



WERA SYMPOSIUM

**Now What?: Reimagining Research, Data, &
Assessment Practices for Sustainable,
Transformational Change**

MARCH 1-3, 2023



Wednesday, March 1

Separate Pre-Registration Required

7:30-9:00

Check-in and Continental Breakfast

9:00-12:00

Pre-Conference Morning Sessions

Structured Literacy Instruction in MTSS: Connecting Dyslexia Legislation and MTSS (Room 316)

Presenters: Alicia Roberts Frank, ESD 112 and Rebecca Estock, OSPI

Description: Washington state dyslexia law (SB 6162) requires schools to utilize MTSS to screen all K-2 students for indications of or areas of weakness associated with dyslexia, provide necessary interventions and supports, and communicate with families and caregivers.

This session will provide clarification of the law, an overview of the recommendations for supporting all K-2 learners in literacy development, and next steps we are taking at OSPI to support educators.

How ERDC and OSPI are working towards impactful sustainable, transformative research for Washington (Room 405)

Presenters: Bonnie Nelson and Katie Weaver Randall, ERDC, and Heather Rees, OSPI

Description: The Center for the Improvement of Student Learning (CISL) at the Office of Superintendent of Public Instruction and the Education Research and Data Center are partnering closely to move forward with complementary research agendas. CISL's mission is to connect people to the research, information, and tools they need to improve learning and teaching in our state. ERDC works with data contributing agencies and the education research community to fulfill data requests, create dashboards, and conduct research to better understand the education systems in the state. Through this collaboration, CISL and ERDC hope to generate research and data products that can inform state policy and evaluate how well our state education systems are supporting students on their education pathways.

MTSS in Washington State – Theory, Tools, and Practice (Room 318)

Presenters: RJ Monton, Larry Kinread, and Debra Limon, OSPI

Description: OSPI's MTSS Implementation team will share a current framework and vision to support the ongoing scale up of MTSS Capacity building in Washington State. This session will engage participants in an examination of that framework and the future vision of support. In addition to the concepts and theory related to Washington State MTSS, participants will engage with tools used across the continuum of Professional Development and Technical Assistance organized by Washington's Statewide MTSS Implementation Team in partnership with OSPI.

**12:00-1:00 Lunch
(Ballroom)**

1:00-4:00

Pre-Conference Afternoon Sessions

Instructing and Supporting Students with Dyslexia within MTSS (Room 316)

Presenters: Alicia Roberts Frank, ESD 112 and Rebecca Estock, OSPI

Description: Washington state dyslexia law (SB 6162) requires schools to utilize MTSS to screen all K-2 students for indications of or areas of weakness associated with dyslexia, provide necessary interventions and supports, and communicate with families and caregivers.

This session will provide practical recommendations for special education teams as they choose appropriate instruction and supports for students with dyslexia through their MTSS.

Supporting Central Office and School Leaders to Lead Towards Racially Just and Ambitious Mathematics Instruction (Room 405)

Presenters: Dr. Jessica Rigby and Dr. Stephanie Forman, University of Washington

Casey Jeannot and Tamasha Emedi-Frye, Highline Public Schools

Description: Currently, Black, Indigenous, and Latinx students have fewer high-quality learning opportunities in mathematics than their White and Asian peers. Central office and school leadership are positioned to collectively design and lead for systems that are focused on racially just, ambitious mathematics teaching and learning. What does this leadership look like? What are the resources, buy-in, expertise, and leadership moves that support a coherent approach to fundamentally changing Black, Indigenous, and Latinx students' experiences in their mathematics classes? In this session we will share and unpack a framework that describes the leadership needed for this work, illustrate what the work looks like in one school, and provide opportunities for participants to imagine and design what they can do in their own settings.

Five ways to supercharge your district's MTSS Implementation (Room 318)

Presenter: Kenneth Tam, Curriculum Associates

Description: Educators agree that data is key to understanding students' unfinished learning and aligning supports to enable all children to achieve grade-level expectations. In this session, we'll share how various data and assessment elements can be used with your multi-tiered system of supports (MTSS) frameworks to meet each learner's academic needs and guide your educators through the process of:

- 1) screening students for potential reading and math difficulties,
- 2) designing interventions that build upon their strengths and what students are ready to learn next, and
- 3) conducting progress monitoring to determine if the intervention is impacting their rate of improvement and helping them reach growth goals.

Thursday, March 2

7:30-8:30 Check-in and Continental Breakfast

7:30-8:30 DAC Welcome, (Room 315)

New District Assessment Coordinators are invited to a special early session to learn about and get connected to the WERA DAC special interest group. Participants will also learn hints to make the most of the WERA conference and a survival guide for new DACs.

Opening Session 8:30-10:45 (Ballroom)

Welcome 8:30-8:45

OSPI Address

Dr. Michaela Miller, Deputy Superintendent, OSPI

Keynote Address

Ebony Bridwell-Mitchell, Harvard University

10:45-11:00 Break

11:00-12:00

Breakout Session #1

Keynote Follow-Up Session (Room 315)

Lead Presenter: Ebony Bridwell-Mitchell, Faculty Co-Chair, Education Leadership, Organizations, and Entrepreneurship, Harvard University

Description: This session will give participants the opportunity to discuss ideas presented at Dr. Ebony Bridwell-Mitchell's keynote presentation as well as raise questions and make comments.

Reimagining Formative Feedback Practices for Sustainable and Transformational Change (Room 405)

Lead Presenter: Pete Perez, Superintendent, Othello School District

Co-Presenter: Jerad Farley, Director of Elementary Education, Hermiston School District

Description: This session will report research and findings from a study that explored the experiences that influence the formative feedback practices of principal instructional leaders. This study also looked at how formative feedback from a noted instructional leader influences the instructional practice improvement of teachers. This session will outline several factors organizations and instructional leaders should consider if engaged in the work of increasing the instructional leadership skills of their principals through formative feedback to improve teacher instructional practice.

Redesigning MS Social Studies to Meet Our Students (Room 404)

Lead Presenter: Adam Ladage, Director of Student Learning, Auburn School District

Co-Presenters: Diego Lunda, Faculty - Ethnic & Gender Studies, Highline College
Patricia McDonald, Faculty – Education, Highline College

Description: The goal of Auburn School Districts middle school social studies courses (as set by our teachers) is to build a more equitable, just, and empathetic community through education and understanding of the diverse multicultural history of the United States and Washington. In this session we will share our process, resources and frameworks we have used and developed while redesigning our curriculum to reach our goal and our growth in culturally responsive teaching.

Elevating Student Voices through using CCE Surveys in Student Voice Circles in Yakima School District (Room 407)

Lead Presenter: Erich Bolz, Vice President of Research and District Engagement, The Center for Educational Effectiveness

Co-Presenters: Kathryn Page- Executive Director of School Leadership and Accountability, and Doug Kaplicky, Principal, Adams Elementary, Yakima SD

Description: What educator doesn't want access to low touch/high impact strategies for elevating student voices? This presentation highlights how Yakima School District is using The Center for Educational Effectiveness (CEE) EES Student with SEL Supplement Survey to facilitate conversation in Student Voice Circles. Participants will walk away with the tools to turn student perceptual data into actionable improvement steps in Student Voice Circles and across numerous other educational settings.

Transform Your Supports with Ninth Grade Success Teams (Room 317)

Lead Presenter: Kefi Andersen, System Improvement Program Supervisor Lead, OSPI

Co-Presenters: Henterson Carlisle, Director for Washington, Center for High School Success, Stand for Children.

Description: Students need more support than ever before. What are ways we can simplify offering supports? Join us for a session where we'll introduce you to the ninth grade success team strategy. In this shared leadership strategy, you'll incorporate student voice, predictive data, and apply a protocol that will streamline your discussions into actionable concrete steps to help students. We'll also have resources available to help!

Stitching Together Seamless Accountability, Recognition, and System Health Reporting through a Statewide School Climate Collection and the Basic Education Collection (Room 318)

Lead Presenter: Andrew Parr, Research Director, Washington State Board of Education

Co-Presenters: Randy Spaulding, Executive Director, Washington State Board of Education
Viktoria Bobyleva, Basic Education Manager, Washington State Board of Education

Description: The State Board of Education is in the midst of revising system health reporting to include new elements and indicators collectively characterizing the "Conditions for Learning". We expect to use information from a statewide school climate collection, the annual Basic Education collection, and other publicly available data sources to report on the Conditions for Learning for Washington students. The presenters will provide updates on the work and a preview of coming attractions.

Exceeding Expectations - Practices of Schools that Achieve More than Typical Growth (Room 316)

Lead Presenter: Kenneth Tam, Associate Vice President, Assessment and Implementation, Curriculum Associates

Description: In order for students to reach proficiency over time, educators need two measures of growth. How much growth is typical for a student based upon their fall starting point and how much growth is needed to be on a path to proficiency or advanced proficiency. In this session, we'll share the findings of our latest research where we examined where students who meet Stretch growth in two consecutive year place within i-Ready. In addition, we'll explore the practices of schools that were identified as having exceeding expectations.

REL Northwest: Supporting Meaningful Change (Room 404)

Lead Presenter: Katie Drummond, WestEd

Co-Presenter: Chris Barron, REL Northwest Communications Lead (WestEd)

Description: REL Northwest, which partners with educators and policymakers in WA, AK, OR, MT & ID, will provide an overview of its mission and work, share examples of projects underway with districts in WA to address educational equity, and engage participants with help to identify pressing education issues in WA that REL Northwest could potentially support. REL NW engages in change-oriented work by supporting meaningful local, regional, or state decisions about policies, programs, & practices designed to improve learner outcomes. RELs do this through technical support, coaching, research & dissemination.

**12:00-1:00 Lunch
(Ballroom)**

**1:00-2:00
Breakout Session #2**

A School District's Attempt to Create an Impactful Math Intervention Program (Room 318)

Lead Presenter: Meredith Macvean, Mathematics Program Specialist, Snoqualmie Valley School District

Co-Presenters: Nupur Arora, Math Specialist, Snoqualmie Valley School District

Miranda Crawford, Math Specialist, Snoqualmie Valley School District

Jenni Geel, Math Specialist, Snoqualmie Valley School District

Description: Come learn about the 5-year journey our district has taken to implement an effective math intervention program in our elementary schools. During this session, we will review what the research says about best practice in math intervention as well as how students, particularly those who are low achieving, best learn mathematics. We will share how our program got started and has changed over time, what we've learned along the way, what is required to implement the program successfully, as well as the challenges we still face and our hopes and dreams for the future.

WA State Learning Standards Review Update (Room 316)

Lead Presenter: Kara Todd and Sue Anderson, OSPI

Description: OSPI is beginning a multi-year learning standards review, starting with English Language

Arts, Math, and Science this spring. In this session, you'll have an opportunity to learn more about the scope and protocols for this project and to share your thoughts with the project leads.

Assessment and Student Agency in Washington (Room 407)

Lead Presenter: Tanna Thwaite, National Academic Advisor, Renaissance

Description: Discover how to promote agency in our classrooms and across our districts through the use of formative assessments. You'll explore:

- Definitions of student agency, along with common misconceptions
- Formative assessment practices that make learning more meaningful and more purposeful
- Strategies for engaging students and increasing motivation
- Examples of effective agency in action

Changing the Odds: Creating and Using Risk Indicators to Identify and Support Struggling Students (Room 405)

Lead Presenter: James Cantonwine, Peninsula School District

Co-Presenters: Chris Hunke, Dean of Students Gig Harbor HS

Paul Stern, Stern Analytics Consulting

Description: The goal of Risk Indicator systems is to identify struggling students in order to put student interventions in place as quickly as possible within a unified MTSS framework. This session will describe two methods used to create Risk Indicator systems, followed by a discussion of the successes and challenges faced by the Peninsula School District as they used the information to change student trajectories. The presentation focuses on the experiences of districts using Homeroom, but the information can be applied to any student dashboard system.

Evidence for Equity: Understanding and Advancing Racial and Economic Equity in Washington State's K-12 Public School System (Room 315)

Lead Presenter: Min Sun, Professor, University of Washington

Co-Presenters: David Knight, Associate Professor, University of Washington

Brock Grubb, Principal of Brock Grubb Consulting

Katherine Chang, Graduate Student, University of Washington

Description: Education Policy Analytics Lab at the University of Washington united with philanthropic funders, state level policymakers, district leaders, teachers, and non-profit community organizations to identify current policies and practices that either enhance or limit racial and economic equity in Washington State's K-12 public school systems. Our inquiry has been guided by a Resources Equity Framework and identifies assets and areas for improvements pertaining to school finance, teacher resources, curriculum and instruction, student support, school governance, and data, evidence and accountability.

Implementing CRE - A Sustainable Transformational Instructional Practice (Room 317)

Lead Presenter: Anzara Miller, Center for Strengthening the Teaching Profession (CSTP)

Co-Presenters: Katie Taylor, Director of Educator Effectiveness, OSPI

Lindsey Stevens, Executive Director CSTP

Description: Learn how to leverage the upcoming changes with the student growth goal rubrics by implementing culturally responsive planning practices in your buildings and classrooms. We will explore the components of CRE and how intentional planning with equity in mind can transform the classroom experience for teachers and students.

The Seattle Recovery School: A Healing Sober Program for Students (Room 404)

Lead Presenter: Hilary Loeb, Director, Strategy, Evaluation and Learning, Puget Sound Educational Service District

Co-Presenters: Odorico San Nicolas, Educational Equity and Evaluation Consultant PSESD
Seth Welch, Substance Use Disorder Professional and Student Family Advocate at the Recovery High School in Seattle.

Jennifer G. Wyatt, Screening, Brief Intervention, and Referral to Treatment Coordinator at King County Department of Community and Human Services, Behavioral Health and Recovery Division

Description:

Both prior to and during the COVID-19 pandemic, young people's behavioral health has become a pressing concern. Research suggests that adolescents with substance use disorders also have high rates of co-occurring mental illness. The Seattle Recovery School, also known as Interagency Queen Anne Campus, is the only public recovery school of its kind in Washington. This session highlights both research about how the school and similar programs are an evidence-based model for supporting students and the research-practice partnership between PSESD, Seattle Public Schools and King County. Session participants will discuss how the school's commitment to providing a sober learning space has contributed to its success.

2:00-2:15 Break

2:15-3:45

Breakout Session #3

An Intentional Journey – Enabling Collective Teacher Efficacy (Room 406)

Lead Presenter: Stephanie Thomas, Coordinator of Instructional Programs, Spokane Public Schools

Description: Research on Collective Teacher Efficacy (CTE), the shared belief that educators, through collective efforts, can have a significant, positive impact on student outcomes is not new. CTE experienced increased prominence when John Hattie's Visible Learning work documented its high effect size on student outcomes. This session focuses on the results of professional learning that was implemented to leverage the sources of CTE. A priority of the professional learning was to empower educators with an understanding of the positive impact of high CTE for both adult and student outcomes and how to leverage mastery experiences, vicarious experiences, social persuasion, and affective states, the sources of CTE, and to grow CTE within their school site. The session will focus on the research around CTE, the content and outcomes of the professional learning that was implemented, resources to learn more about CTE, and an opportunity to consider local implementation while making connections with colleagues interested in further collaboration.

What in the World do we do with WIDA? (Room 316)

Lead Presenter: Leslie Huff, Ph.D., English Language Proficiency Assessment Coordinator, OSPI

Description: In this presentation we will touch on a few of the questions OSPI has received around WIDA testing. We will start with a quick look at WIDA assessments and their purpose. Then we will take a look at eligibility and exit criteria along with results and how to interpret them. To wrap up we will explore how WIDA data may integrate into sources data sources and WSIF. This will be a casual presentation of information with plenty of room for Q&A.

Washington AIMS: Leadership Capabilities for MTSS Implementation (Room 315)

Lead Presenter: William Rasplica, Project Coordinator, Washington AIMS, OSPI and UW Bothell

Co-Presenters: Stephanie King, Executive Director, Marysville SD

Susan Ruby, Professor, Eastern Washington University

Dana Bailey, Assistant Superintendent, Issaquah SD

Beth Bourque, Assistant Director, North Kitsap SD

Lisa Caldero-Smith, Assistant Superintendent, Yelm SD

Description: The Office of Superintendent of Public Instruction joined with the University of Washington Bothell in a successful application for the Washington AIMS (Administrators Improving Multitiered Support Systems) project. This session will feature administrators from 5 districts and AIMS project faculty discussing how MTSS implementation in their organizations has been informed by the MTSS essential competencies and leadership capabilities developed for the AIMS project. Project evaluation data will be presented. Information on participation in future Project cohorts will be available.

Let's Get Personal: Personalize Instruction Through Collective Teaming (Room 405)

Lead Presenter: Richard Schroeder, Associate Partner/VP, International Ctr for Leadership in Ed

Description: Personalize instruction to maximize learning for your students. Through collective conversations, learn how to apply assessment data to personalize the experience for each student.

Innovative Ways to Use Assessment Data to Improve Proportionality in the Highly Capable Referral Process (Room 407)

Lead Presenter: Brian Gabele, Director of Assessment & Program Evaluation, Clover Park School District

Co-Presenters: Jody Hess, OSPI

Description: When districts begin the process of selecting students to refer for their Highly Capable Program, assessment scores are a usually a focal point after universal screening. Though methodologies differ across districts, a common approach is to use multiple district and state assessments with a defined cut score for reading/math performance in addition to cognitive ability scores. Though this methodology checks off the requirement of using multiple data sources in the selection process, the resulting composition of students that make up Highly Capable referrals is still over-represented by students from more privileged backgrounds while minorities and those from lower socioeconomic backgrounds are excluded. This presentation will demonstrate an OSPI accepted methodology that norms assessment scores by students' multilingual learner status and free/reduced-price lunch status to improve the proportionality of students referred for Highly Capable Services. Real data and scenarios will be shared with the audience.

Systematizing Family Power in District Research Practice (Room 404)

Lead Presenter: Zach LeClair, Senior Research Associate, Seattle Public Schools

Co-Presenters: Dr. Shelby Cooley, Senior Research Associate, Seattle Public Schools
Naomi Byrdo, Research Associate, Seattle Public Schools

Dawit Alemayehu, Community Partner Fellow, Seattle Public Schools and UW-Seattle

Description: What does mobilizing parent power look like in a large school system and how does it become systematized? This session will focus on the ways in which Seattle Public Schools researchers are shifting their practice to further coordinate and build power with families. We will reflect on local contexts that give rise to new family engagement conditions, and a case study of an early literacy family co-design that illustrates shifts in how we're learning with and from families' voices. We conclude by discussing challenges and opportunities in shifting power to families in large school systems.

Equitable Access to Dual Credit Enrollment: Cultivating a Research-Practice Partnership (Room 317)

Lead Presenter: Min Hwangbo, Impact Director, Washington STEM

Co-Presenters: Tana Peterman, Senior Program Officer, Washington STEM

Angie Mason-Smith, Senior Program Officer, Washington STEM

Palmy Chomchat Silarat, UW Community Partner Fellow, Washington STEM

Susan Hou, UW Community Partner Fellow, Washington STEM

Description: Dual credit programs allow high school students to earn high school and college credit simultaneously. Enrolling in dual credit courses is beneficial as it often reduces the resources required to complete a 2-year or 4-year degree, yet this may be challenging for both students, teachers, and families to navigate the processes. In this session, we present lessons learned from partnerships with six high schools from the pilot iterations, how we are scaling our approach to 10+ high schools, and the implementation toolkit (<https://washingtonstem.org/college-and-career-readiness-toolkit/>), and supporting 26 high schools in the coming months to improve post-high school preparation (including dual credit, financial aid completion, and course-taking) AND build regional leadership capacity for helping high schools take this kind of comprehensive approach.

Data Viz Gallery: How our data helps drive decisions. A SIG Data Visualization Network Meeting (Room 317)

Lead Presenter: David Ogden, Assessment Facilitator, Renton School District

Description: Districts from across Washington sign up to share their data visualizations that align with the symposium theme: "Now What?: Reimagining Data for Sustainable, Transformational Change." District teams will have 5-7 minutes to share their data visualizations with 3-5 minutes of questions and feedback.

5:00-8:00 Networking Reception

Join us for Drinks & Small Bites

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Friday, March 3

7:30-9:00

Check-in and Continental Breakfast

9:00-10:00

Breakout Session #4

One Team's Journey to Eliminating Barriers Through Co-Teaching in Mathematics (Room 317)

Lead Presenter: Meredith Macvean, Mathematics Program Specialist Snoqualmie Valley S.D

Co-Presenters: Megan Berry, Math Specialist, Snoqualmie Valley School District

Katie Coley, Special Education Teacher, Snoqualmie Valley School District

Amy Stumph, General Education Teacher, Snoqualmie Valley School District

Description: Come learn alongside us as we share the journey of a District Math Specialist, Special Education teacher, School Math Specialist, and General Education teacher to better serve marginalized groups of students by creating and implementing a co-teaching model during the mathematics block. In this session, we will discuss the research that informed our decisions, share how our work began and how it changed over time, the challenges and nuances involved, the role of school and district leadership, and the positive outcomes of the work - both for students and for educators.

Teacher Leaders Driving Change: Facilitating Student-Informed Assessment Practices (Room 405)

Lead Presenter: Sylvia Bagley, Assistant Teaching Professor of Equitable Instructional Leadership, University of Washington

Co-Presenters: Nicole Fyten, Sammamish High School Math Instructor, Bellevue School District

Sarah Blake, Online middle school humanities teacher, Lake Washington School District

Description: Teacher leaders can play a crucial role in shifting assessment and data practices towards a more equity-driven and student-informed approach. In this presentation, teachers will share how they've facilitated inquiry-driven discussions around incorporating students' voices and unique learning needs into assessment, data collection, and data interpretation. Participants will be invited to share their own experiences and thoughts on the topic of student-informed assessment and to craft a theory of action related to a student-centered assessment shift they might make in their own practice.

Analyzing the Efficacy of EWIS and Moving Forward (Room 404)

Lead Presenter: Brian Goddard, Data Analyst, Renton School District

Co-Presenter: David Ogden, Assessment Facilitator, Renton School District

Description: Despite their seeming ubiquity, relatively little research has gone into whether or not implementing an Early Warning Indicator System (EWIS) results in an increase in graduation rates. To that end, the Renton School District conducted a case study on their EWIS, finding that the implementation had at best a modest positive impact on their graduation rates, leading to an attempt to revamp the system. This presentation will cover how the district conducted this case study, including the methodology and findings, and will conclude with a brief look at how we're moving forward.

Using Data-Based Decision-Making within MTSS to Support Learners at Every Level (Room 318)

Lead Presenter: Sarah Singer, Director, Education Solutions, PowerSchool

Co-Presenter: Dr. Courtney Stevens, PowerSchool

Description: Former district practitioners and current PowerSchool K12 consultants, who work with districts across the country in implementing MTSS solutions including Washington state, will present their findings on how to overcome common MTSS implementation challenges. Most of our time will be spent discussing challenges related to the data-based decision-making component of OSPI's MTSS framework and how people, processes and technology working in concert can help to improve implementation of this vital component of MTSS.

Eliminating the "Cracks": Identifying and Supporting Student Needs (Room 315)

Lead Presenter: John Steach, CEO, The Center for Educational Effectiveness

Co-Presenter: Marty Brewer, Superintendent, Port Angeles School District

Description: Michelle Olsen, Assistant Superintendent, Port Angeles School District

In 2020, the Center for Educational Effectiveness developed the EESTM- Student Universal Wellness Screener, a tool now used in Washington and across the country. The Port Angeles School District implemented the screener in 2021 to better identify student needs around academic, social, emotional, and belongingness support. Port Angeles district leadership will share how screener data was integrated into their MTSS process to better target and align student supports.

Data to Inform Policy in the Areas of Mastery-based Learning and Graduation Requirements and the Impact on Student Assessment (Room 316)

Lead Presenter: Linda Drake, Director of Career- and College Readiness Initiatives, Washington State Board of Education

Co-Presenter: Alissa Muller, Director of the Mastery-based Learning Collaborative, Washington State Board of Education

Description: Explore with State Board of Education staff the successes and challenges of collecting data from students, educators, and the public to inform the development of state policy, in two major areas of Board work: mastery-based learning and graduation requirements. This presentation will show how data was collected, how data informed policy development, and how policy development may impact student assessment in schools and in graduation pathway requirement options, with the aim of creating a system that is more equitable, flexible, and student-focused.

"Searching for 'Bright Spots'": Reviewing a Collaborative Research Partnership to Explore Student Learning Acceleration (Room 407)

Lead Presenter: Ashley Birkeland, Executive Director of Organizational Effectiveness, Kent School District

Co-Presenters: Elizabeth Barker, Assistant Director of Research, Kent School District

Charity Jensen, Director of Assessment, Kent School District

Rachael Waldrop, Assessment Specialist, Kent School District

Description: Kent School District and The Learning Accelerator offer key insights from their unique research partnership about how exploring student learning acceleration on the i-Ready Reading Diagnostic among students receiving Free and Reduced-price Lunch services can shape transformational practices in elementary schools. Using an asset lens to focus on student growth, their mixed-method study identified scalable instructional and intervention practices from their own community. This session reviews key growth practices for schools and how to build capacity in a district for research-driven decisions.

10:00-10:15 Break

10:15-11:45

**Welcome, Business Meeting, and Awards
(Ballroom)**

11:45-12:00 Break

12:00-1:00 Lunch

1:00-2:30

Breakout Session #5

Assessment Directors Network Meeting (Rooms 315-317)

Lead Presenter: Brian Loffer, Bethel SD

Co-Presenters: Dawn Wakeley, Tahoma SD

Nicholas Bontrager, Moses Lake SD

Heather Stroh, Shoreline SD

Derek Tucci, Northshore SD

Description: This is the annual assessment directors networking meeting. Test coordinators and district assessment directors throughout the state are encouraged to attend to learn and network as we all continue to navigate the complexities of district and state assessment and reporting out to our various stakeholders.

Aligning Curriculum, Assessments, Teaching, and Learning: Reimagining Student Success (Room 405)

Lead Presenter: Nancy Potter, School Development Manager, Cambridge Assessment

Co-Presenters: Dr. Matthew Kaye, Director of Accountability, Assessment, and Research for Lee County School District in Fort Myers, FL

Description: Contribute to a conversation exploring transformational methods to connect all youth to scholastic achievement. See success stories from Washington schools and college research. Discover how aligning professional development, learning and teaching with assessments from kindergarten through college result in increased academic achievement for all students, especially those from diverse backgrounds.

Using Data Binders to Track Student Learning and Guide Instruction (Room 404)

Lead Presenter: Sarah Clark, Secondary Reading Interventionist, Muckleshoot Tribal School

Description: This session will explain how student data binders, K-12 in any content area, can be used to house student work portfolios, track student learning, set goals, organize assessment data to guide

instruction, and support tiered interventions. Attendees will be provided examples for both elementary and secondary settings. We will also discuss how student data binders can make learning accessible to all students, including historically marginalized populations.

Centering Equity and Disrupting Disproportionality in Special Education (Room 318)

Lead Presenter: Dr. Liz Stewart, Program Improvement Supervisor, OSPI

Co-Presenter: Dr. Jaimee Kidder, Program Improvement Supervisor, OSPI

Description: This session will engage participants in a brief data walk to explore and unpack disproportionality, root causes, and identify actions to disrupt disproportionality for students with disabilities at the intersections of race and poverty. A data tool and protocol for identifying disproportionality will be shared.

Washington School Finance in the Post-McCleary World: Inequality in Educational Personnel, Technology, and Facilities (Room 407)

Lead Presenter: David Knight, Associate Professor, University of Washington

Co-Presenters: Pooya Almasi, UW, Claire McMorris, UW, Hilary Loeb, PSESD, Noemi Sandoval, PSESD, Bre Urness-Straight, OPSI, Jon Proctor, CXLogic

Description: University of Washington researchers partnered with staff members from the Puget Sound ESD, OSPI, and non-profit community groups to analyze the state's K-12 school finance system, 10 years after the landmark *McCleary v. Washington State Supreme Court Case*. The project examines how the state provides funding for educational personnel, educational technology, and school buildings.

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