Improving Student Achievement in High-Poverty Schools

Lessons from Washington state

WEA
WASHINGTON EDUCATION ASSOCIATION

Sharing the power of knowledge.

The WEA represents over 82,000 active and retired educators who work in our state's public schools, community, technical and four-year colleges and universities. We believe every child has the right to a high-quality public education.

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Executive Summary

In 2010, the United States Department of Education provided funding for three-year School Improvement Grants (SIG) to support the lowest-achieving 5 percent of Title I or Title I-eligible schools identified by each state based on state math and reading test scores and high-school graduation rates. In 2011, the Education Department funded another round of three-year SIG grants.

Twenty-eight Washington schools were awarded the grant: 18 in 2010 and 10 in 2011.

In December 2012, the state Office of Superintendent of Public Instruction (OSPI) released data showing that Washington's SIG schools were outperforming the nation's nearly 1,400 other SIG schools in math and reading achievement.

Specifically, 86 percent of Washington SIG schools showed gains in math after one year, while across the country 65 percent of SIG schools showed math improvements. Nationwide, 34 percent of the SIG schools showed a drop in math scores, while only 7 percent of Washington SIG schools showed a drop.

For reading scores, 70 percent of the Washington SIG schools improved versus 64 percent nationally. Fifteen percent of Washington state SIG schools showed a drop in reading scores compared to 37 percent across the country.

Over two years, Washington SIG schools were sustaining much of that improvement, with 88 percent of schools showing math score gains, and 12 percent dropping. In reading, 70 percent of the SIG schools had gains in reading scores and 18 percent showed loss.

The Washington Education Association (WEA) believes there is a combination of reasons for this success, most of which developed out of strong partnerships between a variety of education organizations, including the Education Department, OSPI, school districts, the National Education Association, WEA and its local associations.

This report summarizes key findings and reviews the steps taken in the development and implementation of the SIG grants. It concludes with recommendations for improving academic performance at high-needs schools.

WEA hosted listening sessions in the SIG schools throughout the three-year period to understand why educators in those buildings thought they were successful. Conditions that contributed to success include the following:

1. A transparent, inclusive, union/district/all-staff process from the outset regarding all aspects of the grant.
2. Staff were allowed to provide authentic input into specific components of the grant, such as extended student learning time or professional development.
3. Schools that retained the same principal throughout the grant program. Each change in principal resulted in a change in vision and loss of momentum.
4. Schools that had highly skilled principals, defined as people with strong communication, instructional and managerial skills, the ability to inspire trust and confidence, and a long-term commitment to working in high-needs schools.
5. Schools with a principal and district that buffered them from outside experts and vendors who offered their services and often had conflicting advice.
6. Schools that collaboratively decided to implement fewer but major changes, and then took the time to implement them thoughtfully.
7. Schools where people recognized that academic intervention only addressed part of the issue. Many schools used SIG funding for wraparound services such as social, emotional, health and other supports for students and their families.
8. Incorporated common planning time and professional learning time, allowing SIG educators to analyze data, adjust instruction, share strategies and learn together.
9. Allowed professional development topics to be staff-driven.

THE SIG Grant

As a condition of SIG funding, schools were required to adopt one of four federally defined school intervention models:

Closure — Close school and transfer students to higher-achieving schools.

Turnaround — Rehire no more than 50 percent of school staff; align instruction with state standards.

Transformation — Replace principals who have been on the job in that school for more than two years; make comprehensive changes affecting educators, instructional strategies, learning time and operations. This model was added to the SIG options after the NEA and American Federation of Teachers (AFT) worked with the Education Department to provide a more flexible implementation option.

Restart — Convert schools to charters, which was not possible in Washington state.

Twenty-three of Washington's 28 SIG schools used the Transformation model, four opted for Turnaround and one school took the Closure option.

The schools were awarded three-year grants ranging from $1,040,625 to $4,665,068. The district that chose the Closure model was awarded $217,252 to shut down the school and redistribute students. Funding was distributed over the three years in decreasing amounts: 40 percent in year one, 35 percent in year two and 25 percent in year three.

Of the 28 Washington SIG schools...

23 Transformation

4 Turnaround

1 Closure

WEA and SIG Grants

Demographic and Community Differences

OSPI data comparing SIG-eligible schools to statewide data revealed many demographic differences. SIG-eligible schools have a higher percentage of Native American, African-American and Hispanic students. Collectively, those schools have higher poverty rates, and nearly three times as many students who are non- or limited-English speakers.

WEA contracted with Washington State University to create community profiles for each school, including:

- Number of children with no health care coverage.
- Number of adults with less than a ninth-grade education.
- Proportion of adults whose first language is not English.
- Crime rate in the census blocks surrounding the school.
- Number of children being raised by grandparents or a single parent.
- History of the community's support for school levies.

These reports were shared with WEA leaders and school administrators to assist in the programming and delivery of SIG grant-related services.

Bargaining/Implementing the SIG Grant

WEA provided support for schools applying for the SIG grants because the grant requirements affect wages, hours and working conditions, all of which are bargained between the affected school districts and local associations.

This support included analyzing the grant specifications, sharing grant information with educators and the local associations, and assisting them in deciding whether to apply. WEA drafted and shared model bargaining language as part of application and encouraged local association leaders and staff to participate on the school district/community interview team.

WEA also set up an electronic clearinghouse of SIG bargaining language for all locals to share, creating a repository of success.

As a result of the listening sessions held in the SIG schools, WEA provided the following support to improve effectiveness:

1. A multiday training about cultural competency, working with English Language Learners (ELL) students and understanding wraparound services.
2. A three-day summit and networking event for educators responsible for delivering wraparound services (counselors, family/community liaisons, dropout prevention specialists, etc.).
3. Compiling community profiles of the area surrounding each SIG school for use in guiding program decisions.
4. Increasing WEA and local association support for SIG teachers to participate in National Board Certified Teacher training.
5. A variety of efforts to improve understanding by state and federal policymakers of the funding and policy supports needed in high-poverty schools.
6. Recognizing and validating SIG educators with personal letters from the WEA president, and hosting a ceremony for them at the 2013 WEA Representative Assembly.

SIG Educators Influence WEA: Changing WEA Policy Positions

WEA used its work and experiences to inform the organization's policy positions about high-poverty schools regarding wraparound services and community partnerships, closing the achievement gap, innovative schools and dropout prevention.

WEA, NEA and Priority Schools

The SIG grant provided opportunities for National Education Association (NEA) to leverage resources for its Priority Schools campaign, a program to improve underperforming schools. NEA designated seven schools in Washington as Priority Schools, more than in any other state.

The Priority Schools program focused on three subcategories of high-poverty schools:

- Schools with high Native American student populations
- High schools
- Urban schools

The Priority Schools designation added resources to support three goals:

- Supporting professional development, school visits, and local advocacy.
- Building organizational capacity with emphasis on developing leadership in collaboration with the superintendent, district, and local association.
- Engaging and involving the community and successfully communicating the successes of each school.

NEA provided a variety of resources to the Priority Schools. Some were targeted to individual schools, and some were provided across the board, including sponsoring attendance at an NEA Priority Schools Conference and connecting schools with First Book, which donated books to each school.

Other NEA support was more focused, depending upon local needs, including funding expansion of Cleveland High School's successful Data in a Day classroom observation program to include parents and students.

NEA also provided direct support to three schools in Marysville with a high population of Native American students. Key highlights of that work include:

- Marysville district administrators and principals were open and collaborative leaders who worked with union and school leaders throughout the process.
- The schools invested in people not programs. They embodied the notion that educators in the schools had the answers. As a result, several educators took the lead to redefine the professional practices required in their schools.
- The district applied lessons learned from the union-led efforts in the SIG schools to other schools.

Additionally, WEA/NEA funded two district-union bargaining teams to attend the Harvard University Collaborative Bargaining Conference. NEA and WEA collaborated on ways to showcase the activities and results at conferences, videos and publications.

Working with OSPI

OSPI and WEA worked closely together to plan and implement the grants. Cooperation existed on a number of levels. For example, OSPI determined it would be better to use SIG funds for fewer, more comprehensive programs, a decision supported by WEA.

OSPI conducted training for the SIG applicants, shared grant award information and included WEA staff in SIG trainings and workshops, reviews and compliance meetings. This allowed WEA to better assist locals with implementation.

The collaboration helped when interpretations of SIG requirements were needed or local problems arose, such as redefining how to spend merit pay or clarifying the purpose of independent "walkthroughs" to monitor the program.

During the first two years of the SIG operation, OSPI used a networking model to support and assist SIG schools, ensuring union participation in various aspects of the SIG implementation.

Recommendations

Washington, through its collaboration and partnerships to support these high-needs schools, has demonstrated success in raising student achievement. We in the Washington Education Association know it can be done. Here are our recommendations for how to build upon and continue success.

1. High-poverty schools need permanent, sustained and additional funding of resources to help students succeed, including extended student learning time, lower class sizes and wraparound services.

2. The elements of the School Improvement Grant that maximized student success are:

    a. Extended, structured student learning time.

    b. Reducing the adult-to-student ratio to provide academic intervention for struggling students.

    c. Providing wraparound student and family services to deal with the social, emotional and behavioral issues of students and their families.

    d. Providing sufficient time for school staff to participate in professional learning communities to analyze data, adjust instruction, make decisions and learn together with follow-up reflection, coaching and mentoring.

3. Every effort should be made to ensure that a long-term, high-quality principal is assigned to high-poverty schools to provide consistency. Leadership turnover caused some schools to lose traction with successful programs.

4. Professional development and training for staff providing wraparound services should be developed because these non-academic needs proved so important to achieving student success.

5. State data collection about schools should incorporate relevant information about the community surrounding the schools. Understanding more about factors outside the school that can affect student learning was useful in tailoring programs for individual schools.

6. Avoid overuse of consultants or consultants at the expense of teacher support in the classroom or professional learning community time for teachers to collaborate.

7. Educators in the school should be given the time and responsibility to assess and determine appropriate curriculum and materials. In some cases, schools were overwhelmed by vendors promising results, while the educators had little opportunity to make a thoughtful decision about what would work with their students.

8. Fund basic education for all high-poverty students. Don't use competitive grants. Competitive grants exclude some students, and many schools, particularly in smaller districts, do not have the expertise or staffing to complete comprehensive grant applications.

9. State and district attention and funding should be used to align the curriculum and behavioral expectations of feeder schools within a district. Struggling students need consistency, and educators need the time to work across schools and grade levels to align practices, implement and adjust.

10. Funded, quality, aligned, on-site preschool programs for high-poverty students are essential, allowing a consistent transition for students.

11. The on-time and extended graduation rates should be given equal credit in high-poverty, high school accountability calculations. Many high-poverty students need additional time to complete credits and graduation requirements and currently schools are penalized for not graduating students on time.

12. OSPI should implement quality control measures for the coaches, consultants and external assessment contractors it uses as support for its work with schools. Much like the teachers and principals in the schools who are annually evaluated, the agency's service providers should be annually evaluated for their effectiveness.

13. OSPI should require evidence of collaboration and transparency in its reviews of school plans, budget and progress.

The OSPI data told only part of the story. High-poverty schools are located in communities with conditions that affect family stability and student success. As educators began family and community outreach, they realized that a more complete understanding of the community would help their work. WEA subsequently contracted with the Washington State University Learning and Performance Research Center to examine community variables that could explain differences in achievement among schools, and provide more data to make program and funding decisions.

WSU created a unique profile of each of the 27 SIG schools. Using data obtained from OSPI, the U.S. Census Bureau and the state Office of Financial Management, the profile contained additional information about students, families and the community surrounding the school, including:

- Number of children with no health care coverage.
- Number of adults with less than a ninth-grade education.
- Proportion of adults whose first language is not English.
- Crime rate in the census blocks surrounding the school.
- Number of children being raised by grandparents or a single parent.
- History of the community's support for school levies.

These reports were shared with WEA leaders and school administrators in the SIG schools. An example of one profile, Adams Elementary School in Yakima, is included in Appendix A.

WEA and its Local Associations: Supporting All 27 SIG Schools

Bargaining/Implementing the SIG Grant – The WEA/ Local Association Role

All of the certificated staff and some of the classified staff working in Washington's 27 SIG schools are represented by the Washington Education Association and operate under collective bargaining agreements between the school district and the local association. Since the requirements of the grant affect wages, hours and working conditions, and since the grant required collaboration between the union and the district, WEA realized from the outset that it needed to provide support for schools who wanted to apply for the grant.

WEA notified its local associations and affiliated staff which schools qualified for the School Improvement Grant. The association convened staff and leaders to analyze the grant provide information about its requirements. WEA recommended and assisted educators and their local association in deciding whether to move forward with the grant application. UniServ staff, working with the schools, drafted and shared model bargaining language (Memoranda of Understanding) to be used in the grant applications. Finally, WEA encouraged local leaders and staff to be part of the school district/community team interview teams.

WEA staff and the local associations continued their support through implementation. The initial MOUs submitted with the grant application required more bargaining. WEA set up a wiki to serve as a clearinghouse to share language between groups. WEA also collaborate with NEA to fund two district/union bargaining teams to attend the prestigious Harvard University Collaborative Bargaining Conference.

As the listening sessions were held, educators identified several common needs that would improve their effectiveness. WEA responded with the following programmatic supports:

1. A multi-day training about cultural competency, working with English Language Learners (ELL) and understanding wraparound services. [2]

2. A three-day summit and networking event for educators responsible for delivering wraparound services (for example, counselors, family/community liaisons, and dropout-prevention specialists) [3]

3. Compiling demographic profiles on the communities surrounding each SIG school for use in guiding program decisions. See sample in Appendix B.

4. Increasing WEA and local association support for SIG teachers to participate in the National Board Certified Teacher training. Currently 27 percent of practicing NBCT teachers in Washington work in high-poverty/high-need schools. [4]

5. Organizing a variety of efforts to improve understanding by state and federal policymakers of the funding and policy supports needed in high-poverty schools. These included:
    i. Inviting Washington state legislators and members of the congressional delegation and their staff to accompany WEA on listening sessions.
    ii. Convening a House and Senate work session on wraparound services in schools.
    iii. Hosting summits or meetings at various WEA Representative Assemblies:
        1. With Gov. Chris Gregoire in 2010
        2. With U.S. Sen. Maria Cantwell in 2011
        3. With U.S. Sen. Patty Murray in 2013
    iv. Presented at the Washington state annual Mainstream Republican meeting at the Cascade Conference in 2013.

6. Recognizing and validating SIG educators with personal letters from the WEA President, as well as hosting a ceremony for them at the 2013 WEA Representative Assembly.

This report and its use to promote policy change at every level is part of the organization's gratitude for and validation of our all members who worked hard to prove that funding and union led/supported change contributes to student success.

SIG Educators Influence WEA: Changing WEA Policy Positions

WEA learned from the SIG schools and used that information to inform its high-poverty schools policy positions, which were either outdated or nonexistent. As the SIG school action research work confirmed needs and results, WEA's Change, Innovation and Achievement Committee led the effort to develop and vet new positions into organizational policy.

The new positions addressed:

- Wraparound services and community partnerships
- Closing the opportunity/achievement gap
- Innovative schools
- Dropout prevention
- High-poverty schools

BACKGROUND

In 2010, 50 schools in Washington qualified to apply for the school improvement grant. Forty-five applied and 18 schools in nine districts were awarded the grant. In 2011, the Education Department funded another round of three-year SIG grants. Forty-seven schools qualified, 15 schools from 15 district applied, and 10 schools in 10 districts were awarded the grant.

In total, 97 Washington schools were eligible to apply and only about one-third – 28 schools – received a SIG grant. The SIG educators feel strongly that competitive grant funding for high-poverty schools and their students is a bad policy decision because it denies opportunities to so many students.

OSPI made a strategic decision to award grants to fewer schools but give them significant funding to implement major but costly changes. WEA concurred with this decision. The state's bargaining law for school employees, reinforced by federal SIG requirements, provided an opportunity to see how school-specific adaptations in collective bargaining agreements could increase student success in high-poverty schools.

Schools and districts accepting SIG money were required to adopt one of four federally defined school intervention models: Closure, Turnaround, Transformation or Restart.

Closure — Close a school and enroll the students into other higher-achieving schools in the district.

Turnaround — Rehire no more than 50 percent of school staff, adopt a new governance structure, and implement a research-based instructional program aligned to state standards.

Transformation — Replace the principal if he or she had been on the job at that school for more than two years. Address four areas critical to transforming low-achieving schools: teacher and principal leader effectiveness, instructional reform strategies, extend learning time and create community connections, and provide operating flexibility and sustained support.

Restart — Would require a district to convert the school or close and reopen it under a charter school operator or an education management organization. This was not possible under Washington law.

Twenty-three of Washington's 28 SIG schools used the Transformation model, four used the Turnaround model and one school used the Closure model. This report tracks the 27 schools that remained in operation.

The Transformation model presented two additional opportunities for WEA organizational research. It required that schools "implement rigorous, transparent, and equitable evaluation systems for teachers and principals, which are developed with staff, and use student growth as a significant factor." As SIG schools adopted this requirement, Washington state was designing and implementing a new statewide teacher and principal evaluation system for all schools. WEA used the SIG data collection to inform its work preparing for the new evaluation system.

The Transformation model also required schools "to identify and reward school leaders and teachers who have increased student achievement and graduation rates and identify and remove those who, after ample opportunities to improve professional practice, have not done it." All of Washington's Transformation model schools bargained the amount of the reward and required that it be shared among all staff.

The schools were awarded three-year grants ranging from over $1,040,625 to $4,665,068. The school district that chose the Closure Model was awarded $217,252 to shut down the school and redistribute students.

SIG funding was distributed over the three years in decreasing amounts: 40 percent of funding in year one, 35 percent in year two and 25 percent in year three.

Of the 28 Washington SIG schools..

23 Transformation

4 Turnaround

1 Closure

School Improvement Grant
Cohort I
3-Year Funded Districts Summary

District	District Grant Award Amount	School	Intervention Model
Grandview	$ 3,173,653	Grandview Middle School	Transformation
Highline	$ 2,386,030	Cascade Middle School	Transformation
	$ 2,386,030	Chinook Middle School	Transformation
Longview	$ 1,446,528	Monticello Middle School	Transformation
Marysville	$ 2,520,773	Totem Middle School	Transformation
	$ 2,005,568	Tulalip Elementary	Turnaround
Seattle	$ 2,316,090	Cleveland High School	Transformation
	$ 1,865,738	Hawthorne Elementary	Transformation
	$ 1,575,826	West Seattle Elementary	Transformation
Sunnyside	$ 4,665,068	Sunnyside High School	Transformation
Tacoma	$ 3,880,687	Angelo Giaudrone Middle School	Turnaround
	$ 217,252	Hunt Middle School	Closure
	$ 2,924,295	Jason Lee Middle School	Transformation
	$ 4,226,764	Stewart Middle School	Turnaround
Wellpinit	$ 1,179,103	Wellpinit Elementary	Transformation
Yakima	$ 3,661,671	Adams Elementary	Transformation
	$ 2,957,911	Stanton Academy (High School)	Transformation
	$ 3,455,932	Washington Middle School	Transformation

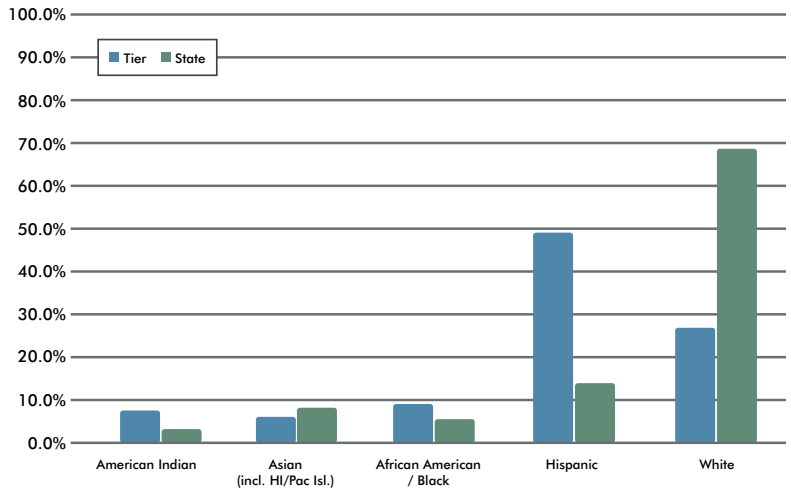
School Improvement Grant
Cohort II
3-Year Funded Districts Summary

District	District Grant Award Amount	School	Intervention Model
Burlington Edison	$ 1,276,700	West View Elementary	Turnaround
Marysville	$ 1,040,625	Quil Ceda Elementary	Transformation
Morton	$ 1,632,055	Morton Junior/Senior High	Transformation
Oakville	$ 1,182,324	Oakville High School	Transformation
Onalaska	$ 1,787,835	Onalaska Middle School	Transformation
Renton	$ 2,623,767	Lakeridge Elementary	Transformation
Soap Lake	$ 1,367,445	Soap Lake Middle/High School	Transformation
Spokane	$ 3,750,495	Rogers High School	Transformation
Toppenish	$ 1,976,588	Valley View Elementary	Transformation
Wapato	$ 2,750,000	Wapato Middle School	Transformation

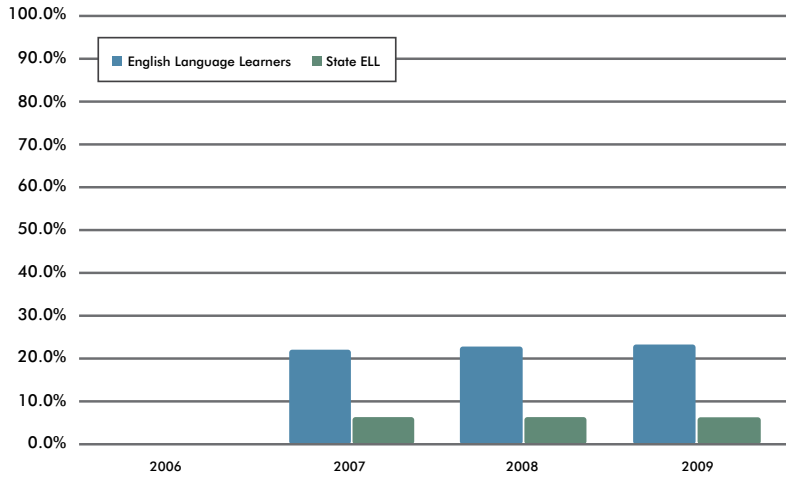
Characteristics of Schools Eligible to Apply for the Grant

To determine the demographics of schools eligible for the School Improvement Grant, OSPI compiled data comparing SIG-eligible schools to state data. The data revealed that SIG-eligible schools have a higher percentage of Native American, African-American and Hispanic students. Collectively, the schools have a higher percentage of students living in poverty – 79 percent compared to 40 percent – nearly three times as many non- or limited-English speaking students.

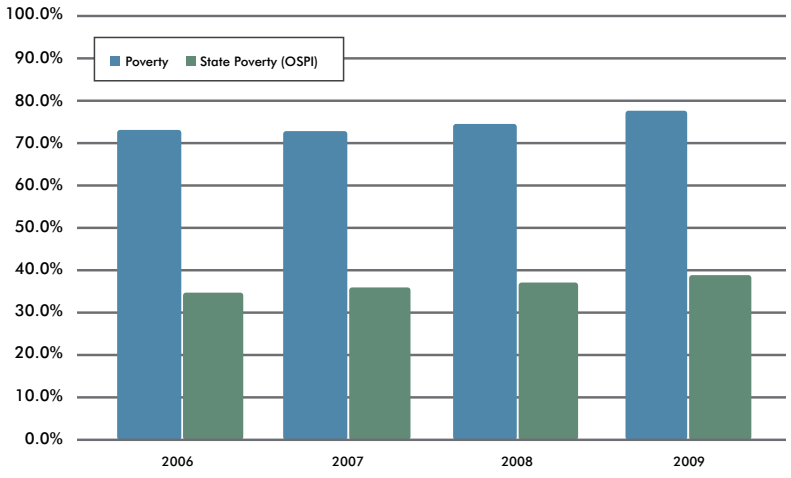
Tiers I and II: Ethnic Diversity
(Percent of Enrollment)



Tiers I and II: ELL (Transitional Bilingual) vs State
(Percent of Enrollment)



Tiers I and II: Poverty vs State
(Percent of Enrollment)



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- Innovative schools
- Dropout prevention
- High-poverty schools

WEA/NEA/LOCAL ASSOCIATIONS GET INVOLVED

NEA Designates Seven Washington SIG Schools as NEA Priority Schools

In 2010, the National Educational Association (NEA) launched a program called Priority Schools, targeting resources to high-need schools, at about the same time the Education Department was starting the School Improvement Grants. NEA seized the opportunity to leverage its resources with the grants, and designated 40 schools across 17 states as Priority Schools.

WEA was embarking on its own effort to use the federal SIG program to learn about more about improving student outcomes with increased union/district collaboration and funding. The NEA/WEA partnership insured that Washington had seven schools designated as NEA Priority Schools – more than any other state. The joint effort focused on three complex, sub-categories of high poverty schools:

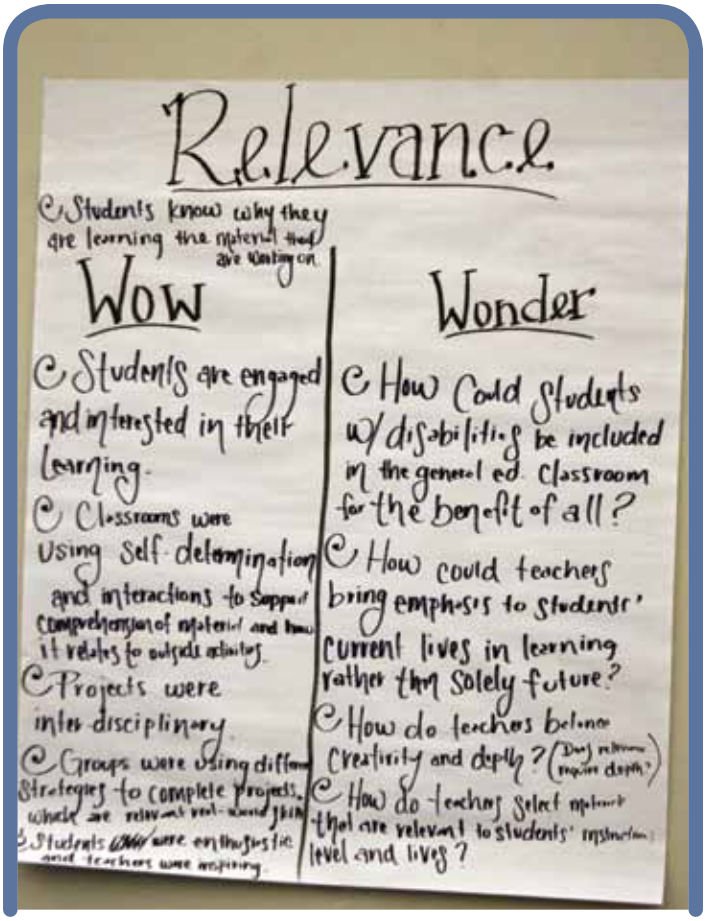
- Schools with high Native American student populations
- High schools
- Urban schools

Three schools in Seattle, three in Marysville and one in Spokane were included in the NEA/WEA/Local Association Priority Schools partnership. The extra resources and attention offered these schools addressed three goals.

- Support and advocate for schools with professional development, school visits, and local advocacy on behalf of schools.
- Build organizational capacity by improving educators' leadership skills, and increase collaboration between the superintendent, district, and the local association leadership.
- Improve engagement and outreach with the community, and successfully communicate the successes of each school undergoing transformation.

Some of the NEA resources were provided to all seven schools. For example, teams of district administrators, principals, educators, union staff and community members from all seven schools were funded to attend an NEA Priority Schools Conference in New Orleans where people from all 40 Priority School sites shared information about strategies and provided feedback to the Education Department about the SIG program.

NEA used its coalition partners to broker resources for the schools. All seven Washington schools were connected with First Book, an organization that awarded annual book grants to each Washington Priority School for two years.



NEA also provided funding for Cleveland High School in Seattle to expand its successful "Data in a Day" program to include parents and students on the observation teams. [5]

NEA showcased the work happening in Washington's NEA Priority Schools by funding participants to present at a variety of national conferences, including:

- The Mid-Continent Research for Education and Learning Summit.
- The Formative Assessment to Formative Summit.
- The prestigious Learning Forward Conference, where Tulalip and Quil Ceda Elementaries were presented the Shirley Hord Learning Team runner-up award.
- A variety of other NEA-sponsored conferences.

Together, NEA, and WEA showcased the schools in media, professional journals, local publications and video that the schools could use in their own promotion efforts. [6]

Each of the seven NEA Priority Schools presented a unique set of circumstances and needs, requiring a tailored approach to help students be successful.

In Marysville, which had three Priority Schools, there is a significantly high population of Native American students and families. This collaborative approach allowed the union, district and the Tulalip Tribe to work together on culturally-based strategies to help Native American student achievement.

The Marysville Story: One Example of Priority School NEA/WEA/ Local Association Support

The first cohort of SIG grants included two Marysville schools, Tulalip Elementary and Totem Middle School. Shortly after the award announcement, representatives from NEA, WEA and the Marysville EA met with staff from both schools.

In order to receive a SIG grant, these two schools were labeled "persistently low achieving" by the federal Department of Education. The federal label "persistently low achieving" was humiliating. Teachers were in shock. Both schools had been struggling with diminishing state funds and growing class sizes. A critical source of federal funding for Native American students – impact aid funding – had been cut, dramatically affecting both schools.

The following year, another Marysville school, Quil Ceda Elementary, received a SIG grant. Its application included a provision that Quil Ceda would merge with Tulalip Elementary, due to a pending conversion of Quil Ceda's building to an early childhood education center. Both schools served Tulalip tribal students, and needed to learn quickly how to work together as one school on two SIG funding schedules.

NEA assigned a member of its Priority Schools team, Ellen Holmes, to Marysville. Holmes, along with Marysville Education Association President Arden Watson and staff at all three schools, developed a resource plan to meet their needs.

In some cases, NEA provided direct funding:

1. NEA provided $10,000 to Totem Middle School to purchase laptops for each grade to be used for the Measures of Academic Progress (MAP) reading and math assessments, given three times per year.
2. NEA provided $10,000 for all three schools to participate in the a public engagement project. They met with a core group of community members about closing the achievement gap, and hosted a community meeting.
3. NEA partnered Totem Middle School with the Parent Teacher Home Visit Project, and paid for two members to attend its national conference.
4. NEA funded a Parent-Teacher Home Visit training for all teachers at four Marysville schools.
5. NEA partnered with all three SIG schools to reduce the cost of Take One, a National Board certification training program.
6. NEA funded members to attend several national conferences, and provided the opportunity for principals and members to present at many, including Learning Forward, NCUEA fall conference, NEA Pacific Regional conference and NEA's Minority and Women's conference.
7. NEA provided the opportunity to have the SIG teachers attend NEA's ELL and CARE training that focused on achievement gap issues.
8. NEA funded two teacher/principal site exchange visits between Oakhill Elementary School in High Point, North Carolina and Quil Ceda/Tulalip Elementary.
9. NEA funded two WEA staff, governance and member site exchanges between Washington state, Marysville and Michigan to explore union work in light of school reform policies.

Ellen Holmes, the NEA Priority Schools liaison, also provided direct services to all three schools in the form of training, facilitation and technical assistance.

- Facilitated the transition of Tulalip and Quil Ceda from two schools to one.
- Provided Response to Intervention training for staff.
- Trained and facilitated professional learning communities at the schools.
- Provided professional development to the Marysville bargaining team around professional learning communities which are now institutionalized in the MEA/school district bargaining agreement.
- Trained and facilitated School Data Teams.
- Identified and worked with the District on missing or weak structures including aligned curriculum and assessments and common assessments.
- Connected the staff and union leadership to resources and research.

- Served as a coach for members, principals, district administrators, and local association president throughout the change process.
- Served as the key note speaker at Marysville School District's first "Day of Learning" to educate all teachers in Marysville about professional learning communities.

Marysville illustrated several of the elements that created student success and provide the best opportunity to sustain the work.

- District administrators and principals were open and collaborative leaders who worked with union leadership and building educator leaders throughout the process.
- The schools invested in people not programs. They embodied the notion that educators in the schools had the answers. As a result, there were a number of teachers and other educators who took the lead and redefined the professional practices required in their schools.
- The district expanded their learnings from the union-led efforts in their SIG schools, to other schools in the district, emphasizing the Response to Invention training and Professional Learning Communities.

Referring to support from NEA/WEA:

"Turning around generational under-achievement is complex work and districts do not have the resources or knowledge to do this on their own. It's more than any principal can do on their own; it's more than any district or local association can really grasp. It was good to have that body keep us going."

Arden Watson, president of the Marysville Education Association

Working With the State Agency: WEA and the Office of Superintendent of Public Instruction

Throughout SIG grant implementation, WEA worked closely with the OSPI through a compressed application process that involved identifying the "persistently low-achieving schools" eligible for funding, collaborating with the schools during the application process, and then planning at the local level for schools who received the grant.

OSPI conducted training for the SIG recipients in late spring. Local implementation planning occurred over the summer before the 2010-11 school year. OSPI shared the list of schools (see Appendix C) with WEA, which was able to contact WEA leaders and staff – in many cases ahead of when school districts learned of their status. During the selection process, WEA communicated to OSPI staff regarding the level of union-district collaboration in potential SIG schools and districts. The application required a sign-off by the union president.

OSPI regularly communicated with WEA and invited staff to attend SIG trainings, workshops, in-district reviews, federal compliance meetings and state Merit Leadership meetings. This involvement allowed WEA staff to better assist local leaders with SIG implementation.

Close collaboration with OSPI helped when interpretations of SIG requirements were needed or local problems arose. One example is the way OSPI viewed the Transformation model requirement to "identify and reward school leaders and teachers who have increased student achievement and graduation rates." The agency agreed that a group of educators could be rewarded, as opposed to individual teachers.

Another example of collaboration dealt with the school walk-throughs. As part of the OSPI monitoring, Teachscape, an OSPI contractor, conducted classroom observations with local administrators. WEA worked with OSPI and the vendor to clarify that purpose of the walk-through was to evaluate the SIG program, not individual teachers.

During the first two years, OSPI used a networking model to support and assist the schools. Each school had a team of district administrators, the principal, teachers and union leadership. They met at OSPI on a regular basis to share, network and learn. This model allowed the union to participate at the implementation level, and ensured it had a seat at the table.

RECOMMENDATIONS

Washington, through its collaboration and partnerships to support high-needs schools, has demonstrated success in raising student achievement. We at the Washington Education Association know it can be done. Here are our recommendations for how to build upon and continue success.

1. Provide permanent, sustained and additional funding and resources for high-povery schools to help students succeed. The three years of SIG funding assisted students attending the schools, but SIG educators are concerned about what happens to students after the grant expires, when funds for extended student learning time, lower class sizes or wraparound services are gone. For example, the three Tacoma SIG middle schools will experience a cumulative loss of 18.5 FTEs without SIG funding, significantly affecting their ability to meet student needs.

2. Apply the most valuable elements of the SIG grants to maximize student success elsewhere:
   - Extend structured learning time, either by day or year.
   - Reduce the adult-to-student ratio to provide academic intervention for struggling students.
   - Provide wraparound student and family services to address the social, emotional and behavioral issues of students and his or her families.
   - Provide sufficient time for school staff to participate in professional learning communities to analyze data, adjust instruction, make decisions and learn together with follow-up reflection, coaching and mentoring.

3. Ensure that a long-term, high-quality principal is assigned to high-poverty schools for consistency and to support success. The Transformation grant required that the building principal be removed if he or she had been there more than two years, regardless of their abilities or interests. Some districts regularly move successful principals to other schools to increase success, without consideration for potential effects it may cause at the previous school. Some SIG schools had two or three different principals during the tenure of their grant, causing a loss of momentum and traction in what had been successful programs.

4. Include professional development and training for staff providing wraparound services. In many of the SIG schools, the staff were newly hired, with very little professional development offered for the people conducting family and community outreach and dropout retention work. In many of the districts, these specialized employees have no peers with whom to collaborate.

5. Incorporate relevant information regarding the community surrounding the school in state data collection.

6. Give educators the time and responsibility to determine and assess appropriate curriculum and materials. In some cases, the SIG schools and districts were inundated by vendors who promised results, while the educators had little opportunity to make a thoughtful decision about what would work with their students.

7. Avoid overuse of consultants at the expense of teacher-support or professional learning time for collaboration.

8. Fund the basic education needs for all high-poverty students instead of using competitive grants that deny some students the education and resources they need to achieve. Many of the schools, particularly those in smaller districts, do not have the expertise or staffing to complete comprehensive grant applications, creating inequity in the grant application process.

9. Align state and district attention and funding with the curriculum and behavioral expectations of feeder schools within a district. Struggling students need consistency, and educators need the time to work across school sites and grade levels to align practices, implement and adjust. Instructional time is lost when educators at the new school spend time orienting students to new behavior expectations, routines and curriculum.

10. Fund quality, aligned and on-site preschool programs for high-poverty students. Time should be provided for teachers in high-poverty elementary schools to meet with preschool instructors to align practice and provide a consistent transition.

11. Give equal credit for extended graduation rates (compared to on-time graduation rates) in high-poverty high school accountability calculations. Many high-poverty students need additional time to complete credits and graduation requirements. Currently schools are penalized for not graduating students on time.

12. OSPI should implement quality-control measures for the coaches, consultants and assessment contractors who work with schools. Just as teachers and principals are annually evaluated, the agency's service providers should be to measure effectiveness. The evaluation should include input from the educators with whom they work.

13. OSPI should require evidence of collaboration and transparency in its reviews of school plans, budget and progress. School improvement plans and adjustments to them should be developed collaboratively with the maximum amount of input possible from the school's educators. Funding and budgeting of the plans should be transparent to assure the maximum amount of funding possible goes directly to the schools.

[1] http://www.k12.wa.us/Communications/PressReleases2012/ASIG-Schools.aspx
[2] http://neaprorityschools.org/professional-educators/summer-school-for-educators-2
[3] http://neaprorityschools.org/engaged-families-and-communities/family-school-community-engagement-a-path-in-the-forest
[4] http://neaprorityschools.org/professional-educators/national-board-certification
[5] http://www.washingtonea.org/content/docs/we/2012/Fall2012.pdf
[6] http://www.youtube.com/watch?v=epZQBbYqnhM&feature=youtube

Appendix A

Washington State School Profile Example – Adams Elementary

Washington State School Profiles

Adams Elementary School

Michael S. Trevisan, Ph.D.

Brian F. French, Ph.D.

Olusola Adesope, Ph.D.

80 Cleveland Hall
Washington State University
Pullman, WA 99164-2136
(509) 335-8394

Washington State School Profiles

Washington State school profiles were developed with the purpose of creating a more comprehensive picture of what are essential characteristics influencing student achievement and effective schools. This purpose stems from evidence that suggests many variables account for student achievement beyond what is currently assessed in accountability systems. The attached profile was constructed to aid school personnel in reviewing key indicators about the school and the community. The profile provides a snap shot of the environment in a short fact sheet that is quick to review and update over time. Data were collected from sources including the Washington State Office of Superintendant of Public Instruction (OSPI), the U.S. Census Bureau, MERIT-Assessment of Student Progress, and the Assessment of Progress-STAR report prepared by the BERC Group.

Variables were selected with the intent of displaying key community and family factors that are related to student achievement and success. The data presented do not attempt to draw causal inferences about how these factors influence student achievement. Rather, the data are meant to describe in a quick picture the composition of the environment surrounding the school, the students, and their families. The factors on the front side of the factsheet are traditional variables school personnel may review regularly. The backside of the sheet includes information on how the school rates on nine characteristics of highly effective schools and other factors about the communities and the families that live in those communities.

Though typically not discussed in reviews of why a school (or student) is not meeting state standards, these additional community and family factors allow for an understanding of issues that a student may deal with daily. Students, for example, from low-socioeconomic status (SES) schools typically perform below their higher-SES counterparts. Moreover, a student's perception of their family economic stress can influence a student's emotional state and academic outcomes. Many of these variables are related to student achievement but are not under the direct influence of the school system. Nevertheless, these variables reflect the students' lives before they arrive and after they leave the school. Beginning to think about these factors and related factors (e.g., student motivation, social-emotional skills) opens the conversation to explore more holistic school and student success models. These school profiles allow us to begin that conversation.

Adams Elementary School 723 S. 8th Street, Yakima, WA 98901 **Grade Span:** PK-5 **SIG Model:** Transformational

Principal: Dave Chaplin Yakima School District
(509) 573-5101

This school profile displays data on students, teachers, and other important characteristics of Adams Elementary School. Community, district, and state-level data are also presented, when available, and compared with Adams Elementary School data.

Transformational model requires replacing the school principal and addressing four areas related to improving schools including (a) developing teacher and principal leader effectiveness, (b) implementing instructional reform strategies, (c) extending learning time and creating community connections, and (d) providing operating flexibility and sustained support.

Student Demographics 2010-2011

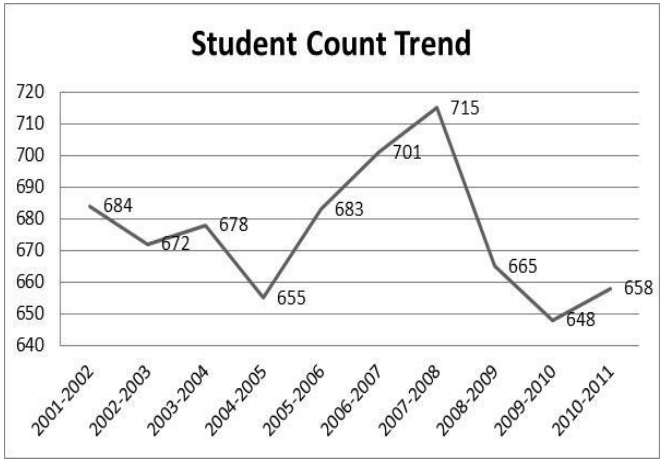
	School	District	State
Student count	658	14,889	1,040,966
Free/reduced meals	95.5%	72.3%	43.7%
Special education	17.4%	13.9%	13.1%
Transitional bilingual	64.9%	27.7%	8.7%
Migrant	28.5%	18.9%	1.7%
Section 504	0.5%	0.9%	1.6%
Foster care	0.0%	0.1%	0.1%
Unexcused absent rate	1.9%	1.9%	0.4%
Expenditure per student (2009-2010)	NA	$9,582	$9,544

Student's Race/Ethnicity-2010-2011

American Indian/Alaskan Native	0.5%
Asian/Pacific Islander	0.0%
Asian	0.0%
Pacific Islander	0.0%
Black	1.8%
Hispanic	92.9%
White	4.4%
Two or more race	0.5%

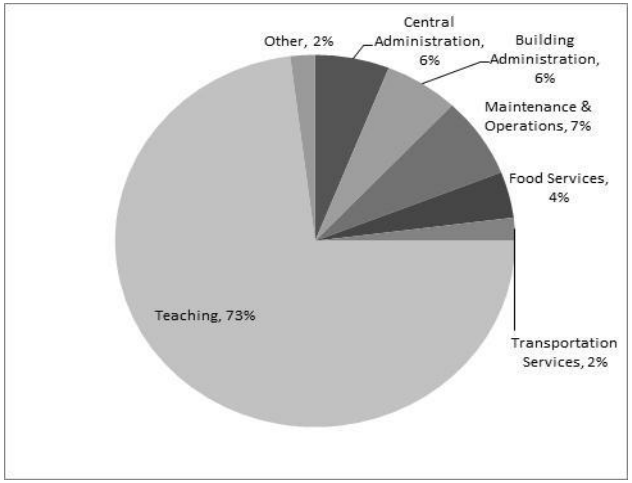
Teacher Information-2010-2011

	School	State
Average Years of Teacher Experience	10.2	12.4
Teachers with Master's degree	65.1%	66.7%
Teacher/ Student ratio	1:15	NA
Teachers with emergency certificate	0%	0.1%
Teachers with conditional certificate	0%	0.1%
Classes taught by teachers meeting ESEA highly qualified (HQ) definition	100%	99%
Classes taught by teachers who do not ESEA highly qualified (HQ) definition	0%	1%



This graph displays the enrollment for the focal school across the last 10 years when available

District Financial Data-2009-10
% of dollars per student



This graph reflects the expenses by area for the focal school.

School Achievement Comparison

MSP/HSPE Grade	Adams ES 2009-10	Adams ES 2010-11	Garfield ES 2010-11	WA State 2010-11
3rd Reading	35.0%	51.0%	45.9%	73.1%
3rd Math	25.2%	40.4%	23.5%	61.6%
4th Reading	32.7%	35.5%	38.2%	67.3%
4th Writing	29.8%	51.8%	64.0%	61.4%
4th Math	10.6%	50.0%	31.5%	59.3%
5th Reading	23.6%	36.2%	37.9%	67.7%
5th Math	33.0%	43.6%	36.8%	61.3%
5th Science	2.8%	20.2%	23.0%	55.7%

These data compare proportions of students meeting the WA state standards for areas assessed across the district, state, and one neighboring school within close proximity of the focal school. If a focal school was not available the district data were provided.

Notes

Rubric Score for the NCHPS (1=low; 4=high)

Nine Characteristics of High Performing Schools	Rubric score 2010	Rubric score 2011
Clear and Shared Focus	3.0	3.0
High Standards / Expectations for Students	2.0	2.5
Effective School Leadership	2.7	2.3
High Levels of Collaboration and Communication	2.0	3.0
Curriculum, Assessments, and Instruction Aligned with Standards	2.3	3.0
Frequent Monitoring of Teaching and Learning	3.0	3.0
Focused Professional Development	2.0	3.0
Supportive Learning Environment	2.7	2.7
High Levels of Family / Community Involvement	2.0	3.0

Scores represent averages across the individual ratings on the nine domains from the rubric ratings. Comparing scores from both years gives some indication of change related to school efforts in these areas. For instance, extended learning time is now 45 minutes. In some cases, data were not available. Data obtained from the MERIT reports by the BERC group.

Community Support for Schools Maintenance and Operations Levies	
Passed in 2001	Yes
Passed in 2004	Yes
Passed in 2008	Yes
Passed in 2012	Yes

This table represents voter support for schools in the area by indicating if the school levy was supported over time. In some cases data were not available.

Community and family variables presented below are important to understanding the context in which the school is located and the general environment in which students and families live, work, learn, and play. Community is reflective of district, city, and census tract level data. Census data are accurate to the extent that they represent the community area identified around the school.

Home Environment Data	Community	State
Homes occupied by owners	53.1%	64.8%
Median home price	$80,400	$285,400
Married couple with family	26.6%	21.3%
Male householder, no wife present, with family	8.1%	2.4%
Female householder, no husband present, with family	10.8%	6.4%
Grandparents living with grandchildren	172	107,115
Grandparents responsible for grandchildren	54.7%	39.3%

Adult Descriptive Data	Community	State
Less than 9th grade education	41.5%	4.1%
High school diploma or higher education	40.5%	89.6%
Foreign born-Not a U.S. citizen	27.1%	7.1%
Language other than English spoken at home	66.2%	17.5%
Persons with public health insurance coverage	42.7%	27.3%
Persons without health insurance coverage	22.9%	13.4%

Community Data	Community	State
Persons unemployed	21.2%	7.6%
Families earning <$20000	21%	9%
Families earning < $35000	35%	17%
Population below poverty level	24%	12%
Children < 18 yrs below poverty level	33%	15%
Children < 18 yrs without health insurance	7.8%	7.1%

Crime Data Reported per 1000 Population

	Crime rate	Violent crime rate	Property crime rate
Yakima	71.5	5.8	65.8
Washington State	39.9	3.1	36.8

Data presented were obtained from the following sources:
http://reportcard.ospi.k12.wa.us;
http://factfinder2.census.gov;
http://wa-state-ofm.us/UniformCrimeReport/

Other variables not included in these profiles may be helpful for the school to explore. Data may be specific to the school (e.g., student mobility) or community (community services available to families) and may assist understanding the school context. Schools may consider such variables that may help with decisions about change to the environment over time.

Appendix B

Demographic Profiles of School Improvement Grant Tiers I & II

OSPI State of Washington Superintendent of Public Instruction

Demographic and Performance Characteristics of School Improvement Grant Tiers I & II

Washington State's definition of "*Persistently Lowest-Achieving Schools*" means:

Tier I

(a) Any Title I school in improvement, corrective action or restructuring that:
- (i) Is among the lowest-achieving five percent in the "all students" group in reading and mathematics combined for the past three consecutive years; or
- (ii) Is a high school that has a weighted-average graduation rate that is less than 60% based on the past three years of data; or, for newly eligible schools,

(b) Is a Title I elementary school that:
- (i) Has not made adequate yearly progress (AYP) for at least the past two consecutive years; and
- (ii) Is no higher-achieving than the highest-achieving school identified in (a)(i) of this section.

Tier II

(a) Any secondary school that is eligible for, but does not receive, Title I funds that:
- (i) Is among the lowest-achieving five percent of secondary schools in the "all students" group in reading and mathematics combined for the past three consecutive years; or
- (ii) Is a high school that has a weighted-average graduation rate that is less than 60% based on the past three years of data; or, for newly eligible Tier II schools,

(b) Is a Title I eligible secondary school that:
- (i) Has not made adequate yearly progress (AYP) for at least the past two consecutive years;
- (ii) Is no higher achieving than the highest-achieving school identified in (c)(i) of this section; and
- (iii) Is in Step 5 of improvement with a decreasing performance trend.

See final Federal Guidance at: http://www2.ed.gov/programs/sif/faq.html

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ELL / Bilingual Rates	Page 5	Page 11	Page 17
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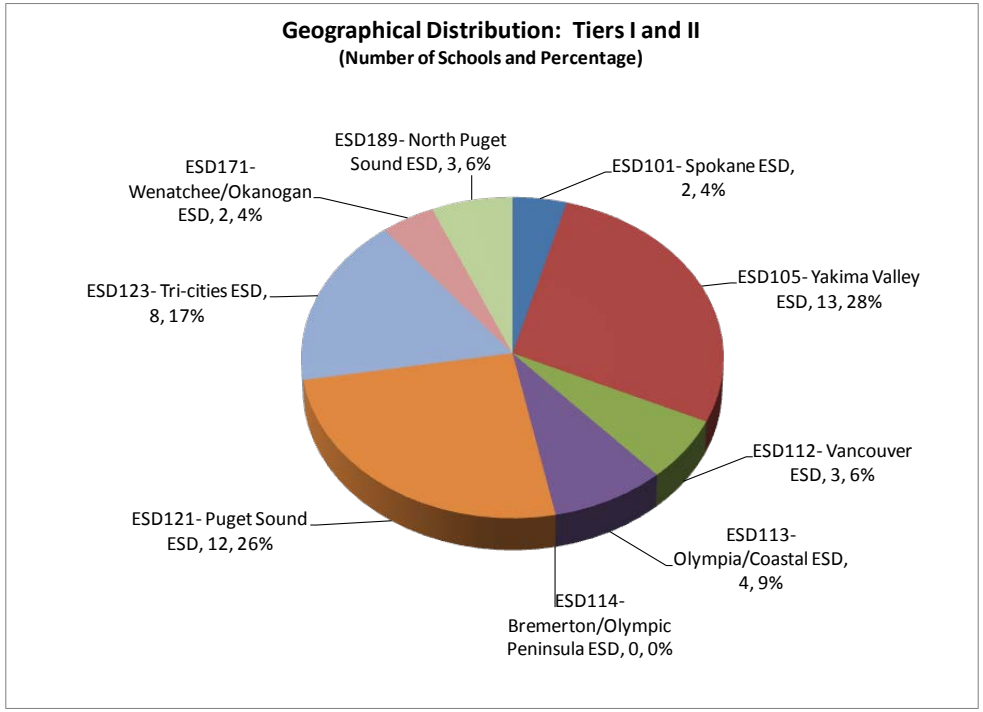
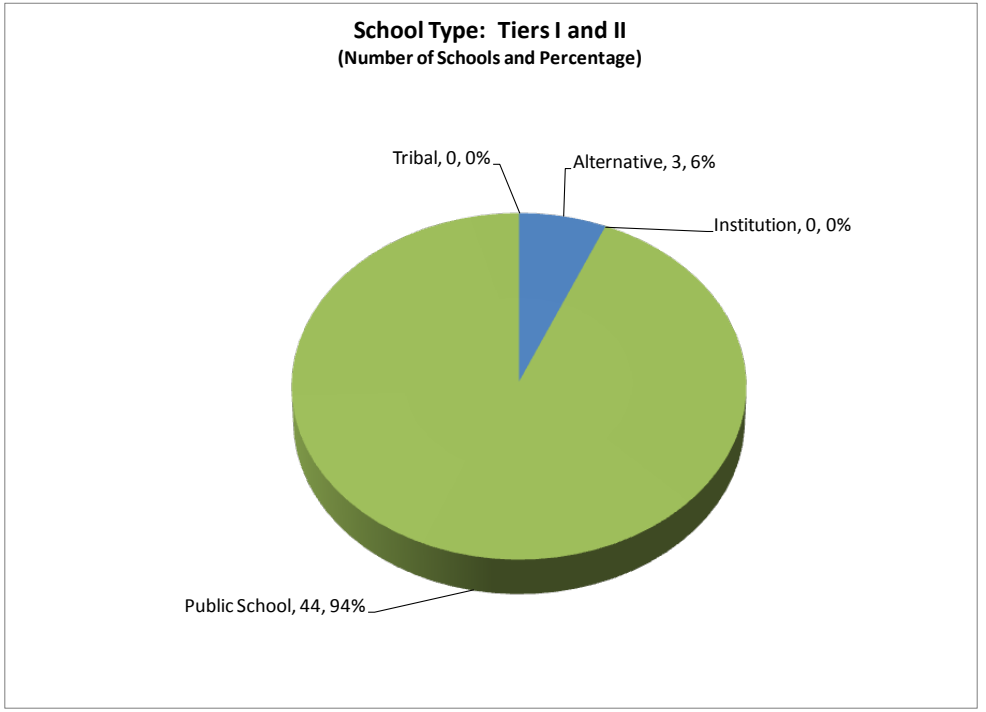
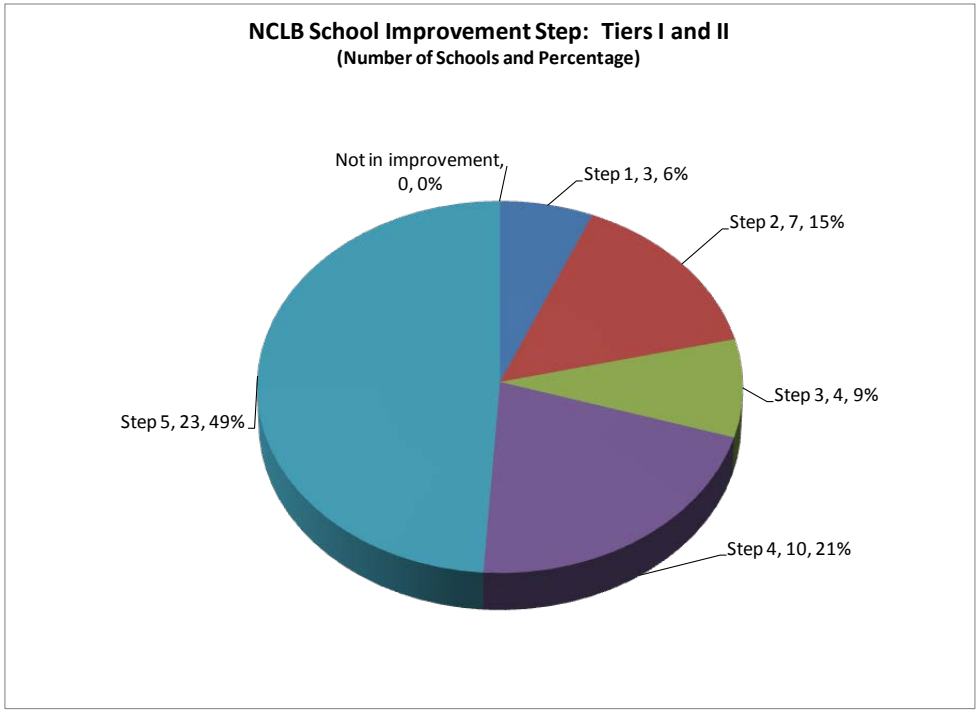
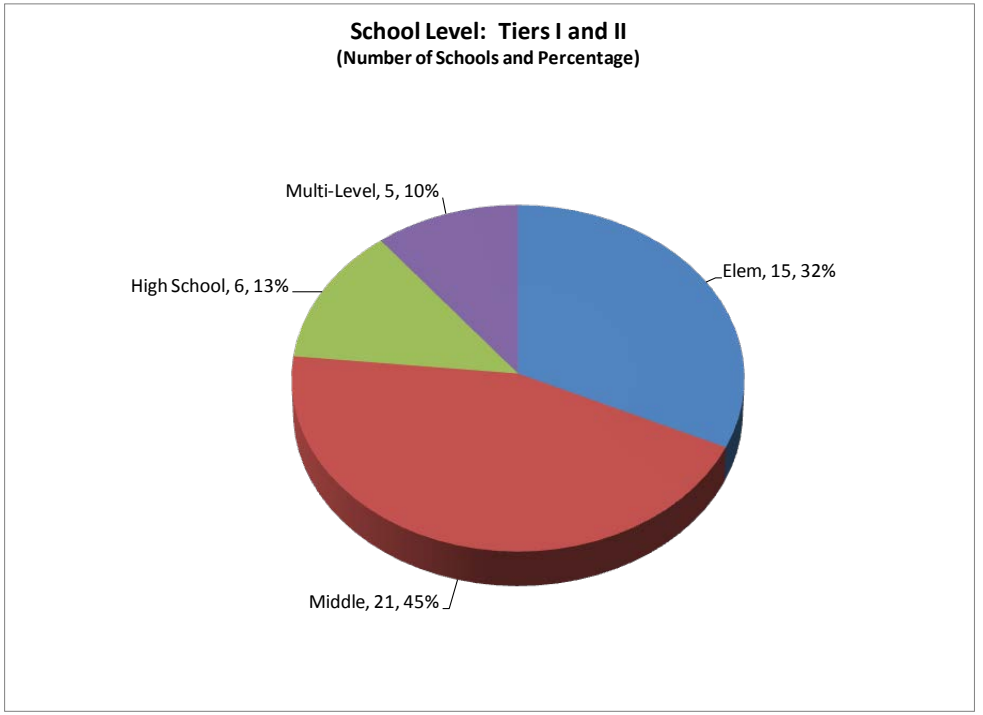
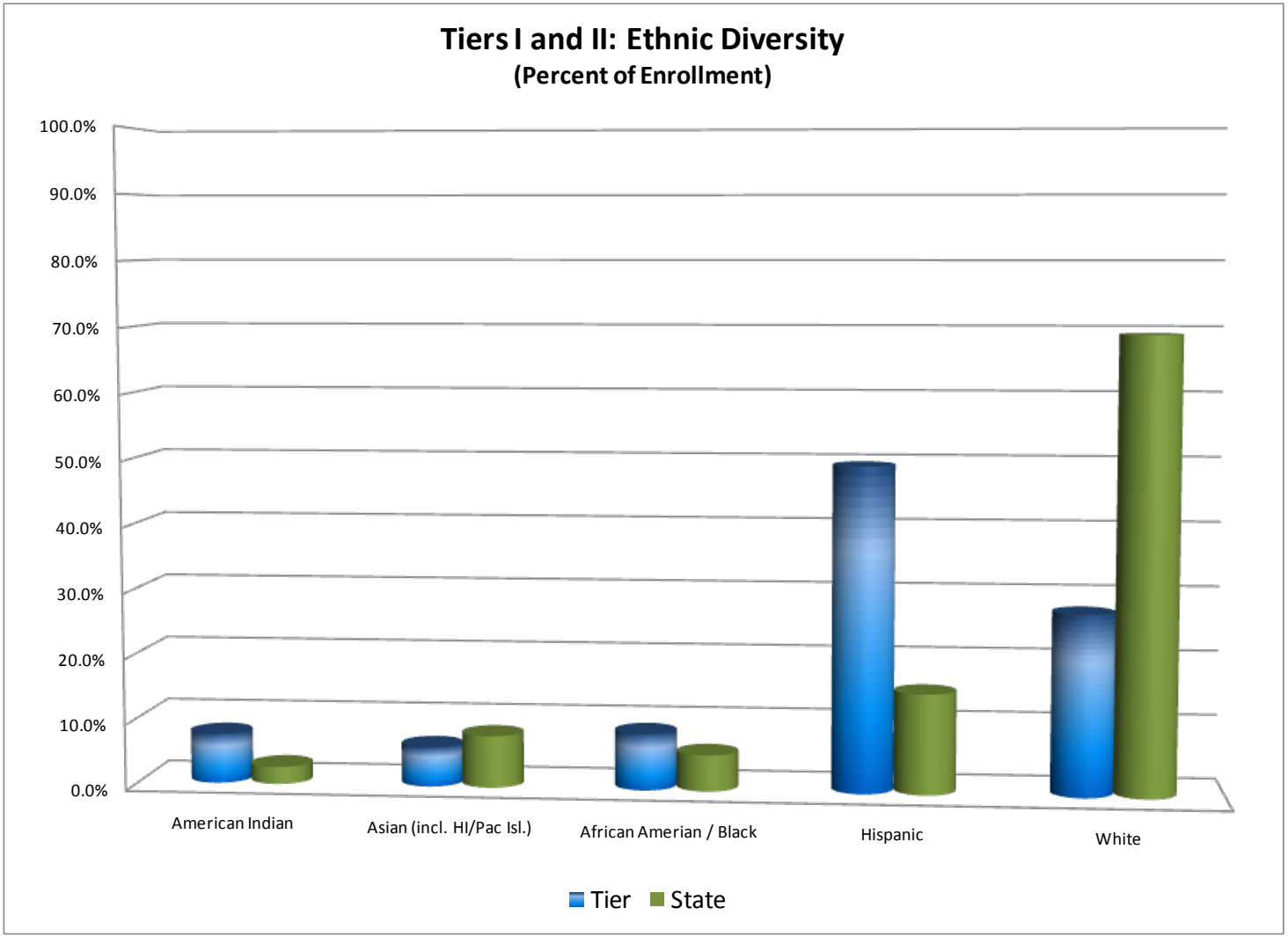
Tiers I & II Combined

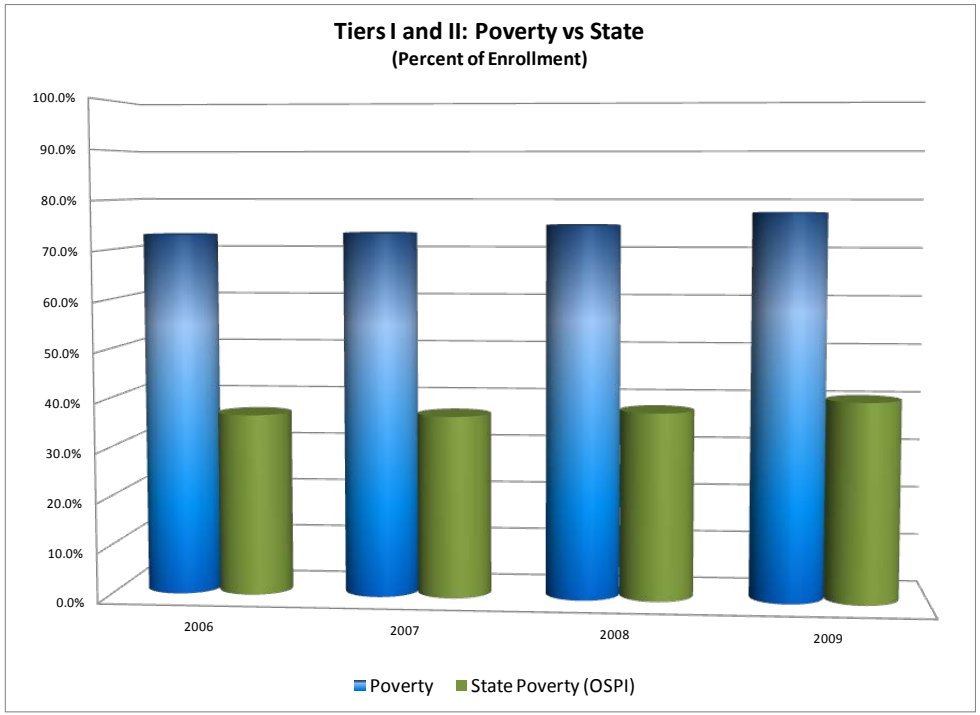


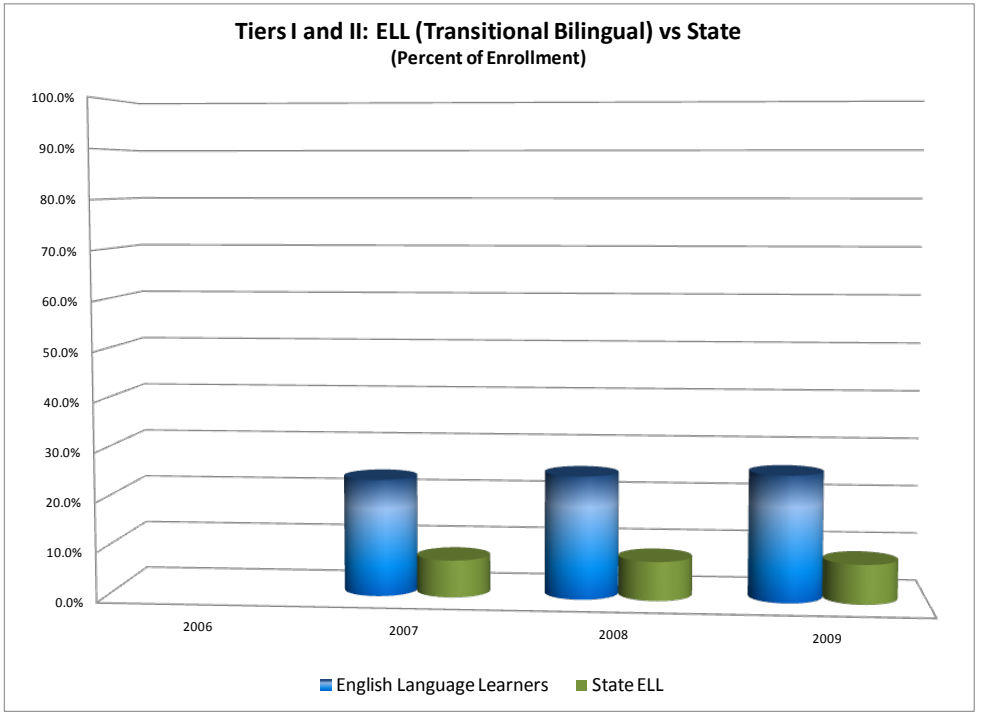


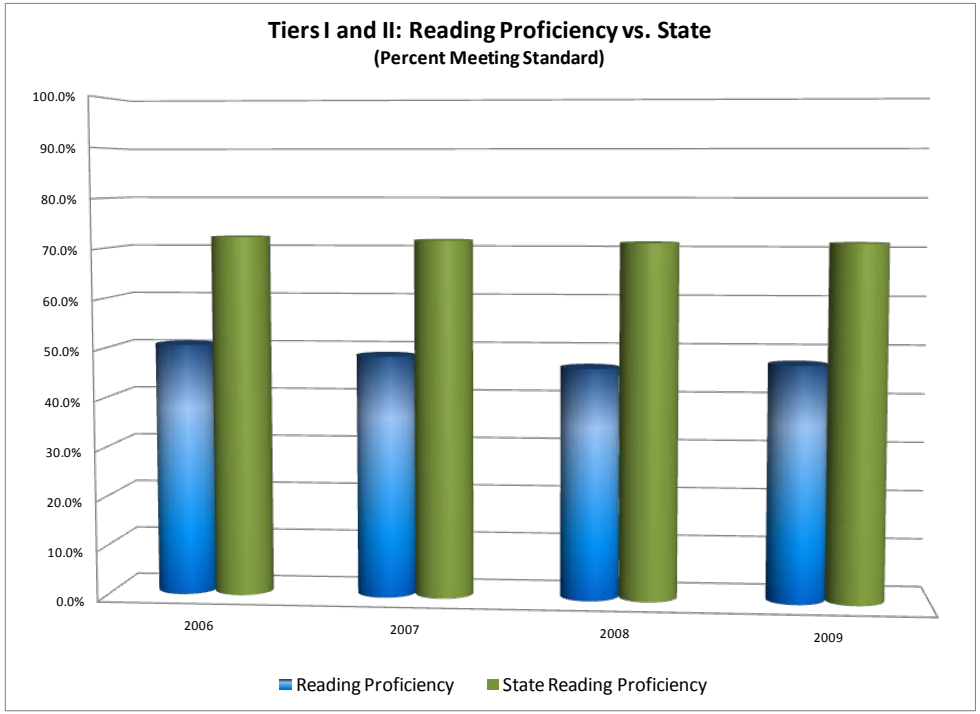

NCLB School Improvement Step: Tiers I and II
(Number of Schools and Percentage)
Not in improvement, 0, 0%
Step 1, 3, 6%
Step 2, 7, 15%
Step 3, 4, 9%
Step 4, 10, 21%
Step 5, 23, 49%

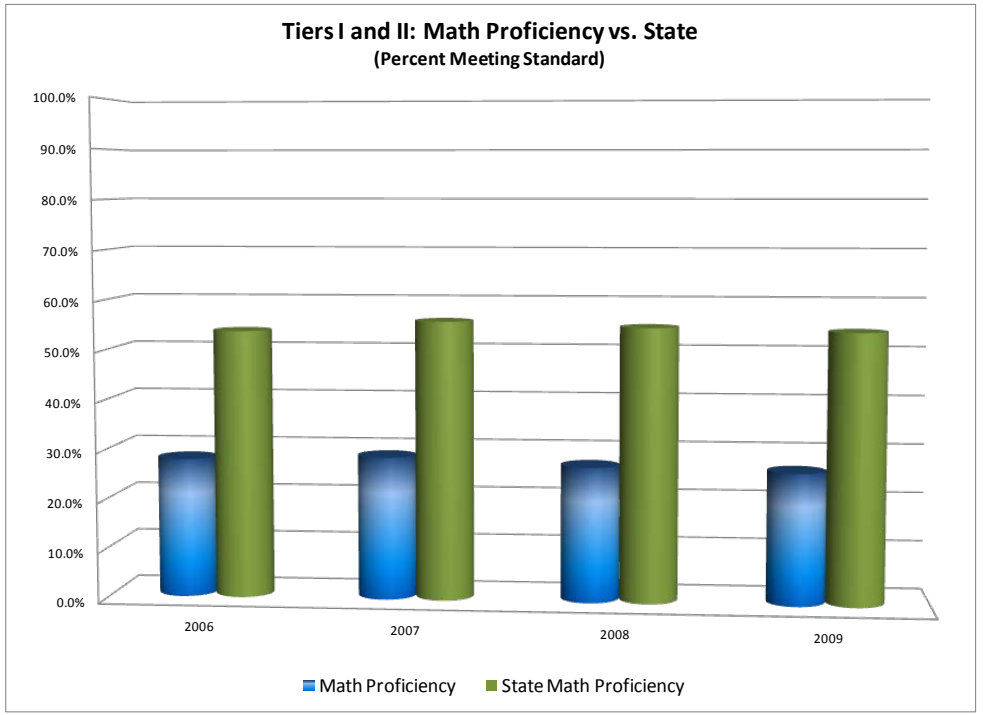

School Level: Tiers I and II
(Number of Schools and Percentage)
Multi-Level, 5, 10%
Elem, 15, 32%
High School, 6, 13%
Middle, 21, 45%

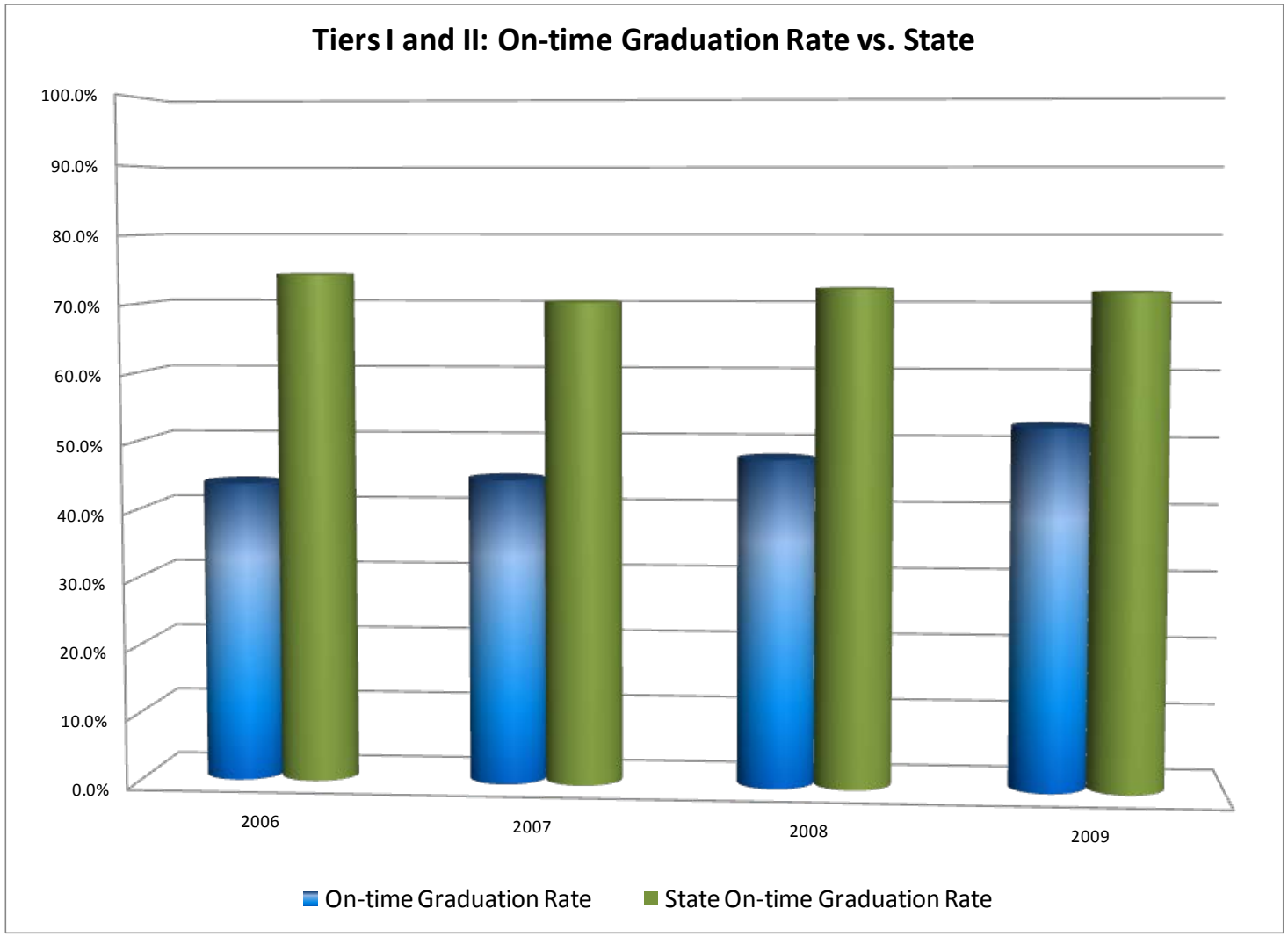

Tiers I and II: Ethnic Diversity
(Percent of Enrollment)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
American Indian
Asian (incl. HI/Pac Isl.)
African Amerian / Black
Hispanic
White
Tier
State


Tiers I and II: Poverty vs State
(Percent of Enrollment)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
Poverty
State Poverty (OSPI)

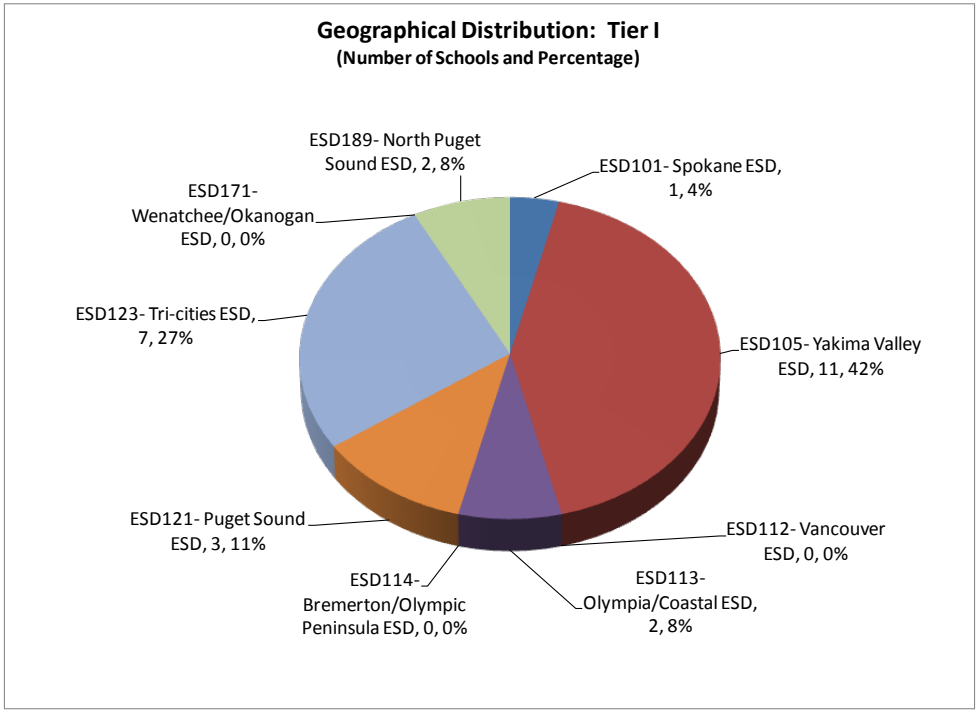

Tiers I and II: ELL (Transitional Bilingual) vs State
(Percent of Enrollment)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
English Language Learners
State ELL

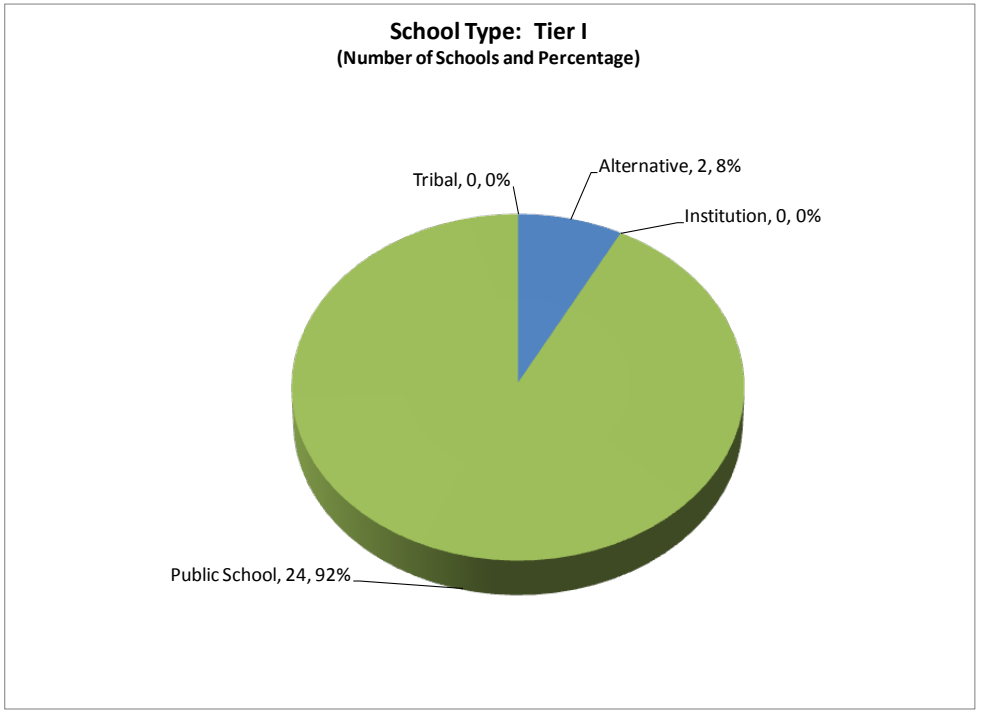

Tiers I and II: Reading Proficiency vs. State
(Percent Meeting Standard)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
Reading Proficiency
State Reading Proficiency


Tiers I and II: Math Proficiency vs. State
(Percent Meeting Standard)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
Math Proficiency
State Math Proficiency


Tiers I and II: On-time Graduation Rate vs. State
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
On-time Graduation Rate
State On-time Graduation Rate

Tier I: Bottom 5% Persistently Lowest-Achieving-- Title I Schools in Steps 1-5 of Improvement Status





Appendix C
School Improvement Grant (SIG) Schools

DRAFT 6/7/2013

SCHOOL IMPROVEMENT GRANT (SIG) SCHOOLS

In 2010, the United States Department of Education provided funding for three year School Improvement Grants (SIG) to support the lowest achieving five percent of Title 1 or Title 1 eligible schools identified by each state based on math and reading test scores and for high schools, graduation rates.

Federally defined school intervention models

Closure*

Required a district to close a school and enroll the students into other higher-achieving schools in the district.

Turnaround

Required rehiring no more than 50% of the school's staff, adopting a new governance structure, and implementing a research-based instructional program.

Transformation

Required replacing the school principal if they'd been at the school more than two years and addressing four areas critical to transforming low-achieving schools: [1] developing teacher and principal leader effectiveness, [2] implementing instructional reform strategies, [3] extending learning time and [4] creating community connections, and providing operating flexibility and sustained support.

Restart

Not possible under prior Washington statues, could be an option in the future; requires the district to convert the school or close and reopen it under a charter school operator or an education management organization.

Codes for Improvements

Bridge	Transitional summer education program for incoming 7th graders.
Curriculum	Replace inadequate, culturally unresponsive or outdated curriculum.
ELT	Extended learning time (expanded instructional day and/or year).
Peer	Release time to allow for peer observation, coaching and planning.
PD	Collaboratively-determined Professional Development Programs.
Tech	Purchase of technology to improve instruction, assessment and intervention services.
Wraparound	Wraparound social, emotional and/or health services for students and families.

Legislative Districts	Congressional Districts	School District	School Name	Improvements	Intervention Model
15	4	Grandview	Grandview Middle School	Hire 8 staff, Bridge, Curr, Ext, Peer, Prof Dev, Tech, Wrap	2010-11 Transformation
33	9	Highline	Cascade Middle School	Bridge, Curr, Ext, Peer, Prof Dev, Tech, Wrap	2010-11 Transformation
33	9	Highline	Chinook Middle School	Bridge, Curr, Ext, Peer, Prof Dev, Tech, Wrap	2010-11 Transformation

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Legislative Districts	Congressional Districts	School District	School Name	Improvements	Intervention Model
19	3	Longview	Monticello Middle School	Hire 3 staff, Ext, Peer, Prof Dev, Wrap	2010-11 Transformation
39	2	Marysville	Tulalip Elementary	Hire 8 staff, Peer, Curr, Tech, Ext, Wrap	2010-11 Transformation; now Turnaround
39	2	Marysville	Totem Middle School	Hire 4 staff, Curr, Ext, Peer, Prof Dev, Tech, Wrap	2010-11 Transformation
11,34,36,37,43,46	1,7,9	Seattle	Cleveland High School	Hire 4 staff, Bridge, Curr, Ext, Peer, Prof Dev, Tech, Wrap	2010-11 Transformation
11,34,36,37,43,46	1,7,9	Seattle	Hawthorne Elementary	Hire 8 staff, Ext, Peer, Tech, Wrap	2010-11 Transformation
11,34,36,37,43,46	1,7,9	Seattle	West Seattle Elementary	Hire 4 staff, Ext, Peer, Prof Def, Tech, Wrap	2010-11 Transformation
15	4	Sunnyside	Sunnyside High School	Hire 7 staff, Curr, Ext, Peer, Prof Dev, Tech, Wrap	2010-11 Transformation
25,27,29	6,9,10	Tacoma	Giaudrone Middle School	Hire 8 staff, Curr, Ext, Prof Dev, Tech, Wrap	2010-11 Turnaround
25,27,29	6,9,10	Tacoma	Jason Lee Middle School	Hire 9 staff, Curr, Ext, Prof Def, Tech, Wrap	2010-11 Transformation
25,27,29	6,9,10	Tacoma	Stewart Middle School	Hire 9 staff, Curr, Ext, Prof Dev, Tech, Wrap	2010-11 Turnaround
7,13	5	Wellpinit	Wellpinit Elementary	Hire 2 staff, Curr, Ext, Peer, Prof Dev, Tech, Wrap	2010-11 Transformation
13,14,15	4,8	Yakima	Adams Elementary	Hire 1 staff, Ext, Peer, Prof Dev, Wrap	2010-11 Transformation
13,14,15	4,8	Yakima	Stanton Academy	Hire 1 staff, Curr, Ext, Peer, Prof Dev, Tech, Wrap	2010-11 Transformation
13,14,15	4,8	Yakima	Washington Middle School	Bridge, Curr, Ext, Peer, Prof Dev, Tech, Wrap	2010-11 Transformation
40	2	Burlington-Edison	West View Elementary School	Hire 7 staff, Curr, Ext, Peer, Prof Dev, Tech, Wrap	2011-12 Transformation
39	2	Marysville	Quil Ceda Elementary School (Planned merger with Tulalip Elementary)	Wrap, Curr, Ext, Peer, Prof Dev, Tech	2011-12 Transformation

Legislative Districts	Congressional Districts	School District	School Name	Improvements	Intervention Model
19	6	Oakville	Oakville High School	Hire 4 staff, Ext, Peer, Prof Dev, Tech, Wrap,	2011-12 Transformation
3,4,6,7, 9,13	5	Spokane	Rogers High School	Hire 4 staff, Ext, Peer, Prof Dev, Tech, Wrap	2011-12 Transformation
14,15	4	Toppenish	Valley View Elementary School	Hire 2 staff, Curr, Ext, Peer, Prof Dev, Tech, Wrap	2011-12 Transformation
14,15	4	Wapato	Wapato Middle School	Hire 4 staff, Curr, Ext, Peer, Prof Dev, Tech	2011-12 Transformation

2009-10

Eighteen schools were awarded a Student Improvement Grant. Twenty-seven schools qualified and applied for grants, but were NOT funded. Five schools qualified, but did not apply.

**Hunt Middle School in the Tacoma School District opted for the Closure model in 2009-10 and is not reflected in the above table.*

2011-12

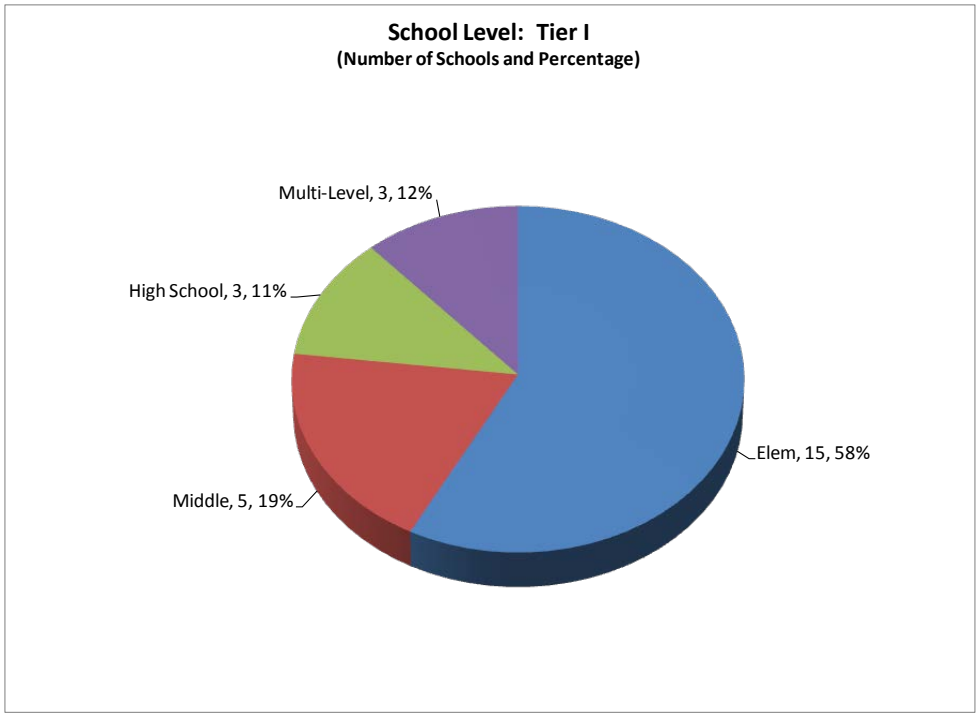
Ten schools were awarded a Student Improvement Grant. Five schools qualified and applied for grants, but were NOT funded. Thirty-two schools qualified, but did not apply.

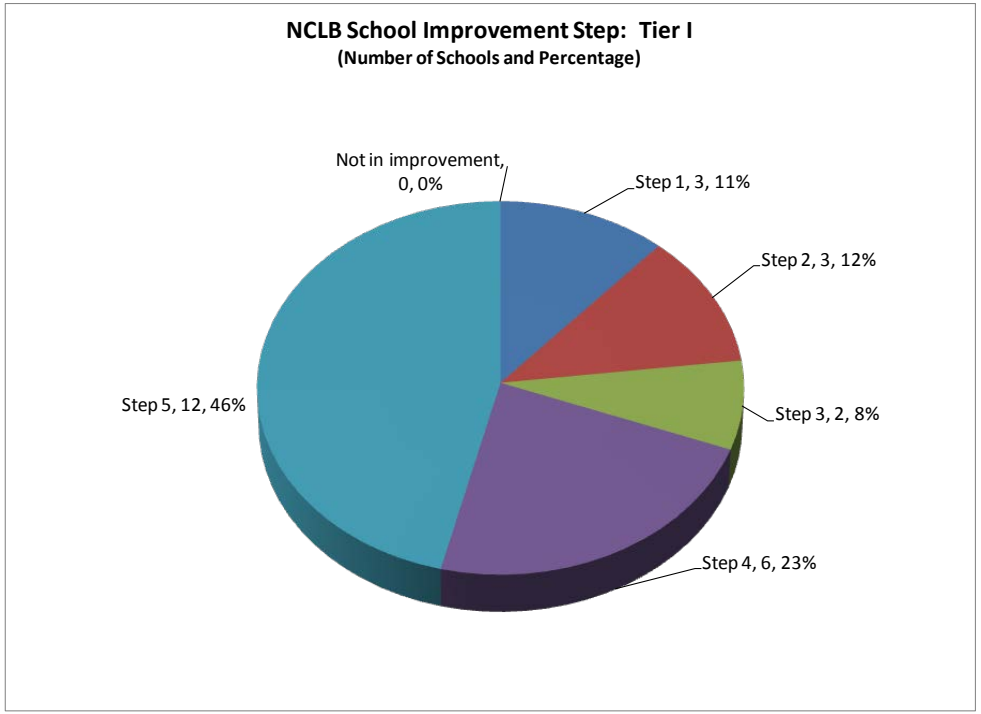
Data Resources

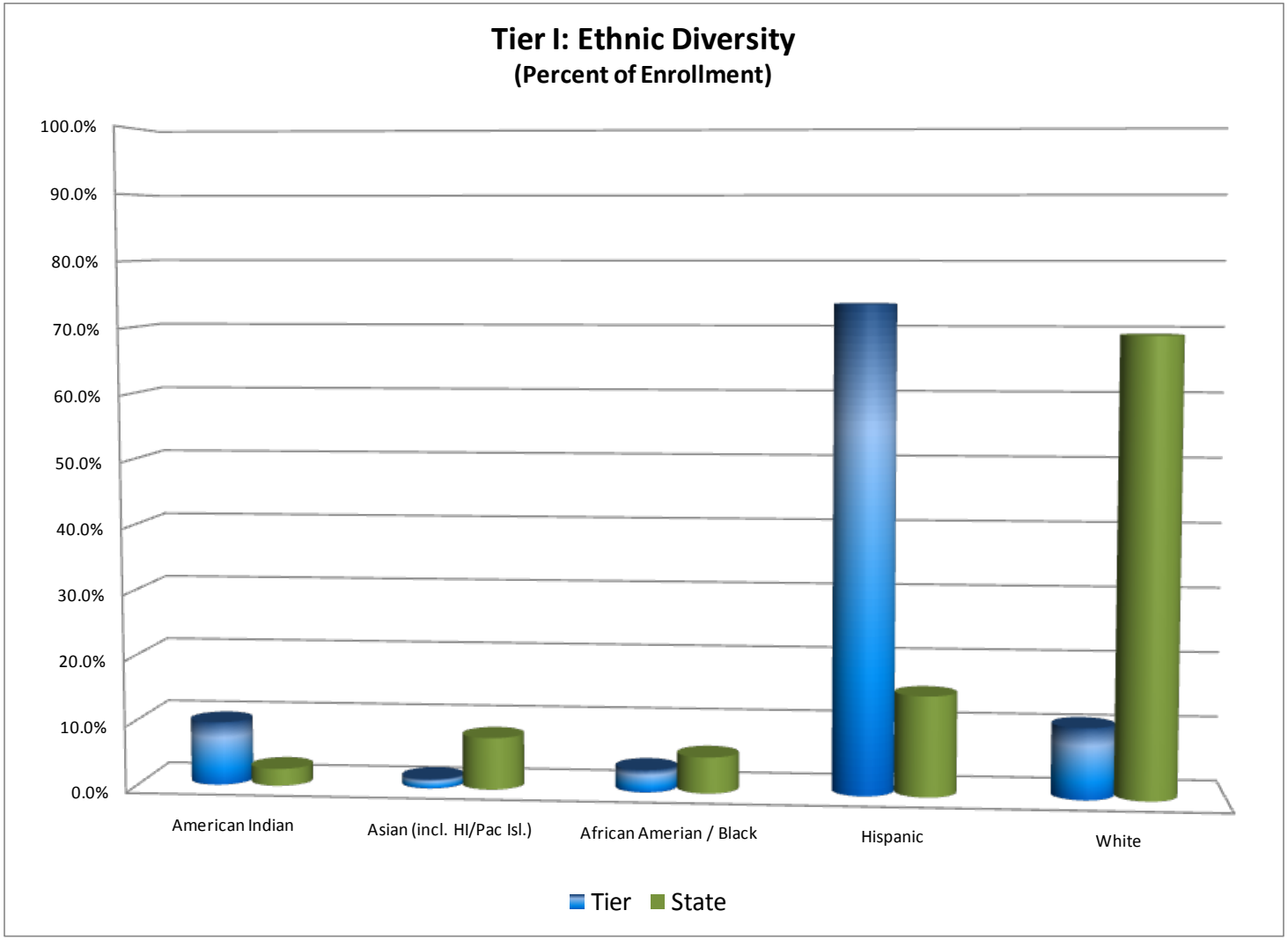
Data for school improvements was extracted from the Office of the Superintendent of Public Instruction (OSPI) website, school websites, and School Improvement Grant (SIG) applications. For detailed grant application information, please visit the following web pages:

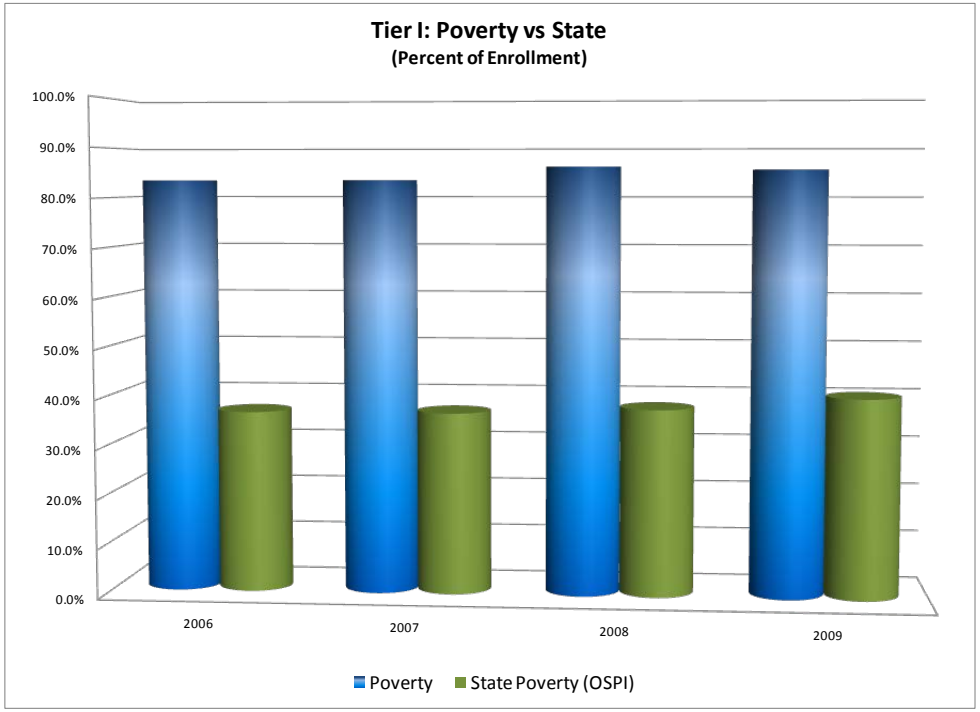
Cohort I Schools 2009-2010: http://www.k12.wa.us/StudentAndSchoolSuccess/SIG/CohortI.aspx

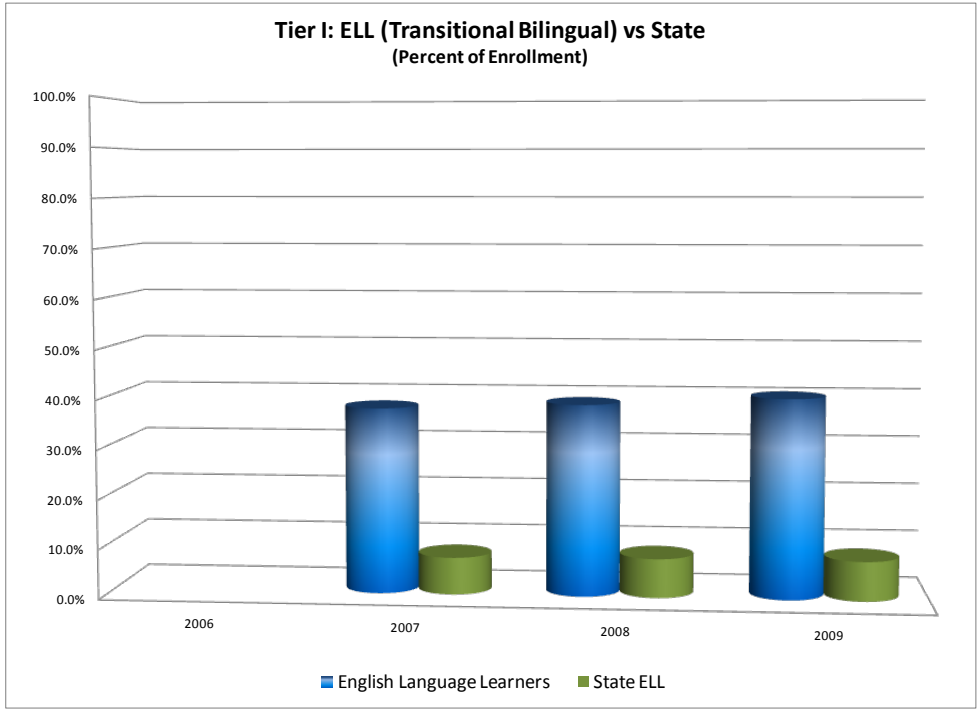
Cohort II Schools 2011-2012:
http://www.k12.wa.us/StudentAndSchoolSuccess/SIG/CohortIIAwardees-DistApps.aspx

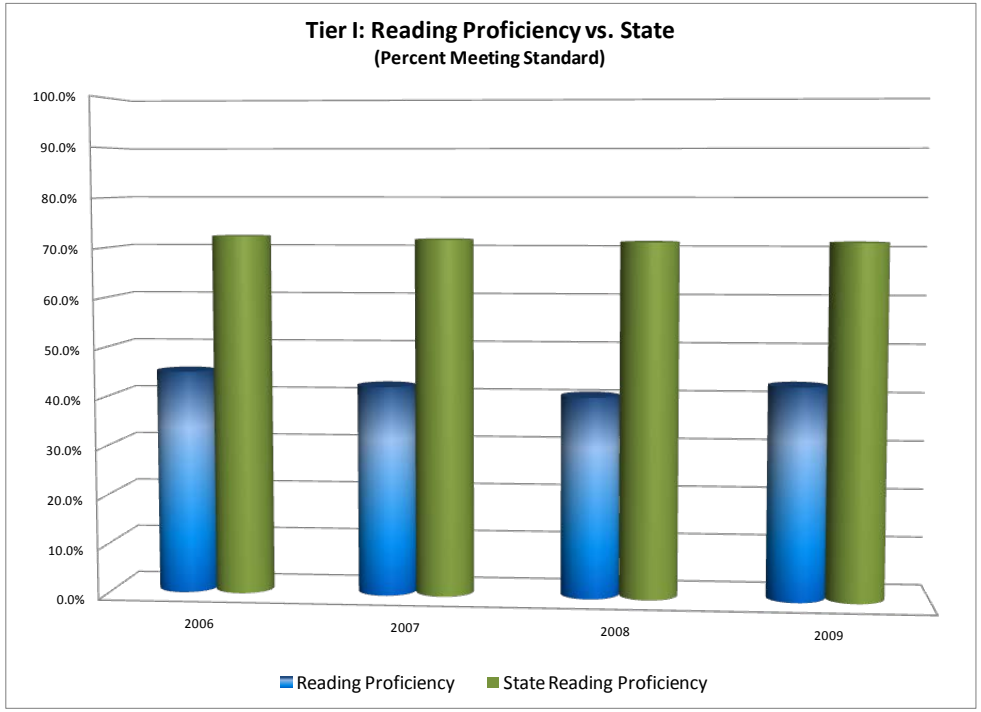

School Level: Tier I
(Number of Schools and Percentage)
Multi-Level, 3, 12%
High School, 3, 11%
Middle, 5, 19%
Elem, 15, 58%

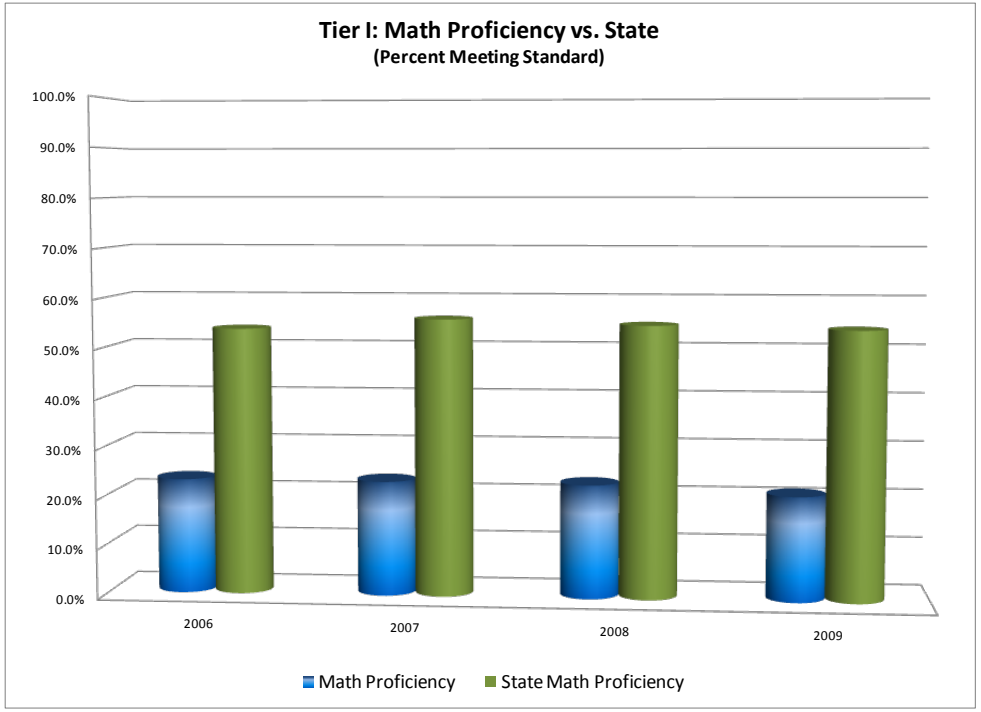

NCLB School Improvement Step: Tier I
(Number of Schools and Percentage)
Not in improvement, 0, 0%
Step 1, 3, 11%
Step 2, 3, 12%
Step 3, 2, 8%
Step 4, 6, 23%
Step 5, 12, 46%

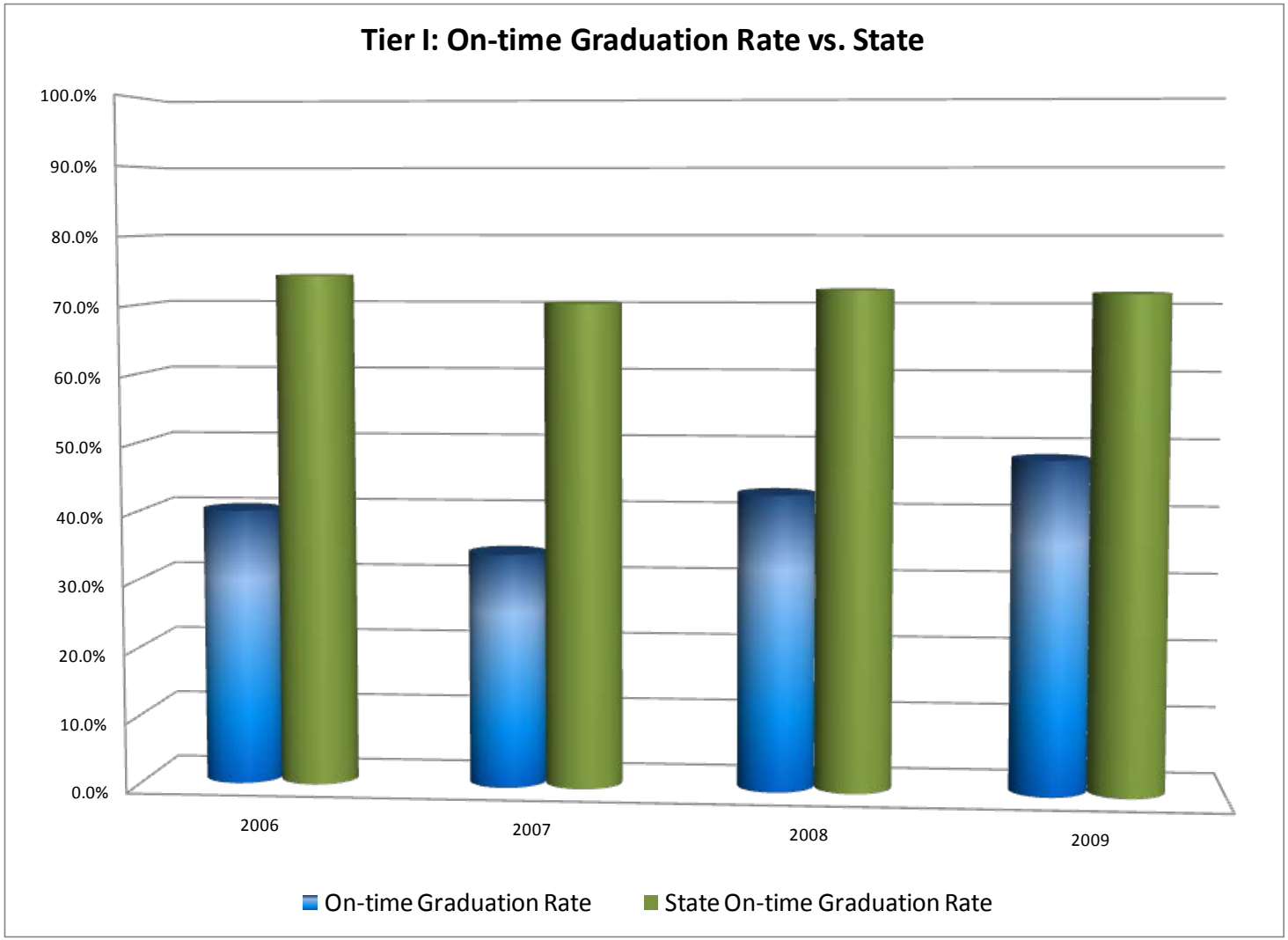

Tier I: Ethnic Diversity
(Percent of Enrollment)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
American Indian
Asian (incl. HI/Pac Isl.)
African Amerian / Black
Hispanic
White
Tier
State


Tier I: Poverty vs State
(Percent of Enrollment)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
Poverty
State Poverty (OSPI)

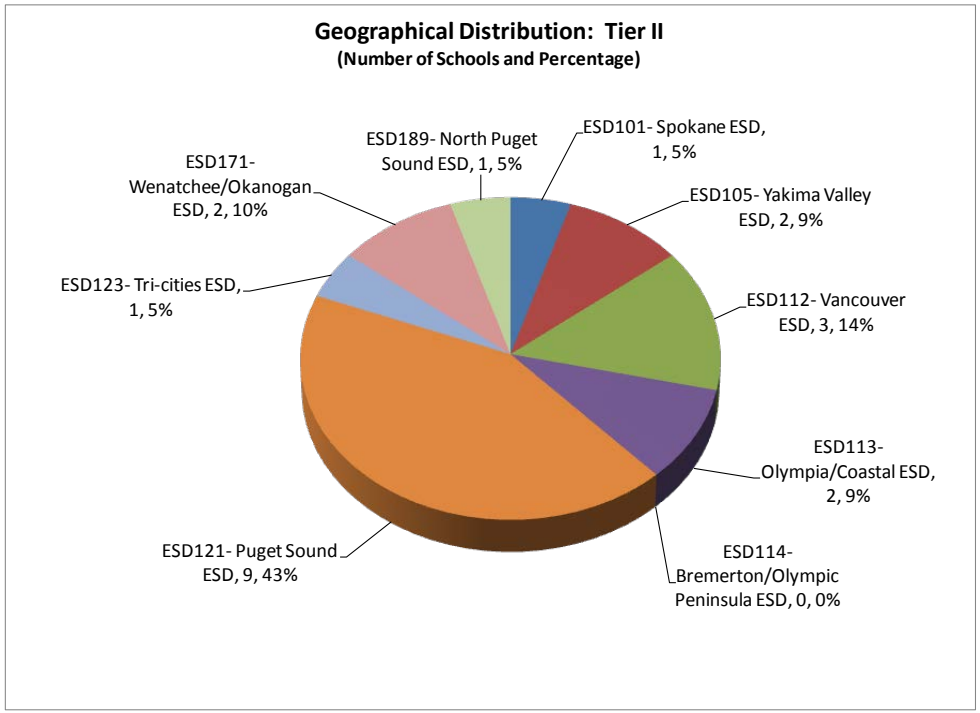

Tier I: ELL (Transitional Bilingual) vs State
(Percent of Enrollment)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
English Language Learners
State ELL

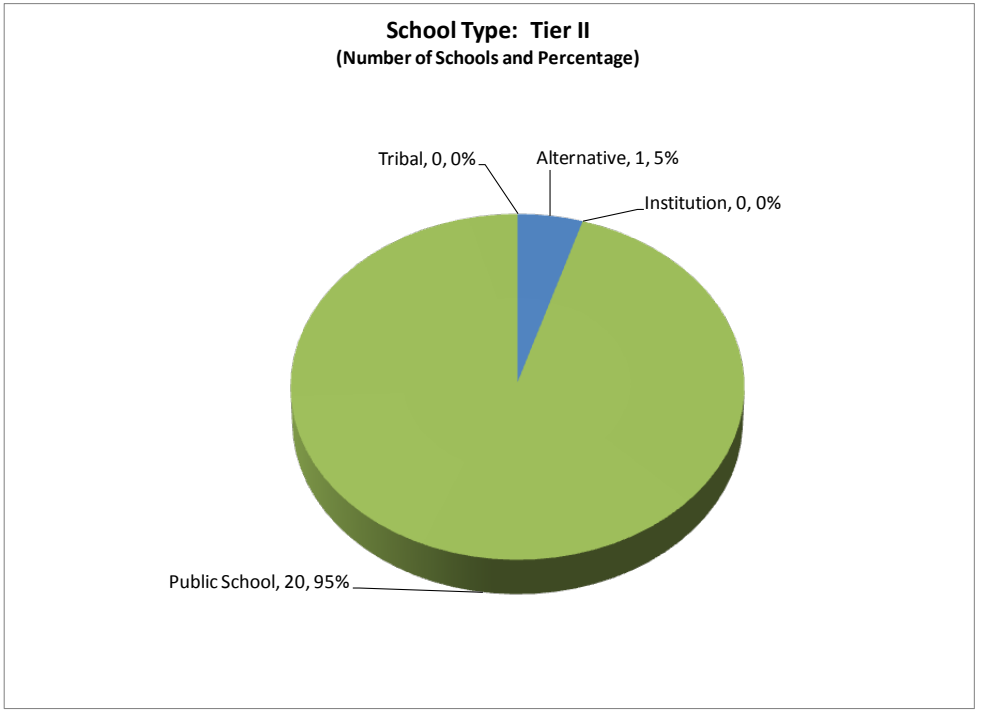

Tier I: Reading Proficiency vs. State
(Percent Meeting Standard)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
Reading Proficiency
State Reading Proficiency

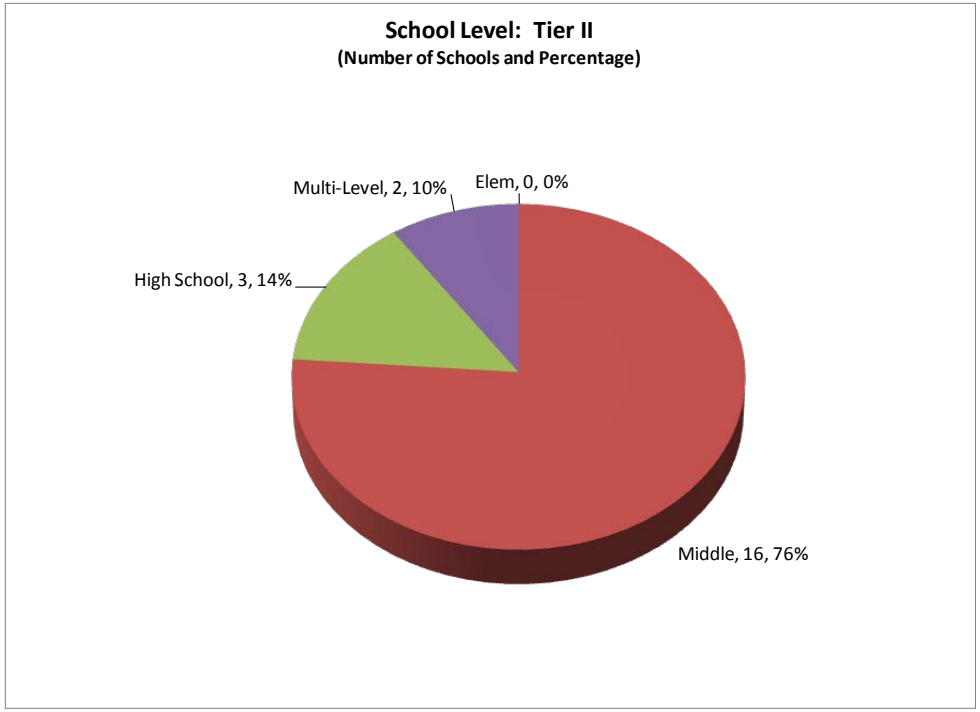

Tier I: Math Proficiency vs. State
(Percent Meeting Standard)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
Math Proficiency
State Math Proficiency

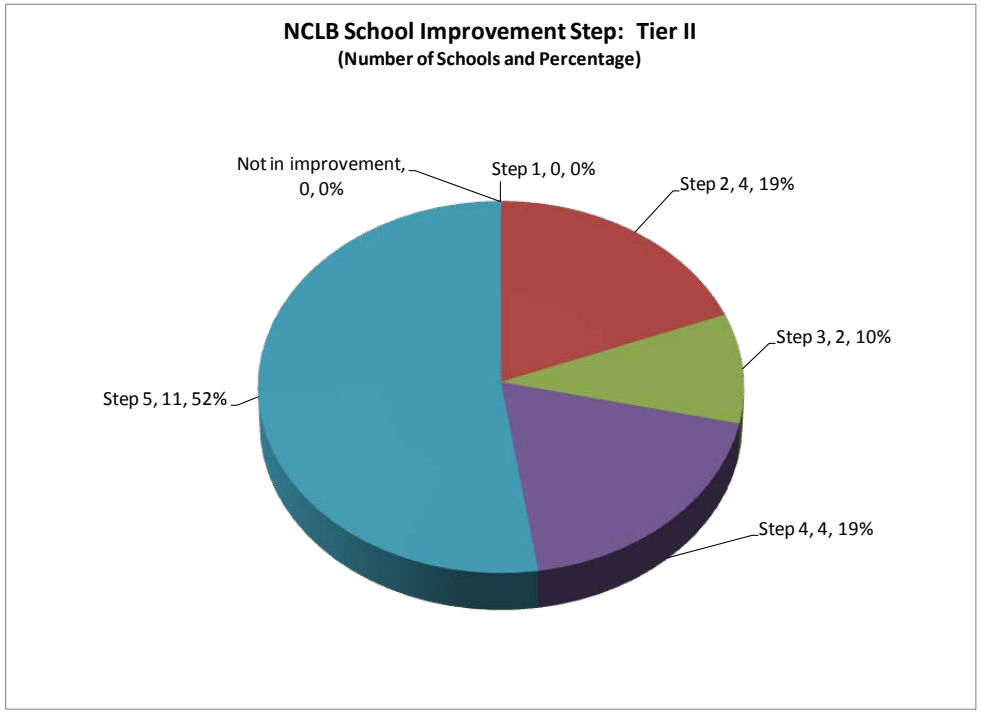

Tier I: On-time Graduation Rate vs. State
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
On-time Graduation Rate
State On-time Graduation Rate

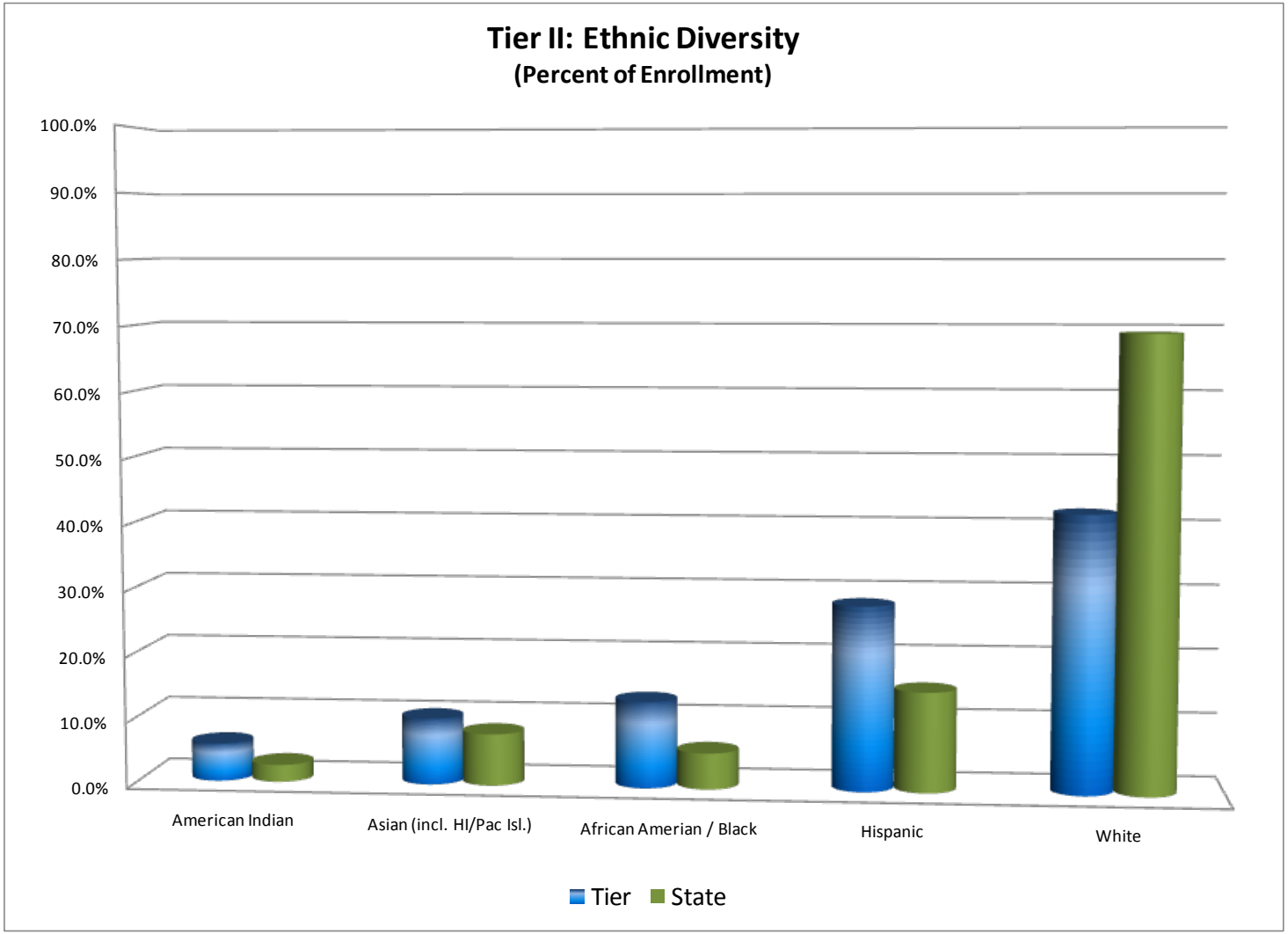
Tier II: Bottom 5% Persistently Lowest-Achieving-- Title I Eligible Secondary Schools

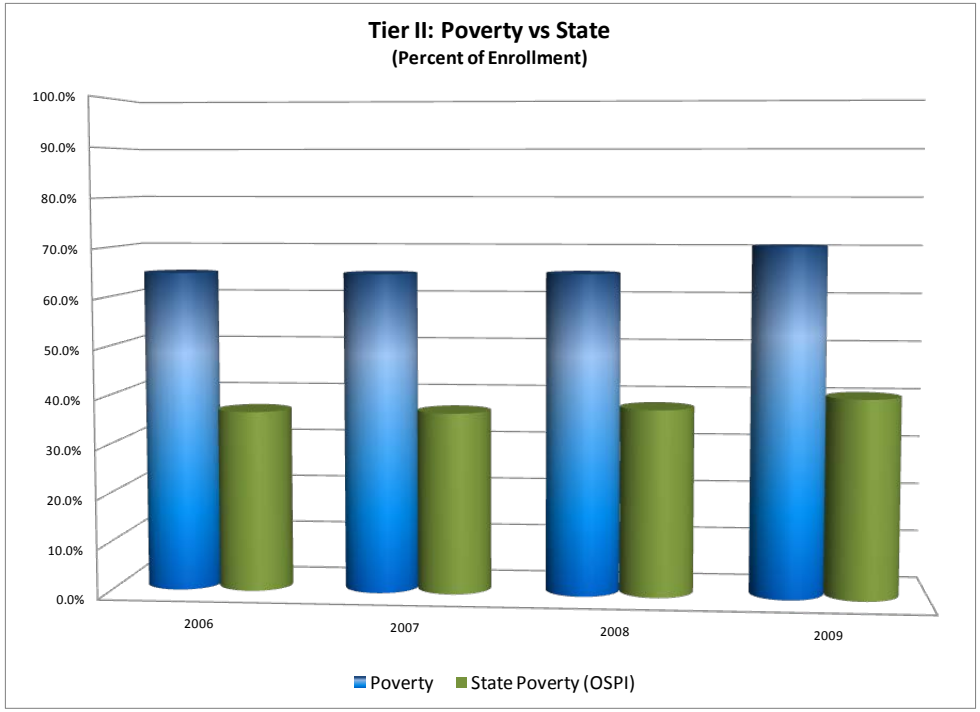


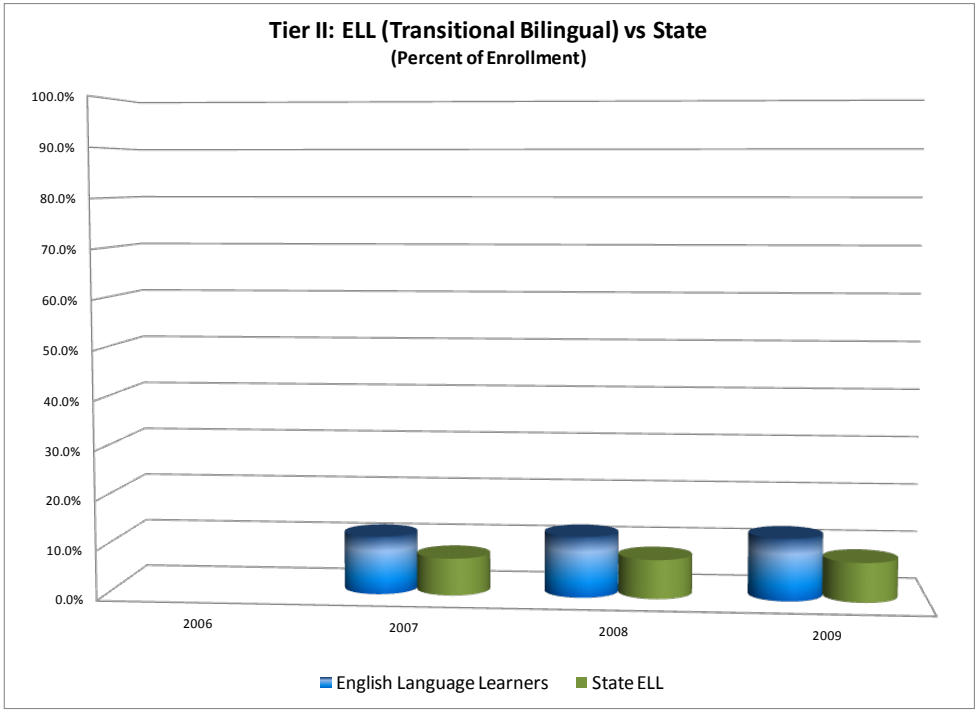


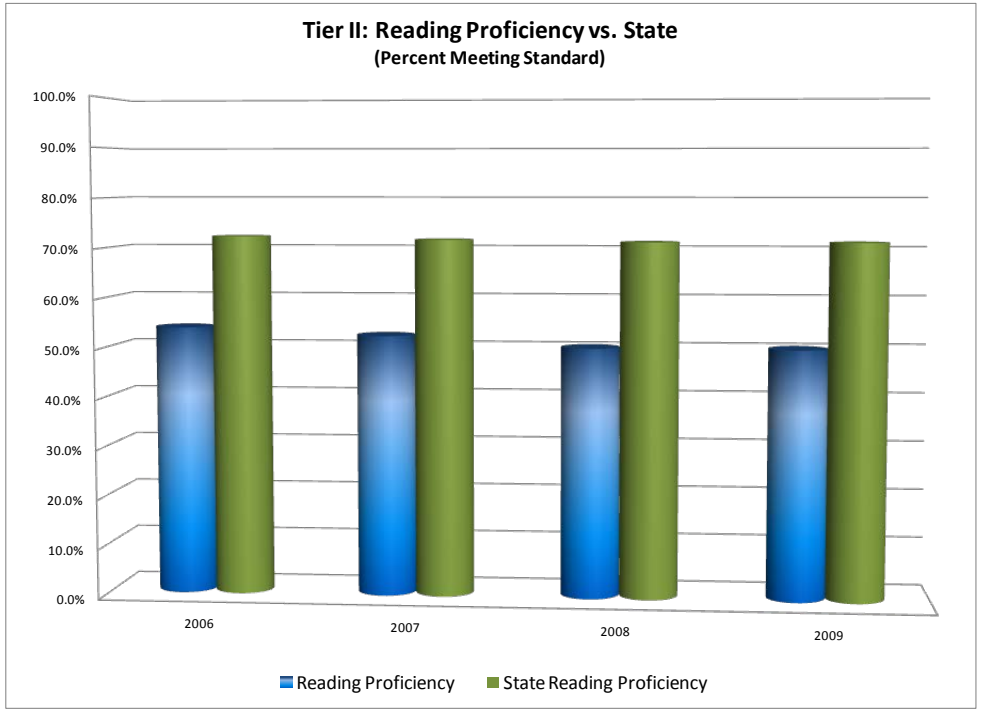

School Level: Tier II
(Number of Schools and Percentage)
Multi-Level, 2, 10%
Elem, 0, 0%
High School, 3, 14%
Middle, 16, 76%

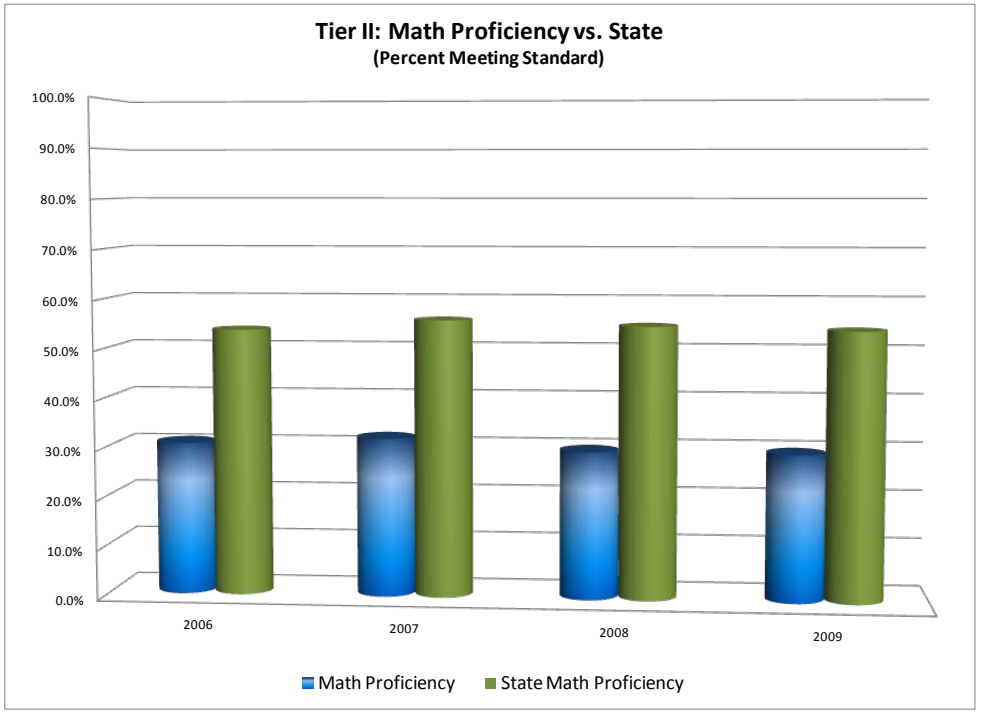

NCLB School Improvement Step: Tier II
(Number of Schools and Percentage)
Not in improvement, 0, 0%
Step 1, 0, 0%
Step 2, 4, 19%
Step 3, 2, 10%
Step 5, 11, 52%
Step 4, 4, 19%

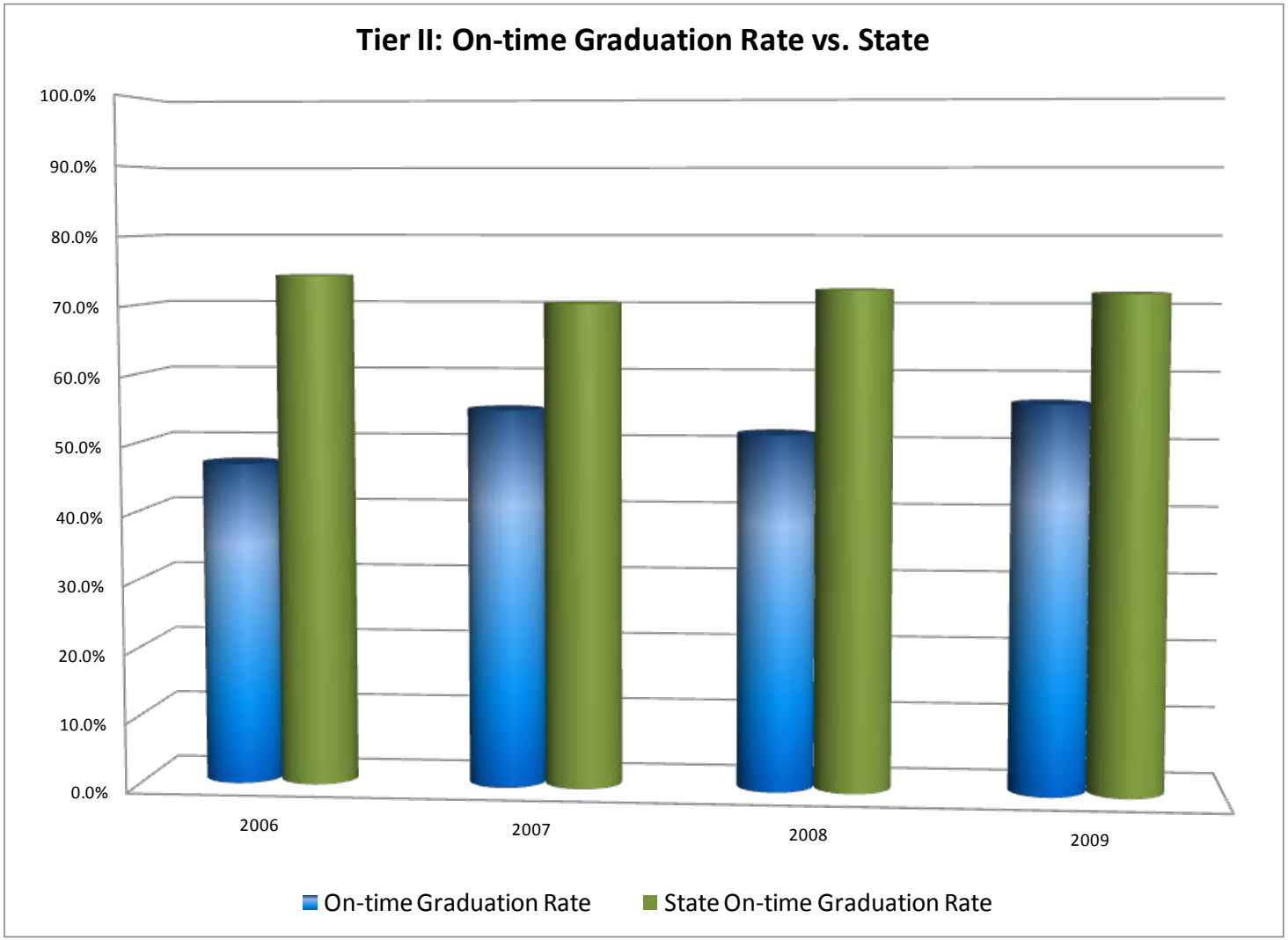

Tier II: Ethnic Diversity
(Percent of Enrollment)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
American Indian
Asian (incl. HI/Pac Isl.)
African Amerian / Black
Hispanic
White
Tier
State


Tier II: Poverty vs State
(Percent of Enrollment)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
Poverty
State Poverty (OSPI)


Tier II: ELL (Transitional Bilingual) vs State
(Percent of Enrollment)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
English Language Learners
State ELL


Tier II: Reading Proficiency vs. State
(Percent Meeting Standard)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
Reading Proficiency
State Reading Proficiency


Tier II: Math Proficiency vs. State
(Percent Meeting Standard)
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
Math Proficiency
State Math Proficiency


Tier II: On-time Graduation Rate vs. State
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
2006
2007
2008
2009
On-time Graduation Rate
State On-time Graduation Rate

Improving Student Achievement
in High-Poverty Schools
Lessons from Washington state

WEA
WASHINGTON
EDUCATION
ASSOCIATION

Sharing the power of knowledge.