Collaborative Schools for Innovation and Success Pilot Project 2014

Authorizing legislation: RCW 28A.630.103
(http://app.leg.wa.gov/RCW/default.aspx?cite=28A.630.103)

Special Programs and Federal Accountability
Gayle Pauley, Assistant Superintendent

Prepared by:
- Maria Flores, Director, Title II, Part A and Special Programs
  (Maria.Flores@k12.wa.us, 360-725-6359)
- Megan Eliasson, Research Analyst, Title II, Part A and Special Programs
  (Megan.Eliasson@k12.wa.us, 360-725-6374)
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Executive Summary

The Collaborative Schools for Innovation and Success (CSIS) pilot program is the first project that pairs colleges of education with low-performing, high-poverty elementary schools to both increase student achievement 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. Gonzaga and Whitworth Universities with Holmes Elementary, Spokane Public Schools
2. University of Washington with Roxhill Elementary, Seattle Public Schools
3. Western Washington University with Washington Elementary, Mount Vernon School District

The three 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, they each built a five-year action plan that includes support, intervention, and annual targets.

This report contains summarizes the 2014 progress of each CSIS site. Complete progress reports are provided by the school districts in Appendices A–C.
Introduction

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). Revised Code of Washington (RCW), Chapter 28A.630, sections 101–109 outlines the expectations for the pilot project.

Background

The purpose of the program is to create pilot projects in which 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. 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. 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 align with the characteristics and needs of students in low-performing schools (Washington State Legislature, 2012, RCW 28A.630.103).

Each pilot is in a high-poverty elementary school that:

- Is among the lowest-achieving schools in the district as measured by district, state, or federal criteria, including criteria that measure the educational opportunity gap in the school; and
- Has not received significant state, federal, or private funds for the purpose of implementing a school improvement plan


Criteria for CSIS applications included:

- Rationale for the school to be included in the pilot project.
- Efficacy of the proposed strategies for closing the educational opportunity gap, improving student achievement, and improving educator preparation and professional development in low-performing schools.
- A preliminary plan to involve parents, community members, and school staff in the Innovation and Success plan.
• Roles and responsibilities of the college of education and the school district collaborating throughout the pilot project.

• A preliminary plan to improve programs throughout the participating district and college of education based on the results of the project.

(Washington State Legislature, 2012, [RCW 28A.630.104](#))

Section 3 of [RCW 28A.630.104](#) requires that no more than six applications be reviewed. One of the selected applications must be from the largest district in western Washington and one from eastern Washington. Section 5 states that no more than three applications shall be selected for grant allocation.

After a competitive application process, three CSIS pilots were selected for grants by OSPI and PESB:

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<tr>
<th>SCHOOLS/DISTRICTS</th>
<th>INSTITUTES OF HIGHER EDUCATION</th>
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</thead>
<tbody>
<tr>
<td>Holmes Elementary (Spokane Public Schools)</td>
<td>Gonzaga and Whitworth Universities</td>
</tr>
<tr>
<td>Roxhill Elementary (Seattle Public Schools)</td>
<td>University of Washington</td>
</tr>
<tr>
<td>Washington Elementary (Mt. Vernon School District)</td>
<td>Western Washington University</td>
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An additional fourth CSIS pilot project received the designation as an unfunded CSIS site:

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<th>SCHOOLS/DISTRICTS</th>
<th>INSTITUTES OF HIGHER EDUCATION</th>
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<tbody>
<tr>
<td>Roosevelt Elementary (Yakima School District)</td>
<td>Heritage University</td>
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**Funding**

The 2012–13 Supplemental Operating Budget included $1.5 million for the planning year of the CSIS pilot program. The 2013–15 Operating Budget included $3 million for the first two years of the five-year pilot. OSPI allocated grants of $500,000 per fiscal year to be used for development and implementation of an Innovation and Success Plan. Funding beyond the 2014–15 fiscal year is contingent upon appropriations from the Legislature.

The colleges of education and school districts from the remaining selected applications may participate in the CSIS pilot project by complying with the requirements of the program, but without state funding (Washington State Legislature, 2012, [RCW 28A.630.104](#)).

Funding for the evaluation of the CSIS pilot required in [RCW 28A.630.107](#) has not been appropriated by the Legislature (Washington State Legislature, 2012). The preliminary evaluation is due December 1, 2015, with a final evaluation to be submitted by OSPI and PESB September 1, 2018.
Innovation and Success Plans

The Innovation and Success Plans were based on the areas of focus identified through a needs assessment. Each of the selected CSIS applicants were required to conduct a comprehensive needs assessment of the elementary school and institute of higher education served by the project. The needs assessment used disaggregated student data and included a thorough evaluation of student needs as identified by the parents of the students served by the school, as well as the levels of support within the school community and in the external community at-large for students’ academic and social emotional needs.

The needs assessment also examined elements of the academic performance audit under RCW 28A.657.040 including:

a) Student demographics.
b) Mobility patterns.
c) School feeder patterns.
d) The performance of different student groups on assessments.
e) Effective school leadership.
f) Strategic allocation of resources.
g) Clear and shared focus on student learning.
h) High standards and expectations for all students.
i) High level of collaboration and communication.
j) Aligned curriculum, instruction, and assessment to state standards.
k) Frequency of monitoring of learning and teaching.
l) Focused professional development.
m) Supportive learning environment.
n) High level of family and community involvement.
o) Alternative secondary schools best practices.
p) Any unique circumstances or characteristics of the school or district.

Each Collaborative Schools pilot site created an Innovation and Success Plan in collaboration with the college of education, elementary school, and parents and community members.

The Innovation and Success Plans were required to include:

- **Response to the needs assessment**—A proposed program for instruction, wraparound support services, resource deployment, and professional development based on the comprehensive needs assessment.
• **Family and community engagement**—A family and community engagement strategy that builds support among students and parents for high achievement for all students in culturally appropriate ways, with evidence that the strategies have been informed by the Educational Opportunity Gap Oversight and Accountability Committee.

• **Educator collaboration**—Professional learning communities among school staff and higher education faculty that are focused on identifying and responding to emergent student learning needs.

• **English language learner focus**—Intensive preparation of teacher and principal candidates using research-based practices and a particular focus on cultural competency and skill development to improve learning for English language learners, highly mobile and homeless students, students with disabilities, and other students with special learning needs. For English language learners, the strategies must be informed by the recommendations found in [Supporting English Language Learners: Recommendations for Teacher Preparation and Professional Development in Washington State](#).

• **Student achievement data analysis**—Identification of the measurable and empirical metrics that will be used to assess student achievement and skill development, both while the students are enrolled in elementary school and after they continue into middle school, and specific goals for improvement of these outcomes over the term of the pilot project, including but not limited to such metrics as attendance, grade-level retention, student growth, disciplinary incidents, course completion and grades, and performance on classroom-based assessments.

• **Educator preparation program data analysis**—Identification of the measurable and empirical metrics that will be used to assess educator skill development, both for pre-service and certificated educators, and specific goals for improvement of these outcomes over the term of the pilot project, including but not limited to such metrics as the Teacher Performance Assessment, the state’s recently adopted educator evaluation instruments, and the teacher’s impact on student growth.

• **Recruitment and retention**—Identification of the preparation program’s effective recruitment strategies designed to attract candidates with high academic potential, from underrepresented populations and or with strong ties to the communities served by the selected schools.

• **Mentorship**—Identification of a mentor selection and mentor training plan for teachers selected to work with students.
• **Basic education waivers**—Identification of waivers to be requested from the State Board of Education under [RCW 28A.305.140](https://legal.wa.gov/title28a/chapter305/section140) or from the OSPI under [RCW 28A.655.180](https://legal.wa.gov/title28a/chapter655/section180).

• **PESB waivers**—Identification of any modifications to approved educator preparation programs or other waivers to be requested from the PESB.

• **Collective bargaining agreements**—Identification and completion of any modifications to school district collective bargaining agreements necessary to implement the Innovation and Success Plan, using the procedures under [RCW 28A.657.050](https://legal.wa.gov/title28a/chapter657/section050)(3).

• **Budget**—A proposed budget based on funding and resources available to the pilot project and plans for sustaining the project after state funding is no longer available.

### Progress Report Summaries

Beginning in December 1, 2013, annual progress reports of the project have been required. The reports must describe the best practices and new approaches being used at the CSIS pilot site, as well as lessons learned, adjustments planned, and implemented suggestions for expanding the use of best practices to a larger scale, and other results from the collaborative experience of the pilot project (Washington State Legislature, 2012, [RCW 28A.630.106](https://legal.wa.gov/title28a/chapter630/section106)).

The following section summarizes the 2014 progress of each CSIS site. Complete progress reports are provided by the school districts in Appendices A–C.

### Saturation Model—Holmes Elementary School (Spokane Public Schools) and Gonzaga and Whitworth Universities

The main focuses at Holmes Elementary are aligned systems of support for student achievement, field-situated learning for teacher preparation—or saturation model, and recruitment of diverse teacher candidates. With the saturation model, 13 teacher candidates are embedded in classrooms at Holmes Elementary. There is an intentional alignment of school-wide systems as the teacher candidate and mentor teacher pairs co-teach and collaborate on instructional decisions. This model along with support from the Learning Support Team assists with consistent academic, social, and behavioral supports.

Academic supports include miss school-miss out, extended learning opportunities, child study team/multi-disciplinary team, and an intervention model. Behavioral management supports include staffing a mental health counselor, child study team, make-your-day framework, and an attendance review team. Social supports include a resource management team, a school support team, and home visits, as needed. Teacher candidates also participate in grade-level and grade-band professional learning communities with their mentoring staff. The professional learning
communities have focused on providing school-wide systems of support for students and increasing family and community involvement.

The saturation model with the co-teaching framework is intended to increase linkages between P–12 fieldwork and university coursework.

**Full-Service Community Schools Model—Roxhill Elementary School (Seattle Public Schools) and the University of Washington**

Roxhill Elementary embraces a full-service community school (FSCS) model of learning that revolves around a holistic approach toward student success. This model provides a range of services to children and families in partnership with community-based organizations. It serves as a hub for activities and services, including physical and mental health, after-school recreation, and family support. The model integrates health, nutrition, mental health, and safety needs in the school setting. The idea is that by consistently meeting basic needs of students and families, students can be more successful in school.

Additionally, the Roxhill Elementary staff and the University of Washington teacher candidates and faculty are focused on job-embedded professional learning math labs. Educators engage in modeled content delivery and data review of student questions and work to deepen their understanding of instructional strategies and common student misconceptions. Knowing that mathematics may not always be the instructional focus, Roxhill staff emphasize the sustainable concepts of job-embedded, collaborative, professional development.

Family engagement is instrumental to the implementation of the FSCS model. Parents are invited to attend a class with teacher candidates at the University of Washington. The class discusses the community school effort and how parents understand their role as a part of the community school.

**Culturally Responsive Cascading Mentorship Model—Washington Elementary School (Mt. Vernon School District) and Western Washington University**

The culturally responsive cascading mentorship model seeks to close the opportunity gap through increased family engagement with the use of family visits, family literacy nights, adult ESL classes and the Club de Lectura program. The family engagement initiatives are designed to address the needs of all students, with specific attention on the needs of the large population of Hispanic students and families. School staff and teacher candidates have focused on culturally relevant family engagement, the use of mobile technology to analyze student data, and the establishment of professional learning communities with teacher candidates, teacher educators, and in-service teachers.

The partnership strategizes with Mount Vernon School District and School Board to ensure investment in pilot initiatives beyond the life of the grant funding. District initiatives include progress monitoring, family engagement and literacy initiatives, and communities in schools model
in targeting community outreach. In addition, the grantees have utilized local partnerships, development of teacher recruitment and qualification enhancements, and dissemination of efforts through regional and national conferences.

**Conclusion and Next Steps**

If funds are appropriated for an evaluation of the Collaborative Schools, OSPI will contract with a Northwest Education Research Organization to evaluate student and educator outcomes using quantitative and qualitative analysis (Washington State Legislature, 2012, [RCW 28A.630.107](http://app.leg.wa.gov/RCW/default.aspx?cite=28A.630.107)). The contracted organization will submit a preliminary evaluation on December 1, 2015, and a final evaluation by September 1, 2018, to OSPI and PESB.

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](http://app.leg.wa.gov/RCW/default.aspx?cite=28A.630.107)). OSPI and PESB will consider the experience of participants and evaluations to make recommendations on the scalability for other elementary schools in the state, and/or expansion to middle and high schools.

**References**


**List of Appendices**

- **Appendix A**: Progress Report for Holmes Elementary and Gonzaga and Whitworth Universities
- **Appendix B**: Progress Report for Roxhill Elementary and University of Washington
- **Appendix C**: Progress Report for Washington Elementary and Western Washington University
OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

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