To: Success Coaches and ESD Leads

Fr: Craig Shurick

Re: Frequently Asked Questions (FAQ)

Over the last several weeks, Success Coaches have emailed questions that we thought might be of interest to all of our Success Coaches and ESD Leads. We created this “FAQ” to share both the questions and our responses. Please continue to send your questions; we’ll send emails with updated FAQs as needed. Thanks…CS

**Frequently Asked Questions and Responses**

1. **Will coaches be able to access and use the Online Reporting System? If so, when?**

**A:** We are in the process of gaining access for Success Coaches to the following:

* ORS (Online Reporting System): Allows coaches to enter the system and view all interim and summative data for assigned schools and to support staff in understanding SBA scoring and developing scoring conference structures.
* TIDE System (Test Information Distribution Engine [System]): Allows coaches to access THSS (Teacher Hand-Scoring System) materials. The materials contain rubrics, text, and sets used to calibrate scoring.
* AVA (Assessment Viewing Application): Allows coaches to view interim assessments prior to administration so they can help schools and districts determine which assessments to include in their comprehensive assessment plan.

We hope to have access to these systems for Success Coaches prior to the Statewide Convening. Please note that we scheduled several breakout sessions during the convening that focus on using these various sets of data and tools and identifying next steps with using these data in our schools. FYI - Tisha Hansen is crafting the Addendum to Success Coach contracts that will formalize our access to these data. More to come…

1. **When will we receive access to the Data Dashboard with Smarter Balanced Assessment and other data that Erica Ferrelli and Julie Hoff demonstrated to us during the August Kickoff?**
2. Erica and Julie are working diligently on completing the Data Dashboard tool. We hope to send the tool to Success Coaches and ESD Leads next week. We also scheduled breakout sessions for coaches to work with Erica and to identify coaching moves for working with their school teams. We plan to send information to our Priority and Focus schools/districts on November 19 (day after the Statewide Convening)…thought good for you to have an opportunity to work with the tool prior to sending to principals/superintendents. ☺
3. **What is the status of our work around the Active Implementation Frameworks/Hub?**
4. Washington State (OSPI) is no longer part of the group of states working formally with the Active Implementation Frameworks/Hub and Dean Fixsen. While our Division is not focusing specifically on “Active Implementation Frameworks” in our work, we’re continuing with those portions from the 2005 research around implementation science (Fixsen, Blase, et al.) that we began applying in 2009–10. These align with our Indistar work and work of coaches in the field, and they’re already in our “lexicon” for Student and School Success:
* **Evidence-Based Practices:** We ask coaches to focus on these when working with school teams to address problems of educator practice. We engage teams in implementing “best practices” in our field, rather than continuing with those practices that may be negatively impacting student learning and perpetuating opportunity/achievement gaps.
* **Implementation Stages**: The first 3 stages (*Explore, Install, and Initially Implement*) lead to the 4th (“*Full Implementation*”) which is consistent with our Indistar action-planning process.
* **Plan-Do-Study-Act (PDSA or Inquiry) Cycle:** Prior to implementing a new practice or innovation across a school, teams engage in PDSA cycles that allow them to learn from initial implementers of the practice/innovation. Use of this cyclical process supports the school to effectively scale-up the practice/innovation so that it reaches all students who could benefit. An example with PLCs follows:
* **Plan:** The 4th grade team may be the first team to implement PLCs; the principal ensures team members have training and time.
* **Do/Study:** The team works in PLCs for a month or two, reports back about what the team learned and the impact on student learning, and makes recommendations to the principal/leadership team about next steps.
* **Act:** Additional grade-level teams come on board – perhaps the 2nd and 3rd grade teams are next. These teams go through the PDSA cycle, and new learnings from their experiences inform the next steps. Eventually, the whole school is implementing PLCs with fidelity and as designed, resulting in improvements in both educator practice and student learning outcomes.
* **Sustainability:** We know that sustainability of school improvements requires effective systems at the district and school levels. Research (and our experience) suggests that, absent system changes essential to support new practices and innovations, progress made at individual schools/grade levels/classrooms will not be sustained.
1. **Are schools required to implement Smarter Balanced Interim Assessments?**
2. We “highly recommend” schools participate in Interim Assessments if the school/district does not already have an assessment system in place. **District Expected Indicator P4-C** states, “The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives.” The intent is that all grades are included in some fashion in the comprehensive plan and that assessments occur at least 3 times during the year in order to inform instructional decisions.

In the absence of another comprehensive plan, we highly recommend schools participate in the Interim Assessments. For tested grades and content, these may include two administrations of Interim Assessments and one administration of the spring Summative Smarter Balanced Assessment. Schools may also administer more than two Interims, based on local needs. It would be the school/district decision re: Comprehensive or Blocks in the grades tested with Smarter Balanced assessments.

A district’s comprehensive assessment system should be developed/implemented locally, with the intent of P4-C in mind…that is, that the district develop/implement a comprehensive assessment plan that enables educators, students, parents, etc. to understand where students are with respect to standards at multiple points during the year and to use that information to inform next steps.