

## Crownhill Elementary Case Study: Closing the Economic Achievement Gap

### Case study background and purpose

To spotlight effective practices, the [Washington State Board of Education](#) (SBE) is highlighting schools that are closing achievement gaps and performing at high levels.

In 2009, SBE partnered with the [Office of Superintendent of Public Instruction](#) (OSPI) to create the [Washington Accountability Index](#). The Index is a new way to measure schools' improvement, the degree to which they close gaps for low income students, and, starting in the 2009-2010 school year, the closing of the gap for students of color. Through the [Measurement of Student Progress](#) (Washington Assessment of Student Learning prior to 2010) as well as graduation data, the Index provides schools with a 'snapshot' of their achievement in language arts, math, science, and extended graduation rates. The Index takes into account improvement from the previous year and a school's relative performance compared to demographically similar schools.



In the spring of 2010, SBE and OSPI awarded top Index performers with the [Washington Achievement Award](#). A statewide recognition ceremony honored [174 schools](#) for exemplary performance in language arts, math, science, graduation rate, gifted education, and Overall Excellence (top five percent statewide).

From the list of Overall Excellence award winners, SBE selected a few schools with the highest percentages of low-income students (measured by students eligible for free and reduced price meals) and students of color. These are examples of schools that are beating the odds and are closing the academic achievement gaps. The purpose of this and following case studies is to learn from Crownhill's extraordinary success and hopefully incorporate similar professional practices in other schools.

### Why was Crownhill Elementary in Bremerton School District selected?

Crownhill Elementary won three 2009 Washington Achievement Awards: overall excellence, math, and language arts. They are closing the academic achievement gap in reading, writing, and math. When the 2009 WASL data are disaggregated by income, in the 4<sup>th</sup> grade in particular, low income students outperformed non-low income students in the rest of the state.

One hundred eight schools earned the overall excellence award for 2009. Of these, 40 received one additional award. Only eight schools in the state, including Crownhill, received two or more additional awards. Crownhill was the only one of these eight schools with a student low income population above the state average.

## Crownhill characteristics and student demographics

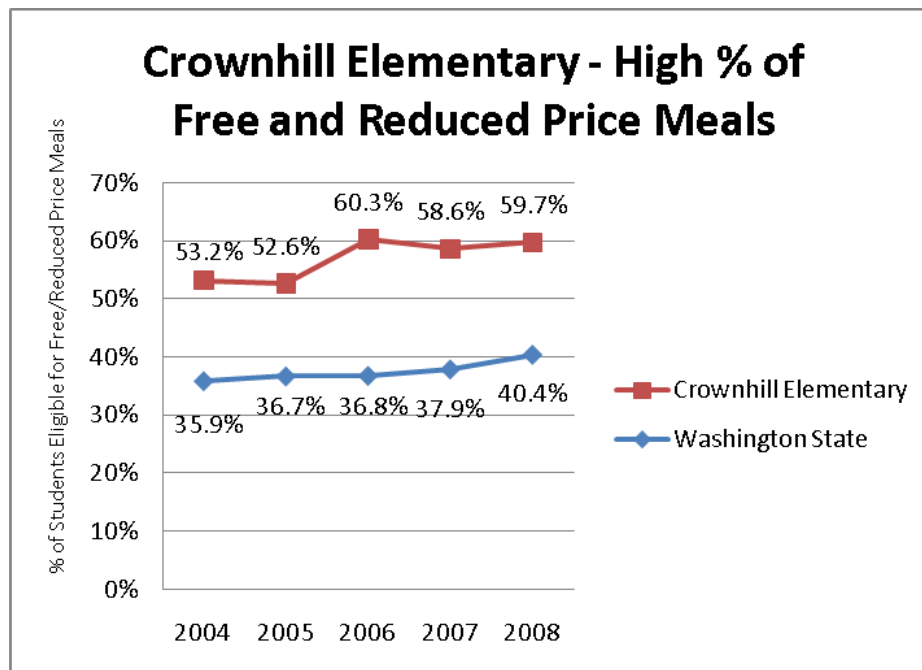
Grade span: K- 5

Number of teachers: 27

Enrollment: 436 (October, 2008 count), close to the state average elementary school of 412

Gender: 52.1% male, 47.9% female

Free and reduced price meals: 59.7%

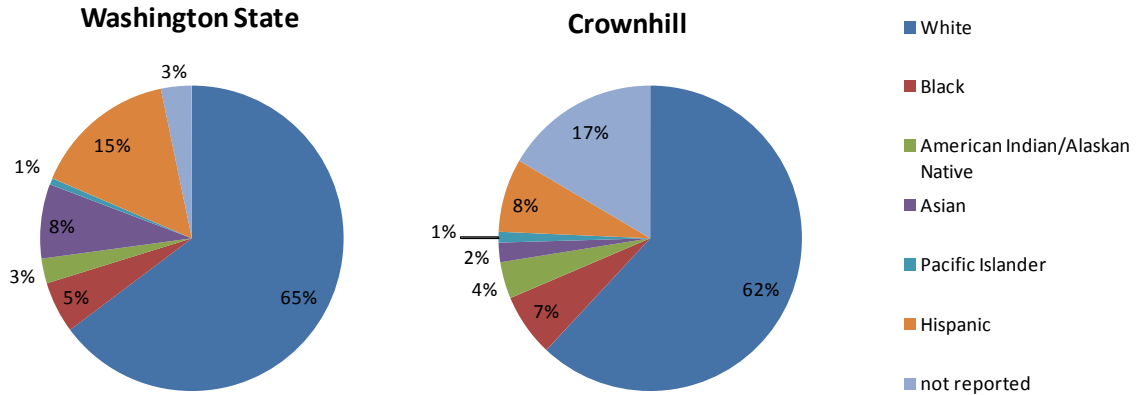


Race and ethnicity: Crownhill has fewer Hispanic and Asian students than the Washington State school average. Crownhill also has more students in the 'not reported' category, which likely includes students of multiple races/ethnicities. Note: because the number of students in any racial or ethnic category other than white is below 10 students at each grade level, we cannot disaggregate achievement data other than by free and reduced price meals.

# The Washington State Board of Education

Governance | Achievement | High school and College Preparation | Math & Science | Effective Teaching

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Source: OSPI Washington State Report Card

## Crownhill Accountability Index Results

For both 2007-08 and 2008-9, Crownhill achieved high degrees of success with low income and non-low income students in reading, writing, and math. Although science performance is rated as 'struggling' and 'fair', the school still meets or exceeds the state average.

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

### Two-Year Averages

INDICATORS	OUTCOMES				
	Reading	Writing	Math	Science	Average
Achievement of non-low income students	7	5.5	6	3	5.38
Achievement of low income students	5.5	5	5	1.5	4.25
Achievement vs. peers	7	7	7	6	6.75
Improvement from the previous year	6.5	6.5	6.5	5.5	6.25
Index scores	6.50	6.00	6.13	4.00	5.66 Tier: Exemplary

2009					
INDICATORS	OUTCOMES				
	Reading	Writing	Math	Science	Average
Achievement of non-low income students	7	5	6	4	5.5
Achievement of low income students	6	5	5	1	4.25
Achievement vs. peers	7	7	7	6	6.75
Improvement from the previous year	6	6	6	4	5.5
Index scores	6.50	5.75	6.00	3.75	5.5 Tier: Exemplary

2008					
INDICATORS	OUTCOMES				
	Reading	Writing	Math	Science	Average
Achievement of non-low income students	7	6	6	2	5.25
Achievement of low income students	5	5	5	2	4.25
Achievement vs. peers	7	7	7	6	6.75
Improvement from the previous year	7	6.5	7	7	6.88
Index scores	6.50	6.13	6.25	4.25	5.81 Tier: Exemplary

## How has Crownhill Closed the Gap?

In addition to implementing a Response to Intervention<sup>1</sup> system for reading, math, and behavior, Crownhill has strong district support, a principal who is an experienced instructional leader, and skilled and dedicated teachers who have participated in research-based professional development. As a result, district and school administration and staff have built an effective system of data-driven, personalized education for all students.

### Response to Intervention Systems

Crownhill's reading, math, and behavior systems are an excellent example of Response to Intervention at work. In Washington, OSPI has authored two Response to Intervention models: the [K-12 Reading Model](#) and the Mathematics Systems Improvement Framework (currently in draft form). Both models are organized around Standards, Assessment, Instruction and Intervention, Leadership, and System-wide Commitment (SAILS). Crownhill is implementing a similar model for writing.

	K-12 Reading Model Elements	Math Systems Improvement Framework Elements
Standards	Grade-level and school teams align new materials to state standards	
Assessment	<ul style="list-style-type: none"> <li>Teachers use formative assessments to monitor student learning daily</li> <li>Grade level teacher teams analyze assessment data weekly</li> <li>School Response to Intervention teams analyze assessment data for reading and math every five weeks, using the information to regroup students, change instructional materials, or add intervention time</li> </ul>	<ul style="list-style-type: none"> <li>Universal Screening: three times a year using AIMSweb<sup>3</sup> (K-2) and Math Alert<sup>4</sup> (3-5)</li> <li>Formative: end of unit, daily basic fact fluency</li> <li>Summative: AIMSweb, Math Alert, Measurement of Student Progress (formerly WASL)</li> </ul>
	<ul style="list-style-type: none"> <li>Universal Screening: three times a year using DIBELS<sup>2</sup></li> <li>Formative: end of unit, DIBELS progress monitoring</li> <li>Summative: DIBELS, Measurement of Student Progress (formerly WASL)</li> </ul>	

<sup>1</sup> Response to Intervention is a school-wide multi-level prevention system to maximize student achievement and to reduce behavior problems. <https://www.k12.wa.us/RTI/default.aspx>

<sup>2</sup> Dynamic Indicators of Basic Early Literacy Skills: <https://dibels.uoregon.edu/>

<sup>3</sup> AIMSweb is a screening and progress monitoring assessment for reading and mathematics

<sup>4</sup> Math Alert is a math screening assessment developed by Dr. Steve Hirsch to identify students at risk of not passing the state math assessment (MSP).



Instruction and Intervention	<ul style="list-style-type: none"> <li>• Core instruction 90-120 minutes per day</li> <li>• Additional intervention in the afternoon for students who struggle</li> <li>• Reading curricula on the OSPI list of highly aligned programs</li> </ul>	<ul style="list-style-type: none"> <li>• Core instruction 60-90 minutes per day</li> <li>• Basic math facts daily</li> <li>• New curriculum adoption – one of two curricula recommended by OSPI</li> </ul>
	<ul style="list-style-type: none"> <li>• Free, all-day kindergarten (state and local funded) ensures that students have adequate instruction time from the very beginning</li> <li>• Additional before school instruction (with transportation provided) is offered to students who need additional support in reading and mathematics</li> </ul>	
Leadership	<ul style="list-style-type: none"> <li>• Strong instructional leadership at the principal level</li> <li>• District support in Response to Intervention policies, expectations, assessment systems, instructional materials, professional development, district-wide walkthrough protocols</li> </ul>	
System Wide Support	<p>The culture at Crownhill and Bremerton School District as a whole is focused on meeting every student’s academic needs. Teachers work collaboratively to examine student data and devise a plan for support for each student.</p>	

## District support:

Bremerton School District has a district-wide Response to Intervention policy.

*It is the District’s policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive intervention support matched to student needs. The District will strive to utilize the core principles of the Response to Intervention (RTI) process, which combines systematic assessment, decision-making, and a multi-tiered services delivery model to improve educational and behavioral outcomes for all students.*

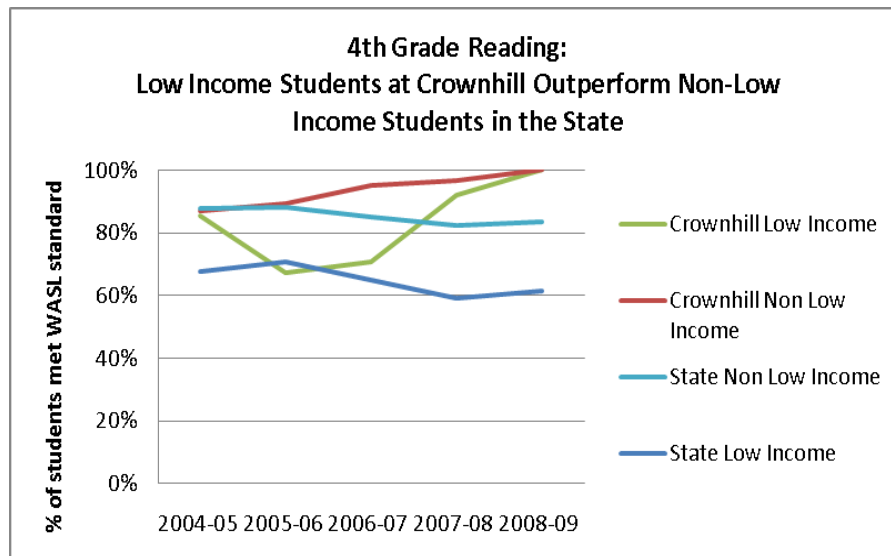
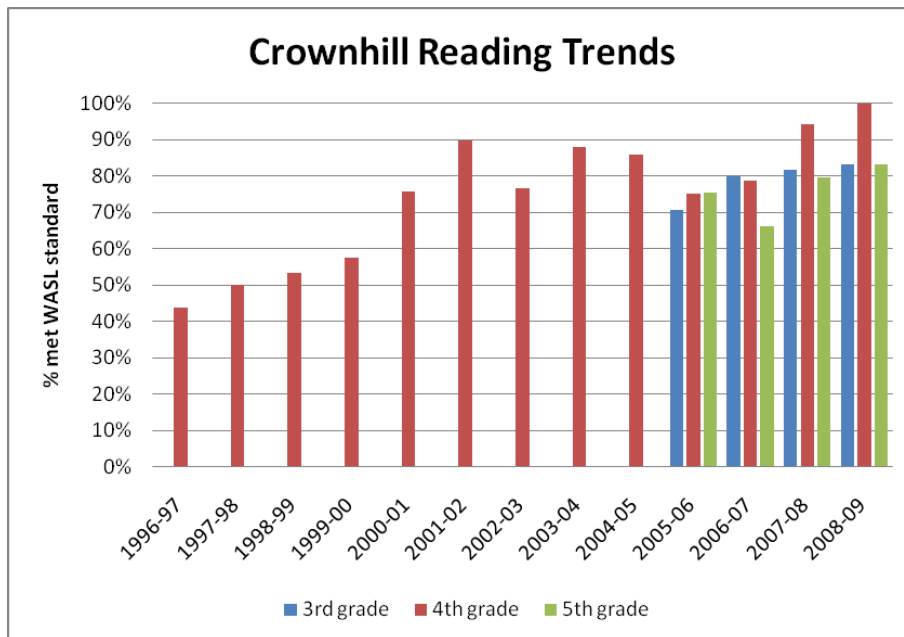
Source: Bremerton School District Policy 2163, Adopted on 4/10/2008

The District’s clear expectations for instructional systems in reading and mathematics, paired with strong teaching and instructional leadership, provides an opportunity for Crownhill students to excel.

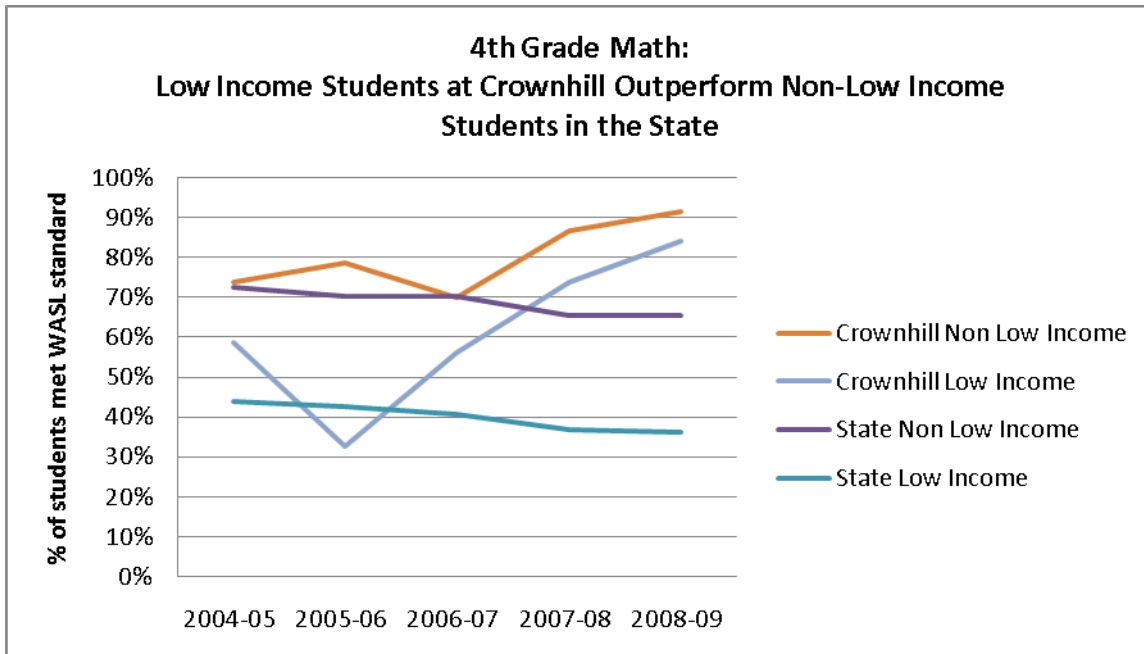
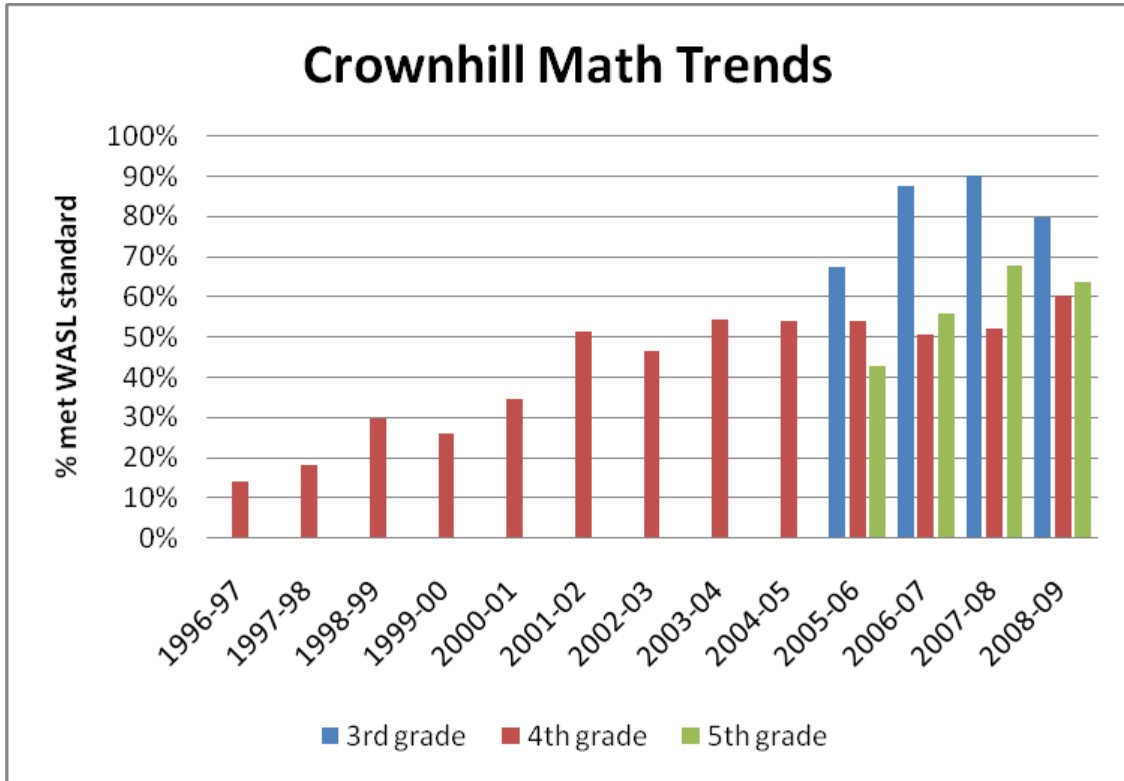
## Outcomes

The following graphs show Crownhill students' increases in achievement over time. Using 4<sup>th</sup> grade as an example, Crownhill students consistently outperform both the Bremerton School District and the state as a whole. This was not always the case, and each chart shows growth over time. Additionally, in the 4<sup>th</sup> grade in 2009, Crownhill *low income students outperform non-low income* students in the rest of the state.

### Reading

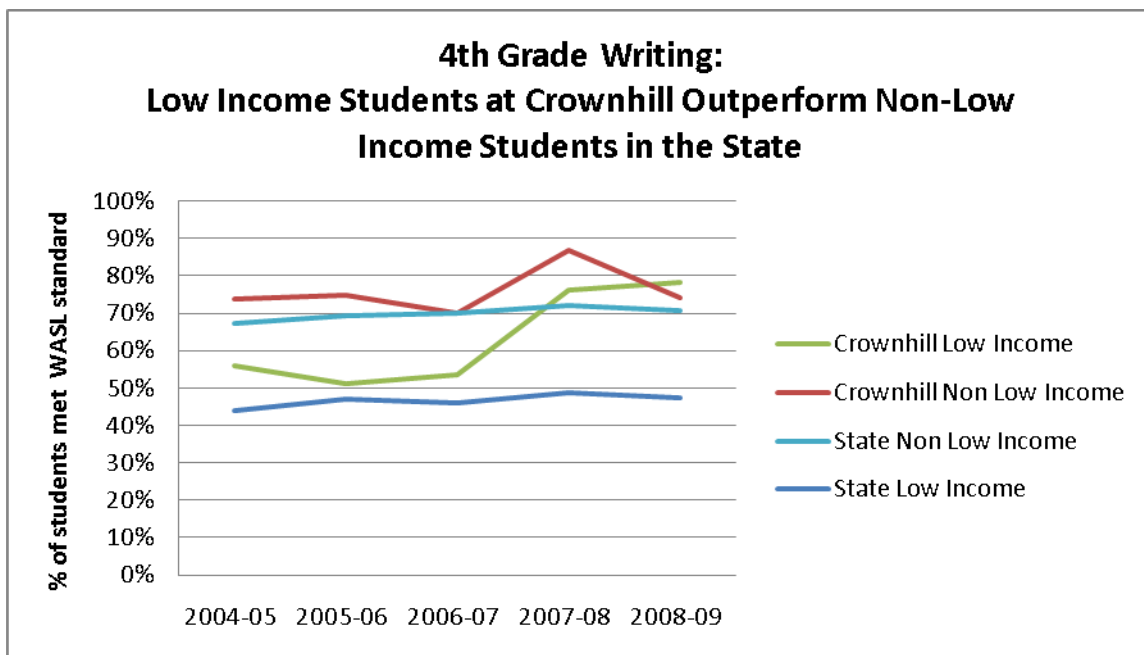
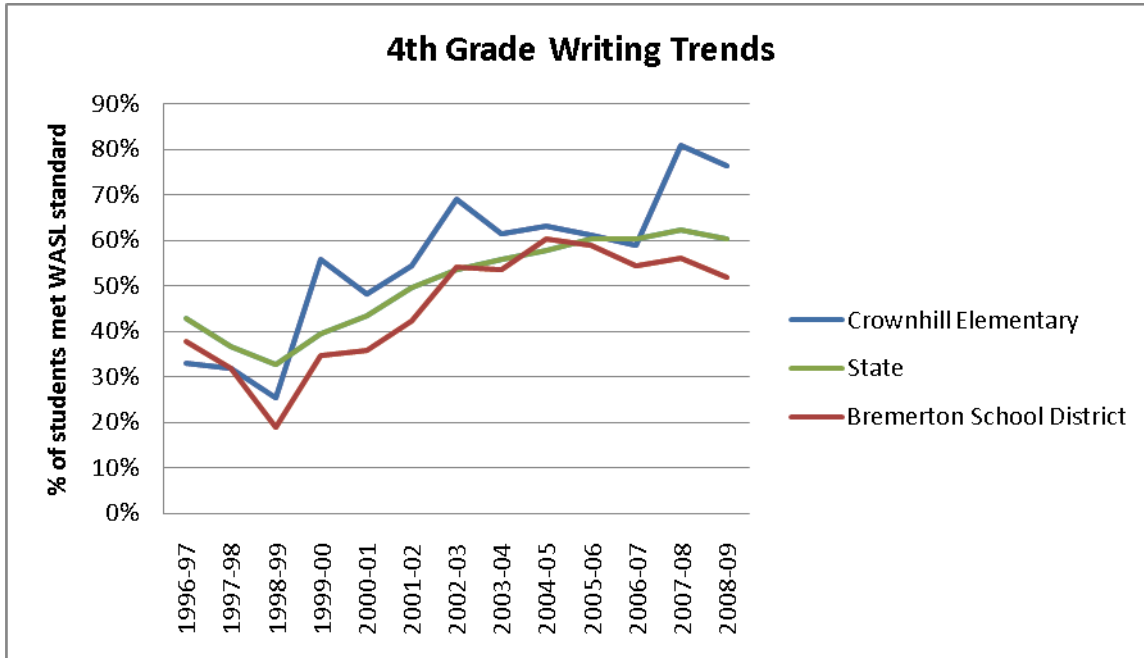


## Mathematics

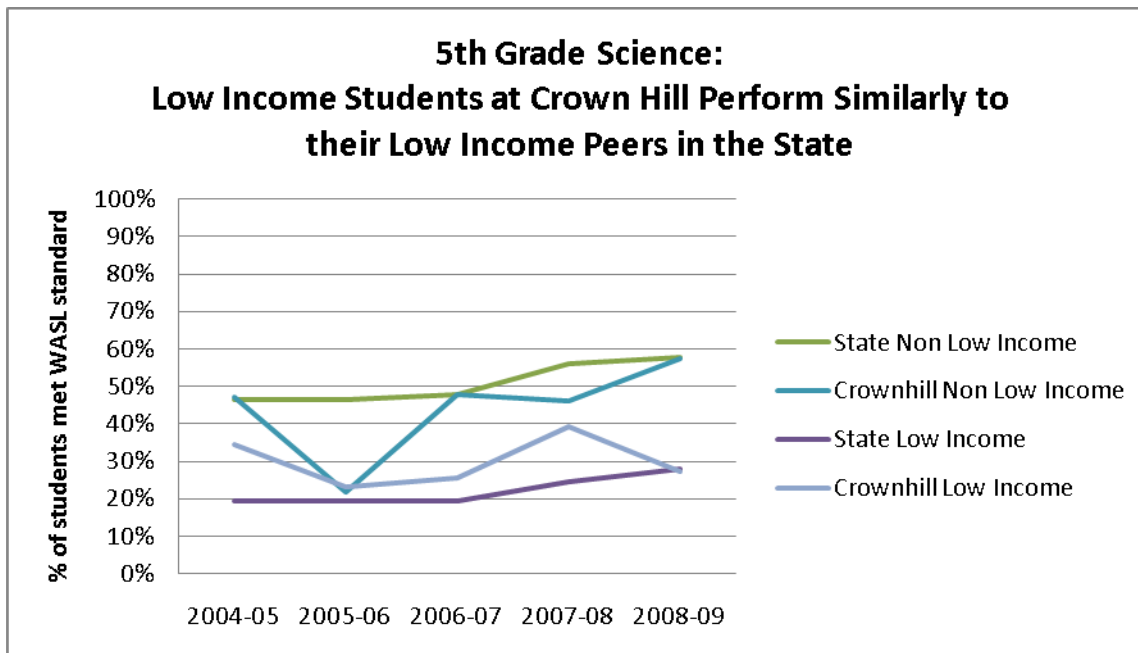




## Writing



## Science



## Sources

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