

Name: Tukwila School District

Partners: Sisters of Providence/YMCA of King County

Lead Applicant: JoAnne Fabian

Contact 1: Pat Larson

Contact 2: Brett Christopher

This application will be a continuing project from round 2: Continuing

Please provide a description of the project:

Based upon the first and second years of implementation, Tukwila School District will continue to work to achieve the targets set forth in the initial proposal funded through the last two years of RTT P8. These targets are:

- Increase the Graduation Rate
 - Increase the accrual of credits by students
 - Decrease the course failure rate
 - Decrease the dropout rate
 - Increase student educational aspirations
- Continue to Increase AP Enrollment*
 - Increase course offerings and enrollment in AP Courses by 50 students and two courses
 - Shift focus to ensuring students enrolled are successful
- Minimum College Entrance Requirements
 - Increase the numbers of students who are graduating college and career ready

* Our previous goal was to double AP enrollment and that was accomplished. We plan to continue to increase enrollment by building more courses and more slots steadily over time. Currently 34% of students in grades 11 and 12 are enrolled in an AP class. Our new goal will increase that number to almost 50%.

Please provide a title of the project: Get Ready, Get In, Get Out

Please provide a one – two paragraph description of the project:

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 - Increase the accrual of credits by students
 - Decrease the course failure rate
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Please describe any changes or course corrections made from the round 2 project:

Course Corrections from Round 2:

Target One – Increase Graduation Rate:

Sub-target one – Accrual of Credit:

Strategy 1.a. – Credit Recovery: In the 2015 school year Foster High School continued to develop its credit recovery program. Students were able to enroll during a period in the school day, or participate in the after school study club and take an online course to recover credit. In the summer of 2014 we had approximately 75 students take part in the credit recovery program and we hope to meet and/or exceed that number in the summer of 2015. We plan to continue this program as is for the 2016 school year.

We will also continue the extra semester and end of year push for students who need additional time to complete their courses in order to prevent course failure. This program provides additional staff time to support students after school and into the evening and on weekends just prior to the end of each semester. We will also continue this program in the 2016 school year.

We will also continue to use Red Comet online courses as our model of curriculum delivery instead of asking teachers to build curriculum. The high school principal and her leadership team did extensive research and several site visits before determining that this approach would be best for the students at her school. Red Comet allows for students to complete partial and entire courses for credit recovery and it was decided that this would allow the widest range of options for the most students.

Sub-target 1.b. – Course Failure: We have had some staffing changes which have caused us to re-evaluate and realign our course failure efforts at Foster High school. In the 2015 school year student progress was monitored by the Success Coordinator and students who are at risk of failing are being invited to participate in the after school study club program supported by funds from this grant. Two hundred eighty-four students who were at risk of failing a course in the first semester of 2015 participated in the after school program.

During the spring of 2015 the success coordinator resigned. As a result, we met with the principal and the Dropout Re-engagement Specialist to realign duties for the coming school year. The Success Coordinator position will be replaced, but will focus on student in grades 9 and 10. The Dropout Re-engagement Specialist will continue to work to re-engage dropouts, but will expand her duties to include work with students in grades 11 and 12. These two positions will track students who are credit deficit and who are at risk of failing courses and work with them to prevent and recover credits for graduation. This realignment of duties will be a course correction for the 2016 school year.

We modified the after school program to include a number of students who are taking online courses to recover credit. This expansion allows us to increase the number of students we are serving. We will continue with this model of implementation in the 2016 school year.

Sub-target 1.c. – Dropout Rate: Round one and two of funding allowed Tukwila to hire a Dropout Re-engagement Specialist. The person in this position was charged with contacting students who had dropped out of our schools over the 2013 and 2014 school years to see if they had found another educational option. If not, she provided them with information and attempted to re-engage them in some type of school. In the 2014 school year, the list of students who left Tukwila with the withdrawal code of a U (Unknown), C (GED) or D (Dropout) was 181. The Dropout Re-engagement Coordinator has located and transferred 56 students from that list. This is a 31% reduction in the number of students whose whereabouts are unknown in the first semester of the year.

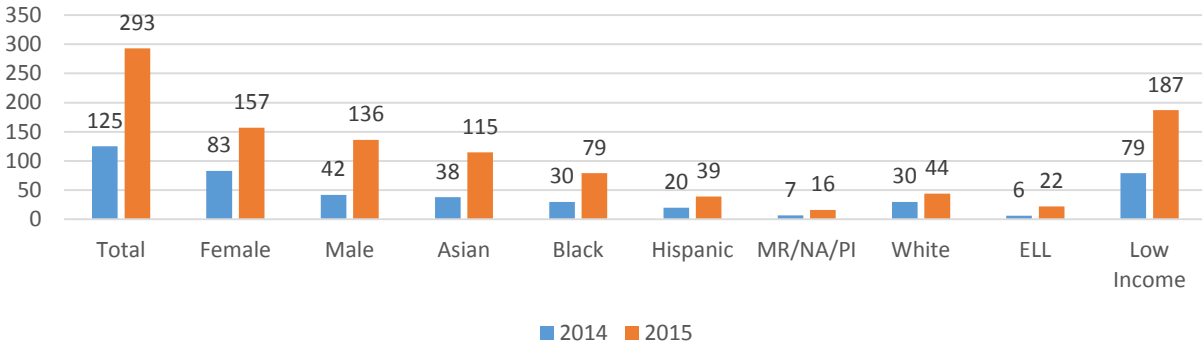
Along with realigning the position to include work with 11th and 12th grade students, we have also added the responsibility of code changes to this position. This will allow the student records to be converted in a timelier manner.

Sub-target 1.d. – Educational Aspirations: Our middle school Educational Aspirations program has also experienced another successful year of implementation. The course corrections we made last year were helpful and we are planning to modify our approach once again. Along with a continued focus on college bound scholarship completion and academic intervention coordination in the after school program as part of the EWIS effort, we plan to expand the scope of work of our College and Career Readiness Specialist to include support of Advisory and AVID. Support for Advisory will include organizing, scheduling, and distributing lesson plans and materials to teachers, as well as support for the implementation of Career Cruising and other career exploration activities. This work will also include work to support students' successful transition to high school. Support of AVID will include support for the organization of a college fair and field trips aimed at college and career exploration.

Target Two – AP Course Enrollment: Round one of funding from Project 8 allowed Tukwila to train additional AP teachers and to provide an 'AP Boot Camp' in AP English Literature and AP Calculus in the summer of 2014. As a result of the work with round one, we were able to double both the number of individuals taking AP courses and the number of AP courses taken (see charts below):

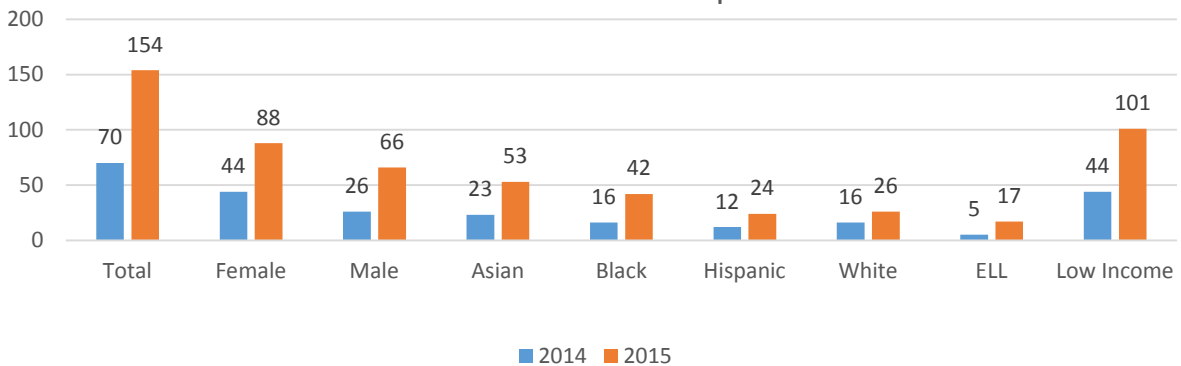
Number of Courses taken by Demographic Group:

Foster High School AP Courses Taken Fall 2014 and 2015 Comparison



Number of Individuals Taking Courses:

Foster High School Individuals Taking AP Courses Fall 2014 and 2015 Comparison



Round two funding provided after school support for AP students and will support AP Summer Boot Camp for AP English Literature, AP Calculus and AP Biology.

Round three funding will continue to provide after school and summer boot camp support. In addition, we will seek funding to support training for three additional teachers to attend the AP summer institute training so that we can continue to expand offerings and course slots for students.

Target Three – Minimum College Entrance Requirements: This portion of our project will be realigned to the implementation of the 24 credit graduation requirement that will take effect for students in the graduating class of 2021 (Tukwila was granted a waiver from the 2019 requirement). Funding from this portion of the proposal will allow work for our high school teams to calibrate and align courses in CTE, art, and other areas to allow for dual credit options for students.

Work will also take place with a team of middle and high school teachers that will expand the number of high school credit bearing courses that can be offered at the middle level (in addition to algebra and geometry). We will examine options in Art, World Language, Science, Social Studies and more.

We will also continue to analyze transcripts of our high school graduates to determine college ready status as a trailing indicator.

Please describe how this project will be expanded from round 2:

Expansions from Round 2:

Target One – Increase Graduation Rate:

Sub-target one – Accrual of Credit:

Strategy 1.a. – Credit Recovery: We will be expanding this portion of our program at the district level using Title funds. This expansion with other funding sources is part of our sustainability plan.

Sub-target 1.b. – Course Failure: We will be expanding this portion of our program at the district level using Title funds. This expansion with other funding sources is part of our sustainability plan.

Sub-target 1.c. – Dropout Rate: The duties of our Dropout Re-engagement Specialist will be expanded to include more direct work with students in grade 11 and 12 who are credit deficit and considered at risk of dropping out. This expansion is being made in an attempt to begin a more preventative approach to the drop out issues that we face.

Sub-target 1.d. – Educational Aspirations: Along with a continued focus on college bound scholarship completion and academic intervention coordination in the after school program as part of the EWIS effort, we plan to expand the scope of work of our College and Career Readiness Specialist to include support of Advisory and AVID. Support for Advisory will include organizing, scheduling, and distributing lesson plans and materials to teachers, as well as support for the implementation of Career Cruising and other career exploration activities. This work will also include work to support students' successful transition to high school. Support of AVID will include support for the organization of a college fair and field trips aimed at college and career exploration.

Target Two – AP Course Enrollment: Round one of funding from Project 8 allowed Tukwila to train additional AP teachers and to provide an 'AP Boot Camp' in AP English Literature and AP Calculus in the summer of 2014. Round two funding provided after school support for AP students and will support AP Summer Boot Camp for AP English Literature, AP Calculus and AP Biology. Round three funding will continue to provide after school and summer boot camp support. In addition, we will seek funding to support training for two additional teachers to attend the AP summer institute training so that we can continue to expand offerings and course slots for students.

Target Three – Minimum College Entrance Requirements: This portion of our project will be realigned and expanded to include the implementation of the 24 credit graduation requirement that will take effect for students in the graduating class of 2021 (Tukwila was granted a waiver from the 2019 requirement). Funding from this portion of the proposal will allow work for our high school teams to calibrate and align courses in CTE, art, and other areas to allow for dual credit options for students.

Work will also take place with a team of middle and high school teachers that will expand the number of high school credit bearing courses that can be offered at the middle level (in addition to algebra and geometry). We will examine options in Art, World Language, Science, Social Studies and more.

Please name the high needs schools involved: Foster High School and Showalter Middle School

Will the project continue with the same high needs schools in round two? Yes

Which Student group's academic achievement is your districts highest priority for support and impact?

We break down all our data by demographic subgroups. Our focus for this grant will be Black (African and African American), Hispanic and ELL students with specific attention being paid to our make students within these populations.

Who will be leading the project? What roles will these individuals plan in the districts, schools and project partnerships?

This project will be led by a collaborative team made up of the Race to the Top Project 8 Lead, the high school principal and the middle school principal. Their leadership will be supported by the Dropout Re-Engagement Specialist and the College and Career Readiness Specialist. Input will be sought from the leadership and EWIS teams from the two schools as work progresses, and there will be a larger team with representatives from both schools working on the 24 credit graduation requirement portion of this initiative.

In which one or two critical goal areas do you anticipate that you proposed P8 district project will move achievement for your high priority student group?

Reading Assessment
Math Assessment

Check two relevant goal areas:

Reading Assessment
Math Assessment

Identify the school years the project is expected to impact student targets in the identified goal areas:

2015-2016

Please describe the intended goal areas and performance measures for student and the theory of action about how the project activities will improve student outcomes?

Based upon our theory of action, and our implementation plan, we have set the following goals for our work:

- Increase AP course participation by 25% from approximately 150 students to 200.
- Reduce the number of students receiving at least one 'F' grade by 10%.
- Reduce the dropout rate in the district from 12% to 8%.
- Maintain our current level of 100% of middle school students engaging in college and career readiness activities.

The activities that we have proposed in this plan will provide teachers and slots for more students to take AP courses, it will provide support for failure intervention, and it will support the reduction of the dropout rate through efforts at re-engagement of students. The activities supported at the middle school will also allow us to continue to provide readiness activities for all students.

Problem of Practice/Theory of Action:

The original problem of practice and theory of action put forth by Tukwila will carry through the continuing proposal. Initial data (described above) indicates that sustained effort with proposed course corrections will continue to support student growth in the proposed goal areas.

Original Problem of Practice: Before students can enter college or embark on a career path, they must complete high school. While completing high school they must engage in rigorous learning options that enable them to learn the skills necessary to be successful in their chosen path. Tukwila School District's problem of practice is based on a three step approach to college and career readiness. The first step in this process, 'Get Ready', focuses on building students educational aspirations. Step 2, 'Get Out' focuses on supporting students taking rigorous courses and graduating from high school. Step 3 or 'Get In' emphasizes meeting college entrance requirements.

Original Theory of Action: If we provide a multi-faceted system of interventions for students designed to support them in developing college aspirations, getting through high school and being prepared for college, we will increase the number of students graduating from high school and enrolling in a post-secondary option that meets their needs.

Specific actions to address the specified problem: The Tukwila School District intends to take specific action to address the graduation rate (including course failure and dropout), AP enrollment and minimum college entrance requirements.

Based upon the first and second years of implementation, Tukwila School District will continue to work to achieve the targets set forth in the initial proposal funded through the last two years of RTT P8.

These targets are:

- Increase the Graduation Rate
 - Increase the accrual of credits by students
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Please describe any changes or course corrections made in the design of the round two project concerning the goal areas for students and the theory of action that articulates how the project will impact outcomes. What changes or course corrections will the project team be making? Why will the team be making these changes?

We have modified our goal around AP course taking for this round of the grant. In round one we proposed a 50% increase in the number of students taking AP courses. We met this goal. In round two we changed our goal to provide support for those students who were taking AP courses for the first time to ensure success. In this round of the grant we intend to continue our efforts in supporting students taking AP courses, but we also want to work on increasing enrollment. Our goal this time is to increase enrollment by 25%. We intend to ask for funds to send additional teachers to the AP institute. This will allow us to increase the number of AP courses that are offered at Foster High School. We also plan to continue to offer AP summer boot camp for students.

Please describe how your project strategies are culturally responsive.

Tukwila School District is currently 87% students of color. Foster High School is 85% students of color and Showalter Middle school is 86% students of color. Our ELL population is 40% at the district level, 31% at Foster and 27% at Showalter.

Currently 33 teachers, staff and leaders in the district are completing professional development aimed at increasing our effectiveness at working with English Language Learners. Teachers and staff who are participating in these programs will be working with our students in our failure preventions and credit recovery. Our dropout re-engagement and college and career readiness specialists are also participating in the program and are personalizing their assignments to align with their work.

The teachers in our AP program are AVID trained and will be using culturally relevant instructional strategies in both their courses and in the summer boot camps to ensure that students are receiving high quality instruction.

In addition, our district has just completed work on a Literacy Framework initiative and is implementing a three year comprehensive professional development plan K-12 that is designed to ensure that teachers are ready to employ culturally responsive strategies to meet the needs of our students.

How has your districts education association been involved in the planning of your proposed project?

The project lead meets monthly with the President of the Education Association to talk about progress and to set the direction of the project. Data from the project has been shared with the President of the

Association and with the staff at the school. The building leadership team has also contributed to the project and has had input into the course corrections.

Please describe your estimated budget for the project in the text box below:

Estimated Budget for round three:

The total budget for the project is projected to be \$188,874.00.

The new dollars requested for round three of the proposal are \$111,800.

Target One – Increase Graduation Rate:

Sub-target one – Accrual of Credit:

Strategy 1.a. – Credit Recovery: We will be allocating \$31,970 carryover dollars to cover the cost of our credit recovery courses. We will also be allocating \$11,000 carryover dollars to cover the cost of two teachers for summer school. These dollars will be used to purchase Red Comet courses for students who are in need of credit recovery. These courses will be provided during the school year and in the summer. We will be expanding this program using Title dollars. No new dollars are requested for this target.

Sub-target 1.b. – Course Failure: We will be allocating \$3,100 carryover dollars to support end of semester after school support for students. Additional fund to support this target will be allocated at the district level using Title funds. This expansion with other funding sources is part of our sustainability plan. No new dollars are requested for this target.

Sub-target 1.c. – Dropout Rate: We will be asking for \$55,000 to support the Dropout Re-Engagement Specialist. These are all new dollars.

Sub-target 1.d. – Educational Aspirations: We will be asking for \$55,000 to support the College and Career Readiness Specialist position. These are all new dollars.

Target Two – AP Course Enrollment: We will be asking for \$1,800 to pay for registration and travel for two teachers to attend the AP summer institute training in Bellevue. We will be allocating \$6,000 carryover dollars to pay for 3 teachers to provide a 10 day AP summer boot camp for new AP students. We will be allocating \$6,000 carryover dollars for 4 hours of teacher time for after school support of AP students for 30 weeks of the year. The total allocation for this target is \$13,800. The new dollar ask is \$1,800.

Target Three – Minimum College Entrance Requirements: We will be allocating \$12,000 carryover dollars to the implementation of the 24 credit graduation requirement that will take effect for students in the graduating class of 2021 (Tukwila was granted a waiver from the 2019 requirement). Funding from this portion of the proposal will allow work for our high school teams to calibrate and align courses in CTE, art, and other areas to allow for dual credit options for students.

Work will also take place with a team of middle and high school teachers that will expand the number of high school credit bearing courses that can be offered at the middle level (in addition to algebra and geometry). We will examine options in Art, World Language, Science, Social Studies and more. No new dollars are requested for this target.

