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 (Figure 2) and another for the Teacher Education Program (TEP) at the University of Washington (Figure 13)—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.

I. 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). In 2016-17, our team collaborated in multiple ways to guide programs within these areas. Our team was made up of Roxhill leaders and faculty from the College of Education at the UW, along with staff
at Roxhill and the University of Washington and is elaborated on further in the following sections. Overall, CSIS leadership includes:

Elham Kazemi, is the Principal Investigator of the CSIS project and professor of education at the University of Washington. She supported Academic Excellence and oversaw all aspects of the CSIS project. Leslie Herrenkohl, professor of education at UW, assisted in Holistic Health and Wellness and worked with ELTEP to bring in concepts and learning from the lessons learned in this project to teacher candidates. Roxhill Assistant Principal, Liz McFarland, led the Extended Learning team and Holistic Health and Wellness with support from Todd Herrenkohl (Professor, School of Social Work, UW) and Logan Favia (UW Research Assistant). Tarra Patrick, principal at Roxhill, oversaw aspects of the CSIS project at Roxhill. She additionally established a data team with the support of David Phelps (UW Research Assistant) to inform the academic systems of support at Roxhill. Kate Napolitan, served as the project manager of the CSIS grant, assisted Family Engagement initiatives and the Parent Leaders, while also working as a Teaching Associate in ELTEP bringing in aspects of the project to teacher candidates in ELTEP.

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

Math Education Project teacher educator, Elham Kazemi, along with the principal Tarra Patrick led the work in 2016-17. After taking stock of Roxhill students’ needs, Kazemi and Patrick focused on providing multiple full day professional development trainings with 4th and 5th grade classroom teachers focused around teaching Common Core content and planning classroom lessons. Many of these 4th and 5th grade students had been part of Math Labs for the previous 3 years, yet many of the 4th and 5th grade teachers were new to the school and did not participate in the earlier math lab work. Now their teachers were becoming equipped to support students in learning Common Core math standards. Classroom teachers reported that this was an effective and beneficial use of their time. 4th and 5th grade students benefited as well as evidenced by their SBA proficiency levels (compared to last years’ 4th and 5th grade scores—see Figure 4).

**Extended Learning**

Team members for Extended Learning include the Roxhill Assistant Principal, Liz McFarland, UW faculty member Leslie Herrenkohl, Elizabeth Cervantes, Site Coordinator at Roxhill for Communities in Schools (CIS), and the City Year Coordinator at Roxhill. Over the duration of the grant, 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 met one on one with 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 helped to align the practice of these organizations with the school’s FSCS goals and vision.

**Holistic Health**

The Holistic Health team consisted of Roxhill Assistant Principal, Liz McFarland, UW faculty member Todd Herrenkohl, a UW doctoral student, Logan Favia, as well as several classroom teachers and Neighborcare Health staff. Historically, Holistic Health meetings are also attended by the Roxhill Attendance Team as well, which included coordinators from Communities in Schools and members of City Year. This team worked to align services so that students receive
appropriate medical, dental, and mental health services at the school. The team also played a role in supporting the implementation of a 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, supported the implementation of RULER activities and studying its impact on students’ social emotional and academic development.

Family Engagement

With the departure of former principal Sahnica Washington, the Family Engagement Team transitioned to a shared leadership between the project manager, the communities in schools coordinator, and a parent leader in 2016-17. The team worked on how best to support families in taking leadership roles at the school. Parents who have assumed leadership positions at the school were instrumental in helping to strengthen connections between families and teachers. Weekly coffee hours and ESL classes became a regular occurrence at Roxhill, due to the increasing focus on family engagement as part of the FSCS model. Additionally, the Family Engagement Action Team (FEAT) focused on planning and facilitating family events such as Night of Hope and Festival of Lights and SEL workshops (which was held in conjunction with Math Night).

Teacher Preparation

A team of UW faculty, including Elham Kazemi and Leslie Herrenkohl, and the Director of Elementary Teacher Education (ELTEP), Teddi Beam-Conroy worked closely to align goals of the UW Elementary Teacher Education Program (ELTEP) with the innovative programs and practices reflected in the Roxhill model. Project manager Kate Napolitan also assisted as a Teaching Associate in the program, teaching courses to the entire cohort Summer, Fall, and Winter quarters of 2016-17.

Building off of the summer program in 2016 that was reported in our last year’s progress report, in Autumn 2016, UW Teacher Candidates participated in practice-based methods courses, including a mathematics course aligned with the math labs that occurred at Roxhill. In the Fall quarter, teacher candidates also 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.
Teacher candidates also met with representatives of CBOs such as El Centro to learn more about partnering around extended learning. Teacher candidates completed a Family Engagement Plan, and during the Winter Quarter heard from several teachers who integrate SEL and Culturally Responsive Teaching into their classrooms, developing an action plan of their own for their own student teaching placements or future classrooms.

The two teacher candidates who were placed at Roxhill for the 2016-17 school year participated in Family Engagement efforts and Extended Learning. They went on family connection visits, respectively led the Vietnamese and English language groups during the Night of Hope, and led a small group of 1st graders who attend Extended Day in Passport Club and Culture Club. One of the teacher candidates was hired and is teaching Kindergarten at Roxhill for the 2017-18 school year.

Section II: 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 (Caspe, 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.

This work focused on improving students’ academic and social-emotional learning, 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 & Reininger, forthcoming, p. 28).

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.

Section III: 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. As a certificated social worker, Elizabeth Cervantes, the CIS
coordinator also meets individually with students during the school day to provide support. She also supports families with services outside of the school-like housing and transportation, organizes clothing drives, and leads attendance challenges.

➢ 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.

➢ A variety of CBO partnerships ran after-school programs this year including Skate Like A Girl, Girls on the Run, and UW Pipeline.

Additionally, during 2016-17 school year, parent leaders at Roxhill gave generously of their time to help teacher candidates learn how to develop strong ties with families through panels where they share with teacher candidates their experiences. Because of space constraints, we are not able to teach our field-based methods courses at Roxhill, but in ELTEP 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 (Summer 2014 and 2016), 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 socio-emotional development. The lessons we learned in holding our summer component at Roxhill in
2014 and 2016 were used in the summer of 2015 to partner with Sandpoint Elementary and East African Community Services Summer Program (2015) and Concord Elementary School (2017) in the Elementary Teacher Education Program.

Major changes in leadership of the teacher education programs has enabled better cross-program coordination and opened up opportunities for learning. Specific areas in which the programs are now working together and with their partner schools include recruitment, mentoring, data tracking, and curriculum coherence. 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.

**Section IV: 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.

During Teacher Candidates’ (TCs) 2017 summer experiences at Concord Elementary School, a number of intentionally designed experiences supported Teacher Candidates in developing and deepening their understandings about the various stakeholders and how to build partnerships in the communities of elementary schools. These experiences included a number of activities to learn about how to support the rich diversity of students and families in Seattle:

- Overviews of the history of Seattle’s communities by visiting the Museum of History and Industry where TCs learned about the Seattle area.
- The TCs attended a History Café at the MOHAI on the history of LGBTQ activism in Seattle.
- The Teacher Candidates visited the Wing Luke museum for a walking tour of the International District to learn more about and history of Asian Americans in Seattle.
- The Teacher Candidates visited the Northwest Museum of African American History to learn more about the history of African Americans in Seattle, with an emphasis on the history of redlining and displacement.
- The TCs visited the Duwamish Longhouse and the Muckleshoot Tribal School to learn more about local Native American culture and history in the Seattle area.
- A Stakeholders panel was held in School and Society, Summer 2017 where teachers, a SEA Rep, and support staff from Seattle Public Schools spoke with TCs.
- All TCs attended the Seattle Public School Board in July 2017. The topic was around Ethnic Studies in Seattle Public Schools.
- A parent guest speaker of current SPS student came and presented to TCs about her graphic novel, and what teachers can do to reach out and be involved with families. This parent also spoke to the need for teachers to better support Muslim students and families.
- TCs engaged with a parent/guardian at the summer program held at Concord International School (or a parent/primary caregiver with whom they have known prior to the summer program).
- At orientation, the TCs heard presentations from UW Health and Wellness Services, Disability Services Center, Q Center, Graduate Opportunities and Minority Achievement Program, Hall Health Center, and the Counseling Center.
- TCs researched and wrote a school profile of one of our partner schools and compared it to their own school experiences.
- TCs held a poster session on the final day of the summer quarter to showcase the Since Time Immemorial units that TCs created. This was attended by UW instructors and students, a representative from the Bureau of Indian Affairs, and the Honorable John McCoy, State Representative who sponsored the legislation to teach STI.
- The UW partnered with the Summer Program at Concord to host students and families at the Henry Art Gallery.
- TCs participated in a community walk.
- With the help and coordination of one teacher candidate, ELTEP sponsored a screening
of the documentary “Promised Land” for TCs to allow them to better understand the Duwamish and Chinook tribes’ struggle for recognition and sovereignty.

Section V: Cultural Responsiveness

Family Engagement

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 in connection to parent leadership.

- Parent Leaders - Three culturally diverse family leaders continued to work at Roxhill during 2016-17. They supported:
  - The Estimation Station:
    The objective of Estimation Station was to get students, staff, and families talking about Math with joy and connection to their everyday lives. Parent leaders every other week developed a problem and posted it on in the Estimation Station. Estimation Flyers also went home so families could work together on the question. Questions about the ways one could estimate were posed every other day to students and staff through intercom announcements, and, Parent leaders worked with different students to “reveal” the answer and posted it in the Estimation Station at the end of the two-week cycle.
  - Setting the course:
    Building off of our previous year’s plan, in June of 2017, Parent Leaders, as part of the Family Engagement Team worked to set an agenda for family engagement in the Spring of 2017, along with representatives from primary and intermediate grade levels; City Year, bilingual instructional aides, and the new PTO-Friends of Roxhill. They planned experiences that included opportunities for families to hear more about SEL curriculum, get connected, and help families’ access district resources. This plan in place assisted the launch of the 2017-18 school year.
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 coursework 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 coursework 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 and 2016 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.

The summer component for ELTEP was held at Concord International School in the summer of 2017. In addition to what is in the partnership section earlier in this report, beginning in this summer experience and extending into the 2017-2018 school year, a number of intentionally designed experiences support TC’s growing cultural responsiveness. These experiences include:

- TCs participated in a Literacy Methods course during the Summer Quarter that emphasized inclusion of multilingual and multiethnic children's literature. This will continue in Autumn Quarter Literacy methods as well as during Autumn Quarter Seminar.
- TCs engaged in self-reflection and positionality work around literacy and family educational history to foreground how their personal biases affect their engagement with and expectations of communities and families.
• TCs will complete a Menu of Actions in Autumn Quarter Seminar that focuses on community, school, family and political engagement.

• During their September Experience, the TCs began an ethnographic study of the classrooms, schools, and communities in the 2017-2018 school placements. This work will continue in Autumn Quarter Seminar, culminating in a Poster Session in December 2017. TCs will build on this knowledge as researchers in the field as they work toward the Capstone project in Spring Quarter.

• The Culturally and Linguistically Responsive course will be expanded over Winter and Spring Quarters 2018 to provide TCs additional support in responding to diverse communities as they move into full-time co-teaching.

• Two workshops were offered in September 2017 titled White Privilege 101 and A White Women’s Guide to Teaching Black Boys by Dr. Eddie Moore, Jr., founder of The Privilege Institute. An additional workshop by Dr. Suzie Hodges & Dr. Teddi Beam-Conroy supported teacher candidates in how to productively respond to microaggressions.

• TCs will be exploring how principles of culturally responsive teaching guide their enactment of subject matter instruction through their school-based methods courses and their year long placements.

Section VI: Assessment

The previous sections have described the components of the FSCS model at Roxhill and the teacher education programs at the UW. We primarily focused on ELTEP 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 conduct a program evaluation. We interview members 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.

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. Note when reading figures: Blue cells indicate years in which a new data collection or assessment methodology was used (such as a new data tracking system or a new student assessment). In general, the first year of a new data collection procedure acts as a baseline measure. Grey cells indicate years in which an intervention or program did not occur (such as Saturday Academy this past year).
Academic Excellence

This year Academic Excellence took a different approach than school-wide math labs because Roxhill did not hire a math instructional coach necessary to implement math labs. Patrick used SBA data from the previous two years to determine 4th and 5th grade math as a focus area for professional development. Kazemi and Patrick led four full day professional development days with 4th and 5th grade classroom teachers focused directly on supporting teachers’ content knowledge and instructional planning for the Common Core standards of their grade level. Classroom teachers were able to use the knowledge that they learned during professional development in two ways: (1) to analyze student work from their own classrooms in terms of children’s understanding of key content; and (2) to identify goals for instruction when they planned...
together with the principal in the afternoon. The focus on content supported their ability to plan for instruction.

In preparation of these trainings, Kazemi performed a number of classroom visits during math time to become familiar with what the students were working on. Classroom teachers reported back to the principal that they found these trainings useful in guiding the focus for what they were about to teach. As stated above many of these 4th and 5th grade students have been part of Math Labs for the previous 3 years, yet many of the 4th and 5th grade teachers are new to the school and did not participate in the earlier math lab work.

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

The Teachers College reading assessment continued to be used to track students’ literacy growth over the year, as well as to investigate which students were impacted most by summer slippage. The Cognitively Guided Instruction assessment was not used systematically across the school in 2016-17 as the focus shifted to supporting common core planning and instruction for the older grade levels.

*Proximal Outcomes for Academic Excellence*

Professional collaboration continues to serve as a proximal outcome for academic excellence: “High Quality instruction, common instructional activities, shared expectations for academic success.” The Academic Excellence team has observed growth in a willingness to collaborate amongst K-3rd grade-level teachers, although a survey of specific items to directly track this growth has yet to be administered.

*Distal Outcomes*

Roxhill continues to use 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 and Teachers College assessments and up until Spring 2016, school-based assessments informed by CGI (Cogntively Guided Instruction). CGI measures include five to seven items at each grade level used to have another data point to look at students’ computational accuracy and strategy use on some routine problems. Although Roxhill did not systematically track CGI data this year, Figure 3 displays how this data has been used in previous years.
The Smarter Balanced Assessment (SBA) is a standardized test now in its third year of implementation as part of the assessment of national Common Core movement. We were not able to sustain the increase in SBA scores in third grade from 2015-2016. It is important to note that change in teaching staff, school boundaries that affected student population, and change in curricular materials may impact the comparability of scores from year to year. Mathematics scores in the fourth and fifth grade did increase modestly. Still overall scores are not at the level we would like to see. (data source: OSPI Washington State Report Card). In the year to come, we will have a more stable teaching team at grades three through five and continued focused collaboration on mathematics drawing on district level instructional coaching in order to work towards sustainable means of supporting teachers.

Teachers College assessments in the Fall and Spring are used to determine which students are at or above grade level, approaching grade level, or significantly below grade level. The TC
assessment reveals that growth in 5th grade reading was not as strong as reading growth in other grade levels. The SBA reading scores further evidence that 5th grade reading is a new focus area.

Figure 5. Reading Distal Outcome (SBA Assessment)

<table>
<thead>
<tr>
<th>Distal Outcome</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Excellence</td>
<td>% 3rd graders reading proficient (SBA)</td>
<td>17.5%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Students succeed academically</td>
<td>% 4th graders reading proficient (SBA)</td>
<td>36.3%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>% 5th graders reading proficient (SBA)</td>
<td>43.4%</td>
<td>48.8%</td>
</tr>
</tbody>
</table>

*Blue cells indicate years when a new data collection/assessment methodology was used

2017-2018 Focus Areas for academic excellence

- Building systems for collecting, analyzing, and utilizing student data.

Extended Learning

CBO Data Tracking

City Year continues to systematically track student attendance data using accessible excel spreadsheets developed by the Roxhill-UW partnership. The tool continues to generate ‘warning alerts’ when a student reaches 3 absences in a semester. This prompts 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 absentee-ism that could negatively impact their learning. One successful way City Year has helped families overcome attendance hurdles is through the use of a homeless services resource, McKinney-Vento, to provide transportation (such as taxis) for homeless students.

Extended Learning Schedule

Roxhill’s successful comprehensive after-school schedule continued smoothly this year. CBOs continued to coordinate their start and end activity times with each other allowing students to attend a variety of targeted math, literacy and enrichment after-school programs throughout the week. The new bell times in 2016-17 were an enormous adjustment for Roxhill’s after school programming and elementary schools across the district. Several CBOs struggled to adjust to the
new bell times and were not able to continue services in 2016-17. In their place, Roxhill stepped up the frequency of visits from other community partners such as the Seattle Aquarium and Skate Like a Girl. Additionally, the two teacher candidates at Roxhill led two 1st grade enrichment groups including Passport Club where students ‘traveled’ to a new place each week, and Culture Club where students made sharable posters about their culture.

This year, Roxhill drew tighter parameters around enrollment, aiming to be as intentional as possible in enrolling students who would be most supported by additional academic and enrichment opportunities. As such Roxhill limited their enrollment significantly so from the past years (see Figure 6). Additionally, the busing logistics were not able to work with the new bell time, which negatively impacted the enrollment of approximately a dozen families.

Saturday Academy was not continued in 2016-17. After reviewing student outcomes over time on various academic assessments, it did not appear that Saturday Academy, which takes a significant amount of work and resources to pull off, was not positively impacting students’ academic progress. Due to the biennial funding cycle of the CSIS grant, an extended summer program schedule for Roxhill students was not able to be offered.

**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. Roxhill continued to be 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**

<table>
<thead>
<tr>
<th>Proximal Outcomes</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># students attend on-site afterschool programs</td>
<td>172</td>
<td>120</td>
<td>124</td>
<td>56</td>
</tr>
<tr>
<td># students attend Saturday Academy</td>
<td>46</td>
<td>38</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td># students attend Summer School</td>
<td>60</td>
<td></td>
<td>107</td>
<td></td>
</tr>
</tbody>
</table>

*Grey cells indicate years when the program was inactive*
**Distal Outcomes for Extended Learning**

Using the school climate survey, Roxhill can see the percentage of students who self-report having various qualities that make up a learning mindset--such as working hard to learn and challenging oneself to do difficult things. The percentage of students who self-reported that they have these qualities increased slightly this past year (69% to 70%) and remains similar to the Seattle Public School district average (72%). Data source is the Seattle Public Schools Climate Survey (see Figure 7).

Figure 7. *Life Skills Distal Outcome*

<table>
<thead>
<tr>
<th>Distal Outcome</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students develop life skills for success beyond the classroom</td>
<td>% students self-report having a growth mindset</td>
<td>76%</td>
<td>69%</td>
</tr>
</tbody>
</table>

*Blue cells indicate years when a new data collection/assessment methodology was used*

**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. Not every student signs up for health services. Although we are unable to track this, we surmise that students enrolled in Roxhill may have their own outside health care services.

**RULER: Social Emotional Literacy Curriculum**

Roxhill continued to implement the RULER curriculum to help students and teachers use a common language to talk about emotions. In addition to implementing the first three anchor tools that are part of the RULER curriculum (i.e., Charter, Mood Meter, Meta-Moment), administrators,
teachers, and support staff focused on utilizing the fourth anchor tool, the Blueprint, a tool to help students manage conflict. Teachers and students articulated that this tool was valuable for managing conflict and taking another’s perspective. In the classrooms where teachers continue to implement RULER and integrate the content into academic learning, teachers still find that academic excellence and social-emotional learning have a natural fit.

*Mental Health Referral System*

Roxhill staff continued to use Neighborcare resources, and Neighborcare staff continued to reach out to Roxhill families. The result is that for the past 2 years, 50% of Roxhill’s student population registered at Neighborcare. Each year the number of students receiving medical, mental health, and dental treatment increases.

*SWIS Data Tracking System*

Roxhill continued to use School-Wide Information System (SWIS) to track behavioral incidents throughout the school year. Roxhill administrators successfully used this system to identify patterns—frequent times of the day and locations in which behavioral incidents occurred—and to make changes that resulted in a dramatic decrease of student suspensions (See Figure 10).

*Proximal Outcomes for Holistic Health*

Neighborcare’s presence continued to grow at Roxhill with a health care coordinator working 22 hours a week, a mental health therapist scheduled for 24 hours a week, a nurse practitioner on-site 10 hours a week, an eligibility specialist at 4 hours a week, and an oral health team visiting 8 hours every other week. This combined with Roxhill’s leveraging of a referral system, has led to 148 unique students served on-site, an increase from 135 students in 2015-2016. Across these 148 students, Neighborcare recorded 764 total visits (medical, mental health, and dental). This is also an increase from 2015-2016 which logged 667 visits.

Of these students, 89% had either no insurance or were receiving State assistance this year. Hence, these students would otherwise face substantial barriers to accessing care outside of Roxhill Elementary. Students’ dental visits are demonstrating positive results. Neighborcare reported this
year that the percentage of students with new decay at their recall exam decreased by approximately 10%, district wide at all their sites (See Figure 8).

Figure 8. *New dental decay declines across Neighborcare sites*

The bar chart in Figure 8 comes from Neighborcare. The data includes all of their sites, district-wide. The numbers above the gray bars are the averages between the elementary and middle schools sites. Specific to Roxhill, we saw a slight decrease in dental decay starting from 2014-15, with 39 patients, 50% with new decay; 2015-16, with 48 patients, 29% with new decay; 2016-17, with 43 patients, 46% with new decay. It is important to note that because of confidentiality, we are unable to report how many of the dental patients remained the same over the years, which may contribute to data reported here.

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 9 displays this data over the past 3 schools years (Data Source: Neighborcare Report; grey areas indicate years when a given program was not running).
Figure 9. Proximal Outcomes for Holistic Health

<table>
<thead>
<tr>
<th>Proximal Outcomes</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holistic Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># referred students receiving care</td>
<td>120</td>
<td>135</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td># referred students receive ongoing mental health services from Neighborcare</td>
<td>7</td>
<td>7</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td># additional referred students served through positive social skills groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># students receive dental care</td>
<td>24</td>
<td>39</td>
<td>55</td>
<td>45</td>
</tr>
</tbody>
</table>

* Grey cells indicate years when the program was inactive

Distal Outcomes for Holistic Health

As in previous years, the school climate survey also shows the percentage of students (58%) who report that they have a strategy to regulate their emotions when feeling upset or excited (see Figure 10). Various factors may have impacted the decrease in the number of students who report that they have such a strategy from the previous two school years. Although RULER has continued to be implemented this past year, there appeared to be a decrease in implementation in some classrooms. For example, teachers may have taught their students to stop and use a strategy to regulate their emotions and behavior, but they may not have taught their students various strategies in an in-depth manner. The behavior specialist and counselor at Roxhill reported this and noted that this is an area of growth for the upcoming school year. Additionally, the transition in leadership may have impacted the overall implementation of RULER. This past year, the new principal was intentional about taking the year to learn about the school and focus on other professional development related to students’ social and emotional well-being, therefore, taking less time to provide support for the RULER curriculum.

Roxhill continued to use SWIS, a data tracking platform, to systematically and comprehensively collect data about incident reports. As teachers’ familiarity with the system grows (and the expectations that they readily use the system), Roxhill teachers and administrators were able to use the system with more fidelity than the previous year. This difference helped locate a large number of incident reports occurring in the school. These incidents ranged from minor...
incidents that required minimal intervention (a teacher reminding a student about appropriate hallway behavior) and major incidents that required more substantial interventions (such as a behavioral intervention plan). Although the number of recorded incident reports was larger than in previous years we must keep in mind that a direct year-to-year comparison is misleading as the data collection methodology changed each year (from informal note-taking to SWIS piloting to systematic SWIS use).

Roxhill administrators and staff reported two successes for behavior this year. First, there were far fewer suspensions than in the previous year (see Figure 10). Second, Roxhill administrators reported that they were spending far less time dealing with behavior problems and interruptions in their day as compared to past years. This is partly because classroom teachers were successfully managing behavior incidents as they came up in their classrooms. Together this means that students were being sent to the office less and sent home less.

Figure 10. *Pro-Social and Emotional Behavior Distal Outcome*

<table>
<thead>
<tr>
<th>Distal Outcome</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holistic Health</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ mental &amp; physical health needs are assessed and appropriately addressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># students with filed incident reports</td>
<td>27</td>
<td>62</td>
<td>126</td>
</tr>
<tr>
<td># filed incident reports (total)</td>
<td>52</td>
<td>258</td>
<td>679</td>
</tr>
<tr>
<td># students suspended</td>
<td>20</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td># Suspensions (total)</td>
<td>35</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td># Loss of Privileges (total)</td>
<td>15</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>% students self-report having self-calming strategies</td>
<td>76%</td>
<td>72%</td>
<td>58%</td>
</tr>
</tbody>
</table>

*Blue cells indicate years when a new data collection/assessment methodology was used*

**Family Engagement**

*Family Classes*

Roxhill administrative staff hold monthly classes for families on interest topics. Previous classes included Positive Discipline and Family Fitness. A Roxhill parent leader coordinated with families to attend a 20 week ESL course. This year 8 individuals from Roxhill families participated in the course (see Figure 11). Initiated by a parent leader and teacher, parents and teachers
participated in a cooking club in the Roxhill family room. Additionally, families enjoyed coffee hours and an SEL workshop. During these meetings, ideas were discussed about ways to further engage families and the kinds of topics that would be helpful to them. These ideas informed the Family Engagement Plan for the 2017-18 school year.

**Family Connections**

The goal of family connections (also known as home visits) 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 continued to maintain a strong PTSA leadership, to offer weekly classes and coffee hours for families, and to visit families outside of school. Each of these efforts helps to form Roxhill as a community school where parents are positioned as conversation partners, co-learners, and leaders.

**Figure 11. Proximal Outcomes for Family Engagement**

<table>
<thead>
<tr>
<th>Proximal Outcomes</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family engagement and learning opportunities</td>
<td>15</td>
<td>15</td>
<td>13.5</td>
<td>8</td>
</tr>
<tr>
<td># families attend coffee hours (monthly avg.)</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td># families attend classes (i.e. ESL) (monthly avg.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% families visited during teacher home visits</td>
<td>82%</td>
<td>80%</td>
<td>92%*</td>
<td></td>
</tr>
</tbody>
</table>

*Estimated percentage for the 2016-2017 school year

**Blue cells indicate years when a new data collection/assessment methodology was used**

**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. Roxhill has gradually improved the attendance of students in the second semester, and has typically improved the attendance of students in the first semester although this year saw a moderate decline.

CSIS UW-Roxhill Progress Report 2017
decrease in the percentage of students with fewer than 5 absences in the first semester (See Figure 12). A number of factors explained the decrease in first-semester attendance in 2016-2017 (compared to 2015-2016): the cold and flu season was especially bad at Roxhill in 2016-2017 between October and December, many students visited family members abroad for extended periods of time, and beginning of the year registration issues led to confusion and missed days at the start of school. Additionally, attendance campaigns did not ramp up until January 2017.

Figure 12. School Attendance Distal Outcomes

<table>
<thead>
<tr>
<th>Distal Outcome</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Engagement</td>
<td>% students with &lt;5 absences in semester 1</td>
<td>67%</td>
<td>71%</td>
<td>77%</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>% students with &lt;5 absences in semester 2</td>
<td>62%</td>
<td>64%</td>
<td>65%</td>
<td>59%</td>
</tr>
</tbody>
</table>

*Source: Seattle Public Schools

**Blue cells indicate years when a new data collection/assessment methodology was used

Teacher Education Program

The TEP logic model (see Figure 13) guides the outcomes that UW believes are important, including teacher candidate success on certification tests. 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. The 52 Elementary TEP candidates who took the edTPA test had a 98% passing rate (for UW’s standard, 100% for Washington State standard) for the past year (See Figure 14). Similarly, Elementary TEP candidates showed strong edTPA scores (across all 18 tested domains). 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. For example, in the past UW has given greater attention to the Providing Feedback (Rubric #12) domain and now this domain ranks as UW teacher candidate’s highest score (compared to averages taken of each other rubric). UW has also learned that teacher candidates need more growth in the domains of Engaging Students (Rubric #17) and Deepening Learning (Rubric #18). In response, UW professors are considering
how to give students more opportunities for practice with analysis and reflection through videos. UW scores remained strong in areas such as Planning to Support Varied Student Learning Needs (Rubric #2) and Using Knowledge of Students to Inform Teaching and Learning (Rubric #3). Every year several Elementary TEP candidates apply for special education and ELL endorsements.

Figure 13. *TEP Logic Model*

**UW CoE Community Teacher Innovation Model**

- **Innovations in teaching and field learning to strengthen understanding of community teaching and FSCS applications**
- **Skills and knowledge of community teaching and FSCS model**
- **Innovation in course content and instructional methods**
  - **Examples:**
    - CFP-Menu of Actions: neighborhood walk/mapping exercise; community action plan; home/family visits; political & social justice events.
    - Course 541 Ed-Tep: family conferencing; family visit to UW; presentations on SEL and data use.
    - Course 523; 522 Ed-Tep: family math night
- **Knowledge and application of community teacher model; holistic learning (SEL); math**
- **Knowledge and application of assessment and data use strategies to implement and refine best practices**
- **Students identify as community teachers; possess knowledge, skills, and practices of community teachers**
  - *Interview/ survey data*  
  - *Focus group data*  
  - *Inquiry projects*
- **Tailored fieldwork opportunities**

*Blue cells indicate years when a new data collection/assessment methodology was used*

**Figure 14: Teacher Education Program Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th><strong>12-13</strong></th>
<th><strong>13-14</strong></th>
<th><strong>14-15</strong></th>
<th><strong>15-16</strong></th>
<th><strong>16-17</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education Program</td>
<td>% teachers meet UW standard for edTPA</td>
<td>79%</td>
<td>94%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Students are prepared to be community teachers</td>
<td>Total score average on edTPA</td>
<td>47.9</td>
<td>48.4</td>
<td>49.5</td>
<td>47.9</td>
</tr>
</tbody>
</table>

CSIS UW-Roxhill Progress Report 2017
Recruitment & Retention of Teachers of Color

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

In 2014-2015, UW enrolled 52 elementary teacher candidates into its ELTEP program. 21 of these students are teachers of color (40%). In 2015-2016, UW enrolled 53 students into ELTEP, 23 of which are teachers of color (43%). In 2016-2017, 57 students participated in ELTEP, 21 of which are teachers of color (37%). Of these 21 teacher candidates, 20 went on to complete the edTPA test, while the remaining teacher candidate is still in the completion process. This suggests that UW is successfully retaining teacher candidates of color throughout the ELTEP program. In 2017-2018, UW enrolled 61 elementary teacher candidates into its ELTEP program. 30 of these are students of color (49%).

Looking across UW’s five teacher educator programs we see that ELTEP’s enrollment rate of teacher candidates of color is higher than the average of the five programs. In 2014-2015 across UW’s five teacher educator programs, 176 students enrolled, 55 of which are teachers of color (31%). In 2015-2016 those numbers increased, 190 students enrolled, 69 of which are teachers of color (36%). In 2016-2017, 208 students enrolled, 72 of which are teachers of color (35%). In 2017-2018, 209 students enrolled, 73 of which are students of color (35%).

UW Teacher Education programs have also targeted activities that focus on reducing barriers and supporting success in completing our programs once enrolled. UW 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 underrepresented minority (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.

Additional strategies to increase the retention of Teacher Candidates of Color for 2017-2018 include:

- In the Summer quarter 2017, we held 3 academic workshops focused on supporting reading and writing graduate school demands. These workshops were mandatory for all Teacher Candidates.
- In Summer quarter 2017 we held NES study sessions. These were mandatory for any TC who had not yet taken or passed the NES tests. We had over 20 TCs per session for these workshops.
- The school placement matching process for Teacher Candidates of Color and those whose first language is not English was focused on placing them in schools and communities where there was racial, cultural, or linguistic congruence.
- We held a Students of Color and LGBTQ+ lunchtime gathering for Secondary and Elementary Teacher Candidates in June 2017.
- We continued to hold Students of Color and LGBTQ+ weekly lunchtime gathering throughout the Summer and in to the Fall quarters of 2017.
- We placed all Teacher Candidates whose home language is not English in one section in order to provide more supports both instructionally and among peers.

Summary

Overall, these findings reveal a number of strengths and weaknesses in the implementation of CSIS. The program evaluation in 2015-2016 pointed to a need for improving 4th and 5th grade mathematics instruction and for a renewal of the Full Service Community School model. Both of these needs emerged in large part due to Roxhill staff turnover. Both of these needs were met in 2016-17 as time and attention turned to supporting 4th and 5th grade math teachers and in articulating the Full Service Community School vision. Figure 15 displays a diagram that the principal, Tarra Patrick, uses to open her meetings in the 2017-18 school year with the staff, as a CSIS UW-Roxhill Progress Report 2017
way to align the work of the school with the specific goals for supporting students in a holistic way.

Partnerships with Communities in Schools and Neighborcare continued to grow and benefit the students and families of Roxhill Elementary. UW teacher candidates also continued to embrace the community model of the FSCS vision, taking this model with them to other school placements. And, mentioned earlier one UW teacher candidate who did their student teaching at Roxhill was hired at the end of the year to teach Kindergarten beginning in the 2017-2018 school year.

New focal points emerged: 3rd grade math and 5th grade reading scores declined on the SBA; attendance rates for the first semester dropped; student’s self-report on their abilities to use self-calming strategies also decreased as well. In addition to focusing on supporting students in these specific ways academically and socially-emotionally, staff is also focused on sustainability this coming school year--building systems and maintaining partnerships that will last once the CSIS initiative is complete.

Figure 15. Full Service Community School vision diagram

Section VII: Implementation Progress

This experience has reminded us that sustaining the vision of a full service community school within the context of Roxhill is important work that needs to be conducted each and every
year, not just once during the planning year. For this reason, we intend to focus our efforts on re-introducing and making sustainable this vision next year. This may mean that we strategically reduce or pause several of the programmatic initiatives that we have led thus far. This should be kept in mind when reviewing the Implementation Timeline (Figure 15) and the Innovation Goal timeline (Figure 16) presented at the end of this report.

Section VIII: 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, although adjusted for the needs of Roxhill in 2016-2017, remain part of a broader effort to re-design the way we think about and enact professional learning for teachers regionally and are being used in other schools and school district in Western Washington.

Currently, the three CSIS sites are collaborating on a special issue of Teachers College Record to disseminate findings from our partnerships and make recommendations to other entities interested in similar initiatives. A number of sharable lessons about scalability have been learned through this effort. First, the literature review of 56 different cases of school-university partnerships demonstrates that the biggest source of challenges for partners to work well together stems from the fact that partners often come to the partnership with different organization structures, discourse practices, and power relations. If any one of these differences are not managed well, the partnership itself, and all the powerful work that could come out of it, can break down. This shows us that partnerships are fragile.
Yet, each of the three CSIS case studies reveal productive ways to manage these differences. Washington Elementary and Western Washington University pointed to the importance of hiring hybrid positions—people who work well both with the school and the University in various ways. These positions understand the ‘culture’ of the school and the University and can help build organizational infrastructure, shared meaning, and trusting relationships. The research literature refers to these positions as cultural brokers. Given the evidence from the literature review, cultural brokering is demanding, yet necessary work to help a partnership collaborate effectively together.

Roxhill Elementary and University of Washington extend these insights beyond school-University partnerships. Using a Full Service Community School model, Roxhill brings many partnerships on-site. In doing so, it has found that some of its most indispensable people also serve in hybrid positions as cultural brokers. This includes the Parent Leader positions that navigate and connect the world of families to the world of schools. It also includes the Communities in School position which helps find good fits between CBOs and schools. Both of these positions act as cultural brokers in as much as they help each side of a partnership become oriented to and work well with the other side. It’s not that differences between these partners go away, but that they are understood and thoughtfully addressed.

Last, Holmes Elementary and Gonzaga and Whitworth University have taught us that the currency of cultural brokering is relational trust. Trust is necessary for doing the work of cultural brokering. Whether the brokering comes in the form of a designated position or not, differences cannot be well managed in the absence of trust. In cases where trust needs to be built, this means that partners may need to invest in their relationship just as much as they need to invest in programs and initiatives that they can pursue together.

Taken together these lessons lead to concrete recommendations for future sites aspiring to pursue school-University partnership. First, be aware that partners have difference organizational structures, discourse practices, and power relations (whether it’s between the school and the University, the school and the families it serves, or the school and its CBO partners). Second, invest in cultural brokers—hybrid positions that know the world of both sides of the partnership.
enough to help each partner understand and maneuver their differences. Last, invest time and energy into building relational trust (rather than just programs and initiatives) so that cultural brokering can effectively occur.

A number of additional lessons about scalability have been learned through the annual meetings hosted by OSPI and PESB. These lessons include:

- There is no single scalable intervention (i.e. implementation science models) for doing this work. It must be customized and engaged at the local level. This does not mean that we cannot name the guiding principles for doing this work, but we need more research that can help us understand what features and approaches work best in specific settings (urban, rural, suburban) with particular populations (low-income, immigrant, ELLs, heterogeneous populations or communities with particular racial, ethnic, religious groups as primary school-going populations, etc.)

- The approach of locating activities to a single school site is not well suited to scaling practices because of the limited exposure to teacher candidates and the very localized feel of the work.

- District buy-in is essential for school-based partnerships. Additionally, Teacher Education Programs can benefit from broader district participation and flexibility.

Section IX: 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, Tarra Patrick has successfully re-introduced the vision to staff, by beginning staff meetings with a visualization (see Figure 15) to display the work of a Full Service Community School. Patrick and staff use the visualization to make decisions about what
programs, initiatives, and partners to pursue, and why (by asking how does it help enrich / is it connected with any of the four components of Roxhill’s FSCS).

Patrick has taken another step towards sustainability by applying to Seattle Public Schools to pilot a data portal system called Homeroom. Roxhill was one of the few chosen Elementary sites to receive the Homeroom platform. The application was strong because she had familiarity with the Homeroom platform at a previous school. The application was also strong because Patrick was able to point to all the work that went into building data infrastructures at Roxhill and the positive data culture that surrounds the use of data at Roxhill. This showed that Roxhill was ready to make the most use of this new system. Homeroom pulls together and automatically updates data for all of Roxhill’s students including demographics, attendance, behavior, academic assessments. It can also be used to run report and display data visualization. Using this instead of a series of excel spreadsheets saves staff an enormous amount of time. Principal Patrick is redirecting this time towards a new focus: instead of building data systems from scratch, she is able to focus on more important questions such as “what are the questions worth asking of the data, and what data is needed to answer the really worthwhile questions?” With a sustainable data infrastructure solution in place, she now has the time to pursue these important conversations.

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. 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.
### Figure 16: Implementation Timeline

<table>
<thead>
<tr>
<th>Programmatic Achievement</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Excellence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Lab PD →</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Plan &amp; Logic Models →</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CGI &amp; TC data tracking →</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTSS Group →</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extended Learning</strong></td>
<td></td>
<td></td>
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*grey areas indicate the year each program began or continued on.*
### Figure 17: *Innovation Goal Timeline*

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<th>Team</th>
<th>Innovation Plan Goals</th>
<th>Achieved by</th>
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| 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.  
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. |
|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 12-13       |
|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 13-14       |
|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 14-15       |
|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15-16       |
|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 16-17       |
| 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.  
                                                                                      | 12-13       |
| Extended Learning         | (4) Supporting high quality instruction for all Roxhill students and increasing student learning and enrichment.                                                                                                                                                                                                                                                                                                                                                                        | 12-13       |
| Holistic Health           | 5. Integrating the social-emotional health and wellness services at Roxhill, and increasing student access as a result of school-community partnerships.                                                                                                                                                                                                                                                                                                                                                             | 12-13       |
| Family Engagement         | (6) Increasing family engagement in students’ learning and enrichment, and involvement in the school community.                                                                                                                                                                                                                                                                                                                                                                                                                      | 12-13       |
| 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.                                                                                                                                                                                                                                                                                                                                  | 12-13       |
|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 12-13       |

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