

**INVESTING IN INNOVATION FUND (i3)
GRANT PROGRAM
84.396C DEVELOPMENT GRANTS**

**THE BEAVERTON SCHOOL DISTRICT ARTS FOR LEARNING LESSONS PROJECT
APPLICATION NARRATIVE**



SUBMITTED BY:
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Young
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NEED FOR THE PROJECT AND QUALITY OF PROJECT DESIGN

In Beaverton School District (BSD), our goal is to ensure that all students show continuous progress toward their personal learning goals and that they are prepared for post-secondary education and career success. We believe this requires intellectual strength and individual spirit, self-discipline and a disposition to strive. We believe literacy instruction must be embraced by *all* teachers, embedded within *all* content areas, and designed with manifold opportunities to foster students' active engagement in reading, writing, speaking, and listening through multiple modalities. These beliefs have led us to focus on strengthening the Instructional Core (IC), a strategy we adopted through our continuing association with the Harvard University team that developed the IC to emphasize academically challenging content, teachers' knowledge and skill, and students' engagement in learning. Since 2004, we have focused on creating motivating and challenging school environments for all students by realigning our pedagogy, curricula and school culture to foster content mastery. Our professional staff engages in purposeful, research-based, and ongoing professional development as part of BSD's 5-stage Professional Learning Communities (PLC) continuous improvement system (see Appendix H.1 for details).

We attribute our measured success to these efforts; BSD has posted higher reading scores on state assessments than other school districts in Oregon (Appendix H.2). Our achievement in reading has improved even as our enrollments have grown significantly (15.5%), often doubling the percentage of historically underserved students whom we are committed to serve well—from 24 to 43 percent minority students, 9 to 15 percent English Language Learners (ELLs), and 17 to 33 percent students eligible for free or reduced priced lunch. While we are proud of the progress our educators and students have made, approximately 1 in 4 of our students

failed to meet state standards in reading/literacy and a majority of these students are economically disadvantaged, ELLs, and students with disabilities. Moreover, writing achievement in our district continues to be low, with 37 percent of our 10th graders failing to meet the state standards in writing (see Appendix H.2). Oregon has made considerable strides in raising its state academic standards, including working with Achieve, Inc (Finn et al., 2006). The state is committed to adopt even more rigorous K-12 grade standards in English Language Arts through the Common Core State Standards (CCSS) aligned to state assessments and classroom practice by December 2010 (Oregon State Department of Education [ODE], 2010). The CCSS is expected to emphasize writing, further strengthening our initiative. Our District's strategic plans for the next five years (2010-2015) include rigorous and measurable Career and College Readiness (CCR) benchmarks in reading and writing for grades 3 through 10 to identify and intervene when students fall behind (see Appendix H.3). As illustrated in Appendix H.3, we have identified a series of milestones to assess foundational skills in reading and writing along the PK-12 pathway for all students to graduate high school ready for college and careers.

Literacy is a fundamental skill without which success in today's Information Age is highly improbable, if not impossible. The abilities to read, comprehend, and express oneself in written form are necessary skills for success in other content areas (e.g., mathematics and science; ACT, 2006) and in multiple settings (e.g., college, career). Unfortunately, far too many students, particularly high-need students, fail to master the literacy skills needed for success in school and beyond (Rampey, Dion, & Donahue, 2009). To acquire these skills, students must work hard to refine and build upon their initial early reading skills. Teachers in upper elementary grades should help students – especially those who struggle with reading - prepare for more advanced skills as required in middle and high schools (Heller & Greenleaf, 2007). At higher grades,

reading instruction, as a formal part of the curriculum, decreases in most cases (Kamil, Borman, & Dole et al., 2008), underscoring the importance of building these skills early and reinforcing them throughout the early and middle grades.

The critical importance of literacy to ensuring success in life is well articulated in the blueprint for reauthorization of the Elementary and Secondary Education Act (ESEA) released by the U.S. Department of Education (U.S. Department of Education, 2010). It is notable that the Administration's proposal for revision of ESEA underscores a *complete education* and strong teaching and learning in all content areas—from literacy to science, technology, engineering, and mathematics, to history, civics, foreign languages, the arts, and other subjects, all aligned with improved standards that build toward college and career readiness (U.S. Department of Education, 2010). We strongly agree with this comprehensive approach and seek innovative strategies for both content mastery and creativity.

To lift our efforts, BSD is partnering with Young Audiences Oregon and Southwest Washington (YAO), Young Audiences Arts for Learning National Office (YA National), and the NSF-sponsored Learning in Informal and Formal Environments Center at the University of Washington (UW) to complement and strengthen our Instructional Core. Specifically, we are seeking funds to develop, implement, and evaluate the Arts for Learning Lessons program (A4L) to improve students' achievement of high standards in grades 3-5, with particular emphasis on high needs students – ELLs, students with disabilities, economically disadvantaged students, and racial/ethnic minority students (**Absolute Priority 3; Competitive Preference Priority 7**). Designed by YA National, in partnership with researchers at UW led by learning scientist Dr. John Bransford, A4L is a groundbreaking supplemental literacy program that blends the creativity and discipline of the arts with learning science to raise student achievement in reading

and writing, and to develop learning and life skills. It has been piloted in 92 schools in 28 districts across the country; a majority of the participants were students in grades 3 through 5 (n=14,132). Findings from evaluations of A4L commissioned by YA National show significant student gains in key literacy skills, including ELL students and those who perform below grade level, aligning the program with the high priority needs of BSD. Key features of the A4L Lessons are closely aligned with the view of literacy as part of a complete education fostered by a well-rounded curriculum (see Appendix H.4 for details on A4L units and residencies).

A4L is designed to produce measureable outcomes in student achievement through distinctive features that include: 1) Leveraging motivation and engagement in the arts for reading and writing instruction; 2) Expanding time students spend reading and writing, both in and out of school; 3) Efficient use of instructional time by integrating arts with teaching literacy skills; 4) Effectively interweaving reading, writing and the arts to meet specific standards and to foster habits of learning and life; 5) Enriching the curriculum by engaging students with a variety of art forms and literacy genres; 6) Recognizing individual strengths to build confidence for independent learning and creativity; 7) Uniting diverse classrooms with group work and public presentations that build community; 8) Documenting with feedback, the evolution of student work in literacy and the arts; 9) Involving arts specialists in the integration of arts by classroom teachers—a pioneering role, 10) Utilizing professional learning communities supplemented by technologies to spark collegial initiative and innovations that target needs, and 11) Ensuring equal access to a well-rounded education by restoring or maintaining arts in the curriculum. BSD chose A4L for these features that so well contribute to our Instructional Core and because the

data support accolades for A4L from educators familiar with it. A4L can close gaps in our curriculum and gaps in student achievement.

The Arts for Learning Lessons program has two main elements: Units and Residencies. Each of the A4L Units of instruction, delivered by a classroom teacher who has received training from YA program staff, focuses on a particular art form (theater, visual arts, music, or dance), and is built around one or more central texts. Each Unit is aligned with an A4L Residency designed for delivery by trained teaching artists who work in collaboration with classroom teachers. Residencies provide more concentrated focus on study and direct experience of an art form, while also extending and reinforcing the literacy learning of the aligned Unit.

Together, A4L Units and Residencies offer students an exceptional approach to successful achievement of high common standards that is uniquely designed to engage and extend their individual capacities and strengths as learners. The “How People Learn” model (Bransford, Brown, & Cocking, 1999) serves as the foundation for the program’s pedagogy and strategies for student engagement. It emphasizes teacher-guided, student-initiated activities, encourages students to think and learn independently, and provides tools and strategies to help students approach challenging school work. The arts-integrated Units and Residencies provide students opportunities to excel in the classroom through activities that tap into a wide variety of skill sets and learning styles. While participating students receive A4L instruction in literacy and the arts, they practice learning skills such as critical thinking and creative problem-solving, and “life skills” such as planning and working on a team.

Through implementation of the A4L Lessons we expect to achieve the following goals:

1. *Close achievement gaps in reading:* Reduce achievement gaps for ELL students, students with disabilities, economically disadvantaged students, and ethnic/racial minority students by 40 percent from the baseline.
2. *Increase the percent of elementary students meeting or exceeding benchmarks for college and career readiness in literacy:* Increase the percent of students meeting the CCR Benchmark standards to 88 percent at grade 4 and 5; 80 percent at grade 3.
3. *Increase 4th grade students' writing performance:* Increase the percent of 4th grade students meeting the state writing achievement standards to 75 percent from the baseline.

We are confident that, through its combination of learning science, arts practice, and literacy strategies, A4L is an exceptional approach to our students' need for foundational skills necessary to meet these goals and to develop a broad yet high base for their progress toward graduating high school ready for college and careers. A4L is aligned with Oregon's rigorous academic standards. Appendix H.5 presents the alignment of A4L to Oregon standards for reading and writing for grades 3 through 5, respectively. With its unique design interweaving the arts, reading and writing, the program has a distinctive strategy for significantly improving teaching and learning of grade appropriate literacy skills using many of the habits of mind and skills integral to varied art forms. Overall, A4L Units 3 and 5 address reading and writing standards for students in grade 4; units 2 and 4 are extensively aligned with 5th grade standards. Unit 1 addresses important grade 3 standards; the new Unit (i.e., Unit 6) to be developed through this project will focus on other high-level 3rd

grade skills/standards, particularly writing to better prepare for the 4th grade writing assignment.

With this grant, we will work with the A4L team to: (1) *develop and enhance* A4L, an integrated standards-based reading/writing and arts program, for students in grades 3 through 5, (2) *implement* A4L in grades 3 through 5 across the district, and (3) *conduct comprehensive evaluations – both formative and summative* -- to continuously monitor the implementation of the program as well to *rigorously evaluate* the impact of A4L on student achievement. The award of an i3 grant will allow BSD to do more, faster—introducing a new, distinctive approach while leveraging our existing systems, capacity, stakeholder support, and other available state and federal resources to significantly and rapidly improve all of our students’ reading achievement, particularly our high-needs students – i.e., ELL students, students with disabilities, economically disadvantaged students, and ethnic/racial minority students.

COMPETITIVE PRIORITIES

This development grant application addresses *Competitive Priority 7 (Innovations to address the unique learning needs of students with disabilities and Limited English Proficient students)*. In meeting our goal to narrow the achievement gaps for ELL students in reading and writing, results drawn from piloting A4L in schools and districts that serve large numbers of ELL students, such as the Miami-Dade County Public Schools in Florida, will be especially helpful.

SIGNIFICANCE

Despite decades of reform, certain groups of students—African-Americans, Hispanics, ELLs, and those from low-income families—continue to underperform on common indicators of academic achievement and such gaps on high-stakes tests have become even more evident and consequential (Snow, Burns, & Griffin, 1998). Achievement gap data and

reports show that even high school students with average reading ability are unprepared for the literacy demands of many workplace and postsecondary educational settings. The need for improved literacy/reading instruction for *all grade* levels is apparent and urgent. For many years, however, federal and state policy initiatives and resources have mostly focused on younger children based on the assumption that many of the manifestations of learning problems later on will be avoided or minimized by providing intervention at a young age (Deshler, 2002; Deshler & Hock, 2007). While there is evidence that early intervention efforts may lead to improved outcomes in adolescence (e.g., Campbell & Ramey, 1995), studies also have found that large numbers of students leave elementary school unprepared for the heightened curricular demands of middle and secondary settings (Hock & Deshler 2003; Kamil, 2003). And the majority of struggling adolescent readers are those who have acquired some, but not sufficient, reading skills to enable them to escape the “fourth-grade slump” (Chall, 1983). Specifically, nearly 60 percent of struggling adolescent readers in poor urban settings fall between the 5th and the 30th percentile in reading performance (Deshler & Hock, 2007). In short, many of the problems that are encountered in the early years tend to persist into adolescence.

A growing body of research supports the hypothesis that linking student learning in and through the arts may attribute to a wide range of academic and social benefits (AEP, 2002, 2006), particularly in areas where we have fallen behind – reading and writing. An initial assumption underlying the integration of the arts into content areas is that all children learn best when experiencing diverse means of instruction (Bransford, Brown, & Cocking, 1999). Learning through the arts provides students the opportunity to construct meaning of content-related material through the use of the visual, dramatic, and musical arts while developing specific skills gained through instruction in these art forms. While the arts should be recognized

as subjects that can stand alone and are important in their own right, it also is necessary to embrace the concept that the arts can enhance deeper understanding of content areas that require higher levels of motivation, comprehension and meta-cognitive strategies. Many assert that studying the arts from an early age stimulates students' creativity, enhances their problem-solving abilities, allows them to experience the joy of self-expression, encourages self-discipline, and leads to a unique understanding of how to interact with other human beings and cultures (Perrin, 1994; Winner & Hetland, 2001). It is not surprising that many studies have found that arts programs contribute significantly to the development of the whole child (Coleman, 1999; Graham, Parker, & Wilkins et al., 2002; Lambert, 2000; Winner & Hetland, 2001).

The U.S. Department of Education and the National Endowment for the Arts funded one of the most comprehensive reviews of studies on the relationship between arts and academic outcomes in 2002 (AEP, 2002). This research compendium documented more than 65 distinct relationships between the arts and academic and social outcomes, which include: visual arts instruction and reading readiness; dramatic enactment and conflict resolution skills; traditional dance and nonverbal reasoning; and learning piano and mathematics proficiency (AEP, 2002). Results from an evaluation of a K-12 online-enhanced arts education program, WebPlay, indicate that participation in the program was significantly related to positive educational engagement/attitude. The study also reported that while there were no overall effects in terms of California Standards Test (CST) English Language Arts scores, a positive effect was found for ELL students. These results support the notion that a well-designed, arts-based education can improve student engagement, and that it may have academic benefits in language arts content, particularly for those students who are struggling with English proficiency (Griffin et al., 2009).

In response to concern about the limited time for arts in schools and the increasing interest in integrating arts into other content areas, YA National began the A4L Lessons program (A4L) in 2005, working with Dr. Bransford's team at UW. An arts-integrated supplemental literacy curriculum, A4L addresses national and state standards for both literacy and the arts. A4L's strategy of change combines motivation and teaching that lead to deep, extended student engagement with habits of mind and skills (individual and collaborative) developed through forms of art (dance, music, drama, visual arts), and using them to simultaneously enhance competencies fundamental to meaningful reading and to thoughtful writing (see Appendix H.4).

Studies support A4L's assertion that there is a strong relationship between reading achievement and motivation (e.g., Guthrie et al., 2000; Gambrell, 2001; Pressley, 2002; Stipek, 2002a; Wigfield & Eccles, 2000) as well as with engagement (e.g., Guthrie, 2008; Guthrie et al., 2004). Engaged readers can overcome obstacles to achievement and become agents of their own reading growth. Therefore, by providing students with the motivation, habits of mind, literacy strategies and sense of identity as lifelong learners through carefully designed lessons, A4L will significantly improve students' literacy and art skills. With the continuous improvement and refinements of the program, A4L has expanded each year in scope and scale of implementation and today, 28 school districts across the country are piloting A4L Lessons.

For the past five years, YA National has commissioned external evaluations of A4L Lessons to monitor and guide implementation, inform refinement of the program, and assess student outcomes. Findings from these evaluation studies, although not at the scale and rigor of this proposal, indicate that:

- All A4L students made gains in literacy, with the greater gains among ELLs, those scoring below reading level, and those attending Title I schools (see Appendix H.6).

- Greater literacy gains are reported when students receive at least two A4L Units or two A4L Units and a Residency.

We have assembled the ingredients for raising the literacy achievement of our students: 1) our investment in systems that relentlessly seek to achieve good teaching in every classroom 2) our record of raising student achievement and raising the bar for greater gains, 3) an arts based literacy program that has shown promising results for students with characteristics similar to our high-needs students being targeted by this i3 project, and 4) a design/develop team to make real-time adjustments based on data from multiple sources both inside and independent of the district while building the next generation of A4L.

EXPERIENCE OF THE ELIGIBLE APPLICANT

BSD has extensive experience securing and successfully managing projects of the size and complexity of the i3 grant. During the 2009/10 school year alone, BSD managed almost \$27 million in grants from federal, state, local, and private sources in which fiscal reporting was completed on time for all grants. Current grants from the U.S. Department of Education include a three site Smaller Learning Communities grant (\$3.3 million for 5 years) and a Teaching American History grant (\$1 million for 3 years). The Government Finance Officers Association awarded a Certificate of Achievement for Excellence in Financial Reporting to BSD for its Comprehensive Annual Financial Report for the year ended June 30, 2008. This was the 29th consecutive year that the District was recognized for publishing an easily readable and efficiently organized Comprehensive Annual Financial Report, which satisfied both generally accepted accounting principles and applicable legal requirements. Appendix H.7 presents other selected grants that are similar to the size and scope of this proposed project.

Data shown in Tables in Appendix H.2 demonstrate our accomplishments for the past five years in improving academic achievement for all students, as well as in closing the achievement gaps among selected groups of students. Between 2003/04 and 2008/09, BSD increased the percent of students meeting or exceeding state standards in reading by 7 percent (73% to 80%); by 4 percent in mathematics (76 % to 80%). And as shown in Table 2 in Appendix H.2, 64 percent of students met state standards in writing in 2007/08, compared to 52 percent in 2004/05. As demonstrated in Table 5, the percentage of students meeting standards in writing in grade 7 had doubled over the past five years for Black, Hispanic, and Special Education students and has nearly doubled at grade 4 for Hispanic and ELL students. The data also show that BSD has been consistently performing at a higher level than the state in reading, mathematics, and writing.

Moreover, BSD has increased the high school graduation rate and has significantly narrowed the achievement gap between sub-groups of students (see Tables 7 and 8 in Appendix H.2). More than 88 percent of all BSD students graduated with a regular high school diploma within four years of entering high school in 2009, compared to 82 percent in 2002. Most importantly, the data clearly show BSD's success in closing gaps between sub-groups of students with regard to high school graduation. The gap between White and Black students has been decreased by almost 10 percentage points and by over 16 percentage points between White and Hispanic students. These accomplishments demonstrate our capacity and commitment to support our students – especially those who need additional support – to succeed and acquire high levels of academic competency. These accomplishments also indicate that the related set of district-wide initiatives resulted in substantial systemic improvement. With proven leadership and a track record of successfully implementing systemic change, we are confident that this proposed i3

project will be a success and benefit all of our students, especially our growing numbers of high-needs students.

QUALITY OF PROJECT EVALUATION

WestEd, an educational research, development and service organization, will serve as the independent evaluator. The evaluation will consist of both formative and summative components and will employ a multi-method approach, collecting and analyzing quantitative and qualitative data, with the following research questions guiding our investigation:

1. What is the impact of A4L on student achievement in Reading and Writing? Does increased dosage yield greater achievement gains?
2. Do selected subpopulations of students (i.e., high needs students) benefit more from A4L than other student groups?
3. What factors contribute to the ability of teachers to implement A4L with high fidelity?
4. What aspects of the A4L professional development model are critical to effective teaching and learning?

FORMATIVE EVALUATION: Formative evaluations help structure programs by providing data that better enable program development, improve service delivery, and/or enhance program outcomes. The formative evaluation will provide timely feedback, describing the implementation of A4L and measuring how well the program is moving toward meeting its key objectives based on project benchmarks. It will include the collection, analysis and summary of student academic achievement data (annual), classroom observations to assess implementation fidelity (biannual), and an online A4L Teacher Survey to further examine the factors influencing curriculum implementation, student engagement, and classroom management, and to explore potential barriers and buttresses to the implementation of arts-integration strategies (annual). Additionally,

A4L Professional Development (PD) sessions will be assessed using participant surveys and observations of PD sessions. Finally, annual interviews will be conducted with district administrators and treatment school principals to gain their perspective on implementation, impacts, systemic change, and sustainability.

SUMMATIVE EVALUATION: A three-year, cluster-randomized trial will be conducted in all 33 elementary schools in grades 3-5. Schools will be randomly assigned to treatment or control conditions to examine the impact of A4L on student achievement in the English Language Arts (Evaluation questions 1 and 2). Randomized control trial designs provide the most statistically precise estimates of program effects on student achievement because treatment and control conditions are equivalent at the outset of the study, permitting causal inferences to be drawn concerning the intervention (Raudenbush, 1997; Boruch et al., 2004; Borman, 2002).

Assignment to Conditions. From the 33 elementary schools in BSD, 17 schools will be randomly assigned to the treatment condition and 16 schools to the control condition. Because the internal validity of the study depends on the integrity of the random assignment process, we will conduct statistical analyses to assess baseline differences between treatment and control groups using pre-intervention data, as well as overall and differential attrition rates using follow-up data (in accordance with WWC guidelines). Additionally, we will monitor changes unrelated to the intervention in both treatment and control schools via a principal survey. Schools randomly assigned to the control condition will implement their usual teaching practices. Given the extensive professional development and other materials/resources required for A4L implementation, contamination between treatment and control conditions is unlikely. Sampling and power estimates and the model to analyze program effects are discussed in Appendix H.8.

Measures. Program implementation and impacts will be measured as follows:

- *Student achievement* will be assessed using the Reading and Writing tests from the OAKS for students in grade levels 3-5, annually. Additionally, we will assess literacy gains within grade-level each academic year using the Comprehensive Cross Unit Assessment (CCU), developed by literacy experts at UW to assess literacy skills, as well as learning and life skills specifically addressed in A4L Lessons Units.
- *Implementation fidelity* will be assessed biannually using classroom observation protocols specific to each A4L Unit, developed and piloted by literacy experts. Additionally, online teacher surveys will be administered annually to gain a deeper understanding of the factors contributing to implementation fidelity, student engagement, adequacy of professional development, and classroom management.
- *The A4L Professional Development Model* will be assessed using modified versions of a participant survey and a PD session observation protocol.
- *A Principal Survey* will be developed to assess changes at school sites unrelated to A4L
- *An Annual Administration/Principal Interview* protocol will be developed for use in this study to understand their perspective regarding implementation issues, impacts, systemic change, and program sustainability.

STRATEGY AND CAPACITY TO FURTHER DEVELOP AND BRING TO SCALE

A total of 12,850 students in grades 3 through 5 will be served during the grant period, receiving 1-3 years of A4L. The requested i3 grant funds and matching funds will serve 4,500 students annually for four years, with an additional 4,500 supported by the district in the final year as we move to sustain the program. In the final year, 4,500 students in the schools that were controls during the three-year study will be introduced to A4L, demonstrating the efficacy of strategies for initiating A4L as well as benefits of district-wide use of the program. The projected

district cost per student per year for our model of 2 Units and a Residency (including indirect costs and time for teacher training) is \$107 for the initial year with more professional development; subsequent years are projected at \$78. Estimated project costs to reach the following number of students for initial and subsequent years are: 100,000 students at \$10,165,000 initially, then \$7,410,000; 250,000 students at \$24,744,000 initially, then \$18,035,000; and 500,000 students at \$48,150,000 initially and \$35,100,000 for continued implementation.

Our experience confirms that successful project implementation requires a well organized team, with the right combination of resources and skill sets, and a clear structure to keep these resources working together effectively. Our strategy for A4L is anchored in the district leadership for both teaching and learning and for accountability. Those lines of authority reach through our schools and influence other district offices. We have the capacity and management structures in place to successfully complete and bring to scale projects selected for their benefits to the district (see the Qualification of Management and Personnel section for details). Note that all key project staff from the other partners have worked successfully on similar A4L projects and have significant curriculum design and subject-matter expertise. Proposed key personnel and the roles they will play for this project are displayed in the Budget Narrative.

The 5-Stage Professional Learning Communities (PLCs) demonstrate our effective leadership at the district level, qualified personnel, and management capacity necessary to successfully bring complex strategies of systemic change to scale (see Appendix H.1). Since 2007, as a member of the Oregon Harvard Executive Leadership Program Cohort 2, BSD has implemented the 5-Stage Continuous Improvement PLCs, a district-wide strategy to strengthen the Instructional Core (Cohen & Ball, 1999). PLCs represent our theory of action focusing on the

implementation of a standards-based learning system that is fueled by embedded, ongoing teacher collaboration around improving student work and teacher professional practice. It is one of the most successful large-scale transformative initiatives ever undertaken by the District and has yielded dramatic results in the Title I elementary schools where it was implemented school-wide. Aloha-Huber Park K-8, Beaver Acres Elementary, and William Walker Elementary have been recognized by the Oregon Department of Education for closing the achievement gap. Beaver Acres was named a Title I Distinguished School by the U.S. Department of Education.

Promising results from previous evaluations of A4L, coupled with the commitment of project staff and continued expansion of A4L programs to date, assure the potential for successful replication of the project in the future both within and beyond BSD. And our formative evaluation will closely monitor implementation fidelity as well as collect information on user satisfaction. Following the grant period, BSD will sustain and expand the program by incorporating A4L into our strategic plans (see the next section on Sustainability for details). Specifically, A4L will be incorporated into the systematic district-wide implementation of the 5-Stage PLC model discussed above. Since the PLC model empowers teachers who work collaboratively within the cycle of continuous improvement to differentiate instruction for all students, integrating A4L into PLCs will allow district-wide dissemination and support future implementation, integration and adoption by our teachers.

SUSTAINABILITY

In Year 5 of the proposed project, BSD will support the cost to implement A4L in the 17 treatment schools using Title IIA and general fund allocations. This includes support for the Teacher on Special Assignment (TOSA), release time for teachers to collaborate in PLCs, related materials and accompanying Residencies. Project grant funds in the fifth year

will be used to support teacher training and the implementation of A4L in grades 3-5 in the 16 control schools. In years subsequent to those proposed in the 5-year grant period, we will assume all costs associated with implementing A4L in each of our 33 elementary schools, provided the project yields positive results in improving student outcomes and closing achievement gaps. We are currently employing this same phasing strategy in our District support strategy for the Smaller Learning Communities grant (funded by ED for 2007-2012) in which the budget reflects the gradual replacement of Federal grant support with funds from other sources over the five-year period of the grant. For the proposed project, sustainability is enhanced through the transition from federal to other funding in concert with the scaling up of the project to include all schools, teachers, and students in grades 3-5 during the fifth year.

Most importantly, the sustainability of this project will have support from the strong consensus BSD has established among school and community stakeholders around our overarching theory of action. In pursuing our ambitious district-wide education reform activities, BSD conducted a community-wide Strategic Plan development process that engaged thousands of community members representing a broad base of stakeholder groups (e.g., superintendent, students, teachers, staff, parents, clergy, businesses, community college and university administrators, and employee associations). Through year-long community forums and surveys from parents, staff, teachers and students, we reached consensus on the inherent values and educational priorities of the Beaverton community for the next five years. Among these values are a balanced education that nurtures the whole child and promotes a sense of joy and well-being. This established the community's strong commitment to ensuring that all children receive quality instruction in the arts, second languages and physical education as well as in traditional core subject areas. The TOSA, the Lead Teacher Cadre and teachers implementing A4L in this

project will be leaders, working through the PLCs at each school and with Young Audiences, in expanding it to all grades and in extending the strategy of integrating the arts throughout the curriculum. Integration of A4L with our ongoing initiatives will infuse our District with fresh ideas, heightened student engagement and a new perspective on the potential of our students. Along with the perspiration of active art making, we foresee inspiration for our students and teachers.

YAO is committed to ensuring the sustainability of ongoing implementation of A4L Lessons in all elementary schools in BSD. Once the program is established, implementation will involve relatively low maintenance and YAO will continue to provide program support as needed at a nominal cost to the school district. YAO will make certain that adequate knowledge and resources are available to BSD and school partners. As A4L evolves through the proposed project with BSD and through YA National's continued research and development, the network will offer additional Units, Residencies and adaptations as needed, with support from public and private sources.

QUALITY OF THE MANAGEMENT PLAN AND PERSONNEL

To achieve our project goals with appropriate scale and complexity, we will organize around three broad tasks: (1) Design/Development, (2) Implementation (PD, Treatment, and Assessments), and (3) Evaluation. Timelines for each task and associated activities along with target benchmarks/outcomes and responsible parties are presented in Appendix H.9. Each project year begins with the development of a new A4L Unit (Year 1) or modification and refinement of Units (Years 2-5) based on findings from formative evaluation data. Teachers in the 17 treatment schools will receive 2 hours of professional development in the beginning of each semester from Years 1 through 4, and, in Year 5, teachers from the 16 control schools will be introduced to the

program and trained in the Units. Evaluation activities conducted throughout the duration of the project are discussed in detail in the Quality of Evaluation section.

Ensuring the amount, quality, and timeliness of implementation of the program requires the confidence of teachers and principals that they will be supported with expertise that is sensitive to their experiences. Our management plan earns that confidence through substantial investment in multiple means for timely data, support, and feedback “from the field”—meetings of the PLCs, formal observations, informal connections, scheduled and asynchronous voluntary electronic connections and regular e-mail exchanges to support practice and prompt feedback. Schedules and systems to deliver A4L under the discipline of a rigorous evaluation will be demanding, yet also agile in response to realities of the classroom setting.

BSD’s history of managing large, multi-faceted federal projects is a reliable predictor of future success in achieving the intended outcomes of the project. The foundation of our success has been our organizational structure, which facilitates quality and timely work, and involves local and national expertise, blending them into a cohesive, dedicated project team. In order to successfully carry out this project at the level of excellence it requires, we have identified a Project Director to provide grant and project management oversight and coordinate with task leaders. The grant and all of the proposed tasks will be managed according to BSD and national project management standards to ensure all tasks and outcomes are completed on-time and within budget. Project risks will be identified and mitigated and strategies will be developed to ensure maximum success of individual tasks and the project as a whole. Collectively, the key personnel proposed by BSD and its partners have successfully managed numerous similar projects that are directly related to the scope and purpose of the proposed project. BSD will serve as the fiscal agent and lead organization, including overseeing the execution and monitoring of

contracts. Based on our successful experiences with similar federally funded projects, we have developed and refined internal management processes that ensure timely, cost-efficient production of high-quality work.

Communication and Coordination. Four basic mechanisms will ensure effective communication and coordination of the partners: 1) Monthly teleconference meetings involving the Project Director, Project Coordinator, Task Leaders and others from the partners as appropriate, supported by monthly progress reports that address recent developments task, and any issues requiring attention from the project management team, 2.) Open and monitored channels for frequent and regular feedback via e-mail or phone contact with the Project Director or Project Coordinator 3.) Quarterly reports to the Superintendent and Senior Staff on progress and issues, and attention to A4L at periodic principals' meetings, and 4.) Attendance at required meetings or activities such as national evaluation of i3.

Management of Contractors. BSD works with contractor staff in a collaborative and highly communicative manner to ensure that the project team acts as a cohesive unit toward meeting the goals of the project. Teaming agreements will specify expected roles and responsibilities of each other partner or contractor when needed, and, as a standard practice, BSD ensures that all appropriate controls and legal remedies have been incorporated into its contracts. These contracts will specify mutually agreed-upon tasks to be performed, deliverable schedules, staffing, and budgets. BSD also has well-established procedures for obtaining consultants who will assist the team. There are standard consulting agreement formats that incorporate clear specification of tasks and of fees to be paid.

Fiscal Control. The key to effective control of a project's expenditures are detailed work plans and a project budget, coupled with systematic reviews of actual performance against those

plans and the ability to make adjustments to the plan and budget as required. The Project Director will conduct an internal review of work progress and budget status at least monthly. Accomplishments will be compared to the planned workflows and budgets for the month. Any variances will be noted and solutions will be proposed and implemented.

Quality Control. While the Project Director is ultimately accountable for quality control for all aspects of the project, we instill a shared responsibility for quality within all of our teams. We employ consistent, proven, replicable, and documented methods to aid in delivering accurate, high-quality, and timely products and services. The project management team will monitor all project activities to guarantee that project work adheres to government requirements. Products and materials will undergo a comprehensive internal and external review before submission.

ROLES AND QUALIFICATIONS OF KEY STAFF

This project requires staff knowledgeable about arts learning, reading and writing, program planning and implementation, project management and oversight, teacher professional development, and evaluation methodology. This section presents an overview of the roles and qualifications of key staff who will ensure effective and efficient implementation of the project. Resumes of key staff are presented in Appendix C.

BSD Staff

Dr. Carl Mead, Deputy Superintendent of Teaching and Learning for the Beaverton School District, leads the implementation of the District's core strategic initiatives to improve individual student achievement. In this capacity, he will oversee the implementation of this initiative. Dr. Mead has spent over 20 years of his career as an educator in Beaverton; he has been a principal at all school levels, from elementary to high school, and also has been a regional administrator. Throughout his career as an education administrator, Dr. Mead has had oversight

responsibility for multiple projects. His extensive management experience, coupled with the in-depth knowledge of all levels of schools in Beaverton ensures that he will devote sufficient attention and resources to the management of this complex effort. *Jon Bridges, Administrator for Accountability for the Beaverton School District*, will serve as the *Project Director*. Mr. Bridges will have overall administrative and financial responsibility for the successful execution of the project activities. He will oversee the funds and operations and will ensure coordinated efforts to implement planned activities and report results. He will be responsible for ensuring that all parties are working effectively, on schedule and within the budget toward success of the project. Mr. Bridges has successfully managed numerous federally funded large scale projects for the state of Oregon (e.g., federal Eisenhower, Goals 2000, and Title IIA grant) as well as state general fund grants. He currently serves as the Project Director for the District's Smaller Learning Communities grant and is fiscal manager of the Teacher American History and state Mentor grants. His time for managing the project will be an in-kind contribution of the Beaverton School District. The *A4L Teacher on Special Assignment (TOSA)* will work with the Project Coordinator to deliver professional development and provide support to teacher leaders and their grade level teams to help them implement A4L units with fidelity. The A4L TOSA will work directly with the Project Director and Project Coordinator to ensure success of the project. The A4L TOSA also will work with other District TOSAs that provide professional development support to grade level PLCs to ensure that A4L becomes part of the culture of our schools.

Other Partners

Ms. Toni Tabora-Roberts, Outreach Coordinator of YAO, will serve as *Project Coordinator*. She will act as a liaison between BSD and other partners, coordinate various project activities, and will work closely with the Project Director across all aspects of the project.

For the past 15 years, Ms. Tabora-Roberts has played important roles with a wide range of non-profit arts organizations, including the Museum of Contemporary Art Chicago, Center for Asian American Media, and Interstate Firehouse Cultural Center. She also has taught theater and improvisation to students of all ages and has extensive experience with program development, outreach, program management, and grants administration. **Dr. Gail Hayes-Davis**, the Executive Director of YAO, will facilitate coordination of the project and act as liaison to other school districts in the area during the dissemination phase. Dr. Hayes-Davis was a high school art teacher in Portland, principal of a fine and performing arts middle school, and district arts coordinator in North Clackamas School District in Oregon. **Ms. Sandy Sobolew-Shubin**, Project Director in WestEd, will serve as the *Evaluation Task Leader* for this project. She has more than 20 years of experience designing and directing evaluations of local, state, and national projects in several substantive areas. She has directed a number of evaluations in arts education including a national evaluation of A4L Lessons curriculum commissioned by YA National. **Dr. Martin Orland**, Director of Evaluation and Policy Research at WestEd, will advise the Project Evaluation Team on evaluation design and reports. **Dr. Janis Norman**, National Director for Education, Research and Professional Development at YA National, will serve as the *Design Task Leader* for this project. Dr. Norman will collaborate with the UW team to create new Units and revise existing A4L teacher materials. Since the inception of A4L, she has played an integral role in designing, implementing, and assessing the effectiveness of A4L, as well as providing professional development for classroom teachers to integrate the arts into the literacy curriculum. Dr. Norman's professional career includes over thirty years in arts education at all levels of teaching and administration. She currently serves on the Steering Committee of the Arts Education Partnership, and is a member of its 21st Learning Skills Research Agenda Working

Committee. **Drs. John Bransford and Nancy Vye**, University of Washington, will lead a team of researchers that develop, enhance, and refine A4L. Dr. Bransford is Endowed Chair and recipient of the Shauna C. Larson University Professor of Education and Psychology at the University of Washington and is Co-Principal Investigator and Co-Director of the Learning in Informal and Formal Environments (LIFE) Center, a National Science Foundation Sciences of Learning Center that studies Learning in Informal and Formal Environments. An author of eight books and hundreds of articles and presentations, Dr. Bransford is currently co-chair of the National Academy of Science Committee on New Development in the Science of Learning, and is a member of the National Academy of Education. Dr. Vye is Senior Research Scientist in the LIFE Center. Dr. Vye is a learning scientist with over 20 years experience in learning technology research and design in K-16 and workplace contexts. She was the UW-Project Lead on the A4L Lessons project and has been involved in the initial classroom based evaluation of the curriculum. **Mr. Peter Gerber**, National Director of A4L, will serve as the *Dissemination Task Leader* for this project. Previously, he served as Director of Education Programs at the John D. and Catherine T. MacArthur Foundation for 10 years, focusing on sustainable change through policy, programs and institutions in elementary and secondary education. In addition, he served in senior staff positions at the National Institute of Education and Office of Educational Research and Improvement at the U.S. Department of Education, and as Deputy Executive Director, National Commission on Excellence in Education, which issued *A Nation at Risk*.