Estacada School District

Overview and general comments
This is a solid application submitted by a school district that has all of the component parts of PLCs in place or in process. The questions are few but as a reviewer, I would be interested in a couple things. If those questions are answered affirmatively, this application would merit approval and the Estacada School District receive the designation as a PLC Model School Status.

PLC Story
The application demonstrates impressive levels of commitment towards implementation of the PLC process. Time has been made available during an early release format on Wednesday's for team meetings. [1] The applicants report an ongoing commitment to PLC training and development with full day trainings (twice a year) and routine exposure of 10-12 staff members each year to the PLC process by participating in the Institutes. The application also cites evidence of an effort to create structures that will support the work of collaborative teams.

PLC Practices
There is evidence of intentional monitoring of student progress. The faculty is involved in a collaborative process to identify the essential standards using specific criteria (REAL Criteria) in August at the start of every school year. Beginning of the year (in August) teachers meet and engage in a systematic process to review the data and identify evidence of progress towards mastering the essential standards. [2] Mid-year review of MAP and local CA data to determine progress towards mastery of the essential standards. End of year review of assessment data to determine if there is evidence of progress towards the goal of mastery of the standards.

The frequent use of common assessments is highlighted as a tool the faculty uses to monitor student learning. The district has employed standards-based report cards and progress is monitored at the standard levels. The applicants also report that the district has developed a data analysis template to help teacher analyze the results of the common assessments. [3] There is consistency in the identification of the highest priority standards but is there any effort to build consistency into the identification of the highest leverage learning targets? Please advise is this part of the process is in place or in process? [4]

According to the application, additional time and support is available for all students at each school. Furthermore, the application reports that the district, after attending training on the topic, has recently revised the MTSS process to be more reflective of current thinking and best practice. The application also reports that while a MTSS is available at each school, it describes these resources as _specific_ to each school? Does that mean that each school approaches the process of providing more time and support in a different way? And if so, is there any action research or effort to engage in some form of program evaluation of the differing approaches to ascertain if one approach is more effective than others? [5]

Achievement Data
There are some inconsistencies in the growth data, but the data shows steady progress towards closing the gap between district and state averages. Can you comment on the growth data? [6]

Questions for the applicants. Please respond at your earliest convenience. Thank you

1. Do teams meet during the regular school day out side of the two-hour Wednesday times? Our K-5 teams meet for an hour on Tuesdays as well as Wednesdays. We are always communicating that PLCS is not just Wednesday but everyday and all day. Conversations around student learning are increasing and collaboration is increasing K-12 and is happening outside of Wednesdays.
2. Is this an annual event? If so, is participation in this process a part of a teacher responsibilities? Is participation required, expected, or voluntary? This is a bi-annual event that takes place in the spring and fall. We provide time for our teams to meet and this is required participation during non-student days.
3. Can you share an example of the data analysis template?
4. Is there an effort to develop any consistency around how teachers identify the highest leverage learning targets within the standards? Our teams and buildings are continuously working to identify high leverage learning targets. By analyzing from both summative and formative assessments we are tracking our student growth based on our identified essential learning standards. Again, twice a year we provide time for our teams to readjust their standards and continuously improve our work towards identifying the highest leverage targets. We are also beginning to use Mastery Manager as a way to better track our student by student, standard by standard work to assist us in identifying what is, and is not, working. In addition, our principals lead staff development each year in how to better identify essential learning standards and high leverage targets.
5. Is it different at each school? Is there any effort to assess which of the various MTSS models is most effective (action research)? Our two K-5 buildings are very similar and developed alongside of one another. With that said we are a district that practices Improvement Science as part of our way of regular business. We have three PLC teams working specifically doing action research and being coached by Studer Education. We have regular 30 -60 - 90 day cycles to review our strategic actions and adjust our actions as needed. The information from these cycles is shared with each building and we discuss/plan how to integrate what is working at other schools into each building.

   The high school and middle school have different designs in how they schedule and provide their interventions. However, both are based on student learning towards standards and interventions are focused on standards that students are weak in based on common and summative assessment data. These two buildings are also participating in the 30-60-90- day cycles of improvement and are exposed to all buildings data and results.
6. Did you receive any updated data from the 2018-19 school year? If so, please share the most current information about student growth and progress towards closing the gap between the district and state achievement levels. I will provide copies of our detailed state report cards so you can see the strong growth in mathematics and ELA at our MS and River Mill Elementary Schools. You will also be able to see some growth at our other two schools with these reports.