Washington State

Statewide System of Support

June 27, 2011

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Director of
School Improvement**

**Office of
Superintendent of
Public Instruction**

Washington WIN
Improvement and Implementation Network
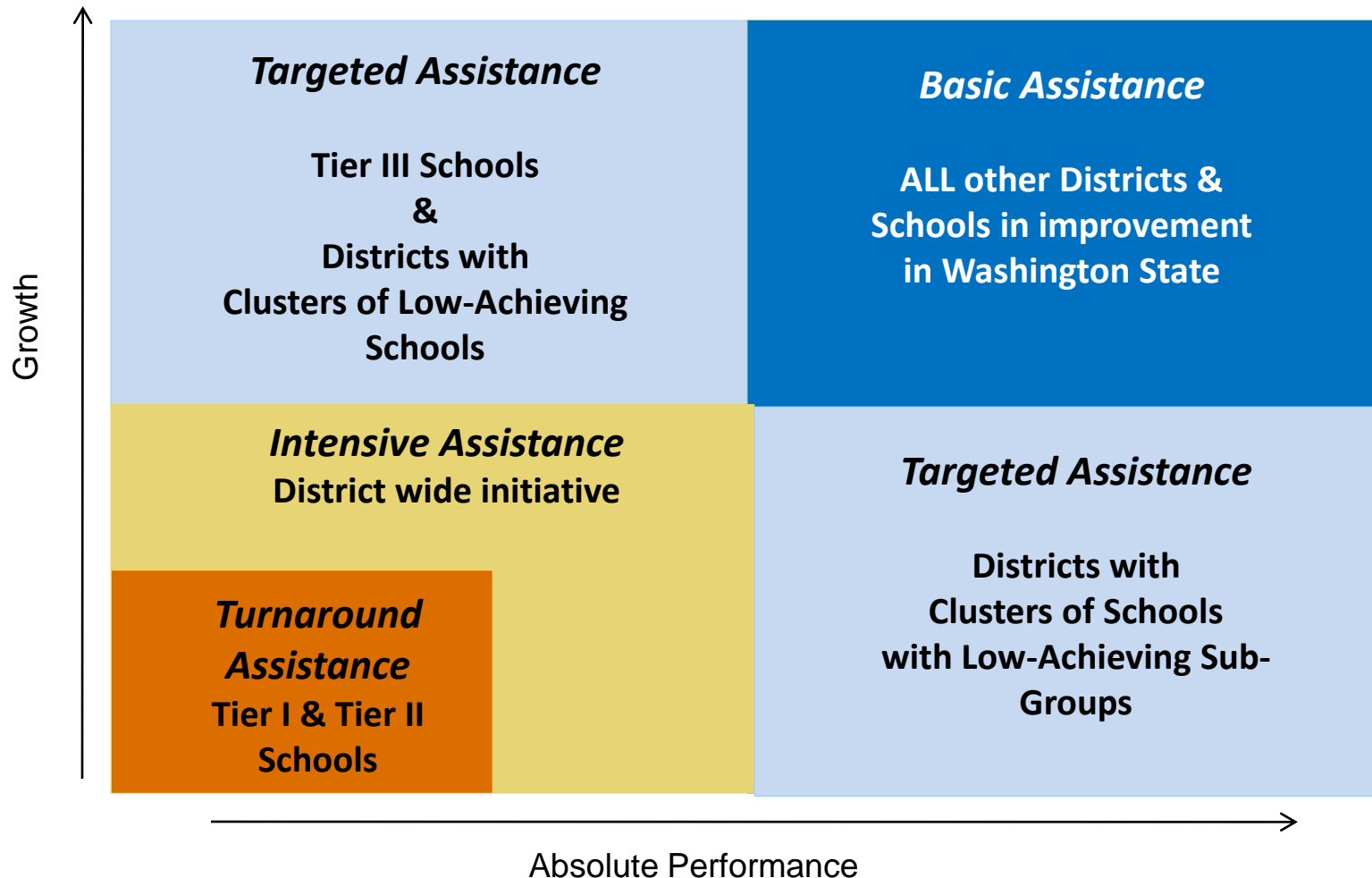
Funding

- All federal, no state
  - Title I, Part A (1003a) funds
    - 2008--$7,674,117
    - 2009--$7,976,863
    - 2010--$7,629,511
  - Title I, School Improvement Grant (1003g)
    - 2008--$7,158,614
    - 2009--$7,737,971
    - 2010--$7,585,698
  - ARRA (SIG only)
    - 2009 through September 2013--$42,476,886

Washington Performance Management Framework (WPMF)

Growth (vertical axis) — Absolute Performance (horizontal axis)

Targeted Assistance

Tier III Schools
&
Districts with
Clusters of Low-Achieving
Schools

Basic Assistance

ALL other Districts &
Schools in improvement
in Washington State

Intensive Assistance
District wide initiative

Targeted Assistance

Districts with
Clusters of Schools
with Low-Achieving Sub-
Groups

Turnaround Assistance
Tier I & Tier II
Schools

Washington Performance Management Framework

Turnaround Assistance

Supports include—

▪Targeted assistance plus:

➢Support for tiered evaluation systems

➢Targeted turnaround leadership training

➢Methods that boost graduation rates and reduce dropouts

➢Cross-district/school networking 4 times per year

➢Monitoring monthly and quarterly

Intensive Assistance

External Partners provide customized services and supports as follows:

➢Comprehensive Needs Assessment/Action Planning using online DIP/SIP tool (Tracker), and Implementation and Monitoring 3x/year.
➢State assessment longitudinal data analysis; ELL analysis, Achievement gap analysis, annual surveys aligned to 9 Characteristics of HPS
➢School and classroom practices studies, transcript analysis, college eligibility and college persistence data
➢ ToT training model for instructional and assessment practices to build local capacity
➢ Guided facilitation and technical assistance

Targeted Assistance

Individualized contractors with specialized expertise in the areas of reading, mathematics, special education, ELL and instructional practices form the Washington Improvement and Implementation Network (WIIN) and deliver the following services to Tier I and Tier III schools in the bottom quintile:
➢Comprehensive Needs Assessment/Action Planning using online DIP/SIP tool (Tracker).
➢PK-12 reading/math gap analysis; includes ELL and SE
➢Facilitate curriculum alignment to state standards, develop curriculum and pacing guides with lesson objectives and formative assessments; includes ELL and SE
➢MBA/RBA (benchmark assessments) 3x/year
➢Professional development on classroom walk through protocols and high yield strategies.

Basic Assistance

Schools in the bottom half of Tier III are supported through OSPI's partnership with 9 Educational Service Districts. Services are intentionally aligned to those offered through the WIIN Center.

All districts and schools in Washington State can access SI's Web-based Resources (Research & Studies, Improvement Processes & Tools and Needs Assessments & Diagnostic Tools, PD Modules) to support their improvement efforts. Additional resources include summative, growth, and trend data on state assessments for individual students and for schools and districts on the OSPI Report Card; and Curriculum and Assessments.
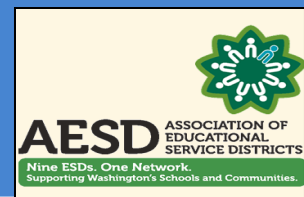
Service Delivery Models/Programs
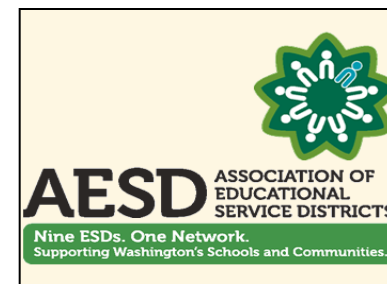
Cohort I (SIG):
18 schools representing 9 districts

Cohort II (SIG):
6 schools representing 6 districts; and RAD (6696 legislation):
4 schools representing 4 districts

Cohort I:
Sunsets end of 2010-2011 school year (44 schools representing 5 districts)

Cohort II:
Sunsets end of 2011-2012 school year (40 schools representing 3 districts)

Bottom 20% of Tier III schools:
67 schools representing 37 districts

Bottom 20-50% of Tier III Schools:
Up to 200 Title I schools in a step of improvement representing up to 55 districts

School Improvement Grants (SIG)

- Purpose: Turn around lowest 5% schools nationwide (PLAs)

- Renamed from SIG to MERIT in August 2010
  - Models of Equity and Excellence through Rapid Improvement and Turnaround
  - State Turnaround Office—5 assigned liaisons

- Cohort I: 14 Transformation; 3 Turnarounds and 1 Closure

- Cohort II: 9 Transformation; 1 Turnaround

Profile of Success:
Early Wins in *MERIT Network*

District/School Teams report:

- Hiring new principals and numerous staff
- Restructuring and redefining leadership roles
- Using 90-day plans and tracking key indicators
- Lengthening school day
- Using assessments to place individual students

Staff perceptual surveys in October 2010 indicate:

- Turnaround Schools show positive differences in 7 of 10 characteristics of high-performing schools, as compared to their historical responses.
- Transformation Schools show no gaps between current data and historical data and are more positive in perceptions of systems in place.

It's not just a new inning. It's a whole new ball game!

-Comment from *MERIT* district administrator

MERIT

Raising student achievement to new heights | Summit Districts develop district knowledge, skills, and capacity to lead and support consistent, sustained, and dramatic increases in student achievement in all district schools.

The following aspirations drive the work:

◎ All Summit District students, regardless of ethnicity, economic level, language, or special education, meet or exceed state standards in reading, writing, and mathematics.

◎ All Summit District students graduate and are ready for college and career.

The purposes of the Summit Initiative are to:

◎ Increase the capacity of participating districts to accelerate achievement for all students across the district system of schools.

◎ Develop and field test program elements intended to strengthen and expand the knowledge base, tools, and training of WA educators in support of a systems approach that can, with sufficient funding, be scaled statewide.

◎ *Clover Park*
◎ *Mount Adams*
◎ *Mount Vernon*
◎ *Othello*
◎ *Renton*
◎ *Sunnyside*
◎ *Tukwila*
◎ *Wapato*

SUMMIT
DISTRICT IMPROVEMENT INITIATIVE

Summit District Improvement Initiative
... raising student achievement to new heights

Areas of Focus:

- ❑ Effective Leadership

- ❑ Quality Teaching and Learning

- ❑ Support for System-wide Improvement

- ❑ Clear and Collaborative Relationships

Based on OSPI's Characteristics of Improving Districts

Summit Partners

External Partners

❑ Baker Education Research Consultation (The BERC Group)

❑ Center for Educational Effectiveness (CEE)

❑ Teachscape

❑ WestEd

❑ WEA

Cohort One Districts 08-09

❑ Mount Adams

❑ Mount Vernon

❑ Othello

❑ Renton

❑ Wapato

Cohort Two Districts 09-10

❑ Clover Park

❑ Sunnyside

❑ Tukwila

SUMMIT
DISTRICT IMPROVEMENT INITIATIVE

Summit District Improvement Initiative Year One

SUMMIT DISTRICT IMPROVEMENT INITIATIVE

Student Achievement Data

Perception Surveys

Classroom & School Practices Study

Transcript Analysis & Graduation Rates

College Attendance and Persistence

Aggregate District Data Report

District Needs Analysis

Plans for Action in Priority Areas

Performance Agreement

Action Plan Implementation

Monitoring Implementation and Impact

Assessment – Intervention – Monitoring

Technical Assistance

School-level alignment and implementation

District- and School-based Technical Assistance

Professional Learning: Leadership and Quality Instruction

WIIN Grant

Eligible Participants

- Greatest Need:

    - The lowest 20% Title I receiving schools

- Greatest Commitment

    - Schools and districts willing to change practices for better results for kids

Awards

- Up to $50,000 in year 1; $25,000 in year 2

Washington Improvement and Implementation Network (WIIN) Center

The **purposes** of the WIIN are to:

- **Provide effective professional development supports** to Tier I, II, and III schools and their districts; PD emphasizes evidence-based practices and innovations.

- **Build individual and <u>collective local capacity</u>** to implement evidence-based practices.

- **Develop effective structures and conditions** in schools and districts essential to continuous improvement of teaching and learning.

- **Scale up evidenced-based practices** and develop common language, shared understanding and common practices statewide.
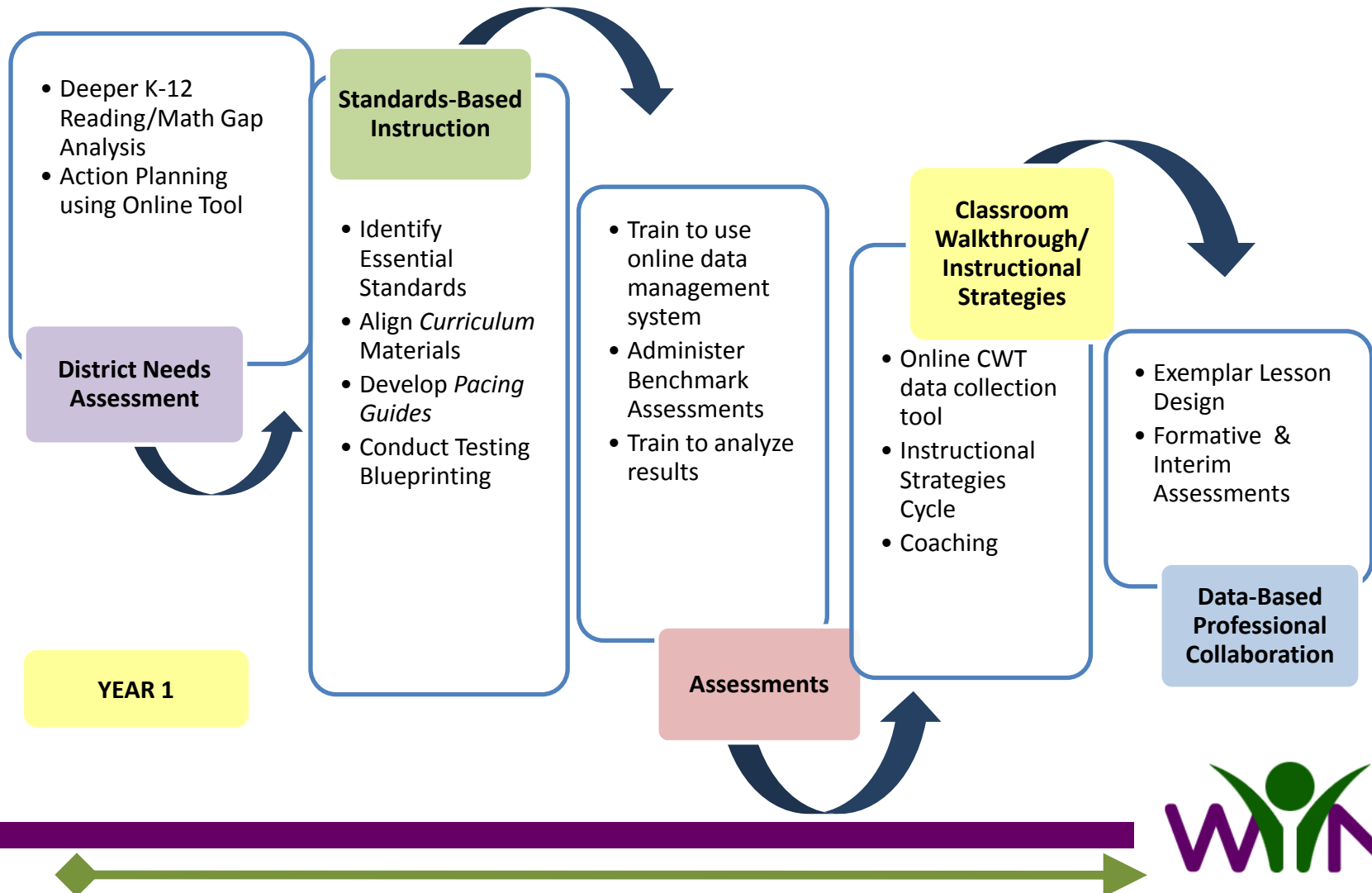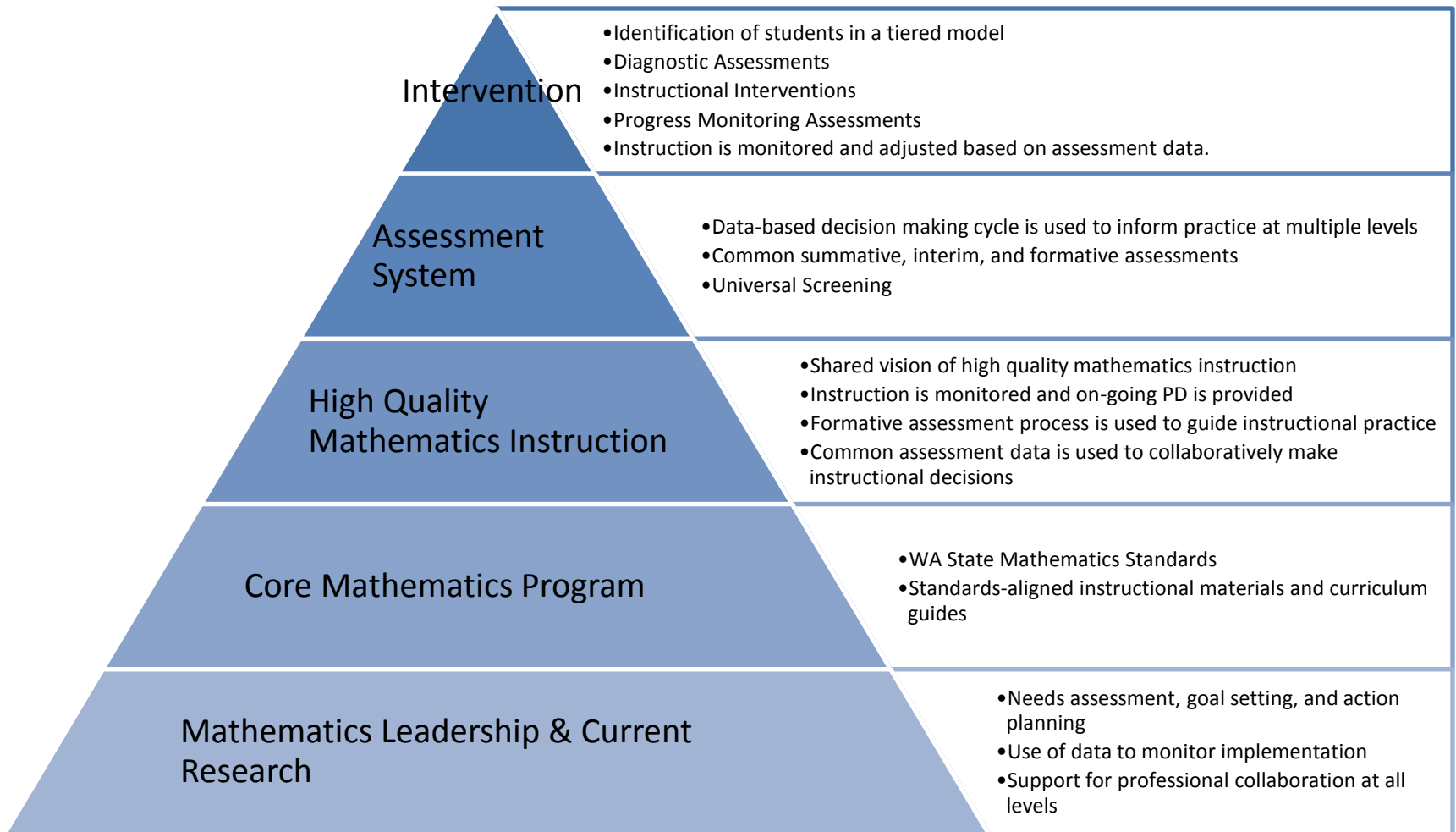
Integral Components of WIIN Services

- Professional Development

- Technical Assistance

- Monitoring Implementation and Impact

Improvement Framework
Reflects systems to support instruction for **all** students (Tier I of RTI)

District Needs Assessment
- Deeper K-12 Reading/Math Gap Analysis
- Action Planning using Online Tool

Standards-Based Instruction
- Identify Essential Standards
- Align *Curriculum* Materials
- Develop *Pacing Guides*
- Conduct Testing Blueprinting

Assessments
- Train to use online data management system
- Administer Benchmark Assessments
- Train to analyze results

Classroom Walkthrough/ Instructional Strategies
- Online CWT data collection tool
- Instructional Strategies Cycle
- Coaching

Data-Based Professional Collaboration
- Exemplar Lesson Design
- Formative & Interim Assessments

YEAR 1

WYN

Mathematics Systems Improvement Framework

Intervention
- Identification of students in a tiered model
- Diagnostic Assessments
- Instructional Interventions
- Progress Monitoring Assessments
- Instruction is monitored and adjusted based on assessment data.

Assessment System
- Data-based decision making cycle is used to inform practice at multiple levels
- Common summative, interim, and formative assessments
- Universal Screening

High Quality Mathematics Instruction
- Shared vision of high quality mathematics instruction
- Instruction is monitored and on-going PD is provided
- Formative assessment process is used to guide instructional practice
- Common assessment data is used to collaboratively make instructional decisions

Core Mathematics Program
- WA State Mathematics Standards
- Standards-aligned instructional materials and curriculum guides

Mathematics Leadership & Current Research
- Needs assessment, goal setting, and action planning
- Use of data to monitor implementation
- Support for professional collaboration at all levels

WYN

Mathematics Improvement

- Math Gap Analysis
- Standards & Instructional Materials Alignment
  - Unpack standards
  - Analyze alignment of instructional materials
  - Identify alignment gaps
- Curriculum Guide Development
  - Pacing & sequencing of instructional materials so that all standards are addressed
  - Intentionally address alignment gaps that may exist
  - Standards-based lesson objectives & formative assessments
  - Provides teacher support to ensure all students receive access to standards-based instruction
- Technical Assistance Focused on Implementation

Mathematics Benchmark Assessments (MBAs)

Provide a bridge between classroom formative assessments and the end-of-year summative assessments, and provide information to:

- Evaluate student learning of specific state mathematics standards

- Identify patterns of student need to inform changes to the mathematics curriculum and instruction through collaborative dialogue

- Identify specific student misconceptions or errors as they relate to the content in the specific standards being assessed

Profile of Success:
Summit Growth in Math Outpaces State

- Identified clear focus for 2009-10: Raising mathematics achievement in all schools
- Frequently monitored progress to inform instruction:
    - Piloted Mathematics Benchmark Assessments that align with grade-level priority standards
    - Administered fall, winter, and spring
    - Provided teachers specific information on student progress toward grade-level standards
- Results on state assessments confirm early wins:
    - Positive change in 40 of 56 tested grades
    - Greatest change in districts with highest ELL populations
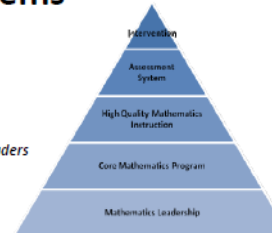   - Title I Summit elementary and middle schools now among those with the strongest improvement rates in State

District Self-Assessment Handbook

Characteristics of Improved Districts - Performance Rubric Review

February 2011

Washington WIN
Improvement and Implementation Network

Mathematics Systems Improvement Framework

An Implementation Guide for District Leaders

Intervention
Assessment System
High Quality Mathematics Instruction
Core Mathematics Program
Mathematics Leadership

WASHINGTON STATE ESDs
Math Counts + Science Matters

Working Document

The School Performance Review Rubric
A Facilitator's Guide

January 2010

Incorporating Academic Learning Standards into IEPs

January 2011

Washington WIN
Improvement and Implementation Network

Washington WIN
Improvement and Implementation Network

Selecting and Implementing Evidence-Based Practices and Programs

Facilitator's Guide

March 2011

Washington Improvement and
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6501 North 23rd Street
Tacoma, WA 98406
(253) 571-3540
wiin@k12.wa.us

Washington WIN
Improvement and Implementation Network

Mathematics Curriculum Guide Development

Facilitator's Guide

May 2011

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For additional information regarding WIIN center resources, go to:

http://www.k12.wa.us/Improvement/WIIN/default.aspx

or call
(253) 571-3540
tonya.middling@k12.wa.us

Thank You!