

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal: **Mr. Brent A. Perdue**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: **Madison Elementary School**
(As it should appear in the official records)

School Mailing Address: **319 West Nebraska Avenue**
(If address is P.O. Box, also include street address.)

Spokane City **WA** State **99205-6299** Zip Code+4 (9 digits total)

County: **Spokane** State School Code Number*: **2708**

Telephone: **(509) 354-3600** Fax: **(509) 354-3636**

Web site/URL: **<http://www2.spokaneschools.org/Schools/Elementary/Madison/>**
E-mail: **brentp@spokaneschools.org**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* **Dr. Brian Benzel**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: **Spokane Public Schools** Tel.: **(509) 354-5900**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: **Mrs. Christie Querna**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 35 Elementary schools
 6 Middle schools
 _____ Junior high schools
 6 High schools
 14 Other

 61 TOTAL
2. District Per Pupil Expenditure: \$9,034

 Average State Per Pupil Expenditure: \$8,315

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 3 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	14	2	16	7			
K	24	27	51	8			
1	24	22	46	9			
2	26	19	45	10			
3	25	24	49	11			
4	29	24	53	12			
5	13	22	35	Other			
6	17	23	40				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							339

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- 74%** White
 - 8%** Black or African American
 - 10%** Hispanic or Latino
 - 5%** Asian/Pacific Islander
 - 3%** American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: **30%**

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	45
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	40
(3)	Total of all transferred students [sum of rows (1) and (2)]	95
(4)	Total number of students in the school as of October 1	321
(5)	Total transferred students in row (3) divided by total students in row (4)	.30
(6)	Amount in row (5) multiplied by 100	30

8. Limited English Proficient students in the school: **3%**
11 Total Number Limited English Proficient

Number of languages represented: **5**

Specify languages: **Arabic, Marshallese, Russian, Spanish, Tagalog**

9. Students eligible for free/reduced-priced meals: 57 %

Total number students who qualify: 185

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16%
54 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>11</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u> </u>
Special resource teachers/specialists	<u>11</u>	<u> </u>
Paraprofessionals	<u>5</u>	<u> </u>
Support staff	<u>4</u>	<u>8</u>
Total number	<u>33</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	95%	96%	95%	96%
Daily teacher attendance	97%	98%	98%	96%	N/A*
Teacher turnover rate	15%	6%	0%	0%	0%

* Data previous to 2001-02 recorded on a computerized system no longer in district use.

PART III - SUMMARY

Originally a one room school-house constructed in 1910, Madison students carried their pencil boxes to the current location on November 10, 1949. Now located on the northwest corner of beautiful Franklin Park, Madison is home to 340 eager learners.

A proud member of Spokane Public Schools, Madison is one of 35 elementary schools that serve kindergarten through sixth grade students. Madison also serves two sessions of special education preschool and a Designed Instruction classroom for students with significant special needs. Madison has seen its demographic make-up change over the past few years. Though still hovering at roughly 57% of its students qualifying for free or reduced priced lunch, a number that has not wavered much in recent memory, other characteristics have changed. Once very stable, Madison's mobility rate has crept up each of the past five years to its current rate of 30%. And Madison's ethnic minority population has increased to roughly 25% of the student body. The first of these changes has led to some changes in structure, and the second has blessed the community with a new sense of diversity.

"The Madison Elementary School community is committed to providing excellence in education" begins the school's mission statement. This excellence cannot be realized without "parents, who are recognized as their children's first and foremost teachers." This partnership serves children well as the school and home work together to "cultivate the maximum potential within each child... (and) foster the idea that learning is a reward in itself."

The Spokane Public Schools' focus on rigor, relevance and relationships as the new three R's, is evidenced daily in classrooms across the Madison campus. Ramping up the expectations for each child in every classroom to achieve at high levels has been one of the primary reasons for Madison's success. New families are often struck by the rigor their children encounter upon enrolling. And parents are pleasantly surprised when most children can achieve at this high level with appropriate scaffolds and supports.

This first R, rigor, can also be applied to the work of the staff. Realizing that schools are inherently lacking in time for professional learning and collaboration, the Madison staff have consistently given time outside of contract hours to attend district and building trainings to enhance their content knowledge and instructional strategies. This is why the mantra: *Madison, where everyone is a learner* holds true. Additionally, a building Leadership Council guides all on-site professional development and collaboration time so that non-learning related items never surface during time meant to be spent on improving student learning. These non-learning related items are left to a Nuts and Bolts committee that focuses its time working through non-student learning related items. This division of labor and focus allows all the important work of a school to be completed efficiently.

The second R, relevance, is a key to a child retaining what is taught and having new learning enter long-term-storage in the brain. Using district curriculum and program guides as a base, Madison teachers work to build purpose and relevance for all learning that is expected in the classroom.

Lastly, quality relationships must be in place for any learning to occur. At Madison, teachers and staff recognize that children will not learn from them if a positive and supportive relationship does not exist. For this reason, Madison became a Love and Logic school, focusing on choices and natural consequences for behaviors as well as working to avoid students missing learning within the classroom for offenses committed outside of the classroom.

You are invited to learn more about Madison by visiting the school's website at:
<http://www2.spokaneschools.org/Schools/Elementary/Madison/>

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Since 1997, all fourth grade students in Washington have taken the Washington Assessment of Student Learning (WASL). Grades 3, 5 and 6 began being assessed with the WASL last spring. With only one year of data, the following discussion will focus on 4th grade progress. The WASL is a criterion referenced test that is designed to enable students to demonstrate their knowledge, skills, and understanding in each of the state's content standards. The standards for our students are expressed in the form of Essential Academic Learning Requirements (EALRS). As of this date we are formally assessing the EALRS in reading writing, mathematics and science. Test items range from multiple choice and short answer responses, to complex extended responses, essays, and problem-solving tasks. Our state has established achievement goals and timelines for all elementary schools in the areas of reading and mathematics.

Scores on the WASL are reported in two ways. First, raw scores are converted to standard scale scores (ranging from roughly 300 to 600) that provide consistent information about cognitive difficulty. The standard is set to 400; thus a student score of 400 always represents the same level of achievement. This scale enables us to observe growth in student achievement with the confidence that the increase in scores is due to increased student learning instead of changes in tests. Second, scale scores are grouped into levels of performance, similar to those on the NAEP. Scale scores significantly below 400 represent "Level 1" (well below standard) and nearer to 400 represent Level 2 (below standard) performance. Scale scores from 400 to 425 represent Level 3 (meeting standard) performance, and scale scores above 425 represent Level 4 (well above standard) performance. Performance is most commonly reported to schools and the media as the percent of students scoring within each level or the percent of students meeting or exceeding standard. Because WASL is a criterion-referenced test, scores are not reported in percentile ranks. More detailed information about the Washington State Assessment program can be found on the OSPI website at: www.k12.wa.us/assessment.

Reported in the tables provided is student performance on the Grade 4 WASL Reading, Mathematics, and Writing tests each year since the 2001-2002 school year. In reading, performance has improved to a point of 100% of students meeting the standard in 2005. The 2006 performance of 97 percent meeting standard is impressive in a relative as well as absolute sense. This performance of 97 percent places Madison above other elementary schools with similar demographic characteristics. Specifically, Madison students scored 11 percentage points higher than one would predict based on a comparison of other schools with similar demographics.

In mathematics, performance has improved over the past few years from 63 percent meeting standard to nearly 73 percent meeting standard in 2005 and 2006. The 2006 performance is actually 18 percent points higher than one would predict on the basis of demographic characteristics. Put another way, the 2006 performance places Madison students at the 84th percentile compared to all other elementary schools with the same percentage of students receiving free or reduced-price lunch services.

Madison is proud of its students' improvement in the area of written language. On the 4th Grade WASL Writing test, students respond to two prompts in an extended writing effort that includes drafting, editing, and revising. The two written pieces are scored according to anchor measures in the areas of content/organization/style and conventions. A possible score of 12 points is available. Students must gain "9" or more of these points to be above standard. Madison students have steadily improved over the past few years from 69.7 percent meeting standard in 2003 to 80 percent meeting standard in 2006. Moreover, this score of 80 percent is 14 percents higher than expected on the basis of socioeconomics. Assessment results are also included for the Iowa Test of Basic Skills from the 2000-2001 through the 2004-2005 school years. Since this assessment is no longer required and is not in alignment with Washington State Essential Academic Learning Requirements, a discussion of the results is not included.

2. Using Assessment Results:

Assessment results guide every instructional decision made at Madison. In addition to the daily on-going diagnostic, formative and summative evaluations taking place in each classroom that guide the next day's lesson and interventions with specific students, school-wide decisions are also made based on information gleaned from district and state assessments.

Madison's Leadership Council uses district and state data combined with building level assessment results to make decisions on resource allocation and school professional learning goals for the year. These decisions and goals are built into a School Improvement Plan that outlines and details areas of focus. This plan is updated annually, and guides every collaboration session and staff development day throughout the course of the school year.

Staffing allocations at Madison are also based on assessment results. Madison's mathematics instructional coach works with teachers to improve teaching and learning in classrooms across the school. Her focus of instruction and work with teachers is based on addressing the needs that will have the greatest impact on improving student learning. Madison also has a half-time Team Teacher who works with small groups across the school based on greatest student need.

One-on-one and small group tutoring has shown some of the greatest results for improving learning among students who struggle. Madison has allocated supplemental hours to teachers so they have the time to provide tutoring outside of the school day to students in math and literacy who would benefit from this additional time. The classroom teachers themselves use these supplemental hours to target the students with the greatest need, as they are the ones who know their students the best and will be most likely to improve the students' learning. Teachers other than a child's classroom teacher also provide additional grade-band tutoring to focused groups of students who are in need of support. In addition, Madison has an extended-day kindergarten program that provides an additional hour of instruction three days per week for students who would benefit from additional focused work in literacy and mathematics.

3. Communicating Assessment Results:

A productive relationship between the home and school is closely linked to high performance. At Madison, this relationship is cultivated as the school works to provide timely, accurate and easy to understand information on each child's progress. Moving away from a simple presentation of letter grades at the end of each trimester, teachers meet with families twice each year during designated parent/teacher conference weeks to discuss the child's progress, review assessment results, and look at samples of the student's work. Madison's staff finds these times invaluable in building a relationship with the home. Families also have found these times beneficial, as evidenced by a 97% average attendance rate over the past three years.

Print and electronic media play a large role in communicating with families and the community. The Madison Monday Messenger is an expected means of communication sent home to parents each week. Assessment results are highlighted when appropriate and detailed explanations provided when needed.

When the school receives individual Washington Assessment of Student Learning (WASL) results each fall, they are mailed to families with an attached letter from the principal and a pamphlet from the state, both of which serve to demystify the results and provide meaningful information so that families may support their children's education at home. Parents are encouraged to call the school with questions about these results or any other questions during the year.

Each Spokane Public School creates an Annual Report Card detailing its performance on the WASL, its

major goals for school improvement, and a number of other items of interest to the community. This Report Card can be found on-line at: www.spokaneschools.org/AnnualReports/Elementary/Madison.pdf.

Madison also maintains a website that serves to keep the community informed. A Parent Resources page provides specific information for families, including a link to Madison's scores on state assessments. The school's highly active PTO is also a means by which information is shared with families.

4. Sharing Success:

As the schools in Spokane Public Schools cultivate collaborative cultures, sharing and learning from one another has become the norm. A commitment to system improvement has built a learning community across Spokane where the sharing of best practice is a routine part of business.

Madison's principal is a member of the district's Principal Design Team which plans professional development for all instructional leaders in the district. This participation allows him to share the types of strategies for adult learning that has led to success at Madison. Recently, he presented a protocol that he and Madison's instructional coach used with staff to look deeply at student work in a way to celebrate successes and plan for future improvement.

Madison has an open door policy, allowing visitors to witness instructional strategies taking place in classrooms. It has hosted walkthroughs by teams of principals and superintendents looking to improve instruction. Teachers at Madison have become very accustomed to visitors and are willing to work with others to improve teaching and learning for all children.

Madison's principal also joined, at the invitation of the superintendent, two other principal's whose schools had shown marked improvement on the WASL on a local cable television show to share with the Spokane Community some of the strategies that have shown success with students.

In the 2004-2005 school year, Madison conducted a survey of schools across Washington States whose students had shown success on state assessments and who shared a similar demographic complexion as Madison. This survey aided the school in making instructional improvements to meet the needs of more students. Like the schools that were so willing to take the time to share with Madison when contacted by phone, Madison is now continuing that tradition as it fields calls from around the state about strategies leading to the continuous improvement of student learning.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Based in part on the extensive research of The Educational Trust, a non-profit organization whose basic tenet is "all children will learn at high levels when taught to high levels," Spokane Public Schools has been developing common curricular expectations and timelines that ensure all students are exposed to rich and varied content and with a level of rigor that raises the achievement of all students regardless of income or ethnicity. Madison staff members, including the principal, have been a part of the content teams writing the district curriculum and program guides and are committed to the delivery of the district curriculum.

Spokane's curriculum expectations are built around Washington's State Essential Academic Learning Requirements (EALR's) which reflect rigorous standards for students in the areas of Reading, Mathematics, Science, Social Studies, Writing, Communication, Health & Fitness, Music and the Arts. These EALRs are detailed in Grade Level Expectations (GLEs) that guide the specific learning requirements for each year of schooling Kindergarten through grade twelve. With the exception of Music and Health & Fitness in grades K-6, and Art in grades 4-6, Madison classroom teachers are responsible for

all content areas.

Curriculum guides and program guides have been compiled by the district to assist teachers in ensuring GLEs are met at each grade level and that nothing is left to chance. These are living documents, receiving constant revisions. They may be viewed at: <http://shareview.spokaneschools.org/guides/>. Brief descriptions of each of the core curriculum areas are described below:

- **Reading:** The most basic tenet of Madison's reading curriculum is based on intentionally teaching students what research has shown good readers do as they read and comprehend a variety of text. Students are given the foundational skills of reading; phonemic awareness, phonics, vocabulary, fluency and comprehension. Instruction includes appropriate book choice so that students are challenged at their reading level, and continuing with focused work on Fix-up and Thinking Strategies in small and whole group instruction, students are given significant amounts of time to read "real" texts and gain meaning from this practice.
- **Writing:** The focus of writing instruction at Madison is writing for real situations, applying the Traits of Quality Writing. Students are asked to write in a variety of forms and for different audiences and purposes.
- **Mathematics:** Students are engaged in a daily mathematics block consisting of a constructivist lesson that allows students to make sense of rich and meaningful mathematics in the following strands: number sense, measurement, geometric sense, probability and statistics and algebraic sense. In addition, students experience a daily skill review made up of a mixture of problems from each of the before mentioned strands as well as significant work with problem solving, including relevant real world problems.
- **Science:** Students at each grade level work for deep understanding of two or three main topics through hands-on, inquiry-based science lessons. These lessons focus on the inquiry method and ask students to understand, observe, inquire, hypothesize, communicate, record and organize data utilizing the scientific process. The curricular materials are all research-based.
- **Social Studies:** Each grade level addresses state GLEs through a series of content rich explorations that are guided by district program guides that integrate literacy expectations with content work in history, civics, geography and economics of local community, state, national and world cultures.
- **Art:** Students are taught to understand and use elements, principles, techniques, function, style, presentation, individual development, problem solving and communication through the visual arts. Classroom teachers deliver these experiences in grades K-3, while students in grades 4-6 are instructed by an art specialist.
- **Music:** Madison students are provided with intentional instruction that focuses on the following elements: Beat/Rhythm, Expression (dynamics, style, tempo, phrasing), Form, Harmony, Melody, Notation, Pitch, Texture, and Timbre/Tone Color.
- **Health & Fitness:** Spokane's program, which is aligned with state requirements, focuses on helping students acquire knowledge and skills necessary for active and healthy lifestyles. Components of fitness and nutrition are major components of the curriculum.

2. Reading:

Spokane Public Schools maintains the belief that reading is a complex process, heavily involved with writing, listening and speaking across all content areas. Reading is a meaning-making process that continues through life. There is also a belief that reading and writing is most effectively taught using a constructivist, apprentice model of gradual release of responsibility where teachers begin with extensive modeling of what research has determined good readers do when interacting with text. This research on Thinking Strategies, includes work on summary, making connections, questioning, prediction, inference, determining importance, using sensory images and synthesis. Over time, the teacher gradually releases

more responsibility to students to independently employ the strategies so that all students move beyond word calling and truly interact with the text before them. It is believed that this method of instruction creates students who understand the essential components of critically and deeply interacting with print as a means for understanding content and an author's purpose and writing.

Teachers utilize a workshop model, with effective instruction including extended time for students to practice reading daily. A blend of whole group, small group and individual conferencing is used according to students' needs. Additionally, the literacy workshop includes specific instruction for making meaning at the word, sentence and text levels. This balanced approach sees teachers also providing time each day for systematic phonemic awareness, phonics, spelling, word study/vocabulary, and comprehension instruction.

District Literacy Program Guides provide sample lessons which are fully aligned with state academic standards and Grade Level Expectations. Within these lessons, and paramount to providing the scaffolding needed for students to make reading improvement are classroom libraries and a building book room complete with rich leveled trade books of all genres.

3. Additional Curriculum Area: Mathematics

More and more studies are pointing to mathematics as the gate keeper for student success in future endeavors. Madison is entering its third year of a school-wide focus on mathematics teaching and learning. This focus, Madison's content area of highest needs based on assessment data, guides all of its school-based professional development efforts.

Three essential components make up the mathematics block at Madison. First, a daily constructivist lesson provides students with rich content aligned with state standards. Teachers work to emphasize depth in mathematical thinking rather than a superficial memorization of procedures lacking in meaning. Students express their mathematical thinking through drawing diagrams, participating in carefully crafted classroom discourse, and writing about the mathematics they encounter in classrooms each day. The curriculum materials used for the vast majority of lessons include *Bridges in Mathematics* (Grades K-1), *Investigations in Number, Data and Space* (Grades 2-5) and the *Connected Mathematics Project* (Grade 6).

The notion from our Mission that "learning will be relevant" guides the work with students in the second component of the daily math block: Problem Solving. Making math meaningful, and full of rich problems that are worthy of solving, is a quest for teachers. During this portion of the math block, students are often asked to write detailed explanations of their solution paths so that others may learn from their thinking.

The third and final component of the daily math block is Skill Review. In this 10 minute portion of the day, students review content that has been previously taught. It is not a time for speed drills, or completing pages of algorithms without meaning. Instead, it provides an opportunity for students to work on "every strand, every day." These problems are carefully selected to provide additional practice to students based classroom assessment data.

4. Instructional Methods:

When attempting to make meaningful system and school-wide improvement, consistency is key. Borrowing from the research conducted by The Educational Trust, Spokane Public Schools has assembled Curriculum Guides and Program Guides that provide time-lines, curriculum materials and suggested strategies that are to be used district wide. This consistency from school to school helps to ensure content specifics are not missed as students move from school to school. With Madison's increasing mobility rate, now at 30%, teachers can rely on the fact that students coming from other Spokane schools will have had similar experiences in content specifics as their new peers at Madison.

In addition to district specific initiatives for content timing, consistency manifests itself at Madison in a number of ways. Similar vocabulary across grades and content areas supports students as they move from classroom to classroom. An agreed upon set of Mathematics Problem Solving Stems that is used at every grade is an example of this support.

Effective classroom discourse and questioning strategies make good classrooms great. At Madison, focused work has been ongoing to heighten teachers' ability to ask thought provoking questions and lead discussions that tap all levels of Bloom's Taxonomy. A specific example of this work has seen teachers implement the Five Productive Talk Moves, detailed in the book *Classroom Discussions: Using Math Talk to Help Students Learn*.

Consistency as practice does not mean all learners interact with the same text or receive identical interventions. Differentiation is at the heart of each classroom, as teachers work to ensure students have value-added learning in each content area. Frequent assessment guides interventions for every child so that appropriate differentiation in instruction and materials can be implemented to ensure maximum growth. In addition, one-on-one tutoring and small flexible groupings ensure each child receives the instructional emphasis required to excel.

5. Professional Development:

"Madison, where everyone is a learner" reads Madison's school motto. Students at Madison are fortunate to attend a school where staff members view their own professional learning as a key component to improving results for children. Each Thursday morning in Spokane Public Schools, teachers arrive 30 minutes earlier than on other days of the week, and students arrive thirty minutes later. This adjustment in scheduling provides a 60 minute collaboration time.

Madison has used this gift of time for a number of purposes including: disaggregating assessment data to determine areas of instructional focus; discussing student work samples to determine next steps for intervention; deepening adult content knowledge; sharing best instructional practices; and working with curriculum guides and state GLEs so that all instruction is intentional with nothing being left to chance.

These efforts have paid off in improved instructional practice and student performance. Building assessment data was used to determine that Madison students' greatest mathematical area of need was in the Problem Solving strand. This targeted the collaborative learning sessions on improving practice and assessment in problem solving, bringing in experts including Dr. John Van de Walle and Dr. Catharine Fosnot to work with teachers, and making visitations to other schools whose students were performing well in this strand of mathematics. Madison's efforts paid off when looking at last year's strand data and seeing a double-digit increase in students meeting standard in problem solving.

In addition to the Thursday collaborative sessions, Monday afternoons have also been a standard time for furthering adult learning among staff members. These book study sessions, occurring outside of the contract day and well after students have returned home, have served to further deepen the content and instructional knowledge of teachers at Madison around problem solving and other mathematical content. Though optional, these sessions are well attended, with the most recent study seeing every instructional staff member at the school taking part.

Just as students need differentiated instruction based on their learning needs, so do teachers. Instructional Coaching, one of the most promising professional development practices in use today, has played a large part in Madison's efforts to improve teaching and learning. Madison currently has a mathematics instructional coach who teaches alongside educators in the classroom. Having a highly skilled partner for collaboration to help plan instruction, review assessments and make intervention decisions is a luxury the

isolated teacher has not had in the past. In addition to improved teacher practices over the long term, classrooms with an imbedded instructional coach for mathematics have consistently outperformed classrooms without such support.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 4 Test Washington Assessment of Student Learning (WASL)

Edition/Publication Year _____ Publisher New Each Year/Publisher WA State

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	97	100	86	74	86
% "Exceeding" State Standards	39	49	31	46	33
Number of students tested	33	33	42	66	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	3	N/A	N/A
Percent of students alternatively assessed	8	0.0	7	N/A	N/A
SUBGROUP SCORES					
1. <u>Low Income</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100	100	84	N/A	N/A
% "Exceeding" State Standards	42	33	24	N/A	N/A
Number of students tested	12	18	25	N/A	N/A
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4 Test Washington Assessment of Student Learning (WASL)

Edition/Publication Year Redesigned each year/ Publisher is WA State _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	73	73	60	64	64
% "Exceeding" State Standards	36	39	17	38	28
Number of students tested	33	33	42	66	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	0	3	N/A	N/A
Percent of students alternatively assessed	8	0.0	7	N/A	N/A
SUBGROUP SCORES					
1. <u>Low Income</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	75	61	56	N/A	N/A
% "Exceeding" State Standards	25	28	12	N/A	N/A
Number of students tested	12	18	25	N/A	N/A
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Writing Grade 4 Test Washington Assessment of Student Learning (WASL)

Edition/Publication Year Publisher New Each Year/Publisher WA State

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	80	79	71	70	78
% "Exceeding" State Standards	17	27	21	30	22
Number of students tested	35	33	42	66	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	3	N/A	N/A
Percent of students alternatively assessed	3	0.0	7	N/A	N/A
SUBGROUP SCORES					
1. <u>Low Income</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	86	72	68	N/A	N/A
% "Exceeding" State Standards	14	28	8	N/A	N/A
Number of students tested	14	18	27	N/A	N/A
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading Grade 3 Test Washington Assessment of Student Learning (WASL)

Edition/Publication Year Publisher New Each Year/Publisher WA State

	2005-2006
Testing month	April
SCHOOL SCORES*	
% "Meeting" plus "Exceeding" State Standards	80.0%
% "Exceeding" State Standards	44.4
Number of students tested	45
Percent of total students tested	100.0
Number of students alternatively assessed	6
Percent of students alternatively assessed	11.5
SUBGROUP SCORES	
1. <u>Low Income</u> (specify subgroup)	
% "Meeting" plus "Exceeding" State Standards	72.0
% "Exceeding" State Standards	36.0
Number of students tested	25
2. _____ (specify subgroup)	
% "Meeting" plus "Exceeding" State Standards	
% "Exceeding" State Standards	
Number of students tested	

Subject Mathematics Grade 3 Test Washington Assessment of Student Learning (WASL)

Edition/Publication Year Publisher New Each Year/Publisher WA State

	2005-2006
Testing month	April
SCHOOL SCORES*	
% "Meeting" plus "Exceeding" State Standards	77.8
% "Exceeding" State Standards	28.9
Number of students tested	45
Percent of total students tested	100.0
Number of students alternatively assessed	5
Percent of students alternatively assessed	10.0
SUBGROUP SCORES	
1. <u>Low Income</u> (specify subgroup)	
% "Meeting" plus "Exceeding" State Standards	68.0
% "Exceeding" State Standards	24.0
Number of students tested	25
2. _____ (specify subgroup)	
% "Meeting" plus "Exceeding" State Standards	
% "Exceeding" State Standards	
Number of students tested	

Subject Reading Grade 5 Test Washington Assessment of Student Learning (WASL)

Edition/Publication Year Publisher New Each Year/Publisher WA State

	2005-2006
Testing month	April
SCHOOL SCORES*	
% "Meeting" plus "Exceeding" State Standards	92.3
% "Exceeding" State Standards	41.0
Number of students tested	39
Percent of total students tested	100.0
Number of students alternatively assessed	1
Percent of students alternatively assessed	2.5
SUBGROUP SCORES	
1. <u>Low Income</u> (specify subgroup)	
% "Meeting" plus "Exceeding" State Standards	100.0
% "Exceeding" State Standards	21.1
Number of students tested	19
2. _____ (specify subgroup)	
% "Meeting" plus "Exceeding" State Standards	
% "Exceeding" State Standards	
Number of students tested	

Subject Mathematics Grade 5 Test Washington Assessment of Student Learning (WASL)

Edition/Publication Year Publisher New Each Year/Publisher WA State

	2005-2006
Testing month	April
SCHOOL SCORES*	
% "Meeting" plus "Exceeding" State Standards	53.8
% "Exceeding" State Standards	20.5
Number of students tested	39
Percent of total students tested	100.0
Number of students alternatively assessed	1
Percent of students alternatively assessed	2.5
SUBGROUP SCORES	
1. <u>Low Income</u> (specify subgroup)	
% "Meeting" plus "Exceeding" State Standards	36.8
% "Exceeding" State Standards	15.8
Number of students tested	19
2. _____ (specify subgroup)	
% "Meeting" plus "Exceeding" State Standards	
% "Exceeding" State Standards	
Number of students tested	

Subject Reading Grade 6 Test Washington Assessment of Student Learning (WASL)

Edition/Publication Year Publisher New Each Year/Publisher WA State

	2005-2006
Testing month	April
SCHOOL SCORES*	
% "Meeting" plus "Exceeding" State Standards	73.5
% "Exceeding" State Standards	23.5
Number of students tested	34
Percent of total students tested	100.0
Number of students alternatively assessed	1
Percent of students alternatively assessed	3
SUBGROUP SCORES	
1. <u>Low Income</u> (specify subgroup)	
% "Meeting" plus "Exceeding" State Standards	66.7
% "Exceeding" State Standards	27.8
Number of students tested	18
2. _____ (specify subgroup)	
% "Meeting" plus "Exceeding" State Standards	
% "Exceeding" State Standards	
Number of students tested	

Subject Mathematics Grade 6 Test Washington Assessment of Student Learning (WASL)

Edition/Publication Year Publisher New Each Year/Publisher WA State

	2005-2006
Testing month	April
SCHOOL SCORES*	
% "Meeting" plus "Exceeding" State Standards	52.9
% "Exceeding" State Standards	8.8
Number of students tested	34
Percent of total students tested	100.0
Number of students alternatively assessed	1
Percent of students alternatively assessed	5
SUBGROUP SCORES	
1. <u>Low Income</u> (specify subgroup)	
% "Meeting" plus "Exceeding" State Standards	44.4
% "Exceeding" State Standards	0.0
Number of students tested	18
2. _____ (specify subgroup)	
% "Meeting" plus "Exceeding" State Standards	
% "Exceeding" State Standards	
Number of students tested	

Subject: Mathematics Grade: 3 Test: Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year: 1995 Publisher: Riverside

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	73	75	76	72	77
Number of Students Tested	36	36	38	60	38
Percent of total students tested	100.0	100.0	100.0	98.3	100.0
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
Not enough in subgroups for reliable data.					

Note: After the 2004-2005 school year, the ITBS was no longer administered in Washington State.

Subject: Reading Grade: 3 Test: Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year: 1995 Publisher: Riverside

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	62	70	65	65	60
Number of Students Tested	35	18	38	61	38
Percent of total students tested	97.2	50.0	100.0	100.0	100.0
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES Not enough in subgroups for reliable data.					

Note: After the 2004-2005 school year, the ITBS was no longer administered in Washington State.

Subject: Mathematics Grade: 6 Test: Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year: 1995 Publisher: Riverside

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	61	66	60	61	51
Number of Students Tested	60	33	40	45	53
Percent of total students tested	100.0	100.0	100.0	100.0	100.0
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES Not enough in subgroups for reliable data.					

Note: After the 2004-2005 school year, the ITBS was no longer administered in Washington State.

Subject: Reading Grade: 6 Test: Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year: 1995 Publisher: Riverside

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	58	56	60	55	49
Number of Students Tested	60	33	40	45	52
Percent of total students tested	100.0	100.0	100.0	100.0	98.1
Number of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
Not enough in subgroups for reliable data.					

Note: After the 2004-2005 school year, the ITBS was no longer administered in Washington State.