

**RACE TO THE TOP**  
**ROAD MAP CONSORTIUM DISTRICT GRANT**  
**PUGET SOUND ESD**

**PROJECT SUMMARIES**

**Updated December 17, 2013**

## Project 1: Investment Fund for Teaching and Leading

### Project Summary

This project creates a fund that districts may access to improve teacher and principal skills and abilities, to assist in the creation of personalized learning environments in the region's high-need schools. The emphasis of this fund is on math, science and ELL instruction as well as teacher/principal leadership.

### Project Key Points

- Impacts all high-need schools, with high-need schools prioritized.
- Phased implementation with investments starting fall 2013.
- Three types of projects will be funded: building content knowledge for teachers and principals; skills needed to personalize learning for students; and leadership development for teachers and principals.
- Districts will submit proposals and investment decisions will be made by Consortium Executive Committee
- Investment criteria and scoring was developed for Round 1 with public input in summer 2013. Criteria were:
  1. Build leadership skills of educators to produce high-quality, personalized learning environments in all high-need schools, including use of blended learning tools and approaches;
  2. Grow number of high-need students taught by highly effective teachers;
  3. Leverage existing professional development budgets;
  4. Meet regional goals for strengthening teaching and leadership especially at high-need schools;
  5. Build content knowledge of educators, including paraprofessionals (priority on ELL, math, and science) to successfully implement Common Core and Next Generation Science Standards;
  6. Build strong professional learning communities to personalize student learning;
  7. Use teacher and principal evaluation data, including student growth data;
  8. Strengthen new teacher induction; and
  9. Use new state Achievement Index data.

### Performance Measures

- % of Students in Very Good or Exemplary Schools
- Students with Highly Effective Teacher and Principal
- Students with Effective Teacher and Principal
- Washington State Reading Assessment
- 8th grade Enrollment in Algebra or Higher
- Washington State Math Assessment
- Washington State Science Assessment

### Target Schools or Regional Scope

High Need Schools

### Staffing

- 0.5 Investment Fund Manager (Greta Bornemann, Director of Teaching, Leading & Road Map Support)

### Budget Summary

Grant Funds Awarded: \$7,561,179

### Timeline

*Year 1: January-August 2013*

- Draft investment fund criteria and RFP for review and input.
- Finalize and publicize criteria, RFP, and scoring guide.
- Solicit proposals from districts, score, and send to Executive Committee.

*Year 2: September 2013-August 2014*

- Executive Committee makes award decisions for Round 1.
- Round 1 contracts finalized.
- Round 1 projects implemented.
- Report and share data; make course corrections as needed.
- Revisions to selection criteria, RFP and scoring guide.
- Solicit proposals for second round.
- Executive Committee makes award decisions for Round 2.
- Round 2 contracts finalized.

*Year 3: September 2014-August 2015*

- Round 2 projects implemented.
- Report and share data; make course corrections as needed.
- Revisions to selection criteria, RFP and scoring guide.
- Solicit proposals for Round 3.
- Executive Committee makes award decisions for Round 3.
- Round 3 contracts finalized.

*Year 4: September 2015-December 2016*

- Round 3 projects implemented.
- Report and share data; make course corrections as needed.
- Finalize overall project reporting.
- Plan for sustainability.

## Project 2: Develop Common Regional Data Portal and Data Sharing Agreements

### Project Summary

This project invests in the creation of a regional data system as well as increased capacity at all seven districts to coordinate the collection of student data (demographics, academic, health, social and family history), facilitate the flow of that data from district to district as students move, and present that data in a meaningful form to students, parents, educators, community organizations and other stakeholders. Improved functionality of district data portals will enable more personalized learning because student data will be available in a clear and common way. Families and community-based organizations will have new methods for accessing specific student data to assist in supporting students toward graduation as well as college and career goals.

### Project Key Points

- Impacts all students in the region; system-wide.
- Phased implementation beginning in 2013-2014 to be fully implemented by 2016-2017.
- Competitive processes will be used to select vendor/tools.
- Creates a centrally-hosted data transfer system with commonly defined data.
- Supports districts to create or enhance easy-to-use dashboards for educators, parents and students to analyze data.

### Performance Measures:

- Decreasing Achievement Gaps (Reading & Math)
- College Enrollment Rates
- % of students in Very Good or Exemplary Schools
- Students with Highly Effective Teacher and Principal
- Students with Effective Teacher and Principal
- % of Students “Ready to Succeed in School by Kindergarten” WAKIDS
- Washington State 3rd Grade Reading Assessment
- Washington State Math Assessment (4th – 8th Grades)
- 8th Grade Enrollment in Algebra or Higher
- Washington State Science Assessment (5th & 8th Grades)
- Student Motivation and Engagement Survey
- % Submitted FAFSA
- % Completed FAFSA
- Minimum College Requirements
- College Graduation Rate
- AP or IB Students
- 9th Grade Suspensions and Expulsions
- 5-Year High School Graduation Rate
- Remediation Rate (2 & 4 Year institutions, Math & English)

### Target Schools or Regional Scope

Region

### Staffing

0.2 PSESD Assistant Superintendent/CTO (John Vaille)

1.0 Data Program Administrator (Matt Harris)

### Budget Summary

Grant Funds Awarded: \$2,105,352

## **Timeline**

### *Year 1: January-August 2013*

- Form Data Coordinating Committee to advise project and ensure stakeholder engagement.

### *Year 2: September 2013-August 2014*

- Analyze each district's data-sharing and dashboard capabilities and ease of use, identifying gaps. For districts with gaps, put out request for proposals. Executive Committee, with input from each district, selects proposals.
- Put necessary data sharing agreements into place.
- Work with districts to build customized reports and necessary data fields so all districts can collect the baseline student data. Upgrade features and customize reporting for each district.
- Hire programmer to build data warehouse and data transfer system to connect with district backend data.

### *Year 3: September 2014-August 2015 & Year 4: September 2015-December 2016*

- Install data dashboards; migrate necessary data.
- Provide training to district data center staff and integrate data use training in educator professional development plans.
- Provide technical assistance to districts to continue building customized reports and support PSESD in analyzing performance measure progress.
- Plan for sustainability.

## Project 3A: Establish a High-Functioning PreK-3rd Grade System Region-Wide

### Project Summary

This project supports the establishment of a strong region-wide PreK-3rd Grade system led by the Puget Sound Educational Service District aimed at ensuring that all children are ready for kindergarten and will be successful in elementary math and reading. District leadership teams (key leaders from the district, early learning, community based organizations), develop a district/community specific PreK-3rd Grade systems-building action plan. Aligned with state, regional and local efforts, the region-wide system: champions the PreK-3rd vision as a means for addressing educational equity; facilitates partnerships; coordinates professional development across districts and early learning; develops data feedback loops that provide information to early learning providers and the K-12 system; and shares innovative teaching approaches and best practices.

### Project Key Points

- Closely aligned with Project 3B: Investment Fund for PreK-3rd Grade Strategies and the Road Map Project Birth to 3<sup>rd</sup> Grade Action Plan.
- *The Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches* developed by University of Washington's Kauerz & Coffman<sup>1</sup> will be a valuable tool for developing district and community specific plans.
- Builds on work of the PSESD on regional WaKIDS implementation and PreK-3rd Grade system-building efforts. Also incorporates other district and state-wide efforts that are part of the State Early Learning Plan and are showing success.

### Performance Measures

- Decreasing Achievement Gaps (Reading & Math)
- % of Students in Very Good or Exemplary Schools
- % of Students "Ready to Succeed in School by Kindergarten" on WaKIDS Washington State 3rd Grade Reading Assessment

### Target Schools or Regional Scope

All elementary schools in the region

### Staffing

- 1.0 PreK-3<sup>rd</sup> Grade Systems Director (Martha Teigen)
- 3.0 PreK-3<sup>rd</sup> Grade Systems Content and Data Coaches (Angelica Alvarez, Kellie Morrill, Stephanie Shepherd)
- 0.25 Research and Evaluation Director (Sarita Siqueiros Thornburg)

### Budget Summary

Grant Funds: \$2,242,193

### Timeline

#### Year 1: January-August 2013

- Establish the regional PreK-3rd Leadership Team and local teams in each district.
- Provide regional trainings and materials for district teams.
- Establish common region-wide measurements and data reporting mechanisms.
- Support district teams to develop their PreK-3rd Grade action plans.

#### Year 2: September 2013-August 2014

- Provide regional trainings and materials for district teams.
- Develop a regional PreK-3rd data loop and regional PreK-3rd data system.
- Support implementation of district action plans with the support from the PreK-3rd Grade Investment Fund.

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<sup>1</sup> Kauerz, K. & Coffman, J. (2012). *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: University of Washington

- Report and share data and best practices, make course corrections as necessary.

*Year 3: September 2014-August 2015*

- Continue trainings and development of the regional PreK-3rd grade system.
- Continue implementation of district action plans with support from the PreK-3rd Grade Investment Fund.
- Report and share data and best practices, make course corrections as necessary.

*Year 4: September 2015-December 2016*

- Continue trainings and development of the regional PreK-3rd grade system.
- Continue implementation of district action plans with support from the PreK-3rd Grade Investment Fund.
- Report and share data and best practices, make course corrections as necessary.
- Plan for sustainability.

## Project 3B: Investment Fund for PreK-3rd Grade Strategies and Systems at the Community Level

### Project Summary

This project works in conjunction with Project 3A: Build a Regional PreK-3rd System. School district teams may apply, through a proposal process, for project-specific funding in line with their PreK-3<sup>rd</sup> system-building action plan. This project focuses on the region's high-need elementary schools.

Districts teams may access funds to implement components of their PreK-3<sup>rd</sup> Grade plan as developed through Project 3A such as a Kindergarten jumpstart program for high-need students to complete prior to Kindergarten, shared professional development with early learning partners, or aligned strategies and materials across levels. With input from the region's experts and stakeholders and the PSESD PreK-3<sup>rd</sup> Leadership Team, the Executive Committee will finalize Investment Fund criteria to ensure investments benefit the highest-need schools, are compatible with the Framework, build on current regional strengths, and appropriately leverage existing investments. The PSESD PreK-3<sup>rd</sup> Leadership Team will provide technical assistance to districts. Funded projects will be monitored by PSESD and the RTT-D evaluation process. This project emphasizes sharing best practices, which will be done, in part, through a series of regional convenings.

### Project Key Points

- *The Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches* developed by University of Washington's Kauerz & Coffman<sup>2</sup> serves as a guide for developing district- and community-specific plans.
- Aligned with a primary strategy in the Road Map Birth to 3rd Grade Action Plan.
- Builds on current work of PSESD on regional WaKIDS and PreK-3rd Grade system-building efforts.

### Performance Measures

- Decreasing Achievement Gaps (Reading & Math)
- % of Students in Very Good or Exemplary Schools
- % of Students "Ready to Succeed in School by Kindergarten" on WaKIDS Washington State 3rd Grade Reading Assessment

### Target Schools or Regional Scope

High Need elementary schools in the region.

### Staffing

- Supported by Project 3A staff

### Budget Summary

Grant Funds Awarded: \$3,979,447

### Timeline – Phased Implementation

*Year 1: January-August 2013*

- Develop Investment Fund selection criteria.

*Year 2: September 2013-August 2014*

- Round 1 funds are awarded.
- Revisions to selection criteria, if needed.
- Report and share best practices; make course corrections as needed.

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<sup>2</sup> Kauerz, K. & Coffman, J. (2012). *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: University of Washington

*Year 3: September 2014-August 2015*

- Round 2 funds are awarded.
- Report and share best practices; make course corrections as needed.

*Year 4: September 2015-December 2016*

- Round 3 funds are awarded.
- Report and share best practices; make course corrections as needed.
- Plan for sustainability.

## Project 4: Expand the Effective Use of Digital STEM Tools

### Project Summary

This project invests in adaptive digital tools to personalize STEM learning for high-need elementary and middle schools in the region, prioritizing math instruction. New tools are internet-based, support the integration of digital content and facilitate blended learning approaches in the classroom and out of school. Tools personalize instruction by adapting to students' current achievement levels and supporting acceleration of all students.

### Project Key Points

- Phased implementation beginning in 2013-2014 and fully implemented by 2015-2016.
- An RFP process will be used to select digital tools and vendors.
- Rollout of the tool(s) will be spread across four cohorts.
- Teachers will receive training and professional development.
- Technology will be purchased region wide to upgrade technological capabilities of schools. The exact number will depend on the type of tool(s) and model(s) of devices selected.

### Performance Measures

- Decreasing Achievement Gaps (Reading & Math)
- % students in "Very Good" or "Exemplary" Schools
- Washington State Math Assessment (4<sup>th</sup> - 8<sup>th</sup> Grades)
- 8<sup>th</sup> Grade Enrollment in Algebra or Higher
- Washington State Science Assessment (5<sup>th</sup> & 8<sup>th</sup> Grades)

### Target Schools or Regional Scope

High-need elementary and middle schools across the region

### Staffing

- 0.5 Assistant Executive Director (Conn McQuinn)

### Budget Summary

Grant Funds Awarded: \$5,232,189

### Timeline

#### *Year 1: January-December 2013*

- Conduct evidence-based research to support tool selection.
- Develop specifications for solicitation, including costs for training, and support.
- Request information from districts as to their priority for sequence of implementation and youth providers who would like to participate.
- Establish an advisory group to guide implementation of the project.

#### *Year 2: January 2014-August 2014*

- Executive Committee approves solicitation package to select vendor(s). Review bids and implementation plan requests.
- Award contract and execute implementing agreements with districts, incorporating reporting elements in each vendor contract and MOU.
- Districts identify lead personalization coach trained to support implementation in schools and partner with community-based organizations.
- Train first cohort school-level leads and begin roll-out of tool to first cohort of schools in spring 2014.
- Early results reported to Executive Committee.
- Prepare for roll-out of second cohort

*Year 3: September 2014-August 2015*

- Roll-out of tool to second cohort.

*Year 4: September 2015-December 2016*

- Roll-out of tool to third and fourth cohorts.
- Plan for sustainability.

## Project 5: Create a Regional System for Career Awareness and Exploration

### Project Summary

This project invests in digital career exploration tools and creates a region-wide system for linking students and career exploration opportunities. This approach equips students with more knowledge to better inform their plans for courses, college and career. A regional system will be put in place linking high school students with local employers and practitioners who offer career development opportunities, job shadows, internships, and mentoring. This system will serve as a "STEM business-education exchange program."

A technical workgroup has been created to guide the development, through an RFQ process, of a Field Guide designed to support the creation of a regional system that assists 3<sup>rd</sup> through 12<sup>th</sup> grade students as they develop their awareness of the various careers available to them and explore those careers through work-based experiences. The technical workgroup will also plan and engage districts in data gathering efforts to determine what career awareness and exploration looks like within each district and the capacity of each district to engage in the rollout of the regional system. Finally, the workgroup will explore the convening of a Career Awareness and Exploration Summit in 2014.

As the project moves forward, the technical workgroup will plan and engage in outreach to public and private employers in order to generate understanding of and support for the regional system. We will work with partners at the Workforce Development Council of Seattle-King County to identify and engage with our local public/private/nonprofit employers.

### Project Key Points

- Supports development of a Field Guide to create a regional career awareness system
- Uses an RFP process to procure career awareness tools
- Uses an RFP process to design the regional system that supports student career exploration, also known as the "Mentor Exchange Program"
- Regional career exploration system will be piloted by fall 2014
- Full implementation will be in place by fall 2015

### Performance Measures

- Student Motivation and Engagement Survey

### Target Schools or Regional Scope

Regional Scope

### Staffing

- 0.5 Project Manager (Cheryl Lydon)

### Budget Summary

\$1,199,594

### Timeline

*Year 1: January-August 2013*

- Convene technical work group to advise on implementation.

*Year 2: September 2013-August 2014*

- Create Regional Field Guide
- Survey districts on current Career Awareness and Exploration efforts with students.
- Convene a Career Awareness and Exploration Summit.
- Reach out to public and private employers to generate support for the regional system.
- Issue an RFP to acquire an online career awareness tool.
- Issue an RFP to design a regional system that supports a student mentor exchange program.

*Year 3: September 2014-August 2015*

- Pilot regional career awareness system that connects students in high-need middle and high schools with employers providing internships, job shadows and mentoring opportunities

*Year 4: September 2015-December 2016*

- Rollout regional system that connects education and industry in all Consortium schools.
- Plan for sustainability.

## Project 6: Create an Integrated System of Middle and High School Advising

### Project Summary

This Project increases college and career readiness by strengthening the region's counseling and advising system in the region's high-need high schools and feeder middle schools. The Project establishes a College and Career Readiness Advising Training System for middle and high school counselors to support student success and expand the University of Washington Dream Project to provide high-need middle and high schools with College and Career Readiness Assistants.

The College and Career Readiness Advising Training System provides cohort-based trainings pairing high school counselors with middle school counselors from their feeder schools. Training topics support evidence-based practices that have been shown to increase college and career readiness such as: building a strong High School & Beyond Plan; parent engagement; making sense of ReditStep; understanding course sequences for postsecondary pathways; college access information, and FAFSA filing. Trainings reinforce other RTT strategies and commitments including strengthening implementation of the High School & Beyond Plan and improving the use of early warning data to identify supports for students.

Counselors are supported in their work by the addition of College and Career Readiness Assistants from the Dream Project who assist in developing individualized postsecondary plans for students. Dream Project College and Career Readiness Assistants are University of Washington students who have received extensive training and served as student mentors for at least three quarters.

A Regional Counseling Corps that includes counselors, counselor assistants, representatives from local college access networks and others builds strong knowledge of college and career counseling and best practices across districts and schools.

### Project Key Points

- Impacts all high-need middle and high schools in the region.
- Cohorts of approximately 75 counselors from high-need schools will receive extensive training and support each year.
- College and Career Readiness Assistants will be phased in, first in high-need high schools and feeder middle schools, expanding to additional middle and high schools by the end of the grant. Approximately 17 Counselors Assistants will be placed in Year 2, 50 in Year 3, and 90 in Year 4.
- This project helps to advance the Road Map Project's High School to College Completion Action Plan.

### Performance Measures

- % submitted FAFSA
- % completed FAFSA
- Minimum College Requirements
- 5-Year High School Graduation Rate
- AP or IB students
- 9<sup>th</sup> grade suspensions and expulsions

### Target Schools or Regional Scope

High-need high schools and feeder middle schools, some support to all middle and high schools

### Staffing

- 0.5 Project Manager (Jennie Flaming)

### Budget Summary

Grant Funds Awarded: \$3,030,143

## **Timeline**

### *Year 1: January-August 2013*

- High School and Beyond Leadership Institute held.
- College and Career Readiness Manager hired.
- Planning for College and Career Readiness Assistants begins.

### *Year 2: September 2013-August 2014*

- Contract with Dream Project College and Career Readiness Assistants established.
- First phase of Dream Project College and Career Readiness Assistants deployed.
- Call for Presenters for counselor training vendors is established, proposals reviewed and approves.
- Districts identify priority cohorts of counselors for three rounds of training and support.
- Begin training initial cohort of counselors, prioritizing the highest-need middle and high schools.
- Form Regional Counseling Corps to share information and best practices across districts and schools.
- Report results and share data with Executive Committee and stakeholders.

### *Year 3: September 2014-August 2015*

- Second phase of Dream Project College & Career Readiness Assistants deployed.
- Middle and high school counselors in all high-need schools trained.
- Regional Counseling Corps meets regularly with participants to discuss and share results and learning.

### *Year 4: September 2015-December 2016*

- Third phase of Dream Project Counselor Assistants deployed—full implementation in region’s high-need high schools and feeder middle schools.
- Regional Counseling Corps meets regularly with participants to discuss and share results and learning.
- Plan for sustainability.

## Project 7: Adopt the College Board College and Career Readiness Pathway

### Project Summary

This project provides the College Board Pathway (ReadiStep, PSAT/NMSQT, and SAT) for students in all Consortium districts, free of charge, during the school day. Educators in each district will use information from the assessments to create personalized plans to prepare students for college and career pathways.

The Pathway begins in 8<sup>th</sup> grade with ReadiStep, a college and career planning tool for students. The information from ReadiStep will be used in conjunction with the High School and Beyond Plan to assist 8<sup>th</sup> grade students in their high school course planning. The PSAT/NMSQT will be offered in 10<sup>th</sup> grade. The SAT will be offered in 11<sup>th</sup> grade for all students and again in 12<sup>th</sup> grade for low income students. The data from these assessments will be housed in the regional data portal and will be used by students and families in course planning, as well as by teachers to personalize learning. This project will alleviate one potential barrier to college access for students in the region.

### Project Key Points

- Assessments will be administered starting in the 2013-14 school year.
- The assessments will be offered during the school day, rather than on weekends which is current practice in most districts.
- Information will help influence course scheduling, including placement in AP classes.

### Performance Measures

- Submitted FAFSA
- Completed FAFSA
- Minimum College Requirements
- Graduation Rate
- AP or IB Students
- 9th Grade Suspensions & Expulsions
- Remediation Rate

### Target Schools or Regional Scope

All middle and high schools across the region

### Staffing

- 0.5 Project Manager (Jennie Flaming)

### Budget Summary

Grant Funds Awarded: \$3,245,836

In addition to the contract with the College Board to provide the full pathway, funding will support training for exam proctors.

### Timeline

*Year 1: January-August 2013*

- Districts develop plans to offer all three assessments during in-school time.
- Districts develop plans for the use of student data from pathway assessments, including how teachers and counselors receive and use data.

*Year 2: September 2013-August 2014*

- Full set of assessments offered in all districts.
- Students' teachers and counselors receive and use assessment output data to assist students in course taking and remediation if needed.
- Report data to the Executive Committee and stakeholders and make course corrections as needed.

*Year 3: September 2014-August 2015*

- Students' teachers and counselors continue to receive and use assessment output data to assist students in course taking and remediation if needed.
- Continue to report data to the Executive Committee and stakeholders and make course corrections as needed.

*Year 4: September 2015-December 2016*

- Students' teachers and counselors continue to receive and use assessment output data to assist students in course taking and remediation if needed.
- Continue to report data to the Executive Committee and stakeholders and make course corrections as needed.
- Plan for sustainability.

## Project 8: College and Career Readiness Investment Fund

### Project Summary

This project creates an investment fund that districts may access to strengthen course rigor and increase the variety of college and career ready courses available to better prepare their students for college and career. Through the investment fund, districts can access funds for one-time course development. Examples may include training teachers to offer more AP courses, providing an IB program, expanding high-quality career certificate programs, dual language programs, or development of applied STEM learning opportunities.

During implementation, an initial comprehensive study of the current gaps in college and career courses in the seven Consortium districts will be completed. A survey of parents and students in each district will also be solicited to understand the preferences and needs of the community. Criteria will be developed to evaluate proposals from districts wishing to access these funds. Funding will be awarded based on proposals' fit with the criteria, needs of the districts and community, as well as to projects that are financially sustainable, have a high return on investment, and are focused on improving academic achievement for high-need schools. Districts awarded funding will share lessons learned with the Consortium. The investment process will be revised based on these lessons.

### Project Key Points

- Impacts high-need schools.
- Districts will apply for funds through an RFP process.
- Funds can be used in a variety of ways to strengthen course pathways and rigor, and increase the selection of college level courses.
- There will be three rounds of funding, beginning in 2013-14.

### Performance Measures

- Minimum College Requirements
- Graduation Rate
- AP or IB Students
- Remediation Rate

### Target Schools or Regional Scope

High Need High Schools

### Staffing

- 0.5 Project Manager (Hilary Loeb)

### Budget Summary

Grant Funds Awarded: \$4,090,788

### Timeline

*Year 1: January-August 2013*

- Convene technical advisory work group to develop RFP to solicit district proposals.

*Year 2: September 2013-August 2014*

- Form expert review team to select Round 1 proposals.
- Collect data on regional high-need high school course offerings.
- Survey parents and students in each high-need middle and high school to determine interests and needs.
- Initial investments made.
- Establish progress monitoring system.
- Form learning groups among teachers and principals receiving similar investments.
- Solicit Round 2 proposals and make awards for 2015-16.

- Annual conference to share results in conjunction with Seattle College Access Network (CAN) and South King County CAN.

*Year 3: September 2014-August 2015*

- Continue monitoring initial investments, review results to date with Executive Committee and other stakeholders.
- Draft changes to criteria and priorities and make available for public comment.
- Solicit Round 3 proposals and make awards for 2016-17.
- Share results through learning groups.

*Year 4: September 2015-December 2016*

- Continue monitoring investments.
- Share results through learning groups.
- Plan for sustainability.

## Project PE: Program Evaluation

### Project Summary

The purpose of this project is to provide the Road Map District Consortium with the capacity to evaluate how the regional Race to the Top investment and efforts help improve student performance and decrease achievement gaps overall, and the efficacy of investments, specifically looking for the projects that provide the greatest results for the grant funds invested.

The evaluation framework has two components: progress monitoring and outcome evaluation. Progress monitoring tracks what was done, how was it done, and with what resources. Progress monitoring also documents project deliverables and any direct changes that can be observed. Outcome evaluation considers the impacts on performance measures and targets and the nature and quality of the consortium partnerships to move student achievement in the Road Map region forward.

The Program Evaluation Manager is responsible for coordinating the monitoring and evaluation efforts. In order to maintain the integrity of program evaluation, a contract for third party evaluation will be set up. Progress on evaluations will be reported to the Executive Committee, as well as all Consortium members. These results will be used to continually learn and adjust projects as needed to produce the greatest benefits.

### Project Key Points

- Documents project deliverables.
- Monitors progress and evaluates outcome of regional Race to the Top efforts.
- Considers impacts on performance measures and nature of consortium partnerships.

### Performance Measures

- Decreasing Achievement Gaps (Reading & Math)
- College Enrollment Rates
- % of students in Very Good or Exemplary Schools
- Students with Highly Effective Teacher and Principal
- Students with Effective Teacher and Principal
- % of Students "Ready to Succeed in School by Kindergarten" WAKIDS
- Washington State 3rd Grade Reading Assessment
- Washington State Math Assessment (4<sup>th</sup> – 8<sup>th</sup> Grades)
- 8<sup>th</sup> Grade Enrollment in Algebra or Higher
- Washington State Science Assessment (5<sup>th</sup> & 8<sup>th</sup> Grades)
- Student Motivation and Engagement Survey
- % Submitted FAFSA
- % Completed FAFSA
- Minimum College Requirements
- College Graduation Rate
- AP or IB Students
- 9<sup>th</sup> Grade Suspensions and Expulsions
- 5-Year High School Graduation Rate
- Remediation Rate (2 & 4 Year institutions, Math & English)

### Target Schools or Regional Scope

Region

### Staffing

1.0 Program Evaluation Manager (Paméla Raya-Carlton)

## **Budget Summary**

Grant Funds Awarded: \$ 1,194,324

## **Timeline**

*Year 1: January-August 2013*

- Hire Program Evaluation Manager.

*Year 2: September 2013-August 2014*

- Develop and implement an evaluation plan for goal areas, performance measures, and return on investment.
- Develop a Request for Proposal for third party evaluation and select an evaluation firm.
- Develop and implement a progress monitoring plan.
- Provide quarterly progress monitoring reports and presentations with recommendations.
- Provide written annual progress monitoring reports and presentations with recommendations.

*Year 3: September 2014-August 2015*

- Provide quarterly progress monitoring reports and presentations with recommendations.
- Provide written annual progress monitoring reports and presentations with recommendations.

*Year 4: September 2015-December 2016*

- Provide quarterly progress monitoring reports and presentations with recommendations.
- Prepare final evaluation report. Assist districts in plans for continuation/sustainability of RTT-D projects.

## Project PM: Project Management and Oversight and Fiscal Management

### Project Summary

The purpose of this project is to provide the Road Map District Consortium with project management and fiscal management capacity to effectively oversee the implementation all Projects identified in the grant application.

### Project Key Points

- Provides project management capacity to oversee projects.
- Provides fiscal management capacity and contract management.
- Provides administrative and communications support.

### Performance Measures

- Decreasing Achievement Gaps (Reading & Math)
- College Enrollment Rates
- % of students in Very Good or Exemplary Schools
- Students with Highly Effective Teacher and Principal
- Students with Effective Teacher and Principal
- % of Students “Ready to Succeed in School by Kindergarten” WAKIDS
- Washington State 3<sup>rd</sup> Grade Reading Assessment
- Washington State Math Assessment (4<sup>th</sup> – 8<sup>th</sup> Grades)
- 8th Grade Enrollment in Algebra or Higher
- Washington State Science Assessment (5<sup>th</sup> & 8<sup>th</sup> Grades)
- Student Motivation and Engagement Survey
- % Submitted FAFSA
- % Completed FAFSA
- Minimum College Requirements
- College Graduation Rate
- AP or IB Students
- 9<sup>th</sup> Grade Suspensions and Expulsions
- 5-Year High School Graduation Rate
- Remediation Rate (2 & 4 Year institutions, Math & English)

### Target Schools or Regional Scope

Region

### Staffing

- 1.0 Project Director (Jessica de Barros)
- 1.0 Fiscal Coordinator (Kerri Patterson)
- 1.0 Executive Assistant (Troy Prince)
- 1.5 Program Specialists (Fanisha Pollard, Allison Shields)

### Budget Summary

Grant Funds Awarded: \$1,827,245

### Timeline

*Year 1: January-August 2013*

- Develop grant implementation plan and secure Scope of Work approval.
- Develop project management team and protocols.
- Develop Executive Committee protocols and establish plan for staffing.
- Develop Project Requests for Proposals and criteria for the Investment Funds.

- Create website and e-newsletter.
- Report on progress to stakeholders.

*Year 2: September 2013-August 2014*

- Manage and oversee implementation of projects and budget.
- Establish contracting processes with Consortium districts.
- Establish and coordinate learning convenings across the region.
- Assist in the evaluation of project efficacy and recommend course corrections as necessary.
- Report on project implementation and finances to stakeholders and U.S. Department of Education.

*Year 3: September 2014-August 2015*

- Manage and oversee implementation of projects and budget.
- Coordinate learning convenings across the region.
- Assist in the evaluation of project efficacy and recommend course corrections as necessary.
- Report on project implementation and finances to stakeholders and U.S. Department of Education.

*Year 4: September 2015-December 2016*

- Manage and oversee implementation of projects and budget.
- Assist in the evaluation of project efficacy and facilitate course corrections as necessary.
- Close out grant accounts and make final reports.
- Assist districts in plans for continuation of RTT-D projects.

# Deep Dive 1: Kent East Hill Partnership

## Project Summary

This project utilizes an in-depth, 24/7 school and community partnership approach to improve student achievement in the Kent East Hill neighborhood. The initial elementary schools that will benefit from this funding are Millennium and Pine Tree, though some project components will scale up to serve other schools over time. The project builds on a strong foundation of ongoing work between the District and the King County Housing Authority and leverage strong partnerships with community organizations to expand learning time beyond the school day and create a regional model.

## Project Key Points

- Allow the Kent School District to build on its successful Read to Succeed program
- Use data to personalize student learning, specifically targeting the high number of English Language Learners
- Provide an extended day opportunity through the Read to Succeed Afterschool Academy in partnership with King County Housing Authority and Kent Youth & Family Services
- Increase family engagement by supporting a Family Engagement and Student Achievement Facilitator to provide professional development to the targeted schools, partners and family members.

## Performance Measures

- % of Students attending "Very Good" or "Exemplary" schools
- % of Students "ready to succeed in school by kindergarten" (WaKIDS), Washington State 3<sup>rd</sup> Grade Reading Assessment
- Washington State 4<sup>th</sup> Grade Math Assessment and including Competitive Preference Priority Performance Measures (CPPPM) for 3<sup>rd</sup> and 4<sup>th</sup> grade reading and math for Pine Tree and Millennium Elementary Schools.

## Target Schools or Regional Scope

Targeted Kent Schools

## Staffing

- 1.0 Family Engagement and Student Achievement Facilitator in Kent School District

## Budget Summary

Grant Funds Awarded: \$895,529

## Timeline

*Year 1: January-August 2013*

- Data guide with tiered interventions created for students not meeting standard in reading and math.
- Professional development offered, focusing on ELL and special education.
- Begin family engagement strategy.

*Year 2: September 2013-August 2014*

- Data used to target student achievement.
- Scale up after school learning opportunities.
- Align School Improvement Plan with extended learning opportunities.
- Increase Family Engagement strategy to six additional schools.
- Analyze and share results, make course corrections if necessary.

*Year 3: September 2014-August 2015*

- Scale up after school learning opportunities and extend Read to Succeed at additional KCHA apartment sites.
- Align School Improvement Plan with extended learning opportunities.
- Increase family engagement strategy to fifteen additional schools.
- Analyze and share results, make course corrections if necessary.

*Year 4: September 2015-December 2016*

- Scale Family Engagement strategy to remaining KSD schools.
- Replicate extended learning model with other Road Map districts.
- Analyze and share results, make course corrections if necessary.
- Plan for sustainability.

## Deep Dive 2: White Center Partnership

### Project Summary

This project utilizes an in-depth, 24/7 school and community partnership approach to improve student achievement in the White Center neighborhood of Highline Public Schools. The elementary schools that will benefit from this funding are Mount View and White Center Heights. This project builds on a strong foundation of ongoing work between Highline Public Schools, White Center Promise and the King County Housing Authority and leverage partnerships with community organizations to expand learning time beyond the school day and create a regional model.

### Project Key Points

- Increase the usage of the White Center Family Navigators program
- Increase kindergarten readiness by aligning and facilitating better communication between the many PreK options in the area
- Create an extended-day model through the use of after-school providers who will coordinate the alignment of curriculum and classroom activities into out of school time
- Partner with the King County Housing Authority (KCHA), which will implement housing strategies that will decrease the effects of mobility on a child's education

### Performance Measures

- % of students attending "Very Good" or "Exemplary" schools
- % of students "ready to succeed in school by kindergarten" WaKIDS
- Washington State Reading Assessment (3<sup>rd</sup> Grade)
- Washington State Math assessment (4<sup>th</sup> - 8<sup>th</sup> Grades)
- percentage of ELL students making progress in learning English and percentage of students attaining English proficiency as determined by the Washington English Language Proficiency Assessment (WELPA)
- the percent of students enrolled in early learning programs
- the percent of family members seeking out someone at their student's school for help in supporting their students' academics

### Target Schools or Regional Scope

Targeted Highline Schools

### Staffing

- 2.0 Extended Day Outcomes Teachers in Highline School District

### Budget Summary

Grant Funds Awarded: \$1,148,966

In addition to the staffing needs for this project, funds will cover annual contracts with after school providers, early learning contract, training and a computer lab with 15 computers, with 4 additional computers added in year 2 and 2 computers in years 3 and 4.

### Timeline

*Year 1: January-August 2013*

- Coordinate Family Navigator partners and roll out first cohort.
- Assess the early learning providers in the area.
- Solicit proposals for potential extended day providers and hire staff to align, train, and build capacity of out-of-school time providers.
- Complete planning phase of KCHA White Center Education Initiative.
- Analyze and share results, make course corrections if necessary.

*Year 2: September 2013-August 2014*

- Expand Family Navigators program.
- Begin coordination of Early Learning providers.
- First year of extended day program.
- Begin KCHA Education Initiative programs.
- Analyze and share results, make course corrections if necessary.

*Year 3: September 2014-August 2015*

- Train parents to be Family Navigators.
- Increase family access to Family, Friend, and Neighbor (FFN) activities and programs, as well as coordination between FFN programs and the schools.
- Continue KCHA Education Initiative.
- Analyze and share results, make course corrections if necessary.

*Year 4: September 2015-December 2016*

- First cohort of trained parents begins work as Family Navigators.
- Increase family access to quality licensed childcare facilities.
- Expand successful elements of model beyond White Center.
- Shift costs to sustainable sources of funding.
- Continue KCHA Education Initiative.

## Deep Dive 3: Investment Fund to Develop Additional Site-Based Community-School Partnerships

### Project Summary

This project creates a fund that aims to raise student achievement by allowing additional models of community-school partnerships of regional significance. The purpose is to further invest in advancing our region's knowledge regarding how to effectively operationalize intensive student-level interventions, in school and out. Inventing and then scaling highly effective service integration models is a key goal of personalizing instruction and supports for each student. This Investment Fund allows additional high-need schools to create intensive school and community partnerships to turn around academic performance. Projects are selected through a proposal process. The projects are expected to produce examples, lessons learned and models that can be replicated. Results will be collected and broadly shared.

### Project Key Points

- Support the implementation of additional intensive partnerships that will be scaled across the region.
- Invest in a comprehensive effort; support family engagement; support English Language Learners; focused on students in the opportunity gap, and provide personalized service referrals in high needs schools.
- Partnership with the Road Map Project Community Network Steering Committee
- Diverse Technical Workgroup determined criteria and scoring rubric for Round 1 RFP
- Learning opportunities for districts and partners

### Performance Measures

- Decreasing Achievement Gaps (Reading & Math)
- % students in "very good" or "exemplary schools"
- others to be added after specific investments are allocated by the Executive Committee

### Target Schools or Regional Scope

To be identified after specific investments are allocated by the Executive Committee

### Staffing

0.25 Investment Fund Manager

### Budget Summary

Grant Funds Awarded: \$2,212,145

### Timeline:

#### *Year 1: January-August 2013*

- Develop Investment Fund selection criteria.
- Align Process with Other Investment Fund Projects as appropriate.

#### *Year 2: September 2013-August 2014*

- Round 1 funds are awarded.
- Provide technical assistance and feedback to proposals not awarded funding.
- Revisions to selection criteria, if needed.
- Collection of data based on interim targets measures.
- Data analysis of early results reported to Executive Committee.

#### *Year 3: September 2014-August 2015*

- Round 2 funds are awarded.
- Continued data collection and analysis.
- Plan for sustainability.

*Year 4: September 2015-December 2016*

- Continued data collection and analysis.
- Plan for sustainability.

## Commitment 1: Summer Reading Campaign

In order to combat summer learning loss, every student in a high-need Consortium elementary school will have a summer reading plan, and every one of those schools will have a summer reading partner organization to support students and families. During the summer months, children from low-income families are especially vulnerable to learning loss, losing more than two months in reading achievement. This loss is cumulative; the unequal access to summer learning opportunities accounts for more than half of the achievement gap between lower- and higher-income youth<sup>3</sup>.

Let's Read!, a region-wide campaign, promotes the importance of summer reading – an important step in reading proficiently by 3rd grade. The campaign is aimed at both children and their parents, and encourages them to read together each day during the summer. This effort builds off of the summer reading infrastructure currently in place through King County Library System and Seattle Public Libraries, and aims to increase opportunities for low-income children and English Language Learners to participate and build critical literacy skills and a love of reading. The campaign's website ([letsreadingkingcounty.org](http://letsreadingkingcounty.org)) and outreach materials provide reading tips for parents and links to events in King County.

The Goals of this Commitment are to: (1) reduce third grade reading proficiency gaps by half by 2017; and (2) specifically improve performance on fourth and fifth grade state reading assessments by the end of the grant period.

### Scaling Objective

All High-Need elementary schools beginning in summer 2013, scaled up to all Title I elementary schools by summer 2015.

We are currently securing public Commitments from cities and key partners to build on the success of the effort in 2012 and plan additional targeted efforts in next year's campaign. We will use data to map areas of high-need and schools with low third grade reading scores. This will be overlaid with information about organizations that are providing students with targeted summer reading programming, which will help identify gaps in services. We will then work to secure resources for those students and families in need of summer reading programming support. We will strengthen partnerships with housing authorities, child care programs, and other organizations that work directly with parents to offer information and resources related to summer reading. We will also work more closely and partner with schools districts, additional organizations, corporate sponsors, and notable community celebrities in the spring to help communicate the importance of summer reading to students and families. Finally, we will develop more online tools for parents and children, including calendars, games, and other tools that support summer reading.

### Summary of Commitment Deliverables

- Summer reading strategy and lesson plans for P-3 (scaling to include grades 4-5 by 2017)
- Report on participation/completion of Let's Read Campaign and District Summer Reading Plan
- Track and report on State Reading Assessment Data

### Performance Measures

- Washington State 3rd Grade Reading Assessment

### Target Schools or Regional Scope

Title I elementary schools

### Timeline:

*Year 1: January-August 2013*

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<sup>3</sup> (Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting consequences of the summer learning gap: American Sociological Review, 72 (April), 167-180)

- Cross-District Summer Reading team established, reaches common understanding of current status of summer reading needs and practices for Year 1.
- Develop and administer a short survey to administer to districts in order to assess current efforts and approaches related to summer reading.
- Information used to further develop/support strengthening partnerships for Year 2.
- Summer Reading Strategy description produced, including summer reading plans for K-2 students in high needs schools.
- Summer reading materials delivered to schools for distribution.

*Year 2: September 2013-August 2014*

- Year 2 administration of electronic survey to districts and community partners and sharing of results.
- Information is used to further develop/support strengthening partnerships for Year 2.
- Cross-district reading team reaches consensus on current status of summer reading needs and practices for Year 2.
- Summer reading materials delivered to schools for distribution.

*Year 3: September 2014-August 2015*

- Year 3 administration of electronic survey to districts and community partners and sharing of results.
- Information is used to further develop/support strengthening partnerships for Year 3.
- Cross-district reading team reaches consensus on current status of summer reading needs and practices for Year 3.
- Summer reading materials delivered to schools for distribution.

*Year 4: September 2015-December 2016*

- Year 4 administration of electronic survey to districts and community partners and sharing of results.
- Information is used to further develop/support strengthening partnerships for Year 3.
- Cross-district reading team reaches consensus on current status of summer reading needs and practices for Year 4.
- Summer reading materials delivered to schools for distribution.

## Commitment 2: Common Core Implementation

Implementation of Common Core State Standards (CCSS) will ensure that Consortium districts have consistent, high quality, and rigorous college and career ready standards, as well as mitigate the negative impacts that changing school districts can have on highly mobile populations and help prepare students for participation in the global economy. Washington State is strongly committed to the Common Core. The State adopted the CCSS July 20, 2011 and acts as the fiscal agent for the Smarter Balanced Assessment Consortium (SBAC). Washington is also actively participates in the Core to College initiative facilitating alignment of higher education with the CCSS.

The Goals of this Commitment are to: (1) successfully implement the Common Core State Standards and corresponding State Assessments; and (2) increase the number of college and career ready high-school graduates.

### Scaling Objective

System-Wide – Districts have all begun implementing Common Core State Standards. The ramp up will continue until the spring of 2015 when the students are projected to take the new Common Core aligned assessments.

The State has developed an implementation plan for the transition to the new standards. The PSESD is playing a regional leadership role helping support strong, in depth CCSS implementation. In the Road Map District Consortium, all districts have begun implementation of the CCSS in the 2012-13 school year. Federal Way Public Schools has put together a comprehensive implementation strategy and will act as a regional lead as detailed in the Consortium Memorandum of Understanding (MOU) to assist other districts in this area.

### Summary of Commitment Deliverables

- District-level transition plans that address curriculum and assessment alignment, professional development, and stakeholder engagement.

### Performance Measures:

- % of students in Very Good or Exemplary Schools
- Washington State 3<sup>rd</sup> Grade Reading Assessment
- 8<sup>th</sup> Grade Enrollment in Algebra or Higher
- Washington State Math Assessment (4<sup>th</sup> – 8<sup>th</sup> Grades)
- Minimum College Requirements
- Remediation Rate

### Target Schools or Regional Scope

Regional

## Commitment 3: Next Generation Science Standards Implementation

To best prepare students for employment in our region's STEM-focused economy, it is critical that we implement Next Generation Science Standards (NGSS) in addition to the CCSS. Too many of our students are ill-prepared to enter the STEM workforce, to their detriment and the detriment of local employers, who often recruit new employees from outside the region. We are committed to embracing NGSS, and are working closely with businesses and other partners to advance as a region.

The Goals of this Commitment are to: (1) successfully implement the NGSS; and (2) increase number of college and career ready high-school graduates well-prepared to participate in our region's strong STEM-based economy.

### Scaling Objective

Regional – The Consortium has indicated its commitment to adopt and implement the new science standards. Initial implementation is slated for 2014-15. It will be completed by 2016-17.

Washington State is a lead state in adopting the NGSS. Through leadership from OSPI, the PSESD is working with the ESD Science Coordinators statewide to create professional development experiences and resources for rolling out NGSS implementation. As we begin to implement NGSS we must support principal leadership and teacher capacity. In partnership with the University of Washington's Center for Educational Leadership, the Institute for Systems Biology is developing a suite of experiences and resources entitled Principles of Science for Principals. This will include a framework for principals to understand and incorporate NGSS in their work as instructional leaders and in teacher professional development and evaluation protocols.

The North Sound LASER Alliance (one of nine regional science education alliances in Washington) supports a regional Science Teacher on Special Assignment (TOSA) Network that will help prepare our region's teachers for NGSS. Over the next year, science TOSAs and curriculum specialists from across the Puget Sound region, including most districts in the Road Map District Consortium, will collaboratively develop experiences and resources to support teachers of science in understanding and implementation of the NGSS.

### Summary of Commitment Deliverables

- Principles of Science for Principals
- Experiences and resources to support teacher implementation of NGSS

### Performance Measures

- Washington State Science Assessment (5<sup>th</sup> & 8<sup>th</sup> Grades)
- Minimum College Requirements
- Remediation Rates

### Target Schools or Regional Scope

All schools across the region

### Timeline:

#### *Year 1: January-August 2013*

- Establish a Technical Workgroup and develop a regional NGSS transition plan.
- Survey member districts.

#### *Year 2: September 2013-August 2014*

- Two regional awareness events completed.
- Commitment 3 NGSS task force goals and outcomes identified.
- NGSS awareness event schedule for school year 2013/2014.
- Survey report of district NGSS professional development plans and available implementation support tools.

- NGSS transition plan from each of the seven districts.
- Plan for regional NGSS transition that includes potential partners such as North Sound LASER alliance, the regional science coordinators and OSPI.
- Document recommending strategies for professional development inclusion in the Learning and Teaching Investment Fund.

*Year 3: September 2014-August 2015*

- Implementation Event Session Plans
- Principal Learning module used in district administrator meetings.
- Sample support tools shared.
- Learning module on NGSS Alignment with TPEP.
- NGSS implementation support schedule for school year 2014/2015.

*Year 4: September 2015-December 2016*

- Implementation Event Session Plans.
- NGSS implementation support schedule for school year 2015/2016 and first semester 2016/2017.

## Commitment 4: Double Completion of Algebra or Higher in Eighth Grade

Across the Road Map region, only 36 % of students took algebra or beyond in middle school. The Consortium commits to double the number of students taking algebra or higher in the eighth grade by the end of the grant period.

In 2012, the Road Map Project conducted a study of high school transcripts from more than 6,000 students who graduated in 2010 from schools in the Road Map Project's region. The purpose was to examine the relationship between the math courses students took in high school and their postsecondary success. The study found that students who took algebra in middle school were 1.6 times as likely to directly enroll in college after high school and 1.4 times as likely to stay in college, compared to students of the same race, gender and GPA who did not take algebra in middle school. The study's findings are corroborated by other research demonstrating the impact of taking algebra in the eighth grade.

The Road Map Project research revealed evidence of very significant racial disparities in the levels of math courses taken by different groups of students in the region. White and Asian American students were significantly more likely to take algebra in middle school, compared to Hispanic, African American, and Native Hawaiian students. Effective implementation of this commitment will be supported by increasing teacher capacity in algebra instruction (districts can reinforce this through Project 1 and our regional Commitment to CCSS implementation).

### Scaling Objective

All Middle and K-8 Schools – Implementation will begin in the high-need middle schools first. This will be scaled to all Middle and K-8 schools by 2016-17.

### Summary of Commitment Deliverables

- Increased Algebra course taking by 8<sup>th</sup> grade students

### Performance Measures

- 8<sup>th</sup> Grade Enrollment in Algebra or Higher
- Remediation Rate

### Target Schools or Regional Scope

High-need middle schools and then all middle and K-8 schools

### Timeline:

#### *Year 1: January-August 2013*

- Task force established.
- First communication delivered.

#### *Year 2: September 2013-August 2014*

- Comprehensive inventory of existing models of instructional shift aligned with CCSS-M.
- Missing models of instructional shift from content to math practices aligned with CCSS-M developed.
- Comprehensive inventory of existing models of instructional shift aligned with CCSS-M.
- Content of algebra 1 course defined.

#### *Year 3: September 2014-August 2015*

- Consistent math course placement requirements defined.
- Critical success and failure indicators in K-8 math for students and teachers identified.
- Post-algebra pathways developed.
- Successful K-8 math practices, models and interventions identified.
- Culturally relevant instructional practices and equitable structures in math identified.
- Assessment of teacher math content, pedagogical knowledge and skills completed.

- Assessment of administrator knowledge of pathways, mathematical practices and placement determinations completed.
- Regional professional development needs for subgroups determined.
- Missing models of instructional shift from content to math practices aligned with CCSS-M developed.
- Professional development to support teacher and administrator needs identified or developed.

*Year 4: September 2015-December 2016*

- Models of instructional shift from content to math practices promoted across region.
- Professional development to support teachers and administrators delivered.

## Commitment 5: Full Integration of the High School and Beyond Plan

Washington State requires all high school students to complete a High School and Beyond Plan (a policy aimed at personalizing education and course taking) before graduating. Implementation of this state requirement has been uneven. Consortium districts commit to taking the requirement seriously and supporting students to complete a meaningful plan, and will make efforts to engage parents in the process. The Consortium will use the plan as an integration mechanism, connecting the students' results from Readiness, career interests and projected course taking preferences.

The Road Map District Consortium commits to supporting student completion of the High School and Beyond Plan in the 8th grade and strengthening support and guidance provided to students in developing their plans. The districts are also committing to use the plans as input into the district course offerings and high school scheduling decisions.

The grant funds received for strengthening our region's advising function (Project 6) support this commitment, as does our career awareness initiative (Project 5) and the regional adoption of Readiness (Project 7). The data portal investment (Project 2) supports portability of the High School and Beyond Plan if the student moves to a new high school. Implementation of the commitment begins with 8th graders in 2013-4 and focuses first on low income students who are attending schools that are served through both Projects 6 and 8. Implementation will be expanded in 2014-5 to all high-need middle schools and then to all 8th graders by 2015-6.

### Scaling Objective

All Middle and High Schools

### Summary of Commitment Deliverables

- Completed **High School and Beyond Plan** for all students in the region.
- District course offerings based aggregated **High School and Beyond Plans**.

### Performance Measures

- Student Motivation and Engagement Survey
- Minimum College Requirements
- AP or IB Students
- 5-Year High School Graduation Rate, Remediation Rates

### Target Schools or Regional Scope

Middle schools served through Projects 6 and 8, then all high-need middle schools and then all middle and K-8 schools

### Timeline:

#### Year 1: January-August 2013

- Gather information in order to initiate the implementation of the High School and Beyond Plan through Projects 2, 5, 6 and 7.

#### Year 2: September 2013-August 2014

- Report on inventory findings and promising practices disseminated to Projects 2, 5, 6, 7 Leads and Road Map Project (RMP) High School to College Workgroup.
- Students complete High School and Beyond Plan in schools served by Project 6 Counselor Assistants and Project 8 Investment Fund.
- High School and Beyond Plan is integrated as a foundational element for planning Projects 5, 6 and 7.
- High School and Beyond Plan is utilized as an tool across region for eighth graders in preparation for transition to high school.
- Parent engagement strategy for High School and Beyond Plan is developed.

- Review Project 2 written inventory of existing data warehouse, dashboard, sharing agreements and governance assets in each Consortium District, the PSED and each Participating Entity.
- Request for Proposal application, scoring rubric and calendar developed.

*Year 3: September 2014-August 2015*

- Students complete High School and Beyond Plan in schools served by Project 6 Counselor Assistants and Project 8 Investment Fund.

*Year 4: September 2015-December 2016*

- Students complete High School and Beyond Plan in all high-needs schools.
- Students complete High School and Beyond Plan in students served by all schools.
- District course offerings based aggregated High School and Beyond Plans.
- Full implementation of the High School and Beyond Plan.

## **Commitment 6: Teacher, Principal, and Superintendent Evaluations**

The districts in the Consortium are committed to the implementation of robust Teacher, Principal and Superintendent Evaluation Systems by the 2014-15 school year. Teacher and Principal evaluations will be based on the state's approved policy (ESSB 5895), a comprehensive model emphasizing professional growth, support, and improved student learning outcomes, incorporating student growth as a substantial factor in evaluating the summative performance of classroom teachers and principals. The framework has a four-tiered rating system that differentiates performance across eight evaluative criteria and is based on multiple measures.

### **Scaling Objective**

System-wide

### **Summary of Commitment Deliverables**

- District and school level transition to fully implement the new teacher and principal evaluation systems.

### **Performance Measures:**

- % of students in Very Good or Exemplary Schools
- Students with Highly Effective Teacher and Principal
- Students with Effective Teacher and Principal

### **Target Schools or Regional Scope**

District-level