The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Workforce

Walla Walla Community College
500 Tausick Way Building D
Conference Rooms 185 A, B, & C
Walla Walla, Washington
509-527-4275

September 25-27, 2012

AGENDA

Tuesday, September 25, 2012

Note: Proceedings on the first day will follow a Board retreat meeting format. Informal dress is encouraged.

8:00 a.m. **Board Team-Building Exercise**
Dr. Jennifer Macaulay, Macaulay Consulting

- Maintaining high standards for communication, collaboration, and leadership on the Board.

10:00 a.m. **Break**

10:15 a.m. **Envisioning the Future of Education – "*What will public education look like in 20 years, and how can we best prepare?"***

- Forecasting the changing demographics of Washington's public school students (15 minutes)
  Mr. Ben Rarick, Executive Director
  Ms. Linda Drake, Senior Policy Analyst

- Ms. Paula Smith, Head of School – University Child Development School (90 minutes, with discussion)

12:00 p.m. **Lunch**
Ms. Paula Smith, Guest Speaker

12:45 p.m. **The *McCleary* Court Case**
Recent developments in the McCleary case, including the work of the Quality Education Council and the Education Funding Task Force
Mr. Ben Rarick, Executive Director
Mr. Jeff Vincent, Chair

2:00 p.m. **SBE Strategic Plan Update and Review**
- **Review Progress on Strategic Plan Objectives** – 20 minutes

Mr. Ben Rarick, Executive Director
Mr. Aaron Wyatt, Director of Communications and Partnerships

- **Review of the Data** – *How are we doing on key indicators of student progress? – 30 minutes*
  Mr. Ben Rarick, Executive Director
  Ms. Emily Persky, Research Analyst

- **Review Legislative Priorities** – 25 minutes
  Mr. Ben Rarick, Executive Director
  Mr. Jack Archer, Senior Policy Analyst

- Board Discussion – 1 hour

4:00 p.m. **Adjourn**

<u>Wednesday, September 26, 2012</u>

8:00 a.m. **Call to Order**
Pledge of Allegiance
Announcements
Welcome – Dr. Steven VanAusdle, President, Walla Walla Community College

Consent Agenda
The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda are determined by the Chair, in cooperation with the Executive Director, and are those that are considered common to the operation of the Board and normally require no special Board discussion or debate. A Board member; however, may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:

- Approval of Minutes for the July 11-12, 2012 Board Meeting ***(Action Item)***
- Approval of Minutes for the August 6, 2012 Special Board Meeting ***(Action Item)***

8:15 a.m. **Call for Additional Nominations to the Executive Committee**
Ms. Amy Bragdon, Board Lead

8:30 a.m. **OSPI Briefing on 2012 State Assessment Results**
- **Overview of Statewide Results**
- **Overview of Performance of Required Action Districts**

Mr. Randy Dorn, Superintendent of Public Instruction
Dr. Alan Burke, Deputy Superintendent, OSPI

9:30 a.m. **Review of Certificate of Academic Achievement (CAA) Options for End of Course Exams**
Ms. Linda Drake, Senior Policy Analyst

10:00 a.m. **Break**

10:15 a.m. **Revising the State Achievement Index**
Ms. Sarah Rich, Policy Director

12:00 p.m. **Lunch and Executive Session**

12:45 p.m. **Public Comment**

1:00 p.m. **English Language Learners (ELL) in a Statewide Accountability Index**
Ms. Sarah Rich, Policy Director
Ms. Emily Persky, Research Analyst

- **Analysis of Student performance data on ELL students in Level Three**
- **Contrasting approaches to incorporating ELL students in state accountability frameworks**

3:00 p.m. **Basic Education Waiver Requests**
Mr. Jack Archer, Senior Policy Analyst

3:15 p.m. **Public Hearing on Proposed Changes to Basic Education Waiver Criteria (CR102)**
Mr. Jack Archer, Senior Policy Analyst

3:30 p.m. **Election of Officers to the Executive Committee**
Ms. Amy Bragdon, Board Lead

3:45 p.m. **Walla Walla School District Chamber Singers – Musical Performance**
Roger Garcia and Norb Rossi, District Lead Staff

4:00 p.m. **Business Items and Discussion**

- Theory of Action for Revised Index (***Action Item)***
- Communication to the AAW on Framing Performance Indicator Discussion ***(Action Item)***
- Waiver Requests ***(Action Item)***
- Proposed Strategic Plan ***(Action Item)***
- Approval of Private Schools ***(Action Item)***
- Legislative Priorities ***(Action Item)***

5:00 p.m. **Adjourn**

Thursday, September 27, 2012 Site Visit

8:30 a.m. **Meet at Blue Ridge Elementary**
Principal Kim Doepker overview of Bilingual Dual program

8:45 a.m. **Tour Classrooms**
Janifer Sams, Cory Hobbs, Tina Brennan, Dual Kindergarten

9:45 a.m. **Depart for Walla Walla High School**

10:00 a.m. **AVID Program Tour**
Principal Pete Peterson

10:30 a.m. **Depart AVID and Walk to Casey Monahan's Classroom**

10:40 a.m. **Visit Casey Monahan's Classroom and Meet with Marci Garcia**

11:00 a.m. **Depart Walla Walla High School and Travel to Lincoln High**

11:15 a.m. **Tour Lincoln High School**
Discuss ACEs w/staff and students – Adverse Childhood Experiences

12:00 p.m. **Lunch at Lincoln High School**
Debrief with Superintendent Mick Miller, Principal Jim Sporleder and Lincoln High School students

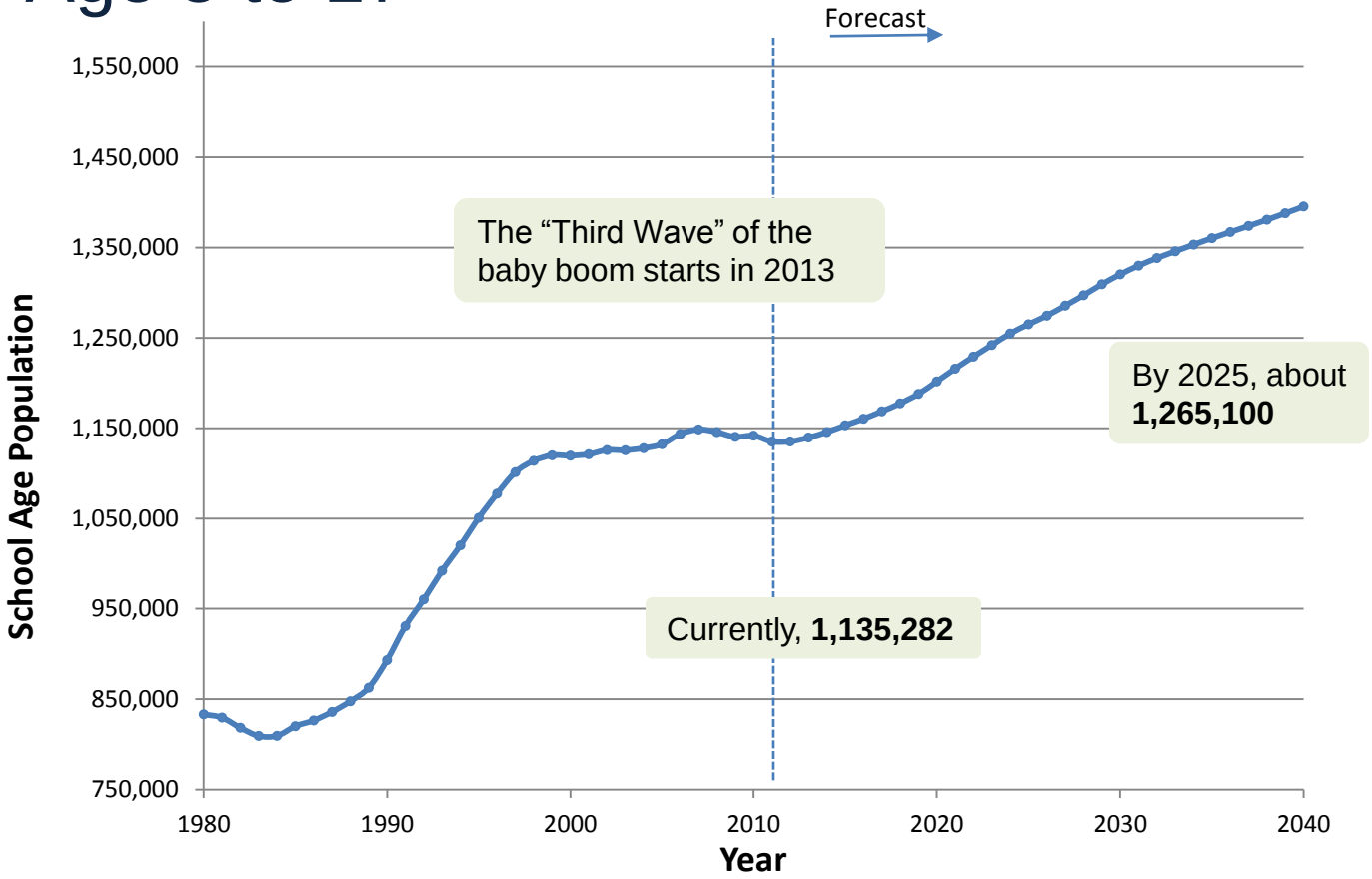
12:30 p.m. **Visit concludes and Board Members Travel to Airport**

The Changing Demographics of Washington's Public School Students

PRESENTATION TO THE BOARD,
SEPTEMBER 25, 2012

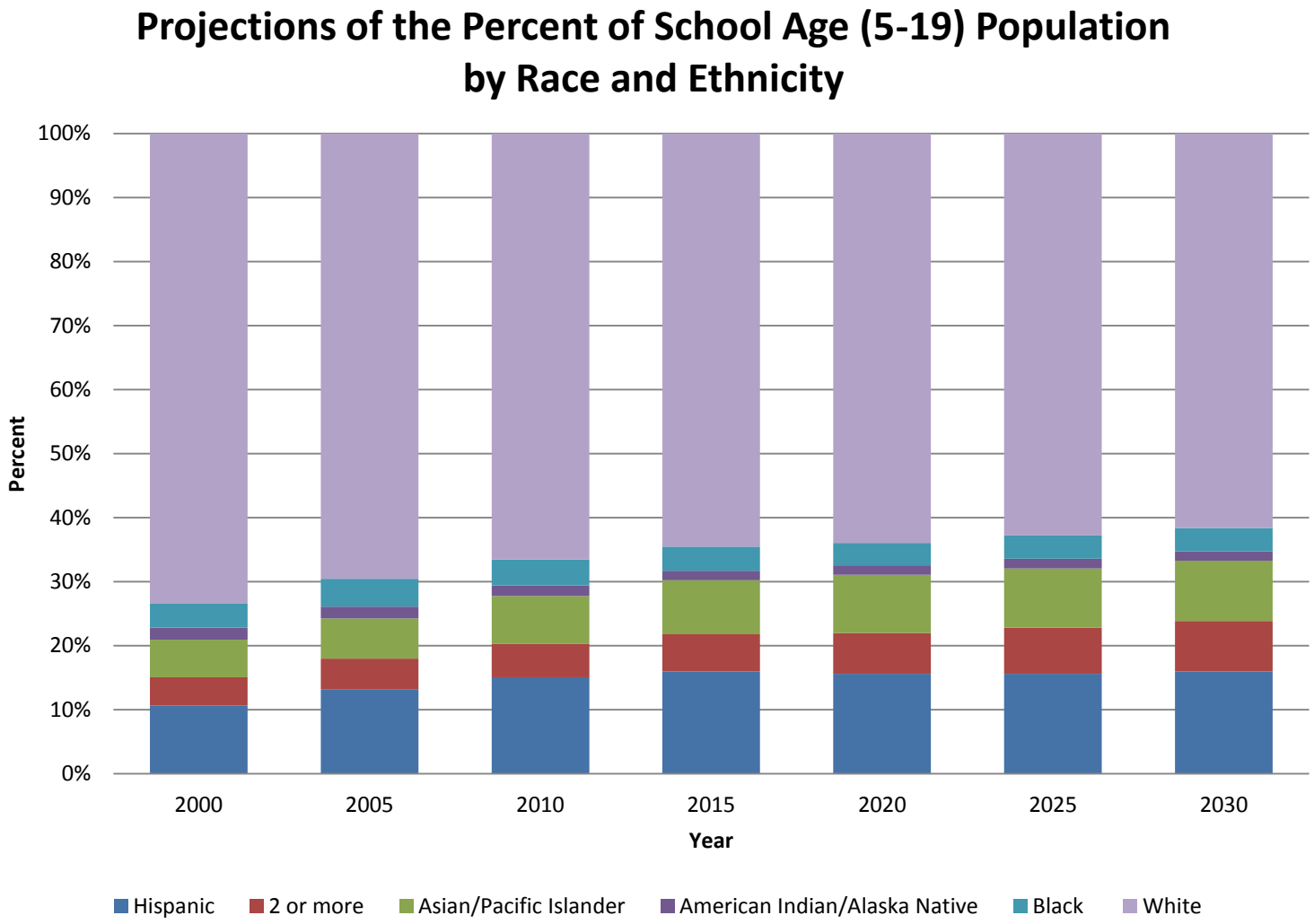
Mr. Ben Rarick, Executive Director
Ms. Linda Drake, Senior Policy Analyst

Forecast of School Age Population, Age 5 to 17



Forecast of the State Population, November 2011 Forecast, Forecasting Division, State of Washington Office of Financial Management

School Age Population, Race and Ethnicity

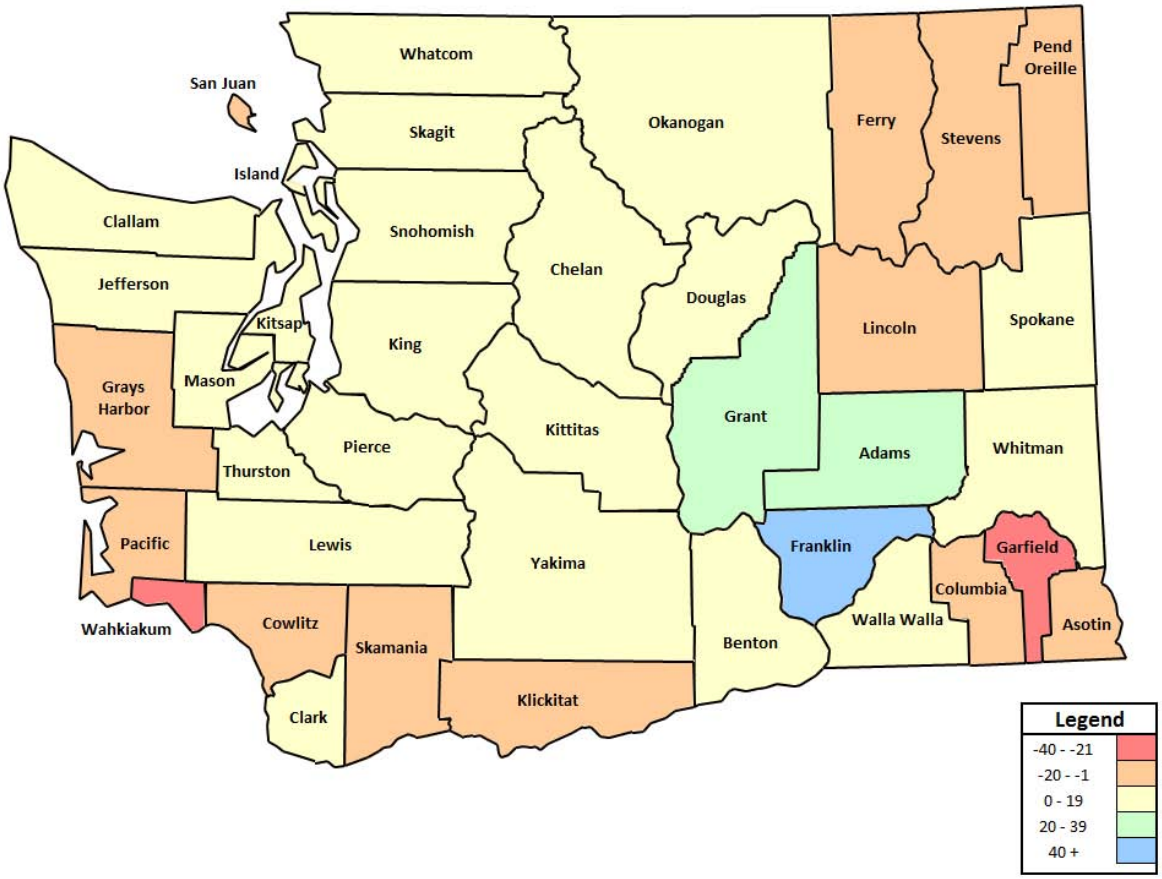


WA Office of Financial Management November 2011 Forecast of state population by age and sex 2010-2040

Where are the students going to be?

Projected Percent Change of School Age Population (ages 5-19) 2010-2025

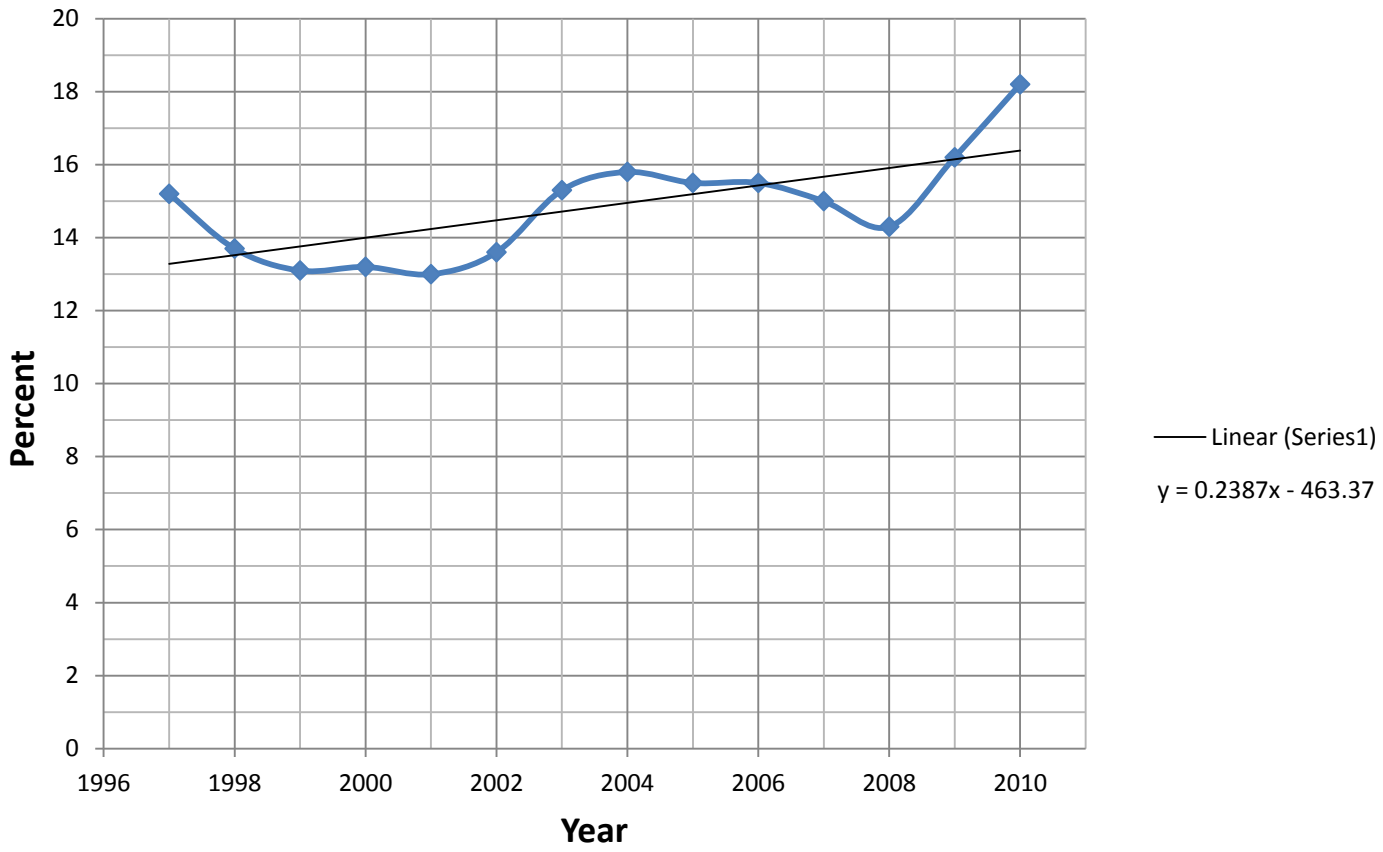
OFM May 2012 Forecast



If the trend continues, the percent of children in poverty in 2020 will be about 18.8%

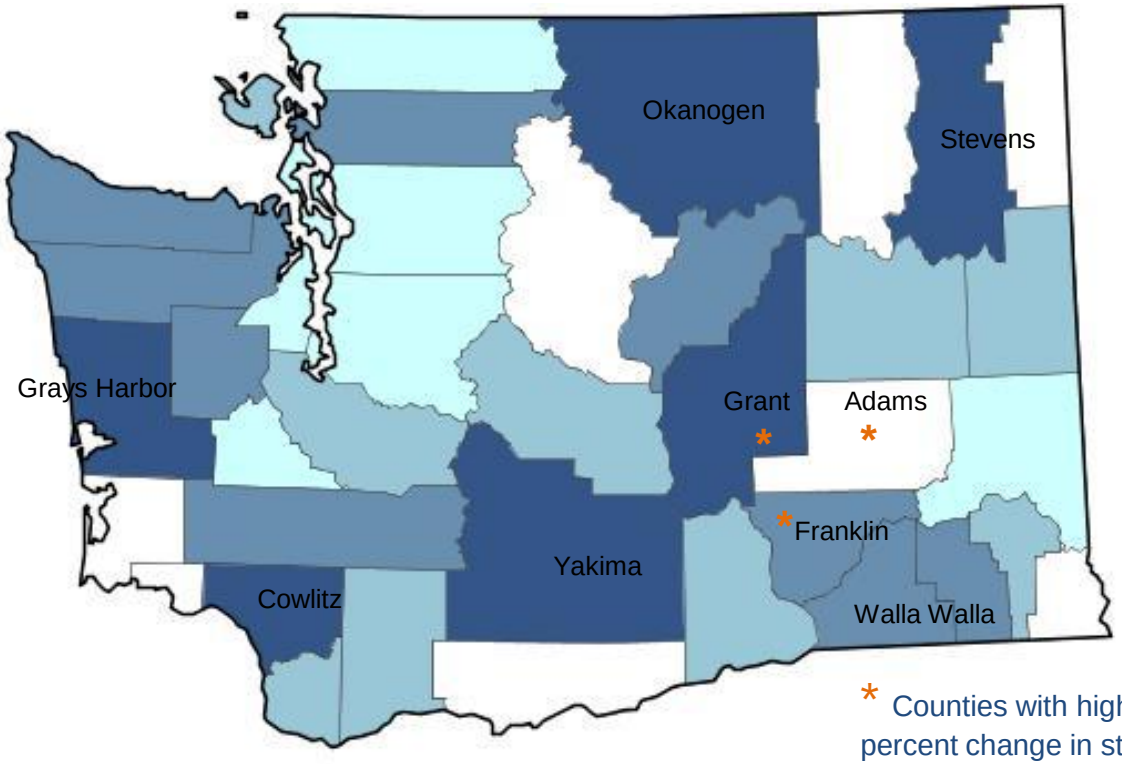
Poverty guidelines for or a family of 4: $23,050

Percent of children in poverty in Washington State 1997 to 2010



The percent of children under age 18 who live in families with income below the poverty threshold (100% Federal Poverty Guidelines). US Census Bureau's Small Area Income and Poverty Estimates.

Children in Poverty in Washington State 2010



* Counties with highest percent change in student population

No Data | 12.9% - 16.3% | 16.4% - 20.1% | 20.2% - 24.9% | 25.0% - 35.4%

Children under 18 in poverty (Percent) – 2010

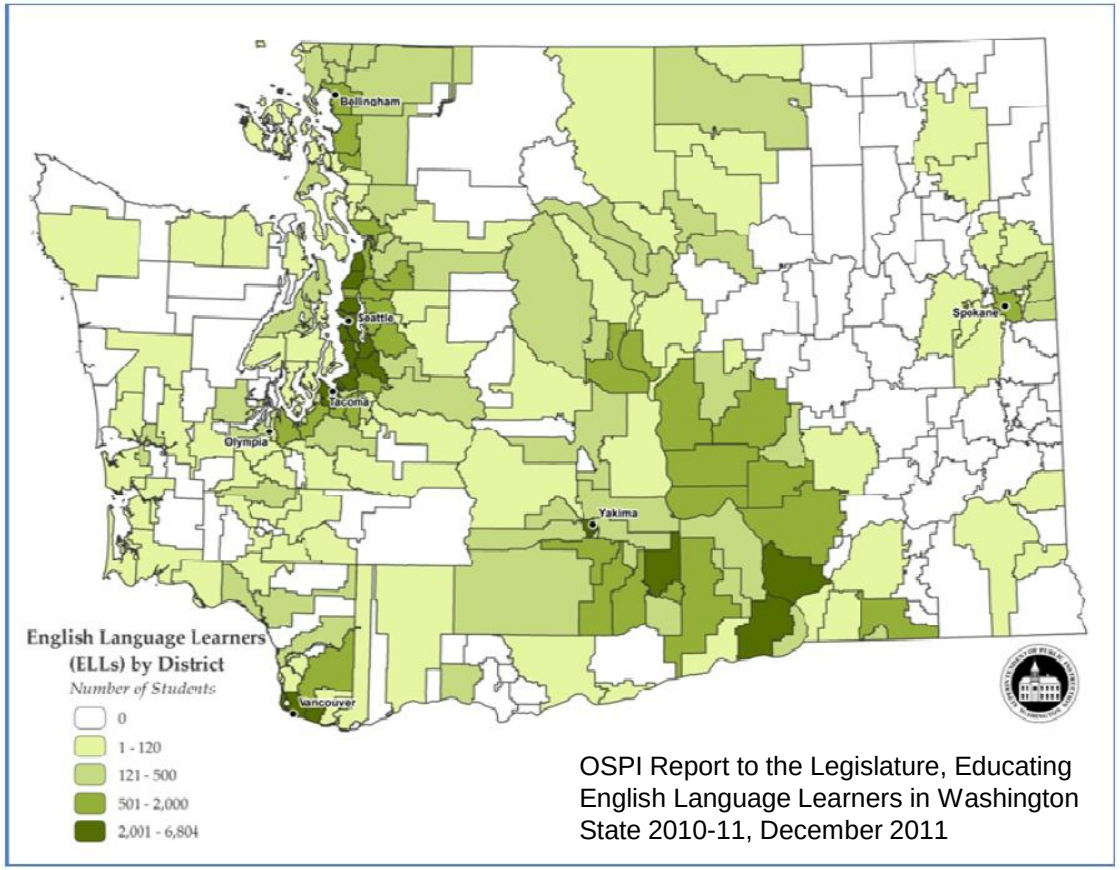
Washington Kids Count is a joint effort of the Children's Alliance and Washington State Budget & Policy Center

KIDS COUNT Data Center, www.kidscount.org/datacenter

A Project of the Annie E. Casey Foundation

ELL Headcount, October 2010: 92,084, 8.8% of Total Enrollment

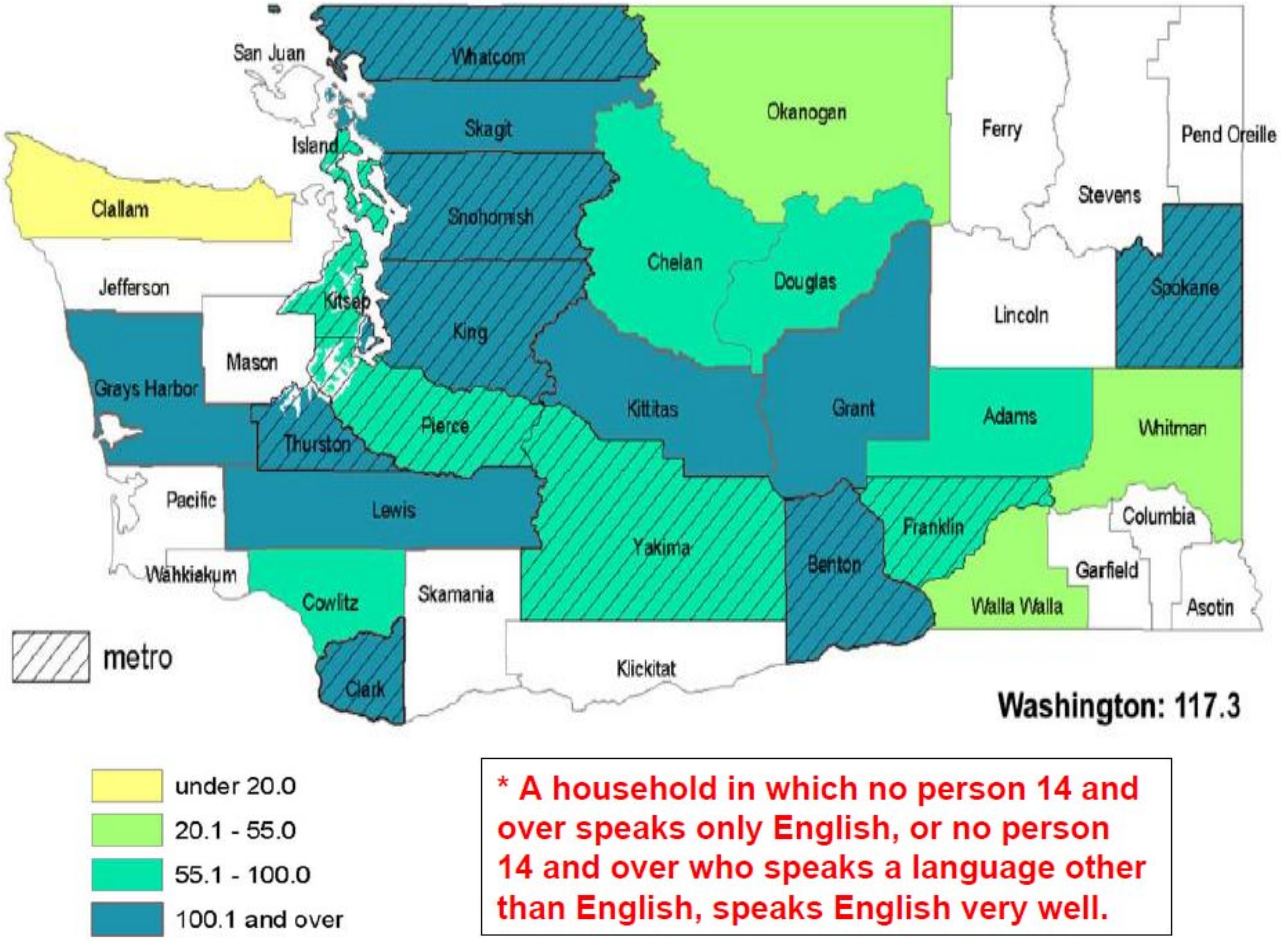
English Language Learners (ELL)



OSPI Report to the Legislature, Educating English Language Learners in Washington State 2010-11, December 2011

- ELL enrollment has increased by 15.4% since 2005-2006
- 208 primary, non-English languages were represented in the Transition Bilingual Instruction Program, with Spanish accounting for 67% of ELLs

Percent Change of Linguistically Isolated Households*: 1990-2000

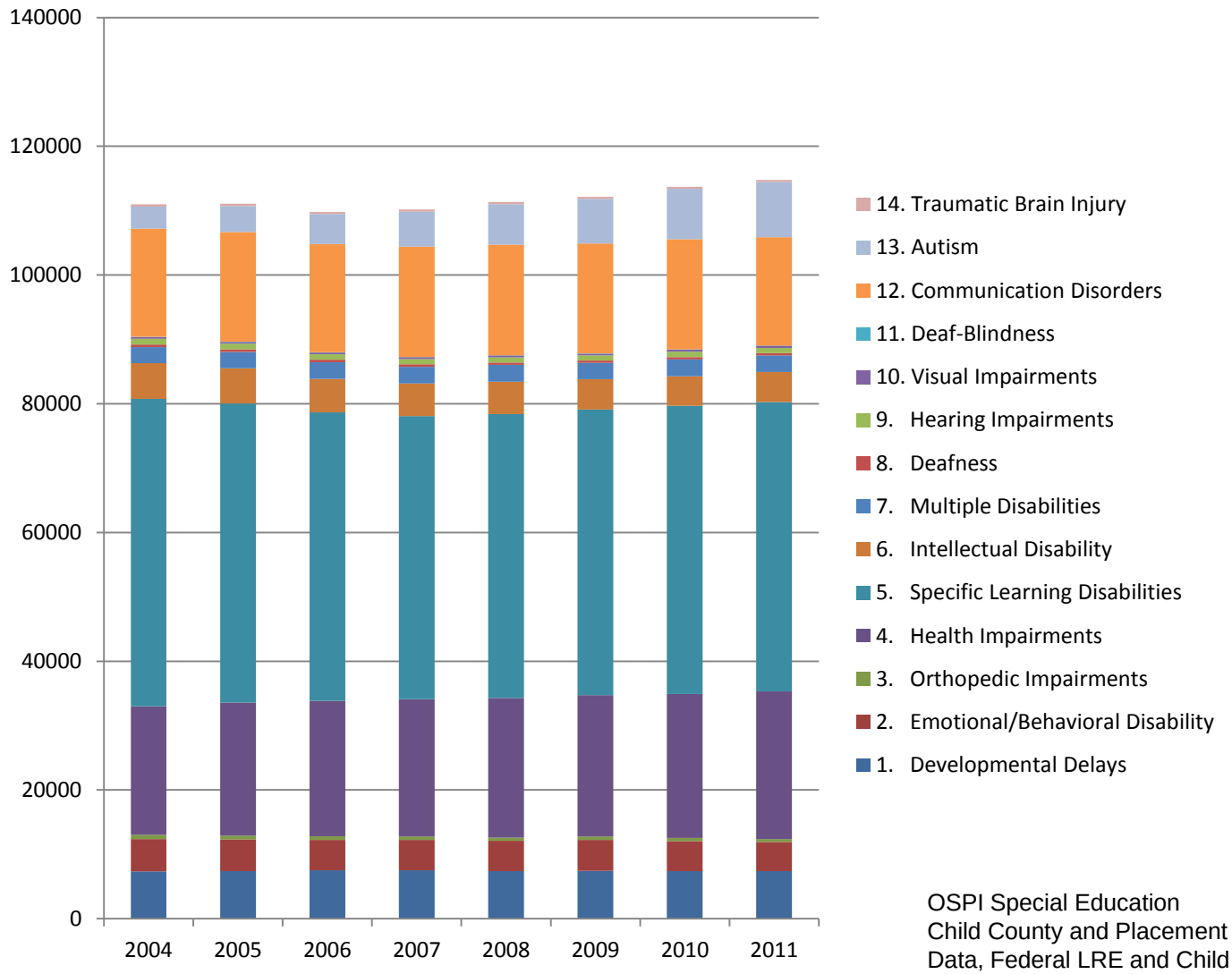


*** A household in which no person 14 and over speaks only English, or no person 14 and over who speaks a language other than English, speaks English very well.**

Figure by Kirschner, A, for "Work Force Issues for Governing Boards" presented by Menaul, R, Garcia, J, and Phippen, E., the Health Work Force Institute and the Washington State Hospital Association, May 20, 2009.

Special Education, age 6-21, 2010: 113,758, 11.0% of Total Enrollment (stayed within 1 percentage point for past 8 years)

Special Education Students, Age 6-21



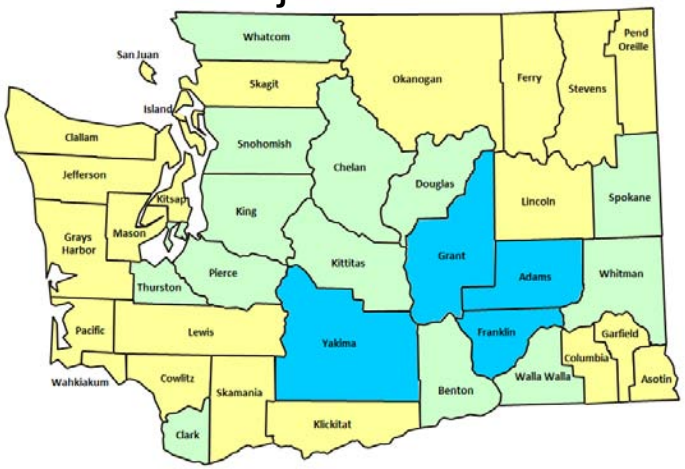
OSPI Special Education Child County and Placement Data, Federal LRE and Child County Data

School Age Population Compared to +65 Population

OFM May 2012 Forecast

Age Distribution 2010

Age Distribution Projected for 2020



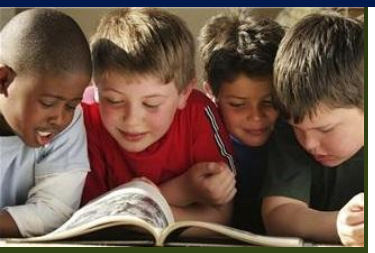
+65 Population Outnumbers School Age Population

+65 Population and School Age Population Approximately Balanced

School Age Population Significantly Outnumbers +65 Population

- Districts with higher proportion of seniors will be challenged to keep the community engaged in education
- Support for public school funding is likely to be lower

Figlio, D. and D. Fletcher (2010). Suburbanization, Demographic Change and the Consequences for School Finance



Summary of Data

Steadily growing statewide enrollment

- Uneven growth around the state
- High poverty in some high growth areas

An increasingly diverse student population

- Increasing percent of ethnic and racial student groups
- Increasing percent of ELLs
- Increasing number of Special Education Students

Many communities will have a larger senior-age population than school-age population

Opportunities and Challenges

How should our schools change to meet the changing needs of our students?

How do we make the most of what our students have to offer?

Envisioning The Future of Education

What will public education look like in 20 years, and how can we best prepare?

Paula Smith

Head of School

University Child Development School

Seattle

1 2 3 4 5

1 2 3 4 5

Revolution

1 2 3 4 5

What is "The Future?"

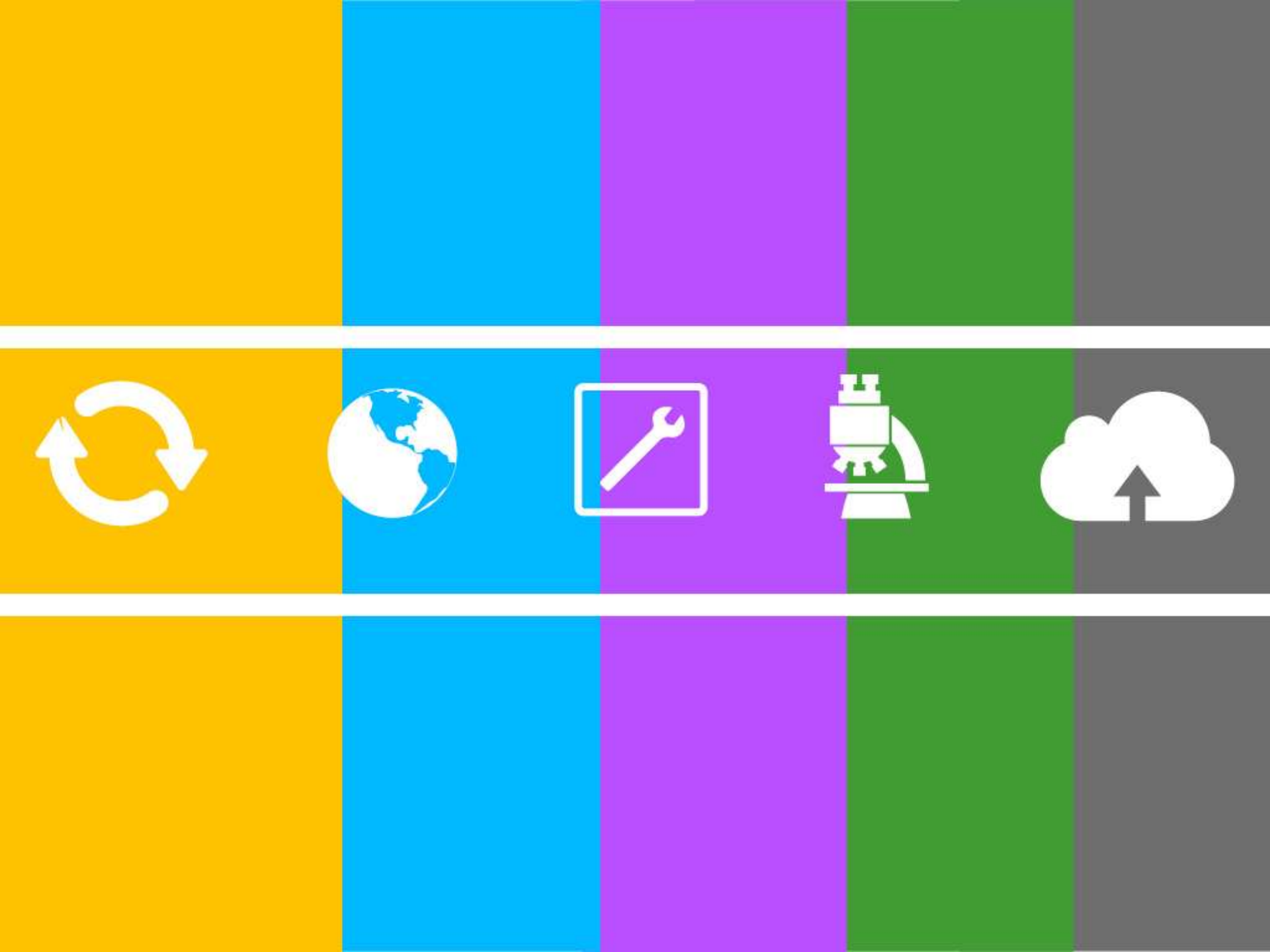
1 2 3 4 5

Change

1 2 3 4 5

Research

Future Scenarios



1 2 3 4 5

Revolution

Revolution

We are experiencing a revolution that will change what we teach, the way children learn, and how we organize our schools.

Revolution

The Factory Education Model

Revolution

We are currently shifting to a Standards Model School

Revolution

Instant, constant access to information and others

Revolution

Revolution

What will the impact be of this unprecedented access through technology?

1 2 3 4 5

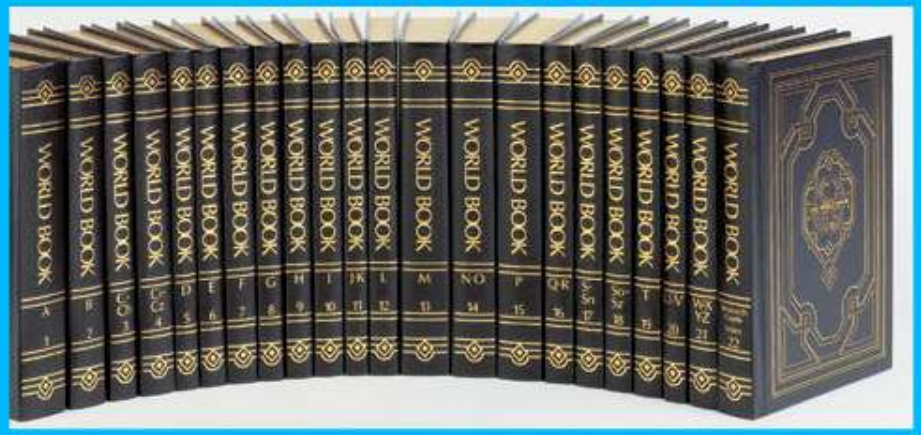
What is "The Future?"

What is "The Future?"

Changes to the way we learn, communicate, work, solve problems…

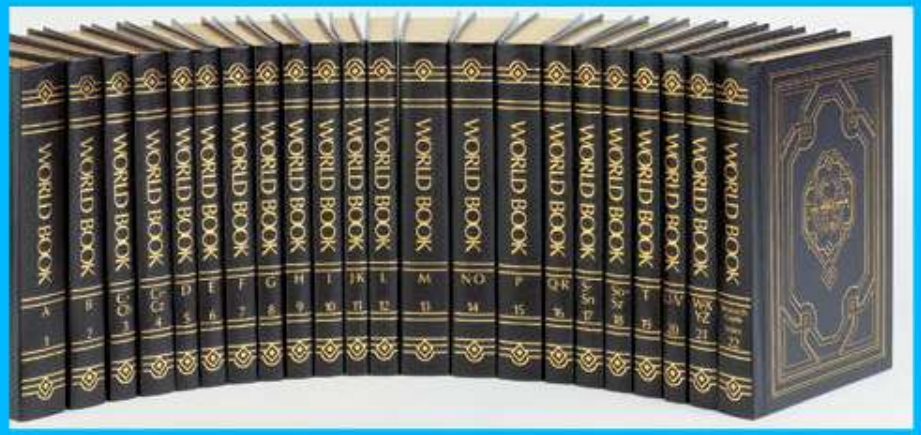
What is "The Future?"

Sudden and dramatic shift from limited information...



What is "The Future?"

...to a glut of information



What is "The Future?"

Students in the age of the internet can access literally any information in seconds, anywhere.

These students will be using technology to access new information to solve new problems, more than recalling old information.

What is "The Future?"

Technology has enabled a growing number of routine jobs – both blue and white collar – to be off-shored or automated. You can't make more than minimum wage doing a job for which you use your hands.

What is "The Future?"

...you have to use your brain.

New Worldwide Challenges

What is "The Future?"

- Natural Resources
- Climate Change
- Energy Consumption
- Economic, Social and Political Interdependence

What is "The Future?"

It will not be enough that our students know the Three R's.

Our students will need to know how to think… to reason, to analyze, weigh evidence, problem solve and to communicate effectively.

What is "The Future?"

21st Century Skills

Oral Communication Following others' thinking Engage in generative discussions Respond to new ideas and circumstances Lead by Influence Innovate Curiousity Think Analyze Initiate ideas Weigh Evidence Problem Solve Critical Thinking Communicate Effectively Explain thinking Write Well Imagination Creativity Risk-taking Initiative Persistence Self-direction Reflection Character Cross-cultural competency Judgment Flexibility Adaptability Think Analyze Initiate ideas Weigh Evidence Problem Solve Critical Thinking Communicate Effectively Explain thinking Write Well

What is "The Future?"

21st Century Skills

Initiative

Think

Character

Innovate

Collaborate

Communicate

What is "The Future?"

Our Kindergarten students will need these skills that we do not yet know how to measure to work in ways we cannot yet predict.

1 2 3 4 5

Change

Change

From Standardized, Factory-based teaching

to Individualized Instruction.

Change

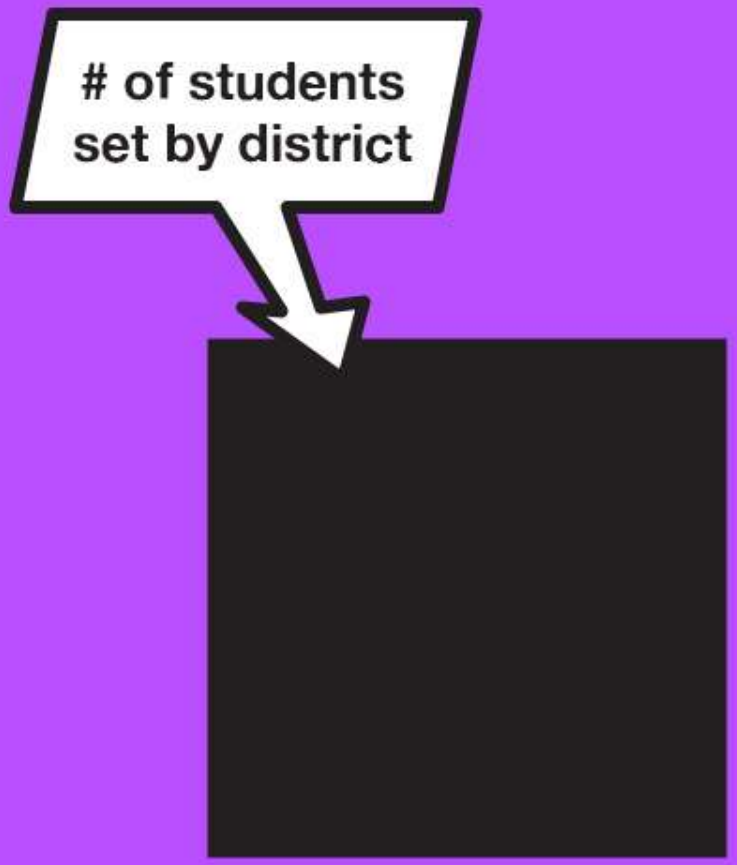
The Factory Education Model

Change

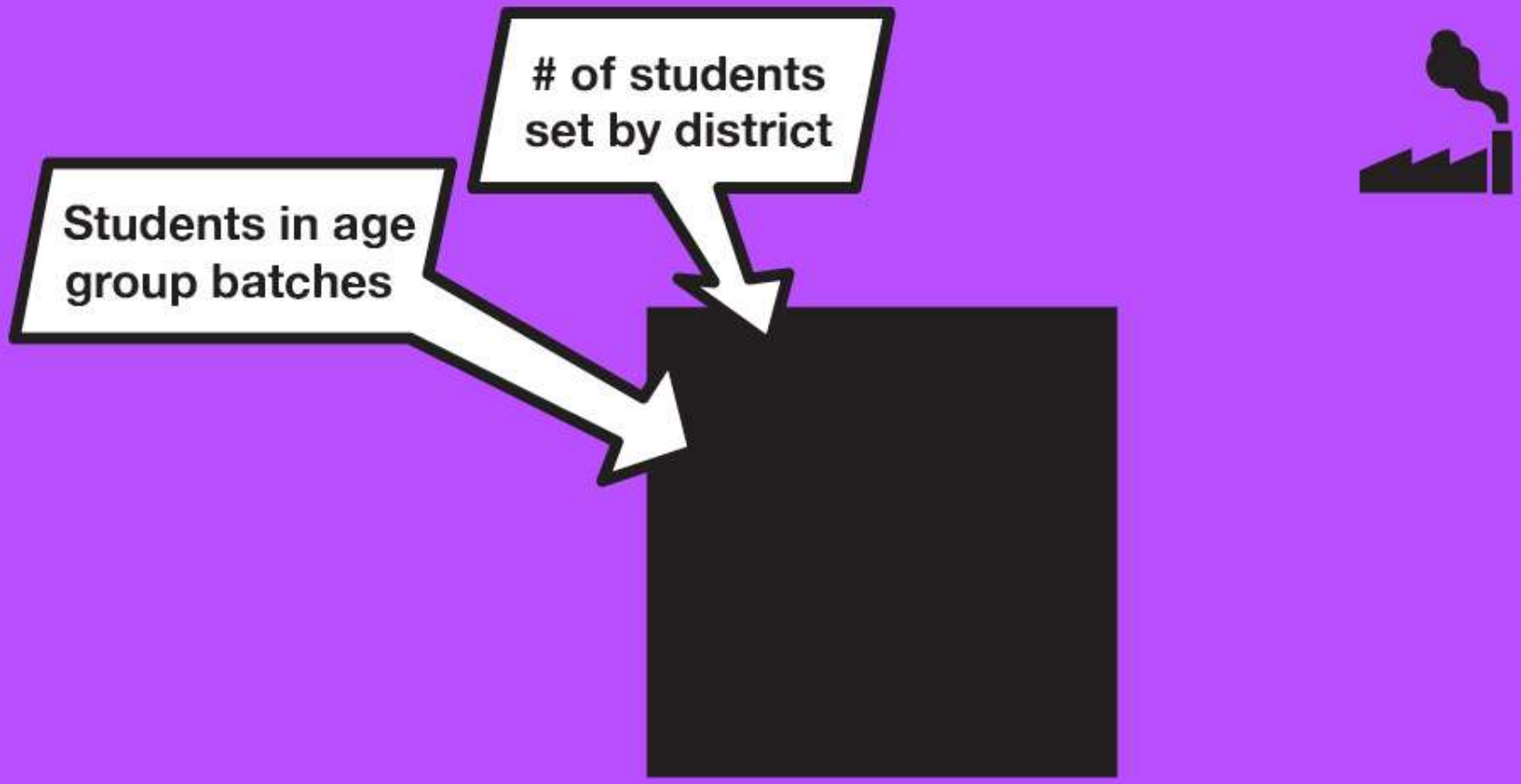
Change

Factory-Model Quality Control

Change



Change



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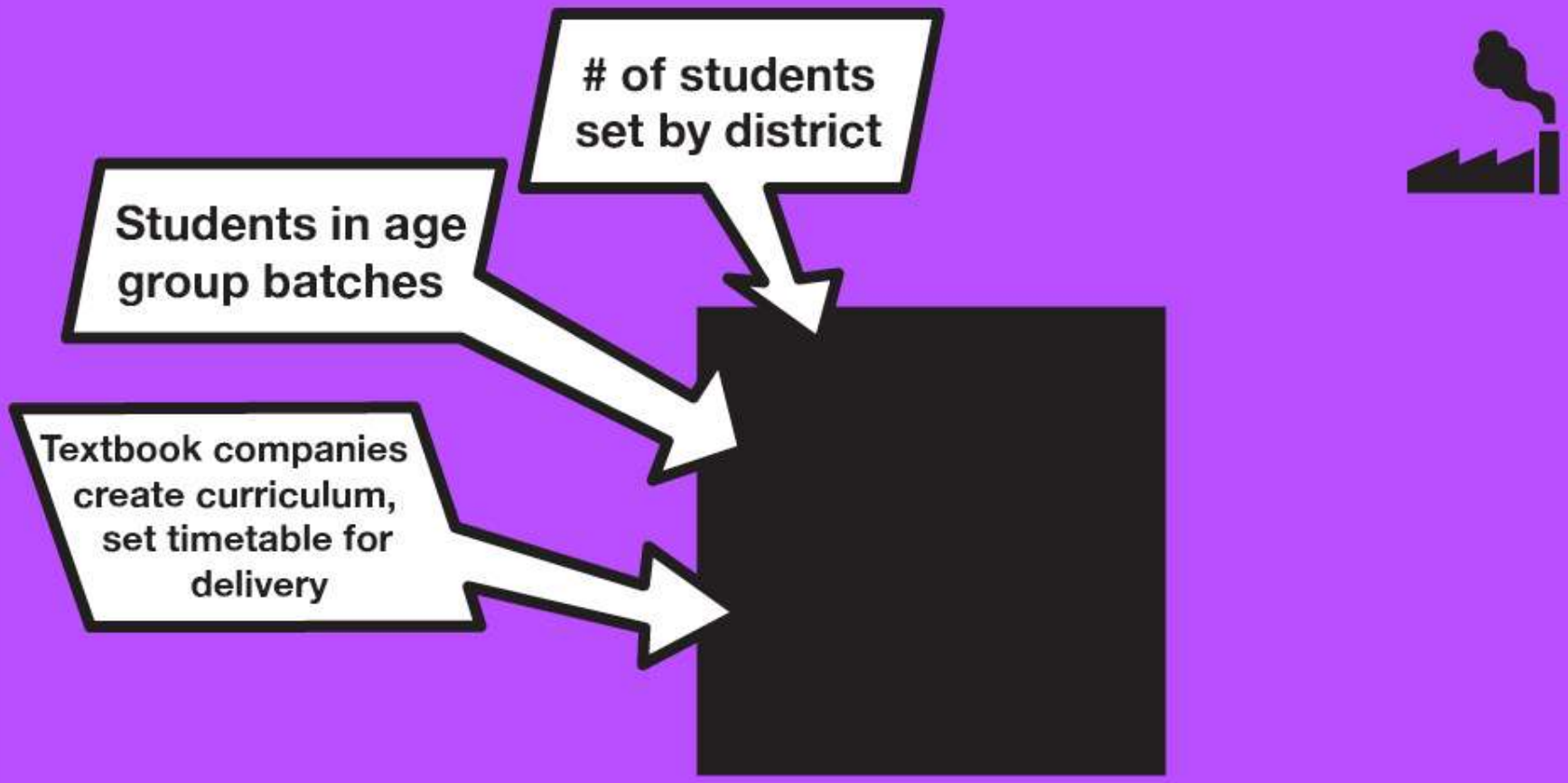
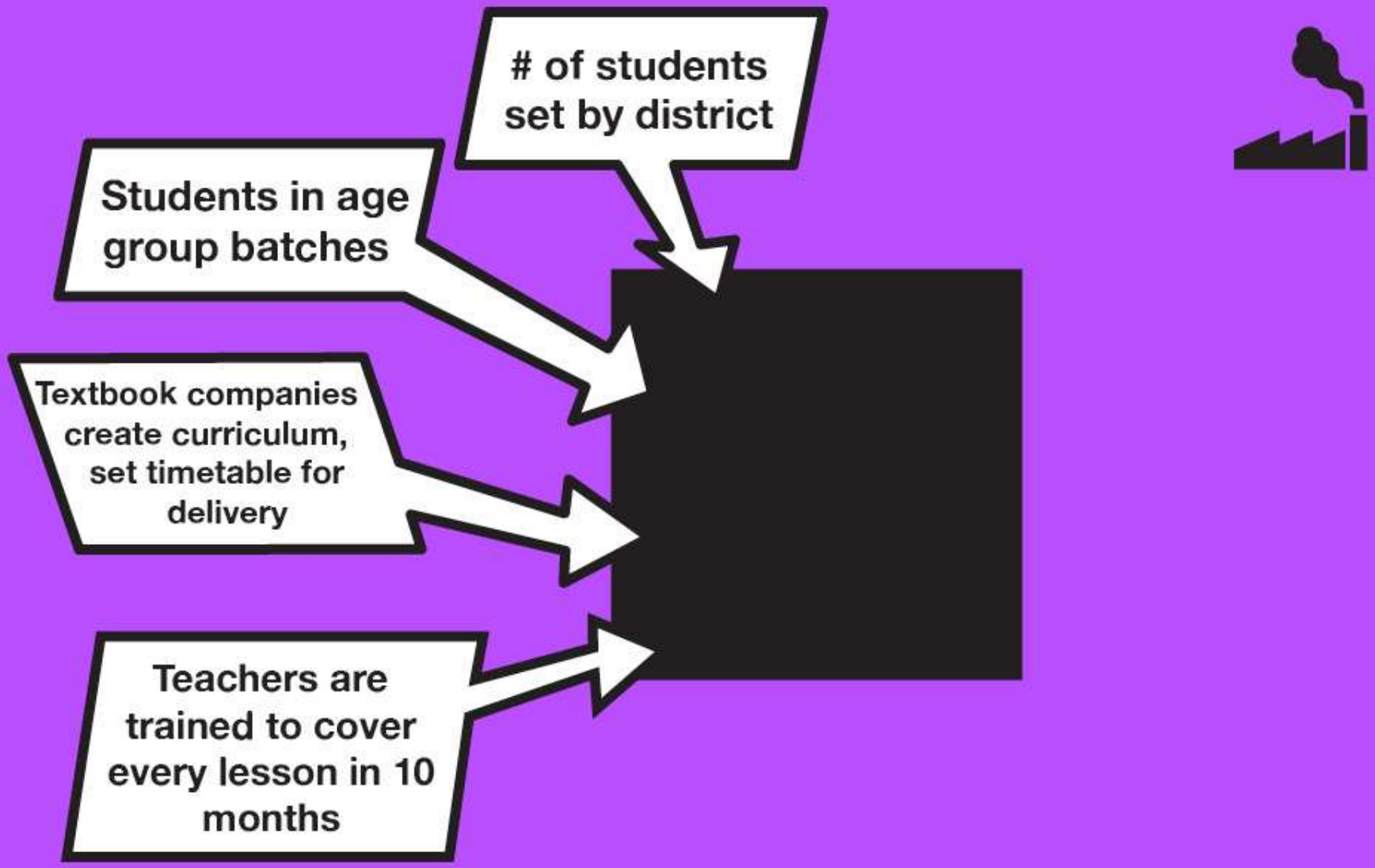
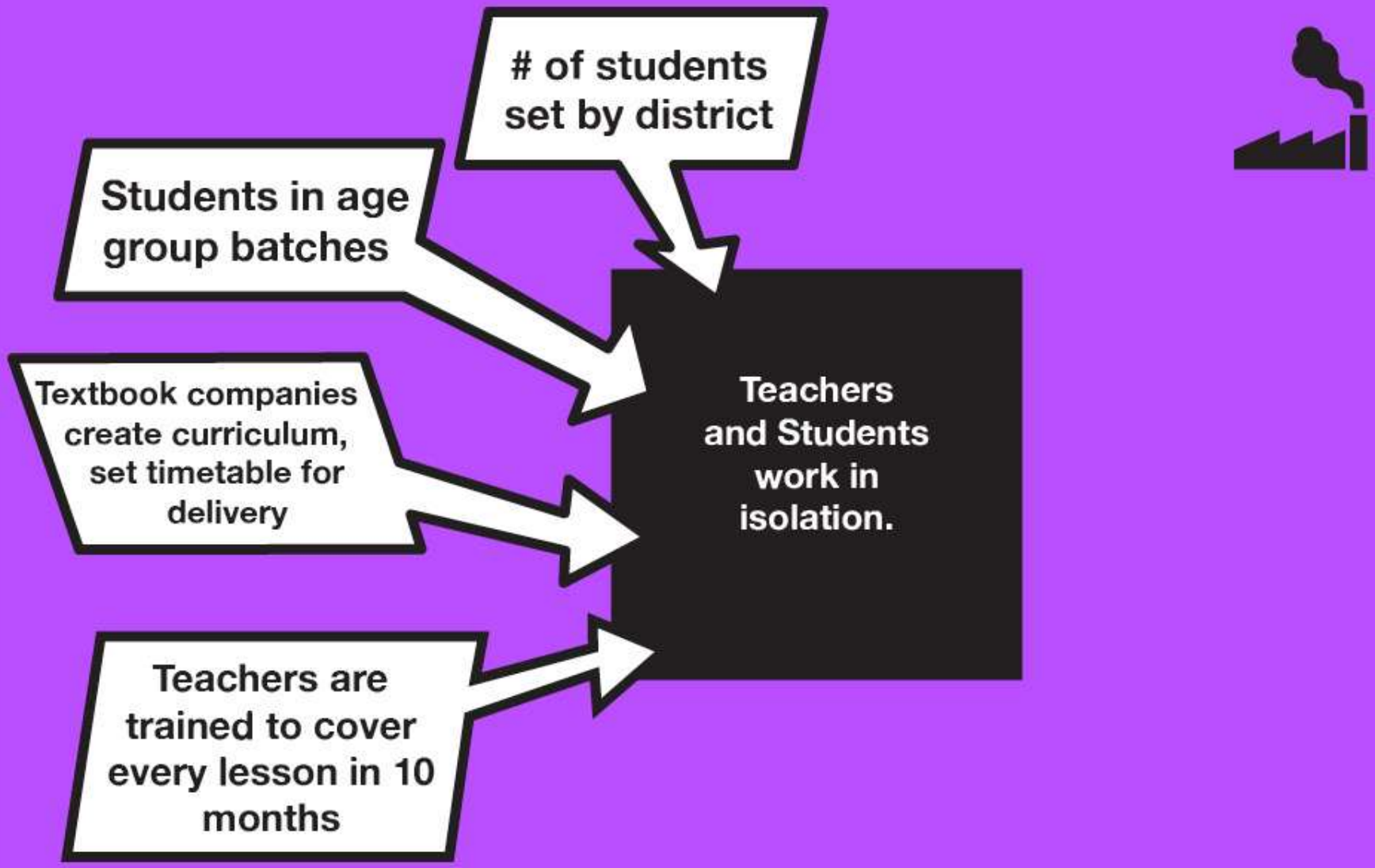

# of students set by district
Students in age group batches
Textbook companies create curriculum, set timetable for delivery

Change


# of students set by district
Students in age group batches
Textbook companies create curriculum, set timetable for delivery
Teachers are trained to cover every lesson in 10 months

Change


# of students set by district
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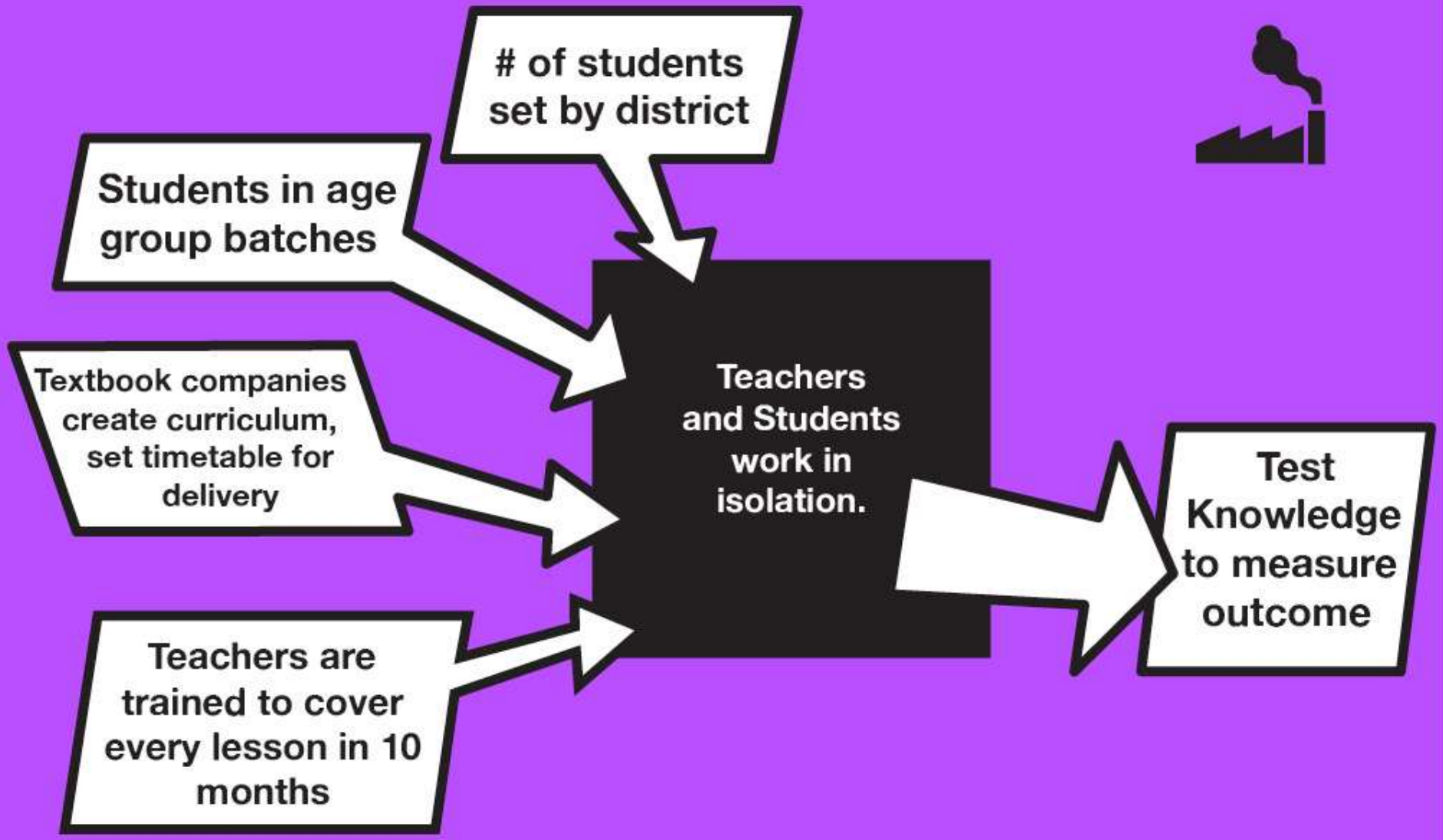
Teachers are trained to cover every lesson in 10 months
Teachers and Students work in isolation.

Change


# of students set by district
Students in age group batches
Textbook companies create curriculum, set timetable for delivery
Teachers are trained to cover every lesson in 10 months
Teachers and Students work in isolation.
Test Knowledge to measure outcome

Change

In the Standardized Factory model, knowledge acquisition is the most important skill

1 2 3 4 5

Research

Research

Curriculum

We are surrounded by knowledge

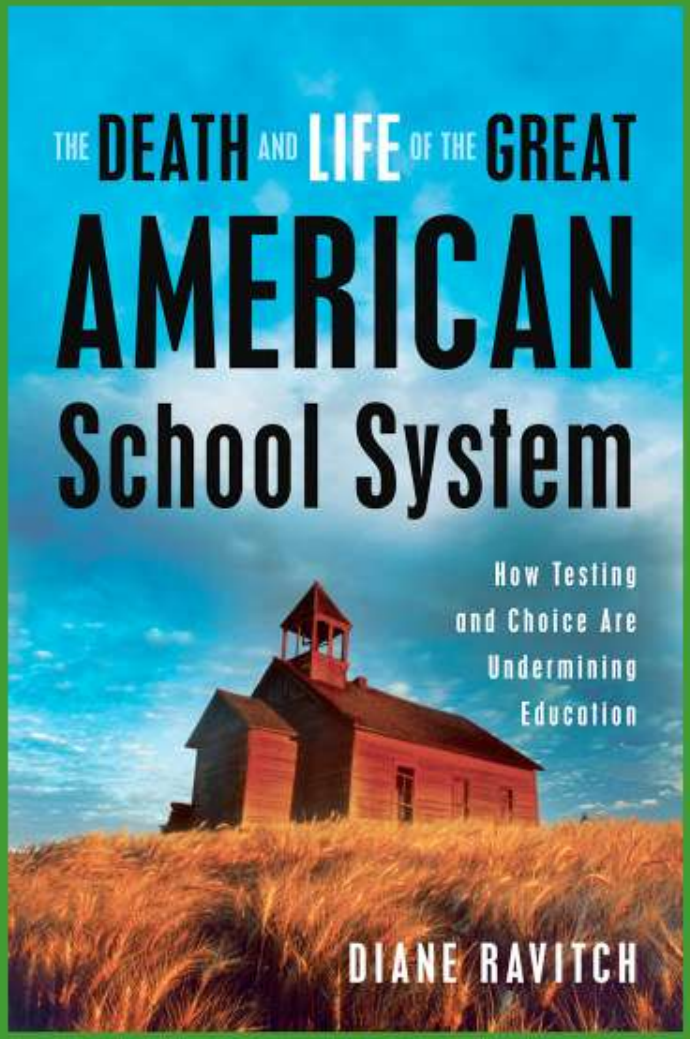
It is changing rapidly

Quality of choice is vitally important

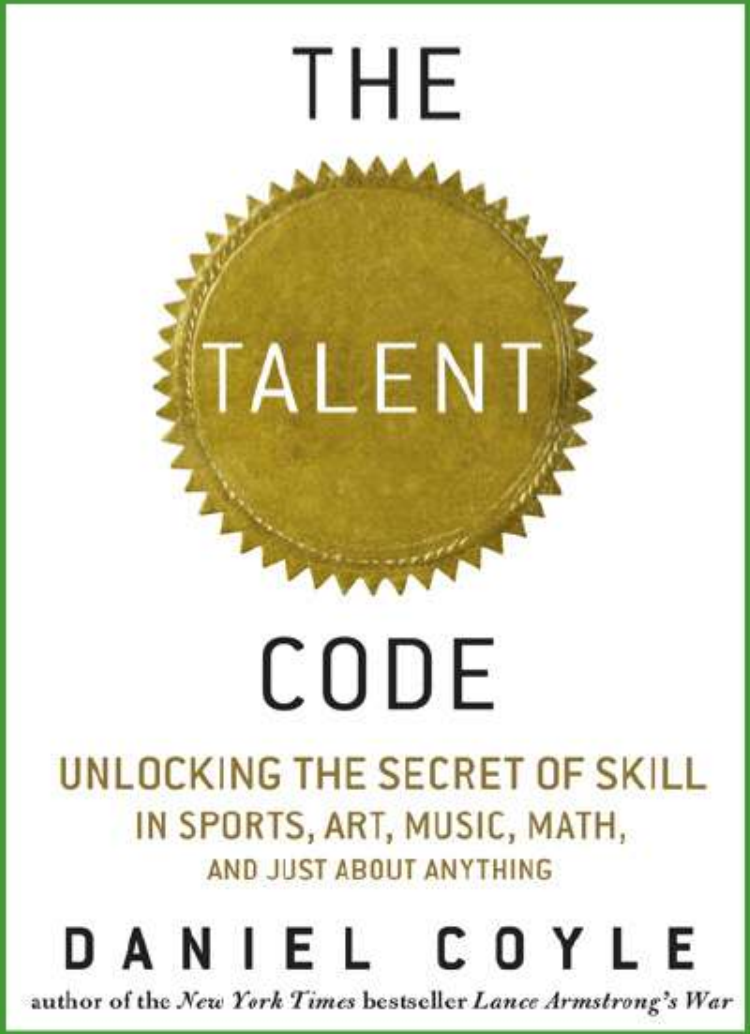
Research

"What gets tested gets taught."

Standardized test scores are not sufficient to measure learning.



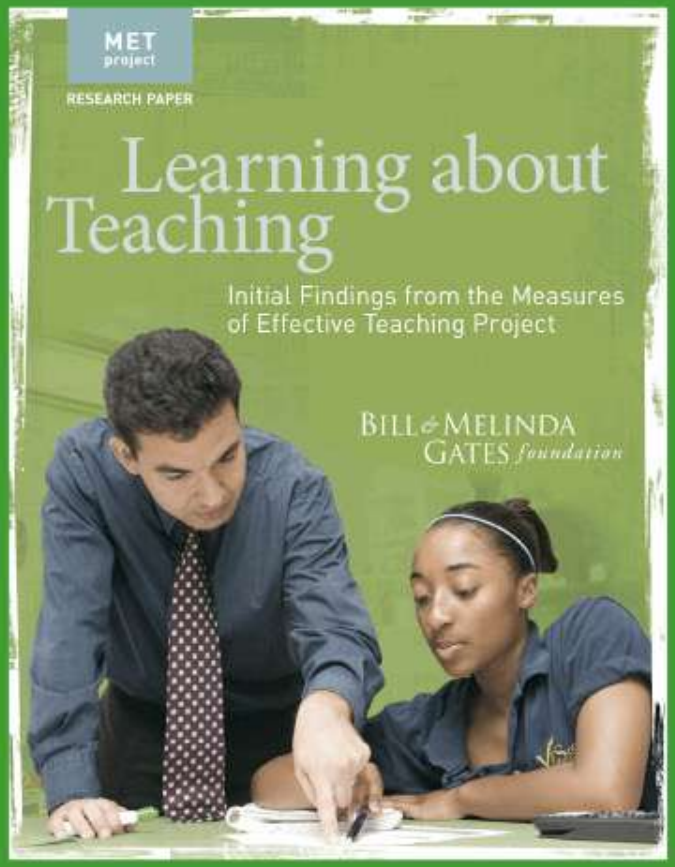
Research



A set timetable for curriculum works against the deep practice needed for mastery.

Research

Research



Good teachers make a difference

...but we have not yet agreed on what good teaching looks like

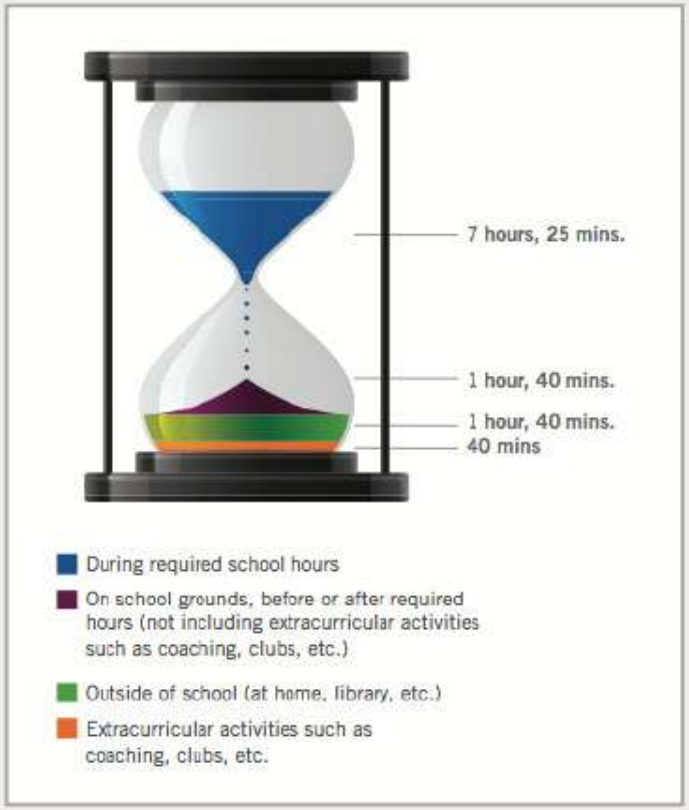
Research

A PORTRAIT OF AMERICA'S TEACHERS

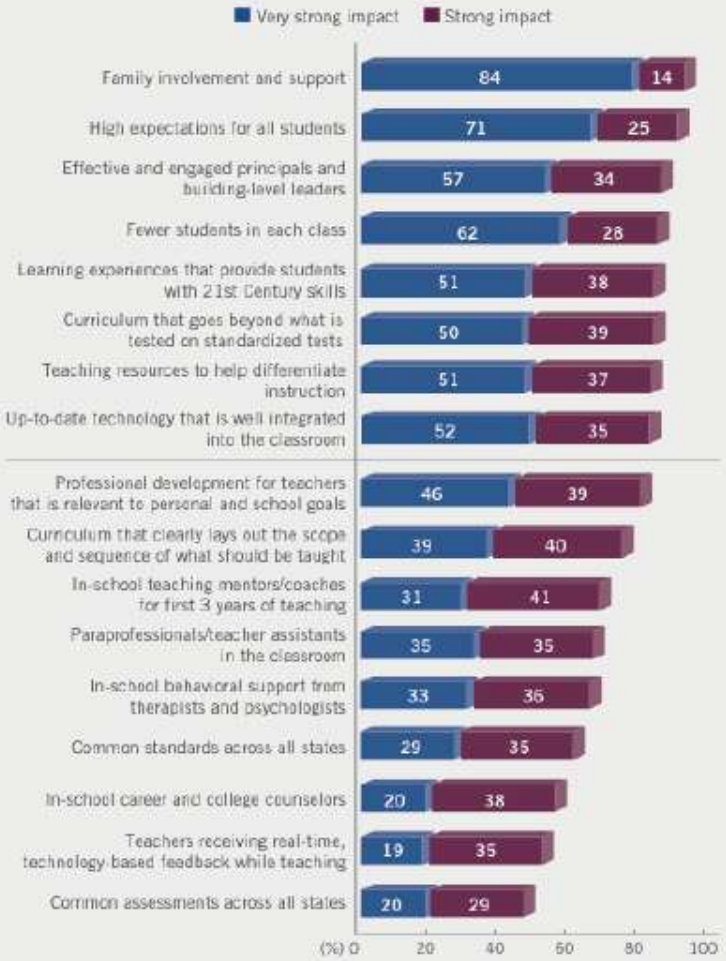
ON AVERAGE,
TEACHERS WORK ABOUT

11

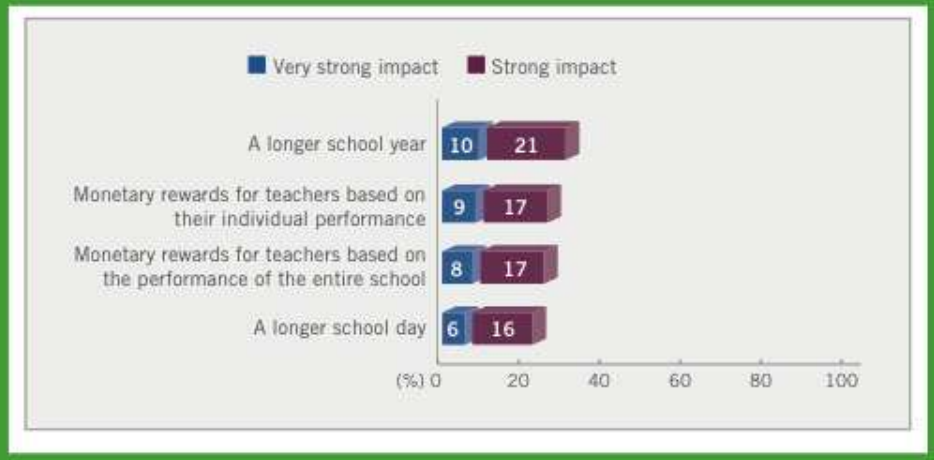
HOURS AND
25 MINUTES A DAY



Research



Q. How much of an impact do you believe the following efforts would have on improving student academic achievement? Full scale: "Very strong impact," "Strong impact," "Moderate impact," "No impact at all."



Research

[redacted]

Research

Differences in Student Development

Research

Differences in Student Development

Learning Profile

Research

Differences in Student Development

Learning Profile

Language

Research

Differences in Student Development

Financial

Learning Profile

Language

Research

Differences in Student Development

Financial

Learning Profile

Language

Gifted/ Talented

Research

Differences in Student Development

Financial

Learning Profile

Attention

Language

Gifted/ Talented

Research

Differences in Student Development

Financial

Learning Profile

Visual

Attention

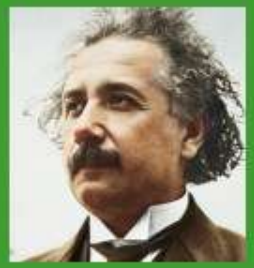
Language

Gifted/ Talented

Research

We can’t just teach everyone the same and expect a positive outcome for all students

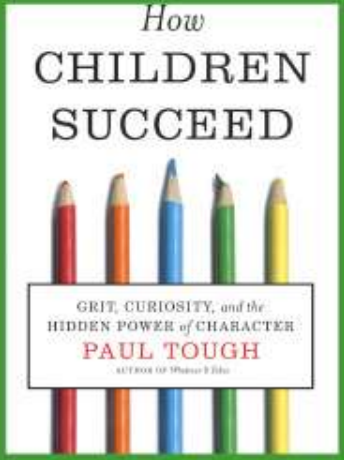
Research



"Not everything that counts can be counted, and not everything that can be counted counts."

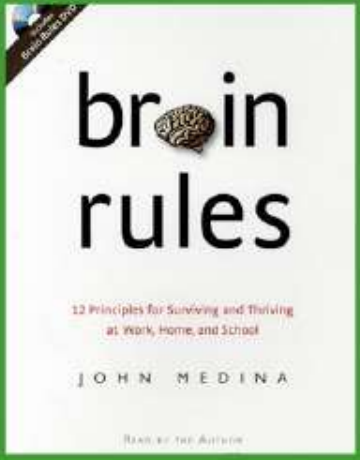
(Sign hanging in Einstein's office at Princeton)

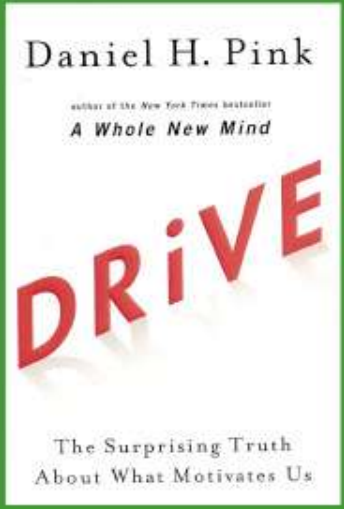
Research

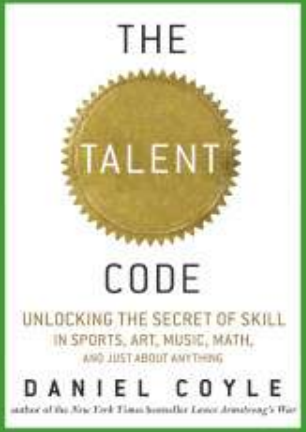

How
CHILDREN
SUCCEED
GRIT, CURIOSITY, and the
HIDDEN POWER of CHARACTER
PAUL TOUGH

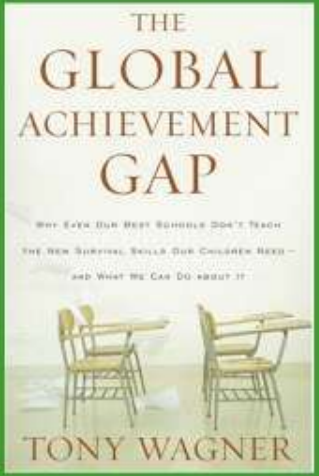
reSEARCH
THAT MATTERS
Edu
CATION

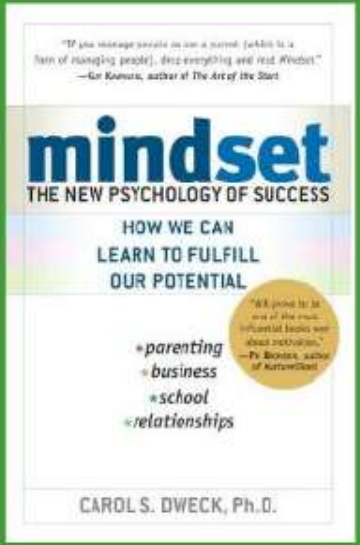
Education
The Learning Network
Teaching & Learning With The New York Times
Introducing an Experiment: Weekly Common Core Practice Prompts


brain
rules
12 Principles for Surviving and Thriving at Work, Home, and School
JOHN MEDINA


Daniel H. Pink
A Whole New Mind
DRiVE
The Surprising Truth
About What Motivates Us

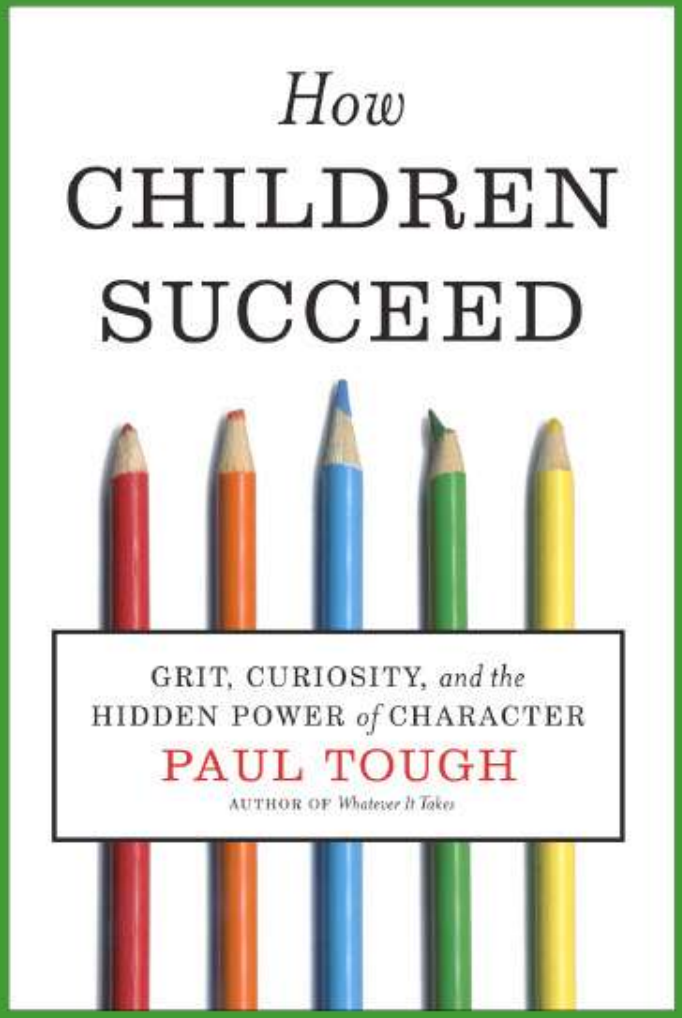

THE
TALENT
CODE
UNLOCKING THE SECRET OF SKILL
IN SPORTS, ART, MUSIC, MATH,
AND JUST ABOUT ANYTHING
DANIEL COYLE


THE
GLOBAL
ACHIEVEMENT
GAP
TONY WAGNER

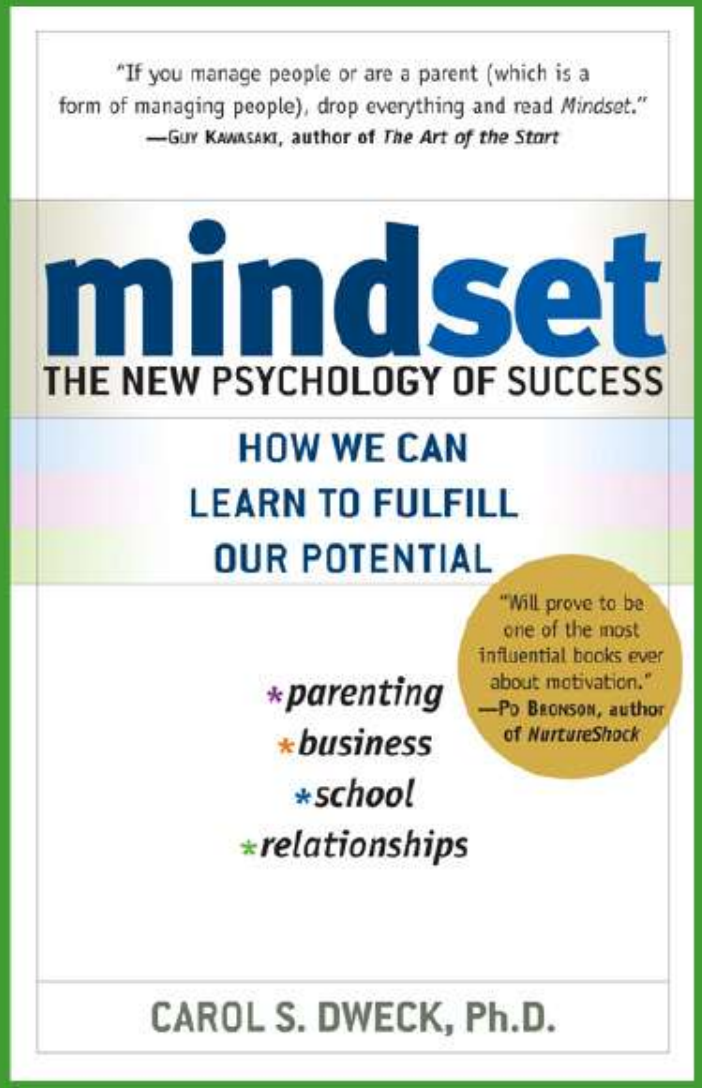

mindset
THE NEW PSYCHOLOGY OF SUCCESS
HOW WE CAN
LEARN TO FULFILL
OUR POTENTIAL
parenting
business
school
relationships
CAROL S. DWECK, Ph.D.

Research

We can't yet measure non-cognitive skills critical to success



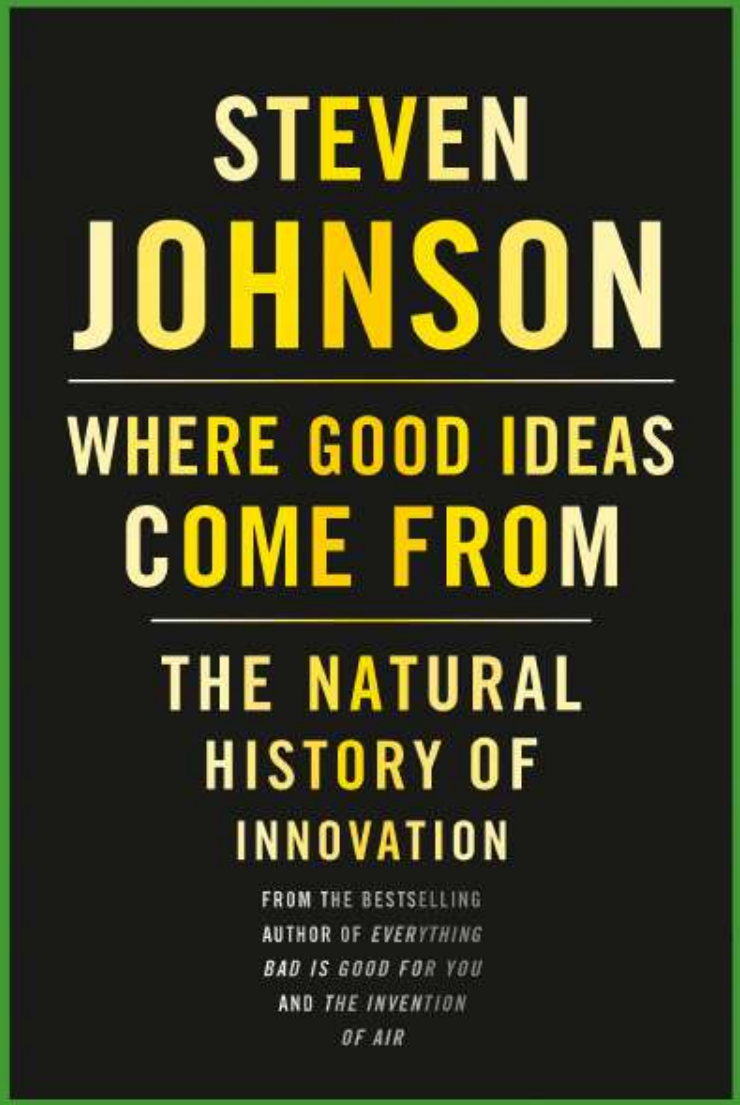
Research



...like the tenacity needed to overcome a challenge

Research

Research



What drives innovation?

Research

Innovation:

Economy
Community
Communication
Access
Demographics

Research

A Standards Model School assumes that achieving mastery is the main goal

Research

Time spent in the seat is not predetermined.

Children move at different speeds through curriculum

Some children will meet mastery sooner than others.

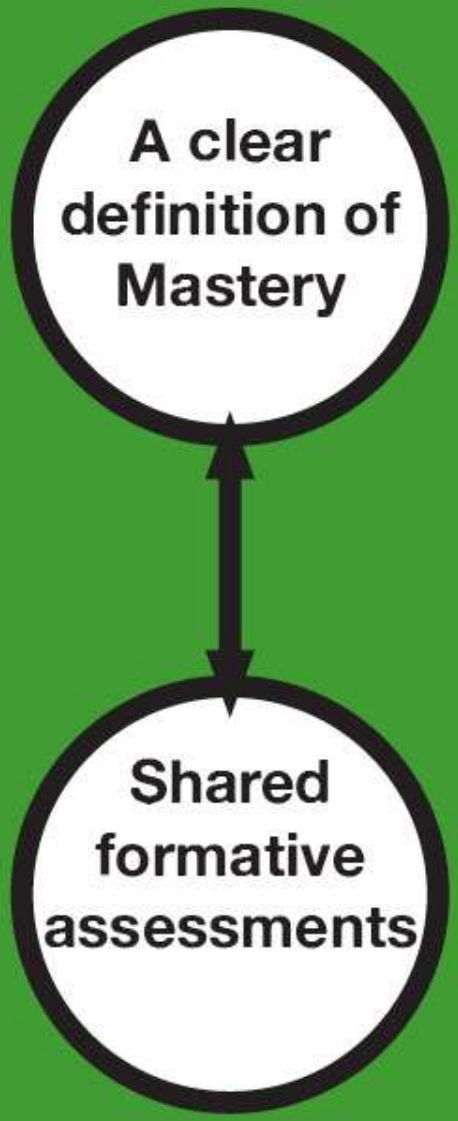
Research

Pacing and deployment of curriculum is flexible and offers toolbox that will vary allowing individualization to the student.

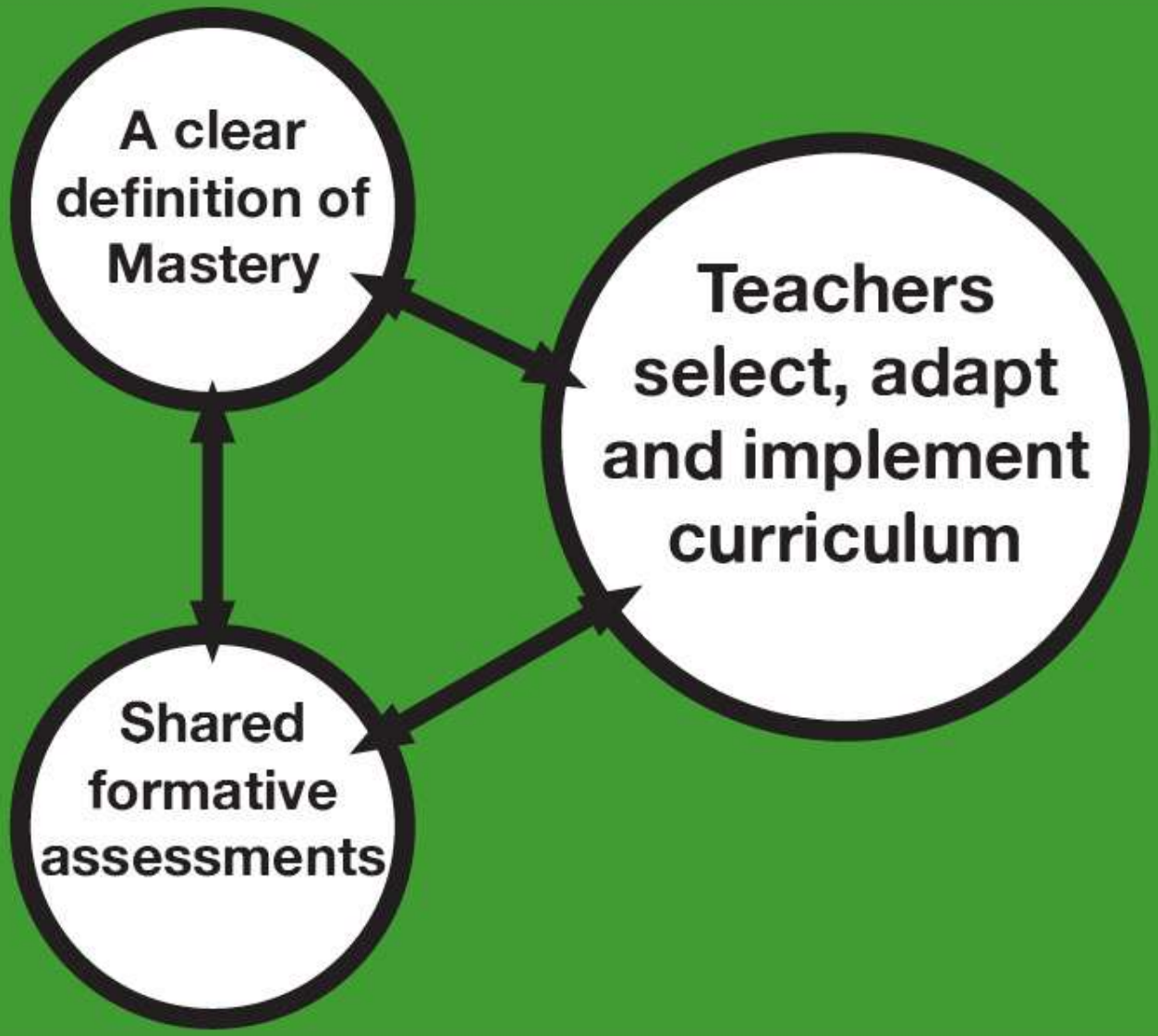
Research

A clear definition of Mastery

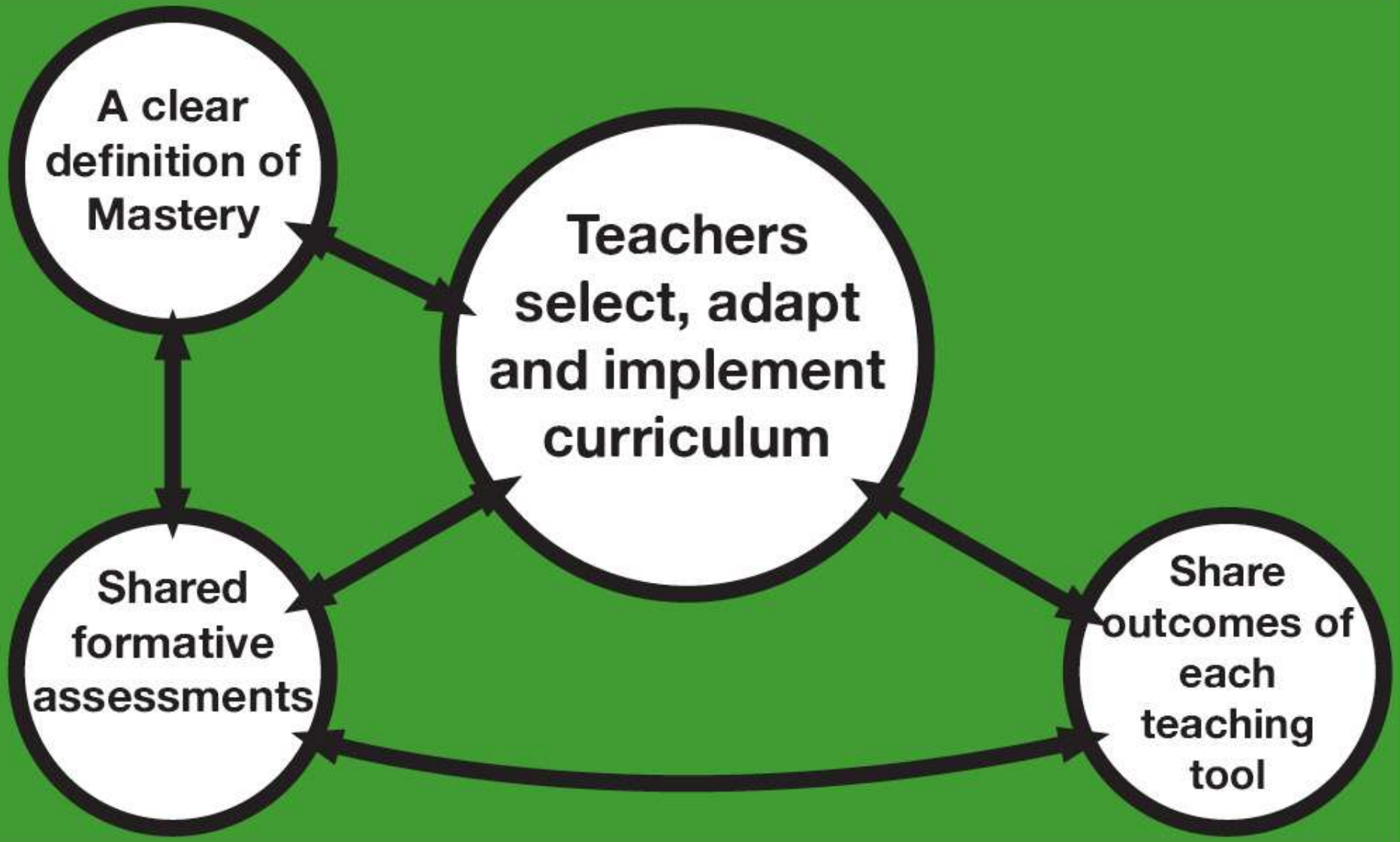
Research


A clear definition of Mastery
Shared formative assessments

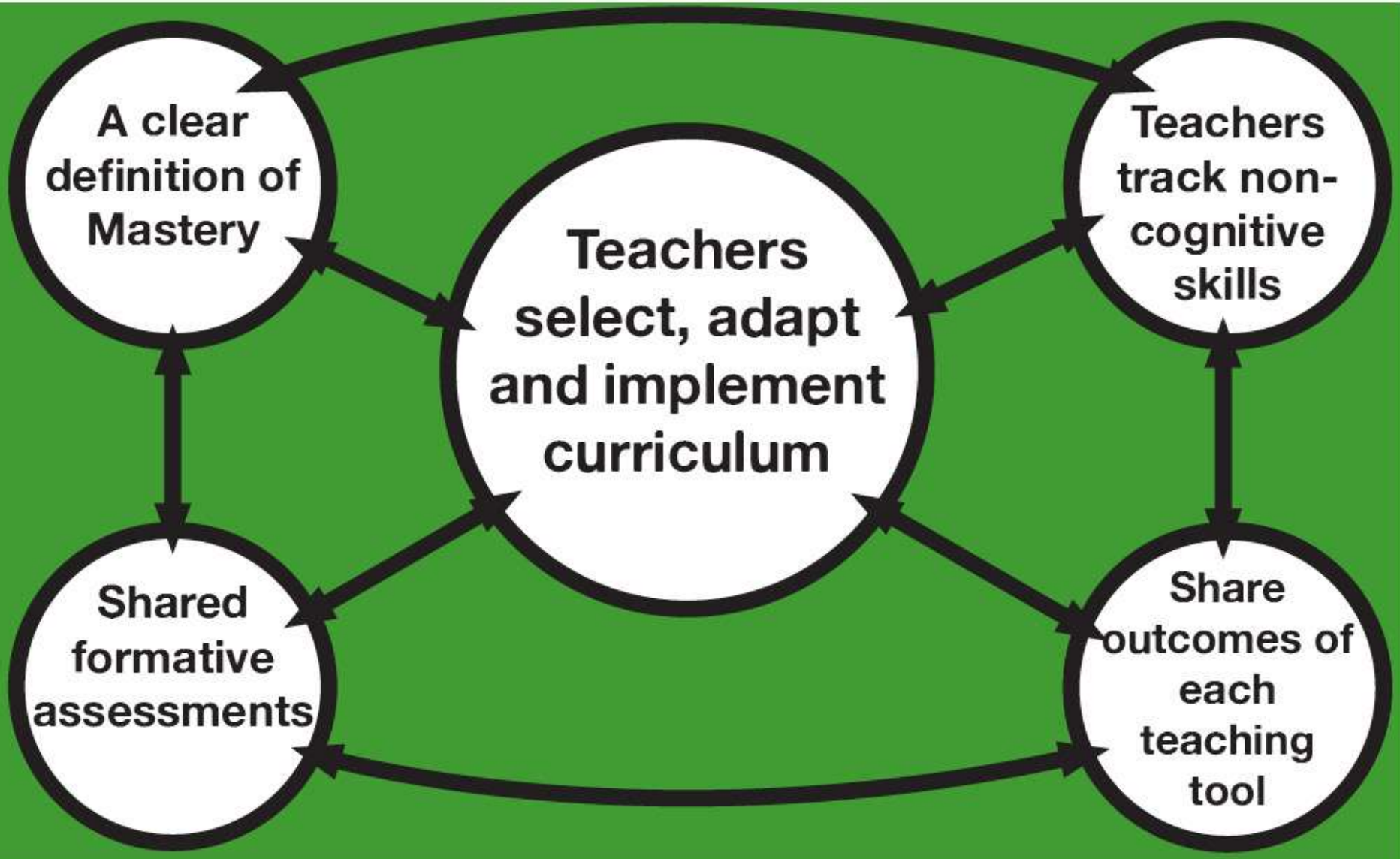
Research


A clear definition of Mastery
Teachers select, adapt and implement curriculum
Shared formative assessments

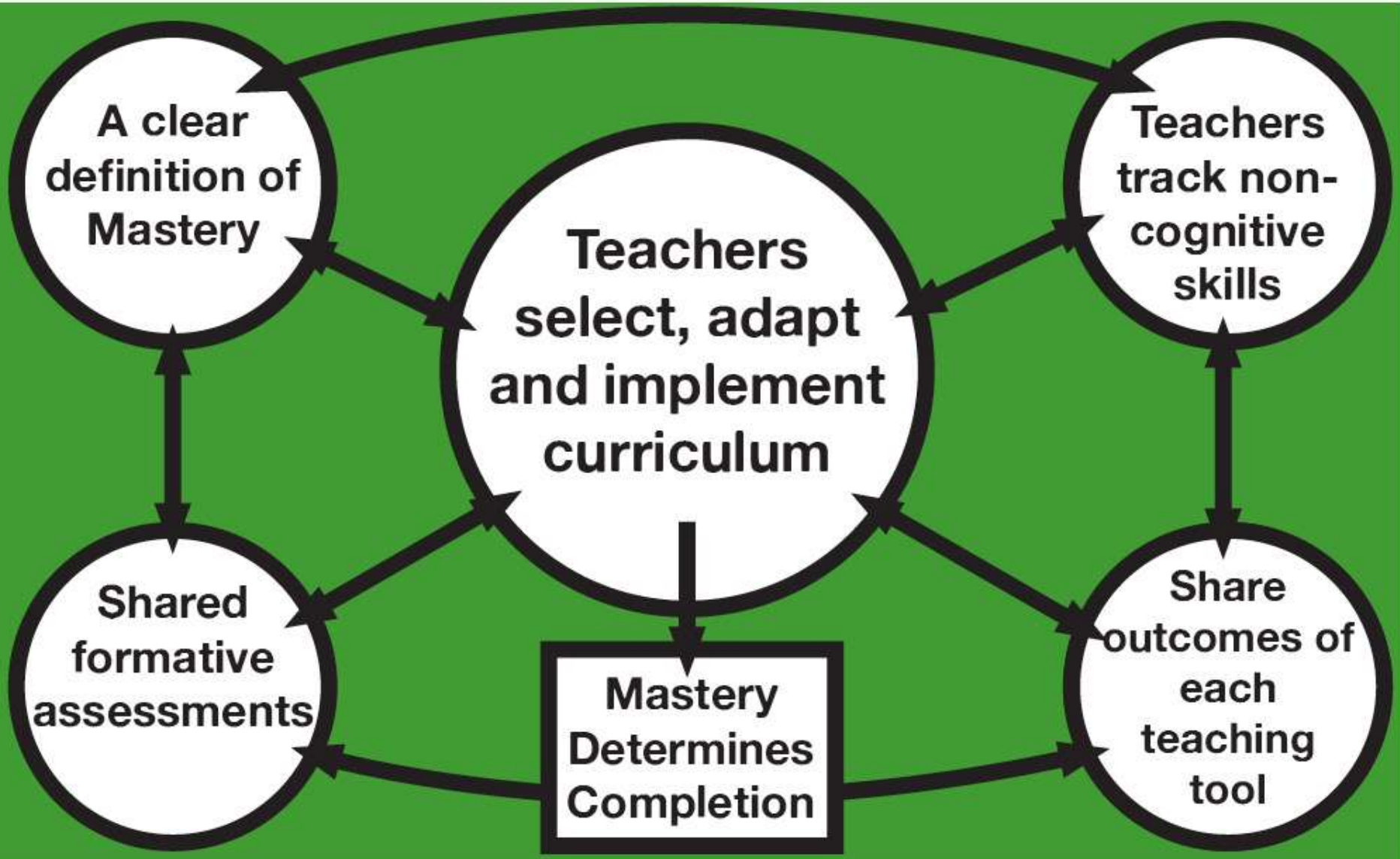
Research


A clear definition of Mastery
Teachers select, adapt and implement curriculum
Shared formative assessments
Share outcomes of each teaching tool

Research

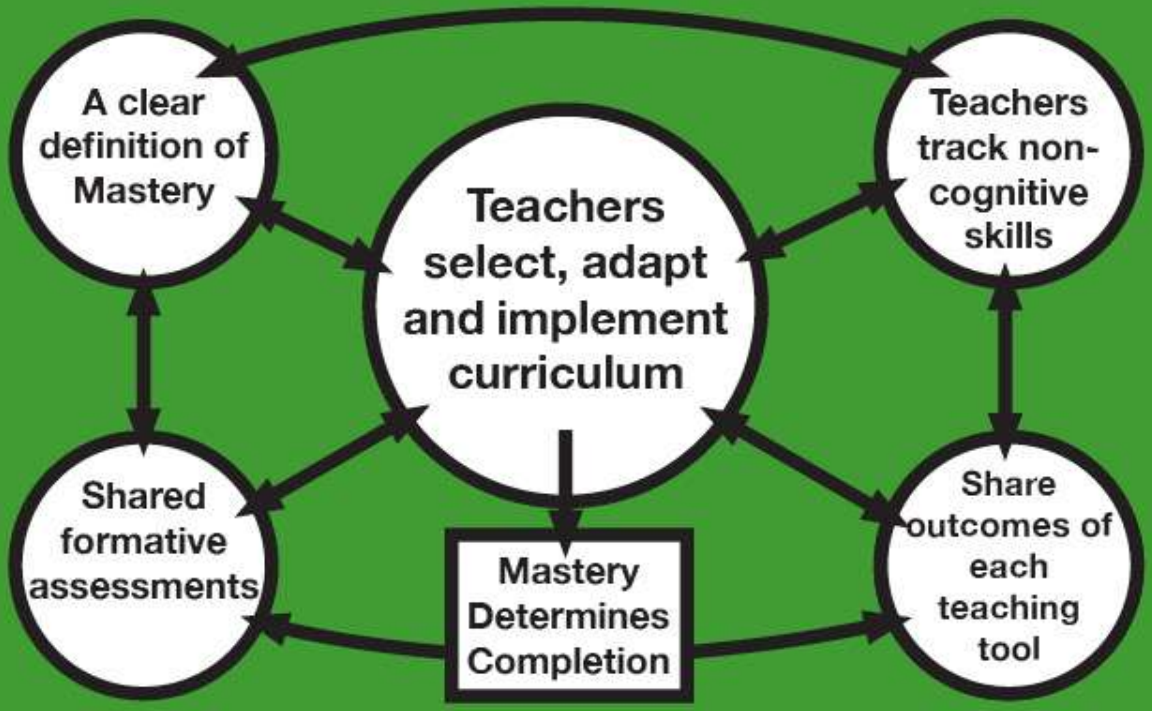

A clear definition of Mastery
Teachers track non-cognitive skills
Teachers select, adapt and implement curriculum
Shared formative assessments
Share outcomes of each teaching tool

Research


A clear definition of Mastery
Teachers track non-cognitive skills
Teachers select, adapt and implement curriculum
Shared formative assessments
Share outcomes of each teaching tool
Mastery Determines Completion

Research

When organizing to a mastery model...



A school is less like a factory and more like an ecosystem

Future Scenarios

Future Scenarios

Children move at different speeds based on achieving mastery

Curriculum and Instruction will be tailored to the student

Teachers will use formative assessments select/evaluate curriculum and to track progress

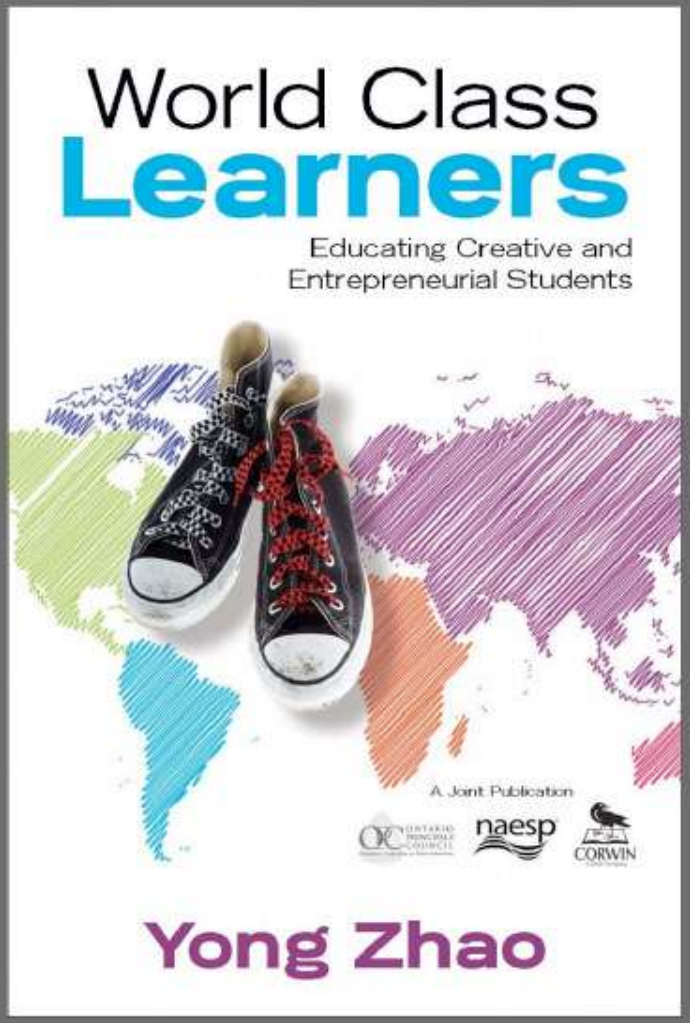
Children use technology to practice skills, take tutorials, watch lectures

Future Scenarios

- Classroom work used for discussion, strategies and opportunities to apply learning.
- Schools track both cognitive and non-cognitive skills (critical thinking, collaboration, creativity, tenacity, character)
- Technology breaks down the barriers between teachers, schools, and districts
- Sharing what is/isn't working

Future Scenarios

Future Scenarios

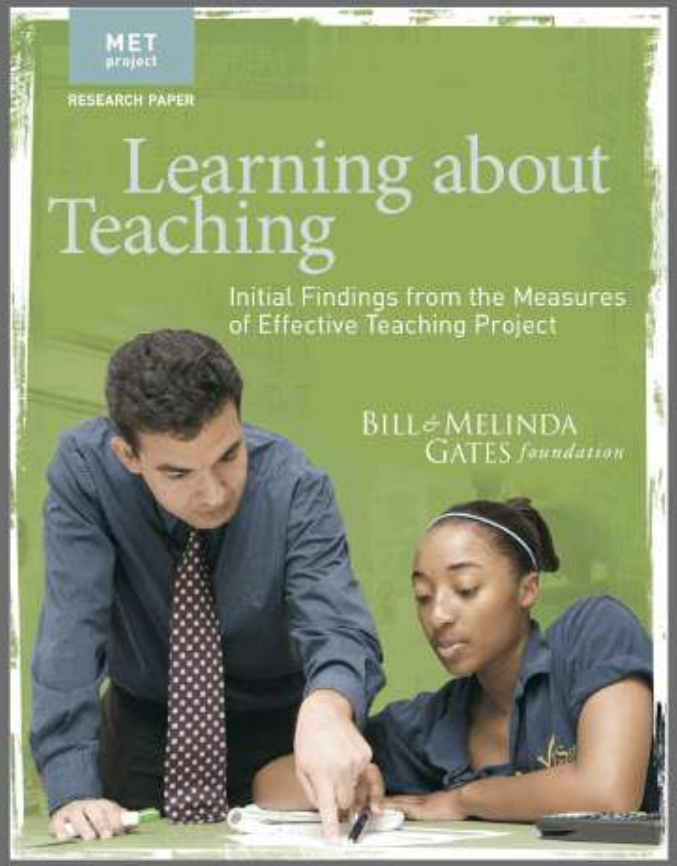


There is a a significant negative relationship between PISA performance and indicators of entrepreneurship.

Future Scenarios

What do good schools look like?

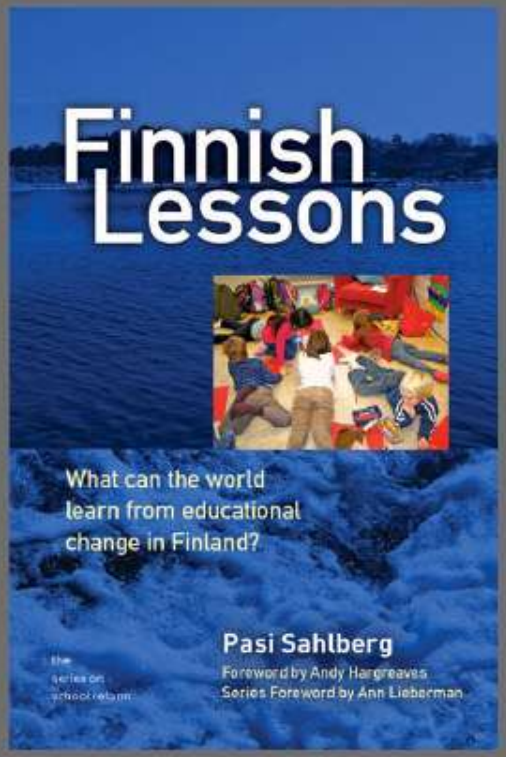
RACE TO THE TOP



Future Scenarios

Exchanging Ideas

Where is this mastery model in practice?



What do high-performing school systems look like?

Customizing teaching and learning

Focus on creative learning

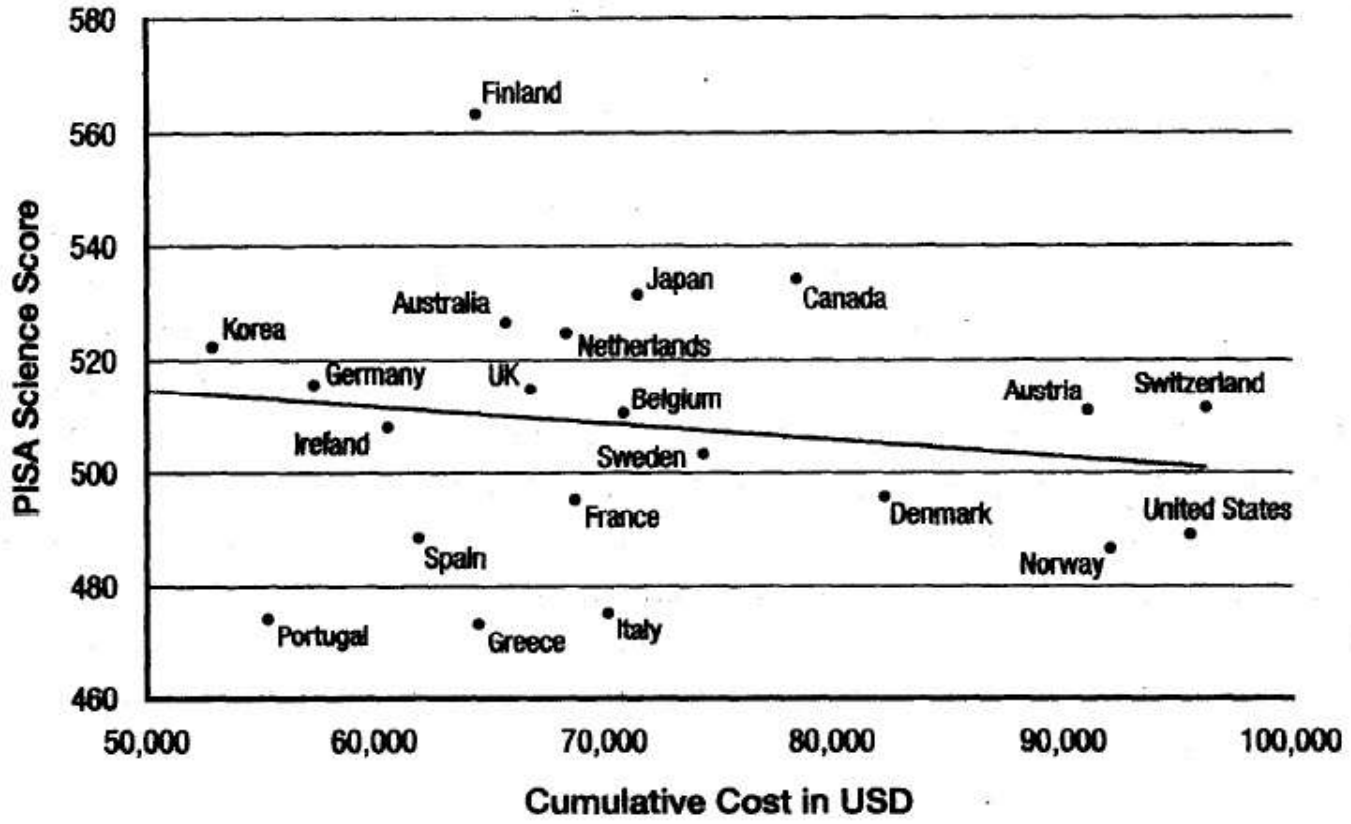
Encouraging risk taking

Learning from the past and innovating

Shared responsibility and trust

Future Scenarios

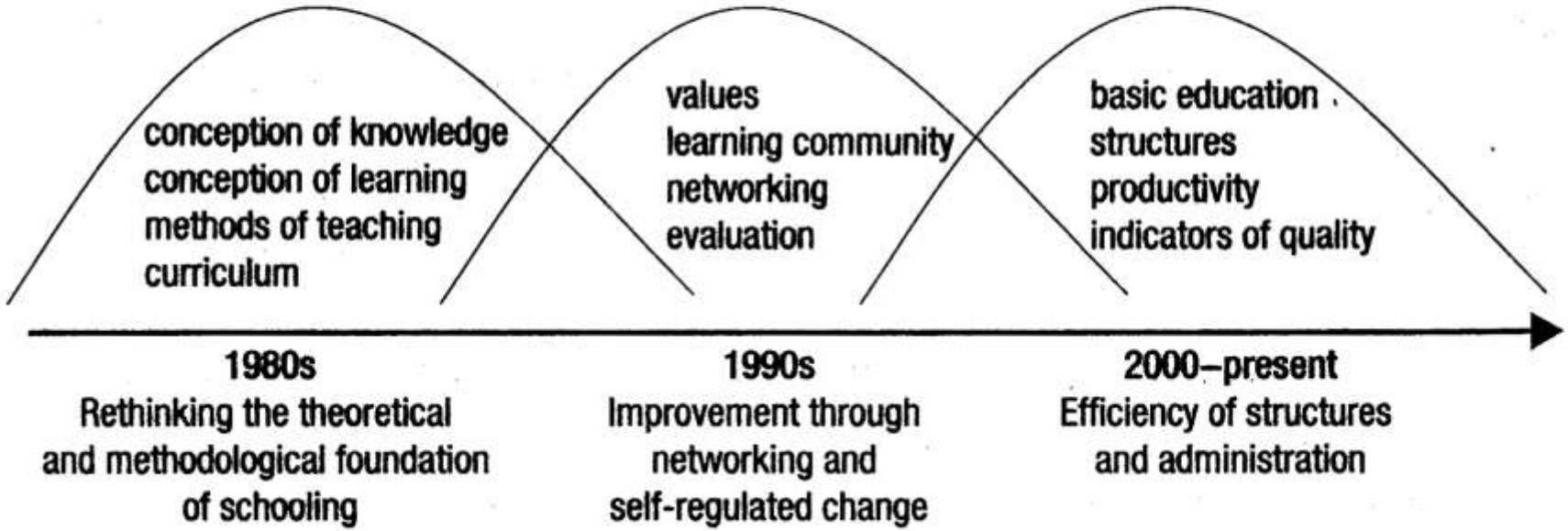
Figure 2.8. Relationship between PISA Performance in Science and Cumulative Expenditure per Student between Ages 6 and 15 in Selected OECD Countries in 2006



Source: OECD (2007, 2010a).

Future Scenarios

Figure 1.4. Three Phases of Educational Change in Finland Since the 1980s



What is "The Future?"

An increasing impact of media and technology on how people learn and relate to the world.

What is "The Future?"

Students are motivated differently than previous generations.

They multi-task, hunger for immediate gratification, are creative and want to make a difference.

What is "The Future?"

Students need a college education and a new set of skills to thrive in a global knowledge economy.

A global marketplace means thinking skills/creativity are highly valued.

The *McCleary* Decision

History, Context & Next Steps

State Board of Education Retreat

September 26, 2012

Ben Rarick, Executive Director

Guiding Questions for Today

1. What is the Pertinent History that Led Up to *McCleary*?
2. What is the significance of ESHB 2261 and SHB 2776 as it relates to the State meeting its Paramount Duty?
3. What does the *McCleary* decision say, and What is the job of the Joint Task Force on Basic Education Funding?
4. Ultimately, how can this process change the lives of kids in Washington State?

Part I – Pertinent History & Context

The same, but different

Many States Have or Are Litigating Issues of School Funding Adequacy & Equity

Included: List of State Litigation on School Funding from the *Access Network*

Plaintiff Victory (22)	State Defendant Victory (11)	Pending (8)
Alaska*	Alabama	Alaska*
Arizona†	Arizona†	California
Arkansas	Florida	Connecticut
Colorado	Illinois	Florida
Connecticut	Indiana	Illinois
Idaho	Missouri◇	Rhode Island
Kansas	Nebraska	South Dakota
Kentucky	Oklahoma	Washington
Maryland	Oregon	
Massachusetts	Pennsylvania	
Missouri◇	Rhode Island	
Montana		
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina		
Ohio		
South Carolina		
Texas		
Vermont		
Wyoming		

*Note: WA is included in 'pending' because this chart preceded the latest Supreme Court ruling in McCleary.

Source: National Education Access Network

The same, but different

Many States Struggle with School Funding Adequacy & Equity.
But Yes, Washington is Unique!

The relative strength of Washington's constitutional language:

It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.

"No other State has placed the common school on so high a pedestal."

- Theodore Stiles, a member of the 1889 constitutional convention in Washington

A basic history

Pre-1974

- The *Strayer-Haig minimum foundation formula* – per pupil funding with no empirical basis.
- Significant variation – financially & programmatically -- existed across districts

1974

- *Northshore vs. Kinnear* decision (1974), followed by A.G. Slade Gorton opinion - 'State didn't lose this time, but its still vulnerable…'

1975

- *Wally Miller Report* documented staffing ratios in districts "that passed or did not request" a levy in 1975; this became a basis for defining *ample*.

1977

- *School funding I* – Rules against the State, as portended in *Kinnear*.
- Mandates funding for basic education through regular and dependable revenue sources, without resort to special levies.

A basic history

Part II – Selected Cases & Acts

1977

- Basic Education Act of 1977 & the Levy Lid Act of 1977
  - The Basic Education Act defined basic education (180 days, funded staff ratios, minimum instructional hours, instructional content).
  - The Levy Lid Act imposed first substantive limits on local excess levies.

1983

- *School Funding II*
  - Once the legislature has defined and fully funded basic education, it may not reduce it.
  - Basic education is not limited to just 'general appointment'; expands to special needs

2009

- *Federal Way School District v. State*
  - Varying salary allocations to districts alleged to be "arbitrary and irrational"
  - Supreme Court reverses Superior Court – Variability of salary levels across district is not in an of itself unconstitutional.

2012

- *McCleary Decision…*

Source: Fraser, K. The State Constitution and School Funding in Washington: What Policy-Makers Need to Know – Presentation to Washington Learns; October, 2005

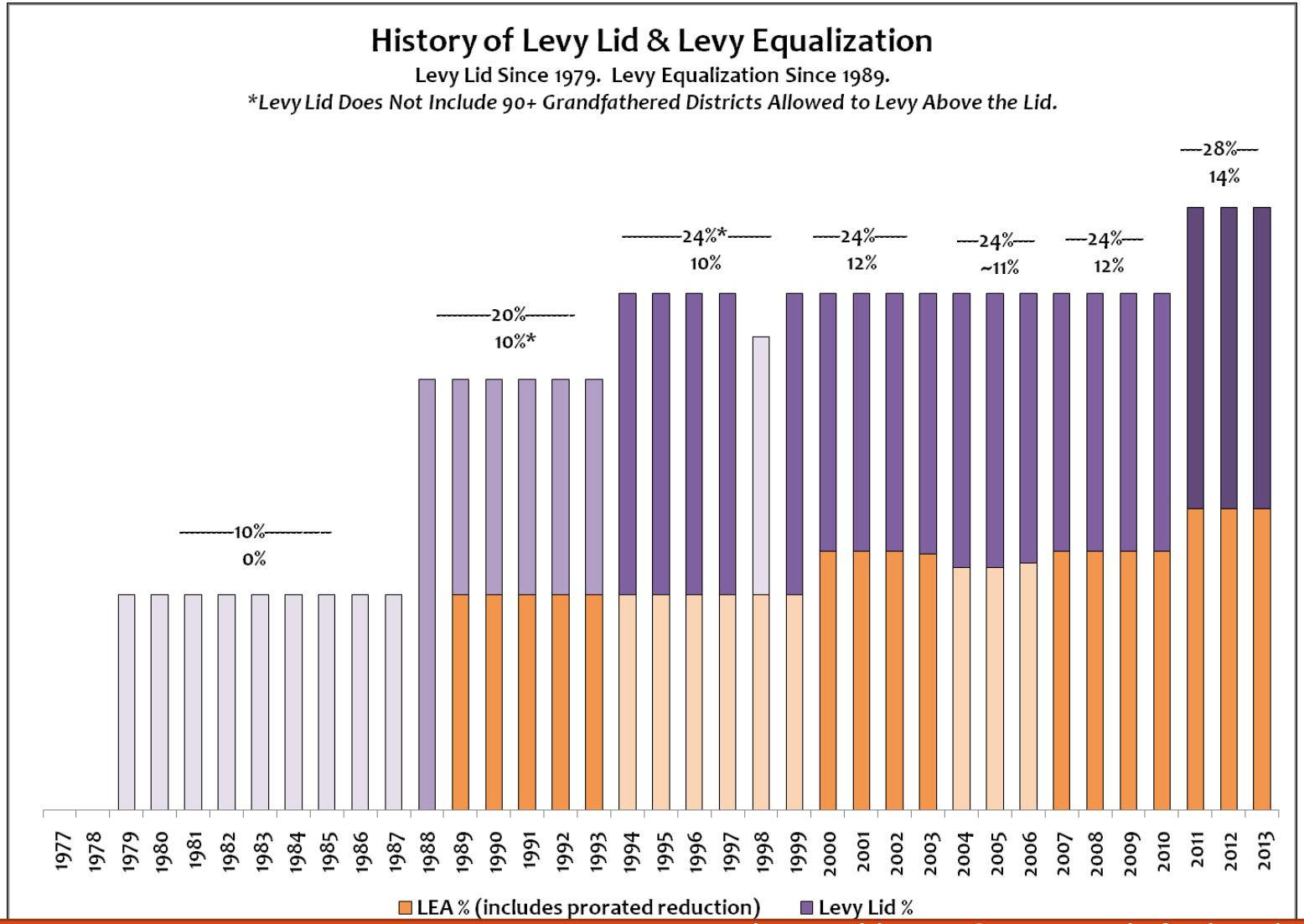
More History - Limits on local levies?

A combination of political pressures & judicial mandates

- $183 million in levy failures (including Seattle) in the first 6 months of 1975 brought issue to a head.
  - Legislature provided temporary financial relief in 1975.
- Levy Lids Are, in Theory, a Mechanism for Ensuring Some Equity Across Districts, and Emphasizing State Funding (More Reliable, More Dependable) for Basic Education.
- Over history, the lid has been adjusted (upward) many times and multiple phase-down schedules have been introduced, but none fully implemented.

“Levy Creep”

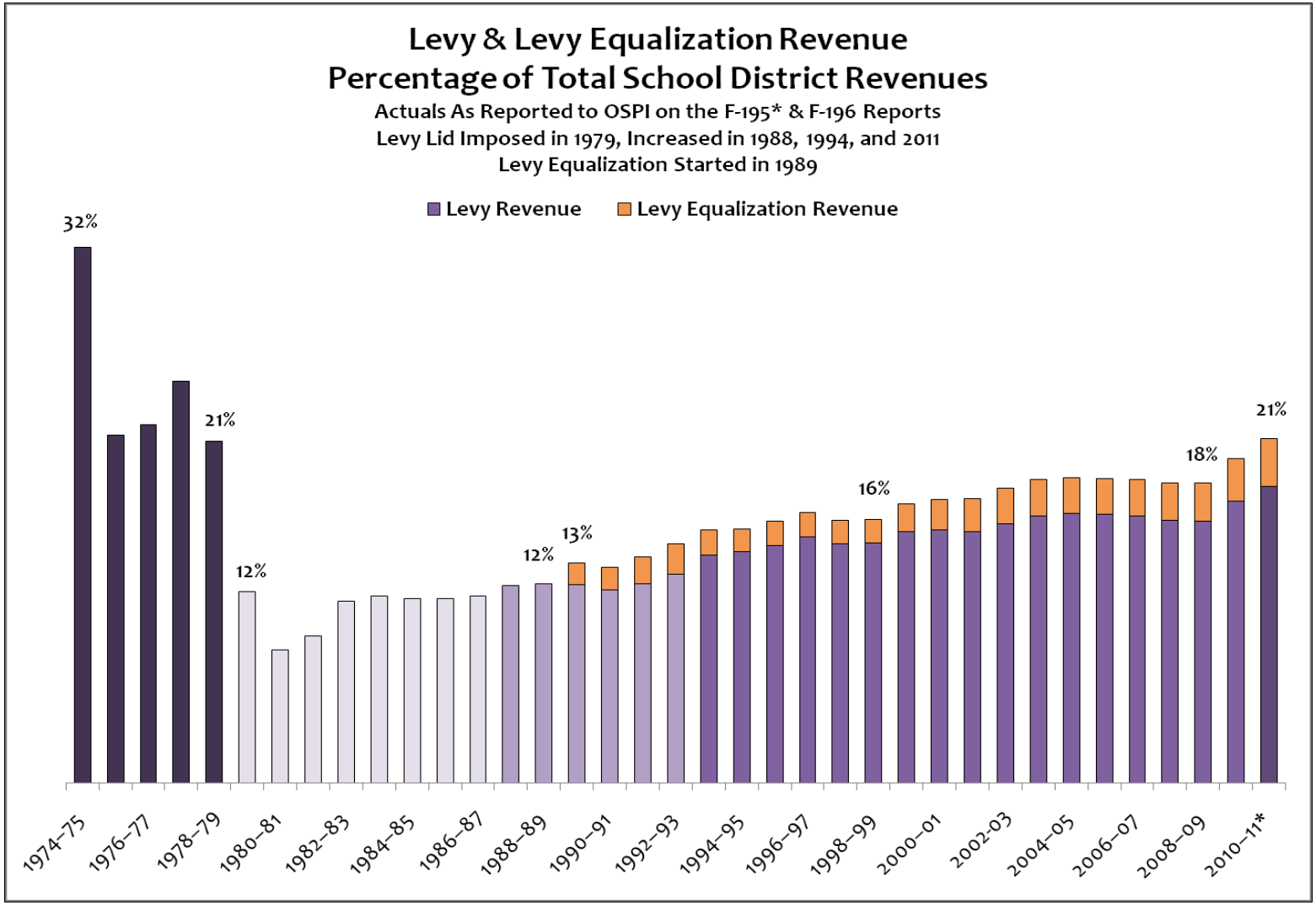
Since the Levy Lid Act, Legislature Has Gradually Raised the Lid



Source: Levy and Local Effort Assistance Technical Working Group - Presentation to the Quality Education Council; August 24th, 2011

“Levy Creep”

Since the Levy Lid Act, Local Taxes Gradually Assume Larger Share



Source: Levy and Local Effort Assistance Technical Working Group - Presentation to the Quality Education Council; August 24th, 2011

Part II –
The Significance of ESHB 2261 and SHB 2776

Two Landmark Pieces of Legislation

- Basic Education Task Force – recommended revised definition of Basic Education and funding enhancements.

- ESHB 2261 (2009) -- New funding structure
  - Adopted new definition of basic education, with prototypical schools framework.

- SHB 2776 (2010) – New funding promises
  - Made several significant commitments to enhance basic education funding over a phase-in period, culminating in 2017-18 school year.

- Arguably, these bills represented the first significant shifts away from the original assumptions of the Basic Education Act of 1977, and the Wally Miller Report.

What is the Prototypical School Framework?

General Apportionment , pre-2011

Relatively simple, but not very transparent

1. Student Enrollment

2. Formula Staff Units Per 1000 Students

Example: "46 CIS/1000 students in grades 5-12"

(Certificated Instructional, Administrative, & Classified Staff)

3. Salaries & Benefits

(LEAP 12E document)

4. Nonemployee Related Costs (NERC)

(Example: "$10,000/Cert Instructional Staff")

=

State General Apportionment

"The State funds a certain number of staff units based on how many students are enrolled. Staff units are funded at different amounts in different districts based on grandfathering and other factors"

What class size does the state fund? How many counselors are funded in a typical high school?

How much do we provide each student for textbooks and computers?

New prototypical schools funding model

(effective September 1, 2011)

Presents class sizes and categories of staff in a prototypical school framework

Prototypical High School

Prototype Enrollment: 600

Staff are expressed as FTE/school

Class Size in grades 9-12*:	28.7
Librarians:	.52
Guidance Counselors:	1.91
Health/Social Services: (Nurses/Social Workers)	.12
Administrative Staff: (Principals/Vice Principals)	1.88
Non-Instruct. Classified : (Office Aids, Custodians, Security Guards, etc)	6.37
Instructional Aides (Non-certified Classroom Aides)	.65

*Class size in high school vocational programs: 26.6
*Class size in Skills Center programs: 22.8

Shows the Assumed Class Size … and Engenders Debate About Whether Its Adequate.

Is 1/10th of a Nurse FTE enough for a high school of 600 students enough?

Values Not Updated for 2012 Session

"Old" system of funding students with different needs

Additional amounts for higher cost students – flat dollar amounts

Flat Dollar Amounts (What is $282 supposed to pay for? How do we know if its 'enough'?)

- ✓ Bilingual Education
  - $886 per transitional bilingual student
  - Is based on individual student eligibility
- ✓ Free/Reduced Lunch Eligible (Learning Assistance Program)
  - $282 per eligible student unit
  - Not based on individual student eligibility; driven by poverty
  - Enhanced amount provided for districts with concentrations of poverty above 40%
- ✓ Highly capable
  - Based on 2.3% of enrollment
  - $400 per student
  - Not based on eligibility of individual students, but rather an allocation based on a percentage assumption.

Amounts not updated for 2012 session

“New” system of K-12 Finance

(effective September 1, 2011)

Assumptions of program are more explicit

More Instructional Time for Students Needing Additional Help

*Expressed as Additional Hours of Supplemental Instruction Per Week

Learning Assistance Program*	1.52
Transitional Bilingual Program*	4.78
Highly Capable Program*	2.16

Is 1 ½ hours of additional instructional time per week enough?

Is $56/kid enough for technology?

Supplies, Materials, & Other Operating Costs (MSOC)

Non-salary related cost items

Technology	$56.63
Utilities & Insurance	$153.87
Curriculum & Textbooks	$60.80
Other Supplies & Library Materials	$129.08
Professional Development	$9.40
Facilities Maintenance	$76.23
Security & Central Office	$52.81
Total:	**$538.82** /student*

***vocational & skill center students receive more**

Part III -- What are the promises embedded in 2261 & 2776?

Language of ESHB 2261 –

Major Program Changes - what is Required, and When?

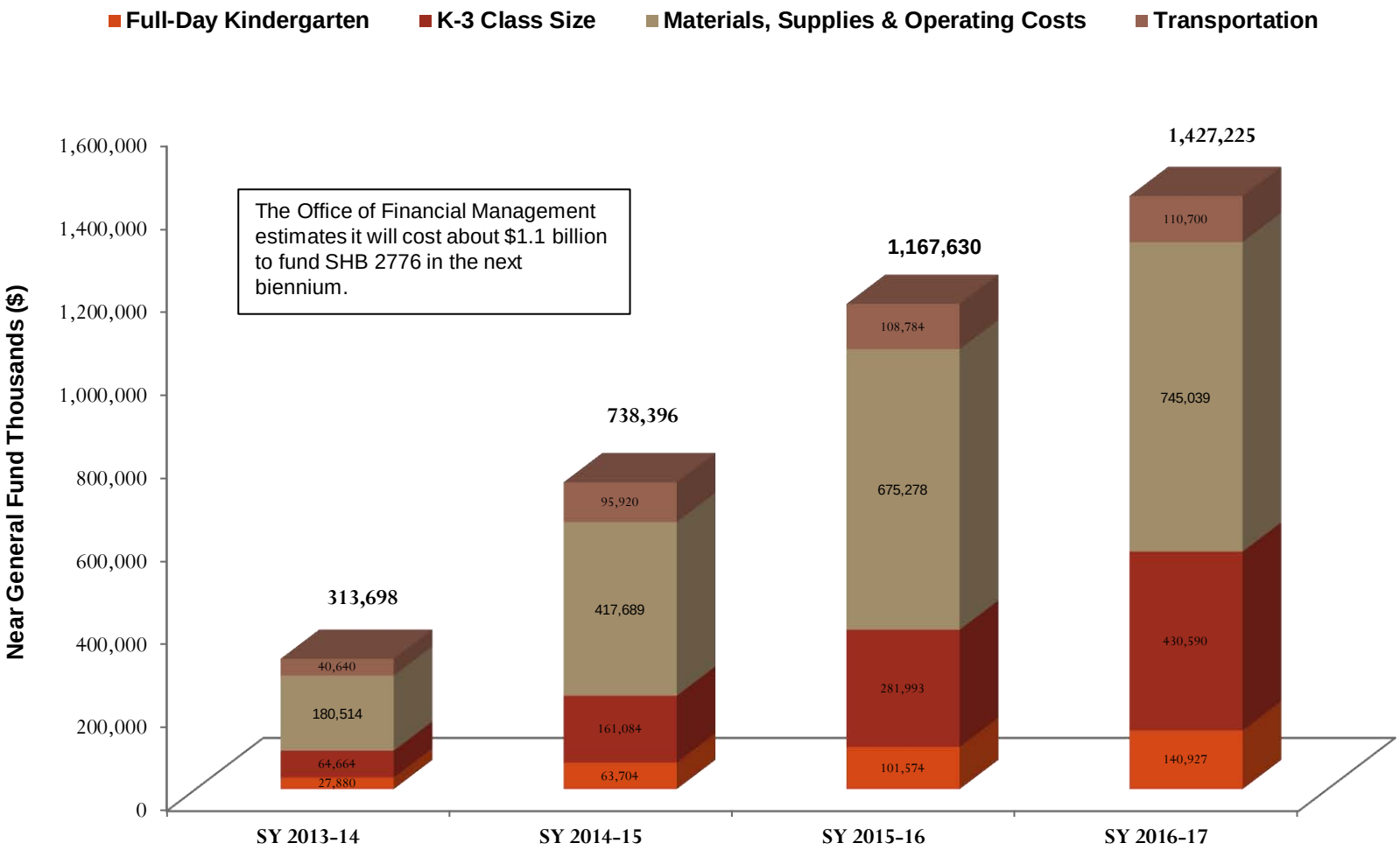
	Instructional Hours/Days Kindergarten	Instructional Hours/Days grades 1-6	Instructional Hours grades 7-12	High School Graduation Requirements	Basic Education Program Adjustments
Program Change	A requirement for 180 full days of instruction in Kindergarten (from the current half day requirement), plus 1,000 hours of instruction (from the current 450 hours requirement).	Requires 1,000 hours of instruction in grades 1-6 by grade level rather than the current requirement, which is averaged across grades.	An increase in annual instructional hours, by grade, to 1,080 (from the current average across grades of 1,000 hours).	Instruction that provides students "the opportunity to complete twenty-four credits for high school graduation"	Include highly capable program as part of the program of basic education.
Statutory Timeline	This requirement is to be "*phased-in each year until full statewide implementation of all-day kindergarten is achieved in the 2017-18 school year*."	This requirement takes effect "*according to an implementation schedule adopted by the legislature, but not before the 2014-15 school year.*"	This requirement takes effect "*according to an implementation schedule adopted by the legislature, but not before the 2014-15 school year.*"	This requirement is *"subject to a phased-in implementation of the twenty-four credits as established by the legislature."*	Effective September 1, 2011
RCW Citation	*RCW 28A.150.315*	*RCW 28A.150.220*	*RCW 28A.150.220*	*RCW 28A.150.220* *Also, RCW 28A.230.090 (c)*	*RCW 28A.150.260 10(c)*

Language of SHB 2776 –

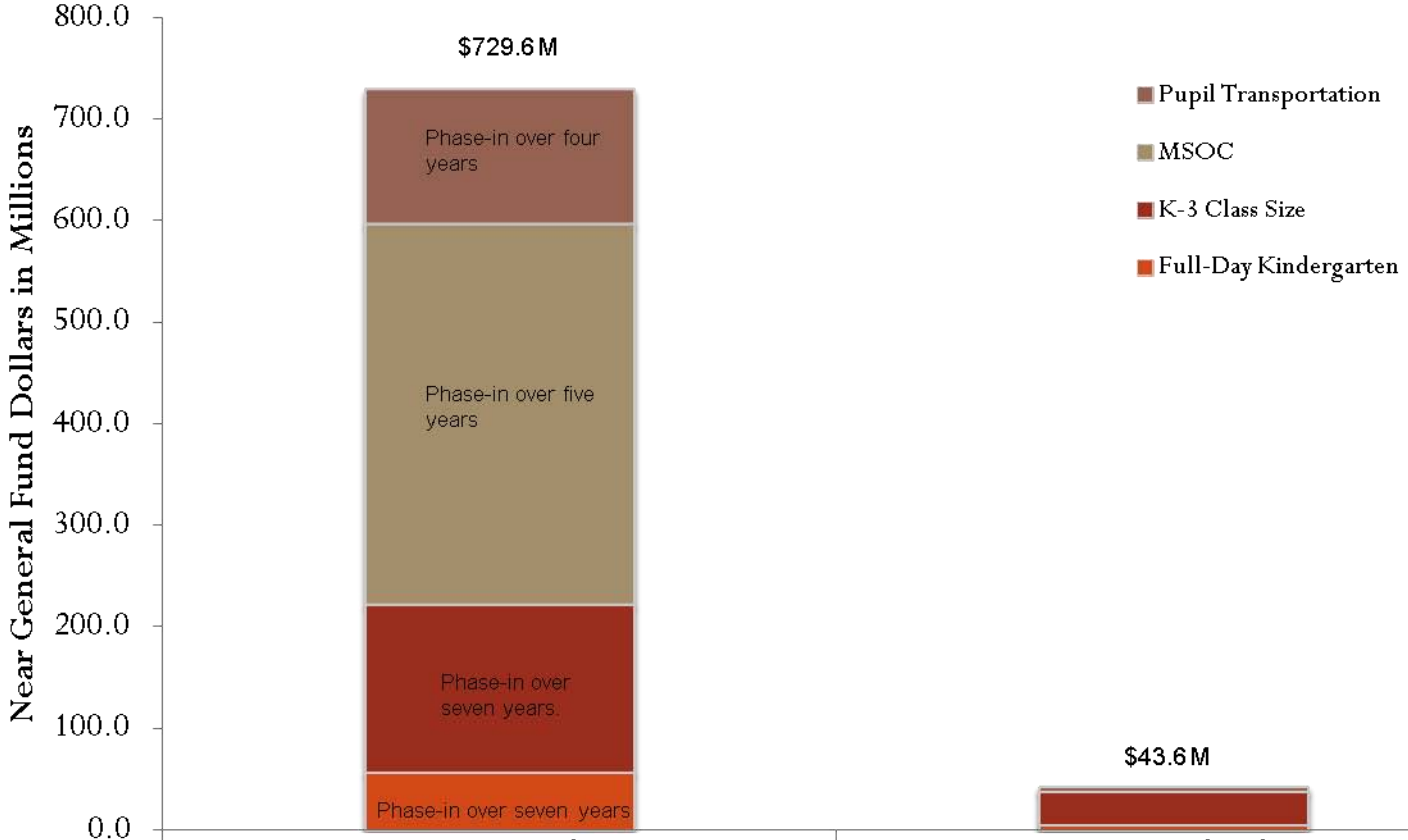
Major Funding Enhancements - What is Required, and When?

Transportation	K-3 class size	Kindergarten	MSOC	Intent Language
"The phase-in shall begin no later than the 2011-2013 biennium and be fully implemented by the 2013-2015 biennium." RCW 28A.160.192; effective 9/1/11	"During the 2011-2013 biennium and beginning with schools with the highest percentage of students eligible for free and reduced-price meals in the prior school year, the general education average class size for grades K-3 shall be reduced until the average class size funded under this subsection (4) is no more than 17.0 full-time equivalent students per teacher beginning in the 2017-18 school year." RCW 28A.150.260 4(b); effective 9/1/11	"During the 2011-2013 biennium, funding shall continue to be phased-in each year until full statewide implementation of all-day kindergarten is achieved in the 2017-18 school year." RCW 28A.150.315; effective 9/1/11	"During the 2011-2013 biennium, the minimum allocation for maintenance, supplies, and operating costs shall be increased as specified in the omnibus appropriations act. The following allocations, adjusted for inflation from the 2007-08 school year, are provided in the 2015-16 school year, after which the allocations shall be adjusted annually for inflation." RCW 28A.150.260 8(b); effective 9/1/11	"It is the intent of the legislature that specified policies and allocation formulas adopted under this act will constitute the legislature's definition of basic education under Article IX of the state Constitution once fully implemented."

SHB 2776 Costs of Implementation



SHB 2776: What is funded in the current budget?



	2776 Costs Per Fiscal Note	2011-13 Budgeted
Pupil Transportation	133.0	5.0
MSOC	374.5	0.0
K-3 Class Size	165.1	33.6
Full-Day Kindergarten	57.0	5.0

Part IV -- What does the *McCleary* decision say, and what is the job of the Joint Task Force on Basic Education Funding?

McCleary Decision – Key Passages

- "…the State has not complied … with its duty to make ample provision for the education of all children"
- "The State must amply provide for the education of all Washington children as the State's first and highest priority before any other State programs or operations"
- Ample provision means "considerably more than just adequate"
- "… This court cannot stand on the sidelines and hope the State meets its constitutional mandate to amply fund education"
- "We defer to the legislature's chosen means of discharging its article IX, section 1 duty, but the judiciary will retain jurisdiction over the case to help ensure progress in the State's plan to fully implement education reforms by 2018."

Joint Education Funding Task Force

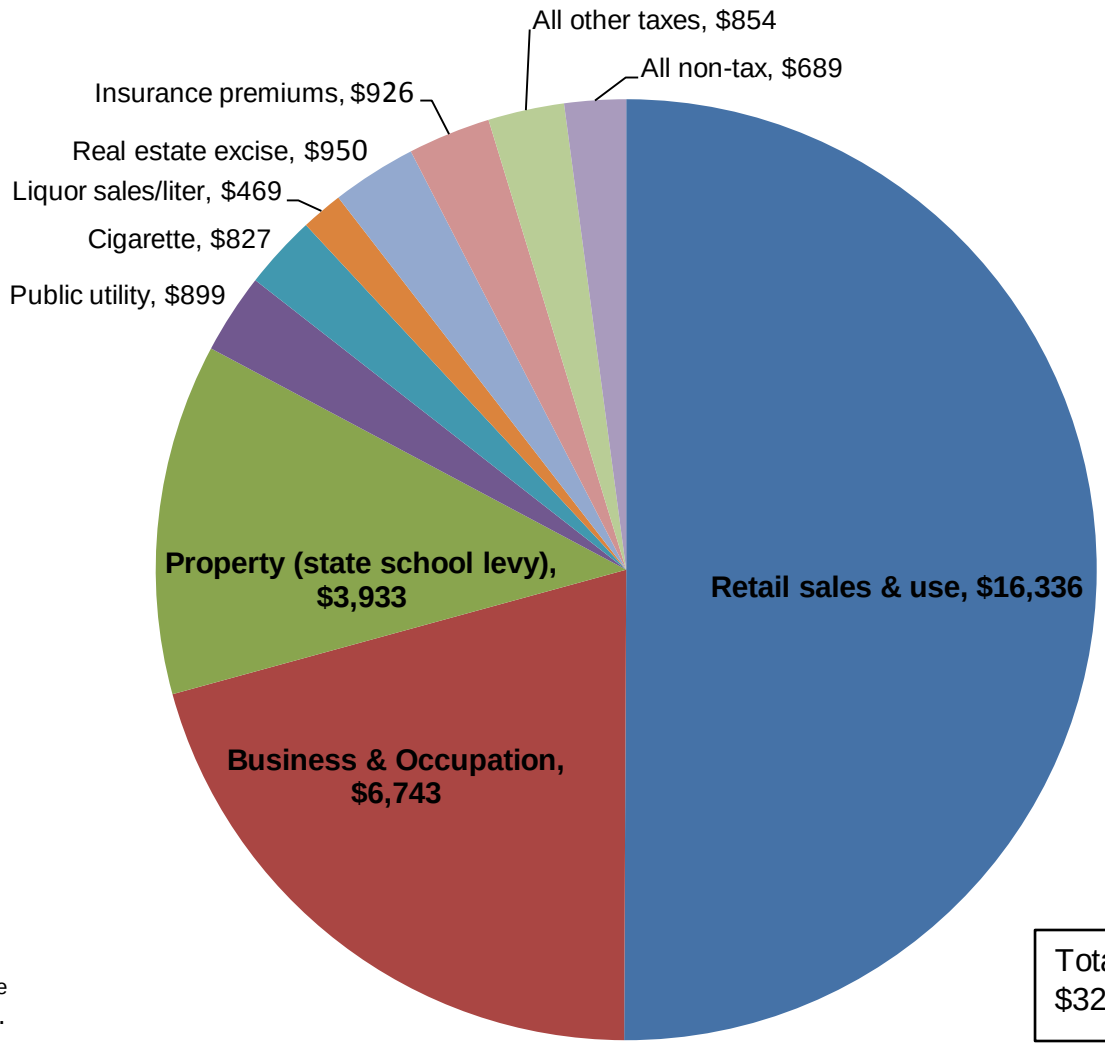
- Created by HB 2824, 2012 Session. Eight legislators, three governor appointees.
- "Shall make recommendations on how the legislature can meet the requirements outlined in Chapter 548, Laws of 2009 and Chapter 236, Laws of 2010."
- "Shall develop a proposal for a reliable and dependable funding source to support basic education programs."
- Report due December 31, 2012.

What are Some Key Considerations for the Joint Task Force?

- What does ‘Ample’ cost?
- Can economic growth alone solve the problem of school funding adequacy in this state?
- Can funds be redirected within the existing budget to help defray the cost of funding *McCleary*?
- Does the tax structure matter?
- How can (or should) higher education and early learning be protected from the pressures to dedicate state funding to K-12, per *McCleary*?
- What sorts of accountability provisions will ensure that additional funding produces additional results?

Where does the money come from?

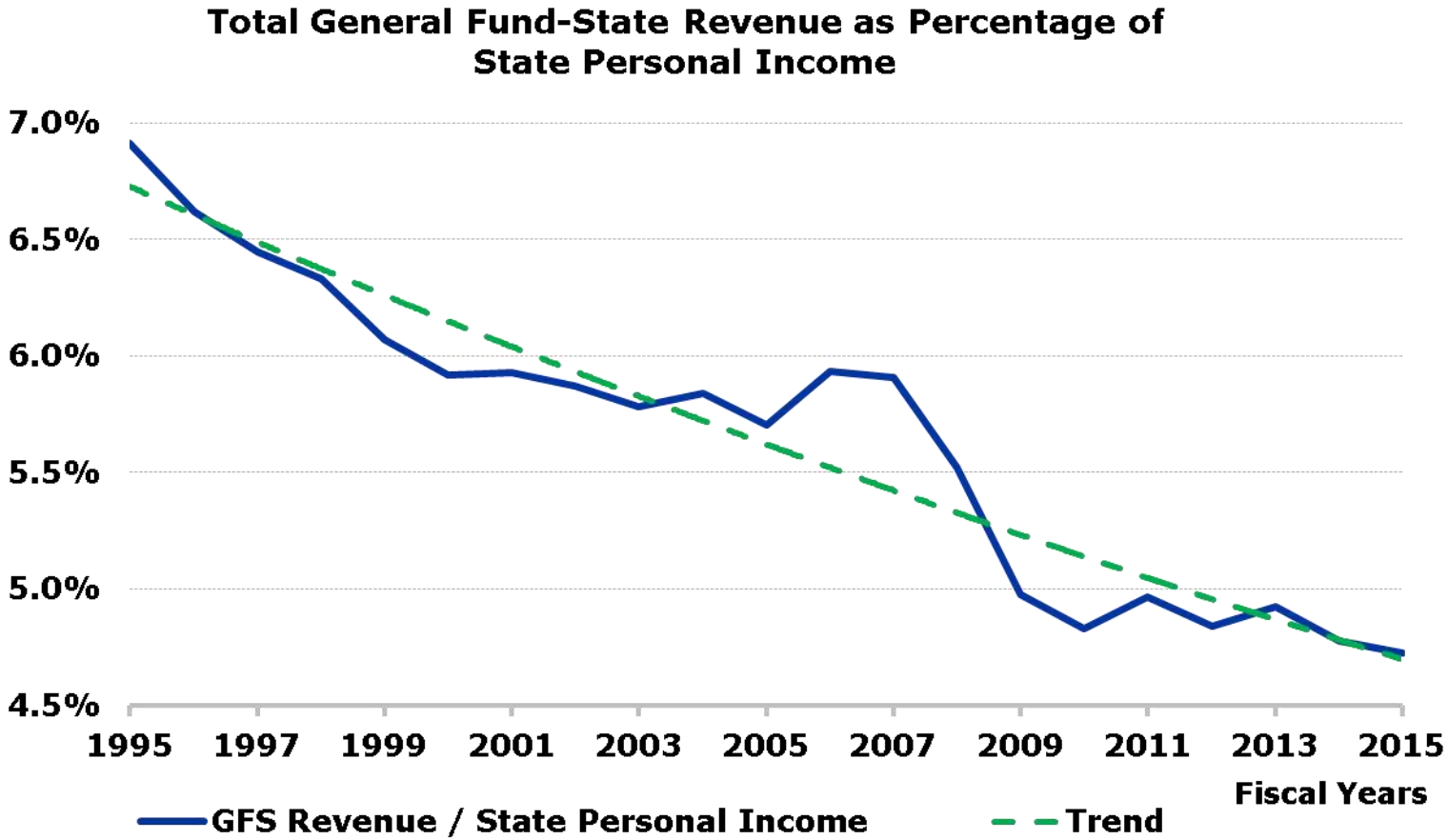
General Fund-State Tax Collections, Forecast 2013-15 ($ Millions)



Data: Economic and Revenue Forecast Council, June 2012.

Total General Fund-State: $32,625 million

Over time, people are contributing less – as a percentage of their income – to the state general fund. But why?

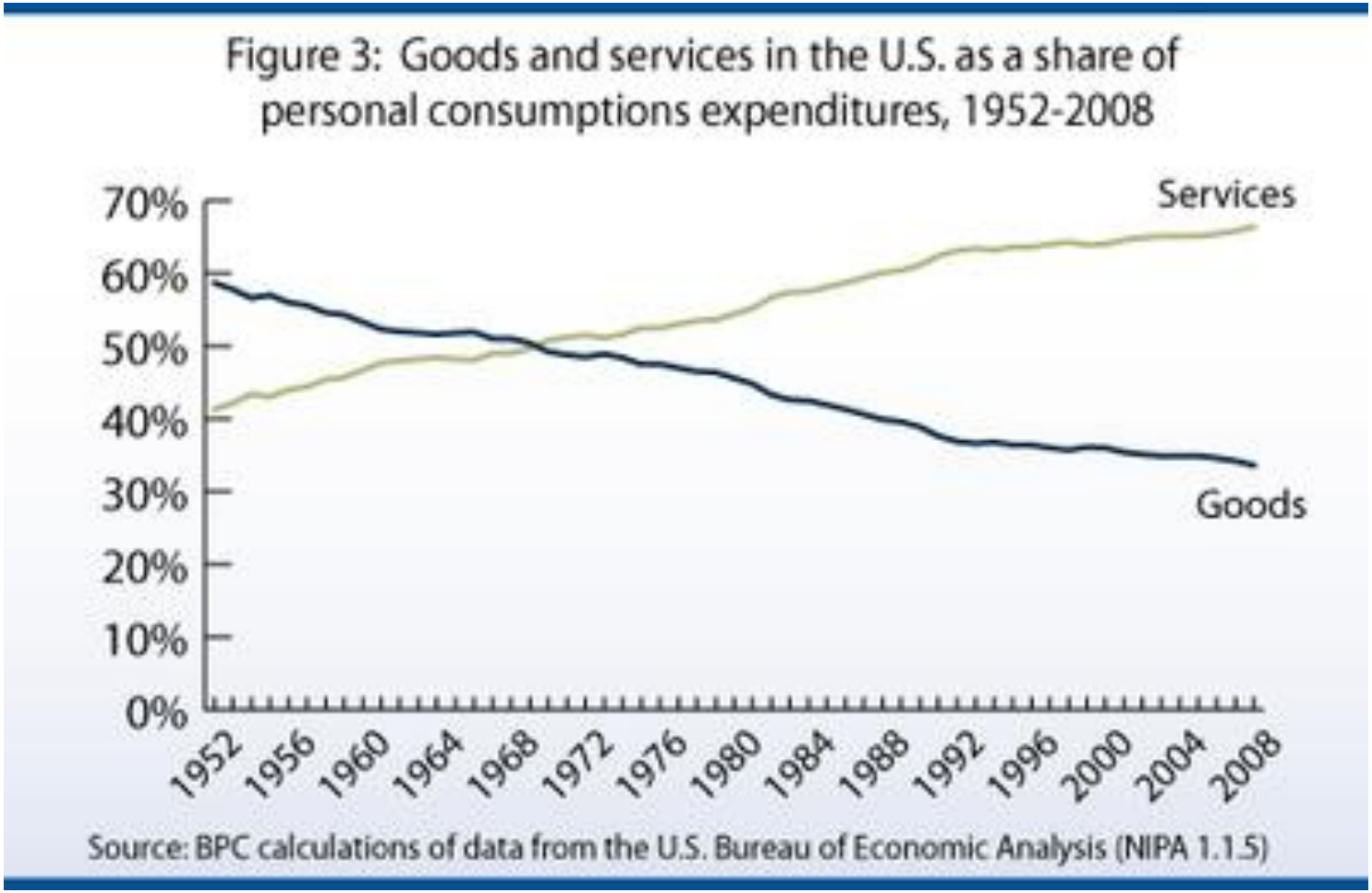


Source: Washington Economic Revenue & Forecast Council; data through FY 2011, February 2012 forecast

*Current definition of Revenue Act

Is a Goods-based Sales Tax an Anachronism?

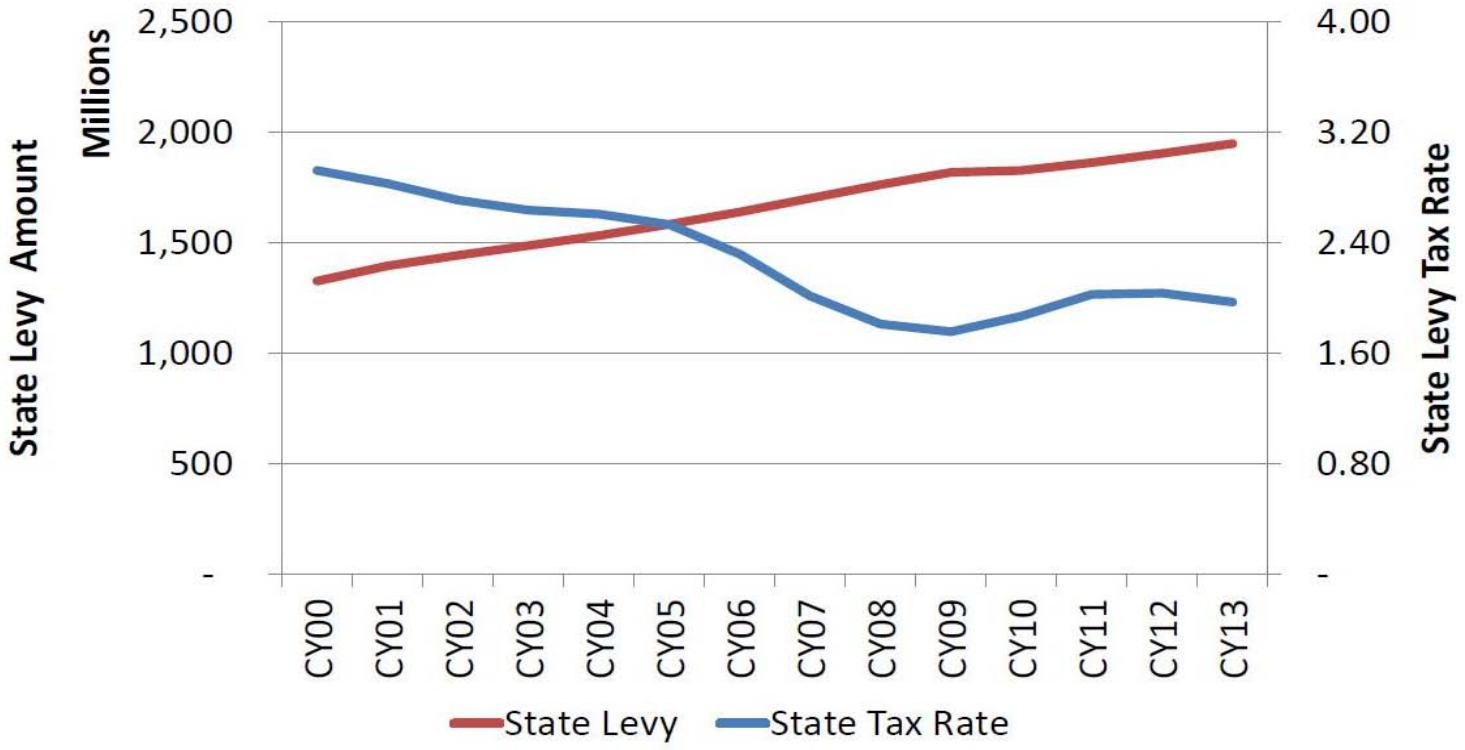
As purchasing has gradually shifted from mostly goods to mostly services, WA's sales tax has eroded. (And Internet sales takes a cut, too)



Secondary Source: Washington State Budget & Policy Center

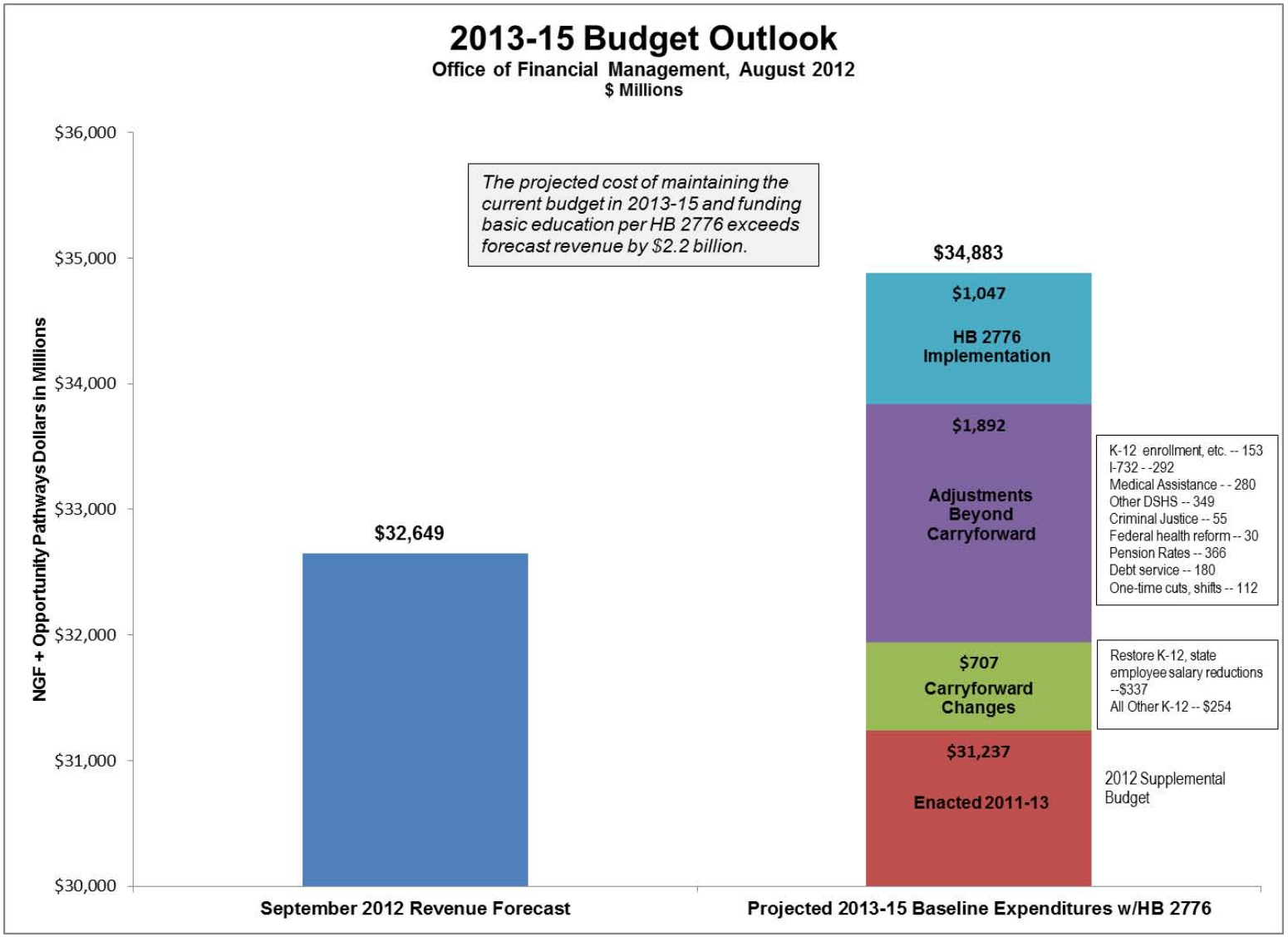
But, I thought we dedicated $3.60 of state property tax to education?

Since 2000 the state property tax levy has grown at about 3% per year. The tax rate declined from $2.92 in 2000 to a low of $1.75 in 2009. The 2011 rate is $2.06.

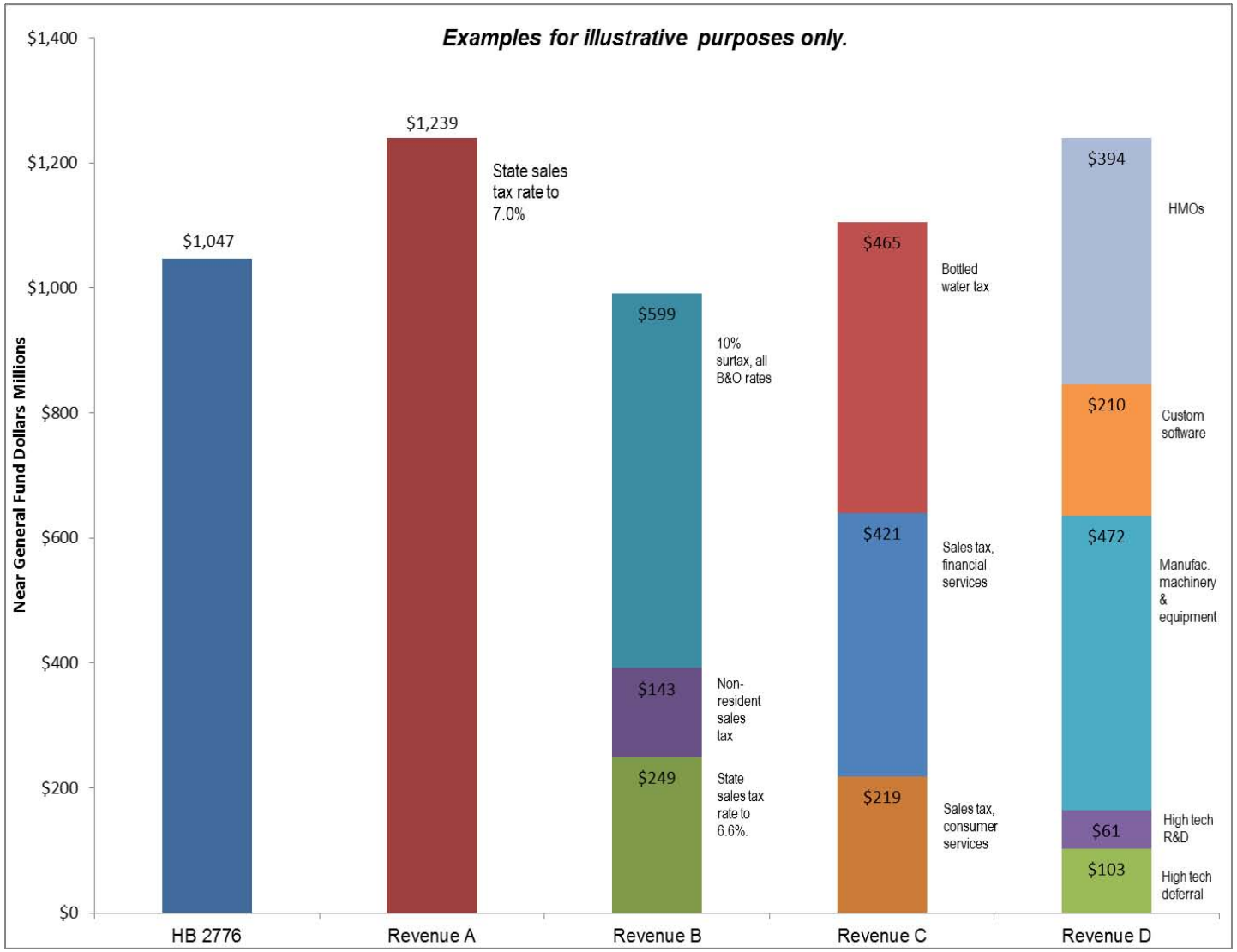


Source: House Ways and Means Committee Staff Materials

The Budget Challenge for 2013-15



What does the cost of 2776 in the next biennium represent, if funded solely from new taxes?



Data: Joint Task Force on Education Funding, Sept. 2012. QEC, Jan. 2010. Revenue estimates shown are for 2011-13.

The Future of McCleary

Asking the Tough Questions

- Are McCleary mandates and Initiative-inspired spending limits ultimately incompatible?
- What's the End Game for McCleary? Even if they "Retain Jurisdiction," what can the Court ultimately do?
- What if the public doesn't agree schools are underfunded?
- If you had $1 billion to invest, what would you buy?
- How do we appropriately balance the rights of children with the rights of tax payers (how much is too much to ask for? And what's the burden of proof?).
- Swapping increased state taxes for reduced local taxes may make a greater portion of school funding 'reliable and dependable,' but it won't necessarily improve outcomes for kids. <u>What's in it for the kids?</u>

The Future of McCleary

How can this change the lives of kids?

- Money alone won't guarantee better outcomes for kids. It's a necessary, but not sufficient, precondition of student success.

- Funding needs to be accompanied by intentionality in…
  - System Goals (and therefore, streamlined governance)
  - Accountability for Results
  - State Assistance to Struggling Schools

The Washington State Board of Education

Governance I Achievement I Transitions I Math & Science I Effective Workforce

Title:	**Strategic Plan Dashboard and 2011-2014 Strategic Plan Revision**
As Related To:	☒ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☒ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system ☒ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☒ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Does the 2012-2014 revised Strategic Plan accurately represent the Board's current work, anticipated projects, legislative assignments, and statutory responsibilities?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☒ PowerPoint
Synopsis:	Board members will review the current work related to the Board's 2011-2014 Strategic Plan. Staff will also present a revised strategic plan for the Board's consideration. The materials for this agenda item include: • The annual progress chart for the current strategic plan. • A dashboard executive summary highlighting Board work on the strategic plan goals. • The revised 2011-2014 Strategic Plan (for Board consideration). • Revisions to the current 2011-2014 strategic plan (in tracked changes). In general, the revised 2011-2014 Strategic Plan includes the following changes: 1. Elimination of completed targets to simplify the strategic plan document and to reduce clutter. 2. Elimination of benchmarks that will likely not be tackled by 2014. 3. Revision of primary goals so that each identifies overall outcomes for the P-13 system. 4. Revision of subsidiary goals to account for the Board's current projects and statutory obligations. 5. Addition of new goals to reflect the Board's current work on accountability and system oversight. 6. Realignment of subsidiary goals to accommodate the new hierarchy.

STRATEGIC PLAN REVISION

Policy Consideration

Does the 2012-2014 revised Strategic Plan accurately represent the Board's current work, anticipated projects, legislative assignments, and statutory responsibilities?

Summary

Staff will present the 2012-2014 revised Strategic Plan for the Board's consideration. The revisions generally fall into one or more of the following categories:

Staff removed items that:

- Are completed - to reduce document clutter.
- Represent possible work of the Board to be initiated beyond 2014. Some goals would be more appropriate for consideration in the 2015-2018 Strategic Plan.

Staff revisions to the document include changes to:

- Language - to more accurately reflect the Board's work. Ultimately, the revised goals now reflect overall outcomes of the P-13 system. The subsidiary goals represent benchmarks within the Board's purview.
- Placement - goals moved within the hierarchy when appropriate.

Staff added language, acknowledging the Board's work with the Achievement Index, the accountability framework, and waivers.

Original Language	Revised Language	Comments
Advocate for effective and accountable P-13 governance in public education	Effective and Accountable P-13 Governance	Several completed goals removed.
Provide policy leadership for closing the academic achievement gap	Comprehensive Statewide K-12 Accountability	Achievement Gap moved to goal three. New language addresses Board's work with the Achievement Index and the Statewide Accountability System.
Provide policy leadership to strengthen students' transitions within the P-13 system	Closing Achievement Gap	Transitions language now moved to goal five. The new goal three includes prior goals on the achievement gap, early learning, and effective workforce.
Promote effective strategies to make Washington's students nationally and internationally competitive in math and science	Strategic Oversight of the K-12 System	Acknowledges Boards work with BEA compliance, waivers, private schools, and online learning.

Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation	College and Career Readiness for all Students	Includes graduation requirements, postsecondary attainment, and math and science.

Background

The Board conducts an annual review of the Strategic Plan each September. Members also begin each meeting with a review of the Board's progress in meeting the Strategic Plan goals.

Action

The Board will consider approval of the revised Strategic Plan.

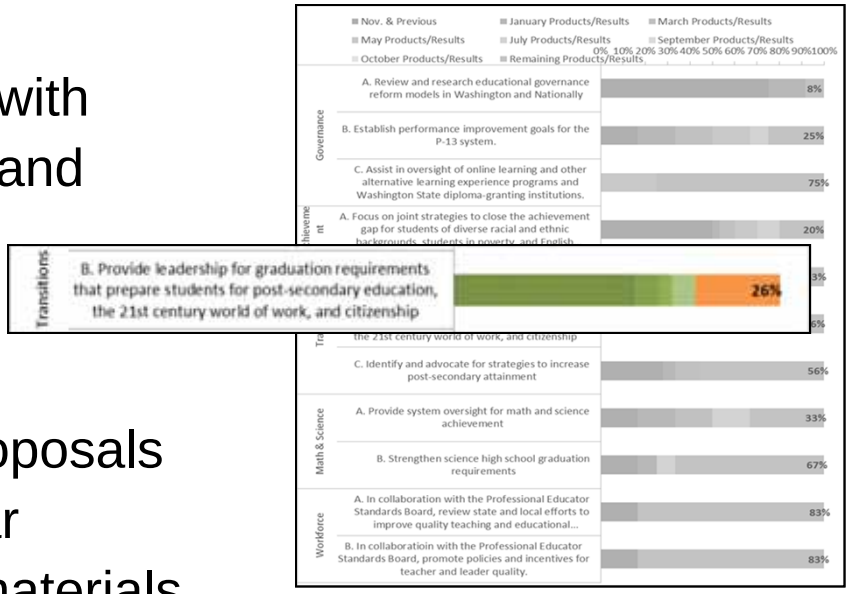
Strategic Plan - Dashboard and Revision

Ben Rarick, Executive Director
Aaron Wyatt, Communications

Two-Month Strategic Plan Review

Bar Chart:

July/August products reflective of work with accountability, the Achievement Index, and graduation requirements



Executive Summary Highlights

Goal One - Governance: Legislative proposals

Goal Two - Achievement: AAW Webinar

Goal Three – Transitions: Graduation materials

Goal Four – Math/Science: Standard Setting and Cut Scores

Goal Five – Workforce: Report review

Strategic Plan Revisions

Strategic Plan Revision Synopsis:

- Reduce
- Revise
- Restructure

Strategic Plan
Products and Assignments

Goal One: Effective and Accountable P-13 Governance				
A. Improve the current P-13 education governance structure	Staff	Due	Progress	Notes
I. Seek avenues for collaboration between SBE, WTECB, OSA, OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.	Ben / Aaron	Ongoing	▲△△	
II. Engage the Office of Student Achievement to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.	Ben	Ongoing	▲△△	

Goal Two: Comprehensive Statewide K-12 Accountability				
A. Revise the Achievement Index	Staff	Due	Progress	Notes
I. Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.	Aaron / Sarah	2013.06	▲▲△	
II. Develop an Achievement Index that includes student growth data and meets with approval by the USED.	Sarah / Ben	2013.09	▲△△	
B. Establish performance improvement goals for the P-13 system				
Assist in the development of revised Annual Measurable Objectives (AMO's) that align with the revised Achievement Index.	Sarah / Ben	2013.09	▲△△	
Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan.	Emily / Ben	Ongoing	▲▲△	

Revision Overview

Our Work	Current Plan	Proposed Plan
Inter-agency collaboration. Legislative proposals	N/A	Goal One: Improve the current P-13 governance structure
Revised the Index, develop AMOs, statewide accountability framework	N/A	Goal Two: Comprehensive statewide K-12 accountability
Establish Performance Improvement Goals	Governance	

Revision Overview

Our Work	Current Plan	Proposed Plan
Closing the achievement gap	Closing the Achievement Gap	Goal Three: Closing the Achievement Gap
Early learning	Transitions	
Effective workforce	Effective Workforce	
Online learning	Closing the Achievement Gap	Goal Four: Strategic oversight of the K-12 system
Compliance – BEA and waivers	N/A	

Revision Overview

Our Work	Current Plan	Proposed Plan
Graduation requirements	Transitions	Goal Five: Career and college readiness for all students
Increasing postsecondary attainment	Transitions	
Math and science	Math and Science	

Plan Comparison

Current Plan	Proposed Plan
Advocate for effective and accountable P-13 governance in public education	Effective and accountable P-13 governance
Provide policy leadership for closing the academic achievement gap	Comprehensive statewide K-12 accountability
Provide policy leadership to strengthen students' transitions within the P-13 system	Closing achievement gap
Promote effective strategies to make Washington's students nationally and internationally competitive in math and science	Strategic oversight of the K-12 system
Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation	Career and college readiness for all students

Discussion and Review

Proposed strategic plan discussion topics:

1. Does the strategic plan accurately represent the Board's work and directives?
2. Will governance continue to be a point of emphasis for SBE in 2012-2014?
3. How does the proposed strategic plan align with SBE's anticipated legislative priorities?

The Washington State Board of Education

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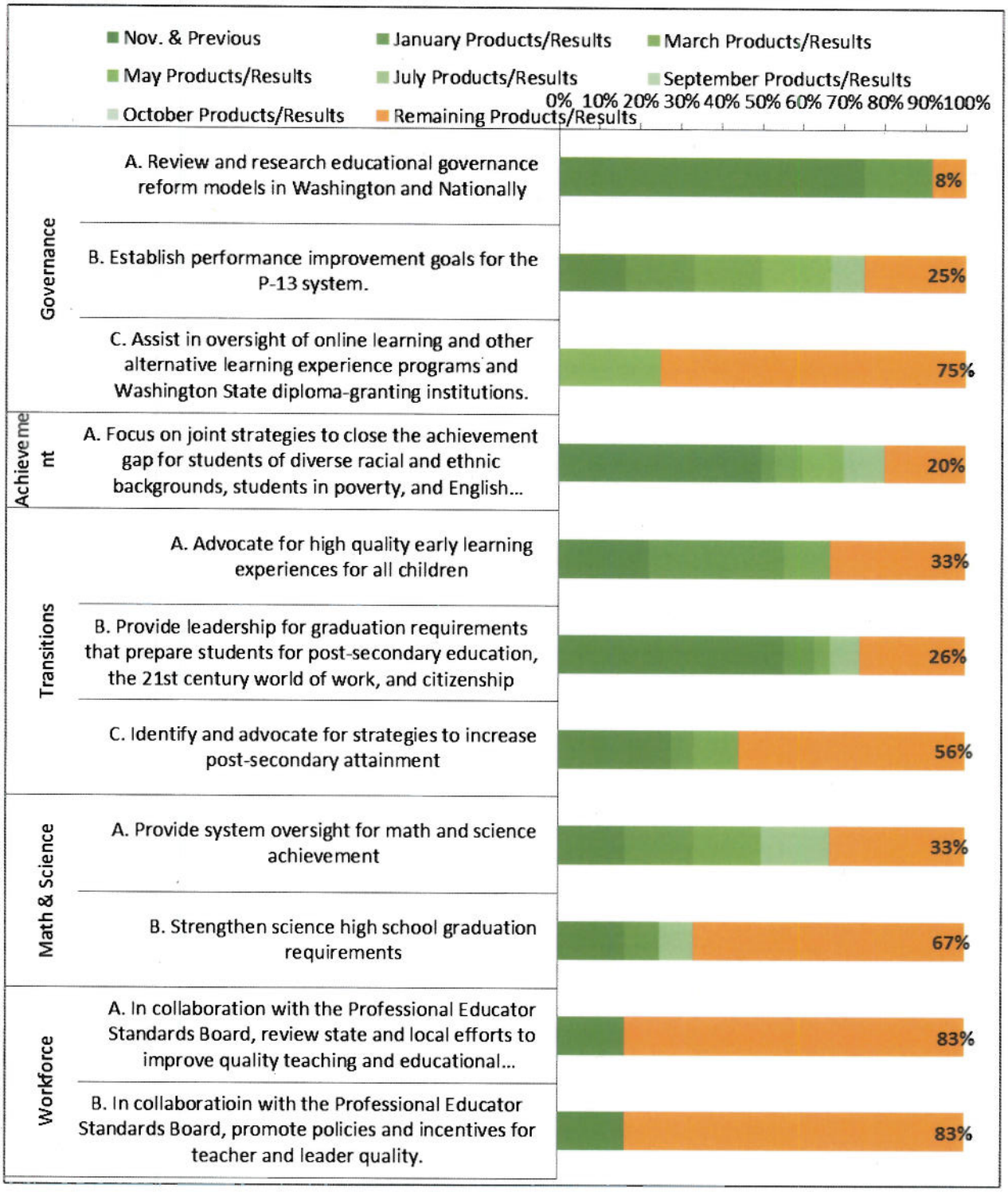


The Washington State Board of Education

Governance I Achievement I Transitions I Math & Science I Effective Workforce

Dashboard Executive Summary

Goal	Recent Work
Advocate for effective and accountable P-13 governance in public education	• Initiated the development of a framework for P-13 system data review. • Retreat preparation. • Initiated work on legislative proposals related to waivers, graduation requirements, ALE, and English Language Learners
Provide policy leadership for closing the academic achievement gap	• Achievement and Accountability: Facilitated the September 18 and 20th Webinar for the Achievement and Accountability Workgroup. • Continued work in the development of the revised Achievement Index and work around the selection of Annual Measurable Objects. • Presentations to the Joint Select Committee on Education Accountability and the Joint Select Committee on Education Funding. • ELL data presentation in September.
Provide policy leadership to strengthen students' transitions within the P-13 system	• Developed Collection of Evidence materials for September. • Developed an initial phase in plan of Washington's career and college-ready graduation requirements. • Developed new online materials around graduation requirements. • AVID Tour in September. • Work with the WECTC on the HSBP.
Promote effective strategies to make Washington's students nationally and internationally competitive in math and science	• Biology End of Course Assessment standard setting and cut scores. • Staff Data analysis. • STEM workforce insights • Guest Speaker in September
Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation	• Compensation Technical Working Group • Credit Bump Analysis & Blog

Strategic Plan
Products and Assignments

Goal One: Effective and Accountable P-13 Governance				
A. Improve the current P-13 education governance structure	Staff	Due	Progress	Notes
I. Seek avenues for collaboration between SBE, WTECB, OSA, OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.	Ben / Aaron	Ongoing	▲△△	
II. Engage the Office of Student Achievement to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.	Ben	Ongoing	▲△△	

Goal Two: Comprehensive Statewide K-12 Recognition and Accountability				
A. Revise the Achievement Index	Staff	Due	Progress	Notes
I. Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.	Aaron / Sarah	2013.06	▲▲△	
II. Develop an Achievement Index that includes student growth data and meets with approval by the USED.	Sarah / Ben	2013.09	▲△△	
B. Establish performance improvement goals for the P-13 system				
I. Assist in the development of revised Annual Measurable Objectives (AMO's) that align with the revised Achievement Index.	Sarah / Ben	2013.09	▲△△	
II. Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan.	Emily / Ben	Ongoing	▲▲△	
C. Develop and implement a statewide accountability system				
I. Engage with stakeholders in the design, development, and implementation of a statewide accountability system framework which includes state-funded supports for struggling schools and districts.	Aaron / Sarah	Ongoing	▲△△	
II. Advocate for legislation and funding to support a robust and student-focused accountability system.	Ben / Jack	2013.01	▲△△	

▲ = project / product initiated
▲▲ = project / product in progress
▲▲▲ = project/ product completed

Goal Three: Closing Achievement Gap				
A. Promote policies that will close the achievement gap	Staff	Due	Progress	Notes
I. Promote and support best practices that will close the achievement gap	Linda / Ben	Ongoing	▲▲△	
II. Analyze student outcome data disaggregated by race, ethnicity, native language, gender, and income to ascertain the size and causes of achievement and opportunity gaps impacting our students.	Emily / Linda	Ongoing	▲▲△	
B. Advocate for high quality early learning experiences for all children.	Staff	Due	Progress	Notes
I. Advocate to the legislature for state funding of all-day Kindergarten, reduced K-3 class sizes as directed in HB 2776, and increased access to high quality early learning.	Ben / Jack	2013.01	▲▲△	
II. Promote early prevention and intervention for pre-K through 3rd grade at-risk students	Ben	Ongoing	▲▲△	
C. Promote policies for an effective teacher workforce	Staff	Due	Progress	Notes
I. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students	Linda / Ben	November (annually)	▲△△	
II. Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance	Ben / Jack	2013.01	△△△	

Goal Four: Strategic Oversight of the K-12 System				
A. Work with districts to ensure Basic Education Act Compliance	Staff	Due	Progress	Notes
I. Strengthen Basic Education Compliance, improving administration while ensuring students' educational entitlements have been satisfied.	Jack / Staff	2013.06	▲△△	
II. Put into rule clear and effective criteria for waivers from the 180-day school year.	Jack / Staff	2013.11	▲△△	
B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions	Staff	Due	Progress	Notes
I. Examine policy issues related to the oversight of online learning for high school credits	Linda	2013.02	▲△△	
II. Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012	Linda	2014.01	▲△△	
C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding.	Staff	Due	Progress	Notes
I. Seek legislation to provide full funding to alternative learning education (ALE) programs employing blended models of instruction, which utilize the combined benefits of face-to-face instruction and innovative models of virtual education.	Ben / Jack	2013.02	▲△△	

▲ = project / product initiated
▲▲ = project / product in progress
▲▲▲ = project/ product completed

Goal Five: Career and College Readiness for All Students				
A. Provide leadership for graduation requirements that prepare students for postsecondary education, the 21st century world of work, and citizenship	Staff	Due	Progress	Notes
I. Advocate for the implementation of Washington career and college-ready graduation requirements	Linda / Jack	2013.06.01	▲▲△	
II. Advocate for the implementation of school reforms outlined in HB 2261 and HB 2776	Ben	Ongoing	▲▲△	
B. Identify and advocate for strategies to increase postsecondary attainment	Staff	Due	Progress	Notes
I. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies	Linda	Ongoing	▲▲△	
II. Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.	Ben		▲△△	
C. Promote policies to ensure students are nationally and internationally competitive in math and science	Staff	Due	Progress	Notes
I. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement	Linda	2013.06	▲△△	
II. Request funding as phase-in for new science graduation requirements by 2013-15 biennium	Ben / Jack		▲△△	

▲ = project / product initiated
▲▲ = project / product in progress
▲▲▲ = project/ product completed

2013 Legislative Priorities

SUMMARY

Phased-in Implementation of Career and College-Ready High School Graduation Requirements

In ESHB 2261, 2009 Session, the Legislature defined the instructional program of basic education to include instruction that provides the opportunity to complete 24 credits for high school graduation, subject to a phased-in implementation of the credits by the Legislature. It directed the Quality Education Council to recommend a schedule for the concurrent phase-in of the changes to the instructional program of basic education and the funding formulas and allocations to support it, with full implementation to be completed by September 1, 2018.

The Legislature has not established a plan for phased-in implementation of 24-credit graduation requirements. Nor has the QEC recommended a schedule for the concurrent phase-in of changes to the instructional program of basic education and funding allocations.

In order to achieve full implementation by 2018, as required by law, the Legislature must move forward in the next session with a schedule for phasing in new credit requirements.

The State Board of Education will provide direction and support to the Legislature in phasing in 24-credit graduation requirements as required by law. SBE will request legislation amending RCW 28A.150.220 to set in statute a specific schedule for phase-in of additional credit requirements. This will set the state on a course for meeting the basic education requirement of "instruction that provides students the opportunity to complete twenty-four credits for high school graduation," and create a framework around which the Legislature can build the funding allocations to support it.

Because of its relation to the SBE strategic goal to improve math and science achievement, the proposal would:

- First, add an additional lab science course, for a total of three science credits, two of which must be lab, in 2014-15 for the Class of 2018.
- Add one credit of Arts in 2015-16 for the Class of 2019.
- Add two credits of World Languages in 2016-17 for the Class of 2020.

Full implementation of the Career and College-Ready Graduation Requirements would be in place in 2017-18 for the Class of 2021.

POLICY BRIEF

Phased-in Implementation of Career and College-Ready High School Graduation Requirements

Issue

SBE has been working for more than five years, at the direction of the Legislature, to put in place revised graduation requirements intended to prepare students for postsecondary education, gainful employment and citizenship.

HB 3098, the 2006 legislation defining duties of the reconstituted State Board of Education, directed SBE to develop and propose a revised definition of the purpose and expectations for high school diplomas. The revised definition "shall address whether attainment of a high school diploma is intended to signify that a student is ready for success in college, ready for successful and gainful employment in the workplace, or some combination of these and other objectives." SBE was to submit the revised definition, along with any necessary revisions to state statutes and rules, to the Legislature by December 2007.

SBE established a Meaningful High School Diploma Committee in 2006 to carry out the legislative directive. In January 2008 SBE approved a revised definition stating, "The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment and citizenship, and is equipped with the skills to be a lifetime learner."

The Committee recommended adding three credits of mathematics, strengthening and integrating the High School Beyond Plan and Culminating Project, and increasing opportunities for competency-based learning. SBE adopted these into rule as graduation requirements the same year.

In July 2008, SBE approved a 24-credit framework for high school graduation and established the Core 24 Implementation Task Force to work on implementation. The task force received extensive public input on issues such as supply of teachers and facilities, competency-based ways of meeting new requirements, and career exploration and concentration. A consultant conducted a transcript study for SBE to show the courses and credits taken by the Class of 2008, and what it would take for entering high school students to meet Core 24 requirements.

The Legislature elevated this work to law in ESHB 2261, where it defined the basic education obligation of the state to include "Instruction that provides students the opportunity to complete 24 credits for high school graduation, subject to a phased-in implementation of the twenty-four credits as established by the legislature." The Legislature declared that implementation of new instructional requirements and new funding formulas are to move together:

> The object of the schedule is to assure that any increases in funding allocations are timely, predictable and occur concurrently with any increases in instructional or program requirements. It is the intent of the legislature that no increased programmatic or

> instructional requirements be imposed upon schools or school districts without an accompanying increase in resources as necessary to support these increased expectations (Sec.112(1)).

To enforce this intent, the Legislature amended the statute on high school graduation requirements in HB 2261 to provide that changes that have a fiscal impact on school districts, as identified by a fiscal analysis by the Office of Superintendent of Public Instruction, shall take effect only if formally authorized and funded by the Legislature (RCW 28A.230.090(2)).

In the same act the Legislature directed the Quality Education Council, created to monitor implementation of the act, to include in its initial report a recommended schedule for the concurrent phase-in of the changes to the instructional program of basic education and the implementation of the funding formulas and allocations to support it. That report, issued in January 2010, stated that the QEC should include in its 2010 work plan the "opportunity for 24 credits for high school graduation based on State Board of Education recommendations." But it recommended no schedule for the concurrent phasing in of increased instructional requirements and new funding formulas.

In November 2010, SBE approved, but in light of the restriction in HB 2261 did not adopt the 24-credit Career and College Ready Graduation Requirements it had been working on at the direction of the Legislature since 2006. The Career and College-Ready diploma would require an additional credit of lab science, an additional credit of arts, and two credits of world languages, with two electives shifted to a career concentration. Students could also substitute other courses for the art and world languages requirements to better align their coursework to their High School and Beyond Plan.

OSPI, as required by law, presented a fiscal analysis of the Career and College Ready requirements to SBE at that time. The agency estimated costs to districts at full implementation of $67 million in 2015-16, if begun in 2011-12. The largest costs identified were for staff time for additional instruction and counseling.

The next year SBE approved and adopted in rule 20-credit graduation requirements for the Class of 2016 (students who entered the 9th grade in 2012-2013). These requirements are a step toward the Career and College Ready diploma, but, in accordance with statute, include only changes that have no fiscal impact on districts, as determined by an OSPI cost analysis.

As we approach the 2013 Legislative Session the Legislature has yet to establish a phased-in implementation of 24-credit graduation requirements, as provided in basic education law.

Nor has the QEC produced a schedule for the concurrent phase-in of changes to the instructional program of basic education and new basic education funding formulas, as directed in 2009. The QEC's 2011 and 2012 reports recommended that "The Legislature should support the State Board of Education new career-and college-ready graduation requirements as an important step toward meeting the Basic Education Act's intent to prepare students for post-

secondary education, employment, and citizenship." Both reports affirmed that "In its future work, the QEC will recommend a phase-in schedule of the SBE proposal that includes consideration of appropriate levels of state funding and support for effective implementation."

Proposal

The State Board of Education will provide direction and support to the Legislature in phasing in 24-credit graduation requirements as required by law. SBE will request legislation amending RCW 28A.150.220 to set in statute a specific schedule for phase-in of additional credit requirements. This will set the state on a course for meeting the basic education requirement of "instruction that provides students the opportunity to complete twenty-four credits for high school graduation," and create a framework around which the Legislature can build the funding allocations to support it.

Because of its close relation to the SBE strategic goal to promote policies to improve math and science achievement, the proposal would add an additional lab science course (for a total of three science credits, two of which must be lab courses) in 2014-15 to graduation requirements for the Class of 2018. The additional Arts credit approved by SBE would be added in 2015-16 for the Class of 2019. Career concentration and electives may be substituted for the Arts and World Languages credits, based on an individual student's career and education goals. The full Career and College-Ready Graduation Requirements would be in place in 2017-18 for the Class of 2021.

2013 Legislative Priorities

State Board of Education Retreat

September 26, 2012

Ben Rarick, Executive Director

Jack Archer, Senior Policy Analyst

Goals of Today's Discussion

- Consider three priorities for the 2013 Legislative Session.
  - ✓ 24-credit high school graduation requirements
  - ✓ Statutory definition of "school day"
  - ✓ Assistance to struggling schools
- Consider what additional priorities there might be for the 2013 Session.
- Identify follow-up steps for November.

Phase-in of 24-Credit High School Graduation Requirements -- Problem

- In HB 2261, Legislature defined basic education to include the opportunity to complete 24-credits for high school graduation, with phased-in implementation.
- Required full implementation by 2018, with funding allocations to support.
- Legislature has not established a plan for phased-in implementation of credits. QEC has not recommended a schedule for concurrent phase-in of changes to instructional program and funding.

Phase-in of 24-Credit High School Graduation Requirements -- Proposal

- Set in law a schedule for phased-in implementation of 24-credit graduation requirements.

- Proposed phase-in schedule:
  - Additional science credit in 2014-15 for Class of 2018.
  - 1 credit of arts in 2015-15 for Class of 2019.
  - 2 credits of Languages in 2016-17 for Class of 2020.

- Purposes:
  1. Start movement toward meeting this 2261 mandate.
  2. Create framework for changes in funding allocations.
  3. Bring SBE work on grad requirements to fruition.

Definition of “School Day” for Basic Education -- Problem

- Lack of consistency between definitions of “school day” and “instructional hours” in basic education law.
- Increasing number of BEA waivers for purpose of full-day parent-teacher conferences.
- Conflict between WaKIDS and basic education law.
- No definition of school day in terms of actual time in school, resulting in proliferation of half days.

Definition of “School Day” for Basic Education -- Proposal

- Amend RCW 28A.150.203 (Definitions) to:
  - ✓ Provide that full-day parent-teacher conferences are within the definition of “school day” for compliance with minimum 180-day school year.
  - ✓ Define “school day” in terms of minimum instructional time.

Assistance for Improvement of Struggling Schools -- Problem

- State program of Focused Assistance to persistently low-achieving schools was cut, then eliminated in last biennium because of state budget shortfalls.
- No federal funding available for School Improvement Grants through end of next biennium.
- No Required Action Districts (RADs) recommended by SPI for 2012 because of a lack of funds to support.

Assistance for Improvement of Struggling Schools -- Proposal

- Advocate, in consultation with OSPI, for resumed state funding for assistance to persistently low-achieving schools, with priority to RADS.
- Explore availability of federal funds for this purpose.
- Build on the experience with Focused Assistance, but ensure flexibility for a seamless transition to the model of assistance and intervention that comes out of SBE/OSPI accountability work.

2013 Legislative Priorities – Other Proposals

- Clarify purposes of Option One waivers, improve accountability of innovation waivers, explore other changes to BEA waiver statutes.
- Pilot program for blended learning.
- Compulsory age of school attendance.
- Other ideas for discussion and development.

24-Credit Career and College-Ready High School Graduation Requirements Phase-In Schedule
Per RCW 28A.150.220(3)(b) (Chapter 548, Laws of 2009)
DRAFT PROPOSAL

Remaining Changes Necessary to Adopt 24 Credit Framework Recommended by SBE	Class of 2016	Career and College Ready	Comment
Science	2	3	+1 lab credit
Arts	1	2	+1 credit (may be substituted)
World Language	0	2	+2 credits (may be substituted)
	3	7	+4 credits

"The initial report of the Quality Education Council shall include, at a minimum: A recommended schedule for the concurrent phase-in of the changes to the instructional program and basic education and the implementation of the funding formulas and allocations to support the new instructional program of basic education as established under this chapter. . . The phase-in schedule shall have full phase-in by September 1, 2018." C 548, L 09. Sec. 114(5).

Phase-In Schedule

Entering 9th Grade	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Graduating Class	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
Credit Requirement							
English	1 credit	In place for the class of 2016 through rule WAC 180-51-067; these changes were determined by OSPI fiscal analysis to have no cost to implement.					
Social Studies	.5 credit						
Science			+1 lab credit				
Arts (or substitute)				+1 credit			
World Language (or substitute)					+2 credits		
Career Concentration Electives						As of this date, 2 of the 4 Elective Credits must be "Career Concentration Electives", based on the High School & Beyond Plan	
Total Additional Credits			**+1**	**+2**	**+4**	**+4**	**+4**

Moving Ahead: The Need for a Career and College-Ready Diploma

Updated 2012.07.01

Ready for **Life**, **Careers**, and **Education**

By the Numbers

84 Percent of Democrats, Republicans, and Independents ages 18+ support career and college-ready requirements

67 Percent of future Washington jobs will require some education beyond high school

45 States do a better job preparing students for college than Washington

45 States require more English classes than Washington

39 States require more social studies classes than Washington

36 States require more science classes than Washington

42 States have better college participation from low-income families than Washington

54 Percent of Washington high school graduates requiring remediation who enter community and technical colleges directly from high school

17 Million dollars of Washington State investment spent on college remediation annually

41 Percent of 2008 Black, American Indian/Alaska Native, and Hispanic high school graduates (respectively) enrolled in four-year college-ready coursework while in high school

All sources available on our website

The Washington State Board of Education High School Graduation Requirements

Course	Class of 2013 Requirements	Class of 2016	Approved Requirements (Not in rule until funded)**
English	3	4	4
Math	3	3	3
Science	2 (1 Lab)	2 (1 Lab)	3 (2 Labs)
Social Studies	2.5	3	3
Arts	1	1	2
Health and Fitness	2	2	2
World Language	0	0	2
Occupational Education	1	1	1
Career Concentration	0	0	2
Electives	5.5	4	2
Total	20	20	24

* As adopted by SBE November 10, 2011. Districts may seek a two-year extension to implement the new English, social studies and elective requirements for the Class of 2018. ** As approved by SBE November 10, 2010. These requirements will be phased in as funding allows. All changes with fiscal impact must be approved and authorized by the Legislature.

Detailed information about the Class of 2016 requirements and the approved November 2010 requirements can be found on the 'graduation requirements tab of our website.

Our graduates deserve a diploma that prepares them for the next step in life, whether that path leads straight into a career, further training through apprenticeships or trades, or education at a two or four-year school. The new requirements meet this benchmark, ensuring all students graduate **ready for life, ready for careers,** and **ready for education.**

What are the elements of success for our high school graduates?

L^R

Ready for Life: High school graduates who are responsible and engaged citizens in our society and our democracy, fully capable of making critical decisions and positive contributions to our community

+

C^R

Ready for Careers: High school graduates who have the skills and knowledge necessary to pursue any number of career pathways suitable to their own goals

+

E^R

Ready for Education High school graduates who are prepared to enter two or four-year degree programs and apprenticeship and trade programs without the need for remediation

The Building Blocks of Success L^R C^R E^R

= All Washington high school students will be automatically enrolled in coursework that gets them **Ready for Life**, **Ready for Careers**, and **Ready for Education**.

2013 Legislative Priorities

SUMMARY

Definition of "School Day" for Basic Education

The definition of "school day" in basic education law gives rise to difficulties for both policy-makers and school districts. While parent-teacher conferences are explicitly included within the definition of "instructional hours" for basic education compliance, they are implicitly excluded from the definition of "school day." The result is confusion among school districts, for which conferences with parents and their children are an integral part of the school calendar, a multiplication of waiver requests to meet this educational need, and a seeming lack of coherence in basic education law.

Washington is also among a minority of states that does not define "school day" in terms of instructional time. This absence disconnects the minimum instructional hours requirement from the minimum school year requirement and enables the proliferation of partial days on school calendars while still meeting, within law, the required 180 days.

The State Board of Education will request legislation to amend RCW 28A.150.203 in two ways:

1. *Specify that full-day parent-teacher conferences are within the definition of "school day" for purposes of RCW 28A.150.220 (Minimum 180-day school year)*. This change provides greater consistency with the definition of "instructional hours" in the same chapter of law, eliminates the need for districts to seek waivers for this purpose, resolves the conflict between the WaKIDs mandate and the basic education statute, and recognizes the value of parental involvement to student achievement.

2. *Define "school day" in terms of minimum instructional time*. This change reduces local incentives to schedule large numbers of partial days, protects the integrity of the minimum 180-day school year, and promotes instructional quality for children.

POLICY BRIEF

Definition of "School Day" for Basic Education

Issue

The long discussion about waivers of the minimum 180-day school year requirement has brought to light deficiencies in the way the state defines "school day" for the purposes of basic education. These have made policy-making difficult for the SBE and the Legislature, and compliance unnecessarily complicated for school districts.

First, the definition lacks any apparent relation to the definition of "instructional hours" in the same statute. In RCW 28A.150.203,

> "School day" means any day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school.

Under this definition, full days used for parent-teacher conferences do not count toward the 180 days school districts are required to make accessible to all students (RCW 28A.150.220), because all students are not present on that day. While the statute does not explicitly state "all pupils," the meaning is implicit. Any other reading would permit school schedules in which only some students are scheduled to be present on any day – an absurd result that negates the intent of the Legislature in setting a minimum 180-day school year.

The very next section of law defines "instructional hours" for the purpose of the basic education requirement to make available a minimum 1,000 hours in instructional offerings as:

> those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess *and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress,* and exclusive of time actually spent for meals. (RCW 28A.150.205)

Thus the law directs school districts to count time spent for parent-teacher conferences toward the minimum 1,000-hours requirement, but to exclude days devoted to that purpose from the their count toward the minimum 180-days requirement. SBE has worked to clarify these basic education requirements to districts through its web site and other channels. Confusion persists, however, because of the seeming inconsistency in the law itself.

SBE has made clear to districts the need to seek waivers under the law if they wish to schedule full days for parent-teacher conferences. As a result, the number of waivers requested and granted for this purpose has grown.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Districts with Option One Waivers	67	69	66	50	40	35
# Districts with Waivers for Parent Teacher Conferences	2 (3%)	2 (3%)	2 (3%)	18 (36%)	16 (40%)	15 (43%)
# of Districts with Waivers *Solely* for Parent Teacher Conferences	1 (1%)	1 (1%)	1 (2%)	11 (22%)	10 (25%)	10 (29%)

Of the nineteen Option One waivers granted thus far in calendar year 2012, eight (42 percent) are solely for the purpose of parent-teacher conferences.

The Washington Kindergarten of Developing Skills (WaKIDS) brought the issue front and center in 2012. Over the last four years the Legislature has expanded the definition of basic education to full-day Kindergarten (C 548 L09), set a schedule for the state's obligation to fund that program (C 236 L10), and mandated that all districts operating state-funded full-day Kindergarten implement WaKIDS (C 349 L11 and C 51 L12).

A required component of WaKIDS is family-teacher conferences called Family Connections, in which teachers meet for 30-60 minutes with each family to gather information to support a child's transition to Kindergarten. The Legislature, recognizing that this program requirement did not mesh with the minimum days requirement, included language in the 2012 bill providing that up to three days used to meet with students and families for WaKIDS may be considered "school days" for basic education. The provision was stripped from the bill before final passage.

SBE, wishing both to support WaKIDS and protect basic education, advised districts choosing to administer Family Connections over full, rather than partial days to seek Option One waivers for that purpose. In May 2012, SBE established an expedited process for one-year waivers for districts required to administer Family Connections. Sixteen districts obtained WaKIDS waivers for a total of 53 elementary schools in the 2012-13 school year, while SBE pledged to seek a legislative solution to the problem.

The second concern that has surfaced in the waiver discussion is the lack of any definition of school day for basic education in terms of actual time spent in school.

According to the Education Commission of the States (ECS), most states specify the minimum length of time that constitutes an instructional day for purposes of requirements for a minimum number of days in a school year. ECS finds that 33 states and the District of Columbia set a

minimum time in statute or rule for any calendar day to count as an instructional day. In some states the minimum time is uniform; in others it varies by grade. States also differ in how they treat lunch, recess and time between classes for counting minimum time in an instructional day. Seventeen states, including Washington, set no minimum time to constitute a "day" (M. Bush, M. Ryan and S. Rose, "Number of Instructional Days/Hours in the School Year," ECS, August 2011).

The failure to set in law a minimum length of time for a school day has significant, real-life consequences for school calendars and the educational experience of students. The law enables districts to schedule numerous partial days and still meet the requirement of RCW 28A.220 to make a 180-day school year accessible to all students. Children can be in school for two hours – or less – and have it count as a school day, so long as all students are required to be present. There are instances of districts with more than 30 partial days, which is fully allowable under law, without a waiver.

Proposal

The State Board of Education will request legislation to amend RCW 28A.150.203 in two ways:

1. *Specify that full-day parent-teacher conferences are within the definition of "school day" for purposes of RCW 28A.150.220 (Minimum 180-day school year)*. This change provides greater consistency with the definition of "instructional hours" in the same chapter of law, eliminates the need for districts to seek waivers for this purpose, resolves the conflict between the WaKIDs mandate and the basic education statute, and recognizes the value of parental involvement to student achievement.

2. *Define "school day" in terms of minimum instructional time*. This change reduces local incentives to schedule large numbers of partial days, protects the integrity of the minimum 180-day school year, and promotes instructional quality for children.

2013 Legislative Priorities

SUMMARY

Assistance for Improvement of Struggling Schools

From 2001-02 through 2011-12, Washington has had state, federal, and some private funding available for assistance to persistently lowest-achieving schools. State funding through the Focused Assistance Program was eliminated in the 2011-13 biennial budget and federal School Improvement Grants, which targeted districts with greatest need to support school turnaround strategies, are not available in the next two years. The federal ESEA (or No Child Left Behind) waiver for which the state has obtained conditional approval will make substantial new federal resources available for school improvement activities. In the meantime, this leaves a funding gap for help to schools in Required Action Districts and others in need of immediate support to make progress toward academic standards. We need in the near term to build a bridge to that funding so that progress made can be sustained, and no school in urgent need of help neglected.

The State Board of Education, in consultation with the Office of Superintendent of Public Instruction, will seek funding in the 2013-15 biennial budget for assistance to persistently low-achieving schools, with first priority to Required Action Districts. Sources may be both state funds and any federal funds available for this purpose. The budget proviso should provide enough flexibility to both: 1) build on the years of experience with the Focused Assistance Program, and 2) serve as a bridge to the model of school accountability that emerges from the work SBE and OSPI, in collaboration with the AAW Work Group, over the next two years. SBE will consult with the Legislature's Joint Select Committee on Education Accountability on this request. The amount requested would be determined in consultation with OSPI, but should be, at a minimum, sufficient to provide assistance to districts with highest needs and greatest potential for turnarounds through existing models.

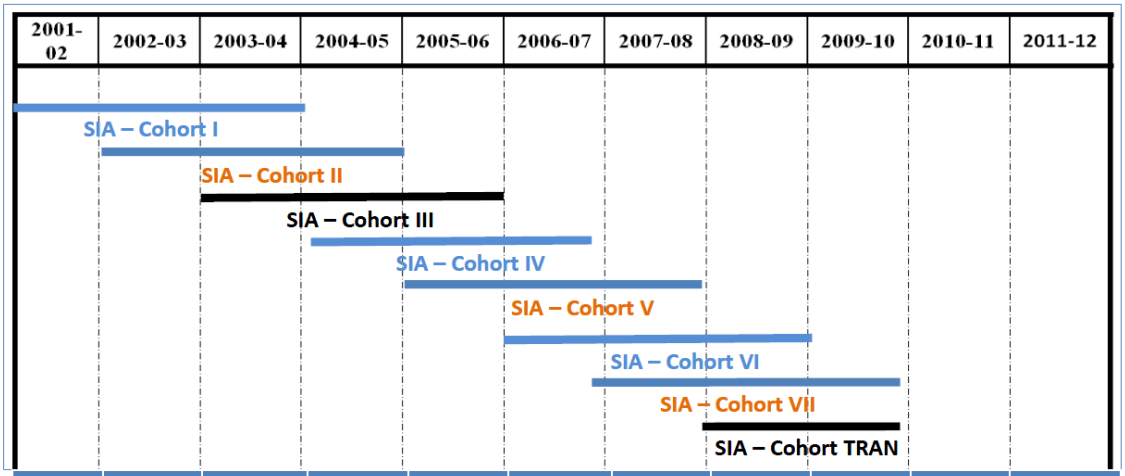
POLICY BRIEF

Assistance for Improvement of Struggling Schools

Issue

From school years 2001-02 through 2011-12, the state had a mix of state, federal, and private funds available to support improvement in schools and districts that have large numbers of students not meeting standards and making little or no progress toward them. The 2001 Legislature initiated the effort with an appropriation of $800,000 for the 2001-02 school to establish a state-funded Focus Assistance Program. Congress followed with funding through the Title I program, in increasing amounts, to assist schools that did not make adequate yearly progress under the No Child Left Behind law.

2001-10: STATE FOCUSED ASSISTANCE AND FEDERAL SCHOOL IMPROVEMENT GRANT FUNDS



	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
State	$.781	$1.75	$3.05	$3.05	$4.05*	$4.05	$4.05	$4.05	$2.00	$0.00	$0.00
Federal		$1.9	$3.16	$5.8	$7.08	$7.04	$7.3	$14.5**	$15.3	$14.8	$15.7
Other					$1.0*	$1.0	$1.0	$1.0	$0.00	$47.9***	

Annual Funding Sources and Amounts to Support School Improvement
(funding amounts expressed in millions)

Focused Assistance was a three-year program with the following major components:

- An educational audit by an external Audit Team.
- A School Improvement Plan based on the educational audit.
- A requirement that each school have a School Improvement Team.
- A school-based School Improvement Facilitator.
- A Performance Agreement jointly adopted by the school district, the school, and OSPI.
- Additional funding to allow staff to develop and implement improvement strategies.

- An evaluation of growth in student achievement. (OSPI, Decision Package, School Improvement, 2003-05 Biennial Budget, October 7, 2002.)

The budget proviso carried from one budget act to the next through most of the last decade expressed the Legislature's intent in funding the program:

> *$3,046,000 of the general fund -- state appropriation for fiscal year 2004 and $3,046,000 of the general fund -- state appropriation for fiscal year 2005 are provided solely to the office of the superintendent of public instruction for focused assistance. The office of the superintendent of public instruction shall conduct educational audits of low-performing schools and enter into performance agreements between school districts and the office to implement the recommendations of the audit and the community. Each educational audit shall include recommendations for best practices and ways to address identified needs and shall be presented to the community in a public meeting to seek input on ways to implement the audit and its recommendations*. – ESHB 6090 (C 218 L 2005).

Through state Focused Assistance and federal School Improvement funds, and help for a time from the Gates Foundation, OSPI's School Improvement Assistance Program provided support to seven cohorts of schools participating on a voluntary basis. OSPI selected participants, and contracted with school districts and ESDs for administration.

The Legislature provided funding for Focused Assistance at $3-4 million General Fund-State per year from 2003-04 through 2008-09. It was cut in about half in 2009-10, as the state entered a period of protracted budget stress, and eliminated the next year.

For 2010-11 and 2011-12 the federal government provided funding for School Improvement Grants (SIGs) targeted to persistently lowest-achieving schools. SIGs are available to districts that demonstrate greatest need and evidence strongest commitment to use one of four federally approved models to raise substantially student achievement (OSPI, FAQs About School Improvement Grants http://k12.wa.us/Improvement/SIG/FAQ.aspx). Seventeen SIG schools in Washington received a total $14.8 million in federal grants (an average $900,000 per school) in 2010-11 to implement one of the four federal models.

In June 2012 Washington received conditional approval from the US Department of Education of its ESEA flexibility request. The waiver is expected to make available $58 million in federal funds, to allow districts more flexibility to improve the performance of schools. This funding was already awarded to districts but had been set aside by districts with schools that continued to not make Adequate Yearly Progress for the purpose of providing transportation to higher performing schools and receiving tutoring provided by outside organizations.

Congress has not authorized additional SIG funds, so there will be no additional SIG schools identified. This combined with the elimination of state funds leaves a gap in support for schools that are not meeting standards and not making sufficient progress toward them, as the state awaits availability of new federal resources.

The funding gap is of special concern with regard to Required Action Districts (RADs). Under the school accountability act of 2010, the Superintendent of Public Instruction is required annually to recommend to the State Board of Education a list of school districts for designation as Required Action Districts. A district with at least one school identified as a persistently lowest-achieving school shall be designated as a RAD if it meets certain criteria developed by the Superintendent (RCW 28.657.020.030) In January 2011 the SPI recommended four districts to SBE for required action. No districts were recommended for required action in 2012 due to the lack of funds. Pending Congressional action there will be no additional districts recommended for required action.

The Quality Education Council recommended in its initial report that new funding formulas "should include a 'Struggling Schools Oversight Fund' to provide funding for school districts designated as requiring action by the State Board of Education to support transformation efforts in persistently low performing schools." The recommendation has yet to be incorporated in funding legislation. The purpose, however, remains, and has lost none of its priority. The state should not neglect support of its state system of school accountability, even for a single budget cycle, for lack of available funds.

Proposal

The State Board of Education, in partnership with the Office of Superintendent of Public Instruction, will seek funding in the 2013-15 biennial budget for assistance to persistently low-achieving schools, with first priority to Required Action Districts. Sources may be both state funds and any federal funds available for this purpose. The budget proviso should provide enough flexibility to both: 1) build on the years of experience with the Focused Assistance Program, and 2) serve as a bridge to the model of school accountability that emerges from the work SBE and OSPI, in collaboration the Achievement and Accountability Work Group, over the next two years. SBE will consult with the Legislature's Joint Select Committee on Education Accountability on this request. The amount requested would be determined in consultation with OSPI, but should be, at a minimum, sufficient to provide assistance to districts with highest needs and greatest potential for turnarounds through existing models.

2012 State Testing Results and Graduation Data

Alan Burke, Ed.D.
Deputy Superintendent
September 26, 2012

Changes to Assessment System

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Spring 2012

- New End-of-course biology exam
- Online testing in grades 3-8 in reading, math and science

Class of 2013

- First class required to pass a math exam

Class of 2015

- First class required to pass two math exams
- First class required to pass a science exam

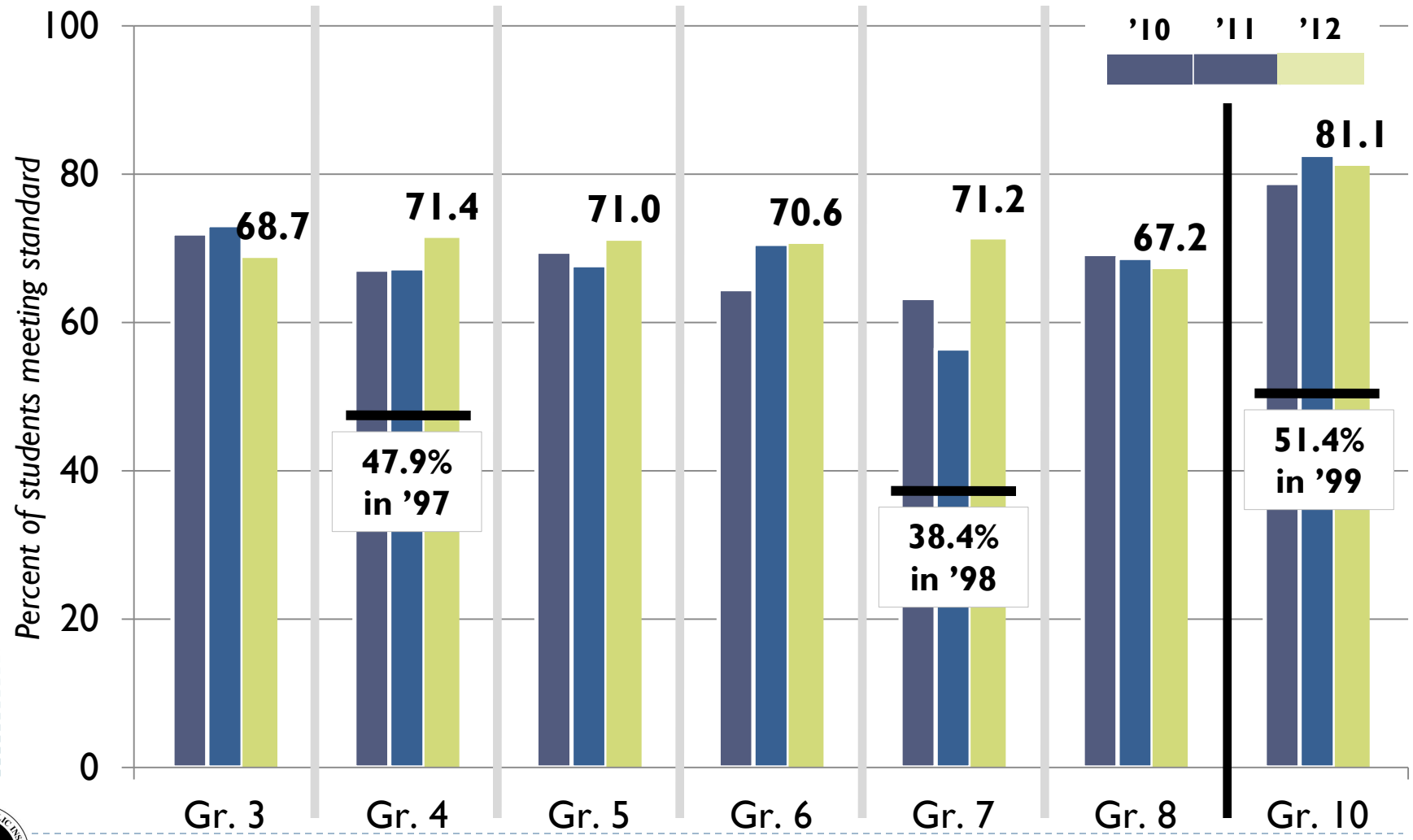
2012 MSP/HSPE Results

Difference in percent meeting standards, 2011 to 2012

	Reading	Math	Writing	Science
Grade 3	↓ -4.4	↑ 3.7		
Grade 4	↑ 4.1	0	-0.1	
Grade 5	↑ 3.3	↑ 2.4		↑ 10.4
Grade 6	0	↑ 2.6		
Grade 7	↑ 14.7	↑ 2.2	0	
Grade 8	↓ -1.5	↑ 5.0		↑ 4.7
Grade 10	↓ -1.5	EOCs	↓ -1.1	EOCs

Reading MSP/HSPE: Grades 3-8 and 10

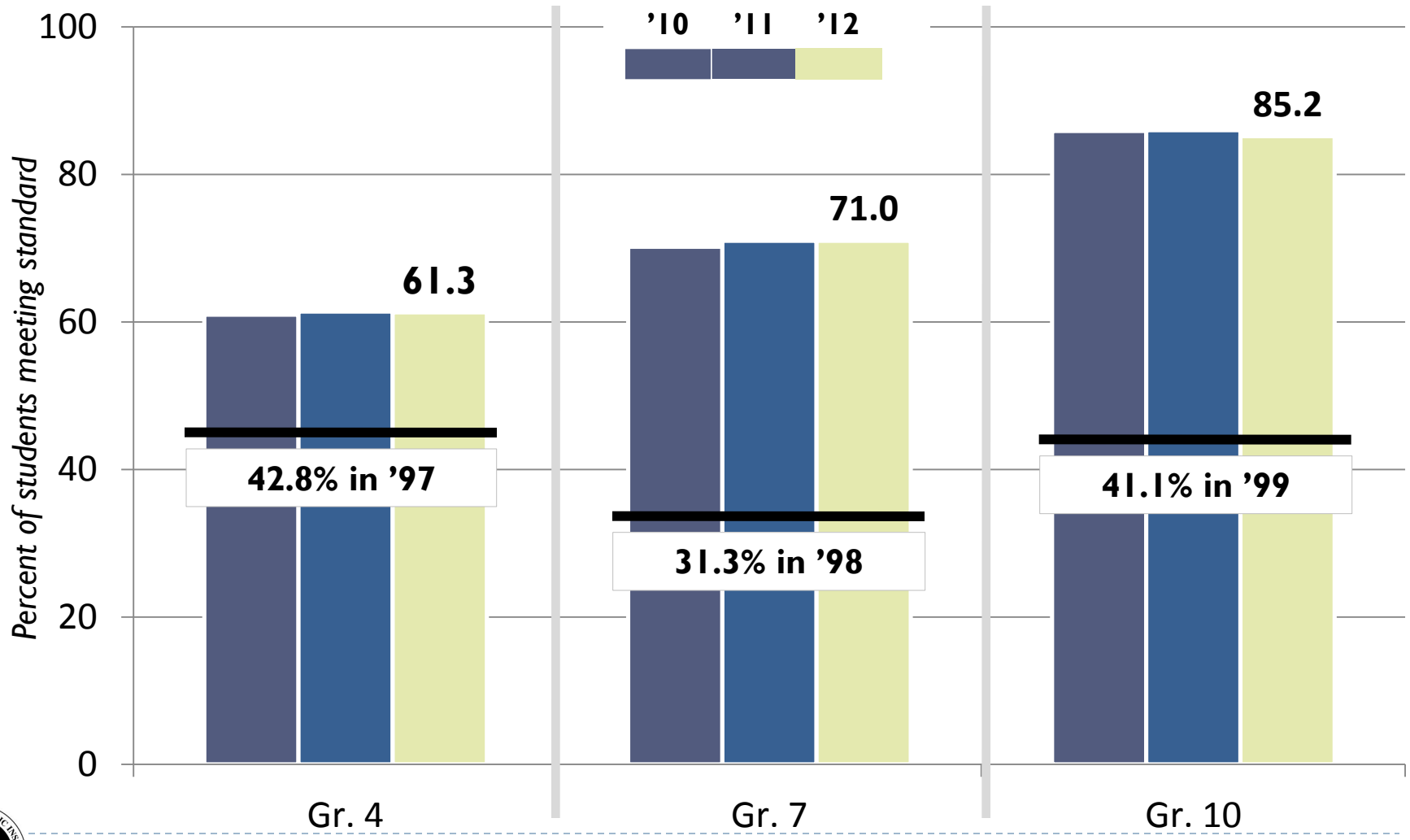
Percent of students meeting standard



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Writing MSP/HSPE: Grades 4, 7, and 10

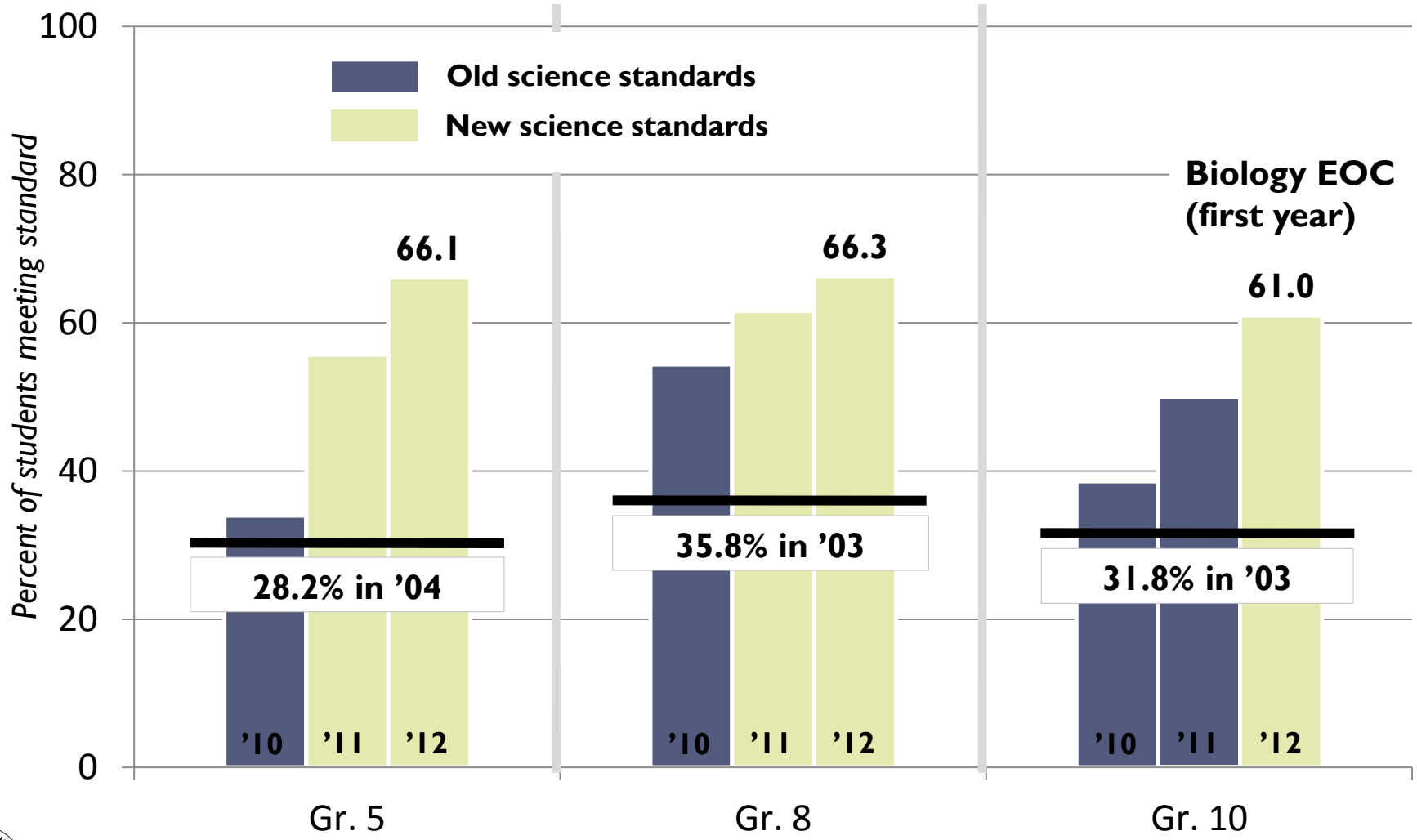
Percent of students meeting standard



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Science MSP/HSPE: Grades 5, 8, and 10

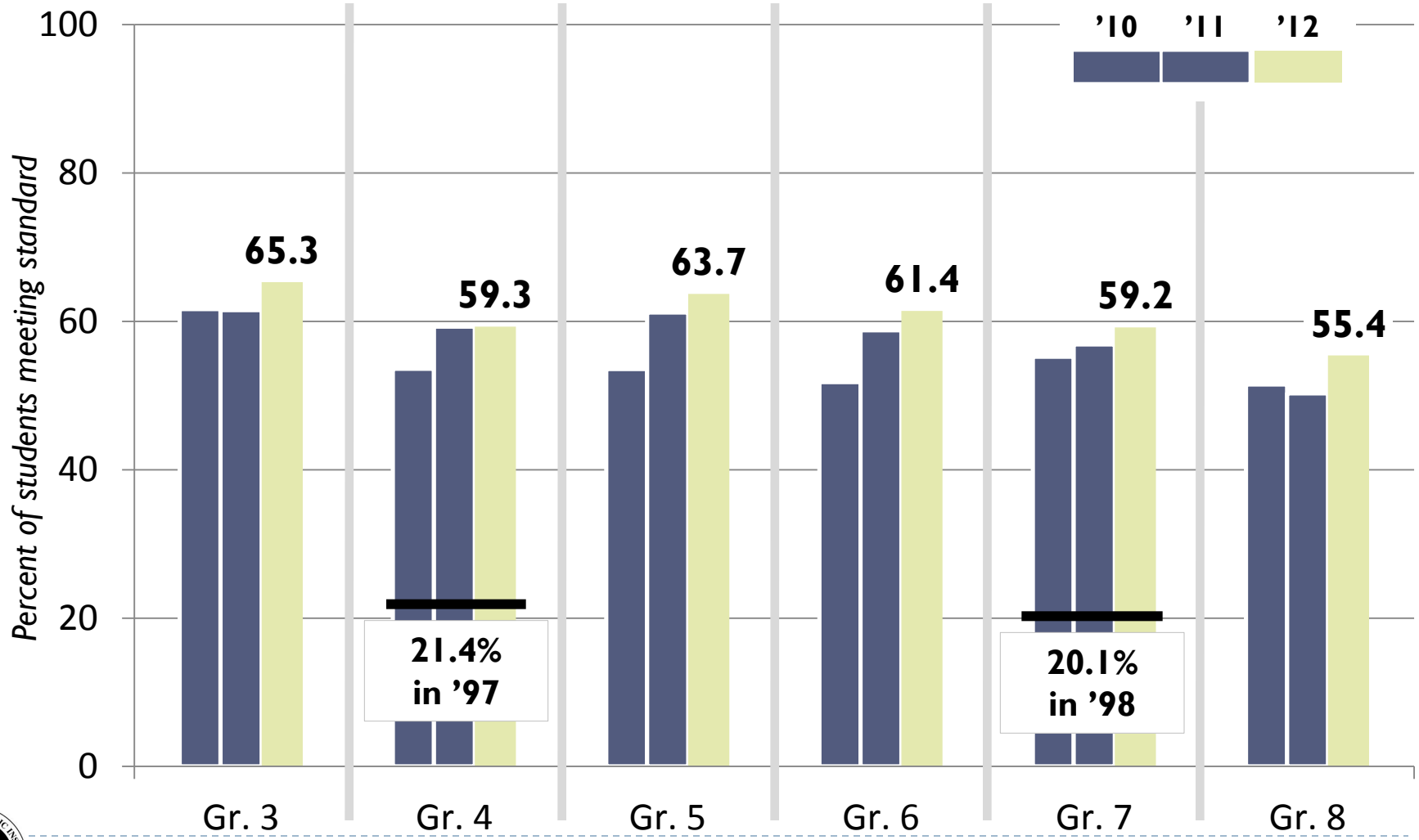
Percent of students meeting standard



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Math MSP: Grades 3-8

Percent of students meeting standard



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

2012 End-of-Course Math Results

Percent meeting standards in 2012

	Grade 10
Algebra I/Integrated Math I	68.4%*
Geometry/Integrated Math II	76.1%*

** Includes students who passed a test before the 10th grade*

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

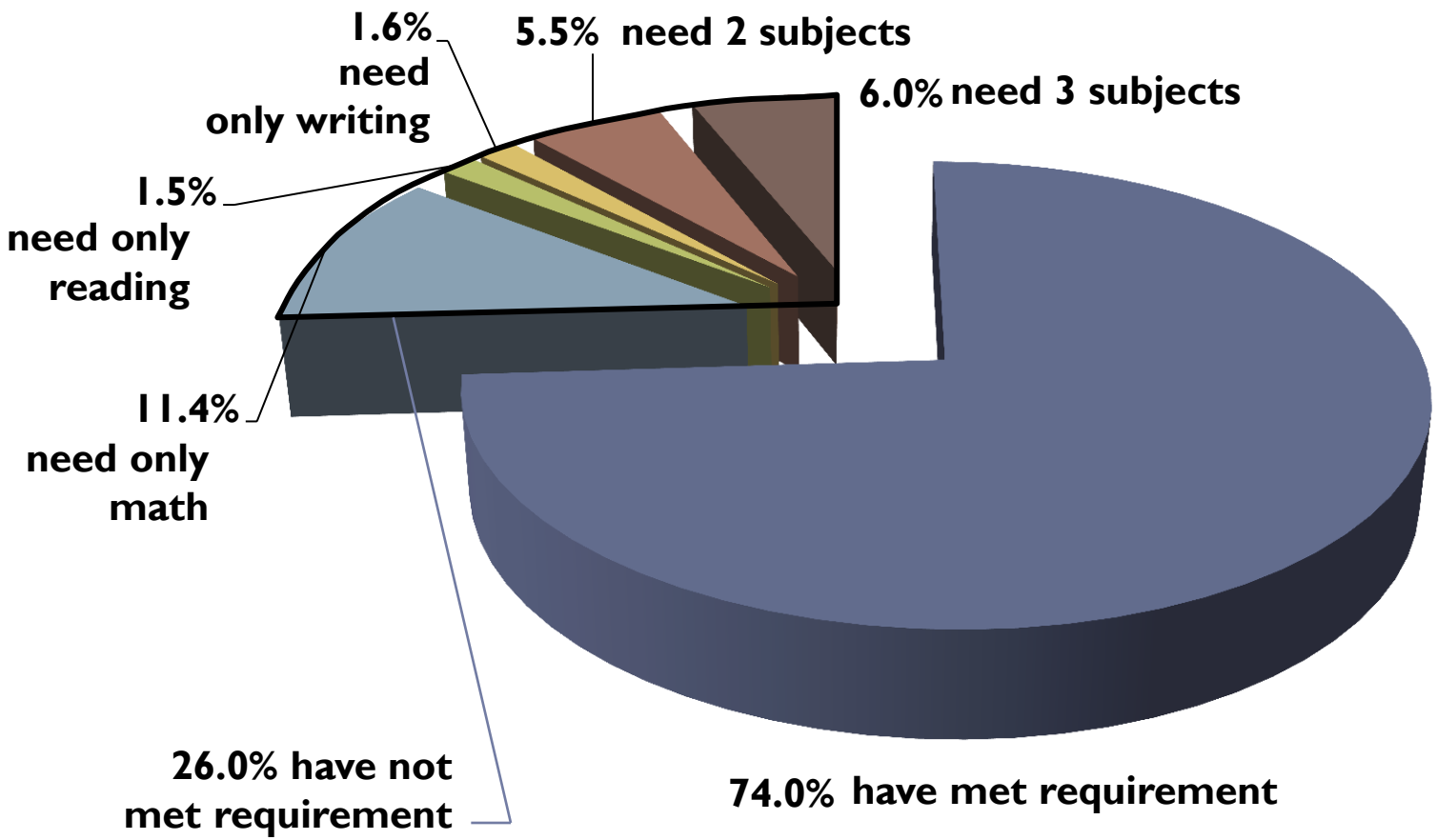
The Class of 2013, as of Spring 2012

- **74,598 students enrolled in the 11th grade in the Class of 2013**

- 2,489 Class of 2013 students enrolled in the 10th grade
- 477 Class of 2013 students enrolled in the 9th grade
- 572 Class of 2013 students enrolled in the 12th grade

11th graders in Class of 2013

Percent meeting and not meeting assessment requirement



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

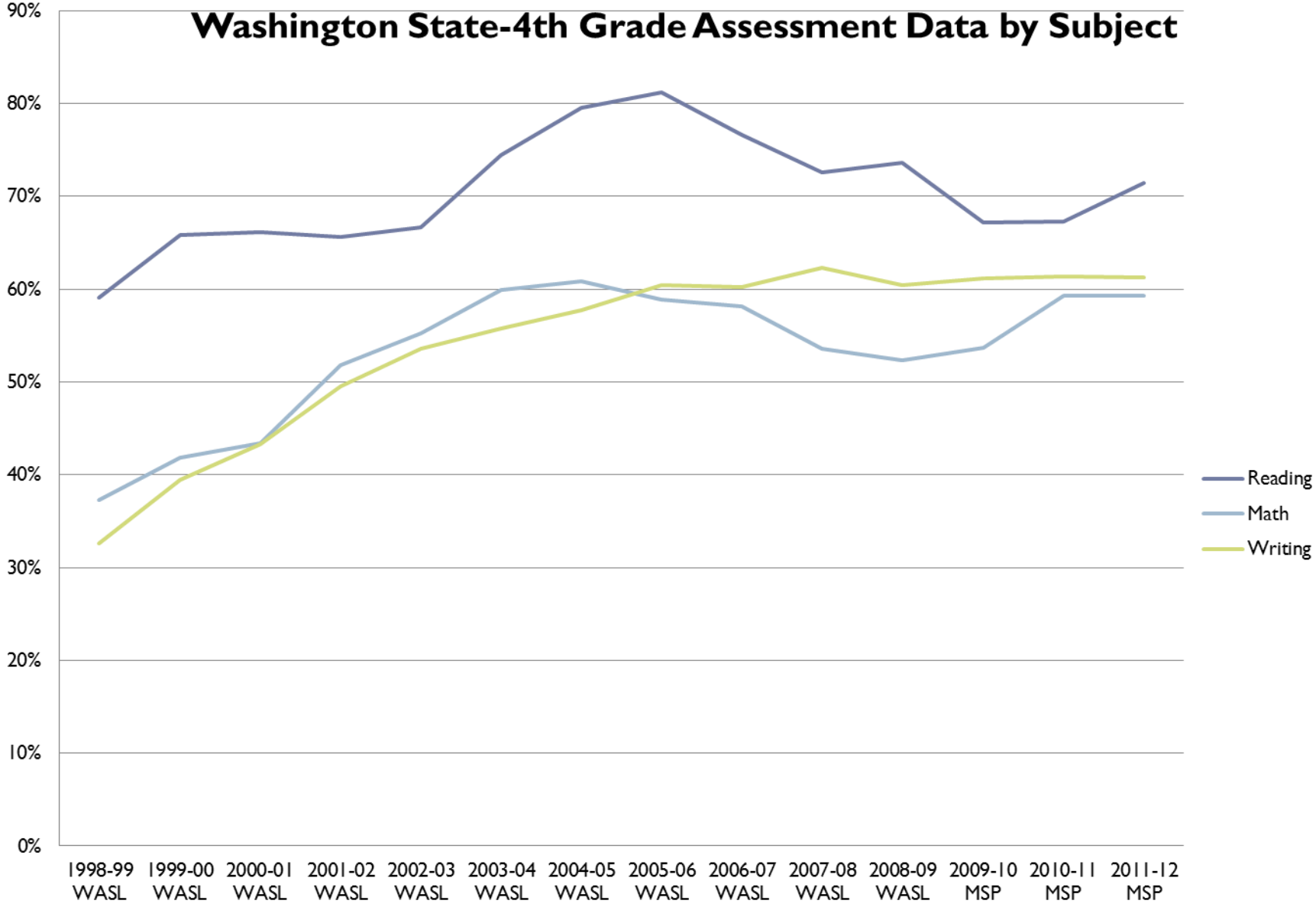
The Class of 2013, as of Spring 2012

- **74,598 students enrolled in the 11th grade in the Class of 2013**
- 2,489 Class of 2013 students enrolled in the 10th grade
- 477 Class of 2013 students enrolled in the 9th grade
- Approximate (Collection of Evidence) COE cost for math for Class of 2013: 70,000 x 23% x $400 = **$6.44M**
- NOTE: 61% of 2011–12 sophomores met standards on the Biology EOC exam
- COE costs for Class of 2015 (5 subjects) should exceed $20M

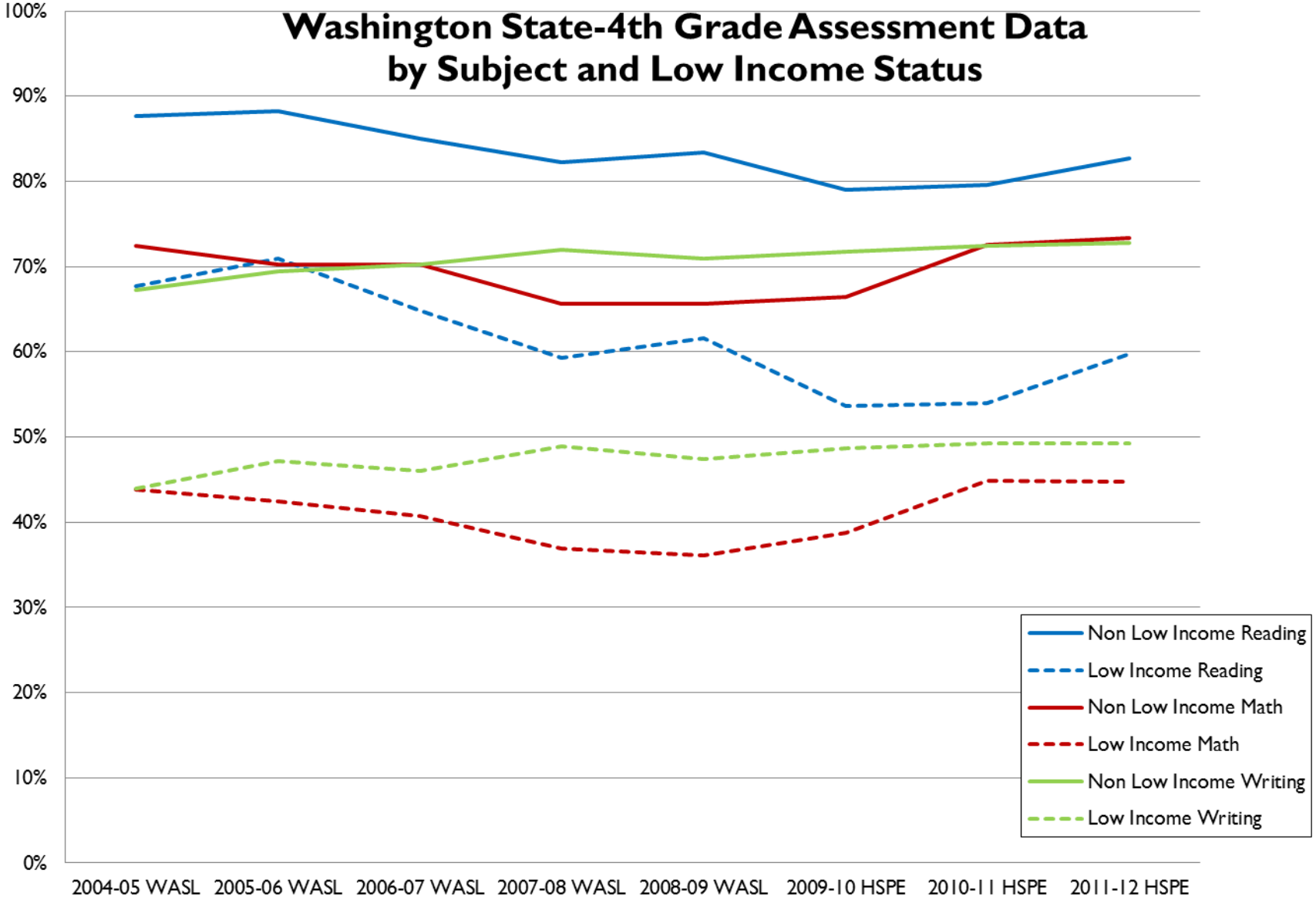
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Washington State Student Assessment Data

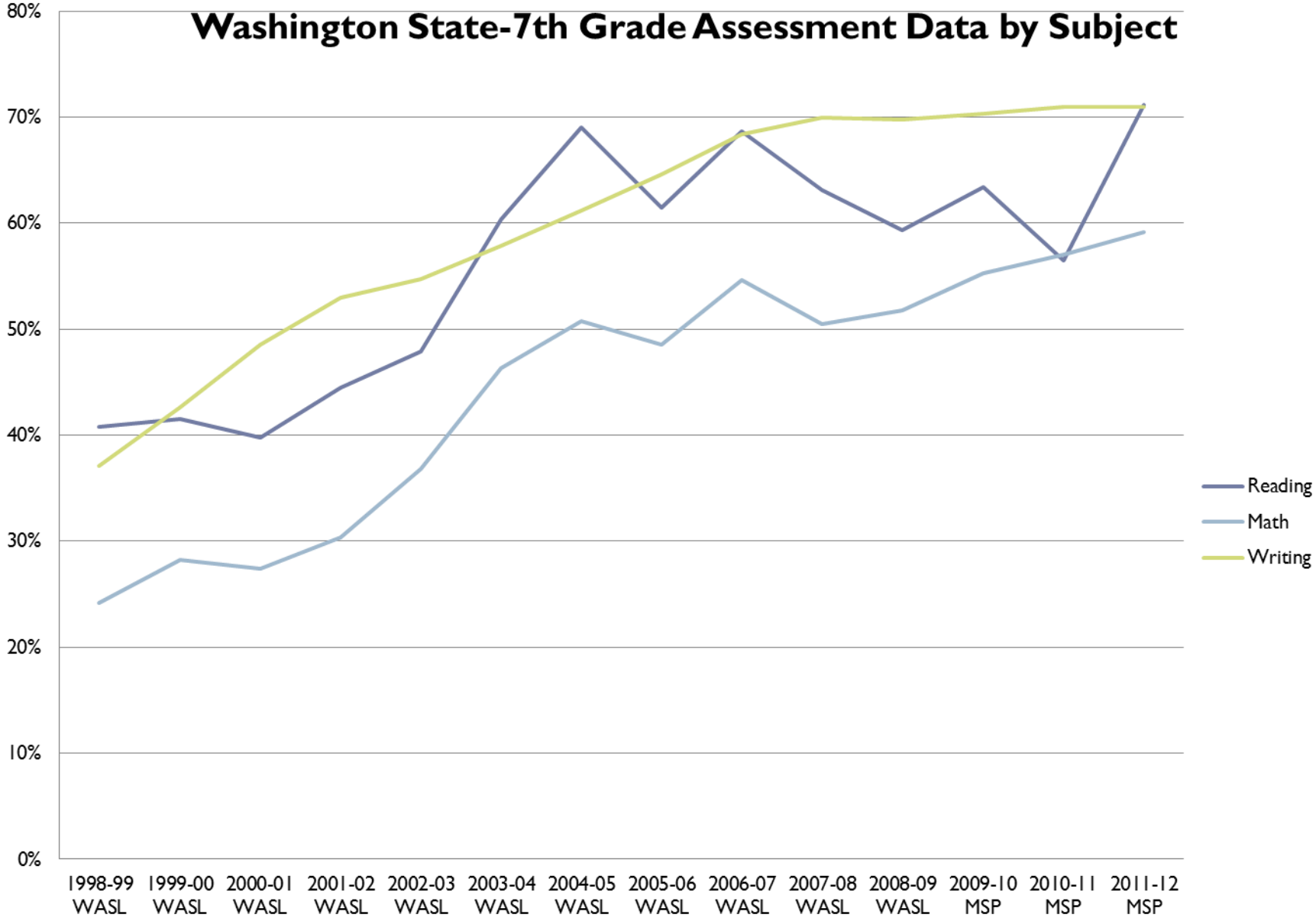
Disaggregated by:
Low-Income vs. Non-Low-Income and then by Race and Poverty



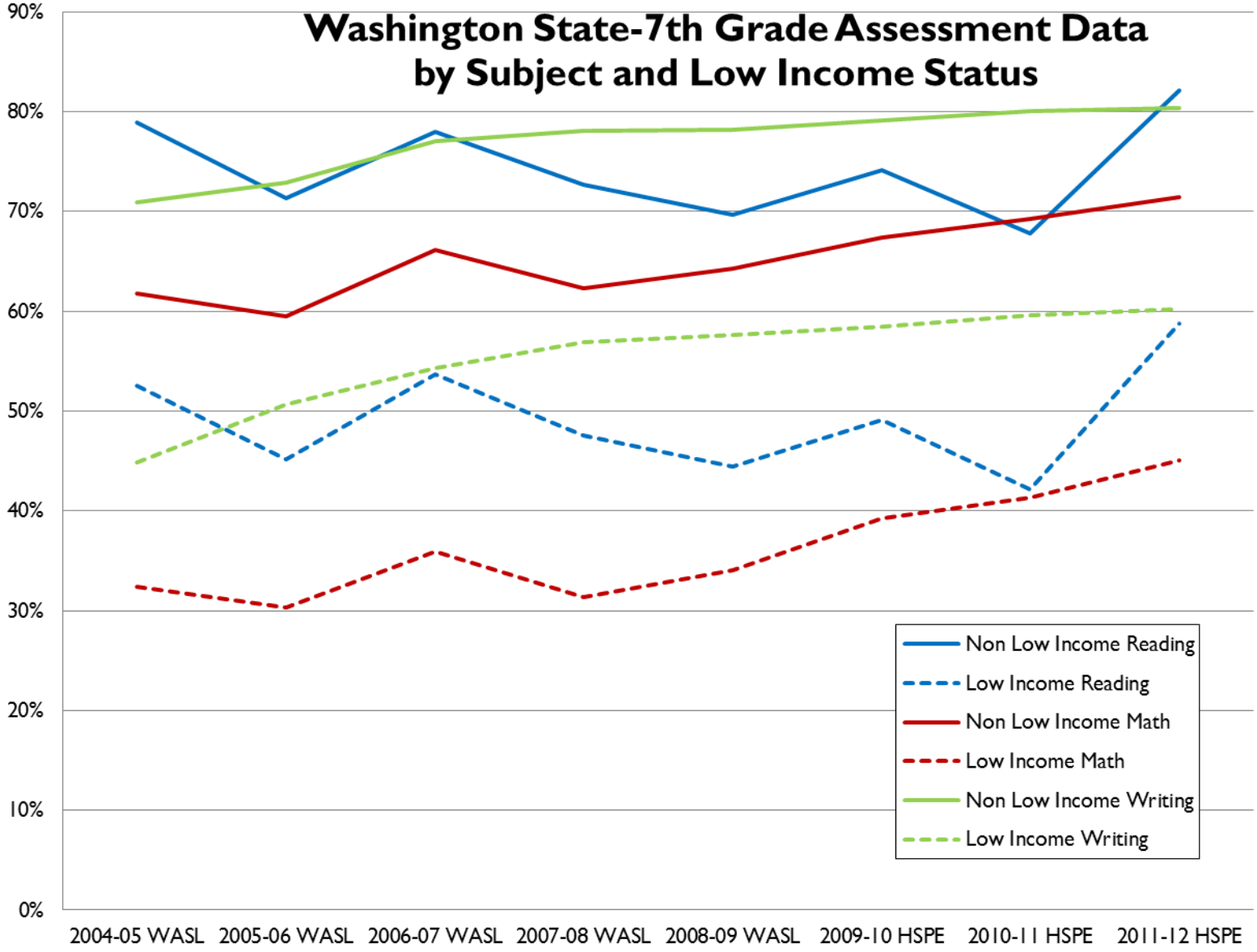
Source: OSPI Washington State Report Card



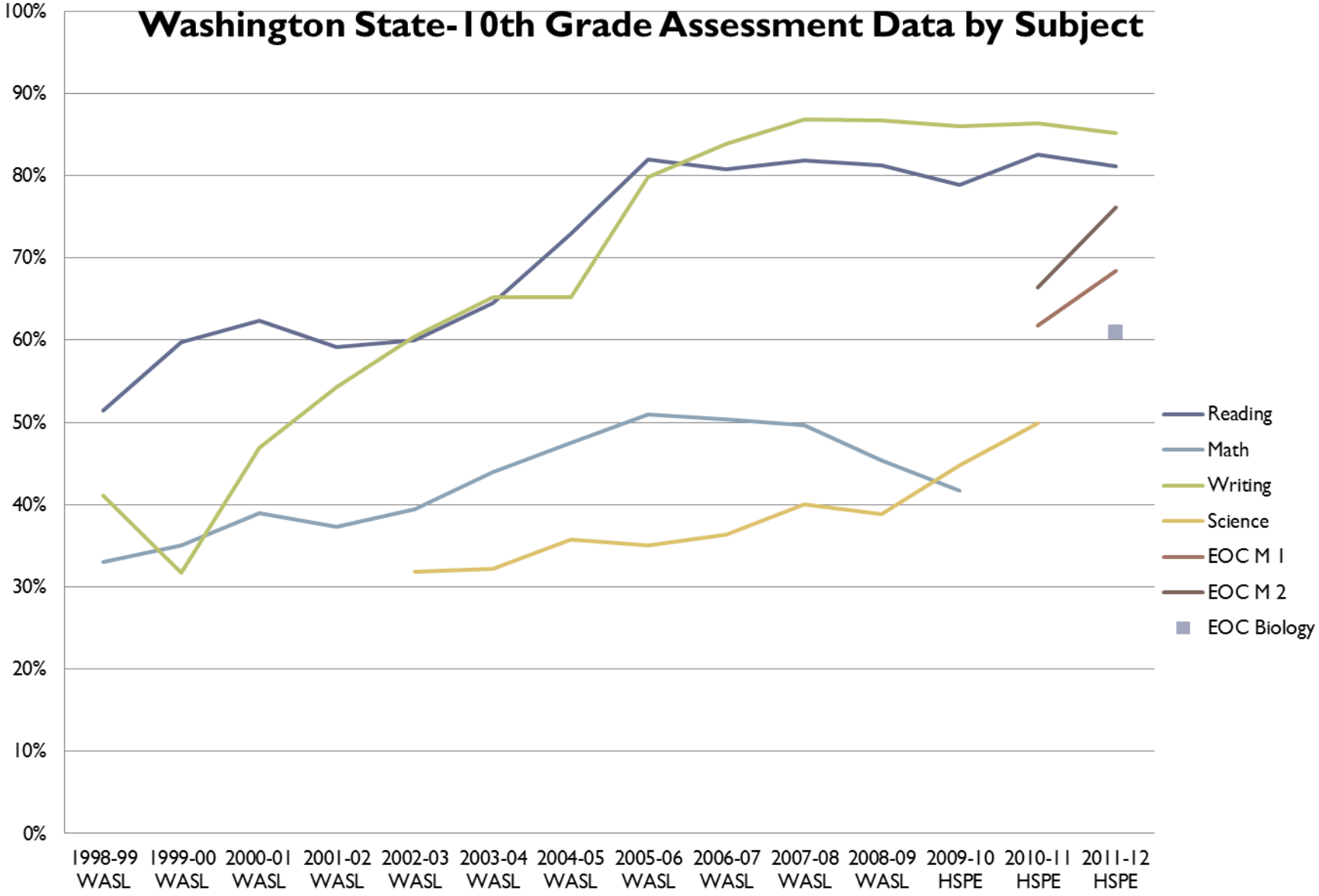
Source: OSPI Washington State Report Card



Source: OSPI Washington State Report Card

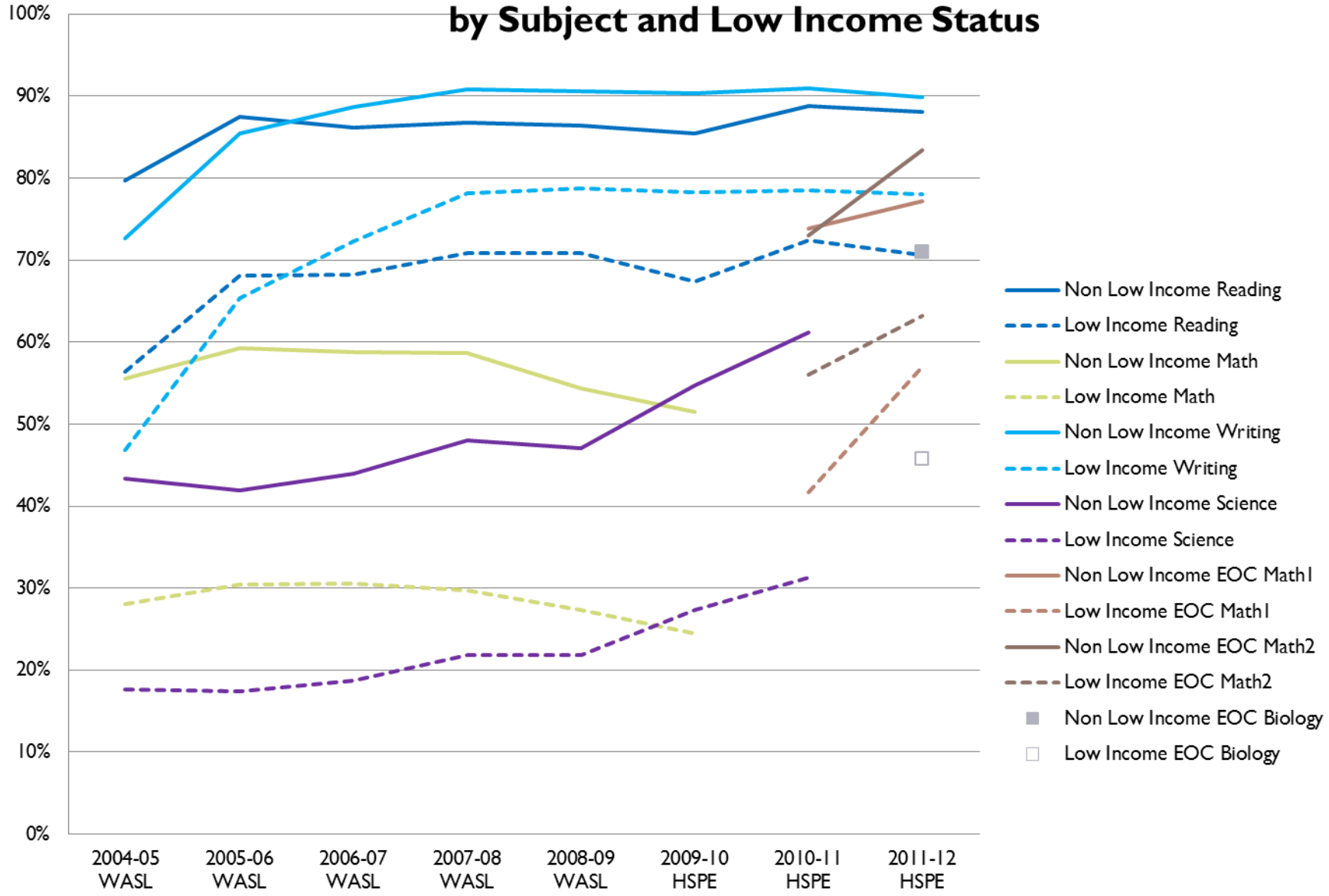


Source: OSPI Washington State Report Card

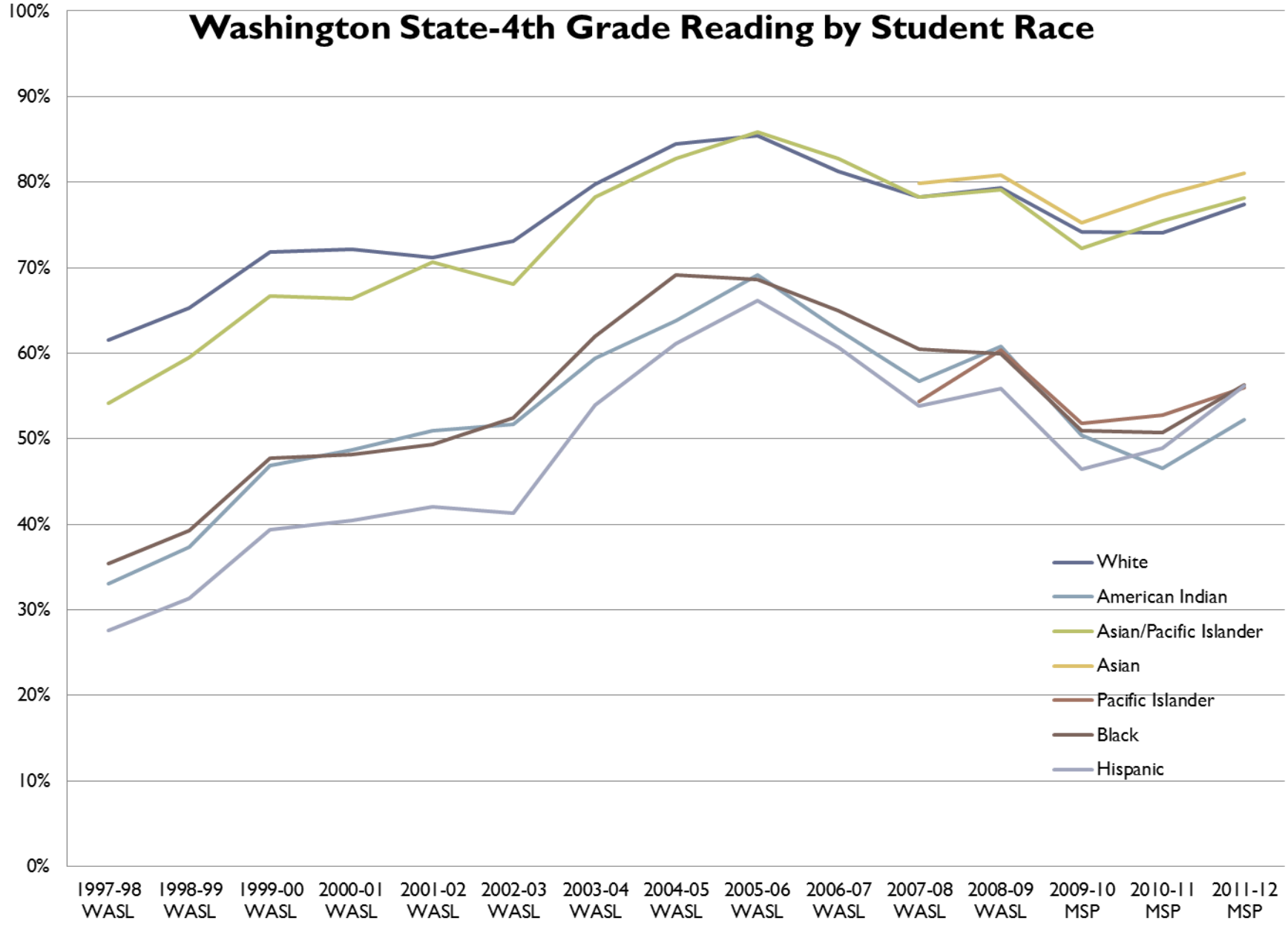


Source: OSPI Washington State Report Card

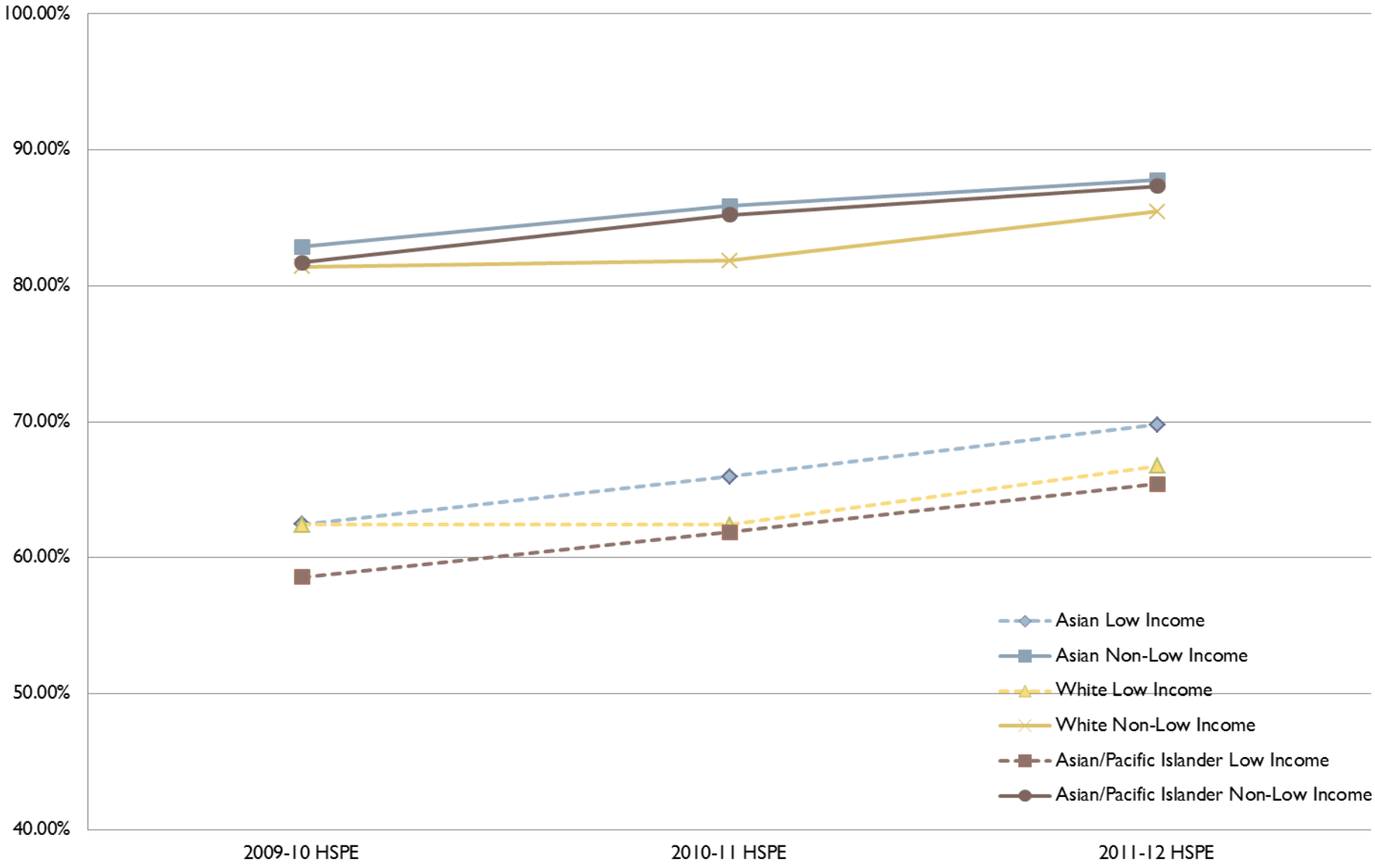
Washington State-10th Grade Assessment Data by Subject and Low Income Status



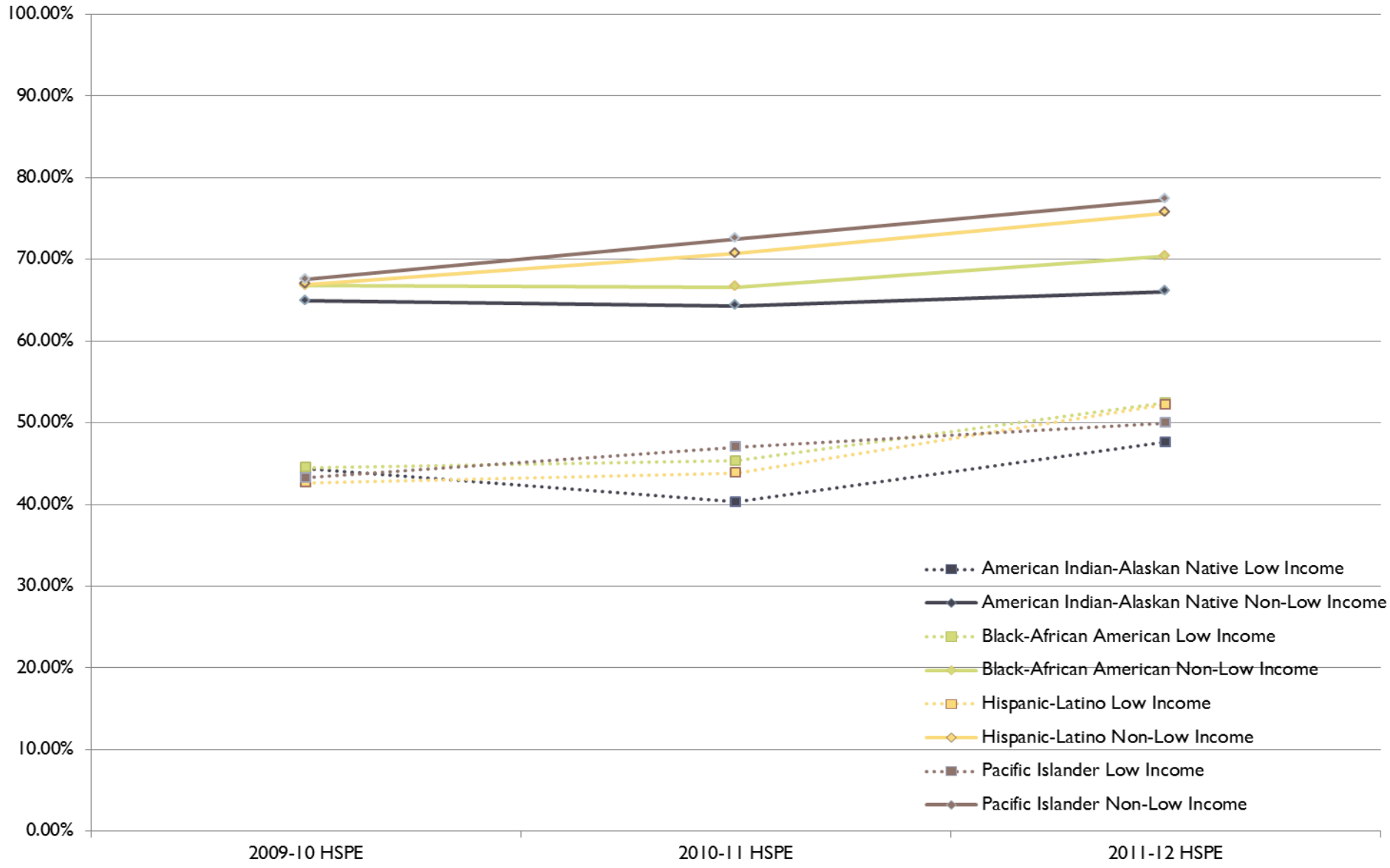
Source: OSPI Washington State Report Card

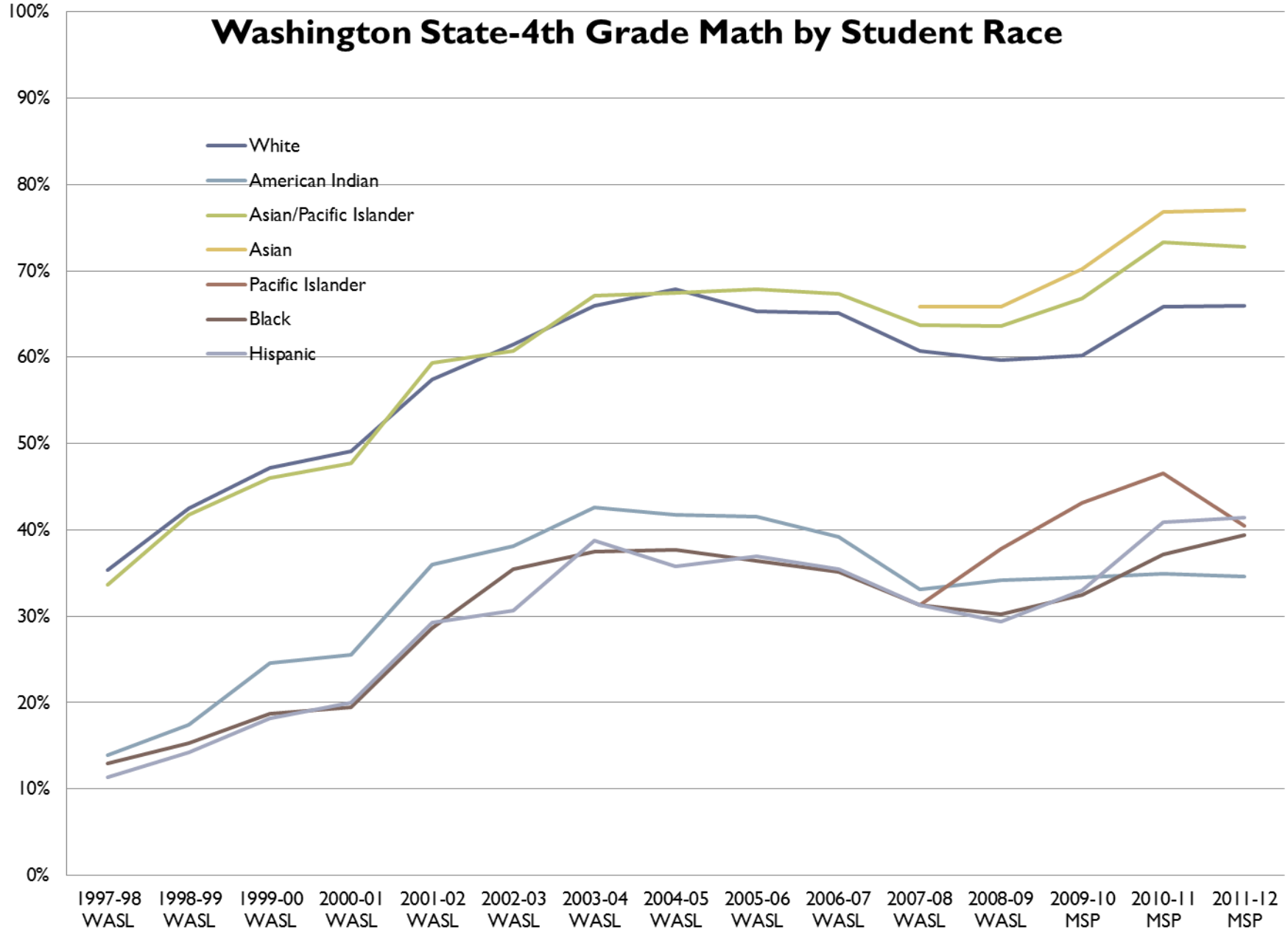

Washington State-4th Grade Reading by Student Race
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1997-98 WASL
1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 MSP
2010-11 MSP
2011-12 MSP
White
American Indian
Asian/Pacific Islander
Asian
Pacific Islander
Black
Hispanic

Washington State - 4th Reading by Poverty, Student Race (Slide 1 of 2)

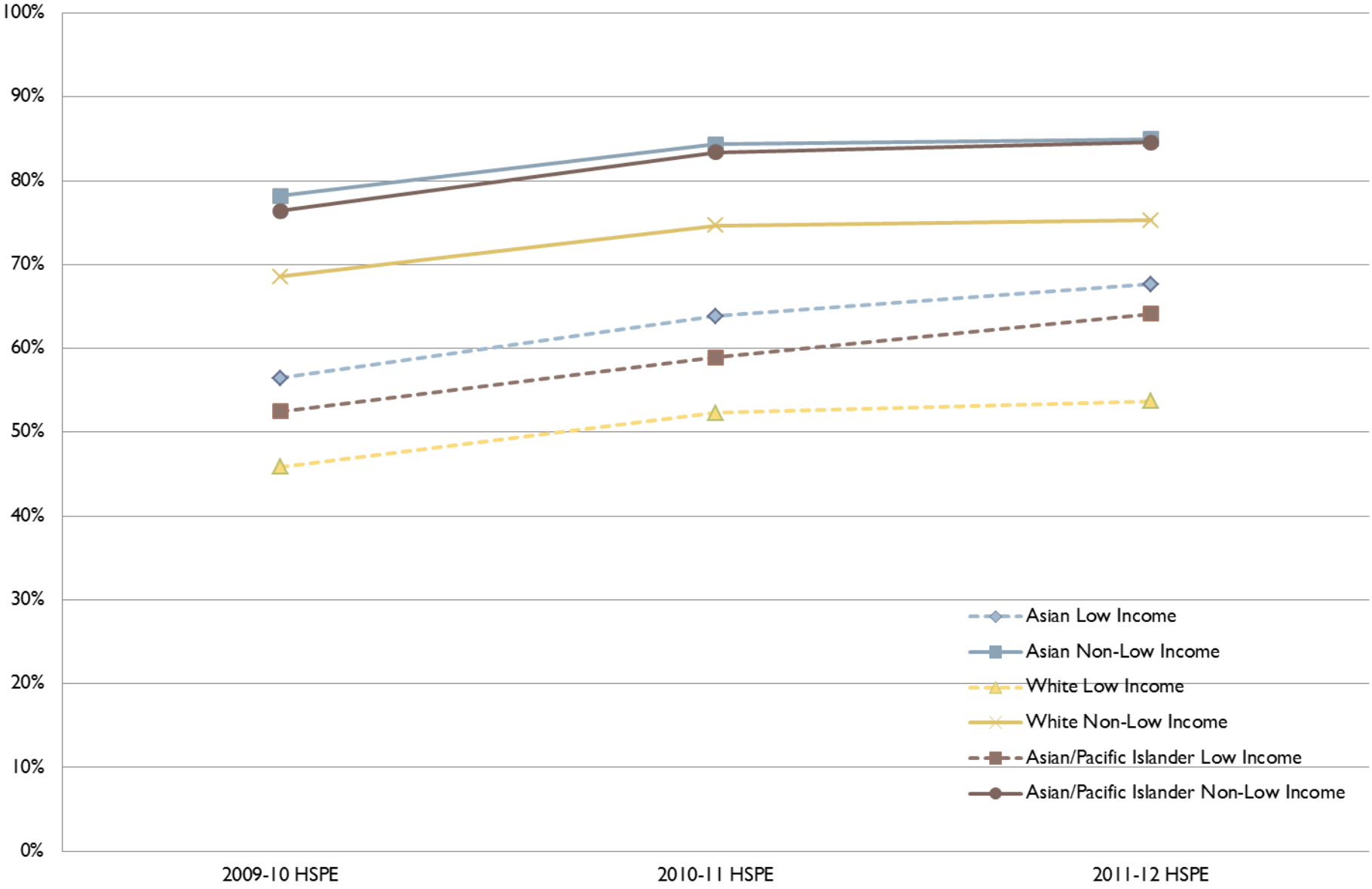


Washington State-4th Reading by Poverty, Student Race (Slide 2 of 2)

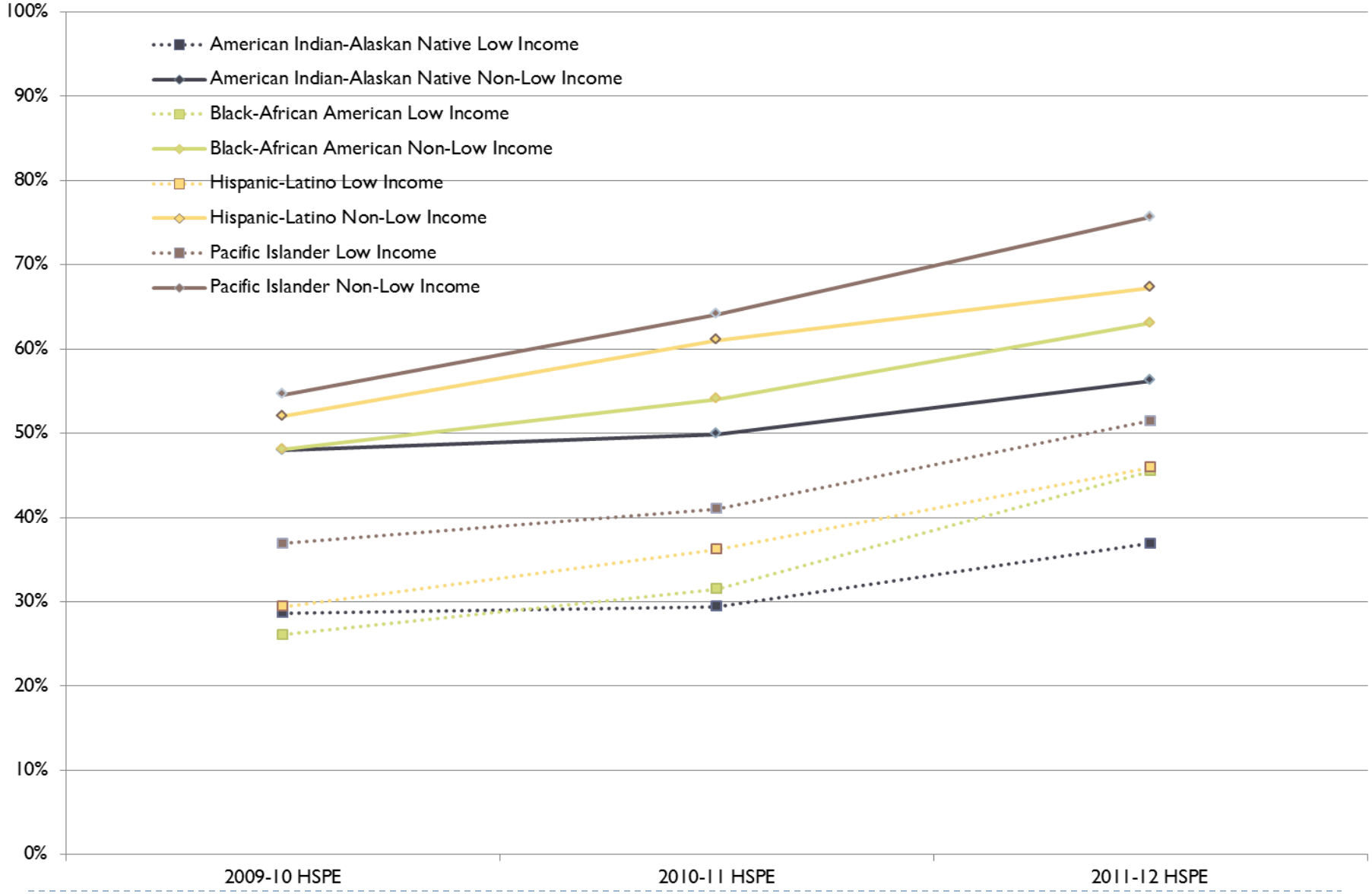



Washington State-4th Grade Math by Student Race
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
White
American Indian
Asian/Pacific Islander
Asian
Pacific Islander
Black
Hispanic
1997-98 WASL
1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 MSP
2010-11 MSP
2011-12 MSP

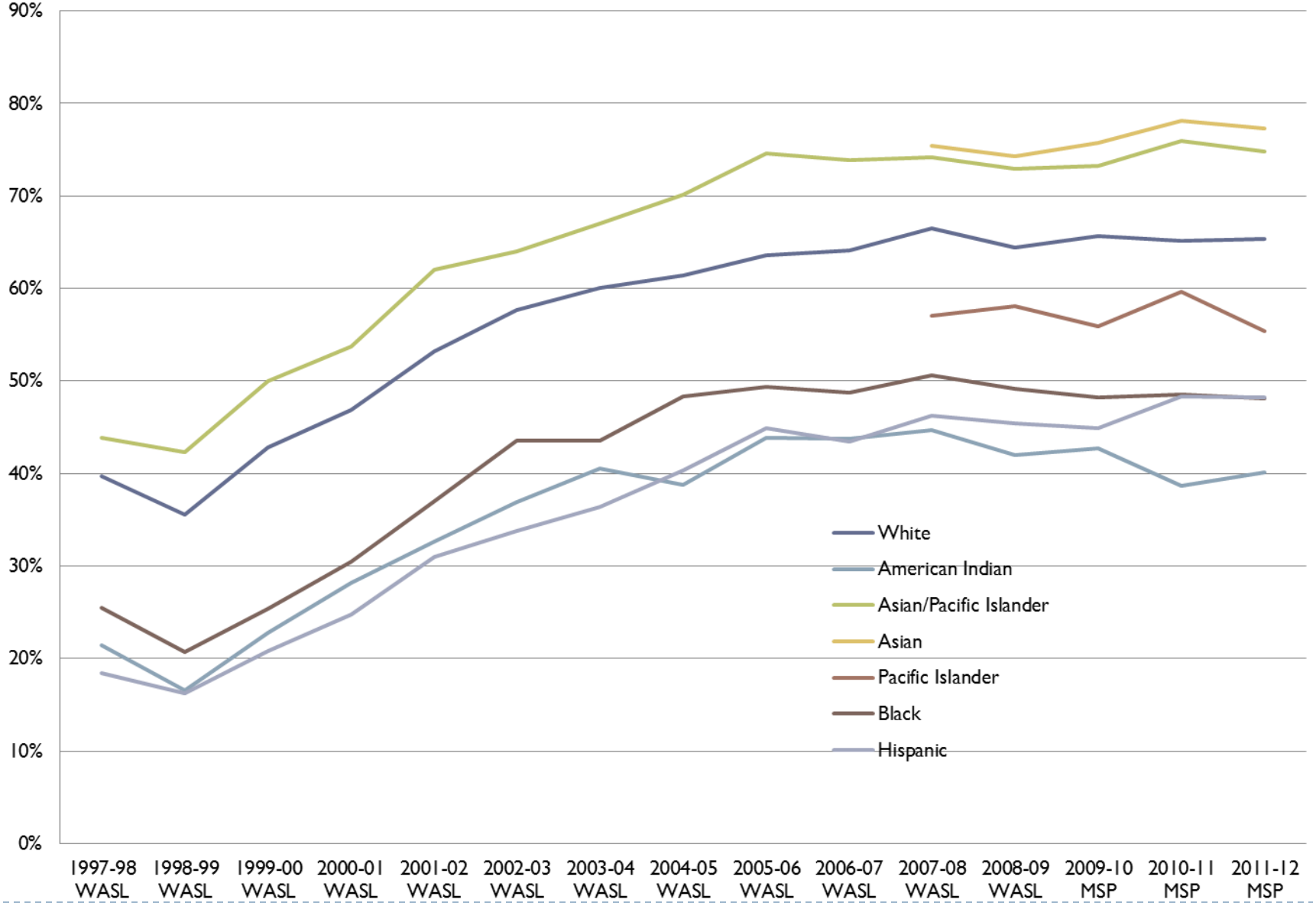
Washington State - 4th Math by Poverty, Student Race (Slide 1 of 2)



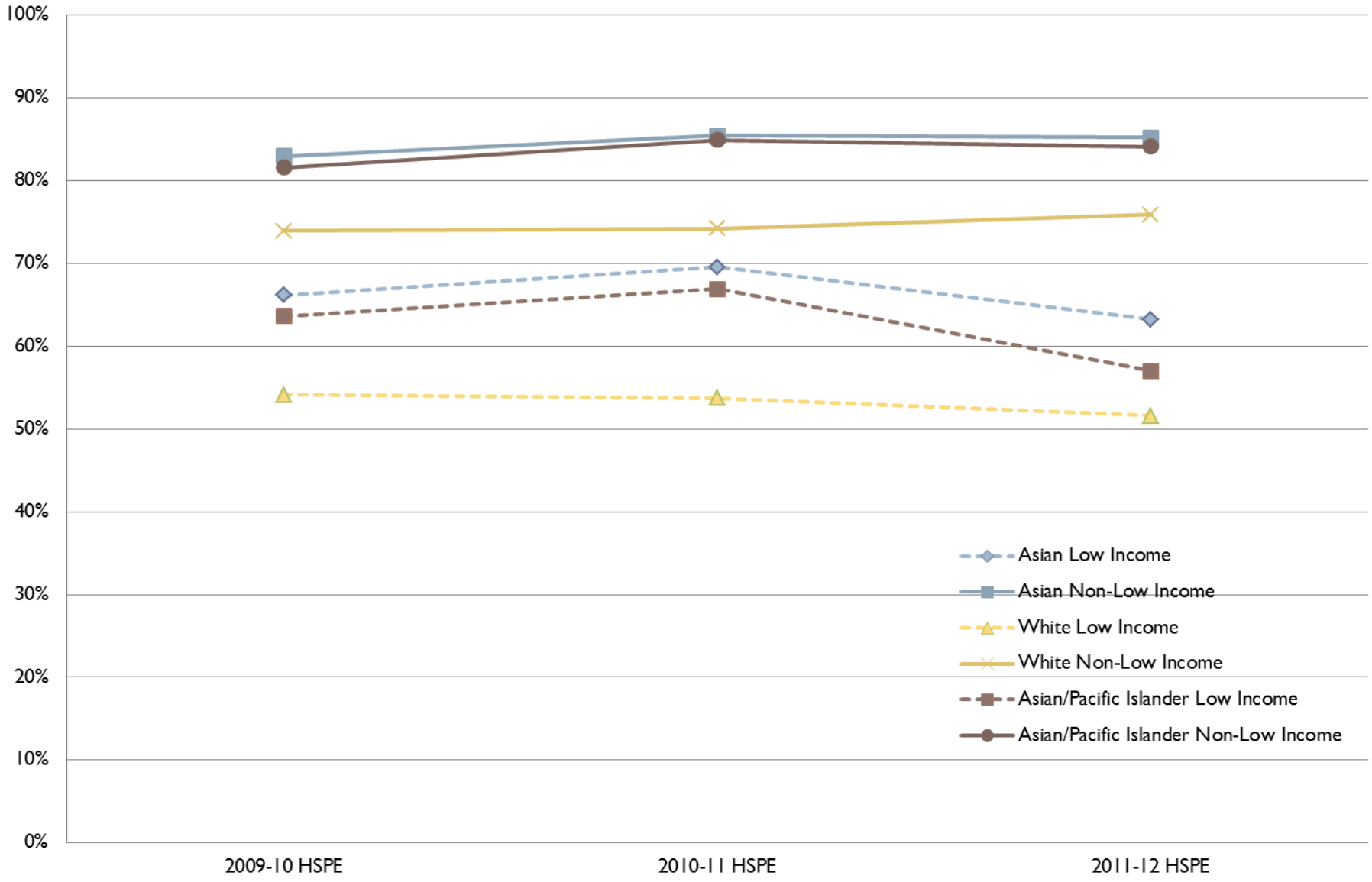
Washington State-4th Math by Poverty, Student Race (Slide 2 of 2)



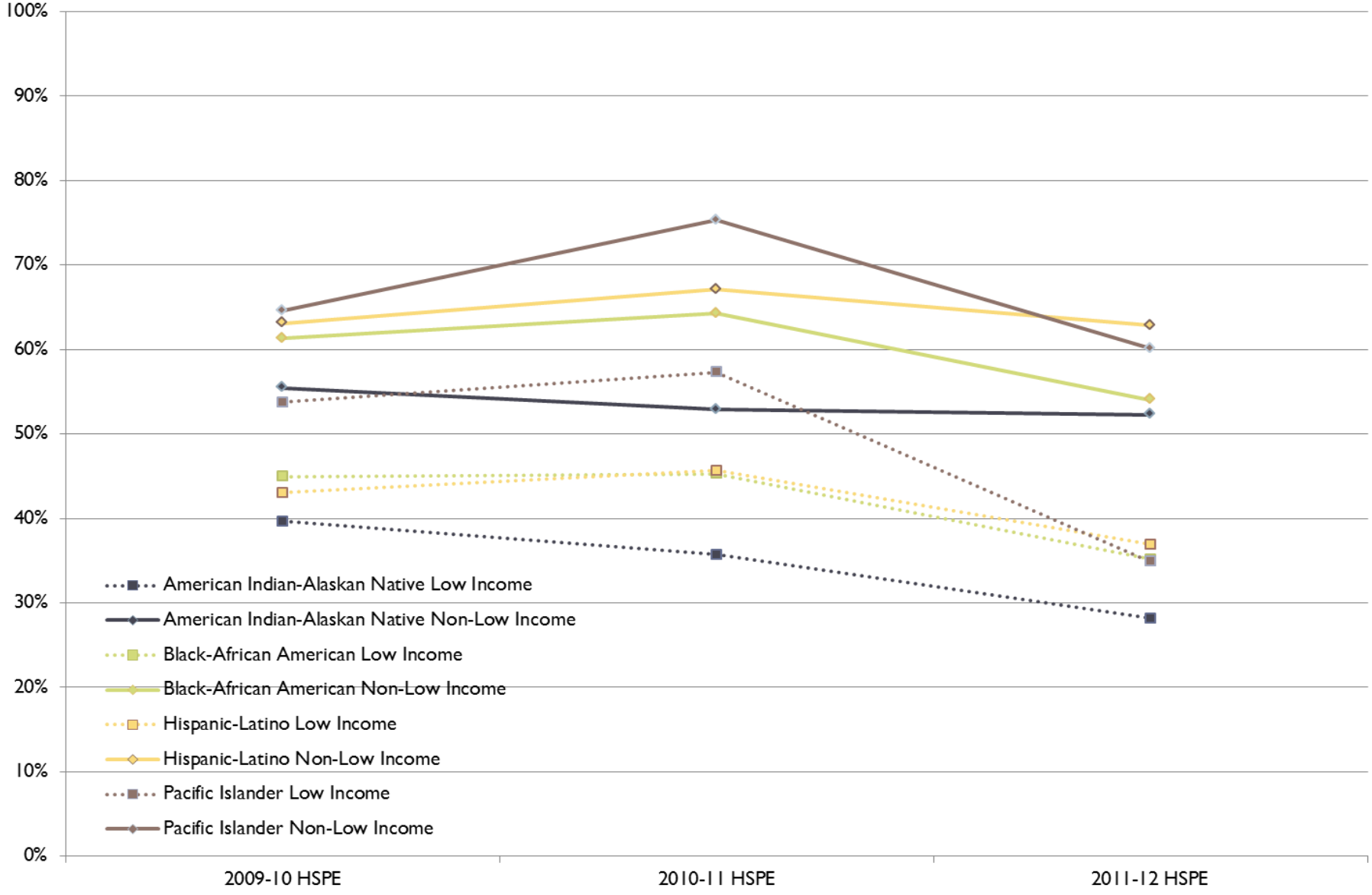
Washington State-4th Grade Writing by Student Race

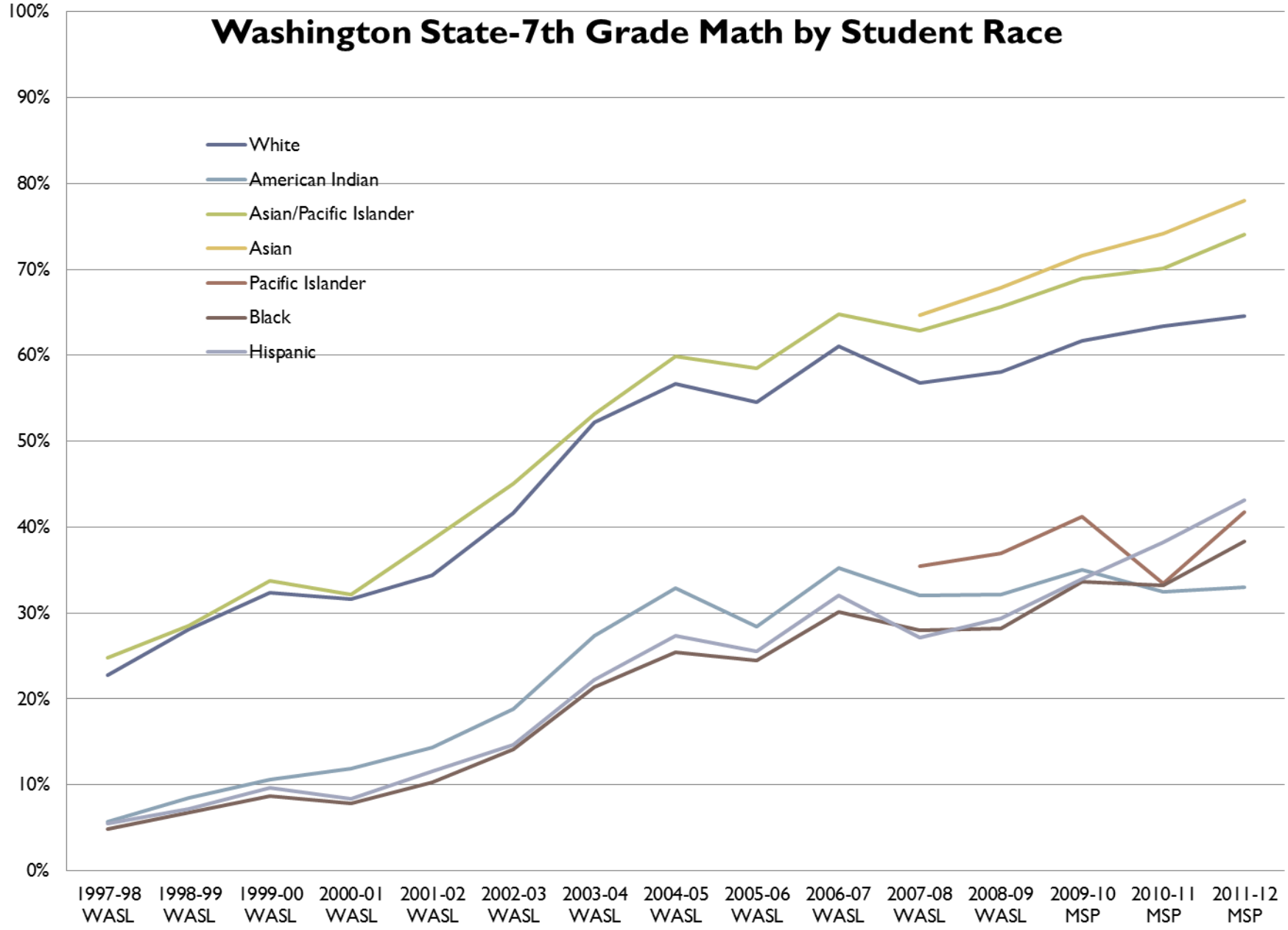


Washington State - 4th Writing by Poverty, Student Race (Slide 1 of 2)

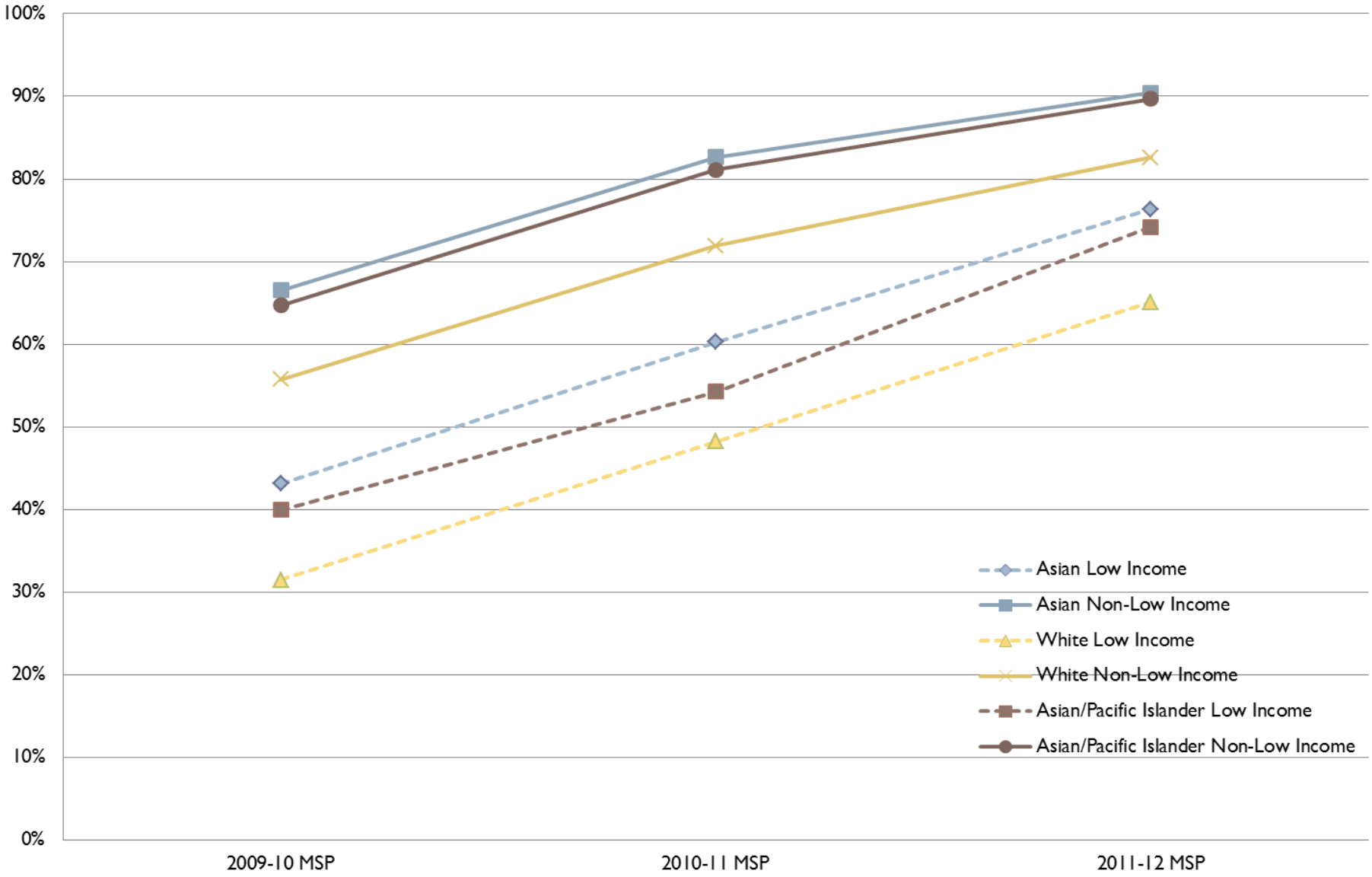


Washington State-4th Writing by Poverty, Student Race (Slide 2 of 2)

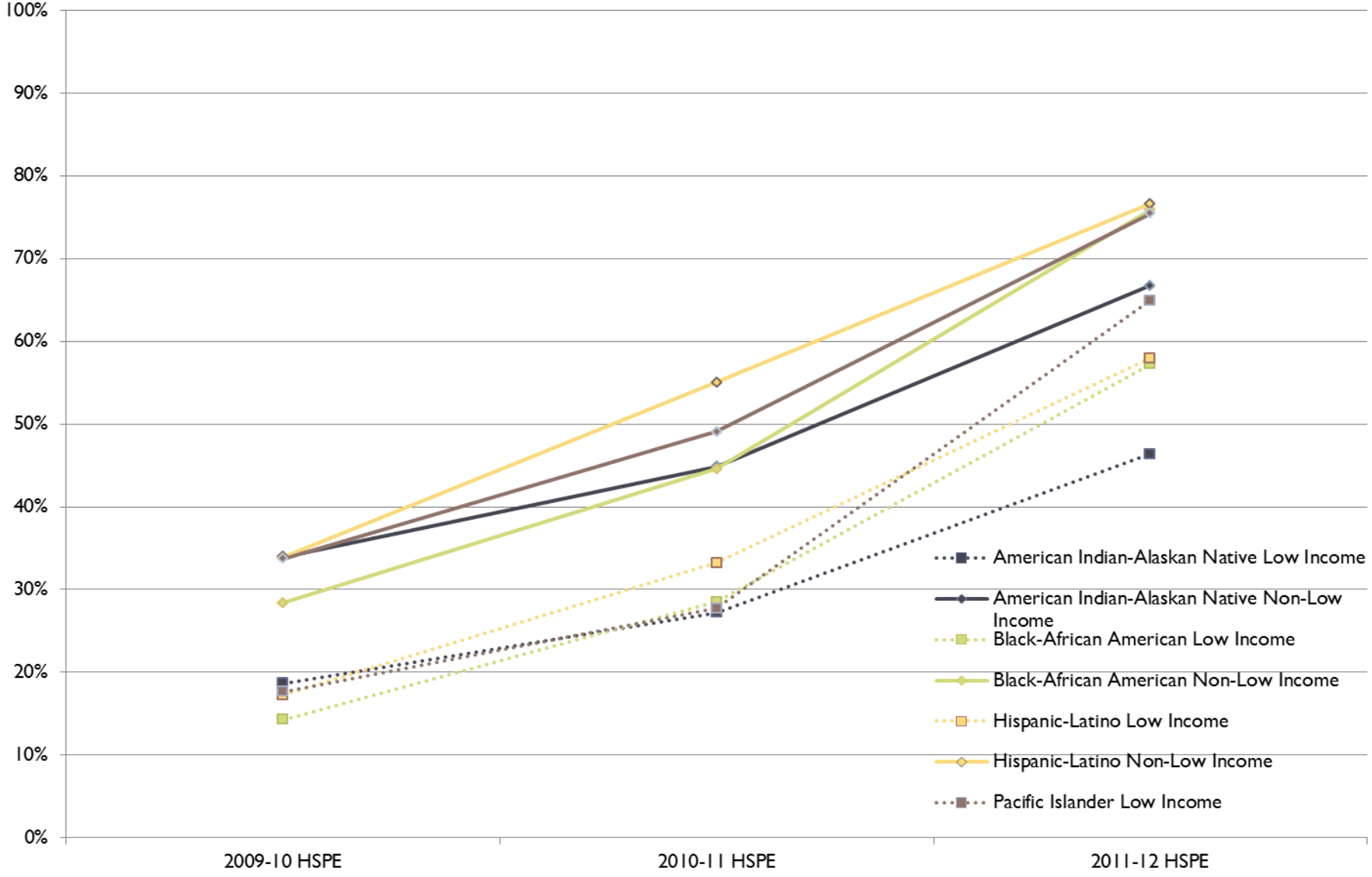



Washington State-7th Grade Math by Student Race
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
White
American Indian
Asian/Pacific Islander
Asian
Pacific Islander
Black
Hispanic
1997-98 WASL
1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 MSP
2010-11 MSP
2011-12 MSP

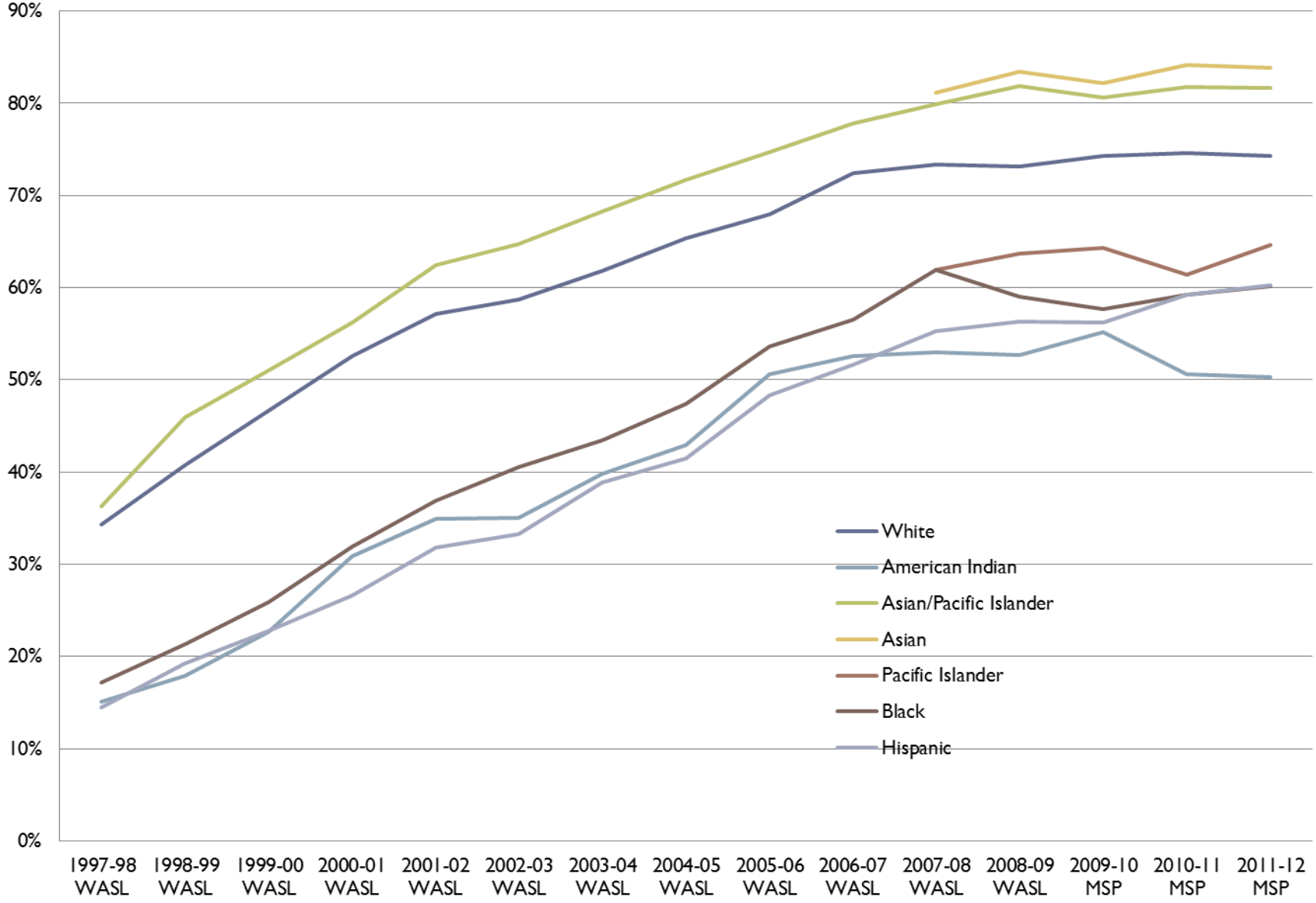
Washington State - 7th Math by Poverty, Student Race (Slide 1 of 2)



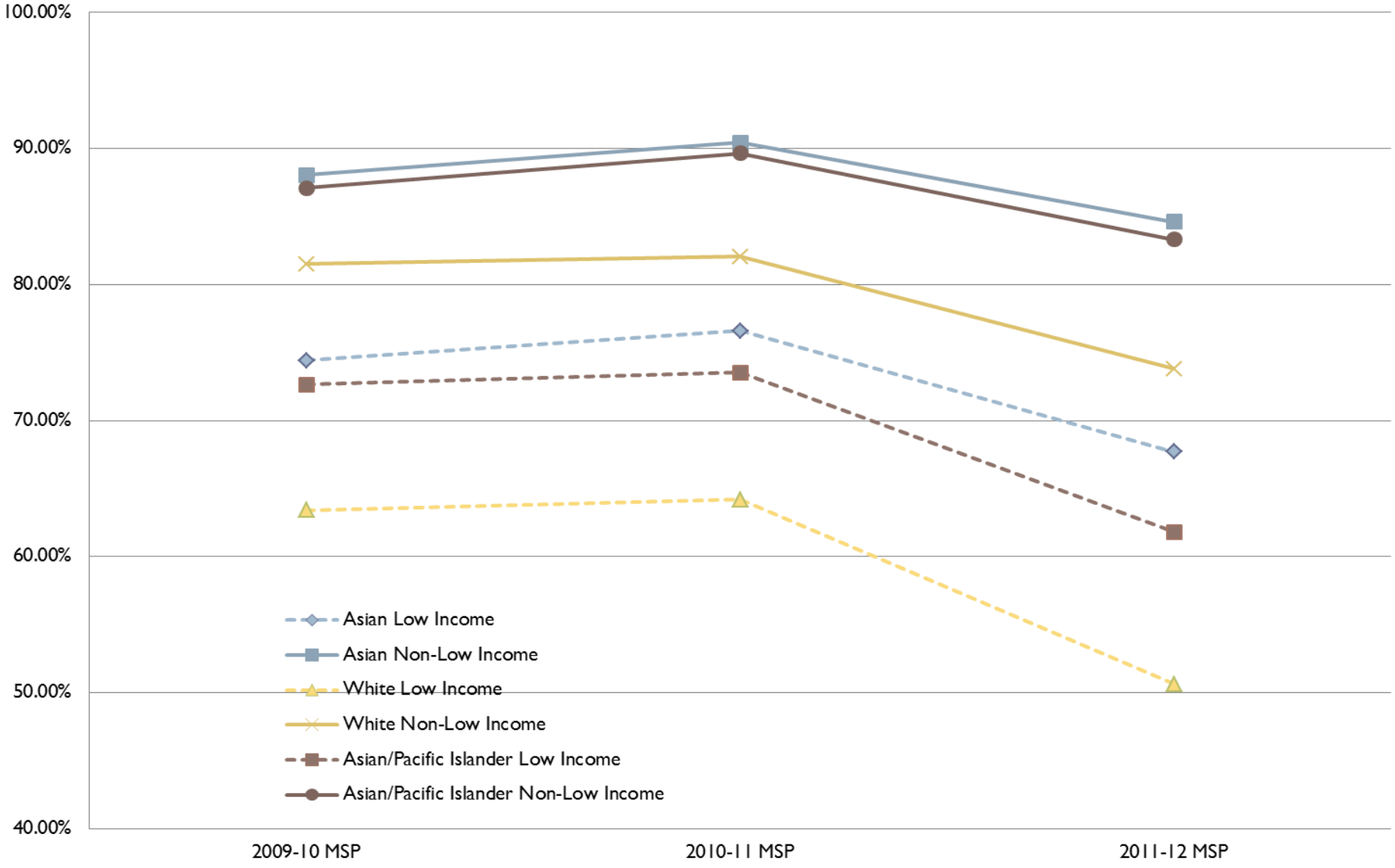
Washington State-7th Math by Poverty, Student Race (Slide 2 of 2)



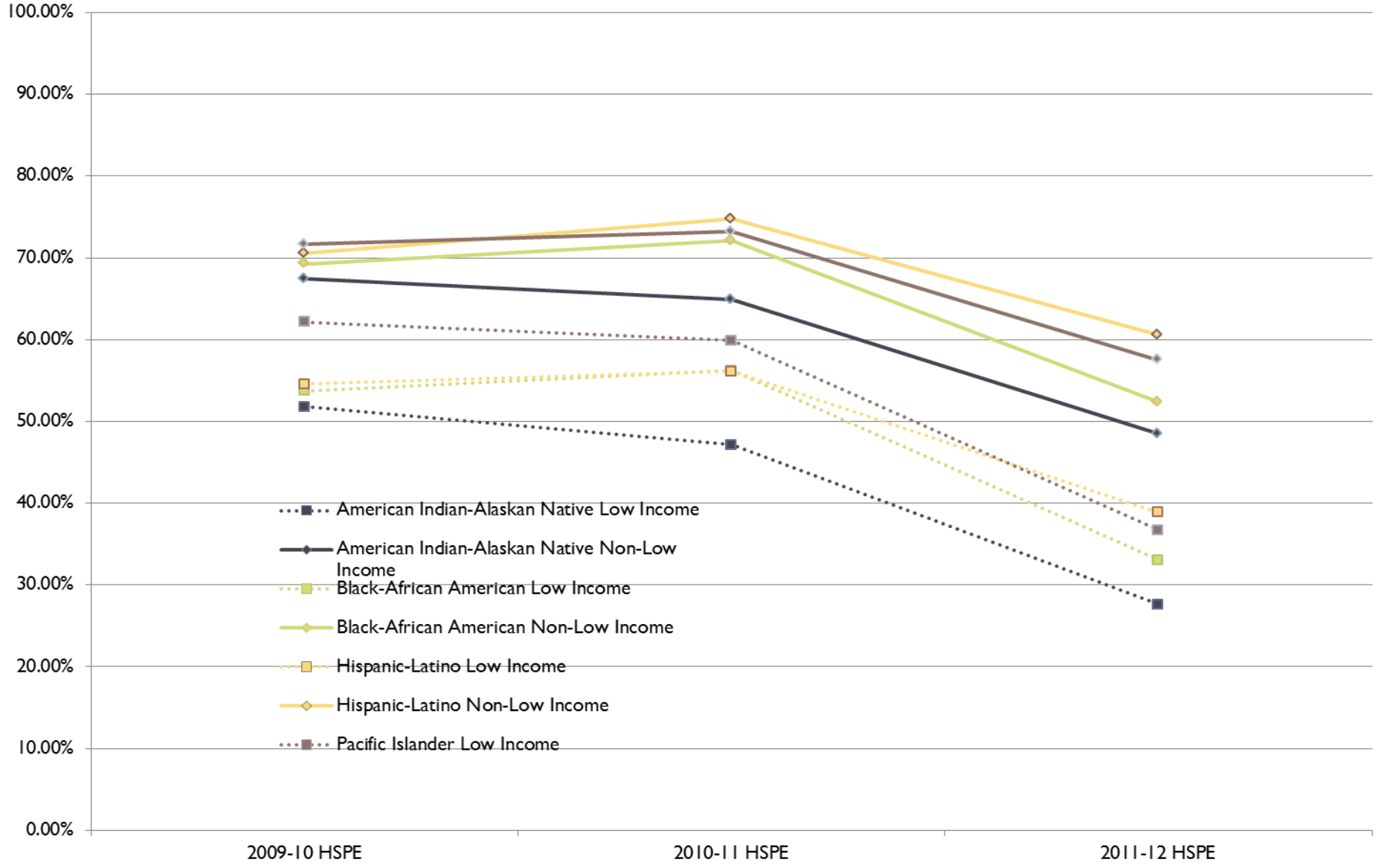
Washington State-7th Grade Writing by Student Race

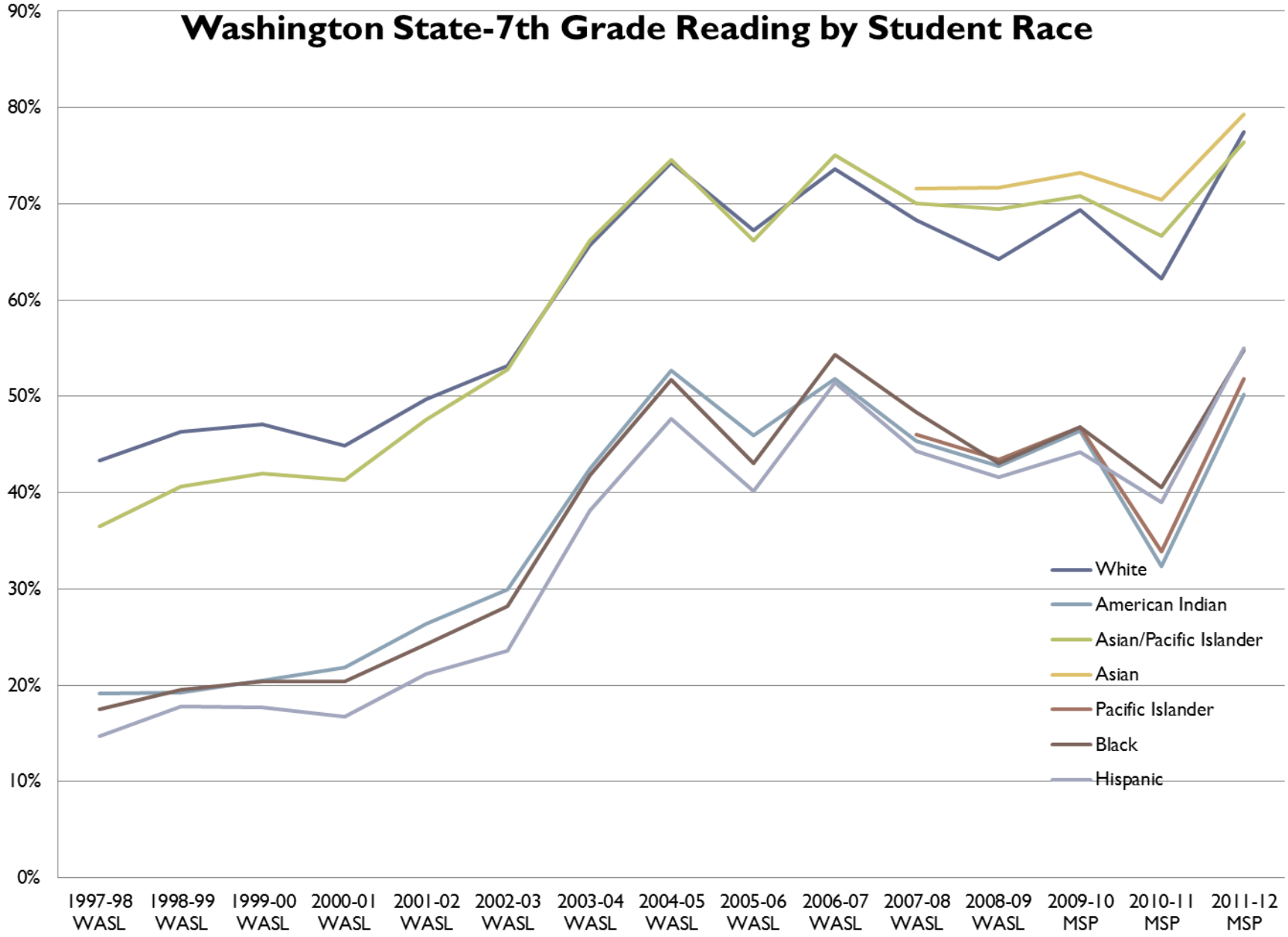


Washington State - 7th Writing by Poverty, Student Race (Slide 1 of 2)

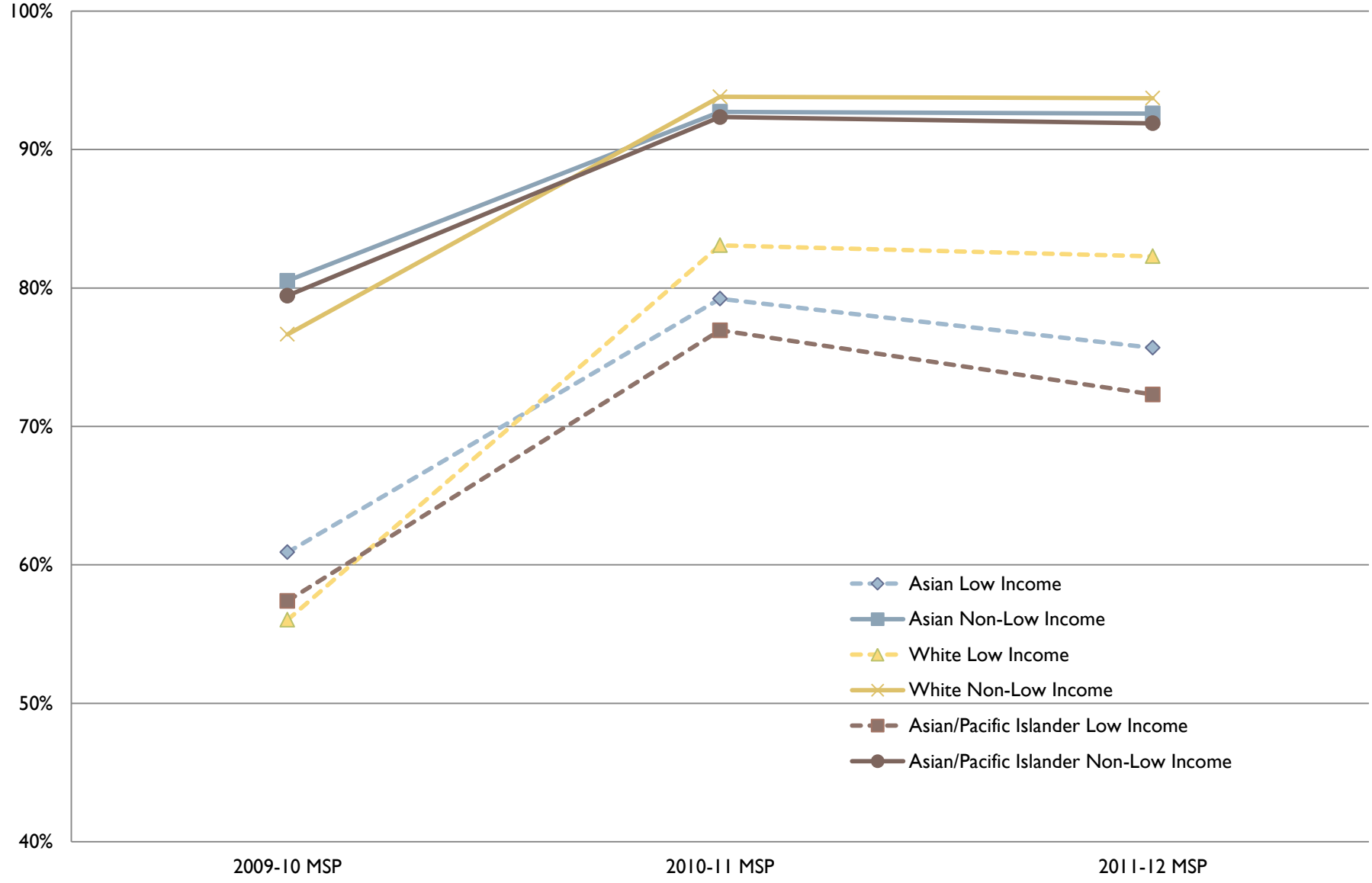


Washington State-7th Writing by Poverty, Student Race (Slide 2 of 2)

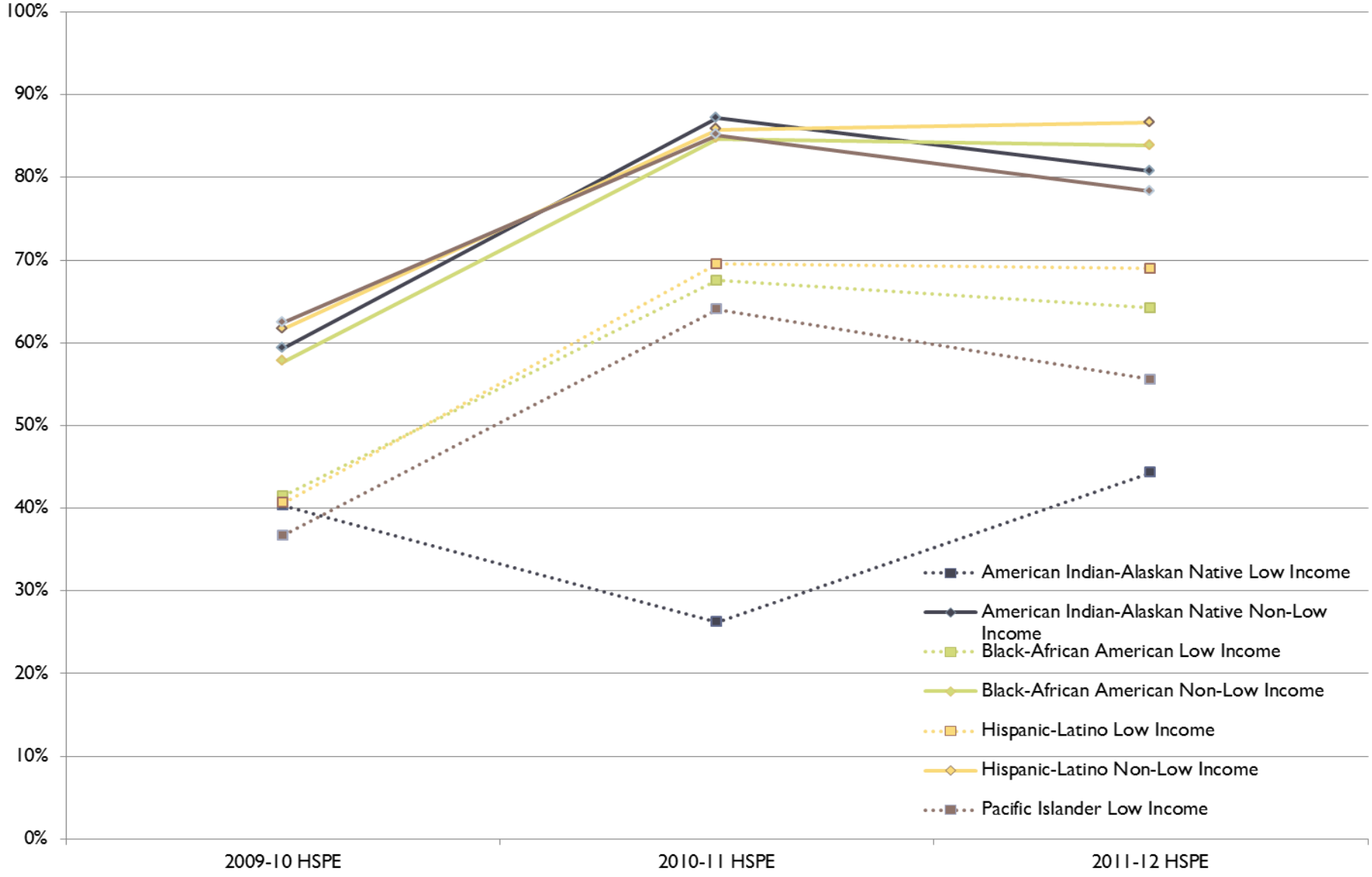


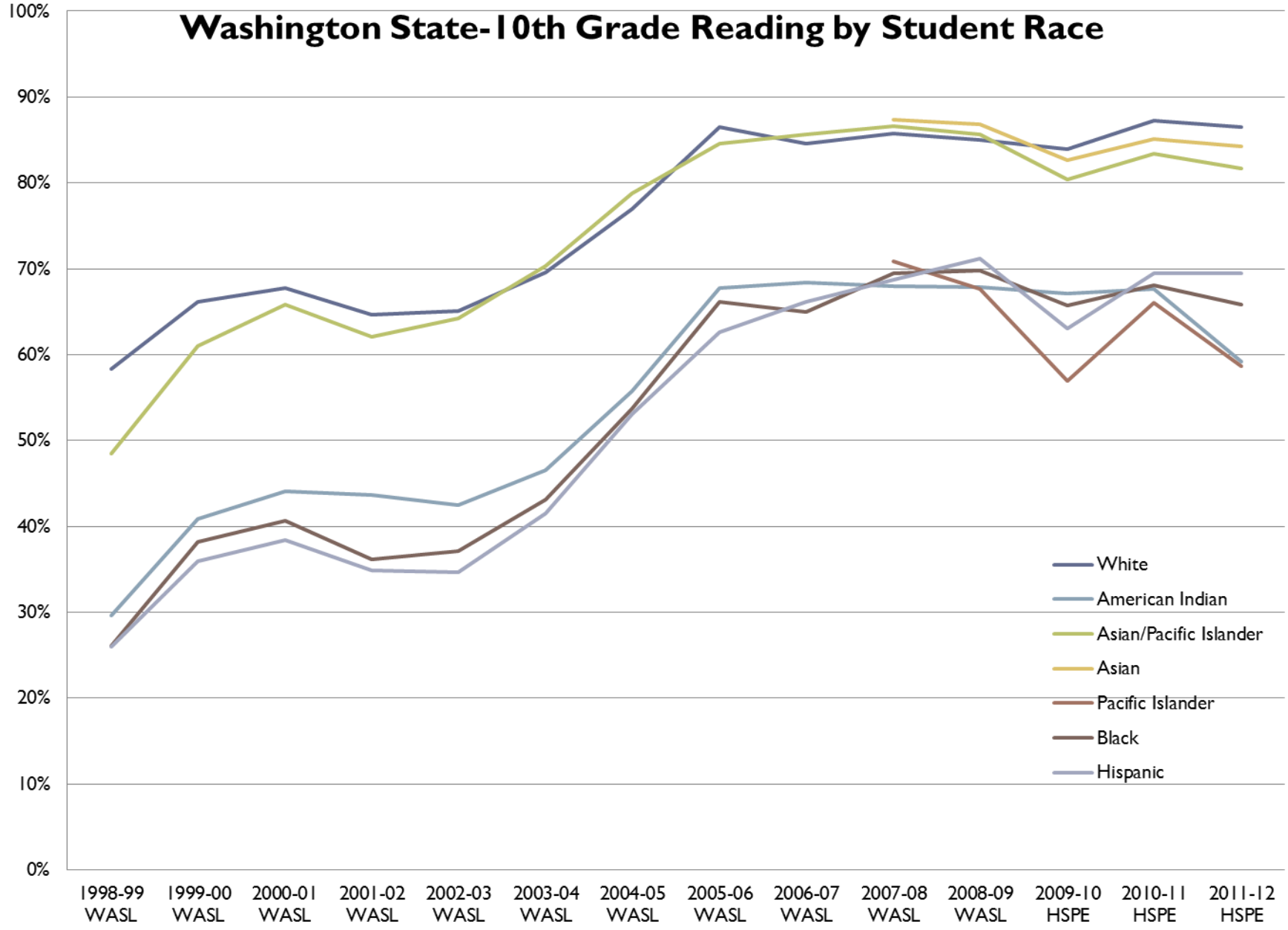

Washington State-7th Grade Reading by Student Race
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1997-98 WASL
1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 MSP
2010-11 MSP
2011-12 MSP
White
American Indian
Asian/Pacific Islander
Asian
Pacific Islander
Black
Hispanic

Washington State - 7th Reading by Poverty, Student Race (Slide 1 of 2)

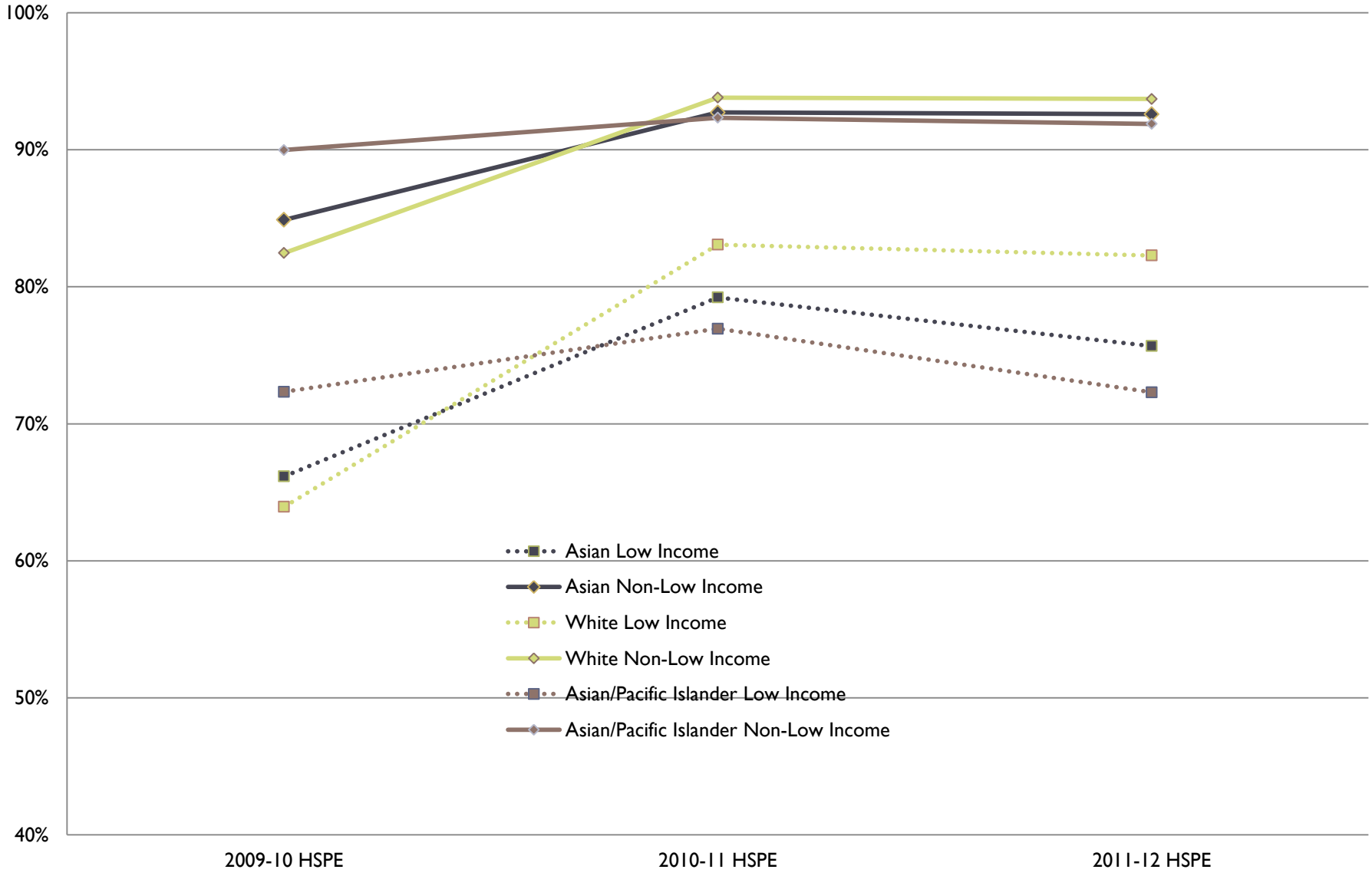


Washington State-7th Reading by Poverty, Student Race (Slide 2 of 2)

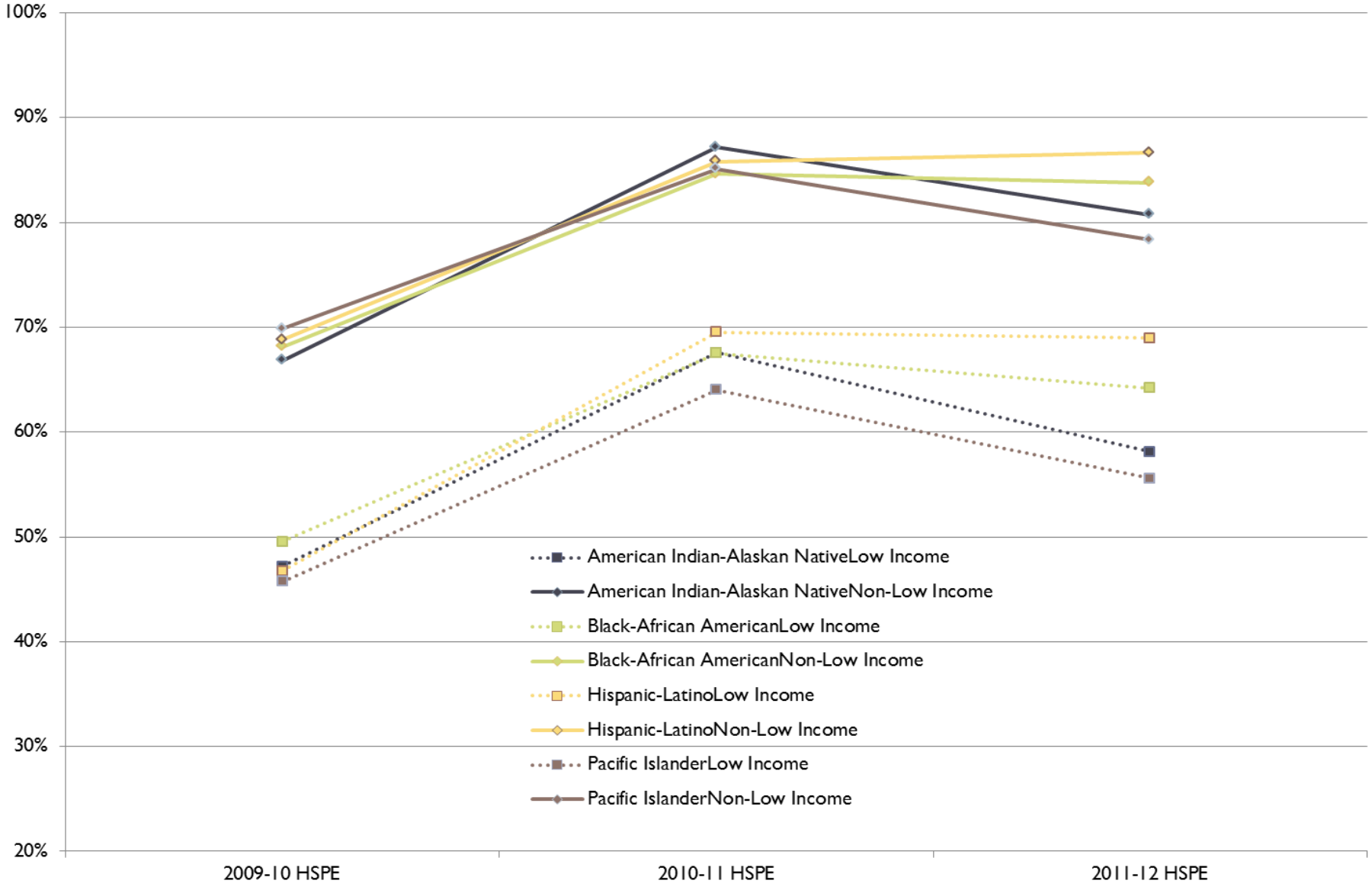


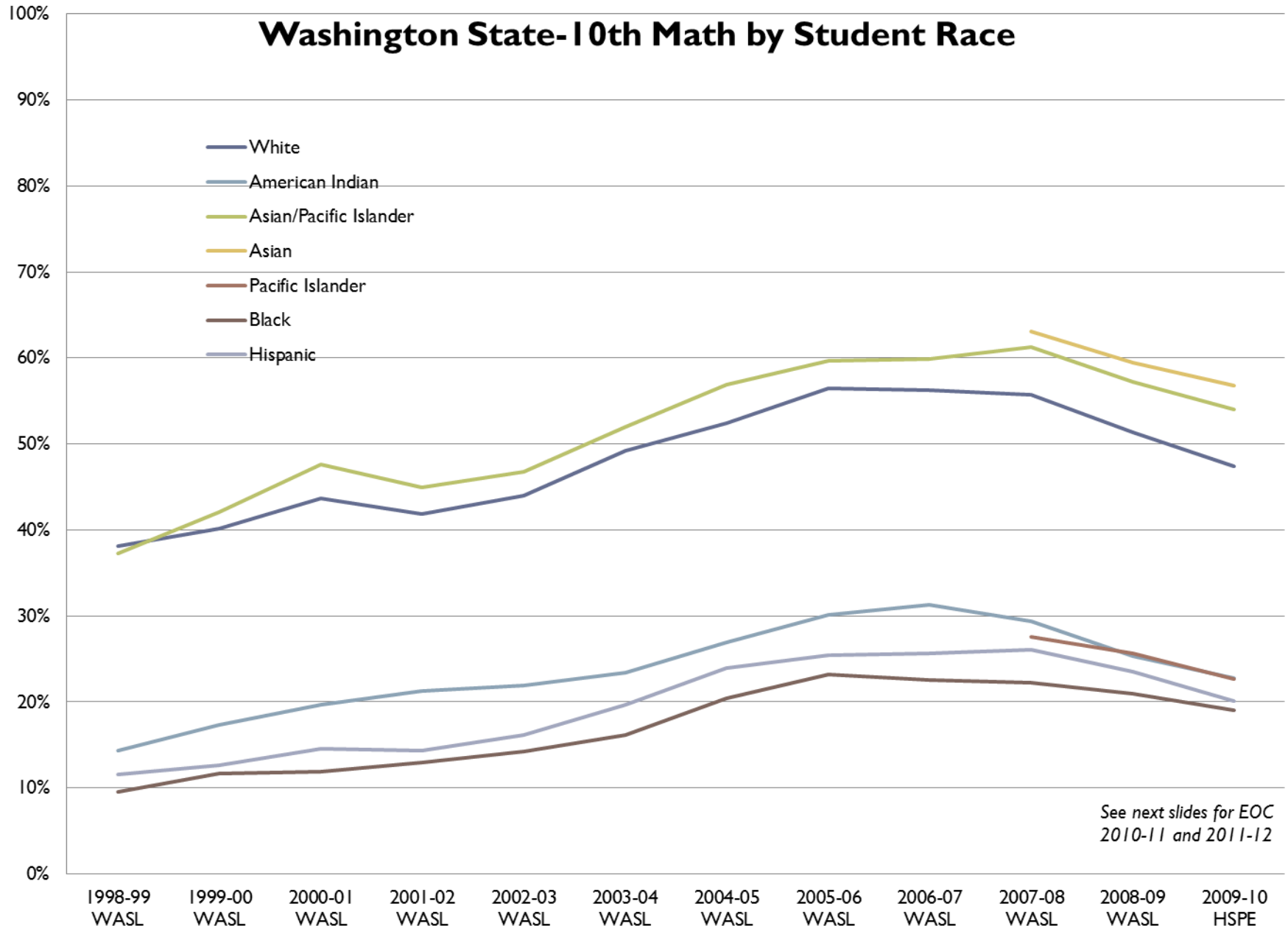

Washington State-10th Grade Reading by Student Race
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 HSPE
2010-11 HSPE
2011-12 HSPE
White
American Indian
Asian/Pacific Islander
Asian
Pacific Islander
Black
Hispanic

Washington State - 10th Reading by Poverty, Student Race (Slide 1 of 2)

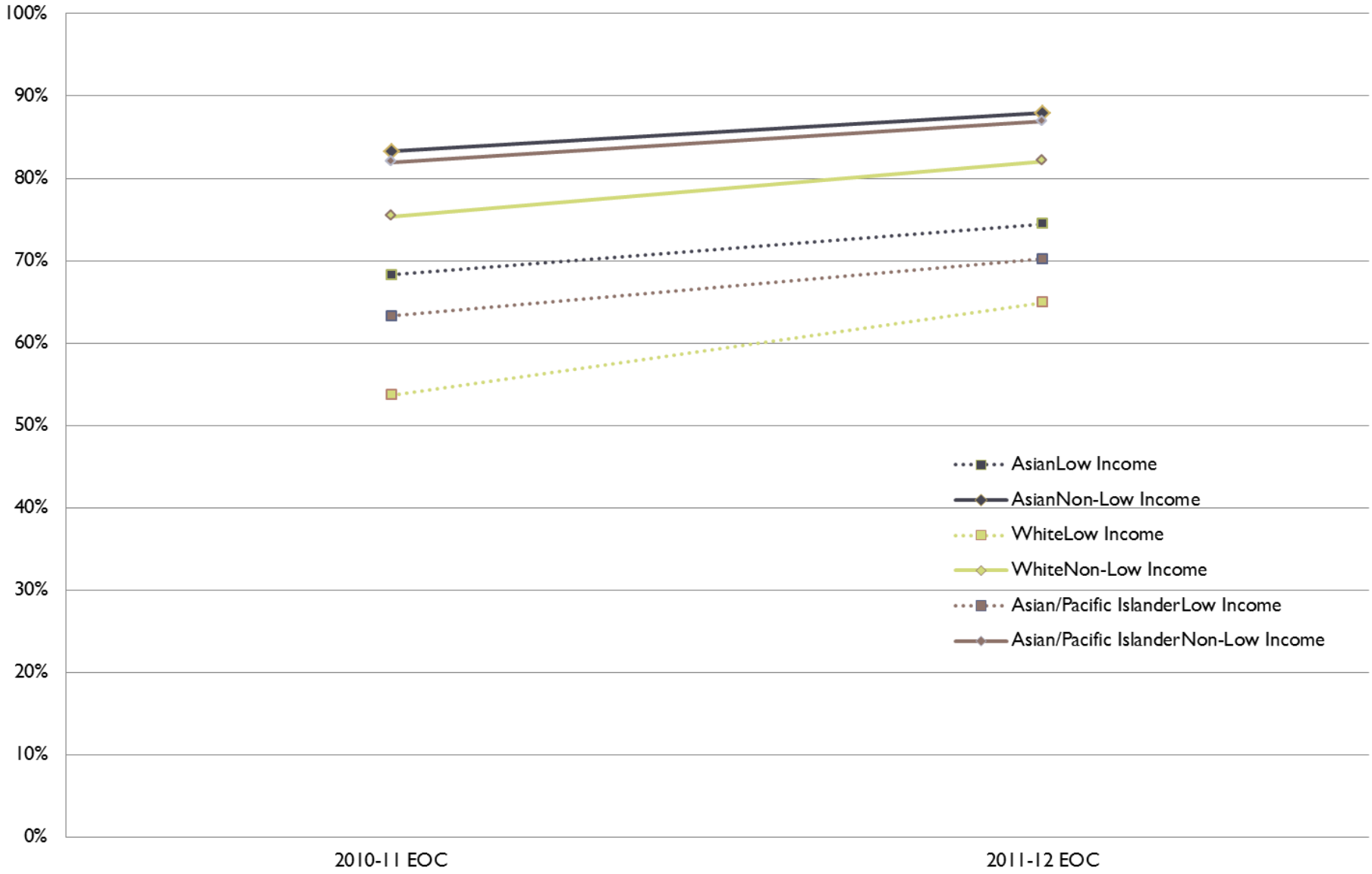


Washington State-10th Reading by Poverty, Student Race (Slide 2 of 2)

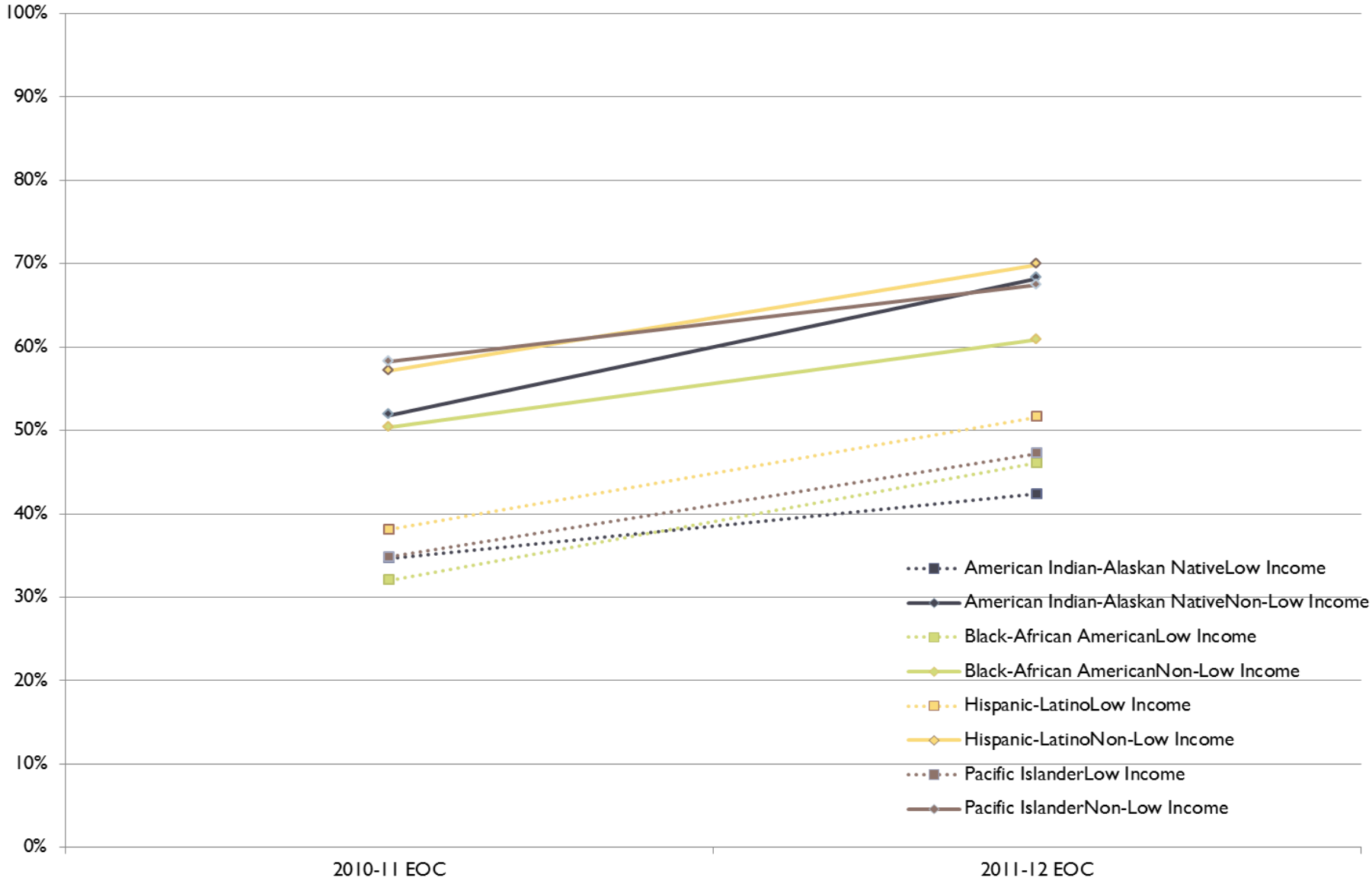



Washington State-10th Math by Student Race
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
White
American Indian
Asian/Pacific Islander
Asian
Pacific Islander
Black
Hispanic
See next slides for EOC 2010-11 and 2011-12
1998-99 WASL
1999-00 WASL
2000-01 WASL
2001-02 WASL
2002-03 WASL
2003-04 WASL
2004-05 WASL
2005-06 WASL
2006-07 WASL
2007-08 WASL
2008-09 WASL
2009-10 HSPE

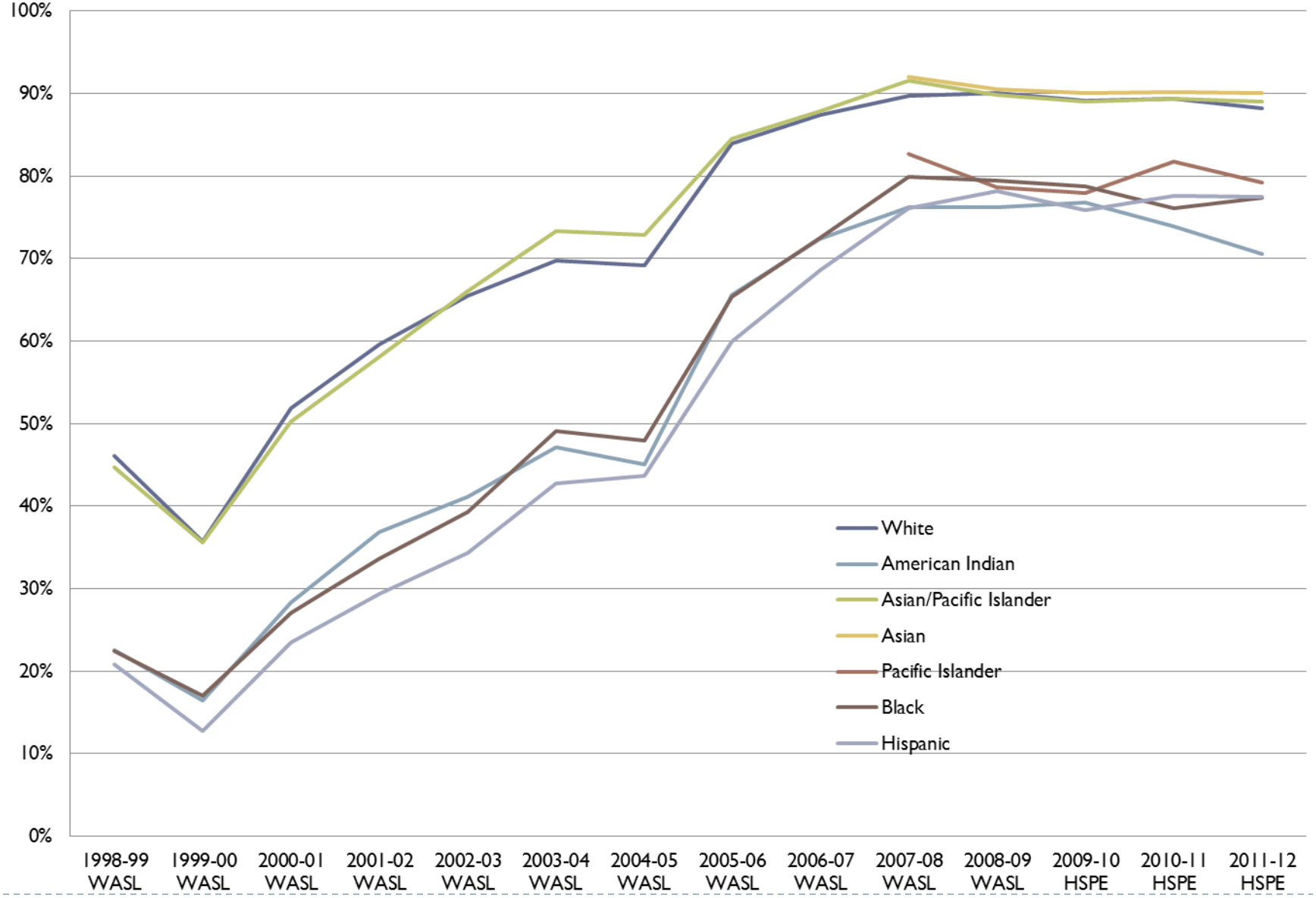
Washington State - 10th Math by Poverty, Student Race (Slide 1 of 2)



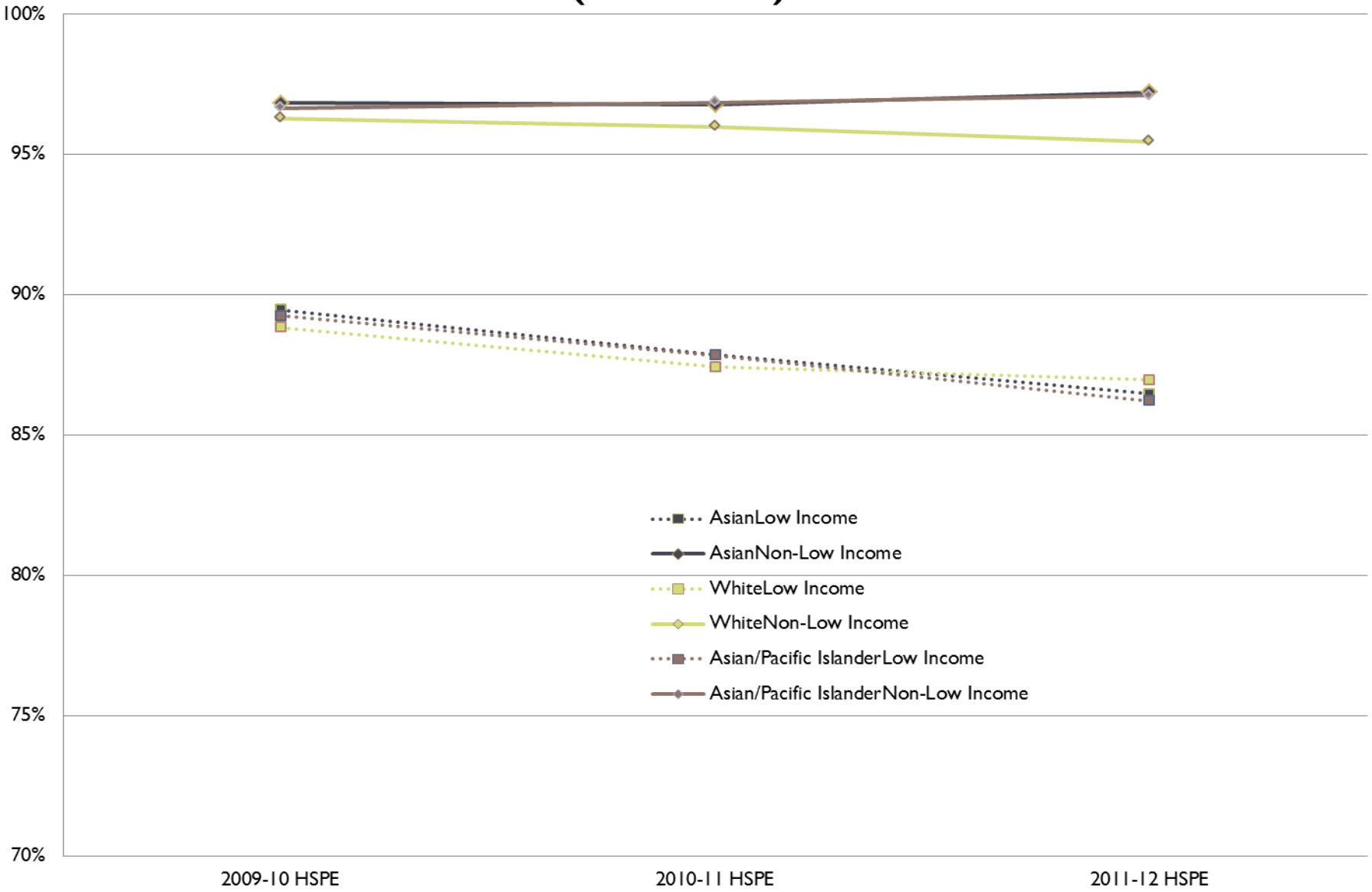
Washington State - 10th Math by Poverty, Student Race (Slide 2 of 2)



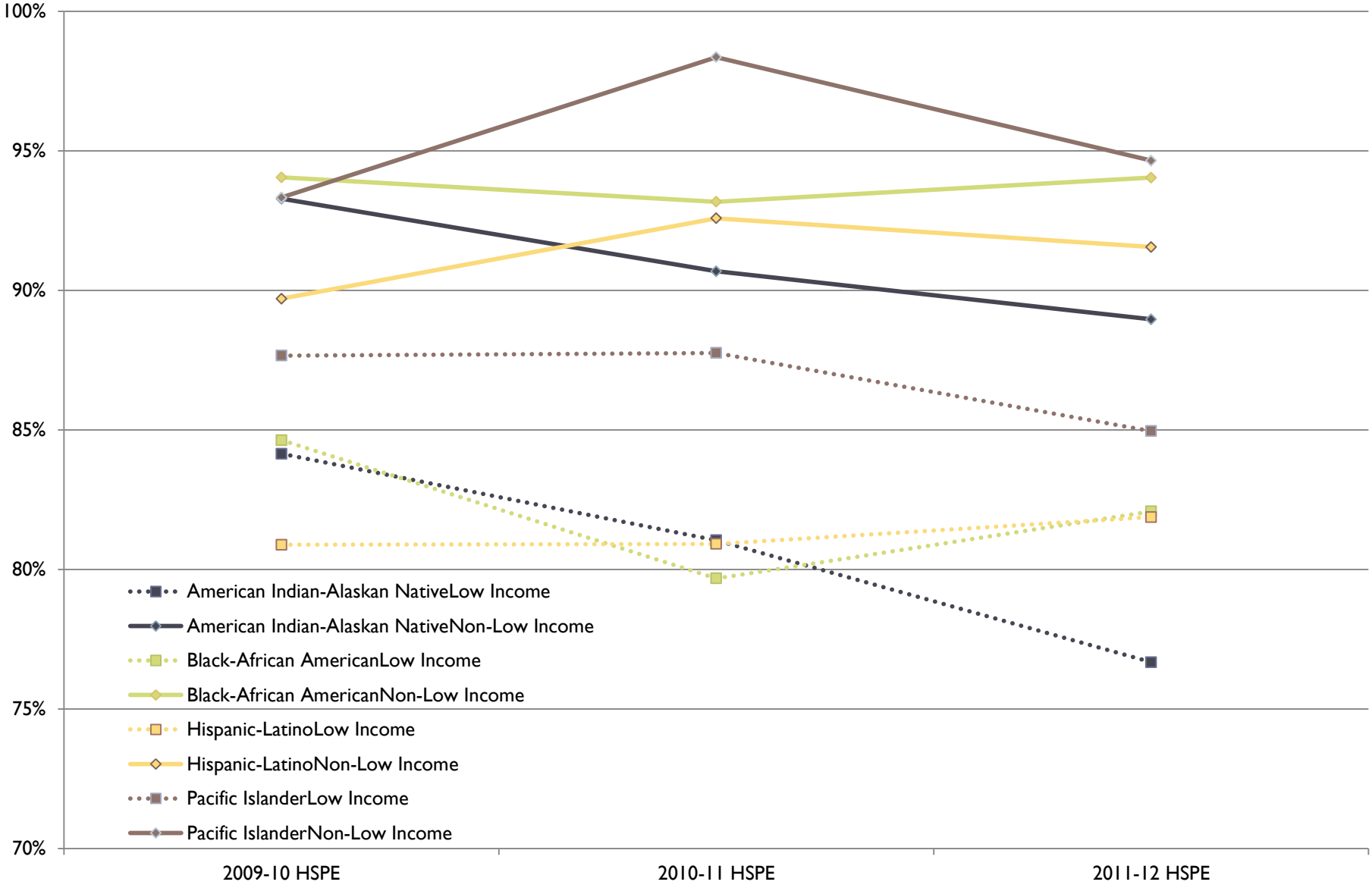
Washington State-10th Grade Writing by Student Race



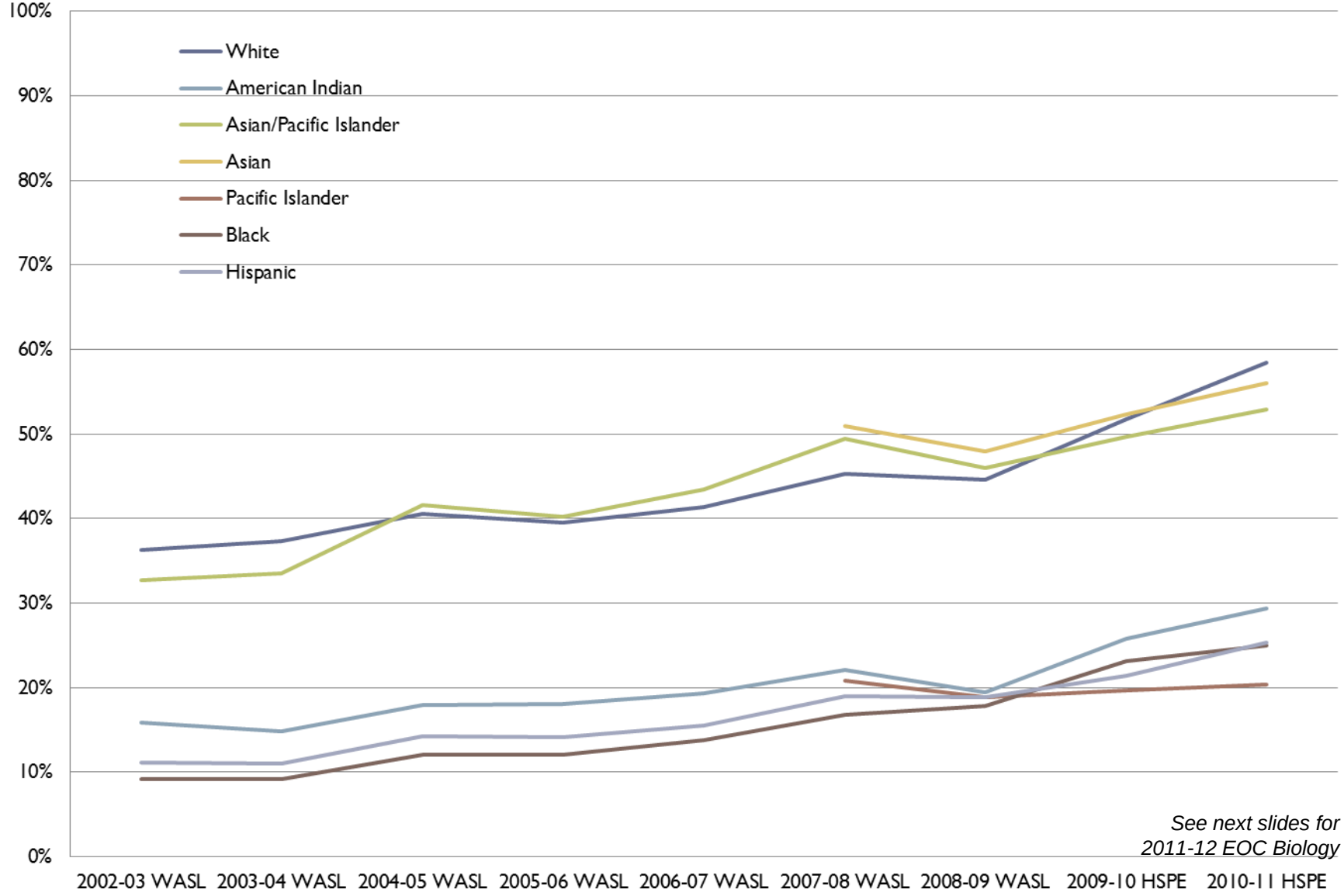
Washington State - 10th Writing by Poverty, Student Race (Slide 1 of 2)



Washington State - 10th Writing by Poverty, Student Race (Slide 2 of 2)

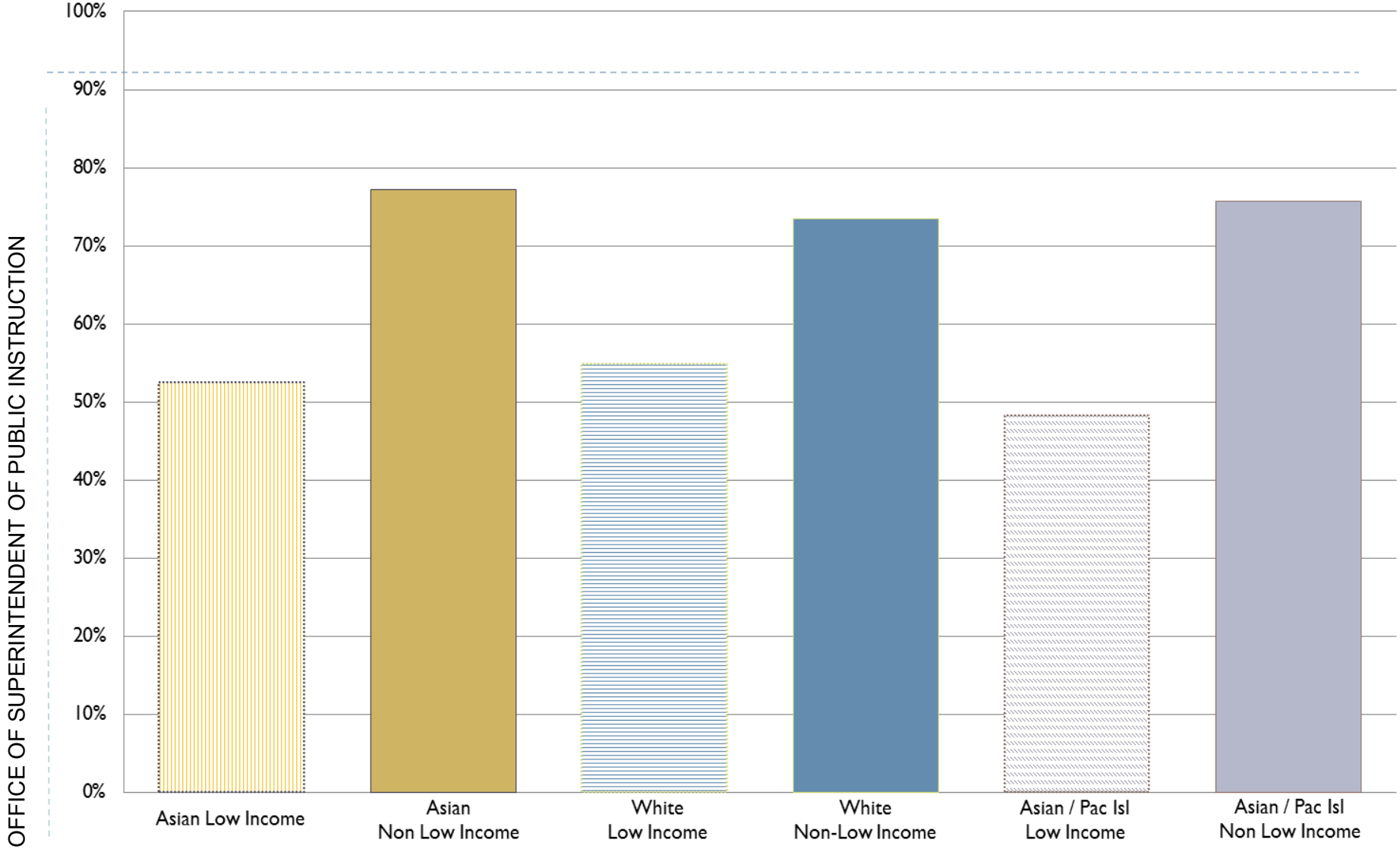


Washington State-10th Grade Science by Student Race



See next slides for 2011-12 EOC Biology

Washington State - 10th Science by Poverty, Student Race (Slide 1 of 2)



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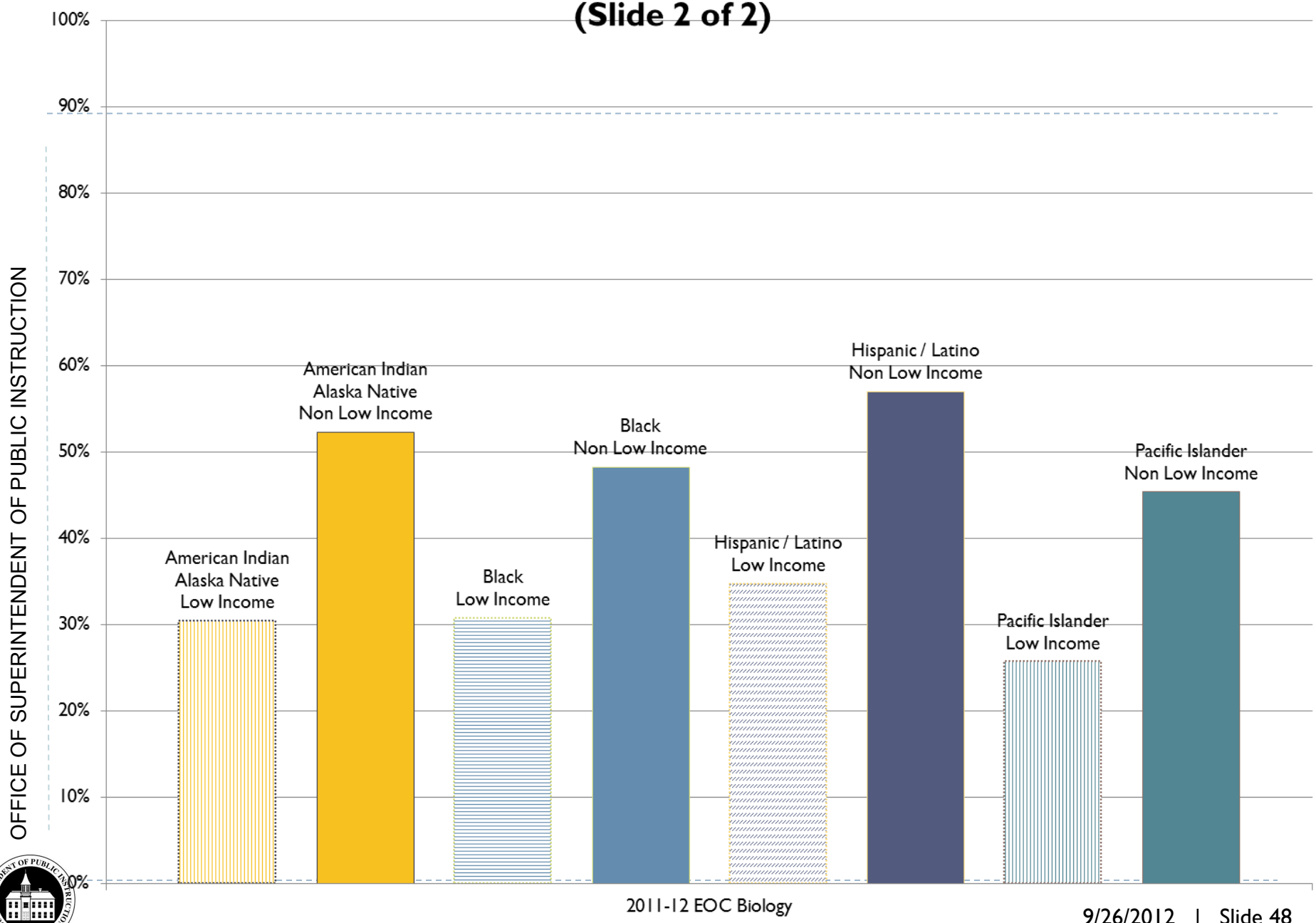
Washington State - 10th Science by Poverty, Student Ethnicity (Slide 2 of 2)



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Washington State Graduation and Dropout Data

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New Graduation Rate Calculations

- Based on National Governors' Association formula:
  - # of graduates/incoming 9th graders (+/- transfers)
- Requires tracking individual students (SSIDs)
- Required for AYP, for all states, in Aug 2012

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Impact of Change to Graduation Calculations

	2009-2010	2010-2011
Old 4-year graduation rate	76.5%	75.0%
New 4-year graduation rate	72.7%	76.6%
Difference	*-3.8%*	*1.6%*
Old 5-year graduation rate	82.6%	81.0%
New 5-year graduation rate	80.7%	N.A.
Difference	*-1.9%*	*N.A.*

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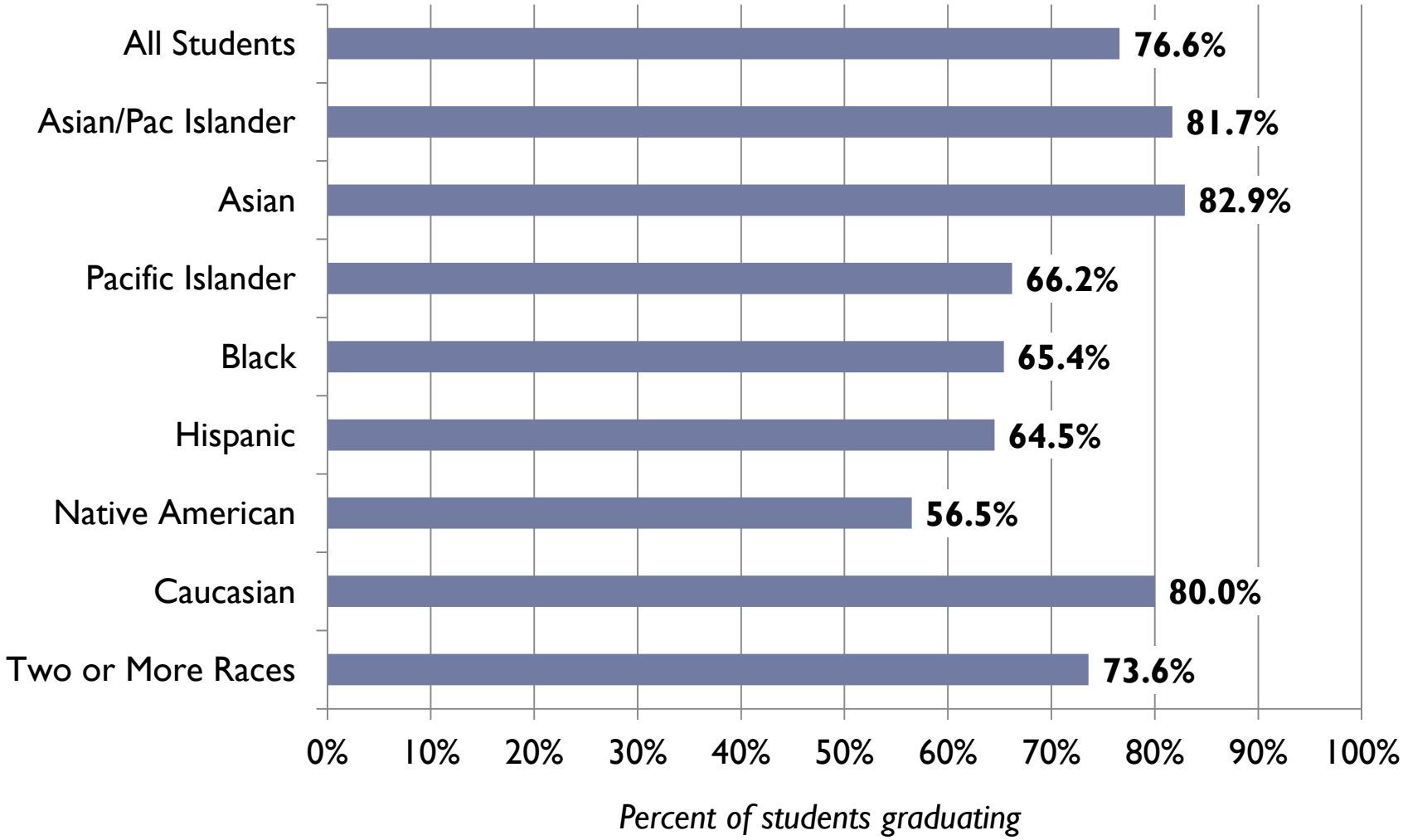
Graduation Rates for Class of 2011



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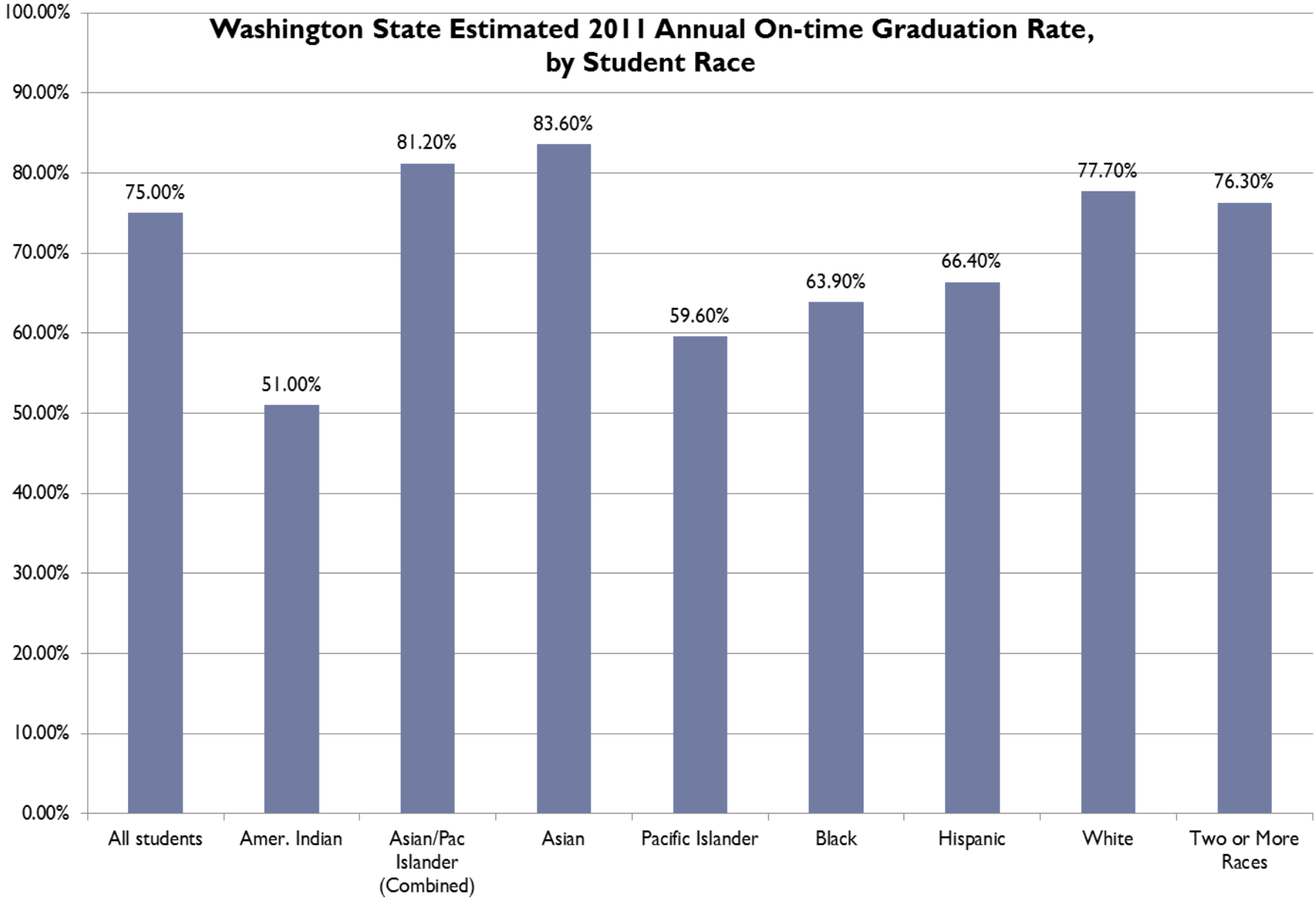
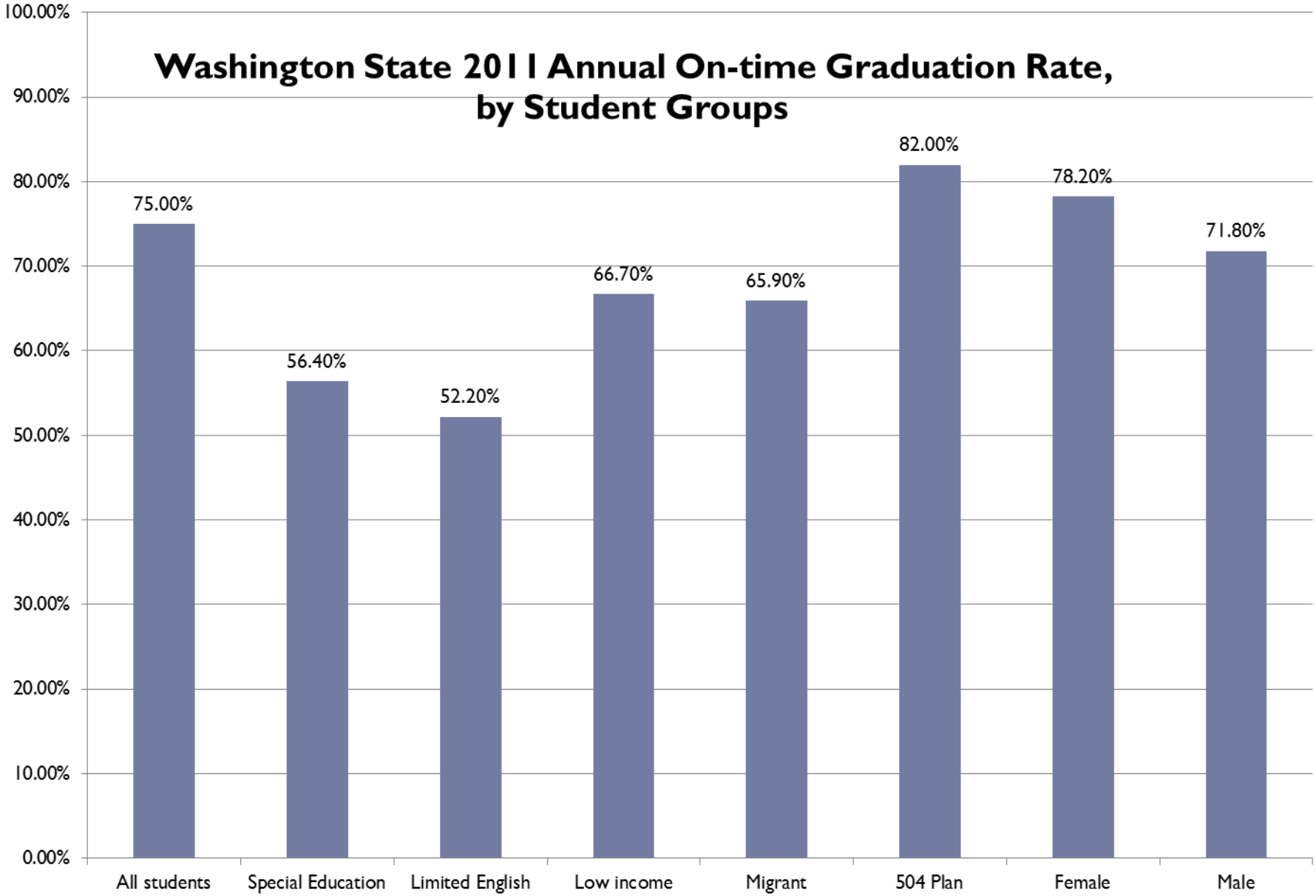
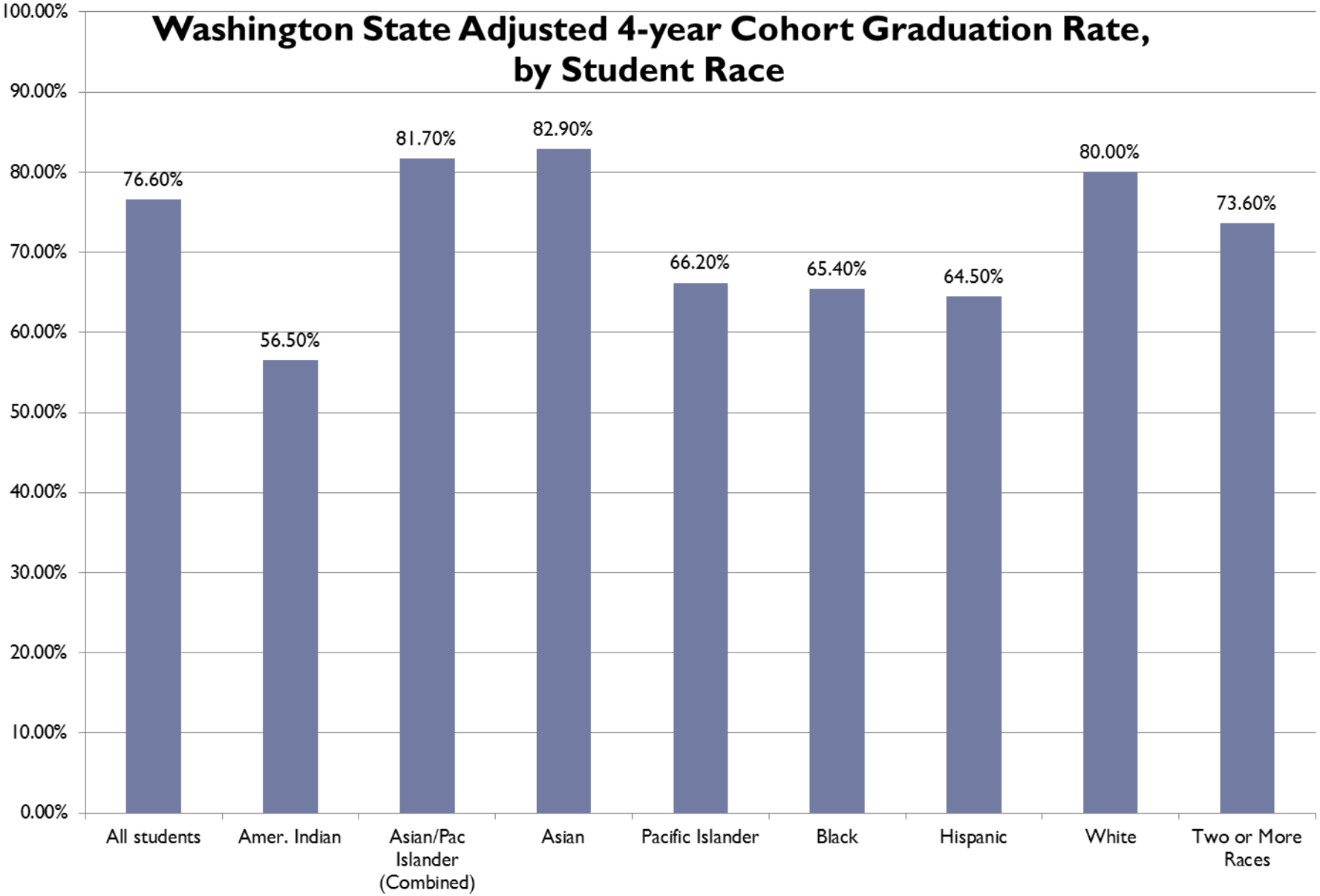
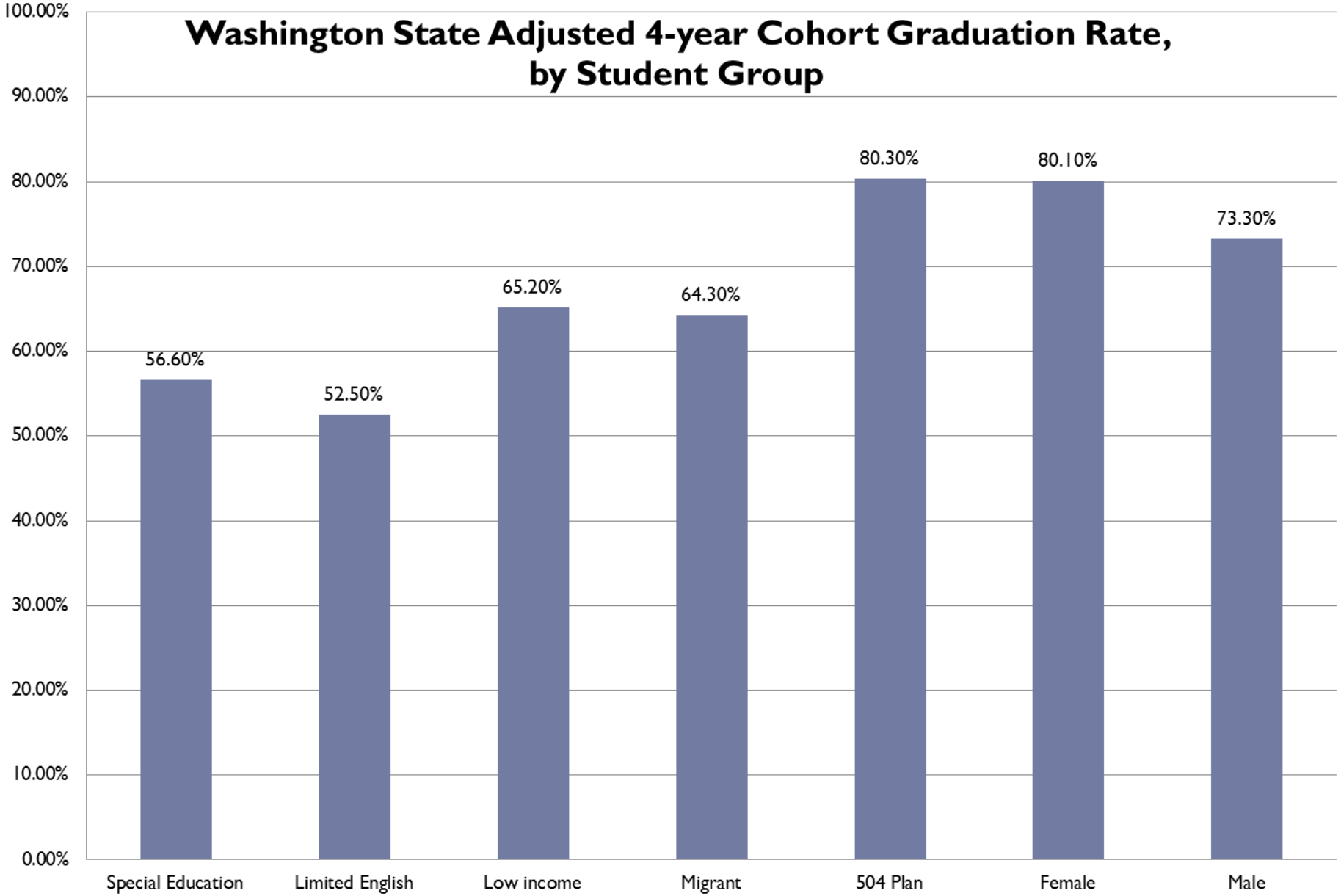

Washington State Estimated 2011 Annual On-time Graduation Rate, by Student Race
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
75.00%
51.00%
81.20%
83.60%
59.60%
63.90%
66.40%
77.70%
76.30%
All students
Amer. Indian
Asian/Pac Islander (Combined)
Asian
Pacific Islander
Black
Hispanic
White
Two or More Races



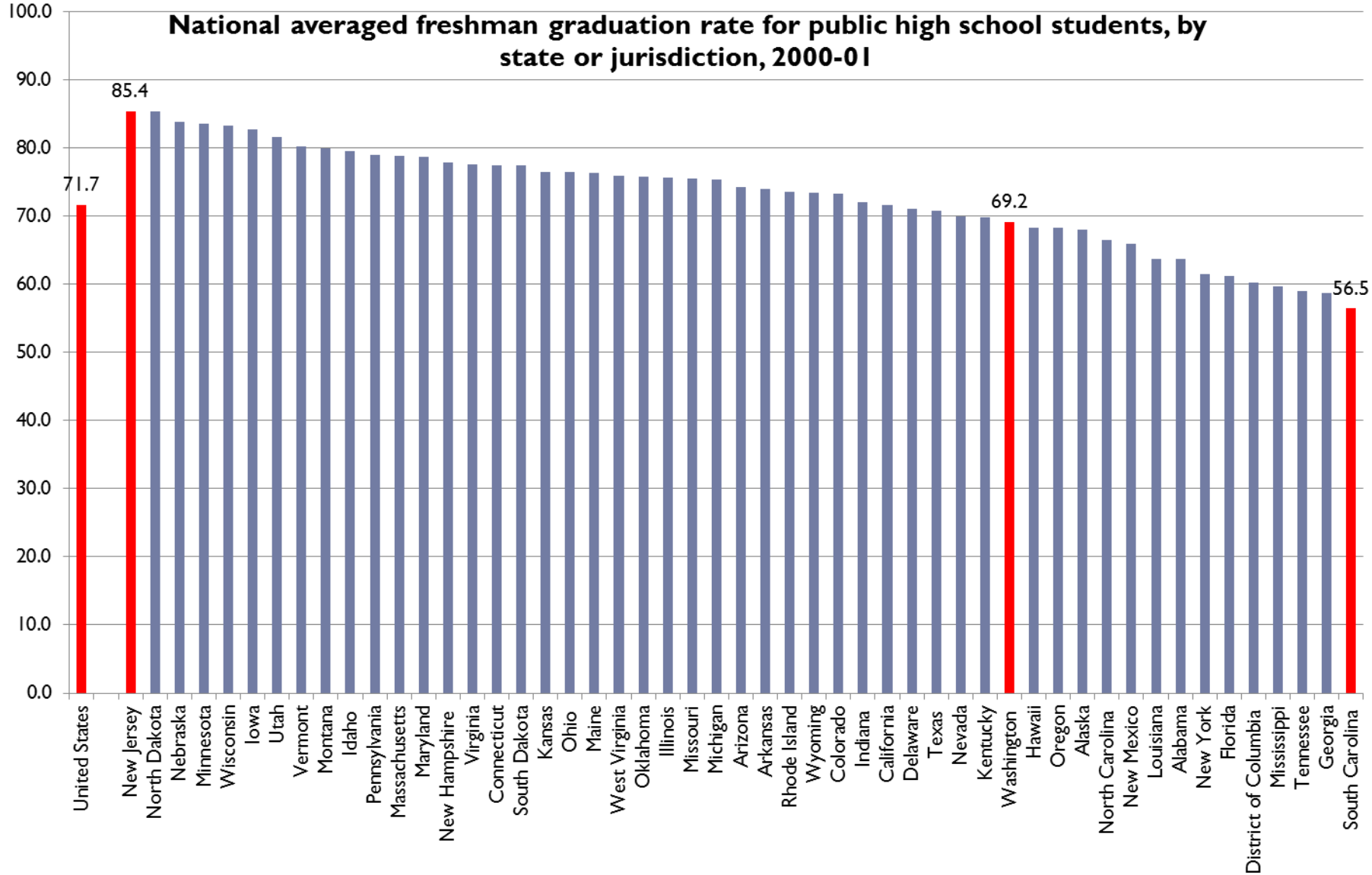
Source: Washington State, Office of Superintendent of Public Instruction, Student Information Office. *2010-11 Graduation and Dropout Statistics Annual Report to the Legislature.* Retrieved 08/20/2012 from: http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/10-11/GradDropoutStats_2010-11.pdf



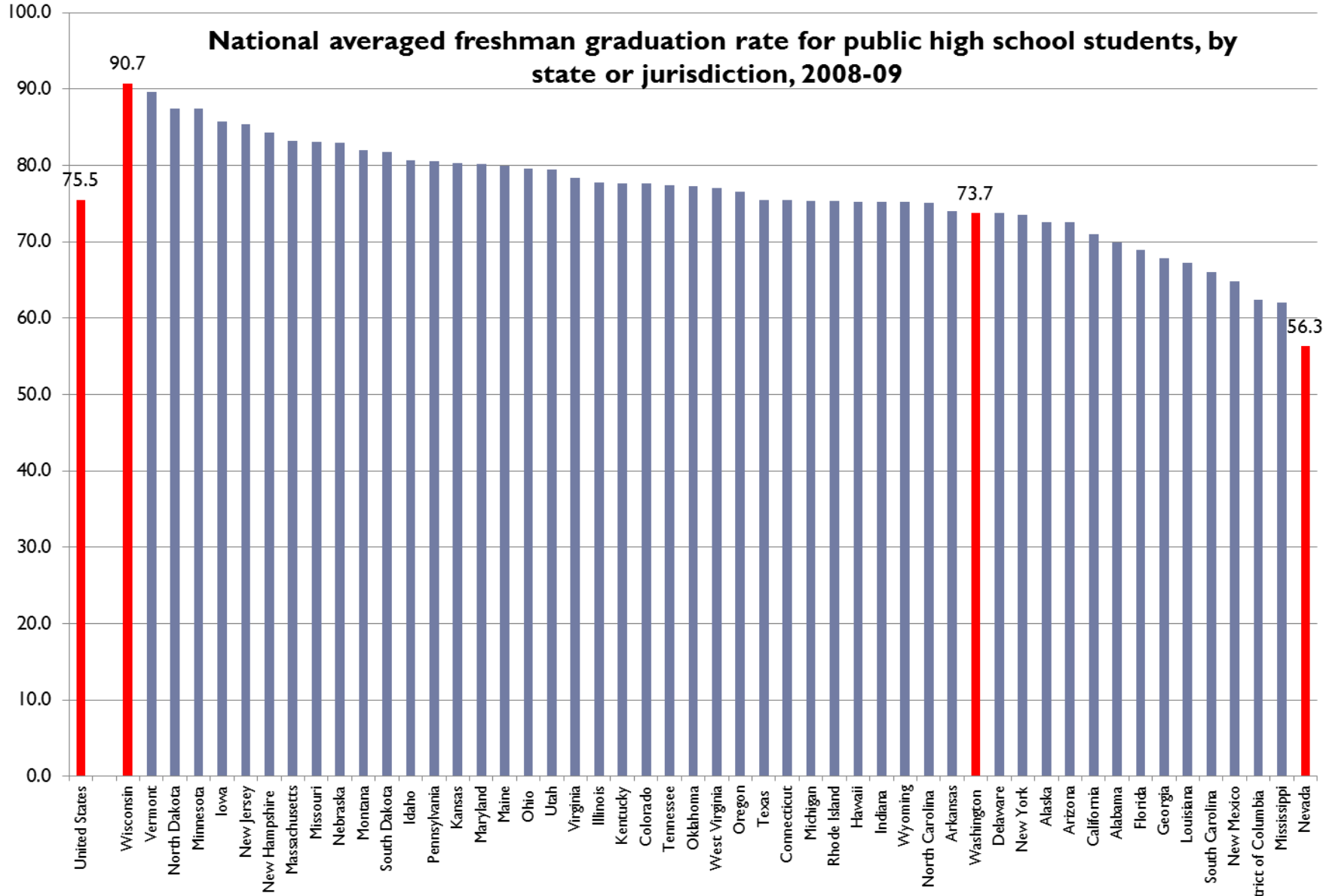
Source: Washington State, Office of Superintendent of Public Instruction, Student Information Office. *2010-11 Graduation and Dropout Statistics Annual Report to the Legislature.* Retrieved 08/20/2012 from: http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/10-11/GradDropoutStats_2010-11.pdf



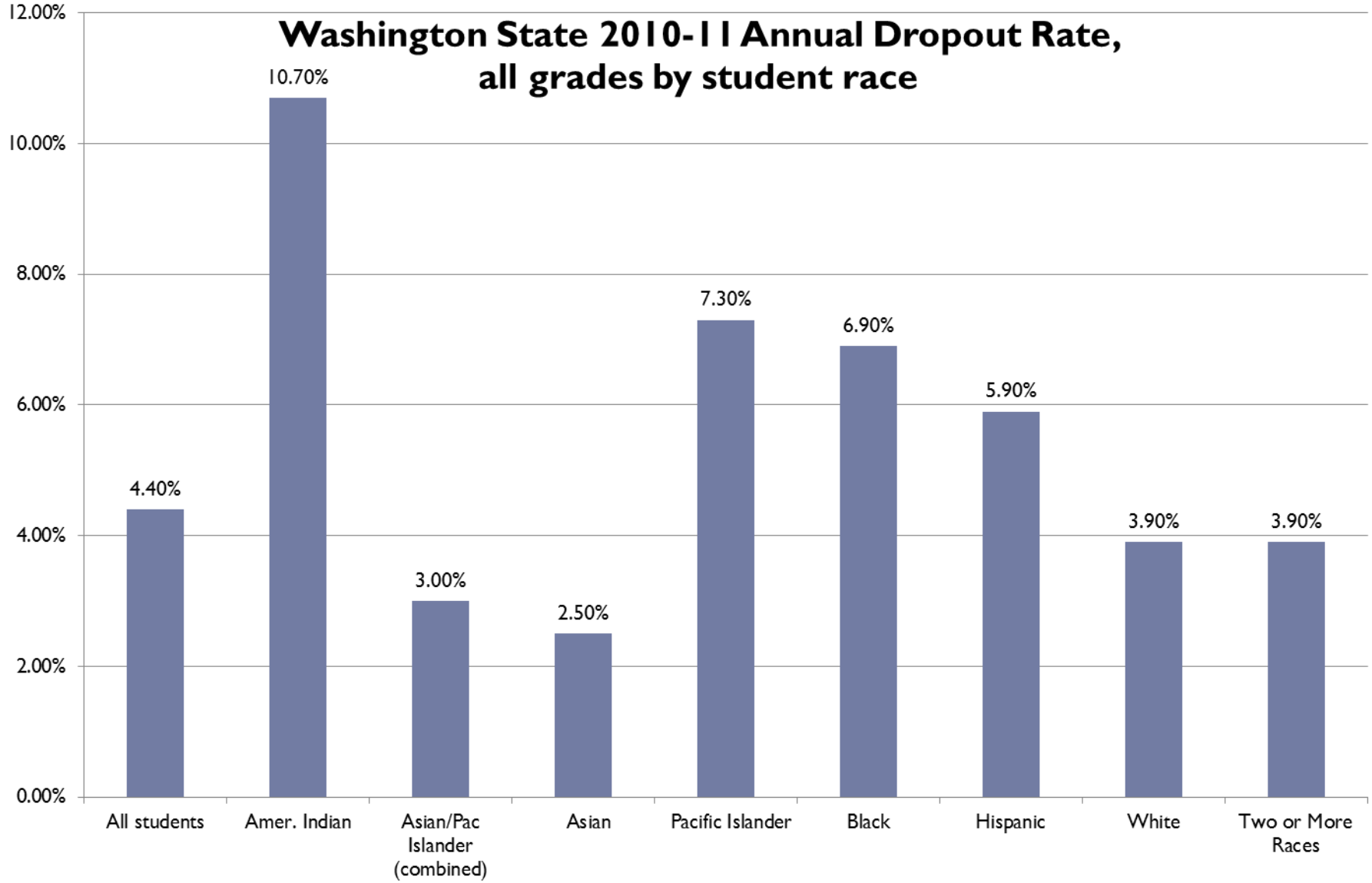
Source: Washington State, Office of Superintendent of Public Instruction, Student Information Office. *2010-11 Graduation and Dropout Statistics Annual Report to the Legislature.* Retrieved 08/20/2012 from: http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/10-11/GradDropoutStats_2010-11.pdf



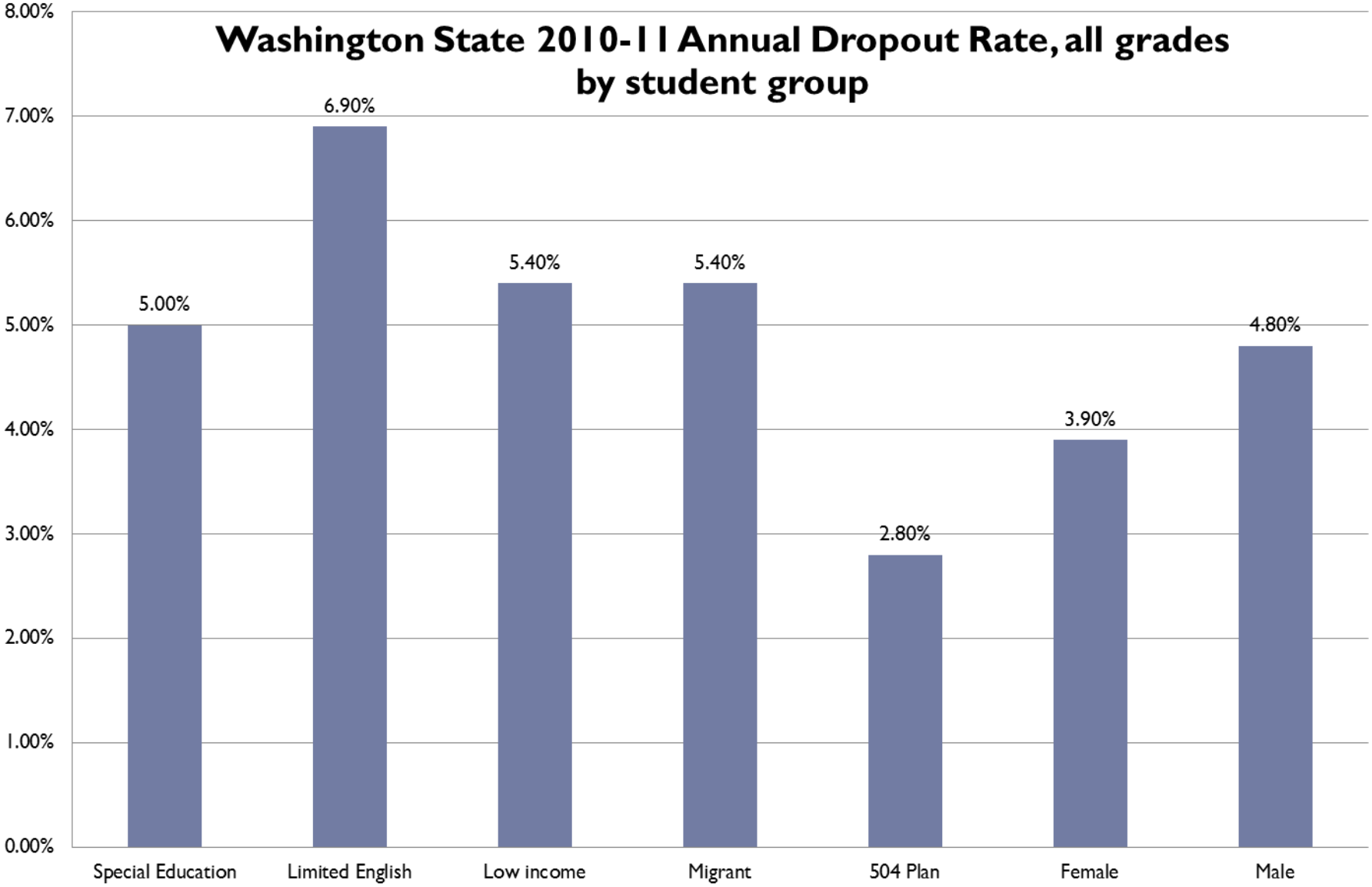
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2007–08; 2008-09, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990–91, Version 1b; 1995–96, Version 1b; 2000–01, Version 1b; 2005–06, Version 1b,



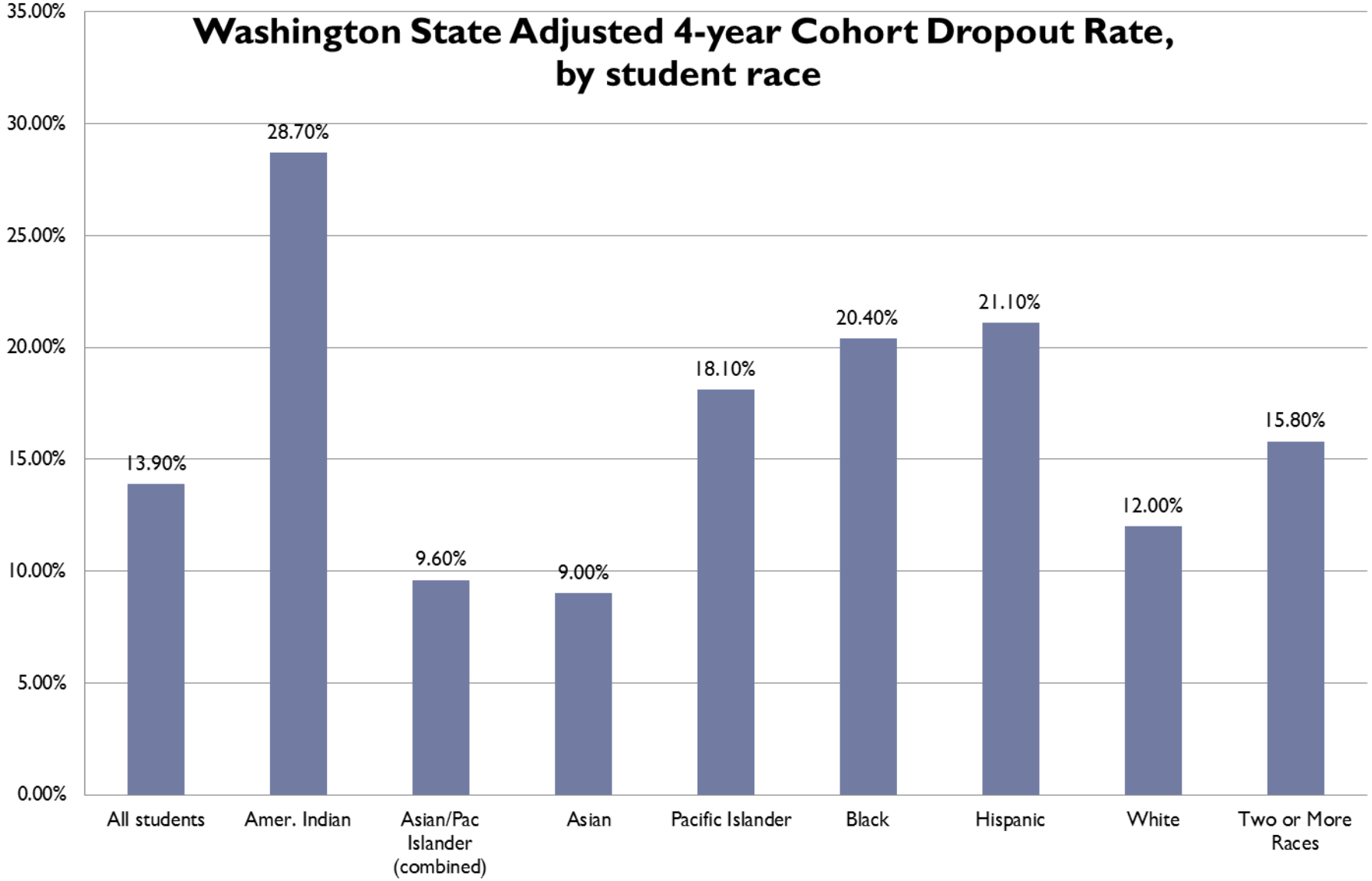
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2007–08; 2008-09, version 1a; and "State Nonfiscal Survey of Public Elementary/Secondary Education," 1990–91, Version 1b; 1995–96, Version 1b; 2000–01, Version 1b; 2005–06, Version 1b, and 2006–07, Version 1b.



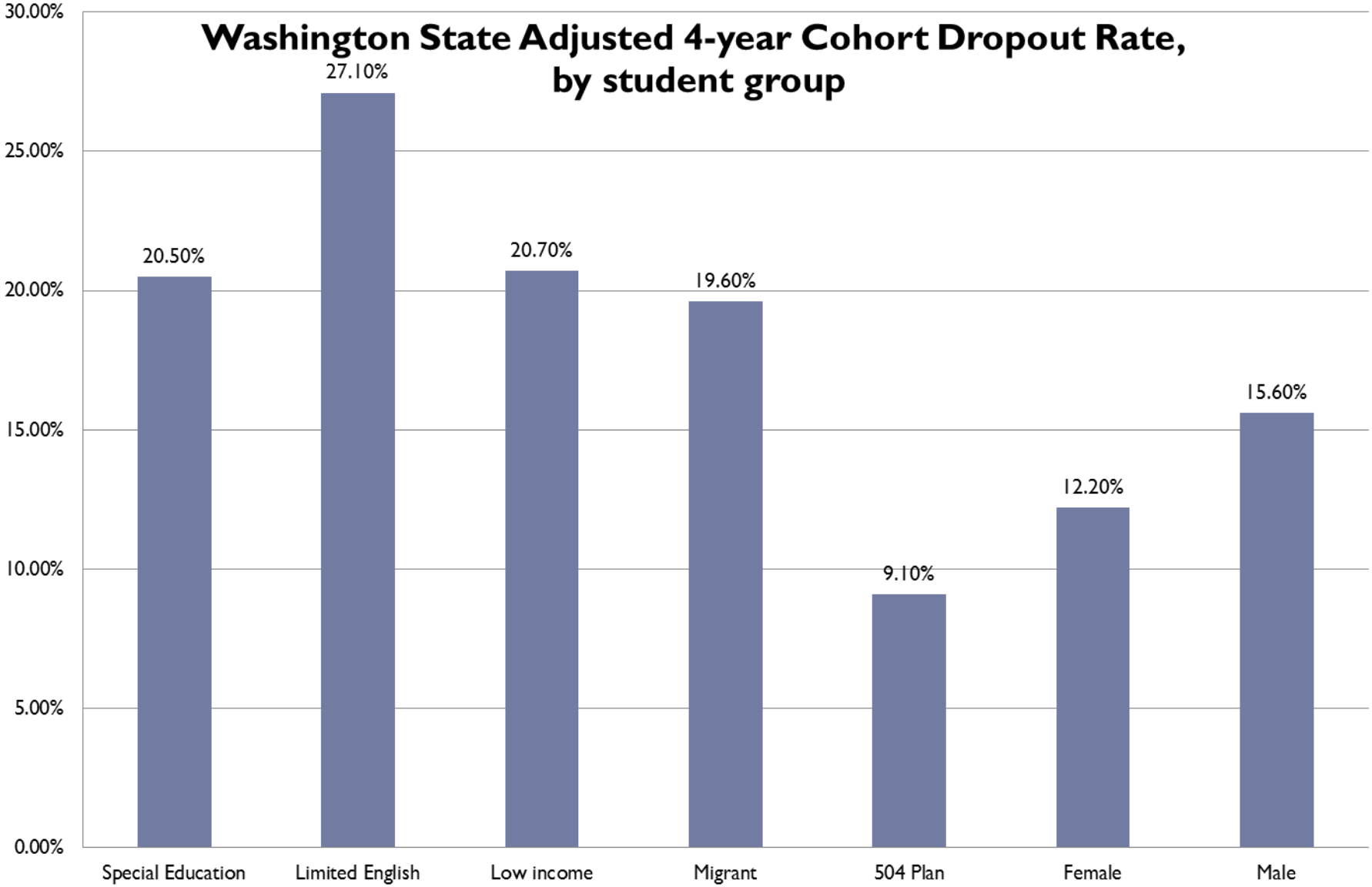
Source: Washington State, Office of Superintendent of Public Instruction, Student Information Office. *2010-11 Graduation and Dropout Statistics Annual Report to the Legislature.* Retrieved 08/20/2012 from: http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/10-11/GradDropoutStats_2010-11.pdf



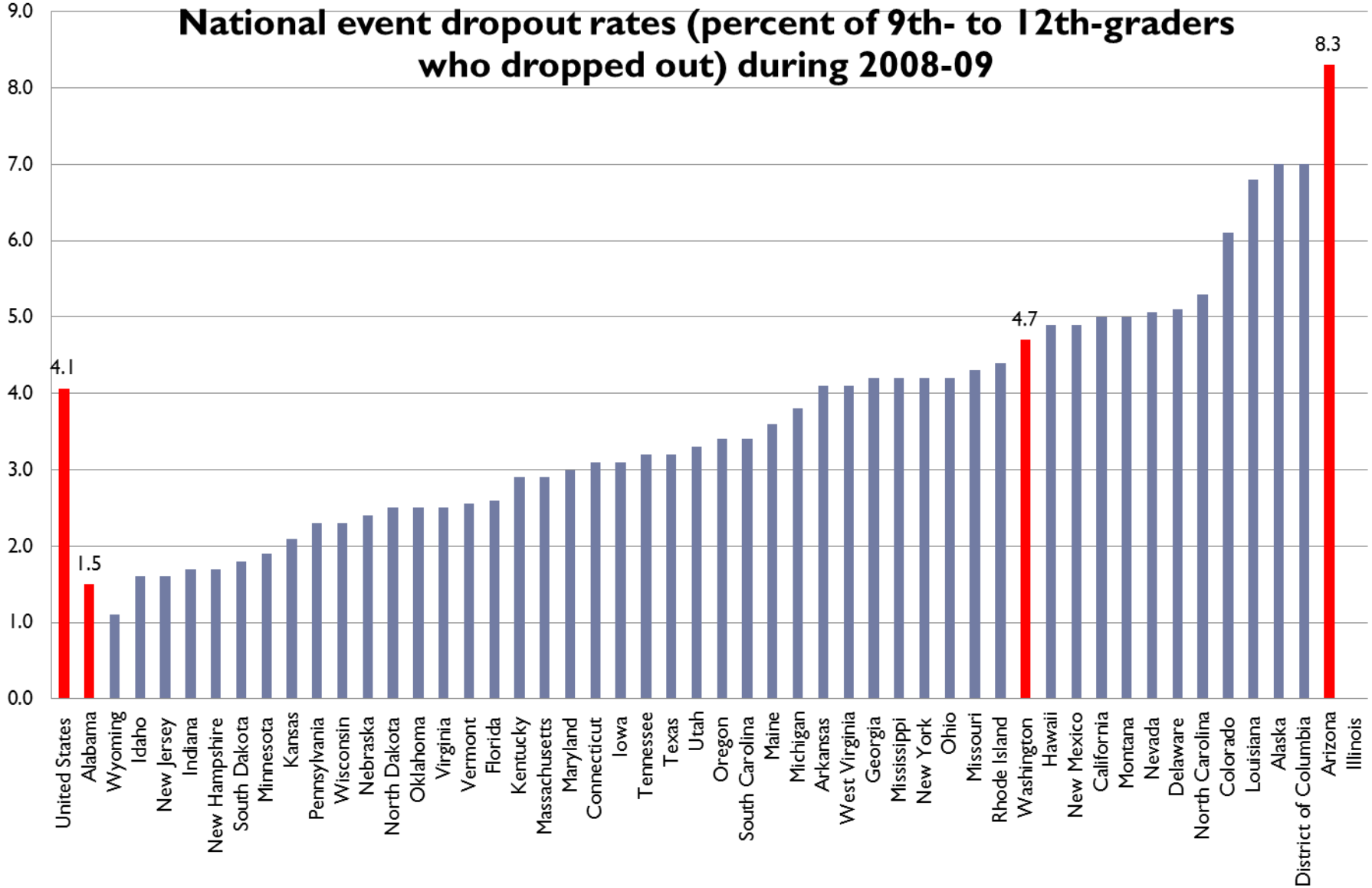
Source: Washington State, Office of Superintendent of Public Instruction, Student Information Office. *2010-11 Graduation and Dropout Statistics Annual Report to the Legislature.* Retrieved 08/20/2012 from: http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/10-11/GradDropoutStats_2010-11.pdf



Source: Washington State, Office of Superintendent of Public Instruction, Student Information Office. *2010-11 Graduation and Dropout Statistics Annual Report to the Legislature.* Retrieved 08/20/2012 from: http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/10-11/GradDropoutStats_2010-11.pdf

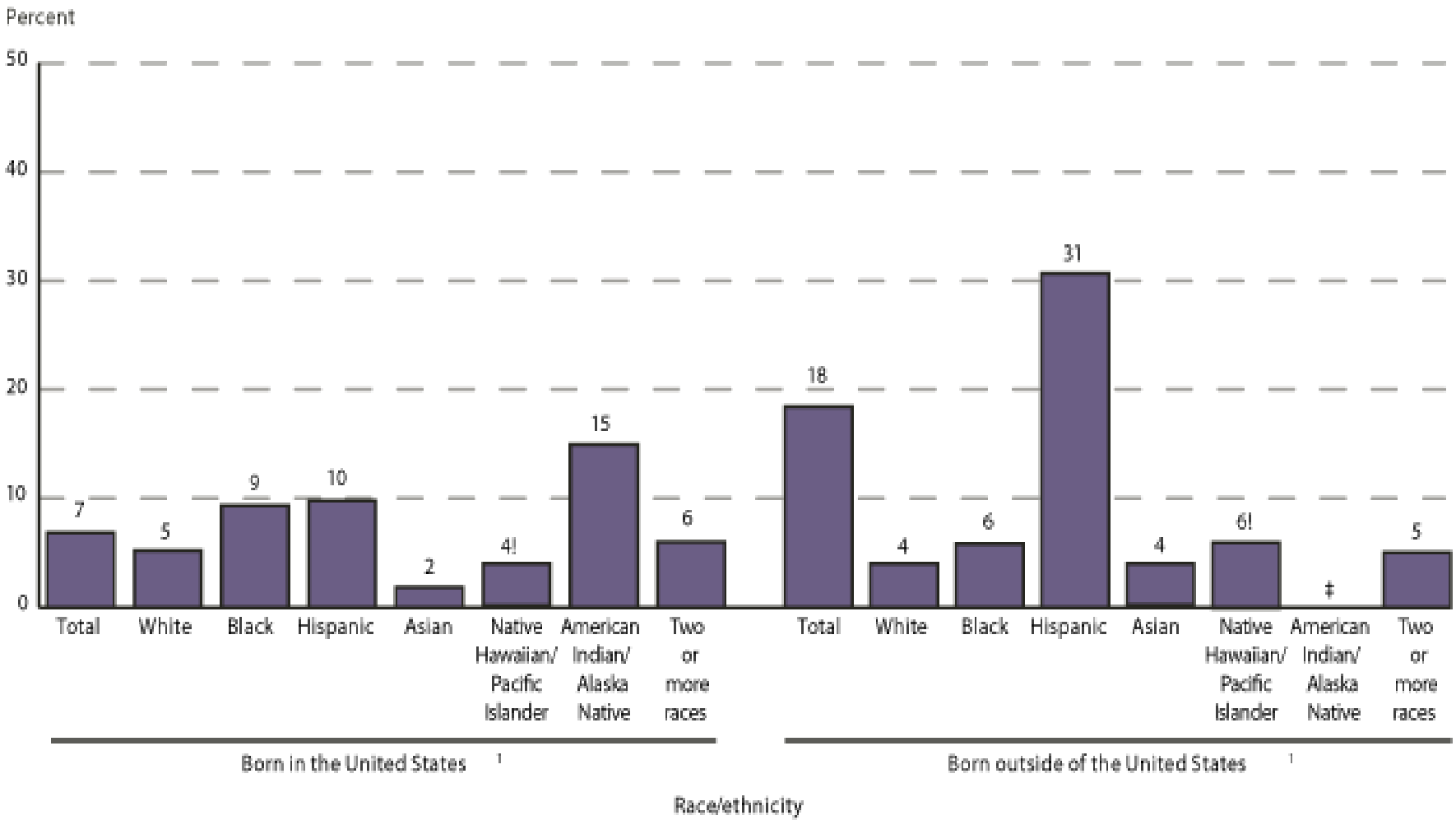


Source: Washington State, Office of Superintendent of Public Instruction, Student Information Office. *2010-11 Graduation and Dropout Statistics Annual Report to the Legislature.* Retrieved 08/20/2012 from: http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/10-11/GradDropoutStats_2010-11.pdf



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public School Graduates and Dropouts from the Common Core of Data, 2007-08 and 2008-09.

National Status Dropout Rates of 16-24 year-old students, by nativity and race/ethnicity



Source: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2010

Works Cited

Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., and Zhang, J. (2012). *The Condition of Education 2012* (NCES 2012-045). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved 08/20/2012 from http://nces.ed.gov/pubsearch.

Washington State, Office of Superintendent of Public Instruction, Student Information Office. *2010-11 Graduation and Dropout Statistics Annual Report to the Legislature.*

Retrieved 08/20/2012 from: http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/10-11/GradDropoutStats_2010-11.pdf

Washington State, Office of Superintendent of Public Instruction, School Report Card. Retrieved 08/20/2012 from: http://reportcard.ospi.k12.wa.us/waslTrend.aspx?groupLevel=District&schoolId=1&reportLevel=State&orgLinkId=1&yrs=&gradeLevelId=10&waslCategory=-1&chartType=1

Questions?

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Thank you!

REQUIRED ACTION DISTRICTS

Presentation to the State Board of Education
September 26, 2012

Office of Student and School Success
OSPI

Statutory Purpose

E2SSB 6696- RCW 28A.657

- Identify Persistently Lowest-Achieving (PLA) schools
  - Lowest Math & Reading Scores
  - Low Graduation Rates (High Schools)

Improvement

- Requires districts to select one of the four federal intervention models
  - Transformation
  - Turnaround
  - Restart
  - Closure
- Create local plan of improvement

Criteria for Selection and Exit

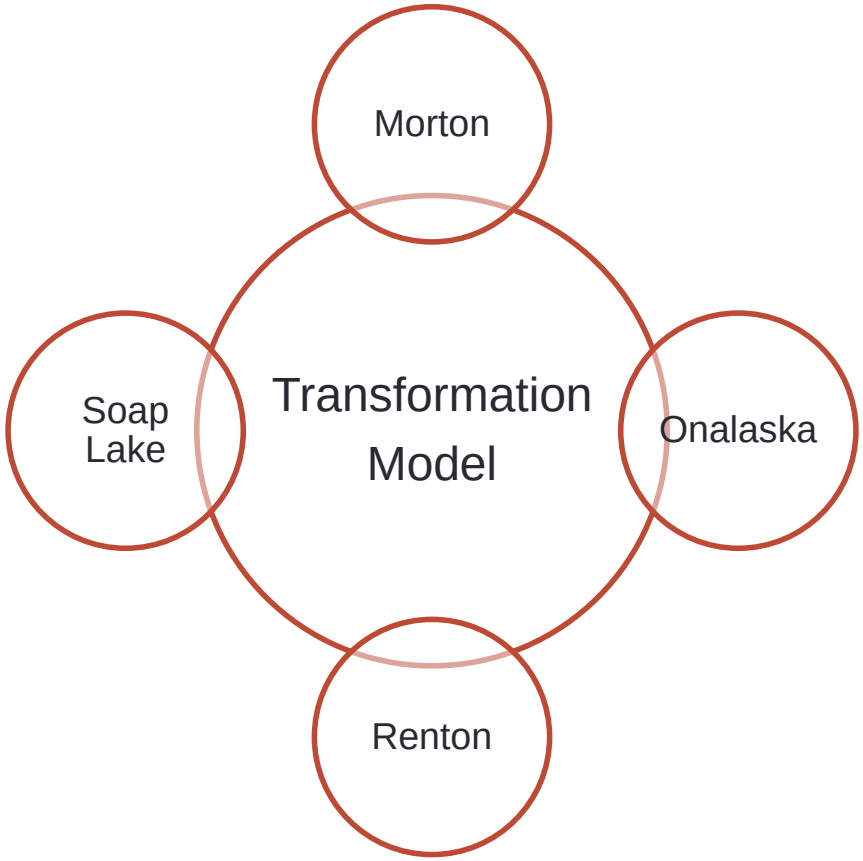
SELECTION

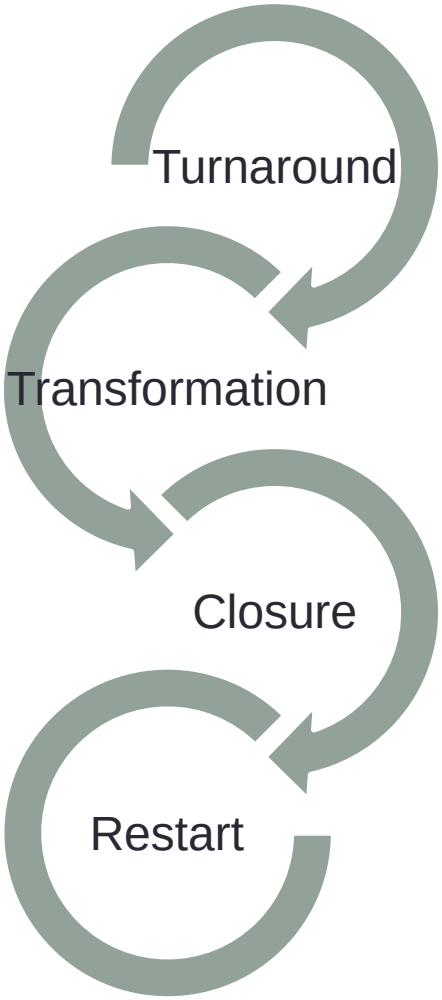
- The district has at least one school that is identified in the bottom 5% (Title I or Title I eligible)
- Were not awarded School Improvement grants in 2010 or the school is new to the persistently lowest achieving (PLA) list
- School did not progress in reading and math in the “all students” category
- Improvement rate is less than the state average based on combined proficiency in past 3 years

EXIT

- After three years of implementation, can be removed from required action
  - District has NO school or schools on the PLA list- AND
  - The school or schools have positive improvement trend in reading and mathematics in the “all students” category based on 3 year average

REQUIRED ACTION DISTRICTS





REQUIRED ACTION DISTRICT FUNDING

Federal "SIG" grants, beginning in 2011 and for two years thereafter, to implement school improvement model

District/ LEA	2011-12 Actual Budget (40%)	2012-13 Projected Budget (35%)	2013-14 Projected Budget (25%)	Total for 3 years
Morton SD	$652,822	$571,219	$408,014	$1,632,055
Onalaska SD	$715,134	$625,742	$446,959	$1,787,835
Renton SD	$1,049,507	$918,318	$655,942	$2,623,767
Soap Lake SD	$546,978	$478,606	$341,861	$1,367,445
TOTAL	**$2,964,441**	**$2,593,885**	**$1,852,776**	**$7,411,102**

SIG Cohorts I & II

SIG Cohort I:
Year 1: 2010-11
Year 2: 2011-12
Year 3: 2012-13

District	School	SIG Model
Grandview SD	Grandview MS	Transformation
Highline SD	Cascade MS	Transformation
	Chinook MS	Transformation
Longview SD	Monticello MS	Transformation
Marysville SD	Tulalip ES	Turnaround
	Totem MS	Transformation
Seattle SD	Cleveland HS	Transformation
	Hawthorne ES	Transformation
	W. Seattle ES	Transformation
Sunnyside SD	Sunnyside HS	Transformation
Tacoma SD	Giaudrone MS	Turnaround
	Stewart MS	Turnaround
	Jason Lee MS	Transformation
	Hunt MS	Closure
Wellpinit SD	Wellpinit ES	Transformation
Yakima SD	Adams ES	Transformation
	Washington MS	Transformation
	Stanton Academy	Transformation

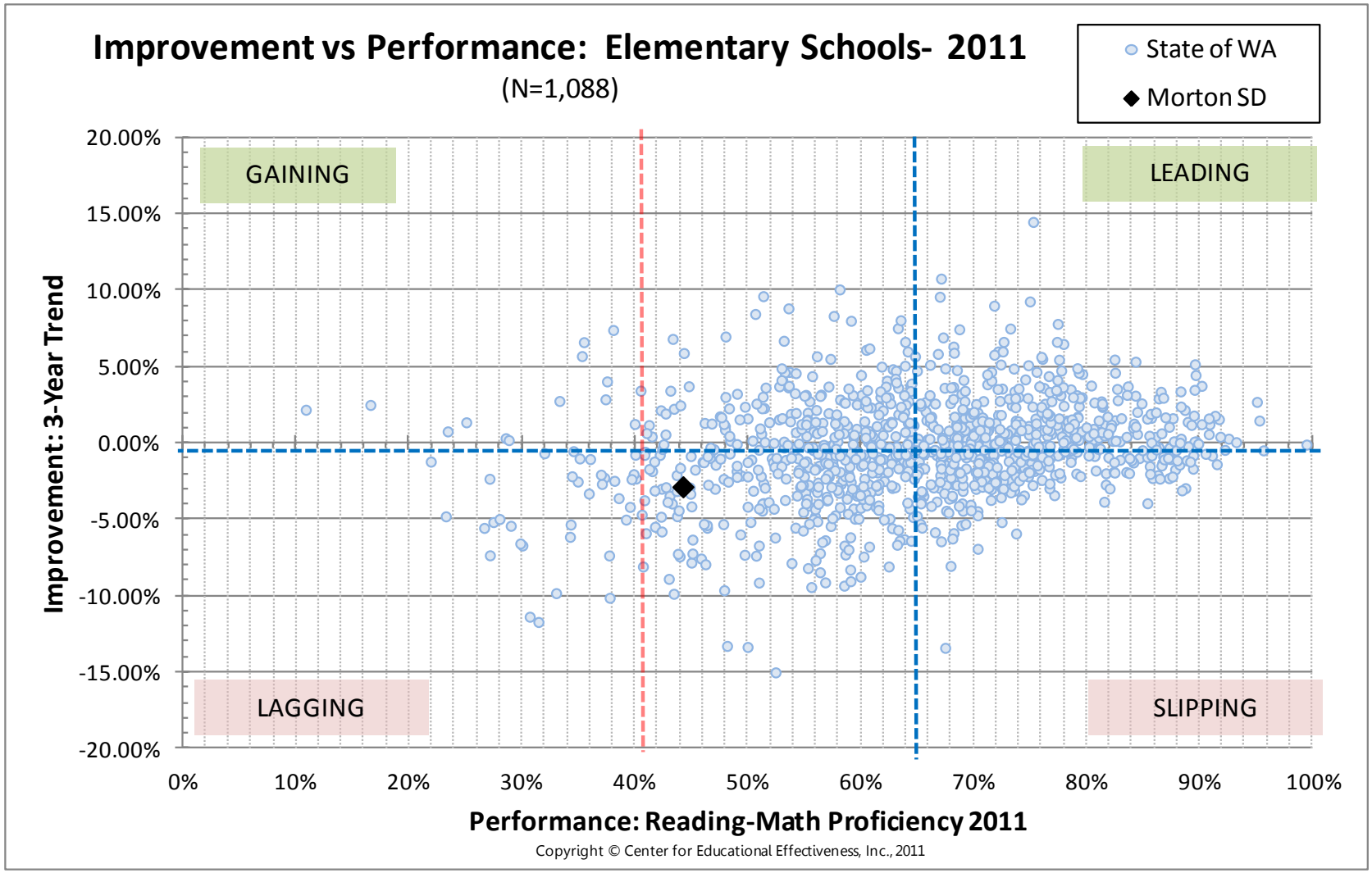
SIG Cohort II:
Year 1: 2011-12
Year 2: 2012-13
Year 3: 2013-14

District	School	SIG Model
Burlington Edison	West View ES	Turnaround
Marysville SD	Quil Ceda ES	Transformation
Morton SD	Morton JHS/SHS	Transformation
Oakville SD	Oakville HS	Transformation
Onalaska SD	Onalaska MS	Transformation
Renton SD	Lakeridge ES	Transformation
Soap Lake SD	Soap Lake MS/HS	Transformation
Spokane SD	Rogers HS	Transformation
Toppenish SD	Valley View ES	Transformation
Wapato SD	Wapato MS	Transformation

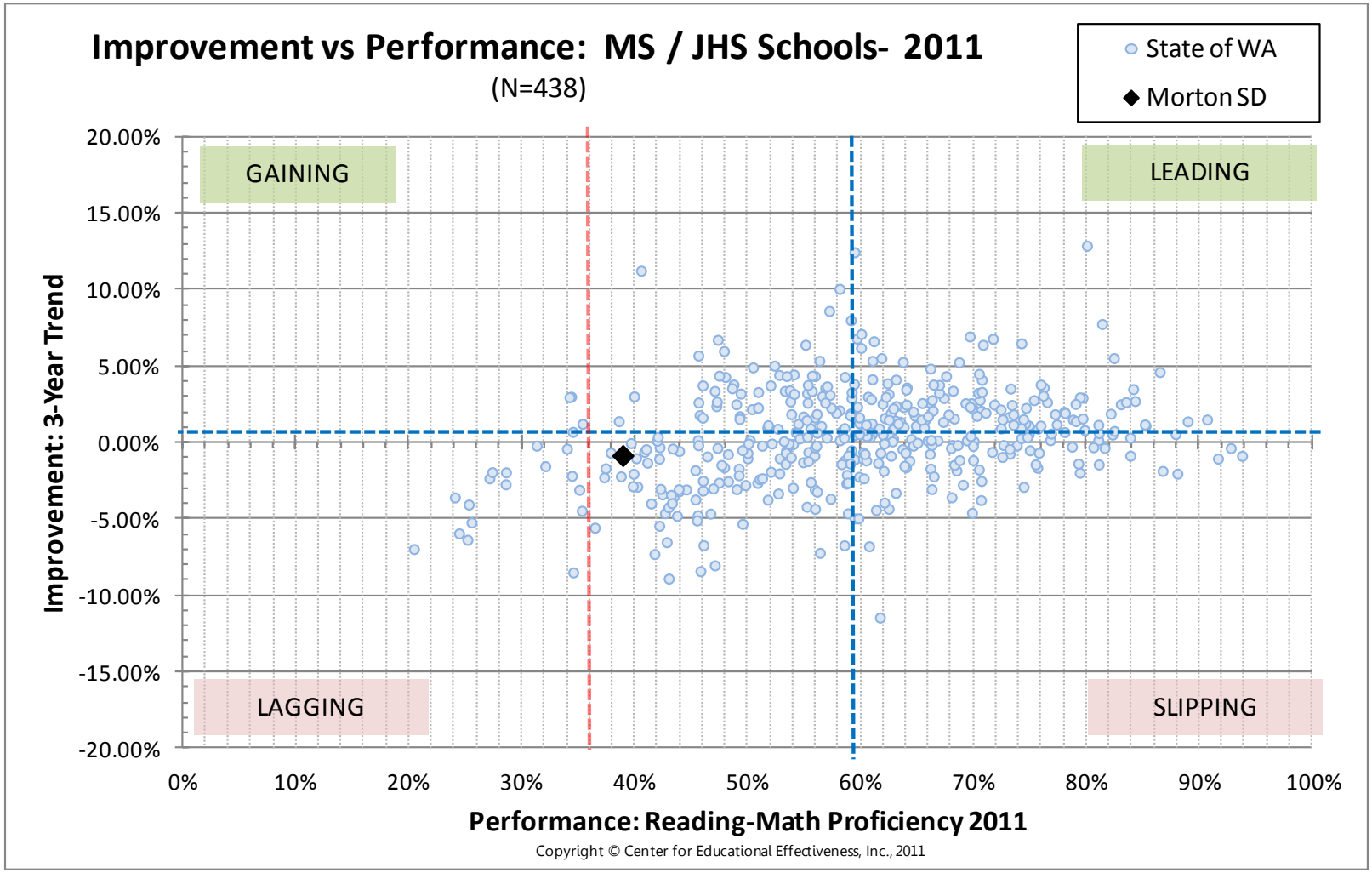
MORTON SCHOOL DISTRICT

Morton Junior/Senior High School

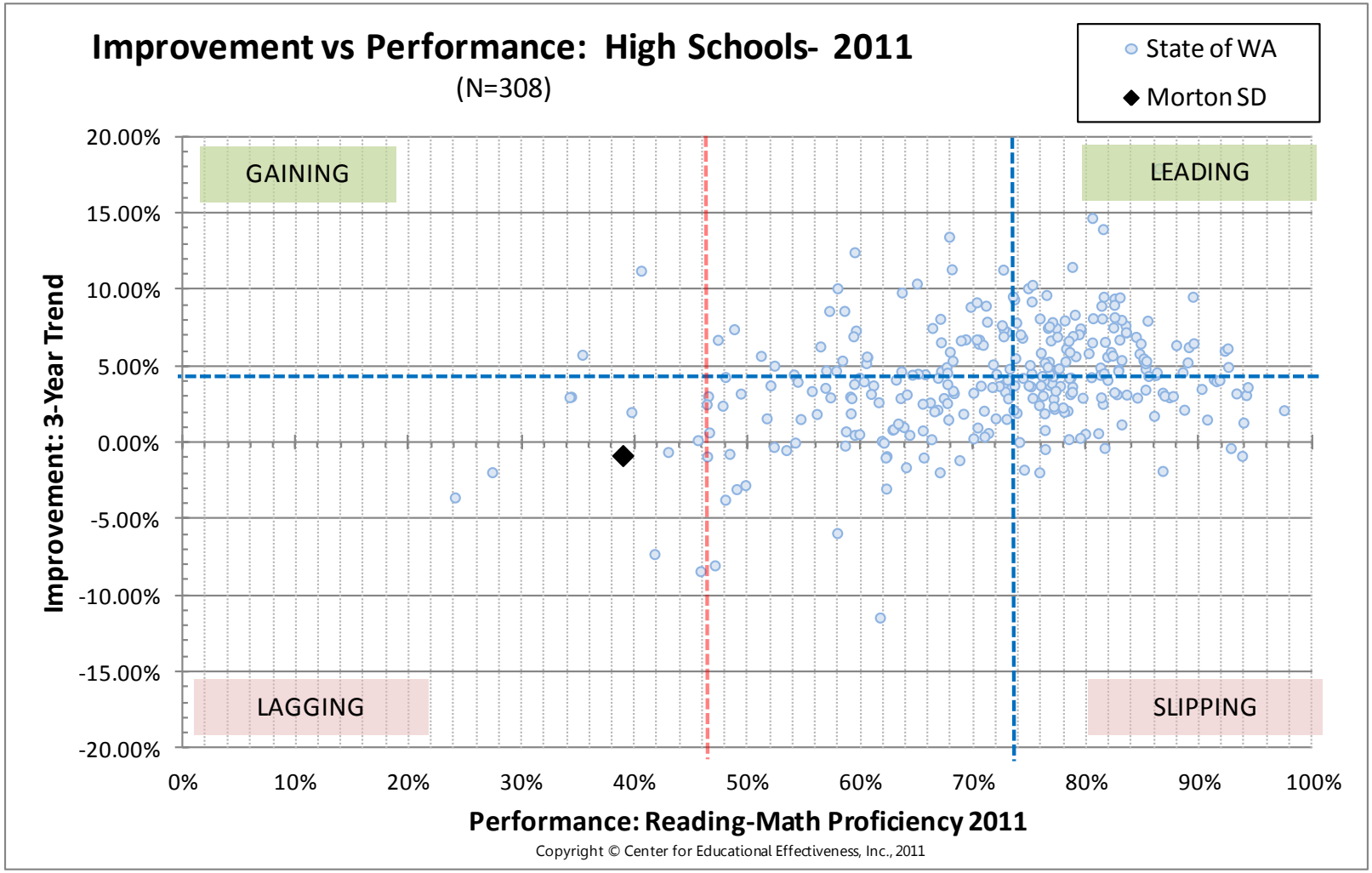
Morton Elementary School- Improvement v. Performance



Morton Junior High School-Improvement v. Performance



Morton High School-Improvement v. Performance



Morton-2012 Math Student Achievement

WCAP MATH								
	Morton SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 3	45.8%	25.9%	↑	19.9%	65.3%	61.6%	↑	3.7%
Grade 4	26.7%	45.0%	↓	-18.3%	59.3%	59.3%	→	0.0%
Grade 5	61.9%	52.2%	↑	9.7%	63.7%	61.3%	↑	2.4%
Grade 6	56.5%	27.6%	↑	28.9%	61.4%	58.8%	↑	2.6%
Grade 7	24.0%	33.3%	↓	-9.3%	59.2%	57.0%	↑	2.2%
Grade 8	30.0%	23.8%	↑	6.2%	55.4%	50.4%	↑	5.0%
Grade 10	End of Course Results Reported Separately							

Source: OSPI Report Card http://reportcard.ospi.k12.wa.us/summary.aspx?year=2011-12

Morton-2012 Reading Student Achievement

WCAP READING								
	Morton SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 3	45.8%	50.0%	↓	-4.2%	68.7%	73.1%	↓	-4.4%
Grade 4	53.3%	60.0%	↓	-6.7%	71.4%	67.3%	↑	4.1%
Grade 5	66.7%	69.6%	↓	-2.9%	71.0%	67.7%	↑	3.3%
Grade 6	78.3%	48.3%	↑	30.0%	70.6%	70.6%	→	0.0%
Grade 7	60.0%	23.3%	↑	36.7%	71.2%	56.5%	↑	14.7%
Grade 8	33.3%	42.9%	↓	-9.6%	67.2%	68.7%	→	-1.5%
Grade 10	76.5%	76.5%	→	0.0%	81.1%	82.6%	→	-1.5%

Source: OSPI Report Card http://reportcard.ospi.k12.wa.us/summary.aspx?year=2011-12

Morton-2012 Writing and Science Student Achievement

WCAP WRITING

	Morton SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 4	33.3%	65.0%	↓	-31.7%	61.3%	61.4%	→	-0.1%
Grade 7	44.0%	60.0%	↓	-16.0%	71.0%	71.0%	→	0.0%
Grade 10	82.4%	100.0%	↓	-17.6%	85.2%	86.3%	→	-1.1%

WCAP SCIENCE

	Morton SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 5	66.7%	60.9%	↑	5.8%	66.1%	55.7%	↑	10.4%
Grade 8	40.0%	42.9%	↓	-2.9%	66.3%	61.6%	↑	4.7%
Grade 10			End of Course Results Reported Separately					

Source: OSPI Report Card http://reportcard.ospi.k12.wa.us/summary.aspx?year=2011-12

Morton-2012 Math 1 & 2 End-of-Course

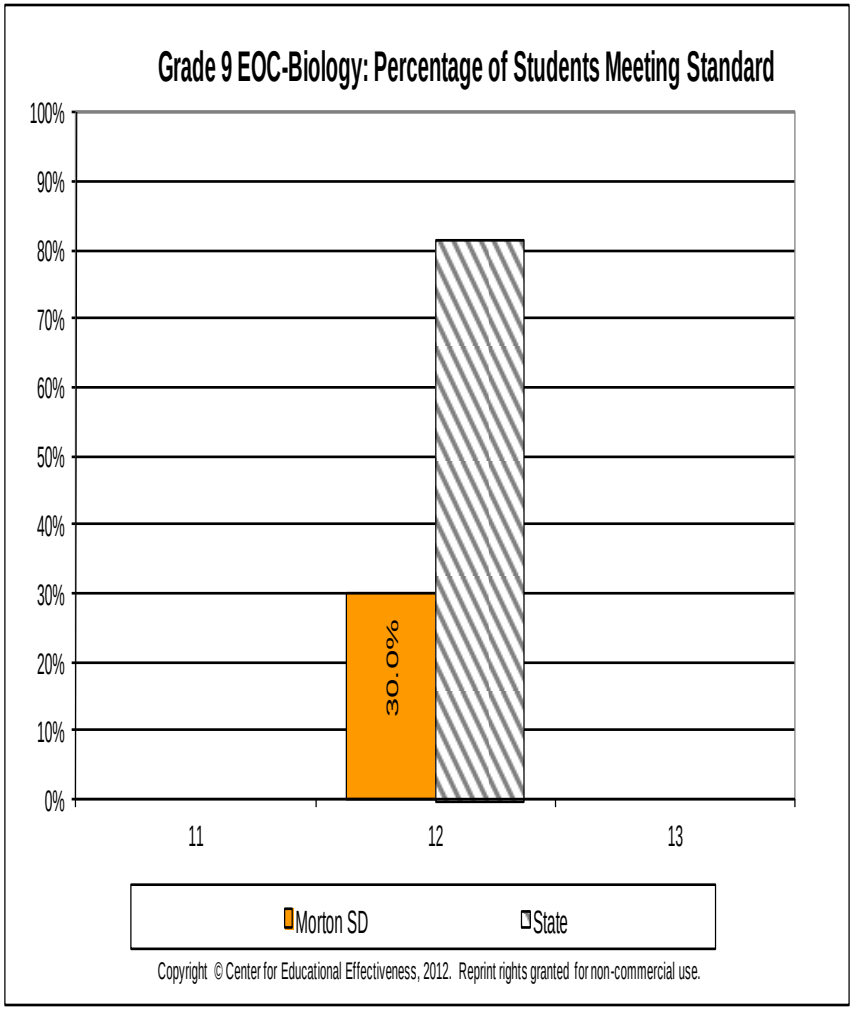
EOC-Math-1

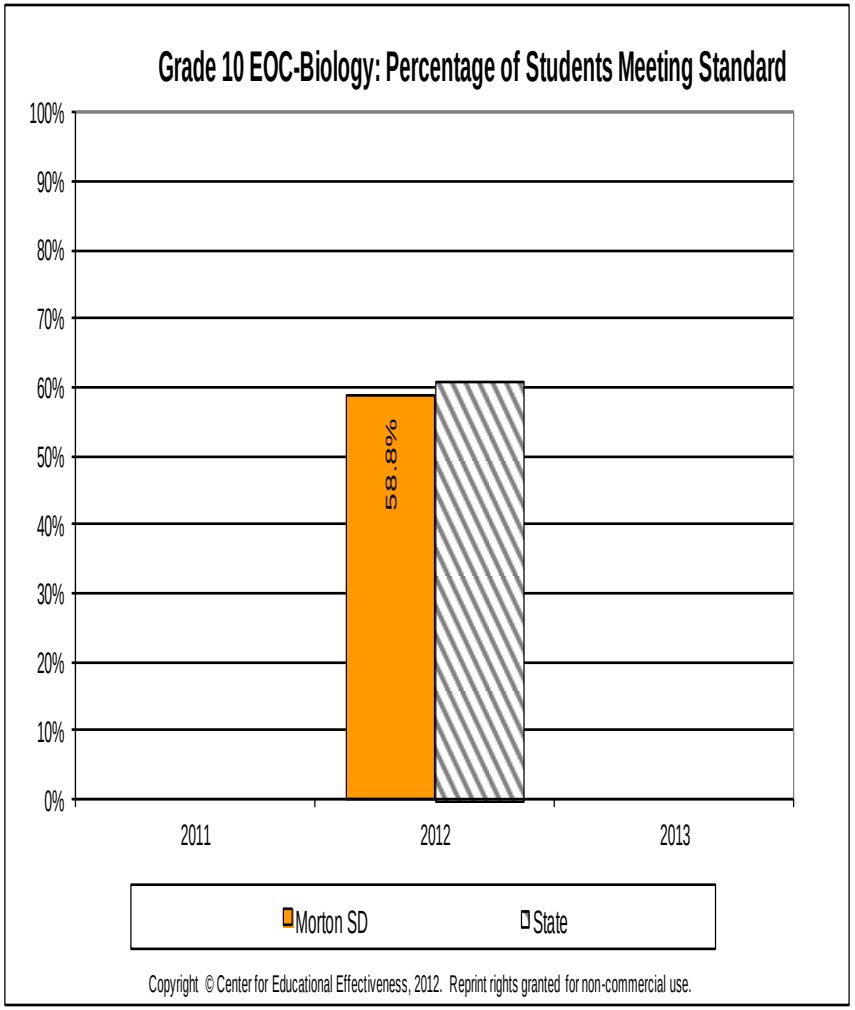
	Morton SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 7					96.6%	94.5%	↑	2.1%
Grade 8					85.6%	83.8%	→	1.8%
Grade 9	47.4%				70.5%	57.5%	↑	13.0%
Grade 10		36.4%			68.4%	61.8%	↑	6.6%

EOC-Math-2

	Morton SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 7					99.3%	99.5%	→	-0.2%
Grade 8					98.7%	98.3%	→	0.4%
Grade 9					92.5%	91.2%	→	1.3%
Grade 10		36.4%			76.1%	66.4%	↑	9.7%

Morton-2012 Biology End-of-Course

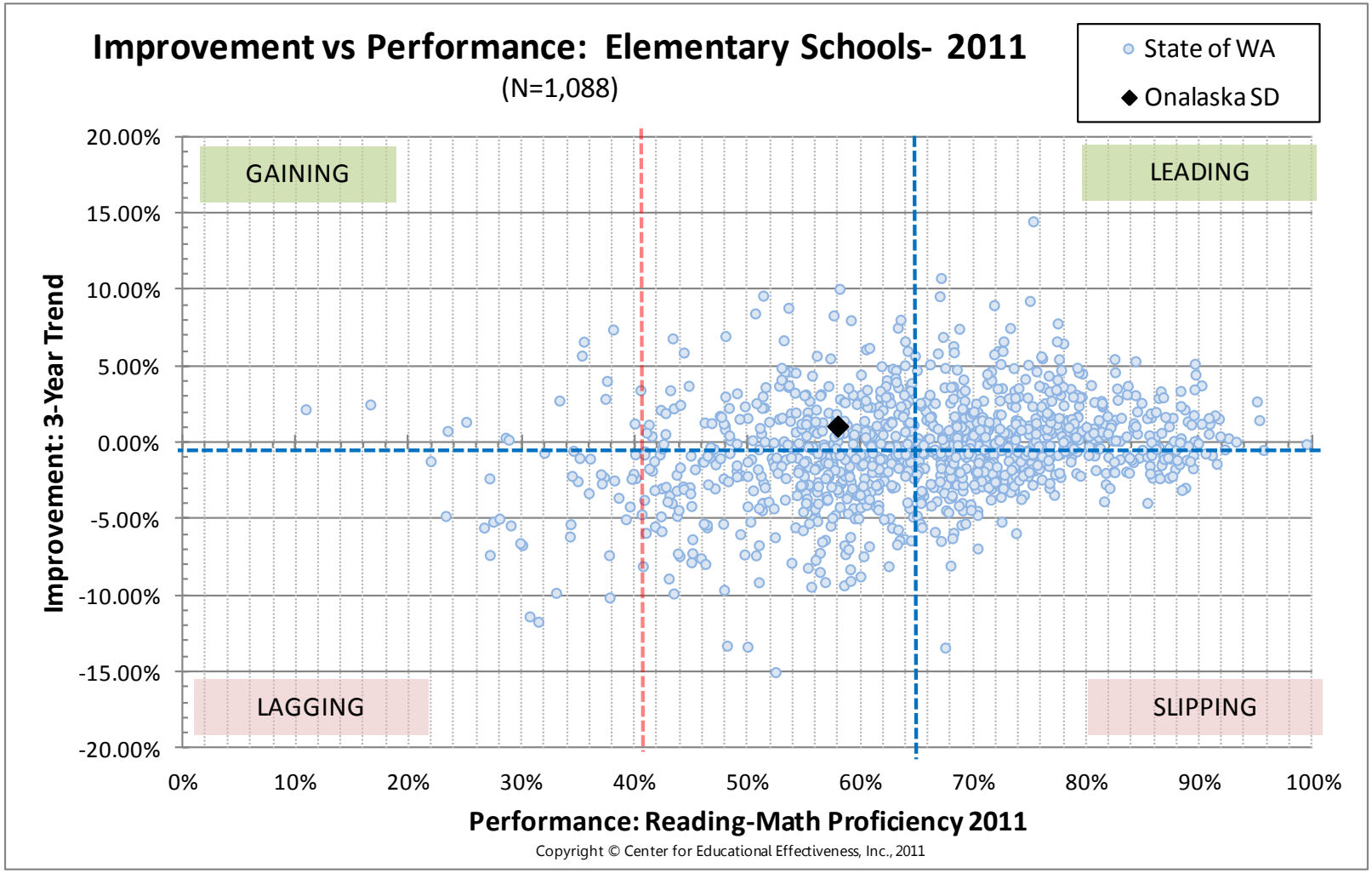




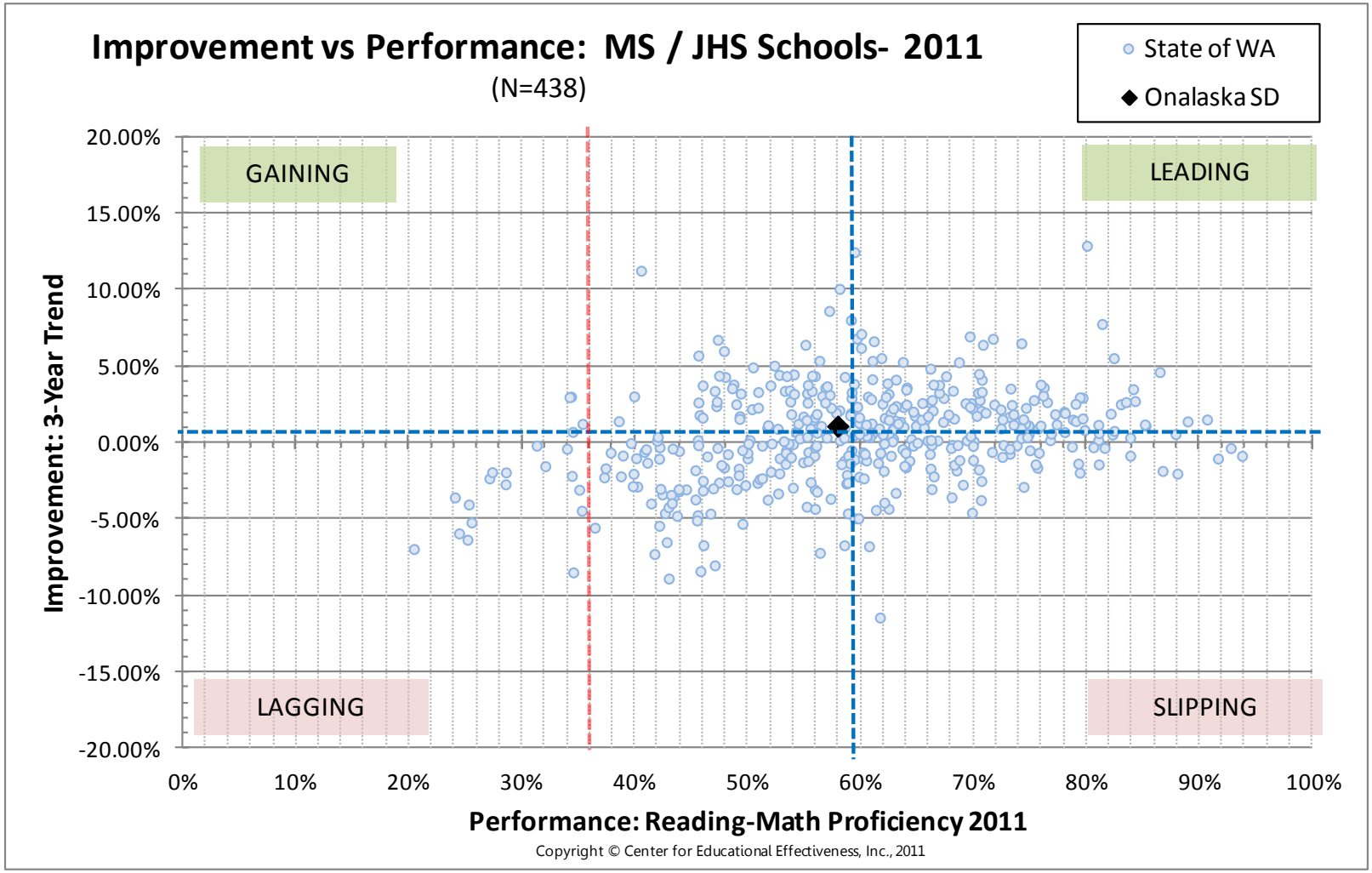
ONALASKA SCHOOL DISTRICT

Onalaska Middle School

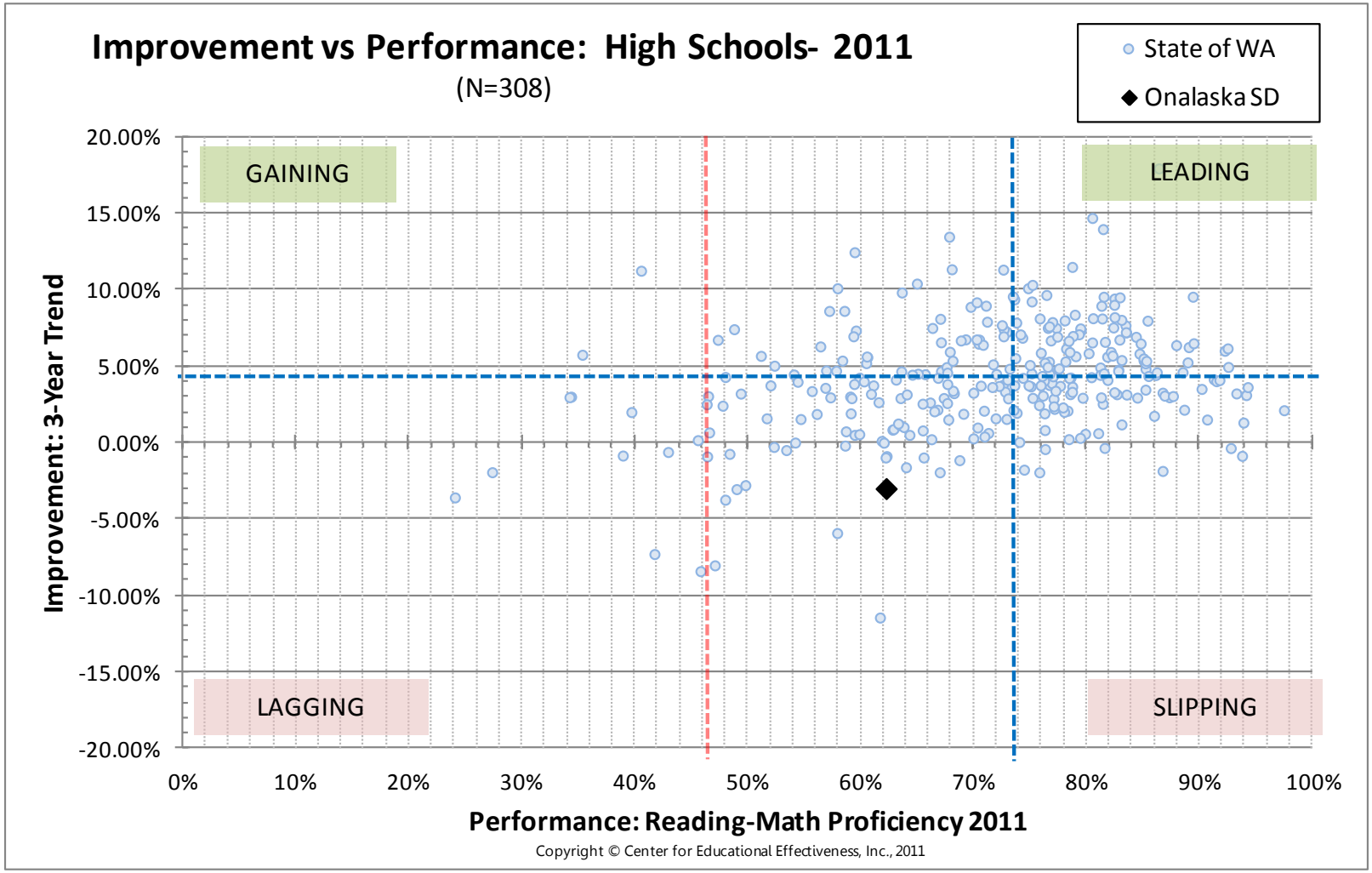
Onalaska Elementary School-Improvement v. Performance



Onalaska Middle School-Improvement v. Performance



Onalaska High School- Improvement v. Performance



Onalaska-2012 Math Student Achievement

WCAP MATH								
	Onalaska SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 3	52.4%	43.4%	↑	9.0%	65.3%	61.6%	↑	3.7%
Grade 4	48.3%	46.9%	→	1.4%	59.3%	59.3%	→	0.0%
Grade 5	40.3%	62.3%	↓	-22.0%	63.7%	61.3%	↑	2.4%
Grade 6	47.1%	35.3%	↑	11.8%	61.4%	58.8%	↑	2.6%
Grade 7	45.0%	32.2%	↑	12.8%	59.2%	57.0%	↑	2.2%
Grade 8	29.7%	14.3%	↑	15.4%	55.4%	50.4%	↑	5.0%
Grade 10	End of Course Results Reported Separately							

Source: OSPI Report Card http://reportcard.ospi.k12.wa.us/summary.aspx?year=2011-12

Onalaska-2012 Reading Student Achievement

WCAP READING								
	Onalaska SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 3	50.8%	62.3%	↓	-11.5%	68.7%	73.1%	↓	-4.4%
Grade 4	48.3%	59.4%	↓	-11.1%	71.4%	67.3%	↑	4.1%
Grade 5	59.7%	63.9%	↓	-4.2%	71.0%	67.7%	↑	3.3%
Grade 6	48.5%	62.7%	↓	-14.2%	70.6%	70.6%	→	0.0%
Grade 7	60.0%	37.3%	↑	22.7%	71.2%	56.5%	↑	14.7%
Grade 8	51.6%	50.0%	→	1.6%	67.2%	68.7%	→	-1.5%
Grade 10	67.2%	73.2%	↓	-6.0%	81.1%	82.6%	→	-1.5%

Source: OSPI Report Card http://reportcard.ospi.k12.wa.us/summary.aspx?year=2011-12

Onalaska-Writing & Science Student Achievement

WCAP WRITING								
	Onalaska SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 4	39.7%	54.7%	↓	-15.0%	61.3%	61.4%	→	-0.1%
Grade 7	63.3%	55.9%	↑	7.4%	71.0%	71.0%	→	0.0%
Grade 10	66.2%	77.0%	↓	-10.8%	85.2%	86.3%	→	-1.1%

WCAP SCIENCE								
	Onalaska SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 5	58.2%	54.1%	↑	4.1%	66.1%	55.7%	↑	10.4%
Grade 8	48.4%	34.3%	↑	14.1%	66.3%	61.6%	↑	4.7%
Grade 10			End of Course Results Reported Separately					

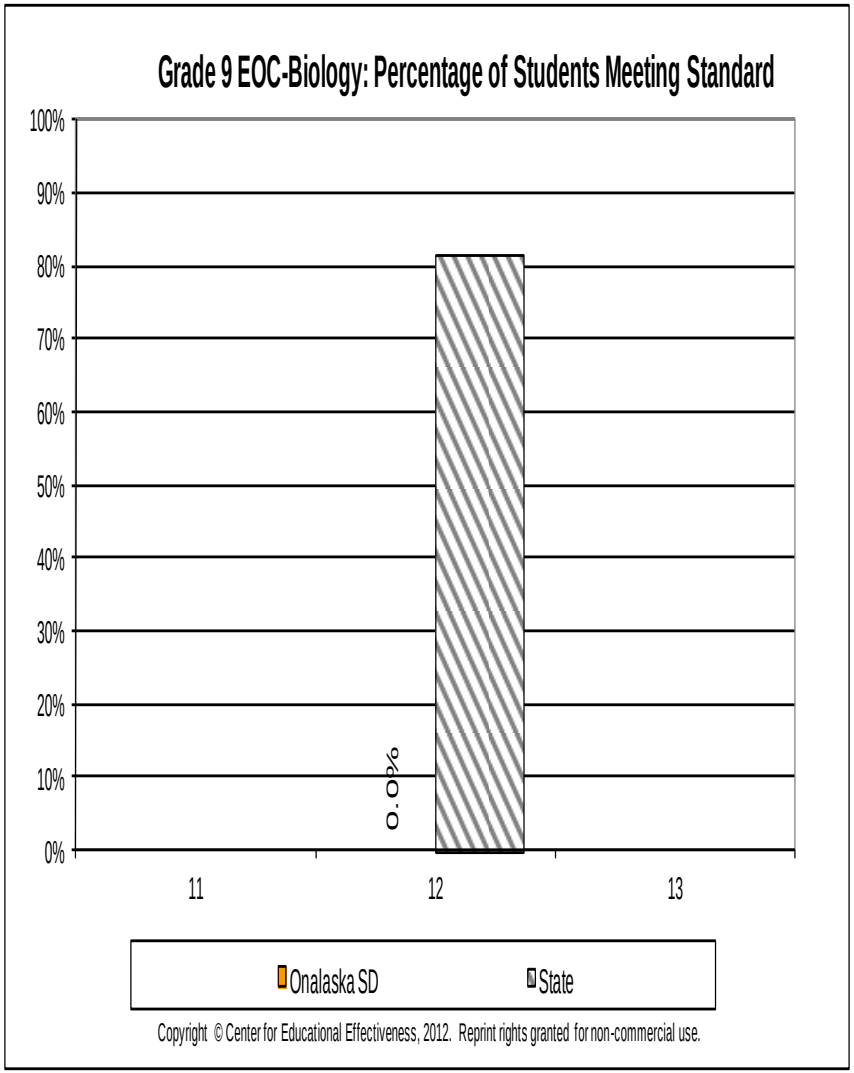
Source: OSPI Report Card http://reportcard.ospi.k12.wa.us/summary.aspx?year=2011-12

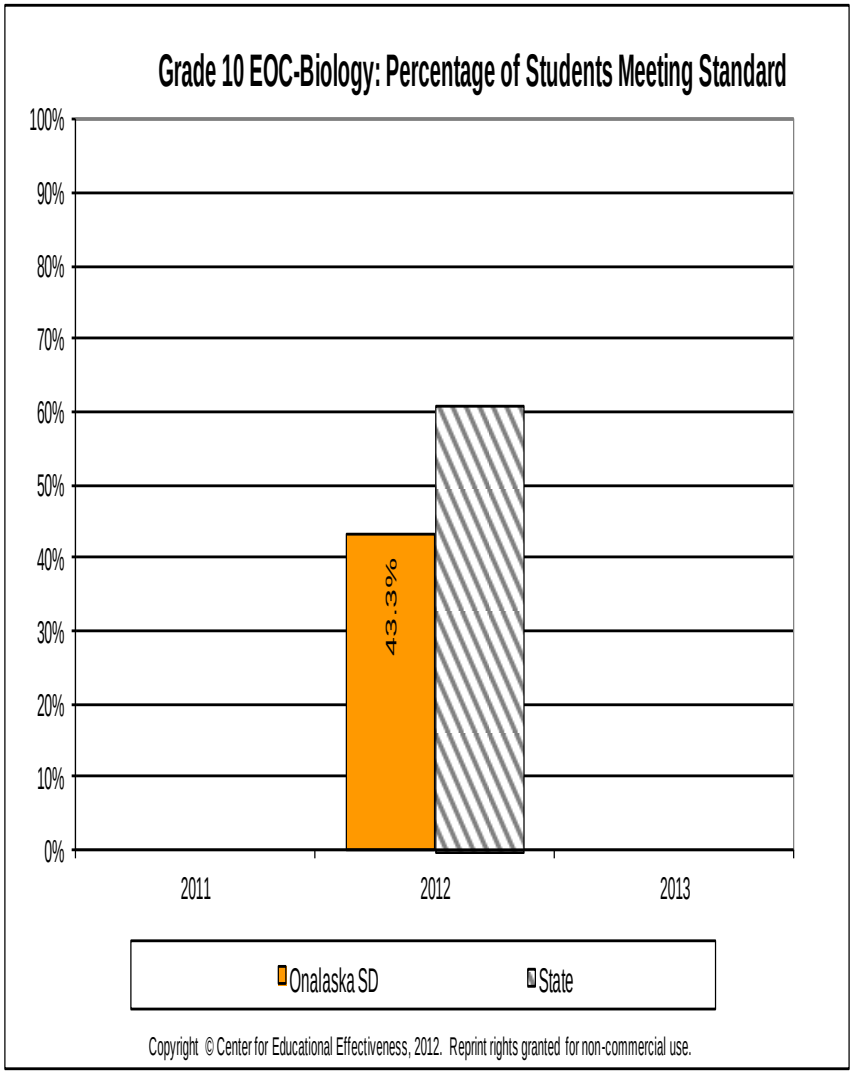
Onalaska-2012 Math 1 & 2 End-of-Course

EOC-Math-1								
	Onalaska SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 7					96.6%	94.5%	↑	2.1%
Grade 8	94.4%	73.3%	↑	21.1%	85.6%	83.8%	→	1.8%
Grade 9	47.3%	39.3%	↑	8.0%	70.5%	57.5%	↑	13.0%
Grade 10	46.2%	25.5%	↑	20.7%	68.4%	61.8%	↑	6.6%

EOC-Math-2								
	Onalaska SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 7					99.3%	99.5%	→	-0.2%
Grade 8					98.7%	98.3%	→	0.4%
Grade 9	100.0%	100.0%	→	0.0%	92.5%	91.2%	→	1.3%
Grade 10	61.9%	65.0%	↓	-3.1%	76.1%	66.4%	↑	9.7%

Onalaska-2012 Biology End-of-Course

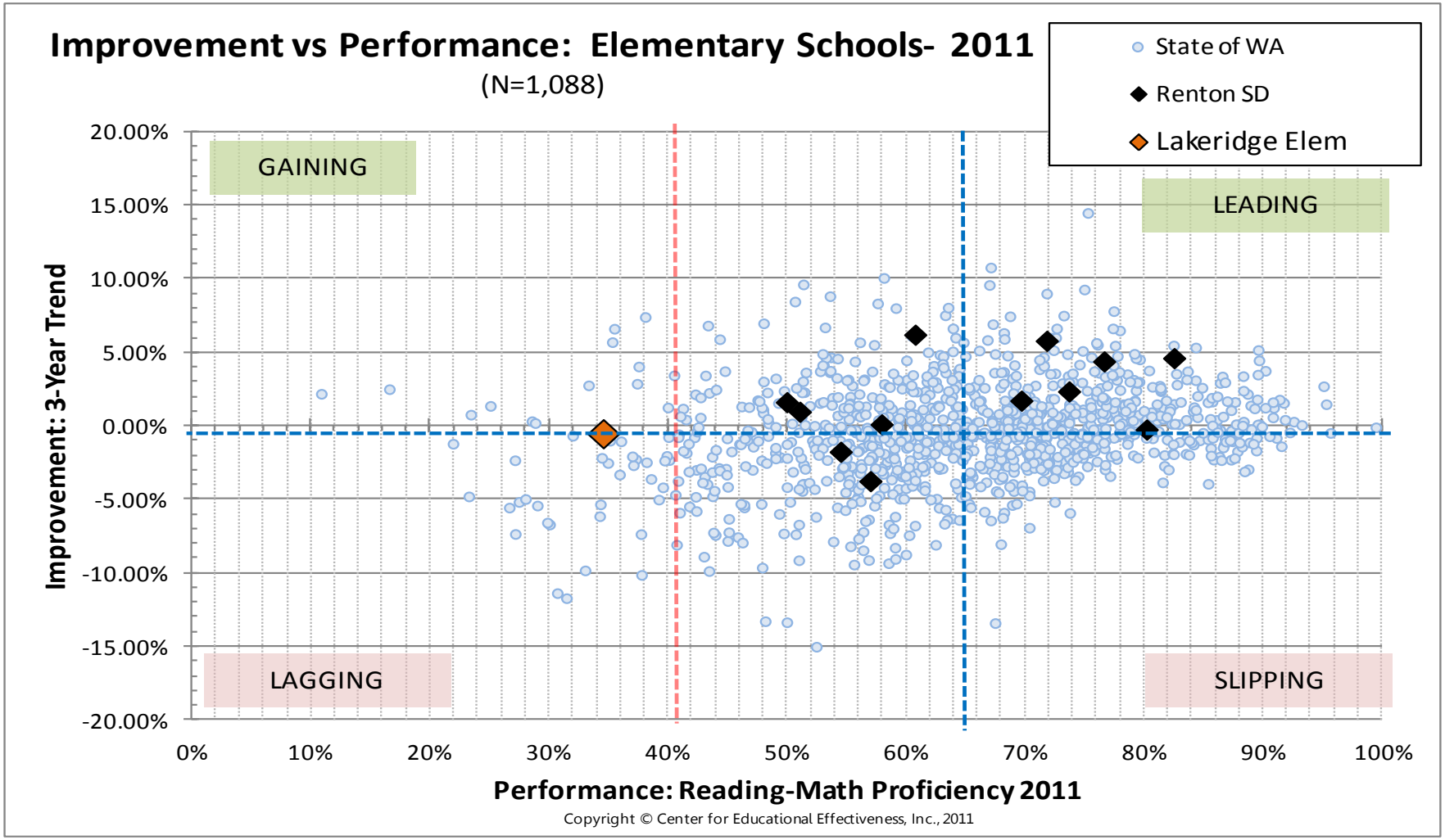




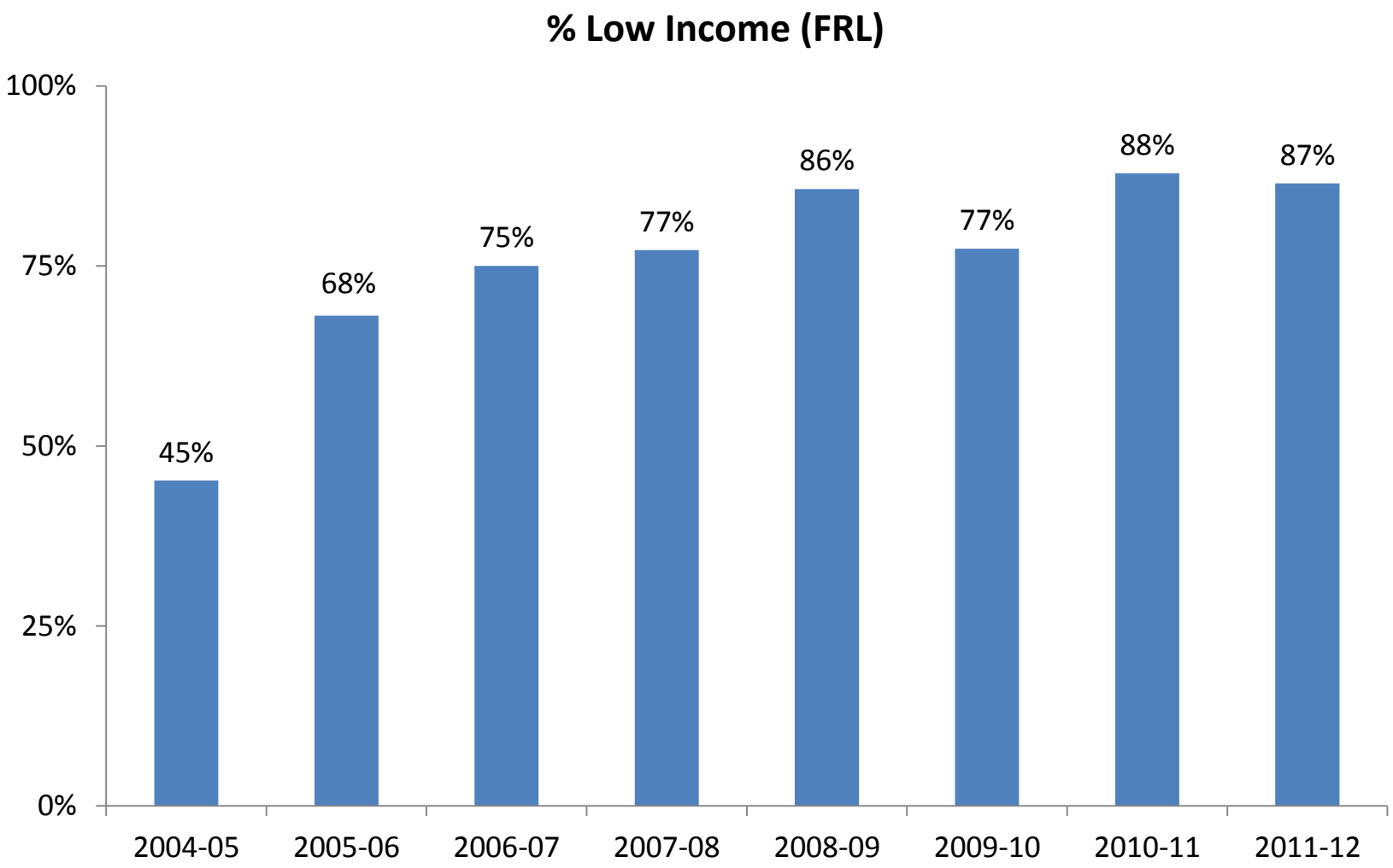
RENTON SCHOOL DISTRICT

Lakeridge Elementary School

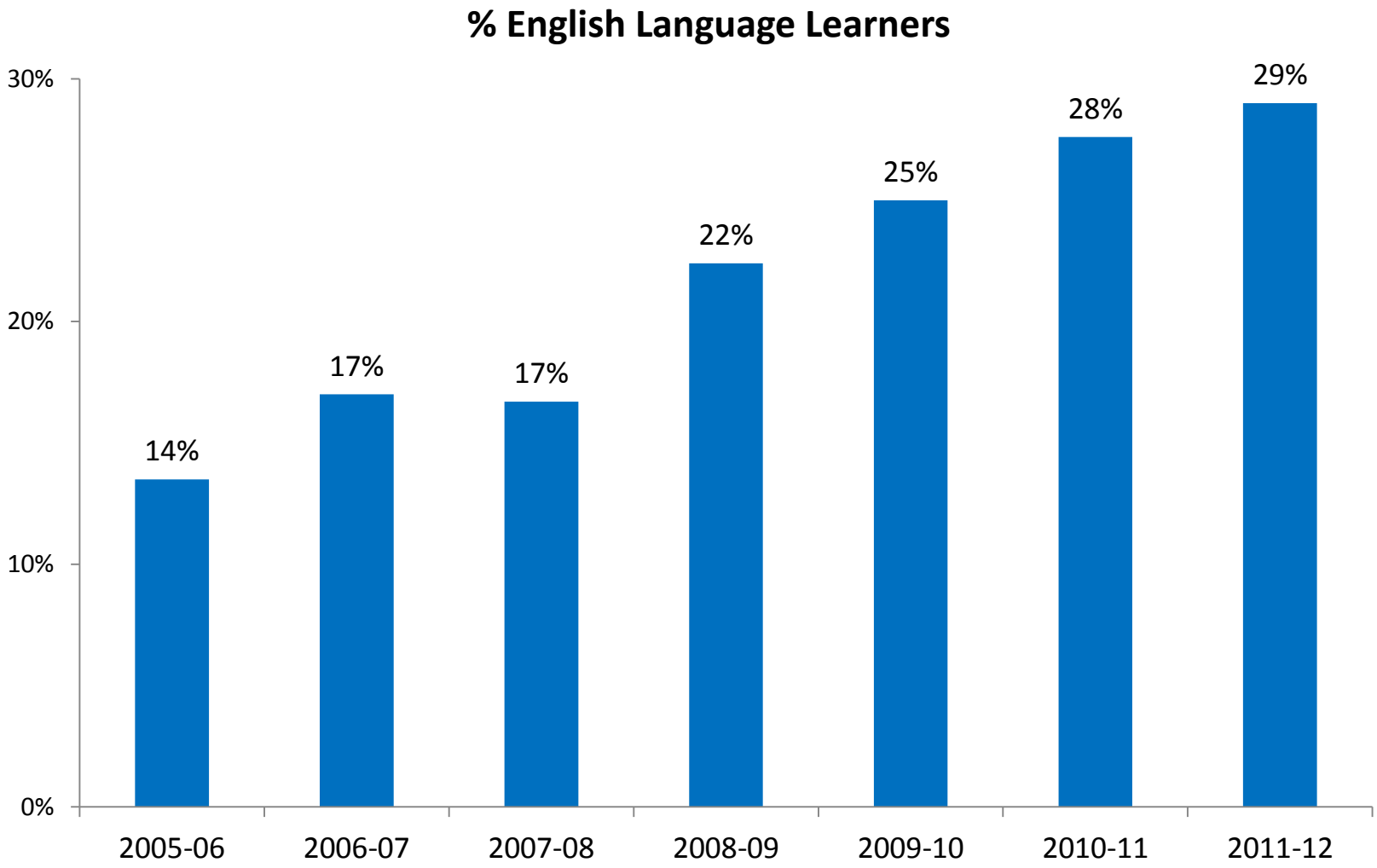
Renton Elementary Schools-Improvement v. Performance



Low Income Rate Increases



ELL Rates Almost Doubled



Details on Demographic Changes

	2005-06	2011-12	Change
Total students	269*	483	+ 214
% Mobility	12%	31%	+ 19
% Low income	68.1%	86.5%	+ 18.4
% ELL	13.6%	29.0%	+ 13.4
% Special ed.	18.1%	9.9%	- 8.2
% White	20.0%	9.6%	- 11.8
% Asian/Pac Is	19.3%	13.0%	- 6.3
% Black	40.7%	56.9%	+ 10.7
% Hispanic	16.0%	17.6%	+ 1.6

* No kindergarten students were enrolled

Other Factors Affect Student's Lives

English is not spoken in many homes

- 35% of Lakeridge students have a home language other than English
- 15 languages other than English spoken at home
  - Somali is native language for 19% of students
  - Spanish is native language for 10% of students

Many students come from mobile homes

- Lakeridge has one of the highest mobility rates among elementary schools in the district
- About 30% of its students are enrolled for less than 8 months of the year

Renton-Lakeridge Elementary School-2012 Reading Student Achievement

READING								
Grade Tested	Lakeridge Elementary				State Results			
	MSP 2012	MSP 2011	Change	Amount	MSP 2012	MSP 2011	Change	Amount
3rd	51.8%	60.0%	↓	-8.2%	68.7%	73.1%	↓	-4.4%
4th	66.1%	53.1%	↑	13%	71.4%	67.3%	↑	4.1%
5th	53.6%	30.4%	↑	23.2%	71.0%	67.7%	↑	3.3%

Renton-Lakeridge Elementary School-2012 Math Student Achievement

MATH								
Grade Tested	Lakeridge Elementary				State Results			
	MSP 2012	MSP 2011	Change	Amount	MSP 2012	MSP 2011	Change	Amount
3rd	35.3%	29.5%	↑	5.8%	65.3%	61.6%	↑	3.7%
4th	39.0%	23.8%	↑	15.8%	59.3%	59.3%	→	0.0%
5th	44.9%	20.3%	↑	24.6%	63.7%	61.3%	↑	2.4%

Renton-Lakeridge Elementary School-2012 Writing and Science Student Achievement

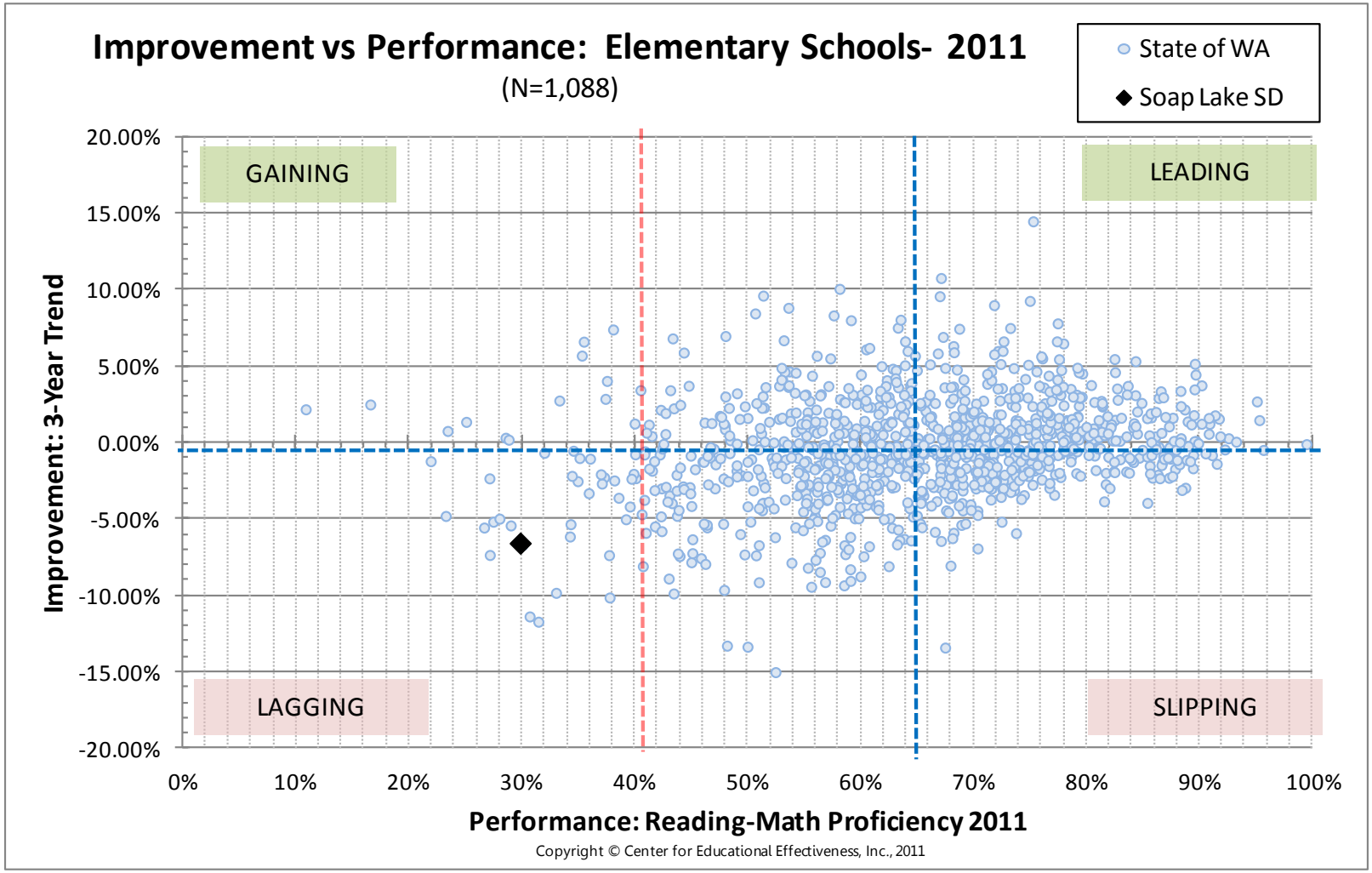
WRITING								
Grade Tested	Lakeridge Elementary				State Results			
	MSP 2012	MSP 2011	Change	Amount	MSP 2012	MSP 2011	Change	Amount
4th	42.4%	32.8%	↑	9.6%	61.3%	61.4%	→	-0.1%

SCIENCE								
Grade Tested	Lakeridge Elementary				State Results			
	MSP 2012	MSP 2011	Change	Amount	MSP 2012	MSP 2011	Change	Amount
5th	33.3%	17.5%	↑	15.8%	65.3%	61.6%	↑	3.7%

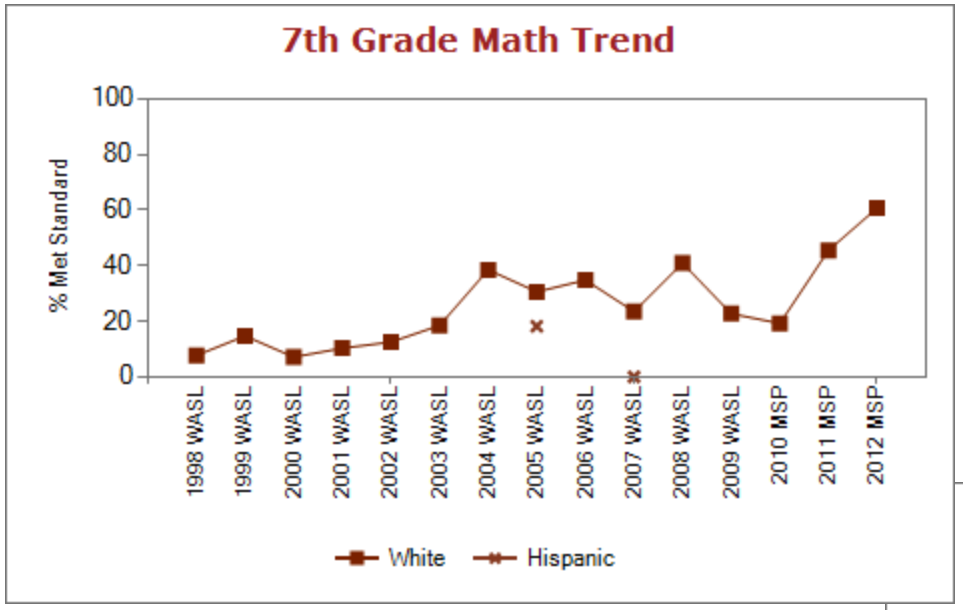
SOAP LAKE SCHOOL DISTRICT

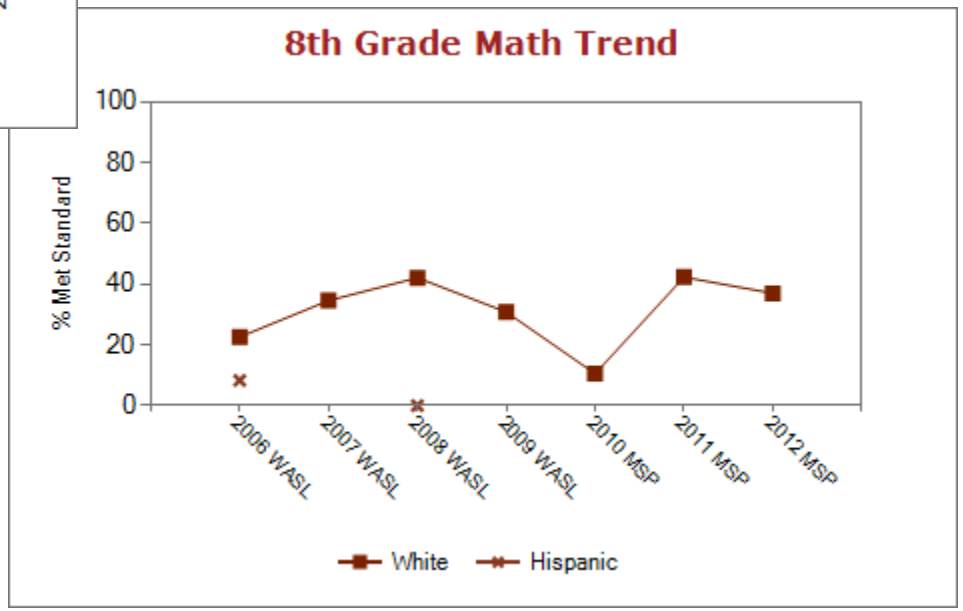
Soap Lake Middle School and Soap Lake High School

Soap Lake Elementary- Improvement v. Performance

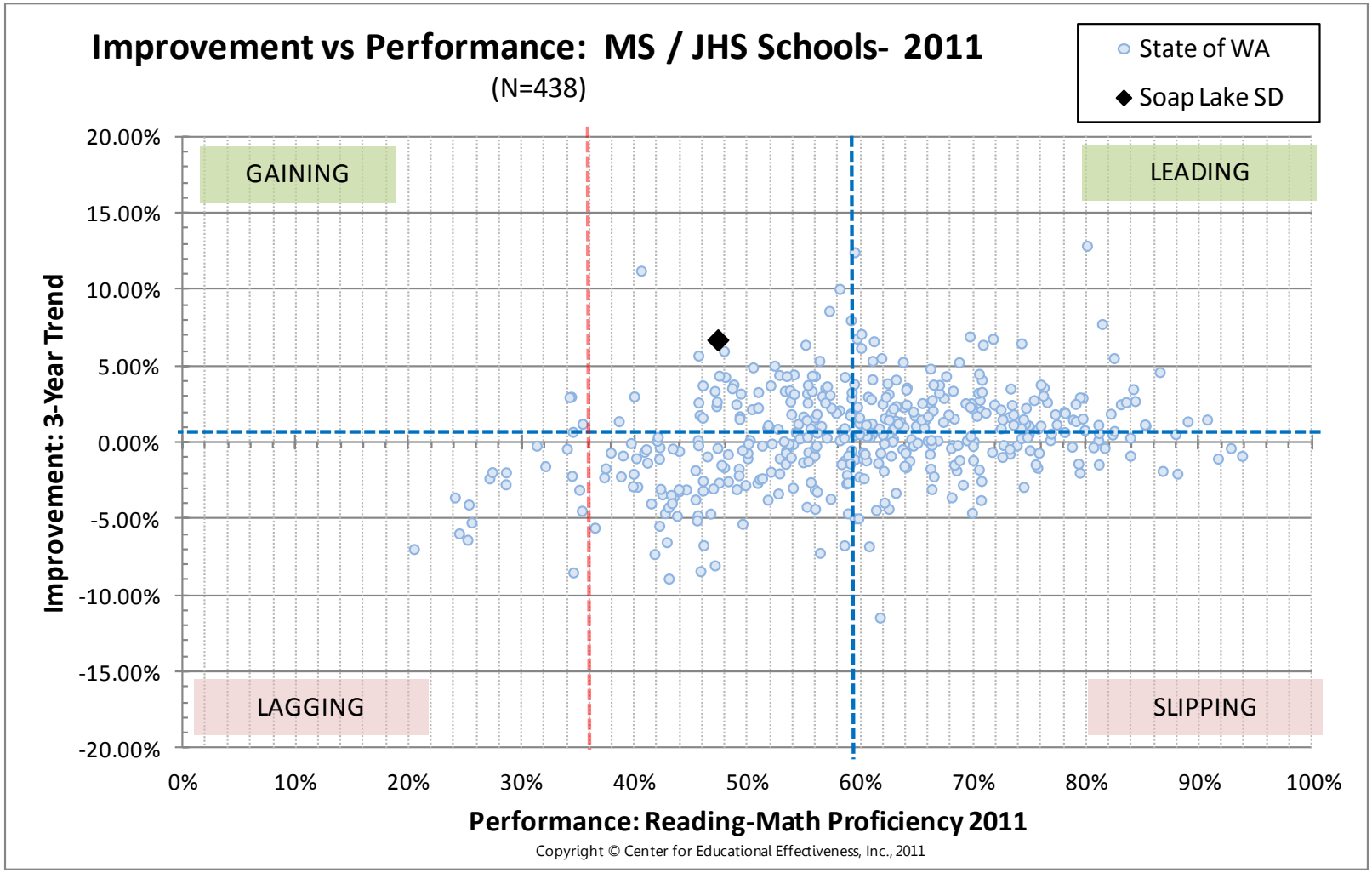


Soap Lake Middle School Math Opportunity Gap

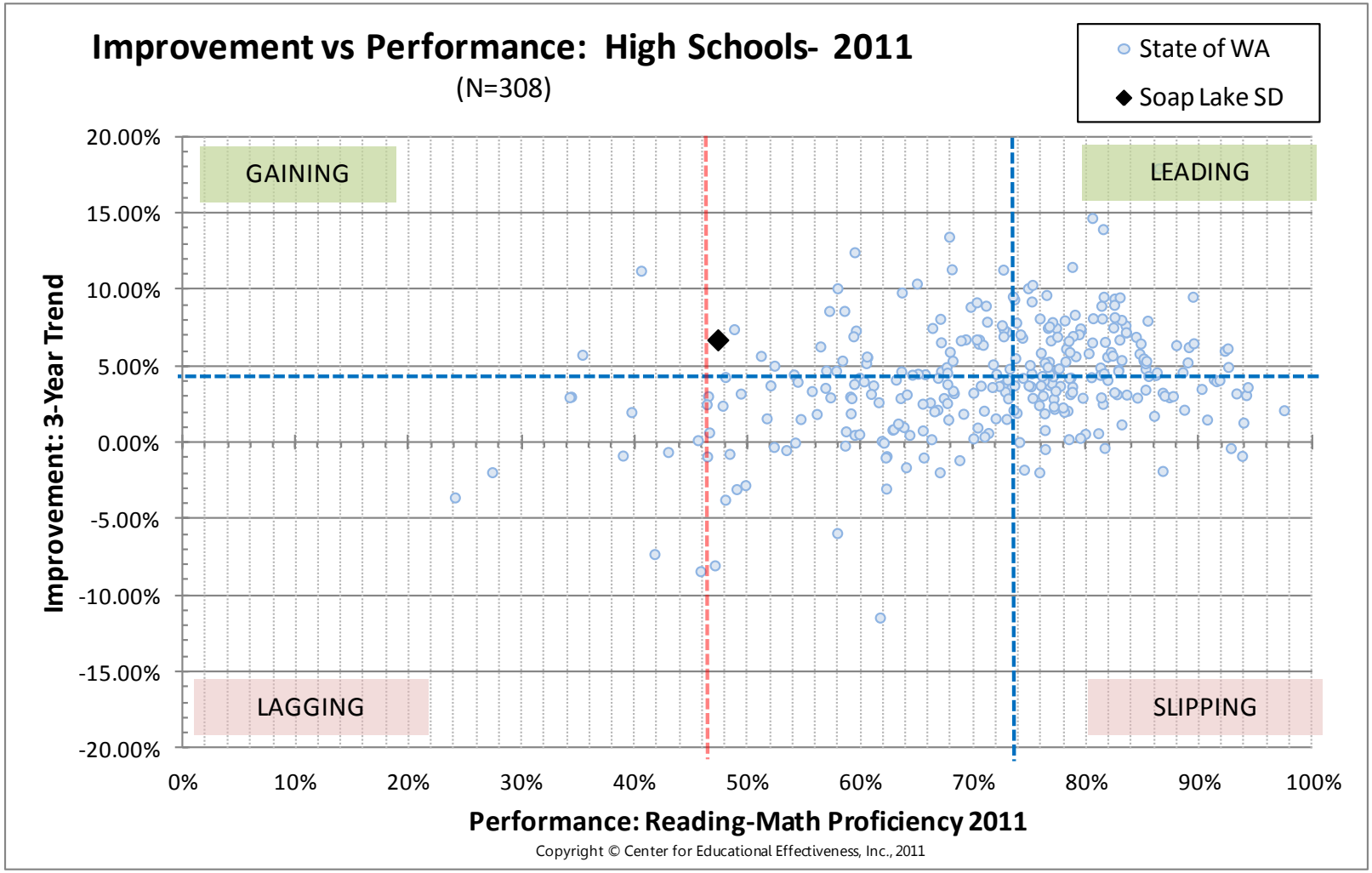




Soap Lake Middle School- Improvement v. Performance



Soap Lake High School-Improvement v. Performance



Soap Lake-2012 Math Student Achievement

WCAP MATH								
	Soap Lake SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 3	25.0%	28.0%	↓	-3.0%	65.3%	61.6%	↑	3.7%
Grade 4	37.9%	13.5%	↑	24.4%	59.3%	59.3%	→	0.0%
Grade 5	40.5%	54.2%	↓	-13.7%	63.7%	61.3%	↑	2.4%
Grade 6	45.8%	40.0%	↑	5.8%	61.4%	58.8%	↑	2.6%
Grade 7	53.8%	40.0%	↑	13.8%	59.2%	57.0%	↑	2.2%
Grade 8	28.6%	32.4%	↓	-3.8%	55.4%	50.4%	↑	5.0%
Grade 10	End of Course Results Reported Separately							

Source: OSPI Report Card http://reportcard.ospi.k12.wa.us/summary.aspx?year=2011-12

Soap Lake- 2012 Reading Student Achievement

WCAP READING								
	Soap Lake SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 3	50.0%	28.0%	↑	22.0%	68.7%	73.1%	↓	-4.4%
Grade 4	51.7%	16.2%	↑	35.5%	71.4%	67.3%	↑	4.1%
Grade 5	45.9%	50.0%	↓	-4.1%	71.0%	67.7%	↑	3.3%
Grade 6	54.2%	51.1%	↑	3.1%	70.6%	70.6%	→	0.0%
Grade 7	65.0%	36.7%	↑	28.3%	71.2%	56.5%	↑	14.7%
Grade 8	38.2%	35.3%	↑	2.9%	67.2%	68.7%	→	-1.5%
Grade 10	51.5%	83.3%	↓	-31.8%	81.1%	82.6%	→	-1.5%

Source: OSPI Report Card http://reportcard.ospi.k12.wa.us/summary.aspx?year=2011-12

Soap Lake-2012 Writing and Science Student Achievement

WCAP WRITING								
	Soap Lake SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 4	58.6%	24.3%	↑	34.3%	61.3%	61.4%	→	-0.1%
Grade 7	48.7%	60.0%	↓	-11.3%	71.0%	71.0%	→	0.0%
Grade 10	57.6%	66.7%	↓	-9.1%	85.2%	86.3%	→	-1.1%

WCAP SCIENCE								
	Soap Lake SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 5	16.2%	29.2%	↓	-13.0%	66.1%	55.7%	↑	10.4%
Grade 8	22.9%	29.4%	↓	-6.5%	66.3%	61.6%	↑	4.7%
Grade 10			End of Course Results Reported Separately					

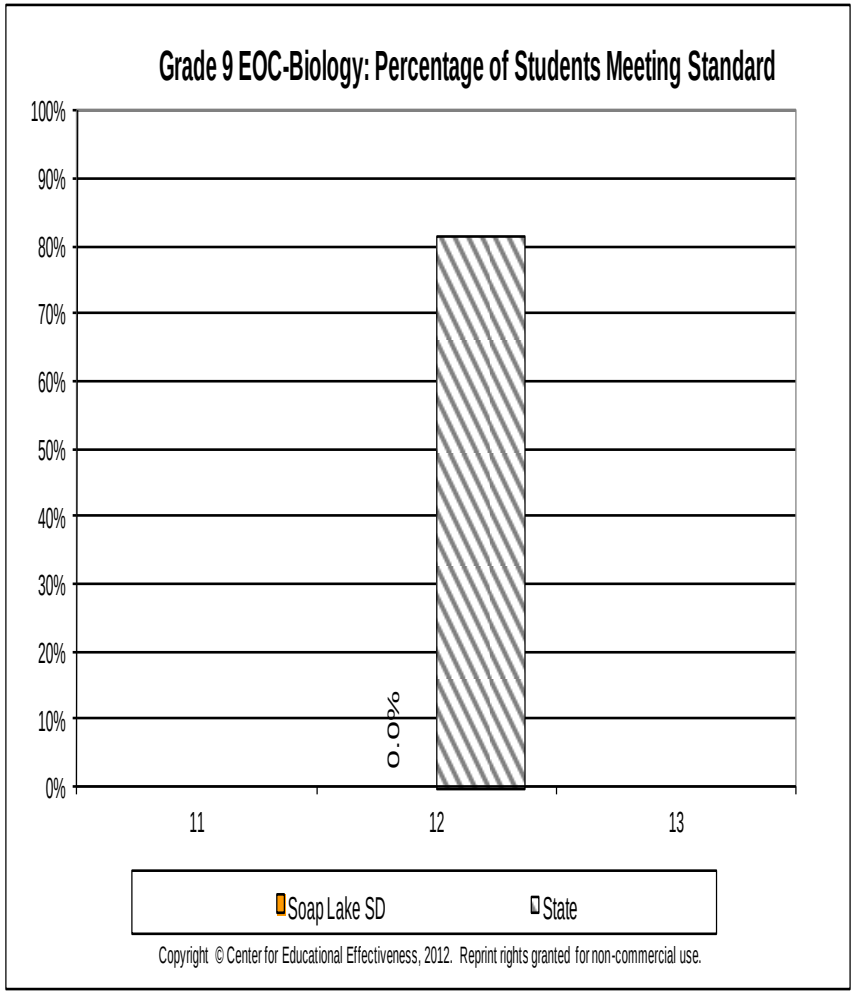
Source: OSPI Report Card http://reportcard.ospi.k12.wa.us/summary.aspx?year=2011-12

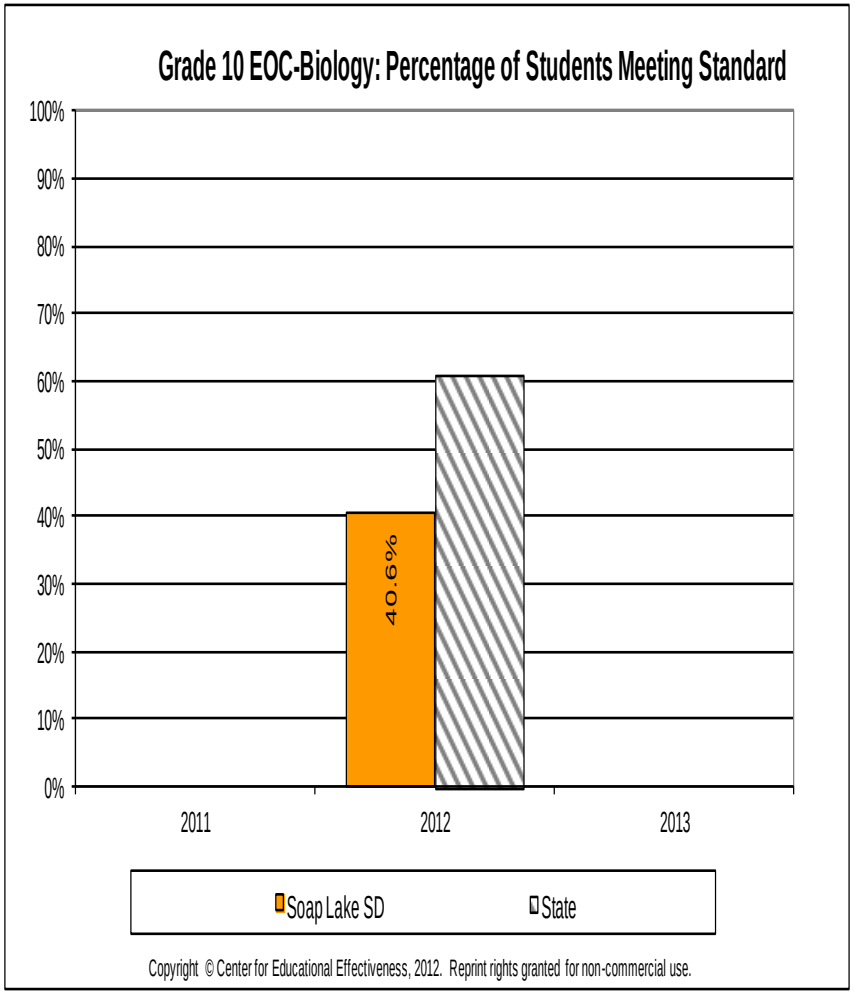
Soap Lake Math 1 & 2 End-of-Course

EOC-Math-1								
	Soap Lake SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 7					96.6%	94.5%	↑	2.1%
Grade 8		81.8%			85.6%	83.8%	→	1.8%
Grade 9	69.0%				70.5%	57.5%	↑	13.0%
Grade 10	44.8%	56.3%	↓	-11.5%	68.4%	61.8%	↑	6.6%

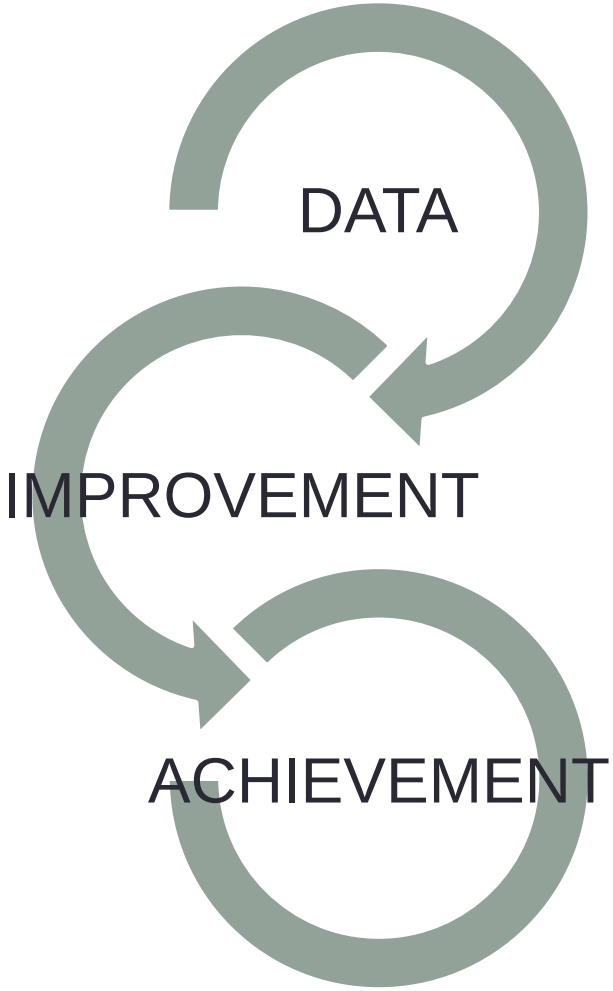
EOC-Math-2								
	Soap Lake SD				State Results			
Grade Tested	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount	MSP / HSPE 2012	MSP / HSPE 2011	Change	Amount
Grade 7					99.3%	99.5%	→	-0.2%
Grade 8					98.7%	98.3%	→	0.4%
Grade 9					92.5%	91.2%	→	1.3%
Grade 10					76.1%	66.4%	↑	9.7%

Soap Lake- Biology End-of-Course





QUESTIONS ?



The Washington State Board of Education

Governance I Achievement I Transitions I Math & Science I Effective Workforce

Title:	**Revising the State Achievement Index**
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☐ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system ☒ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. Do the proposed Theory of Action and Letter to the AAW documents accurately reflect SBE priorities and intentions for next steps in the Index revision process? 2. What have other states done in building their own accountability system that could inform the identification of performance indicators in Washington? 3. What should SBE consider when exploring how to include ELL data in a revised Index?
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	SBE will review and approve two documents: • A proposed Theory of Action for the revised Index (Appendix A); and • A letter to the Achievement and Accountability Workgroup providing specific questions to guide their first in-person meeting in October (Appendix B). These documents build upon the AAW Charter and the Accountability System Resolution, both of which were approved at the July, 2012 SBE meeting. SBE will also review major accountability themes that emerge from the Elementary and Secondary Act (ESEA) flexibility applications and discuss how these themes inform the revision of the Washington Achievement Index with a focus on the selection of performance indicators, including: a. Proficiency indicators (% of students meeting standard in state assessments). b. Growth indicators (% of students demonstrating growth). c. Workforce and postsecondary readiness indicators (% of students demonstrating readiness on indicators of workforce or college preparedness). Additionally, SBE will review other states' systems to understand emerging trends in terms of disaggregation of subgroup data and school rating systems. English Language Learner data are also included in this analysis and will be discussed in more detail during the agenda item "English Language Learners (ELL) in a Statewide Accountability Index."

STATE ACCOUNTABILITY SYSTEMS

Policy Consideration

SBE will review and approve two documents:

- A proposed Theory of Action for the revised Index (Appendix A).
- A letter to the Achievement and Accountability Workgroup providing specific questions to guide their first in-person meeting in October (Appendix B).

These documents are meant to build upon the AAW Charter and the Accountability System Resolution, both of which were approved at the July 2012 Board meeting.

SBE will also review major accountability themes that emerge from the Elementary and Secondary Act (ESEA) flexibility applications and discuss how these themes inform the revision of the Washington Achievement Index with a focus on the selection of performance indicators, including:

a. Proficiency indicators (percent of students meeting standard in state assessments).
b. Growth indicators (percent of students demonstrating growth).
c. Workforce and postsecondary readiness indicators (percent of students demonstrating readiness on one of multiple indicators of workforce or college preparedness).

Additionally, SBE will review other states' systems to understand emerging trends in terms of disaggregation of subgroup data and school rating systems. English Language Learner data are also included in this analysis and will be discussed in more detail during the agenda item *"English Language Learners (ELL) in a Statewide Accountability Index."*

Summary

Proposed Theory of Action:
This Theory of Action was initially discussed at the July 2012 Board meeting. The document outlines the rationale behind the revised Index, including the reasons for its revision, what assumptions are being made, and what the intended result will be. The document reflects that the Index is not, in itself, an entire accountability framework, but is rather a critical component of a comprehensive accountability system. The ESEA Committee, made up of SBE Members Bernal Baca, Amy Bragdon, Bob Hughes, and Kris Mayer, have reviewed and discussed this document and present it for SBE consideration.

Letter to the AAW to guide the October in-person meeting:
This letter outlines the input SBE is seeking from the AAW. In November, the SBE will consider what performance indicators to include in the Index. Proficiency and growth are required as part of the ESEA flexibility, but Career and College Readiness is optional. The AAW will advise the SBE on which performance indicators to include. However, a discussion of performance indicators absent a parallel discussion of sub-indicators (for example, AP/IB participation and industry certification) would not be meaningful. Therefore this detailed and somewhat technical letter was created as a framework for future AAW discussion. This will guide their October discussion of performance indicators which is intended to inform the SBE's November selection

of performance indicators. Similarly, it lays the ground work for the AAW's December discussion on sub-indicators and design decisions, which will inform the SBE's January decisions on a prototype Index. The ESEA Committee has reviewed this letter and presents it to the full Board for consideration.

Major Accountability Themes from other States:
Beginning in 2011, the US Department of Education (USED) offered flexibility from the ESEA accountability systems. Prior SBE memos have detailed the waiver requirements and the flexibility that is awarded to states that demonstrate they are able to meet those requirements. In November 2011, 11 states applied for flexibility in the first round of applications. Eventually all 11 states were approved. In February 2012, an additional 27 states plus the District of Columbia (treated as a state for accountability purposes) applied in round two. The majority of these states have also been approved (see Appendix C for specifics). Additional states have signaled their intentions to apply and will be evaluated and approved by USED on a rolling basis.

In order to inform the revision of the Achievement Index, staff has analyzed the Principle two sections (state accountability systems) of the approved state flexibility requests.

Several accountability themes are apparent in the applications and will be briefly summarized in this memo. A chart of Principle two elements by state will be provided in the additional materials folder at the September 25-27 Board meeting.

<u>Proficiency</u>
The ESEA flexibility requires states to run accountability systems that include, at a minimum, reading and math in grades 3-8 and once in high school. However, at least 18 of the states intend to include statewide assessment data in additional subjects, most frequently writing and science, but also social studies and history. Washington's proposal included using the existing Index as a foundation and specifically stated that the revised Index would include writing and science in addition to reading and math. The intent was to avoid narrowing the curriculum to just reading and math and to include the skills that are necessary for career and college readiness in the 21st century.

Washington's current Achievement Index equally weights reading, writing, math, and science, although writing and science are tested less frequently. Future analysis will indicate how the other states weight the additional subjects in relation to reading and math. The AAW will provide input on weighting, and final decisions will be made by SBE in finalizing an Index.

<u>Growth</u>
ESEA flexibility requires each state to incorporate growth measures in addition to proficiency. Due to the annual requirements for testing in reading and math, these subjects lend themselves most closely to a growth calculation because they are tested most frequently. Most states included growth in just reading and math, but a few propose incorporating additional subjects when they were tested frequently.

How growth is evaluated and assessed depends upon the state: e.g. Florida includes the percent of students making a year's growth in a year's time, versus the Colorado model which looks at 'catch up' growth to ensure that students who are behind are on a trajectory to catch up within three years. Similarly, states incorporate subgroup data into growth ratings differently. Using Florida again as an example, their system considers the degree to which the lowest 25 percent of students are making a year's worth of growth.

Growth was discussed at the July and May SBE meetings in depth.

Graduation Rates

States are required to include high school graduation rates in their assessment of school performance. The ways the data are incorporated do vary some from state to state. These data are sometimes included as a component of a broader measure of career and college readiness and sometimes stand alone. Either way, states examine graduation rates by disaggregated subgroup, by 'all students', or by super subgroup (such as Florida, which separately examines graduation rates for students 'at risk' defined as being below grade level in reading and math upon high school entry). States look at either four-year or five-year graduation rates or both. Washington's ESEA flexibility proposal includes a five-year graduation rate but leaves room for disaggregation decisions.

Career and College Readiness

Readiness for either college or careers is a major goal of ESEA flexibility, and follow naturally from themes in the Race to the Top competition and indeed, to the very nature of Common Core State Standards. The expectation is no longer that students simply graduate from high school. Rather, the goal is that they leave high school on track for either a career or college. This push is reflected in many of the state flexibility requests. A significant number of states are incorporating measures of postsecondary readiness into their accountability systems, particularly for high schools. Typical metrics include Advanced Placement performance, International Baccalaureate participation and success, SAT and ACT success, participation in dual enrollment courses, and industry certification rates. Several states are examining the possible inclusion of these measures. Some states go as far as committing to examining course completion rates - the degree to which 9th graders are on track for college readiness, and other dropout risk factors.

Subgroups

States must continue to report fully disaggregated data for state assessments. States must also set Annual Measurable Objectives (AMOs) in reading and math for the 'all' students subgroup and all other major racial and ethnic groups, students from low-income families, English Learners, and students with disabilities. Washington has set these AMOs and has a goal of reducing the proficiency gap by 50 percent over six years. However, when it comes to states' performance indexes, there is more latitude for states to consolidate subgroups. Some states continue to include fully disaggregated data in their respective indexes. Others opt to create 'super subgroups' by combining some groups. Super subgroups can be used to identify Reward, Focus, and Priority schools, or to determine which schools are 'struggling' or 'F' schools (see School Rating Systems section for more information). For example, Connecticut created a "high needs subgroup" which is made up of English Learners, students receiving special education instruction, and students receiving subsidized meals. Massachusetts created a similar high needs group but adds former ELLs. Florida takes into account the lowest 25 percent of students regardless of their subgroup. Oregon uses all of the federal subgroup categories and added another, which they call 'catch up' reflecting that these are students who scored below grade level on assessments.

There are some advantages to combining students into a super subgroup. Most often cited is a calculation that shows that states can hold more schools accountable for subgroup performance when they are combined because the super subgroup rises above the minimum 'n' size, below which the data are not visible. Utah, for example, argues that creating super subgroups captures 90 percent of schools, versus only 62 percent captured by lowering their 'n' size. Illinois and Nevada propose a hybrid of full disaggregation and super subgroups by employing a super

subgroup only for schools with groups below the minimum 'n' size and for all other schools using fully disaggregated subgroup data.

The consolidation of subgroups into super subgroups raises some concerns. Grouping the performance of diverse subgroups together can mask the unique differences among groups and create confusion regarding appropriate intervention strategies. If a low-performing super subgroup includes students with disabilities, low income students, and English Learners, that does not mean that their needs are all the same or that the strategies to boost the performance of one subgroup will work for another.

Similarly, improving one subgroup but not another could make a school's performance appear better than it should. One of the noted strengths of NCLB was the focus on each subgroup, so creating a super subgroup could obscure persistent lack of improvement in a small subgroup.

English Language Learner Subgroup Accountability

ELLs is one of the AYP subgroups, and thus states were held accountable to increase their levels of proficiency in reading and math in alignment with the Uniform Bar expectations, culminating in 100 percent of students meeting standard in 2014. Under the current AMOs that were proposed by Washington to substitute for the federal expectations, schools must close proficiency gaps for their ELL subgroup just as they must close proficiency gaps for all subgroups.

Additional federal accountability for ELLs is addressed in Title III. Students are tested for English proficiency annually. There are four levels of proficiency: Level 1 – Beginning, Level 2 – Intermediate, Level 3 – Advanced, and Level 4 – Transitional (proficient). When students reach Level 4 they are considered fully English language proficient and no longer qualify for support in either the federal Title III program or the state Transitional Bilingual Instructional Program.

Federal Title III accountability holds schools receiving Title III funds responsible for three outcomes, referred to as Annual Measurable Achievement Objectives (AMAOs). Note that this acronym is similar to AMO but this is a separate set of expectations.

- AMAO-1: Annual increases in the number or percentage of children making progress in learning English.
- AMAO-2: Annual increases in the number or percentage of children attaining English proficiency.
- AMAO-3: The number or percentage of students meeting AYP targets in the reading and math ELL cells. Under the ESEA flexibility waiver, the new AMO targets of closing proficiency gaps by 50 percent by 2017 will apply.

There are several challenges inherent in the federal accountability system and revising the Achievement Index is an opportunity to address them. First, students who have not yet reached English language proficiency may struggle to performance on assessments that are given in English. In other words, some of the lack performance on tests may in fact be because the test is measuring their language ability rather than their content knowledge.

A second challenge is that as soon as students reach English proficiency, they are no longer counted as ELLs. Therefore, just as students are most likely to be able to access the language in the test, they are not counted in that subgroup any longer.

States have proposed a few different models for improving ELL accountability in their flexibility applications. Colorado and Illinois are described in more detail. Specific strategies include:

- Calculating adequate student growth in acquisition of English language proficiency.
- Incorporating Spanish language assessments.
- Adding the AMAO-1 data to the state accountability system.
- Creating a new subgroup of former ELLs to measure achievement and opportunity gap closure.

Colorado includes four major performance indicators in their accountability system. Their performance indicators are Achievement, Growth, Growth Gaps, and Postsecondary and Workforce Readiness. Notably, they provide Spanish language assessments in reading and writing for grades three and four, and student performance on those assessments is counted in their Achievement performance indicator. Additionally, they put an additional twist on Growth for ELLs. They not only look at how well the ELL subgroup demonstrates Adequate Growth, they also look at Adequate Growth in terms of growth in English language acquisition using the Colorado English Language Proficiency Assessment (CELApro). In other words, Colorado has set expectations for how rapidly students should achieve English language proficiency and can display the percent of ELLs on track to achieve that proficiency. Including this type of growth in their accountability system will incentivize schools to focus not just on content area learning but ensuring that students are acquiring English at an adequate rate.

Excerpt from the Colorado ESEA flexibility application, page 58:

Performance Indicator	Achievement	Growth	Growth Gaps	Postsecondary and Workforce Readiness
Points/Weight Elementary/Middle High School	25 points 15 points	50 points 35 points	25 points 15 points	- 35 points
Measure	**Colorado Student Assessment Program (CSAP), including:** • Lectura and Escritura (Spanish versions of reading & writing for grades 3, 4) • CSAP-A (alternate CSAP) **In the following content areas:** • Reading (25%) • Mathematics (25%) • Writing (25%) • Science (25%)	**Colorado Growth Model CSAP** • Reading (28.6%) • Mathematics (28.6%) • Writing (28.6%) **Colorado English Language Acquisition Proficiency Assessment (CELApro)** (14.3%)	**Colorado Growth Model CSAP** • Reading (33.3%) • Mathematics (33.3%) • Writing (33.3%)	**Graduation rate** (25%) **Disaggregated graduation rate** (25%) **Dropout rate** (25%) **Colorado ACT** (25%)

Illinois proposes a similar focus on English language acquisition. Rather than using adequate growth like Colorado, their proposal incorporates progress on English proficiency as measured by their ACCESS assessment. This essentially means that they have incorporated their AMAO-1, Making Progress. This brings the federal Title III accountability in alignment with their state accountability system.

Illinois' proposal also includes the addition of a new subgroup for measuring achievement gaps: former ELLs. This means that these students are disaggregated and reported separately and schools and districts must ensure that they continue to make academic progress.

Excerpt from the Illinois ESEA flexibility application, page 38:

Multiple Measure Category	Multiple Measure Index Name	Multiple Measure Index Definition	Multiple Measure Index Target
Outcomes	College and Career Bound (High Schools and School Districts)	Percentage of students graduating within 4 years	Reduce by one half the difference from 90% within 6 years
		Percentage of students graduating within 5 years	Reduce by one half the difference from 95% within 6 years
Achievement	College and Career Readiness	Percentage meeting and exceeding standards on EXPLORE[a] (Grade 9), PLAN[a] (Grade 10), and PSAE/IAA (Grade 11) in mathematics, reading, and science	Reduce by one half the percentage not proficient within 6 years
	College and Career Mastery	Percentage meeting ACT College Readiness Benchmarks	Reduce by one half the percentage not meeting benchmarks within 6 years
		Percentage receiving WorkKeys National Career Readiness Certificate[a]	Reduce by one half the percentage not receiving a certificate within 6 years
	Achievement Gap Reduction	Percentage achievement gap reduction on EXPLORE[a] (Grade 9), PLAN[a] (Grade 10), and PSAE/IAA (Grade 11) in mathematics, reading, and science	Reduce by one half the percentage achievement gap within 6 years
Progress	Growth in Content Proficiency	Growth on EXPLORE[a], PLAN[a], and ACT (Grades 9–11) in mathematics and reading	Reduce by one half the percentage not attaining expected growth within 6 years
	Progress in English Proficiency	Percentage making progress (.5 increase or max score of 6.0) on ACCESS	57.4% in 2012; increases by 3% each year
Context (Bonus)	Climate Survey	School rating of an "excellent" climate for learning[a]	Reduce by one half the percentage of schools not excellent within 6 years
	College Preparedness	Percentage of students scoring a 3 or higher on Advanced Placement or International Baccalaureate exams[a]	Increase by 5% each year or attain 25% overall
		Percentage of students taking dual credit or honors courses[a]	Increase by 5% each year or attain 25% overall
	Career Preparedness	Percentage of students receiving industry credentials[a]	Increase by 5% each year or attain 25% overall

Background

Beginning in July 2012 and culminating with the adoption of a Revised Index in September 2103, SBE will consider necessary elements of a revised Achievement Index to fulfill the responsibility of SBE in Phase I (Senate Bill 6696) including:

- Principles to guide the development and implementation of the accountability system (completed in July 2012).
- Performance Indicators, which will be used to measure performance and improvement.
- Goals, which broadly defined include the purposes, uses, and contexts of the system.
- Design decisions, which drive how the indicators will be used to make decisions about school and district effectiveness.
- Consequences, including rewards, sanctions, and interventions.

Phase II will need to fully address:

- Communication designed to provide information to stakeholders.
- Support, which includes resources and services for schools and districts as they work to attain the goals of the accountability system.
- System evaluation, monitoring, and improvement to continually analyze the system to ensure that goals are met.

At the July 2012 meeting, SBE approved a resolution with specific principles, including:

- Alignment of performance indicators to the goal of preparing students for postsecondary education, gainful employment, and citizenship.
- Incorporation of student growth data to ensure that school and district performance is evaluated fairly.
- Recognition of persistent opportunity and achievement gaps, and a need to disaggregate assessment data to ensure that all students achieve.
- Transparency to support external accountability and internal improvement.

SBE also approved a charter that created the Achievement and Accountability Workgroup (AAW). This workgroup of more than 20 stakeholder organizations will meet every other month to discuss the ongoing revision of the Index and provide direct input to SBE.

SBE will consider including a range of possible performance indicators and sub-indicators in the revised Index, including:

Performance Indicators	**Possible Sub-Indicators**	**Discussion**
Proficiency (percent of students meeting or exceeding state standards)	• Reading • Math • Writing • Science	Reading and math are required and the Washington flexibility request commits to including writing and science.
Growth	Student Growth Percentiles (SGP) for reading and math	Student growth is required. Washington has developed student growth percentiles for the purpose of providing this data to districts. Given that Washington's assessment is not vertically scaled, SGP data will meet the

		student growth requirement.
Growth Gaps	Differences between subgroup performance in the context of adequate growth ("catch-up" growth)	Disaggregation of data by subgroup is required for the purposes of reporting transparency. However, there is a range of options regarding how this information is incorporated into an Index. Closing growth gaps will lead to closed proficiency gaps and is a better measure of a school's relative effectiveness than proficiency gaps alone.
Post-secondary / career readiness	• Graduation rates • Advanced Placement and International Baccalaureate participation and/or success • Dual credit participation and/or attainment • Industry certification • SAT/ACT • Enrollment in post-secondary apprenticeships, certification, or two- or four- year college • College remediation rates	Graduation rates are a required part of accountability and are one way to begin to measure post-secondary readiness. Although additional sub-indicators are not required for federal approval of a revised Index, a number of states are opting to include them in their school rating systems. This reinforces that the ultimate goal of the K-12 system is preparing students for careers and college, rather high school graduation as an end in itself.

Action

SBE will review and approve two documents:

- A proposed Theory of Action for the revised Index (Appendix A).
- A letter to the Achievement and Accountability Workgroup providing specific questions to guide their October meeting (Appendix B).

SBE will discuss accountability themes from other states and will discuss possible performance indicators and sub indicators.

Appendix A
Theory of Action for the Washington Achievement Index

Background:

Washington currently calculates an Achievement Index of school performance for the purposes of recognizing high-performing schools and to provide schools and districts an opportunity to self-reflect on their own performance trends. At the same time, Washington has operated under the accountability requirements of No Child Left Behind. The opportunity to substitute a state-developed accountability system through the ESEA flexibility process makes this an opportune time to revise the existing Index. This theory of action articulates the rationale behind the revised Index.

The State Board of Education is charged with developing an accountability framework that "provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. Such a system will identify schools and their districts for recognition as well as for additional state support…" (RCW 28A.657.005)

This theory of action will guide the revision of the Index, as well as its implementation as a tool in an overall accountability framework that provides support to struggling schools and districts over the next three to five years. The Index will be revisited as needed.

Improving Student Achievement:

The revised Index is a central component of an accountability framework. It is aligned with the primary goal of the educational system - to ensure that all students are prepared for post-secondary education, gainful employment, and citizenship. The revised Index will drive improved student achievement in the following ways:

- **Informs school decision-making --** School and district performance on key indicators will be calculated and reported through the Index. This likely will include aggregated information on individual student growth across years. The Index data will allow schools and districts the ability to analyze their own data, compared to other schools and districts, to inform curricular and instructional decision making.
- **Aligns incentives with goals --** The incentive structures created through the revised Index will be aligned with goals that emphasize proficiency, as well as rates of growth necessary to get each child to standard. For the first time, 'high-growth' schools will be recognized for their efforts, even if achieving 'proficiency' is still a work-in-progress. By measuring and recognizing the right things, the Index incentivizes the right system behaviors and improves morale and productivity.
- **Values multiple content areas** -- The revised Index will include student proficiency and rates of growth in multiple content areas (at a minimum, reading, writing, math, and science) to provide a broad-based and equitable evaluation of school and district performance over time.
- **Drives resources and supports through an accountability framework** -- At the state level, the Index will identify high-performing schools for recognition and reward. The Index will also identify lower performing schools, including schools with low rates of student growth, for supports and interventions augmented with adequate expertise and resources at the state level.

Assumptions:

- The current Achievement Index has served as a helpful and informative look at school performance and is a strong basis from which to build a revised Index.
- State and federally funded interventions and supports will be allocated through a process that utilizes the Index in decision making. The effectiveness of the Index as a tool relies on a robust accountability system that includes state supports and technical assistance to schools in need of assistance.
- The goal is to prepare all students for post-secondary education and training, gainful employment, and citizenship. To that end, both student growth and proficiency serve as critical benchmarks.

However, the Index must uphold growth measurements as a means to an end, not an end itself. All students deserve to achieve college and career readiness.

- To ensure all students have equal access to a high-quality education, data disaggregated by subgroups (e.g., racial/ethnic, students with disabilities, English Learners, and low-income students) will be included in the school and district performance calculations. Disaggregated data help schools identify and plan for the instructional needs of particular student groups that might not be apparent from aggregate data.

Appendix B

SUPERINTENDENT OF PUBLIC INSTRUCTION
Randy I. Dorn
Old Capitol Building • PO Box 47200 • Olympia, WA 98504-7200 • www.k12.wa.us

STATE BOARD OF EDUCATION
Jeff Vincent, Chair
Old Capitol Building • PO Box 47206 • Olympia, WA 98504 • www.sbe.wa.gov

October 1, 2012

Dear Members of the Achievement and Accountability Workgroup:

On behalf of the Washington State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI), thank you for your willingness to serve on the Achievement and Accountability Workgroup (AAW).

It is our intent that, through the work of SBE, OSPI, and the input of this workgroup, we can recommend the finishing pieces of a "coherent and effective accountability framework for the continuous improvement for all schools and districts," as envisioned by the Legislature in E2SSB 6696 (Laws of 2010).

Our work will begin with a five-meeting sequence to provide input on the revision of our Achievement Index. The Index is currently used only for school recognition, but the recent flexibility offered by the US Department of Education provides the opportunity to create a single tool for both recognition and identification of schools for additional support. Our discussion will begin in October with a discussion of what essential data elements could be used to evaluate school success.

In July, the SBE passed a resolution stating that performance indicators in the revised Index will be "aligned with the goals of preparing students for postsecondary education, gainful employment, and citizenship." The SBE also had considerable discussion about what performance indicators it would like the AAW to explore. On September 27, the SBE approved the memo attached to this letter, which details a specific set of questions for the AAW.

We will structure the October 10 AAW meeting around these key questions. Many of these same topics will likely be revisited in December.

The SBE and OSPI appreciate your participation in this endeavor to improve outcomes for all students. If you have questions between now and the October meeting, please contact us at (360) 725-6025 or email Aaron Wyatt, the SBE Communications and Partnerships Director, at aaron.wyatt@k12.wa.us.

Sincerely,

Ben Rarick
Executive Director

Alan Burke
Deputy Director, OSPI

The Washington State Board of Education
Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Old Capitol Building, Room 253
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

October 1, 2012

TO: Members of the Achievement and Accountability Workgroup

FROM: State Board of Education

RE: Initial Input on the Revision of the Achievement Index

The SBE appreciates your willingness to devote your time and expertise to the Achievement and Accountability Workgroup. The ultimate intent of our endeavor is to recommend the finishing pieces of a "coherent and effective accountability framework for the continuous improvement for all schools and districts," as envisioned by the Legislature in E2SSB 6696 (Laws of 2010).

Because of the complexity of the subject matter, the Board is making a particular effort to provide clear guidance to the AAW for each meeting. Our intent is to set up a clear set of questions and outcomes for each meeting in order to properly sequence input with SBE decisions. This is done to respect the time you have devoted to this task.

For the October meeting of the AAW, we ask that you provide input on the following list of 4 specific questions. We've asked SBE staff to generate a report reflecting your input on these questions, which we intend to consider in taking a vote on key performance indicators for the revised Index at our November meeting.

Focusing questions for October AAW meeting:

1. **What performance indicators should be included in the revised Index?**
    - Performance indicators are major accountability measures that are aligned with the goals of the system. This is a major design choice of the Index. It is not necessary in October to resolve all of the details of what subindicators will be included in the Index.
    - As an example, the current Index is primarily an "academic proficiency" based Index – looking mostly at objective levels of student performance on state assessments. It also includes a "building improvement" component that recognizes increases in scores, comparing different groups of children in a school, from one school year to the next.
    - Common examples of performance indicators from other states will be shared prior to the AAW meeting, but include such examples as academic growth over time, academic growth gaps between subgroups, post-secondary readiness (such as graduation rates, and participation in college prep courses, dual enrollment courses, or industry certifications, etc).

2. **What grade levels and what subject areas should these performance indicators measure?**
    - The current Index provides a framework for measuring student proficiency in reading, writing, mathematics, and science standards. The SBE has already expressed a desire

to continue including all four content areas in the revised Index, although changes to the assessment system could impact what subjects are tested at what grade level in the future.

- The question of weighting is important, because the current Index averages all subjects and tested grades within a school to generate a composite Index score. No subject tested in the statewide assessment system is excluded, or weighted more heavily than another. Should this practice continue?

3. **What approach should the revised Index take to disaggregation of student data by subgroup (income, language proficiency, race/ethnicity, disabilities).**
    - The current Index uses super subgroups to address race/ethnicity in the Index.
    - There is a strong desire among Board members to make the Index easily understandable and not overly technical. There is also a strong desire to shed light on and expose achievement gaps where they exist. What approach to disaggregation can best balance these two priorities?

4. **In what ways could the usability or understandability of the current Index be improved in the revised version?**
    - What benefits exist in the current Index that we want to preserve?
    - What limitations of the current Index do we want to address in the revised version?

Many of these questions and choices will become more clear as real examples are provided from other states. The SBE staff will endeavor to help provide this context before and during the AAW meetings.

Appendix C

States that have applied for ESEA Flexibility and current status as of September 13, 2012:

	Applied in which round?	Approved?
Arkansas	2	Yes
Arizona	2	Yes
Colorado	1	Yes
Connecticut	2	Yes
District of Columbia	2	Yes
Delaware	2	Yes
Florida	1	Yes
Georgia	1	Yes
Idaho	2	No
Illinois	2	No
Indiana	1	Yes
Iowa	2	No
Kansas	2	Yes
Kentucky	1	Yes
Louisiana	2	Yes
Maine	9/2012	No
Maryland	2	Yes
Massachusetts	1	Yes
Michigan	2	Yes
Minnesota	1	Yes
Mississippi	2	Yes
Missouri	2	Yes
Nevada	2	Yes
New Jersey	1	Yes
New Mexico	1	Yes
New York	2	Yes
North Carolina	2	Yes
Ohio	2	Yes
Oklahoma	1	Yes
Oregon	2	Yes
Rhode Island	2	Yes
South Carolina	2	Yes
South Dakota	2	Yes
Tennessee	1	Yes
Utah	2	Yes
Vermont	2	Withdrew application
Virginia	2	Approved but must re-do AMOs
Washington	2	Yes
Wisconsin	2	Yes

Revising the State Achievement Index

Sarah Rich
Policy Director
September 26, 2012

Objectives

- Provide update on the Joint Select Committee on Education Accountability
- Review timeline for Index revision
- Review two documents: Theory of Action and letter to Achievement and Accountability Workgroup
- Discuss performance indicators and accountability themes from other states

Joint Select Committee on Education Accountability

Committee shall:

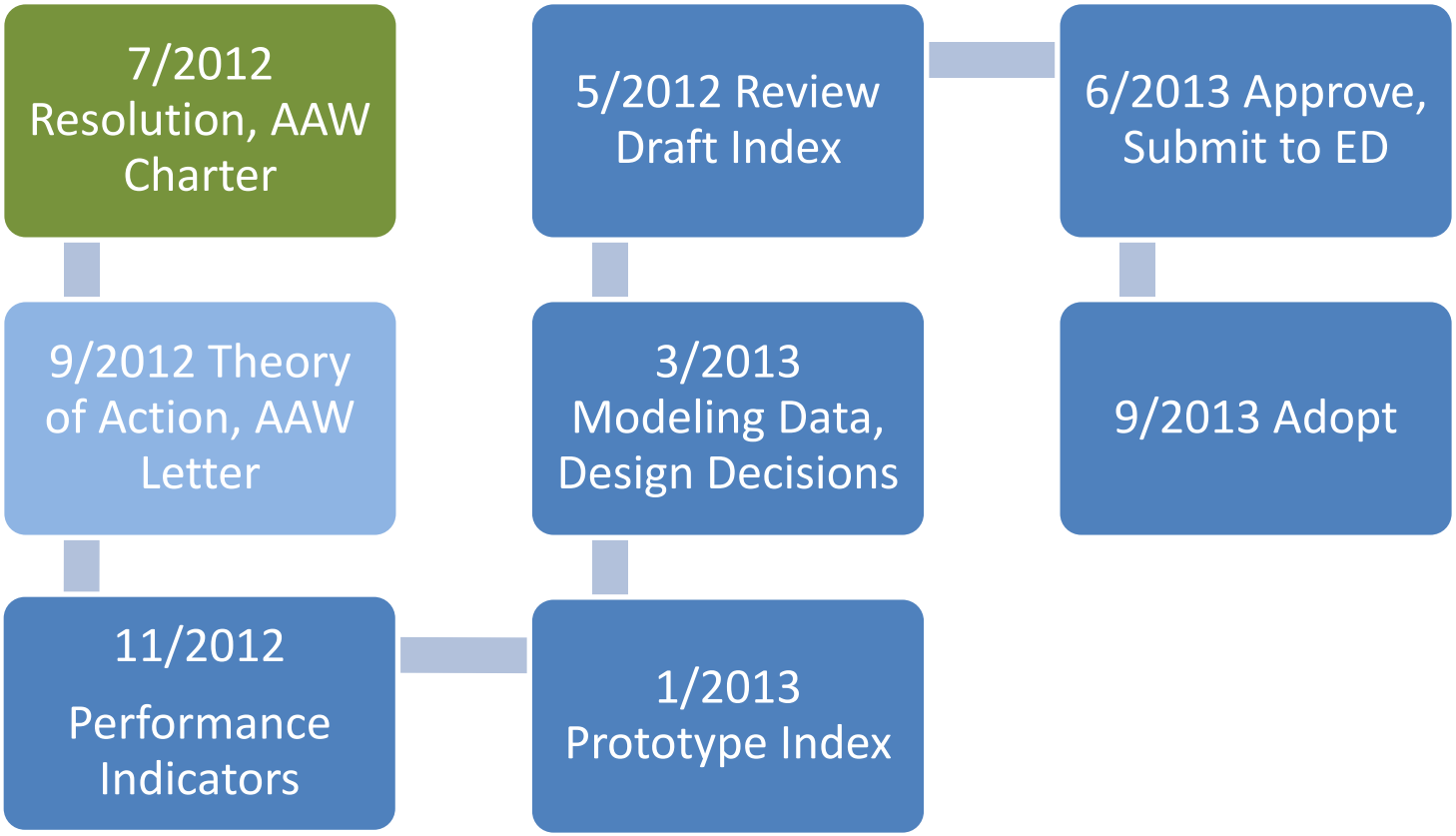
- *Identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a required action district;*
- *Identify and analyze appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level within such an accountability system;*
- *Examine models and experiences in other states;*
- *Identify the circumstances under which significant state action may be required; and*
- *Analyze the financial, legal, and practical considerations that would accompany significant state action*

(RCW 28A.657.125)

Joint Select Committee on Education Accountability

- First meeting August 29, 2012
- Agenda included:
  - OSPI update on ESEA Flexibility and past School Improvement funding
  - SBE update on Index revision
  - Presentations by Renton and Onalaska RADs
  - Discussion of purpose, next steps
- Next meeting in December, 2012

Index Revision Timeline



Theory of Action

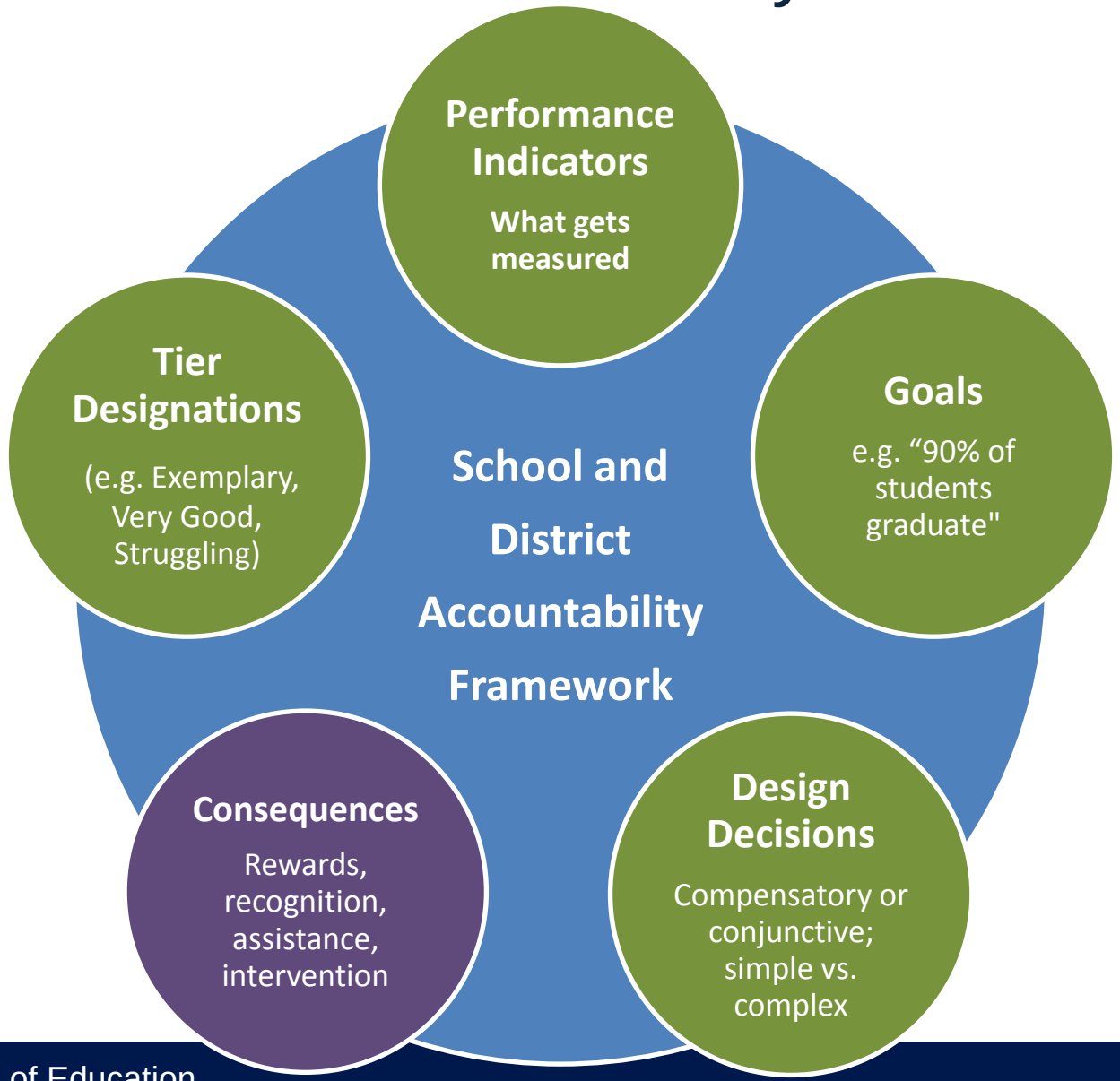
Revised Index will encourage improved achievement by:

- Informing decision-making
- Aligning incentives with goals
- Valuing multiple content areas
- Driving resources and supports through an accountability framework

Assumptions:

- Current Index is a strong foundation
- State and federal intervention/support will be allocated using Index data
- Goal is to prepare all students for post secondary education and training, gainful employment, and citizenship
- Disaggregated data will ensure that schools can identify and plan for instructional needs of each group

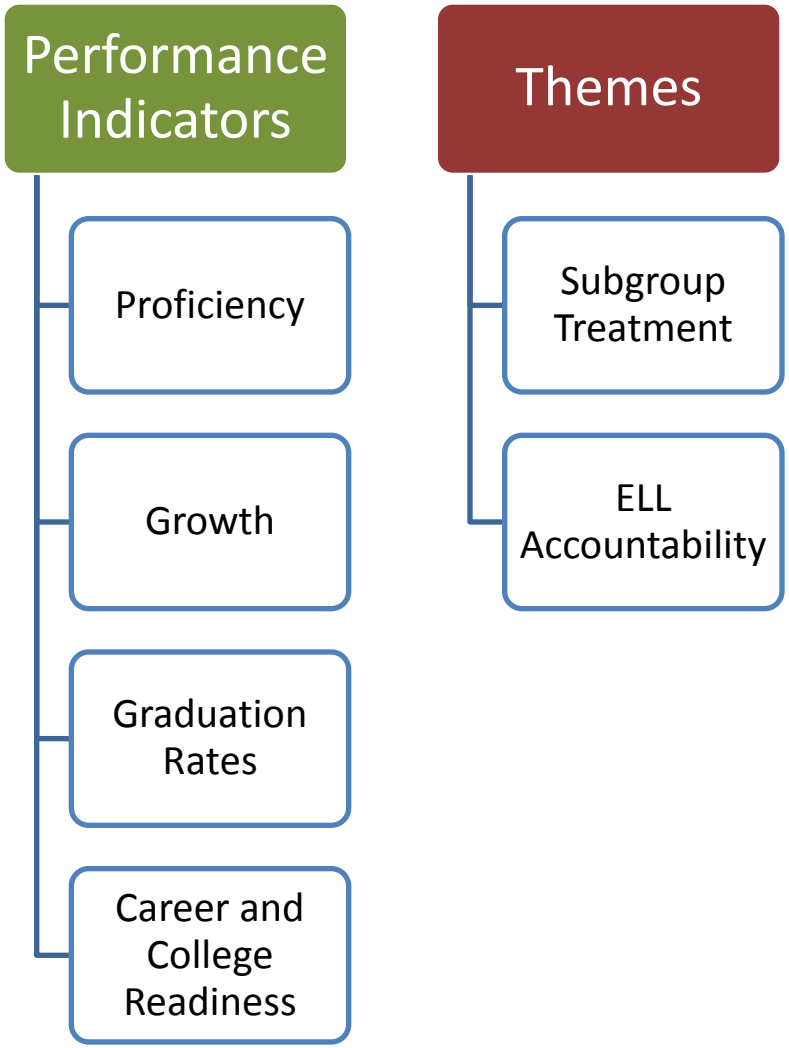
Elements of Accountability



Letter to AAW

- What performance indicators should be included in the revised Index?
- What grade levels and what subject areas should these performance indicators measure?
- What approach should the revised Index take to disaggregation of student data by subgroup (income, language proficiency, race/ethnicity, disabilities)?
- In what ways could the usability or understandability of the current Index be improved in the revised version?

Performance Indicators Across States



Subgroup Treatment

- ED requires reporting disaggregated data by traditional NCLB subgroups
- Round 1 saw many ‘super subgroup’ proposals
  - N-size
  - Complexity versus simplicity
- Criticism from advocacy organizations, particularly regarding ELL and SWD
- Policy consideration:
  - Continue to use traditional NCLB subgroups

  OR
  - Create super subgroup with sound rationale

  OR
  - use traditional subgroups except when low N size would mask subgroup performance, then combine

Proficiency

- Reading and math grades 3-8 and once in high school is minimum ED requirement
- Washington's ESEA proposal states that the revised Index will include writing and science
- Nearly half of states included additional tests, usually science and writing
- Policy consideration:
  - Weighting of science and writing, relative to reading and math
  - How to address writing given the probable transition to SBAC testing
  - Measuring gaps

Growth

- Some measure of growth is required by ED
- Washington, like many states, is considering using Colorado Growth Model
- Room for consideration of gaps and subgroup treatment
- Policy consideration:
  - Growth just for ‘all students’, versus adding gaps among subgroups
  - Subgroup treatment

Graduation Rates

- Required to be incorporated into assessment of school performance
- Washington's ESEA flexibility request includes a five-year graduation rate but leaves some room for subgroup considerations
- Sometimes a subset of a measure of career and college readiness, sometimes stand alone
- Policy consideration:
  - Graduation rates in the context of other career and college readiness sub-indicators, or on its own
  - Subgroup treatment

Career and College Readiness (CCR)

- CCR is major theme of ESEA flexibility, Race to the Top
- Aligned with goal of Common Core State Standards
- At a minimum, ED requires graduation rates
- Other sub-indicators, beyond graduation rates, could include:
  - AP/IB performance
  - SAT and ACT scores
  - Dual credit participation/attainment
  - Dropout risk factors
  - Apprenticeships, certification, or two-or four-year enrollment
  - Post-secondary remedial course-taking
- Policy consideration:
  - Limit to graduation rates, or look at other sub-indicators
  - Subgroup treatment

Moving Toward November Performance Indicator Decision

Performance Indicator	Sub-Indicators	Policy Consideration
Proficiency (percent of students meeting or exceeding state standards)	**Reading, Math, Writing, Science**	Weighting, transition to SBAC, gaps
Growth	**Student Growth Percentiles (SGP) for reading and math**	Subgroup treatment
Growth Gaps	Differences between subgroup performance	Subgroup treatment
Career and College Readiness	**Graduation rates,** AP/IB, SAT/ACT, dual credit participation/attainment, dropout risk factors, apprenticeships, certification, 2 and 4 year enrollment, college remediation	Graduation Rates only or additional sub-indicators, subgroup treatment

Discussion

What relative weight should science and writing have in a revised Index?

How should the Index ensure accountability for subgroups (super subgroup, traditional NCLB subgroups, other)?

How should the Index spotlight gaps?

Should sub-indicators beyond graduation rates be included aligned to career and college readiness, and if so which?

What performance indicators should be included in a revised Index?

The Washington State Board of Education

Governance I Achievement I Transitions I Math & Science I Effective Workforce

Title:	**Review of Certificate of Academic Achievement Options for End of Course Exams**
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☐ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system ☒ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Increasing numbers of students projected to access Certificate of Academic Achievement (CAA) options, and the associate cost of providing the options, could lead to a consideration of policy change by the 2013 Legislature.
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☒ PowerPoint
Synopsis:	The graduating classes of 2013 and 2014 will be required to pass one mathematics End of Course (EOC) exam; the graduating class of 2015 and beyond will need to pass two mathematics EOCs and one biology EOC. With these new requirements, more students are likely to participate in the approved alternative assessment options: 1) alternative assessments (ACT/SAT/approved subject AP tests); 2) grade comparisons; and, 3) Collections of Evidence (COE). Of these, COEs are likely to draw the most participants. Staff will provide a preliminary projection through 2015 of the numbers of COEs and an estimate of their cost.

Review of Certificate of Academic Achievement (CAA) Options for End of Course Exams

Policy Consideration

Washington State did not require students in the class of 2012 and prior to pass a state mathematics exam or science exam for graduation. RCW 28A.655.066 (2) adds additional requirements to graduating classes in 2013 and 2014: students in these classes will need to pass one mathematics End of Course Exam (EOC) as a graduation requirement. Starting with the class of 2015, students will need to pass two mathematics EOCs (RCW 28A.655.066 (3)) and one science EOC to graduate (28A.655.061 (4)).

As EOCs become part of graduation requirements, large increases in the number of students accessing approved alternatives to state assessments are projected.

The cost of providing alternative assessment options, particularly Collections of Evidence (COEs), to increasing numbers of students could prompt a consideration of policy change by the 2013 Legislature.

Summary

Districts award a Certificate of Academic Achievement (CAA), or Certificate of Individual Achievement (CIA) for students with an Individualized Education Program, to students who pass the state assessments required for graduation. The state has approved alternatives to state assessments, allowing students options for earning their CAA or CIA. Approved alternatives (CAA Options) are shown in the table below.

CAA Options	
Collection of Evidence	• An evaluation of a set of work samples based on classroom work prepared by the student with instructional support from a teacher
Qualifying Score on an Approved Test	• ACT • SAT • Approved subjects in an Advanced Placement (AP) test
Grade Comparison	• A student's grades in a subject are compared to the grades of other students who took the same course and passed the state exam in that subject • The comparison is conducted by school district personnel • This option is only available to 12th graders with a grade point average of 3.2 or above

Legislation postponed required mathematics and science assessments in 2007 and again in 2011 (see the Background section below), so alternative assessments in mathematics and science have never been fully implemented.

The table below shows the numbers of SAT, ACT and AP scores, and grade comparisons submitted as approved alternative assessments in 2011-2012.

CAA Option Program	Approved by Content Area	Percent of Students who Took the Assessment
ACT, SAT, AP Tests		
Math Approved	738	1.1%
Reading Approved	1,098	1.4%
Writing Approved	785	1.0%
Grade Comparison		
Math Approved	207	0.2%
Reading Approved	11	0.01%
Writing Approved	7	0.01%

It is likely that the number of grade comparisons in mathematics will increase in 2012-2013, since seniors will need to pass the mathematics assessment to graduate. This could cause some extra demands on districts' staff time, since district staff performs the grade comparison.

Overall, the percent of students participating in these CAA options are small. The addition of the EOCs in mathematics and science as graduation requirements may result in a significant increase in the number of students participating in these options, but it is likely to remain a small percent of total students who take the assessments.

Of the CAA Options, Collections of Evidence (COE) are the most numerous for reading and writing, and are likely to be very numerous for mathematics and science.

Students submitted mathematics COEs in 2009 as an alternative to the high school mathematics High School Proficiency Exam (HSPE). Because the COE for the HSPE was for a comprehensive test that was not required for graduation, it is not directly comparable to the COEs students will be attempting in 2013. However, the number of students who participated in this option for mathematics in 2009 may be an indication of how many students will use COEs as an option in 2013. In 2009, 76,576 students attempted the 10th grade mathematics HSPE; 9,448 COEs were scored in mathematics or 12.3 percent of the total number of student who took the mathematics assessment.

The attached chart illustrates the number of collections of evidence from 2009 to 2011, and projects numbers (based on the assumptions listed below the chart) for 2012 to 2015. This chart is a preliminary projection for the purposes of discussion only.

The current budget allots $400 per collection, with $200 going to the district, and $200 going to OSPI to fund the contract for grading. The attached preliminary projection chart shows approximately 28,728 mathematics and science COEs in 2015. With the current budget cost, this represents about $11.5 million in additional cost for COEs in mathematics and science, or $13.6 million for all the subject areas.

Demographic data on student participants in reading and writing COEs suggest that these COEs serve under-represented student populations at a significantly higher rate than the general student population. In February 2011, students participating in reading and writing COEs were 65.7 and 70.3 percent low income students respectively, compared to 43.7 percent low income in the general student populations. Hispanic students, black students, and bilingual/English language-learners also participated in COEs at a disproportionally high rate.

Background

SBE is authorized by RCW 28A.230.090 to set high school graduation requirements, including the certificate of academic achievement and certificate of individual achievement (RCW 28A.230.090 (1)(b)).

The Superintendent of Public Instruction is required to consult with the SBE on the assessment system (RCW 28A.655.070(3)(a)):

> In consultation with the state board of education, the superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of reading, writing, mathematics, and science for use in the elementary, middle, and high school years designed to determine if each student has mastered the essential academic learning requirements identified in subsection (1) of this section. School districts shall administer the assessments under guidelines adopted by the superintendent of public instruction. The academic assessment system may include a variety of assessment methods, including criterion-referenced and performance-based measures.

It is also the responsibility of SBE to identify scores students must achieve to meet the standard on statewide student assessments for high school students to obtain a certificate of academic achievement (28A.305.130 (4)(b)). Cut scores for COEs in reading and writing were approved by SBE in April 2008. The Board will be asked to approve the standard setting process and cut scores for alternative assessments to the mathematic EOCs at the November 2012 Board meeting.

Legislation postponed implementation of mathematics and science assessments as a graduation requirement with ESSB 6023 in 2007, and again in 2011, with HB 1412 and ESHB 1410. Assessments in mathematics required for graduation for the graduating classes of 2013, 2014, and 2015 are specified in RCW 28A.655.066(2) and (3). Assessments in science required for graduation for the graduating class of 2015 is specified in RCW 28A.655.06 (4).

Video of the Senate floor debate on ESSB 6023 is available on TVW at http://tvw.org/index.php?option=com_tvwplayer&eventID=2007040142B , at 1.06.50 on the timer and video of the House of Representatives floor debate on ESHB1410 is available at http://tvw.org/index.php?option=com_tvwplayer&eventID=2011050127B , at 29.30 on the time.

The table below highlights some of the legislation establishing the current required assessments and alternative assessments.

Legislation	Year	Highlights
3ESHB 2195	2004	• Established the Certificate of Academic Achievement • Made the CAA (or CIA) a graduation requirement for the class of 2008, including mathematics assessments • Made science assessment a graduation requirement for the class of 2010 • Directed OSPI to develop alternative assessments
ESSB 6475	2006	• Directed OSPI to implement alternative assessment methods o Grade Comparison o Collection of work o CTE Collection of work o PSAT,SAT, ACT comparison
ESSB 6023	2007	• Students can graduate without a CAA by taking one math credit after the 11th grade for the class of 2008, and two math credits after the 10th grade for the classes of 2009 to 2012; mathematics assessment as a graduation requirement moved to class of 2013 • Moved science assessment from 2010 to 2013 as a requirement • Set GPA requirement of 3.2 as a student eligibility requirement for the grade comparison alternative assessment
ESHB3166	2008	• Directed OSPI to develop statewide EOCs for high school math • Established EOCs as a requirement for the class of 2013
2ESHB 1087 section 513 (budget bill)	2011	• Mandated that a student may submit only one collection of work per content area
HB1412	2011	• Students in the graduating classes of 2013 and 2014 must meet the state standard on one high school math EOC rather than two
ESHB1410	2011	• Students must meet the state standard on the science assessment as a requirement of the class of 2015 rather an the class of 2013 • The science assessment will be a biology EOC • AP exams added to the list of approved alternative assessments

Washington State is one of nine states that require an EOC as a graduation requirement. Of these, four have programs similar to Collections of Evidence. The table below lists the other states and their required EOC assessments and alternatives assessments.

State	End of Course Exams Currently required for Graduation	Options for Students Who Do Not Pass	Source
ARKANSAS	English II Algebra I	Remediation and multiple retakes Alternative assessments: ACT, SAT, IB	Arkansas Rule
FLORIDA	Algebra I Geometry Biology I	Multiple retakes Alternative assessments: ACT, SAT	Florida Comprehensive Assessment Test FAQ Graduation

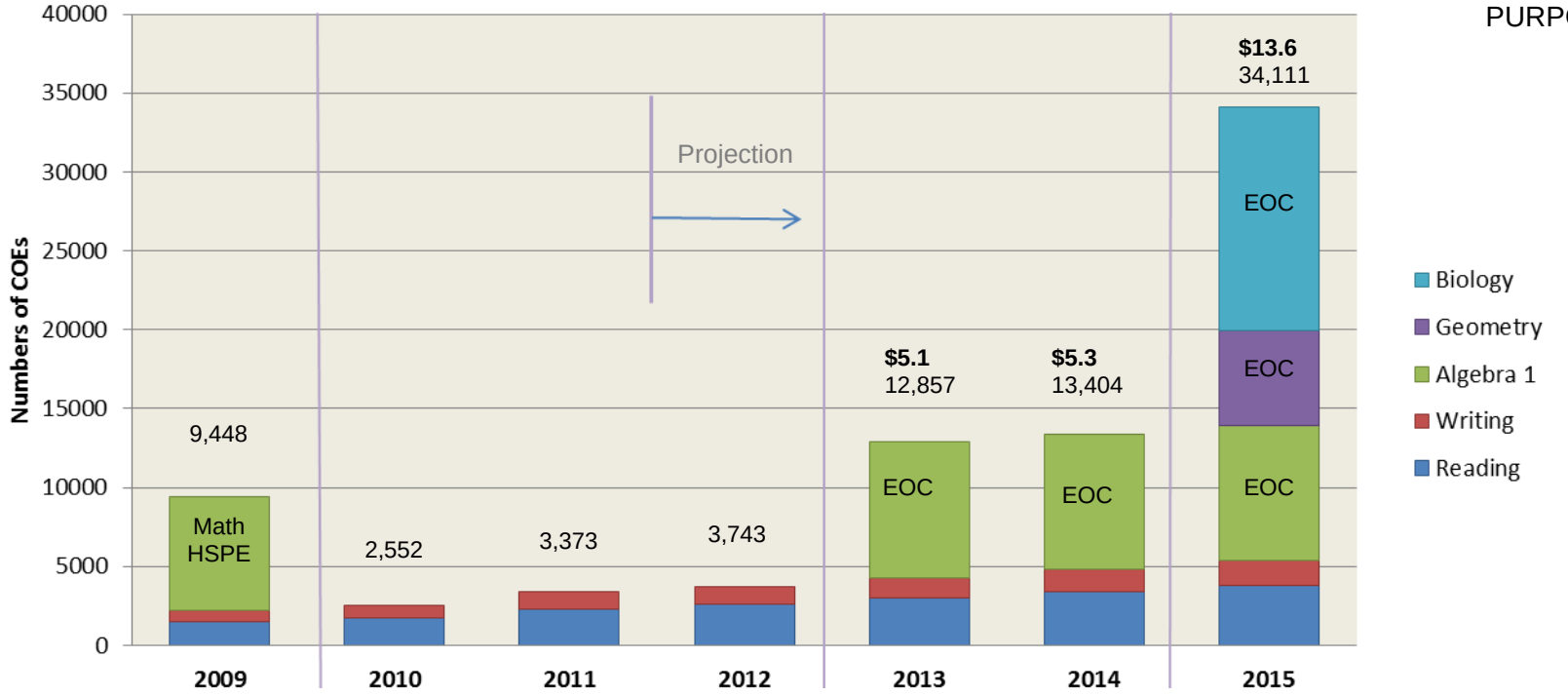
			Requirements for Florida's Statewide Assessments
INDIANA	English 10 Algebra I	Demonstrate mastery of standards by evidence waiver or work-readiness waiver (to be eligible, must retake, GPA, attendance, teacher/administrator recommendations)	Indiana Department of Education website
MARYLAND	English Algebra/Data Analysis Biology Government	Multiple retakes Bridge Plan (eligibility requirements plus project evidence)	Maryland High School Assessments website
MASSACHUSETTES	Pass one of: Biology Introductory Physics Chemistry Technology/Engineering	MA Comprehensive Assessment System (MCAS) Portfolio Appeal consisting of the student's current or cumulative work in a content area	MCAS Performance Appeals website
MISSISSIPPI	English II Algebra I Biology I US History from 1877	Multiple retakes	Mississippi Subject Area Testing Program Second Edition Student/Parent Information Guide
NEW YORK	English Mathematics (Integrated Algebra, Geometry, OR Algebra 2) Science (choice of several) US History and Government Global History and Geography	Alternative assessments: AP, SAT, IB	Part 100 Regulations 100.5 Diploma Requirements
OKLAHOMA	English II Algebra I Two of: English III Algebra II Geometry Biology US History	Multiple retakes Demonstrate mastery of subject matter through an end of course project	Oklahoma School Testing Program FAQ

Action

No action is required at this time

Number of Collections of Evidence (COE), with Projected Estimated Cost in Millions of Dollars

PRELIMINARY PROJECTION FOR DISCUSSION PURPOSES



Assessment Required for Graduation				
	HSPE in: -Writing -Reading (COEs were available for math, although math was not required for graduation)	**HSPE in:** -Writing -Reading (ESSB 5889 allows COE only to be submitted in content area required for graduation)	**HSPE in:** -Writing -Reading **EOC in:** -Algebra 1 or Geometry	**HSPE in:** -Writing -Reading **EOC in:** -Algebra 1 -Geometry -Science **SBAC Next-Generation Assessments?**

Assumptions:
1. The total number of students taking assessments will be approximately 80,000 per year.
2. The percent that do not meet standard and chose to take the COE will be 30 percent for math, 60 percent for science.
3. Students will attempt COEs in their senior year.
4. The number of Reading and Writing COEs will continue to increase linearly through this period.
5. The cost per COE will be $400.
6. The pass rates for math and science used for this estimate is the pass rate for the first year of the Algebra 1, Geometry, and Biology End-of-Course (EOC) assessments.
7. The pass rate used for Reading and Writing is the average pass rate for the Reading and Writing HSPE from 2009 to 2011.

EXAMPLE OF MATHEMATICS COLLECTION OF EVIDENCE

The Following 26 Pages Includes Student Work from
Mathematics Collection of Evidence Task Development

- Each student collection consists of 6 to 8 work samples
- Each work sample is related to Performance Expectations of the Washington State Mathematics Standards
- The Inclusion Tasks were submitted by teachers throughout the state, have undergone a peer review process, and are edited to ensure alignment with standards.

Review of Certificate of Academic Achievement (CAA) Options for End of Course Exams

Prepared for September 26, 2012 Board Meeting

Linda Drake, Senior Policy Analyst

Why should the Board concern itself with Certificate of Academic Achievement (CAA) options?

The CAA (or Certificate of Individual Achievement) is a Graduation Requirement

New CAA assessments will lead to a surge in students participating in assessment options, particularly Collections of Evidence (COE)

Collections of Evidence are costly, and the Washington Legislature will be examining costs

The Board may want to take a position

What is the Board's role in state assessment?

RCW 28A.230.090	• SBE is authorized to set high school graduation requirements
RCW 28A.655.070(3)(a)	• SPI, in consultation with SBE, shall maintain, continue to develop and revise a statewide academic assessment system • The assessment system may include a variety of assessment methods
RCW 28A.305.130 (4)(b)	• SBE is responsible for identifying scores students much achieve to meet standards on statewide assessments to obtain a CAA

Assessments and Legislation

3ESHB 2195 — 2004

- CAA graduation requirement for class of 2008
- Science assessment for class of 2010
- Directed OSPI to develop alternative assessments

ESSB 6023 — 2007

- Moved math assessment as a requirement to class of 2013
- Moved science assessment from 2010 to 2013
- Established math credit as option to assessment for classes of 2008-2012

ESHB 3166 — 2008

Directed OSPI to develop End of Course (EOC) exams for math for the class of 2013

HB 1412 — 2011

Students in class of 2013 and 2014 need to take one EOC rather than two

ESHB 1410 — 2011

- Moved science assessment to class of 2015
- The science assessment will be a biology EOC

Assessments required for graduation

Class of:	2012	2013	2014	2015
	• No EOCs required • Reading and Writing HSPE	• **1 math EOC** • Reading and Writing HSPE	• **1 math EOC** • Reading and Writing HSPE	• **2 math EOCs** • **1 biology EOC** • Reading and Writing HSPE

Note: Smarter Balanced Assessment (SBAC) will be fully implemented in 2014-2015

Approved alternatives to state assessments

Collection of Evidence	• An evaluation of a set of work samples based on classroom work prepared by the student with instructional support from a teacher
Qualifying Score on an Approved Test	• ACT • SAT • Approved subjects in an Advanced Placement (AP) test
Grade Comparison	• A student's grades in a subject are compared to the grades of other students who took the same course and passed the state exam in that subject • The comparison is conducted by school district personnel • This option is only available to 12th graders with a grade point average of 3.2 or above

How many students participate in alternatives?

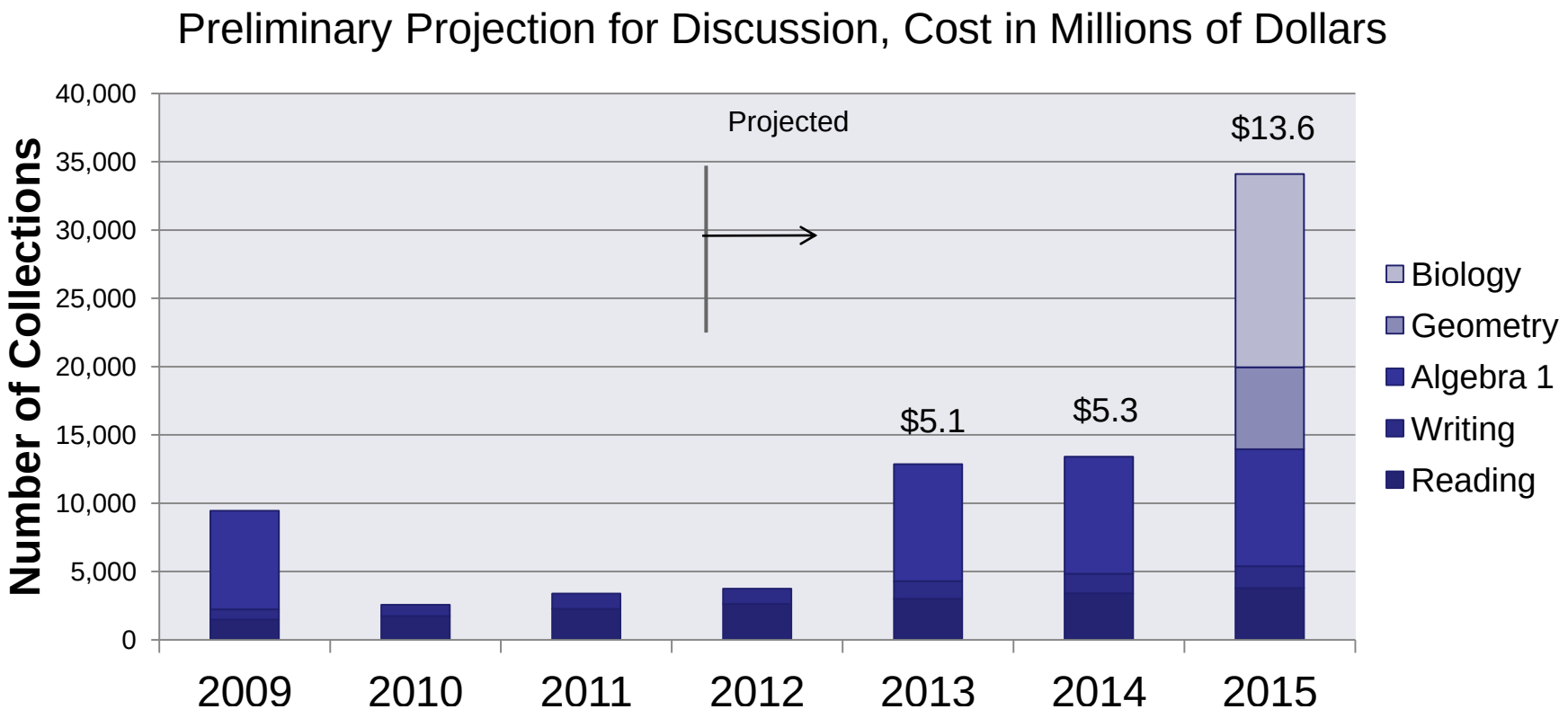
The Number and Percent of Students Participating in CAA Alternatives in 2011

	Mathematics		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent
ACT/SAT/AP	738	.9%	1,098	1.3%	785	1%
Grade Comparison	207	.2%	11	.01%	7	.01%
Collections of Evidence			3,042	3.7%	1,549	1.9%

The percent is relative to the total 10th grade enrollment: 81,435

Collections of Evidence for mathematics was available for the mathematics HSPE in 2009. Number of mathematics collections scored in 2009: 7,764 (9.3% of total 10th grade enrollment in that year).

How many students will participate in COEs for mathematics and science, and how much will it cost?



Assumptions:
The total number of students taking assessments will be approximately 80,000 per year.
The percent that do not meet standard and chose to take the COE will be 30% for math, 60% for science.
Students will attempt COEs in their senior year.
The number of Reading and Writing COEs will continue to increase linearly through this period.
The cost per COE will be $400.
The pass rates for math and science used for this estimate is the pass rate for the first year of the Algebra 1, Geometry, and Biology End-of-Course (EOC) assessments.
The pass rate used for Reading and Writing is the average pass rate for the Reading and Writing HSPE from 2009 to 2011.

A closer look at COEs

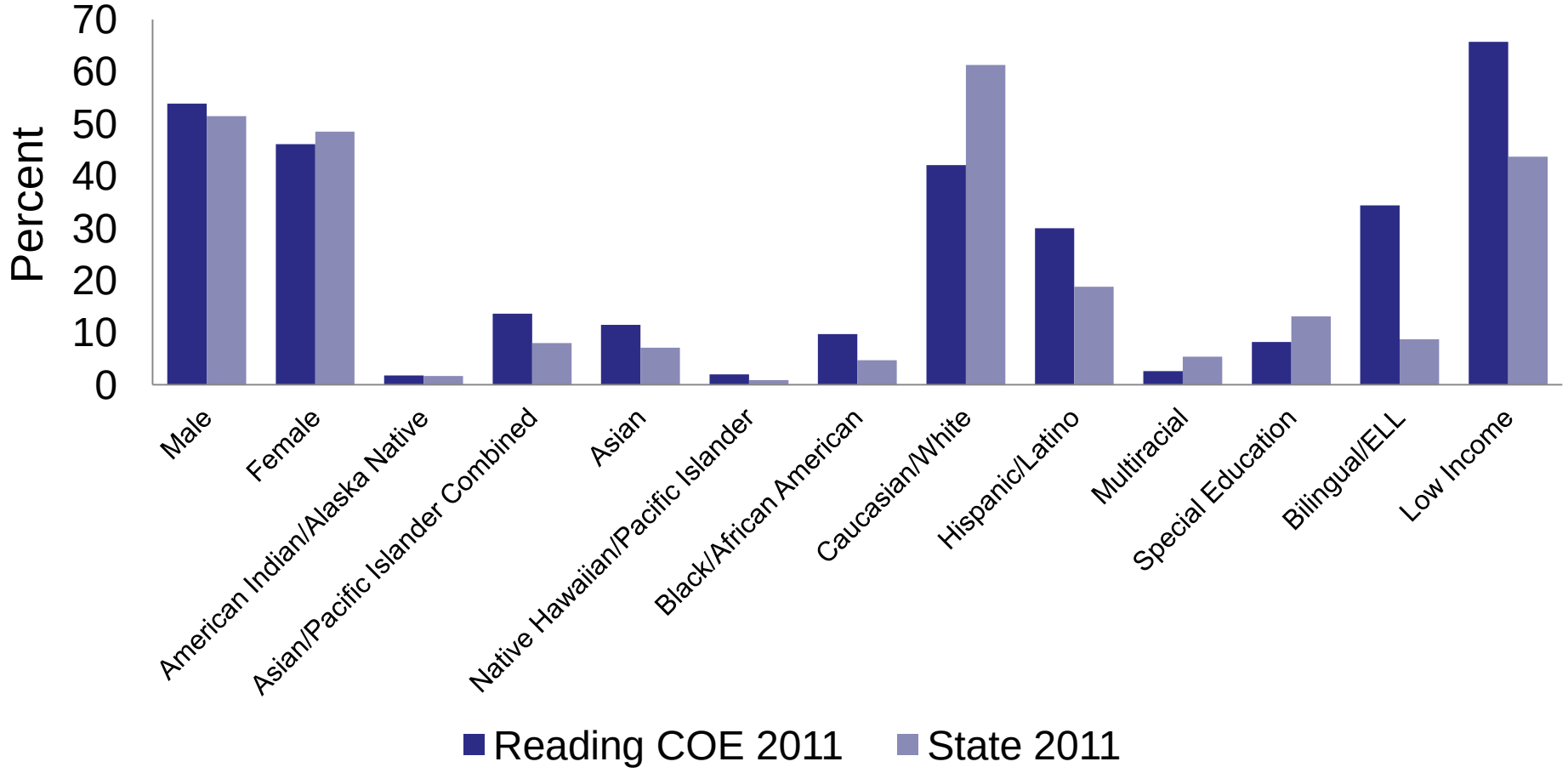
Average Passing Rates, 2009-2011

Some students who participate in COEs have the opportunity to take the state assessment after having submitted a COE. In the table below, students who pass the state assessment after submitting a COE are counted as a "pass".

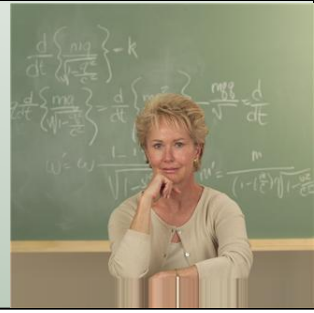
	Math	Reading	Writing
2009	85.2%	75.8%	67.5%
2010	Not available	84.8%	60.2%
2011	Not available	86.1%	69.6%
Average	**85.2%**	**82.3%**	**65.8%**

Note: the 2011 state assessment pass rate was 82.6% for reading, 86.3% for writing.

Demographics of students who participate in COEs



Some educators' views



Process of teaching COEs lead to many students passing the assessment

"The value of the Collection of Evidence is in the process of teaching the students how to respond to well crafted and practiced work samples. The learning that happens throughout this process helps the student understand and master the targets and strands in each content area so they most often actually pass the assessment as they are completing the COE. For whatever reason, the skills necessary to pass the exam have escaped these students in their prior education. Helping, scaffolding, and re-teaching has proved very successful with the COE."

Wenatchee Principal

Some educators' views

Value for ELL population

"Collection of Evidence has proved invaluable for many Seattle students. None have benefited more than our ELL population. To have the time to review, rewrite, and take the needed time when translations are involved, allows these students to demonstrate their knowledge successfully beyond a one-test day scenario….If our goal is to serve all students and move them beyond high school, the Collection of Evidence is a viable part of the state requirements."

Seattle School District Counselor

Value as an alternative

"The COE has been an extraordinary value as an alternative assessment. It is vital to continue this avenue (and expand it if possible) for students to access the assessment."

District Assessment Coordinator

Summary

Surge in students
New CAA assessments will lead to more students using CAA options, particularly COEs

Effective alternate instruction
Educators find COEs valuable in helping struggling students meet standards

Opportunity gap
A higher percentage of low-income and minority student groups are served by COES than the general student population

Cost
Are COEs worth the investment of state resources?

Questions for Discussion

Does the Board want to take a position?

What further information would be useful for the Board concerning the state assessment system?

What other assessment system changes could impact this situation?

- SBAC/Common Core Transition
- Next Generation Science Standards?
- Additional EOCs?

For Planning Purposes Only – Not to be included in Student Collections

Algebra Work Sample Documentation Planning Form

To be scored, the collection must include:

- ❑ a minimum of six (6) and a maximum of eight (8) work samples
- ❑ at least two (2) different demonstrations of all four strands across the whole breadth and depth of the collection
- ❑ at least two (2) on-demand work samples (from two different strands)
- ❑ two (2) examples across the collection of process PEs to meet sufficiency purposes only
- ❑ two (2) examples across the collection of content-specific course material to sufficiency purposes only
- ❑ the entire task, directions or questions that accompany each work sample

The work sample must include:

- ❑ work that encompasses the entire performance expectation

	Reporting Strands				Sufficiency Only		
Title of Algebra Task	Numbers, operations, expression and variables	Linear equations and inequalities	Characteristics and behaviors of linear and non-linear functions	Data and statistics	Process (Sufficiency only)	Course Specific Content (sufficiency only)	On Demand
1. Building a House		A1.4.B	A1.3.C				❑
2. How Close is Lightning		A1.1.B	A1.3.C	A1.6.D			❑
3. Pre Season Football		A1.1.C		A1.6.B	A1.8.A		❑
4. Skate Park	A1.2.B				A1.8.A, B	A1.5.A	❑
5. Goat Circles	A1.7.D				A1.8.C, E		❑
6. Safe Driving	A1.7.D	A1.1.C	A1.3.B			A1.1.D	❑
7.							❑
8.							❑

Building a House

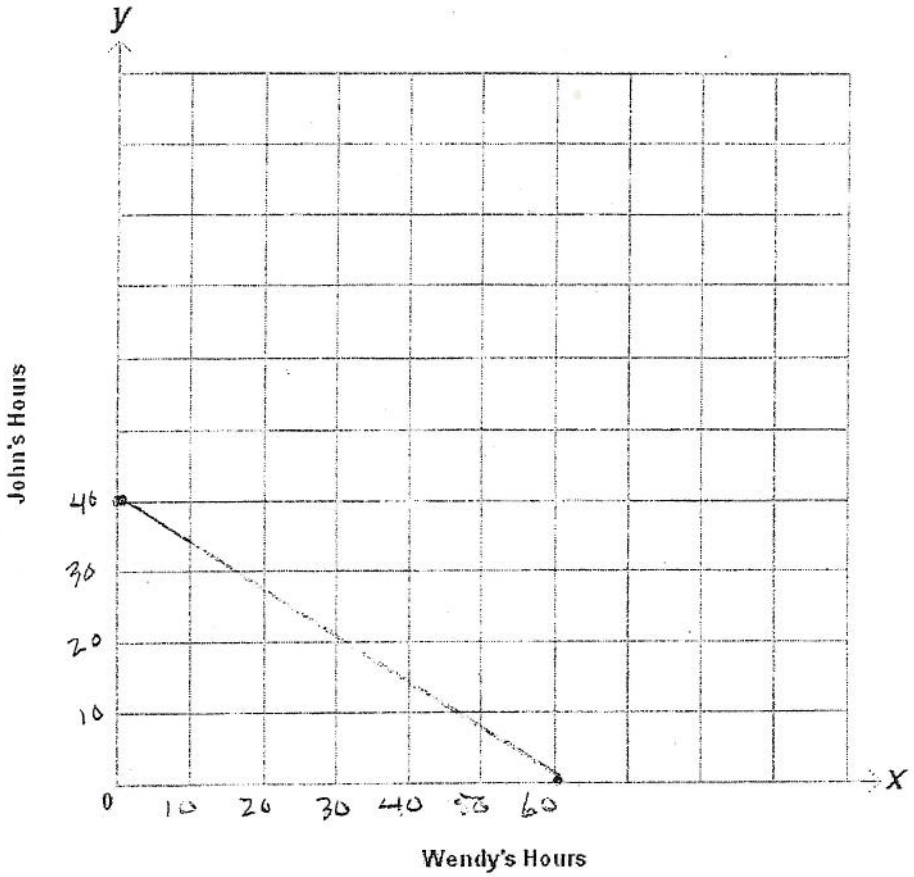
Don is two weeks away from finishing building a house and needs to hire one or more workers. He reads through the local paper and finds two people, Wendy and John, who are advertising for construction work. Wendy has construction experience and charges $15 per hour. John has less experience than Wendy and is charging $10 per hour.

(A1.4.B)(M1.3.D)

1a. Don wants to graph the combinations of the number of hours he can hire Wendy compared to the number of hours he can hire John. Don has budgeted $600 to hire workers. Don realizes, at the extremes, he could hire only Wendy to work for 40 hours or hire only John to work for 60 hours. Don writes the ordered pairs (40,0) and (0,60) to represent these two extremes, where the x-value represents the number of hours Wendy works and the y-value represents the number of hours John works.

Graph the line that passes through the points (40,0) and (0,60).

Be sure to include scales for both axes.



Inclusion Task

1b. Write an equation in slope-intercept form that represents a line that passes through the points (40,0) and (0,60).

Equation:

$y = mx + b$ $\boxed{y = \frac{2}{3}x + b}$

Slope $= \frac{\text{rise}}{\text{run}}$

$= \frac{-4}{-6} = \frac{2}{3}$

1c. Rewrite the equation from slope-intercept form to standard form.

Show the algebraic steps you took to rewrite the equation.

$+\frac{2}{3}x + y = \frac{2}{3}x + b$

$-\frac{2}{3}x$

$+\frac{2}{3}x + y = b$

Equation:

$\frac{2}{3}x + y = b$

Inclusion Task

(A1.3.C)(M1.2.C)

2a. Don decides to hire both John and Wendy for two weeks of work. Don uses the function $f(x) = -\frac{2}{3}x + 40$, where x is the number of hours John works and $f(x)$ is the number of hours Wendy works, to determine the relationship between how many hours each person works. Don plans to have John work 43.5 hours during the two weeks.

Evaluate $f(43.5)$.

Show how you algebraically solved the problem.

$f(x) = \frac{-2}{3}x + 40$

$f(43.5) = \frac{-2}{3}(43.5) + 40$

$f(x) = -29 + 40$

$= 69$

$f(43.5) = 69$

2b. Explain what the value of $f(43.5)$ represent?

f(x) is Wendy hours. The equation f(x) = -2/3 + 40 says x = Johns hour and f(x) = Wendys. When x = 43.5 (Don's hour) then by solving I get the Wendy's hours. f(x)

Inclusion Task

2c. Don uses the function $f(x) = -\frac{2}{3}x + 40$, where x is the number of hours John works and $f(x)$ is the number of hours Wendy works, to determine the relationship between how many hours each person works. At the end of two weeks, he finds that Wendy has worked 26 hours.

Solve for $f(x) = 26$.

Show how you algebraically solved the problem.

$f(x) = \frac{-2}{3}x + 40$

$26 = \frac{-2}{3}x + \cancel{40}$

$-40 \qquad -\cancel{40}$

-14

$-14 = \frac{-2}{3}x$

$+\frac{3}{2}(\frac{-14}{1}) = \frac{-3}{2}(\frac{-2}{3})x$

$21 = x$

$\boxed{x = 21}$

2d. What does the solution to $f(x) = 26$ represent?

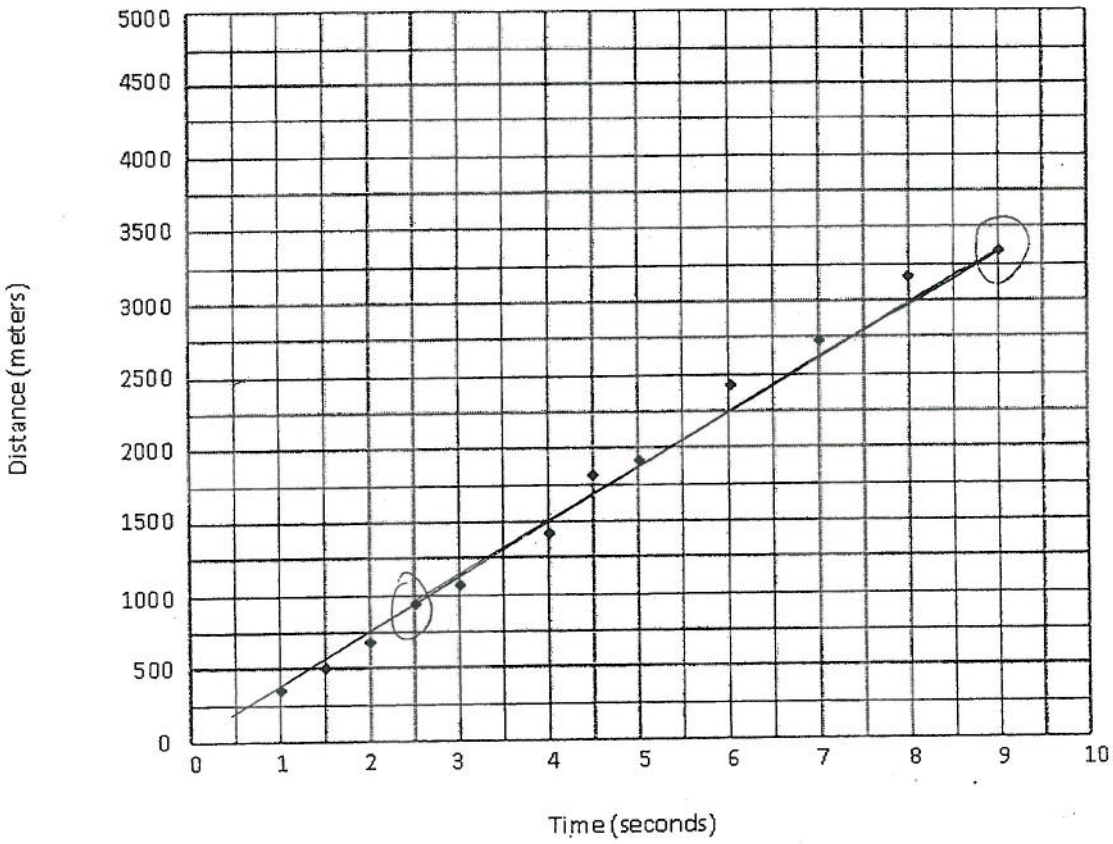
f(x)=26 is the hour wendy works. when I solve for x I should get 21 hours

Inclusion Task

How Close is Lightning?

During a thunder storm, Cindy uses a stopwatch to time (in seconds) from when she sees a flash of lightning to when she hears the crash of thunder. The next day, she uses a map and a ruler to determine the distances to the lightning strikes. The time between the lightning and the thunder, in seconds, and the distance from Cindy, in meters, are graphed in the scatterplot.

How Close is Lightning?



X 1a. Use a ruler and draw a line that fits the data in the scatterplot.

(2.5, 1000) (9, 3200)

$\frac{3200 - 1000}{9 - 2.5} = \frac{2200}{6.5} = 338.5$

$y = 338.5x + 153.75$

$1000 = 338.5(2.5) + b$

$1000 = 846.25 + b$

$-846.25 \quad -846.25$

$153.75 = b$

DRAFT

(A1.6.D)

2a. What is an equation for a line that fits the data in the scatterplot? y = Distance in Meters
$y = 338.5x + 153.75$ x = seconds

Be sure to define any variables you use.

Equation: $y = 338.5x + 153.75$

Variables: y = Distance in meters
x = seconds

2b. Describe what the slope of the line represents in the situation.

how many meters the lightning travels a second.

2c. Describe what the y-intercept of the line represents in the situation.

y = the distance the lightning travel in "x" amount of seconds

DRAFT

2d. The next night, there was another thunderstorm. Cindy saw lightning strike the top of Cougar Mountain which she knows is approximately 4,500 meters away from her. She, however, did not have a stopwatch to time from when she saw the lighting to when she heard the thunder.

Using the equation you wrote, predict how many seconds would pass between the lightning and thunder when the distance to a lightning strike is 4,500 meters.

Show the steps you used to solve the equation.

$4500 = 338.5x + 153.75$
$-153.75 \qquad -153.75$

$\frac{4346.25}{338.5} = \frac{338.5x}{338.5}$

$2.84 = x$
seconds

DRAFT

2e. Cindy runs to get her stopwatch so she can time from when she sees the lightning strike to when she hears the thunder. On the next lightning strike she sees, she times 14 seconds until she hears the thunder.

Using the equation you wrote, predict the distance to a lightning strike when the time between the lightning and the thunder is 14 seconds.

Show the steps you used to solve the equation.

$y = 338.5(14) + 153.75$

$y = 5439 + 153.75$

$y = 5592.7$ meters

DRAFT

In dry, 68° F air, sound travels approximately 343.2 meters per second. The equation $f(t) = 343.2t$ where $f(t)$ is the distance, in meters, and t is time, in seconds can be used to model the relationship between distance and time for the speed of sound.

(A1.3.C)

3a. Evaluate $f(14)$.

Show your work algebraically.

$f(14) = 343.2(14)$

$f(14) = 4804.8$ meters

3b. What does the value of $f(14)$ represent?

The number of seconds.

DRAFT

3c. Solve $f(t) = 4{,}500$.

Show your work algebraically.

$\frac{4500}{343.2} = \frac{343.2t}{343.2}$

$13.1 = t$

seconds

3d. What does the solution of $f(t) = 4{,}500$ represent?

$f(t) = 4500$ is the distance in meters that the sound traveled.

DRAFT

Ueokae Harrison

Pre-Season Football

Bob and Jim are getting ready for football season. Bob wants to lose weight but Jim wants to gain weight. Trainer Sue weighed both players and developed weight loss and gain plans for each player.

Bob
Starting weight: 304 lbs
Weight loss: 1.25 lbs per week

Jim
Starting weight: 150 lbs
Weight gain: 0.75 lbs per week

(A1.1.C)

1a. Bob and Jim start Trainer Sue's weight plan at the same time.

When Bob loses and Jim gains weight according to Trainer Sue's plan, after how many weeks will Bob and Jim weigh the same amount?

- Write a system of equations that represents Bob's and Jim's weight each week if they follow Trainer Sue's plan. Be sure to define the variables you use.
- Show the steps you used to solve the system of equations.

System of Equations: Substitution

Variables: X = weight

y = amount

Bob = y = 304x - 1.25

Jim = y = 150x + .75

y = 150(.012) + .75

$\boxed{y = 2.65}$

$304x - 1.25 = 150x + .75$

$+1.25 \quad +1.25$

$304x = 150x + 2$

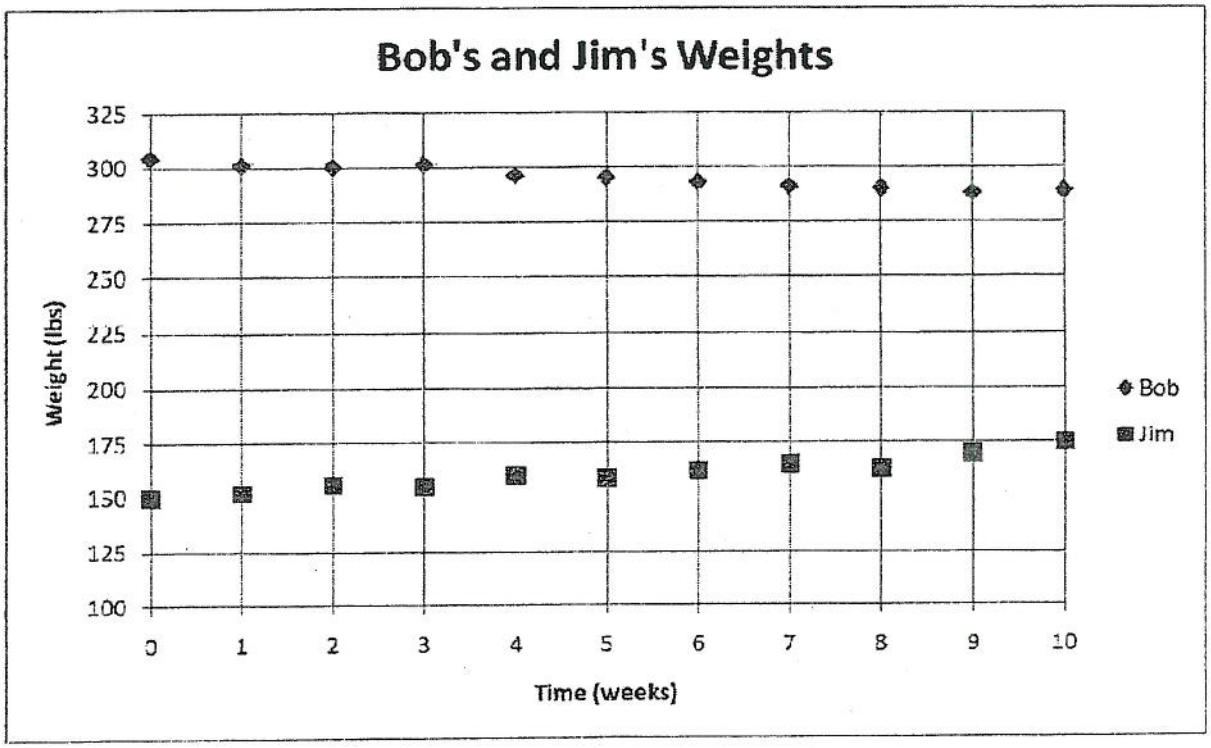
$-150 \quad -150$

$\frac{154x}{154} = \frac{2}{154}$

$\boxed{x = .012}$

DRAFT

The scatter plot shows Bob's and Jim's actual weight during the first 10 weeks.



(A1.6.B)

2a. Based on the data, which football player better followed Trainer Sue's weight plan?

Use specific data from the scatter plot and Trainer Sue's plan to support your answer.

The football player who followed Trainer Sue's Plan was Bob because the data shows him constantly losing weight and not gaining it.

DRAFT

Name [redacted]

Skatepark

HomeLink G

At the Rotary Skatepark, Taryn and Jaden are practicing their ramp skills. At the top of the ramp, their potential energy is given by the formula $P = 9.8mh$ where P is potential energy in Joules, m is mass in kilograms, and h is height in meters. At the bottom of the ramp, their kinetic energy is given by the formula $K = \frac{1}{2}mv^2$ where K is kinetic energy in Joules, m is mass in kilograms, and v is velocity in meters per second.

(A1.5.A)

1a. Taryn's mass is 52 kilograms.

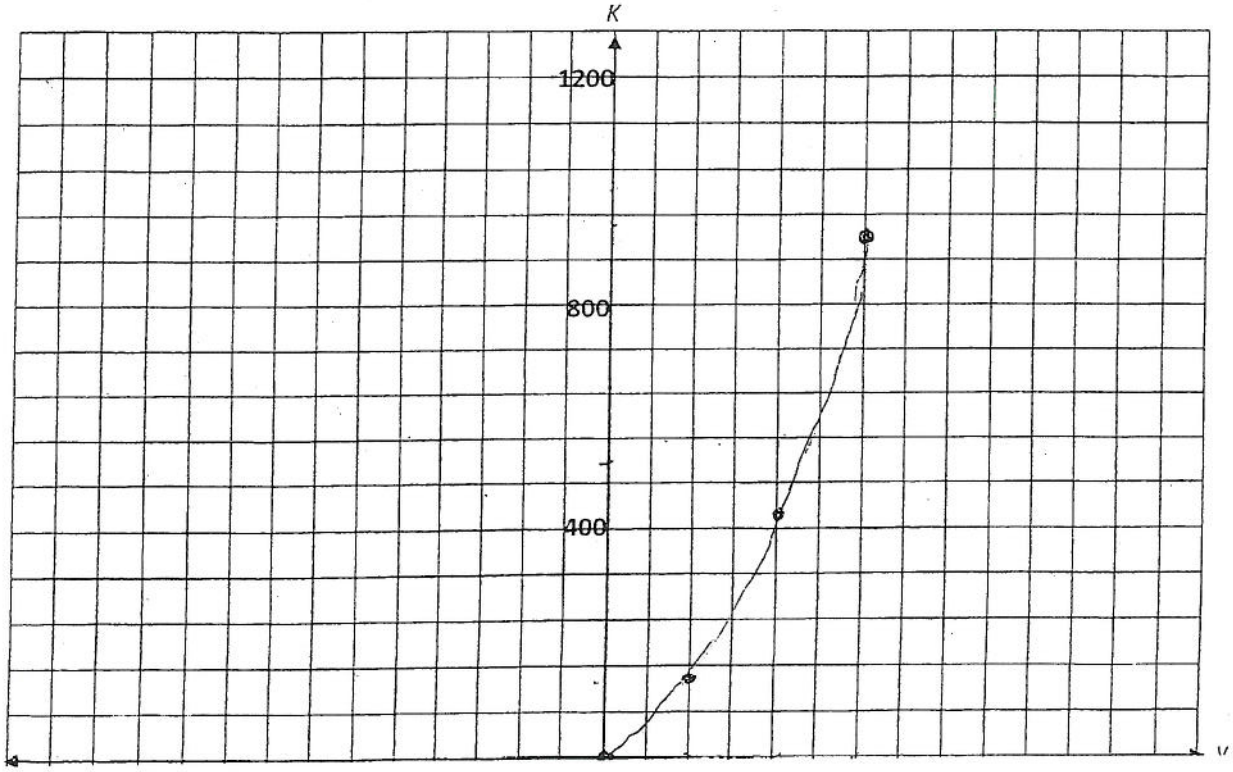
Complete the table to show Taryn's kinetic energy at the bottom of the ramp as a function of velocity.

Be sure to include at least 5 different velocities. $.5 \cdot 52 \cdot v^2 \rightarrow K = 26v^2$

Taryn's Energy

Velocity (m/s)	0	2	4	6	8
Kinetic Energy (Joules)	0	104	416	936	1664

1b. Graph Taryn's kinetic energy, K, as a function of velocity, v.



1c. Describe how the values in the table in 1a are represented in the graph in 1b.

In the graph, the values in the table are represented as points on the place where their velocity and Kinetic energy meet on the graph.

1d. Describe what one point on the graph means in the context of the situation.

One point on the graph shows Taryn's velocity and Kinetic energy at a certain point in time.

DRAFT

HomeLink G

□ On-demand Skatepark (A1.5.A, A1.2.B)

(A1.2.B)

2. Taryn needs to reach a velocity of 10 m/s at the bottom of the ramp to complete a trick. Kinetic energy at the bottom of the ramp equals potential energy at the top of the ramp. $(P = 9.8 \cdot m \cdot h)$ $P = 509.6\,h$

What is the minimum height, to the nearest tenth of a meter, on the ramp Taryn needs to start to reach a velocity of 10 m/s? $(K)\ 26v^2 = 509.6h\ (P)$

Show your work using words, numbers, and/or diagrams.

$$\frac{2600}{509.6} = \frac{509.6h}{509.6}$$

$$5.102040816 = h$$

$$h \approx 5$$

DRAFT

(A1.5.A)

3. Jaden's mass is 60 kilograms. On any point of the ramp, Jaden's total energy is the sum of his potential energy and his kinetic energy.

$K = \frac{1}{2} mv^2$ $30v^2$

Let *E* represent Jaden's total energy.

$E = P + K$ $P = 9.8mh$

Write an equation to represent Jaden's total energy at any point on the ramp as a function of his height, *h*, and velocity, *v*.

Equation:

$E = 588h + 30v^2$

(A1.2.B)

4. During one trick, Jaden generated a total energy of 7,056 Joules.

- Determine all possible heights that could result in a total energy of 7,056 Joules.
- Determine all possible velocities that could result in a total energy of 7,056 Joules.

Show your work using words, numbers, and/or diagrams.

$\cancel{\frac{1}{2}mv^2} + \cancel{9.8mh} = E$ $h = 12$

$30v^2 + 588h = 7056$

aaaaaaah!

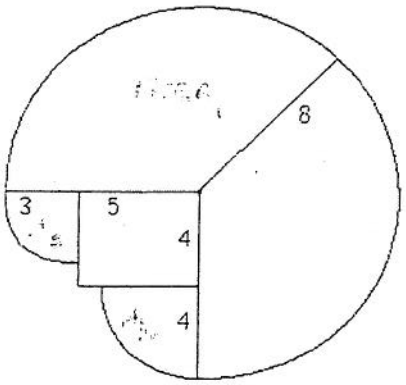
height $0 \leq h \leq 12$

velocity $0 \leq v \leq 15.3$

DRAFT

Goat Circles

A goat is tied to the corner of a 5-by-4-meter square shed by a 8-meter piece of rope. The goat grazes on the grass causing what looks like perfectly circular designs.The farmer is interested in just how much grass the goat has consumed since being tied up to her shed. The goat can walk around the far corners as far as the rope will allow. Along the top side, five meters of rope will be stretched along the side, leaving another three meters "in play"; along the right-hand side, four meters will have been used, leaving another four meters. (See the diagram below. All measurements in the drawing are in meters.)



(A1.7.D, A1.8.E)(M1.6.D, A1.8.E)

1a. Calculate the largest area the goat has available to graze in.

- Write the equations you used to solve the problem. List and define all variables.
- Show the steps you used to solve the equations. Be sure to identify the variables used in the equations

Equations used:
$Circle_A = \pi r^2$ $Shed_A = L \times w$ $C_A = \pi r^2$
Variables:
C_A = [illegible] $\pi = 3.14$ r = radius of circle L = length w = width

Inclusion Task

Show your work here:

$\pi = 3.14$
$r = 8m$

$Circle_A = \pi r^2$

$Circle_A = (3.14)(8)^2$

$= 200.96\ m^2$

$Shed_A = L \times W$
$= 5 \times 4$
$= 20\ m^3$

$200.96 - 20$

$180.96\ m^2$ Largest area for grazing

1b. Calculate the smallest area the goat has available to graze in.

- Write the equations you used to solve the problem. List and define all variables.
- Show the steps you used to solve the equations. Be sure to identify the variables used in the equations.

Equations used:

$Circle_A = \pi r^2$

Variables:

$Circle_A$ = area of circle, $\pi = 3.14$ r = radius.

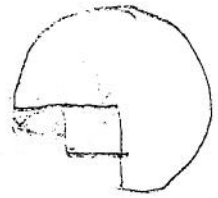
Show your work here:

$\pi = 3.14$
$r = 3$

$Circle_A = \pi r^2$

$Circle_A = (3.14)(3^2)$

$Circle_A = 28.26\ m^2$



Only use a quarter of the circle so divide by 4.

$\frac{Circle_A}{4} = 7.065\ m^2$ Smallest area for goat.

Inclusion Task

1c. Calculate the entire area the goat has available to graze in.

- Write the equations you used to solve the problem. List and define all variables.
- Show the steps you used to solve the equations. Be sure to identify the variables used in the equations.

Equations used:

Circle = π r²

Circle = 14 (4²)

= 50.24

Circle + Circle + Circle = Total.

a_1 a_2 a_3

only one quarter of circle

$\frac{50.24}{4}$ = 12.56 m²

Variables:

π = 3.14 r = radius area₁ = Biggest circle area₂ = Smaller circle area₃ = Smallest circle

Show your work here:

Total = area₁ + area₂ + area₃

= 180.24 + 12.56 + 7.065

= 200.585 m²

Inclusion Task

(A1.8.C)(M1.8.C)

2. The farmer decides she may no longer need the shed as very little is stored in it. If she takes the shed down she is trying to determine how much grazing area she would gain.

Calculate the amount grazing area gained by removing the shed. Determine the percentage gained from the original configuration if the shed is removed. Write a convincing argument for why or why not the shed should be removed.

- Write the equations you used to solve the problem. List and define all variables.
- Use numbers, drawings, equations in your written argument to the farmer.

Equations and Variables used:

$Shed_A = L \times W$

$Shed_A$ = area of shed

L = length

W = width

$Shed_A = 5 \times 4$

$= 20\ m^2$

Circle = πr^2 (full circle)

$Circle_A = 3.14(8^2)$

$= 200.96\ m^2$

Total − used = Gained

$200.96 - 200.585 = .375\ m^2$

Written Argument:

The farmer is using 200.585 m² now. If she removed the shed she would get to use 200.96. She would not gain that much by removing the shed. I think she should leave it so she has a place to store stuff. She can have a place to put her goat if it got older.

Inclusion Task

Safe Driving

Different roads have different speed limits for various reasons. The primary reason is the relationship between the speed of a vehicle and the time it takes the vehicle to come to a full stop. Other factors that affect the stopping time include road conditions and braking efficiency.

Investigators gather information and make estimates at the scene of an accident to determine if vehicles were traveling at unsafe speeds. Information includes measuring the length of the tire's skid marks which represent the total stopping distance. Estimates are made for the drag factor caused by road conditions and the braking efficiency of the vehicles. Investigators can then estimate a vehicle's speed using mathematical equations.

One of these equations, $S = \sqrt{30Tfn}$, can be used to estimate the speed of the vehicle based on the length of the skid marks, the drag factor, and braking efficiency. In the equation:

S = the speed of the vehicle in miles per hour
T = the total stopping distance in feet based on the length of the skid marks
f = the drag factor
n = the braking efficiency

Another equation, $T = S + \frac{S^2}{20}$, can be used to estimate the total stopping time based on the speed of the vehicle. In the equation:

T = the total stopping distance in feet
S = the speed of the vehicle in miles per hour

Inclusion Task

(A1.7.D)

1a. Investigators often use a graph to quickly determine the expected length of the skid marks, which represent the total stopping distance, based on the speed of a vehicle based. This is difficult when the equations are not both solved for the same variable.

Solve the equation $S = \sqrt{30Tfn}$ for T.

Show the algebraic steps you took to solve the equation.

1. $S^2 = (\sqrt{30Tfn})^2$

2. $\frac{S^2}{(30)(f)n} = \frac{\cancel{30}T\cancel{f}\cancel{n}}{(30)(\cancel{f})\cancel{n}}$

$T = \frac{S^2}{(30)(f)n}$

(A1.1.C,A1.3.B)

2a. Investigators graph these equations to model common situations. One of these common situations is a 4-door vehicle stopping on dry pavement. Dry pavement has a drag factor of approximately 0.7 and the average 4-door vehicle has a braking efficiency of 80%.

One first step in creating such a graph is making a table of values.

Complete the tables of values for both equations when $f = 0.7$ and $n = 0.8$. Round all answers to the nearest tenth of a foot.

$S = \sqrt{30Tfn}$

S	T
20	23.81
40	95.24
60	214.28
80	380.95
100	595.24
120	857.14

$T = S + \frac{S^2}{20}$

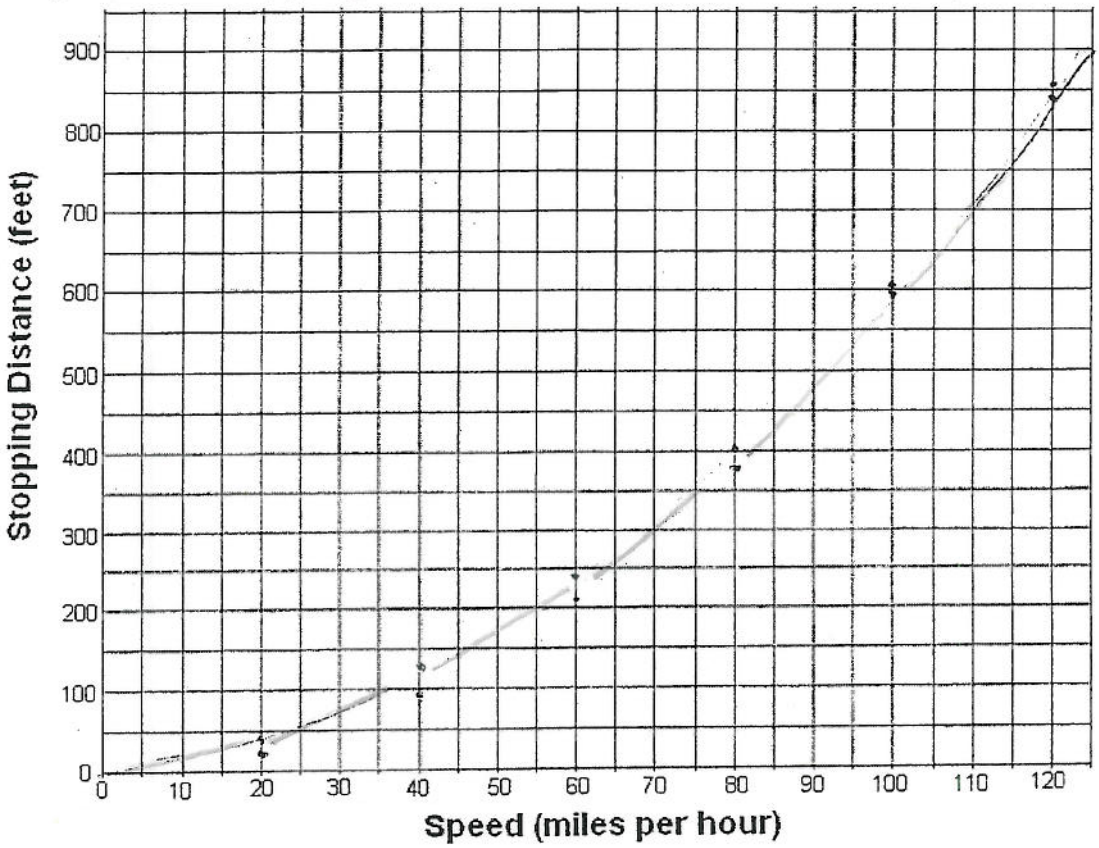
S	T
20	40
40	120
60	240
80	400
100	600
120	840

Inclusion Task

2b. A table, however, does not show as many values as a graph.

Graph both equations, $S = \sqrt{30Tfn}$ and $T = S + \frac{S^2}{20}$, for values of S between 0 and 120 to represent the stopping distance of a 4-door vehicle on dry pavement.

Speed vs. Stopping Distance of 4-door Vehicles on Dry Pavement



2c. Explain the advantages of both a table of data <u>and</u> corresponding graph when investigating an accident.

A table gives exact values for a given speed. A graph allows you to determine any value on the line. A specific speed value corresponds to a stopping distance on the line.

Inclusion Task

(A1.1.D)

3a. The graph shows the general relationship between speed and stopping distance of a 4-door vehicle on dry pavement is very similar for both equations. However, there is one speed for which the stopping distance is the same for both equations.

Determine the exact speed (to the nearest tenth) of a 4-door vehicle on dry pavement that, for both equations, the stopping distance is exactly the same.

Show how you algebraically solved the problem.

$S = \sqrt{30(T)(f)\mu}$ $\quad T = S + \frac{S^2}{20}$ $\quad f = .7$

$T = \frac{S^2}{30(f)(\mu)}$ $\quad \mu = .8$

$\frac{S^2}{30(f)(\mu)} = S + \frac{S^2}{20} \longrightarrow \frac{S^2}{(30)(.7)(.8)} = S + \frac{S^2}{20}$

$\frac{S^2}{16.8} = S + \frac{S^2}{20}$

$S^2 = 16.8S + \frac{16.8}{20}S^2 \longrightarrow S^2 = 16.8S + .84S^2$

$-.84S^2 \qquad -.84S^2$

$\frac{0.16S^2}{S} = \frac{16.8S}{S}$

$\frac{.16S}{.16} = \frac{16.8}{.16}$

$\boxed{S = 105}$

Inclusion Task

3b. Officer Davis, an accident investigator, responded to a call of a car hitting a deer. After he arrived and found no one, including the deer, was seriously injured, he began his investigation. He measured the skid marks made by the vehicle, and they were approximately 290 feet long. The car must have been moving fast enough that 290 feet was not enough space to stop. Officer Davis estimated the drag factor to be 0.65 because there was a little rain on the road. He also estimated the braking efficiency of the car was 85%.

Use the equation, $S = \sqrt{30Tfn}$ to determine the speed the car was traveling and the equation, $T = S + \frac{S^2}{20}$, to determine the minimum total braking distance that would have been needed for the car to stop without hitting the deer, based on the speed it was traveling.

Show how you algebraically determined the minimum distance.

$f = 0.65$
$n = 85\%$
$= 0.85$
$T = 290$ f

$S = \sqrt{30(T)(f)n}$

$= \sqrt{30(290)(.65)(.85)}$

$S = 69.3$ miles/hr

$T = S + \frac{S^2}{20}$

$= 69.3 + \frac{69.3^2}{20}$

$= 309.64$ ft

Inclusion Task

The Washington State Board of Education

Governance I Achievement I Transitions I Math & Science I Effective Workforce

Title:	**English Language Learners in a Statewide Accountability Index**
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☒ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system ☐ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. Might there be an unintended consequence to reducing level three funding, i.e. more Long-term English Learners (LTEL)? 2. What factors explain the significant variation in level three progress across districts? 3. Are AMAOs sufficient measures of English Language Learner (ELL) achievement and growth?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☒ PowerPoint
Synopsis:	Two significant policy developments will impact English Language Learners and the Transitional Bilingual Instructional Program (TBIP): 1. The Legislature directed OSPI to prepare for implementation of a differentiated funding model in 2013-15. One proposed model would fund level one students at 125 percent of their current level, level two students at 100 percent, and level three students at 75 percent of their current level. 2. ELL student performance and growth data must be included in our revised Achievement Index and Accountability Framework. 1. Staff analyzed progress of students who entered the TBIP in 2006 and found that students who assessed at level three in 2006 were more likely to have made slow or no progress and 13 percent of them remained at level three for at least six years. This preliminary analysis suggests that Washington may have a significant number of students who would be considered Long-term English Learners (LTELs). LTELs are secondary students whose English language acquisition plateaus at intermediate or advanced levels despite six or more years of instruction. This group of students are the focus of an emerging area of research in bilingual education, and could be considered when determining how to include ELL achievement and growth data in the revised Achievement Index. 2. Staff analyzed other states' ESEA flexibility applications and will provide an overview of the ways ELLs are included.

English Language Learners (ELL) in a Statewide Accountability Index

Policy Consideration

Part 1: Analysis of Level 3 Student Performance Data

1. Might there be an unintended consequence to reducing level 3 funding, i.e. more Long-term English Learners (LTEL)?
2. What factors explain the significant variation in level 3 progress across districts?
3. Are AMAOs sufficient measures of ELL achievement and growth?

Part 2: A discussion of approaches to incorporating ELL students in state accountability frameworks. This discussion is incorporated into the memo titled *Revising the State Achievement Index.*

Summary

Recent evidence calls for a closer examination of the Transitional Bilingual Instruction Program (TBIP) funding model:

- Over 50 percent of students in the TBIP are in level 3, and the percent of students staying in the TBIP four or more years, trends upward.
- From 2005-2011, the average time in the TBIP increased while the median time decreased. This means that a group of students are staying in the program longer and skewing the average higher.
- An assumption by policy makers that students in level 3 need less intensive support than students in levels 1 and 2.

Methodology:

SBE and OSPI staff have analyzed students' TBIP length of stay by level as well as their rate of progress. To do this, we:

- Identified 10,455 students who entered the TBIP in 2006 (2006 cohort).
- Used their annual assessment level to calculate the slope of their progress.
  - For the purposes of our analysis, we defined progress very differently than Annual Measurable Achievable Objective (AMAO) 1: Making progress.
    - AMAO 1 determines progress by a net increase of one point in scale score year to year. Schools and districts do not report the percent of students who make progress by level; they report the aggregated percent of all ELL students who make progress. For reporting purposes, we do not measure progress from one level to the next, and there is no target length of stay in each level.
- Grouped students in the 2006 cohort into two categories based on their rate of progress: low/no progress and steady/rapid progress.
- Disaggregated students into sub-cohorts by their level scored on the 2006 annual assessment; the level 3 sub-cohort refers to the group of students who scored at level 3 on their first annual assessment in 2006.

Findings:

- Ten percent more students made steady/rapid progress in levels 1 and 2 than in level 3. 77 percent of level 1 and 2 students made steady/rapid progress compared to 67 percent of students in level 3.
- The average length of stay for the 2006 sub-cohorts was as follows:
    - Students who entered at level 1 spent 1.2 years in level 1.
    - Students who entered at level 2 spent 1.6 years at level 2.
    - Students who entered at level 3 spent 3.2 years at level 3.

  Although it is tempting to add these averages and calculate an approximate six-year length of stay for the TBIP, to do so would reflect a misunderstanding of the data. We were only able to calculate length of stay in each level for students who entered the TBIP at that level. For example, the average length of stay in level 1 for students who assessed at level 1 in 2006 was 1.2 years. We don't know how long the level 1 sub-cohort stayed in level 2 or in level 3. Similarly, the average length of stay for a student who initially assessed at level 3 – an "advanced" level of proficiency – in 2006 was 3.2 years.

  But the average length of stay only tells part of the story. Thirteen percent of the level 3 sub-cohort, approximately 450 students who entered the TBIP and assessed at level 3 in 2006, have been at level 3 for at least six years.

- "Long-term English Learners," (LTELs) are the focus of an emerging area of research in bilingual education.
    - Research Institute for the Study of Language in Urban Society: "Long-term English Language Learner Project" found that one-third of all ELLs in grades 6-12 in New York City are LTELs.[1]
    - Students of Today Achieving Results: "A Closer Look at Long-term English Learners: A Focus on New Directions" analyzed data on 175,734 secondary school ELLs in 40 California school districts and found that 59 percent of secondary school ELLs are LTELs.[2]
    - Kate Kinsella and Susana Dutro outlined LTEL needs in their webinar for WestEd:[3]
        - Explicit ELL instruction, which should include very structured and carefully orchestrated interactive activities.
        - Equally supported listening and speaking opportunities in the secondary context, where they are frequently traded for reading and writing support.
        - Increasingly extended vocabulary and syntax in all modalities (listening, speaking, reading, and writing) and different social contexts.

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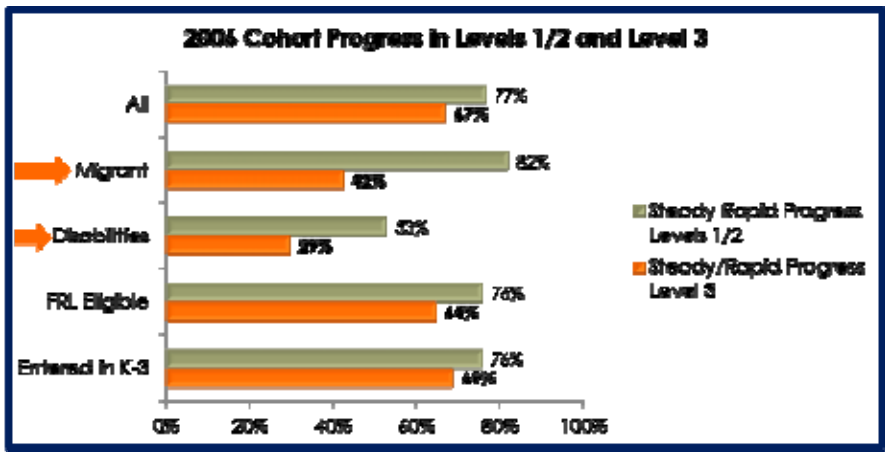
[1] Menken, Kate and Tatyana Kleyn, Meeting the Needs of Long-Term English Language Learners in High School, Phase II, Research Institute for the Study of Language in an Urban Society (RISLUS), The Graduate Center, The City University of New York, N.D.. Retrieved from http://www.edweek.org/media/ltell_phase_ii_report_final.pdf

[2] Olsen, Laurie and Yee Wan, A Closer Look at Long Term English Learners: A Focus on New Directions, Research & Resources for English Learner Achievement, December 2010. Retrieved from http://en.elresearch.org/uploads/Olsen_Color_eng.pdf

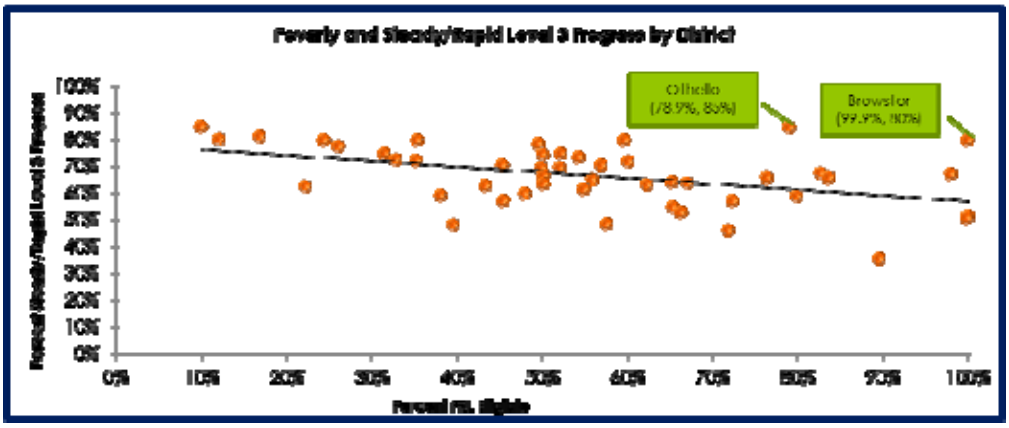
[3] Kinsella, Kate and Susana Dutro, English Language Development: Issues and Implementation at Grades 6-12, California Comprehensive Center at WestEd, 2011. Retrieved from http://www.schoolsmovingup.net/cs/smu/download/rs/25934/ELLWebinar5_ELD6-12_final.pdf

- Achievement of *accurate* oral fluency, defined as the ease of producing accurate target language (English) forms and ability to comprehend while listening to more sophisticated language.

- The greatest difference in progress between levels 1/2 and level 3 exists in the migrant students and students with disabilities subgroups. Eighty-two percent of the migrant students in levels 1/2 made steady/rapid progress, but only 42 percent of the migrant students in level 3 made steady/rapid progress. Similarly, 53 percent of students with disabilities made steady/rapid progress in levels 1/2, but only 29 percent made steady/rapid progress in level 3.

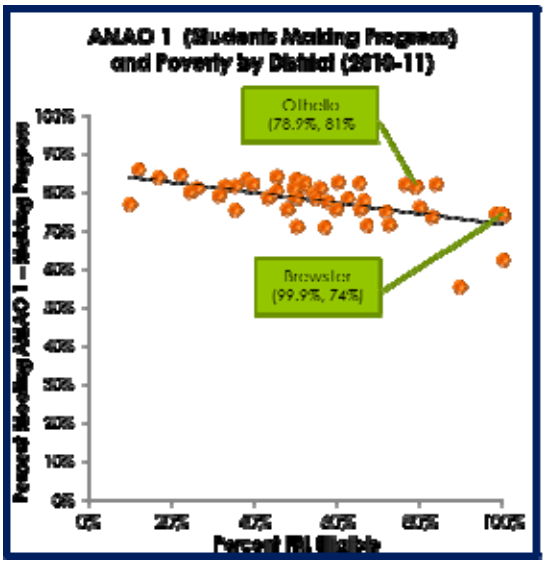


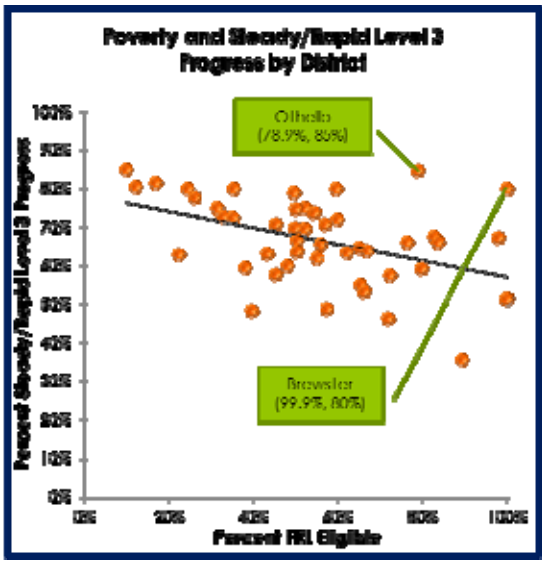
- Level 3 student progress varied by school district. There is a correlation between level 3 students making slow/no progress and districts with more low-income students; however, there were some notable exceptions. Othello and Brewster school districts stood out because of their high rates of level 3 student progress despite having a larger percentage of students who are eligible for Free/Reduced Lunch (FRL).
    - Othello: 78.9 percent FRL eligible, 85 percent of level 3 students made steady/rapid progress
    - Brewster: 99.9 percent FRL eligible, 80 percent of level 3 students made steady/rapid progress.



- There was less variation across districts by the AMAO 1 measure of progress (percent of ELLs with a net increase of one point in the scale score year to year). The correlation

between poverty and progress persisted when comparing districts' performance on the AMAO 1 measure.





Background

Washington State K-12 schools receive additional funding to support English Language Learners (ELLs) through the Transitional Bilingual Instructional Program (TBIP). ELLs take a placement test that identifies their level of English language proficiency as:

- Beginner (level 1).
- Intermediate (level 2).
- Advanced (level 3).
- Transitional (level 4).

Students who score at level 4 do not qualify for the additional funding or support offered by the TBIP. Students who place into levels 1 through 3 are assessed annually to track progress and proficiency.

From 2005 through 2011, we used the Washington Language Proficiency Tests (WLPT) II to assess ELLs. Beginning with the 2011-2012 school year, we began using the Washington English Language Proficiency Assessment (WELPA). Pearson was the vendor for the WLPT II and CTB McGraw Hill is the vendor for WELPA. Both tests assess students' proficiency in the five language domains of reading, writing, listening, speaking, and comprehension. The speaking portion is the only portion of the assessment scored locally at the school level. The rest of the assessment is scored by the vendor.

We analyzed the performance data of ELL students in level 3 of the TBIP because of two significant policy developments:

- In the 2011 Legislative Session, the Legislature proposed changes to the TBIP funding model.
    - In 2009 and 2010, the Legislature allocated TBIP funding based on a flat dollar amount per ELL student.

- In 2011, the Legislature proposed a differentiated funding model. One of these proposals passed in the 2011-13 Biennium Operating Budget, but was not included in the Supplemental Operating Budget that passed in April 2012. The proposal directed:
    - Funding level 2 students at 100 percent of their current level.
    - Funding level 1 students at 125 percent of level 2 students.
    - Funding level 3 students at 75 percent of level 2 students.
    - Bonus funding (equal to funding of level 2 students) upon exit.

- The approval of our ESEA Flexibility Waiver, which requires Washington to include ELL performance data in a revised Achievement Index and hold schools and districts accountable for ELL performance.

Action

No action needed.

Part 1

Long-term English Learners and Transitional Bilingual Instructional Program (TBIP) Funding

Part 2

English Language Learners in a Statewide Accountability Context

Emily Persky, Research Analyst

Sarah Rich, Policy Director

September 2012

Part 1: Long-term English Learners (LTELs) and TBIP Funding

TBIP Background

- Levels, Assessments, Funding

2006 TBIP Cohort

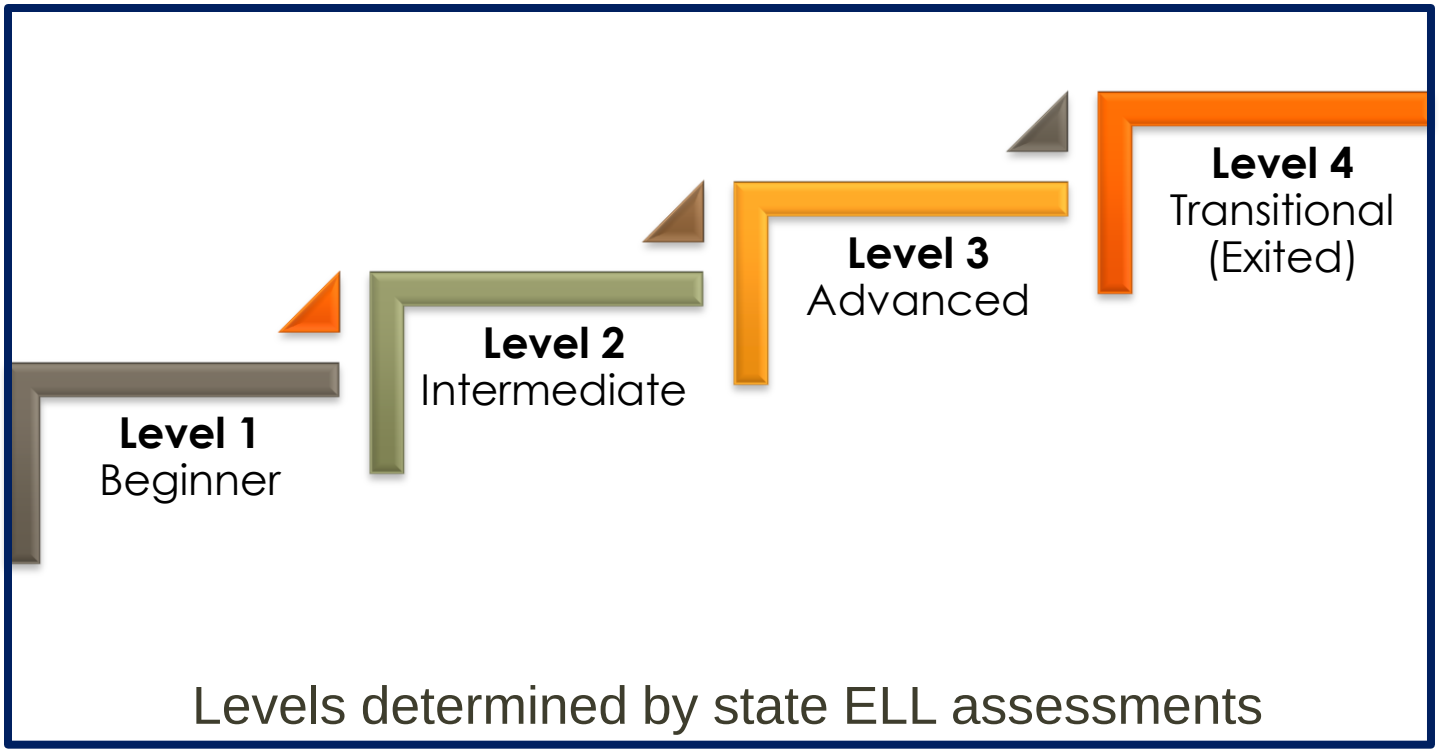
- Data analysis, Progress, Length of stay

Long-term English Learners

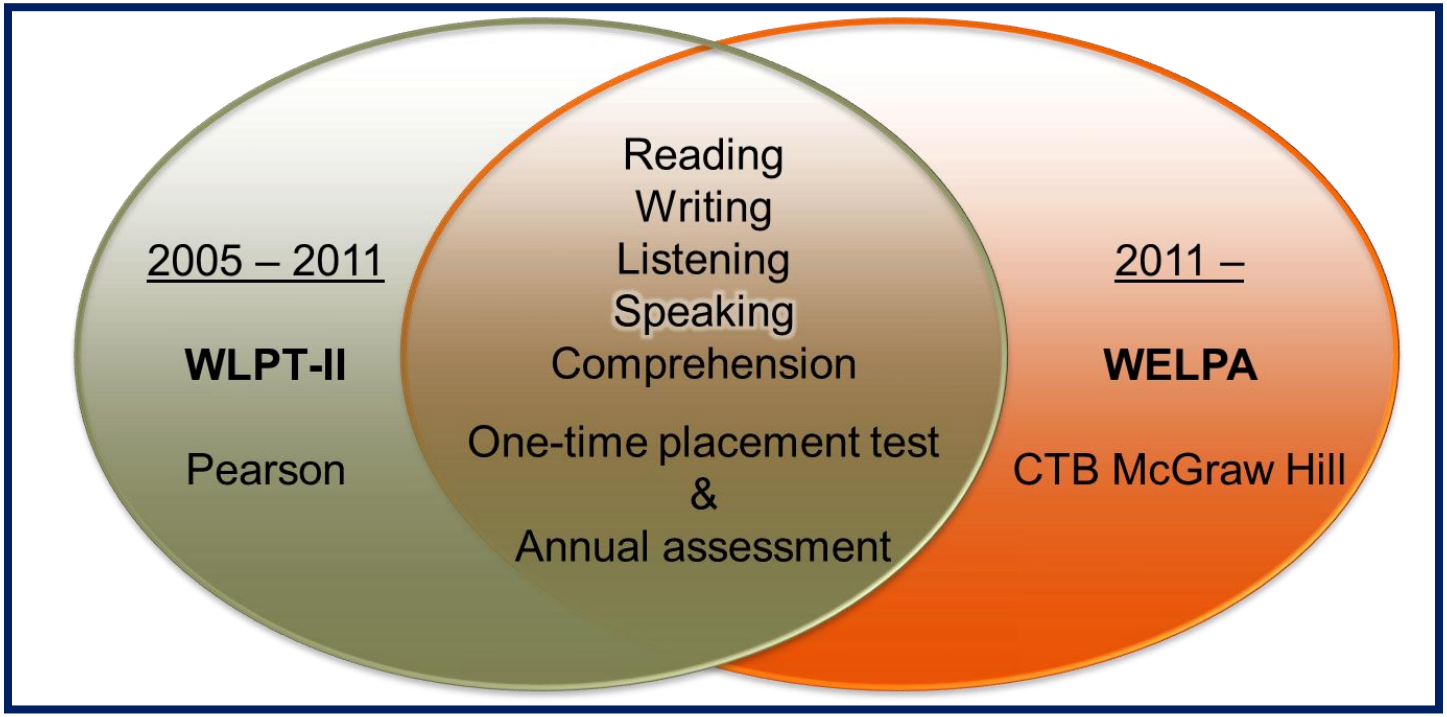
- Definition, Cohort characteristics, School districts

Policy & Research

TBIP Levels


Level 1
Beginner
Level 2
Intermediate
Level 3
Advanced
Level 4
Transitional
(Exited)
Levels determined by state ELL assessments

TBIP Assessments



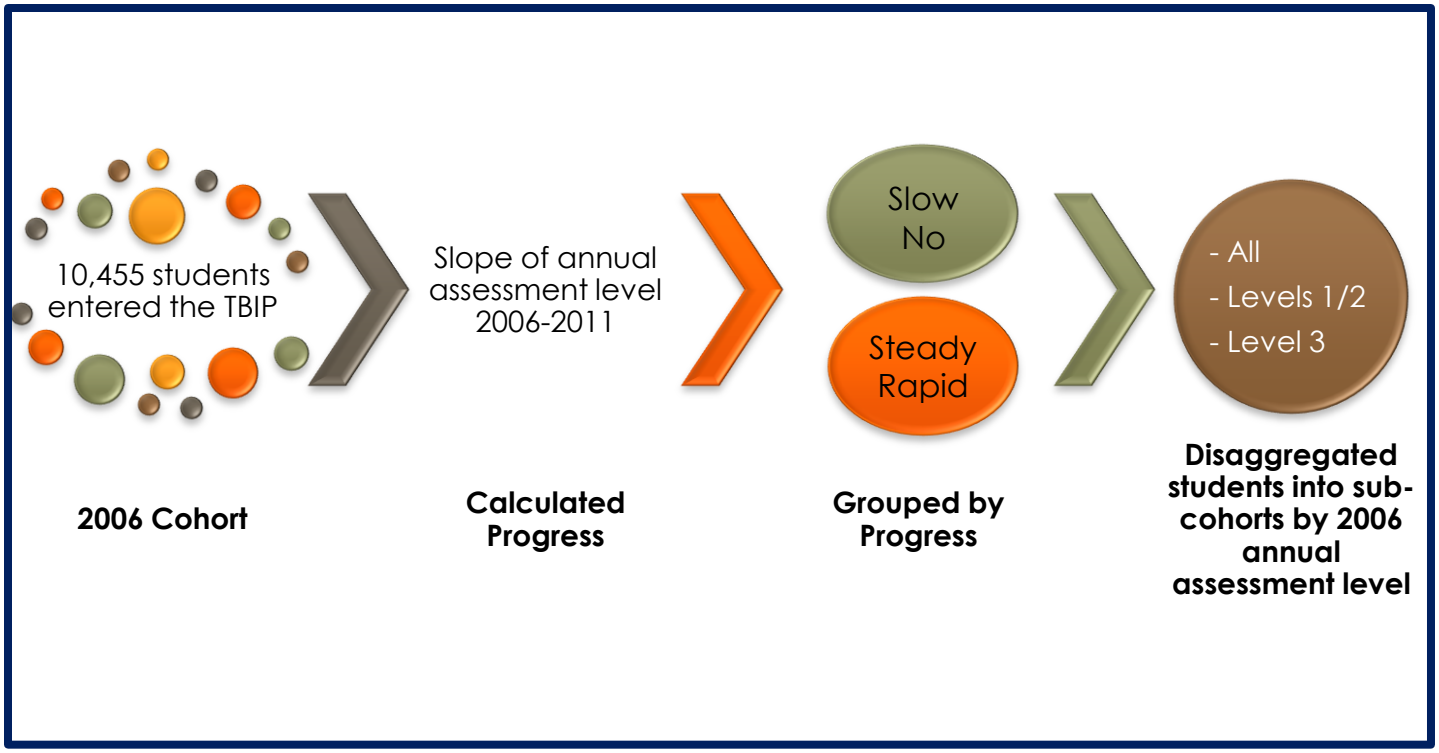
Driving the TBIP funding conversation:

- Over 50 percent of students in the TBIP are in level 3.[2]
  - The percent of students staying in TBIP four or more years trends upward.
- From 2005-2011 average time in the TBIP increased while the median time decreased.[2]
  - This means that a group of students are staying in the program longer and skewing the average higher.
- Assumption that students in level 3 need less support than in levels 1 and 2.

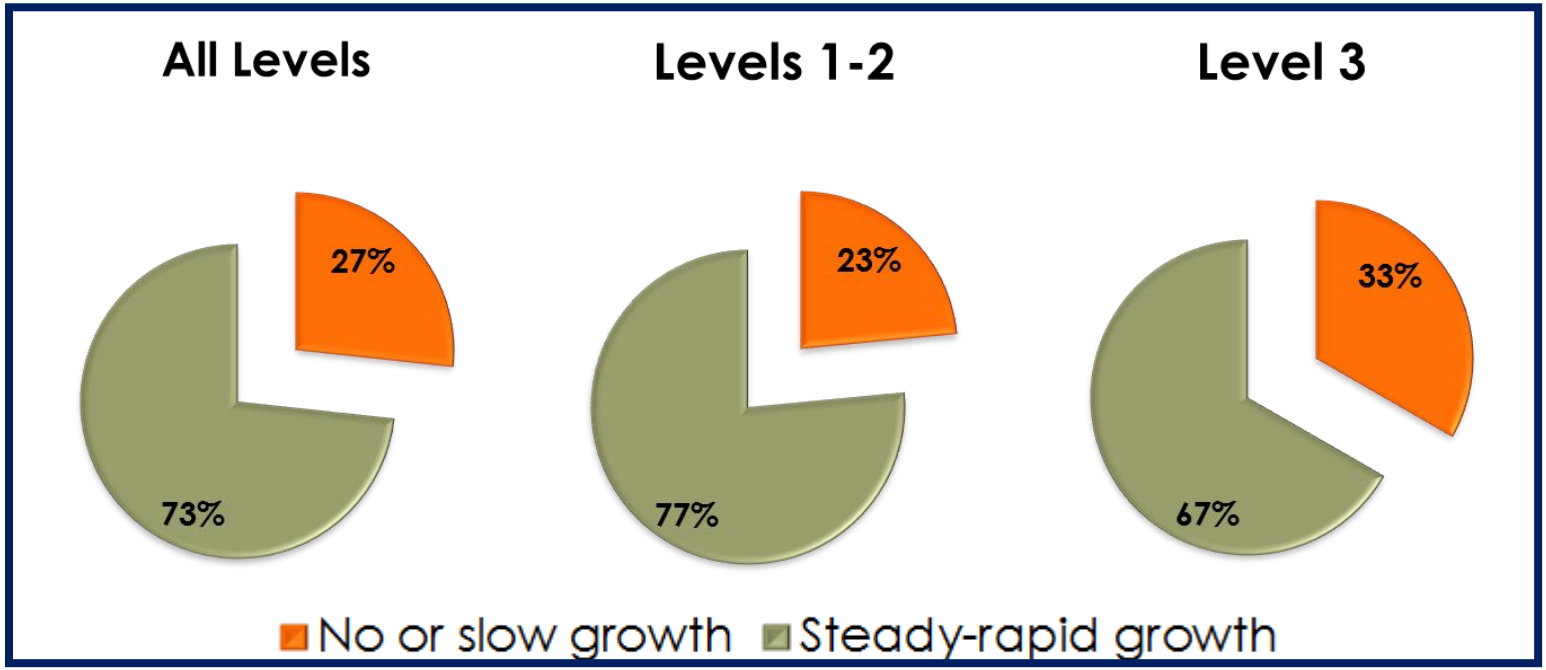
TBIP Funding Models in Legislation

Bill #	Title	Model	Other	Passed
ESHB 1244	2009-11 Biennium Operating Budget	$901.46 per student		4/25/09
ESSB 6444	2010 Supplemental Operating Budget	$901.46 per student		4/12/10
2ESHB 1087	2011-13 Biennium Operating Budget (2011 1st Special Session)	4.7780 hours per week per student • L2 100% of current • L1 at 125% of L2 • **L3 at 75% of L2** • Bonus funding for 2 years upon exit equal to L2	OSPI to implement a differentiated funding model for 2012-13	5/25/11
SHB 2058	Operating Budget (2011 2nd Special Session)	4.7780 hours per week per student • L2 100% of current • L1 at 125% of L2 • **L3 at 75% of L2** • Bonus funding for 2 years upon exit equal to L2	OSPI to implement a differentiated funding model for 2012-13	12/14/11
ESB 5967	2011-13 Fiscal Biennium Supplemental Operating Appropriations	4.7780 hours per week per student • L2 at median funding level necessary to maintain statewide average • L1 substantially more than L2 • **L3 substantially less than L2** • Additional funding for 2 years upon exit		No
3ESHB 2127	2012 Supplemental Operating Budget (2012 2nd Special Session)	4.7780 hours per week per student	**OSPI to prepare for implementation of differentiated funding model in 2013-15**	4/11/12

Data Analysis

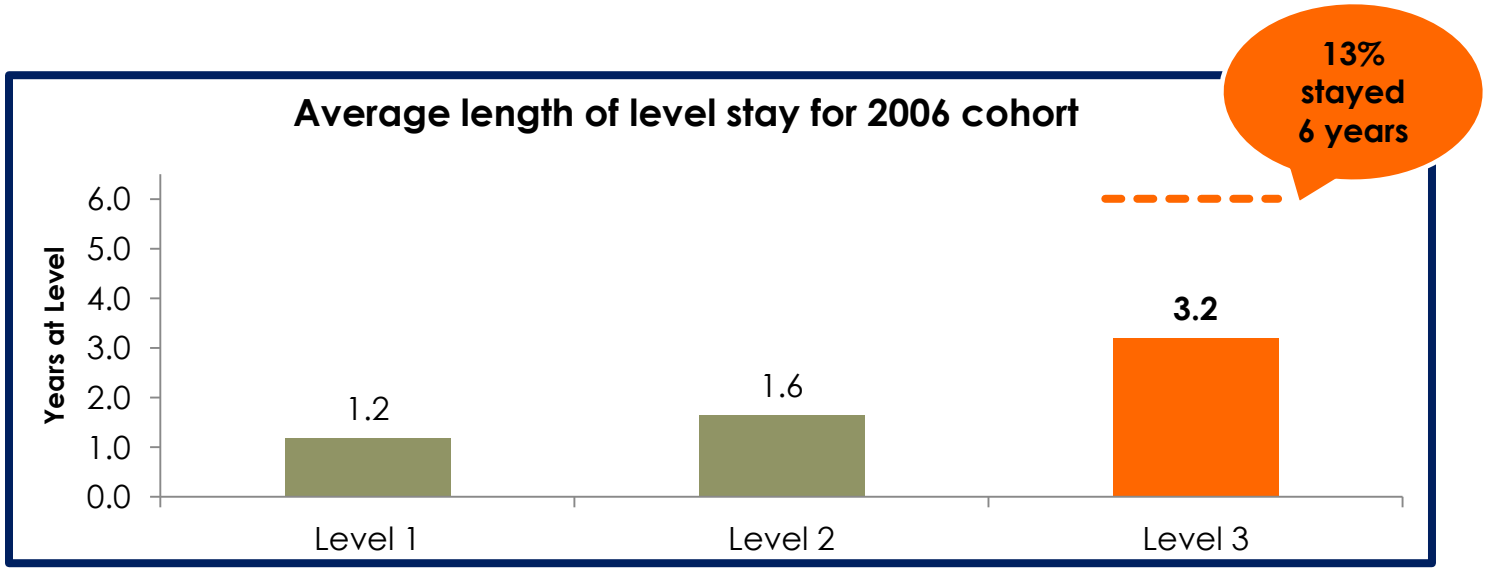


2006 Cohort Progress



We followed the progress of students who started in these levels in 2006, and 10% more students made steady/rapid progress in levels 1 and 2 than in level 3.

2006 Cohort Length of Stay in Level



- Average length of stay was twice as long for students in level 3 than for students in levels 1 and 2.
- 13 percent of level 3 sub-cohort assessed at level 3 in 2011.
  - Approximately **450 students have been at the same level of the TBIP for 6 years.**

Questions?

Long-term English Learners (LTEL)

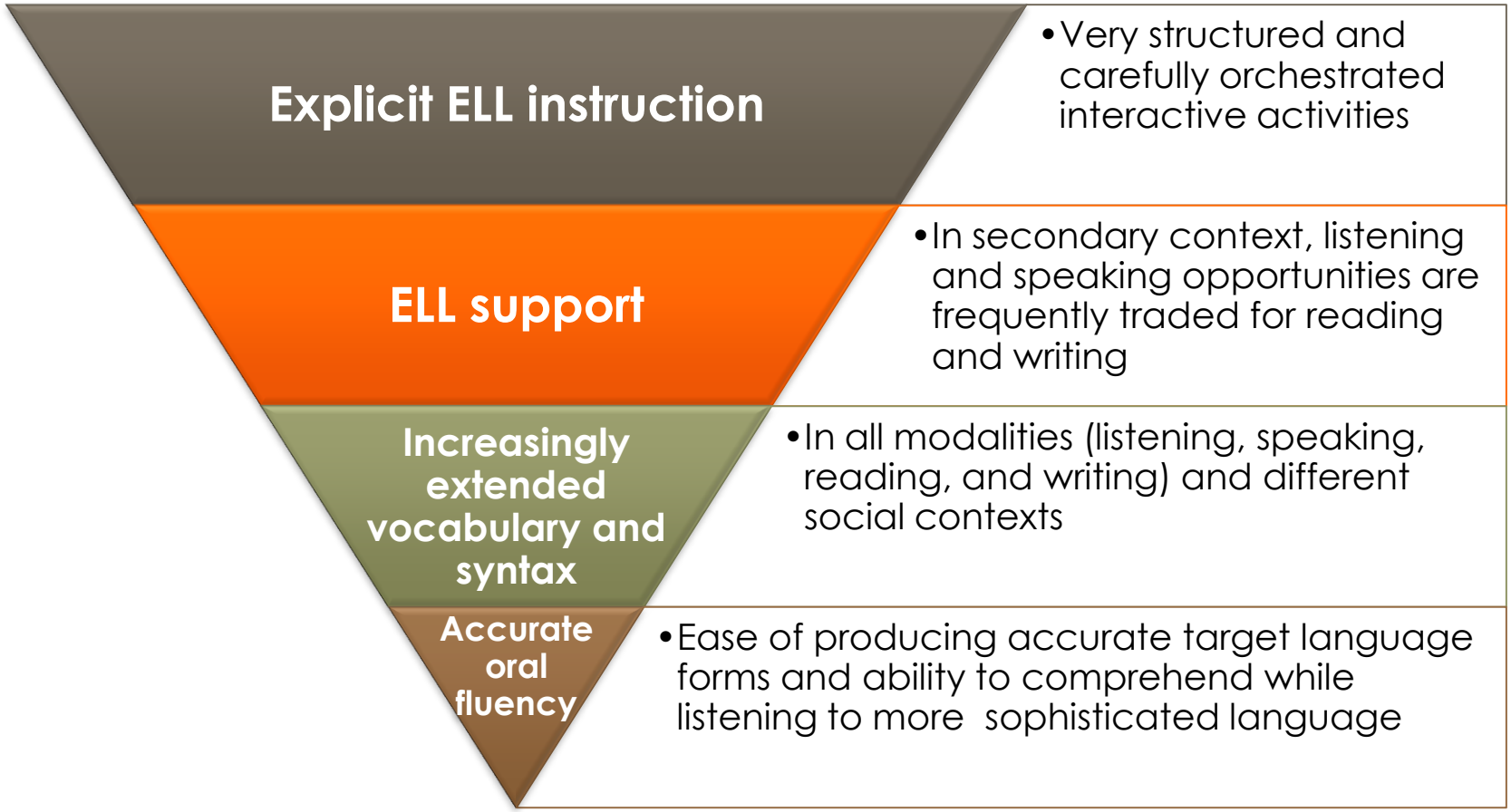
Emerging research indicates LTELs:[3]

- ✓ Have been in U.S. schools for 6+ years.
- ✓ Are in 6th-12th grades.
- ✓ Plateau at intermediate, early/advanced proficiency levels.
- ✓ Struggle academically (basic/below basic proficiency).
- ✓ Have large academic gaps in their elementary and/or middle school years.
- ✓ **Demonstrate oral fluency.**

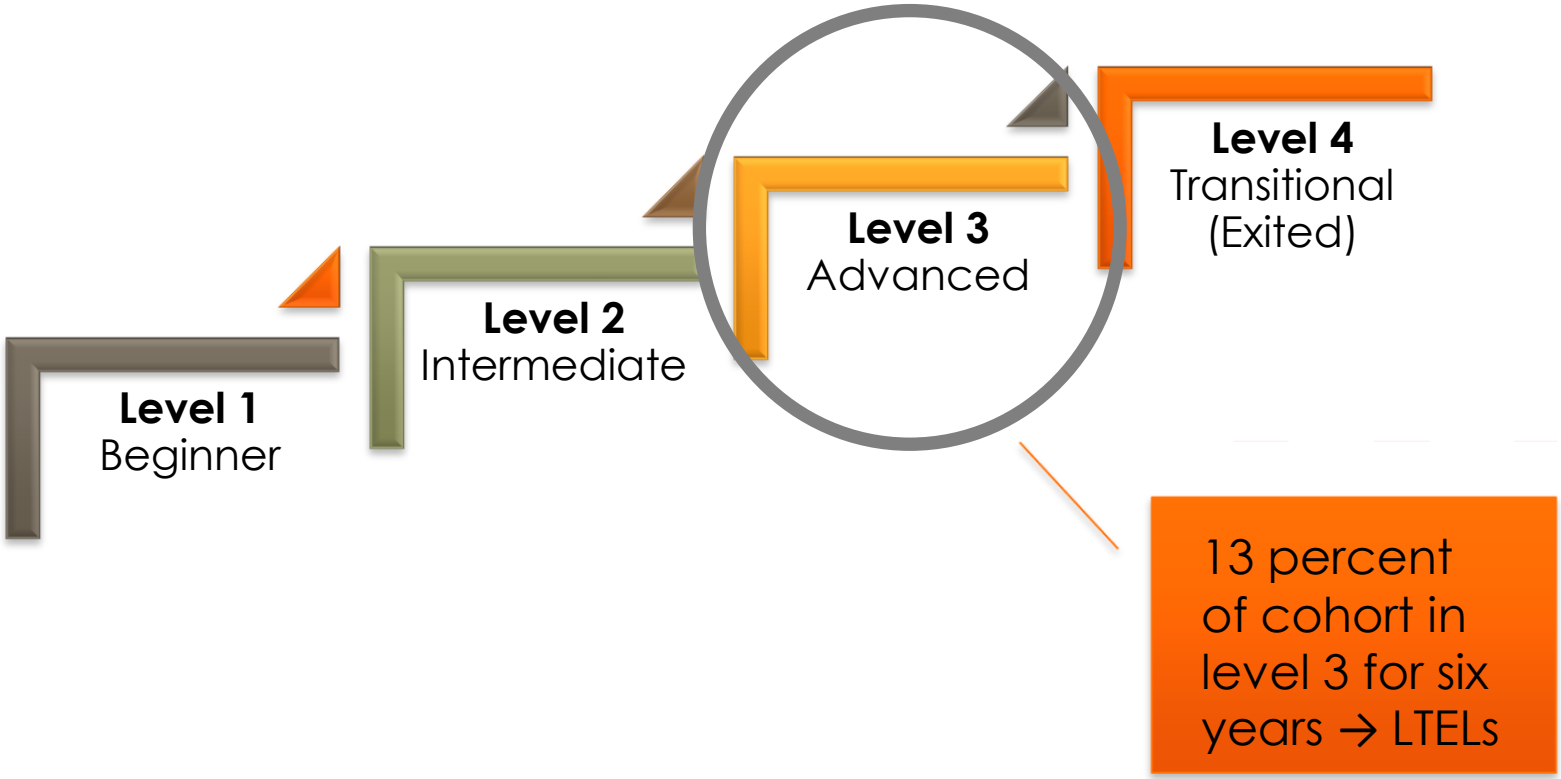
Long-term English Learners (LTEL)

- Research Institute for the Study of Language in Urban Society: “Long-term English Language Learner Project”
  - One-third of all ELLs in grades 6-12 in New York City are LTELs.
- Students of Today Achieving Results: “A Closer Look at Long-term English Learners: A Focus on New Directions”
  - Data on 175,734 secondary school ELLs in 40 California school districts showed that 59% of secondary school ELLs are LTELs.

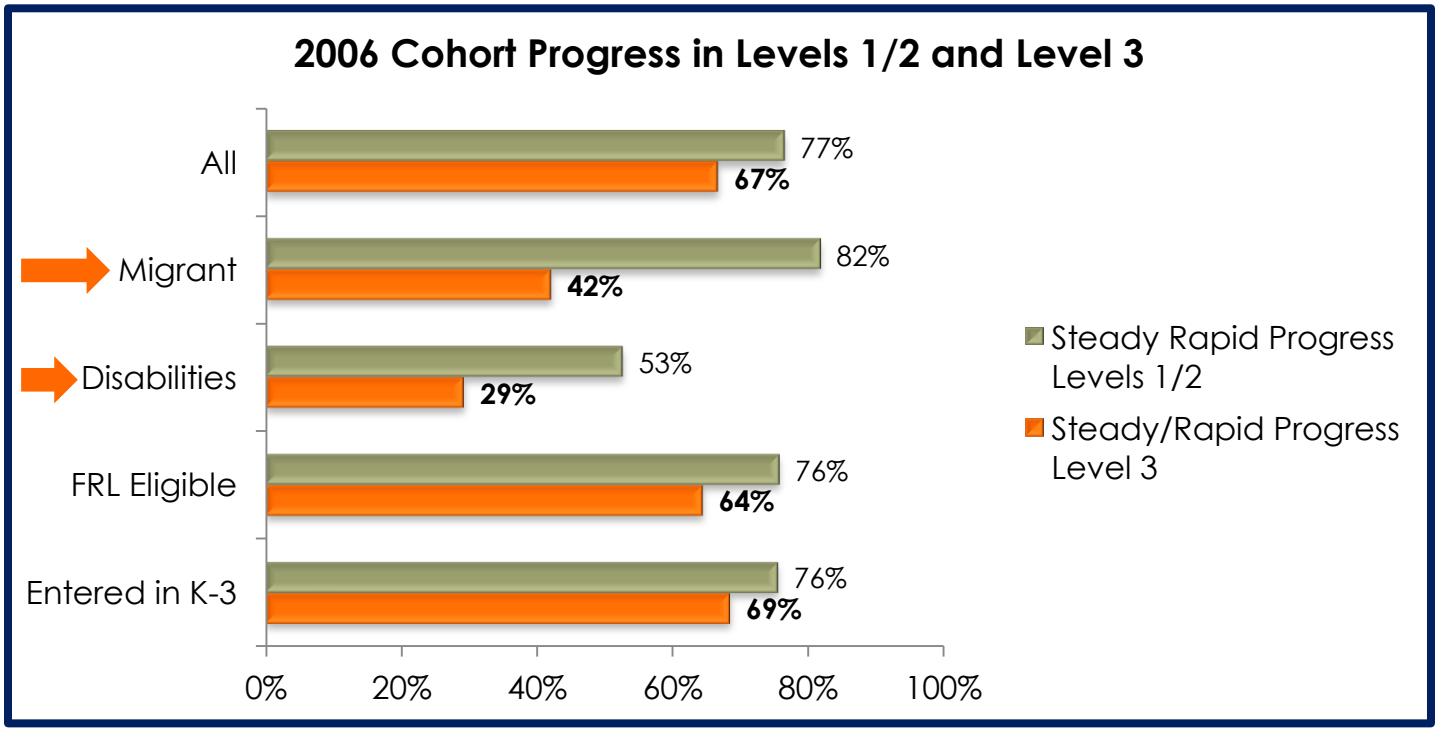
Research suggests LTELs need:[3]



Washington's LTELs

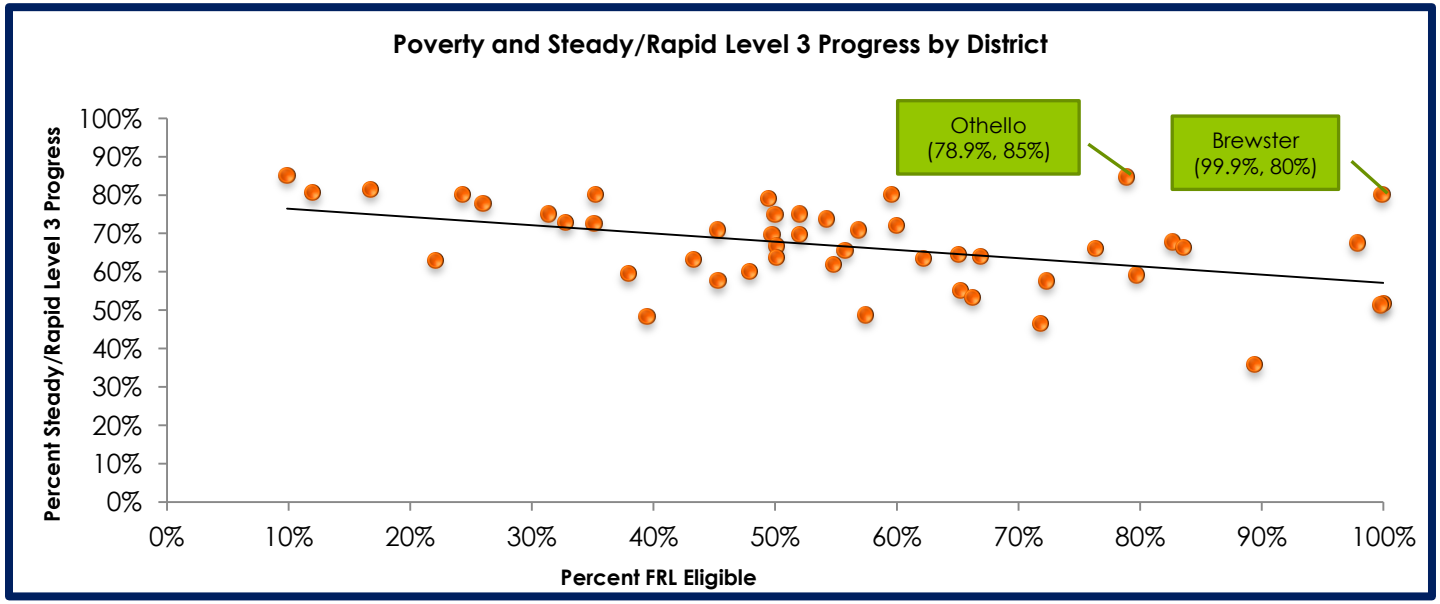


Subgroup Plateau in Level 3



The greatest difference in progress between levels 1/2 and level 3 exists in the migrant student and students with disabilities subgroups. 82 percent of the migrant students in levels 1/2 made steady/rapid progress; however, only 42 percent of the migrant students in level 3 made steady/rapid progress.

Level 3 Progress by District



- Percent of students making progress in level 3 varies by district.
- 40 percent of school districts had fewer than 65 percent of their level 3 sub-cohort students making steady/rapid progress.
- Correlation exists between level 3 students making slow/no progress and districts with more low-income students.
    - Exceptions: Othello and Brewster school districts have high rates of low-income students and low rates of students making slow/no progress in level 3.

Questions?

Annual Measurable Achievement Objectives (AMAOs)

AMAO 1 Making progress	AMAO 2 Attainment of English Proficiency	AMAO 3 Annual Yearly Progress (AYP)
• Determined by calculating net increase in scale – not level – score year to year	• Determined by percent of students transitioning	• Determined by participation in reading and math assessments.

AMAO Targets

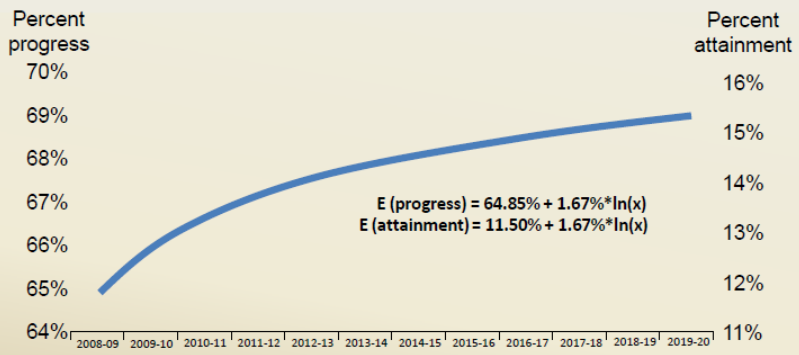
Approved AMAO targets

3% increase in 5 years

School Year	AMAO-1 Progress	AMAO-2 Attainment
2008-09	64.9%	11.5%
2009-10	66.0%	12.7%
2010-11	66.7%	13.3%
2011-12	67.2%	13.8%
2012-13	67.5%	14.2%
2013-14	67.8%	14.5%
2014-15	68.1%	14.7%
2015-16	68.3%	15.0%
2016-17	68.5%	15.2%
2017-18	68.7%	15.3%
2018-19	68.9%	15.5%
2019-20	69.0%	15.6%

4% increase in 10 years

Projecting the AMAO targets



Annual Measurable Achievable Objective (AMAO) 1

AMAO 1

Making progress

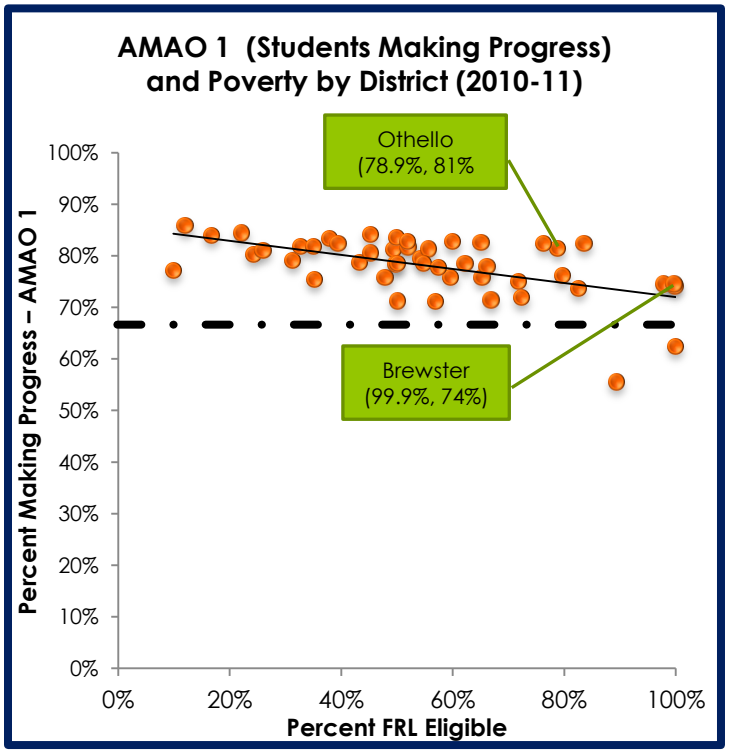
- **Federal measure**
- Determined by calculating net increase in scale score – not level – year to year
- Measured in aggregate (all levels combined)
- Growth calculated if there is a net increase of **one point** in the scale score year to year
- Doesn't measure progress from one level to the next
- No target length of stay in each level

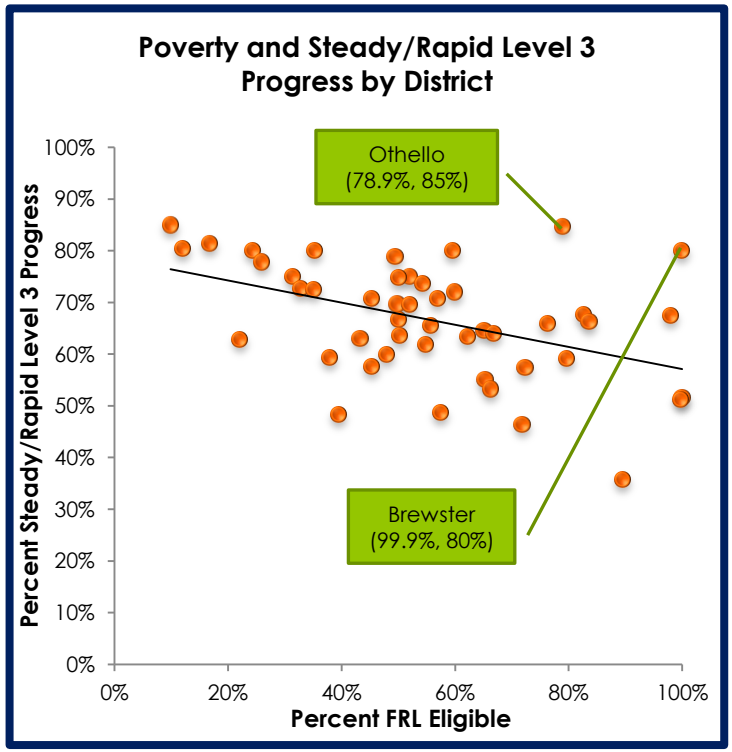
We measured change in level.

We separated level 3 from levels 1/2.

We measured growth using change in level over change in time.

Level 3 Progress vs. AMAO 1





- Less variation across districts by AMAO 1 measure of progress.
- AMAO 1 does not identify districts with large percentages of LTELs in level 3, nor does it distinguish districts with small percentages of LTELs in level 3.
- Correlation exists between poverty and progress in both measures.

Research Recommendations

1) Update 2006 cohort data to include 2012 WELPA results.
2) Apply data analysis to 2007 and 2008 cohorts.
3) Measure length of stay in level 3 for students who enter TBIP at levels 1 and 2.
4) Gather information on the types of support schools and districts provide using TBIP allocations.
5) Apply multiple regression analysis to examine former ELL performance on state assessments compared to length of stay in TBIP controlling for student, teacher, and school characteristics.
6) Examine relationship between English language proficiency and broader achievement/opportunity gaps.

Questions?

Part 2: English Language Learners in a Statewide Accountability Context

Data

- What data do we have?

Accountability measures

- What measures are currently in place?

Challenges

- What are the current accountability system challenges?

Revising the Index - Opportunities

- What are options for improving accountability for ELL achievement in a revised Index?

English Language Learners: Academic Data

Collected at the state level, available by school:

- State assessments system in Reading, Writing, Science, Math (MSP, HSPE, EOC); grades 3-8 and HS
- Washington English Language Proficiency Assessment (WELPA, formerly WLPT).
- Graduation Rates
- College enrollment and remediation (future)

Available locally only (not state):

- District, school, and teacher-determined assessments (e.g. Indicadores Dinámicos del Éxito en la Lectura (IDEL), Tejas LEE, curriculum–based assessments)

Available by state only (not district or school):

- National Assessment of Educational Progress (NAEP)

Accountability Targets

Title I

- Formerly "Uniform Bar" goal of 100% by 2014
- New Annual Measurable Objectives (AMOs) to close proficiency gaps by 50 by 2017

Time III

- AMAO 1: Percent making gains
- AMAO 2: Percent achieving English proficiency
- AMAO 3: Meeting AYP in ELL subgroup

Title III Consequences for Districts Not Meeting AMAOs

Year 1

- Parent notification

Year 2

- Offer school choice and Supplemental Educational Services;
- Write improvement plan

Year 4

- Modify curriculum, program, and method of instruction; OR
- OSPI determines whether the district should continue to receive Title III funds AND require the district to replace educational personnel relevant to not meeting AMAOs

Accountability Challenges

1. ELLs take statewide assessments*, but may not have the English language skills needed to understand the text or respond effectively in English.
    - Percent of ELLs meeting standard on these tests is not an adequate measurement of their performance.
2. As proficiency improves, students exit the subgroup, which lowers the performance of the subgroup.
3. Upon transitioning, ELLs generally perform below the state average and perform particularly low in grades 6-8. There is no accountability for these students currently other than the “all students” group.
4. There is no specific expectation set for time in program or time to progress from one level to the next. There is no mechanism to identify LTELs in our current reporting/accountability system.

*With one exception permitted under ESEA: immigrant ELLs are exempt from state testing in reading during their first year in US schools.

TBIP recommendations from:

- Working Group on ELL Policy Recommendations for Reauthorization of ESEA (2010)
- Bilingual Education Advisory Committee (BEAC)
- Quality Education Council TBIP Technical Working Group

Working Group on ELL Policy Recommendations for Reauthorization of ESEA (2010) [5]

1. Stabilize the ELL subgroup definition
2. Report on and develop strategies to reduce the number of LTEL
3. Incorporate English proficiency into accountability systems

Bilingual Education Advisory Committee: Call for Equity and Excellence for ELLs in Washington State[6]

1. Develop and maintain systems of observation and mechanisms for monitoring student progress;
2. Closely examine ELL performance by district and school to determine the scope of need;
3. Bolster accountability system for all stakeholders;
4. Set expectations for progress of ELLs by time in program and language proficiency.

QEC TBIP Technical Working Group Recommendations (2010)[7]

1. Develop statewide accountability system to identify underperforming and improving districts. Should include technical support and sanctions;
2. System should include long term outcomes for ELLs who have exited (reading, writing, mathematics, could also use graduation rates and dropout rates);
3. Include all schools with ELLs not just schools that accept TBIP funding;
4. Convene state level work group with OSPI, SBE, other stakeholders to develop a plan for the new accountability system to present to the QEC and TBIP Technical Working Group. Group should recommend changes to RCWs and WACs to align to the new accountability system.

Strengthening Accountability for ELLs: ESEA Commitments

Transparent reporting of subgroup performance.	• Percent of ELLs at a school level who met grade level in all tested subjects. • Percent of ELLs who graduated in 4 and 5 years.
AMOs target closing proficiency gaps by half in 6 years.	• Which schools met AMO targets for ELL subgroup for Reading, Math, graduation rates.
Focus and Emerging schools identified based on low subgroup performance	• Title I schools with subgroup performance in the lowest 10% • Half of Focus schools were identified because of low ELL performance (45/92)

Strengthening Accountability for ELLs: Opportunities

Proficiency Gaps	Growth	New Subgroup: Former ELLs
• Disaggregate ELL subgroup performance for Reading, Writing, Math, Science, and graduation rates. • In contrast to a super-subgroup.	• Disaggregate ELL growth (Reading, Math)	• Create a subgroup of "former ELLs" to include across performance indicators • Proficiency and growth

Strengthening Accountability for ELLs: Options to Explore

English language *acquisition:*

- % of ELLs with a net scale score gain (AMAO-1)
- % of ELLs transitioning (AMAO-2)
- % of ELLs progressing from one level to the next (would require setting targets beyond the existing federal AMAOs)

English language *growth*

- What is the progress of ELLs compared to other ELLs, and it this level of growth sufficient for the typical ELL to acquire English language proficiency in a certain amount of time?

References

1. Olsen, Laurie and Yee Wan, *A Closer Look at Long Term English Learners: A Focus on New Directions,* Research & Resources for English Learner Achievement, December 2010. Retrieved from http://en.elresearch.org/uploads/Olsen_Color_eng.pdf.
2. Malagon, Helen and Howard DeLeeuw, *Educating English Language Learners in Washington State 2007-2008 Report to Legislature ,* Office of Superintendent of Public Instruction, December 2008.
   - and Paul McCold, *Educating English Language Learners in Washington State 2008-2009 Report to Legislature ,* Office of Superintendent of Public Instruction, December 2009.
   - and Paul McCold, and Julie Hernandez, *Educating English Language Learners in Washington State 2009-2010 Report to Legislature ,* Office of Superintendent of Public Instruction, January 2011.
   - and Paul McCold, and Julie Hernandez, *Educating English Language Learners in Washington State 2010-2011 Report to Legislature ,* Office of Superintendent of Public Instruction, December 2011.
3. Kinsella, Kate and Susana Dutro, *English Language Development: Issues and Implementation at Grades 6-12,* California Comprehensive Center at WestEd, 2011. Retrieved from http://www.schoolsmovingup.net/cs/smu/download/rs/25934/ELLWebinar5_ELD6-12_final.pdf.
4. Menken, Kate and Tatyana Kleyn, *Meeting the Needs of Long-Term English Language Learners in High School, Phase II,* Research Institute for the Study of Language in an Urban Society (RISLUS), The Graduate Center, The City University of New York, N.D. Retrieved from http://www.edweek.org/media/ltell_phase_ii_report_final.pdf.
5. The Working Group on ELL Policy: *Improving Educational Outcomes for English Language Learners; Recommendations for the Reauthorization of the Elementary and Secondary Education Act*, May 25, 2010. Retrieved from http://ellpolicy.org/wp-content/uploads/ESEAFinal.pdf.
6. The Bilingual Education Advisory Committee: A Call for Equity and Excellence for ELLs in Washington State, 2011. Retrieved from http://www.k12.wa.us/MigrantBilingual/PositionPaper.aspx.
7. The TBIP Technical Working Group Recommendations to Quality Education Council Final Report, December 2010. Retrieved from http://www.k12.wa.us/LegisGov/2010documents/TBIP_Dec10.pdf.

Key Policy Questions

1) Might there be an unintended consequence to reducing level 3 funding, i.e. more Long-term English Learners (LTEL)?

2) What factors explain the significant variation in level 3 progress across districts?

3) Are AMAOs sufficient measures of LTEL achievement and progress?

4) How can a revised Achievement Index improve accountability for ELL achievement?

The Washington State Board of Education

Governance I Achievement I Transitions I Math & Science I Effective Workforce

Title:	**Option One Waiver Requests**
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☐ Goal Two: Provide policy leadership for closing the academic achievement gap ☐ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system ☐ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The Board will consider for approval the requests for Option Waivers of the minimum 180-day school year requirement.
Possible Board Action:	☐ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	This portion of your packet contains materials related to requests from five school districts for Option One waivers under the authority granted the State Board by RCW 28A.305.140. Three of the requests are for parent-teacher conferences, one for staff professional development, and one for a combination of the two. The memo briefly summarizes each waiver request. It is followed by a table providing basic data on each request. The full applications are provided in the Appendix for your review.

BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Consideration

The State Board of Education has requests from five districts for Option One waivers. SBE staff have reviewed the waiver applications and provided them to the Board for consideration. The applications are included in your packets.

Summary of Waiver Applications

Lyle requests a waiver of four days for the 2012-13 school year. The days will be used for staff in-service training with the specific goal of improving results in mathematics and reading assessments.

Orondo requests a waiver of four days for parent-teacher conferences. The District states that scheduling two full days of parent-teacher conferences in the fall and two more in the spring result in less disruption to the academic program without reducing total instructional time, and are especially helpful to math instruction.

Riverside requests five waiver days for the 2012-13 school year. The first day requested is for training of certificated and classified staff on the Riverside School District Instructional Framework. Teachers and administrators will also receive training in the state's new teacher evaluation process. The other four days requested are for parent-teacher conferences. The District states that full-day conferences increase parent participation and ease the disruption of shortened class periods.

Sultan requests six waiver days for school years 2012-13, 2013-14 and 2014-15, two of them for staff professional development and four for parent-teacher conferences. Staff development days will be used to continue to implement a research-based instructional framework and to align that framework with new requirements for teacher evaluation.

Walla Walla requests a waiver of three days for school years 2012-13 and 2103-14 for the purpose of parent-teacher conferences. The conferences will include academic goal-setting for students and discussion of new graduation requirements and Common Core standards.

Table A: Summary of Option One Waiver Applications

District	School Years	Waiver Days Requested	Student Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Lyle	2012-13	4	176	0	180	0	R

District	School Years	Waiver Days Requested	Student Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Orondo	2012-13	4	176	5	185	8	R
Riverside	2012-13	5	175	10	190	0	R
Sultan	2012-13 2013-14 2014-15	6	174	0	186	8	N
Walla Walla	2012-13 2013-14	3	177	8	8	8	N

Background

Option One is the regular 180-day waiver request that has been available to districts since 1995. The State Board of Education is authorized by RCW 28A.305.140 to grant waivers to school districts from the minimum 180-day school year requirement in RCW 28A.150.220 on the basis that such waivers are necessary to "implement successfully a local plan to provide for all students in the district an effective educational system that is designed to enhance the educational program for each student."

Districts may propose the number of days to be waived and the activities deemed necessary under the waiver to enhance the educational program. The State Board may grant waiver requests for up to three years. Districts granted 180day waivers must still meet the requirement of 28A.150.220 to make available instructional offerings of at least a district-wide average of 1,000 hours.

Action

Consider approval of the district applications summarized in this memorandum.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. School District Information	
District	Lyle School District
Superintendent	Martin Huffman
County	Klickitat
Phone	509-365-2191
Mailing Address	P.O. Box 368 Lyle, WA 98635

2. Contact Person Information	
Name	Phil Williams
Title	Administrator
Phone	509-365-2211 ext 119
Email	pwilliams@lyle.wednet.edu

3. Application type:	
New Application or Renewal Application	Renewal

4. Is the request is for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	

5. How many days are being requested to be waived and for which school years?	
Number of Days	4
School Years	2012-2013

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?	
Yes or No	Yes

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.
Calendar development, union input, all school surveys and school improvement team suggestions.

17. A. *Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.*

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	0
Total	180

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?
The waiver days from previous years have been used for staff improvement days. These were subject specific to the Dallesport and Lyle campuses. Staff and administration made the decisions on topics and use of time for completion.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.
The most productive use of the waiver days were the group instruction sessions that provided outside presenters, webinars and BER videos.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?
Parents and community are informed through newsletters, class bulletins and calendar announcements.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

LYLE SCHOOL DISTRICT #406
625 Keasey Avenue
P.O. Box 368
Lyle, WA 98635
509-365-2191 – Phone
509-365-5000 – FAX

Resolution No. 289-071912
Request for Waiver from Minimum 180 Day School Year
Requirement: RCW 28A.150.220 and WAC 180.16.215

DALLESPORT ELEMENTARY AND LYLE SECONDARY SCHOOLS

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180.18.040 - 050; and,

WHEREAS, the Lyle School District Learning Improvement Plans for each school in grades K through twelve have the goal of providing an effective educational system and enhancing the educational program for all students; and,

WHEREAS, the district staff and board of directors have indicated that teachers need time to develop course offerings and planning tools to align curriculum with district and state standards, assessment practices and to develop a bank of shared instructional strategies; and,

WHEREAS, teachers need time to develop lessons and strategies related to new assessment practices to measure student academic learning against anticipated new district standards; and,

WHEREAS, the student contact hours and program offerings will continue to exceed the state requirement of 1000 contact hours with a 176 day school year,

THEREFORE, BE IT RESOLVED that the Board of Directors of the Lyle School District No. 406, Klickitat County, Washington, does hereby request the minimum 180 day requirement to be waived from 180 to 176 days for the 2012-2013 school year.

Lyle School District Board of Directors:

Jeff Eiesland
Tia Bullard
Kathy Stowell
Tom Sellum

ATTEST: _____
Secretary to the Board of Directors

Dated: July 19, 2012

An Equal Opportunity District

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide "exceptional opportunities" for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:
Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

The application must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The **resolution shall identify**:

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6025; Fax 360-586-2357
jack.archer@k12.wa.us

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. *School District Information*	
District	Orondo School District
Superintendent	Millie Watkins
County	Douglas
Phone	509-784-2443
Mailing Address	PO Box 71 Orondo WA 98843

2. Contact Person Information	
Name	Millie Watkins
Title	Superintendent
Phone	509-784-2443
Email	mwatkins@orondo.wednet.edu

3. Application type:	
New Application or Renewal Application	Renewal

4. Is the request is for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	

5. How many days are being requested to be waived and for which school years?	
Number of Days	4
School Years	2012-2013

6. Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	20
Reduction	8
Remaining number of half days in calendar	12

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?	
Yes or No	Yes

8. What are the purpose and goals of the waiver?
To provide opportunity for students and parents to discuss student progress, review student achievement data, update and revise student learning plans and address outstanding areas of academic concern.

The Orondo Elementary and Middle School has a record of very high parent & student participation in parent/student/teacher conferences. Our school has placed a priority on twice annual face to face collaboration. We have seen the positive impact of this process in greater attention to homework, proactive problem solving in discipline concerns, and increased interaction between parents and students in monitoring academic progress. Our school emphasizes student participation at these conferences and structures a parent/student/teacher dialog. Students and parents meet with teachers twice each year to review the students' progress and set goals.

This communication between teachers and parents and students is a critical loop to support the professional development and instructional work of the district. We review summative state assessment data annually. Each grade level targets specific concepts and vocabulary related to the state standards, reinforcing these in lessons and classroom assessments. Students track their progress toward these academic goals using the NWEA MAP assessment as a benchmark three times per year. Students know their previous MAP score and the point gain they are targeting before each assessment period.

Our staff use the professional development time to analyze trends in student performance and determine areas of strength and weakness from the perspective of our school, our grade level groups, sub groups within each grade (ethnic, socioeconomic status, English language learner etc.) and individual students.

It is critical that this information is understood by everyone. Parent/student/ teacher conferences allow our teachers to hear parent concerns and recommendations. They allow parents to know how best to support their student's achievement and they reveal areas that need further development in both school and home systems. These conferences allow students to celebrate their achievements and to participate in problem solving discussions.
Orondo School serves a student population that is more than 70% Hispanic, with more than 75% of our students qualifying for free and reduced price lunch. Our School Improvement Team has targeted the development of data driven goals to increase the achievement of all our students as a schoolwide priority. Parents are an essential partner in the ongoing support of these goals. Yet many of these parents are unfamiliar with the academic setting and are uncertain how to help their students overcome barriers to learning. Twice yearly, face to face time supports student achievement. Full day conferences allow staff to set a schedule that accommodates working parents and minimizes the loss of learning time.

The benefits of these efforts are monitored by use of a data management system that measures achievement and displays ongoing reports of student progress. It is essential that we share this information with parents in a timely manner.

9. What is the student achievement data motivating the purpose and goals of the waiver? Our school did not make AYP in 2011-2012. We did however increase the percent of students in grades 3-7 meeting standard on MSP in math by more than 10%. Our NWEA MAP confirms the need for attention to improvement of instruction and achievement. Testing indicates that we are performing below national and state averages in both reading and math. Our work in the 2011-12 school year is showing signs of improvements in these areas. In the 2011-2012 school year we Improved our reading scores by 34% over the 2010-2011 school year. We sustained our significant improvement in math from the 2010-2011 school year and continued that trend with an increase of 23% improvement over the 2010-2011 scores. The professional development, progress monitoring, and goal setting work that underlies these scores are resulting in increased achievement. It is critical that we continue this work and that students and parents remain active partners in this learning.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.
We will increase by 10% those students meeting state standards on the MSP in both reading and math in grades 3-7. We will maintain Orondo NWEA MAP math scores above grade level and narrow the gap between our NWEA MAP reading scores by at least 20%.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.
NWEA MAP scores will be monitored 3 times per year in the 2012-13 school year. MSP scores will be reviewed in fall 2012.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.
We are requesting a waiver of four days to support full day parent/student/ teacher conferences on November 15 & 16, 2011 and on March 28 & 29, 2012. Full day conferences preserve educational continuity by reducing the number of half days required to accommodate the conference schedule. The quality of instruction is improved with the maintenance of full day schedules. The full day conference schedule does not lessen learning time, rather it concentrates instruction and allows teachers to focus early in conference week on rigorous instruction and later in the week on quality contact with students and parents. If the waiver is not in place, it is necessary to schedule a full week of half day instruction twice a year. In contrast, scheduling two full days of parent/student/teacher conferences allows students to attend more full days of school, and to increase time in the regular schedule resulting in less interruption to the academic program. Preserving more full days of instruction especially supports our mathematics instruction. Many of our core services in mathematics and nearly all of our mathematics interventions are scheduled in the afternoon. Summary: Full day conferences allow for more days of regular class instruction without reducing the total instructional time. This improves continuity of learning, especially in math since many of our classroom schedules focus on math instruction right after lunch. This schedule also allows teachers to focus on each activity without shifting continually throughout the week. Finally, the

schedule allows teachers to alter their schedules to accommodate later hours for parents without the stress of simultaneous late nights and early mornings.

13. Describe the innovative nature of the proposed strategies.

During the 2009-2010 school year our school increased the leadership role of the School Improvement Planning Team (SIP). Prior to this the team had met intermittently. We determined that we needed to meet weekly in order to focus on clear achievement targets and to build a comprehensive support system for the instructional support teams in the building. This weekly oversight of school improvement efforts continued in the 2010-11 & 2011-2012 school years. With the SIP team guiding our work, curriculum teams identified annual targets and designed interventions to support these targets. We also worked to increase parent partnership to support student achievement. The SIP team worked with our Federal Program Director to expand parent involvement opportunities. This work includes training events and access to computer labs. It includes support for parent officers and the development of leadership skills. Our migrant parent advisory council attended a state leadership training and planning conference in both 2011 and 2012 and has taken leadership to organize collaboration with administration to critically examine student achievement data and to engage in an ongoing dialog regarding home/school partnership for academic success. These parent leaders work with administration to recommend effective venues to sustain parent/student/teacher collaboration for student success. A key component of this strategy is to give priority to twice annual face to face teacher/student/parent conferences for all students.

Formative assessment data show gains in both reading and math scores. In addition we saw improvements in our math scores on the state assessment in 2011. We are committed to improve instruction and intervention to accelerate this growth in math and to increase reading achievement.

We have taken steps to ensure that students and parents are partners in learning with our staff. Our conference plan is designed to support a collaborative dialog between parents, students and teachers. As parents have become better informed of their students' learning targets and progress, and as students participate in goal setting conversations with both teachers and parents, we have seen a qualitative change in school/family communication. Parents increasingly inquire about specific assessment information and the classroom performance of their children. They ask for strategies to support student learning and routinely report steps they have taken to help students succeed. Parents also offer recommendations to staff regarding strategies they have found helpful in the home and provide insights into student preferences and interests. Both parents and teachers use this time to listen to student concerns and to assist the student to overcome barriers to their learning. We believe that a collaborative dialog with parents is an essential component in our work to increase student achievement. More than 90% of our parents participate in parent/student/ teacher conferences. It is challenging to provide ample time to schedule these conferences. Without a waiver to provide full day conferences, students will experience week long breaks in daily instructional routine with a half day schedule that provides the required time to conduct conferences on multiple afternoons. This schedule also requires our teachers to stay late to meet with families and to return early for the start of school on the following days. By scheduling full day conferences teachers can focus on full days of instruction

early in the week and dedicate time that fits parent schedules to families on conference days at the end of the week.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?
The waiver request is to support full day parent/student/ teacher conferences. The Orondo school depends on increasingly active parent participation. Parent attendance exceeds 90% at parent/student/teacher conferences. This ongoing collaboration with families is an essential component in our school improvement strategy. The ability to schedule these conferences without reducing instruction to half days and with increased flexibility to maximize parent participation supports the student achievement work of our school. This benefit is ongoing from year to year

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).
Our School Improvement Plan calls for an increase in student achievement in the area of reading and mathematics. The use of achievement data to drive instruction is a critical component in the strategy to reach these goals. A primary focus of the parent involvement component of our School Improvement Plan is parent/student/ teacher conferences. The ability to schedule these conferences for ease of access to parents and optimal efficiency for teachers enhances this critical service. Such a schedule, additionally, supports a higher quality of classroom instruction. For these reasons, a waiver to provide full day conferences enhances and supports our School Improvement Plan. We are seeing improvements in reading and mathematics achievement. In the 2011-2012 school year we Improved our MAP reading scores by 34% over the 2010-2011 school year. We sustained our significant improvement in MAP math from the 2010-2011 school year and continued that trend with an increase of 23% improvement over the 2010-2011 scores. These goals and activities support our school's vision statement which is copied below- *Our school is an interdependent community that places high priority on learning and student success. We use this priority as a guide when making decisions about time and resources. All staff members contribute their expertise and vision to the collaborative commitment to learning and student success. Administration, staff and community stakeholders maintain fidelity to this focus in decision making.* *All of our students receive instruction that challenges them to greater achievement, focused on specific learning targets. Students know what these goals are and readily express their goals and progress toward them. Students, staff and parents work together to support these learning targets. Students meet these targets and push beyond them.*

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.
The superintendent and the school improvement team prepared a school calendar in keeping with our schoolwide plan. The parent advisory committee supports a conference schedule that meets the needs of parents' calendars and that minimizes half days of instruction. The final determination to request this waiver to allow for full day conferences came from our school

board who strongly support the continuity of instruction it will facilitate.

17. A. *Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.*

Orondo Teachers are contracted for 185 days. One of these days is provided to compensate teachers for out of classroom activities and is scheduled at their discretion. One of these days is available for individual teacher choice to prepare classrooms at the beginning of the school year. The three remaining days are district assigned for inservice education and school improvement work . For the 2012-2013 school year, one of these days is assigned before the start of school, one is scheduled at a mid point in the year for collaboration to support our School Improvement Plan and one is scheduled at the end of school to facilitate the close of the year. Of the 180 student days, 164 student days are full days on regular schedule. Seven half days are scheduled to support inservice education (one per month in Sept, October, December, January, February, April and May). One late start day is scheduled to support student assessment and open house. Two half days are scheduled for records preparation before grading periods. One half day is scheduled on the day before Thanksgiving and the last student day of the school year is a half day. This waiver will provide for four of the student days to be available for full day parent/student/teacher conferences.

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	5
Total	185

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100% require			X
2	100% require	X		
3	100% require	X		
4	100% require	X		
5	100% require			X
6	Optional			

	7	Optional				
			Check those that apply			

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.
The district assigned teacher work days described above are used for professional development. The request for waivers is to provide for teacher/ student/parent conferences during the school day that accommodate parent schedules and maximize home/school collaboration to increase student achievement.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request? In the 2011-2012 school year the district used the waiver days to conduct full day parent/student/teacher conferences as described in the 2011 application.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver. Attendance at conferences exceeded 90% of parents. The academic goal of increase in MAP scores in reading and math by more than 20% was met. The goal to increase students meeting standard on MSP by at least 5% was met in math but not in reading. The goal to increase the number of students above the national norm on both MAP math and reading was not met. However, 73% of students in grades K-7 met their MAP annual growth target in reading and 74% met this target in math.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver? Communication included an announcement in the district wide newsletter as well as weekly newsletters sent to student's families. Information was also shared on the school's reader board and in school board agendas and minutes.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide "exceptional opportunities" for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:
Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

The application must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The **resolution shall identify**:

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. School District Information	
District	Walla Walla Public Schools
Superintendent	Mr. Mick Miller
County	Walla Walla
Phone	1 509 526 3000
Mailing Address	364 S Park Walla Walla WA 99362

2. Contact Person Information	
Name	Linda Boggs
Title	Assistant Superintendent
Phone	1 509 526 6734
Email	lboggs@wwps.org

3. Application type:	
New Application or Renewal Application	New

4. Is the request is for all schools in the district?	
Yes or No	yes
If no, then which schools or grades is the request for?	

5. How many days are being requested to be waived and for which school years?	
Number of Days	3
School Years	2012-13, 2013-14

6. Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half-days before any reduction	11
Reduction	8
Remaining number of half days in calendar	3

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?	
Yes or No	Yes

8. What are the purpose and goals of the waiver?

The goal of the waiver is to provide more opportunity for teachers, parents and students to meet together and discuss specific academic (and other) goals for students. This includes, but is not limited to; learning to read, changes in graduation requirements, understanding the implications of Common Core Standards in content areas and student expectations, Providing input on our K-12 Standards Based Grading and Reporting initiative.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Utilizing a district created longitudinal student data system allows all pertinent stakeholders the opportunity to review strengths and weaknesses in a student's academic history. Feedback from students, parents and staff indicate that having the information, discussing solutions towards a known target is not only empowering, but has proven successful. One example, in 2011-12 WWPS met AMAO in all three areas. One factor, we believe contributed to the success of our ELL's is the time spent talking with parents and students.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results. WWPS is an RtI District. Our aforementioned data system, coupled with routinely scheduled site leadership team meetings for the purpose of reviewing progress and needs of all students has allowed us to create Student Learning Plans for all students; including those students not meeting expectations as well as those surpassing expectations. As a district, we have committed grades K-3 to a full transition to the CCS in 12-13. Grades 4-12 have a timeline created. We will use new/current standards, local and state testing, progress monitoring and report card results to monitor student success. (This practice is already in place. The additional time with parents and students in the goal setting and conference model enhances two-way communication.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Parents and students will sign in at each goal setting/goal reporting meeting.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver. *The process for the wavier was a two-part process. 1) The Strategic Planning Process completed for the 2011-2015 school year included increased two-way communication with parents. Staff and community had several opportunities to submit ideas and comment on the plan throughout the process, including opportunity to comment on the final draft. Stakeholders at each building then were provided the opportunity to create specific action plans, addressing the key areas of the Strategic Plan. 2) Through the development of the calendar setting process, staff, parents and community had the opportunity to weigh in on the factors influencing the calendar setting process, including CBA, professional development, holidays, and specific needs of elementary and secondary students and their respective families.*

13. Describe the innovative nature of the proposed strategies. *Providing time for the key adults in a student's life to come together, with the student, and discuss strengths, as well as areas of growth, help demonstrate the importance of education, as well as demonstrating that a group of caring adults are dedicated to the student's success. Further, the Parent Involvement Policy WWPS adopted in 2010-11, speaks to the importance of on-going and varied interactions with parents.*

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver? *We plan to follow the same format in 2013-14, However, we will seek parent and student feedback (part of our regular Parent Involvement practice). If the information has suggestions for changes/modifications, we will seek to implement them if possible. Additionally, staff and administrators will have the opportunity for input.*

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies). *The State Board of Education can clearly get a sense of WWPS approach to School Improvement. Our district Web site www.wwps.org has our Strategic Plan, our Response to Intervention, (RtI) philosophy, including information for parents (Please A-Z search for quickest access). Also available is our Parent Communication and Involvement Guidelines. The SBE can also access our recent 3 year evaluation of RtI implementation. WW is one of 11 districts in WA, involved in the RtI grant. (http://www.rti4success.org). The results state that two of our schools (as part of the evaluation process, are deemed, "high implementers". These results suggest a correlation between improved/better performance, as compared to other schools.*

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

See response #12.

17. A. *Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.*

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	177
2. Waiver days (as requested in application)	3
3. Additional teacher work days without students	8
Total	208

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	x		
2	Optional	x		
3	Optional		x	
4	Optional		x	
5	Optional			x
6	Optional			x
7	Optional			x
		Check those that apply		

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.
These days are part of the CBA. The days are designated for activities that are exclusive of the purpose and plan for this waiver. However, as part of the waiver plan, one of the extra teacher days will be used in October, for the purpose of goal setting/conferences. Thus, we are only asking for 3 waiver days, instead of 4.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Walla Walla Public Schools
364 South Park Street • Walla Walla WA 99362-3293 • (509) 527-3000 • FAX (509) 529-7713

RESOLUTION #07-2012
July 17, 2012

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

We, the members of the Walla Walla School District Board of Directors, believe in delivering a quality education for our children. We acknowledge and respect the partnership between parents, students and teachers. Further, we believe the relationships fostered through parent and teacher communication is key to student success.

As a school district, we have worked to provide genuine parent involvement opportunities. Our recently adopted parent, community guidelines for involvement demonstrates our commitment to our stakeholders.

Therefore, be it resolved, we, the members of the Walla Walla School District Board of Directors, request a waiver for the minimum one hundred eighty-day school year (RCW 28A.150.220), requesting 3 days for each of the school years 2012-13 and 2013-14. This waiver will allow us to engage in communication without using half days, which are burdensome for parents and have limited value educationally. In addition, the Walla Walla School District Board of Directors assures the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A. 150.220 and WAC 180-16-215).

This waiver will provide the opportunity for two formal forums for parent, teachers and students to plan for and monitor academic success.

WALLA WALLA SCHOOL DISTRICT NO. 140
Walla Walla County, Washington

BOARD OF EDUCATION

Max Carrera, President

Anne L. Golden, Vice President

Dan Hess, Board Member

James Lehmann, Board Member

Cindy Meyer, Board Member

ATTEST: Mick Miller, Secretary of the Board

Adopted at a regular meeting of the Board of Directors July 17, 2012

The Walla Walla Public Schools is an Equal Opportunity Employer and complies with all requirements of the ADA.

Walla Walla Public Schools

364 Sumac Pass Street · Walla Walla WA 99362-1899 · (509) 527-3000 · FAX (509) 527-3018

RESOLUTION 2012-
July 17, 2012

Application for Waiver from the Minimum One Thousand Eighty-day School Year Requirement of the Basic Education Program for Kindergarten

Members of the Walla Walla School District Board of Directors believe in maintaining a quality education for our children. We acknowledge and respect the partnership between parents, students and teachers. Further, we believe the relationships formed through parent and teacher communication is key to student success.

As a school district, we have worked to provide parent involvement opportunities. Our community appreciates opportunity provided for involvement beyond structured our conferences.

Therefore, be it resolved, we the members of the Walla Walla School District of Directors request a waiver for the minimum one hundred eighty-day school year (RCW 28A.150.220) requirement for each of the school years 2013-14 and 2014-15. This waiver will allow us to engage in communication using half days, which are therefore for parents and have limited online education. In addition, the Walla Walla School District Board of Directors assures the districts will meet the annual average 1,000 hours of instructional hour requirements (RCW 28A.150.220 and WAC 180-16-215).

This waiver will provide the opportunity for two formal forums for parent, teachers and students to plan for and monitor improvement progress.

WALLA WALLA SCHOOL DISTRICT NO. 140
Walla Walla County, Washington

BOARD OF EDUCATION

Max Cartwright, President

Anna M. Golden, Vice President

Jim Lee, Board Member

Jerome Leonard, Board Member

Judy Meyer, Board Member

ATTEST:

Nick Miller, Secretary to the Board

Adopted at a regular meeting of the Board of Directors July 17, 2012

GOLD BAR • INDEX • STARTUP • SULTAN

SULTAN SCHOOL DISTRICT No. 311

514 4th Street • Sultan, Washington 98294
(360) 793-9800 • Fax (360) 793-9890

May 25, 2012

Washington State Board of Education
Old Capitol Building
PO Box 47206
Olympia, WA 98504-7206

Board of Directors,

Please accept this packet as Sultan School District's request for a waiver from the minimum 180-day school year requirement. The waiver request is for the school year 2012-2013, 2013-2014 and 2014-2015. This waiver is possible according to WAC 180-18-040, with the requirements for such a waiver laid out in WAC 180-18-050.

I appreciate the State Board of Education's intent in terms of accountability and performance on the part of the school district, and we look forward to demonstrating greater success with our students, in part because of the additional time our staff can work together in collegial planning and systematic reform.

Scheduled work days provide time for teachers and other certificated instructional staff and administrators to work together to plan and implement education reforms designed to increase student achievement. During the 2008-2009 the Sultan School District started its first year in the Washington State Leadership Academy. From this work we have developed a Theory of Action that will be the driving force as we work to improve the instructional core. Some things we have embarked on during the implementation of the 5 Dimensions of Teaching and Learning includes an extensive view of effective classroom instruction using NWREL's "Five Characteristics of Effective Classrooms'.

Sincerely,

Dan Chaplik, Superintendent
Sultan School District

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide "exceptional opportunities" for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:
Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

The application must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The **resolution shall identify**:

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

Sarah Rich
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6025; Fax 360-586-2357
sarah.rich@k12.wa.us

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. School District Information	
District	Sultan School District
Superintendent	Dan Chaplik
County	Snohomish
Phone	360 793-9800
Mailing Address	514 4th Street Sultan, WA 98294

2. Contact Person Information	
Name	Dan Chaplik
Title	Superintendent
Phone	360 793-9801 x 110
Email	dan.chaplik@sultan.k12.wa.us

3. Application type:	
New Application or Renewal Application	New

4. Is the request is for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	

5. How many days are being requested to be waived and for which school years?	
Number of Days	6 – 2 waiver and 4 parent/teacher conference days
School Years	2012-2013, 2013-2014, 2014-2015

6. Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half-days before any reduction	29 + 8=37
Reduction	8
Remaining number of half days in calendar	37

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?	
Yes or No	Yes

8. What are the purpose and goals of the waiver?

During the 2009-10 school year, all buildings in the District began the process of implementing the "5 Dimensions of Teaching and Learning". During the summer of 2011 staff training will continue the district's overall goal of implementation is to develop a common language for teaching and learning that is understood by all. In addition we are also implementing a classroom observation process based on the work done by Richard Elmore and described in his recently released by "Instructional Rounds in Education". During the waiver days, each building will review the data and collaborate with one another as we work towards calibration and implementation of the 5 Dimensions of Teaching and Learning. The foremost of our goals will be to analyze the impact this is having on student learning.

Each building has established leadership teams that work to achieve the higher learning standards through intentional, research-based instructional practices. There is continued focus on reading, math and writing strategies. Teams will work together in subject and strand teams both horizontally and vertically to develop seamless plans based on best practices, implementing those plans and analyzing the results of those efforts. In 2012-2013 the Sultan School District will focus our waiver days on moving the 5 Dimensions of Teaching and Learning to a professional development model that aligns the framework with the new requirements around evaluation.

The secondary request for waiver days is around parent/teacher conference days. We hold 2 in the fall and 2 in the spring and conduct conferences for all students in each time period. In the spring the conferences are student led in grades 5-12.

9. What is the student achievement data motivating the purpose and goals of the waiver?
Primarily, the data results from the HSPE, MSP, and End-Of- Course (EOC) will be the most indicative indicator of students achieving higher academic success. Additional assessments that are being used are Measurement of Academic Progress from NWEA. In addition, the school district and each building are using cycles of inquiry to monitor both individual and school improvement on an ongoing basis. Specifically, in 2011-2012 each building utilized a cycle of inquiry around one of the 5 Dimensions, and this work will move to include every individual having an individual cycle of inquiry that is designed to collect data around some area of instruction teachers are seeking to improve that furthermore supports the larger encompassing goals of the district. This additional data will allow us to better measure individual teacher growth that should impact student growth.

Regarding standardized assessments, individual, building and district results will be thoroughly analyzed to determine specific strand data that may continue to display areas of needed improvement for students and instructional strategies. The analysis of HSPE, MSP AND EOC information will also be combined with district assessments such as DIBELS, Read Well, Read Fluently, STAR Math and Reading, and Accelerated Math and classroom based assessments to diagnose specific target areas. An additional focal point of the evaluation process will be to measure the impact that the 5 Dimensions of Teaching and Learning is having on student learning as can be observed by the implementation of this framework. Principals will be the instructional leaders for each building identifying areas of need within the building targets and goals for staff instructional strategies and materials. They will work collaboratively with their leadership teams to insure this happens.

For the 4 parent/teacher conference days it is our belief that students and parents will take an even larger role of ownership in the learning process.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.
As part of our Washington State Leadership Academy participation, we have developed a "Cycle of Continuous Instructional Improvement" (district, school and individual cycles of inquiry) which states that we will take process measurements every 45 days to capture progress being made toward our stated problem of practice and supporting theory of action. We will make adjustments as needed to demonstrate progress towards our intended goals. In addition, we are also utilizing district and building cycles of inquiry where we collect data incrementally and make adjustments to classroom instruction and support for instruction. This data is collected at the beginning of a cycle and periodically throughout the cycle. Each cycle culminates in the spring of the school year where plans for the upcoming summer and next school year are put into place.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

As part of our Washington State Leadership Academy participation, we have developed a "Cycle of Continuous Instructional Improvement" which states that we will take process measurements every 45 days to capture progress being made toward our stated problem of practice and supporting theory of action. We will make adjustments as needed to demonstrate progress towards our intended goals. Specifically, we expect to see progress being made towards achievement of our specifically stated achievement goals that are stated in 10 (a-d).

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

One of the cornerstone features of the work we do in the Sultan School District is to focus most or all of our work toward improving the instructional core (strategy). The instructional core involves the interaction of the teacher, the content and the student. We understand that you cannot just focus on one of the three components and expect much meaningful long-term change. For this reason, we make every attempt when designing improvement initiatives to be certain that all three components of the instructional core be accounted for.

We have a district wide instructional leadership team, at the center of the work coordinates professional development around the 5 Dimensions of Teaching and Learning framework. Professional development that occurs within the district wide team is taken back to the building and replicated by building level teams.

13. Describe the innovative nature of the proposed strategies.

We believe that our strategies for improvement are very innovative in that they in that they focus on the instructional core as the key to improvement, utilize the adoption of an instructional framework and follow a process of continuous improvement by using our own sustainable cycle of instructional core improvement.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Subsequent years will be a continuation of refining the "5 Dimensions of Teaching and Learning" throughout the district creating and sustaining a continuous improvement, problem solving culture that works together to improve teaching and learning throughout the system.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The two waiver days requested provide much needed professional development time for staff as well as time for staff to collaborate as we continue to align instruction to the state standards, focus on a district wide problem of practice with supporting theory of action and utilize our district's Sustainable Cycle of Instructional Core Improvement. The links below will take you to the websites that will provide more in depth information on this work. The first link will take you to a site where you can find an article titled "Central Office Transformation for District Wide Teaching and Learning Improvement.
Problem of Practice

Theory of Action

1. Implement the 5 Dimensions Instructional Framework and calibrate it to our understanding of the instructional core.
2. Continuous improvement of the instructional core is the key variable to improving student achievement.
3. The focus for 2012-2015 will be Build instructional leadership capacity through collaborative and coherent work, K-12, to maximize learning for each student.

www.ctpweb.org
http://www.k-12leadership.org/professional-development/5-dimensions
http://waleadershipacademy.org/

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

Input from administrators, teachers, classified staff and parents have solidified the importance and success of waiver days. The increased amounts of continuous time versus short timeframes has provided the necessary networking among staff, that leads to professional discussions and understanding, of issues that leads to enhanced student achievement. Individual professional community teams as well as cross-building teams can collaborate more successfully with longer periods of sustained time working together. Waiver days also allow for increased input and communication from classified staff.
Sultan School District Board of Directors is increasingly aware and knowledgeable about the factors impacting the success of Sultan students. As a group, they have been taking an active role in researching successful teaching strategies and best practices, and have been working with administrators to problem-solve issues that are unique to Sultan. Board members have also been more responsive to staff and administrator needs. Included with this application is a letter of support from the certificated and classified groups in our district.

17. A. *Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.*

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	180
2. Waiver days (as requested in application)	2
3. Additional teacher work days without students	4
Total	174

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	x	x	x
2	Optional	x	x	x
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

n/a

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.
We have made improvement. This is explicitly demonstrated by the body of work over time. Or said another way we continue to extend our work further as can be seen in the use of cycles of inquiry with groups of staff at buildings and now adding the additional piece of individual cycles of inquiry.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?
Parents and community members are made aware of our progress in a number of ways that include district and building newsletter updates.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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SULTAN SCHOOL DISTRICT No. 311

514 4th Street • Sultan, Washington 98294
(360) 793-9800 • Fax (360) 793-9890

RESOLUTION NO. 11-06
SULTAN SCHOOL DISTRICT NO. 311
REQUEST OF WAIVER FOR GRADES 1-12 OF
THE MINIMUM 180 DAY SCHOOL YEAR (WAC 180-18-040)

WHEREAS, a resolution of the Board of Directors of the Sultan School District #311, Snohomish County, Sultan, Washington, to request a waiver for grades 1-12 of the minimum 180-day school year (WAC 180-18-040) for the 2012-2013 school year.

WHEREAS, the Sultan School District Board of Directors recognizes that:

1. Common collegial planning time is needed to meet the district's curricular goals, to continue aligning curriculum to the State reform efforts, and to align the district assessment program to the district's curriculum, and
2. Parental and Community input have indicated support for whole day planning and in-service rather than half-days utilized by the district in the past, and
3. Options involving additional early release days, late starts, or additional paid days for staff would create a financial hardship on the district and inconvenience for parents and/or patrons;

WHEREAS, this resolution attests to the fact that the Sultan School District will maintain a district-wide annual average instructional hours of 1,000 hours, even after the six days have been waived by the State Board of Education.

WHEREAS, the State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18);

NOW, THEREFORE, BE IT RESOLVED that the Sultan School District Board of Directors requests that the minimum 180-day school year requirement be waived for Sultan School District grades 1-12 so that six **(6)** days per year can be dedicated to common collegial instructional planning, staff development; and parent teacher conferences; and that the dates for these days will be determined by the Sultan School Board and Sultan Education Association; and that students in grades 1-12 would not attend school on these days.

ADOPTED by the Board of Directors of Sultan School District No. 311, Snohomish County, Washington, in a special board meeting held on the16th day of April 2012.

Board Chairman

Board Member

Board Member

Board Member

Board Member

ATTEST:

Superintendent-Secretary to the Board

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SULTAN SCHOOL DISTRICT No. 311

514 4th Street • Sultan, Washington 98294
(360) 793-9800 • Fax (360) 793-9890

May 25, 2012

Dan Chaplik
Superintendent
Sultan School District #311

Dear Mr. Chaplik

This is a letter of support for the district in seeking a waiver to the minimum 180-day school year for 2012-2013, 2013-2014 and 2014-2015.

This time will allow for greater opportunities for staff to work cooperatively in improving the opportunities and program delivery for our students. The full day versus half day will be greatly appreciated, as we will be able to utilize larger blocks of time to really focus on the tasks at hand.

PSE appreciates the district's willingness to pursue this waiver, as we believe it will produce good results in the area of staff development and student achievement.

Sincerely,

Janet Young
President
Public School Employees,
Sultan Chapter

2012-2013 School Calendar

August

M	T	W	T	F	
		1	2	3	
6	7	8	9	10	0
13	14	15	16	17	1
20	21	22	23	24	1
27	28	***29***	***30***	31	

September

M	T	W	T	F	
3	***4***	**FD**	6	7	18
10	11	12	13	***14**	19
17	18	19	20	***21***	18
26	25	26	27	***28**	

October

M	T	W	T	F	
1	2	3	[4]	[5]	
8	9	10	11	***12**	21
15	16	17	18	***19***	23
22	23	24	25	***26**	23
29	30	31			

November

M	T	W	T	F	
			1	***2***	19
5	6	7	8	***9**	19
12	13	14	15	***16***	19
19	20	~~21~~	**22**	***23**	
26	27	28	29	**30**	

December

M	T	W	T	F	
3	4	5	6	***7**	
10	11	12	13	~~14~~	10
17	**18**	**19**	**20**	**21**	10
24	**25**	**26**	**27**	**28**	10
31					

January

M	T	W	T	F	
	1	2	3	4	20
7	8	9	10	***11**	20
14	15	16	17	***18***	20
21	22	23	24	***25**	
28	29	30	**31**		

Significant Dates

August 29 ..... New Teacher Day
August 30 ..... Staff Dev
September 3 ..... Labor Day
September4 ..... Staff Dev.
September 5 ..... First Day of School
October 4 & 5 ..... (non-student day) Conferences
November 12 ..... Veterans' Day Observed
November 22 & 23 ..... Thanksgiving Holiday
December 15-31 ..... Winter Break
January 1 ..... New Year's Day
January 21 ..... Martin Luther King, Jr. Holiday
January 31 ..... Secondary Optional Day
February 15 ..... Mid-Winter Break
February 18 ..... Presidents' Day Holiday
March 7 & 8 ..... (non- student day) Conferences
April 1-5 ..... Spring Break
May 27 ..... Memorial Day Holiday
June ? ..... SHS Graduation
June 14 ..... Last Day of School
June 17 ..... Certs Supp Contract Day
June 17 ..... PSE/Teamsters – Contract Day

LEGEND

***Bold**	2 Hrs Early Release Fridays (32 hrs)
	Non-Student/No School
Bold/Italic	State unpaid teacher furlough (16 hrs)
FD	First Day of School
[ ]	Parent Conference Day
	Holiday/No School
LD	last Day of School

Adopted: ***Revised:***

Certs=180 Class=180 Students=174

February

M	T	W	T	F	
				1	
4	5	6	7	***8**	18
11	12	13	14	**15**	18
18	19	20	21	***22**	18
25	26	27	28		

March

M	T	W	T	F	
				1	19
4	5	6	[7]	[8]	21
11	12	13	14	***15**	21
18	19	20	21	***22***	
25	26	27	28	***29**	

April

M	T	W	T	F	
1	**2**	**3**	**4**	**5**	
8	9	10	11	***12***	17
15	16	17	18	***19**	17
22	23	24	25	***26***	17
29	30				

May

M	T	W	T	F	
		1	2	***3**	22
6	7	8	9	10	22
13	14	15	16	***17**	22
20	21	22	23	24	
27	28	29	30	31	

June

M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	~~LD~~	10
17	18	19	20	21	10
24	25	26	27	28	11

July

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

RIVERSIDE SCHOOL DISTRICT #416

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide “exceptional opportunities” for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

The application must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The **resolution shall identify**:

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

1. *School District Information*

District	RIVERSIDE SCHOOL DISTRICT #416
Superintendent	ROBERTA KRAMER
County	SPOKANE
Phone	509-464-8201
Mailing Address	34515 N. NEWPORT HWY CHATTAROY, WA 99003-9734

2. Contact Person Information

Name	ROBERTA KRAMER
Title	SUPERINTENDENT
Phone	509-464-8201
Email	roberta.kramer@rsdmail.org

3. Application type:

New Application or Renewal Application	RENEWAL

4. Is the request is for all schools in the district?

Yes or No	YES
If no, then which schools or grades is the request for?	

5. How many days are being requested to be waived and for which school years?

Number of Days	5
School Years	2012-2013

6. Will the waiver days result in a school calendar with fewer half-days? NO

Number of half-days before any reduction	
Reduction	
Remaining number of half days in calendar	

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No	YES

8. What are the purpose and goals of the waiver?

The purpose of the first Waiver Day, the day before students start school, is to involve all certified and classified staff with training on the Riverside School District instructional framework and how it will affect teaching effectiveness and student learning. At the conclusion of the administrators' two year Washington State Leadership Academy training in June, the refined instructional framework is ready to implement to its full extent for the 2012-13 school year. This will require collaboration and training, as well as review of last year's work in the framework components. The goal is to improve the Professional Learning Communities through awareness and training in the instructional areas. Also, to improve vertical communication through out the grade and subject levels—everyone speaking the same language, having the same framework for teaching. The new teacher evaluation process will shortly be the tool used in all Washington state schools. Riverside has applied for grant funds to provide training for this new tool, but has not received any notice of funding at this

point. It is important to start the conversation and introduction of this new tool, as it is an evaluative process unlike any other used before. Extensive training of teachers and administrators will be needed to make the transition smooth.
Last year, with the approval of four Waiver Days for a new parent/teacher conference schedule, participation and attendance by parents improved in all grade levels. The goal is to continue this schedule, by offering two full days of conferences in the fall and in the spring, allowing parents continued flexibility in scheduling conferences. As our district lies in a rural, unincorporated area along Highway 2 north of Spokane, our parents regularly commute to Spokane to work and did appreciate having opportunities to schedule conferences in the morning prior to work, rather than just afternoons and one evening. Having two and a half conference days, rather than five half days, eases the disruptions of shortened class periods and other accommodations.

9. What is the student achievement data motivating the purpose and goals of the waiver?

1) 2009, 2010 and 2011 state disaggregated test scores
2) On-going district math, reading and writing assessments, assessed three times per year.
3) For the full day conferences, increased parent participation should help better manage student progress. Each building keeps track of the number of conferences held during the conference schedule.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Riverside continues to use standards based district assessments that provide more in-depth information about student learning. Dialogue based on the examination of the current assessment data will be tracked and compared to the previous school year. Measurement of growth, as set by the SIP teams, will be identified. Reading and Math assessments continue to be refined to define points of progress through out the school year. Parent attendance at fall and spring conferences, as well as participation in the Family Night activities will be a measure of potential increase in community involvement. All buildings, upon review of district and state assessment data, will be able to identify areas of need. School Improvement Plans have built in timelines which will continue to be monitored by the SIP Team. Staff participation in book studies will continue to be encouraged and monitored to increase the culture of learning at the building level.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Each school will collect data to determine if parent participation in conferences increases and if it has an impact on test scores. Each school annually reports student academic achievement to the Board of Directors. This includes state and district assessment results and plans for improvement. School Improvement Teams regularly review data and, as necessary, appoint data study teams to further investigate data results. With the implementation of the instructional framework and all the components involved, staff at each building level will carefully monitor and adjust as needed to improve teaching effectiveness. With the further implementation of the research-based instructional method (GANAG), principals will be able to observe staff during instruction to note the depth of understanding of this teaching tool. Staff meetings will center around improving this tool for teaching effectiveness.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The first Waiver Day prior to the start of school will be with all classified and certificated staff to introduce

the new teacher evaluation process, to communicate district goals, to refine the GANAG instructional tool and to provide outside professionals to reinforce the refinement and improvement of teaching effectiveness. Staff will meet in large group instruction, grade level and subject level grouping.
The four other Waiver Days will be for the usage of conferences between teachers and parents. Each building will have targeted goals for increased parent participation and resources/information for parents at each building. As a rural community, concern for parents being able to attend conferences has allowed each building to devise a plan to assist parents and be flexible in conferencing.

13. Describe the innovative nature of the proposed strategies.

At the completion of the two year Washington State Leadership Academy in June, the Riverside administrators refined the problem of practice and all the components that will elevate the quality of teaching and learning at Riverside. The problem of practice was: "How can systemic leadership positively change instructional practice to improve each student's academic achievement?" Through large group instruction, the learning community at Riverside will all understand the components that raise student achievement as presented: well-articulated curriculum, continuous feedback, plan for delivery, relationships and refined assessments. The Learning Community thus involves all district staff.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

In this second year and subsequent years, the goal is for teachers to be able to observe and identify good teaching, celebrate their successes through the Gallery of Learning and be more confident in what components make for good instruction, as they apply the concepts in their teaching. Continued activities will include more book studies, more collaboration time for studying assessment results and for continued training and refinement in the GANAG process. The new teacher evaluation process will continue to be in the introductory phase as the district works towards implementation.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The first Waiver Day focuses on all staff together to increase their understanding of the culture of learning, the instructional framework for Riverside and all the components supporting increased student achievement. The District Strategic Plan and the building Student Improvement Plans coordinate with the instructional framework.

SIP is included with this application.

16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

1) The district-wide Calendar Committee, consisting of certificated, classified and administrative staff, parents and students, met and wholly supported the Waiver Day plan. The Calendar Committee gave feedback on the innovative parent/teacher conferencing schedule this last school year and gave support to continue with this format.
2) Labor Management meetings have involved discussions on the benefit of the Waiver Days and support the process as evidenced by the support letters from classified and certificated leaders.
3) The Leadership Team recognizes the need for the Waiver Days, and the opportunities it provides for all staff to be more cohesive and more informed about what makes for good instruction. Through the Washington State Leadership Academy, the identified Problem of Practice has helped the district and buildings focus more intensely on teaching effectiveness.

17. A. *Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application*

materials. Do not send a hard copy of the CBA. **CBA's are attached to the e-mail containing this application.**

The Riverside Education Association (teachers union) bargained for a new contract, effective September 1, 2011 through August 31, 2014. In the contract, the teachers have 3 hour early releases on the school day prior to Thanksgiving break, Winter break and Memorial Day. Five per diem days are available yearly, with three placed prior to the start of school. Of those three, one and half of the days will be used for teachers to work in classrooms and/or collaborate with colleagues. One day is planned by the administrator and SIP Team and the remaining half day will be at the discretion of the building administrator. Five additional days are available for teachers, as well, with teacher directed activities. Classified staff attended the first Waiver Day last year for training and will be attending the first one this year as well.
The 2011-12 calendar consisted of one Waiver Day prior to the first student day for training with all staff and a second Waiver Day for teachers in January, as follow up of previous training and collaboration. There were twelve two hour late start days and five early releases. The other four Waiver Days were used for the implementation of two full day conferences in the fall and two full day conferences in the spring. For this upcoming school year, there will be nine two hour late starts and five early releases. Parent/Teacher conferences will continue with last year's successful model of two full days in the fall and two full days in the spring.

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	10
Total	

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional		1.5	8.5
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		There are 10 days of which only 1 day is school/SIP Team directed and .5 day is at the discretion of the building administrator		

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.
The CBA does not allow for time that is district-related, which would include vertical alignment and collaboration between the buildings. As the district looks at implementing the new teacher evaluation system, the need for time with all staff from all grade levels is essential. The need for continual refinement of the new instructional framework will require time with the building administrator as a building group. The day before school starts gives Riverside an opportunity for district-directed professional development that aligns with the goals of systemic leadership and the district strategic plan.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

The four days that were used for fall and spring conferences were carried through as planned. The high school was able to design conferences this year in an arena style. They reported they met their goal of parent participation and that many parents commented on liking the method and the conference time flexibility better than previous years. The other grade levels and buildings had improvements in participation as well. The first Waiver Day prior to the students' first day was used as planned with large group instruction, opportunities to work vertically in content areas and by subject areas to better align the district's instructional goals. Staff received training in processing data, curriculum mapping and using common vocabulary with the instructional framework. The goal was that by the end of the day staff would be able to articulate and begin to apply the instructional framework as presented. The GANAG instructional tool was introduced and was an important part of staff meetings through out the school year. The elementary buildings also had time to prepare and refine the new report card assessment tool. Summative and formative assessment training took place as well. The day concluded with a large group discussion on how all of the training and activities fit within the district strategic plan.

The second Waiver Day in January, provided a time with large group instruction where staff could check in with their progress and do a review of what they have learned this year. A focus was on utilizing various methods to receive feedback from students of information presented. Staff watched a video presentation of current students, who answered the question, "What feedback do you get from teachers about your learning?" A review of the components of the instructional framework (GANAG) was presented. Staff sat in designated mixed grouping after reading an article on assessment and completing the guided questionnaire. A speaker also gave more in depth information on summative and formative assessment.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

1. Large group instruction was successful in communicating the goals of the district. Staff was assigned to tables with mixed grade and subject levels. Handouts and activity sheets were at each table. Feedback on these sheets provided the district with needed input as to how well the staff understands the goals of the district.
2. Again, understanding the district strategic plan was carried through with group instruction and administrators moving from table to table to listen to the discussions.
3. At the elementary building level, the staff met with their administrators and reviewed the new report card system and again, clarified any areas of concern or confusion. The new report card was presented at conference days and well received by the parents.
4. High school and middle school staff participated in the creation of formative and summative assessment strategies. Through out the school year, administrators were invited by many staff to observe the feedback process, excited to use the new methods they learned at this Waiver Day training.
5. On the second Waiver Day, certificated staff came back together to report progress on instructional goals and provide documentation/displays of student work. This "Learning Gallery" was very useful for staff. The middle school staff examined samples of student work and learned to develop explicit and effective feedback.
6. Staff also met and reviewed progress on vertical alignment by subject area. The focus was to exam the data and develop the formative assessment component in differentiated instruction, matching standards to instruction and assessment. The subjects of focus were writing, science and math.

20. How were the parents and the community kept informed on an on-going basis about the use and

impact of the waiver?

The district website, the Strategic Planning Committee, school board presentations by each building, building newsletters and parent/teacher conferences are means by which the district connected with parents about the Waiver Day usage and their impact. Having the new conference format and more time opportunities available for parents to come in, was valuable to the teachers and administrators. The teachers were able to communicate face-to-face and provide the support that is needed for parents to keep involved with their child's education.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

RIVERSIDE SCHOOL DISTRICT

2012-2013 STUDENT CALENDAR

SEPTEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	<19>	20	21
24	25	26	27	28

OCTOBER

M	T	W	T	F
1	2	<3>	4	5
8	9	10	11	12
15	16	<17>	18	19
22	23	24	25	26
29	30	31		

NOVEMBER

M	T	W	T	F
			1	2
5	6	(7)	8	9
12	13	14	15	16
19	20	(21)	22	23
26	27	28	29	30

DECEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	(19)	20	21
24	25	26	27	28
31				

JANUARY

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	<16>	17	18
21	22	23	24	(25)
28	29	30	31	

School Closures	464-8497
District	464-8201
RES	464-8350
CES	464-8250
RMS	464-8450
RHS	464-8550
Achievement Center	464-8478
Independent Scholar Program	464-8381

September

3 Labor Day
4 Waiver Day - Staff Training
5 First Student Day
19 Late Start

October

3 Late Start
17 Late Start

November

5 45th day; quarter ends
7 Early Release & Conferences
8&9 Full Day Conferences - No School
12 Veterans' Day, Observed
21 Early Release Day
22-23 Thanksgiving Break

December

19 Early Release
20-Jan 2 Winter Break
25 Christmas Day

January

1 New Year's Day
2-Feb 8 End of course math exam retakes
16 Late Start
21 Martin Luther King, Jr. Day
25 Early Release; 90th day,end of semester

February

6 Late Start
15-18 Presidents' Day Break

March

6 Late Start
12-14 HSPE (Writing & Reading)
20 Late Start
27 Early Release Day
28&29 Full Day Conferences - No School

April

1-5 Spring Break
9 45th day; quarter ends
17 Late Start
29-May 20 MSP

May

15 Late Start
24 Early Release Day
27 Memorial Day
28-30 End of course 7-12 math & science exams

June

4-6 End of course 7-12 math & science exams
7 RHS Graduation -INB at 5 p.m.
8 ISP Graduation RHS mpr at 7 p.m.
12 Last Day of School - Early Release

FEBRUARY

M	T	W	T	F
				1
4	5	<6>	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

MARCH

M	T	W	T	F
				1
4	5	<6>	7	8
11	12	13	14	15
18	19	<20>	21	22
25	26	(27)	28	29

APRIL

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	<17>	18	19
22	23	24	25	26
29	30			

MAY

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	<15>	16	17
20	21	22	23	(24)
27	28	29	30	31

JUNE

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

◯	First & Last Day of School
< >	2 Hour Late Start
( )	3 Hour Early Release
▭	No school

*if necessary
snow make up days:
Feb 15, June 13, 14 & 17

05.24.12

RIVERSIDE SCHOOL DISTRICT NO. 416-32
SPOKANE AND PEND OREILLE COUNTIES, WASHINGTON

RESOLUTION NO. 05-12-03

STATE WAIVER OF REQUIRED SCHOOL DAYS

WHEREAS, Riverside School District requests a waiver for grades K-12 of the minimum 180-day school year (WAC 180-16-215) for the 2012-2013 school year.

WHEREAS, THE School Board of Riverside School District #416-32, Spokane and Pend Oreille Counties, in the State of Washington, recognizes that:

1. Planning time is needed for staff to implement the identified goals and to align curriculum with state guidelines for instruction and assessment; and

2. Focus on Writing, Science, and Math assessments.

3. Riverside School District exceeds the required minimum annual hour requirements as outlined in RCW 28A.150.220; and

4. Time designated for planning and inservice training that would facilitate training opportunities for classified staff; and

5. Having full day conference options will increase the number of parents attending conferences; and

6. Provide flexibility for staff to vary the length of conferences as needed.

WHEREAS, The Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180.18)

THEREFORE, BE IT RESOLVED that the Riverside School Board of Directors requests the minimum 180 school-day requirement be waived for one (1) day for 2012-2013 school year for professional development and collaboration and four (4) days for parent teacher conferences.

DATED, this 24th day of May, 2012.

Board Chair

Secretary to the Board of Directors

Board Member

Board Member

Board Member

Board Member

Ch

attaroy

RIVERSIDE EDUCATION ASSOCIATION

P.O. Box 297
Chattaroy, WA 99003

Jim Winkle. President
Phone: 509-464-8425
Email: jim.winkle@rsdmail.org

July 10, 2012

To Whom it may concern,

This letter is a declaration of the Riverside Education Association's support for the request by Riverside School District #416 for waiver days for the 2012-2013 school year.

Sincerely yours,

Jim Winkle

President, Riverside Education Association

ChattaroyElementary School

School wide Continuous Improvement Plan
2011-2012
Chattaroy Elementary School
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Title 1 Part A
CPR Template: School wide Program

Principal Attestation (Highly Qualified Certification Form)	Y/N
Building Parent Involvement Plan	Y/N
School wide Building/SIP Plan	Y/N

#1: Comprehensive Needs Assessment Y/N

Describe how the needs assessment was conducted and how it will address the needs of all students in the school, information that includes the performance of children in relation to the state academic standards.

Chattaroy Elementary School utilizes a School Improvement Planning Team. It has maintained representation from all
including parents, classified staff, certificated staff, and administration. The SIP Team is responsible for setting the cou
our research, data collection and outcomes related to instruction and specific strategies.

Our goals are developed utilizing a shared governance process. The SIP Team members represent each grade level, par
staff, special services staff, and counseling staff. Following each meeting the representatives share information and seek
staff. The individual grade level teams develop action steps that are derived from the building goals. The goals are prop
team with the whole staff providing in-depth feedback. The school goals and action steps have been developed in litera
learning environment, professional development, and parent involvement.

Literacy data is gathered from a variety of sources: Star reading tests, Grade two state-required testing (QRI) and grade
2008-09 a district committee researched various reading assessment tools. Our goal was to find an assessment that also
diagnostic components to guide our instruction. Our building uses DRA2 (Developmental Reading Assessment). Teach
as an ongoing assessment tool. Second grade uses DRA2 as their state required testing. Grade level meetings with the p
conducted to discuss progress of identified students. Data is used to create an assessment wall to guide these discussion

Grades one through four administers a fall and winter district-wide math assessment. Grade level teachers meet together
data and discuss math curriculum strengths and weaknesses. Grade level teams meet with the curriculum director to pla
instruction and design new items for math assessments focusing on the new standards. Data from math assessments and
MSP scores are being used to place students on the assessment wall and identify those with high need.

Student placement on the assessment wall helps teachers to continually monitor student needs and growth. Data from th
recorded: reading, writing, and math. The assessment wall will also serve as a tool for grade level teams when they mee
students in classes for the next year.

Full-day kindergarten continues to be a means of early intervention. Our SIP team believes, as research shows, that earl
more effective than intervention in later grades. Therefore, a committee has been designated to put together a plan to re
time.

Through the development of the comprehensive needs assessment, identify the strengths and weaknesses and sp
for improving student achievement and meeting the state's academic learning standards.

STUDENT ACHIEVEMENT in READING: Through careful analysis of the results of the MSP, the STAR Reading
Test, fluency checks and the DRA2, we have noted that our students have shown consistent growth in reading over the l

Second Grade:

DRA scores for each student are assessed.

Third Grade:

Spring	Reading
2006	67
2007	82.6
2008	66.0
2009	73.9
2010	79.2

WASL /
MSP

Reading Continued:

Fourth Grade:

WASL:
MSP

Spring	Reading
2005	90.4
2006	92.3
2007	80.9
2008	80.4
2009	74.0
2010	83.3

Analysis:

Our 4th grade MSP reading score have remained between 80% and 90% for the past three years with a drop to 74
focus this year will be:

- Provide staff development and collaboration time so the teachers can select specific teaching strategies th
to support these students.
- Assess at-risk students several times a year to determine their progress as readers and identify the next tea
each student.
- Examine the assessment to determine where individual student instruction and support is needed.

STUDENT ACHIEVEMENT in MATH:

Third: WASL/MSP:

Spring	Math
2007	80.9
2008	59.6
2009	73.0
2010	58.3

Fourth: WASL

Spring	Math
2007	45.7
2008	62.7
2009	56.0
2010	65.3

Analysis:

Our 4th grade math scores have fluctuated over the past 4 years. Over 50% of these students have not met standa
learn and use math as a problem solving skill. Our goal this year will be to address learning needs of these at-risk

- Assessing all students in grades 2-4 twice a year with a "MSP like" district assessment. Test data will ide student needs and gaps in curriculum alignment.
- Providing staff development and collaboration time so the teachers can select specific teaching strategies to support these students.
- Examine the assessment to determine where individual student instruction and support is needed.

STUDENT ACHIEVEMENT in WRITING:

Spring	Writing
2005	63.5
2006	54
2007	47.9
2008	70.6
2009	70.6
2010	57.1

Fourth: WASL:

Analysis:

Chattaroy teachers have planned and implemented writing prompts to be given in the Fall and Spring. A rubric was also cr
by both elementary schools in the district. Scores are entered with different rubrics for each grade level. The third and four
plans to use this rubric throughout the school year so that the students will begin to assess their own work and look for way
own writing.

SCHOOL CLIMATE: In previous years we surveyed our staff related to student behavior. Staff indicated that behavi
weren't positively reinforced and that the school needed a program based on character development and, as a staff, we n

common language and consistency in dealing with student behavior. We have trained our staff in the philosophy of *Dis*
Love and Logic and continuously monitor the effectiveness of each approach. However, we also realize that we need to
survey and examine this data to obtain more current information about school climate.

Our goal is to have lessons on bullying and harassment in classrooms and the physical education teacher provides activi
Gym in grades 1-4 in P.E.

Our Star Lab provides support for students who are identified for needing assistance in the academics and social behavio
often check in with the staff member in the morning as a reminder of school expectations and this staff member provides
academic support to students during the day. Accurate data is maintained as a means to determine the needs of students
Our school principal greets students at the door as they come in the front door in the morning.

During the 2010-11 school year our counselor, Mrs. Ryan, will go to each class and discuss character traits and read a bo
one another's *bucket*."

FAMILY and COMMUNITY INVOLVEMENT: Chattaroy Elementary will share reading strategies and the school
parents at Open House. Events are scheduled to include the entire family in activities. Following these "Family Nights
surveyed as a means to plan the next series of events. Activities are advertised in monthly newsletters to communicate w
inform them about school events. Parents that are not able to attend receive an invitation about upcoming events. A per
is given to families whose children are experiencing difficulties at school. Parents have indicated a desire to be involved
education by volunteering in the classroom and attending outside activities with their child, i.e., field trips and concerts.
"Strengthening Families" is offered to our fourth grade families. It is an 8 week program to help families grow stronger
ideas to work together.

#2: School wide Reform Strategies Y/N

Describe what opportunities are provided for all children to meet standards and use effective methods and instruct
strategies based on scientifically-based research that
a. Strengthens the core academic program in the school
b. Increases the amount and quality of learning time.
c. Includes strategies for meeting the educational needs of historically under-served populations and strategies to
the needs of all children in the school.

The Chattaroy staff is committed to all children meeting high standards in the academic areas of reading, writing and mathematics. Each classroom provides at least a 90-minute literacy block with learning activities focused on implementi district curriculum. In addition, reading assessments and responses to writing prompts will assist teachers in meeting sp individual needs of students. Teachers will continue to apply components of the Everyday Math, develop supplemental to support problem-solving skills, and use of district based assessments to assess student performance and meet Perform Expectations.

Students who are experiencing difficulty mastering skills and meeting standards will be identified through the grade leve assessments and teacher observation of student performance. It is the goal of each grade level team to meet on a regular scheduled time with the principal to discuss individual needs of students, to share instructional approaches and materials develop plans to meet the needs of students who are not performing as expected.

The focus in the reading groups is adjusted to meet the students' needs based on feedback received from assessments an observations. Reading group configurations are frequently changed based on student performance and need. Para-educ parent volunteers work individually with students experiencing difficulty in reading and math.

#3: Instruction by highly-qualified teachers and paraprofessionals Y/N

Describe the procedures and activities that will ensure instruction will be provided by highly qualified staff.

Our school has a commitment to attract and hire the most qualified staff possible. All of our staff meet Highly Qualified Standards as established by the state. Our teachers hold endorsements for the subjects they teach and all para-educators passed the Praxis, a state approved para-educator test for Riverside School District.

Throughout the year all staff (principal, teachers and paraeducators) is provided on-going training and/or support to lear apply effective instructional strategies. These include: Knowledge and use of ability grouping and individual tutoring to specific student needs, modifications in instructional strategies, and the use of assessments to tailor instruction for all stu

Describe what the district has done to support and monitor teacher progress toward meeting the goal of satisfying federal definition of a highly-qualified teacher or Para-educator.

Our district has a commitment to hire only staff who meet Highly Qualified Standards in the areas they are assigned to t

The principal is responsible for monitoring, assessing and evaluating teacher and paraeducator performance throughout t
ensure quality instruction and supplemental support.

#4: High quality and ongoing professional development Y/N

List opportunities for ongoing professional development. Describe the on-going and embedded support and follow-up to professional developme implementation and effective use of the learned instructional skills and strategies.

In an attempt to offer the students the best possible teaching techniques and curriculum, The SIP Team analyzes MSP da instructional and curriculum needs. This information is then presented to staff to determine needed trainings and to plan time. In addition, staff members attend a number of workshops, conferences and classes and read research regarding bes literacy and math. In previous years staff book studies have included *Framework for Understanding Poverty* (Ruby Pay 55 (Ron Clark), *Students Speak: Effective Discipline for Today's Schools* and *Explaining Reading* (Gerald G. Duffy). I book study on math with a book titled *"Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary Sc* currently working on inclusion of formative and summative assessments. Our book studies are guiding us in this path.

Collaborative Time – Our school district provides collaborative time for instructional staff twice a month for two hours collaborated around developing writing rubrics, scoring strategies, and common prompts. In addition, grade levels meet curriculum implementation timelines, instructional strategies, and assessment results. Collaborative Time has been incre with district guidelines for use of this time. The SIP Team will discuss and provide direction for appropriate use of this school instructional goals.

Before School Staff Development Days – Prior to the beginning of the school year, our SIP Team designs whole day p development based on our professional development needs. This year these days included review of writing rubrics, sco for administering district-wide prompts in the fall; an examination of MSP data in structured Data Driven Dialogue sess grade level meetings to address articulation of curriculum across all content areas.

Waiver and Learning Improvement Days – The district administrative team plan for speakers who address needs of th 2010 we had a speaker who spoke about formative and summative assessment and its impact on student learning.

Other: Additional training will include opportunities throughout the year for teachers to score math and reading assessm substitute time for group scoring and subsequent planning. A mathematics consultant will provide support to link assess instruction.

Collaboration and Teaming: With the small size of Riverside School District and because of the importance given to teaming across the district, many portions of the schoolwide plans for Chattaroy and Riverside Elementary Schools may Collaboration is evident in the joint in-services and meetings with the schools. However, each plan reflects the specific n population, the different approaches needed to address student academic learning needs, and the strengths and uniquenes staffs.

List how you will provide internal feedback- a tool or mechanism to monitor and adjust the progress of the school needed to meet the needs of the entire school community.

The SIP Team provides the leadership for the Chattaroy Schoolwide Program. This team meets at least monthly to revie progress of the program. The SIP Team includes representation from each grade level, classified staff, special services, principal.

There are four major components to the program: High Academic Standards and Expectations, Supportive Learning En Professional Development, and High Levels of Family and Community Involvement. The SIP Team will determine a pr each component of the program during the school year. This review will provide opportunities for every staff member t provide input to continually improve our Schoolwide Program. Each action step of the plan will be analyzed and progre process will utilize staff meeting time in addition to grade level meetings as needed. In addition, ad hoc committees ma specifically review and analyze data to monitor each Program component.

The PTO Board will have opportunities to: Review the Schoolwide Program; support the implementation of the Parent Policy/Plan; and review the school-parent-student compact. All parents will have these same opportunities during the C House in the fall and during fall and spring parent/teacher conferences.

#5: Strategies to attract high-quality, highly qualified teachers Y/N

Describe the strategies used to attract highly qualified staff to work with the most at-risk students.
Our district is committed to hiring highly qualified staff. Although the Riverside School District has a low staff turnover job postings are advertised in the Spokesman Review with a wide circulation in Eastern Washington. Job postings are a on the district website. Teachers are attracted to the small, rural community where “the school” is the center of and a ga place for community activities. Within a reasonable distance are four major universities which support our teachers’ pursuits of higher education. Our d provides an annual stipend for certified staff that have earned Masters’ degrees in addition to providing clock hours as a for teachers to advance on the salary schedule. We provide on-going professional development to staff in order to extend professional skills and to attract effective, pro staff with high expectations of student learning.

#6: Strategies to increase parent involvement Y/N

Describe the process used to communicate with parents of students not meeting standards, as well as the process develop and implement the parent-teacher-student compact.
During our Open House each fall, parents are provided information about the Chattaroy Elementary School's Title I pro including the Parent Involvement Policy/Plan. We emphasize our high academic standards and student expectations at t and at other parent meetings throughout the year and include specific information about the curriculum, how student pro assessed and how parents and educators are partners in the education of our students. Teachers meet with parents at con twice a year along with other conferences that are scheduled on an as-needed basis. When students experience learning difficulties, parents are notified by their teacher. Our student learning plans are developed for each student as required by the state in grade two. Included in the student l plan are components that address what the school will provide, what the student will do and how the parent can support process. Student's individual goals and timelines are also addressed in the student learning plans. The SIP Team has created a parent-teacher-student compact and use this process to gather input and feedback from all s well as from the Parent Involvement Advisory.
Describe how your schoolwide plan will ensure and reinforce strong parent involvement and include strategies for communication, family literacy, and procedures for building capacity.
One of the major components of our Schoolwide Program is to create and encourage high levels of parent and family involvement—this begins by recognizing parents as our partners in the educational process. **Communication:** We communicate regularly with our parents to inform them of involvement opportunities, to provide information on student progress and to give updates on Title I. Some of these include: • Kindergarten orientation and Open House • Family Nights • Regular newsletters • Parent conferences at least twice/year • Tri-mester report cards • Regular progress reports • Problem solving forms • Email • Student notices • Daily Progress Reports (DPR) for special education students • PTO Meetings • Access to resources on the Chattaroy and District Websites. **Family Literacy:** In each newsletter sent to parents, a reading, math and/or science topic is covered along with specifi and suggestions for parents to engage their children in learning. These may include strategies to promote vocabulary development, reading comprehension and/or math computation. **Building Capacity:** Our Parent-Teacher Organization meets monthly and serves as an advisory group to our school rela climate and academic areas. The PTO Board provides input and suggestions for the Schoolwide Program, the Parent Involvement Policy/Plan, and the school-parent-student compact. The PTO Board also provides another way to promot leadership roles for our parents. By participating in Family Nights, parents will be encouraged and expected to use strat

they have learned in working with their children to enhance their learning. This year, up to eighteen families will have a opportunity to participate in the Strengthening Families training.

#7: Transition Plans From Preschool and Between Grade Levels Y/N

Describe how the school wide program will coordinate transitions for preschool children into the elementary program.
Our school partners with the Developmental Pre-School program at Riverside Elementary School to transition preschool kindergarten. We work with families and special education staff to ensure a smooth transition. ECEAP for both elemen schools is housed in Chattaroy Elementary, so we encourage Riverside Elementary parents with children in ECEAP to p in family activities at that school. Each spring we meet with the Developmental Pre-School staff at Riverside in additio facilitating in-coming students on visits to our school. Our Developmental Pre-School has several students on IEP's enr the ECEAP program.
Describe how vertical teaming of K-12 staff assures successful transition, such as elementary to middle school, middle school to hi high school to post-secondary, etc.
Since we are a K-4 school, our students move to Riverside Elementary after the 4th grade. In the spring of the year, clas teachers complete a placement form that provides information on academic achievement, gender, leadership skills, and b concerns. Then, the teachers and specialists meet to discuss and determine classroom placement for the following year t balance and diversity in each classroom. Chattaroy students have opportunities to participate in cross-age tutoring opportunities to promote positive peer relations provide academic support. Academic information and behavior documentation is kept from year to year to address the on-going needs of students. Several teachers implement cross-age tutoring sessions for students to promote interactions between grades and positive relations. In May of each year, the principals and joint counselor coordinate a half-day transition event. This event is designed to the impact of students moving to another school with activities to welcome them to the new site. Activities include: • Recreational activities • Tour of the Riverside school, including lunch • A review of expectations by the Riverside Elementary principal • Introductions to the 5th grade Riverside Elementary teacher team

#8 Teachers Included in Assessment Decisions Y/N

Describe how teachers are included in the decision-making process.
Any staff member can initiate the decision-making process regarding a student's performance. Staffing may occur at an or formal level. All staff involved with a student is invited to attend a staffing and/or a student services team meeting an participate in the decision-making process.
Describe the assessments the school will use to monitor student academic progress during the school year. In addition to the WA

include any locally developed and selected assessments.

Assessments for **Reading** include the following:

- ❑ Kindergarten: Evaluation is based on district literacy readiness assessments, STAR, DRA2
- ❑ First and Second Grade: STAR, DRA2
- ❑ Third Grade: MSP, STAR, DRA2
- ❑ Fourth Grade: MSP, STAR, DRA2

Assessments for **Math** include the following:

- ❑ Kindergarten: Teacher created Assessments, District Math Assessment
- ❑ First Grade: Everyday Math Assessments, District Math Assessment
- ❑ Second Grade: Everyday Math Assessments, District Math Assessment
- ❑ Third Grade: Everyday Math Assessments, District Math Assessment, MSP
- ❑ Fourth Grade: Everyday Math Assessments, District Math Assessment, MSP

Assessments for **Writing** include the following:

- ❑ Kindergarten: District Writing Assessment
- ❑ First Grade: District Writing Assessment
- ❑ Second Grade: District Writing Assessment
- ❑ Third Grade: District Writing Assessment
- ❑ Fourth Grade: District Writing Assessment, MSP

Note: Each grade level keeps a fall and spring assessment of the student's writing to follow the student to the next g
level.

#9 Providing Assistance to Students Experiencing Difficulties Mastering Standards Y/N

Describe how the school will identify students experiencing difficulty mastering skills and meeting standards.

*Students who are experiencing difficulty mastering skills and meeting standards will be identified through the grade lev
assessments and teacher observation of student performance. Grade level teaching teams meet monthly and determine l
support needed and distribution of the support.
*Staff support will be based on assessments.
*Support will be determined by staff.
*Vertical collaboration between staff.

Describe the form of timely assistance and specific support that will be provided to students experiencing difficulty.

When students experience difficulty in mastering skills and meeting learning expectations, they are identified immediate
supported in a variety of ways depending on the specific needs of the individual student. Everyday Math assessments, d
math assessments, writing prompts, and regular reading assessments provide essential information in targeting students
assistance. Support can take any or all of the following forms of support:

- Focus assistance from the classroom teachers
- Individual help by a para-educator
- Modifications in the instruction in a specific subject and/or adjustments in an assignment
- Use of a variety of supplemental materials
- Extended time for support in an area of difficulty
- Support and encourage from Peer-tutors, high school tutors or parent volunteers on specific subjects areas an
  assignments
- Monitoring of student performance to adjust instruction and individual assistance

* **Summer school – Reading and Math**
* **Response to Intervention**

Describe how student assessment and progress results will be shared with parents.

Teachers maintain frequent and ongoing contact with parents regarding student progress and performance. Contact occu
telephone calls, conferences, progress reports, e-mails, notebooks, websites, newsletters, and report cards.

#10: Coordination / Integration Y / N

Include activities and/or strategies for coordinating the schoolwide program with other district and school improvement efforts.
The Chattaroy SIP Team has a representative from special education to ensure that the various services and programs work together to all students learning, progressing, meeting, and exceeding high standards. The SIP Team has a major responsibility of making sure th professional development and parent involvement meet specific program requirements and the Team continues to adjust and improve c efforts resulting in a consistent and integrated system of education for the school and community.
Funding Sources – List all federal and state sources of funds allocated to this school wide program.

Funding Source
Amount
Contributed
How funds will support School wide Program goals

Program 01
Incl. :
State BEA
LEA
Local Levy

$1,090,000

- Certificated and Classified staffing & benefits
- Staff collaboration time
- Indirect non-instructional programs
- Supplies, contracted services, and travel

State LAP

0

Not used

Title IA

$142,000

- Supplemental assistance by para-educators
- Training for teachers in writing, math and assessments
- Parent involvement activities
- Consulting services for trainings
- Substitutes for training and SIP meetings
- Supplies and printing costs
- Literacy assessments kits

Title IIA 0
Not Used

Title I ARRA FUNDS	$58,000	Full Day Kindergarten

Instructional Program

Describe the key components on the instructional program of the school. Explain how the school will organize and deliver instruct
improve learning for all students. Describe how the instruction will be different and more effective as a result of schoolwide plannin

As a result of schoolwide planning, the key components of Reading instruction are:

- Staff works together in grade level teams to create year-long goals that support the overall school focus o
  supporting students to read at or above grade level.
- Students and their families are encouraged to read at home on a daily basis.
- Reading instructional materials include:
  - Scott Foresman (basal)
  - A variety of trade books and non-fiction materials
  - Accelerated Reader (AR)
  - Silent Sustained Reading (SSR)
  - Weekly Reader
  - Foss Kits
  - Limited support - ELL

As a result of schoolwide planning, the key components of Writing instruction are:

- Staff works together in grade level teams to create year-long goals that support the improvement of writin
- Staff implements grade level goals/curriculum that is aligned with EALRs and GLEs.
- Staff continue to participate in Power Writing and Four-square training to provide consistent schoolwide instruction in writing
- Staff includes Power Writing in their instructional plans to provide opportunities for students to learn and the traits of quality writing.
- Staff incorporates writing strategies and forms of writing into Science, Social Studies, and Mathematics s students can better communicate understanding.
- Staff participates in district and building writing in-services.

As a result of schoolwide planning, the key components of Math instruction are:

- Staff works together in grade level teams to create year-long goals that support the improvement of math
- Staff applies all components of Everyday Math in all grades and sends out curriculum-based parent letter unit of study to assist parent in helping their children.
- Staff includes daily homework help for math and math nights for students and parents.
- Manipulatives and other math materials are available for teachers when needed.
- Instruction in problem-solving strategies and activities is a priority in math instruction.

As a result of schoolwide planning, the key components of a Supportive Learning Environment are:

- Staff has expectations for responsible behavior and works to develop mutual respect.
- The Chattaroy staff and community work together to maintain a safe, civil and healthy learning environm

As a result of schoolwide planning, the key components of Focused Professional Development are:

- Learning opportunities for staff include professional development and specific time to share information, data and target efforts to solve problems.

Describe the components of the instructional program that will meet the needs of special populations (i.e. ELL, Highly Capable, etc

- Special education staff will coordinate with classroom teachers to provide appropriate services to student Individual Education Plans.
- SOAR staff will support qualified students in grades three and four.

Describe strategies used for low-achieving students

Students who are experiencing difficulty mastering skills and meeting standards will be identified through the grade leve
assessments and teacher observation of student performance. Staff and the principal will discuss student needs and shar
instructional strategies and techniques that accelerate student achievement.

Chattaroy Elementary
Action Plans

Chattaroy Elementary

Belief statement: Teachers and staff work towards all students learning and meeting high standards.

Goal: Reading

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Monito Effectiv** What on- evidence show this differenc outcomes
1. Each classroom will have 90 minutes a day for literacy based learning. Reading instruction will include: Modeled reading, shared reading, guided reading groups, independent reading time, AR and information text.	• Review of instructional components with staff	• On-going	• Staff meeting time	• Principal • Classroom teachers • Para-educators • Volunteers	• Observ learnin • Studen activiti • Assess
2. Staff will use formative assessments to guide instruction, which may include: • Student portfolios • Work samples and artifacts • Classroom assessments • Observations with anecdotal notes	• Time for sharing of how assessments are used to differentiate instruction	• On-going	• Grade level meetings	• Classroom teachers • Grade level teams • Principal	• DRA 2 • Portfol
3. Staff will utilize STAR Reading tests in grades K-4 three times per year. DRA 2 assessments will be given 2 times a year to students and more often to students not reading at grade level.	• Grade level collaboration	• 3x a year	• Testing materials	• Classroom teachers • Para-educators	• Assess • Use of
4. Staff will work in grade level teams to discuss and implement grade level goals.	• Time	• monthly	• Collaborative Time • Staff meetings	• Classroom teachers • Grade level teams • Principal	• Observ implen instruc
5. Continue to research appropriate on-going assessments to guide instruction and support struggling readers on an on-going basis and present information to all staff.	• Review with all staff • Time for research	• On going	• Research	• SIP Team • Principal	• Report

6. Implement a variety of programs to promote reading and civic involvement. • Book It – Oct-March • Read to Feed program – Offered to all classrooms • Scholastic Read a 100 Books Program • Silverwood – March-April	• Information to staff	• October - April	• Community members and parents for sponsors.	• Staff • Parents	• Increas behavi • Survey the eve
7. Read Across America to promote reading and model reading behavior in classes. Parents are invited to attend the day.	• Information to staff	• February	• Books • Parents involved	• Read Across America Committee • Classroom teachers • Parents	• Increas Dr. Su by stud • Use of with D
8. Reading Olympics every 4 years 9. Formative and Summative Assess.	•	• January	•	• All Staff • All Staff	•
<u>Procedures for evaluating success in reaching this goal. Assessments for Reading include the following</u>: • Kindergarten : Literacy Readiness Assessments, DRA2 • First Grade: Unit Tests, Benchmark Tests, STAR, DRA2 • Second Grade: Unit Tests, Benchmark Tests, DRA2 • Third Grade: Unit Tests, Benchmark Tests, DRA2, MSP • Fourth Grade: Unit Tests, Benchmark Tests, DRA2, MSP					

Chattaroy Elementary

Goal: Writing

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible? Who is Involved?** Who will provide the leadership? Who will do the work?	**Monitor** What on FORMA will be g this activ differenc outcome
1. Teachers will work in grade level teams to implement the writing curriculum, including use of the grade level prompts and rubrics.	• Collaborative scoring of prompts • Discussion of results and plans for use	• Oct and March for giving and scoring prompts	• Grade level prompts used across the district	• Classroom teachers • Principal	• On-go writin • Collab using prom
2 Each classroom will have 90 minutes a day for literacy based learning. Writing. instruction will include: Modeled writing, shared writing, mini-lessons, independent writing, and the intentional teaching of the writing process and traits of quality writing.	• Review of instructional components with staff	• On-going	• Staff meeting time	• Classroom teachers • Principal	• Observ learnin • Studen activiti • Assess
3. To integrate writing strategies in science, social studies and math, and share strategies at grade level meetings. 4. Writing Rally	• Review of writing strategies, forms of writing, etc.	• On—going • Feb.	• Grade level teams	• Grade level teams • Classroom teachers • Classroom teachers	• Observ selecte in clas • Studen writing
<u>Procedures for evaluating success in reaching this goal. Assessments for Writing include the following</u>: • Assessments for **Writing** include the following: o Kindergarten: Writing prompts- Narrative o First Grade: Writing prompts- Narrative o Second Grade: Writing prompts-					

Narrative and Expository o Third Grade: Writing prompts- Narrative and Expository o Fourth Grade: Writing prompts- Narrative and Expository, MSP					

Chattaroy Elementary

Goal: Mathematics

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Monito Effectiv** What on- evidence show this differenc outcomes
1. Administer MSP-type problems (the District Level Math Assessments) to gather specific individual student information.	• Principals informs and discussing testing process with grade level teams	• On-going	• Teacher administration directions and student directions • Assessment packets from district office	• Principal • Classroom teachers	• Data c stude grade
2. Use of data from District Math Assessments to determine instructional practice aligned with the stasstate standards.	• Training to assist teachers in using the data to guide practice	• On-going	• Math Consultant • Sub days	• Principal • Grade level teams	• Teach gaps i and ac strateg stude
3. Provide intensive skills practice at least weekly for all students	• Review of Mad Minutes or other appropriate skill development strategies	• On-going	•	• Classroom teachers	• Increa math and/or of the
4. Develop problem-solving strategies that address the identified needs from the District Math Assessments	• Review and analysis of DMA with entire staff	• On-going	• Staff meeting • Read, Draw, Solve It I It • WASL Wed. in K • Tool Box	• Principal • Classroom teachers	• Imple proble strateg observ princi
5. Facilitate Math Is Cool competition team for 4th graders	• Information to all staff	• March	• Building and PTO funds	• Mary Jo Lorenz and Diana Kenworthy • 4th grade teachers	• Analy outco WASI • Obser enthus engag classr
6. Sponsor a Math Night for all grade levels	• Information to all staff	• January	• Building funds	• Mary Jo Lorenz et al	• Obser enthus engag all cla
<u>Procedures for evaluating success in reaching this goal. Assessments for Mathematics include the following</u>:					

• Kindergarten: Teacher created assessments, District Math Assessments • First Grade: Everyday Math Assessments, District Math Assessments • Second Grade: Everyday Math Assessments, District Math Assessments • Third Grade: Everyday Math Assessments, District Math Assessments, MSP • Fourth Grade: Everyday Math Assessments, District Math Assessments, MSP • Schoolwide: Math and Science Word of the Week					

Chattaroy Elementary
Goal: Supportive Learning Environment

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Monito Effectiv** What on- evidence show this differenc outcomes
1. Review schoolwide discipline plan and incorporate Love and Logic philosophy into the plan	• Discussion in SIP Team and as needed in staff meetings	• On-going	• Staff meetings • Printed plan for use by all staff	• Principal • SIP Team • All staff	• Ana refe • Surv asse
2. Utilize the Mission Statement for CES and incorporate it into a weekly all school pledge.	• Information at staff meeting	• On-going	• Mission statement in newsletter and posted in classrooms and around the school	• All staff	• A ra stud resta state part inte
3. Review the schoolwide Harassment-Intimidation-Bullying Plan on a regular basis. Look into lessons for Character Growth	• Discussion in staff meetings	• Jan-March-May	• Staff meetings • Copies of the plan • Counselor	• All staff • Counselor	• Analy referra • Surve assess includ record
4. Star Bucks awards (paper) given to students who are "caught" making a good choice	• Discussion at beginning of year about program	• On-going • Given on Fridays	• Incentives given to children whose names are drawn	• Debbie and Delores	• If goo and nu Bucks

6.Provide help to our ESL students. 7. Communication Groups 8. Character Counts Assembly 9. Open House <u>Procedures for evaluating success in reaching this goal.</u> <u>Assessments for Learning Environment include the following</u>: • Student discipline data and comparisons • Specific Bullying data • STAR Lab data (The records kept in our Star Lab have kept us informed as to the number of times our students make poor choices towards their peers and behavior in the classroom. These records show why they are there and how many visits they make to the Star Lab.) • Teacher surveys and anecdotal records					

Chattaroy Elementary

Goal: Focused Professional Development

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Monito Effectiv** What on- evidence show this differenc outcomes
1. Offer periodic books studies on "best practices" during which teachers will select specific practices from the readings to try out the classroom.	• Discussions in the Book Study Group • Sharing of artifacts with group	• On-going	• Late start days	• Principal • Classroom teachers	• Stuc use sele to ir unde
2. Staff will research, visit, observe successful programs and attend workshops as approved by the SIP Team. Information will be shared with school staff.	• Review of the process for approval	• On-going	• Substitutes • Research Materials and/or books • Staff Meetings • Grade level teams	• SIP Team	• Obs strat lear clas
3. Review the 9 characteristics of High Performing Schools	• Read and discussions of the components	• Sept - May	• Staff meetings	• Certified staff	• Prin opp had fron
4. Information from All Principal meetings (monthly) and District level administrative meetings (the A Team which meets twice monthly), will be shared with staff	• Discussion and sharing of pertinent information	• Principals – 2/ month • A Team- monthly	• Staff meetings	• Principal	• Prin abou appl teac
5. Staff will score writing prompts for grades K-4.	• Collaborative scoring of prompts • Discussion of results and plans for use.	• Oct and March for giving and scoring prompts	• Grade level prompts used across the district	• Classroom teachers • Principal	• On- writ • Coll usin leve

<u>Chattaroy Elementary -- Schoolwide Parent Involvement Policy/Plan</u>

SMART Goal: High Levels of Family and Community Involvement

The School Parent Involvement Plan must address the following items:	**Activities to Achieve this Goal** What actions will occur? What steps will be taken?	**Timeline** When will this strategy or action begin and end? Is it on-going?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will do the work?	**M** What gathe maki outco
1. Notify parents prior to the beginning of school: ❖ **Status as a Title I Schoolwide** ❖ **AYP status** ❖ **Right to request information on staff qualifications**	• Newsletter sent to all Chattaroy parents that describes our Schoolwide status, our AYP status and the right for parents to request staff qualifications' information.	• August	• Office Support for mailings	• Principal	•
2. Convene an annual meeting to explain Title I Part A requirements.	• Provide an Open House in September to explain Title I Schoolwide goals and goals as outlined in the Parent Involvement Policy/Plan.	• Third week of September	• Office support • Staff input	• Principal and SIP Team	•
3. Hold additional meetings and activities to engage parents in their children's education and to increase parent participation.	• Create and/or revise surveys and feedback forms to gather input from parents. • Hold three parent nights on topics identified as needs by families.	• January 15 • Sep/Jan/May	• Office support • Office support, materials, Title I funds	• SIP Team and Parent Involvement Advisory Counselor	•

4. Involve parents in an organized and timely way in the design and evaluation of the Schoolwide plan the parent involvement policy/plan, and the compact.	• Provide opportunities for parent input and suggestions and for exploring concerns through: PTO meetings, Open House, Family nights, conferences, etc. • Share and provide opportunities for input and discussion at IEP meetings, parent-student-teacher conferences, parent meetings and family nights. • Select a parent to serve on the SIP Team	• November 15 • On-going • May	• PTO meeting • Planned meetings • SIP Team and PTO Board	• Principal and SIP Team • All Staff • Principal	•
5. Communicate regularly with parents throughout the year (whenever possible in their home language) to include at least a description and explanation of: ❖ **Curriculum** ❖ **How student progress is assessed** ❖ **Levels of achievement expected of students** **Explain how parents may request meetings and provide suggestions related to their children's education.**	• Provide information at Kindergarten Orientation, and Open House • Provide information at Family Nights • Provide specific information in the bi-monthly newsletter (Super Star Review • Provide parent-student-teacher conferences twice per year. • Provide report cards at the tri-mester • Notify parents by phone when their child is experiencing academic learning difficulties and behavior concerns. • Share WASL results and individual assessment with every family • Provide weekly communication to the home from classroom teachers	• March • Sep/Jan/May • On-going • November and March • Nov/Jan/June • On-going • October 1 • On-going	• Time for staff to plan and coordinate activities in staff and SIP Team meetings	• Principal and staff • Who? • Principal • Classroom teachers • Classroom teachers • Classroom teachers • Principal • Classroom teachers	•

6. Jointly develop a school-parent-student compact.	• The SIP Team will receive input and refine the compact yearly—then, present to all staff for approval • Additional suggestions will be added based on parent input during the spring conferences.	• December 1 • March 25-28	• Regular Meeting times • Time during conference week	• SIP Team, Parent Advisory, staff • All staff, SIP Team, Parent Advisory	• • Com
\7. Coordinate with other programs that have parent involvement requirements, i.e. SE, ECEAP, etc.	• Principal is the ECEAP coordinator. Meet with ECEAP parents in the spring. • Encourage ECEAP parent to be on the PTO • Coordinate with Pre-School Program at Riverside Elementary	• May • January 15 • On-Going	• Time for coordination	• Principal and Kindergarten teacher • Principal/Parent Involvement. Advisory • K-Teacher, Principal	•
8. Support activities and services that foster parent involvement and may include community outreach, literacy training, business links, etc.	• Create several community outreach strategies to promote awareness and support for Chattaroy Elementary, ie, School information included in the Sentinel, partnerships with local businesses, etc.	• March 1	• Time for coordination	• Parent Involvement Advisory, SIP Team, Principal	•
<u>Procedures for evaluating success in reaching this goal.</u> <u>Assessments for Parent Involvement include the following</u>: • Feedback opportunities at each family activity (Possibility: We can put surveys at the end of each parent evening to					

assess what the parents think of the usefulness of the activity and their further interests. The survey in the spring newsletter will hopefully give us a good look at what our parents want.) • Parent participation on the SIP Team • Creation of Parent Advisory • Spring survey in the Super Star Review					

Chattaroy Elementary School

Mission Statement: Chattaroy Elementary staff, students, and parents work together to create a safe, challenging, and stimulating environment that nurtures the joy of learning. Our children are confident, productive, eager to explore, and believe they can make a difference in our world.

Teacher-Student-Parent Compact

As a parent/guardian, I will be responsible for supporting my child's education by agreeing to the following:

- Provide a home environment that encourages my child to learn; provide a quiet time and place for homework, monitor TV viewing, help my child gain independence, think critically, and build self esteem.
- Communicate regularly and show respect for my child's teacher.
- Support school activities; ask my child about the activities at school.
- See that my child attends school regularly and on time.
- Participate with the school in its efforts in developing positive behaviors.
- Keep lines of communication open, attend arranged conferences, and show respect for staff.
- Provide my child with the necessary tools for learning (pencils, paper, etc.)
- Check my child's backpack to communicate.

_____

As a Student, I will work to my best ability to do the following:

- Come to school on time, be ready to learn, and prepared with paper, sharpened pencils and other necessary tools for learning.
  Do my homework and turn it in on time.
- Read daily and limit my TV watching and video games.
- Do quality work and use my best behavior.
- Be a person of good character by showing respect for my school, staff, classmates, and family.
- Believe that I can and will learn.

_____

As Staff members, we will provide an effective learning environment and quality curriculum & instruction by agreeing to the following:

- Provide high quality curriculum and instruction to meet all learning goals.
- Use appropriate strategies for the learning and developmental needs of students to help them grow to their full potential.
- Provide information about student progress and RTI intervention(telephone calls, letters, conferences, report cards, etc.)
- Maintain open communication with families and provide opportunities for parent involvement in their child's learning including homework activities.
- Show respect for each child and his/her family with a professional and positive attitude.
- Parents will be notified if their child receives response to intervention, RTI, services.
  Maintain the safety and well being of our students, staff and school.
  Have high expectations and help every child to develop a love of learning.
  Provide a warm, safe, and caring learning environment.

_____

This compact is reviewed annually before the end of each school year. If you would like to provide input into this compact, please contact the school office for more information regarding the Title I program.

Title I Section 1119 Qualifications for Teachers and Paraprofessionals
Verification of Compliance – Principal Attestations

The Elementary and Secondary Education Act (ESEA) No Child Left Behind Act of 2001, states in Title I Section 1119(h) that each local educational agency shall require that the principal of each school operating a program under Section 1114 - School wide Programs or Section 1115 - Targeted Assistance Schools attest annually in writing as to whether such school is in compliance with the requirements of Section 1119. In addition, copies of attestations shall be:

1. Maintained at each school operating a School wide or Targeted Assistance program, and
2. Maintained at the main office of the school district, and
3. Available to any member of the general public on request.

Requirements of Section 1119 - Teachers

- Beginning with the first day of school year 2002-03 teachers hired and teaching in a program supported with Title I funds are highly qualified.
- A plan was developed to ensure all teachers are highly qualified no later than the end of the 2005-06 school year. (Exception to this requirement is available to small rural schools identified in the flexibility provisions of March 2004.) Components of the plan shall include annual measurable objectives to:
    - increase the percentage of highly qualified teachers, and
    - increase the percentage of teachers who are receiving high-quality professional development, and
    - such plan may include other measures determined by the school and/or district.
- Beginning with the 2002-03 school year, progress to meet annual measurable objectives must be publicly reported (can be met through reports to OSPI and used for data posting on the OSPI website for state, district and building report cards).

Requirements of Section 1119 – Paraprofessionals

- All paraprofessionals hired after January 8, 2002, hired with Title I funds or employed in a Title I School wide program and assisting with instruction must meet one of the following requirements:
    1. Completed at least 2 years of study at an institution of higher education
    2. Obtained an associate degree (or higher)
    3. Met a rigorous standard of quality and can demonstrate through a formal state approved assessment the knowledge of, and the ability to assist in instructing, reading, writing and mathematics, or assisting in instructing and the readiness of above named subject areas, as appropriate.
- Existing paraprofessionals working in a program supported with Title I funds or employed in a Title I School wide program and assisting with instruction must have met the Title I requirements **by the end of the 2005-06 school year.**
- All paraprofessionals working in a Title I funded program, including a Title I School wide program, shall have earned a secondary school diploma or its recognized equivalent.
- Title I paraprofessionals will not be assigned a duty inconsistent with duties outlined in Section 1119
- Paraprofessionals work under the direct supervision of teacher consistent with Section 1119.

Statement

I attest that the provisions of Section 1119 - Qualifications for Teachers and Paraprofessionals are met in this Title I school for school year_____.

_____	_____
(School Name)	(District Name)
_____	_____
(Principal's Name)	(Date Signed)

Riverside Elementary School

Final

School-Wide Continuous Improvement Plan

2011-2012

Riverside Elementary School
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Title 1 Part A
CPR Template: School wide Program

Principal Attestation (Highly Qualified Certification Form) Y☒/N☐
Building Parent Involvement Plan Y☒/N☐
School wide Building/SIP Plan Y☒/N☐

#1. Comprehensive Needs Assessment Y☒/N☐

Describe how the needs assessment was conducted and how it will address the needs of all students in the school, based on information that includes the performance of children in relation to the state academic standards.
Riverside Elementary School has utilized a School Improvement Planning Team for more than six years. It has maintained representation from all constituencies, including parents, classified staff, certificated staff, and administration. The SIP Team is responsible for setting the course related to our research, data collection, and outcomes related to instruction and specific strategies. In addition, the SIP examines building climate and parental involvement. Our goals are developed utilizing a shared governance process. The SIP Team members represent each grade level, parents, classified staff, special services staff, and support staff. Following a meeting the representatives share information and seek input. The individual grade level teams develop action steps that are derived from the building goals. The goals are proposed by the SIP team with the whole staff providing in depth feedback. The goals are written in academic areas, building climate, and professional development that supports all areas. Data is gathered from a variety of sources including: Measurement of Student Progress (MSP), Developmental Reading Assessments (DRA), classroom formative and summative assessments, STAR reading assessments, Kindergarten Readiness Assessments, Washington State Curriculum Based Assessments (CBA), staff surveys, and district developed math and writing assessments. Our MSP data indicates that the strategies we implemented in math during the 08-09 and 09-10 school years were instrumental in achieving AYP. Due to meeting these expectations for two consecutive years, we are no longer in School Improvement for math. In analyzing our MSP data for the10-11 school year, we conclude that reading is an area of concern in third and fifth grade specifically in the low income category and special education. A challenge we face is not being able to identify low income students to provide targeted interventions in order to meet AYP next year. We believe that the work we are doing in formative and summative assessments and standards based grading will help identify all students needing intervention including those in the low income category. One of our goals during the 2010-2011 school year was to better align our student reporting system to the standards we are teaching. We worked from September through January reading and discussing the book, Checking For Understanding. From January to June we worked with Chattaroy Elementary in grade level teams to develop our new report cards.

Due to budget cuts for the 2011-2012 school year, we went from having para-educator support in each of our classrooms to only having para-educators in Kindergarten and self contained special education classrooms. Our para-educators who work with students in reading, writing and mathematics are afforded professional development. On Collaborative Time days, para-educators are a part of any whole staff training. In addition, as needed, para-educators receive additional training from highly qualified principals and teachers.

Through the development of the comprehensive needs assessment, identify the strengths and weaknesses and specific priorities for improving student achievement and meeting the state's academic learning standards.

Student Achievement in Reading:

10-11 Third Grade MSP score: 61.3%

10-11 Fourth Grade MSP score: 72.4%

10-11 Fifth Grade MSP score: 65.2%

Analysis:
Historically, our students have demonstrated consistent growth in reading. However, the 10-11 MSP data shows a reduction in scores. For example, 71.2% of our fourth grade students met the standard in 2010, while only 65.2% of those same students met the standard in 2011 as fifth graders. The data from the MSP is inconsistent with data we have gathered from STAR and DRA. We believe that the format of the newly created MSP has had a dramatically negative impact on reading scores. Nevertheless, we will continue to implement successful teaching practices and interventions.

Our focus this year will be:

- Provide staff development and collaboration time so teachers can select specific teaching strategies that can be used to support these students.
- Assess at risk students using DRA at selected intervals to determine their progress as readers and identify the next teaching point for each student.
- Examine the assessment data to determine where individual student instruction and support is needed.
- Continue to develop our RTI model with our intervention teachers providing Tier 2 and Tier 3 services.

Student Achievement in Math:

10-11 Third Grade MSP score: 50%

10-11 Fourth Grade MSP score: 68.4%

10-11 Fifth Grade MSP score: 70.5%

Analysis:
About 66 % of our students met the state standards in math. This leaves about 34 % of the students at risk. When they do not meet these standards, it limits their progress in acquiring the math skills they need to learn

and use math as a problem solving skill. Our goal this year is to address the learning needs of these at-risk learners by:

- Assessing all students at selected intervals with a district assessment. Test data will identify specific student needs and gaps in curriculum alignment.
- Examining the assessment to determine where individual student instruction and support is needed.
- Use our Intervention Teachers to provide remediation for Tier 2 and Tier 3 students.

Student Achievement in Writing:

10-11 4th Grade MSP Scores: 53.9%

Analysis:
Historically we have shown growth in writing. In 2011, 53.9% of our students passed the writing section.

- We will continue with our district writing assessments and scoring as grade level teams.
- We will investigate a K-5 writing curriculum.
- We will continue to provide staff development and collaboration time so teachers can select specific teaching strategies that can be used to support students.

Building Climate: We use the *Character Counts* program as a foundation for our school. Each month, our school focuses on a different character trait and we hold an assembly to promote that trait. We have trained our staff in the philosophy of *Love and Logic* and continuously monitor the effectiveness of each approach. We also have CARE retreats and peer mediators within our building.

As a building, we have a lunchtime study hall that students can access for student behavior and academic support.

Family and Community Involvement: Riverside Elementary hosts an Open House, Community Tour of Classrooms, Career Awareness Presentations by parents, and Book Fair in the fall**.** Parents are encouraged to volunteer in the classroom, as well as participate in our Science or Art Fair, Field Day, and Running Club events which are all held in the spring. We have a very active Parent Teacher Organization**.** We have a monthly newsletter keeping parents informed of upcoming events. In addition, individual teachers invite and involve parents to events that showcase their curriculum such as: Kindergarten potlatch, 1st grade end of year play, 2nd grade Nutcracker unit and end of year plays, 3rd grade Wax Museum/Biography presentations, 4th grade Outdoor Learning Center, 5th grade College Awareness Tour. Each grade participates in twice yearly musical performances open to the community. We hold a Veteran's Day assembly that involves and honors veterans from the community. Parents are invited to attend our holiday celebrations as well.

#2. School wide Reform Strategies Y☒/N☐

Describe what opportunities are provided for all children to meet standards and use effective methods and instructional strategies based on scientifically-based research that a. Strengthens the core academic program in the school b. Increases the amount and quality of learning time. c. Includes strategies for meeting the educational needs of historically under-served populations and strategies to address the needs of all children in the school.
Students who are experiencing difficulty mastering skills and meeting standards will be identified, and classroom teachers meet with the intervention teachers to discuss Response to Intervention (RTI) strategies. Grade level teams meet alternating weeks with staff meetings to discuss individual needs of students and respond with the reallocation of resources, sharing of instructional approaches and materials, and developing a plan that will begin to meet the needs of students who are not performing as expected. Project Read strategies are utilized for students who are experiencing significant delays in reading. Students receive this multi-sensory instruction in small groups. For example, students may be in small groups, one-to-one, or within the whole class for this instruction. We also utilize Links To Reading First, Read Naturally, and Hooked on Phonics to help struggling readers. The focus of reading groups is adjusted to meet the students' needs based on feedback received from assessments and teacher observations. Reading group configurations are frequently changed based on student performance and need. Teachers, Kindergarten para-educators and parent volunteers work individually with students experiencing difficulty in language arts and math. An RTI model, Success Happens at Riverside Elementary (SHARE), targets students who need specific instruction in literacy and math. One certified teacher works with K-2 teachers and students, and 1.5 certified teachers work with 3-5 teachers and students to provide intervention services in an effort to better meet student needs. As required by the state, low-income students will be offered after school and summer supplemental education services.

#3. Instruction by highly-qualified teachers and paraprofessionals Y☒/N☐

Describe the procedures and activities that will ensure instruction will be provided by highly qualified staff.
Our building has a commitment to attract and hire the most qualified staff possible. All of our staff, including para-educators, meets Highly Qualified Standards as established by the state.
Describe what the district has done to support and monitor teacher progress toward meeting the goal of satisfying the federal definition of a highly-qualified teacher or Para-educator.
Our district has a commitment to hire only staff who meet Highly Qualified Standards in the areas they are assigned to teach.

#4. High quality and ongoing professional development Y☒/N ☐

List opportunities for ongoing professional development.
In an attempt to offer the students the best possible teaching techniques and curriculum, staff members attended a number of workshops, conferences, and classes and read investigated research regarding best practices in literacy, math and standards based grading. Collaborative Time – Our school district provides collaborative time twice a month for two hours for all teachers and para-educators. Our current focus involves our staff meeting in grade level teams to discuss Performance Expectations (PE), curriculum implementation timelines, instructional strategies, assessment results, standards based reporting, and formative/summative assessments. Before School Staff Development Days – Prior to the beginning of the school year, our SIP Team designs whole day professional development based on our professional development needs. This year we worked on instructional framework and standards based report cards. Other: Additional training will include opportunities to gain skills in assessing students in reading and using that data to influence our instruction. Throughout the year, teachers will have an opportunity to collaboratively score math and reading assessments, including subsequent planning. Our district assessment coordinator will provide support to link assessment and instruction. Multiple book studies are offered yearly for staff. The books chosen reflect our focus area and staff receive clock hours for participating.
List how you will provide internal feedback- a tool or mechanism to monitor and adjust the progress of the school wide program and needed to meet the needs of the entire school community.
Feedback will be gathered during grade level team meetings throughout the school year.

#5. Strategies to attract high-quality, highly qualified teachers Y☒/N☐

Describe the strategies used to attract highly qualified staff to work with the most at-risk students.
Our district is committed to hiring highly qualified staff. We provide on-going professional development to staff in order to extend professional skills. Within a reasonable distance are four major universities which support teachers' pursuits of higher education

#6. Strategies to increase parent involvement Y☒/N☐

Describe the process used to communicate with parents not meeting standards, as well as the process used to develop and implement the parent-teacher-student compact.
Student learning plans are developed as needed and/or as required by the state. Included in the student learning plans are components that address what the school will provide, what the student will do, and how the parent can support the process. Students' individual goals and timelines are also addressed in the student learning plans. Teachers meet with parents at conferences twice a year, along with other conferences that are scheduled on an as needed basis. We communicate with parents regularly through classroom teachers, homework, email, monthly newsletters, our Open House, Family Math Nights, and regularly sharing information related to school activities. Our Parent-Teacher Organization meets monthly and serves as an advisory group to our school. The K-2 SHARE teacher also provides handouts on literacy and/or math ideas for parents at Open House and parent conferences.
Describe how your school-wide plan will ensure and reinforce strong parent involvement and include strategies for parent communication, family literacy, and procedures for building capacity.

- Trimester report cards
- Regular progress reports
- Monthly newsletters
- Parent conferences at least twice/year
- Family Math Night
- Open House
- Concerts/Assemblies
- Special Building Activities
- PTO
- Classroom Volunteers
- Book Fair
- Science/Art Fair
- Read Across America activities

#7: Transition Plans from Preschool and Between Grade Levels Y☒/N☐

Describe how the school wide program will coordinate transitions for preschool children into the elementary program.
Our school partners with the Special Education Developmental Preschool/ECEAP program and the Special Education Developmental Preschool/Thrive-By-Five Program to transition preschoolers into Kindergarten. Chattaroy Elementary School (CES) and Riverside Elementary School (RES) staff will meet with ECEAP and Preschool teachers in the spring of each year to coordinate the programs and make the transitions easier. In addition, our district has a Birth-Three special education preschool program, thus, we connect with these children at a young age. We work with families and special education staff to ensure a smooth transition. Our curriculum is also sent to area preschools.
Describe how vertical teaming of K-12 staff assures successful transition, such as elementary to middle school, middle school to high school, high school to post-secondary, etc.
Since we are a K-5 school, students from Chattaroy move to Riverside Elementary for fifth grade. In May of each year, the principals and counselor coordinate a half-day transition event. This event is designed to lessen the impact of students moving to another school with activities to welcome them to the new site. Activities include: • Recreational activities • Tour of the Riverside school, including lunch • A review of expectations by the Riverside principal • Introductions to the 5th grade Riverside teacher team For students transitioning from elementary to middle school (5th to 6th Grade) a back to school barbeque is held in August for students and their families. This provides families with the opportunity to meet with teachers as well as tour the middle school.

#8-9: Teachers Included in Assessment Decisions/Monitoring & Evaluation of Student Progress

Y☒/N☐

Describe how teachers are included in the decision-making process.
Any staff member can initiate the decision-making process regarding a student's educational program. Staffing may occur at an informal or formal level. Any staff member involved with a student is invited to attend a staffing and/or a student services team meeting and participate in the decision-making process.
Describe the assessments the school will use to monitor student academic progress during the school year. In addition to the MSP, include any locally developed and selected assessments.
Assessments for **Reading** include the following: ❑ Kindergarten: DRA/Kindergarten Readiness Assessments/Curriculum Based Assessments ❑ First Grade: DRA/STAR reading/Curriculum Based Assessments ❑ Second Grade: DRA/STAR reading/Curriculum Based Assessments ❑ Third Grade: DRA/STAR reading/ MSP/Curriculum Based Assessments ❑ Fourth Grade: DRA/STAR reading/ MSP/Curriculum Based Assessments ❑ Fifth Grade: DRA/STAR reading/ MSP/Curriculum Based Assessments Assessments for **Math** include the following: ❑ Kindergarten: Kindergarten Readiness Assessment/District Math Assessment/Curriculum Based Assessments ❑ First Grade: District Math Assessment/Curriculum Based Assessments ❑ Second Grade: District Math Assessment/Curriculum Based Assessments ❑ Third Grade: District Math Assessment/Curriculum Based Assessments/MSP ❑ Fourth Grade: District Math Assessment/Curriculum Based Assessments/MSP ❑ Fifth Grade: District Math Assessment/ Curriculum Based Assessments /MSP Assessments for **Writing** include the following: ❑ Kindergarten: District Writing Assessments/Curriculum Based Assessments ❑ First Grade: District Writing Assessments/Curriculum Based Assessments ❑ Second Grade: District Writing Assessments/Curriculum Based Assessments ❑ Third Grade: District Writing Assessments/Curriculum Based Assessments ❑ Fourth Grade: District Writing Assessments/Curriculum Based Assessments/MSP ❑ Fifth Grade: District Writing Assessments/Curriculum Based Assessments Classroom teachers and special education teachers administer other diagnostic tests as needed throughout the year. Teachers also use ongoing formative assessments.
Describe how the school will identify students experiencing difficulty mastering skills and meeting standards.
Students who are experiencing difficulty mastering skills and meeting standards will be identified through the grade level assessments and teacher observation of student performance. Grade level teaching teams meet on a regular basis and determine levels of support needed and distribution of the support.
Describe the form of timely assistance and specific support that will be provided to students experiencing difficulty.

• Kindergarten Para-educators • Parent volunteers • Cross age tutor • Adjusted curriculum and materials • Classroom teachers provide additional intervention with the lowest performing students • One on one instruction • SHARE teacher intervention • Lunch time study hall
Describe how teachers are included in the decision-making process.
Any staff member can initiate the decision-making process regarding a student's educational program. Staffing may occur at an informal or formal level. All staff involved with a student are invited to attend a staffing and/or a student services team meeting and participate in the decision-making process.
Describe how student assessment and progress results will be shared with parents.
Teachers maintain frequent and ongoing contact with parents regarding student progress and performance. Contact occurs via telephone calls, home visits, conferences, progress reports, newsletters, report cards, e-mail, notes home, planners, Skyward, teacher web pages and daily classroom report forms.

#10: Coordination / Integration Y☒/N

Include activities and/or strategies for coordinating the school wide program with other district and school improvement efforts. (LAP, Migrant, Bilingual, Highly Capable, Reading First, Comprehensive School Reform, 21st Century Grants, IDEA, etc.)

The SIP Team has the major responsibility of making sure that all programs, professional development and parent involvement activities meet specific program requirements and the Team continues to adjust and improve coordination efforts resulting in a consistent and integrated system of education for the school and community.

Funding Sources – List all federal and state sources of funds allocated to this school wide program.

Funding Source	Amount Contributed	How funds will support School wide Program goals
Program 01: State BEA, LEA, Local Levy	$1.6 million	Salaries and related staffing and operational costs
Title IA	$121,000	Salaries and related staffing and operational costs
Title I, ARRA	$0	Salaries and related staffing and operational costs

Riverside Instructional Program

Describe the key components on the instructional program of the school. Explain how the school will organize and deliver instruction to improve learning for all students. Describe how the instruction will be different and more effective as a result of school wide planning.

As a result of school wide planning, the key components of reading instruction are:

- Staff will work together in grade levels, and as a building, to create themes and units of study to enhance reading comprehension.
- Reading instructional materials include: Scott Foresman, Project Read, Read Naturally, Accelerated Reader, a variety of novels for group extension, non-fiction trade books and periodicals.
- Students receive 90 minutes of integrated literacy instruction and opportunities per day.
- Kindergarten paraprofessionals work with large and small groups, and provide individual instruction.
- Students' reading skills are tested in the fall and spring.

- Grade level teams meet and discuss student growth and formulate a plan for each child who needs remediation.
- SHARE teachers work with teachers to provide intervention in and out of the classroom.
- Teachers are trained in DRA and will assess students at selected intervals. This is being done to better diagnose reading problems so we can better tailor our interventions to student needs.

As a result of school-wide planning, the key components of writing instruction are:

- Staff continues to utilize Power Writing, Four-square, and 6 Trait Writing to provide consistent school-wide instruction in writing.
- Students, in selected grade levels, utilize technology in the writing process.
- Staff continue to administer grade level writing assessments throughout the year.
- Staff work together in grade levels to develop units of study to provide meaningful writing opportunities in a variety of genre.

As a result of school-wide planning, the key components of math instruction are:

- PE's have been aligned to our curriculum. Any gaps that were found in our math curriculum have been supplemented with additional resources.
- Teachers focus on problem solving during math instruction as well as integrating writing.
- Everyday Math is used K-4. Math Connects was adopted in the spring of 2009 for grades 5-8.
- Teachers are using strategies to align math instruction with MSP requirements.
- Teachers meet with our district assessment coordinator to align curriculum to PEs and develop assessments.
- SHARE teachers work with classroom teachers to provide interventions in and out of the classroom.

Describe the components of the instructional program that will meet the needs of special populations (i.e. ELL, Highly Capable, etc.)

- Special education staff will coordinate with specialists and classroom teachers to provide appropriate services to students with Individual Education Plans.
- Special Education paraprofessionals provide additional math and literacy assistance in classrooms.
- Student Opportunities At Riverside (SOAR) highly capable program
- Classroom volunteers
- Cross age tutoring
- Students who qualify for ELL services receive language instruction in small groups or one-on-one.

Describe strategies used for low-achieving students
Students who are experiencing difficulty mastering skills and meeting standards will be identified through formative and summative assessments of student performance. Teaching teams will discuss student needs and align resources accordingly. They will also share instructional strategies and techniques that accelerate student achievement.

Riverside Elementary

Action Plans

RIVERSIDE ELEMENATRY

SMART Goal: Reading

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Moni** What e evider show t differe
Teachers meet in grade level teams for reading planning.	• Grade level teams meet twice a month for planning/training.	• This activity has been in effect for the last six years.	• Staff will be given time twice a month to discuss student achievement.	• All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• G m te re
The librarian works with staff and students to implement student STAR Reading Levels with Accelerated Reader Books at those levels.	• Staff has been trained in both STAR Reader and Accelerated Reader computer programs.	• This activity has been in effect for the last six years.	• The elementary computer lab, individual classrooms, and computer software programs are the resources available.	All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• P te re
Literacy instruction for 90 minutes a day.	• Continue with current research and practices in reading instruction.	• This activity has been ongoing.	• Ongoing professional development in the area of reading/literacy.	• All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• G sp w th st
Depending on student needs in the area of reading, students are taught in large group, small group, and individually.	• Ongoing professional development in the area of reading/literacy.	• This activity has been in effect for the last six years.	• Ongoing professional development in the area of reading/literacy.	• All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• T st th
A certified teacher has been delivering reading interventions to targeted 3rd - 5th Grade students using the Read Naturally program.	• Training in Read Naturally as necessary.	• This activity has been in effect for the last year and a half.	• Ongoing professional development in the area of reading/literacy.	• 3-5 teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• T w n

In order to reduce class size, a certified, highly capable teacher, has been delivering reading enrichment to targeted 2nd Grade students.	• Continue with current research and practices in reading instruction.	• This activity has been in effect since the fall of 2011.	• Ongoing professional development in the area of reading/literacy.	• 2nd Grade teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• 2 to c te o
SHARE teacher positions for K-2 and 3-5 were added in 08-09, and an additional half time position was added in the fall of 2011 to provide more focused intervention.	• SHARE teachers meet with grade level teams to plan.	• This has been on going since Sept. 2008.	• Intervention teachers provide classroom support.	• Principal will provide leadership.	• T re b e in st g
Summer school programs added during the 08-09 school year for 3-5 grades. Beginning in 09-10, this was also offered to incoming 1st and 2nd Grade students.	• Staff will meet with summer school teachers for input and planning. Students of greatest need will be identified and served in the summer school program.	• Our summer school program is ongoing.	• Classroom teachers will run our summer school program to ensure remediation matches needs.	• Principals and Staff.	• C • A
Teachers have been trained in DRA and assess all students at selected intervals. The purpose of this is to diagnose reading problems and provide targeted interventions.	• Staff received training using the DRA.	• Training occurred during the fall of the 2010-2011 school year and testing began in the spring of that year and is ongoing.	• Staff received professional development during the 2010-2011 school year.	• Principal and staff.	• T to e

Procedures for evaluating success in reaching this goal. Assessments for Reading include the following:

- ❑ Kindergarten: DRA/Kindergarten Readiness Assessments/Curriculum Based Assessments
- ❑ First Grade: DRA/STAR reading/Curriculum Based Assessments
- ❑ Second Grade: DRA/STAR reading/Curriculum Based Assessments
- ❑ Third Grade: DRA/STAR reading/ MSP/Curriculum Based Assessments
- ❑ Fourth Grade: DRA/STAR reading/ MSP/Curriculum Based Assessments
- ❑ Fifth Grade: DRA/STAR reading/ MSP/Curriculum Based Assessments

SMART Goal: Writing

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible? Who is Involved?** Who will provide the leadership? Who will do the work?	**Moni** What FORM be gat activi differ outco
All writing program curriculum has been aligned to the GLE's.	• Teachers have been trained in the GLE's and the necessary components.	• This action took place during the 2006-2007 school year.	• GLE manual and MSP curriculum.	• All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• S su c
Staff has been trained in 4 Square Writing, Power Writing and Six Trait Writing and continues to use these strategies during the writing process.	• Professional development in these areas is updated as needed.	• Ongoing training continues as needed.	• Power Writing, Six Trait Writing and Four Square Writing strategies and training will be available to all staff.	• All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• A w a c a
Staff created grade level writing assessments to measure student progress.	• Staff will gain knowledge/skills during grade level meetings by sharing and working together.	• Grade level writing assessments are administered a minimum of twice per year.	• MSP curriculum and supplemental writing activities.	• All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• A w a c a

Procedures for evaluating success in reaching this goal. Assessments for Writing include the following:

- Assessments for **Writing** include the following:
  - Kindergarten: Narrative Writing
  - First Grade: Narrative Writing
  - Second Grade: Narrative and Expository Writing
  - Third Grade: Narrative and Expository Writing
  - Fourth Grade: Narrative and Expository Writing
  - Fifth Grade: Expository and Procedural Writing

SMART Goal: Mathematics

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Mon** What evider show differe
All math curriculums have been aligned to the GLE's. (PEs in 08-09).	• Teachers have been trained in the PE's and the necessary components.	• This process of alignment is ongoing.	• PE manual and MSP curriculum	• All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• S s c
Supplemental problem solving, number sense curriculum and logic for the MSP has been implemented into the classroom curriculum.	• Teachers worked in grade level teams to implement curriculum.	• This process of alignment is ongoing.	• A variety of classroom games. • Supplemental problem solving materials	• All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• S s c
K-4 staff has been trained in "Everyday Math" curriculum.	• Professional development in the area of Everyday Math will be implemented as needed.	• This development is ongoing.	• Everyday Math curriculum and supplemental curriculum to address deficiencies in math.	• All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• S r M p s a
5th grade staff has been trained in Math Connects curriculum.	• Professional development in the area of Math Connects will be implemented as needed.	• This development is ongoing.	• Math Connects curriculum and supplemental curriculum to address deficiencies in math.	• All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• S r C a w n
Grade level teams created fall, winter and spring math assessment based on PEs to provide achievement data.	• Professional development in the areas of Everyday Math and Math Connects will be implemented as needed.	• Assessments given three times a year, scored in teams and data used for lesson planning.	• Everyday Math curriculum and supplemental curriculum to address deficiencies in math.	• All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal and district curriculum director.	• S r M p s a

SHARE teacher positions for K-2 and 3-5 were added in 08-09 to provide more focused intervention. An additional half time certified position was added in the fall of 2011.	• SHARE teachers will meet with grade level teams to plan.	• This will begin September of 08 and be on-going.	• Intervention teachers provide classroom support.	• Principal will provide leadership.	• T r b e i s n
Summer school programs added during the 08-09 school year for 3-5 grades. Beginning in 09-10, this was also offered to incoming 1st and 2nd Grade students.	• Staff will meet with summer school teacher for input and planning. Students of greatest need will be identified and served.	• The summer school program is ongoing.	• Classroom teachers will run our summer school program to ensure remediation matches needs.	• Principals and Staff.	• C • A
Math nights for families were started in May of 09.	• SIP team provided the plan and worked with grade level teachers to implement.	• Planned and implemented in May of 09 and then ongoing yearly.	• Grade level games that are used in Every Day Math and Math Connects.	• SIP team	• M a p

Procedures for evaluating success in reaching this goal. Assessments for Mathematics include the following:

- Kindergarten: Kindergarten Readiness Assessment/District Math Assessment/Curriculum Based Assessments
- First Grade: District Math Assessment/Curriculum Based Assessments
- Second Grade: District Math Assessment/Curriculum Based Assessments
- Third Grade: District Math Assessment/Curriculum Based Assessments/MSP
- Fourth Grade: District Math Assessment/Curriculum Based Assessments/MSP
- Fifth Grade: District Math Assessment/ Curriculum Based Assessments /MSP

SMART Goal: Climate

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Moni** What eviden show t differe
A school wide discipline plan is in effect.	• All staff, including paraprofessionals have been trained in Love and Logic and Positive Discipline.	• This is an ongoing process.	• All staff received the book on "Love and Logic.	• All of the staff is involved. Leadership will be provided by the principal and assistant principal.	• S st d sl
A school wide Character Counts program is in effect.	• All staff, including paraprofessionals have been trained in Character Counts.	• This is an ongoing process.	• All staff received materials on Character Counts.	• All of the staff is involved. Leadership will be provided by the principal and assistant principal.	• S st p u re th
In order to implement the *Love and Logic* **philosophy, the lunch time study hall helps students to be responsible for their actions and make positive choices.**	• All staff, including paraprofessionals were trained in Love and Logic Positive Discipline	• This action took place during the 2003-2004 school year.	• All staff received the book on "Love and Logic.	• All of the staff is involved. Leadership will be provided by the principal and assistant principal.	• S st d

Procedures for evaluating success in reaching this goal. Assessments for Learning Environment include the following:

- Surveys
- Discipline referrals
- Pink Slips
- Character Counts
- Care Cards
- Assemblies to support Character Counts

SMART Goal: Professional Development

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	**Professional Development** How will staff acquire the necessary skills and attitudes to implement the activity?	**Timeline** When will this strategy or action begin and end?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** **Who is Involved?** Who will provide the leadership? Who will do the work?	**Mon Effe** What evider show differ
We are currently reading, "Teaching with Poverty in Mind."	• Staff will meet on a regular basis and engage in small and large group discussion on the book and teaching strategies.	• We will meet throughout the 2011-2012 school year.	• Staff will be receiving professional development in the area of learning issues involved with students who live in poverty.	• All of the teaching staff is involved. Leadership will be provided by the principal and assistant principal.	• S i t t h b
We began the process of developing a standards based report card in the spring of 2010. We will make revisions to the report card as needed throughout the year.	• Presentation by Dr. Campbell (District 81 Area Director) on standards based reporting. • Staff received training regarding the online standards based gradebook.	• Implemented in the fall of 2011. Revisions will occur as needed.	• Dr. Campbell • "Grading for Understanding" • ESD 101 tech support for online grading. • Standards based report cards from other districts in the state.	• A committee was formed to implement this.	• C e
All staff are providing evidence of student achievement through the use of formative and summative assessment.	• Presentation by Ms. Oakley (District 81 Reading Coach) • Book study "Checking for Understanding" • All staff received "Seven Strategies of Assessment for Learning" as an additional resource.	• Ongoing	• Book, "Checking for Understanding" • Late start collaboration bimonthly. • Book, "Seven Strategies of Assessment for Learning."	• Building principal and staff.	• C e

Procedures for evaluating success in reaching this goal. Assessments Professional Development include the following:

- SIP Team evaluation

Riverside Elementary -- School wide Parent Involvement Policy/Plan

SMART Goal:

The School Parent Involvement Plan must address the following items:	**Activities to Achieve this Goal** What actions will occur? What steps will be taken?	**Timeline** When will this strategy or action begin and end? Is it on-going?	**Resources Available** What are the existing and new resources that will be used to accomplish the activity?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will do the work?	W ga m ou
1. Notify parents prior to the beginning of school: ❖ **Status as a Title I School-wide** ❖ **AYP status** ❖ **Right to request information on staff qualifications**	• Letter sent to all Riverside parents that describe our Title School-wide Status, our AYP status and the right for parents to request staff qualifications information, the right for parents to change schools, and SES opportunities.	• August and November	• Office support for mailings	• Principal	•
2. Convene an annual meeting to explain Title I Part A requirements.	• Provide an Open House in September where we will explain Title I School-wide goals and goals as outlined in the Parent Involvement Policy/Plan.	• September	• Office Support • Staff input	• Principal and SIP Team	•
3. Hold additional meetings and activities to engage parents in their children's education and to increase parent participation.	• Create and/or revise surveys and feedback forms to gather input from parents. • Family Math Nights • Parent-Teacher conferences • Open House • Community Tour	• May • Spring • Fall and Spring • Fall • Fall and Winter	• Office Support • Title I • Office Support	• SIP Team and Parent Involvement Advisory • Staff	•
4. Involve parents in an organized and timely way in the design and evaluation of the School-wide plan the parent involvement policy/plan, and the compact.	• Create a parent involvement advisory that meets at least four times per year to explore concerns, questions and needs for families. • Share and provide opportunities for input and discussion at IEP meetings, parent-student-teacher conferences, parent meetings and family nights.	• November 15 • On-going	• Meeting Time • Planned Meetings	• Principal and SIP Team • All Staff	•

5. Communicate regularly with parents throughout the year (whenever possible in their home language) to include at least a description and explanation of: ❖ **Curriculum** ❖ **How student progress is assessed** ❖ **Levels of achievement expected of students** **Explain how parents may request meetings and provide suggestions related to their children's education.**	• Provide information at Kindergarten Orientation, and Open House • Provide information at Family Math Nights • Provide specific information in the monthly newsletter • Provide parent-student-teacher conferences twice per year. • Provide report cards at the tri-mester • Notify parents by phone when their child is experiencing academic learning difficulties. • Share MSP results and individual assessment with every family • Provide weekly communication to the home from classroom teachers.	• Fall • Spring • On-going Fall and Spring • Nov/Mar/June • On-going • Fall • On-going	• Time for staff to plan and coordinate activities in staff and SIP Team meetings	• Principal and staff • Staff • Principal • Classroom teachers • Classroom teachers • Classroom teachers • Principal • Classroom teachers	•
6. Coordinate with other programs that have parent involvement requirements, i.e., Special Education (SE), ECEAP, etc.	• Coordinate with Special Needs Pre-School/ECEAP/Thrive By Five programs.	• On-Going	• Time for coordination	• Principal and Kindergarten teachers • Principal/Parent Involvement.	•
7. Support activities and services that foster parent involvement and may include community outreach, literacy training, business links, etc.	• Create several community outreach strategies to promote awareness and support for Riverside Elementary. (For example - school information provided to area pre-schools and daycares). • PTO meetings which are held once a month to increase parental involvement with the school. All staff are invited to attend these meetings.	• PTO meetings are held the second Tuesday of every month.	• Time for coordination • Time for coordination	• Parent Involvement Advisory, SIP Team, Principal • All of the staff is involved. Leadership will be provided by the principal and assistant principal	•

Procedures for evaluating success in reaching this goal. Assessments for Parent Involvement include the following:

- Ongoing feedback opportunities
- Parent participation on the SIP Team
- Parent Advisory input at selected intervals

- PTO input

Riverside Elementary School

Student-Teacher-Parent Compact

As a parent/guardian, I will be responsible for supporting my child's education by agreeing to the following:

- Provide a home environment that encourages my child to learn; by helping with homework, reading to and with my child, helping my child gain independence, think critically, and build self esteem.
- Read 15 minutes each night with my child.
- Communicate regularly and show respect for my child's teacher.
- Support school activities; ask my child about the activities at school.
- See that my child attends school regularly and on time.
- Support the school in its efforts to maintain proper discipline.
- Keep lines of communication open and attend arranged conferences.
- Provide my child with the necessary tools for learning (pencils, paper, etc.)

As a Student, I will work to my best ability to do the following:

- Come to school on time and ready to learn.
- Start school each day with pencils, paper, and other necessary tools for learning.
- Read 15 minutes each night.
- Do my best with my work and behavior.
- Do quality work, self-evaluate, and plan for improvement.
- Be a person of good character by showing respect and having school pride.

As Teachers (or this could be Staff Members), we will provide an effective learning environment and quality curriculum & instruction by agreeing to the following:

- Provide a supportive learning environment that is conducive to students achieving academic learning goals.
- Use appropriate strategies for the learning and developmental needs of students.
- Provide information about student progress (telephone calls, conferences, report cards, etc.)
- Maintain open communication with families and provide opportunities for parent involvement in their child's learning.
- Take into account individual strengths in students that help each child grow to his/her full potential.

- Show respect for each child and his/her family with a professional and positive attitude.

This compact is reviewed annually at the end of each school year. If you would like to provide input into this compact, please contact the school office for more information regarding the Title I program.

Title I Section 1119 Qualifications for Teachers and Paraprofessionals Verification of Compliance – Principal Attestations

The Elementary and Secondary Education Act (ESEA) No Child Left Behind Act of 2001, states in Title I Section 1119(h) that each local educational agency shall require that the principal of each school operating a program under Section 1114 – School-wide Programs or Section 1115 - Targeted Assistance Schools attest annually in writing as to whether such school is in compliance with the requirements of Section 1119. In addition, copies of attestations shall be:

1. Maintained at each school operating a School-wide or Targeted Assistance program, and
2. Maintained at the main office of the school district, and
3. Available to any member of the general public on request.

Requirements of Section 1119 - Teachers

- Beginning with the first day of school year 2002-03 teachers hired and teaching in a program supported with Title I funds are highly qualified.
- A plan was developed to ensure all teachers are highly qualified no later than the end of the 2005-06 school year. (Exception to this requirement is available to small rural schools identified in the flexibility provisions of March 2004.) Components of the plan shall include annual measurable objectives to:
    - increase the percentage of highly qualified teachers, and
    - increase the percentage of teachers who are receiving high-quality professional development, and
    - such plan may include other measures determined by the school and/or district.
- Beginning with the 2002-03 school year, progress to meet annual measurable objectives must be publicly reported (can be met through reports to OSPI and used for data posting on the OSPI website for state, district and building report cards).

Requirements of Section 1119 – Paraprofessionals

- All paraprofessionals hired after January 8, 2002, hired with Title I funds or employed in a Title I School-wide program and assisting with instruction must meet one of the following requirements:
    1. Completed at least 2 years of study at an institution of higher education
    2. Obtained an associate degree (or higher)
    3. Met a rigorous standard of quality and can demonstrate through a formal state approved assessment the knowledge of, and the ability to assist in instructing, reading, writing and mathematics, or assisting in instructing and the readiness of above named subject areas, as appropriate.
- Existing paraprofessionals working in a program supported with Title I funds or employed in a Title I School-wide program and assisting with instruction must have met the Title I requirements **by the end of the 2005-06 school year.**
- All paraprofessionals working in a Title I funded program, including a Title I School-wide program, shall have earned a secondary school diploma or its recognized equivalent.
- Title I paraprofessionals will not be assigned a duty inconsistent with duties outlined in Section 1119
- Paraprofessionals work under the direct supervision of teacher consistent with Section 1119.

Statement

I attest that the provisions of Section 1119 - Qualifications for Teachers and Paraprofessionals are met in this Title I school for school year_____

_____

(School Name) (District Name)

_____

_____

(Principal's Name) (Date Signed)

Riverside Middle School/School Improvement Plan/LAP Plan 2011-2012

Mission Statement

In partnership with community, Riverside Middle School's mission is to provide a safe and positive academic learning environment that enables students to be independent, respectful, and motivated learners who can successfully adapt to an ever changing society.

Building Data

MSP Results

6th	2006	2007	2008	2009	2010	2011
Reading	61.4%	74.3%	63.8%	73.0%	60.8%	69.0%
Math	50%	56.6%	52.4%	43.6%	51.2%	55.2%

7th	2006	2007	2008	2009	2010	2011
Reading	54.9	63.2%	66.9%	57.7%	50.3%	52.9%
Math	50%	56.6%	52.4%	43.6%	51.2%	56.3%
Writing	45.1%	60.5%	68.5%	58.6%	42.9%	58.0%

8th	2006	2007	2008	2009	2010	2011
Reading	55.4%	54.3%	75.5%	65.3%	64.9%	54.3%
Math	41.4%	42.4%	49.7%	54.0%	45.9%	25.5%
Science	36.4%	34.7%	44.8%	46.0%	47.7%	55.8%

Student Demographics: 2010-2011

Enrollment	
October 200 student count	364
Gender (October 2009)	
Male	51.4%
Female	48.6%
Ethnicity (October 2009)	
American Indian/Alaskan Native	2.7%
Pacific Islander	0.3%
Black	0.8%
Hispanic	2.5%
White	92.6%
Special Programs	
Free or Reduced-Price Meals (May 2010)	46.3%
Special Education (May 2010)	20.6%
Transitional Billingual (May 2008)	0.0%
Migrant (May 2008)	0.0%
Other Information	
Unexcused Absence Rate (2007-2008)	0.1%

Staff Information: 2009-2010

Classroom Teachers	24
Average Years of Teacher Experience	12.3
Teachers with at least a Master's Degree	58.3%
Total number of teachers who teach core academic classes	11
% of Teachers teaching with an emergency certificate	0
% of Teachers teaching with a conditional certificate	0
Total number of core academic classes	124

Comprehensive Needs Assessment – Goal Setting Process

RMS utilizes a School Improvement planning team. It has representation from all constituencies including parents, classified staff, certified staff, and administration. The SIP team is responsible for setting the course related to our research, data collection and outcomes related to instruction and specific

strategies. In addition, the SIP examines building climate and parental involvement.

Our goals are development using a shared governance process. The SIP team members represent each grade level, 0parents, classified staff, special services staff, and support staff. Following a meeting, the representatives share information and seek input. The individual grade level teams develop action steps that are derived from the building goals. The goals are proposed by the SIP team with the staff providing in depth feedback. The goals are written in academic areas, building climate, and professional development that support all areas.

Data is gathered from a variety of sources: staff surveys, MSP data, Gates-McGinitie data, READ 180 data, classroom performance data and district math assessments.

2010-2011 Goals

Academic

Literacy – To decrease by 10% the number of students scoring at Level 1 on the MSP in the areas of Reading and Writing and to increase levels 2, 3, and 4 by 10% until 90% of our students meet the standard in grades 6, 7,. and 8.

Math – To decrease by 10% the number of students scoring at Level 1 on the MSP in Math and to increase levels 2, 3, and 4 by 10% until 90% of our students meet the standard.

Science - To decrease by 10% the number of students scoring at Level 1 on the MSP in Science and to increase levels 2, 3, and 4 by 10% until 90% of our students meet the standard.

Health/Fitness, Art, Music, and History – To participate in the CBA's in order to establish a baseline of student achievement.

Technology – To provide more access to computer for students in our classrooms.

Building Climate

- Focus on success for **ALL** students by providing a safe, orderly building climate.

Parental Involvement

- To increase then umber of opportunities for parents to interact with their students, other parents, and staff in a social setting at school.
- To continue to provide student academic achievement information on a regular basis.
- To provide parents with student academic achievement information on a regular basis.

Staff Development

- To provide guided opportunities for Math teachers 7-12 to examine curriculum, assessment data, and best practices.
- To provide **ALL** staff an opportunity to read a chosen book together and engage in discussion and planned classroom practices that reflect discussions and readings.
- To develop a 6-8 Writing curriculum.
- To train teachers and implement the READ 180 program for students at risk.
- To provide guided opportunities for Science teachers 6-8 to examine curriculum, assessment data, and best practices.

School Climate

- Focus on success for all students by:
  - Providing academic support through advisory, academic support classes, an after school program, and a summer school program
  - Providing a SAFE, orderly building.
  - Providing supervised social activities outside of the school day.

Riverside High School
School Improvement and Learning Assistance Program Plan

2011-2012
Section 1:Mission, Beliefs, Vision and Values

Mission and Belief Statements

The mission of Riverside High School—in partnership with the community—is to provide a safe, nurturing, and challenging environment, encouraging all students to develop their full potential and to become independent thinkers, lifelong learners, and responsible citizens who contribute to the betterment of the world through a variety of curricular, co-curricular and/or extra-curricular activities

Vision Statement

With an eye on the future, the Riverside High School faculty and administration will create an environment that promotes student success in school and in life. Students will have opportunities to grow academically and socially.

Recognizing the need for students to have a strong academic base, teachers will stress skills in reading, writing, mathematics, science, social studies, and technology. The arts, physical education, foreign language, and career/technical education will be recognized for their importance in the development of the whole individual.

Perceiving that students must be prepared to meet the changing dynamics of contemporary life, the faculty and administration are committed to examining the implementing innovations in education that facilitate student success in their lives. Career education and exploration will be a vital component of our program.

A graduate of Riverside High School will have a record of successful experiences and valuable academic preparation that will open opportunities for the future.

Core Values

Relationships:

- We model qualities promoting integrity, ethical behavior, and mutual respect.
- We build positive relationships and encourage open communication among staff, students, and community.

Instruction:

- We work collaboratively to:
  - -develop instructional strategies
  - -engage in meaningful professional development
  - -share craft knowledge
  - -assess student achievement
- We impart lessons that remain relevant beyond the classroom

Communication:

- We strive for consistency within our policies, curriculum, and behavioral standards

Section 2: Needs Assessment

Staff Survey Information

A staff survey will be conducted in the spring of 2008 (following spring break). The survey will be centered on the effectiveness of the building administrative leadership and will include items from approachability of administrators to views of the effectiveness of the leadership of the principal. (See appendix.)

Student and Parent Survey Information

A student survey titled, "Healthy Youth Survey" was conducted in the fall of 2006 and will be conducted in the fall of 2008. This survey is conducted every two years. Another survey created by the Riverside Leadership class (entitled "Riverside Environment Survey") will be conducted following spring break of 2008. (See the appendix for details.)

There are no current plans to conduct a parent survey due to the fact that we will be conducting a self studying in the 2009/10 school year and parents will be surveyed at that time.

Organizational Structure

Administration: One principal who oversees the entire operation of the school.

One assistant principal:

- Who has responsibilities for curriculum and instruction, registration, scheduling, discipline, and all student services.

Decision Making: Building decisions are made in a collaborative fashion by the building School Improvement Planning Team (SIP).

- The SIP team has as members a representative from each department (see departments below), two students, and two parents.
- The SIP team meets once per month to discuss building goals, meetings, projects, and to organize collaboration time. If a decision cannot be agreed upon, the principal retains authority to make a final decision.

Committees: Two primary committees exist among certified staff.

- Professional Learning Communities, or multidisciplinary observation teams. These teams meet on specified collaboration times (2 hour late starts) and organize observation visits within their teacher groups. They discuss specific strategies observed, students, professional development, etc.
- Departments: The following departments collaborate as teams to discuss specific curriculum, Grade Level Expectations (GLE's), state standard reviews, instructional strategies etc. (English, World Languages, Mathematics, Science, Social Studies, CTE, Fine Arts, Music, Special Services).

Staff Meetings: Staff meetings are held as needed, however in general terms, staff meetings are held twice monthly. Building administrator meetings, meetings with secretaries, and counselors are held weekly.

Section 3: Instructional Program

Overview of Instructional Focus and Commitments

It is expected that all Grade Level Expectations (GLE's) and state curriculum standards are adhered to within the instructional programs at RHS. The essence, however, of the instructional program at RHS is as follows:

RHS staff is working toward the instructional oasis known as a Collaborative Culture. This is described as a culture in which instructional practice is shared on a regular basis without egotistical concerns and without concern for evaluative. Staff is constantly emphasizing Knowledge Building/Creation; A structured way of improving instructional practice by the consistent sharing of design or implementation of instruction.

How?

- Build an environment of mutual trust.
- Staff takes risks with each other.
- Principal and building leadership are very intentional about creating a framework to allow teachers to observe each other often and with the following goals:
    - Knowing individual teachers well enough to suggest particular ways of improving aspects of their teaching performance.
    - Creating a culture in which deep knowledge of instruction and learning serves as the foundation for an independent professional community.
    - Create a culture of learning and mutual dependency among staff at all levels: People expect support in solving problems of instructional practice from their peers and supervisors, and problems in lesson design or implementation of instruction are shared and discussed rather than hidden from view.

Expected Outcomes?

- Focused culture of instruction within the school.
- Remarkable professional spirit among teachers, principal, and central staff.
- Improved student learning

Literacy

It is expected that all staff will maintain high expectations with regard to all students writing their assignments (where applicable) with a topic, body, and a conclusion.

Awareness will be increased with regard to the need to teach reading/thinking at the high school level.

The necessary professional development will be provided in the following manner:

- 9-12 literacy training in November 2007

- Book study – "*Do I Really Have to Teach Reading*" by Cris Tovani December 5 through March 2008
- Professional development LID day, March 21, 2008, workshop provided by Author, Cris Tovani, *Monitoring Meaning: Teaching adolescent Readers How to Think When They Read.*

It will be expected that staff will implement learned strategies on a daily basis in classrooms.
It will be expected that staff will continue to discuss successful strategies regularly as observed by informal walkthrough's and formal observations.

Mathematics

Emphasis will be placed on appropriate student placement in a particular level of Math. Regular meetings with middle school Math teachers will continue in order to better accomplish this.

Math teachers will be involved in all necessary training with regard to changing state Math standards.

It is expected that strict adherence to the Math state standards will be implemented in each classroom.

It will be the goal to find the necessary time for teachers to review all necessary data with regard to Mathematics.

The RHS Math staff will be directly involved in assessing our student's progress toward EOC readiness by:

- Studying 7th and 8th grade MSP scores by specific strand information prior to the individual student's arrival to 9th grade.
- Making a concerted effort to use more questioning techniques throughout the school year.
- Comparing 10th grade test results to 7th and 8th grade scores.
- Creating standard assessments at least each semester and perhaps quarterly.

The RHS Math staff will develop a plan that best addresses the needs for those who fail the MSP, in part by:

- Evaluating results.
- Determining weaknesses.
- Offering a variety of classes to accommodate individual needs.
- Keeping class numbers at a reasonably small number.
- Placing students in intervention classes.

Focused Interventions

Students who arrive at Riverside High School behind in their academic performance will still be required to pass the state HSPE examination (beginning with the graduating class of 2008). They will also need the academic skills to be successful in their post – secondary pursuits after high school (Barth and Haycock, 2004). Consequently, these students will need additional support to understand the curriculum and/or receive additional time with the curriculum in order to successfully understand the concepts. With support of the Learning Assistance Program (LAP) and Special Education Program, interventions and individual instruction are provided to students who are identified as needing additional support in meeting standards in reading and/or mathematics.

As students are identified, several programs have been created to provide focused support to students:

- **Special Education**

  RHS has a fully functional special needs program staffed by the following:
  -School Psychologist
  -Four Full time certificated teachers
  -Six Para Professionals

  The typical programs include the following:
  -A self contained behavior program
  -A Student Learning Center (resource room)
  -Developmental Learning Center
  -A Student Assistance Team (SAT)

  The entire RHS staff will be trained on the following in January 2008 and continuously:
  -Approaching Special Education, who gets served, the law, exceptions
  -Philosophy of making accommodations
  -Accommodations, examples and experience
    -Steps for success when a Special Education student is on your roster (communication with case manager, individual accommodations review and suggestions as well as mandates)

- **Learning Assistance Program (LAP)**

  LAP is a state funded program designated to serve students with the greatest deficits in academic basis skills are identified by statewide assessments. Basic skills include reading, writing, mathematics and readiness associated with those skills. The two major purposes of LAP are to guide schools in providing the most effective and efficient practices when implementing

programs to serve underachieving students and to promote the use of assessment data when developing programs to serve these students.

At Riverside High School LAP funds will be used to provide extended time and tutorial assistance for students identified students. To adhere to the required components of LAP, specific action steps will be included in our SIP plan to ensure the following:

- Ensure that RHS use funds only for allowable activities.
- Create and utilize a process for accurately identifying underachieving students.
- Create Student Learning Plans for each LAP identified student.
- Use state and classroom assessments to inform instruction and provide effective interventions for student learning.
- Ensure highly qualified staff are developed to support the program.
- Ensure that LAP is coordinated with other state/federal (special education) and district programs.
- Conduct a yearly program evaluation to determine direction for the each coming year.

- **Academic Support Class:**
  This is a program for any student who is identified as needing support for their core classes.

- **Reading and Writing COE Preparation:**
  Students who failed the HSPE receive reading and/or writing COE support in a reading and writing workshop class during the school day.

- **Riverside Achievement Center (RAC):**
  The RAC is an alternative learning center for grades 9-12 in the Riverside School District. Individual circumstances bring students into the program and RAC provides flexible learning schedules to meet their needs. It is the intent that students transition back into the RHS setting. The curriculum at the center serves students who need additional academic support as well as students with learning disabilities. Individual needs are addressed by:
    - Providing education for those removed from the traditional environment.
    - Flexibility in attendance requirements.
    - Night program.
    - Flexibility in academic course selection.
    - Continuum of learning.

- **Riverside Opportunity Center (ROC):**
  The ROC is an alternative learning center for grades 9-12 in the Riverside School District. Students in this program can complete high school requirements through a flexible program. ROC provides a variety of

learning activities that will aide students who have not had academic success in the past. Individual needs are addressed by:

- Flexibility in attendance
- Customized learning plan
- Flexibility in academic core selection
- Project-based learning
- Focus on student interests
- One-on-one tutoring by staff
- Regular assessments in math and reading
- Vocation activities

Professional Development

We recognized that an essential component of improving student academic performance is in how the curriculum is taught to students. It is important for classroom teachers to constantly work to improve instructional practices at Riverside High School. It is also important to have a consistent understanding of what excellent instruction looks like at our school: Instruction based upon the best available research. We have recognized the need to integrated reading and writing strategies into the everyday work of students and as a staff we need to fully understand and be trained in reading and writing strategies across the curriculum. In addition, our staff will continue to strengthen our understanding of the composition of the WASL and focus on the areas needed as identified through the WASL.

Collaboration time has been among the most important steps taken by the Riverside Board of Directors in recent history. Collaboration time provides an arena for teachers to discuss instruction, address challenges practices and discusses the use of assessments in an environment of trust and openness. The ability it has given staff to discuss and focus on instruction has been very positive. We continue to use collaboration to support the SIP in the following manner:

- Professional development opportunities
- Literacy studies
- Teachers share instructional strengths/ideas/concerns/craft knowledge
- Departments develop/discuss/improve/align/plan curriculum
- Special Education overview

- Learning Improvement Days will be used in the following manner:
  - Literacy training (October 12, 2007)
  - Literacy workshop (Cris Tovani, March 2008)

- Late starts will consist of the following:
  - Literacy book study
  - Sharing of strategies implemented during and after book study
  - Department collaboration
  - Multidisciplinary observation team planning, discussion and sharing of strategies.

- Waiver Days will consist of:
    - All staff training (Blood borne pathogens, emergency procedures etc. September 4, 2007)
    - All staff training (Appropriate touch, Harassment, religion on the Schools) – Special Education Overview (January 25, 2008)

Parent and Community Involvement

Riverside is a rural community with many people working in businesses that serve the surrounding communities. There are a few small business in Chattaroy, including: several convenience stores, landscaping businesses, a feed store, auto parts, several restaurants, gas stations, auto repair, grocery stores, tire shop, movie rental, real estate, logging and construction companies, medical/dental offices, lawyers, and other businesses. Because of the nature of this small, rural community, Riverside High School has become a hub of the community. Parents have traditionally supported athletics, drama events, and senior all-nighter activities and have shown more and more participation using Skyward as a resource.

We realize the need to obtain school to businesses partnerships to enhance student community relationships and to create opportunities for community and parent involvement.

Parents are invited to be members of the SIP team and serve on the Instructional Media Curriculum Committee. In this way they learn more of the curriculum, current issues and challenges of the school, the decisions that affect the students, and what drives the instructional emphasis.

For 21 years now, parents and many community members have served on the Senior Portfolio panels as part of the input as to whether or not seniors pass their culminating project presentations.

Riverside High School publishes and presents the SIP plan to parents and the community at a board meeting in the fall. We have the materials available during conference week, both in November and in March so that parents and community have them at their disposal for review. WASL scores are also presented along with many other instructional materials during a board meeting held for the public and located at the high school. At this time many other co-curricular and curricular programs present some of their works, such as the Band, Fine Arts, and the Choir for example.

Riverside High School also presents an 8th grade parent night where all course offerings are reviewed along with a four year plan for incoming 9th grade students. During this program, all school courses and programs are available for review and for exposure. Emphasis on SAT/ACT, college preparation, financial aid, and Career and Technical preparation are presented as well.

Section 3: Action Plans

Literacy Goal: By the year 2011, 95% of our students will meet standard on the HSPE.

Activities to Achieve this Goal: What actions will occur? What steps will the staff take?	**Monitoring Effectiveness:** What on-going FORMATIVE evidence will be gathered to show this activity is having the expected outcome?	**Personnel Responsible:** Who is involved? Who will do the work?
Increase the knowledge needed to teach reading at the high school level across all content areas.	Discussions about reading strategies during staff meetings and collaborative time.	Principal
Provide training for specific reading and writing strategies for use in all content areas	Active participation in all workshops and discussions on teaching of strategies.	All staff
Each department will choose at least four specific literacy strategies to implement each quarter	Observance of use of strategies by students during observations and walkthroughs	All staff
Align reading and writing curriculum with the new state standards and update curriculum as needed; use the standards as a road map for planning and teaching	Each department will provide the alignment to the principal that summarizes the work they have completed to align the curriculum to existing and new GLE's Observance of appropriate curriculum being covered in classrooms. Walkthroughs.	Principal All staff
Use the HSPE writing rubric in all content areas	Observation of teachers using rubrics to evaluate writing	All staff
Administer a writing assessment to all 9th grade high school students to be scored by staff with the writing rubric once a year. (The SIP Team will determine the content area for this to occur.)	Completion of assessments and return to teachers	SIP Team All staff
Have students use the HSPE writing rubric to score and improve upon their writing skills. (The content area and frequency to be determined by the SIP Team.)	Observation of students using rubrics to evaluate writing Students writing will include thesis, body, and conclusions. Success reflected on student report cards	SIP Team All staff
Have students complete short writing assignments each week in all classes. (These can take many forms, including journals, letters, editorials, essays, process descriptions, open-ended questions, reports, and written summaries)	Observing students writing in a variety of forms	
Revise or develop Academic Achievement Plans for all students not meeting one or more standards on the HSPE.	Completed plans with notifications to parents	Classroom teacher and SE teachers
Implement the READ 180 Program for SE and	Use specific reading approaches and	All teachers

other students who are behind in their reading skills.	strategies with all students.	
Use the Benchmark Assessments to guide instruction and regularly monitor the progress for SE students twice per quarter.	Instruction will be differentiated to meet individual needs	SE teachers
Use state and regular classroom assessments to inform instruction and provide effective interventions for student learning.	Use of regular assessments with struggling students.	All staff

Math Goal: By the year 2011, 80% of our students will meet standard on the EOC.

Activities to Achieve this Goal: What actions will occur? What steps will the staff take?	**Monitoring Effectiveness:** What on-going FORMATIVE evidence will be gathered to show this activity is having the expected outcome?	**Personnel Responsible:** Who is involve Who will do th work?
Align the math curriculum with new state standards and use the standards as a road map planning and teaching (for example, correlate Interaction Math and Algebra)	Each department will provide the alignment to the principal that summarizes the work they have completed to align the curriculum to existing and new GLEs. Observe implementation of curriculum in classrooms. Walkthroughs.	Math teachers
Select and/or create math assessments items to be given quarterly in Algebra A and Algebra—this will create the District Math Assessments. (To begin administration by the end of the 1st quarter.)	Math assessments ready to use.	Math teachers Dale McDonald
Interaction math and Algebra teachers will give the District Math Assessment at the end of each quarter to plan and guide instruction, especially struggling students.	Discussions in department meetings Observe planning with assessment data	
Math teachers with the high school administrators will explore new ways to meet the instructional needs for students at risk of not meeting state standards each quarter. (For example, provide an opportunity for identified students to have extended time to learn specific skills to master course curriculum, i.e. an additional elective class.) Use Aleks and other programs to help improve skills of LAP students.	Formal discussions and revised plans to support math students to meet and exceed standards. Reconsideration of how LAP funds are used.	Administration
Use the 8th grade spring District Math Assessments to identify an initial list of students who are at risk of meeting standard, i.e. LAP students. This information along with MSP math data will determine LAP identified students for support in the 9th grade.	An accurate list of students to be served by LAP	Math Teachers Counselors Administration
Use the quarterly District Math Assessments to regularly monitor student progress of LAP and special education students.	Instruction will be differentiated to meet individual needs.	
Revise or develop Academic Achievement Plans for all students not meeting one or more standards on the HSPE.	Completed plans with notifications to parents Have a LAP ASLP addendum for the AAP	LAP Teachers a Counselors.

Intervention Goal: To provide an effective intervention process with coordination of bas and the Learning Assistance Program.

Activities to Achieve this Goal:	**Monitoring Effectiveness:**	**Personnel**

What actions will occur? What steps will the staff take?	What on-going FORMATIVE evidence will be gathered to show this activity is having the expected outcome?	**Responsible:** Who is involved? Who will do the work?
Revisit the Special Education program and how it is implemented by all staff. (to include how SE is coordinated with basic ed and LAP as part of a tiered intervention approach)	Regular review of SE services and appropriate changes made to support students and improve academic achievement	SIP Team Principal
Explore the roles of all staff related to special education	Discussions with all staff	SIP Team Principal
Explore and clarify the curriculum and instruction received by SE and LAP students. (How is SE and LAP teaching and supporting the district curriculum?)	Revised the curriculum for SE to ensure it aligns with GLEs and supports basic education classroom instruction.	Principal SE staff
Develop a LAP plan that is effective, fully integrated and coordinated with basic and special education and allows for the interventions needed. Regularly evaluate and revise the plan.	Completion of a revised and detailed plan that meets on state requirements	Principal LAP Coordinato LAP teachers
Use district assessments and state tests to create and utilize a process to accurately identify underachieving students for SE and/or LAP support.	Use of the assessments	LAP and SE teachers
Provide extended time and tutoring support for identified students: • Math support class for students who did not meet MSP standards.	Students receiving appropriate academic support	LAP Teachers a Counselors

Professional Development Goal: To provide professional learning opportunities for staff effective teaching strategies and collaboration.

Activities to Achieve this Goal: What actions will occur? What steps will the staff take?	**Monitoring Effectiveness:** What on-going FORMATIVE evidence will be gathered to show this activity is having the expected outcome?	**Personnel Responsible:** Who is involved? Who will do the work?
Support teacher sharing of craft knowledge during collaborative time and staff meetings	Openness with sharing and observing other classroom instruction.	Admin Team All staff
Provide professional development for staff on how to identify difficulties and modify instruction as needed (differentiated instruction?)	Actively participate in training to diversify teaching strategies	
All teachers will receive the training and demonstrate success in using a variety of reading and writing strategies enabling students to learn the content and language of their disciplines and to communicate effectively.	Active participation in workshops and trainings Use of new skills and techniques in the classroom	
Provide on- and off-site training in a variety of curriculum areas Develop and implement a plan to improve student learning by improving teacher instruction:Book study One Teacher At A Time. Use collaborative time for: • Discussion and alignment of curriculum • Grade level mtgs. • Sharing of instruction ideas// concerns/craft knowledge • Define and explain LAP/SE programs • Dept. mtgs.	Use of new skills and techniques in the classroom Sharing of craft knowledge Openness and willingness to observe and improve instructional practices Observing instructional sharing and learning in collaborative time	
Use HSPE data and other assessments as needed to design professional development to assist all students in meeting content standards	Data driven dialogue	
Increase staff understanding of state and district standards and content in each discipline	Regular discussion of standards in each content area	
Implement the process for continually reviewing and revising the SIP and LAP plans	A revised and updated plan submitted to the Board annually	Principal SIP Team
Conduct a yearly program evaluation to determine the direction and elements of the LAP program for the coming year	Revise the LAP program and provide a detailed description of LAP services.	Admin Team LAP Coordinator
Explore the use of an instructional coach in math and literacy to encourage instructional improvement	Collaborate w/LAP and Math Algebra A instructor to pre-teach math concepts and assess student progress quarterly.	Principal/Superintendent/Funding

Parent and Community Involvement Goal:

Activities to Achieve this Goal: What actions will occur? What steps will the staff take?	**Monitoring Effectiveness:** What on-going FORMATIVE evidence will be gathered to show this activity is having the expected outcome?	**Personnel Responsible:** Who is involved? Who will do the work?
Create opportunities for community and parent involvement: • Establish contact person • Utilize resources (reader board, newsletter, website) • Promote an inviting environment for the public • Encourage parents to initiate parent-teacher conferences	Increased numbers of parent accessing school resources and initiating parent conferences.	All staff
Utilize school organizations to promote partnerships with local businesses (FBLA, FCCLA, ASB		SIP Team Admin Team
Hold Parent-teacher conferences at least twice yearly and increase the number of conferences attended by parents	Increased numbers of parents attending conferences	All staff
Ensure timely parent notification of Academic Achievement Plans for all students who failed one or more standards on the HSPE.	All parents notified of AAP	All staff
Ensure timely parent communications concerning LAP students:	• Parents will receive notification of any academic support classes that their student is placed in. • Parents will receive mid-quarter progress reports for students with failing grades • Parents may request a teacher conference at any time • Counselors will keep parents informed of their student's graduation progress and options.	Admin Team LAP staff

RIVERSIDE INDEPENDENT SCHOLAR PROGRAM

Annual School Improvement Plan
School Year 2011-12

Special Features of the Independent Scholar Program

The Independent Scholar Program meets all of the state requirements for alternative learning for the home-based student. Students can earn a high school diploma of 19 credits. Class of 2013 and beyond are required to have 20 credits.

Independent Scholar Program
Mission/Vision Statement

The mission of the Independent Scholar Program is to provide a nurturing learning environment where students, staff and parents work together to educate and enrich the academic and social experiences of the home-based learner.

The vision of the Independent Scholar Program is that children will reach their greatest potential in order to become life-long learners and productive citizens.

The Independent Scholar Program aims to meet each student's unique needs through:

- Flexibility in attendance
- Flexibility in academic core selection
- Non-threatening, caring environment with focus on learning enrichment activities, as well as age-appropriate social development
- Supplemental activities to support the core curriculum on the Written Learning Plan
- Activities available for students in grades k-12
- Field trips with all students that support learning activities

School Building Information

The Independent Scholar Program is located on campus in a wing separate from the rest of the school buildings. In these 4 spacious classrooms, students have the opportunity to take courses in all the core academics, as well as music, fine arts, sports and games, book club, computer basics, hands on science, fitness, food sense, 3 D textile art, and photography. A Parent's Room allows access for collaboration for the home-based instructor with other parents, as well as for instruction with their children. The multi-purpose room is a favorite gathering place for large group instruction. The certified instructors meet the Highly Qualified requirements in our program. Each year, the Independent Scholar staff examines last year's plan, evaluates, monitors and adjusts where needed. By looking at the assessment data

that is available, the program is able to better meet the needs of the students. The district-wide School Improvement Team also examines the School Improvement Plan on a yearly basis, and makes recommendations, as well.

Our specific goals and action plans for this year support the goals of:

Washington State's basic education law, which is to provide students with opportunities to develop knowledge to read with comprehension, write with skill and communicate effectively; know and apply principles of math, science, social studies, arts, health, fitness; think analytically, form reasoned judgements and solve problems; and understand the importance of work and how performance affects future career opportunities;

Continuous improvement of student achievement consistent with the state's essential academic learning requirements; and

Non-academic student learning, related to leadership, public speaking, teamwork and interpersonal relationships and

The Nine Characteristics of High-Performing Schools

The state's Essential Academic Learning Goals

Goal 1: Increase parent involvement
Actions:

1. Offer more classes in career aptitude assessment
2. Provide quarterly parent meetings with curriculum topics of discussion
3. Offer support and workshops for parents that provide information on the MSP & HSPE

(Characteristics #1, 4 & 9 of High Performing Schools)

Goal 2: Provide more equity for all students
Actions:

1. Provide more instructional support for students who are below grade level in core areas
2. Provide instruction and activities in cultural awareness areas
3. Provide a community college tour for all high school students

(Characteristic #2 & 8 of High Performing Schools)

Goal 3: Increase numbers of students who will participate in the MSP AND HSPE and other tests
Actions:

1. Provide a district-wide math assessment at all grade levels, to assist parents to understand the importance of assessment
2. Keep parents informed of MSP AND HSPE related information of use to them
3. Provide a testing window that is flexible to meet the time constraints of the parents of students in grades 3-8
4. Provide study materials to parents in preparation for the state tests.

(Characteristic #5 & 6 of High Performing Schools)

Goal 4: Students will be better prepared to succeed on the MSP AND HSPE Science test
Actions:

1. Students will participate in a school-wide science fair, hands on science classes will be available for grades 3-8
2. The Independent Scholar Program will subscribe to the Scholastic Science Reading, and Writing curriculum for weekly classroom discussion.

(Characteristics #2 & 5 of High Performing Schools)

Goal 5: Academic Performance will improve
Actions:

1. Students will participate in a school-wide Science Fair
2. Students will participate in the district-wide math assessment
3. Students will have more opportunities for tutorial help in core subjects
4. Students will have the opportunity to use the newly adopted math curriculum.
5. Classroom academic activities will focus on reading, writing and math.

(Characteristics #2 & 5 of High Performing Schools)

SUMMARY

The plan is based on several factors, with staff, student and parent input. The Independent Scholar Program has been in existence for its ninth year and is continuing to meet the challenges of a growing student population. Great effort is placed upon parent involvement, as most of the clientele are parents who have traditionally home-schooled their children. It is the district's mission to provide support to these parents and students in academic as well as enrichment courses. Our challenge is to encourage the parents to place trust in state-level testing. We continue to strive to offer a nurturing environment that enhances the lives of the home-based learner.

PARTICIPATION LIST

The following people have been involved in the preparation and approval of this School Improvement Plan as well as the self-review of the plan:

Names	Positions

In examining the data from the 2011 MSP & HSPE, the following areas were identified as weak areas and remedies are also listed:

Since most of our students come in to our program with skills less than grade level, we feel there is a great need to address all of the academic areas.

High School Students: 67% passed Reading, 45% passed Math, 50% passed Writing, 33% passed Science

Grade 3: 57% passed Reading, 40% passed Math
Grade 4: 0% passed Reading, 0% passed Writing, 29% passed Math
Grade 5: 67% passed Reading, 40% passed Math, 50% passed Science
Grade 6: 44% passed Reading, 11% passed Math
Grade 7: 50% passed Reading, 42% passed Writing, 42% passed Math
Grade 8: 29% passed Reading, 0% passed Math, 29% passed Science

Science: Students will receive practice in the scientific method and actively participate in the Scholastic Science program, the Science Fair. Grades 3-8 will be in the hands on science classes, using the scientific method in their activities.

Math: Provide the online program in the math area, which is helpful as a tutorial for many students. Also, incorporate the adopted middle school math curriculum for those at a lower math level. The instructor will spend more time in class on math problems.

Writing: Provide more instruction in letter writing as well as Four Square Writing techniques, journaling and other writing activities. All parents of students in grades 3-8 will be given a Four Square Writing activity book.

Reading: Provide an incentive program for students in grades K-5 to read books. Provide tutorial support from staff in the mornings for students. Assist grades 7-12 students with reading comprehension through additional support materials. Develop assignments in good literature for students to read and support their interest in reading. Provide a comprehensive grade 5-8 literature program with award-winning books and activity packets for parents. Continue to provide read aloud time in the classroom for grades k-8 students. High school students comprehended the testing materials, but need help with critical thinking.

Identified areas of Professional Development that are needed to improve instructional learning:

Provide training in Math manipulatives and Writing

Independent Scholar Program
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Chattaroy, WA 99003 (509) 464-8381
Diana Bostrom, teacher; Janet Kemp Principal

RIVERSIDE ACHIEVEMENT CENTER
Annual School Improvement Plan
School Year 2011-12

Riverside Achievement Center
Mission/Vision Statement

The mission of Riverside Achievement Center is to provide a safe, nurturing environment enabling all students to develop their full potential. We recognize the individual circumstances that bring students into our program and provide flexible learning schedules to meet their needs.

The Achievement Center staff will create an environment that promotes dependability and academic success. Students have opportunities to grow both academically and socially. Students entering the program are encouraged to successfully transition back into a regular high school setting or finish their education in our program, if in the best interest of the student.

Special Features of the Riverside Achievement Center

The Riverside Achievement Center meets all of the state requirements for alternative learning for grades 9-12, requiring 19 credits. The class of 2013 and beyond will be required to complete 20 credits. The curriculum also serves students who need remediation. The curriculum addresses the needs of those with mild learning disabilities, as well as students on I.E.P.'s. This year the addition of an online program, OdysseyWare, has given the students more options in the delivery of instruction. The high school program aims to meet each student's academic needs through:

- **A comprehensive education for those removed from the traditional environment**
- **Flexibility in attendance requirements**
- **An after school program, offered 3:15 – 7:15 p.m.**
- **Flexibility in academic course selection**
- **Low ratio of students per teacher and aide**
- **Non-threatening, caring environment with focus on developing coping skills for day-to-day challenges**

Students attend the program due to a variety of circumstances:

- **Hospitalization, allergies, medical reasons for not being able to attend daily in a traditional school setting**
- **Pregnancy or the raising of a child**
- **Independent living – student does not live with parent/guardian; must work to earn a living**
- **Job training – students who choose to work more hours than they attend school**

- **Students who do not complete graduation requirements at the end of his/her senior year in high school will enroll and receive a diploma as soon as requirements are completed – fifth year senior**
- **Students who are removed from the traditional high school or alternative school for a designated length may attend R.A.C. Some reasons include suspension due to disruptive behavior or substance abuse.**

School Building Information

The Achievement Center is located in the Ponderosa Wing of Riverside High School. The classrooms allow for one-on-one tutoring, as well as classroom instruction. Computer lab access provides students with Internet capability for research projects. The certified instructor meets the Highly Qualified requirements. The staff to student ratio in this program is set at 1 to 31 students. Each year, the Riverside Achievement Center staff examines the previous year's plan, evaluates, monitors and adjusts where needed. By looking at the assessment data that is available, the program is able to better meet the needs of the students. The district-wide School Improvement Team examines the School Improvement Plan on a yearly basis and makes recommendations, as well.

Riverside Achievement Center's Annual School Improvement Plan

Our specific goals and action plans for this year support the goals of:

- Washington State's basic education law, which is to provide students with opportunities to develop knowledge to read with comprehension, write with skill and communicate effectively; know and apply principles of math, science, social studies, the arts, health, fitness; think analytically, form reasoned judgments and solve problems; and understand the importance of work and how performance affects future career opportunities;

- Continuous improvement of student achievement consistent with the state's essential academic learning requirements;

- Non-academic student learning, related to leadership, public speaking, teamwork and interpersonal relationships; and

- The Nine Characteristics of High-Performing Schools.

Goal 1: Increase parent involvement

- **Actions:**
- Have two conference meetings per school year

- Conference with parents of students who plan to graduate this year to update them on requirements left to fulfill
  (Characteristics #1, 4 & 9 of High Performing Schools)

Goal 2: Improve HSPE scores

Actions:

- Students will receive supplemental materials in writing
- Students will receive supplemental materials in scientific lab interpretations and write ups
- Students will be placed in appropriate math level to build skills and/or enroll online
  (Characteristics #5 & 6 of High Performing Schools)

Goal 3: Provide frequent Math support

- **Actions:**
- Instruct students on improving test-taking skills for HSPE Math problems
- Utilize the adopted Math curriculum for Pre-Algebra students, Geometry and Saxon Algebra
  (Characteristics #5 & 6 of High Performing Schools)

Goal 4: Provide more opportunities for students to utilize technology in courses

Actions:

- Instruct all students in using the Internet for research projects, through the History C.B.A.
- Provide students the opportunity to do the WOISS survey
  (Characteristic #5 of High Performing Schools)

Goal 5: Provide more equity for all students

- **Actions:**
- Provide instruction to raise awareness of cultural differences
- Provide more instructional support for students who are below grade level in core areas
  (Characteristics #2 & 8 of High Performing Schools)

Goal 6: Provide a safe and supportive learning environment

Actions:

- The teacher will meet monthly with each student to go over their academic progress
- The principal will make contact with parents to determine needs of the student
  (Characteristics #6 & 8 of High Performing Schools)

SUMMARY

The Improvement Plan is based on several factors, including staff, student and parent input. The need to have contact with students on a regular basis is key to making an impact on their lives. Students struggle with basic academic skills and need a more focused program of remediation. The WASL test scores are valuable to provide feedback for planning purposes. We continue to offer a caring, non-threatening environment to all students and continue to strengthen our academic instruction component.

PARTICIPATION LIST

The following people have been involved in the preparation and approval of this School Improvement Plan as well as the self-review of the plan:

Name Position

In examining the data from the 2011 HSPE, the following areas were identified as weak areas and remedies are also listed:

Mathematics: Students need to review and become proficient at basic math skills. Students will receive tutorial support. The newly adopted Math curriculum is implemented and students are encouraged to enroll in the online math courses, for better understanding with math.

Reading: Students will continue to receive reading comprehension activities to develop critical thinking skills.

Writing: Students will be actively involved in writing packets which help them understand the conventions of writing and the different purposes of writing.

Identified areas of Professional Development that are needed to improve instructional learning:

Provide workshop training in Differentiated Instruction.

Riverside Achievement Center
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Diana Bostrom, teacher; Janet Kemp, Principal

The Washington State Board of Education

Governance I Achievement I Transitions I Math & Science I Effective Workforce

Title:	**Public Hearing on Proposed Rules on Basic Education Waiver Criteria (CR 102)**
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☐ Goal Two: Provide policy leadership for closing the academic achievement gap ☐ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system ☐ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☒ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. Do the proposed rules meet the statutory requirements they're intended to address? 2. Do the proposed rules provide clear and effective criteria on which to evaluate waiver requests? 3. What are the main themes heard in public comment on the proposed rules? 4. What changes, if any, should be made to the proposed rules based on testimony provided at the public hearing?
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The State Board of Education will hear public testimony on WSR 12-17-132, criteria for evaluation of requests for waivers from the minimum 180-day school year under RCW 28A.140 and RCW 28A.141, amending WAC 180-18-040 and WAC 180-18-050, and creating new section WAC 180-18-065. The State Board approved the filing of a CR 101 Preposal Statement of Inquiry at its May 2012 meeting, and the filing of a CR 102 of the proposed rules as amended at its July 2012 meeting. Provided in your packet is WSR 12-17-132, including the CR 102, the school district fiscal impact statement prepared by the Office of the Superintendent of Public Instruction under RCW 28A.305.135, and the the proposed rules.

WSR 12-17-132

PROPOSED RULES

STATE BOARD OF EDUCATION

[Filed August 21, 2012, 3:13 p.m.]

Original Notice.

Preproposal statement of inquiry was filed as WSR 12-11-064.

Title of Rule and Other Identifying Information: Amending WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement and 180-18-050 Procedure to obtain waiver (waivers from one hundred eighty-day school year requirement including waivers for purposes of economy and efficiency).

Hearing Location(s): Walla Walla Community College, 3020 East Isaacs Avenue, Walla Walla, WA 99632, on September 26, 2012, at 3:15 p.m.

Date of Intended Adoption: November 9, 2012.

Submit Written Comments to: Jack Archer, Washington State Board of Education, 600 Washington Street, P.O. Box 47206, Olympia, WA 98504-7206, e-mail jack.archer@k12.wa.us, fax (360) 586-2357, by October 26, 2012.

Assistance for Persons with Disabilities: Contact Jack Archer by September 24, 2012, TTY (360) 664-3631 or (360) 725-6035.

Purpose of the Proposal and Its Anticipated Effects, Including Any Changes in Existing Rules: The purpose of the proposal is first to meet the requirements of RCW 28A.305.140(2), which requires the state board of education (SBE) to adopt criteria to evaluate the need for a school district waiver under this section from the provisions of RCW 28A.150.200 through 28A.150.220, and 28A.305.141(3), which requires SBE to adopt criteria to evaluate requests for waivers for certain districts from the requirement of a minimum one hundred eighty day school year for purposes of economy and efficiency. The purpose is second to simplify the procedure for obtaining waivers under RCW 28A.305.140 by eliminating lengthy provisions in WAC 180-18-050(3) for waivers that are excessively difficult for districts to implement and do not permit renewal. A further purpose is to provide an expedited process for the granting of one hundred eighty day waivers for the sole purpose of full-day, parent-teacher conferences. The proposal also makes necessary and appropriate corrections to WAC 180-18-040 and 180-18-050, removing obsolete provisions and amending other language to improve clarity and more closely reflect legislative intent.

Reasons Supporting Proposal: Adoption of this proposal assures compliance with RCW 28A.305.140, 28A.305.141, and 28A.655.180. It provides SBE with a formal basis for decisions on requests by school districts for waivers from minimum basic education program requirements. Through rule adoption SBE demonstrates that it is meeting its statutory duty to ensure compliance with minimum basic education program requirements. For school districts, it provides clarity on SBE evaluation of waiver requests and simplifies overly complex procedures in current rule for obtaining waivers. By creating a separate procedure for waivers for parent-teacher conferences, it reduces the confusion arising from inconsistency between the statutory definitions of "school day" and "instructional hours," and recognizes the importance of parental involvement to student achievement.

Statutory Authority for Adoption: RCW 28A.305.140(2), 28A.305.141(3).

Statute Being Implemented: RCW 28A.305.140, 28A.305.141, and 28A.655.180.

Rule is not necessitated by federal law, federal or state court decision.

Name of Proponent: SBE, governmental.

Name of Agency Personnel Responsible for Drafting: Jack Archer, Old Capitol Building, 600 Washington Street, Olympia, WA 98504, (360) 866-0755; Implementation and Enforcement: Ben Rarick, Old Capitol Building, 600 Washington Street, Olympia, WA 98504, (360) 725-6025.

SBE RULE CHANGE

SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR 12-11-064	**Title of Rule:** Amending WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement; WAC 180-18-050 Procedure to obtain waiver, (waivers from one hundred eighty-day school year requirement including waivers for purposes of economy and efficiency); and new WAC 180-18-065 Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency -- Criteria for evaluation of waiver requests.	**Agency:** SDF - School District Fiscal Impact - SPI

Part I: Estimates: No fiscal impact.

Part II: Narrative Explanation

A - Brief Description of What the Measure Does That Has Fiscal Impact: Office of superintendent of public instruction (OSPI) uses the WASBO Legislative Committee to gather input on costs for proposed legislation and rule changes. Fiscal impact for this rule change was requested on July 23, 2012. No fiscal impact was identified by either OSPI staff or school districts for this rule change.

B - Cash Receipts Impact: None.

C - Expenditures: None.

Part III: Expenditure Detail

A - Expenditures by Object or Purpose: None.

Part IV: Capital Budget Impact: None. Jack Archer, Old Capitol Building, 600 Washington Street, Olympia, WA 98504, phone (360) 725-6035, fax (360) 586-2357, e-mail jack.archer@k12.wa.us.

A cost-benefit analysis is not required under RCW 34.05.328. Not required.

August 21, 2012

Ben Rarick

Executive Director

OTS-4974.1

AMENDATORY SECTION(Amending WSR 10-23-104, filed 11/16/10, effective 12/17/10)

WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement ((~~and student-to-teacher ratio requirement~~)). (1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 ((~~by~~)) while offering the equivalent in annual minimum ((~~program~~)) instructional hours ((~~offerings~~)) as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. The state board of education may grant said ((~~initial~~)) waiver requests for up to three school years.

(2) ((~~A district that is not otherwise ineligible as identified under WAC 180-18-050 (3)(b) may develop and implement a plan that meets the program requirements identified under WAC 180-18-050(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140~~

~~and WAC 180-16-215 by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district.~~

~~(3) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the student-to-teacher ratio requirement pursuant to RCW 28A.150.250 and WAC 180-16-210, which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.~~)) The state board of education, pursuant to RCW 28A.305.140(2), shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW 28A.150.220(2) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC 180-16-220 and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

AMENDATORY SECTION(Amending WSR 10-23-104, filed 11/16/10, effective 12/17/10)

WAC 180-18-050 Procedure to obtain waiver. (1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 ((~~(1) and (3)~~)) shall occur at a state board meeting prior to implementation. A district's waiver application shall ((~~be in the form of a resolution adopted by the district board of directors~~)) include, at a minimum, a resolution adopted by the district board of directors, an application form, a proposed school calendar, and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other noninstruction time. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least ((~~fifty~~)) forty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

((~~(3)(a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215. The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district by offering the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220 in such grades as are conducted by such school district. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.~~

~~(b) A district is not eligible to develop and implement a plan under this section if:~~

~~(i) The superintendent of public instruction has identified a school within the district as a persistently low achieving school; or~~

~~(ii) A district has a current waiver from the minimum one hundred eighty-day school year requirement approved by the board and in effect under WAC 180-18-040.~~

~~(c) A district shall involve staff, parents, and community members in the development of the plan.~~

~~(d) The plan can span a maximum of three school years.~~

~~(e) The plan shall be consistent with the district's improvement plan and the improvement plans of its schools.~~

~~(f) A district shall hold a public hearing and have the school board approve the final plan in resolution form.~~

~~(g) The maximum number of waived days that a district may use is dependent on the number of learning improvement days, or their equivalent, funded by the state for any given school year. For any school year, a district may use a maximum of three waived days if the state does not fund any learning improvement days. This maximum number of waived days will be reduced for each additional learning improvement day that is funded by the state. When the state funds three or more learning improvement days for a school year, then no days may be waived under this section.~~

((~~Scenario~~	~~Number of learning improvement days funded by state for a given school year~~	~~Maximum number of waived days allowed under this section for the same school year~~
~~A~~	~~0~~	~~3~~
~~B~~	~~1~~	~~2~~
~~C~~	~~2~~	~~1~~
~~D~~	~~3 or more~~	~~0~~))

~~(h) The plan shall include goals that can be measured through established data collection practices and assessments. At a minimum, the plan shall include goal benchmarks and results that address the following subjects or issues:~~

~~(i) Increasing student achievement on state assessments in reading, mathematics, and science for all grades tested;~~

~~(ii) Reducing the achievement gap for student subgroups;~~

~~(iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).~~

~~(i) Under this section, a district shall only use one or more of the following strategies in its plan to use waived days:~~

~~(i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;~~

~~(ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards;~~

~~(iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students;~~

~~(iv) Implement strategies designed to recruit, place, and retain effective staff;~~

~~(v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;~~

~~(vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills;~~

~~(vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff;~~

~~(viii) Institute a system for measuring changes in instructional practices resulting from professional development;~~

~~(ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching;~~

~~(x) Develop teacher and school leader effectiveness;~~

~~(xi) Implement a school-wide "response-to-intervention" model;~~

~~(xii) Implement a new or revised instructional program;~~

~~(xiii) Improve student transition from middle to high school through transition programs or freshman academies;~~

~~(xiv) Develop comprehensive instructional strategies;~~

~~(xv) Extend learning time and community oriented schools.~~

~~(j) The plan must not duplicate activities and strategies that are otherwise provided by the district through the use of late-start and early-release days.~~

~~(k) A district shall provide notification to the state board of education thirty days prior to implementing a new plan. The notification shall include the approved plan in resolution form signed by the superintendent, the chair of the school board, and the president of the local education association; include a statement indicating the number of certificated employees in the district and that all such employees will be participating in the strategy or strategies implemented under the plan for a day that is subject to a waiver, and any other required information. The approved plan shall, at least, include the following:~~

~~(i) Members of the plan's development team;~~

~~(ii) Dates and locations of public hearings;~~

~~(iii) Number of school days to be waived and for which school years;~~

~~(iv) Number of late-start and early-release days to be eliminated, if applicable;~~

~~(v) Description of the measures and standards used to determine success and identification of expected benchmarks and results;~~

~~(vi) Description of how the plan aligns with the district and school improvement plans;~~

~~(vii) Description of the content and process of the strategies to be used to meet the goals of the waiver;~~

~~(viii) Description of the innovative nature of the proposed strategies;~~

~~(ix) Details about the collective bargaining agreements, including the number of professional development days (district-wide and individual teacher choice), full instruction days, late-start and early-release days, and the amount of other noninstruction time; and~~

~~(x) Include how all certificated staff will be engaged in the strategy or strategies for each day requested.~~

~~(l) Within ninety days of the conclusion of an implemented plan a school district shall report to the state board of education on the degree of attainment of the plan's expected benchmarks and results and the effectiveness of the implemented strategies. The district may also include additional information, such as investigative reports completed by the district or third-party organizations, or surveys of students, parents, and staff.~~

~~(m) A district is eligible to create a subsequent plan under this section if the summary report of the enacted plan shows improvement in, at least, the following plan's expected benchmarks and results:~~

~~(i) Increasing student achievement on state assessments in reading and mathematics for all grades tested;~~

~~(ii) Reducing the achievement gap for student subgroups;~~

~~(iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).~~

~~(n) A district eligible to create a subsequent plan shall follow the steps for creating a new plan under this section. The new plan shall not include strategies from the prior plan that were found to be ineffective in the summary report of the prior plan. The summary report of the prior plan shall be provided to the new plan's development team and to the state board of education as a part of the district's notification to use a subsequent plan.~~

~~(o) A district that is ineligible to create a subsequent plan under this section may submit a request for a waiver to the state board of education under WAC 180-18-040(1) and subsections (1) and (2) of this section.~~)) (3) Under this section, a district seeking to obtain a waiver of no more than five days from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 solely for the purpose of conducting parent-teacher conferences shall provide notification of the district request to the state board of education at least thirty days prior to implementation of the plan. A request for more than five days must be presented to the state board under subsection (1) of this section for approval. The notice shall provide information and documentation as directed by the state board. The information and documentation shall include, at a minimum:

(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan.

(b) A detailed explanation of how the parent-teacher conferences to be conducted under the waiver plan will be used to improve student achievement;

(c) The district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days;

(d) The number of partial days that will be reduced as a result of implementing the waiver plan;

(e) A description of participation by administrators, teachers, other staff and parents in the development of the waiver request;

(f) An electronic link to the collective bargaining agreement with the local education association.

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

[Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

NEW SECTION

WAC 180-18-065 Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency -- Criteria for evaluation of waiver requests. (1) In order to be granted a waiver by the state board of education under RCW 28A.305.141 to operate one or more schools on a flexible calendar for purposes of economy and efficiency, a school district eligible for such waiver must meet each of the requirements of RCW 28A.305.141(2).

(2) In the event that a greater number of requests for waivers are received that meet the requirement of subsection (1) of this section than may be granted by the state board of education under RCW 28A.305.141(3), priority shall be given to those plans that best redirect monetary savings from the proposed flexible calendar to support student learning.

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Fiscal Impact Statement for Amendment of WAC 180-18-040 Regarding Waivers from 180 days

State Board of Education
September 25, 2012

Presented by:
JoLynn Berge
Chief Financial Officer (Interim)
Office of Superintendent of Public Instruction

New Requirement – HB 2492

RCW 28A.305.135

Rule making — school district fiscal impact statement required — exceptions.

(1) The state board of education must provide a school district fiscal impact statement prepared by the office of the superintendent of public instruction with the published notice of a rule-making hearing required under RCW 34.05.320 on rules proposed by the board. At the rule-making hearing, the board must also hear a presentation from the office of the superintendent of public instruction and take public testimony on the fiscal impact statement. A copy of the fiscal impact statement must be forwarded to the education committees of the legislature.

(2) The office of the superintendent of public instruction must solicit fiscal impact estimates from a representative sample of school districts across the state when preparing a fiscal impact statement.

OSPI's Process

- OSPI uses the WASBO Legislative Committee and other WASBO members to gather input on costs for proposed legislation and rule changes.
- About 40 people are on the list serve that has been developed.
- School districts of various sizes and locations are represented.

Fiscal Impact

- After soliciting fiscal input from districts, OSPI determined there is no fiscal impact from the amendment of WAC 180-18-040 regarding waivers from the 180 day requirement.

APPROVAL OF PRIVATE SCHOOLS

Policy Consideration

Approval under RCW 28A.195.040 and Chapter 180-90 WAC

Summary

Approval of Private Schools for the 2012-13 School Year.

Background

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

Action

The schools herein listed, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, be approved as private schools for the 2012-13 school year.

Private Schools for Approval

2012-13

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Bethlehem Christian School Initial Kelly Stadum 7215 51st Ave NE Marysville WA 98270 360.653.2882	P-1	148	24	0	Snohomish
Concordia Lutheran School Lisa Meyer 7040 36th Ave NE Seattle WA 98115-5966 206.525.7407	P-8	65	50	0	King
Countryside SDA Elementary Phyllis Radu 12107 W Seven Mile Rd Spokane WA 99224-9315 509.466.8982	K-8	0	10	0	Lincoln
Fairview Christian School Sharilee West 944 NE 78th St Seattle WA 98115-4202 206.526.0762	P-8	40	55	0	King
Genius Academy Initial Dr. Jewel Holloway 6718 Martin Luther King Way S (Mail: 3703 S Edmund St #6 Seattle 98118) Seattle WA 98118 206.276.8136 This is a re-approval as the application was incomplete as submitted in July.	P-12	5	15	O	King
Grandview Adventist Junior Academy June Graham 106 N Elm St Grandview WA 98930-1009 509.882.3817	P-8	5	20	0	Yakima
Holy Rosary School Timothy Uhl 504 S 30th St Tacoma WA 98402-1104 253.272.7012	P-12	22	108	0	Pierce
Hope Lutheran School Kristen Okabayashi 4456 42nd Ave SW Seattle WA 98116-4223 206.935.8500	P-8	48	150	0	King

Private Schools for Approval

2012-13

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
La Salle High School Ted Kanelopoulos 3000 Lightning Way Union Gap WA 98903-2213 509.225.2900	9-12	0	185	0	Yakima
Monroe Montessori School Allan Washburn 733 Village Way (Mail: 18475 N High Rock Rd Monroe 98272-9198) Monroe, WA 98272-2171 360.794.4622	P-6	46	50	0	Snohomish
Our Lady of Guadalupe School Kristin Dixon 3401 SW Myrtle St Seattle WA 98126-3399 206.935.0651	P-8	30	250	0	King
Salmonberry School Eliza Morris 867 N Beach Rd (Mail: PO Box 1197 Eastsound 98245-1197) Eastsound WA 98245-9711 360.376.6310	P-6	7	14	0	San Juan
Seabury School Sandra Wollum 1801 NE 53rd St Tacoma WA 98422-1916 253.952.3111	P-5	10	75	0	Pierce
Seabury School—Middle School Campus Sandra Wollum 925 Court C (Mail: 1801 NE 53rd St Tacoma 98422-1916) Tacoma WA 98402 253.952.3111	5-8	0	45	0	Pierce
Seattle Amistad School Initial Farin Houk 2410 E Cherry (Mail: 1116 NW 54th St #105 Seattle 98107) Seattle WA 98122 206.330.6373	P-1	12	12	0	King
Seattle Girls School Rafael del Castillo 2706 S Jackson St Seattle WA 98144-2442 98144-2442	5-8	0	104	0	King

Private Schools for Approval

2012-13

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Sonshine Christian Elementary Rosemary Warner 11208 NE Hazel Dell Ave Vancouver WA 98685-3957 360.573.6971	K-1	0	18	0	Clark
Spokane Windsong School Initial Melissa Wright 4225 West Fremont Rd Spokane WA 99224 509.385.8458	P-1	10	18	0	Spokane
St. Mary Magdalen School Bruce Stewart 8615 7th Ave SE Everett WA 98208-2043 425.353.7559	P-8	47	346	35	Snohomish
Upper Valley Christian School Dan Wilkinson 111 Ski Hill Dr Leavenworth WA 98826-1031 509.548.5290	K-12	0	50	0	Chelan

The Washington State Board of Education
Governance I Achievement I Transitions I Math & Science I Effective Workforce

Old Capitol Building, Room 253
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

2012 Native American Mascot Resolution

Encouraging Local School Boards to Review Policies Related to the Use of Native American Mascots or Other Symbols

WHEREAS the State Board of Education reaffirms its commitment to encouraging local districts to remove biased, derogatory, or inflammatory mascots, logos, names, and symbols from their schools, and

WHEREAS numerous Washington State public schools continue to use Native American names, symbols, and images as mascots, nicknames, logos, and or team names, and

WHEREAS in 2005, the American Psychological Association, citing research documenting harm to Native American children, called for the immediate retirement of all Native American mascots, symbols, images, and personalities, and

WHEREAS in 1993, the State Board of Education formally adopted a resolution[1] asking school districts to re-examine their policies regarding the use of Native American mascots. Other states have formally banned Native American mascots, including Oregon in 2012, and

WHEREAS 100 National organizations and tribes have called for the immediate retirement of the use of Native American mascots, including the National Congress of American Indians, the National Association for the Advancement of Colored People, the National Education Alliance, and the Affiliated Tribes of Northwest Indians, and

WHEREAS student achievement data reveals that the achievement gap for Native Americans is widening.

WHEREAS the State Board is committed to policies that promote an academic climate where each student feels safe, respected, and ready to learn, and

WHEREAS inflammatory mascots are countercurrent to the Board's vision for an excellent and equitable education for all students, and

THEREFORE, BE IT RESOLVED that the Washington State Board of Education urges school districts to follow the principles outlined in the 1993 Board Resolution. Local district leaders are encouraged to review and reevaluate mascot policies that may have an adverse affect on Washington students.

[1] Available at sbe.wa.gov/publications.php

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
Dr. Bernal Baca • Amy Bragdon • Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer
Bob Hughes • Dr. Kristina Mayer • Matthew Spencer • Cynthia McMullen
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The Washington State Board of Education

Governance I Achievement I Transitions I Math & Science I Effective Workforce

Title:	**Walla Walla Public Schools – Site Visit**
As Related To:	☐ Goal One: Advocate for effective and accountable P-13 governance in public education ☒ Goal Two: Provide policy leadership for closing the academic achievement gap ☒ Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system ☒ Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science ☐ Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	How does Walla Walla Public Schools improve student achievement for English Language Learners? How does Lincoln and Walla Walla High School employ RTI and AVID to affect student growth and increase graduation rates?
Possible Board Action:	☐ Review ☐ Adopt ☐ Approve ☒ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Walla Walla Public Schools (WWPS) will host Board members on the third day of the retreat. The details of that visit are included in your packet. The morning will begin at Blue Ridge Elementary where principal Kim Doepker will introduce members to the school's dual language program. This is timely, considering the English Language Learning agenda item from the September 26 Board meeting. Members will have an opportunity to tour multiple classrooms, including a dual language kindergarten classroom. Next, members will meet with Walla Walla High School's principal Pete Peterson to tour the AVID (Achievement via Individual Determination) program. AVID is a program designed to promote college-readiness for students. At Walla Walla High and at our last stop, Lincoln High, members will have an opportunity to learn how WWPS are closing the achievement gap and increasing overall student achievement through a discussion of their Response to Intervention (RTI) and Adverse Childhood Experiences (ACEs) programs. Members will tour a RTI classroom at Walla Walla High and then discuss with Lincoln High students and staff how the ACEs programs have impacted student achievement. The site visit will close with a lunch provided by the district, hosted by Superintendent Mick Miller, Principal Jim Sporleder, and Lincoln High School students.

State Board of Education

2012-2013 School Year

Walla Walla Public Schools Visit

Wednesday, September 26 – Musical performance

- 4 p.m. @ WWCC
- Chamber Singers to perform for State Board of Education
- District Contacts: Roger Garcia (rgarcia@wwps.org) and Norb Rossi (nrossi@wwps.org)

Thursday, September 27 Visit Agenda (8:30 to 12:30 p.m.)

Time	Location	Notes
8:30 a.m.	Meet at Blue Ridge Elementary 1150 W. Chestnut Street Principal Kim Doepker overview of Bilingual Dual program (15 minutes)	Principal Kim Doepker will introduce members to the school's dual language program. This is timely, considering the English Language Learning agenda item from the September 26 Board meeting. Members will have an opportunity to tour multiple classrooms, including a dual language kindergarten classroom.
8:45 a.m.	Tour classrooms (Janifer Sams, Cory Hobbs, Tina Brennan, Dual Kindergarten)	
9:45 a.m.	Depart for Walla Walla High School 800 Abbott Road	Members will meet with Walla Walla High School's principal Pete Peterson to tour the AVID (Achievement via Individual Determination) program. AVID is a program designed to promote college-readiness for students. At Walla Walla High and at our last stop, Lincoln High, members will have an opportunity to learn how WWPS are closing the achievement gap and increasing overall student achievement through a discussion of their Response to Intervention (RTI) and Adverse Childhood Experiences (ACEs) programs. Members will tour a RTI classroom at Walla Walla High and then discuss with Lincoln High students and staff how the ACEs programs have impacted student achievement.
10:00 a.m.	AVID program tour (Principal Pete Peterson to determine classroom visit)	
10:30 a.m.	Depart AVID and walk to Casey Monahan's classroom (RTI lesson – Tier II)	
10:40 a.m.	Visit Casey Monahan's classroom and talk to Marci Garcia (RTI coordinator)	
11:00 a.m.	Depart Walla Walla High School and travel to Lincoln High 421 S. 4th Street	
11:15 a.m.	Tour Lincoln High School (Discuss ACEs w/staff & students – Adverse Childhood Experiences)	
12:00 p.m.	Lunch provided at Lincoln High School (Debrief with Superintendent Mick Miller, Principal Jim Sporleder and Lincoln High School students)	

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.