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REPORT TO THE LEGISLATURE

UPDATE: Collaborative Schools for Innovation and Success

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Authorizing legislation: RCW 28A.630.106 (2)
(http://app.leg.wa.gov/RCW/default.aspx?cite=28A.630.106)

Gayle Pauley
Assistant Superintendent, Special Programs and Federal Accountability

Prepared by:

- **Jenny Plaja,** Policy and Research Analyst
  jenny.plaja@k12.wa.us | 360-725-6067

- **Maria Flores,** Director, Title II, Part A and Special Programs
  maria.flores@k12.wa.us | 360-725-6359

Executive Summary

The Collaborative Schools for Innovation and Success (CSIS) pilot is a partnership program. It pairs colleges of education with low-performing, high-poverty elementary schools. The goals are:

- Increase student achievement.
- Close the opportunity gap.
- Change how future teachers work with students in these types of schools.

The three partnerships are:

- University of Washington (UW) with Roxhill Elementary, Seattle Public Schools
- Western Washington University (WWU) with Washington Elementary, Mount Vernon School District
- Gonzaga University and Whitworth University with Holmes Elementary, Spokane Public Schools

The elementary schools are using research-based, innovative practices with their partners. The colleges are improving outcomes for their teacher education programs. Highlights from the 2nd full year of the grant include:

University of Washington and Roxhill Elementary

The percent of 3rd graders at Roxhill meeting standard on the Smarter Balanced math test increased from 35 to 61 percent. More Roxhill students are accessing health services. For the second year in a row 100 percent of UW teacher candidates met standard on the edTPA.

Western Washington University and Washington Elementary

In 2015 20 percent of 4th grade English learners at Washington were proficient in English. Behavior referrals have decreased by almost half. In the spring of 2016 WWU's Elementary Education Department placed in 27 interns in Mt Vernon.

Gonzaga and Whitworth Universities and Holmes Elementary

In 2015–16 300 Holmes students joined afterschool activities. The monthly average for behavior referrals is half what it was for 2014–15. Both colleges are increasing the number of graduates with an English language learner endorsement. In 2015–16 Gonzaga had 11 graduates with endorsements in both Elementary Curriculum and English for Speakers of Other Languages (ESOL).

Background

Engrossed Substitute House Bill 2799 ([ESHB 2799](#)) established the 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 goal is to improve achievement at low-performing, high-poverty elementary schools. The pilot elementary schools have diverse demographic profiles.

Table 1: 2015–16 Site Demographics

	Holmes	Washington	Roxhill
October 2015 Student Count	357	438	301
Hispanic/Latino of any race(s)	16%	55.3%	37.5%
American Indian or Alaskan Native	1.4%	.9%	.3%
Asian	1.4%	1.6%	12.3%
Black or African American	2.8%	.9%	27.2%
Native Hawaiian or Other Pacific Islander	2.0%	.2%	2.3%
White	58%	37.7%	12.6%
Two or More Races	18.5%	3.4%	7.6%
Free or Reduced-Price Meals (May 2016)	87%	77.2%	81.6%
Special Education (May 2016)	26.9%	17.8%	20.1%
Transitional Bilingual (May 2016)	6.1%	29.3%	34.8%
Unexcused Absence Rate (2015-16)	.3%	.5%	.7%

Source: OSPI School Report Card

The purpose of the program is to create pilot projects where colleges of education work with school districts to increase student achievement, prepare teacher candidates to serve in underperforming schools, and increase the effectiveness of current teachers. In 2012–13, 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. The five-year pilot began in the 2013–14 school year and will continue through the 2017–18 school year. A summary of the Innovation and Success Plan development process can be found in the 2013 initial report to the legislature. Sites are currently in year three of their five-year project implementation plans.

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

Model	Site
Collaborative Inquiry and Saturation	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

Update Status

CSIS teams continue to implement a variety of innovative programs and practices to increase student achievement and educator preparedness in the 3rd year of implementation. Each partnership identified their own metrics for monitoring progress. Complete progress reports, which include a more in-depth description of the innovative practices being used and the 2016 progress of each site can be found online.

Progress Summary

Each partnership submitted an annual progress report to the Office of the Superintendent of Public Instruction and the Professional Educator Standards Board. Progress reports describe the best practices and new approaches being used at the Collaborative School for Innovation and Success, 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.

Summary of Reports

All teams address the importance of the partnerships that have evolved between school, university, families, and community-based organizations. Developing trust and professional learning teams across these institutions helps build an infrastructure that is responsive to student, family, and community needs.

Tracking student achievement both longitudinally and across partnerships has proved challenging. During 2014–15 changes in mathematics 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. In addition, data is housed in various places and most districts lack a data management system to make collection and analysis efficient, especially when working with external partners such as colleges of education, community-based organizations, and other service providers.

Some of the new approaches being used at pilot sites include:

- In 2016, Roxhill Elementary initiated a parent mentors program which places parents in the classroom alongside teachers to provide additional support, and learn how to provide academic support to their students.
- In spring 2016, Mount Vernon School District initiated "conditional hiring" for five graduating interns and began an induction program. The district expects to continue and expand on this initiative in the coming years.
- In the 2015–16 school year, in response to a recognized need for training and ongoing support, Holmes Elementary introduced a Mentor Academy which not only helps cooperating teachers work more effectively with teacher candidates, but also positively impacts the ability of in-service teachers to onboard new colleagues in future years.

Highlights from the 2nd full year of implementation include:

University of Washington/Roxhill Elementary:

- More 3rd graders at Roxhill are reaching mathematics proficiency on the SBAC (61 percent in 2015–16 compared to 35 percent in 2014–15).
- More Roxhill Elementary students are accessing holistic health services (135 unique students served on-site in 2015–16, up from 120 students in 2014–15).
- Roxhill has gradually improved the attendance of students in the second semester. In 2015–16, 67 percent of students had fewer than five absences in the second semester; up from 65 percent in 2014–15.
- The quality of teacher candidates at the UW remains high; 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 both 2014–15 and 2015–16 school years.

Western Washington University/Washington Elementary:

- The percentage of Washington Elementary' s English learner (EL) students who have become proficient in English and are transitioning out of the program continues to increase since 2011. The percentage of 4th graders who transitioned out of an English language program increased from one percent in 2011 to 20 percent in 2015.

- Washington Elementary School has also seen a reduction in the number of behavior intervention referrals from approximately 650 in 2013–14 to less than 300 in 2015–16.
- Western Washington University's Elementary Education Department has increased the number of interns placed in Mount Vernon School District schools from seven interns during the 2012–13 planning year, to 27 interns in spring 2016.
- Western Washington University approved a conditional acceptance agreement that offers Skagit Valley College students the opportunity to apply for the college of education program early, and receive intensive advising. Three students are currently enrolled in the program and five more are expected to begin in January 2017.

Gonzaga and Whitworth Universities/Holmes Elementary:

- Holmes Elementary is seeing improvement in student attendance, especially those who are categorized as having moderate or severe chronic attendance issues.
- Holmes Elementary has experienced a significant drop in average monthly office referrals for student behavior (150 in September 2014 to 80 in September 2015).
- Holmes Elementary has also experienced an increase in the number of students participating in expanded learning opportunities (from 30 students in 2014–15 to 300 students in 2015–16).
- Both Gonzaga and Whitworth have taken steps to increase the number of candidates graduating with an ELL endorsement. At Gonzaga, the number of candidates graduating with dual endorsements in both Elementary Curriculum and an English for Speakers of Other Languages (ESOL) endorsement increased from two in 2012–13 to 13 in 2015–16, and 11 in 2015–16.

Conclusion and Next Steps

The CSIS teams are building strong relationships within communities and between teachers and teacher-candidates. They are using new practices to increase success for students and future teachers. These local successes are part of a larger system.

District and state policies will affect the schools' ability to maintain current projects. Challenges include increasing funding, district hiring practices, and staff transitions.

In the final two years of the pilot, CSIS teams will focus on collecting and analyzing data. We will look at how specific innovations impact:

- Student Academic Achievement.
- Students Non-Academic Achievement (eg. behavior and attendance).
- Teacher preparation, recruitment, and retention.

The data will help us decide if the pilot should continue or expand.

Randy I. Dorn • State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building • P.O. Box 47200
Olympia, WA 98504-7200