Study of Auburn Teacher Leadership Academy

Final Report

Prepared for The Center for Strengthening the Teaching Profession

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I. Study Background

A. Study Context

Over the last six years, the Center for Strengthening the Teaching Profession (CSTP) has partnered with the Auburn School District to provide training and support for the Auburn Teacher Leadership Academy (ATLA). In the first five years, ATLA sought to develop the leadership skills and knowledge of approximately 250 teachers across the district through its year-long program. During the sixth year (2015-16), 156 teachers participated in ATLA 2.0, which was revamped with a technology focus. The research described in this report primarily examines the impact of the first five years of teacher leadership work supported by the ATLA and CSTP partnership.

CSTP developed a Teacher Leadership Skills Framework that has formed the basis for their professional training of teacher leaders. Under the CSTP framework, teacher leadership is defined as the "knowledge, skills and dispositions demonstrated by teachers who positively impact student learning by influencing, adults, formally and informally, beyond individual classrooms" (CSTP, 2009). The framework focuses on core components of knowledge and skills, dispositions of effective teacher leaders, and roles and opportunities for the work of teacher leaders. In 2010, CSTP began working with Auburn to provide specialized training with an initial cohort of teachers. As ATLA has developed, new cohorts have been added each year. The cohort meets for four days in the summer prior to the school year, and then meets over the course of the school year to learn leadership skills such as working with adult learners, building relationships through communication, facilitating collaborative work, strengthening knowledge of content and pedagogy, and systems-level thinking in decision making.

The goals of this study were to:
- Understand the districtwide impact of ATLA in developing collaborative teacher leadership skills to support student learning,
- Describe ways in which these resources for teacher leaders have supported local school and district improvement initiatives,
- Examine how participation in these teacher leadership activities may influence teachers' desire to remain in the profession and in the district.

B. Relevant Literature

Enhancing and supporting teacher leadership has been a focus in many districts for several decades. Partially in response to the ever-increasing expectation that principals ensure that instructional guidance and support is provided, a variety of forms of distributed leadership have emerged (Murphy, Smylie, Mayrowetz & Louis, 2009; Spillane, Halverson & Diamond, 2001; Hargreaves & Fink, 2006). Some research examining distributed leadership found that shared leadership has a greater impact on student learning than individual leadership (Louis, et al., 2010). Teacher leadership can positively impact teacher and student learning in a number of ways, including (1) increase a school or district's capacity for instructional improvement, (2) broaden and deepen participation in planning and decision-making about improvement strategies, (3) model best practices, and (4) foster collegiality and social capital (Danielson,

2007; Crowther, Kaagen, Ferguson & Hann, 2002; Smylie & Denny, 1990). That said, successful implementation of distributed leadership is somewhat dependent on the principal's capacity to adapt to the newly defined nature of their own leadership work, and to build the supports, trust, and opportunities necessary to foster the leadership work of teachers (Murphy, 2005; Murphy, Smylie, Mayrowetz, & Louis, 2009).

Ways of thinking about teacher leadership have evolved over time, resulting in a wide variety of forms of teacher leadership, both formal and informal (York-Barr & Duke, 2004). These roles include mentor, instructional coach, department chair, facilitator, and curriculum specialist. Inherent in the role of a teacher leader is the expectation that teacher leaders will collaborate with others, thereby increasing intellectual and social capital (Nappi, 2014). This collaboration may take place at multiple levels within the system, including within grade levels, departments, and/or professional learning communities, or occur across school and district contexts. Certain conditions known to foster productive teacher leadership include the support of principals and the adequate provision of time and resources to support the leadership work. In their review of research on teacher leadership, York-Barr & Duke (2004) conclude:

> The success of teacher leaders depends, in part, on the nature of their leadership work, which must be valued by their peers, visible within the school, and continually negotiated on the basis of feedback and evaluation of its effectiveness. (p. 289)

II. Research Approach and Methods

A. Research Questions and Mixed Methods Design

The primary research questions that formed the basis for this study are described below.

Research Question 1: In what ways has the collaborative work of CSTP and ATLA as a districtwide initiative supported teacher leaders' professional knowledge and skills, and student learning goals?

- In what ways has the ATLA training supported the professional learning of teachers and increased their capacity to address diverse student learning needs?
- To what extent has the program impacted teachers across schools and school levels districtwide?
- In what ways has ATLA implementation impacted teacher collaboration?
- What are teachers' views about the quality and usefulness of the training they received from participating in ATLA? What aspects of these professional development and/or coaching experiences proved most and least effective?

Research Question 2: To what extent has ATLA impacted teachers' roles, responsibilities and retention in the Auburn School District*?*

- To what extent has the ATLA training changed the nature of activities and professional leadership opportunities that teachers are engaged in?

- What is the impact of ATLA training on teachers' professional practice and influence in the schools in which they work? How many ATLA teachers identify a concrete leadership step (formal or informal) that they have taken as a result of ATLA training?
- In what ways has participation in teacher leadership activities supported teachers' interest in remaining in the profession and in the district? In what ways, if at all, might ATLA contribute to teacher retention in the district? How many of the teachers who received training through ATLA continue to work in the district, and in what capacity?

We employed a concurrent mixed-methods research design with both qualitative and quantitative data collection and analyses (Creswell & Plano Clark, 2010). Methodological approaches that look narrowly at project inputs and solely examine the results of quantitative outcome measures may not capture all the noteworthy influences, impacts and outcomes of a complex phenomenon. Qualitative and mixed method approaches present additional ways of detecting these impacts, especially regarding unanticipated outcomes. To corroborate research findings and to provide diverse perspectives, we included multiple outcome measures and gathered data from a variety of sources. The primary qualitative strategy involved semi-structured interviews, focus groups and document analyses. The main quantitative work involved analyzing data derived from surveys, and analyses of state datasets.

B.   Data Sources, Data Collection and Analysis

Interviews and Focus Groups. Interviews with school and district staff supported a descriptive picture of the local context and provided a detailed understanding of how participants have experienced ATLA and the professional learning opportunities associated with it. The interviews also served as a platform for developing or adapting survey measures. A variety of archival sources were collected to offer both qualitative and quantitative information pertinent to the research questions, especially with regard to the organization and focus of professional development, demographic information about students and staff, and the leadership efforts aimed at addressing student learning needs. Over the time period of this study, individual interviews were conducted with 16 teachers or other certificated staff, and 13 administrators. Additionally, 5 focus groups were conducted, organized by school level (elementary, middle, and high). A total of 10 teachers and 8 administrators participated in these focus groups. Consequently, a total of 47 employees of the Auburn School District (representing 19 of Auburn's 22 schools) were involved in this aspect of data collection.

Surveys. A second strategy involved the design and deployment of online surveys for teachers who have participated in the ATLA training, and school and district administrators. Survey items were reviewed by the CSTP and district leaders involved with ATLA. The survey was deployed on October 29, 2015, and remained open for participation for approximately six weeks. Using data derived from surveys of school staff, we explored their views and experiences with regard to the effectiveness of the ATLA program. Survey data from project participants offered a broad source of analytic measures concerning program outcomes and challenges. These included factors such as the extent and nature of participation, assessments of school-wide impacts, instructional and leadership practices implemented, and satisfaction with the leadership training.

Surveys were adapted for each participant group as needed. The scope of the survey was designed in consultation with the district. The online survey was administered through a website managed by the University of Washington (known as WebQ) that allows participants to receive a unique link to the survey, thereby protecting both confidentiality and securing access to verified participants.

A total of 102 certificated teaching staff responded to the survey, yielding a response rate of 47 percent. All but one of Auburn's schools were represented in the teacher survey. Respondents were distributed across all five ATLA cohorts, with slightly higher response rates from Cohorts 1 and 4. When asked about their primary assignment during this school year, more than three quarters of respondents (76 percent) reported that they work in a teaching assignment, with 7 percent reporting that they work as a school-based instructional coach or specialist, and 5 percent work as a school or district administrator. More than half (53 percent) of respondents work at the elementary school level. Thirteen percent of respondents report that they are National Board-certified.

A total of 24 administrators responded to the survey, providing a response rate of 63 percent. The majority of respondents serve as school principals (67 percent), one quarter are assistant principals, and 8 percent are district administrators. All of Auburn's high schools had at least one respondent represented in the survey, while half of the middle schools and 79 percent of the elementary schools were represented. Respondents varied with respect to the number of years of experience they have as an administrator, with one quarter reporting six or fewer years, half reporting between 10-14 years, and one quarter with 15 or more years of experience. Approximately one quarter of respondents (24 percent) have worked in their school for 3-5 years, while 41 percent of respondents have worked in their school for more than 10 years.

Relevant Documents. A variety of archival sources were collected to offer information pertinent to the research questions, especially with regard to the organization and focus of professional development, such as five years of ATLA session agenda based on the Teacher Leadership Skills Framework, demographic information about students and staff, and the leadership efforts aimed at addressing student learning needs.

Teacher Retention and Mobility Analyses. We provided descriptive statistics on the characteristics, and retention and mobility rates of Auburn teachers compared and with teachers statewide. The state's personnel database (S275) provided basic information about teachers which were linked to other state datasets containing school and district information. Using the state's personnel records, classroom teachers in each school were located during the initial school year, and also in subsequent years to determine their status and teaching assignment over the five-year period from 2010-11 to 2014-15.

III. Findings

Like many districts in recent years, the Auburn School District has faced substantial changes in education policy and practice while addressing increasing enrollments and changing student demographics. The ATLA initiative was developed out a vision to build capacity for teacher

leaders as a way to better serve a changing student population and support student learning. Professional learning communities (PLCs) became an entry point to support the changes, and collaboration was a way to collectively improve. A district administrator explained, "Grounded in the strategic plan was a belief in collaboration as the way for us to get better together, and that we're stronger as a team than any of us individually…We knew to be able to do collaboration well, we need to be able to develop some leaders at the building level other than the principal… What is it that we can do to help empower teachers to be able to lead their colleagues in collaboration to ultimately increase student learning?" ATLA became a vehicle for messaging and introducing new initiatives, recognizing the expertise of teachers, and providing teacher leaders with the opportunity to be involved in implementing changes.

Teacher leaders who completed the ATLA training were in a good position to explain the "why" of changing district policies. As a district administrator described, "We were really trying to hone in this professional learning community and look at the data of kids so [that] we can make data-based decisions… There was a lot of change – and ATLA, the way it was used in the district, really it got into the *why* the change, but then it also got into learning how to integrate the change..."

Teacher participation in ATLA was typically at the invitation of the principal, by nomination from colleagues, or a teacher who volunteered to attend the training. An elementary principal described the selection process in her school, "What I did is – I put it out for who's interested. 'Are you interested in doing this, here's what the expectations are for it?'…. I would try to be selective in which grade level needs the most support. I picked people who were in that grade level so that they could go get the training, and then provide that leadership, that cohesiveness."

Selection criteria changed for some principals over the five-year time period. A secondary principal explained the initial selection process in the school and how it changed over time: "I went to [the teacher] and said, 'I think this would be a great opportunity.' That was the first. I really picked leaders the first couple of years. Then probably the third or the fourth year, I picked somebody that I felt was struggling with communication… It turned out good. I thought it was very positive for him." Based on data from surveys of ATLA teachers, the majority indicated that were invited to participate by their principals (69 percent), while 15 percent volunteered to join ATLA training, and 11 percent were nominated by colleagues from their schools.

A. ATLA's Role in the Development of Teacher Leadership Knowledge and Skills

In order for teachers to play a more active and influential leadership role with their colleagues and in schools, ATLA training focused on developing specific knowledge and skills essential to teacher leadership based on the "Teacher Leadership Skills Framework" developed by CSTP. The training began by helping teachers to shift how they viewed themselves as leaders. A majority of teachers who responded to the survey reported that, sometime in their career, they have served in a teacher leadership role, most commonly as that of a mentor to student teachers or new teachers (73 percent). Slightly less than a quarter (23 percent) of respondents reported that they were very involved in teacher leadership activities prior to ATLA training, with middle school teachers reporting the highest levels of involvement (35 percent). In both interview and survey data, ATLA teachers described a variety of leadership actions that they had taken since

the training. For some ATLA teachers, the first step was building their confidence and skills to work with adult learners.

1. Confidence to Lead

In sponsoring the ATLA initiative, the Auburn School District sought to communicate that while it valued teachers' individual classroom contributions, they were trying to move toward a culture where teachers could collectively engage at multiple levels of the system. For some ATLA participants, this was a new way of viewing their professional activities. Risk-taking was a theme frequently mentioned by ATLA participants. A high school teacher explained, "The most memorable [aspect of the ATLA training] for me is just the impression that it's okay to put yourself out there and it's okay to take a risk. It's okay to utilize the skills that you have for the betterment of the school and the kids. I can do more to help the kids if I get involved in leadership… and training other staff, and just as much as I can in helping them in the classroom." Reasonable risk-taking was a theme echoed by district leaders who noted that it was OK to make some mistakes – because that too, is learning – as long as staff "fail forward fail fast," which meant to make adjustments quickly and then move on. The vast majority of teachers surveyed (88 percent), and 100 percent of Auburn administrators either strongly or somewhat agreed that ATLA increased participants' self-confidence as a teacher leader.

A middle school principal talked about teacher confidence that he observed among staff as a result of the training: "I think the first thing that I notice is a sense of confidence…. Confidence to help lead the change. Confidence to lead the building to the destination, the desired destination that it wants to go." This confidence enabled some ATLA teachers to step into new roles and take risks in working with adult learners.

2. Working with Adult Learners

Based on survey and interview data, a central outcome of the ATLA training was learning to work more effectively with other adults. A district level administrator explained the rationale for this focus: "We all knew how to teach, but we didn't know how to teach adults. ATLA really brought that idea, 'How do we work with adults, maximize their strengths? How do you have those tough conversations? How do you have the dissenting opinion without making each other upset?'… We knew we had to empower our teachers to lead in that, and then ultimately for them to go back to their teams and lead their individual teams with how do we get through these tough conversations." Interview data indicated that a recent district initiative had, in some cases, rolled out less smoothly in some buildings, resulting in the need for increased professional conversations and adjustments going forward.

ATLA participants were able to call to mind memorable activities that helped them understand differences in professional work styles. An elementary teacher explained the shift in thinking:

> "The things I remember most are the efforts…to get us to step outside of ourselves and consider the people around us. It was a little shift. Most of our training – we are so used to being taught how to deal with children – this was being taught how to deal with adults…. It takes every conceivable personality to make up an elementary school, and a

middle school, and a high school. …It takes a tremendous amount of desire to work with all those personalities."

ATLA activities included examples of different work styles, such as task-driven versus more relational orientations. A teacher explained how this understanding helped in working with colleagues: "…you are really task driven and that's why. I want to socialize and make sure everybody's comfortable and happy and okay. That's how come sometimes we butt heads. It's not a personal thing… It's interesting tapping into different people's personalities…. It's building on what strengths they have to bring to the table." Another teacher described an ATLA activity that involved physically locating themselves in a line with others, based on whether they considered themselves primarily a big picture thinker or more detail-oriented. A teacher explained, "That has helped me a little bit think about where I see other staff members, where I see how they deal with their anxiety. If someone's a detailed person, they need to know everything if they're unsure of something, if they feel like they're in the dark. That's kind of helped me think [about how to work together]."

ATLA participants described using protocols to model and practice how to have a difficult conversation. A middle school teacher explained, "…practicing those protocols, and again, just what do you do if you're in a meeting when nobody wants to participate? Again, these are all adults. They are paid to be here and that's their job, but it's just they're still upset and hurt about those shifts, so how to work with that." An elementary teacher admitted her own weakness in being a talker and not a very good listener. After the ATLA training, her PLC team created protocols that they stick to religiously: "We start with a personal, 'How's it going?' We try very hard not to rush right into our work. We try to see each other as people. We have agendas that we stick to. We have a certain amount of time that each one of us is allowed to talk. It all came from [ATLA]. We make decisions whether or not certain conversations should be sidelined. We set our priorities. We give ourselves time limits. We wrap up with a, 'How do you think that went?'"

Other strategies for working with adults were mentioned by ATLA participants and included key words like "norms of collaboration" and "assume positive intent." A high school teacher explained, "I think ATLA did give me the confidence to be able to work with others in that other [more accepting] style." The confidence to take risks in working with their colleagues also opened up opportunities for ATLA teachers to engage with the district in new ways.

3. Systems Level Thinking

District leaders were intentionally visible and involved with the ATLA initiative. In particular, the former superintendent would design and lead a portion of the learning on the day when the systems level thinking component of the Teacher Leadership Skills Framework was discussed. A district level administrator explained: "He engaged with teachers. They could ask questions. He could give kind of his vision, 'Hey, while you're here, this is what we're thinking. This is why we're doing it,' and [he] always did a great job of explaining the systems piece. 'Here's what we're doing in elementary, here's why. Here's what you're seeing in middle school, here's why. Here's what we're hoping will happen.'"

A middle school teacher explained how the systems level training had given her confidence in working with staff across the district: "Part of the ATLA structure is learning how to navigate systems as far as who do you talk to, to get certain things done? Especially as teachers, we're so used to talking to maybe other teachers and directing students, but [not] navigating outside of that. Even at the administration building. When I'm on panels or having discussions with people who are 'higher' than me, being comfortable or being able to get my point across." The survey data also confirm this finding: 83 percent of ATLA teachers agreed, either somewhat or strongly, that the ATLA training equipped them to use systems-level thinking in decision-making. Ninety-two percent of principals agreed that teachers had improved in their ability to use systems-level thinking in decision making as a result of the ATLA training.

An elementary principal explained how ATLA provided an avenue to broaden teachers' understanding: "It's so easy when you're in the classroom to just only see your classroom, and by going to ATLA training, what it does is it enhances their ability to see beyond their classroom. To see the bigger picture, to be able to see not just their grade level or their school, but to get a more global look at the world." For some teachers it also created new connections to the district office which supported teacher leadership activities and expanded their access to resources. A high school teacher talked about connections to the district office: "…not only do we talk [with colleagues across the district], but I think we know the central administration better because of ATLA."

4. Expanded Teacher Networks

In interviews, teachers frequently mentioned the collegial relationships established as a result of the ATLA training. Interestingly, some principals seemed less aware of teachers utilizing the social and professional networks established as a part of ATLA, instead viewing the impact of the program more within their own building. Most ATLA teachers valued the collaboration with others that they might not normally come into contact with, and enjoyed bouncing ideas off of their colleagues. Several mentioned the opportunities to socialize over lunch. When asked to respond to the prompt: Has your training in ATLA allowed you or given you more opportunities for collaboration across the district?" A high school teacher responded, "Yes, actually that is probably one of my favorite parts. Just knowing people from ATLA... I see a lot of people from around the district that I took ATLA with, because you saw them so often [across the year]."

A middle school teacher described his experience, "In ATLA…. you are working with a team of teachers across the district as well. You've got your cohort, but you're also going out and interacting with, talking to, being with, and you're hearing other opinions, [other than] just your math team at your school, which is kind of just a little microcosm…. It's like, "How do you do things at Cascade? What's going on at Rainier? What happens at Baker?" It's eye opening as to helping see the bigger picture." The notion that ATLA supported collaboration with other teachers across the district was one of the items teachers mostly strongly agreed with among all the survey items (53 percent strongly agreed, 34 percent somewhat), and most principals agreed that ATLA training had broadened the network of colleagues that teachers work with (58 percent strongly, 42 percent somewhat agreed).

In some cases, the ATLA training also changed the teacher networks within buildings. An elementary principal described the dynamics among ATLA teachers within her school: "It made it like a small club. Like I'm an ATLA teacher, or you're an ATLA teacher, and then those teachers start talking to each other… They became a group that was kind of like, okay now let's move forward with this, or now let's talk to our teams about this." A high school described the benefits of ATLA in terms of networking with colleagues: "… to find other people, even just within your ATLA cohort, that you now might rely on, or at least know you can go to for advice, help even … even just conversations like, "What are you guys doing in your building?" "What are we doing in our building?" and almost allowing for frustrations or successes to be shared. There's something valuable there."

    5.   Quality of the Training

According to participants, ATLA trainers prepared activities that actively engaged teachers and were immediately applicable to their school contexts. The fact that teachers could call to mind specific ATLA activities, in some cases five years after the training, spoke to the quality and impact of the program. ATLA activities identified expressly by a number ATLA teachers included time for reflection, use of protocols, seven strategies for assessment of learning, activities involving work style preferences, feedback strategies and systems level thinking. ATLA participants referenced the Teacher Leadership Skills Framework and several brought the notebook with them to the interview. Teachers particularly appreciated that the training was adapted as needed within each session, with time given to practice strategies with each other, both those within their own building and others. A high school teacher explained, "Every little thing seemed to have value and I could apply it. I think one of the things I really liked is I could take what I was learning and apply it to the building. There wasn't really anything that I felt like was artificial or not useful. I could see a way instantly of how I could either use it with my kids or use it with my colleagues, so I really appreciated that about it."

A middle school teacher talked about what he most appreciated about the training: "Through ATLA, based on our surveys that we would take at the start and at the end of each session to get that feedback, a lot of us were requesting strategies and protocols for working with resistant adults, resistant learners, that kind of thing. …They were really good at just making sure whatever the driving concern and need of ATLA teachers, that's what we got." A high school teacher described incorporating aspects of the training into professional practice in his school: "The one I remember the most is the seven strategies of assessment. I've actually incorporated that into our Title I plan at our school. …They [teachers] are letting students give opportunities to rate their confidence or rate their own work first, to do a self-assessment. That was one of their strategies. That's one that stuck with me and I still have students do it."

Survey findings confirm that the majority of teachers' views about ATLA training were positive. In particular, 94 percent agreed (either strongly or somewhat) that ATLA training recognized and built on individual teachers' knowledge and experience, 90 percent agreed that ATLA helped them communicate more effectively with colleagues, and 89 percent agreed that ATLA training was directly applicable to their work as a teacher. Additionally, 89 percent either strongly or somewhat agreed that the ATLA training included enough time to think carefully about and try

new ideas, and that ATLA supported collaboration with other teachers across the district. Table 1 provides details regarding these and other views of teachers regarding ATLA.

Table 1. Teacher Perspectives: Please indicate the extent to which you agree or disagree with the following statements. The ATLA training… (n=102)				
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Was directly applicable to my work as a teacher	2%	9%	33%	56%
Supported collaboration with other teachers across the district	2%	8%	34%	53%
Helped me communicate more effectively with my colleagues	1%	8%	44%	46%
Included enough time to think carefully about and try new ideas	0	11%	43%	46%
Recognized and built on individual teachers' knowledge and experience	0	6%	50%	44%
Included opportunities to work productively with other staff in my school	1%	17%	39%	43%
Improved my skills to meet the instructional needs of students from diverse cultural backgrounds	4%	18%	49%	29%
Improved my ability to use assessments to inform my instructional practice	4%	17%	52%	26%
Increased my understanding of what it takes to close the achievement gap	3%	31%	45%	19%

As mentioned earlier, the vast majority of teacher respondents (88 percent) and 100 percent of administrators either strongly or somewhat agreed that ATLA increased their self-confidence as a teacher leader. Additionally, 82 percent of teachers and 96 percent of administrators felt that ATLA increased teacher leadership and/or instructional coaching skills. More than four-fifths of teachers (84 percent) and 100 percent of administrators either somewhat or strongly agreed that ATLA broadened their network of colleagues. The vast majority of teachers (86 percent) and 92 percent of administrators indicated that ATLA increased teachers' interest in other forms of professional development.

The overwhelming majority of administrators either strongly or somewhat agreed that ATLA teachers from their buildings improved in their ability to: (1) collaborate with other teachers (96 percent), (2) use assessments to inform instructional practice (96 percent), (3) use systems-level thinking in decision making (92 percent), (4) communicate effectively with colleagues (92 percent), and (5) access resources to support instruction (92 percent). Table 2 provides details regarding principals' perceptions.

Table 2: Principal Perspectives: To what extent, if at all, do you agree that teachers' participation in ATLA impacted the following aspects of your school? (n=24)			
ATLA has helped my school be a place where…	Somewhat disagree*	Somewhat agree	Strongly agree
…teachers collaborate	4%	50%	46%
…leadership roles are shared among teachers and administrators	8%	46%	46%
…teachers have a voice in decision-making	8%	50%	38%
…students are provided with what they need to succeed academically	13%	63%	25%
…staff engage with students' families and the broader community	21%	67%	13%
…the curriculum represents the perspectives and experiences of different racial and ethnic groups	38%	58%	4%

* None of the principals strongly disagreed with these items.

As can been seen in Tables 1 and 2 above, some aspects of ATLA training were not viewed quite as positively, with 22 percent of teachers either somewhat or strongly disagreeing that ATLA improved skills to meet the instructional needs of students from diverse cultural backgrounds. Furthermore, about one third of teachers (34 percent) and 21 percent of administrators either somewhat or strongly disagreed that ATLA increased teachers' understanding of what it takes to close the achievement gap. Additionally, 21 percent of administrators somewhat disagreed that ATLA empowered teachers to initiate equity-driven changes. These aspects of the training will be discussed in greater detail later in the report.

When inquiring about the impact of ATLA on teaching and student learning, four fifths of teachers (80 percent) and 92 percent of administrators either somewhat or strongly agreed that ATLA positively impacted the achievement of students in their classes. The vast majority of teachers (86 percent) and administrators (92 percent) indicated that ATLA helped improve the quality of instruction. Finally, 81 percent of teachers and 88 percent of administrators felt that ATLA prompted consideration of other forms of student assessment.

An elementary principal described the impact of the training on participants from her building:
> "[ATLA teachers] finish that year-long training with a much stronger understanding of data driven instruction, of assessment creation, alignment evaluation, the ability to analyze data. That whole piece of it. They all come back with a significant increase in this lens around equity of voice, in other words, working with their colleagues to ensure everybody has kind of an equal voice and some skills and tools and processes for doing that…Then every individual comes out with something a little bit different for them, in terms of how it kind of displays within that person. Some individuals come back and they have a much more vested interest in curriculum design, instruction. Some of them come back with just a greater level of commitment to building leadership in general, kind of buy into that distributive leadership need and make themselves available to opportunities.

Some of them come back and are just passionate about helping others understand and grow. Some of them come back with more of an individualized desire for continued growth. Kind of like, 'this is the first time that someone has asked me to grow in this way and I really enjoyed it and I want to continue.'"

A middle school principal talked about sitting in on a few of the sessions, just so he could be on the same page with his staff. He described the training as follows: "The instructors were second to none; it's hard to get teachers in a workshop to come away feeling like 'That was great,' you know? There's always one little negative, something that you get, but to really come out and say 'I loved it, I loved the instructors.' Every year to come out like that." Comments like these about the quality of the ATLA training were common among Auburn staff from across the district.

B. ATLA's Intersection with School and District Initiatives

ATLA aims to build teacher leadership capacity as a way to better serve a changing student population and support student learning. Consequently, the ATLA initiative intersects with a variety of district and school improvement policies and practices. Formative and summative assessment was a major focus of ATLA in the earlier years, similar to the technology focus of ATLA 2.0 in the current year. During the training, ATLA facilitators sought to make connections between those and other initiatives and teacher leadership opportunities. In this section, we explore how ATLA connects with other instructional activities through formal and informal leadership actions and how the district is viewed by ATLA participants, and school and district administrators.

1. ATLA's Impact on the School

While many ATLA participants came to understand teacher leadership within a broader context as a result of the training, for most their primary place of impact is within their own school. A majority of teachers agree either somewhat or strongly that they have a voice in decision-making (77 percent), and that leadership roles are shared among teachers and administrators (76 percent). When asked about the extent to which ATLA impacted particular aspects of their school, the majority of teachers and administrators (84 and 96 percent respectively) either somewhat or strongly agreed that ATLA helped their school be a place where teachers collaborate. Similarly, 80 percent of teachers and 88 percent of administrators agree that ATLA helped their school be a place where students are provided with what they need to succeed academically. A smaller majority of teachers (67 percent) and administrators (63 percent) either somewhat or strongly agreed that ATLA has helped their school be a place where the curriculum represents the perspectives and experiences of different racial and ethnic groups. Table 3 provides details regarding teachers' perceptions of the impact of ATLA at their schools.

Table 3: Teacher Perspectives: To what extent, if at all, do you agree that teachers who participated in ATLA impacted the following aspects of your current school? (n=102)				
ATLA has helped my school be a place where…	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Teachers have a voice in decision-making	8%	13%	48%	29%
Leadership roles are shared among teachers and administrators	5%	17%	47%	29%
Teachers collaborate	4%	10%	56%	28%
Students are provided with what they need to succeed academically	4%	14%	56%	24%
The curriculum represents the perspectives and experiences of different racial and ethnic groups	11%	20%	51%	17%
Staff engage with students' families and the broader community	5%	18%	60%	16%

When administrators were asked about the impact of having ATLA teachers in their schools, all administrators either somewhat or strongly agreed that ATLA increased teacher professional capacity, and 96 percent agreed that ATLA teachers provided examples of distinguished professional practice. However, one third of administrators either somewhat or strongly disagreed that ATLA helped them to better support teachers who are in need of improvement, and 29 somewhat disagreed that having ATLA teachers at their school enabled the workload to be shared to a greater extent (see Table 4). In a separate survey item, nearly one quarter of teachers (24 percent) indicated that ATLA was not closely connected to their school's improvement plan, and 22 percent felt that ATLA did not address issues they were concerned about.

Table 4: Principal Perspectives: To what extent do you agree or disagree with the following statements? (n=24)				
Having ATLA teachers in my school has…	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
…increased teacher professional capacity	0	0	58%	42%
…provided examples of distinguished professional practice	0	4%	71%	25%
…increased understanding of what it takes to close the achievement gap	0	21%	54%	25%
…enabled the workload to be shared to a greater extent	0	29%	46%	25%
…helped me to better support teachers who are in need of improvement	17%	17%	50%	17%

Leadership Activities at the School. For some ATLA participants, there was a realization that teacher leaders routinely take on informal leadership roles. A middle school teacher explained, "A lot of things that they said would be [teacher leadership], I never saw them as leadership things, like student teachers and being on committees. I saw them as these are something you do as a teacher… it's how these roles can be informal as well." When asked to provide specific examples of a leadership step taken as a result of ATLA training, several teachers described new roles they have taken on, including those of instructional specialist, department chair, PLC facilitator, and trainers in professional development activities. Teachers also mentioned assisting others with technology and the use of data. Other ATLA teachers described leading a book club to help build staff community and climate. Respondents also described using active listening skills and improved ability to engage productively in difficult conversations among colleagues, including conflict resolution. Two such examples described by teachers are provided below:

> "I feel more equipped to tackle difficult conversations in my PLC with my team. I better understand how to approach differences, in a non-emotional way, and guide the dialog so that our conversation stays productive and working towards a solution"

> "I have become more involved with the facilitating of data. I was good at using data for myself. But now I try to help others see how they can use data to improve their students. I encourage them to share ideas, I try to be more of a mentor."

Administrators echoed many of the examples provided by teachers, and described ways in which teachers facilitated meetings or presented to colleagues in various professional development settings. While ATLA teachers were not required to take on a particular teacher leadership activity or role, many teachers did return their schools and shared in front of their colleagues what they had learned. An ATLA teacher explained how her principal continues to support continued professional growth in this area: "Each cohort that is currently in the training, our principal will meet with us and ask, 'You are learning things at ATLA. What do you want to practice at the building level so you can put those leadership skills into practice?' In part, that's how I started doing a few little in-services when I was doing ATLA, and I've done more since then." A middle school principal provided examples of the application of the skills and knowledge learned in the school: "Every single year of ATLA so far, the people have come back and said, 'We just did this in ATLA today. I want to do it at our staff retreat in August.' Every year we started our retreat with something from ATLA and our teachers present and it's been successful." Another middle school principal talked about a building focus on peer-to-peer leadership opportunities and the role ATLA teachers have played: "Lots of people stepped up for that. To have people come into the room to observe them teach or go into someone else's room and model some instruction. That's been powerful."

Some administrators specifically described teachers leading activities regarding assessment or technology use. The vast majority of administrators participating in the survey reported that they encouraged ATLA teachers to be involved in a variety of leadership opportunities, including staff meeting presentations (92 percent), team leader (88 percent), PLC facilitator (83 percent), and teacher training (83 percent). In some schools, these included opportunities for ATLA teachers to serve on the School Improvement Planning (SIP) team or the Building Leadership Team (BLT). A middle school principal provided an example: "We have parent conferences

coming up and the schedule of those days is always weird and we have to play with the master schedule…. My ATLA teachers are like 'Hey I was talking to so-and-so in ATLA about how they did it at their school and I have some ideas on how we can make it work here. Can I play with that?' 'Go for it, play with it and bring it to me.' And so it really has created that internal leadership."

Prompting Changes in Instructional Practices. Eighty-five percent of ATLA teachers surveyed indicated that the program had led them to make changes in their teaching, and data from interviews support these findings. Themes that emerged from the interview data included working with student data and strategies for engaging students. In some cases, the group skills learned in the ATLA training could be applied to work with students, as an elementary teacher explained: "ATLA taught us a lot of things to do to get kids to talk to each other. For instance, we have partner talk. We have group talk. We have situations where we will have them do a project. We take what we have learned down to them." A teacher described a mantra attributed to ATLA of "classroom, neighbor, hallway, building" as a way to think about teacher leadership activities which start with one's own classroom and move outward throughout the building.

Engagement with student data was frequently mentioned by participants as a takeaway from the training, as in this example: "As far as working with students, again I think the first thing that comes to mind is just how we look at data with students." An elementary principal described how one of her grade levels wasn't doing very well on the MAP assessments at the time: "So they started to implement a lot of the seven strategies of assessment [from the ATLA training]. I bought the book for everybody else on the team, so everyone would have their own book, and their own tools and materials…and they've seen a dramatic improvement. Their team is much more cohesive. They are all on the same page, they are moving forward collectively so it was a real positive experience, especially for that team."

In particular, ATLA prompted some teachers to change assessment practices as a result of training on formative and summative assessments and student engagement., which later intersected with the implementation of the new statewide teacher evaluation. An elementary principal described how ATLA training supported the implementation of TPEP (Teacher and Principal Evaluation Program): "You get to see the intersection when we talk about formative and summative [assessment]. A lot of the pre-work we've done with talking about assessment and talking about student engagement, and our work with Anita Archer, and all of that really has made the transition into TPEP pretty smooth…we're able to connect those dots for people." In this way, ATLA provided a venue to discuss leadership opportunities created by the convergence of school and district initiatives. A middle school principal explained: "I think [ATLA trainers] use a lot of those initiatives as topics of conversation within ATLA in order to teach them what they need to learn in ATLA but relate it to real life - what's going on right now - that can help take some pressure of your plate... [Teachers] don't see ATLA as another thing on their plate, they see it as something that will help them with everything else that's on their plate."

Prompting Professional Conversations. For some principals and ATLA teachers, the training provided an opportunity for different kinds of professional conversations. Principals who were able to attend the last hour of the ATLA training together with their teachers mentioned the richness of the conversations, as described by this middle school principal: "What I think they

really loved about ATLA is that hour that we're invited to come meet with them at the end of each meeting; and its super valuable to me… Every time I go, they don't have anything earth-shattering for me, but they're like, 'So we talked about this today, what does that look like in our building?' So they're learning things that are kind of behind the scenes in our building." Others, such as this elementary principal, found conversations with teachers enriched when they returned to the building:

> "The real strength [of ATLA] has been in the conversations once we get back to the building where we talk about different things they want to implement, or different resources that now they've learned through ATLA and we might need in the building. Then we would go out and buy those different resources, or they would go hear of a great book in ATLA…and I've gone and purchased those books for my staff, or we set up professional development opportunities."

Teacher leadership conversations within some buildings helped frame discussions around instructional practices. A middle school principal observed: We want to try new things, so for me I feel like ATLA has helped to focus our conversations around instruction which is now helping us to utilize instructional practices that are best practice for our students."

Principals' Perspectives on Distributed Leadership. Some principals viewed ATLA as an opportunity to shift teachers' understanding of leadership from a focus on the individual building leader to a shared leadership effort. Two such examples by elementary principals are provided below:

> "The point being is that the distributed leadership ... I prefer [the term] "shared leadership," it means that our building can continue ... regardless of the fact the demands have been added to all schools and all systems that we are able to continue to progress, as oppose to bog down, in the midst of that… it's one of the things that makes me feel most fulfilled in what we do, as a building. Knowing that: a) I'm not alone and I'm sharing the work and the celebrations and the burdens and all those pieces, and b) they are phenomenal at what they do, so they're growing and our staff grows as a product of that."

> "I am able to distribute that leadership… like with the PBIS [Positive Behavioral Interventions and Supports]. I sit on the committee but I'm not the one who's having to drive that… We are going into our SIP [School Improvement Plan] revisions, it's the same thing. Like ATLA teacher leaders are the chairs, and so they run those meetings, they motivate the staff. I'm just overseeing it, which helps a lot with the evaluations, and things that I have to do. Principals' times are getting just crunch, crunch, crunch. So if you can have those building leaders who can address some of those concerns, it also helps the staff because they are seeing that things get done… Here, we can kind of hand things off to some of the motivated leaders who can make a big difference in our building."

Over four-fifths of teachers surveyed agreed either somewhat or strongly that the district taps the expertise of its best teachers. Principals who engaged the specialized skills and expertise of their teacher leaders, found these resources to be a valuable support for their work. A middle school

principal described how ATLA has been a support to him as a principal: "It's empowering teachers to be a decision-maker within the building, to come with ideas, to have reasons for those ideas. I think it's helped with just the dynamics of my building, you know the way that people get along, the way that people work together, the way that they are willing to share ideas. It's been powerful, it's taken a lot off of my plate, I'll be honest." Another middle school principal described the ATLA initiative as a means to help support the work of principals: "This whole initiative was brought about to help support the principals and the work that we're doing because bottom line is we can't do it alone. It's nice when you can have a team of people to help facilitate the type of change and the type of work that you want to do to help be about student learning. That's really what I felt like ATLA was all about, just bringing a focus on student learning."

For some teachers, engagement in leadership activities had a profound effect on their perspective of how decisions are made within a school. A middle school principal described changes he has seen in his teachers: "I've seen teachers do a complete one eighty after going through ATLA because they understand, I think, the leadership side of things.... What people want and what's best for the school is not always in line; and also they understand that sometimes leadership and change takes time… I've seen people change and be more supportive of slow change and of a process and of coming with solutions rather than just complaints." ATLA supported school and district initiatives through messaging beyond that of a single principal or a district leader. The training was intended to provide an organic process for teachers to become part of a larger leadership effort to support student learning. It should be noted that there was a minority opinion among a few principals who did not see a connection between school and district initiatives and the ATLA initiative.

2. Collaboration in PLCs

Professional collaboration is a key element of the ATLA framework. From the beginning, the district had envisioned PLCs as a place where teachers could work together to support a broader group of students across grades within schools. Since principals typically are not able to regularly attend PLCs and grade level meetings, teacher leaders could be supported and empowered to lead this work. Many PLCs and other grade level groups in Auburn schools appear to function quite productively, with ATLA teachers leading and supporting the work. Describing activities at a district waiver day last fall, an elementary teacher noted how the ATLA training informed their work: "We together came up with team goals. … We submitted our lesson plans, submitted our observations, we created and wrote out two weeks' worth of math so that we are saying the exact same things to our children at the same time and we also took our whole ELA block, rearranged it, assigned things that we are going to do, and this was all within a course of four hours... I don't believe that had I not been through this [ATLA] I could have developed the skills to work with these people as well as I have."

A secondary principal provided an example of an ATLA teacher applying what he learned in the context of a high school math department: "I think one of the first years, one of my math teachers… was really intrigued by using data to change instruction. That was a big one for him and then he brought that to the math department. Now, my math department is all over data. They just are really using it to change their teaching." When pressed for specifics, another administrator said, "It was probably the most evident during in-service and during late starts with

PLCs…. you would see them in the middle of that work side by side with their colleagues helping lead conversations, helping lead training helping facilitate conversations, helping navigate difficult points in conversations."

Nevertheless, challenges remain within some PLCs. An elementary teacher who had recently changed schools candidly described the differences between the PLCs in the two schools and said: "I believe that our district is working towards the kind of collaboration that we have at my school. I am not sure they have achieved it." A teacher responding to the survey wrote, "The district and school provide time for collaboration, but often control it to the extent that teachers can't get done the important work of planning curriculum and instruction. There is only so much looking at data that needs to be done." Encouraging professionals to think and learn together can be extremely challenging work.

The vast majority of teachers (95 percent) and administrators (88 percent) either somewhat or strongly agreed that the district has established a vision for high quality instruction. Additionally, 92 percent of teachers and 83 percent of administrators agree that the district makes collaborative time a priority. Somewhat smaller majorities of teachers and administrators agreed that the district models the practices it asks of teacher leaders (22 percent of teachers and 29 percent of administrators either somewhat or strongly disagreed) or encourages opportunities to learn from teacher leaders in other buildings (20 percent of teachers and 21 percent of administrators disagreed). Nearly one fifth of teachers disagreed (19 percent) that the district taps the expertise of its best teachers. Finally, one quarter of administrators and 18 percent of teachers either somewhat or strongly disagreed that the district shares leadership on key issues impacting instruction. Table 5 provides details regarding teacher views about the district.

Table 5: Teacher Perspectives: Please indicate the extent to which you agree or disagree with the following statements: (n=102)				
My district…	Strongly disagree	Somewhat disagree	Somewhat sagree	Strongly agree
…makes collaborative time a priority	0	7%	37%	55%
…has established a vision for high quality instruction	1%	4%	47%	48%
…taps the expertise of its best teachers	5%	14%	38%	43%
…shares leadership on key issues impacting instruction	3%	15%	47%	35%
…encourages opportunities to learn from teacher leaders in other buildings	5%	15%	46%	34%
…models the practices it asks of teacher leaders	7%	15%	47%	31%

Contributions to the work of PLCs attributed to the ATLA training include the positive leadership voice of ATLA teachers who had tools to bring back to their teams. A frequently mentioned example was training on the seven strategies of assessment when the district was

working on developing common assessments. An elementary principal described other benefits to PLCs from the training: "The integrity of the purpose of PLCs is much tighter… [ATLA teachers] are true advocates of that process and really protect that time for the purpose that it was intended. They really lead in terms of establishing that agenda and the protocols for dealing with the data, identifying interventions or whatever piece they're kind of discussing at the time. They also are pretty invaluable in providing that feedback cycle back to me around needs that the building or individual teams might have."

3. Differences Across the District

Professional development initiatives often play out quite differently across schools depending on the school level, composition of the student body, the teacher workforce and the school's leadership capacity. The ATLA initiative is no different in this regard. While many ATLA teachers found immediate opportunities to use their training, others did not. A survey respondent wrote, "I feel that there should be a better way for ATLA members to bring their learning back to the schools. There was no set time for us to do so and it wound up not directly happening." A middle school teacher explained, "We learned a lot but then if you're not in one of those specific leadership positions, you don't get the chance to use them." An elementary teacher described her situation this way: "…once I went through [ATLA] and I went back to my school and I didn't have a whole lot of luck getting buy in from that. I actually did kind of just let it go for a while. We actually tried some of the exercises in our PLC's and things like that, but we didn't have a lot of success."

Auburn schools had similar numbers of ATLA teachers trained across the five year years, but leadership opportunities varied by school and by level. The survey data reveals some differences by school level on items related to the district sharing leadership, tapping expertise and modeling practices. As is often the case with perception data, elementary teachers tend to hold overall more positive views. It should be noted that small sample size and lower response rates represent a potential source of survey bias, especially with disaggregated data, and should be interpreted with caution. Table 6 provides some detail on differences by school level.

Table 6: Teacher Perspectives: Please indicate the extent to which you agree or disagree with the following statements: (n=99)		
	Elementary Teachers (n=54)	Secondary Teachers (n=45)
My district shares leadership on key issues impacting instruction		
Strongly disagree	0	7%
Somewhat disagree	9%	22%
Somewhat agree	50%	42%
Strongly agree	41%	29%
My district taps the expertise of its best teachers		
Strongly disagree	2%	9%
Somewhat disagree	9%	20%
Somewhat agree	39%	36%
Strongly agree	50%	36%
My district makes collaborative time a priority		
Strongly disagree	0	0
Somewhat disagree	4%	11%
Somewhat agree	35%	40%
Strongly agree	61%	47%
My district models the practices it asks of teacher leaders		
Strongly disagree	2%	13%
Somewhat disagree	9%	20%
Somewhat agree	54%	42%
Strongly agree	35%	24%

Interviews with teachers confirm the variation in teachers' opportunities for leadership. A high school teacher explained, "It seems like the teacher leadership focus and the focus group over at my school are … it's very rigid and regimented…. So, I think at my school it's difficult, and there needs to be a more open philosophy towards that." A high school teacher in another school shared, "We don't have very many meetings where we can share with our colleagues. And our PLC, at least in my department, seems to be taken up with other matters, so I feel like I'm not really sure what we're supposed to do with all of this training that we got." Another aspect of this experience was the way in which ATLA teachers in specialist roles found it challenging at times to find support, encouragement and opportunities to utilize their training and skills.

The cross-district training served as a prompt for some teachers to rethink their professional practices in light of the work of their colleagues. A high school teacher talked about the ATLA training in this way, "You get over here to the district office and there are 80 teachers from all the different schools, and it is kind of that social pressure to pick up your game…"

Attracting and retaining a high quality teacher workforce is critical to accomplishing ambitious learning goals for students. The next section provides descriptive statistics on the retention and

mobility of Auburn teachers, ATLA teachers, and recent trend data on the Washington teacher workforce.

C. Changing Roles, Responsibilities and Retention

1. Demographic Characteristics of Teachers

As student enrollments have increased statewide and in Auburn in recent years, so have the number of teachers in the workforce. Approximately 58,000 teachers were working in Washington during the 2014-15 school year, up from slightly more than 53,000 in 2000. The majority of these teachers are white (90 percent), a statistic that has changed by only a few percentage points during the last fifteen years. The experience levels of Washington teachers have remained fairly constant; approximately 63 percent of teachers have between 5 and 24 years of experience, and fewer than a quarter have less than five years of experience. Two-thirds of teachers in 2014-15 are age 50 or younger, while nearly nine percent are over 60 (see Appendix A.1).

Trend data for the Auburn teacher workforce is similar and shows considerable stability over the last seven years. Similar to teachers statewide, the proportion of Auburn teachers over the age of 60 has increased (from 4.5 percent in 2008 to 7.2 percent in 2014). While approximately 9 out of 10 teachers are White, the teacher workforce has become slightly more diverse during this time period. The proportion of teachers who are White dropped from 92.7 percent in 2008-09 to 89.4 percent in 2014-15. The greatest increase has been among African American teachers, growing from 1 percent of the Auburn workforce in 2008 to 2.7 percent in 2014, and Asian teachers from 2.8 to 3.8 percent. No notable changes are seen in the proportion of teachers who identify as Native American or mixed race (see Table 7).

Table 7: Characteristics of Auburn Teacher Workforce: Trend Data							
	Auburn School District						
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Student Enrollment	14,937	14,785	14,684	14,479	14,721	15,046	15,436
# Teachers (Headcount)	785	772	777	762	776	804	849
FTE Teachers	747	743	738	729	747	776	813
Female	71.1%	71.6%	72.2%	71.7%	72.6%	72.8%	72.9%
Teacher Age (in given year)							
21-30	18.0%	15.3%	13.3%	11.8%	12.5%	12.6%	13.5%
31-40	28.7%	28.8%	29.9%	29.5%	28.4%	27.9%	27.6%
41-50	23.7%	25.0%	25.5%	26.1%	27.4%	27.0%	28.4%
51-60	25.2%	25.3%	24.8%	24.9%	24.0%	24.9%	23.3%
61+	4.5%	5.6%	6.6%	7.6%	7.7%	7.7%	7.2%
Teacher Ethnicity							
Asian/Pacific Islander	2.8%	2.8%	3.1%	3.1%	3.1%	3.2%	3.8%
African American	1.0%	1.2%	1.4%	1.6%	1.8%	2.4%	2.7%
Hispanic	2.2%	2.1%	1.9%	2.2%	2.3%	2.2%	2.4%
Native American	1.3%	1.0%	1.2%	1.2%	1.4%	1.5%	1.3%
White (non-Hispanic)	92.7%	92.9%	92.3%	91.9%	91.4%	90.5%	89.4%
More than one race	NA	NA	0.3%	0.1%	0.1%	0.1%	0.6%
Teacher Experience							
0-4 years	23.1%	18.1%	14.0%	13.4%	15.5%	17.3%	21.7%
5-14 years	39.0%	41.2%	44.3%	42.3%	40.3%	38.2%	35.5%
15-24 years	23.1%	24.9%	25.9%	28.2%	26.5%	27.4%	26.9%
25 yrs or more	14.9%	15.8%	15.8%	16.1%	17.7%	17.2%	16.0%

*S275 duty root 31, 32 or 33 with FTE designation greater than 0 in given year.

Individual is considered to be Hispanic if labeled "Y" in "Hispanic" field. If considered Hispanic, individual's other racial/ethnic identities are not considered.

We also examined the ATLA teachers across the five cohorts from 2010/11 to 2014/15. As would be expected, ATLA teachers tended to be mid-career professionals in terms of experience and age. However, an increasing number of novice teachers participated in the ATLA training in later years. ATLA teachers are slightly less diverse in terms of race/ethnicity than the overall Auburn teacher workforce (see Table 8).

Table 8: Characteristics of ATLA Participants: Trend Data										
Auburn School District										
	Cohort 1: 2010		Cohort 2: 2011		Cohort 3: 2012		Cohort 4: 2013		Cohort 5: 2014	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Staff	50		52		53		52**		53	
# Teachers*	46	92%	49	94%	49	92%	49	94%	50	94%
# Other Staff	4	8%	3	6%	4	8%	3	6%	3	6%
Female	36	72%	43	83%	38	72%	39	75%	41	77%
Age (in given year)										
21-30	9	18%	8	15%	2	4%	7	13%	9	17%
31-40	22	44%	18	35%	25	47%	15	29%	20	38%
41-50	12	24%	13	25%	14	26%	19	37%	16	30%
51-60	7	14%	11	21%	10	19%	10	19%	7	13%
61+	0	0%	2	4%	2	4%	1	2%	1	2%
Ethnicity										
Asian/Pacific Islander	0	0	0	0	0	0	3	6%	1	2%
African American	1	2%	2	4%	2	4%	1	2%	2	4%
Hispanic	0	0	1	2%	0	0	1	2%	0	0
Native American	1	2%	3	6%	1	2%	0	0	1	2%
White (non-Hispanic)	48	96%	45	87%	50	94%	47	90%	49	92%
More than one race	0	0	1	2%	0	0	0	0%	0	0
Experience										
0-4 years	4	8%	6	12%	6	11%	8	15%	14	26%
5-14 years	31	62%	27	52%	31	58%	22	42%	21	40%
15-24 years	11	22%	16	31%	12	23%	15	29%	13	25%
25 yrs or more	4	8%	3	6%	4	8%	7	13%	5	9%
*S275 duty root 31, 32 or 33 with FTE designation greater than 0 in given year.										
**Missing data for one participant, total = 53										

2. Retention and Mobility Patterns

As part of this study, we provide analyses of both five-year and year-by-year retention and mobility rates for all teachers statewide, for all Auburn teachers, for beginning Auburn teachers and for ATLA teachers. Our analyses of teacher retention and mobility are based on four categories as follows:

- "Stayers"—teachers assigned to the same school from one time period to the next.
- "Movers in"—teachers who moved to other schools in the same district, or changed assignment (other than a classroom teacher) within the same district.
- "Movers out"—teachers who moved to other districts or to private schools, either as a classroom teacher or in some other role.
- "Leavers"—teachers who exited the Washington education system, either temporarily or permanently.[1]

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[1] Leavers may have retired, re-entered the system in subsequent years, left Washington to teach in another state, or completely left the profession.

Five-year Trends in Retention and Mobility. These analyses provide a basis for understanding the employment outcomes of ATLA teachers and the overall teacher workforce in Washington. Table 9 displays statewide retention and mobility statistics for the most recent 5-year time period, 2010/11 to 2014-15. As can be seen in Table 9, Auburn teachers have higher retention rates than state averages and teachers in Puget Sound Educational Service District 121 (ESD 121), and a lower percentage of leavers from the Washington education system. Auburn also has higher retention rates for beginning teachers, and a slightly higher rate of movement within the district compared to ESD 121 or beginning teachers statewide. It is important to note in the state and regional statistics that variation exists by region, district, school, and other factors, such as teacher experience. In Appendix A.2, we have provided retention and mobility statistics for all schools in Auburn for the same five-year time period. As is the case in other districts, there is considerable variation in retention and mobility rates across schools in Auburn.

Table 9: Teacher Retention and Mobility Statewide, in ESD 121 and in Auburn Five Year Retention and Mobility Trend Data (2010/11 to 2014/15)									
	Total Teachers	Remained as classroom teachers in the same school		Moved to another school in the same district		Moved to work in another district in Washington		Left the Washington education system	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All Teachers									
Teachers Statewide	58,615	32,723	58%	8,269	15%	3708	7%	11,500	20%
Teachers in ESD 121	21,273	11,909	56%	3,206	15%	1486	7%	4,650	22%
Auburn Teachers	777	518	67%	96	12%	51	7%	112	14%
ATLA Teachers (Cohort1)	46	34	74%	4	9%	5	11%	3	7%
All Beginning Teachers*									
Beginning Teachers Statewide	1,960	809	41%	350	18%	371	19%	430	22%
Beginning Teachers in ESD 121	865	355	41%	169	20%	146	17%	193	22%
Auburn Beginning Teachers	16	8	50%	4	25%	2	13%	2	13%
*Duty root 31, 32 or 33 with FTE designation greater than 0 and <1 yr experience in 2010-11.									

Year-by-Year Trends in Retention and Mobility. Table 10 provides seven years of data that examines the year-by-year retention and mobility statistics for teachers statewide and teachers in Auburn, and five years of data for ATLA teachers. Statewide on average, 84 percent of teachers remain teaching in their same school and 7 percent of teachers leave the Washington education system from one year to the next. On average, approximately 7 percent move to a different school within the same district, and another 2 percent move to another district in Washington state. Auburn has somewhat higher patterns of staying in the same school, lower rates of mobility within and out of district and a lower proportion of leavers from the system. ATLA teachers stay in their schools at high rates, but also have slightly higher rates of movement to

other positions or other schools within the district. Table 10 below provides details for each year examined.

Table 10: Year by Year Teacher* Retention and Mobility Trend Data Statewide, for Auburn and for ATLA Teachers (from 2008/09 to 2014/15)							
	2008/09 to 2009/10	2009/10 to 2010/11	2010/11 to 2011/12	2011/12 to 2012/13	2012/13 to 2013/14	2013/14 to 2014/15	2014/15 to 2015/16
Teachers Statewide	N=57,282	N=56,004	N=56,222	N=55,279	N=55,772	N=56,761	N=58,246
Stayers in School	87%	86%	85%	85%	85%	82%	83%
Movers in District	7%	7%	7%	7%	6%	7%	6%
Movers out District	1%	1%	1%	2%	2%	3%	4%
Leavers from WA system	6%	6%	7%	6%	9%	7%	7%
Auburn Teachers	N=785	N=772	N=777	N=762	N=776	N=804	N=849
Stayers in School	91%	92%	90%	89%	88%	87%	89%
Movers in District	3%	4%	5%	5%	5%	5%	4%
Movers out District	1%	1%	1%	2%	2%	4%	3%
Leavers from WA system	5%	3%	4%	4%	5%	4%	4%
ATLA Teachers			N=46	N=49	N=49	N=49	N=50
Stayers in School	NA	NA	91%	92%	86%	90%	82%
Movers in District	NA	NA	7%	6%	12%	8%	6%
Movers out District	NA	NA	2%	0	2%	2.0%	8%
Leavers from WA system	NA	NA	0	2%	0	0	4%
*Only certificated instructional staff with a duty root designation of 31, 32, 33 or 34 are included.							

The quantitative data confirms qualitative findings that Auburn has a stable teacher workforce and is a place where teachers tend to stay. In response to interview questions about whether the ATLA program had influenced teachers' decisions to stay in the district, no one indicated that it had. However, several suggested that teachers' who participate in ATLA may find their careers more satisfying, or feel valued for their professional contributions. Nearly a quarter (24 percent) of teachers who participated in the survey strongly agreed that ATLA had impacted job satisfaction and another 52 percent somewhat agreed with this statement. A significant portion of teachers (45 percent) either somewhat or strongly disagreed that ATLA influenced their decision to stay in the profession.

3. Changes in ATLA Teachers' Careers

ATLA was not designed to be a leadership pipeline from teaching to administrative positions, however there have been a few staff who transitioned to formal leadership positions. In an effort to answer the question, "To what extent did ATLA participants change formal roles or assignments?" we analyzed changes in ATLA participants' duty codes located in the state's

personnel database (S-275). We identified 15 individuals (6 percent of ATLA participants) with changes in duty codes during the first five years of the ATLA program. Three former ATLA participants moved to positions as district administrators. Two former ATLA participants became elementary and secondary principals, and one became an assistant principal in Auburn. Five former ATLA participants took positions as elementary or secondary assistant principals in a different district. Four moved into different kinds of instructional support positions within Auburn. It should be noted that some kinds of formal and informal leadership roles are not captured in the state dataset.

The ATLA survey provided another opportunity to explore both formal and informal changes in teachers' positions. When asked about professional opportunities in education, 70 percent of teacher respondents indicated that they are either currently working in or have seriously considered a role with significant teacher leadership responsibilities. About one quarter of respondents (24 percent) indicated that they have seriously considered a role in an educational position outside the K-12 system, and 23 percent have seriously considered a district office leadership position. More than half of teacher respondents (57 percent) indicated that they had not considered a position as school principal or assistant principal at all.

More than a third of teacher respondents (36 percent) reported that they had changed teaching assignments since their ATLA training, and 16 percent reported that they have changed schools (see Table 11). Other respondents reported that they have moved to a full or part time instructional coaching position (15 percent), gone back to school to prepare for a leadership position in the future (14 percent), or moved to an administrative position (6 percent).

Table 11: Teacher Perspectives: Since your ATLA training have you….? (select one) (n=102)		
	No	Yes
…changed teaching assignments (e.g., to another grade or subject)	63%	36%
…changed schools within the district	84%	16%
…moved to an instructional coaching position (either full- or part-time)	85%	15%
…gone back to school to prepare for a leadership position in the future	86%	14%
…moved to an administrative position (either full- or part-time)	91%	6%

There was some evidence to suggest that new teacher leadership positions have been created in some Auburn schools partly as a result of the ATLA training. A former ATLA teacher now in a new role explained how the ATLA training opened up new opportunities for her: "I think for me, ATLA 1.0 really inspired me to step up and become a teacher leader, and it's been something I've actively pursued. And I didn't even know I was really interested until I was a part of ATLA, but I've found I actually really enjoy working with adults, and so it's been pretty instrumental for me… I think that ATLA was really helpful in empowering me that way."

4. Current ATLA Teacher Leadership Roles

Over four-fifths (85 percent) of teachers surveyed agreed that ATLA encouraged them to pursue new teacher leadership opportunities, but most weren't interested in leaving the classroom to take on formal leadership roles. Thirty percent reported that they currently have a role with significant teacher leadership responsibilities. As a middle school ATLA teacher explained, she enjoyed being able to be able "to lead, guide and be an agent of change and innovation within the building without having some sort of formal leadership role." She continued, "I figured out a long time ago after dabbling in formal leadership in those roles, that's not where I want to be. I want to be with kids."

One of the areas where ATLA teachers appear to have expanded their leadership participation has been serving on school and district committees and other collaborative work. An elementary principal described the ways in which collaboration has increased among ATLA trained teachers: "Almost all of them, I can't think of an exception to that, become engaged in district level committees, curriculum design, summer work, item writing, curriculum creation." A high school teacher discussed his views of teacher leadership opportunities: "I think teacher leadership sort of feels more like [I am] an ambassador… I've been to more district trainings. I understand what an administrator wants, but I'm working with teachers. …you fully have a bigger picture, perhaps, of what the goals of the district are. And then you can, again, in a lot of informal ways, help bring others along."

The ATLA training supported the work of individual teacher leaders in their classrooms and in their schools, as well as provided opportunities for collaborative work at different levels of the system. However, given the substantial commitment of time and resources, ATLA training was not without tensions and tradeoffs.

D. Trade-offs and Tensions

In this section, we explore issues of time, the challenges associated with learning to work effectively with diverse student populations, and training for school leaders.

1. Time

ATLA created space and opportunities for teachers to develop their leadership skills, but the time commitment for the training was arguably the greatest challenge. Both teachers and principals expressed concerns about teachers leaving their classrooms multiple times across the year. A secondary principal articulated the time concern on behalf of his teachers: "Some teachers don't want to be out of the classroom. So when you're asking a teacher to make the sacrifice of being out their classroom, that's probably the biggest challenge... There are some teachers that said, 'I don't want to do it because I don't want to be out of the classroom,' but I would say the ones that participated in it appreciated the process, and some of them definitely grew and took on additional leadership roles."

Some principals expressed their own concerns about pulling teachers out of the building. A principal in a high poverty school talked about the needs of his students when a good teacher is absent from the classroom: "Kids in demographics similar to ours really struggle with change. When they go from having this really awesome person that cares about them and knows everything about them, because that's the kind of person that they are, to anything other than that, it not only can destroy that day, but potentially the week. And recovering from that is a difficult thing for them."

This concern was compounded by an ongoing shortage of substitutes needed to replace teachers who attended the training. ATLA training days sometimes added extra work for administrators when a lack of substitutes meant finding staff to cover for ATLA teachers or sometimes covering the ATLA teachers' classrooms themselves. An administrator's response on the survey simply said: "The only concern I have is the lack of sub teachers on the days of ATLA training."

Administrators frequently mentioned that they wanted ATLA meetings to be held outside of the school day. An elementary principal articulated the concern this way: "The number one thing they should change going forward, or could have changed in the past is; not pulling your best people out of your building during the school day…. Eight to nine times a year that your kids are either with a substitute teacher instead of one of the best people in your building or they are divided into a bunch of other classes because you couldn't even get a sub. A sub crisis and shortages, that's an issue I think should be wrestled with." Auburn staff weren't able to offer any easy solutions to the time and substitute issues. Several suggested meeting after school hours and compensating teachers for their time. Others acknowledged that this would limit who would be able to participate.

Lack of time was mentioned by teachers as a barrier for participation in some types of leadership activities. ATLA teachers talked about opportunities they would like to pursue if time could be found, such as sharing their learning with colleagues or opportunities to observe and provide peer feedback.

2. Work with Diverse Student Populations

An increasingly diverse student population has amplified the need for skills in cultural competency and ways to address the achievement gap. An elementary principal describes the demographic changes that have taken place in her school over the last decade: "We are much more diverse… We've been in transition for 10 years so we have to change our instructional practices and our focus to make sure that we're meeting the needs of all the students who are coming through the doors." Survey findings suggest that for some teachers, the ATLA training was less helpful in learning about ways to address the achievement gap (31 percent) or meet the needs of students from diverse cultural backgrounds (22 percent). An ATLA teacher explained: "I think the one thing that really just sticks out is I would really love to see us do a little more with diversity training. I mean I think we need to have conversations about race. We need to have conversations about celebrating differences and being accepting of everybody's differences."

Some principals share similar sentiments. An elementary principal shared: "I think we really still need to have that focus on quality educational practice. How to meet our diverse populations, and that doesn't just mean our ethnic diversity, or our linguistic diversity. It really means we've got to include our poverty diversity, and really focusing on best practices on teaching." When asked about whether the training helped teachers support diverse learners in his building, an elementary principal replied, "I would simply say that it's increased their awareness and they've grown as advocates for minority populations. But I can't point to a specific behavior outcome that I see in what they do, in relationship to that." A middle school principal of a diverse school added: "I don't know what kind of an impact it has had on that...I think the things they learned in there could certainly be used for that, but I don't know that there's ever been that direct connection made."

3. Training for School Leaders

The majority of Auburn teachers who participated in ATLA training felt well supported and were encouraged to pursue new opportunities. However, both teachers and administrators mentioned that some principals might benefit from training or suggestions on how to more effectively utilize the skills and talents of their teacher leaders. This might reflect the need for principals to consider and prioritize their work with teacher leaders in new ways. One principal expressed regret that he hadn't done more to follow up with ATLA teachers after the training. He explained that in retrospect he could have had them help facilitate the professional development at the beginning of the year and plan throughout the year, and participate to a greater extent in the alignment of the instruction work. Tapping in to the resources that teacher leaders have to offer can lighten the load, and principals may benefit from training and ideas for how to maximize those opportunities.

IV. Summary and Concluding Comments

A. The Role of a District Model for Teacher Leadership and Next Steps

CSTP's partnership with Auburn in designing a district model for teacher leadership provides a fascinating case in which to examine the complex nature of distributed teacher leadership. As ATLA has changed over the years, there are core elements of the CSTP's Teacher Leadership Skills Framework and training that may be essential to retain regardless of the specific emphasis, as in technology focus of ATLA 2.0. In particular, attending to the core teacher leadership elements embedded in the framework, such as working with adult learners, collaboration, and ways to leverage teacher voice in decision making. In terms of new foci, an elementary principal described possible next steps: "I would like us to become the model in systems and approaches that deal with issues of equity. Ethnicity, race, class; all of those pieces. Identifying best practices and really wrestling with those. Leading that piece."

A middle school principal described his impressions of the evolution of the model: "I like how it's evolving. What I appreciated about the first several years was that it was almost the same instruction every year so, you couldn't go two years in a row because it would almost identical; but what was powerful about that is that, that was building that capacity within my building of

people who all had the same background knowledge and with little tweaks along the way. The first couple of years the other teachers, we have them report back at staff meetings, 'what's a couple nuggets you want to share with the staff?' …People had an understanding of what the instruction was and then there was something new during a year they would come back and say, 'Hey, you didn't talk about this, was this in your year? Well here's what they're doing now'. So that created some of those conversations."

While some schools may have reached a saturation point in the number of teachers who might benefit from participation, some suggested that there are ways to explore the concepts more deeply as a form of renewal for past participants, as well as an onboarding of novice teachers to further establish their skills. Going deeper with skilled teacher leaders was the suggestion of an elementary principal: "I would say that it is extremely valuable. I think the time, energy, resources invested into this are immeasurable. The effects of that work will be long, long lasting. … I believe it would be the best use of this resource to continue to go back and add to the training to these same individuals. Taking them to the next level of teacher leadership."

One of the strengths of the model has been the local discretion given to buildings and teachers to consider how to apply the training within their unique context. This strategy encouraged teachers to step out of their comfort zone but also to further develop their own unique skillset. This worked well for most, and worked even better when the training was tied in to other school and district initiatives, as a middle school principal explained: "We have all these pieces. How can we make this thing connect to what's going on now and bring all the pieces together? That would be something that I would want to see. I love the program. I think it's great. I just think if we can tie into some of the key pieces they we're doing right now, that would be awesome."

Teachers and administrators also found value in setting aside time to debrief from the training. There is great value when those opportunities can be structured soon after the training while the experiences are still fresh in teachers' minds, as explained by this principal: "We really are just focused on what are you learning, what's the most important learning from this, what can we apply immediately, something we can put on the back burner, what can we use to leverage our staff and our students to be more successful either way? …I think teachers would appreciate it too, having that solid time with the principal's undivided attention to really hear their goals and their ideas for helping our school succeed."

B. Preparing Teachers for Leadership Opportunities

Over the course of six years, the Auburn School District has invested considerable time, resources, and attention on developing teacher leadership knowledge and skills through the ATLA initiative. ATLA was based on the premise that building teacher leadership capacity would improve the ways in which the district addressed improving student learning, particularly for an increasingly diverse student population. By collecting and examining evidence from ATLA teachers and school and district administrators, we find that ATLA has impacted teaching, learning, and leadership in Auburn in a variety of ways.

Auburn grounded the ATLA initiative in CSTP's Teacher Leadership Framework. In doing so, the training began with a focus on helping teachers shift how they viewed themselves as leaders.

Evidence from surveys and interviews affirm that ATLA was successful in improving teachers' confidence to lead and in helping teachers learn how to work effectively with adult learners. The teachers saw the variety of potential opportunities to provide leadership, both in formal and informal ways. ATLA participants had opportunities to interact with colleagues from across the district, and district leaders were visible with their support of the leadership initiative. This helped teachers expand their network of colleagues both within and across schools, and also provided a way for teachers to develop a system-wide perspective on the district's improvement efforts.

The evidence collected for this study indicates that the ATLA training was powerful and meaningful for participants. Feedback from participants about the quality of ATLA training was overwhelmingly positive. Participants believe that the training engaged teachers in activities that were immediately applicable to their work as a teacher and to their school contexts, and that the training was adapted as needed within each session, with time given to practice strategies with colleagues, both those within their own building and others. ATLA activities identified expressly by a number ATLA teachers included time for reflection, use of protocols, seven strategies for assessment of learning, activities involving work style preferences, feedback strategies and systems level thinking. Principals also were highly supportive of the training, with the vast majority believing that ATLA improved teachers' ability to collaborate, use assessments to inform instructional practice, use systems-level thinking in decision making, and to communicate effectively with colleagues. The majority of ATLA teachers and principals believe that ATLA has had a positive impact on student achievement. Areas in which ATLA training was somewhat less positively viewed include helping teachers improve skills in meeting the learning needs of students from diverse cultural backgrounds and understand what is needed to close the achievement gap.

When examining how ATLA intersected with other school and district improvement initiatives, the evidence suggests that ATLA participants took on new leadership roles, both formal and informal. Examples of leadership activities prompted by ATLA training include facilitating difficult conversations in PLC meetings, sharing what was learning in ATLA with others in their schools, serving on school leadership teams, and leading professional development activities around assessment or technology use. ATLA participants also report how the training had led them to make changes in their teaching, including working with student data and changing assessment practices. As would be expected, differences do exist in the ways in which ATLA training impacted schools across the district. While many ATLA teachers found immediate opportunities to use their training, others did not believe that opportunities were as plentiful.

The study of the ATLA initiative also included an examination of the retention and mobility rates of all Auburn teachers and ATLA teachers compared to regional and statewide statistics. Findings reveal that Auburn teachers have higher retention rates than state averages and teachers in ESD 121, and a lower percentage of leavers from the Washington education system. Auburn also has higher retention rates for beginning teachers, and a slightly higher rate of movement within the district compared to ESD 121 or beginning teachers statewide. ATLA teachers stay in their schools at high rates, but also have slightly higher rates of movement to other positions or other schools within the district. However, survey and interview data indicated that ATLA

participants held mixed views about whether or not their participation in the program influenced their decision to stay in the teaching profession.

ATLA training required a significant time commitment, and this presented a challenge in program implementation. Principals expressed concerns about teachers leaving their classrooms multiple times per year, and also reported difficulties in obtaining substitute teachers. Another growth area mentioned was to make closer connections between the ATLA training and teacher knowledge and skills in cultural competency and ways to address the achievement gap.

In conclusion, the ATLA training provided opportunities for teachers to develop their leadership skills over a sustained period of time. It provided meaningful connections to their instructional practices, relationships with colleagues and engagement with school and district improvement initiatives. It gave them confidence and skills to participate more deeply in ways that were professionally rewarding. The program supported high quality training that had immediate applicability in ways that supported student learning. Evidence from this program indicates that it has been a worthwhile endeavor worthy of consideration for continued support.

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Appendix A.1

Appendix A.1: Characteristics of Washington Teacher Workforce: Trend Data					
	Statewide				
	2010/11	2011/12	2012/13	2013/14	2014/15
Student Enrollment	1,041,892	1,043,536	1,050,900	1,056,809	1,075,107
# Teachers (Headcount)	56,222	55,279	55,772	56,761	58,246
FTE Teachers	53,591	52,760	53,308	54,407	56,007
Teacher Age (in given year)					
20-30	12.8%	12.1%	12.4%	13.0%	14.2%
31-40	25.9%	25.8%	25.7%	26.0%	26.0%
41-50	25.5%	26.1%	26.4%	26.5%	26.5%
51-60	27.7%	27.2%	26.5%	25.6%	24.6%
61+	8.1%	8.8%	9.1%	8.9%	8.6%
Teacher Ethnicity					
Asian/Pacific Islander/Native Hawaiian	2.5%	2.5%	2.5%	2.6%	2.7%
African American	1.3%	1.2%	1.2%	1.2%	1.2%
Hispanic	3.2%	3.5%	3.4%	3.2%	3.7%
American Indian/Alaskan Native	0.8%	0.7%	0.7%	0.7%	0.7%
White (non-Hispanic)	90.9%	89.7%	89.6%	90.9%	90.3%
More than one race	1.4%	2.4%	2.5%	1.3%	1.4%
Teacher Experience					
0-4 years	17.2%	15.9%	16.3%	18.3%	21.2%
5-14 years	40.8%	41.4%	40.9%	39.4%	37.5%
15-24 years	25.3%	25.9%	26.2%	26.0%	25.6%
25 yrs or more	16.7%	16.8%	16.7%	16.2%	15.7%

*S275 duty root 31, 32 or 33 with FTE designation greater than 0 in given year.

Individual is considered to be Hispanic if labeled "Y" in "Hispanic" field. If considered Hispanic, individual's other racial/ethnic identities are not considered. Those in remaining non-Hispanic racial/ethnic categories were labeled "N" in "Hispanic" field.

Appendix A.2

Appendix A.2: AuburnTeacher Retention/Mobility by School - Five Year Trend Data (2010/11 through 2014/15)											
	2014-15 Enrollment	2014-15 % Minority	2014-15 FRPL	2010-11 Total Teachers	Stayer		Mover In		Mover Out		Exiter	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
District	*15,447*	*54.6%*	*55.0%*	*777*	*518*	*66.7%*	*96*	*12.4%*	*51*	*6.6%*	*112*	*14.4%*
Alpac Elementary School	551	52%	64%	28	18	64%	4	14%	1	4%	5	18%
Arthur Jacobsen Elementary	602	56%	48%	24	14	58%	6	25%	2	8%	2	8%
Chinook Elementary School	408	77%	71%	24	10	42%	4	17%	5	21%	5	21%
Dick Scobee Elementary School	529	60%	80%	24	13	54%	5	21%	4	17%	2	8%
Evergreen Heights Elementary	544	61%	56%	24	18	75%	1	4%	1	4%	4	17%
Gildo Rey Elementary School	584	78%	83%	27	12	44%	8	30%	2	7%	5	19%
Hazelwood Elementary School	580	47%	51%	29	22	76%	5	17%	0	0	2	7%
Ilalko Elementary School	647	58%	57%	27	15	56%	6	22%	3	11%	3	11%
Lake View Elementary School	364	27%	42%	22	16	73%	1	5%	0	0	5	23%
Lakeland Hills Elementary	675	47%	24%	36	25	69%	7	19%	1	3%	3	8%
Lea Hill Elementary School	430	54%	62%	20	13	65%	2	10%	2	10%	3	15%
Pioneer Elementary School	498	80%	84%	25	10	40%	9	36%	2	8%	4	16%
Terminal Park Elementary School	413	58%	73%	21	16	76%	2	10%	1	5%	2	10%
Washington Elementary School	452	66%	79%	27	15	56%	5	19%	3	11%	4	15%
Cascade Middle School	746	52%	62%	40	26	65%	4	10%	4	10%	6	15%
Mt Baker Middle School	924	54%	50%	46	37	80%	1	2%	1	2%	7	15%
Olympic Middle School	696	67%	73%	38	24	63%	4	11%	3	8%	7	18%
Rainier Middle School	894	47%	48%	41	32	78%	2	5%	1	2%	6	15%
Auburn Senior High School	1476	53%	57%	89	65	73%	6	7%	5	6%	13	15%
Auburn Mountainview High School	1472	42%	39%	66	49	74%	5	8%	3	5%	9	14%
Auburn Riverside High School	1579	49%	36%	80	57	71%	7	9%	7	9%	9	11%
West Auburn Senior High School	276	62%	66%	15	10	67%	1	7%	0	0	4	27%
Annex/Other	NA	NA	NA	4	1	25%	1	25%	0	0	2	50%
School Demographics from OSPI Report Card 2014-15 (May 2015)												