

OSPI/AESD Coordinated Service Agreement (CSA) 2019-20

System and School Improvement

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1.0 Purpose

The OSPI/AESD Statewide Network is a statewide system of coherent and aligned professional learning which is data-informed, strategically-focused on building educator capacity, and centered on equitable access. This Network represents the most powerful way to ensure positive impacts on instructional practices and improved student learning in PreK-12 classrooms across the state.

2.0 Principles

This Coordinated Service Agreement (CSA) between the Office of System and School Improvement (OSSI) and Education Service Districts (ESDs) reflects the shared vision for this partnership and reflects

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learning from the first year of implementation of OSPI's support model for all schools and the Washington School Improvement Framework (WSIF). Key principles founded in improvement science guide the approach to our work:

1. School needs are diverse and must be well-defined and understood.
2. Different needs require different supports.
3. A systems approach is necessary to ensure supports and strategies have the desired effect on overall outcomes and are sustainable overtime.
4. Outcomes and processes must be measured to determine improvement progress.
5. Effective improvement practices are grounded in knowledge of relevant evidence-based principles, data-informed decision making, and a disciplined inquiry cycle of plan-do-study-adjust (PDSA).
6. Partnerships and networked communities are essential to accelerate improvement through collaboration and shared learning.
7. Engagement and coordination with internal OSPI stakeholders that include Special Education, Learning and Teaching, Special Programs and Federal Accountability, Student Engagement and Support, Educator Growth and Effectiveness, and Assessment and Student Information staff provide strategic access to resources and expertise that further clarify the needs our OSPI/AESD partnership seeks to address.
8. Commitment to professional learning and capacity building is critical to meet the needs of educators and leaders and contributes to keeping great teachers in front of students.

Just as the implementation of the System and School Improvement support model is staged to allow time for schools and districts to understand, study, and strategize for improvement, this CSA will also allow time to analyze our OSPI/AESD system strengths and build a service agreement to support the improvement support model. Consequently, some of the supports and services outlined in this agreement reflect that more design work, alignment, and capacity continue to require refinement done over time.

3.0 Theory of Action

If we leverage the regional knowledge, relationships, and experience of ESDs through funding and capacity building, the districts and schools will have supports and resources to improve student outcomes and continually reduce persistent opportunity gaps.

To achieve reduced opportunity gaps, OSPI and ESDs will focus our collective efforts to build data proficiency across the system, strengthen core instruction, deliver tiered supports, improve supports for students with disabilities, and support educator growth and effectiveness.

4.0 Funding

Services begin July 1, 2019 or the date OSPI marks the application/budget as "final approval" (whichever is later), and through a combination of federal and state funding, ESDs will receive the following resources:

Base Funding

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1. Equal base funding amount of \$100,000 in each ESD to use in partnership with districts and schools currently identified as Comprehensive, Comprehensive Low Graduation Rate, Targeted 3+, and Targeted EL Progress;
2. Equal base funding amount of \$25,000 in each ESD for English Language Arts support and services (to combine with funds from other sources);
3. Equal base funding amount of \$45,000 in each ESD to provide English learners (EL) support and services (Reference Section: 5.2); and
4. Equal base funding amount of \$45,000 in each ESD to support data position(s)/function(s) (provided in iGrants form package 368).

This results in a total base award of \$215,000 for each of the ESDs.

Supplemental Funding

5. Additional funds based on a density-based formula and prorated for the number of schools identified as Title I and Non-Title I in each ESD region.
6. Additional funds in the amount of \$5,500 in each ESD for travel reimbursement for up to three ESD staff members to attend two, 2-day train-the-trainer professional development sessions prior to October for Trauma-Informed Training. It will be awarded through a written application and iGrants budget revision process. There is no registration cost for the training.

Regional Focus Area Funding

7. Additional funds in the amount of \$78,888 for ESDs to provide support and services for regional focus areas (Reference: Section 6.0). All nine ESDs will participate in Early Learning. ESD Assistant Superintendents will collaborate with OSPI to prepare a written application that specifies which ESDs will engage in the remaining three focus areas (three ESDs per focus area). The focus areas are:
 - a. Early Learning: Funding will be used to support early learning support and services. (Reference: Section 6.1)
 - b. Learning Alternatives Support: Funding will be used to facilitate the learning community, support the hosting of the network meetings, and reimburse travel for participants. (Reference: Section 6.2)
 - c. Regional Counselor Network: Funding will be used to bring together counselor leaders to improve comprehensive student supports through implementation of multi-tiered system of supports (MTSS) and a focus on positive school climate and skill building for career, college and life readiness. (Reference: Section 6.3)
 - d. Tribal Nations: Funding will be used to provide supports and services for Native students. (Reference: Section 6.4)

Note: Future funding for this agreement will be contingent on continued federal/state appropriation.

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5.0 Priorities: Baseline Service, Support, Deliverables

These supports and services are identified as the base level of service each ESD shall provide to all schools for improvement in the priority areas of data and equity, core instruction, tiered supports, supports for students with disabilities, and educator growth and development.

5.1 Data and Equity

Schools that achieve high levels of growth and close gaps are schools that use data to help determine needs and gaps and then develop a viable School Improvement Plan (SIP) to address those gaps. The SIP is executed with integrity (adapting to the needs and progress of the school) and monitored throughout the school year for full implementation. It is designed to dismantle institutional bias and inequity and foster courageous conversations. In support of these efforts, ESDs will:

1. Develop the data support function established in each ESD which is funded by at least \$45,000 of CSA funds for the purpose of:
 - a. Building capacity in others to perform data analysis and identify causal factors using cycle of inquiry and data-driven dialogue protocols;
 - b. Utilizing Plan, Do, Study, Adjust (PDSA) and other aspects of improvement science in supporting needs assessments, SIP development, action planning, and progress monitoring;
 - c. Developing deep knowledge of WSIF to aid schools in understanding their improvement status;
 - d. Utilizing data visualization and analysis tools such as the Education Data System (EDS) Tableau Server application to disaggregate data and shine the flashlight in specific areas with an equity lens;
 - e. Work in conjunction with WSIPC and other Student Information System vendors to build understanding of how to access, interpret, and monitor data relevant to school improvement.
2. Offer Professional Learning for all schools identified for improvement supports based on opportunities identified through the review of the needs assessment summaries and SIPs. Topics may include:
 - a. Data coaching (diving into data, performing root cause analysis, developing plans based upon data findings, implementing progress monitoring).
 - b. How to do a comprehensive data-based needs assessment.
 - c. How to evaluate and monitor school outcomes based on data and answer the question “now what?”
 - d. Using collaborative inquiry protocols.
3. Participate in the Data Improvement Network (DIN) with OSPI and the data Continuous Improvement Partners (Partners) to develop a common data practices “toolkit” to support more cohesive data use strategies statewide.
 - a. Determine key data sources and identify/address access issues;
 - b. Define a common data “profile” for all schools as a starting point for data-based needs assessment.
 - c. Develop presentation templates and common resources for partners and ESD improvement staff to use in support of the PDSA cycle. (For example, the “Access,

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- Analyze, Action” workshop series and the use of SharePoint as an accessible repository of resources.)
- d. Identify training needs and develop the instructional program in order to develop and enhance a core set of data skills among improvement partners, ESD support, and others working with data in school improvement efforts.
 - e. Participate in ongoing discussions with OSPI about the transformation of data to information to insight. Topics may include:
 - i. Identifying needs for data visualizations and reports, clarifying requirements, and prioritizing requests.
 - ii. Providing feedback on dashboard prototypes in an iterative development process;
 - iii. Examining how perceptual data (e.g. climate survey, healthy youth survey) can be incorporated in data analysis and improvement planning;
 - iv. Identifying and addressing data quality concerns.

5.2 Core Instruction

Accomplished teachers in schools that achieve high levels of growth and close gaps employ deep content knowledge and best practice pedagogy, with a high effect size, to ensure students learn at high levels. Washington public schools are called upon to support students in developing knowledge and skills in multiple content areas, including mathematics, English language arts (ELA), science, arts, health, social studies, computer science and other content areas with Washington State Learning Standards ([link](#)). While ELA and mathematics are measured in our accountability system, it’s important to recognize that ELA and math learning and teaching happen across all content areas.

In the first year of implementing OSPI’s improvement support model for all schools, we recognized the opportunity and benefit of leveraging the knowledge and skills of Regional ESD content coordinators and the Fellows Network with the work of ESD Improvement Leads and continuous improvement Partners. This year, we are acting upon this strategic partnership to coordinate efforts for a more coherent approach in making progress in content areas across all regions. ESD Improvement Leads, Regional ESD content coordinators, and OSPI will work together to:

- Establish an improvement goal as one of the three annual goals that guide the regional content area work.
- Use the WSIF to understand schools receiving improvement supports and the subsequent development of tiered support strategies in the content areas.
- Include Regional ESD content coordinators as members of the Regional Improvement Network (RIN) and in working with coordinated support teams (CSTs).

ESDs will support this work by utilizing the following example strategies:

1. Provide support and training for core instruction.
2. Analyze needs assessment summary data and school improvement plan reviews to identify professional learning offerings.
3. Build capacity to embed data analysis, Universal Design for Learning (UDL) and differentiation, and adult learning principles.

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- a. Attend professional learning around UDL as needed.
4. Offer professional learning and coordination in all the other elements: Data and Equity, Tiered Support, Supports for Students with Disabilities, and Educator Growth and Development
5. Specific strategies may include:
 - a. Develop habits of mind around culturally responsive (to include anti-racism) pedagogy and adult learning
 - b. Develop (or adopt) an explicit definition of Tier I Core Instruction.
 - c. Educate on WA State Learning Standards and consistent use of frameworks (Danielson, Marzano, CEL) for guiding instructional work
 - d. Leverage Fellows within each school identified for support
 - e. Assist districts/schools to contextualize the Menu of Best Practices
 - f. Assessment support: Formative + Summative + Interim
 - g. Build in system/supports that amplify coherence
 - h. Incorporate equity training and social emotional learning

ESDs will create an English learner support and services function in each ESD which is funded by at least \$45,000 of CSA funds for the purpose of:

1. Providing supports for English Learner program review (and a connection with the data support function).
2. Providing technical assistance to build comprehensive English language development programs that meet minimum civil rights obligations--
 - a. including services in bilingual programs for long-term English learners, newcomer students, ELs who qualify for Special Education services, coordination with Title I/LAP services;
 - b. staffing models;
 - c. English language development materials;
 - d. English language proficiency standards

The AESD Network Migrant and Bilingual Champion will assist in the planning and implementation of the support and services among the ESDs.

5.3 Tiered Support

Schools that achieve high levels of growth and close gaps have established a culture of learning. The culture is built through developing and sustaining a multi-tiered system of supports (MTSS), including these essential components:

- Core Instruction and Tiered Continuum of Evidence-based Interventions and Supports (Tier I, II, III)
- Universal Screening and Progress Monitoring
- Data-based Decision Making
- Family and Community
- Creating and maintaining the infrastructure to support an integrated MTSS Framework

In alignment with the data and core instruction work of this CSA, ESDs will support MTSS efforts by:

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1. Developing MTSS capacity within the ESD, including aligning existing efforts for cohesion and clarity throughout the statewide network of improvement;
2. Building capacity within ESD staff to support schools/districts with MTSS implementation;
3. Analyzing data to identify MTSS professional development needs;
4. Offering professional development and technical assistance on MTSS.

5.4 Supports for Students with Disabilities

Schools that achieve a high level of growth and close gaps maintain a culture of learning, growth mindset, and inclusion, and provide access to core instruction and curriculum to ensure that every student learns. ESDs will support the work by:

1. Building capacity within content coordinators to embed high leverage practices for students with disabilities.
2. Based on the needs assessment, school improvement plan, and the needs of the student population, work with ESD learning and teaching and special education staff, schools, districts, Continuous Improvement Partners, to create a differentiated plan for support and delivery. This may include:
 - a. Using effective multi-source (quantitative and qualitative) collaborative data inquiry protocols in order to determine causal factors and develop a theory of action;
 - b. Sharing research and advising on evidence-based practices and their effective implementation;
 - c. Analyzing data to identify professional development needs to support students with disabilities;
 - d. Offering foundational and ongoing professional learning to address systems/beliefs/biases that create barriers to changed practice and perpetuate disproportionality;
 - e. Providing professional development, resources, and support for high leverage practices such as universal design for learning (UDL), inclusive practices, Response to Intervention (RtI), writing standards-based Individualized Education Plans, etc.;
 - f. Provide support and training for districts and schools to examine key processes that impact students with disabilities and inform the delivery of specially designed instruction such as, Child Find, evaluation/re-evaluation process, IEP meetings (e.g. LRE placement decisions), discipline/Manifest Determination, provision of related services (e.g. speech/language pathology), etc.

5.5 Educator Growth and Development

Educators (i.e. teachers, counselors, para-educators, administrators) in schools that achieve high levels of growth and close gaps have the capacity to provide strong instructional and transformational leadership, inclusive of the needs of small and rural districts. ESDs will support the work by:

1. Offering supports to schools identified as Comprehensive, Targeted and Foundational that are aligned to:
 - a. Standards for Beginning Educator Induction
 - b. Washington State Standards for Mentors

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2. Offering supports to schools identified as Comprehensive, Targeted and Foundational that are aligned to Instructional and Leadership Frameworks.

6.0 Regional Focus Areas

Regional focus areas have been added this year to launch coordinated support and services beyond the five established baseline priorities. All nine ESDs will participate in the Early Learning focus area. Based on a current reality assessment and/or data review of needs assessments and school improvement plans, ESD Assistant Superintendents will collaborate to determine which ESDs will participate in the remaining three focus areas (three ESDs per focus area). Each focus area will have an ESD Assistant Superintendent representative to work with OSPI and the ESD Leads in planning the strategy and implementation of supports and services. Reference Section 4.0 for the funding strategy.

6.1 Early Learning

All ESDs will participate and partner with OSPI in working with schools on activities that include:

1. Increasing understanding and reliability of WaKIDS to inform instruction in kindergarten, communicate children's strengths with families, and share information with early learning providers.
2. Increasing the number of school districts that are actively engaging early learning providers in discussions regarding how they collaboratively can help children be ready for kindergarten, improve alignment, and create smoother transitions into the K-12 system.
3. Expanding programs that engage the parents and families of pre-kindergarten children in activities designed to assist their children to be ready for kindergarten.
4. Collaborating with Early Learning and WaKIDS Coordinators at the ESD and OSPI to communicate and support early learning goals. ESD leads will include early learning staff in school improvement planning for the region.
5. Interfacing with early learning staff both at ESD and OSPI to communicate about and support local plans for preschool expansion. ESD Leads will serve as advocates for preschool expansion.

6.2 Learning Alternatives Support

ESDs will work with OSPI and the Partners to organize and support regional leaders of Learning Alternatives in understanding and implementing measures that align to a school's mission and strategies for data collection, analysis, and supports as part of a differentiated support model for alternate school types within any district.

6.3 Regional Counselor Networks

In partnership with OSPI, ESDs will lead the organization and facilitation of regional K-12 school counselor networks that bring together counselor leaders to improve comprehensive student support systems. Initial focus will center on the implementation of a multi-tiered system of supports in an effort to: 1) build positive school climate; and, 2) enhance career, college and life readiness skill building and intervention services. Engagement of school counselors at all levels will span a range of supports to include:

1. Focus on a welcoming school environment at the elementary levels;
2. Personal engagement with students at secondary levels in areas such as high school and beyond plans;
3. Addressing support of the transitions; and

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4. Collaborating with the Student Assistance Prevention-Intervention Services Program and Community Prevention Wellness Initiative (CPWI) to share priorities, support CPWI goals and objectives, and engage community members in the understanding of school improvement efforts, behavioral health, and social-emotional supports.

6.4 Tribal Nations

Tribal organizations and Native parent committees are critical partners to include in the local planning and implementation of improvement practices for Native students. In the state of Washington, there are 29 federally recognized tribes, each of which is its own politically independent, self-governing entity that operates according to its own constitution. It is important to recognize that there is no one size fits all strategy for serving the academic, cultural, social and emotional needs of Native students. ESDs addressing this initiative will partner with OSPI and work with schools on activities that include:

1. Examine opportunity and achievement gaps for all students, which includes Native students even though the student population may be small, and develop an equity plan for providing all students with a high quality, culturally responsive education;
2. Recognize the diversity within and among tribes. Implementation guidance may look different for Native students living in urban, suburban, and rural communities;
3. Consider positive cultural identity as a critical factor that enables students to engage in school and community to realize their goals. By connecting with local Tribes and teaching the history of local Native communities, schools can help build this positive cultural identity in Native students as well as knowledge of non-Native educators and students;
4. Support Tribal consultation (involving Tribes within meaningful decision-making for Native students) for federal grant programs, Since Time Immemorial sovereignty curricula development and implementation, Native language programs, and academic supports for Native students;
5. Support alignment, data sharing and analysis between Tribal schools and state schools, especially as students transition between different public school systems.

7.0 Roles and Responsibilities

The OSPI Office of System and School Improvement and the nine (9) Educational Service Districts will serve as a network and act as partners in a statewide system of coherent and aligned professional learning and support in the implementation of the Washington School Improvement Framework (WSIF) and the System and School Improvement Support Model.

The following roles, expectations, and structures will guide the work.

7.1 OSPI Roles and Responsibilities

OSSI serves as the lead in the construction of the improvement support model and coordination of OSPI cross-agency efforts with ESDs through Regional Improvement Networks (RINs), the Data Improvement Network (DIN), outreaches, state convenings, and regular phone conferences with the AESD Champion.

Executive Sponsor

The OSPI Assistant Superintendent of System and School Improvement serves as the Executive Sponsor and provides vision and strategic goal setting in line with the OSPI Superintendent's priorities and Cabinet initiatives. The Executive Sponsor authorizes the funding allocation and interacts with the AESD Champion, CSA events, and Statewide Initiative Leadership Team (SILT) to inform and be informed on

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the state of the statewide network of improvement support.

OSSI Directors

The Director of School Improvement, Director of K-12 System Supports, and the Director of Data and Implementation share responsibility for providing support, communication, and leadership. In addition, communication will occur regularly via a phone conference with the AESD Champion to share the status of improvement efforts and other events that may influence regional work in supporting schools and districts. The specific responsibilities of each OSSI director can be found below:

1. Director of School Improvement. Collaborates, coordinates, and communicates with ESD Leads in providing technical assistance, resources, and supports to schools identified for improvement supports.
2. Director of K-12 System Supports. Collaborates and consults in assessing, building, and supporting tools and resources for taking action for continuous system and school improvement and the reduction of persistent opportunity gaps.
3. Director of Data and Implementation for System and School Improvement. Collaborates, coordinates, and supports a coherent approach to understanding system and school performance within the WSIF, facilitating the DIN, and building capacity for the effective implementation of this CSA as the Program Lead.

The OSSI directors share the responsibility to coordinate their communication and direction to ESD Leads in service of efficiency and coherence.

OSSI Liaison – OSSI program leader assigned to an ESD to help facilitate and collaborate on the coordination of supports between OSSI and the ESD for the programmatic delivery of Tier 2 supports.

1. Provide programmatic expertise and content for incorporation into RIN efforts and strategies that are consistent with best practices, and/or policy implementation expectations, or needs in their program area.
2. Collaborate with other OSSI Liaisons for the consistent delivery of program content and supports.
3. Attend the Pre-RIN calls to be able to plan and coordinate with their assigned ESD Lead in the delivery of content and facilitation of the monthly meeting.
4. Complete an O-log (OSSI Liaison log entry) within a week of attending the RIN to communicate information to the OSSI Leads for the purpose of providing a summary/overview of key points, concerns or questions, successes, and thoughts for next meeting. Review and gather input from the ESD Lead.
5. Attend All-Call, RINs, convenings, and outreaches.
6. Work with ESD Leads on Foundational, Tier 1, and Tier 2 supports.

Continuous Improvement Partner (CIP or Partner) – Contractors hired by OSPI who lend their professional expertise to provide focused coaching support to districts and schools for system and school improvement activities to improve student outcomes. Partners attend RIN meetings, state convenings, and outreaches. In addition, Partners with a data focus attend DIN meetings. Their services were requested by the district in the fall of 2018 for 2018-2021 and the winter of 2019 for 2019-2021. Upon the district request, Partners are assigned into Coordinated Support Teams to provide coaching to

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the district and schools identified for Tier III and Tier II support. Partners provide supports in the following areas:

1. English Learners (EL)
2. Students with Disabilities/Special Education (SWD/SPED)
3. Multi-Tiered System of Support (MTSS)
4. English Language Arts
5. Mathematics
6. Alternative Schools
7. Change Management
8. Data
9. *Science (tentatively projected beginning in SY 2019-2020)*

For more information on these areas, see the Leads Collaboration SharePoint file “Content Specific Continuous Improvement Partners Deliverables” ([link](#)).

7.2 ESD Roles and Responsibilities

AESD Network System and School Improvement Champion (AESD Champion)

1. Serves as the lead “Connector” with statewide initiatives and ESD System and School Improvement Leads (ESD Leads) in collaboration with the OSSI Executive Sponsor/Program Lead(s);
2. Participates in monthly phone conferences with the OSSI for the purpose of facilitating ongoing two-way communication, disseminating essential information, identifying ESD regional needs, and coordinating logistics.
3. Supports the planning of monthly and annual collaborative group meetings and active partnerships;
4. Participate in statewide pre-planning meetings that include the nine ESD Leads and OSSI staff. The purpose/outcome of the meetings will be to co-develop content for in-person System and School Improvement meetings.
5. Ensure statewide development and operation of RINs.

Regional Focus Area Representative

1. An ESD Assistant Superintendent who serves as a representative for a Regional Focus Area.
2. Collaborates with other ESD Assistant Superintendents to determine which ESDs will engage in the regional focus area described in Section 6.0.
3. Collaborates with OSPI and ESD Leads in the planning and implementation of the support and services among the ESDs during this launch year.

ESD System and School Improvement Leads (ESD Leads)

1. Broker other relevant CSAs services/resources in support of schools identified for Comprehensive and Targeted (Tier II) supports;
2. Provide leadership and systems support to OSPI partners, districts, and schools;
3. Participate in regularly scheduled ESD Lead meetings to plan statewide events, professional learning and monitor progress;

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4. Participate in monthly Pre-RIN Calls and prepare, coordinate, and facilitate RINs in partnership with OSSI and the OSSI Liaison;
5. Host, prepare, coordinate and co-facilitate the Outreach meetings in partnership with OSSI.
6. Attend and participate in State convenings;
7. Build and sustain network relationships across ESD regions;
8. Coordinate specialized support/services based on the needs of the region in the priority areas of: Data and Equity, Core Instruction, Tiered Support, Supports for Students with Disabilities, and Educator Growth and Development;
9. Coordinate support/services for schools identified for support in the areas of: needs assessment, data inquiry, school improvement team creation/formation, and the school improvement plan;
10. Serve as the key point of contact in your ESD as it relates to all facets of System and School Improvement work;
11. Reinforce OSPI communication flow with schools and districts (e.g. OSPI sends information to schools and districts first; ESDs follow, repeat, remind; OSPI follows on reminding.)

7.3 Team and Meeting Structures

This collaborative work will occur in a variety of ways to include:

Monthly Structures

Pre-RIN Call

Purpose: OSSI to provide guidance for the monthly Regional Improvement Networks and any other forthcoming major collaborative ESD-OSSI events (e.g. Outreaches) so that ESD Leads and OSSI Liaisons feel confident to facilitate that month's events. Also an opportunity for RINs to learn from each other about planned activities and approaches.

1. Monthly hour-long Zoom meeting hosted by OSSI for ESD Leads and OSSI Liaisons to communicate the agenda and any other topics, as well as confirm that content is timely and relevant for the RINs

OSSI All-Call

Purpose: OSPI to provide technical assistance, guidance, and information updates on system and school improvement to the statewide improvement network of Continuous Improvement Partners, ESD Leads, ESD coaching capacity (e.g. local ESD support or ESD contracted coaches), and OSSI Liaisons.

1. Monthly 90 minute Zoom to provide technical assistance, guidance (e.g. respond to questions that emerged from the RIN), and share information updates on system and school improvement
2. OSSI to present for the intended audience of statewide improvement network of ESD Leads, Continuous Improvement Partners, OSSI Liaisons, and ESD coaching capacity (e.g. local ESD support or ESD contracted coaches). OSSI may facilitate and invite OSPI agency partners to also present.

Regional Improvement Networks (RINs)

Purpose: Regional based collaboration time for Continuous Improvement Partners, ESD coaching capacity (e.g. local ESD support or ESD contracted coaches), ESD Leads, and OSSI Liaisons for case

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management as Coordinated Support Teams (i.e. discussing districts and schools being supported), collaboration (e.g. planning events), professional learning, and discussing continuous improvement of our practices.

1. Monthly meetings held at each of the regional ESDs to be attended by the ESD Lead, OSSI Liaison, ESD coaching capacity and the Partners that support the districts in that region. They are designed to be approximately six hours of collaboration time.
2. OSSI directors will provide thematic direction for the meeting content in the Pre-RIN calls, and the meeting is facilitated by the ESD Lead and OSSI Liaison.
3. To serve the purposes of the meeting, activities may include:
 - a. Analysis of data;
 - b. Norming on coaching for technical components of school improvement e.g. needs assessment, school improvement plans, and programmatic best practices;
 - c. Use of protocols to discuss “problems of learning,” resulting problems of practice, and Theories of Action that enable leadership/instructional evidenced-based best practices;
 - d. Action planning and after-action reviews;
 - e. Other needs as identified by the RIN participants.
4. School representation would not attend these meetings.
5. Privately contracted coaching and other educational partners (e.g. associations) may attend these meetings by invitation at the discretion of the ESD Lead.
6. These meetings will be scheduled in coordination with OSSI on an annual basis with the intent of providing a synchronized state calendar that allows maximum participation by various players.

Data Improvement Network (DIN)

1. A monthly meeting with OSPI data leadership, ESD data support, and data Partners. The meetings are led by OSSI data leadership. Four times a year the DIN will meet in person; otherwise, the meetings are by Zoom.
2. The purpose of the DIN is to develop and implement coherent strategies statewide to increase data use and data quality. The DIN focus is to build capacity for data-informed decision making at every level of the education system by providing professional learning and support on data sources, data review, and root cause analysis using a cycle of inquiry process.
3. The DIN will approach the work with a statewide, systemic focus to increase data quality and provide more consistent interpretation of data through the evaluation of data collection, reporting, and display and develop action plans for improvement. These plans may address local data issues as well and include collaborating with WSIPC and other Student Information System vendors in solutions as indicated.

Biannual Structures

Outreaches

Purpose: An additional venue for OSPI to provide professional learning, engage in critical two-way dialogue with districts and schools identified for Comprehensive and Targeted (Tier II) supports, communicate key technical assistance (e.g. requirements, submission dates, data releases, etc.), and answer questions.

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1. Regional meetings with schools identified for Comprehensive and Targeted (Tier II) supports. These are scheduled no more than twice a year and are planned for the fall and spring.
 - a. Attendance is required for Comprehensive and Targeted (Tier II) schools, or as designated by the Office of System and School Improvement.
2. Content will be driven by OSPI in coordination with the ESD in consideration of regional needs as informed by data and as articulated by the ESD lead.
 - a. OSSSI will schedule at least one pre-planning call with each ESD Lead and Liaison to discussion plan for Outreach.
 - b. OSSSI will present for up to a half a day of content. ESD to determine the rest of the content and provide OSSSI with a description of how it supports the system and school improvement needs of the schools in their region. ESDs to publish the agenda and share with OSSSI for distribution.
3. ESDs will host the venue, light refreshments, and lunch, if applicable.
4. OSSSI will send invitations/agenda to districts and schools.

Triannual Structures

Statewide Convenings

Purpose: Opportunity for face to face collaboration, learning (collective and individual) and continuous improvement as an entire statewide improvement network of Continuous Improvement Partners, ESD Leads, ESD coaching capacity (e.g. local ESD support or ESD contracted coaches, OSSSI Liaisons, and OSPI partners).

1. Statewide meetings scheduled three times during the year (Late August/Early September (onboarding), January (mid-year adjustments), June (planning for next year)).
2. One day of the Convening will be reserved for an "Improvement Coaching Forum" that is open to a wider audience (i.e. school representatives, privately contracted coaches, and other educational partners)
3. OSSSI to locate venue, provide light refreshments, and lunch. OSSSI to plan, publish, and distribute the agenda. OSSSI to send invitations.

Ad Hoc Structures

Content Based Professional Development and Collaboration

Purpose: Provide content-specific professional learning as well as opportunities for content-alike to engage in collaboration, learning, norming, and continuous improvement.

1. Professional learning opportunities and meetings led by the OSPI program lead (e.g. OSPI Director of Special Education overseeing the SWD/SPED All-Call) provide professional learning, ensure consistent messaging, as well as collaborate, norm, and continuously improve coaching by content areas.
 - a. May be in person or virtual
2. Participation is welcomed by any member of statewide improvement network of ESD Leads, Continuous Improvement Partners, OSSSI Liaisons, and ESD coaching capacity (e.g. local ESD

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support or ESD contracted coaches. Participation is not limited by content assignment – a Continuous Improvement Partner or ESD coach in special education may attend a session on mathematics.

3. Some sessions may be required for specified Continuous Improvement Partners.

Education Partners (such as WEA, AWSP, WASA).

Work in conjunction with education partners to create professional learning opportunities that are differentiated for schools based on need, and assist in the coordination of delivery of those opportunities.

8.0 Outcomes, Goals, Objectives

The full implementation of the WSIF and System and School Improvement support model includes several key deliverables:

1. School completion of needs assessment and development and adjustment of a two-year (SY 19-21) school improvement plan
2. LEA Accountability Plan for districts that have a majority (more than 50 percent) of their schools identified for improvement;
3. ESD analysis of regional, district, and school needs;
4. ESD development of annual work plans to address the five priorities and applicable regional focus areas with progress monitoring reports presented by each ESD Leads at the ESD Leads meeting during statewide convenings.
 - a. At the Fall convening, present focus area work plans
 - b. At the Winter convening, provide a progress update
 - c. At the Spring convening, present the results of efforts and plans for the next year

9.0 Assurances

ESD officials have read, understand and agree with the expectations and deliverables of this CSA.

10.0 Glossary

Comprehensive Supports – Based on the Washington School Improvement Framework, the schools that are in the bottom 5% of all schools or have a graduation rate lower than 67% are identified for Comprehensive Supports. These schools are identified for intensive interventions to help drive improvement in their school.

Coordinated Support Teams – Teams consisting of Continuous Improvement Partners working with ESD(s) and under the direction of OSPI that are strategically deployed across the state to provide support to schools identified to receive comprehensive or comprehensive low graduation rate support. Support for schools identified as Targeted for three or more student groups underperforming and English Learner progress may also receive some support from these teams.

Fellows – A Learning and Teaching structure where currently practicing teachers apply to become an ELA, Math, Science, and Early Learning fellows for 1 year. In working with ESD coordinators, the fellows receive professional development so that they can support their schools.

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Fellows Emeritus – An experienced Fellow who has been a Fellow for more than two years.

Identified Schools – Schools identified for Comprehensive (All Students), Comprehensive for low graduation rate, or Targeted supports as well as, Required Action District (RAD), and School Improvement Grant (SIG) schools. Note: SIG schools will sunset on September 30, 2019.

Instructional Frameworks - An instructional framework is a common language and vision of what quality teaching looks like. It is shared by everyone in the district and aligns to the eight state criteria created by E2SSB 6696. OSPI adopted three instructional frameworks (Danielson, Marzano, CEL).

<http://www.k12.wa.us/TPEP/Teachers.aspx>

Menu of Best Practices - OSPI convenes expert panels annually to identify the practices that best help students grow and succeed academically. Their work informs the Menus of Best Practices for Math, English Language Arts (ELA), and Behavior. <http://www.k12.wa.us/SSEO/Menus.aspx>

Multi-Tiered System of Supports (MTSS) – WA MTSS is a team-based and data driven framework that combines Response to Intervention (RTI) and Positive Behavioral Interventions and Support (PBIS) and integrates a system-wide continuum of school, family, and community-based learning supports (resources, strategies, structures, and practices) into a *single, coherent system*. WA MTSS uses a continuous improvement process applied to all levels in the education system that ensures students receive and benefit from *effective, equitable, and culturally responsive* academic and nonacademic interventions and supports matched to their needs that are implemented with fidelity and monitored regularly. WA MTSS calls for *empowering families and strengthening community partnerships* to create opportunities for all stakeholders to engaged in the work of improving academic achievement and closing opportunity gaps.

Support for Students with Disabilities. These are supports delivered to students who are receiving special education under an individual education plan (IEP). It does not include students receiving Section 504 accommodations.

Targeted Support – A school with a student group (e.g. White, English learners, low income, or students with disabilities) whose Washington School Improvement Framework score for that group falls below the state threshold for comprehensive support is identified for targeted support.

Universal Design for Learning (UDL) - Universal Design for Learning (UDL) is an educational framework with instructional goals, methods, materials, and assessments work for everyone—where the learning environment accommodates individual learning differences.

Washington School Improvement Framework (WSIF) - The overall score by which OSPI identifies schools for support, combining multiple measures to provide a picture of how schools are doing. Measures include proficiency and growth on English Language Arts and Math (Science to be included in

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the next identifying period), graduation rate, English Learner progress, regular attendance, 9th graders on track, and dual credit/advance course taking.

WA State Learning Standards - Learning standards define what all students need to know and be able to do at each grade level.