Collaborative Schools for Innovation and Success Pilot Program

2013

Authorizing legislation: RCW 28A.630.106

Student and School Success
Andrew Kelly, Assistant Superintendent

Prepared by:

- Maria Flores, Accountability Policy and Research Program Manager (maria.flores@k12.wa.us)
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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.

Three grants were awarded to the following schools and colleges of education:

<table>
<thead>
<tr>
<th>Schools/Districts</th>
<th>Institutes of Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holmes Elementary School (Spokane PS)</td>
<td>Gonzaga University and Whitworth University</td>
</tr>
<tr>
<td>Roxhill Elementary School (Seattle PS)</td>
<td>University of Washington</td>
</tr>
<tr>
<td>Washington Elementary School (Mt. Vernon SD)</td>
<td>Western Washington University</td>
</tr>
</tbody>
</table>

These three schools went through a comprehensive needs assessment with input from parents, students, and school communities, as well as the communities at-large. Additionally, 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.
Introduction
Engrossed Substitute House Bill 2799 ([ESHB 2799](#)) created 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). 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.

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

- 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.

Additional criteria for CSIS applications included:

- Quality of the research basis for the proposed collaboration;

- Efficacy of the proposed strategies for closing the educational opportunity gap, improving student achievement, and improving educator preparation in low-performing schools;

- Degree of commitment displayed by the college of education and the school district to collaborate throughout the pilot project; and

- Preparation program design clearly reflecting a research-based clinical model.

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

<table>
<thead>
<tr>
<th>Schools/Districts</th>
<th>Institutes of Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holmes Elementary (Spokane Public Schools)</td>
<td>Gonzaga University and Whitworth University</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>
</tr>
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</table>
An additional fourth CSIS pilot project received the designation as an unfunded CSIS site:

<table>
<thead>
<tr>
<th>School/District</th>
<th>Institute of Higher Education</th>
</tr>
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<tbody>
<tr>
<td>Roosevelt Elementary (Yakima School District)</td>
<td>Heritage University</td>
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</table>

### CSIS Models

Detailed descriptions of the CSIS plans and progress reports on the implementation of the plan are provided in Appendices A–F.

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

The saturation model involves 13 teacher candidates, embedded in most classrooms at Holmes Elementary. The teacher candidate and mentor teacher pairs co-teach and collaborate on instructional decisions. The teacher candidates also participate in grade-level and grade-band professional learning communities with the veteran 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 linkage between P–12 fieldwork and university coursework.

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

A Full-Service Community School (FSCS) embraces a holistic model of learning that revolves around student success, providing 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 services. The model emphasizes the integration of social-emotional and academic learning. This allows student and family social-emotional and health needs to be met so 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. In order to systemically embed the requirements of a FSCS, the teacher preparation program at the University of Washington has revised the Community, Family, and Politics strand. This strand focuses on the dual process of gaining contextualized knowledge of children, families, and schools and using this knowledge to improve educational opportunities and outcomes.
Culturally Responsive Cascading Mentorship Model—Washington Elementary School (Mt. Vernon School District) and Western Washington University

Much of the focus of this partnership is aimed at closing the opportunity gap. To achieve that goal the partnership has worked to increase authentic 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.

The opportunity gap for Hispanic students in the Mt. Vernon School District affects high school graduation and college attendance. In order to address this challenge the team chose an approach that supports a pathway to college and teacher education programs for underrepresented students. School staff and teacher candidates have focused on culturally relevant family engagement, the use of mobile technology to analyze student data, and establishment of professional learning communities with teacher candidates, teacher educators, and in-service teachers.

Timelines

The CSIS pilot program included funding for an initial planning year grant for the 2012-13 school year. In that time partners participated in needs assessments and created innovation and success plans based on the results of those assessments. Plans were approved in the spring of 2013, and will be implemented during the five-year period beginning in the 2013–14 school year and ending with the 2017–18 school year. Based on the experience of the participants and the evaluation results, OSPI and the PESB will recommend whether the pilot project should be modified, continued, and expanded to include other elementary schools in the state or expanded to include middle and high schools.

Application and Planning Year Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
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<tbody>
<tr>
<td>05/04/2012</td>
<td><strong>OSPI Bulletin: Initial Guidelines for Collaborative Schools for Innovation and Success Pilot Program</strong></td>
</tr>
<tr>
<td>07/01/2012</td>
<td>CSIS applications due</td>
</tr>
<tr>
<td></td>
<td>• <a href="#">Mt. Vernon School District, Western Washington University application</a></td>
</tr>
<tr>
<td></td>
<td>• <a href="#">Seattle Public Schools, University of Washington application</a></td>
</tr>
<tr>
<td></td>
<td>• <a href="#">Spokane Public Schools, Gonzaga and Whitworth universities application</a></td>
</tr>
<tr>
<td>07/05/2012</td>
<td>CSIS screening committee reviews applications</td>
</tr>
<tr>
<td>08/01/2012</td>
<td>Notification of approval to CSIS grant recipients</td>
</tr>
<tr>
<td>08/31/2012</td>
<td>Resubmitted applications due</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
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<td>-------------</td>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>10/2012–03/2013</td>
<td>Needs assessments and creation of innovation and success plan</td>
</tr>
<tr>
<td>03/15/2013</td>
<td>Innovation and success plan due</td>
</tr>
<tr>
<td></td>
<td>• Mt. Vernon School District, Western Washington University Innovation and Success Plan</td>
</tr>
<tr>
<td></td>
<td>• Seattle Public Schools, University of Washington Innovation and Success Plan</td>
</tr>
<tr>
<td></td>
<td>• Spokane Public Schools, Gonzaga and Whitworth universities Innovation and Success Plan</td>
</tr>
<tr>
<td>05/01/2013</td>
<td>Notification of plan approval</td>
</tr>
</tbody>
</table>

**Year One: 2013–14**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>10/2013</td>
<td>CSIS site visits</td>
</tr>
<tr>
<td>10/30/2013</td>
<td>Innovation and success implementation progress reports due</td>
</tr>
<tr>
<td></td>
<td>• Mt. Vernon School District, Western Washington University Implementation Progress Report</td>
</tr>
<tr>
<td></td>
<td>• Seattle Public Schools, University of Washington Implementation Progress Report</td>
</tr>
<tr>
<td></td>
<td>• Spokane Public Schools, Gonzaga and Whitworth universities Implementation Progress Report</td>
</tr>
</tbody>
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**Innovation and Success Plan Development Process**

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](https://apps.leg.wa.gov/billstodiscuss/default.aspx?BillNumber=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; and
p) Any unique circumstances or characteristics of the school or district

Innovation and Success Plan

Each CSIS created an Innovation and Success Plan with the college of education and the school, with collaboration from parents and community members.

The required elements of the innovation and success plan included:

- **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](https://www.k12.wa.us/about/aboutk12/EOG/);

- **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](https://www.k12.wa.us/about/aboutk12/EOG/);

- **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 or from the OSPI under RCW 28A.655.180;

- **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; and

- **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 Reports**

Annual progress reports are required beginning December 1, 2013, and each year of the project. 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 use of best practices to a larger scale, and other results from the collaborative experience of the pilot project. Progress reports from each CSIS are included in Appendices A–C.

**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. 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 support. Funding beyond the 2012–13 fiscal year is contingent upon appropriations from the Legislature.

Funding for the evaluation of the CSIS pilot required in RCW 28A.630.107 has not been appropriated by the Legislature. The preliminary evaluation is due December 1, 2015, with a final evaluation submitted by OSPI and PESB September 1, 2018.

Comparison of CSIS Elementary Schools

Table: Demographic Comparison

<table>
<thead>
<tr>
<th>2012–13 Demographics</th>
<th>Holmes Elementary</th>
<th>Roxhill Elementary</th>
<th>Washington Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Count</strong></td>
<td>388</td>
<td>364</td>
<td>440</td>
</tr>
<tr>
<td><strong>American Indian or Alaskan Native</strong></td>
<td>4.1%</td>
<td>2.5%</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>Asian or Pacific Islander</strong></td>
<td>0.5%</td>
<td>15.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td>5.2%</td>
<td>25.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>12.1%</td>
<td>36.0%</td>
<td>66.4%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>60.1%</td>
<td>13.7%</td>
<td>30.0%</td>
</tr>
<tr>
<td><strong>Free or Reduced-Price Meals</strong></td>
<td>89.6%</td>
<td>81.1%</td>
<td>81.0%</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>3.8%</td>
<td>19.4%</td>
<td>16.6%</td>
</tr>
<tr>
<td><strong>Transitional Bilingual</strong></td>
<td>4.3%</td>
<td>23.0%</td>
<td>34.2%</td>
</tr>
<tr>
<td><strong>Migrant</strong></td>
<td>0.0%</td>
<td>0.3%</td>
<td>12.9%</td>
</tr>
</tbody>
</table>
Graph 1: Percentage of Students Meeting Reading and Math Proficiency Standard—Holmes Elementary School (Spokane Public Schools)

Graph 2: Percentage of Students Meeting Reading and Math Proficiency Standard—Roxhill Elementary School (Seattle Public Schools)
Conclusion and Next Steps
The CSIS pilot sites have begun implementing the first year of their five-year Innovation and Success Plan. In order to assess the impact of the program on increasing student achievement and educator preparation outcomes, additional funding must be appropriated by the Legislature. Evaluation of the CSIS Pilot Program is required under RCW 28A.630.107 and based on the this evaluation, OSPI and PESB must provide recommendations on whether the CSIS should be modified, continued or expanded to include middle and high schools.
APPENDICES

Appendix A:
Progress Report—Roxhill Elementary School (Seattle Public Schools) and the University of Washington

Appendix B:
Progress Report—Washington Elementary School (Mt. Vernon School District) and Western Washington University

Appendix C:
Progress Report—Holmes Elementary School (Spokane Public Schools) and Gonzaga and Whitworth Universities

Appendix D:
Innovation and Success Plan—Roxhill Elementary School (Seattle Public Schools) and the University of Washington

Appendix E:
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Appendix F:
Innovation and Success Plan—Holmes Elementary School (Spokane Public Schools) and Gonzaga and Whitworth Universities
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