

Collaborative Schools for Innovation and Success (CSIS)

1. **Purpose:**

The 2012 Legislature passed legislation ([ESHB 2799](#)) that created the [Collaborative Schools for Innovation and Success Pilot](#) (CSIS) program. The purpose of the act is to authorize pilot projects where colleges of education collaborate with school districts to establish collaborative schools for innovation and success serving particularly at-risk and low-achieving students. Each pilot collaboration is intended both to accelerate student achievement and deepen the knowledge and skills of current and future educators. The initial collaborations are to occur in elementary schools. Colleges of education and school districts are to collaborate to improve student and educator success by: a) Developing and implementing research-based models of instruction and services that have proven to be successful in closing the educational opportunity gap and improving student learning in low-performing schools; and b) Developing and implementing research-based models of educator preparation and professional development programs that have proven to be successful in building an educator workforce with the knowledge, skills, and background that aligns with the characteristics and needs of students in low-performing schools.

2. **Description of services provided:**

Facilitated by the Office of Title II, Part A and Special Programs within OSPI and the Professional Educator Standards Board (PESB), Institutions of Higher Education and School District/School grantees convened school improvement teams consisting of school staff, parents, and community leaders to conduct an academic performance audit and create an Innovation and Success plan based on those findings which addresses the purpose of the grant. The 2012–2013 School year was the initial pilot planning year in which the audit and Innovation and Success plans were completed and approved by OSPI and PESB. The CSIS pilot period for implementation of the Innovation and Success plans spans the school years of 2013-14 through 2017-18.

3. **Criteria for receiving services and/or grants:**

Collaborative Applicant school districts/schools and Institutions of Higher Education (IHE) were encouraged to apply for this innovative partnership. For each proposed pilot project, the college of education and the school district are required to collaborate to select a low-performing elementary school in the district to be the “Collaborative School for Innovation and Success.”

The Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB) will also give preference to proposals:

- That serve a high percentage of at-risk and low achieving students.
- Where partnership between the school district and the IHE’s teacher preparation program is clearly an integral part of the school district’s educator workforce development and student learning improvement strategies.

Each grantee was selected by a competitive process in the 2012-13 pilot planning year. The teams submitted a joint application of intent which included the following information:

- a. The school selected for inclusion in the pilot project and the rationale for its selection.
- b. A joint letter, with supporting evidence, regarding the preparation program’s and district’s ability to establish and sustain a long-term, intentional partnership.
- c. The proposed roles and responsibilities of the IHE and school district/school in the pilot project.

- d. The research basis and theory of action proposed to close the educational opportunity gap and improve student achievement in the selected school.
- e. The research basis and theory of action proposed to improve educator preparation and professional development in the selected school;
- f. A preliminary plan for involving parents, community members, and school staff in the development on the Innovation and Success Plan.
- g. A preliminary plan that addresses how the pilot will exit candidates with two or more endorsements.
- h. A preliminary plan for using the results on the pilot project to improve educational programs throughout the school district and throughout the IHE.
- i. A proposed budget for developing the innovation and success plan during the 2012-13 school year with sufficient budget narrative detail that connects budget activities and objects to the intended outcomes of this pilot.
- j. Names and contact information for representatives of the school district, school and IHE (address, telephone and email), if further information is needed.

Beneficiaries in 2017-18 School Year:

of School Districts: 03
 # of Schools: 03
 # of Students: 397 - Holmes Elementary
 271 - Roxhill Elementary
 418 - Washington Elementary
 Other: 00

of OSPI staff associated with this funding (FTEs): 00

of contractors/other staff associated with this funding: 00

FY 18 Funding: State Appropriation: \$1.5 million
 Federal Appropriation: \$0.0
 Other fund sources: \$0.0
 TOTAL (FY18) \$1.5 million

4. Are federal or other funds contingent on state funding? If yes, explain. No.

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
FY18	\$1,500,000	\$1,500,000
FY17	\$1,500,000	\$1,500,000
FY16	\$1,500,000	\$1,500,000
FY15	\$1,500,000	\$1,500,000
FY14	\$1,500,000	\$1,424,413

6. Number of beneficiaries (e.g., schools, students, districts) history:

Fiscal Year	# of Schools
FY18	3
FY17	3
FY16	3
FY15	3
FY14	3

7. Programmatic changes since inception (if any): None.

8. Evaluations of program/major findings:

OSPI and PESB are required to annually report to the Legislature on the status of the CSIS grantees. Additionally, as identified in the authorizing statute and subject to funds appropriated, an external evaluation by an evaluation and research organization is to be conducted of the entire 5-year pilot period. Funds were not allocated specifically for purposes.

Progress on the three college-and-school partnerships selected for the grant include:

1. University of Washington with Roxhill Elementary, Seattle Public Schools:
 - The percentage of students who self-report having qualities that constitute a learning mindset (e.g. working hard to learn, challenging oneself to do difficult 4 things) increased slightly in the past year (from 69% to 70%) and was similar to the Seattle Public School district average (72%).
 - Each year, the number of students receiving medical, mental health, and dental treatment has increased. For the past two years, 50% of Roxhill's student population has been registered to receive these services, and 148 students were served on-site in 2016-17, which was an increase from 135 students in 2015-16.
 - The percentage of teacher candidates who meet the University of Washington's standard (a few points higher than the state standard).
2. Western Washington University with Washington Elementary, Mount Vernon School District:
 - The team's data revealed a closing of the achievement gap in two demographics: between White and Latino/a students in math, and between males and females in both the math and the English Language Arts assessment.
 - Students who participated in a 10-week math intervention program experienced an average of 16 weeks of growth.
 - 100% of Washington Elementary School teachers have completed Tier 1 Guided Language Acquisition Design (GLAD) training and are equipped to implement GLAD strategies in the classrooms.
 - A much higher percentage of Skagit Valley interns who did their final preparation in high-need schools are now teaching in high-need schools throughout the state, compared to interns who did their preparation elsewhere.
3. Gonzaga University and Whitworth University with Holmes Elementary, Spokane Public Schools:
 - Average attendance for students in the expanded learning opportunities (ELO) program increased from 50% in 2013-14 to 90% in 2017-18.
 - The average number of behavior office referrals dropped from 200 referrals in September 2013 to 65 referrals in September 2017.
 - Faculty at Whitworth University have reworked the Master in Teaching (MIT) course sequence to embed English Learner-focused courses, thus providing all teacher candidates (40-45 per year) access to this information.

The CSIS project has enabled these elementary schools to successfully implement innovative practices with their college of education partners. At the same time, the colleges of education are improving their teacher education programs.

Collaborative Schools for Innovation and Success Pilot Project, [December 2015 report](#)
Collaborative Schools for Innovation and Success Pilot Project, [December 2016 report](#)
Collaborative Schools for Innovation and Success Pilot Project, [December 2017 report](#)

9. [Major challenges faced by the program:](#)

The CSIS pilot program is facilitated by OSPI and PESB, however no additional funding was provided for FTE staffing of this program. Due to no funding for staffing, both OSPI and PESB are only able to provide one meeting per year and one site visit per school per year. OSPI and PESB would like to provide more technical assistance and guidance but would require additional funding for staffing the project. Additionally, there were no funds appropriated for the research design of the evaluation for the CSIS project.

10. [Future opportunities:](#)

One major goal of the CSIS pilot program is to both improve student achievement in the participating elementary schools, but to also change the way teacher candidates are prepared in their college programs to become teachers who serve students in poverty who are within the opportunity gap. CSIS has the potential to greatly inform the teacher preparation programs to adapt their curriculum and methodologies to provide better tools for teachers to be able to enter a low performing school and be able to dramatically increase student achievement. In December 2018, OSPI and PESB will submit a final Recommendations Report to the Governor's Office and the Legislature based on the experience of participants and evaluation results. The report will recommend whether the pilot should be modified, continued, and expanded. If there is a recommendation to expand the program, the report will also specify whether the expansion should include other elementary schools and/or middle and high schools.

11. [Statutory and/or Budget language:](#)

Budget Proviso: SSB 5883 Section 501(11) - \$1,500,000 of the general fund—state appropriation for fiscal year 2018 is provided solely for collaborative schools for innovation and success authorized under chapter 53, Laws of 2012. The office of the superintendent of public instruction shall award \$500,000 for each collaborative school for innovation and success selected for participation in the pilot program during 2012

12. [Other relevant information:](#)

[Collaborative Schools for Innovation and Success](#) website

13. [List of schools/districts receiving assistance:](#)

- Seattle Public Schools/Roxhill Elementary Schools & University of Washington
- Spokane Public Schools/Holmes Elementary & Gonzaga University
- Mt. Vernon School District/Washington Elementary School & Western Washington University

14. [Program Contact Information:](#)

Maria Flores
Director
Title II, Part A and Special Programs
Office of the Superintendent of Public Instruction
360-725-6359
Maria.flores@k12.wa.us

Heather Rees
Administrative Assistant III
Title II, Part A and Special Programs
Office of the Superintendent of Public Instruction (OSPI)
360-725-6361
heather.rees@k12.wa.us