

Washington
 Targeted Monitoring Review of
 School Improvement Grants (SIG) under section 1003(g) of the
 Elementary and Secondary Education Act of 1965
 December 10-14, 2012

MAY 02 2013

SCHOOL IMPROVEMENT GRANTS (SIG) MONITORING REPORT FOR WASHINGTON OFFICE OF
 THE SUPERINTENDENT OF PUBLIC INSTRUCTION

BACKGROUND					
	Models	Number of SIG Schools Implementing the Model - Cohort I		Number of SIG Schools Implementing the Model - Cohort II	
	Turnaround	3		1	
	Transformation	14		9	
	Restart	0		0	
	Closure	1		0	
	Tier	Number of SIG-eligible Schools	Number of SIG-funded Schools	Number of SIG-eligible Schools	Number of SIG-funded Schools
	Tier I	26	8	27	6
	Tier II	21	10	23	4
	Tier III	433	0	462	0

MONITORING TRIP INFORMATION	
Monitoring Visits and Award Amounts	
LEA Visited	<i>Marysville School District</i>
School Visited	<i>Quil Ceda and Tulalip Elementary School</i>
Model Implemented	<i>Transformation</i>
Cohort I - FY 09 Funding Awarded (over three years)	<i>LEA Award (for 2 SIG schools): \$4,526,343</i>
Cohort II - FY 10 Funding Awarded (for one year)	<i>LEA Award (for 1 SIG school): \$81,040,625 School-level funding: \$346,875</i>
LEA Visited	<i>Tacoma School District</i>
School Visited	<i>Stewart Middle School</i>
Model Implemented	<i>Turnaround</i>
Cohort I - FY 09 Funding Awarded	<i>LEA Award (for 4 SIG schools): \$11,249,001 School-level funding: \$4,226,765</i>

(over three years)	
Cohort II - FY 10 Funding Awarded (for one year)	<i>LEA Award (for 0 SIG schools): \$0 School-level funding: \$0</i>
SEA Visited	<i>Washington Office of the Superintendent of Public Instruction</i>
Total FY 2009 SEA SIG Allocation	<i>\$7,737,971 regular, \$42,476,886 ARRA</i>
Total- FY 2010 SEA SIG Allocation	<i>\$7, 585,698</i>
Total FY 2011 SEA SIG Allocation	<i>\$8,348,672</i>
Total FY 2012 SEA SIG Allocation	<i>\$7,868,438</i>
Staff Interviewed	
<ul style="list-style-type: none"> ➤ <i>Washington Office of the Superintendent of Public Instruction Staff</i> ➤ <i>Marysville School District Staff</i> ➤ <i>Quil Ceda and Tulalip Staff: Principal, School Leadership Team, 6 Teachers, 3 Parents, 18 Students, and 3 Classroom Visits</i> ➤ <i>Tacoma Public Schools Staff</i> ➤ <i>Stewart Middle School Staff: Principal, School Leadership Team, 7 Teachers, 3 Parents, 20 Students, and 3 Classroom Visits</i> 	
U.S. Department of Education Staff	
Group Leader	<i>Carlas McCauley</i>
Staff Onsite	<i>Janine Rudder & Christopher Tate</i>

OVERVIEW OF MONITORING PROCESS

The following report is based on the U.S. Department of Education’s (ED) on-site monitoring visit to Washington from December 10-14, 2012 and review of documentation provided by the state educational agency (SEA), local educational agencies (LEAs), and schools. The report consists of the sections described below.

The observations and descriptions illustrate the implementation of the SIG program by the SEA, LEAs, and schools visited; initial indicators of success; and any outstanding challenges being faced in implementation.

The *SIG Monitoring Report* provides feedback to the Washington Office of the Superintendent of Public Instruction (WWOSPI) on its progress in implementing effectively, and in a manner that is consistent with the School Improvement Grant (SIG) final requirements of SIG authorized by Section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, and as explained further in *Guidance on Fiscal Year 2010 School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 March 2012*. The report consists of the following sections:

- *Background Information.* This section highlights significant achievements in the SEA’s implementation of the SIG grant. This section also includes a brief overview of WOSPI’s structure and vision for the SIG implementation.

- *Summary of WOSPI's Implementation of SIG Critical Elements.* This section provides a summary of the SEA's progress in implementing SIG and is based on evidence gathered during the monitoring visit on December 10-14, 2012 or through written documentation provided to ED.
- *Technical Assistance Recommendations.* This section addresses areas where additional technical assistance may be needed to improve the quality of SIG program implementation.
- *Monitoring Findings.* This section identifies areas where the SEA is not in compliance with the final requirements of the SIG program and indicates required actions that the SEA must take to resolve the findings.

BACKGROUND INFORMATION

Highlights of the WOSPI's Implementation of SIG

- Through each stage of the application and implementation process, both the Marysville School District (MSD) and Tacoma Public Schools (TPS) fully agreed that the WOSPI worked with each district to craft strong applications, ensure understanding of the requirements of SIG and to address ongoing technical assistance needs that arose during implementation.
- The WOSPI has a comprehensive process for providing technical assistance and other necessary supports to LEAs implementing SIG interventions. Leadership from both districts visited, Marysville and Tacoma, as well as WOSPI reported that SEA sponsored coaches are on the ground in schools working with principals and district personnel at least 45 days during the school year.

WOSPI Structure and Vision

Washington State's SIG program is operated out of the Office of the Superintendent of Public Instruction in conjunction with the state's other initiatives to turn around its lowest performing schools. In addition to the Assistant Superintendent of Student and School Success, the state has three directors with various roles pertaining to SIG management and implementation. The three positions include staff working on federal contracts and fiscal matters; teaching and learning, which encompasses educator evaluation and the dissemination of best instructional practices; and government and policy relations. The office is in the process of integrating all of the school reform work specific to turnaround and transitioning SIG work from a standalone program to incorporating priority schools to form a unified approach to moving the lowest performing schools forward.

The WOSPI's structure had not changed significantly as a result of SIG; however, the office has re-envisioned its service delivery model to schools and LEAs. In the revised model the state vehicle for delivering technical assistance to schools, TACSEs, (Technical Assistance Contractors with Specialized Expertise) are operationalized differently. In the new system, staff

members of TACSEs are assigned to SIG and priority schools and report directly to the Office of Student and School Success. A member of the new TACSE system will work onsite with principals on various aspects of the school turnaround process such as the needs assessment and school improvement planning. The vision for each director in the office is to be out in the field to model and observe technical assistance delivery. The type of professional development offered through the state system of support is also evolving toward a more differentiated nature to meet the needs of the schools being served.

SUMMARY OF WOSPI'S IMPLEMENTATION OF SIG CRITICAL ELEMENTS

Application Process

During the interview process the WOSPI staff expressed wanting to provide guidance around the application process to LEAs and schools early to ensure sufficient time for both entities to take full advantage of the pre-implementation process. The WOSPI staff also expressed wanting to convey the “sense of urgency” and “critical nature” around the funding amount potentially available to eligible schools and districts. Therefore, the timeline was intentionally compressed by the SEA to provide districts access to the funds in time for the start of the school year.

The WOSPI staff explained that it worked closely with the Department in developing its definition of persistently lowest-achieving schools (PLA). This definition evolved once schools were newly identified. The PLA list also informed the state’s selection of priority and focus schools. The PLA definition process illuminated challenges with small, rural, disconnected LEAs with recruitment issues. The WOSPI identified forty-seven schools eligible for SIG. During the application process, LEAs submitted applications on behalf of forty-one LEAs. The WOSPI hired a consulting group to conduct needs assessments in eligible schools; hosted webinars and developed a rubric to provide technical assistance to districts and schools during the application process.

Implementation

School Climate

Marysville School District; Quil Ceda and Tulalip Elementary School

During the interview process the school and district leadership team stated that Quil Ceda Elementary School, a cohort II SIG school implementing the transformation model, merged with Tulalip Elementary, a cohort I SIG school implementing the turnaround model. The Tulalip student body and staff was absorbed into the Quil Ceda facility to save the district operating costs and enable the Tulalip tribe to establish a pre-school in the former Tulalip Elementary building. Prior to Quil Ceda receiving SIG, the school building contained two separate schools (Quil Ceda Elementary School and a Co-op school) that were generally not well matched and caused a cultural division within the school and larger community. To bridge tribal values and education, Quil Ceda began holding daily morning meeting assemblies initially led by a teacher who is also a member of the Tulalip Tribe (the daily morning meetings are now led by students).

These assemblies, where students perform traditional tribal songs and dances, are approximately seven minutes long and include a brief lesson connected to learning by a staff member.

Prior to implementation of the SIG reforms, school staff explained that student truancy and bullying of the verbal and physical nature, especially on the school bus and out at recess, were major challenges at the school. Staff also reported the school as having a high population of students who have experienced trauma in their home lives, which had manifested in student behavior issues. As a response, the leadership team is working to build a therapeutic placement for students on site at Quil Ceda, which would include counseling for the individual student, a component inclusive of the family and recreation. Quil Ceda has also adopted a behavior system aimed at minimizing student loss of instructional time when experiencing negative behaviors, which entails removing students from the classroom environment where the behaviors occurred to a space where they can reset themselves while continuing to work on the content.

School leadership described parental involvement prior to SIG implementation as minimal at best; however, it has improved dramatically since SIG. In an effort to increase parental engagement, school staff is creating more opportunities to go into the community to meet parents and community members. Although staff, students and parents have reported a decline in behavioral incidences as a whole, bullying remains an issue at the school, which the leadership recognizes and is working to correct through the interventions discussed above.

Tacoma School District; Stewart Middle School

During the leadership interview staff described Stewart as a “typical Tacoma middle school” before it received SIG. Staff explained that prior to the implementation of the SIG reforms teachers described Stewart as an environment where they wanted to be and the school and larger community had negative reactions when it was identified as a SIG eligible school, which they perceived as stigmatizing. Students expressed feeling that the community’s perception as well as their own of their school is generally negative. However, parents described positive relationships with their student’s teachers. Stewart was identified as SIG eligible due to student achievement data.

No specific student or teacher behavioral issues were described as major challenges affecting climate. Prior to SIG, Stewart’s staff included more veteran teachers, who as reported through interviews, used more traditional methods of managing behavior. However; as a part of the SIG interventions, school leadership stated that developing a school wide system of behavior management has been a priority since many of Stewart’s teachers were new to the building and to the profession.

Teacher turnover was identified as a challenge since the SIG reforms, particularly in the math department. The curriculum was largely focused on an international theme with vast foreign language course offerings. As a part of SIG, the curriculum was altered to emphasize STEM in an effort to be responsive to the need in the business marketplace. Currently and prior to SIG, community partnerships have been an integral part of Stewart’s culture. The school has relationships with local businesses, a rotary club and non-profits that support students struggling with socioeconomic challenges.

Teachers and Leaders

Marysville School District; Quil Ceda Elementary School

The Marysville School District indicated in its SIG application that it planned to address the needs identified through the needs assessment by revising staff hiring practices to focus on hiring staff with specific turnaround competencies. The school principal was not replaced as a part of the implementation process as she was hired from within the district as a part of a previous reform effort at the school and, having had previous experience in raising student achievement at another school in the district, demonstrated the turnaround competencies identified by Public Impact as being essential to turnaround success. Further, the district placed full-time literacy and math coaches in the school to support the development of rigorous, data driven instructional practices and to spur grade-level instructional collaboration.

As a part of implementing the transformation model in Quil Ceda, the district and teachers' union developed MOUs that provided flexibility for school leadership in recommending senior staff be transferred within the district and replaced. The principal has utilized this process to ensure that the staff at Quil Ceda is committed to working with instructional coaches to implement instructional reforms. The school has also hired additional teaching and support staff as a part of the implementation process. However, school and district leadership stressed that the focus has been on improving the practice of staff already in the building rather than creating positions within the school that cannot be sustained long-term.

To incent teachers at Quil Ceda, the district provides additional professional development opportunities and additional financial resources for classroom supplies. Because of the local bargaining agreement, the district has been slow to implement monetary rewards. However, to meet the letter of the law, the district did provide incentives to teachers at SIG schools in the district. The district, school and staff all stated finding invitations to share about the implementation of SIG at Quil Ceda at various conferences and the opportunity observe turnaround implementation strategies at other turnaround schools for professional development to be meaningful rewards.

The school's strong vision for its reform efforts has attracted local educators to the school seeking positions. During interviews with the school leadership team and teachers at Quil Ceda it was clear that the staff and leadership team all felt supported in their work in the classroom and in turning around the school.

Tacoma Public Schools; Stewart Middle School

Tacoma Public Schools indicated in its SIG application that it planned to address the needs identified through the needs assessment by implementing the turnaround model at Stewart Middle School.

As a part of implementing the turnaround model at Stewart, Tacoma Public Schools selected a principal from within the district to lead the school. The principal ran a local arts and science high school spread out across two campuses. The principal did not have prior experience turning around a low-achieving school or have all the turnaround competencies the district identified as necessary in selecting a school leader. However, the district believed that the principal's previous experiences in developing and running highly successful high schools in Tacoma, as well as his enthusiasm for the work, would ensure his success in turning around Stewart Middle School. The district allowed the new principal to serve as a school leader at Stewart Middle School while continuing to run the two other high schools he started within the district. While his position as principal was not paid for out of the grant, a distinct accounting of his time and attendance at each campus was not kept to ensure adequate time and attention was being given to the implementation of SIG at Stewart. This process was not successful, as demonstrated by the lack of rigorous implementation of turnaround strategies identified through monitoring. The principal received additional support during the second year of implementation in the form of a full-time assistant principal with experience in implementing reforms in low-achieving schools with alternative populations. In March of 2012, the principal was removed from his leadership position and the assistant principal identified to support implementation took over the leadership of the school.

The new principal at Stewart Middle School has focused her work on implementing systems to fully support teachers in improving instruction. Because of the evolving design of the school's curricular model from Science, Technology, Engineering and Math (STEM) to Science, Technology, Engineering Arts and Math (STEAM) to finally Science, Technology, Reading, Engineering, Arts and Math (STREAM), the principal is utilizing her coaches and leadership team to streamline instructional practices and use data to determine the best approach for implementing further reforms. By the Stewart leadership team and the district's admission, the school has lost two full years of SIG implementation due to the lack of fidelity in implementing and continuously improving the strategies the district identified as essential to turning around the school. Moving forward, the leadership team feels confident that with time and the strong support of the district, the Stewart leadership team can continue to improve student performance and transform the school.

As a part of the turnaround process at Stewart, the district made each teacher reapply for their position. The principal, as well as members of the district, reviewed the applicants and examined their competencies relative to the turnaround principles as well as any additional observational data from prior years of instruction. Only three Stewart staff members from prior to the implementation of SIG remained by the start of the 2012-2013 school year. Many staff reported that prior to the current leadership, teachers felt unsupported in their work by the previous principal and that his absence in running the school was detrimental to improving instruction, supporting implementation of SIG reforms and motivating a sometimes overwhelmed staff.

During interviews with the school leadership team and teachers at Stewart, everyone had a positive attitude about the potential for success in implementing turnaround at the school given the new leadership and potential for stability moving forward.

Instructional Strategies and Time

Marysville School District; Quil Ceda and Tulalip Elementary School

Both the LEA application and school leadership team indicated that prior to SIG implementation instructional strategies used at Quil Ceda were primarily aimed at affecting class size reduction and using data to inform instruction. The formation of small, flexible groups to implement targeted, differentiated interventions based on student needs was starting to occur. The staff reported continued gaps in student achievement, which prompted a more refined and intentional implementation of the data strategy. As a result of SIG, data is used to differentiate literacy and math instruction through a forty minute “acceleration” block, during which teachers lead instruction in small groups in math and reading based on student’s needs.

During the leadership interview, Quil Ceda’s principal stated that job-embedded professional development has had the biggest impact on increasing student achievement. As a result of the SIG reforms, the school restructured its professional development delivery model to include two weekly professional learning community (PLC) meetings as well as grade level team meetings. The PLC meetings, which principals attend, are often focused on the effects of trauma on behavior and the “Compassionate Schools” model of addressing challenging behaviors resulting from traumatic experiences. The content of grade level team meetings is typically based on data cycle results. School leadership explained that an acute focus on data analysis to drive instruction has been one of the most transformative instructional changes the school has undergone as a result of SIG. Two fulltime math coaches and a planning specialist were also hired to enhance the level of support and improve instruction.

The acceleration block used to differentiate instruction based on data and weekly PLC meetings, which increased teacher collaboration time, were revisions to the schedule made as a result of the 30 minute extension of the school day. Staff reported that they are currently working to align the reading and math curriculum to the Common Core standards.

Tacoma Public Schools; Stewart Middle School

Interviews with Stewart’s leadership team revealed that in the year before SIG implementation, the school’s curriculum was heavily focused on international studies with a robust foreign language course offering. The needs analysis indicated that during the first year of the SIG reforms, staff was unclear about the school’s instructional mission and vision. The analysis also stated a lack of alignment between the staff’s work and the school’s stated vision as well as a disconnect between the academic mission of Stewart’s principal during the initial year of SIG implementation and the understanding of newly hired staff. Moreover, in its initial year of SIG the school transitioned to a full inclusion model to serve the needs of its special education students. Teachers were having difficulty differentiating instruction in classes with students whose needs and abilities varied drastically.

Stewart’s leadership team and staff reported that the instructional program was disjointed and lacked focus for the first two years of SIG implementation. Stewart was originally selected to

have a STEM focus. During the first year of implementation the arts was added as a central component of the curriculum modifying the focus to “STEAM.” Now in the third year of SIG, an emphasis on reading has been added to the instructional program, which staff was referring to as “STREAM.” A project-based learning model was the vehicle through which the STEM curriculum was initially intended to be implemented. This was the impetus for the “mini-term” system that allows students to enroll in specialized courses such as songwriting or those with an aviation focus for anywhere from one to three weeks. Mini-terms were taught using a co-teaching model.

To address instructional needs, Stewart brought in math, literacy, and behavioral coaches to provide intensive professional development for staff in those areas. Coaches are engaged in a book study around cultural competency with teachers to raise awareness around the learning needs of all students and are working closely with the school librarian to delve further into literacy. The STREAM focus is folded into all professional development to ensure that those key components are integrated across content areas. Staff members attended STEM leadership trainings highlighting best teaching practices.

Interviews with school staff revealed that there is no cohesive school-wide strategy for using data to inform instruction. While school leadership encourages the use of data to make instructional decisions, there no strategic plan to use data in meaningful ways to craft lessons. Teacher collaboration has increased through the formation of PLCs; a practice that began during the 2012-2013 school year.

Stewart indicated in its approved application that it would add an additional two hours to the school week to extend math instruction and offer academic enrichment through the mini-term courses. It also planned to conduct a six-week summer science and art camp and provide academic support through after school tutoring programs, which it claimed would add 1.5 hours to the school day.

Stewart middle school is not implementing increased learning time in accordance with SIG guidance. Interviews with school staff revealed that in the initial year of SIG implementation, the school day was extended by fifty-five minutes. This schedule was revised for the second and third years of SIG implementation, shortening the amount of time the day was extended by to fifteen minutes. The added time is offset by the “late start Friday” collaboration time for teachers; which delays the start of school on Fridays by 2 and half hours (150 minutes). Moreover, SIG guidance states that an after school activity must be available to all students to qualify as meeting the requirement for increased learning time. *“For a before- or after-school program to meet this requirement, the school must offer all students an opportunity to participate in the program, and the school must have sufficient capacity and resources to serve any and all students who choose to accept the offer to participate.”* School leadership reported that 6 staff members are running the before and after school tutoring programs, which would not be sufficient to support all students should they opt to attend. Additionally, students are either recommended for or self-select into the before and after school tutoring programs. Recommendations are based on the level of supplementary support a student needs. It is unclear whether the after school programs offer enrichment for students.

During the interview with the WOSPI, state officials reported that for each year of SIG implementation, Stewart requested and was granted a waiver to reduce the school year by fifteen days. Interviews with the school staff did not reveal whether the school year was actually extended or the number of days added to the calendar.

New Governance Structure

Tacoma Public Schools; Stewart Middle School

The Tacoma Public Schools embarked on a process that district personnel referred to as Central Office Transformation as a result of SIG. As described by TPS staff, the goal of the process was to ensure that the primary responsibility of the central office was to support the schools. It was reported that the transformation brought about several changes such as an emphasis on coaching for principals and teachers in SIG schools and as a result instructional and principal coaches were hired for each SIG school. Another primary goal of this effort was to dissolve silos, which prompted TPS to work with each SIG principal on a monthly basis to align their budget to school goals. SIG schools were also given priority with regard to hiring, professional development and ordering supplies.

Fiscal

The WOSPI reserves 5% of the State's SIG allocation and uses its reservation to provide support and oversight to SIG schools through SEA sponsored coaches, programmatic and fiscal monitoring as well as opportunities for SIG schools to convene to share best practices and problem solve around challenges.

The WOSPI explained that during the funding process LEA budgets were reviewed and revised continuously to ensure appropriate resource allocation. The state reviewed each LEA's plans considering factors such as the LEA's needs, existing resources and capacity, looking specifically for activities involved with each element and what it may cost. In conjunction with the LEAs, the state projected each LEA's costs over a three year period and encouraged them to consider sustainability prior to implementation through a budget that gradually decreased funds over the three year life of the grant.

The WOSPI utilizes the iGrants system to review the budgets of LEAs implementing SIG. Each SIG school creates a budget with a detailed narrative detailing the scope of SIG activities, planned objectives, outcomes and alignment with the SIG regulations. During its fiscal review, the state examines how the LEAs expended the funds and the validity of any revisions before approving the budget.

The WOSPI has developed an accounting manual for LEAs that specifies how equipment is supposed to be maintained, which is the measure used to review equipment usage.

Technical Assistance

In the WOSPI's approved SIG application, the SEA states that it will provide technical assistance to LEAs and schools through pre-application webinars and by providing liaisons to meet with school and district leadership over the life of the grant. Also, SIG recipients in

Washington are able to access the *Washington Improvement and Implementation Network Center (WIIN)* for assistance with professional development on a variety of topics such as parent and community engagement strategies, school-wide reform planning and instructional gap analysis.

During the site visit, the LEAs and schools indicated that WOSPI's assistance during the application process was very helpful. Through webinars and meetings with LEA leadership, the WOSPI provided information on the requirements of each SIG model as well as assistance on developing quality applications to include comprehensive strategies for addressing the needs of each school.

LEAs and schools also indicated that the assistance WOSPI provides to SIG schools during implementation is invaluable. The site liaisons spend forty-five days per school year in each school conducting building and classroom walkthroughs, mentoring school leaders, assisting school leadership teams with data analysis and identifying the right supports necessary to close achievement gaps and ensure sustained academic success. The WOSPI's approach to supporting SIG implementation was reported to have transitioned the relationship between districts and the WOSPI to one of collaboration and not simply of compliance.

Over the course of the site visit, the LEAs and schools requested additional technical assistance from the state in engaging families and communities through a culturally appropriate framework, instruments for gathering qualitative data on school climate, programs for schools with exceptionally high incidence of students who have experienced trauma, monitoring tools and models for LEAs to adopt in providing programmatic oversight, and the implementation of teacher and leader evaluations.

Over the course of the site visit, the WOSPI requested additional technical assistance on models for creating a common programmatic reporting vehicle that prevents duplicative efforts. Also, the state requested future guidance on how best to differentiate systems of support.

Monitoring

In Washington's approved SIG application, WOSPI outlined its plan for monitoring the implementation of the SIG program. The SEA stated that it would monitor each district that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the district is approved to serve. The state's monitoring process includes scheduled reviews of implementation progress through an online tracking system, scheduled phone and in-person interviews with key district and school leadership personnel, a joint WOSPI/district review of school-level implementation of intervention model(s), and mid- and end-of-year reviews of budget expenditures submitted through iGrants.

The WOSPI's monitoring activities have not ensured that each district and school receiving SIG funding to implement a model has done so with fidelity. Stewart Middle School in the Tacoma district began implementing the turnaround model in the 2010-2011 school year. The principal selected to lead the school was also acting as principal in two other high schools in the district. The vice principal took over leadership of Stewart in March of 2012. During the interview with

TPS, district leadership reported that through the first and second years of Stewart's SIG implementation contractual obligations were not being met and frequent meetings were held with Stewart's principal to assess implementation progress and communicate required actions. Furthermore, LEA officials also explained that there were instances when the district's response to the WOSPI's feedback was insufficient and issues persisted resulting in an adverse effect on implementation of the SIG reforms. District leadership went on to say that their process for responding to state feedback did not ensure that significant implementation concerns were rectified.

Data Collection /Use of Data

The WOSPI indicated in its approved SIG application that it would implement a system for continuously improving SIG implementation through the analysis of leading and lagging indicators. As a part of this process, the WOSPI ensures that schools report data through Washington's data portal and that an outside contractor independently monitors each school's data against the school's implementation of targeted interventions to address school needs. Additionally, the WOSPI's liaisons review SIG school data monthly to chart each school's progression toward meeting its annual goals for the purpose of realigning implementation strategies to ensure successful turnaround.

By comparing progress toward meeting annual goals and leading indicators, the WOSPI determines if a school's award will be renewed or if substantive action must be taken by the school to ensure rapid acceleration of school improvement such that a decision to renew is warranted.

The WOSPI is collecting data for all leading indicators and reports SIG data to EDFacts on an annual basis in a timely fashion.

TECHNICAL ASSISTANCE RECOMMENDATIONS

This section addresses areas where additional technical assistance may be needed to improve the quality of implementation of the SIG program or support resolutions of any of the findings included.

Issue: Interviews with Tacoma School District staff revealed that although district officials researched core competency requirements of principals leading schools engaged in the turnaround process, decisions about who would replace the former principal of Stewart middle school were not based on these competencies.

Technical Assistance Strategy:

- Devise a list of skills required in principals selected to lead SIG schools and develop a comprehensive interview process that measures each principal candidate's ability level in the core competencies the district has deemed necessary to effectively lead a SIG school. (Responsibility: Tacoma Public Schools)

Issue: While the Stewart leadership team stated that teachers and other instructional staff are encouraged to use data to inform daily instruction, there is no clear strategic plan in place guiding how data is used to ensure that instruction is differentiated to meet student needs.

Technical Assistance Strategy:

- Provide technical assistance to LEAs and schools implementing SIG on how to create a school wide instructional plan that outlines how data will be used to enhance reform in areas such as classroom instruction, professional development, school climate parental / community engagement. The plan should include clear steps and activities that increase staff knowledge on data usage and how incorporate it into classroom instruction. (Responsibility: Washington Office of Public Instruction)

Issue: While visited districts have identified services and staff to increase family and community engagement, neither district has articulated a clear plan for effectively using those resources. Moreover, the LEAs and its schools have not fully informed parents about the schools' improvement efforts or the family-engagement resources available to them in ways accessible to each member of the school community.

Technical Assistance Strategies:

- Provide focused technical assistance to LEAs on strategies and methods to improve family and community outreach regarding turnaround reform efforts occurring in each districts' schools, such as:

- Preparing parent letters and informational packets for LEAs and schools to use to introduce parents to the SIG program and ensuring that all languages spoken in the homes of the students who attend are represented;
 - Holding meetings for parents and community members about the ongoing turnaround reform efforts occurring in each school and ensuring that they are translated as appropriate; and
 - Helping LEAs develop plans to engage families and the community and to help families use resources available from SIG implementation (Responsibility: Washington Office of Public Instruction).
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- Develop a family and community engagement plan or a set of strategies that districts will use to involve parents in SIG implementation and use resources available for family and community engagement (Responsibility: Tacoma Public Schools and Marysville School District).

MONITORING FINDINGS

Summary of Monitoring Indicators

Critical Element	Requirement	Status	Page
<p>1. Application Process</p>	<p>The SEA ensures that its application process was carried out consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</p>	<p>NA</p>	<p>NA</p>
<p>2. Implementation</p>	<p>The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program. [Sections I and II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</p>	<p>Finding</p>	<p>17</p>
<p>3. Fiscal</p>	<p>The SEA ensures LEAs and schools are using funds consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010)) ; §1114 of the ESEA; and Office of Management and Budget (OMB) Circular A-87]</p>	<p>NA</p>	<p>NA</p>
<p>4. Technical Assistance</p>	<p>The SEA ensures that technical assistance is provided to its LEAs consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]</p>	<p>NA</p>	<p>NA</p>
<p>5. Monitoring</p>	<p>The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program. [Section II of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and</p>	<p>Finding</p>	<p>17</p>

	Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]		
6. Data Collection	The SEA ensures that data are being collected consistent with the final requirements of the SIG program. [Sections II and III of the final requirements for the School Improvement Grants authorized under section 1003(g) of Title I of Elementary and Secondary Education Act of 1965, as amended (75 FR 66363 (October 28, 2010))]	NA	NA

Monitoring Area: School Improvement Grant

Critical Element 2: The SEA ensures that the SIG intervention models are being implemented consistent with the final requirements of the SIG program.

Finding: The WOSPI has not ensured that Tacoma Public Schools is establishing schedules and implementing strategies that increase learning time at Stewart Middle School that comply with the turnaround model requirements. Although Stewart added 15 minutes to the school day, the Friday morning late start for teacher collaboration, which delays the start of the school day by 150 minutes, actually shortens the school day by 75 minutes per week. The after school tutoring program supports students that need additional academic support and is not available to all students that may choose to attend as it is run by six staff members. The adjustments to the schedule implemented as a result of SIG do not meet the requirements of the turnaround model.

Citation: Section I.A.2(a)(1)(viii) of the final requirements states that an LEA implementing the turnaround model must “establish schedules and implement strategies that provide increased learning time.” Section I.A.3 of the final requirements defines *increased learning time* as “using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.”(75 FR 66363 (October 28, 2010)).

Further action required: The WOSPI must work with LEAs to ensure that all schools implementing the turnaround or transformation models have significantly increased the number of school hours and that the additional time is being consistently used for all three required purposes, including instruction in core academic subjects. For each school implementing the turnaround or transformation model, the WOSPI must submit to ED documentation demonstrating an increase in learning time and evidence that the time is being consistently used in accordance with the SIG requirement’s definition of “increased learning time.”

Critical Element 5: The SEA ensures that monitoring of LEAs and schools is being conducted consistent with the final requirements of the SIG program.

Finding: The WOSPI’s monitoring activities have not ensured that each LEA and school implementing a SIG model is doing so with fidelity and in accordance with the SIG requirements. Moreover, WOSPI’s monitoring process does not ensure that implementation concerns uncovered during the monitoring process are sufficiently resolved within a reasonable period of time. The principal selected by Tacoma Public Schools to lead the implementation of the turnaround model at Stewart middle school was concurrently the principal at two other schools in the district. Additionally, according to district personnel, contractual obligations were

not met by Stewart leadership, which adversely impacted the quality of SIG implementation, and was not sufficiently addressed by the district for the majority of the SIG implementation period at the school.

Citation: Section 80.40 of the Education Department General Administrative Regulations (EDGAR) states that grantees must monitor grant and sub grant activities to ensure compliance with applicable Federal requirements. Section 9304(a) of the ESEA requires that the SEA must ensure that (1) programs authorized under the ESEA are administered in accordance with all applicable statutes, regulations program plans, and applications.

Further action required: The SEA must devise and submit a comprehensive monitoring plan that includes a complete fiscal review of grantees. The plan must also include clear, measurable guidelines for LEA's response to the SEA's SIG implementation concerns. Specific outcomes and a timeline for the LEA's response should be clearly articulated.