



REPORT TO THE LEGISLATURE

Collaborative Schools for Innovation and Success

2018

Authorizing legislation: [RCW 28A.630.106](#)

Cindy Rockholt
Assistant Superintendent of Educator Growth and Development at OSPI

Prepared by:

- **Maria Flores**, Director, Title II, Part A and Special Programs
maria.flores@k12.wa.us | 360-725-6340
- **Madeline Elsen**, Data and Research Analyst, Title II, Part A and Special Programs
madeline.elsen@k12.wa.us | 360-725-6504

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Executive Summary

The Collaborative Schools for Innovation and Success (CSIS) pilot program was a partnership that paired colleges of education with low-performing, high-poverty elementary schools. The purpose of the five-year pilot was to increase student achievement, close the opportunity gap, and change the way teacher candidates learn to teach students in selected schools.

The three college and elementary school partnerships selected for the grant included:

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

The CSIS project has allowed the selected elementary schools to implement research-based, innovative practices with their college of education partners. At the same time, the colleges of education were able to improve their teacher education programs. Highlights from the final year of implementation (2017–18) include:

Gonzaga and Whitworth Universities with Holmes Elementary: Holmes Elementary continued to see improvement in student attendance with a reduction in the average number of behavior office referrals. Gonzaga and Whitworth Universities both took specific steps to increase the number of candidates graduating with an English Language Learner (ELL) endorsement and reported it has now become a “de facto” expectation that teacher candidates pursue the ELL endorsement.

University of Washington with Roxhill Elementary: Roxhill Elementary experienced a substantial reduction in the number of student suspensions and an increase in student referrals to Neighborcare, an on-site provider for mental, physical, and dental health. The University of Washington focused on recruiting more teacher candidates of color and created a new program where candidates will be able to earn a master’s degree in elementary teaching and a bilingual endorsement to better prepare themselves for work in dual language classrooms.

Western Washington University with Washington Elementary: Washington Elementary continued to show notable success among Latinx students in math and the number of behavior office referrals. Western Washington University (WWU) reported a continuous gradual increase of teacher candidates graduating with an ELL endorsement. Additionally, WWU reported a higher percentage of interns who completed their final preparation in high-need schools are

now working in high-need schools throughout the state, thus helping future educators to feel well-prepared to teach diverse students who are reported within the opportunity gap.

Strong university and school district partnerships were developed over the course of the project and are set to continue beyond the end of CSIS funding. To conclude the work of this pilot project (Revised Code of Washington [RCW] 28A.630.107), the Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB) recommend the pilot project be continued and expanded into a grant for other school district and college of education partnerships in the state. In addition, both OSPI and PESB also recommend the pilot project be expanded into a grant to include middle and high schools in the state.

Introduction

House Bill 2799 (2012) established the Collaborative Schools for Innovation and Success (CSIS) pilot program. This is a joint project between the Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB). Expectations for the pilot project are outlined in Revised Code of Washington (RCW) Chapter 28A.630, sections 101–109. The intent of the pilot program was to create collaboration between colleges of education and school districts in order to accelerate student achievement and increase the knowledge and skills of current and future educators.

The purpose of the CSIS pilot project was for colleges of education to collaborate with school districts to improve student and educator success by developing and implementing research-based models of instruction and services, educator preparation, and professional development programs. The research-based models have been proven successful in (1) closing the educational opportunity gap; (2) improving student learning in low-performing schools; and (3) building an educator workforce with knowledge, skills, and background that aligns with the characteristics and needs of students in low-performing schools (RCW 28A.630.103).

The Office of Superintendent of Public Instruction and PESB allocated funds for three partnerships to support CSIS pilot projects based on the requirements outlined in RCW 28A.630.104. In 2012–13, all three partnerships went through a comprehensive needs assessment with input from parents and families, students, teacher candidates, faculty, and communities at-large. Once the needs of the students were identified, each partnership built a five-year action plan that included annual targets, intervention, and support. A summary of the Innovation and Success Plans developed are located in the 2013 initial report to the Legislature, while the innovative models used by each partnership are:

Model	Elementary School (School District)	College of Education
Collaborative Inquiry and Saturation	Holmes Elementary (Spokane Public Schools)	Gonzaga University and Whitworth University
Full Service Community Schools Model	Roxhill Elementary (Seattle Public Schools)	University of Washington
Inquiry-Action Teams in a Community of Practice Model	Washington Elementary (Mount Vernon School District)	Western Washington University

Final Progress Report

Summary of Reports

Grantees completed their final year of the Collaborative Schools for Innovation and Success (CSIS) pilot program within the 2017–18 school year. Due to not knowing if the Legislature would dedicate funds to a final evaluation of the pilot program, grantees used their final annual meeting in October 2017 to present preliminary conclusions, best practices, and recommendations.

Conclusions from the Grantees:

1. An external evaluation of the outcomes of this pilot project would have been valuable for understanding some of the challenges and successes across all three grantee partnerships. For this particular project, the evaluation, as outlined in RCW 28A.630.107, was not funded.
2. Grantees emphasize that colleges of education are responsible for being culturally responsive to communities in which they prepare teachers, recognizing their unique assets and needs. They also emphasize that colleges of education must adequately prepare teachers to be culturally competent.
3. Grantees identified that a barrier to recruiting more teacher candidates of color is adequate financial aid. In order for more teacher candidates of color and first generation students to become teachers, colleges of education must provide sufficient financial support.
4. Grantees emphasize the importance of adequate staffing for positions, such as family engagement coordinators, school social workers, and counselors. In order to provide integrated student supports, grantees used grant funds to create these additional positions.

5. Strong partnerships between colleges of education and school districts are critical for improving student and educator success. Investments by the Legislature in these types of partnerships will help bolster regional education collaboration.
6. Grantees found that providing expanded learning opportunities through before and after school programs, experiential learning during the school day, and activities outside the classroom improved student outcomes. Grantees recommend that the Legislature incentivize the development and implementation of expanded learning opportunities.
7. The CSIS process, which included an initial planning year grant with a focused needs assessment of both the college of education and the elementary school, was instrumental in developing each partnership's Innovation and Success Plan (ISP). The grantees recommend that any future CSIS grants replicate the same process and use the plans developed to guide the selection of a model that is tailored to the unique demographics, needs, and assets of the college of education, school, and local community.
8. Grantees found that instructional effectiveness and capacity to close the opportunity gap increased not only for the teacher candidates, but also for the veteran teachers who were involved in the mentoring of the candidates. By embedding faculty and researchers from colleges of education in the schools, professional development was more effective and has created true professional learning communities.

Further information regarding the experiences and conclusions of the grantees and best practices offered for future collaborative partners is available in the [2017 report](#) to the Legislature.

Each partnership submitted a final progress report to the Office of Superintendent of Public Instruction (OSPI) and Professional Educator Standards Board (PESB) focusing on impacts of innovative student achievement programs and practices (both academic and non-academic), teacher preparation, recruitment and retention, and exploring how initiatives could be scaled up and/or sustained after the pilot program. Complete progress reports are provided in the [appendices of this report](#).

Gonzaga and Whitworth Universities and Holmes Elementary School

Background

The areas of focus at Holmes Elementary were aligned systems of support for student achievement, field-situated learning for teacher preparation—or saturation model—and recruitment of diverse teacher candidates. With the saturation model, teacher candidates were embedded in classrooms at Holmes Elementary. There is an intentional alignment of school-wide systems as the teacher candidate and mentor teacher pairs co-teach and collaborate on

instructional decisions. This model, along with support from the Learning Support Team, assists with consistent academic, social, and behavioral supports.

- Academic supports include “miss school-miss out,” extended learning opportunities, child study team/multi-disciplinary team, and an intervention model.
- Behavioral management supports include staffing a mental health counselor, child study team, make your day framework, and an attendance review team.
- Social supports include a resource management team, a school support team, and home visits as needed. Teacher candidates also participate in grade level and grade band professional learning communities with their mentoring staff.

The professional learning communities focused on providing school-wide systems of support for students and increasing family and community involvement. The saturation model with the co-teaching framework was intended to increase linkages between P–12 fieldwork and university coursework.

Findings

- Holmes Elementary continued to see improvement in student attendance, specifically in the number of moderate or severe chronic attendance issues.
- The average number of behavior office referrals at Holmes Elementary also decreased from 200 referrals in September 2013 to 65 in September 2017.
- All teacher candidates who completed their preparation at Holmes Elementary passed the edTPA (Teacher Performance Assessment) on their first submission.
- Both Gonzaga and Whitworth Universities took specific steps to increase the number of candidates graduating with an English Language Learner (ELL) endorsement. It was reported that it has now become a “de facto” expectation that teacher candidates pursue this additional endorsement.

University of Washington and Roxhill Elementary School

Background

Roxhill Elementary and the University of Washington’s approach focused on embracing a Full-Service Community School (FSCS) model of learning that revolved around a holistic approach toward student success. This model provided a range of services to children and families in partnership with community-based organizations and integrated health, nutrition, mental health, and safety needs in the school setting. The idea is that by consistently meeting basic needs of students and families, students can be more successful in school.

Additionally, the Roxhill Elementary staff and the University of Washington teacher candidates and faculty focused on job embedded professional learning math labs. Educators engaged in

modeled content delivery and data review of student questions and worked to deepen their understanding of instructional strategies and common student misconceptions.

Family engagement is instrumental to the implementation of the full-service community school model. Parents and guardians were invited to attend a class with teacher candidates at the University of Washington. The class discussed the community school effort and the role of parents and guardians as a part of the community school.

Findings

- Roxhill Elementary experienced a remarkable reduction in the number of student suspensions, from 35 suspensions in 2014–15 to only 3 in 2017–18.
- Student access to an on-site provider for mental health, physical health, and dental health grew from 74 students receiving services in 2013–14 to a remarkable 148 in 2016–17 and 106 in the 2017–18 mid-year report.
- Recruitment of candidates of color increased 9 percent from 2014–15 to 2017–18 into the Elementary Teacher Education Program (ELTEP) at the University of Washington.
- The Elementary Teacher Education Program also created a new program this past year where candidates will be able to earn a master’s degree in elementary teaching and a bilingual endorsement to confidently prepare themselves for work in dual language classrooms.
- The model of ‘coaching up’ took shape over the final year. ‘Coaching up’ refers to “when one member of a partnership has more expertise and experience in regards to a particular endeavor and is able to support the other partner,” and was able to help onboard fellow staff in best practices around social-emotional learning and data usage.

Western Washington University and Washington Elementary School

Background

The model used at Washington Elementary sought to close the opportunity gap through increased, authentic family engagement with the use of family visits, family literacy nights, adult English as a Second Language (ESL) classes, and the Club de Lectura program. The family engagement initiatives were designed to address the needs of all students, with specific attention paid to the needs of the large population of Latinx students and families. School staff and teacher candidates 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.

The partnership strategized with Mount Vernon School District and School Board to ensure investment in pilot initiatives beyond the life of the grant funding. District initiatives include progress monitoring, family engagement and literacy initiatives, and a communities in schools

model in targeting community outreach. In addition, the grantees utilized local partnerships, development of teacher recruitment and qualification enhancements, and dissemination of efforts through regional and national conferences.

Findings

- Washington Elementary continued to show notable successes among Latinx students in math, further indicating a closure in the achievement gap between White and Latinx students within math.
- The number of behavior office referrals at Washington Elementary noticeably decreased since the beginning of the CSIS pilot program with 843 referrals in 2013–14 to only 265 referrals in 2017–18.
- A 10-week math intervention program that showed students who participated experienced an average of 16 weeks of growth was continued from 2016–17.
- Western Washington University reported a higher percentage of interns who completed their final preparation in high-need schools are now working in high-need schools throughout the state. Now educators, and the principals of the high-need schools who hired them, feel the educators are well prepared to teach the diverse students who often fall victim to the achievement and/or opportunity gap.
- The number of teacher candidates graduating with an ELL endorsement from Western Washington University gradually increased throughout the project from 38 in 2012–13 to a total of 44 in 2016–17.
- A strong university and school district partnership developed over the course of the project and is set to continue beyond the end of CSIS funding.

Final Recommendations

1. Expand CSIS Grant

Strong university and school district partnerships developed over the course of the project and are set to continue beyond the end of Collaborative Schools for Innovation and Success (CSIS) funding. To conclude the work of this pilot project (Revised Code of Washington [RCW] 28A.630.107), the Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB) recommend the pilot project be expanded to include grants to other elementary schools in the state. Additionally, both OSPI and PESB recommend the pilot project be expanded to include middle and high schools in the state.

2. Student Teacher Residency Model Study

Create a workgroup to study Collaborative Schools for Innovation and Success grounded in an examination of statewide residency programs, including alternative route and traditional, where teacher candidates are placed in a year-long residency. The Office of Superintendent of Public Instruction and PESB will collaborate on a workgroup that will examine teacher preparation residency strategies, impact and support from local school districts, and an examination of the impact on teacher and student outcomes.

3. Evaluation of CSIS Pilot

A final evaluation was not completed, as funds were not appropriated by the Legislature specifically for this purpose. The Office of Superintendent of Public Instruction and PESB recommend the Legislature appropriate funds in the 2019–21 biennium for a final evaluation of the completed pilot project in order to synthesize research on the outcomes of the substantial five-year pilot.

4. CSIS Process

Replicate the Collaborative Schools for Innovation and Success process with additional school district and college of education partnerships. During the planning year of the grant, the colleges of education and their partner elementary schools engaged in a comprehensive needs assessment process that determined the model to be used to both improve student outcomes and better prepare student teachers to teach in challenging settings. From the needs assessment, Innovation and Success Plans were written, which guided the work during the pilot and identified student, teacher, and community needs. The plans outlined a four-year model to both improve student outcomes and to increase the effectiveness of student teacher candidates in colleges of education. The collaborative process, based on research and identified needs, allowed the schools to change their instructional model and colleges of education to adjust and refine their coursework and instruction.

Conclusion and Next Steps

The Collaborative Schools for Innovation and Success (CSIS) pilot program has allowed colleges of education, school districts, and communities “unique opportunities to leverage resources, foster innovation, disseminate best practices in educator preparation and professional development, and close the educational opportunity gap for students in low-achieving schools” (Revised Code of Washington [RCW] 28A.630.101).

The three partnerships submitted their final 2018 progress reports (Appendices A–C), which focus on exploring how initiatives could be scaled up and/or sustained after the pilot program.

Collectively, partnerships described that in order to close the opportunity gap, schools must be more culturally responsive to their communities. This can be achieved by building interest in teacher preparation programs among students of color and recruiting future educators within the communities, along with schools recruiting and supporting multilingual and multicultural educators. In addition, partnerships between colleges of education, school districts, and communities have led to great success for the CSIS program. These partnerships leveraged collective resources while building working relationships that will continue to serve communities well beyond the program. To fully capitalize on the impact of these partnerships, CSIS grantees stress that an investment in staff to foster partnerships is key to sustainability.

The CSIS pilot program was a significant investment by the Legislature in terms of time (five years of implementation) and resources (\$1.5 million per year). If this project is replicated or expanded, the Legislature may want to consider fully capitalizing on its investment by funding an evaluation that uses “quantitative and qualitative analysis to identify successful practices in improving student and educator outcomes” (RCW 28A.630.107). Findings from an evaluation could help inform strategies that aim to improve teacher preparation, end the teacher shortage crisis, and fulfill the state’s responsibility in closing the educational opportunity gap.

APPENDICES

Appendix A: Gonzaga and Whitworth Universities/Holmes Elementary School 2018 Final Report

[Gonzaga and Whitworth Universities/Holmes Elementary School 2018 Final Report](#)

Appendix B: Western Washington University/Washington Elementary School 2018 Final Report

[Western Washington University/Washington Elementary School 2018 Final Report](#)

Appendix C: University of Washington/Roxhill Elementary School 2018 Final Report

[University of Washington/Roxhill Elementary School 2018 Final Report](#)

**All reports are uploaded to the [Collaborative Schools for Innovation and Success webpage](#), hosted by the Professional Educator Standards Board (PESB).*



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