the number of ELED candidates who graduate with an ELL endorsement by 10% per year. Figure 14 demonstrates that we have already surpassed that goal and we expect to continue this trajectory in the coming years.

**Figure 14: ELED Candidates Graduating with ELL Endorsements**



As noted previously, a new WCE ELL faculty hire, a significant commitment of WCE funds to make online coursework more available to both teacher candidates and in-service teachers, as well as the PESB retooling funds are likely to greatly enhance CSIS efforts in this area.

### **Diversifying the Teaching Workforce**

Although the Cascading Mentorship approach we are using and the Maestros Para el Pueblo program are very new, we are already seeing positive results. As of spring 2015 there were 7 Maestros graduates:

- 2 attending WWU Fall 2015
- 1 will attend WWU winter 2015
- 2 will attend a different state university
- 2 are ECE graduates

In addition 2 RWT students applied to WWU directly from high school.

The WWU Compass 2 Campus mentoring class is now being offered at SVC which will provide additional opportunities for aspiring teachers to gain experiences with younger students in schools.

### **Our Partnership Process**

In fall 2014, a faculty member from the Human Services and Rehabilitation Counseling Department of Woodring College, Dr. Hope Corbin, conducted an evaluation of our CSIS partnership process using the Bergen Model of Collaborative Functioning. This is an established systems model that identifies the factors that contribute to effective functioning in a partnership (Corbin & Mittelmark, 2008).

The objectives of this research were:

- a. To document how our partnership was functioning.
- b. To facilitate structured discussions involving all partners to share results and identify ways to optimize partnership functioning.
- c. To share the findings of this research with legislators and the broader educational community through publication in a national peer reviewed journal.

Members of the CSIS team worked with Dr. Corbin to write an article, which has been submitted for publication and is now under review. The article describes the research methodology, provides a comprehensive overview of partnership processes, summarizes what factors contribute to synergy, and identifies some strategies that have helped overcome hierarchical barriers to collaborative work.

Several significant findings related to synergy are 1) that CSIS funding supported the creation of a boundary space on the edges of the institutions where productive collaboration and risk-taking could happen; and 2) comprehensive school-wide professional development created a critical mass of people, with shared language, that powerfully affected people's ability to communicate and create change quickly.

The study also suggests what strategies were effective for overcoming hierarchical barriers:

- a. Engaging in collaborative work that was mutually negotiated.
- b. Sharing of power at every level.
- c. The willingness of leadership at both the university and the school to model openness, respect, humility and a commitment to organic evolution.
- d. A measured and methodical implementation approach, which supported gradual positive changes within a safe environment to innovate.

## **7. Implementation Progress**

Based on the Comprehensive School Review and other needs assessments conducted in Fall 2012, we piloted several promising initiatives during the planning year including Extended Day tutoring, family visits, WWU visits, use of mobile technology, and the placement of an intern cluster in the school. The initial success of these initiatives encouraged us to continue and expand on them in our Implementation Plan.

In the first two years of implementation, we focused on building capacity in specific areas:

- School-wide professional development in the DuFour PLC model and GLAD so that everyone is working together on common goals with common language.
- Family engagement designed in response to families' expressed desires and needs, focused on tapping and utilizing family funds of knowledge.
- Purchasing mobile technology and providing professional development to support its use.
- Developing the infrastructure for the cascading mentoring approach to support the pathway to teaching through the RWT and Maestros Para el Pueblo programs.
- Expanding the teacher education presence in the Valley and developing a place-based curriculum for interns.
- Providing mentoring support for cooperating teachers.
- Developing on-line coursework for the ELL endorsement.
- Hiring an on-site coordinator for the CIS program to connect families with needed community resources to help relieve the negative impacts of Adverse Childhood Experiences (ACEs)

During the next two or three years, we will be supporting continued implementation and expansion in all these areas while working closely with the Mount Vernon School District and University to move toward lasting partnership structures. For a more detailed timeline of these activities, see Appendix D.

## **8. Scalability and 9. Sustainability**

### **Local Partnerships**

We are developing partnerships with local agencies such as Head Start and the Community Action agency that will continue and have lasting benefits long after the CSIS grant funding is finished.

### **Recruiting Bilingual Teachers**

In addition to the above initiatives, the Cascading Mentorship approach described in #1 is designed to enhance the long-term sustainability of the CSIS efforts by preparing future teachers who come from the same cultural and language backgrounds as the students. In cultures that value strong family and social connections, this relationship-based approach is critical to supporting first generation students as they progress into higher education. However, lack of financial resources is a significant barrier for many of these students and we will be exploring a variety of scholarship and other funding sources to support them.

## **Enhancing Teacher Qualifications**

The development of online ELL courses will make it possible for practicing teachers and non-traditional students from a wide geographic area to obtain an ELL endorsement. These will be available after the CSIS funds are no longer available. Also, as the district is able to hire new bilingual/bicultural teachers, this will bring diverse cultural and experience assets into the schools that will be shared with current veteran teachers.

## **Ongoing University Presence**

The partnership itself will continue beyond the CSIS grant timeline as we continue to collaborate on preparing interns for working with students and their families from diverse backgrounds. We are actively exploring ways to increase the university presence in Skagit Valley by means of the initiatives in #1 above and by working more closely with SVC.

## **Dissemination**

Our project has presented at numerous regional and national conferences. Several articles have been published or are under review and several other publishing projects are underway. This dissemination will extend our work beyond the Skagit Valley.

## **Alignment with District Goals**

One of our primary strategies in regard to scalability and sustainability is to keep our CSIS initiatives aligned with school board and district goals, as well as with the long-term plans of the district's technology initiatives. By doing so, we ensure district level support that enables our initiatives to influence programs and practices in other Mount Vernon Schools and we anticipate district investment in our initiatives beyond the life of the grant funding.

Since the beginning of the CSIS partnership, there has been regular communication with the Mount Vernon School Board. In fall 2013 the school board met in our school during the student day to receive an update on our CSIS initiatives and to visit classrooms in order to see these initiatives in action. Over the past two years they have also asked for presentations about our family engagement initiatives and the internship experience.

The following initiatives are already having an impact throughout the Mount Vernon school district and were planned with district goals in mind. They also have promise for other districts in the state.

- The use of progress monitoring tools such as AIMSWeb: These provide teachers with the data needed to make individualized intervention and enrichment plans for children. Use of this tool is now a district initiative.
- Family engagement initiatives starting with Family Visits: The district hired Anne Jones who has been our family engagement coordinator the past two years to work with all elementary schools in the district to promote family involvement in the schools. She has also contributed to a major family engagement initiative in the Burlington-Edison district.

- Combined family literacy: By addressing the literacy needs of many age levels on one night in one location, we expect to multiply the impact of any one strategy by itself. The School Board observed at the school during one of these evenings and is following this model closely.
- Parent Action Team: This team will grow over time and continue to provide a forum for parent involvement and leadership in school planning and programming. Already the school has experienced an increase in Spanish speaking parents attending school events and traditional parent group meetings. Parent Action Team members will also continue to promote and participate in Family Visits, which significantly and positively alter the relationship between school, families and students.
- Mobile technology: Initiatives at Washington school build upon significant investments in technology throughout the district and are in line with MVSD plans to increase mobile technology and student access to technology in each school. The community's support for a technology levy creates these opportunities district wide. While staying aligned with the district technology initiatives, Washington School has been able to move faster and pilot uses of technology for teaching, learning, and assessment. The development of two 1:1 classrooms at Washington enables the District to learn from the school's experiences as plans are generated to replicate similar types of student access in the District. The MVSD Digital Literacy Specialist has been integral to teacher and intern professional development at Washington School and a second WCE faculty member is currently spending her 2-quarter sabbatical full-time in MVSD.
- Communities in Schools: Presently, Washington School is investigating the Communities in Schools (CIS) model. This appears to be a logical extension of family engagement efforts, targeting the hardest to reach families. Often, the challenge that emerges with these families is poor student attendance and an inability to reach parents. CIS has a proven track record of reaching and supporting these families through staff focused primarily on this type of outreach. The school established a CIS coordinator at Washington School in January 2015, under the umbrella of the Whatcom County CIS Program. With strong district interest in this model, we will be able to pilot the program, measure impacts upon student attendance and achievement, and inform planning at the district level on further implementation in Mount Vernon.

Figure 15 shows how the CSIS project at Washington School has been the seedbed for district efforts in the area of family engagement.

Figure 15: District Efforts in the area of Family Engagement



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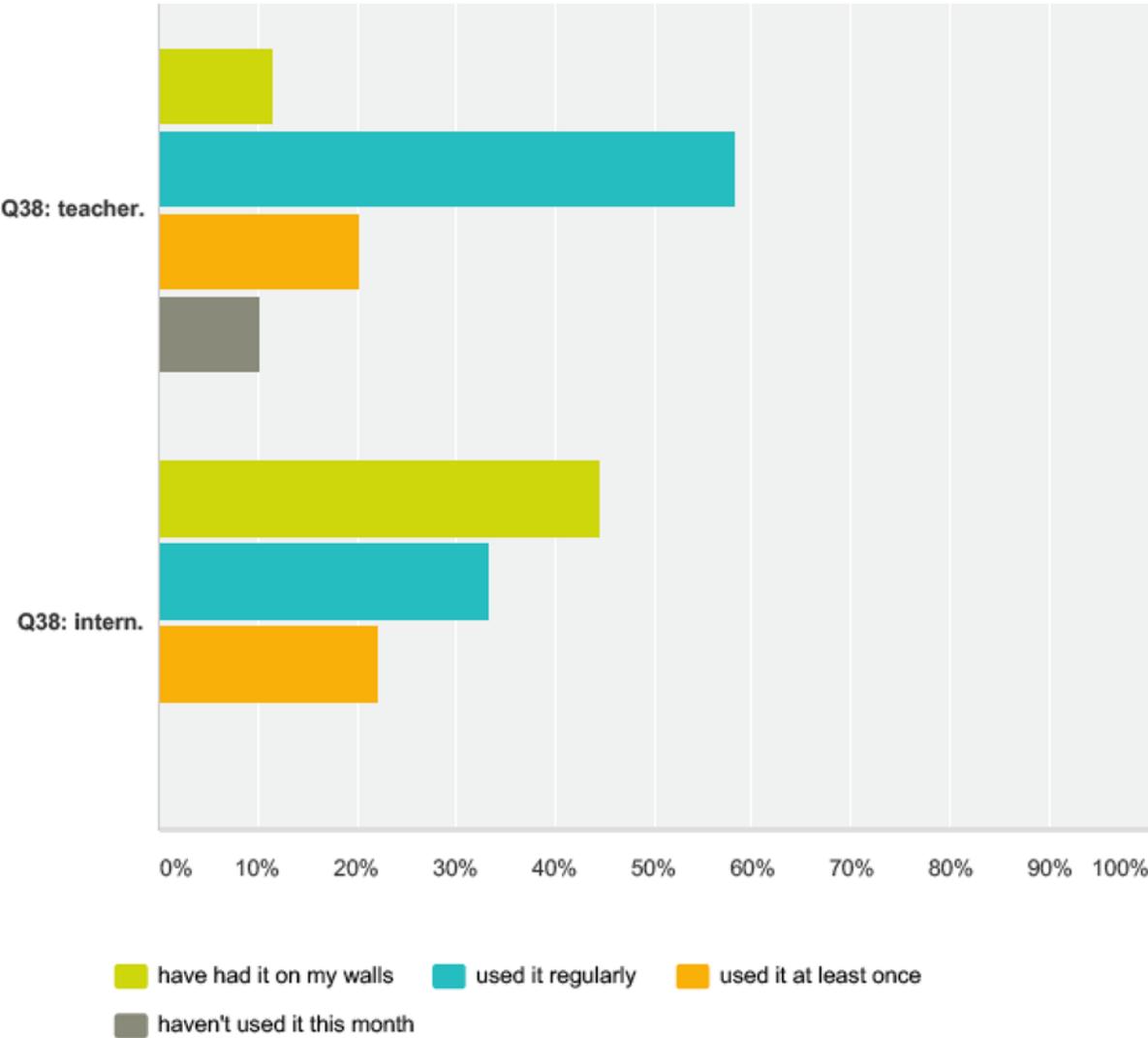
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# Sub Appendix 1: GLAD Internship Survey Results

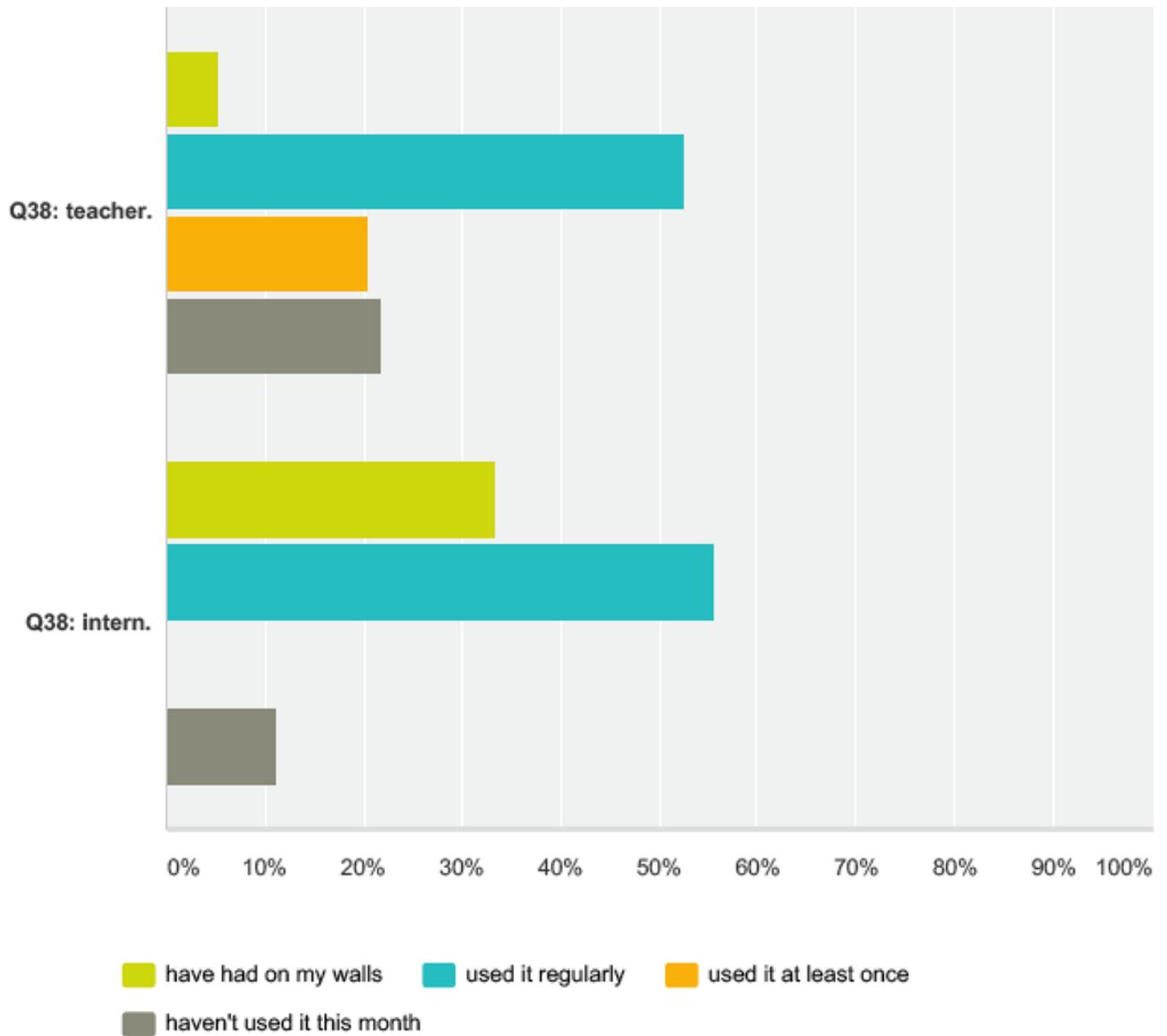
## Q1 3 personal standards (show respect, make good decisions, solve problems)

Answered: 88 Skipped: 0



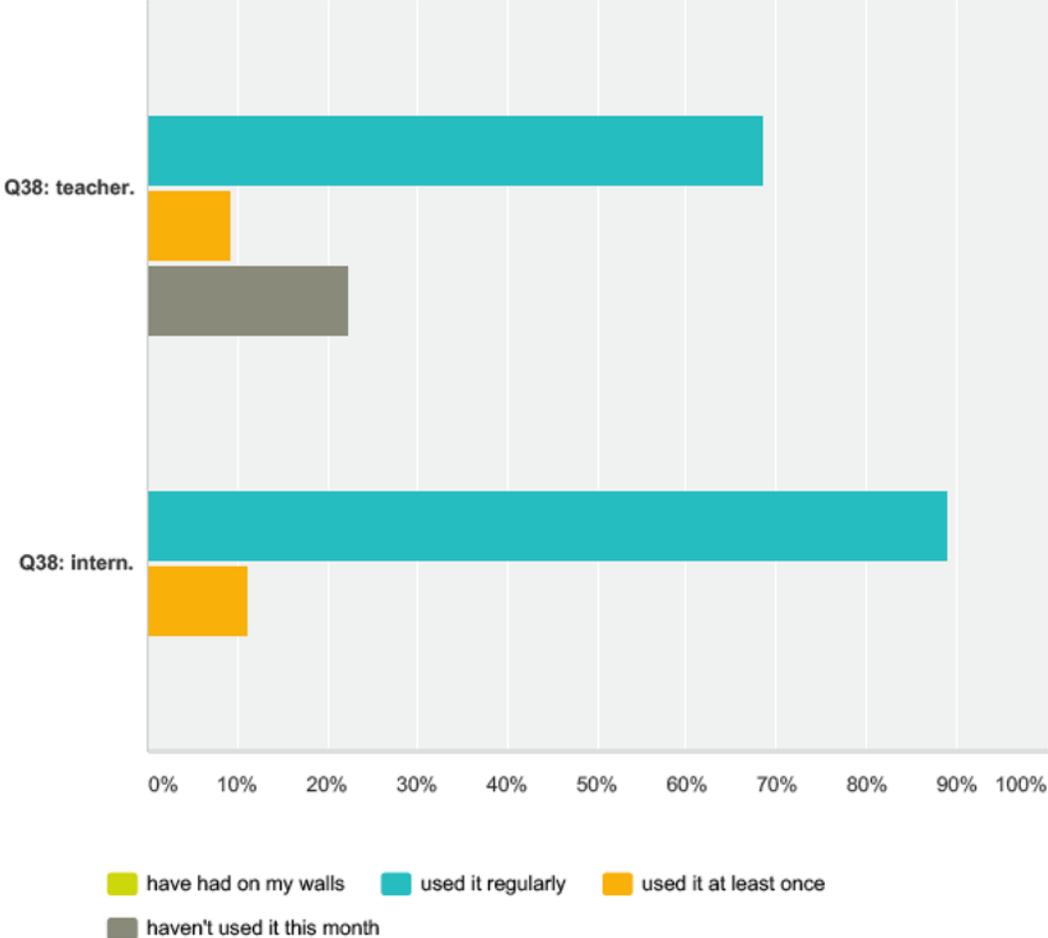
## Q4 Cognitive content dictionary (a chart to introduce vocabulary)

Answered: 87 Skipped: 1



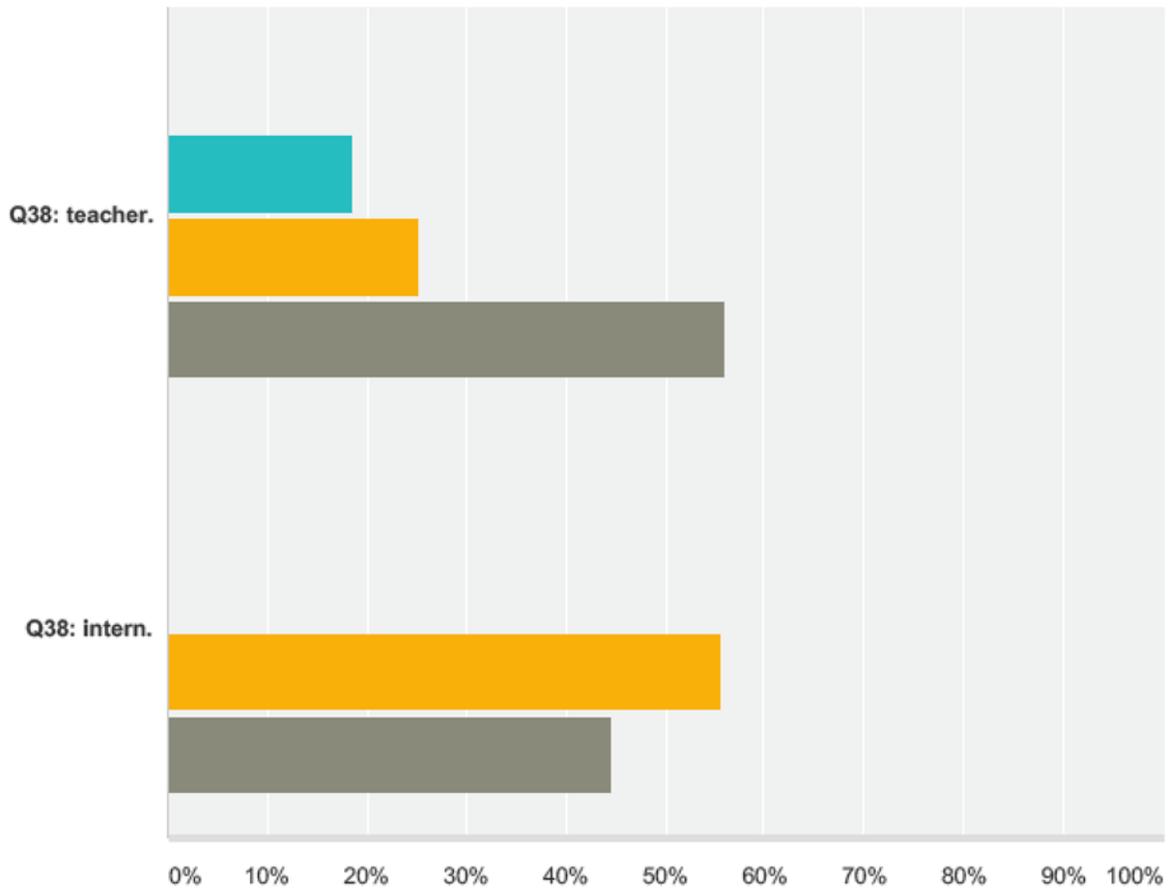
# Q21 Numbered heads (a strategy for getting different students to respond to teacher questions, with support from their team members)

Answered: 85 Skipped: 3



## Q31 Home/school connections (various activities that bring the content from the classroom home)

Answered: 84 Skipped: 4



have had on my walls    used it regularly    used it at least once  
haven't used it this month

## Sub Appendix 2: Timeline of CSIS Project

When	What	Who
Fall 2012	Comprehensive School Review	CEE
	RTI Review	Dr. Leanne Robinson
	ELED Recruitment and Retention Review	ELED
	WAKids Data Review	Susan Donnelly
	Conducted mobile technology and AIMSWeb PD	MVSD and WWU
	Conducted mentor teacher PD	Dr. David Carroll, Dr. Joanne Carney
	Conducted family visit PD	Anne Jones
Winter 2013	Initiated family visits	Anne Jones and school staff
	Piloted extended day program	School staff
	1 <sup>st</sup> ELED intern cluster began 3 qtr. Internship. School also hosted Human Services and School Counseling interns.	Washington School staff & ELED
Spring 2013	Conducted first WWU field trips for 2 <sup>nd</sup> and 3 <sup>rd</sup> grades	Susan Donnelly
	Developed online ELL courses	Jen Green, Joy Wiggins
	Presented to MV School Board about family engagement initiatives	Anne Jones School staff
Fall 2013	Revisited families with menu of family literacy possibilities	Anne Jones and school staff
	Launched 16 week extended day tutoring program	School staff
	Conducted 1 <sup>st</sup> GLAD training	Dr. Marsha Riddle–Buly Dawn Christiana
	Mentor Coordinator began to connect with RWT and SVC to develop pipeline to teaching	William Enriquez
	Conducted focus groups with graduating interns and CTs	Dr. Joanne Carney and Susan Donnelly
	Conducted Club de Lectura tutor training	Anne Jones William Enriquez
	Launched PBIS	Bill Nutting Kevin Schwitter
	Launched 1–1 iPad classroom with 24/7 access. Developed innovative uses of mobile technology for instruction and assessment.	Dr. Joanne Carney Lori Sadzewicz
	Presented at NNER conference	Dr. Marilyn Chu

When	What	Who
	about family engagement work	Anne Jones
Winter 2014	Launched Family Literacy Nights: <ul style="list-style-type: none"> <li>• Club de Lectura</li> <li>• Family Read</li> <li>• Library/technology access</li> </ul>	William Enriquez Anne Jones School staff RWT, SVC and WWU student mentors & faculty
	Conducted placement process for entire cohort of 20 ELED interns in Skagit Valley Schools. Conducted 2 <sup>nd</sup> mentor teacher PD	Susan Donnelly Dr. David Carroll Dr. Joanne Carney
	Became familiar with Bergen Model of Collaborative Functioning and began plans to collaborate with Dr. Hope Corbin	WWU Faculty Bill Nutting Andrea Clancy Susan Donnelly
	Presented at NCCE conference about math instructional innovations with iPads	Lori Sadzewicz Dr. Joanne Carney
Spring 2014	Added ESL class to Family Literacy Nights	Skagit Community Action Agency
	Conducted family visits with families transitioning to middle school	Anne Jones School staff
	Launched integrated TE coursework in Skagit Valley	Dr. Joanne Carney Dr. David Carroll
	Launched Maestros Para el Pueblo Club at SVC.	William Enriquez Daisy Padilla
	University approved conditional acceptance agreement for potential ECE and ELED students from SVC	WWU & Maestros Para el Pueblo
	Conducted poverty simulation	Dr. John Korsmo
	Began the formation of a Parent Action Team	Dr. John Korsmo Anne Jones Bill Nutting
	1 <sup>st</sup> Group of teachers and university faculty attended DuFour PLC Training	
	Began exploring use of CLASS for intern preparation and evaluation. Co-Coordinator attended training.	Susan Donnelly Dr. Marilyn Chu Dr. Joanne Carney Dr. David Carroll
	Presented at WABE conference about mobile technology and GLAD	Dr. Joanne Carney Dr. Marsha Riddle-Buly School staff
Summer 2014	Additional school and university faculty attended DuFour PLC Training	

When	What	Who
	Conducted 2 <sup>nd</sup> GLAD training	Dr. Marsha Riddle–Buly Dawn Christiana
Fall 2014	Ongoing coaching for ELL sheltered instruction and GLAD implementation	School staff Dr. Marsha Riddle–Buly
	Conducted school review focusing on WELPA scores	CEE
	Anne Jones, our Family Engagement Coordinator hired by MVSD to implement family engagement initiatives district wide	
	Conducted evaluation using Bergen model	Dr. Hope Corbin
	Launched implementation of DuFour model PLC process	Bill Nutting School and university faculty
	Launched 2 <sup>nd</sup> 1–1 iPad classroom with 24/7 access	Vonnie Reep
	Continued extended day tutoring program	
	Began exploring use of CLASS with interns, CTs and UICs	Susan Donnelly Dr. Marilyn Chu
	Presented 2 sessions at NNER conference. Article about family engagement work published in NNER Journal.	School and university faculty
	Conducted fall family visits instead of conventional parent teacher conferences	
	Began exploring CIS model	
Winter/Spring 2015	Re–launched Family Literacy Nights adding Spanish class (now Wolf Pack Nights)	Andrea Clancy School and university faculty
	Worked with Daisy Padilla at SVC to recruit potential teacher candidates	Dr. David Carroll Dr. Joanne Carney
	Disseminated report from Dr. Hope Corbin and wrote article for publication	Dr. Hope Corbin Dr. Joanne Carney Dr. Marilyn Chu Susan Donnelly
	Conducted focus groups and surveys to evaluate interns' and CTs' experience with TE innovations	Dr. Joanne Carney
	Hired a CIS on–site coordinator	Bill Nutting
	Parent Action Team wrote article for	Dr. John Korsmo and

When	What	Who
	Journal of Educational Controversy and presented at WWU's Educational Law and Social Justice Forum	team members
	Began third cohort of interns all placed in Mount Vernon schools	

# Appendix C: Collaborative Schools for Innovation and Success (CSIS) 2015 Progress Report— University of Washington and Roxhill Elementary

## Executive Summary

This progress report highlights the initiatives, accomplishments, and future goals for the collaboration between the University of Washington and Roxhill Elementary School around a full service community school model. The report provides updates from last year's report on the implementation and assessment of program outcomes. The report includes two logic models—one for the activities at Roxhill and another for the Teacher Education Program (TEP) at the University of Washington—to help explain how our work will address goals related to evaluation and scalability of this unique partnership that strives to close the achievement gap and better prepare teachers from the UW College of Education to work in high needs schools and communities.

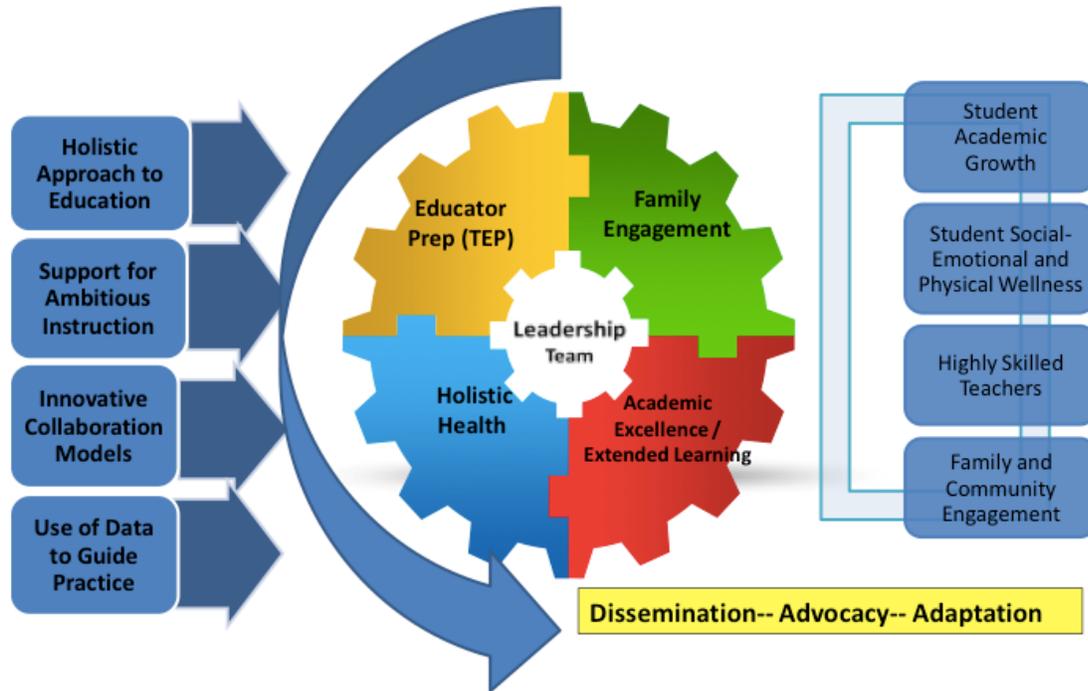
## 1. Innovative Practices

### The Full Service Community School (FSCS) Model

A Full Service Community School (FSCS) embraces a holistic model of teaching and learning that revolves around student success, broadly defined. A school using this model provides a range of services to children and families in partnership with community based organizations (CBOs) to attend not just to students' academic needs, but also their social emotional and physical needs. Services at Roxhill include an on-site dental and mental health clinic operated by Neighborcare Health, extended learning and after-school recreational activities, and family engagement programs. The FSCS model at Roxhill also emphasizes the integration of social emotional and academic learning. Roxhill staff view families and community partners as instrumental in helping promote children's academic success and well-being.

Work at Roxhill from the FSCS model is structured around four major areas: Academic Excellence, Extended Learning, Holistic Health and Family Engagement (see Figure 1). To guide programs within these areas, we assembled a leadership team comprised of administrative and instructional staff at Roxhill, as well as faculty and students from the University of Washington. Each area has at least one program lead who is responsible for coordinating activities within the area and keeping the leadership team informed of the team's progress. Elham Kazemi, Principal Investigator of the CSIS project and professor of education at the University of Washington is the project lead for Academic Excellence. Roxhill Assistant Principal, Liz McFarland, and UW professor Leslie Herrenkohl lead the Extended Learning team. Professor Todd Herrenkohl leads the Holistic Health team. And, Sahnica Washington, principal at Roxhill, is the lead for Family Engagement with support from Kate Napolitan, elTEP coach at Roxhill.

**Figure 1. Full Service Community School Model, Working Groups, and Outcomes**



### **Academic Excellence**

The Academic Excellence Team is comprised of UW Math Education Project teacher educators—Ruth Balf, Kendra Lomax, and Elham Kazemi—along with the principal and a math coach, Brandee Minearo. This team works on goals for Math Labs, which include supporting teachers’ use of new curricular materials in math; integrating tutoring supports; and providing guidance for family engagement related to math content. Math Labs and professional learning community meetings at each grade level are building a culture of publically sharing work, developing shared and coherent teaching practices across the school, and developing a data system for monitoring student learning.

### **Extended Learning**

Team members for Extended Learning include the Roxhill Assistant Principal, Liz McFarland, UW faculty member Leslie Herrenkohl, Beth Graves, Site Coordinator at Roxhill for Communities in Schools, and the City Year Coordinator at Roxhill (see description in Section III). This team has worked on building a sustainable infrastructure to coordinate wrap-around academic and enrichment services for students after school and during Saturday academy. The Extended Learning team convenes regular meetings of community-based organizations (CBOs) that provide services to Roxhill students. The CBOs partner with Roxhill staff to provide language, math, and enrichment activities for students four days a week after school. These meetings help to align the practice of these organizations with the school’s FSCS goals and vision.

### **Holistic Health**

The Holistic Health team consists of Roxhill assistant principal, Liz McFarland, UW faculty member Todd Herrenkohl, A UW doctoral student, Logan Favia, and several classroom teachers and Neighborcare Health staff. This team works to align services so that students receive appropriate medical, dental, and mental health services at the school. The team also plays a role in supporting the implementation of a newly adopted social emotional learning curriculum called RULER, which is an evidence-based program now used by nearly 50 schools in the Seattle district. UW student, Logan Favia, a school psychologist, is helping to support the implementation of RULER activities and studying to study their impacts on students' social emotional and academic development.

### **Family Engagement**

This team is comprised of Roxhill's principal, Sahnica Washington, Beth Graves of Communities in Schools, several classroom teachers and instructional assistants (special education and bilingual aids), an Americorps member, and members of the Roxhill PTSA. A University of Washington ELTEP coach Kate Napolitan and teacher candidates also participate on the team. The team works on how best to support families in taking leadership roles at the school. Parents who have assumed leadership positions at the school have been instrumental in helping to strengthen connections between families and teachers. Weekly coffee hours and ESL classes have also become a regular occurrence at Roxhill, due to the increasing focus on family engagement as part of the FSCS model.

### **Teacher Preparation**

A team of UW faculty, including Elham Kazemi and Leslie Herrenkohl, the TEP coach, instructor, Kate Napolitan, and the ELTEP Director, Jennifer Lindsay have worked closely to align goals of the UW Elementary Teacher Education Program (eTEP) with the innovative programs and practices reflected in the Roxhill model. All eTEP Teacher Candidates (TCs) participated in a summer school program at Roxhill in 2014 and were introduced to the four major areas of the FSCS model. They participated in classroom-based literacy and social studies activities that incorporated the RULER social emotional curriculum, and they joined Roxhill families and former UW TCs on neighborhood walks and discussions about families' perspectives on working with school professionals. In autumn 2014, UW Teacher Candidates participated in practice-based methods courses, including a course aligned with the math labs that occur at Roxhill. They completed assignments around conferencing with families, connected their practice-based experience with RULER to evidence around the importance of positive classroom climate and students' social-emotional skill development for academic success, and met with representatives of CBO to learn more about partnering around extended learning. All ELTEP TCs and their mentor teachers had an opportunity for professional development around family visits and a chance to conduct visits with students and families during the 2014-2015 academic year. UW TCs supported Roxhill classrooms during the day and ran Saturday Academy on the weekends.

In addition to the direct connection with the ELTEP, in this report, we include reference to how the CSIS project reflect on work done in all five of UW's teacher education programs:

Elementary Teacher Education; Seattle Teacher Residency, U–ACT (our accelerated teacher education program), Special Education Teacher Certification, and Secondary Teacher Education. The UW’s five programs are all supported by an Assistant Dean for Teacher Education, Patrick Sexton. Each program has its own director. As described below, the programs are working together especially in the areas of recruitment, mentoring, and community and family engagement. Roxhill has hired graduates from elTEP, the Seattle Teacher Residency (STR) and UACT (our accelerated teacher education program).

## **2. Research–based model**

### **Full Service Community Schools**

Studies consistently find students make greater gains academically when programs meet the multiple needs of children and their families. In this regard, there is an increasing awareness of the need for schools to integrate educational, health and social emotional programs for students. Indeed, the provision of integrated – highly collaborative, holistic, process–oriented – student services are central to a variety of evidence–based school, organization, and community–change theories (Bandura, 1977; Goodman et al, 1990; McLeroy et al, 1988; Parcel et al, 1988).

The model of “full–service” schools (Dryfoos, 1994) recognizes that children, particularly those from low–income, immigrant, and non–dominant backgrounds, are best served by schools that blend high quality education with academic supports with health and wellness programs developed in collaboration with community partners. Research on full–service schools show that comprehensive programming that attends holistically to the needs of children and their families hold promise for improving academic outcomes for students, reducing conduct and mental health problems, and improving school–family partnerships (Dryfoos, 1994, Warger, 2002). Research has also consistently shown that students whose families are more involved in schools experience greater academic success, better attendance, better grades, and better motivation (Casper, et al., 2007; Watson, et al., 1983; Griffith, 1986; Henderson and Berla, 1995; Levine and Lezotte, 1995).

### **Teacher Preparation**

The centerpiece of our work in teacher preparation has involved building local school–based relationships by cultivating practices that can break down barriers to school improvement. Our work has two central foci: (1) school–community connections to support novice teachers to begin their careers with critical practices to form strong and meaningful connections with students’ families and communities and (2) apprentice–mentor relationships that involve teams of TCs and mentor teachers working together to create more effective and meaningful ways to continually examine student learning and improve practice.

The Community, Family, and Politics (CFP) Strand of UW’s TEP programs are the result of ongoing work to prepare “community teachers”. A community teacher is defined as “one who possesses the contextualized knowledge of the culture, community, and identity of the

children and families he or she serves and draws on this knowledge to create the core teaching practices necessary for effectiveness in diverse settings” (Murrell 2001, p. 52). Washington State requires that its teacher preparation programs are designed to provide teacher candidates opportunities to interact with ‘diverse populations in order to integrate professional growth in cultural competency as a habit of practice’ (PESB, 2012).

The CFP work is guided by the belief and the research that suggests, "Family involvement is more than a school program. It is a way of thinking and doing business that recognizes the central role families play in their children's education and the power of working together" (OSPI, Nine Characteristics of High Performing Schools, 2003) and an understanding that teachers need to build trust and allyship with parents and communities (Bryk & Schneider, 2002; Meier, 2002). Engaging with families and communities allows teachers to bring local knowledge, joys, and social struggles into curriculum and ultimately, teacher–family connections can increase student achievement (Henderson & Mapp, 2002 and OSPI, 2003 for research synthesis).

Family visits, a research–based intervention that provides an opportunity to bridge the – often wide – cultural divide between school and home, are an integral part of the CFP curriculum. Programs, like home visits, focused on improving students’ academic and social–emotional learning are developed from a social–ecological framework that emphasizes the interconnection between schools and families; what happens in one context influences the other. When communication between teachers and parents is poor or inconsistent, children can receive conflicting messages about their work and what to prioritize in school. Strong bidirectional communication between home and school supports students’ well–being and academic success.

The ongoing work across our TEP programs related to rethinking the mentor model is similarly guided by the rearrangement of social relationships. In this case, the specific focus for these social arrangements is around the university–novice teacher–school relationships as well as the relationships between teachers in the school. While the UW TEP programs have always strived to evolve based on the needs of the educator workforce and evidence from the schools and communities for which it prepares teachers, the use of intentional collaboration between the university and the field in a clinical or practice–based context provides the space for the coming together of novice teachers, school staff, and UW researchers to more fully explore innovation and knowledge production.

The Roxhill–UW partnership is a crucial partnership that supports all five UW TEPs to evolve and strengthen the quality of the practice–based components of its educator preparation in keeping with research that indicates “prospective teachers who report better quality student teaching experiences feel more prepared to teach, more efficacious, and plan more years in teaching and in the district than peers who report lower quality experiences” (Ronfeldt & Reinger, forthcoming, p. 28). Roxhill directly benefits from our efforts across various TEP programs, such as the Seattle Teacher Residency and U–ACT

(our accelerated teacher education program), when the school is able to hire new teachers who graduate from these programs.

As we continue this effort, we seek to situate our focus on relationships and local practices not only inside a research practice partnership frame (Coburn, Penuel & Geil, 2013) but also within a frame that takes into account how partnerships supporting school reform impact district practices (Farrell & Coburn, under review; Honig, 2008). Although we have seen success at the school level in the forms of relationships between school–community and between novice teachers and mentors who now work in teams, this local relational work is situated inside a larger institutional and organizational context that impacts our long–term chances for success. How does a partnership successfully keep its momentum building and its previous work maintained in light of factors such as staff transitions and district hiring practices? How does a partnership that builds strong connections with families and community members tap into that excitement to address the need for a pipeline of community teachers for the school? These questions pose significant challenges that cut across local practices, district practices and policies, and state policies and practices.

### 3. Partnerships

At its core, this project is about partnerships: the partnership between UW and Roxhill and the multiple partnerships that have begun and are evolving between school, university, families, and community–based organizations are what link this work to broader educational aims and position its effects to be maintained by the community. Below, we highlight some of the important partnerships that support the FSCS model at Roxhill.

**Communities in Schools Seattle** – CIS is a non–profit organization that delivers both school–wide enrichment activities and targeted individualized interventions. Roxhill has had a full–time CIS coordinator on site at the school who helps to support enrichment activities and student referrals for mental health and dental services. The CIS coordinator has also been instrumental in leading activities related to family engagement, a major area of focus within the FSCS model.

**City Year** – an education–focused, nonprofit that unites young people of all backgrounds for a year of full–time service to keep students in school and on track to graduation. City Year instructors move forward the work of the Extended Learning team and help to form a community feeling at Roxhill elementary by leading on–site academic and enrichment after–school activities for Roxhill students.

**Neighborcare Health** – the largest provider of primary medical, dental and behavioral health care services in Seattle focusing on low–income and uninsured families and individuals, seniors on fixed incomes, immigrants, and the homeless, provides primary care medical and mental health services to Roxhill through the operation of an on–site School–based Health Center. All students enrolled at Roxhill

are eligible for services, and Neighborcare does not turn anyone away because of inability to pay. Neighborcare works closely with the Holistic Health team to ensure accessible care for Roxhill students.

**Center for Leadership in Athletics** – a UW Center that – through academic programs and community outreach – develops effective leaders and leadership practices that maximize the positive, educational impact of athletics. The Center supports the success of community-based organizations and schools that educate and develop youth through physical education and athletics, and as such this center also advances the work of the Holistic Health team.

Parent leaders at Roxhill have given generously of their time to help teacher candidates learn how to develop strong ties with families through Leslie Herrenkohl’s course in elTEP on teaching and learning. Because of space constraints at Roxhill, we are not able to teach our field-based methods courses at Roxhill, but in the elementary teacher education program and in the Seattle Teacher Residency, we partner with other schools for mathematics, literacy, and science methods so that teacher candidates learn alongside mentor teachers and work with children to put knowledge into practice as a way of learning to teach content. When CSIS funding has been available, we have been able to partner with Roxhill for the summer component of our elementary teacher education program where teacher candidates first learn about the importance of developing community knowledge and connection and cultivating socioemotional development. The lessons we learned in holding our summer component at Roxhill in 2014 were used in the summer of 2015 to partner with Sandpoint Elementary and East African Community Services Summer Program in the Elementary Teacher Education Program, Northgate Elementary in the Seattle Teacher Residency, and Garfield High School in the Secondary Teacher Education Program. UACT and Special Education Teacher Certification do not have summer components.

Major changes in leadership of the teacher education programs has enabled better cross-program coordination and opened up opportunities for learning. There are two specific areas in which the programs are now working together and with their partner schools: recruitment and mentoring. We have hired recruiters to develop and implement plans for improving recruitment of teachers of color into our programs and to develop programmatic components to support their success after enrollment.

#### **4. Stakeholder Equity**

As evidenced by the list of partners above this report includes a wide range of community members and community organizations, many of whom are represented in the collaborative Teams that constitute Roxhill’s FSCS model. Each of the teams went through its own process to create a representative group and ensure all essential stakeholders are connected to and invested in each aspect of the project. Teams (see Section I for team

membership) are: Leadership, Academic Excellence, Family Engagement, Holistic Health, Extended Learning, and Teacher Preparation.

## 5. Cultural Responsiveness

### Student Achievement

The FSCS model is, as described above, a culturally responsive model. The voices of parents and community are integral to the success of an effective community school. Roxhill's intentional move towards this model has already yielded some specific results:

- 23 Roxhill families and 4 Roxhill staff members participated in a Positive Discipline training held in Spanish and translated to English.
- The Parent, Teacher, and Student Association (PTSA) has become more diverse, representing the cultural and economic backgrounds of the families at Roxhill. The new PTSA President, a Latina mother who joined Roxhill staff and community partners on the Advisory Team last year and visited Oakland with us, recruited 7 other parents as VPs who are from different cultural and language groups. The PTSA has prioritized school community, creating a staff wall with pictures of staff and info about them to create some familiarity with many new staff every year.
- Parent Leaders – The seven Vice Presidents from the PTSA are also our Parent Leaders. This team decided to distribute Parent Leader Stipends to these people and the team will be establishing the expectations and responsibilities for these stipends.

The CSIS project is structured so that it will continue to be aligned with and responsive to family and community cultural needs.

### Teacher Preparation

The UW's TEP program is continually engaged in process improvement in response to the community's needs and its desire to attract a teaching workforce reflective of the region it serves. To this end, the program has made changes to its course work and fieldwork and recently conducted a recruitment audit, making both short and long term plans to strengthen the recruitment efforts. Using these guidelines, TEP has identified strategies for recruiting teacher candidates from underrepresented populations. These efforts have largely focused on reducing barriers by hiring a recruiter to support recruitment and retention of those from historically underrepresented groups in teacher preparation and by bringing together faculty whose research and expertise draw on culturally and linguistically responsive instruction.

Elementary TEP course work and fieldwork begins in the summer as Teacher Candidates learn the larger socio-political context of the communities their schools serve. The summer component for the elementary TEP was held at Roxhill in the summer of 2014 but was shifted to another site in the summer of 2015 because of the uncertainty of whether CSIS funding would continue to enable us to run a summer school program for students at

Roxhill. Course work emphasizes the connections between this understanding of community with teaching and learning practice. Building on this experience during the school year, Teacher Candidates learn in a course titled School and Society to view the communities they serve through a political and historical lens with a strong focus on place. This includes a Social Studies and Arts integration focus on ‘who is our community,’ a unit centered on bringing one’s community and building community at school. Additionally, through course readings, teacher candidates learn about culturally responsive mathematics education and how to weave issues of social justice into mathematics lessons.

The formation of an Advisory Group has provided a long term, sustainable and systematic strategy for bringing in conversation with UW voices not often at the table in ways that are equitable, relational and authentically reciprocal and collaborative. Advisory boards have now been formed for all of our TEPs (with the exception of UACT).

## 6. Assessment

The previous sections have described the components of the FSCS model at Roxhill and the teacher education programs at the UW. We primarily focus on the elementary teacher education program except on issues that cut across all of our programs such as recruitment and mentor preparation. Through innovative practices established by a team-structure, through community partnerships, and through upholding stakeholder equity and cultural responsiveness, Roxhill has progressed in becoming a community school. Every year, Roxhill-UW partners take time to conduct a program evaluation. We interview each member of the lead team from Roxhill Elementary and UW. These include the leaders of the four major teams that form the Full-Service Community School Model: Academic Excellence, Extended Learning, Holistic Health, and Family Engagement. Additionally we interview the lead representative of UW’s Teacher Education program. Simultaneously, we collect data on proximal and distal outcomes detailed in logic models developed to guide our evaluation efforts.

The FSCS model delineates proximal and distal outcomes related to our FSCS team structure. Outcomes include improved student attendance and academic performance, improved student confidence in their abilities to focus and learn, and decreased incident reports. Using this logic model, Roxhill FSCS Leadership Team created a data plan to translate each outcome into an observable measure that could be systematically tracked and monitored (within the resource constraints of a school).

Using the FSCS logic model as a guide, the leadership team is being intentional about which quality assessments to choose from, and when to roll out the various assessments (see Figure 2). The team continues to search for an equivalent assessment that can be systematically employed each year in Roxhill classrooms.

### Figure 2. FSCS Logic Model

# Roxhill Elementary Full Service Community School

- \*multicultural and multilingual
- \*community partnerships
- \*family engagement
- \*academic supports and extended learning
- \*physical, social and emotional health

Changes in teacher instructional practices, communication and work of collaborative groups



Changes in student learning, engagement and wellness

## Teams



### Academic Excellence

- School-wide, job embedded collective work to create student centered, interdisciplinary rich classroom environments



### Extended Learning

- Student academic interventions and enrichment activities for students



### Holistic Health and Wellness

- Universal supports, wellness initiatives, and wraparound services for students



### Family Engagement

- Ongoing, focused attention on increasing the presence and involvement of parents in the school community

## Proximal Outcomes

High quality instruction, common instructional activities, shared expectations for academic success

Comprehensive and targeted learning supports during and afterschool

Integrated academic, social emotional, and physical wellness programming for students and families

Family engagement and learning opportunities

## Distal Outcomes

- Students attend and are actively involved in school
- Students succeed academically
- Students develop life skills for success beyond the classroom
- Students' mental & physical health needs are assessed and appropriately addressed
- Families are supported in efforts to help children succeed academically, socially and emotionally
- Families engage in students' learning, share cultural backgrounds

Measures of distal outcomes in the logic model are aligned priority areas of the Seattle Families and Education LEVY, which include student attendance and standardized achievement scores. Not all of the Roxhill FSCS distal outcomes can be measured within the timeframe of this project, although it is important to show where progress is expected. In what follows, we describe the progress in meeting goals of each component of the full service community model.

## Academic Excellence

### Math Labs

Improving mathematics instruction has been a focus of our work in academic lessons for the past two years. In the 2014–2015 academic year, Dr. Elham Kazemi and her team co-facilitated with Roxhill's math coach job-embedded professional development sessions for all adults providing instruction at Roxhill: classroom instructors, bilingual IAs, special education teachers, special education IAs, teacher candidates, and CBO teacher volunteers (such as City Year). These sessions develop instructors' practice in transforming their classrooms into communities of learners where mathematical discussion amongst the students is rich, diverse, and rigorous. During the Labs, grade level teams are released from their classrooms and spend a day collaboratively learning and using the core practices of ambitious instruction in mathematics. They dig into the Common Core Standards for a

future math unit; they plan a lesson; teach it in someone's classroom; debrief that instruction, and repeat this cycle two to three times throughout the day. These deep dives are guided by instructors' engagement with disciplinary content to deepen their knowledge for teaching and instructors' review of student data that includes student work from their classrooms.

### **Teachers College (TC) and Cognitively Guided Instruction (CGI) progress monitoring**

The extended learning team and Dr. Elham Kazemi have developed and employed systematic assessments to track individual student progress in reading comprehension and mathematic problem solving across all grade levels and across the school years. This in-house data serves as a focal point for the work of Math Labs, the MTSS group, and all the extended learning supports such as Afterschool Programming and Saturday Academy. The level of specificity with which these measures present the nature of students' learning (the precise text complexity a student can understand and the exact level of sophistication of mathematical strategy use students employ) has proven to be invaluable for developing intentional and targeted ways to advance students' academic abilities to the next level.

### **Proximal Outcomes for Academic Excellence**

For Academic Excellence's proximal outcome of "High Quality instruction, common instructional activities, shared expectations for academic success," Roxhill has identified the indicator that serves as both a goal and a focus: Professional Collaboration. Do Roxhill instructors actively collaborate with one another during and also outside of Math Lab PDs to continuously coordinate and improve upon their teaching practices? A survey has been developed by UW-Roxhill partners and is ready to be implemented this coming year. True to the nature of a community school the survey items indicate how frequently instructors publically share their work, engage in teaching practice dialogue, search for new and improved ways to teach, and so on.

### **Distal Outcomes**

This past year Roxhill began using the standardized SBAC assessment to track student proficiency in reading and math for grades 3 to 5. To develop a sense of math and reading proficiency across all grade levels Roxhill also uses CGI (Cognitively Guided Instruction) and Teachers College assessments. CGI measures include five to seven items at each grade level. Students are asked to explain to an adult how they solved the problem so that data about both accuracy and the strategy students used are recorded. For the purposes of this report, we have excerpted a portion of that data to illustrate how we interpret it and use it for monitoring student learning. A look at CGI measures reveals the following: primary grade level students are starting stronger in math from Fall 2013 to Fall 2014. For example, 34% of first graders could correctly count a group of 65 objects in the Fall of 2013 compared to 57% of first graders in the Fall of 2014. Similarly, we are seeing stronger outcomes by the end of the school year, 78% of first graders in 2014 and 91% in Spring 2015 count correctly count 65 objects. Counting skills are fundamental to young children's work with arithmetic so this improvement is important for their learning. Growth from Fall to Spring each year is also high both in accuracy and in correct strategy use for a routine

addition problem for young students (see Figure 3). In 3rd to 5th grade, however, CGI data reveals a big discrepancy between accuracy and strategy use. For example, students are using valid strategies about 80–90% of the time, but accuracy rates are much lower at 56%–63% (see Figure 3). What can explain this mismatch between valid strategy use and inaccurate answers reached by 3rd to 5th graders? CGI data reveals that the reason may lie in the fact that students are using the more advanced strategies expected through grade level standards only about 20% of the time. That is, students are valid but their use of more beginning strategies may explain some of the inaccuracy there are experiencing. Improving strategy use will be a major focus moving forward with this work at Roxhill Elementary.

**Figure 3: CGI outcomes (informative sampling of math problems)**

Distal Outcome		Fall 13	Spr 14	Fall 14	Spr 15
<b>Academic Excellence</b> • Students succeed academically	% 1 <sup>st</sup> Graders Count to 65 accurately	34%	78%	57%	91%
	% 1 <sup>st</sup> Graders Count to 120 accurately		48%		73%
	% 1 <sup>st</sup> Graders solving addition word problem accurately	54%	86%	72%	90%
	-Invalid Strategy Use	20%	6%	17%	0%
	-Valid Strategy Use	80%	94%	83%	100%
	% 3 <sup>rd</sup> Graders Solving missing addend Problem accurately	39%	57%	53%	62%
-Invalid Strategy Use	10%	13%	18%	17%	
-Valid Strategy Use	90%	87%	82%	83%	

The SBAC is a new standardized test and expectations were that scores across the system would drop because that is typically what happens when a new test is introduced, (see Figure 4). Figure 4 places the MSP assessment data side-by-side with SBAC assessment data. If these are read as a trend this will be misleading because the MSP and SBAC measures are significantly different. What it does tell Roxhill is that fifth grade math proficiency is a focus for next year, and that each of these SBAC scores can serve as a new baseline.

**Figure 4: Math Distal Outcomes**

Distal Outcome		12-13 MSP	13-14 MSP	14-15 SBAC	15-16
<b>Academic Excellence</b> • Students succeed academically	% 3 <sup>rd</sup> graders math proficient (MSP/SBAC)	45.4%	31.6%	35.0%	
	% 4 <sup>th</sup> graders math proficient (MSP/SBAC)	34.1%	29%	30.9%	
	% 5 <sup>th</sup> graders math proficient (MSP/SBAC)	44.8%	32%	15.2%	

Teachers College shows that Roxhill students made gains across grade levels from fall (42% of students began reading proficient) to spring (54% of students reading proficient).

Yet, 3rd to 5th grade students are still struggling on the new SBAC assessment (see Figure 5). Improving reading abilities in Roxhill’s 3rd to 5th grade students will be a major focus area this coming year.

**Figure 5. Reading Distal Outcomes**

Distal Outcome		12-13 MSP	13-14 MSP	14-15 SBAC	15-16
<b>Academic Excellence</b> • Students succeed academically	% 3 <sup>rd</sup> graders reading proficient (MSP/SBAC)	61.8%	63.3%	17.5%	
	% 4 <sup>th</sup> graders reading proficient (MSP/SBAC)	63.4%	27.2%	30%	
	% 5 <sup>th</sup> graders reading proficient (MSP/SBAC)	63.2%	56%	37%	

**2015–2016 Focus Areas for academic excellence**

On the horizon for academic excellence next year:

- Standardize protocols to seamlessly onboard new staff into school-wide discussion norms
- Continue to Establish school-wide conversation norms
- Develop a walk through tool for principal and math coach to discuss classroom instructional quality with teachers
- Focus instruction on aiding students in using sophisticated strategies to accurately solve math problems.

**Extended Learning**

**CBO Data Tracking**

UW researchers have partnered with CBO and Roxhill Staff to develop sophisticated yet accessible methods to systematically track student data. City Year asked UW researchers to revamp their attendance excel spreadsheet to generate ‘warning alerts’ when a student reaches 3 absences in a semester. This alerts City Year volunteers to sit down with the student and reach out to their family to create an attendance plan before the student reaches a high level of absenteeism that could negatively impact their learning. Finally, UW researchers worked with Roxhill administrators to develop excel spreadsheet formulas that automatically calculate growth and benchmark levels for Roxhill students taking the Teachers College Assessment over the course of the year. In addition, spreadsheets that are teacher-friendly and readable were created so classroom teachers could easily identify which students in their class need extra reading support. Teachers then generated a recommendation list of students to be matched with CBOs that provide reading tutoring.

**Saturday Academy and Summer School**

Roxhill has intentionally chosen to partner with a number of community-based organizations to extend students’ opportunities to learn in the following ways: Homework help, targeted math and reading interventions for tier 2 students, 1:1 or small group math

and literacy tutoring and enrichment clubs. These activities occur on-site during the school day, before and after school, during Saturday Academy and during a Roxhill-led summer program.

**Extended Learning Schedule**

A huge success this past school year was the creation of a comprehensive after-school schedule with coordination across multiple CBOs to begin and end all activities at the same time. This simplified transportation logistics, aided family pick-up, and ensured that all participating students were able to receive math, literacy, and enrichment activities throughout the week.

**YPQA assessment**

Beth Graves, CIS Site Coordinator and Roxhill CBO partners are currently preparing to use the Youth Program Quality Assessment (YPQA) as an objective tool to rate the quality of their programs.

**CBO-Teacher Communication Tool**

Over the past two years CBOs and classroom instructors have puzzled over the best way to communicate with one another. Various approaches have been tried, but a productive and effective strategy has yet to be identified. This coming year the Roxhill-UW partnership will work closely with a small group of instructors and a CBO to pilot-test a technology-based communication tool. If successful this tool will be scaled out school-wide.

**Proximal Outcomes for Extended Learning**

Extended Learning is designed to give students comprehensive support that wraps around the school-day, the school-week and even the summer. This current year, rather than serving as many students as possible at different times of the day, Roxhill became more intentional in matching student need with on-site academic enrichment providers (see Figure 6), and with serving students four days a week using a consistent afterschool schedule. This way students received more consistent academic and enrichment support throughout the week than in previous years.

**Figure 6. Proximal Outcomes for Extended Learning**

<b>Proximal Outcomes</b>		2013-14	2014-15	2015-16
<b>Extended Learning</b> <div style="border: 1px solid black; padding: 2px; width: fit-content;">                     Comprehensive and targeted learning supports during and afterschool                 </div>	# students attend on-site afterschool programs	172	120	
	# students attend Saturday Academy	46	38	
	# students attend Summer School	60		

**Distal Outcomes for Extended Learning**

Using the school climate survey, Roxhill can see the percentage of students who self-report having the ability to stay focused on goals and having the ability to change how smart they

are (also known as a growth mindset). That both of these numbers are high (74% and 75% respectively) suggests that Roxhill students are developing life skills for success beyond the classroom (see Figure 7).

**Figure 7. Life Skills Distal Outcome**

Distal Outcome		12-13	13-14	14-15	15-16
<b>Extended Learning</b> • Students develop life skills for success beyond the classroom	% students self-report ability to focus on goals			74%	
	% students self-report having a growth mindset			76%	

### 2015–2016 Focus Areas for Extended Learning

On the horizon for extended learning next year:

- Establish practices to assess and improve program quality using the Youth Program Quality Assessment tool.
- Focus additional time on data collection and analysis to better understand the impact of extended learning on academic achievement, attendance, and other social–emotional and behavioral indicators.
- Develop a user–friendly communication tool to connect CBOs and classroom instructors.

## Holistic Health

### Mental and Physical Health Services

Roxhill successfully partners with a number of community–based organizations to expand students’ access to the following health services: mental health care, case management (including chronic health and mental health conditions), preventive services, minor acute care, immunizations, oral and vision care, dental screening, and care coordination with primary care providers and health coverage plans. These activities occur on–site in collaboration with multiple providers who never turn students away due to inability to pay.

### RULER: Social Emotional Literacy Curriculum

Roxhill administrators surveyed a variety of socio–emotional learning programs and decided to adopt the RULER program, along with 22 additional Seattle Public Schools. RULER promotes social emotional development by giving teachers and students a common language and common ground for identifying and managing emotions. As Roxhill adopts RULER, the teachers integrate four tools, including the Charter, Mood Meter, Meta Moment, and Blueprint. For example, students and teachers work together to develop a classroom charter (how teachers and students would like to feel in their classrooms and the necessary actions to feel that way), and learn to communicate their emotional states and energy levels through a tool called the mood meter. This last year, Roxhill integrated the classroom charter and mood meter tools into their classrooms, and several teachers integrated the

mood meter into their literacy lessons. For example, during reading lessons teachers asked intentional questions such as “How do you think this character is feeling at this point in the story?” and “Where do you think this character would be on the mood meter?” Teachers found this partnership between academic excellence and socio-emotional learning to be a natural fit because school-wide discussion norms such as listening respectfully, revising one’s thinking, and taking risks in problem solving entail that students have strong socio-emotional skills and practices.

**Mental Health Referral System**

UW researchers, Neighborcare, and Communities in Schools have agreed upon a focus for the 2015–2016 school year: the development of a data management tool to systematize, expedite, and document the referral process. This tool allows mental health providers to track how many referrals go into the system, how fast each referral get processed, and what steps to take if a referral is slowed down.

**Proximal Outcomes for Holistic Health**

This year at Roxhill, the Holistic Health team celebrated several successes. 60% more students received dental care this year (39 students) than the previous year (22 students), which indicates that more students are utilizing this service and that the capacity for this service is growing. Further, evidence of this trend can be found in the number of total exams and treatments given each year: 59 in 2013–2014 and 106 in 2014–2015 (see Figure 8).

Similarly, more and more families are utilizing Neighborcare, Roxhill’s on-site mental health provider. The number of referrals this past year nearly doubled (146 compared to 74) the number of referrals given in 2013–2014. This indicates that Neighborcare is becoming a strong and trusted presence in the community that families are comfortable turning to. Likewise, Neighborcare’s capacity has grown – serving over three times as many students (22 compared to 7) this past year, than in 2013–2014. Neighborcare explains this large growth in students served as “due in part to the facilitation of student groups, which when combined with 1:1 services, allowed our Mental Health Therapist to serve” many more students than in previous years (see Figure 7).

If we consider these numbers in the broader context of all the students seen by Neighborcare—for oral health, mental health, and medical care—it is significant to note that both in 2013–2014 and 2014–2015, 70% of all students served had either no insurance or were receiving State assistance. Hence, these students would otherwise face substantial barriers to accessing care outside of Roxhill Elementary. That Neighborcare offers these services for students is what helps Roxhill to be seen as a community school—a place that brings students, families, instructors and services together.

**Figure 8. Proximal Outcomes for Holistic Health**

<b>Proximal Outcomes</b>		2013-14	2014-15	2015-16
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<b>Holistic Health</b> Integrated academic, social emotional, and physical wellness programming for students and families	# Neighborcare referrals	74	146	159+
	# referred students receive mental health services from Neighborcare	7	22	
	# students receive dental care	24	39	
	# students attend UW athletics morning PE	20		

During the 2014–2015 school year a group of Roxhill students were able to participate Healthy Lunch Club, run by Neighborcare’s Health Coordinate. Healthy Lunch Club promotes healthy behaviors, encourages healthy friendships, and builds leadership skills on a weekly basis.

One of the biggest successes in rounding out Roxhill students holistic health has been the adoption and implementation of RULER, a social emotional curriculum designed to teach students how to communicate and regulate the variety of emotions they feel throughout the day. This past school year, all instructors received RULER training. Many consistently use RULER tools in the classroom during morning meetings to check-in with students. Additionally, many instructors (including the school librarian) have integrated RULER tools into literacy lessons, supporting students in recognizing the nuanced emotional lives of others, while becoming more adept readers.

### Distal Outcomes for Holistic Health

The school climate survey also shows the percentage of Roxhill students (76%) who can regulate their emotions when feeling upset or excited (see Figure 9). As RULER becomes further integrated into the classroom, Roxhill anticipates this high percentage to grow even larger. Roxhill also anticipates that the number of incident reports, and the number of students they are filed about will decrease over the years. With a standard method to document incident reports in place this past year, Roxhill now has baseline data on the number of reports filed (52) and the number of students who have such reports filed regarding them (27).

**Figure 9. Pro-Social and Emotional Behavior Distal Outcome**

Distal Outcome		12-13	13-14	14-15	15-16
<b>Holistic Health</b> • Students’ mental & physical health needs are assessed and appropriately addressed	# students with filed incident reports			27	
	# filed incident reports (total)			52	
	% students self-report having self-calming strategies			76%	

### 2015–2016 Focus Areas for Holistic Health

On the horizon for holistic health next year:

- Continue to implement school-wide the socio-emotional literacy program RULER.

- Develop a user–friendly mental health referral tracking system.
- Re–establish morning sports and activities for K–5 students.

## **Family Engagement**

### **PTSA Leadership**

During the visioning and planning year of the project, Roxhill parent Alejandra Diaz participated in a site visit to view two other full service community schools in Oakland and San Francisco. According to Alejandra, those visits really changed her understanding of how she could participate at Roxhill. She reported, “I told my kids that this kind of school, a community school, is like a dream that I have and I want to work to make it happen.” Alejandra became the President of the PTSA at Roxhill, recruited 7 vice presidents to represent the diverse cultural groups at Roxhill, and is working hard to create a community of parents supporting their kids’ learning. She credits the CSIS project and the site visits with giving her “the courage for where I’m standing right now.”

As the president of the PTSA, Alejandra Diaz brought together seven parent leaders to assume the role of vice presidents of the PTSA. Through their collective efforts, parent membership in the PTSA has grown to over 70 parents, bringing a number of students’ families into the school to participate in the happenings of the Roxhill community.

### **Family Classes**

Roxhill administrative staff hold monthly classes for families on interest topics. Classes include topics such as Positive Discipline and Family Fitness. In partnership with Seattle Public Libraries, families participate in monthly English classes. A family room has been created at the front of the school for families to mingle throughout the day and during coffee hour. Additionally, families come into the UW classrooms to teach UW faculty and teacher candidate students about the rich role parents can play in building a community school.

### **Home Visits**

The goal of home visits (also known as family connection meetings) are to engage teachers in developing an understanding of their students’ cultural backgrounds and establishing a rapport with families in a setting outside of the school building. In this way teachers are able to develop relationships with students and families, as well as deepen respect for their students’ cultural backgrounds and strengths in order to enhance the curriculum and instruction.

### **Proximal Outcomes for Family Engagement**

Roxhill continues to maintain a strong PTSA leadership, to offer weekly classes and coffee hours for families, and to visit families at their homes. Each of these efforts helps to form Roxhill as a community school where parents are positioned as conversation partners, co–learners, and leaders. This past school–year Roxhill developed a baseline for measuring what percentage of families (82%) were visited at their homes by school staff (see Figure 10).

**Figure 10. Proximal Outcomes for Family Engagement**

Proximal Outcomes		2013-14	2014-15	2015-16
<b>Family Engagement</b>	# families attend coffee hours (monthly avg.)	15	15	
Family engagement and learning opportunities	# families attend classes (i.e. ESL) (monthly avg.)	12	6	
	% families visited during teacher home visits		82%	

**Distal Outcomes**

In alignment with the Education LEVY, Roxhill strives to reduce the number of student absences, with a goal that as few students as possible will have 5 or more absences per semester. Each year Roxhill has succeeded at decreasing the number of students with 5 or more absences per semester (see Figure 11).

**Figure 11. School Attendance Distal Outcomes**

Distal Outcome		12-13	13-14	14-15	15-16
<b>Family Engagement</b>	% students with <5 absences in semester 1	67%	71%	77%	
• Students attend and are actively involved in school	% students with <5 absences in semester 2	62%	64%	65%	

**2015–2016 Focus Areas for Family Engagement**

On the horizon for family engagement next year:

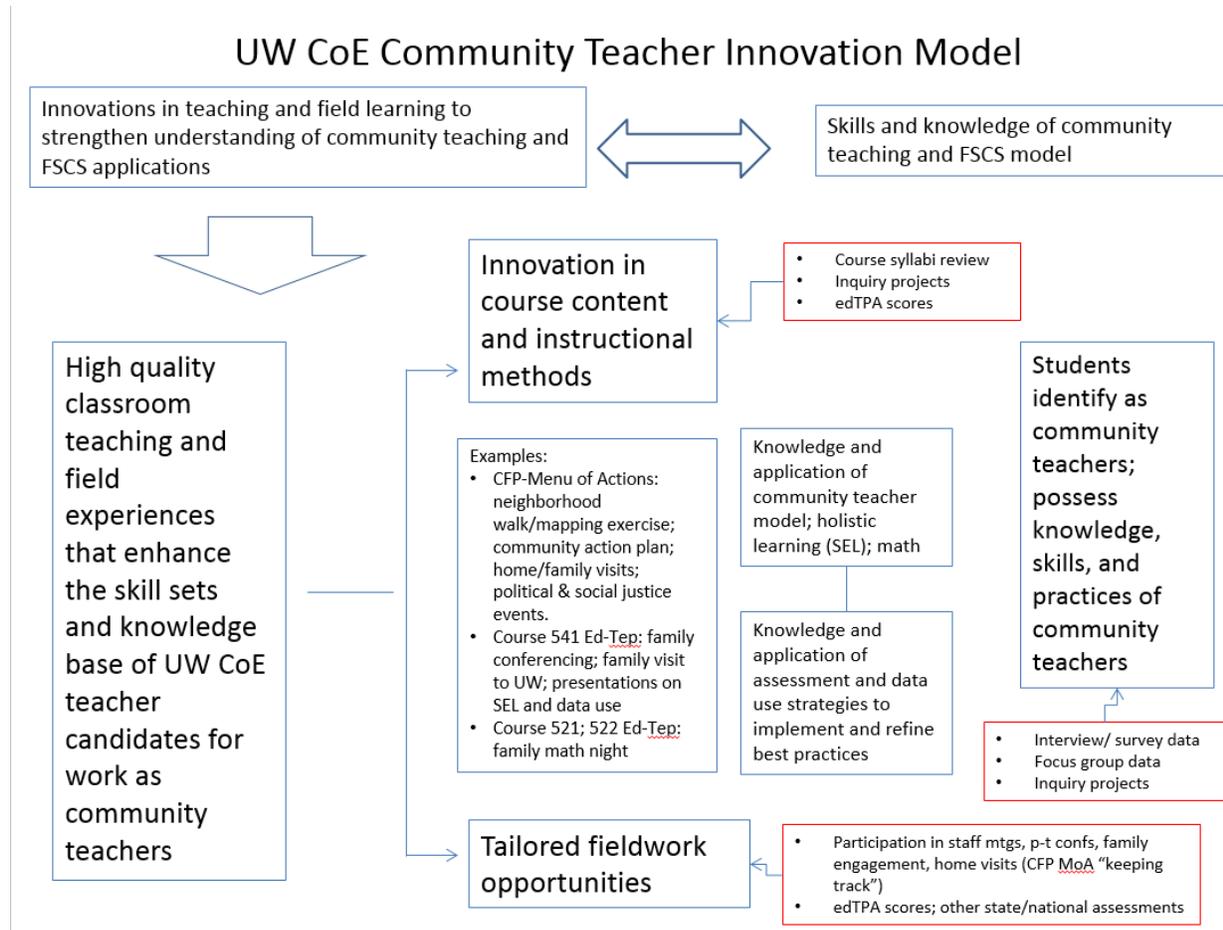
- Engage family populations that were underrepresented during this year’s family engagement events.
- Support families to access General Education Development (GED) preparation classes.

**Teacher Education Program**

The TEP logic model (see Figure 12) guides the outcomes that UW believes are important, including teacher candidate success on certification tests, that candidates identify as “community teachers”, and that communities are served by candidates of color from those communities. As an indicator of the quality of UW’s Teacher Education Program, UW looks to the percentage of teacher candidates who meet UW’s standard (a few points higher than state standard) for the edTPA assessment. Every year the percentage of passing candidates has risen all the way to 100% this past year (See Figure 13). A similar positive trend shows that every year UW’s total (across all 18 domain areas) average (across all teacher candidates) score increases. A detailed look across the breakdown of these scores by domain area helps UW to see which domains its program is the strongest in teaching, and

which domains need additional focus and attention. This data, then, can be used to improve UW’s teacher education program further.

**Figure 12. TEP Logic Model**



**Figure 13: Teacher Education Program Outcomes**

Outcome		12-13	13-14	14-15	15-16
<b>Teacher Education Program</b> • Students are prepared to be community teachers	% teachers meet UW standard for edTPA	79%	94%	100%	
	Total score average on edTPA	47.9	48.4	49.5	

UW is currently arranging to track and report out available data on the average number of endorsements UW teacher candidates receive. Thirteen TCs from the elTEP received ELL endorsements and 2 students received SPED endorsements in 2014–2015. Data from 2013–2014 indicate that 7 out of 20 STR candidates received an ELL endorsement and 9

out of 20 received special education endorsements. 22 secondary teacher education candidates received ELL endorsement in the 2013–2014 graduating class.

In addition, UW is also considering how to collect data each year on “how well teacher candidates identify themselves as community teachers.” These two measures will help round out the profile of UW’s teacher candidates.

**Recruitment & Retention of Teachers of Color**

In the first two years of the CSIS project, six teachers from the elementary TEP program have been placed at Roxhill, including five students of color. All have successfully graduated and found positions in Seattle or neighbor districts. Their work at Roxhill has greatly influenced the way they have partnered with families.

In 2015 the percentage of teachers candidates of color are listed below in Figure 14.

**Figure 14: Number of teachers of color in all five teacher education programs at UW.**

<b>Program</b>	<b>Teachers of Color</b>	<b>Total Enrolled</b>	<b>%</b>
<b>ElTEP</b>	21	52	40%
<b>Seattle Teacher Residency</b>	10	35	29%
<b>Secondary TEP</b>	11	46	24%
<b>Special Education</b>	5	23	22%
<b>UACT</b>	9	28	32%
<b>TOTAL TEPs</b>	56	161	35%

Across our five programs in 2015, we enrolled 56 students of color which represented 35% of all our of teacher education candidates. Our goal is to increase by 25% the number of completed applications by proactively reaching out to communities historically underserved to help them learn about our programs. Information sessions for a total of 71 attendees (23 self-identified as people of color) were held at Rainier Beach, High Point, New Holly, Southwest and Tukwila, and SeaTac Libraries and at a community center, El Centro de la Raza.

UW Teacher Education programs have also targeted activities that focus on reducing barriers and supporting success in completing our programs once enrolled. We provided four structured study sessions and information session to prospective teachers and current candidates who needed to take and pass the NES test. We strongly believe that by providing support that focuses on successful test taking strategies for all teacher candidates, this also benefits our teacher candidates of color, especially our URM teacher candidates and those whose primary language is not English. We sent a short survey to those who attended an NES test prep session in order to gain feedback for future sessions. We had a total of 40 elementary teacher candidates and Seattle Teacher residents attend the NES prep sessions.

A summary of the survey results indicated that: TCs appreciated the opportunity to gather and work together, TCs benefitted from discussion of the format of the tests as well as test-taking tips, and TCs wanted more time to work on and discuss the practice tests together.

- For the 2015–2016 cohorts, we have continued to develop and offer activities that would support We held 2 meet and greet lunchtime meetings for our students of color (SoC) that included both the elementary and secondary teacher candidates. These events were intended to give SoC an important time and space in which they were able to network amongst themselves. Having the time and space for peers to be able to share amongst themselves is critical to their success. ELTEP Candidates are also meeting in affinity groups to facilitate discussion and reflection.
- We held 4 academic workshops for our elementary teacher candidates in the summer quarter, focused on supporting reading and writing graduate school demands in our teacher certification program. In the first session, 18 teacher candidates participated and of those, 10 were students of color.
- We will hold additional academic workshops in the fall quarter to build on the mathematical understandings of our elementary teacher candidates who self-identify as wanting/needing additional support with this content area.

## Summary

Overall, these findings show that the CSIS project has enabled Roxhill to successfully implement a variety of on-the-ground innovative practices across each team. The proximal indicators show that these practices are benefitting a number of students (students consistently attending afterschool academic enrichment programs, students receiving services from Neighborcare), families (families with leadership roles in the PTSA, families taking English as a Second Language courses at Roxhill, families visiting during coffee hours) as well as teacher candidates (teacher candidates are participating in math labs, running Saturday Academy, and visiting families at home). The distal indicators for students demonstrate positive growth in school-wide attendance (fewer students absent 5 or more days a semester), areas for improvement in reading and math outcomes, and a series of new baselines (including SBAC reading and math assessments, frequency of incident reports, students' self-reports of their learning dispositions and social-emotional strategies). For teacher candidates, the Roxhill-UW partnership is impressed that its teacher candidates are all passing the edTPA assessment and that the teacher candidates' total average scores are increasing every year.

## 7. Implementation Progress

For Roxhill Elementary, the first year of the CSIS centered on visioning and planning. The second to third year involved strategically timed roll-outs of a number of initiatives (see Figure 15). The fourth and the fifth years will work towards increasing the sustainability and scalability of each program. The fourth and fifth years will also include research and analysis from the UW side of the partnership with an aim to publishing empirical results to

the field and sharing practical advice to other schools who are developing their own full-service community model.

**Figure 15: Implementation Timeline**

	Programmatic Achievement	2013-14	2014-15	2015-16
<b>Academic Excellence</b>	Math Lab PD →			
	Data Plan & Logic Models →			
	CGI & TC data tracking →			
	MTSS Group →			
<b>Extended Learning</b>	CBO Data Tracking →			
	Saturday Academy →			
	Summer School →			
	Consistent Afterschool Schedule			
	YPQA CBO Assessment			
	CBO-Teacher Communication Tool			
<b>Holistic Health</b>	Mental Health Services →			
	Dental Care Services →			
	UW Athletic Program →			
	Social Emotional Curriculum			
	Mental Health Referral System			
<b>Family Engagement</b>	PTSA Leadership →			
	Family Classes →			
	Home Visits			

\*grey areas indicate the year each program began or continued on.

**Figure 16: Innovation Goal Timeline**

Team	Innovation Plan Goals	Achieved or will be Achieved by			
		12-13	13-14	14-15	15-16+
Leadership Team	(1) Creating collaborative teams among Roxhill staff, UW faculty and students, and staff from community-based organizations in support of instructional quality, educator preparation and the social, emotional and physical wellness of Roxhill students.				
	(2) Creating strategies for communication and coordination of the work across all project partners and stakeholder groups.				

		Achieved or will be Achieved by	
	(10) Engaging the work of UW faculty through research, teaching and service opportunities, and enhancing cross-disciplinary collaboration (e.g., educator preparation, school psychology and social work).		
	(11) Providing formative feedback to help the project accomplish its objectives, and a summative assessment at the end.		
	(12) Disseminating research findings, extending aspects of the work with the potential to be piloted in other sites, and distributing descriptions of the program in support of a new model of collaborative school engagement.		
Academic Excellence	(3) Enhancing the pedagogical knowledge and instructional skills of Roxhill teachers and the leadership capacity of the school		
	(4) Supporting high quality instruction for all Roxhill students and increasing student learning and enrichment.		
Extended Learning	(4) Supporting high quality instruction for all Roxhill students and increasing student learning and enrichment.		
Holistic Health	(5) Integrating the social-emotional health and wellness services at Roxhill, and increasing student access as a result of school-community partnerships.		
Family Engagement	(6) Increasing family engagement in students' learning and enrichment, and involvement in the school community.		
Teacher Education Program	(7) Providing high quality field experiences for Teacher Candidates.		
	(8) Providing high quality internships for other professionals who work in schools.		
	(9) Recruiting teacher education candidates (including under-represented students) interested in working in diverse settings.		

\*grey areas indicate the year each goal was met and continued to be.

## 8. Scalability

Community schools are thriving nationally and Roxhill is potentially in a position to be a springboard or a platform for other schools in the district or region to follow suit. Race to the Top funds will be providing money for some “Deep Dive” schools in the Road Map region to invest in a wrap-around partnership model similar to Roxhill’s. Seattle Public schools recently received a Deep Dive grant. We are in the process of creating opportunities for meetings and school visits to share information to create a Networked Improvement Community. Drawing on work by Coburn will be essential as we directly challenge simple notions of scaling that we know do not work (Coburn, 2003; Coburn, Catterson, Higgs, Mertz, & Morel, 2013; Coburn, Penuel, & Geil, 2013).

On the UW side, the Math Labs work is part of a broader effort to re-design the way we think about and enact professional learning for teachers regionally. The College of Education is in the process of designing a broader initiative, called INSPIRE, that would bring these types of learning experiences to other schools and districts. This work would be based on the needs and demands of the region. Roxhill provides a space for others to see and learn about the work, as well as a place to refine ideas and collaborate with teachers and get their feedback on how these types of professional learning are changing practice and impacting students.

## 9. Sustainability

One of the most important characteristics of this project – and the one that makes it the most enduring – is that it is built upon a theory of action that seeks to make deep and lasting changes in the culture and organizational capacity of the institutions engaged in the work. In an effort to support the onboarding of staff new to this project and the FSCS model, a series of documented protocols are being developed, as well as clear messaging around the vision and practices of the FSCS model at Roxhill. Additionally, data infrastructures are being built that can be reused each year, even by new staff, to track and monitor project outcomes. These efforts will help make transitions smoother and the overall sustainability of the FSCS model stronger. However, there are conditions and circumstances that make sustainability more challenging at Roxhill. New accountability systems and curricula, changing school boundaries and start times, and turnover in staff make sustainability harder to achieve.

In TEP, recruitment and retention of students of color remains a strong focus and with a new position dedicated to these efforts and through the creation of the Advisory Board we can sustain our attention to diversifying the teaching workforce. UW's commitment to practice-based experiences that help new teachers begin their careers with strategies for engaging families, for creating rigorous and safe equity-oriented learning environments, and for working with colleagues to continually improve practice will be sustained through structural arrangements and collaborations with school and community-based partners.



# LIST OF TABLES

**Table 1: 2014-15 Site Demographics**

2014-15 Demographics	Holmes	Washington	Roxhill
October 2014 Student Count	410	386	374
Hispanic / Latino of any race(s)	13.7%	57.8%	39.0%
American Indian or Alaskan Native	2.7%	1.6%	1.1%
Asian	1.2%	1.0%	12.6%
Black or African American	2.2%	0.8%	26.5%
Native Hawaiian or Other Pacific Islander	0.7%		1.1%
White	64.4%	36.8%	12.6%
Two or More Races	15.1%	2.1%	7.2%
Free or Reduced-Price Meals (May 2015)	88.0%	78.7%	79.2%
Special Education (May 2015)	28.1%	18.8%	20.5%
Transitional Bilingual (May 2015)	4.5%	30.7%	36.8%
Unexcused Absence Rate (2014-15)	0.4%	0.3%	0.8%

**Source:** OSPI Report Card. (2015). Student Demographics. Retrieved from: <http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&year=2014-15>

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