



WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. BOX 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

February 28, 2007

Dear Board Members:

As you approach your March meeting, you will have been together one year as a new team. Congratulations! I like spring with all its signs of new beginnings. My crocuses and daffodils are starting to poke their heads up. Our Board committees are off and running to help our students. We have hired some great new staff. Our wonderful "seasoned" staff have really helped all of us get (or should I really say, saved us) through the last year of new beginnings. You need only spend one day in our office to admire the many balls dancing in the air between all six of us. Thus it is with sadness and gladness that I want to thank Pat Eirish who is attending her last Board meeting in March for all her incredible work in mentoring me over the last six months. Pat has accepted a new position in OSPI that fits her like a glove and luckily she will not be too far away.

We need to congratulate Jack Schuster and Terry Bergeson for the "Best of Washington" awards they received from the Washington Federation of Independent Schools on February 13th. Jack received "the Columbia Award" for his work in furthering the collaboration between public and private K-12 interests. Terry received hers for "Outstanding State Official" for her work to build strong relationships with private schools. How lucky are we to have those two award winners on our Board!

Are you ready for your board meeting? Well here is a preview of the fun to come.

Monday March 12th

Accountability/Systems Performance Committee Update and Board Goals

Kris Mayer and her Committee now have two meetings under their belt. Jeff Vincent has very graciously agreed to host us in his downtown Seattle office. The ambience is inspiring! We have covered a lot of ground in terms of getting clear on what the Committee will do this year. It is exciting and hard work. We are plowing some ground in the accountability area that has not been successful before. We believe with a different approach and data under our belt to show the need for improved system performance that we will make substantial progress.

The Committee identified several topics it will be working on (among other things): examining data needed to improve school achievement; creating an annual State Board of Education (SBE) report; and creating a mandate for any school that does not meet its performance goals to engage in improvement efforts. At our last Committee meeting (where Steve Dal Porto arrived in a wheel chair sporting a cast to his foot- thanks to his wife – now that's dedication!) we had a great discussion with our advisory members (teachers, business people, and others engaged in education) on the subject of school improvement plans. They

all endorsed the need to make these plans real and meaningful at the local level to affect significant change. Evelyn Hawkins has done some great briefing papers on benchmarking and a deeper look at accountability for the Committee. She is getting a new computer to run data.

Mary Jean, our fabulous systems thinker and “pull everyone together” gal, is working on how to look at overall goals and frameworks to discuss with the Board. We need to be sure all of our work comes together with all the different Committees. She is thinking about this no doubt right now and will have something to share at the Board meeting. She is also going back to D.C. to a National Association of State Boards of Education (NASBE) conference on No Child Left Behind after our Board meeting. She hopes to meet with some staff from our Congressional delegation to talk about the proposed reauthorization.

English Language Learners

This continues to be a big issue for our Board. How are these students doing and what can we do with our “bully pulpit” to help? OSPI has been focusing on some strategies they are eager to share with us on using DVDs in students’ first languages for the WASL as well as options to continue helping ELL students who cannot meet the graduation requirement in four years of high school.

Legislative Update

Our meetings with legislators have gone really well. We have focused on leadership and key players for our meetings – both Democrats and Republicans. Everyone has something great to say about the work we are doing. I think they are impressed we have moved quickly on some key topics like mathematics with the Joint Math Action Plan and the Independent Review.

I cannot begin to tell you how many WASL bills there are out there! It will all settle down a bit after February 28, but I truly cannot predict the outcome. There is, however, some recent tension mounting on how to do the independent review of mathematics standards between legislators. I have testified through out the session and explained in meetings with legislators that the Board is moving ahead with its RFP. I have tried to include certain issues some members want to see addressed, however, there continues to be some disagreement from a few legislators about our approach to use a national consultant rather than a Washington panel to do the bulk of the work. (In our RFP the panel assists the national consultant.) Some of these same legislators also want us to develop new standards rather than reviewing the ones we have. They question how “independent” the Board can be.

The good news is that the House Education Appropriations Subcommittee just came out with its budget and it supports our full budget request! Stay tuned as this moves through both houses!

We will know a lot more by the time of our Board meeting to share. Pat does a great job with her updates so I will spare you further information here. I will miss “my woman on the hill” for the rest of the legislative session.

Meaningful High School Diploma

The Meaningful High School Diploma Committee met for the first time on February 27. They agreed that for the next several meetings they will focus on completing a proposed framework on what constitutes a meaningful high school diploma and then examine

graduation credit requirements and different types of diplomas. They also plan to focus on implementation issues for any changes they decide to recommend.

Kathe Taylor has done a great job digging into the work for the Committee. You have a briefing memo from her on the American Diploma Project (ADP). We are looking forward to Mike Cohen, Director of Achieve Inc., who has launched the ADP Project come share his thoughts with the Board. Twenty-nine states are involved in this project. To get a state perspective, we have Ron Peiffer from the Maryland Department of Education as well as someone hopefully from Oregon. (Their Board chair was going to come, but he is too busy with the legislative session.) The Washington Roundtable will host a reception for Mike Cohen, Board members and legislators up on the Hill on Monday night. Here is your opportunity to “schmooze (although legislators will be busy passing bills on the floor that night).” We will not have a dinner on Monday due to this reception.

Washington State Institute for Public Policy (WSIPP) Report on WASL

The WSIPP (where I worked for 10 years before going to work at The Evergreen State College) staff will present highlights from some of their recent reports on the WASL. They have done a lot of work using OSPI data. Legislators have heard these reports and it shapes a lot of their thinking, although not everyone agrees with all of the reports' conclusions. I have included several sample reports for you to read.

Tuesday March 13th

Science Literacy

We need to get a toe into the science world as we begin to think about the independent review of science and the meaningful high school diploma so here it goes! Kathe Taylor and I thought it would be helpful for you to think about science literacy and why it is important in today's world for our students. We are fortunate to have a panel that will look at the issue from business, higher education and K-12 perspectives.

Joint Mathematics Action Plan and Independent Review of the Mathematics K-12 Standards

I had a great conversation with Terry and Cathy Davidson from Office of the Superintendent of Public Instruction (OSPI) and Lin Douglas from the Professional Educator Standards Board (PESB) as we discussed our progress and shared thoughts on the Joint Mathematics Action Plan. This is just how we should all be working together to improve the system! The Independent Review of the K-12 Mathematics Standards is on the fast track. We hope to have proposals in for the Executive Committee and Steve Floyd to review by March 2 and make a decision March 7. We are also putting together the panel of Washingtonian educators, parents and business folks to assist the national consultant(s). Special thanks to OSPI staff and Laura Moore and Sarah Brand who really worked hard to get this out the door and on our Web site.

Implementation of the Graduation Credits, Public Hearing and Adoption of Graduation Credits

Here comes your rule adoption to clarify that we mean for high school level credits must align with grade level expectations. The big questions is how will we get the word out to high schools and how do we ensure that they really do align the classes for credits with what we expect for all the 9 and 10 grade level expectations. We will brainstorm and discuss ideas for this (Pat Eirish and I have a few ideas up our sleeves).

Board Retreat 2007

Thanks to Sheila Fox and Steve Dal Porto for agreeing to chair our retreat committee! We thought about doing the retreat at our July Board meeting, but it seems that will not work so we are looking at the following non Board meeting dates – all are Monday/Tuesdays (please come prepared to say which is best for you): August 20-21 or August 27-28 or October 1-2. We will start in Monday afternoon and finish by lunch on Tuesday. We will find a nice location and give you time to have some fun as well as reflect on the year and look at the next year's work.

I also want to get a sense from you all if you are able to make the July 19-20 Board meeting in Spokane. We have a lot of important business to do and I want a head count of who definitely plans to be there so we can plan accordingly.

180 Day Waiver Requests and Study

We have 10 school districts who are asking for waivers for this year only. One school district, Seattle, is requesting a waiver for parent/teacher conferences, which staff recommends you do not support. We believe their request falls outside of the statute for restructuring an effective educational system. While we have sent forward all the waiver proposals for your consideration this time, I would recommend in the future that if you decide to keep the 180-day waiver process that you have staff review all the paper work and prepare a summary of the requests for your approval (similar to what we do with the private school approval) and send you the paper work only for those we recommend you do not approve. I really dislike killing this many trees! I did not want to change from prior Board practice unless I have your approval to do so.

The 180 Day Waiver Committee chaired by Jack Schuster has already prepared a proposal for the Board to consider. They are recommending that the Board define a clear purpose for granting a 180-day waiver to districts with an accountability feedback loop. Thank you to Linda Lamb for her editing skills on the proposal. Pat has provided a full background packet on this issue to help you with your decision. Please note that the Legislature funds two professional training days for teachers on top of the current 180 days. They used to fund three days, but in an effort to balance the budget one of the days was taken away several years ago. Thus a number of schools request waivers from you want to add time for teachers address issues for educational restructuring.

Other Items

We will NOT have a staff presentation update on the Collection of Evidence at the Board meeting, but Lesley Klenk tells me that they have had approximately 550 registrations from schools all over the state.

We have provided you with a Board policy for your travel as well as staff based on Office of Financial Management State Administrative and Accounting Manual (SAAM) and OSPI policy (OSPI acts as our fiscal office). There seem to be a number of issues that come up consistently that we want you to be aware of (although you should read the whole policy). These issues include:

- 1) we are unable legally to reimburse you for meal expenses if you live in the same town where you ate;

- 2) if you are asking for reimbursement for more than one trip, please submit separate reimbursement forms; and
- 3) we have experienced some “no shows” for sleeping rooms we have reserved (for which the Board Office is charged) thus we may need to have you make your own room reservations under your credit card if this continues to be a problem.

If you feel that you need to adopt this policy officially, please let me know.

Sheila Fox has kindly agreed to do a summary of the Professional Educator Standards Board for our Board. It is included here. Thanks Sheila!

Warren Smith has asked us to provide you with the legislative packet we hand out to legislators. While you have received pieces of this at previous board meetings, we will provide you with full packets in your FYI folder. The pieces include our legislative “leave behind” and brochure, the Board resolution on the WASL, our Board charge for the independent mathematics review and WASL scores for 10th graders.

We look forward to seeing you at the March Board meeting. Please feel free to call or email me if you have questions.



State Board of Education Meeting

Room 172, Dept. of Natural Resources

1111 Washington St. SE, Olympia

March 12: 9:00 a.m. — 5:00 p.m.

March 13: 9:00 a.m. — 3:30 p.m.

AGENDA

March 12 Monday

9:00 a.m. Call to Order and Welcome

Pledge of Allegiance

Agenda Overview

Approval of Minutes from the January 25-26, 2007 meeting (*Action Item*)

9:10 a.m. Accountability/Systems Performance Committee Update and Board Goals for Committees' Work – Kris Mayer, Chair of Accountability/Systems Performance Committee, and Mary Jean Ryan, Chair, State Board of Education

- Update on Committee work and organizing frameworks
- Discussion of proposed goals for Board and Committees' work

10:30 a.m. Break

10:45 a.m. English Language Learners (ELL) – Dr. Joe Willhoft, Assistant Superintendent for Assessment and Research, and Dr. Alfonso Anaya, Director of Migrant and Bilingual Education, OSPI

- How will OSPI address the cutscore issue under the Washington Language Proficiency Test II (WLPT-II)?
- What do we know about ELL high school students and their Washington Assessment of Student Learning (WASL) performance and how does OSPI plan to address any issues identified?

11:15 a.m. Legislative Update – Edie Harding, Executive Director, and Pat Eirish, Program Manager, SBE

11:40 a.m. Public Comment

12:00 p.m. Lunch

1:00 p.m. Meaningful High School Diploma Committee Update – Eric Liu, Chair of the Meaningful High School Diploma Committee, and Kathe Taylor, Policy Director, SBE

1:30 p.m. American Diploma Project – ADP
Mike Cohen, President of Achieve
Ron Peiffer, Deputy State Superintendent for Maryland Department of Education
Theresa Levy, Program Specialist, Oregon Department of Education

2:45 p.m. Break

3:00 p.m. Board Dialogue on ADP

4:00 p.m. Washington State Institute for Public Policy (WSIPP) Summary of Recent Studies on the 10th Grade WASL, Alternative Assessments and the Promoting Academic Success Program (PAS) – Robert Barnoski, Senior Research Associate, WSIPP

5:00 p.m. Recess

March 13 Tuesday

9:00 a.m. What is Science Literacy and why does it Matter for All Students? Panel of business, higher education science faculty, high school science teacher and OSPI

Theresa Britschgi, Director, BioQuest, Seattle Biomedical Research Institute
Ethan Smith, Teacher, Tahoma Senior High School, Tahoma School District
Lynda Paznokas, Associate Dean for School and Community Collaboration, Washington State University
Eric Wuersten, Science Curriculum Program Supervisor, OSPI
Roy Beven, Science Assessment Specialist, OSPI

10:15 a.m. Break

10:30 a.m. Board dialogue – Next Steps on Science

11:00 a.m. Joint Mathematics Action Plan and Independent K-12 Mathematics Review Update Mary Jean Ryan, Chair, and Edie Harding, Executive Director, SBE, and Mickey Lahmann, Assistant Superintendent for Curriculum and Instruction, OSPI

**11:30 a.m. Implementation of Graduation Credits and Alignment with Standards
Edie Harding, Executive Director, and Pat Eirish, Program Manager, SBE**

12:00 p.m. Lunch

1:15 p.m. Public Hearing on Proposed Rule Amendments/Changes

- **Amendments to Chapter 180-51 WAC**
- **Rule Amendments/Changes Pursuant to E2SHB 3098**

PLEASE NOTE: Times above are estimates only. The Board reserves the right to alter the order of the agenda. For information regarding testimony, handouts, other questions, or for people needing special accommodation, please contact Laura Moore at the Board office (360-725-6025). This meeting site is barrier free. Emergency contact number during the meeting is 360-902-1000.

- 1:30 p.m. Adoption of Rules (*Action Item*)**
- 2:00 p.m. 2007 Board Retreat – Sheila Fox and Steve Dal Porto, Members, SBE**
- 2:15 p.m. 180-Day Waiver Petitions (*Action Item*) – Pat Eirish, Program Manager, SBE**
- 2:35 p.m. 180-Day Waiver Committee Recommendations (*Action Item*)
Jack Schuster, Chair, 180-Day Waiver Committee, and Dr. James Koval,
Superintendent, North Thurston Public Schools**
- 3:30 p.m. Adjourn**

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STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: March 12, 2007

SUBJECT: **ACCOUNTABILITY/SYSTEMS PERFORMANCE COMMITTEE
UPDATE AND OVERALL BOARD GOALS**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTERS: Dr. Kristina Mayer, Committee Chair, and Mary Jean Ryan, Chair
State Board of Education

BACKGROUND:

The Accountability/Systems Performance Committee held its second meeting on February 22. The Committee worked on goals and a framework for its work this year. At the January Board meeting, the Committee identified several topics it will be working on (among other things): examining data needed to improve school achievement; creating an annual SBE report; and creating a mandate for any school that does not meet its performance goals to engage in improvement efforts.

Several briefing papers and items will be discussed at our next Committee meeting March 29 including: an in depth background information piece on accountability with details on Washington's assessments as well as information on required accountability and reporting, benchmarking policy options for the Education Report Card, and sample report cards from other states. (These are available upon request.)

The advisory group members joined the Committee in the afternoon to discuss the current school improvement process and how it could be improved. The Committee and its advisors were sent the material from Greg Lobdell's (from the Center for Educational Effectiveness) paper with some additional comments from staff. Key information from that paper as well as a state map of the schools working on school improvement is provided behind this tab. Kris Mayer will update you on the Committee's work.

Mary Jean Ryan will work with the Board on an overall framework and goals for the Board to consider as the work of the Accountability/Systems Performance Committee and the Meaningful High School Diploma Committee proceed this year.

School Improvement Assistance (SIA): Adequate Yearly Progress (AYP)

Map of school districts and stages of AYP status in the 2006-07 school year

Map Key*

- = Out of Improvement Status
- = Year 1
- ◆ = Year 2
- ▲ = Year 3
- ✖ = Closed

*The number inside the symbol indicates the number of schools in that district at that step of SIA.



Washington K-12 School Districts



Map generated 3/14/00
Bill & Melinda Gates Foundation

School Improvement Assistance (SIA): Adequate Yearly Progress (AYP)

Map of school districts and stages of AYP status. (As of February 2007)

	District	School Improvement Status
1.	Aberdeen	Out (1)
2.	Auburn	Year 2 (1)
3.	Brewster	Out (2)
4.	Bridgeport	Out (1); Year 3 (1)
5.	Burlington-Edison	Year 2 (1)
6.	Cape Flattery	Out (1)
7.	Clover Park	Out (1); Year 2 (1)
8.	College Place	Year 2 (1)
9.	Concrete	Out (1)
10.	Creston	Out (1)
11.	Eastmont	Year 1 (1)
12.	Grandview	Out (1); Year 3 (1); Year 1 (1)
13.	Granger	Out (1); Year 3 (1)
14.	Highline	Out (2); Closed (1); Year 1 (3); Year 2 (1)
15.	Hood Canal	Out (1)
16.	Hoquiam	Year 3 (1)
17.	Inchelium	Out (1)
18.	Kennewick	Year 2 (1)
19.	Longview	Year 3 (1)
20.	Mabton	Out (1); Year 2 (1)
21.	Moses Lake	Year 1 (1)
22.	Mount Adams	Out (1)
23.	Mount Vernon	Year 1 (1)
24.	North Beach	Out (1)
25.	North Franklin	Year 1 (2)
26.	Ocean Beach	Out (1)
27.	Okanogan	Out (1)
28.	Oroville	Out (1)
29.	Othello	Out (3); Year 2 (1)
30.	Pasco	Out (1); Year 1 (2); Year 2 (2); Year 3 (3)
31.	Peninsula	Year 1 (1)
32.	Puyallup	Year 2 (1)
33.	Quillayute Valley	Year 1 (1)
34.	Quinalt Lake	Out (1)
35.	Quincy	Out (1)
36.	Raymond	Out (1)
37.	Renton	Year 1 (5); Year 2 (1)
38.	Seattle	Out (4); Year 1 (1); Year 2 (5)
39.	Shelton	Year 1 (1)
40.	Soap Lake	Out (1)
41.	Spokane	Year 1 (1)
42.	Sunnyside	Out (1); Year 1 (1); Year 3 (2)
43.	Tacoma	Out (8); Year 3 (2)
44.	Taholah	Year 2 (2)
45.	Toppenish	Out (4)
46.	Vancouver	Year 1 (1); Year 2 (1); Year 3 (1)
47.	Wahluke	Out (3)
48.	Wapato	Out (2); Year 1 (1); Year 2 (2)
49.	Warden	Out (1); Year 3 (1)
50.	Yakima	Out (9); Year 1 (1); Year 3 (3)

What are the characteristics of the “struggling schools” and how are they struggling?

The 353 schools that did not meet AYP or remain in school improvement were referred to by Greg Lobdell as the “struggling schools”

Struggling Schools - Demographics

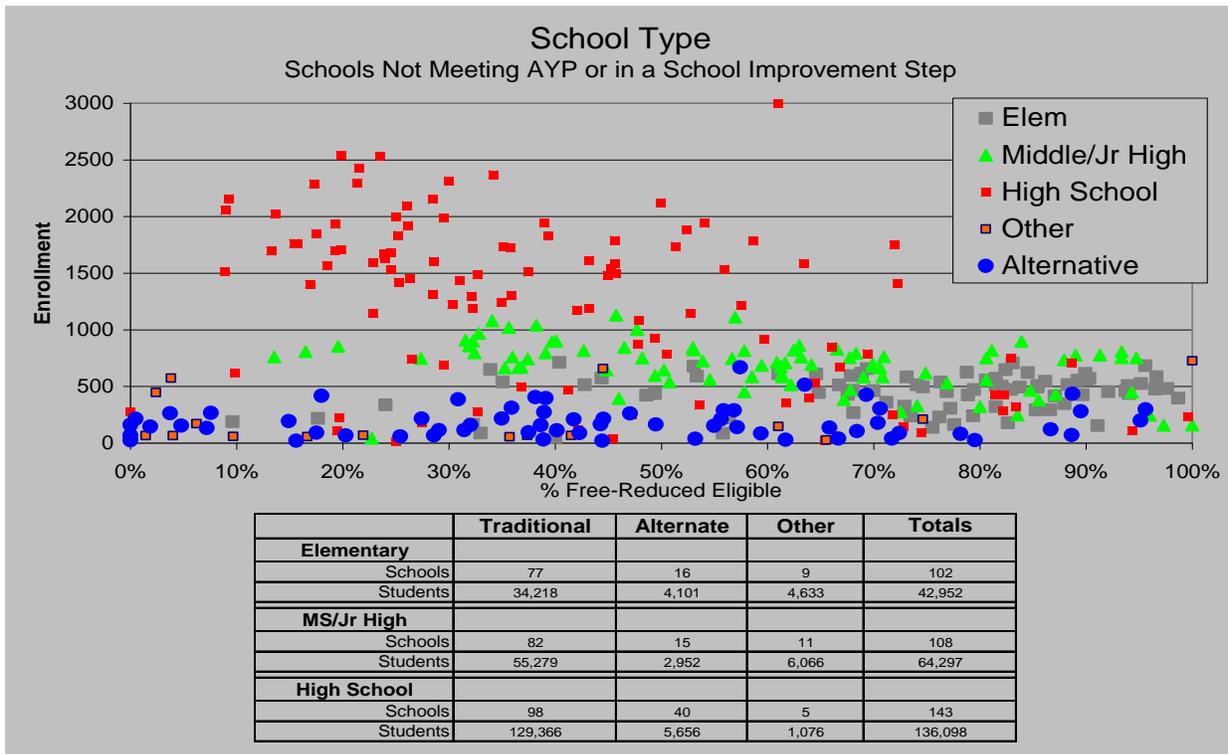
Ethnicity	State	Struggling Schools
American Indian/Alaskan Native	2.8%	3.8%
Asian	7.9%	9.1%
Black	5.7%	9.4%
Hispanic	13.7%	22.4%
White	69.2%	53.5%

Poverty	State	Struggling Schools
Elig. For Free-Reduced Meals	36.7%	46.6%

Language	State	Struggling Schools
Receiving ELL/ESL Services	7.4%	13.9%

"Struggling Schools": Those who did not meet AYP in 2006 or those who met AYP in 2006 but are still in NCLB School Improvement (353 schools highlighted in this analysis)

- Compared to schools statewide, the struggling schools have a higher percentage of racial/ethnic minority students—46% compared to 31% statewide; a higher percentage of students eligible for free-reduced price meals—47% compared to 37%; and a higher percentage of students receiving ESL/ELL services—14% compared to 7%.



- 102 (29%) are elementary schools, 108 (31%) are middle/jr high schools, and 143 (41%) are high schools. 257 (73%) are traditional schools, 71 (20%) are alternative schools, and 25 (7%) are other types of schools.
- 43,000 (18%) are elementary students, 64,000 (26%) are middle/jr high students, and 136,000 (56%) are high school students. 219,000 (90%) are students from traditional schools, 13,000 (5%) from alternative schools, and 12,000 (5%) from other schools.

Where Are the Struggling Schools?

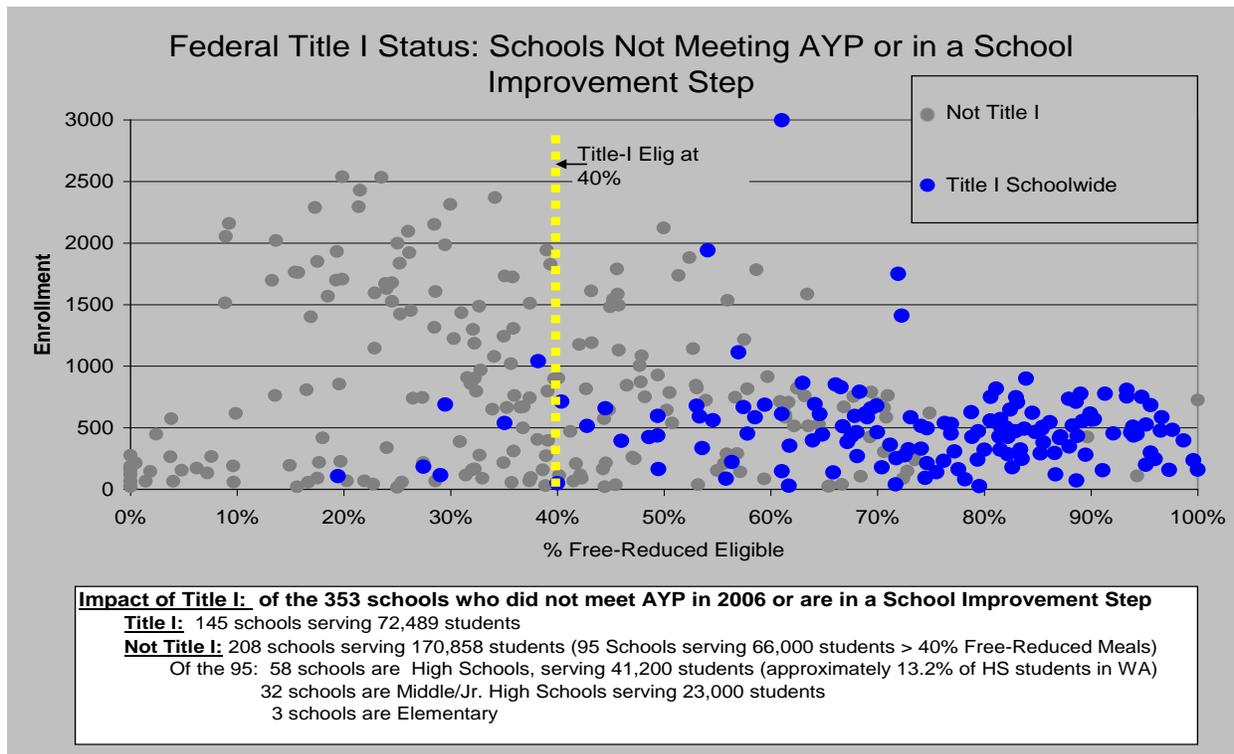
	Did Not Meet AYP or in School Improvement								Met AYP and Not in School Improvement
	TOTAL Number	Percent Within ESD	NCLB School Improvement Step						
			Year 1 (Alert)	Step 1	Step 2	Step 3	Step 4	Step 5	
Eastern Washington									
Spokane ESD 101	23	9.3%	14	5	2	2			223
Tri-Cities ESD 123	32	27.1%	7	14	4	5	1	1	86
Wenatchee ESD 171	21	19.1%	6	8	1	5	1		89
Yakima ESD 105	49	45.4%	10	13	5	13	1	7	59
Western Washington									
Vancouver ESD 112	26	14.9%	12	6	3	5			149
Olympia ESD 113	10	6.3%	5	4	1				148
Anacortes ESD 189	49	15.3%	13	23	6	7			271
Olympic Peninsula ESD 114	9	8.7%	6	1	1	1			95
Puget Sound ESD 121	134	19.4%	32	54	21	26	1		558
	353		105	128	44	64	4	8	

Note: Step 1 = failing AYP for 2 consecutive years
 Step 2 = failing AYP for 3 consecutive years
 Step 3 = failing AYP for 4 consecutive years
 etc.

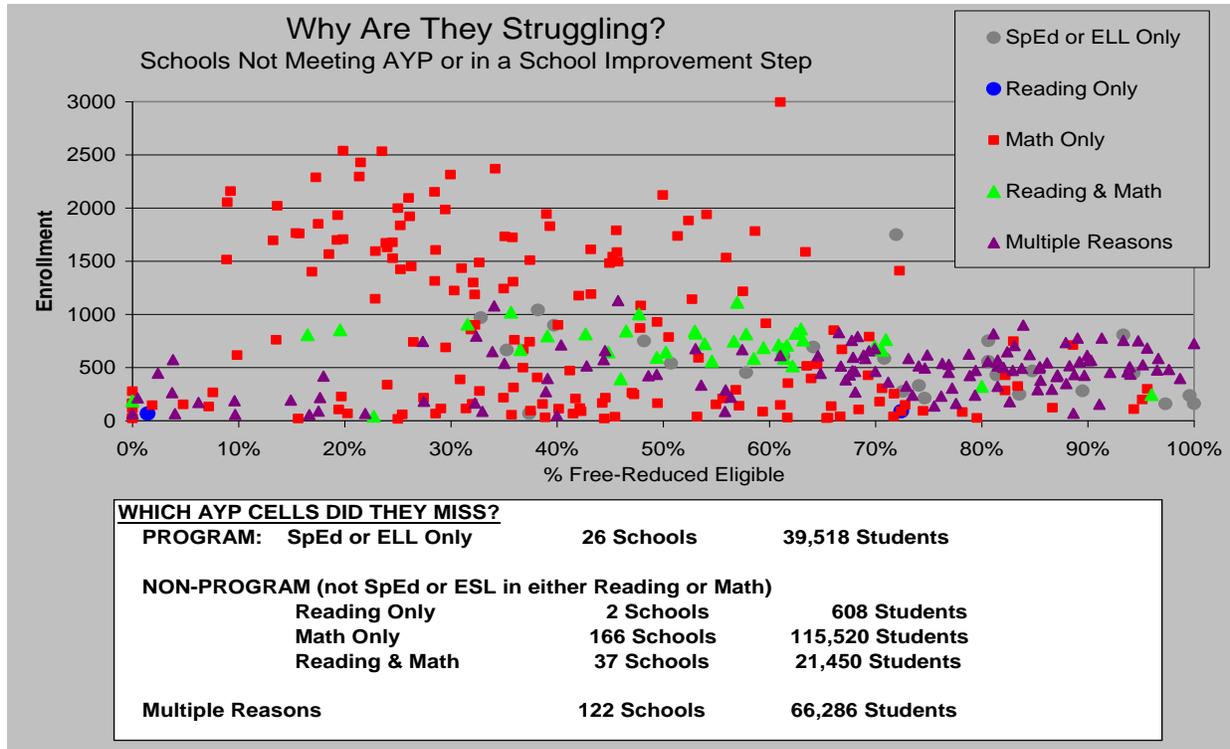
If a school is in Steps 1-5, making AYP one year causes them to stay at the same step

"Struggling Schools": Those who did not meet AYP in 2006 or those who met AYP in 2006 but are still in NCLB School Improvement (353 schools highlighted in this analysis)

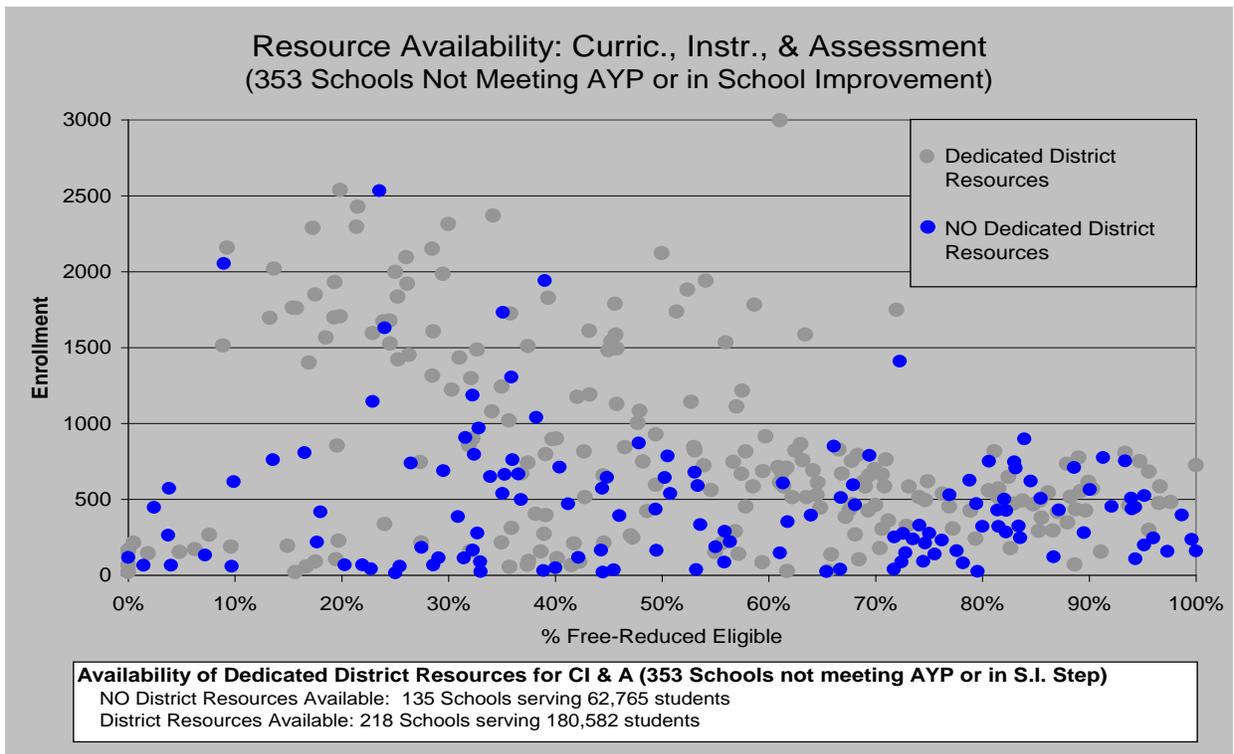
- 134 of the struggling schools are in the Puget Sound region, 125 in eastern Washington, and 94 in western Washington but not in the Puget Sound region.
- A higher percentage of struggling schools, 35%, are in eastern Washington compared to all school, 29%.



- 145 (41%) of the struggling schools serving 73,000 (30%) of the students are Title I schools.
- The remaining 208 schools serving 171,000 students are not Title I schools. Of these schools, 95 have more than 40% of their students eligible for free-reduced price meals and 58 are high schools, 32 are middle/jr high schools, and 3 are elementary schools. So, many of these struggling schools, while not Title I, still have a high percentage of low-income students.



- Most of the schools did not make AYP because of math performance, either math only or math in combination with reading and/or special ed/ELL performances. 166 (47%) of the **schools** did not meet AYP because of math only, 122 (35%) for multiple reasons, 37 (10%) for reading and math, 26 (7%) for Special Ed or ELL only, and 2 (1%) for reading only. Unfortunately, it is not evident from the data presented how many schools with multiple reasons included math. Nevertheless, math appears to have been the biggest barrier to schools for meeting AYP for the 2006 WASL administration.
- 115,500 (47%)of the **students** are in schools that did not meet AYP because of math only, 66,000 (27%) for multiple reasons, 40,000 (16%) because of Special Ed or ELL, 21,000 (9%) because of reading and math, and 608 (less than 1%) because of reading only.



- 135 (38%) of these schools have no district resources available for curriculum, instruction, and assessment; these schools serve 27% of the students in struggling schools.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: March 12, 2007

SUBJECT: **ENGLISH LANGUAGE LEARNERS**

SERVICE UNIT: State Board of Education
 Edie Harding, Executive Director

PRESENTERS: Dr. Joe Willhoft, Assistant Superintendent for Assessment and Research
 Dr. Alfonso Anaya, Director of Migrant and Bilingual Education
 Office of Superintendent of Public Instruction

BACKGROUND:

In response to interest to advocate for the improvement of educational opportunities for English Language Learners (ELL) in our state, we have invited OSPI to present their plans in response to two important questions:

- How will OSPI address the cutscore issue under the Washington Language Proficiency Test II (WLPT-II)?
- What do we know about ELL high school students and their Washington Assessment of Student Learning (WASL) performance and how does OSPI plan to address any issues identified?

Included under this tab is a briefing paper on the state's Transitional Bilingual Instructional Program, which has served English Language Learners since 1979.



WASHINGTON STATE BOARD OF EDUCATION

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MEMORANDUM

DATE: February 26, 2007
TO: State Board of Education Members
FROM: Evelyn Hawkins
RE: English Language Learners (ELLs)

The purpose of this memorandum is to provide you with a brief background on English Language Learners (ELLs) and Washington's Transitional Bilingual Instruction Program (TBIP).

Background on English Language Learners

English language learners are among the most academically at-risk groups in our schools today and their numbers are expected to rise steadily in the near future. Typically, ELLs receive lower grades, score below their classmates on standardized reading and mathematics tests, and are often judged by their teachers as academic "underachievers."

Washington's Transitional Bilingual Instructional Program (TBIP)

Washington's educational system has seen a rise in the percentage of students qualifying for the TBIP from 4.7 percent in 1996-1997 to 7.4 percent in 2005-2006.¹ The state's Transitional Bilingual Instruction Act of 1979, amended in 1984, provides extra state funding to school districts to serve students who have a primary language other than English *and* who have English language skill deficiencies that impair their learning in regular classrooms.² The state, however, is not the only source of revenue for the program. Districts can choose to supplement their state program funds with funds raised at the local level for programs educating ELLs. In addition, various federal programs can be used to support ELLs, including funding from Title I, Title III and programs for migrant, immigrant, and special education. Federal funding, however, is minimal compared to state and local funding.

Despite the relatively minimal federal funding, the *No Child Left Behind (NCLB)* law has had a considerable impact on the visibility of ELLs. ELLs are a student category for calculating adequate yearly progress (AYP).³ NCLB requires ELLs to meet reading and math proficiency targets (as measured by the Washington Assessment of Student Learning [WASL]). Districts

¹ Information on Washington's ELL population, including the academic programs provided for them are from the OSPI website, in particular, the report *Educating English Language Learners in Washington State. Annual Report of the State Transitional Bilingual Instruction Program, School Year 2004-2005*. Prepared by Dr. Margaret Ho, Interim Director, Migrant & Bilingual Education.

² Beginning in 1979, ELL students were funded along with certain special education students as part of a "special needs" grant. In 1984, funding for the program was set up as a separate allocation. Other program changes were made in the 1984 law, including how eligible students are identified.

³ ELLs who are enrolled in an American school for less than one year are exempted from the state assessment in reading/language arts.

have found the ELL category to be one of the most challenging categories in meeting AYP targets.

The major objective of the TBIP is for students to develop competence in English language skills. Instructional assistance is restricted to students who have very little or no English speaking ability and are in most need of help, as defined by the eligibility requirements.⁴ **RCW 28A.180.010** defines bilingual education as the use of two languages in instruction, English and one other. The non-English language is a bridge, a language the child understands, that can be used by the student to learn core academic concepts while English language skills are being acquired. As a student learns more English, there is a corresponding decrease in the use of the primary language. This is the “transitional” aspect of the program as established in Washington. Although the prescribed program of the TBIP calls for “bilingual instruction,” relatively few students in the program actually receive formal instruction in their primary language. Thus, for the majority of ELLs in the state, their English Language Development (ELD) program is more accurately defined as an ESL program. This reliance on instruction in English rather than in a student’s primary language is common in other states as well.⁵

Program Eligibility. The TBIP serves eligible students in grades K–12.⁶ To be eligible, students must have a primary language other than English *and* their English language skills must be sufficiently deficient or absent to impair learning in an all-English classroom setting. Program funding, however, is intended for those with the greatest need, so not all students who have a primary language other than English may be eligible.

Districts conduct an initial assessment of students’ oral language proficiency to determine program eligibility.⁷ An annual reassessment must be made for an ELL to continue in the program. The state program is intended to provide support services for up to three years. However, the TBIP may serve students for longer than three years if school districts can document that the students remain limited English proficient. Research consistently suggests that learning English in an “academic” setting takes anywhere from four to six years for the majority of ELLs.⁸

The state tests used to measure English language proficiency were first administered in 2002 and are designed to measure proficiency in reading and writing.⁹ Initial results of these tests reveal that reading proficiency is much lower than writing proficiency in the early grades, but not in the middle and high school grades. Over 80 percent of ELLs in grades 9–12 are in the two lowest levels (I and II) in both subjects.¹⁰

⁴ The transitional bilingual instruction program operates under the authority of RCW 28A.180.060 and as detailed in chapter 392-160 of the WAC.

⁵ See *Public Education: Meeting the Needs of Students With Limited English Proficiency*, U.S. General Accounting Office, February 2001.

⁶ Beginning in school year 1997–98, pre-kindergarten students were no longer eligible for bilingual program services

⁷ Districts use the Language Assessment Scales (LAS or Pre-LAS) to determine initial eligibility.

⁸ Hakuta, K., Goto Butler, Y., & Witt, D. (2000). How Long Does It Take English Learners to Attain Proficiency? *University of California Linguistic Minority Research Institute Policy Report 2000-01*.

⁹ In November 2001, educators representing various parts of the state unanimously selected the Washington Language Proficiency Test Series as the single test to be used statewide for the annual assessment.

¹⁰ Eligibility ends when a student scores at Level IV on the *reading* portion and Level III or better on the *writing* portion of the Washington Language Proficiency Test (WLPT). Students who meet the reading WASL standard and score at a level slightly below meeting standard on the writing WASL (7 of 12 points in grades 4 and 7 and 13 of 24 points in grade 10) will exit the program.

Students served by the program spoke a total of 177 languages. However, about 66 percent spoke Spanish and another 21 percent spoke one of seven other languages—Russian, Ukrainian, Vietnamese, Korean, Somali, Tagalog, or Cambodian. Some districts had many different languages spoken by ELLs: 28 districts had at least 20 languages spoken by ELLs. On the other hand, many other districts served only ELLs whose primary language is Spanish.

Staffing and Instruction. Nearly all expenditures used to educate ELLs are for staff salaries. Although research has found that students perform better when provided more intensive instruction in their primary language, few students receive this type of instruction. One reason for this is the critical shortage of qualified teachers who are literate in a language other than English. Most instruction for ELLs in Washington is provided by instructional aides, typically in a classroom setting with some ESL instruction. Just over half the teachers in the program have an endorsement in teaching either ESL or bilingual education.

Instructional Strategies and Models. ELL instructional strategies and approaches range from having no instruction in the students' primary languages and providing only ESL instruction to providing instruction over an extended period in both English and the students' primary languages.¹¹ OSPI recommends five instructional models providing services to ELL students during regular school hours: dual-language/dual immersion programs; late exit transitional bilingual education; early exit transitional bilingual education; content-based ESL/sheltered instruction; and English as a second language. OSPI's report to the Legislature on 2004-05 programs included a sixth model—English-as-a-second-language pull-out/push-in—mainly used at the elementary level. Schools are strongly encouraged to select the most effective model given their particular demographics, needs, and resources.

- **Dual-Language/Dual Immersion Programs.** In these programs, language majority and language minority students are instructed together for a minimum of five or six years. The goals of the program are for both groups to become bi-literate, succeed academically, and develop cross-cultural understanding. In Washington, the use of Dual Language programs grew from 5 programs in 2002-2003 to 22 in 2004-2005. Research suggests that dual language programs promote high academic and linguistic gains by native-English students and by students with a primary language other than English.

There are types of dual-language programs. A two-way bilingual program uses two languages to teach students the core curriculum (commonly at the elementary level). Participating students are equally divided between native-English speakers and native speakers of the program's other language. So far in Washington, the other language has been primarily Spanish, although several school districts are currently exploring the possibility of establishing Dual Language programs with English/Vietnamese or English/Tagalog. With a 50/50 linguistic mix of students in place, the school instructs half of the regular curriculum in English and the other half in the other language. In a one-way bilingual program, all students are from the same primary language group.

- **Late-Exit Transitional Bilingual Education.** In late-exit bilingual programs, ELLs receive core content instruction in their native language as they transition into English proficiency

¹¹ See [A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement](http://www.crede.ucsc.edu/research/llaa/1.1_final.html), Wayne P. Thomas and Virginia P. Collier, George Mason University, for the Center for Research on Education, Diversity and Excellence, 2002. http://www.crede.ucsc.edu/research/llaa/1.1_final.html

over a five-year period. The degree to which the teacher uses the students' native language is directly proportional to the degree to which the student has acquired English language proficiency. Given Washington teachers' capacity for teaching in a language other than English, this model would most likely serve Spanish speaking students. "Late-Exit" refers to exiting an instructional model using primary language to an instructional model using only English.

- **Early-Exit Transitional Bilingual Education.** Early-Exit Bilingual models are like Late-Exit models (see above) except that they are designed to transition ELLs from their native language to English in the first three-year period of the primary grades.
- **Content-Based English-as-a-Second-Language (ESL)/Sheltered Instruction.** Students are taught entirely in English through ESL techniques. ELLs are kept together with the rest of the students at all times and learn academic curriculum while they are in the process of becoming English proficient. This model requires teachers to have significant training in second language acquisition strategies, however, teachers need to know *only* English for implementing this model.

In the three years from 2002-2003 through 2004-2005, there was an increase in Content-Based ESL programs across the state due primarily to OSPI's efforts to provide technical assistance. Content-Based ESL has been found to be the most effective instructional model for buildings that have considerable numbers of ELLs speaking a variety of languages.

- **English-as-a-Second-Language (at the Secondary Level).** ESL programs are designed to provide English-Language-Development (ELD) students with focused English language development while concurrently taking the regular curriculum in English. ESL-trained teachers use various second language acquisition methods that each are appropriate at certain phases of a student's English language development. Secondary programs typically address the needs of their ELD students by:
 - Two- or three-hour ESL block for beginning English proficiency level students.
 - Delivering core courses in the student's native language where possible.
 - Delaying language intensive core courses (e.g., history) to the second year and moving less language intensive electives to the first year.
 - Pairing ELLs with strong bilingual students in core subjects.
 - Securing textbooks in core subjects in the students' native language.
- **English-as-a-Second-Language Pull-Out/Push-In (mainly used at the Elementary Level).** In this model, ELD students are "pulled" out of their mainstream classrooms for approximately 30-45 minutes each day. A teacher or para-professional provides students with focused assistance in either English language development or core academics. When this assistance is offered in the mainstream classroom, the model is called "Push-In." Washington State has seen a shift in the last three years from serving ELLs in ESL "pull-out/push-in" programs to Content-Based ESL and Dual Language programs. This shift in instructional programs indicates a growing capacity in school districts to offer instruction with expertise in second language acquisition.

The table below shows the number of ELLs served by the instructional programs defined above during the 2004-05 school year:

Instructional Model	Number of Students Served	Percent of Total
Dual Language	1,394	2%
Transitional Bilingual-late exit	4,568	5%
Transitional Bilingual-early exit	3,444	4%
Content-Based English-as-a-Second Language	41,804	48%
ESL (Pull-Out/Push-In)	36,133	41%

Note: Percent based on the total number of ELLs served (87,343) during 2004-05.

Effectiveness of Strategies. In general, studies have found that the more instruction that is provided in the student's primary language, the better the overall academic performance of the student over a long-term period.¹² Experts believe that developing proficiency in one language promotes the development of proficiency in a second language. There are indications that this shift to providing more academic instruction in the student's native language is occurring in our state. However, the shortage of trained staff to provide instruction in many primary languages continues to limit this possibility.

⁹ See *Reading and Second Language Learners—Research Report*, OSPI, April 1999, and *School Effectiveness for Language Minority Students*, Thomas, W. and Collier, V., National Clearinghouse for Bilingual Education, December 1997. The effects of different instructional approaches may not be seen in the short-term since language acquisition in an academic context is a long-term process.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: MARCH 12-13, 2007

SUBJECT: AMERICAN DIPLOMA PROJECT

SERVICE UNIT: State Board of Education
Edie Harding, Executive Director

PRESENTERS: Michael Cohen, President, Achieve, Inc.
Dr. Ron Peiffer, Deputy State Superintendent, Office of Academic Policy, Maryland State Department of Education
Theresa Levy, Education Specialist, Oregon Department of Education

BACKGROUND:

This presentation is to inform the Board about the American Diploma Project (ADP) and the American Diploma Project Network (ADPN), an initiative of Achieve, Inc. Achieve, Inc., is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, work and citizenship.

Included in your packet is a briefing paper about the ADPN. Because representatives from Maryland and Oregon will be joining us, we have also included tables that compare graduation requirements among Washington, Maryland and Oregon and provide a synopsis of the demographics and National Assessment of Education Progress (NAEP) test results of each state.

Michael Cohen will discuss the origin, progress and current status of the American Diploma Project, and its outgrowth, the American Diploma Project Network. Mr. Cohen became president of Achieve in January 2003. At a time when states face new and continuing challenges in raising academic standards and improving schools, he is responsible for overseeing and enhancing Achieve's efforts to ensure that the quality of standards-based reforms states undertake remains high. Prior to joining Achieve, he was a senior fellow at the Aspen Institute. His work there focused on high school reform, in particular on identifying state and local strategies for transforming urban high schools. He was also director of education policy at the National Governors Association from 1986 to 1990, where he helped the governors and President Bush set national education goals and call for national standards and assessments. From 1990 to 1993, he was director of the National Alliance for Restructuring Education, a network of leading states and urban school systems committed to standards-based reform. He also helped launch the New Standards Project, an initiative of states, school districts and philanthropic groups to develop world-class standards and assessments.

Dr. Ron Peiffer will talk about Maryland's experience with the American Diploma Project. Dr. Peiffer has provided leadership for policy development and communications for the Maryland State Department of Education over the past decade – a period during which Maryland developed and implemented one of the strongest, long-running school reform programs in the nation. An educator for more than three decades, Dr. Peiffer has worked as a teacher and a local school system administrator in Maryland where he developed local curriculum and assessment policies. Since Dr. Peiffer came to the Maryland State Department of Education in 1987, he has held a variety of leadership roles including his work since 1991 with State Superintendent of Schools Nancy S. Grasmick, the architect of Maryland's widely recognized testing and accountability program. Dr. Peiffer has provided leadership and helped develop policy for various aspects of the state's school accountability system. He also oversees strategic planning, policy development, and communication efforts that reach educators, parents, the business community, and the public.

Theresa Levy will talk about Oregon's experience with the American Diploma Project. Ms. Levy has been with the Oregon Department of Education since 1996 working on high school reform policies and implementation. She is an Education Specialist in the Office of Educational Improvement and Innovation providing leadership in the PK-20 and High School Redesign initiatives. She was involved in the development and implementation of Oregon's Certificates of Initial and Advanced Mastery over the past decade and is currently responsible for research and development of policies and implementation related to the recent changes in Oregon's graduation requirements. Ms. Levy's education background includes a BS degree in Education from Ferris State University in Michigan, MS degree from Oregon State University, and is currently a Doctoral Candidate in Educational Leadership at the University of Oregon.

MEMORANDUM

DATE: March 12, 2007
TO: State Board of Education Members
FROM: Kathe Taylor
RE: American Diploma Project

The purpose of this memorandum is to provide an overview of the American Diploma Project, and its outgrowth, the American Diploma Project Network.

I. Background

The American Diploma Project (ADP) was launched by Achieve, Inc. in 2002 in partnership with The Education Trust and the Thomas B. Fordham Foundation.¹ Their objective was to identify and organize the knowledge and skills high school graduates need to succeed in postsecondary education and the workplace.

II. American Diploma Project Research Report

The heart of the American Diploma Project is a research study that was conducted over two years and culminated in a 2004 report, *Ready or Not: Creating a High School Diploma that Counts*. Researchers from the Educational Testing Service (ETS) and The Education Trust, in collaboration with Achieve staff and K-12, postsecondary, and

¹ **Achieve** is a bipartisan nonprofit organization created in 1996 by governors and business leaders in 1996 to help states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, work and citizenship. Achieve provides services in research, development, advocacy and outreach, regularly hosting National Education Summits to convene education, business and political leaders.

The Education Trust was established in 1990 by the American Association for Higher Education to encourage colleges and universities to support K-12 education reform. Now an independent nonprofit funded by over ten foundations, it is dedicated to making “schools and colleges work for all the young people they serve.” The Education Trust conducts national research and policy analysis and provides technical assistance to school districts, colleges and community-based organizations to help raise student achievement, especially among minority and poor students.

Thomas B. Fordham Foundation was established in 1959 as a tribute to industrialist Thomas Fordham. For years, it contributed funding to charitable and educational organizations in Ohio. Upon the death of Fordham’s widow in 1995, the Foundation narrowed its focus to reform of elementary and secondary education, striving to close achievement gaps by raising standards, strengthening accountability, and expanding education options. The Foundation conducts and disseminates national research and policy analysis, and sponsors local initiatives, such as Ohio charter schools.

business leaders in the five partner ADP states—Indiana, Kentucky, Massachusetts, Nevada and Texas—worked on the project.

The *Ready or Not* report describes English and mathematics standards that are benchmarked to postsecondary and workplace expectations. It also provides examples of entry-level workplace and college tasks connected to the standards, and advocates for an action agenda. These outcomes emerged from a process that engaged the people most closely involved in workplace and classroom settings—front-line managers and teaching faculty—to define workplace expectations and postsecondary expectations for entry-level work in English and mathematics.

Defining and refining workplace expectations. What do workplaces expect? It depends on which workplaces are considered.

Researchers from ETS began by defining “good” jobs. They used available longitudinal data to take into consideration entry-level salary, provision of benefits, opportunities for further career advancement, education and training. The resulting pyramid of jobs (see figure below) differentiated highly paid professional jobs (those paying more than \$40,000), well-paid skilled jobs (those paying \$25,000-\$40,000) and low-paid skilled jobs (those paying less than \$25,000).



The American Diploma Project then chose to define workplace expectations by focusing on occupations represented in the top two tiers of the pyramid, because they “pay enough to support a family well above the poverty level, provide benefits, and offer clear

pathways for career advancement through further education and training.” (p. 105, *Ready or Not*)

The next step was to work backwards. What courses did the people working in skilled or professional jobs take when they were in high school? What grades did they earn?

When the ETS researchers analyzed high school transcripts to correlate course-taking patterns and grades earned with the jobs individuals held in the different tiers of the pyramid, they found:

- Eighty four percent (84%) of those who currently hold highly paid professional jobs had taken Algebra II or higher as their last math course.
- Sixty one percent (61%) of those in well-paid jobs had taken Algebra II or higher. Seventy eight percent (78%) had taken geometry or a higher-level math course.
- Thirty percent (30%) of those in low-paid jobs had taken Algebra II.
- Four years of English that was at least at grade level was most common for those in high/well paid jobs.
- Twice as many workers in low-paid jobs had taken remedial English or English as a Second Language courses to meet English course requirements.

Based on these findings, ADP singled out the English courses typically offered each year from ninth to twelfth grade, Algebra I and II, and Geometry for further study. The project engaged curricular experts to identify the key content in these courses, and from there, identified a preliminary set of workplace expectations for English and mathematics.

To refine the preliminary workplace expectations, researchers conducted interviews with front-line managers from occupations identified in the top two tiers of the employment pyramid. While offering suggestions for tightening the expectations, employers:

- Confirmed the importance of the content, particularly the ability of workers to think creatively and logically and to identify and solve problems.
- Reiterated the value of knowledge and skills typically taught in Algebra I, Geometry, and Algebra II.

Defining and refining postsecondary expectations for credit-bearing coursework.

What do students need to know and be able to do to succeed in freshman-level college classes? The researchers approached this question from several perspectives: test content analysis, alignment studies, and faculty interviews.

Education Trust staff convened English and mathematics faculty from K-12 systems and from two- and four-year institutions in each of the five ADP partner states. Building on the maxim, “what gets measured, counts,” they evaluated the content of the partner states’ high school graduation tests; national college admissions and placement tests (SAT, ACT, COMPASS, Accuplacer); a sampling of postsecondary placement tests; and the GED to “codify what the de facto standards are for students by evaluating the content of the various assessments they are asked to take.” (p. 107, *Ready or Not*)

Achieve and ADP staff examined the alignment between partner state high school standards for English and mathematics and their high school standards-based assessments, looking for areas of overlap and for gaps. Staff also met with two- and four- year college faculty in a broad range of content areas and asked them to define the English and mathematics content and skills necessary for success in freshman, credit-bearing courses at their institutions.

After synthesizing the preliminary workplace and postsecondary expectations, ADP convened content area expert and employer panels to provide feedback on which benchmarks represented the best intersection of employer and postsecondary demands. Those benchmarks are presented in the report.

Benchmarks, workplace tasks and postsecondary assignments. The English and mathematics benchmarks are organized into thematic strands. Like Washington’s Essential Academic Learning Requirements (EALRs), skill expectations for what the graduate should know or be able to do are delineated under each strand. For example, in English, under the “communication” strand, there are six expectations of a high school graduate, such as “summarize information presented orally by others,” or “give and follow spoken instructions to perform specific tasks, to answer questions or to solve problems.”

For anyone who has heard a student complain, “Why do I have to learn this stuff?” the ADP goal to link all of the standards and expectations to specific workplace tasks or postsecondary assignments is laudable. However, at present, only ten workplace tasks have been developed. The current list includes a variety of occupations that require different levels of education, ranging from Machine Operators to Loan Officers. Similarly, sample tasks in ten postsecondary assignments, for introductory courses such as English, College Algebra, and Economics, are in place. Additional tasks in each area are in progress.

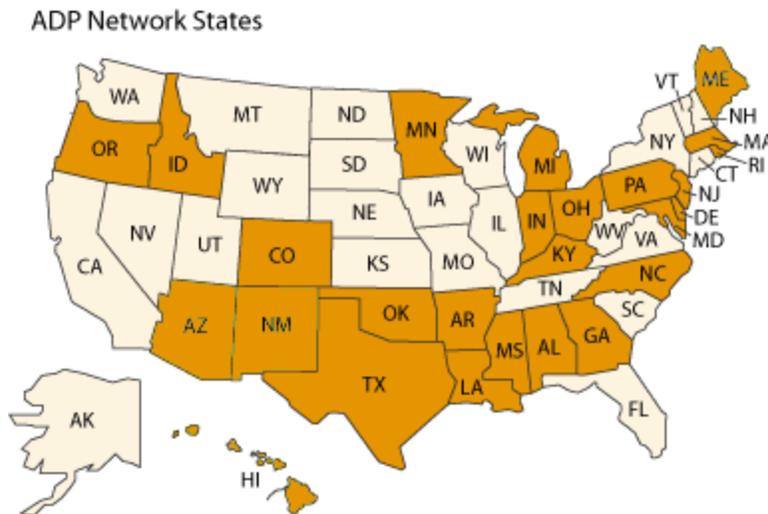
Agenda for action. The report set forth an agenda for action based on the premise that “no state can now claim that every student who earns a high school diploma is academically prepared for postsecondary education and work.” (p. 7, *Ready or Not*). The report called on states to address four challenges:

- Anchor academic standards in the real world.
- Require all students to take a quality college and workplace readiness curriculum.
- Measure what matters and make it count.
- Bridge the gap between high school and college—Use data to align systems.

Those challenges became the basis for the action agenda adopted by the states that became part of the American Diploma Project Network.

III. American Diploma Project Network

One outcome of the American Diploma Project was the creation of the American Diploma Project Network—today, 29 states that are dedicated to “making sure every high school graduate is prepared for college or work.” Most of the ADP Network members are depicted in the map below. Tennessee, Virginia, and Wisconsin are also part of the Network.



The states have committed to an action agenda that calls for:

- Aligning high school standards and assessments with the knowledge and skills required for success after high school.
- Requiring all high school graduates to take challenging courses that actually prepare them for life after high school.
- Streamlining the assessment system so that the tests students take in high school also can serve as readiness tests for college and work.
- Holding high schools accountable for graduating students who are ready for college or careers, and holding postsecondary institutions accountable for students' success once enrolled.

All states are “works in progress” in relation to the four action agenda goals. They also differ in the priority they have given to each goal, and in the number of credits and types of courses required for graduation. Appended to this document is a table listing the 2006 graduation requirements for each of the ADP Network states. Five of the 29 states have no state graduation requirements, leaving those decisions to the discretion of local districts or governing boards. Credit requirements in the other 24 states range from 13 to 24, with a median of 21.5.

Achieve provides technical assistance and a variety of services to help the ADP Network states move forward in their work. For example, Achieve will marshal resources and expertise to help states: analyze current standards and assessments; determine end-of-high school benchmarks; analyze high school tests, and college admissions and placement exams; align high school graduation standards with college entrance standards; mobilize resources to support the Network agenda within the state; and develop state data systems to support effective high school/college transition. Achieve produces an annual report on the key progress and lessons learned by the participating states.

IV. Kentucky: One of the Original ADP Partner States

To learn more about reasons why states joined the ADP Network, staff contacted one of the “early adopters,” Kentucky. Gene Wilhoit, former Commissioner of the Kentucky Department of Education, talked about why Kentucky elected to become one of the five original partner states. In early 2002, Kentucky needed to upgrade its standards because they weren’t producing the achievement results the state had hoped for. A “huge remediation rate” in colleges prompted the state to see linkages with higher education. High school graduation requirements weren’t aligned with college entrance requirements, and higher education had no common set of entry-level expectations in the core subjects—English and mathematics—that were requiring so much remediation.

Although Kentucky’s content standards had undergone three revisions since their inception, Kentucky agreed to review the standards once again, this time using expert facilitators brought in by Achieve to conduct conversations. Previously, Kentucky had convened some of the state’s best teachers to approach the question, “What should students know and be able to do?” This time, facilitators posed the question, “What would make Kentucky’s standards consistent with the expectations of the consumers of the state’s graduates—workplaces and colleges?” The outcome of these conversations (assisted by outside consultants who reviewed and made recommendations about the work in progress) was a revised set of standards.

Although total credit requirements did not change (they remain at 22), Kentucky made two substantial changes to its math and science requirements. Beginning in 2012, Kentucky will require students to take mathematics each year they are in high school. Three credits in mathematics, including courses in Algebra I, Geometry, and Algebra II will be required. Previously, Algebra II was not required—any math elective would suffice. Nor were students required to take math every year. The fourth year of study could be advanced study or could entail additional work in one of the math courses previously taken, if the student requires more time to master that content. Science requirements stayed at 3 credits, with the added stipulation to incorporate lab-based science investigation experiences. All students must complete what Kentucky calls the “pre-college curriculum.”

When asked about reservations a state might have about joining the ADP Network, Dr. Wilhoit, while embracing the importance of the work and the action agenda, admitted that “it wasn’t simple.” The process takes time, intensive staff work, and political will to address the concerns that arise. He noted that Kentucky, which has no state exit exam, was working on assessment issues, and will probably go the route of end-of-course tests.

Presentations by representatives from Maryland and Oregon will give the Board an opportunity to learn more directly about two other states’ perspectives about the ADP Network and how it contributes to current state initiatives.

V. Summary and Emerging Questions

The American Diploma Project Network advocates a standards-based, systems approach to education reform that will prepare students for the demands of 21st century workplaces and colleges. It calls for alignment of standards and assessments, and urges states to expect students to complete a challenging curriculum that includes, at a minimum, four credits of English and four credits of math—specifically, Algebra I, Algebra II, Geometry, and a course in statistics or data analysis. Twenty-nine states are currently part of the Network.

The American Diploma Project is identified with a research study initiated to determine what students need to know and be able to do to be prepared for college-level courses or to secure jobs that would earn a living wage, pay benefits, and offer career pathways. The study, published as a report entitled, *Ready or Not: Creating a High School Diploma that Counts*, documented the importance of preparation in two key subjects, English and mathematics; established benchmarks in those subjects; and connected the benchmarks with actual workplace tasks and postsecondary assignments common in ten entry-level jobs and college courses.

The Board will have an opportunity to talk with all of the presenters and pose questions, raising such issues as: What are the benefits and costs to focusing on English and mathematics standards? What evidence is there that a challenging curriculum works for all students? And, what implementation challenges have the ADP states experienced?

Standard High School Graduation Requirements of American Diploma Project Network States

Source: Education Commission on the States as of August 2006

(<http://mb2.ecs.org/reports/Report.aspx?id=735>)

State	Math	English	Social Studies	Science	PE	Arts	Foreign Language	Electives	Comp. Tech	Voc Ed Career	Oral Comm.	Other	Total
Alabama	4	4	4	4	1.5	0.5	0	5.5	0.5				24.0
Arizona	2	4	2.5	2	0	1 (or voc)	0			1 (or arts)		8.5 determine locally	20.0
Arkansas	3	4	3	3	1	0.5	0			yes	0.5	6 career, core or elective	21.0
Colorado	0	0	.5 (incl. hist. of minorities)	0	0	0	0	0	0	0			0.5
Delaware	3	4	3	3	1.5	0	0	3.5	1	3			22.0
Georgia	4 (coll prep) or 3 (tech prep)	4	3	3	1	1 (or for. language or career or comp.)	2 (college prep) or 0 (tech prep)	4 (college prep) or 3 (tech prep)	1 (or for. language or arts or career)	1 (or for. lang. or arts or comp.)		4 (tech prep—career or tech)	22.0
Hawaii	3	4	4	3	1.5	0	0	6				.5 guidance	22.0
Idaho	2	4.5	2.5	2	.5	1 (or for. language or interdis. human.)	1 (or interdis. humanities or arts)	1 (interdis. humanities, arts, or for. Language)				8.5 design. by district	21.0
Indiana	2	4	2	2	1	0	0	9					20.0
Kentucky	3	4	3	3	1	1	0	7					22.0

Standard High School Graduation Requirements of American Diploma Project Network States

Source: Education Commission on the States as of August 2006

State	Math	English	Social Studies	Science	PE	Arts	Foreign Language	Electives	Comp. Tech	Voc Ed Career	Oral Comm	Other	Total
Louisiana	3	4	3	3	2	0	0	8					23.0
Maine	2	4	2	2	1.5	1	0					3.5 design. by dist.	16.0
Maryland	3	4	3	3	1	1	2 (foreign language adv tech, or CE)	3	1 + 2 for .lang. adv tech, or CE)	2 (foreign language adv tech, or CE)			21.0
Massachusetts	0	0	0	0	0		0	0	0	0			0
Michigan	0	0	.5	0	0	0	0	0				Locally-determine	0.5
Minnesota	0	0	0	0	0	0	0	0				Locally-determine	0
Mississippi	3	4	3	3	0.5	1	0	4.5	1				20.0
New Jersey	3	4	3	3	3	2	0	4					22.0
New Mexico	3	4	3	2	1	0	0	9			1		23.0
North Carolina	4 (coll prep) or 3 (tech)	4	3	3	1	0	2 (college prep) or 0 (tech prep)	3 (college prep) or 2 (tech prep)		0 or 4 (tech prep)			20.0
Ohio	3	4	3	3	1	1 (or foreign lang., voc ed, or tech)	1 (or voc ed, arts, or tech)	6	1 (or foreign lang., voc ed, or arts)	1 (or foreign lang., arts, or tech)			21.0

Standard High School Graduation Requirements of American Diploma Project Network States

Source: Education Commission on the States as of August 2006

State	Math	English	Social Studies	Science	PE	Arts	Foreign Language	Electives	Comp. Tech	Voc Ed Career	Oral Comm.	Other	Total
Oklahoma	3	4	3	3	0	2	0	8					23.0
Oregon	2	3	3	2	2	1 (or foreign lang.)	1 (or in arts)					9 dist. determ.	22.0
Pennsylvania	0	0	0	0	0	0	0	0	0	0			0
Rhode Island	3	4	2	2	2	0.5	2	4	0.5				20.0
Tennessee	3	4	3	3	1	0 (tech prep) or 1 (coll. prep)	0 (tech prep) or 2 (coll. prep)	2 (tech prep) or 3 (coll. prep)		6 (tech prep)			20.0
Texas	3	4	3	2	2	0	0	6.5	1		.5		22.0
Virginia	3	4	3	3	2	1	0	6					22.0
Wisconsin	2	4	3	2	2	0	0	0	0				13.0
Median*	3	4	3	3									21.5

*States with no admission requirements (Massachusetts, Minnesota, and Pennsylvania) or less than 1 credit of admission requirement (Colorado, Michigan) have been excluded from calculations of the median credit requirements

Comparison of Washington, Maryland and Oregon: Student and School/District Characteristics

Student Characteristics	Washington	Maryland	Oregon
Number enrolled	1,020,005	865,561	552,322
Percent with Individualized Education Programs	12.2%	12.9%	14.2%
Percent in Limited-English proficiency programs	7.4%	2.5%	11.7%
Percent eligible for free/reduced lunch	36.1%	32.1%	41.9%

Racial/Ethnic Background¹	Washington	Maryland	Oregon
White	70.7%	49.5%	75.4%
Black	5.7%	38.1%	3.3%
Hispanic	12.9%	7.0%	14.5%
Asian/Pacific Islander	8.0%	5.0%	4.6%
American Indian/Alaskan Native	2.7%	0.4%	2.3%

School/District Characteristics	Washington	Maryland	Oregon
Number of school districts	296	24	201
Number of schools	2,272	1,421	1,289
Number of Title 1-eligible schools	1,224	384	1,207
Number of charter schools	N/A	1	57
Per-pupil expenditures ¹	\$7,439	\$9,458	\$7,579
Pupil/teacher ratio	19.2	15.7	20.1
Number of FTE teachers	53,125	55,101	27,431

Source: Common Core of Data, 2004-2005 school year (non-adjudicated), U.S. Department of Education National Center for Educational Statistics

¹Common Core of Data, 2003-2004 school year

A Comparison of Maryland, Oregon and Washington Graduation Requirements

State	2007 Curriculum Requirements for Graduation	Required Minimum Credits	Additional Requirements	Planned Changes to Graduation Requirements	Effective Date
Maryland	<p>English/language (4) Mathematics (3)</p> <ul style="list-style-type: none"> Algebra/Data analysis Geometry Other <p>Science (3)</p> <ul style="list-style-type: none"> Biology 2 lab sciences <p>Social studies (3)</p> <ul style="list-style-type: none"> US History World History Local, state, national government <p>Fine Arts (1) Physical Education (.5) Health (.5) Technology Education (1) Foreign Language <u>or</u> Advanced Technology (2) and 3 credits electives <u>or</u> 4 credits earned through a state-approved career & technology program <u>and</u> 1 credit elective.</p>	21	<p>Take the Maryland High School Assessment in English, algebra/data analysis, biology and government.</p> <p>Complete a service-learning program, either: 75 hours of service that includes preparation, action, and reflection or participation in a locally-designed program of student service approved by the State Superintendent of Schools.</p>	<p>Pass the Maryland High School Assessments in English, algebra/data analysis, biology, and government.</p> <p>Students must achieve <u>one</u> of the following:</p> <ol style="list-style-type: none"> A passing score on each test. A minimum score for each test and a combined overall score. A specific score on a MD State Department of Education-approved comparable assessment(s). A passing score on the four High School Assessments by a combination of #1 and #3 above. 	2009
Oregon	<p>English/language Arts (3) Mathematics (2) Science (2) Social Science (3) Applied or fine arts or second language (1) Physical Education (1) Health Education (1) Electives (9) locally determined)</p>	22	<p>Students must:</p> <ol style="list-style-type: none"> Develop an education plan. Demonstrate applied learning through a collection of evidence. Demonstrate career-related learning knowledge and skills. Participate in career-related learning experiences. 	<p>Raise minimum credits to 24.</p> <ul style="list-style-type: none"> Increase English: 1 credit Increase Math: 1 credit Specify Algebra I level or above <p>Increase Science: 1 credit (for a total of 3) and specify science to be inquiry-based and based on state standards. Specify 2 credits must be lab sciences.</p> <p>Increase Arts/Second Languages/Professional Technical Education: 2 credits</p> <p>Reduce Electives: 3 credits (making a new total of 6)</p> <p>Change to a proficiency-based diploma.</p> <p>Demonstrate essential skills embedded in the content areas: Read and interpret a variety of texts, write for a variety of purposes, speak and present publicly, apply mathematics in a variety of settings, use technology, think critically and analytically, demonstrate civic and community engagement, demonstrate global literacy</p>	<p>2010</p> <p>2014</p> <p>2012</p> <p>2012</p> <p>2012</p> <p>2012</p> <p>2014</p>

State	2007 Curriculum Requirements for Graduation	Required Minimum Credits	Additional Requirements	Planned Changes to Graduation Requirements	Effective Date
Washington	English (3) Mathematics (2) Science (2) Social Studies (2.5) Health & Fitness (2) Arts (1) Occupational Ed (1) Electives (5.5)	19		<p>Achieve a Certificate of Academic Achievement (CAA) by passing the Washington Assessment of Student Learning (WASL) in reading, writing and mathematics.</p> <ul style="list-style-type: none"> • Science added to CAA. <p>Students who have taken the WASL two times without passing may consider the following options:</p> <ol style="list-style-type: none"> 1. (math WASL requirements only) Meeting or exceeding minimum math scores on the PSAT, SAT or ACT. 2. Submitting a collection of evidence—classroom work samples. 3. Meeting or exceeding the English or math grade point average (GPA) earned by students within the district who passed the English or math WASL. <p><u>Or</u>, earn a Certificate of Individual Achievement (students on Individual Education Plans only)</p> <p>Students must also:</p> <ol style="list-style-type: none"> 1. Complete a culminating project. 2. Complete a High School and Beyond Plan. 	2008 2010 2008 2008

Comparison of Washington, Maryland and Oregon: Eighth Grade National Assessment of Educational Progress (NAEP) Scores

2005 Eighth Grade NAEP Scale Scores; Math, Reading, Science, Writing

Subjects	National Average	Washington	Maryland	Oregon
Math	278	285	278	282
Reading	260	265	261	263
Science	147	154	145	153
Writing (2002)	152	155	152	155

2005 Eighth Grade NAEP Scores: MATH Achievement Levels

Achievement Levels	Washington	Maryland	Oregon
% at or above Basic Achievement	75	66	72
% at or above Proficient Achievement	36	30	34
% at or above Advanced Achievement	9	7	7

2005 Eighth Grade NAEP Scores: READING Achievement Levels

Achievement Levels	Washington	Maryland	Oregon
% at or above Basic Achievement	75	69	74
% at or above Proficient Achievement	34	30	33
% at or above Advanced Achievement	3	4	3

2005 Eighth Grade NAEP Scores: SCIENCE Achievement Levels

Achievement Levels	Washington	Maryland	Oregon
% at or above Basic Achievement	66	54	66
% at or above Proficient Achievement	33	26	32
% at or above Advanced Achievement	4	4	3

2002 Eighth Grade NAEP Scores: WRITING Achievement Levels

Achievement Levels	Washington	Maryland	Oregon
% at or above Basic Achievement	86	87	85
% at or above Proficient Achievement	34	35	33
% at or above Advanced Achievement	3	3	3

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: March 12, 2007

SUBJECT: **WASHINGTON STATE INSTITUTE FOR PUBLIC POLICY REPORTS
ON WASL ISSUES**

SERVICE UNIT: Edie Harding
 Executive Director

PRESENTERS: Robert Barnoski, Senior Research Associate with
 the Washington Institute for Public Policy

BACKGROUND:

The Washington State Institute for Public Policy (WSIPP) carries out practical, non-partisan research at legislative direction on issues of importance to Washington State. The Institute has a Board of Directors that represents the legislature, governor and public universities.

To "increase understanding of the students who did not meet the standard in one or more areas of assessment," the 2006 Washington State Legislature directed the Institute to conduct a "review and statistical analysis of Washington assessment of student learning data." The study direction also calls for a review of "options to augment the current system of assessments to provide additional opportunities for students to demonstrate that they have met the state learning standards."

Topics the staff has researched include: individual student characteristics and how they are associated with performance, alternative assessment options, textbook alignment with Washington State learning standards, association among subject areas, strand performance, open ended and multiple choice questions on the WASL, and effectiveness of the Promoting Academic Success (PAS) programs.

Institute staff will provide the Board with the highlights of their findings. A copy of two of the most recent reports "Washington Assessment of Student Learning: Tenth-Grade WASL in Spring 2006: How Individual Student Characteristics Are Associated With Performance" and "Alternative Assessment Options for High School Graduation: Interim Report" are provided behind this tab. For detailed information on other reports, please go to the WSIPP Web site <http://www.wsipp.wa.gov> under the education policy area.

TENTH-GRADE WASL IN SPRING 2006: HOW INDIVIDUAL STUDENT CHARACTERISTICS ARE ASSOCIATED WITH PERFORMANCE

The 2006 Legislature directed the Washington State Institute for Public Policy (Institute) to conduct a "review and statistical analysis of Washington assessment of student learning [WASL] data."¹ In particular, the Institute was instructed to:

- Increase understanding of the students who did not meet standard in one or more subject areas;
- Identify the characteristics of these students; and
- Identify possible barriers to student success on the WASL.

This report describes how student characteristics are individually associated with performance on the reading, writing, and math assessments of the 10th-grade WASL in spring 2006, and identifies groups of students with the lowest and highest met-standard rates.

This analysis complements a report recently issued by the Institute that used multivariate statistical techniques to evaluate the relative association of different student characteristics on WASL performance.²

We begin with a brief discussion of the multiple factors that affect performance on the WASL. We then identify groups of low- and high-performing students. Finally, we present a series of graphs that display WASL met-standard rates for different categories of students. In particular, we consider the following student characteristics:

- Demographic traits (e.g., gender, race/ethnicity, poverty);
- Family background;
- Educational aspirations and performance; and
- School attendance records and study habits.

¹ SSB 6618, Chapter 352, Laws of 2006.

R. Barnoski & W. Cole. (2007). *Tenth-grade WASL in spring 2006: Relative strength of associations between student characteristics and met-standard rates*. Olympia: Washington State Institute for Public Policy, Document No. 07-01-2206.

SUMMARY

This report describes how performance on the 10th-grade WASL in spring 2006 varied by student characteristics.

Key finding: A student's grade point average is the only student characteristic whose association with met-standard rates on the 10th-grade WASL is even moderately strong. Taken individually, all other student characteristics are weakly associated with WASL performance.

Groups of students with **met-standard rates less than or equal to 35 percent** had one or more of the following demographic characteristics in common:

- ✓ Minority status (African American, American Indian, Hispanic),
- ✓ In poverty,
- ✓ Non-English speaker,
- ✓ Disability status,
- ✓ Enrollment in special education, and/or
- ✓ Parent with less than a high school education.

These students, who represented 42.5 percent of WASL completers in spring 2006, accounted for approximately 75 percent of the students who did not meet standard in reading and writing, and 60 percent of students who did not meet standard in math.

Groups of students with **met-standard rates less than or equal to 35 percent** also shared one or more of the following performance-oriented characteristics:

- ✓ GPA below 2.5,
- ✓ Behind grade-level,
- ✓ Poor school attendance,
- ✓ Poor study habits, and/or
- ✓ No aspirations to pursue postsecondary education.

Only three groups of students had overall **met-standard rates above 75 percent**:

- ✓ GPA over 3.5
- ✓ Participation in a gifted/highly capable program, and/or
- ✓ Parent who attended post-graduate school.

FACTORS AFFECTING STUDENT PERFORMANCE ON THE WASL

A student's performance on the WASL is a function of several factors. As illustrated in **Exhibit 1**, these factors include student characteristics, classroom instruction, curriculum alignment with state learning standards, school environmental factors, and extra assistance or remediation. As with any analysis, there are also factors that are unknown or cannot be readily measured.

Classroom instruction consists of factors such as teacher background, experience, and pedagogical style; teaching materials and technologies; teachers' rapport with students; and classroom environment (e.g., safety and disruptive behavior).

Curriculum alignment describes the extent to which classroom instruction and assessments such as the WASL are congruent with statewide learning standards (i.e., the Essential Academic Learning Requirements and Grade Level Expectations).

School environment encompasses an array of characteristics, including school leadership, professional development opportunities, staff collaboration, access to technological and financial resources, safety, and attendance policies.

Extra assistance refers to intervention programs designed to help students meet standard on the WASL. In 2006, for example, the Legislature provided \$28.5 million for the Promoting Academic Success (PAS) program.³

Finally, WASL performance is also a function of **student characteristics**. This report examines the percentage of students who met standard based on a variety of demographic and performance-oriented characteristics.

³ R. Barnoski. (2006). *Summer 2006 Promoting Academic Success program: Influence on WASL retake scores—Revised*. Olympia: Washington State Institute for Public Policy, Document No. 06-12-2202. The Institute will continue to evaluate the success of PAS in a series of future reports.

We obtained data from three sources:

- 10th-grade WASL results for spring 2006,
- the Core Student Record System (CSRS) for school-year 2005–06 compiled by the Office of Superintendent of Public Instruction (OSPI), and
- Survey responses from the 2005 9th-grade Iowa Tests of Educational Development (ITED).

An appendix at the end of this report contains detailed data tables.

LOW- AND HIGH-PERFORMING GROUPS OF STUDENTS

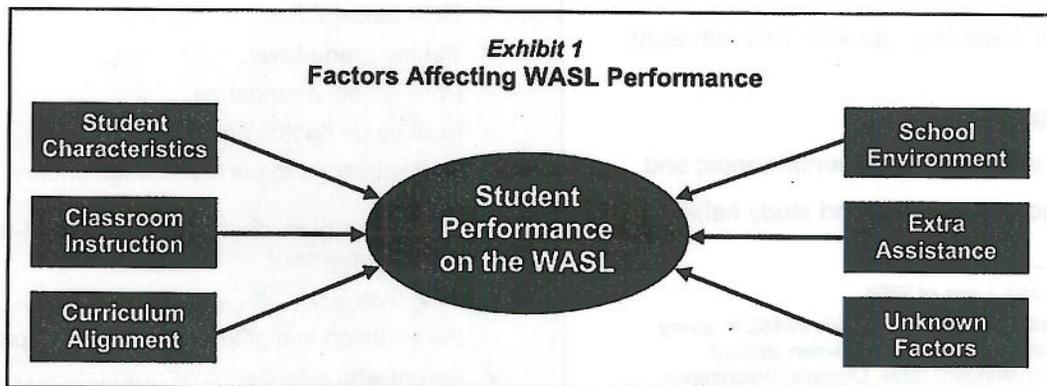
We begin by identifying student characteristics that are associated with relatively low and high met-standard rates on the WASL.

- The **low-performing group** is defined as students with met-standard rates of less than or equal to 35 percent.
- The **high-performing group** is defined as students with met-standard rates equal to or greater than 75 percent.

There are no common definitions or criteria for identifying low and high performance. We selected the lower bound, 35 percent, to correspond approximately with the percentage of "disadvantaged" students who met standard on the 10th-grade WASL in spring 2006.⁴ As for the upper bound, 75 percent is roughly equivalent to the on-time graduation rate in 2005.⁵ Meeting standard on the WASL is now a prerequisite for graduation; as such, we reasoned that the graduation rate furnishes a useful performance threshold for our analysis.

⁴ "Disadvantaged" students have one or more of the following characteristics: minority group status, in poverty, non-English speaking, enrolled in special education, a disability, or a parent who did not finish high school. In spring 2006, 34.1 percent of these students met standard on the WASL (see Exhibit 2).

⁵ R. Barnoski & W. Cole. (2006). *A historic look at the WASL and high school graduation*. Olympia: Washington State Institute for Public Policy, Document No. 06-09-2202.



DEMOGRAPHIC CHARACTERISTICS

Exhibit 2 displays results for demographic categories of students with met-standard rates of less than or equal to 35 percent on the 10th-grade WASL in spring 2006.

On average, students with low WASL performance had one or more of the following demographic characteristics:

- Belonged to a racial or ethnic minority group (African American, Hispanic, or American Indian),
- Were in poverty,
- Were non-English speakers or English language learners,
- Had at least one documented disability,
- Were enrolled in special education, and/or
- Had parents who did not finish high school.

African American, American Indian, and Hispanic students collectively represented 16.9 percent of students who completed the WASL; in spring 2006, the met-standard rate for these students was 28.6 percent.

Students living in poverty—defined as students who were eligible for free or reduced-price meal benefits, and/or who received services from the Title I Targeted Assistance or Migrant Education programs—represented the largest group of students with a met-standard rate of less than 35 percent. These students accounted for 27.4 percent of WASL completers and had a met-standard rate of 33.1 percent.

Students with disabilities, representing 6.6 percent of students who completed the WASL, had the lowest met-standard rate (11.1 percent).

Students who possess one or more of the characteristics in Exhibit 2 comprise 42.5 percent of WASL completers, of whom 34.1 percent met standard on the WASL. The bottom row of **Exhibit 3** shows the number of these students who did not meet standard in each subject-area assessment of the WASL. Students with at least one of the characteristics in Exhibit 2 account for 78 percent of students who did not meet standard in reading, 75 percent of students who did not meet standard in writing, and 60 percent of students who did not meet standard in math.

Exhibit 2
Student Demographic Characteristics
Groups of Students With Met-Standard Rates
Less Than or Equal to 35 Percent

Categories of students	Percent- age of students	Percentage met standard			
		All Three	Reading	Writing	Math
All students	100.0	54.2	86.3	84.3	54.9
Race/Ethnicity					
African American	4.4	26.5	73.6	73.3	26.5
Hispanic	9.9	28.0	68.3	65.7	28.6
American Indian	2.4	34.9	75.8	74.0	36.1
Any of the above	16.9	28.6	70.7	69.0	29.1
Poverty					
Free or reduced-price meal	27.1	33.2	73.2	71.0	34.1
Title I Migrant	2.3	17.3	56.9	53.4	19.3
Title I Targeted Assistance	1.8	16.5	56.4	54.0	17.8
Any of above	27.4	33.1	73.1	70.9	34.1
Language					
Primary language is not English	8.5	30.7	62.8	60.7	32.8
Primary language is Spanish	4.4	15.5	52.9	49.1	16.6
Non-Asian primary language	6.7	22.4	57.1	54.9	23.8
Bilingual program	4.3	12.0	41.4	38.7	16.1
English language learner	3.2	11.2	41.0	39.0	14.7
English as Second Language	0.2	9.2	21.6	17.8	11.2
Disability					
Special education	7.4	12.9	46.9	43.0	14.9
Has a disability	6.6	11.1	44.8	41.0	13.4
Family Background					
Parents did not finish high school	5.6	26.2	70.5	67.7	27.0
Any of the above demographic characteristics					
Yes	42.5	34.1	74.2	71.9	35.1
No	57.5	67.5	94.9	93.1	68.7

Exhibit 3
Students Who Did Not Meet Standard on the
10th-Grade WASL in Spring 2006

	Reading	Writing	Math
Students who completed the subject-area assessment	68,505	68,227	67,758
Students who did not meet standard (percentage of students who completed the assessment)	9,480 (14%)	10,841 (16%)	30,732 (45%)
Students who did not meet standard and who had at least one of the characteristics in Exhibit 2 (percentage of students who did not meet standard)	7,437 (78%)	8,083 (75%)	18,303 (60%)

"PERFORMANCE-ORIENTED" CHARACTERISTICS

Exhibit 4 displays groups of students with met-standard rates on the 10th-grade WASL in spring 2006 at or below 35 percent by "performance-oriented characteristics," defined as characteristics that are a function of or related to a student's prior or current academic performance. For example, a student may adjust his or her educational aspirations based on prior achievement in classes or on tests.

With respect to performance-oriented characteristics, low-performing students:

- Had low GPAs,
- Were behind grade-level,
- Received services from a Learning Assistance Program,
- Had poor attendance records,
- Had poor study habits, and/or
- Did not aspire to continue their education beyond high school.

Students with a GPA of less than 1.0—representing 5.4 percent of students who took the WASL in spring 2006—had a 17.2 percent met-standard rate. Altogether, approximately one-quarter of the 36.4 percent of students with a GPA below 2.5 met standard on the WASL.

Students who received services from a Learning Assistance Program (3.5 percent of WASL completers in spring 2006) had the lowest met-standard rate—15.7 percent.

Exhibit 4 also shows that students who do not attend school regularly or who reported spending no time on homework also had low met-standard rates, but these students accounted for a small fraction of WASL completers.

Exhibit 5 displays WASL results for high-performing groups of students—that is, categories of students with met-standard rates of 75 percent or greater on the 10th-grade WASL in spring 2006.

Students with a GPA between 3.5 and 3.9 represented 22.3 percent of students who completed the WASL, and 86.6 percent of these students met standard in reading, writing, and math. Students with a GPA of 4.0, comprising 4.3 percent of WASL completers, had an overall met-standard rate of 96.7 percent.

The only other characteristics associated with met-standard rates above 75 percent were receipt of services from a gifted/highly capable program (2.4 percent of WASL completers) and students whose parent(s) hold an advanced post-graduate degree (17.7 percent of completers).

Exhibit 4
School Performance-Oriented Characteristics
Groups of Students With Met-Standard Rates
Less Than or Equal to 35 Percent

Categories of students	Percentage of students	Percentage met standard			
		All Three	Reading	Writing	Math
All students	100.0	54.2	86.3	84.3	54.9
Academic performance					
GPA less than 1.0	5.4	17.2	60.3	57.5	17.8
GPA 1.0 to 1.9	16.7	20.3	70.2	66.3	22.8
GPA 2.0 to 2.4	14.4	32.5	81.1	77.7	35.4
GPA below 2.5	36.4	25.2	73.3	69.7	27.3
Behind grade level	2.5	22.2	60.3	56.6	21.0
Spends no time on homework	2.8	35.0	70.1	64.9	36.3
Adult helps with homework everyday	6.5	26.8	70.3	69.0	27.8
Learning Assistance Program					
Learning Assistance Program	3.5	15.7	64.1	59.0	17.6
Enrollment/Attendance*					
Enrolled less than 18 days during reporting month	1.2	28.8	69.4	64.9	28.7
Not enrolled in school	0.5	19.2	60.1	58.5	20.5
Attended less than 5 days during reporting month	0.5	28.2	64.5	62.0	28.1
Attended 6 to 10 days during reporting month	0.8	29.7	68.8	63.8	27.3
Educational Aspirations					
Not graduate high school	0.8	25.5	59.7	58.7	26.4
Graduate high school, no post-secondary	5.0	22.6	62.9	59.6	24.0
Vocational/trade school	19.1	33.5	78.3	74.5	36.1

* The reporting month for attendance and enrollment data was October 2005.

Exhibit 5
Groups of Students with Met-Standard Rates Over 75 Percent

Categories of students	Percentage of students	Percentage met standard			
		All Three	Reading	Writing	Math
GPA 3.5 to 3.9	22.3	86.6	98.3	97.7	87.3
GPA 4.0	4.3	96.7	99.2	98.8	97.2
Gifted/highly capable program	2.4	93.8	99.5	99.3	94.2
One parent attended post-graduate school	17.7	78.1	96.1	94.5	78.9

WASL PERFORMANCE BY INDIVIDUAL CHARACTERISTICS

This section examines the relationship between student characteristics and WASL performance in greater detail.

Demographic Factors

We begin with an analysis of the relationship between WASL performance and students' demographic characteristics.

Gender

In spring 2006, female students accounted for 49.6 percent of all 10th graders; correspondingly, 50.4 percent of students were male. Compared with male students, female students performed slightly worse in math, slightly better in reading, and substantially better in writing. Ninety percent of female students met standard in writing compared with 79 percent of male students.

Race/Ethnicity

White students, who accounted for nearly 75 percent of 10th graders in spring 2006, had the highest met-standard rate in reading (90 percent). Asian students, the second-largest minority group, had the highest met-standard rates in writing (88 percent) and math (63 percent). Met-standard rates in reading and writing were lowest for Hispanic students; conversely, African American students had the lowest average met-standard rate in math.

Primary Language Spoken

Students who speak English as their primary language had the highest met-standard rates in reading and writing.⁶ Students who speak an Asian language had the highest met-standard rate in math. Among Spanish-speaking students, the largest foreign language group (4.4 percent of all students), 53 percent met standard in reading, 49 percent met standard in writing, and 17 percent met standard in math.

⁶ In this exhibit, English-speaking students include students with missing language data, because the met-standard rates are identical.

Exhibit 6: Gender

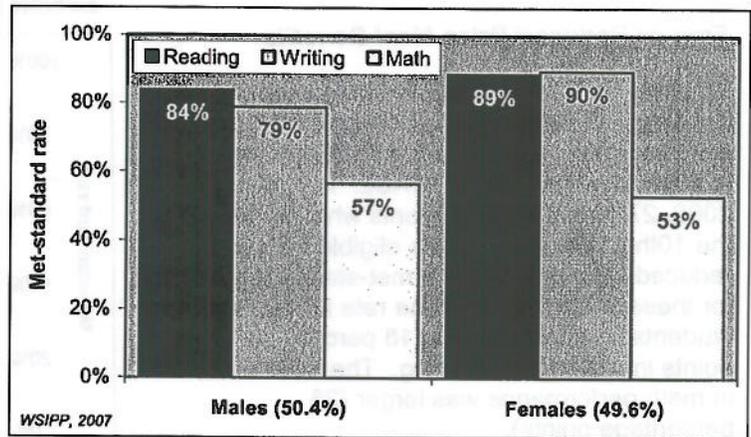


Exhibit 7: Race/Ethnicity

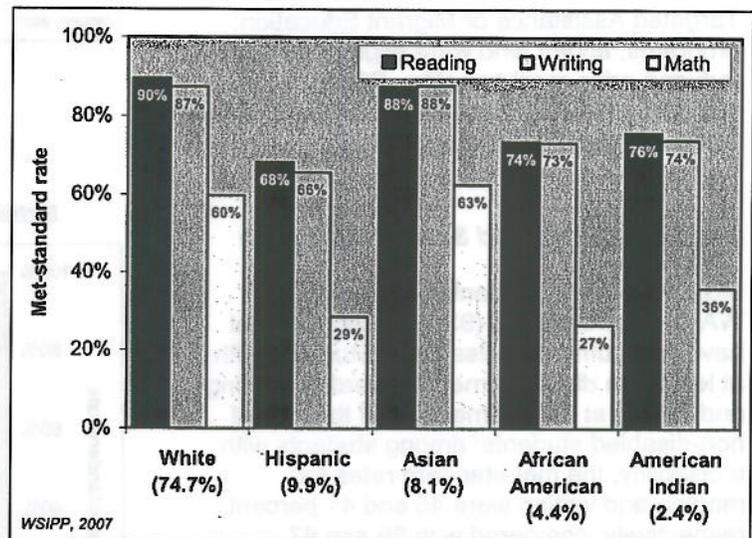
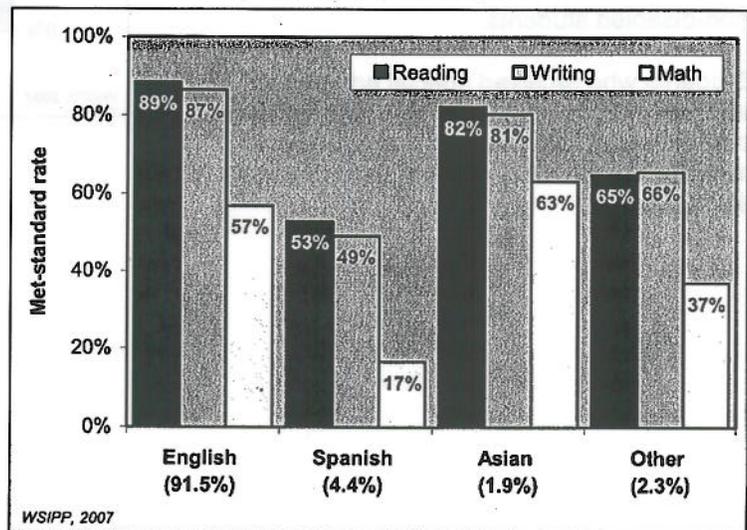


Exhibit 8: Primary Language Spoken



Free or Reduced-Price Meal Benefits

Eligibility for free or reduced-price meal benefits, a commonly used indicator of socioeconomic status, was also associated with performance on the WASL. In spring 2006, 27.1 percent of students who completed the 10th-grade WASL were eligible for free or reduced-price meals. The met-standard rate for these students trailed the rate for all other students by approximately 18 percentage points in reading and writing. The difference in math performance was larger (28 percentage points).

In this analysis, we define "poverty" status as students who received services from the Title I Targeted Assistance or Migrant Education programs, and/or who were eligible for free or reduced-price meal benefits. Slightly more students are considered to be in poverty when these additional criteria are included.

Disability Status and Special Education

Most 10th-grade students who took the WASL in spring 2006 (93.4 percent) did not have a documented disability. Students with at least one disability met standard in reading and writing at approximately half the rate of non-disabled students: among students with a disability, the met-standard rates for reading and writing were 45 and 41 percent, respectively, compared with 89 and 87 percent for non-disabled students. In math, the met-standard rate for students with disabilities was less than one quarter that of non-disabled students.

Students who received special education services—6.5 percent of all 10th graders who participated in the WASL in spring 2006—met standard at rates similar to students with disabilities.

Exhibit 9: Eligibility for Free or Reduced-Price Meal Benefits

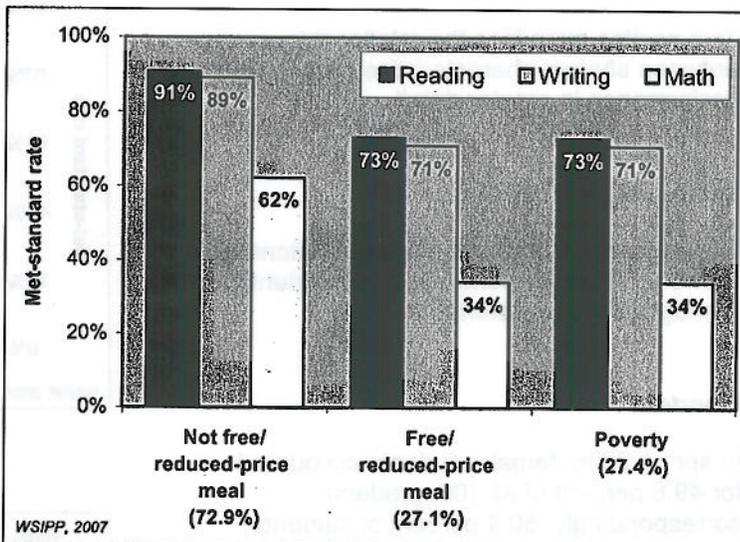
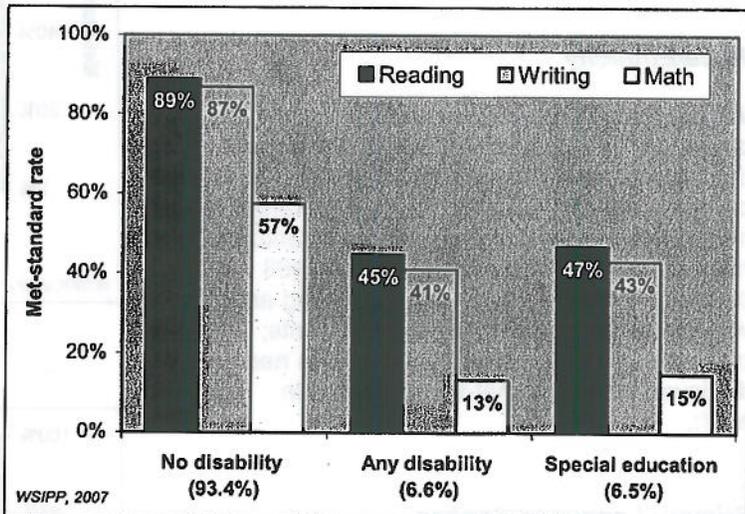


Exhibit 10: Disability Status and Special Education



Family Background Factors

Educational Attainment of Parents

Parents' educational attainment is an indicator of a student's family background. Students with at least one parent who graduated from college or attended graduate school had the highest met-standard rates on the WASL.⁷ This pattern is particularly evident for math: 73 percent of students with at least one parent who graduated from college met standard in math compared with 55 percent of students whose parent(s) attended but did not graduate from college.⁸

Use of Home Computer for School

A student's use of a home computer for school was positively associated with WASL results. Nearly 20 percent of 10th graders did not have a computer in their home one year before the WASL was administered.⁹ Students who reported using a home computer for school had the highest met-standard rates for reading (91 percent), writing (90 percent), and math (62 percent).

Students with a computer at home, but who reported that it was not used for schoolwork, had much lower met-standard rates, especially in math. The results for students without a home computer are similar to those for students with a home computer but who did not use it for school. This suggests that it is the *use* of computers for school, rather than *access* to computers per se, that drives average WASL results upward.

Exhibit 11: Parents' Education

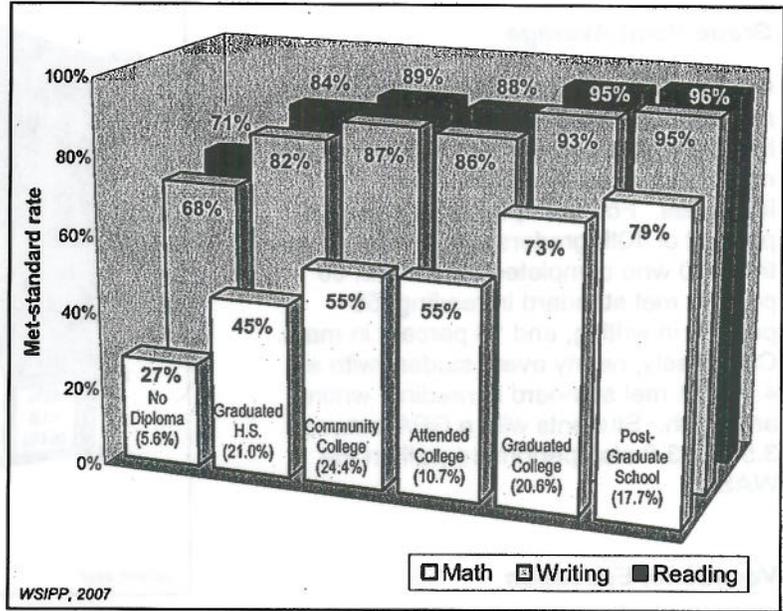
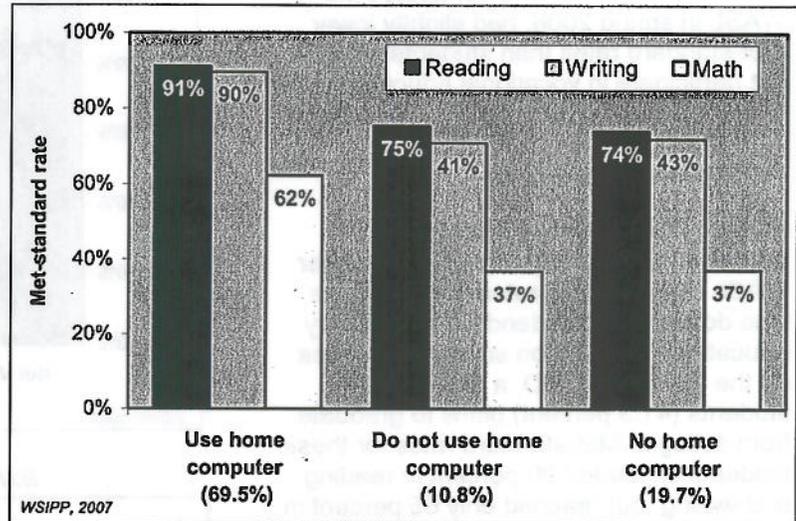


Exhibit 12: Use of Home Computer for School



⁷ Based on students who answered this question on the 9th-grade Iowa Test of Educational Development survey; approximately 25 percent did not answer this item.

⁸ The appendix disaggregates these data by reporting mother's and father's educational attainment separately.

⁹ Based on students who answered this question on the 9th-grade Iowa Test of Educational Development survey; approximately 15 percent did not answer this item.

Academic Performance and Aspirations

Grade Point Average

Grade point average (GPA) was strongly related to WASL performance. As GPA increases, the percentage of students who met standard on the WASL also increases. For example, among the 5.4 percent of 10th graders with a GPA of less than 1.0 who completed the WASL, 60 percent met standard in reading, 58 percent in writing, and 18 percent in math. Conversely, nearly every student with a 4.0 GPA met standard in reading, writing, and math. Students with a GPA between 3.5 and 3.9 also performed well on the WASL.

Vocational Education

Students who participated in vocational education programs, representing 34 percent of students who completed the WASL in spring 2006, had slightly lower met-standard rates than students who did not participate in vocational education.

Educational Aspirations

Students who plan to continue their education beyond high school had higher WASL met-standard rates than students who do not plan to attend postsecondary education.¹⁰ Based on survey responses on the 9th-grade ITED, a plurality of students (41.3 percent) plans to graduate from college. Met-standard rates for these students exceeded 90 percent in reading and writing, but reached only 65 percent in math. For the 22.7 percent of students who plan to attend graduate school, 75 percent met standard in math, 94 percent met standard in writing, and 95 percent met standard in reading.

¹⁰ Based on students who answered this question on the 9th-grade Iowa Test of Educational Development survey; approximately 15 percent did not answer this item.

Exhibit 13: Grade Point Average

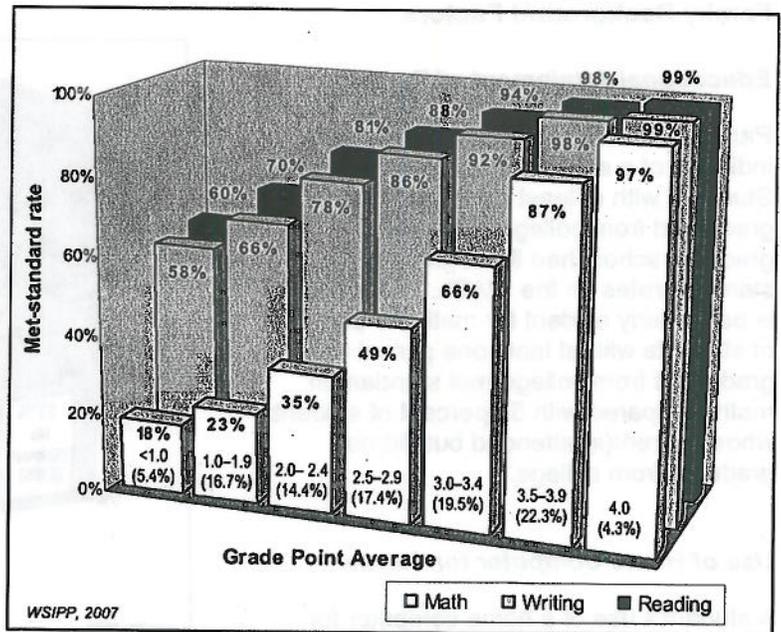


Exhibit 14: Vocational Education

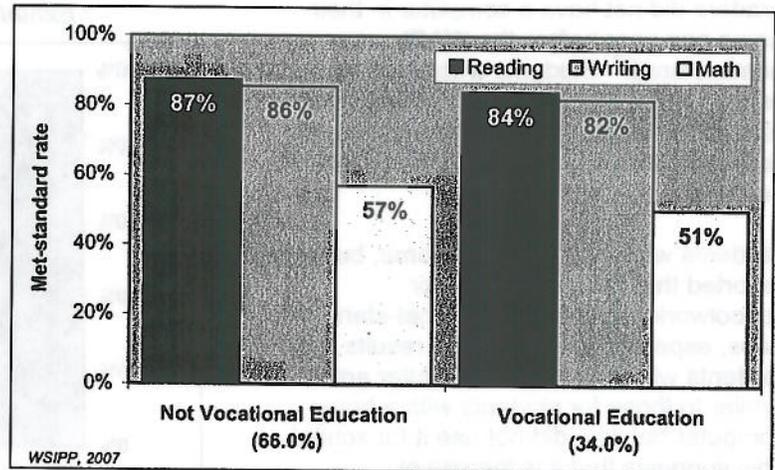
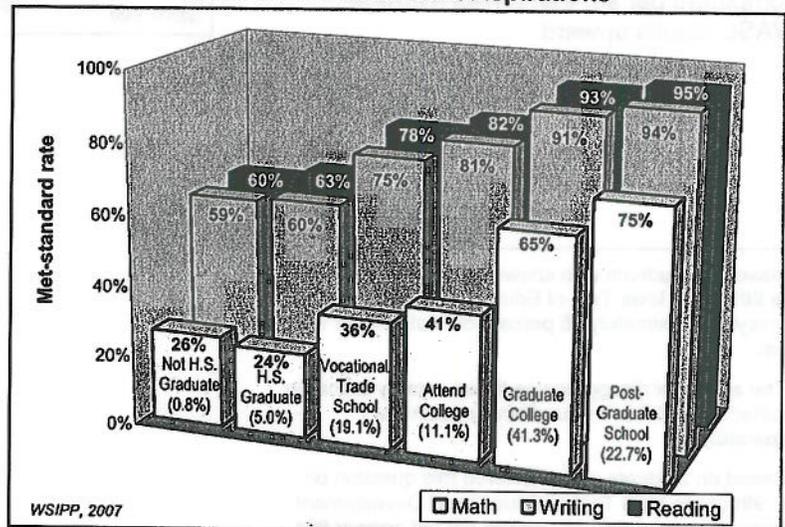


Exhibit 15: Educational Aspirations



School Attendance and Study Habits

Number of Days Attended

As the number of days a student attended school during October 2005 increased, met-standard rates also increased.¹¹

Approximately 28 percent of students who attended 1 to 5 days of school in October 2005 met standard in math, compared with 62 percent in writing and 65 percent in reading. However, these students represented only 0.5 percent of all 10th graders.

Nearly half of students (49.2 percent) attended school for 20 or more days in the month. These students had the highest met-standard rates in reading (88 percent), writing (86 percent), and math (60 percent).

Time Spent on Homework

Met-standard rates on the WASL increased as a student's self-reported time spent on homework increased.¹² The largest group of students (24.3 percent) reported spending between 4 and 6 hours per week on homework. More than 90 percent of these students met standard in reading and writing, and two-thirds met standard in math. Performance in math improved substantially among students who reported spending 7 to 9 hours on homework per week. The percentage of students who met standard in reading, writing, and math declined slightly among students who spent 10 or more hours on homework weekly.

Time Spent Watching TV

As the number of hours that students spent watching TV during the school week increases, met-standard rates decrease, especially for math.¹³ Of the 6.2 percent of students who reported watching 5 or more hours of TV, 36 percent met standard in math; this compares with a met-standard rate in math of 68 percent for students who did not watch TV during the school week.

¹¹ Attendance data reported in OSPI's Core Student Record System are based on October 2005 (fall enrollment) counts.

¹² Based on students who answered this question on the 9th-grade Iowa Test of Educational Development survey; approximately 15 percent did not answer this item.

¹³ Ibid.

Exhibit 16: Days Attending School in Reporting Month

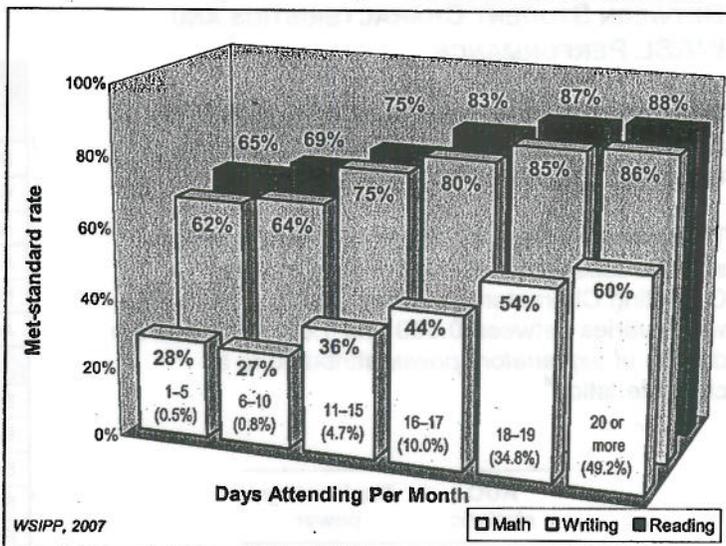


Exhibit 17: Time Spent on Homework Each Week

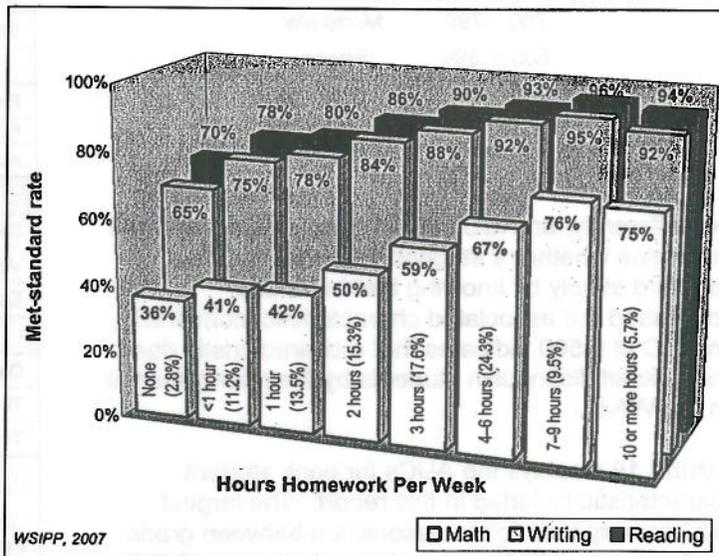
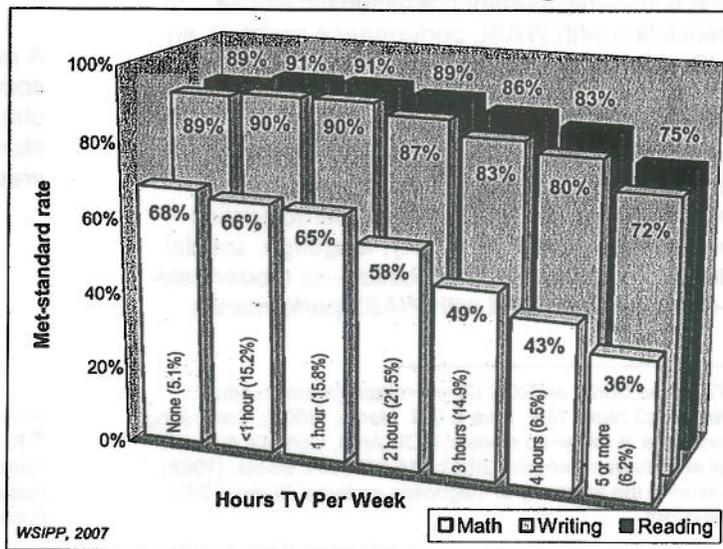


Exhibit 18: Hours Spent Watching TV



MEASURING THE STRENGTH OF ASSOCIATION BETWEEN STUDENT CHARACTERISTICS AND WASL PERFORMANCE

This section summarizes the strength of the associations between each student characteristic and WASL met-standard rates.

The strength of association is measured using a statistic called the Area Under the Receiver Operating Characteristic Curve (AUC). The AUC, which varies between 0.500 and 1.00, describes the degree of *explanatory power* attributed to a characteristic.¹⁴

AUC statistic	Explanatory power
.500 – .599	None
.600 – .699	Weak
.700 – .799	Moderate
.800 – .899	Strong
.900 – .999	Very Strong
1.00	Full

Put differently, an AUC of 1.00 means that one could determine whether a student did or did not meet standard simply by knowing that he or she possessed the associated characteristic; conversely, an AUC of 0.500 indicates that a characteristic does not by itself distinguish students by their performance on the WASL.

Exhibit 19 displays the AUCs for each student characteristic included in this report. The largest AUC corresponds to the association between grade point average (GPA) and met-standard rates (0.780 for reading, 0.774 for writing, and 0.799 for math). GPA is the only student characteristic whose association with WASL performance registers an AUC of 0.700 or greater.

Considered individually, most student characteristics are weakly associated with meeting standard in each content area. However, a combination of six demographic characteristics—gender, race/ethnicity, poverty, language, special education, and parents' education—is moderately-to-strongly associated with WASL performance.

¹⁴ *The Area Under an ROC Curve* <<http://gim.unmc.edu/dxtests/roc3.htm>>; M.E. Rice & G.T. Harris. (2005). Comparing effect sizes in follow-up studies: ROC Area, Cohen's *d*, and *r*. *Law and Human Behavior* 29(5): 615-620; J.A. Swets. (1988). Measuring the accuracy of diagnostic systems. *Science* 240: 1285-1293.

Exhibit 19
Measuring the Strength of Associations: AUCs

Student Characteristics	Reading	Writing	Math
Demographics			
Males	0.550	0.602	0.518
White	0.603	0.585	0.573
African American	0.523	0.518	0.525
Asian	0.505	0.511	0.513
Hispanic	0.574	0.569	0.551
American Indian	0.510	0.509	0.509
Primary Language			
English speakers	0.561	0.554	0.527
English language learners	0.560	0.553	0.525
English spoken at home	0.586	0.583	0.552
Poverty	0.650	0.635	0.611
Free/reduced-price meals	0.647	0.633	0.610
Disability/Special Education			
Disability	0.606	0.593	0.547
Special education	0.612	0.600	0.551
Family Background			
Parents' education	0.680	0.667	0.666
Home computer for school	0.646	0.641	0.604
Access to the internet	0.621	0.611	0.587
Academic Performance			
GPA	0.780	0.774	0.799
Vocational education	0.530	0.530	0.530
Educational aspirations	0.689	0.684	0.677
Attendance/Study Habits			
Days attending school	0.560	0.552	0.571
Time spent on homework	0.670	0.665	0.648
Time spent watching TV	0.614	0.616	0.614
Combination of Characteristics			
Gender, Race/Ethnicity, Poverty, Language, Special education, Parents' education	0.800	0.798	0.736

A multivariate analysis conducted by the Institute concluded that demographic and performance-oriented characteristics are strongly predictive of who meets standard in reading and writing, but are somewhat less predictive of who meets standard in math.¹⁵

¹⁵ R. Barnoski & W. Cole. (2007). *Tenth-grade WASL in spring 2006: Relative strength of associations between student characteristics and met-standard rates*. Olympia: Washington State Institute for Public Policy, Document No. 07-01-2206.

APPENDIX:
10th-Grade WASL Results in Spring 2006

Exhibit A1
Students' Demographic Characteristics

Categories of students	Percentage share of students	Percentage met standard		
		Reading	Writing	Math
Total	100.0	86.3	84.3	54.9
Gender				
Female	49.6	88.7	89.7	53.1
Male	50.4	83.9	78.9	56.6
Race/Ethnicity				
White	74.7	89.6	87.4	59.7
Hispanic	9.9	68.3	65.7	28.6
Asian	8.1	87.6	87.8	62.6
African American	4.4	73.6	73.3	26.5
American Indian	2.4	75.8	74.0	36.1
Multiethnic	0.5	86.1	85.1	48.0
Non-Asian minorities	16.9	70.7	69.0	29.1
Poverty				
Free or reduced lunch eligibility	27.1	73.2	71.0	34.1
Migrant	2.3	56.9	53.4	19.3
Title I	1.8	56.4	54.0	17.8
Any one of the above	27.4	73.1	70.9	34.1
None of the above	72.6	91.1	89.2	62.4
Language				
Student's primary language				
English	91.5	88.5	86.5	56.9
Spanish	4.4	52.9	49.1	16.8
Asian	1.9	82.3	80.5	63.3
Other	2.3	65.0	65.7	37.0
Non-Asian Foreign Language	6.7	57.1	54.9	23.8
Bilingual	4.3	41.4	38.7	16.1
Language spoken at home				
Only English	61.0	89.8	87.9	59.5
Sometimes another language	25.5	83.9	82.5	51.1
More often another language	13.5	74.3	71.3	40.4
English as a Second Language	0.2	21.6	17.8	11.2
English Language Learner	3.2	41.0	39.0	14.7

Exhibit A2
Students' Disability and Special Needs Status

Categories of students	Percentage share of students	Percentage met standard		
		Reading	Writing	Math
No disability	93.4	88.9	86.9	57.4
Any disability	6.6	44.8	41.0	13.4
Specific learning disabilities	4.0	41.6	36.6	10.7
Health	1.7	50.2	46.3	14.6
Emotional/behavioral	0.4	45.0	41.8	16.3
Autism	0.2	59.6	62.0	30.9
Communication	0.2	61.4	62.2	32.0
Hearing	0.1	57.8	67.9	26.8
Mental Retardation	0.1	1.9	8.9	0.0
Visual	<0.1	61.9	60.9	22.7
Orthopedic	<0.1	70.6	66.7	36.8
Deafness	<0.1	25.0	29.4	5.9
Multiple disabilities	<0.1	42.9	41.7	20.0
Traumatic brain	<0.1	25.0	30.8	18.2
Deaf/blindness	<0.1	100.0	100.0	100.0
Special education services	7.4	46.9	43.0	14.9
Section 504	1.2	85.8	81.9	50.2
Learning Assistance Program	3.5	64.1	59.0	17.6
Individual Education Plan	<0.1	25.0	16.0	12.5

Note: Section 504 refers to the component of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of a disability. Students with a Section 504 plan are considered disabled but do not meet the eligibility criteria for receipt of special education services because the disability can be accommodated.

Exhibit A3
Academic Performance and Aspirations

Categories of students	Percentage share of students	Percentage met standard		
		Reading	Writing	Math
Grade point average*				
Less than 1.0	5.4	60.3	57.5	17.8
1.0 to 1.9	16.7	70.2	66.3	22.8
2.0 to 2.4	14.4	81.1	77.7	35.4
2.5 to 2.9	17.4	88.3	85.8	48.6
3.0 to 3.4	19.5	93.7	92.4	66.0
3.5 to 3.9	22.3	98.3	97.7	87.3
4.0	4.3	99.2	98.8	97.2
Gifted/highly capable program	2.4	99.5	99.3	94.2
Behind grade level	2.5	60.3	56.6	21.0
Vocational education				
Not vocational education	65.9	87.4	85.5	57.1
Vocational education	34.1	84.2	82.0	50.5
Educational aspirations (ITED)				
Not graduate high school	0.8	59.7	58.7	26.4
Graduate high school	5.0	62.9	59.6	24.0
Vocational trade school	19.1	78.3	74.5	36.1
Attend college	11.1	81.7	80.6	41.2
Graduate from college	41.3	93.1	91.5	64.7
Attend post graduate school	22.7	94.7	93.5	75.0

*6.4% of students were missing a GPA

Exhibit A4
Students' Attendance Record

Categories of students	Percentage share of students	Percentage met standard		
		Reading	Writing	Math
Not enrolled	0.5	60.1	58.5	20.5
Enrolled fewer than 18 days during reporting month	1.2	69.4	64.9	28.7
Days attended this month				
1 to 5 (up to one week)	0.5	64.5	62.0	28.1
6 to 10 (up to two weeks)	0.8	68.8	63.8	27.3
11 to 15 (up to three weeks)	4.7	74.6	75.2	35.8
16 to 17	10.0	82.7	79.8	43.9
18 to 19	34.8	86.8	85.0	53.9
20 or more	49.2	88.1	86.1	59.9
Unexcused absences this month				
None	89.9	87.2	85.2	56.4
One	5.8	81.0	78.2	43.9
Two or more	4.2	72.5	72.6	35.2

Exhibit A5
Students' Self-Reported Study Habits

Categories of students	Percentage share of students	Percentage met standard		
		Reading	Writing	Math
Adult help with homework				
Never	34.5	88.5	86.2	60.6
1-2 times a month	39.8	91.7	89.8	63.2
1-2 times a week	19.1	84.0	82.5	47.4
Everyday	6.5	70.3	69.0	27.8
Time spent on homework each week				
None	2.8	70.1	64.9	36.3
Less than 1 hour	11.2	78.3	74.8	41.0
1 hour	13.5	80.2	78.1	41.6
2 hours	15.3	85.5	83.7	49.6
3 hours	17.6	89.9	88.4	58.7
4-6 hours	24.3	93.4	91.6	66.6
7-9 hours	9.5	95.8	94.9	75.6
10 or more hours	5.7	93.6	92.2	75.1
Hours a day spent watching TV				
Not at all	5.9	89.1	88.6	67.8
Less than 1 hour	17.9	90.9	90.1	65.9
1 hour	18.6	91.3	89.7	64.9
2 hours	25.2	89.0	86.7	57.8
3 hours	17.4	85.5	83.2	49.2
4 hours	7.7	82.8	80.0	42.9
5 or more hours	7.2	75.3	71.7	36.1

Exhibit A6
Family Background: Parents' Education

Categories of students	Percentage share of students	Percentage met standard		
		Reading	Writing	Math
Mother's education (ITED)				
Did not finish high school	8.2	74.5	72.1	31.6
Graduated high school	19.5	87.4	84.7	50.6
Community/technical school	17.0	90.3	88.4	58.6
Attended 4-year college	6.7	89.6	88.0	59.9
Graduated 4-year college	12.8	95.7	94.2	76.4
Post graduate school	7.4	96.0	94.1	78.6
Not sure	13.4	79.0	77.3	45.6
Father's education (ITED)				
Did not finish high school	8.5	75.8	72.5	33.6
Graduated high school	18.6	87.2	84.5	50.6
Community/technical school	12.9	90.4	88.1	58.4
Attended 4-year college	5.9	89.6	88.0	59.7
Graduated 4-year college	12.1	95.7	94.1	76.5
Post graduate school	9.6	96.7	95.5	81.3
Not sure	17.4	80.3	79.0	44.6
Parent's education—either mother or father				
Did not finish high school	5.6	70.5	67.7	27.0
Graduated high school	21.0	84.5	81.9	44.7
Community/technical school	24.4	89.4	87.2	55.3
Attended 4-year college	10.7	87.6	86.0	54.7
Graduated 4-year college	20.6	94.7	93.1	72.8
Post graduate school	17.7	96.1	94.5	78.9

Exhibit A7
Access to Technology at Home

Categories of students	Percentage share of students	Percentage met standard		
		Reading	Writing	Math
Use home computer for school				
Yes	69.5	91.2	89.6	62.2
No	10.8	75.4	70.9	36.9
No home computer	19.7	74.1	72.0	37.3
Internet access at home				
Yes	73.5	90.2	88.3	60.7
No	26.5	75.1	72.9	37.9

1. The following information is required to be provided to the relevant authorities in order to ensure compliance with the relevant legislation. The information should be provided in the following format:

2. The information should be provided in the following format:

3. The information should be provided in the following format:

4. The information should be provided in the following format:

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8. The information should be provided in the following format:

9. The information should be provided in the following format:

10. The information should be provided in the following format:

For further information, please contact:
Robert Barnoski at barney@wsipp.wa.gov (360) 586-2744, or
Wade Cole at wcole@wsipp.wa.gov (360) 586-2791

Document No. 07-02-2201



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February 2007

Alternative Assessment Options for High School Graduation: Interim Report

The 2006 Legislature directed the Washington State Institute for Public Policy (Institute) to "explore options to augment the current system of assessments to provide additional opportunities for students to demonstrate that they have met the state learning standards."¹

This report reviews the three options currently used in Washington's assessment system and considers four additional alternatives.

The study legislation directs the Institute to consult with experts and stakeholders to identify assessment options for review. The appendix to this report summarizes the consultation process and the content of stakeholder input received to date.

The Legislature also requested that the Institute's interim report "include recommendations on at least two alternative assessment options, alternative methods, procedures, or performance measures that were reviewed."² Based on the following review, the Institute recommends that:

1) The number of alternative assessment options should be limited.

Feedback from stakeholders indicates that the complexities involved with implementing alternative assessments increase as the number of options increase.

2) An option's potential to improve student outcomes should be balanced with the cost and complexity of its implementation.

Given two alternative assessments with the same potential to increase met-standard rates,³ the option that is the least costly and difficult to implement is preferred. In light of our first recommendation, we propose that more effective options should supplant less effective ones.

¹ SSB 6618 § 2 (1), Chapter 352, Laws of 2006.

² SSB 6618 § 2 (3), Chapter 352, Laws of 2006.

³ Throughout this report, "met-standard" rates refer to the percentage of students who meet state learning standards on the Washington Assessment of Student Learning (WASL).

Summary

The 2006 Legislature directed the Institute to "explore options to augment the current system of assessments to provide additional opportunities for students to demonstrate that they have met the state learning standards."

Students in Washington are required to "meet standard" on the 10th-grade reading, writing, and math Washington Assessment of Student Learning (WASL) to graduate from high school. The 2006 Legislature authorized three alternative assessment options to provide students who do not meet standard on the WASL twice with additional ways to demonstrate academic achievement: the Collection of Evidence (COE), GPA subject-area cohort, and PSAT/SAT/ACT exam scores.

In most other states with alternative assessment options, few students (2 percent or less) graduate by taking an alternative assessment. In Washington, nearly 50 percent of students in the class of 2008 are currently or potentially eligible to take an alternative to the WASL.

This report examines the three alternative assessments authorized in Washington as well as college placement exams, comprehensive achievement tests, overall GPA, and segmented math exams. The review finds that standardized tests and grade-based options are relatively inexpensive and easy to implement, but have low potential to increase the percentage of students who meet standard. Washington's COE has higher potential to increase met-standard rates, but incurs greater implementation costs and complexities. In contrast, diagnostic segmented math exams have lower implementation costs but high potential to improve student outcomes.

3) Alternative assessments that are diagnostic should be considered.

Once developed, diagnostic exams are relatively inexpensive to administer and have the greatest potential to increase met-standard rates, because they can be used to identify areas in need of improvement.

ASSESSMENTS FOR HIGH SCHOOL GRADUATION

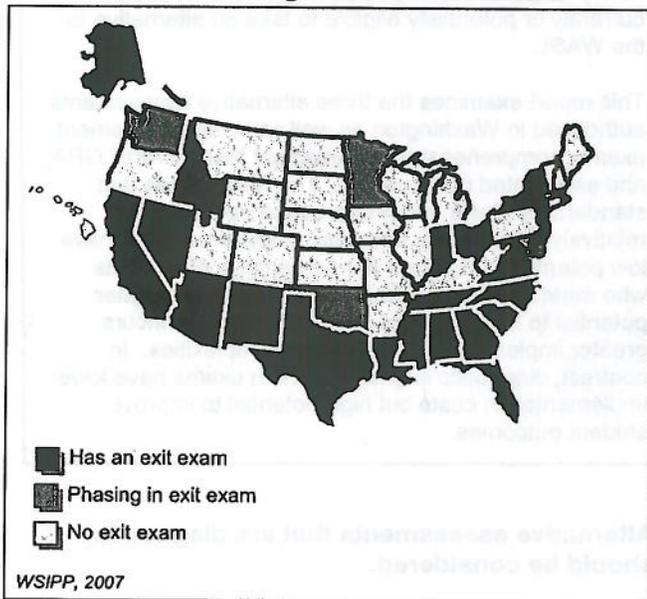
In this report, "exit exams" refer to state tests that students must pass in order to graduate from high school. "Alternative assessment options" are other measures of academic performance that are administered to students when they do not perform satisfactorily on the state exit exam. States that allow alternative assessments use them as an additional pathway for students to demonstrate academic achievement and become eligible for high school graduation.

High School Exit Exams

Twenty-five states require high school students to pass an exit exam to graduate.⁴ Exhibit 1 identifies these states. Students in these states must take and pass English language arts (reading and writing) and mathematics exams; in 13 of the 25 states, students also must take science and/or social studies exams.

Beginning with the class of 2008, students in Washington must "meet standard" in three content areas of the 10th-grade Washington Assessment of Student Learning (WASL)—reading, writing, and math—to graduate from high school.⁵

Exhibit 1
States With High School Exit Exams



⁴ Twenty-one of these states currently withhold diplomas from students based on exit exam results. Four states will soon begin withholding diplomas: Washington (2008), Maryland (2009), Minnesota (2010), and Oklahoma (2012).

⁵ Beginning with the class of 2010, Washington students must take a science exam as well.

Alternative Assessment Options

Fourteen of the 25 states with exit exams have authorized one or more alternative assessment options. These alternative options include performance-based assessments, grade-based options, and substitute exams.

- 1) **Performance-based assessments** allow students to complete tasks, rather than tests, to demonstrate academic achievement. These tasks may include (but are not limited to) oral presentations, written essays, and hands-on activities. Four states allow students to submit collections of work samples as a performance-based alternative assessment.⁶
- 2) **Grade-based options** involve the use of teacher-assigned grades in specific courses or a student's overall grade point average (GPA) as a measure of achievement. Depending on state policy, student grades may be used as a substitute for exit exam scores or in combination with exam scores. For example, an exit exam score may be indexed with GPA to determine eligibility for graduation. This combination of assessment results is sometimes referred to as a "multiple measures" approach.⁷ Seven states allow the use of grades as an alternative assessment option.⁸
- 3) **Substitute exams** are tests that may be taken in place of the regular exit exam. Students who pursue this option may substitute their scores from a different exam, usually a nationally available standardized test, for their state exit exam results. Exhibit 2 on the following page lists examples of substitute exams. State or local policy determines how substitute exam scores correspond to scores on the state exam; these equivalent scores are referred to as "cut scores."⁹ Nine states allow students to use substitute exam scores to obtain a high school diploma.¹⁰

⁶ Indiana, Massachusetts, Mississippi, and Washington.

⁷ L. Darling-Hammond, E. Rustique-Forrester, & R. Pecheone. (2005). *Multiple measures approaches to high school graduation*. Stanford, CA: School Redesign Network, Stanford University School of Education.

⁸ Arizona, Indiana, Massachusetts, Mississippi, New York, Ohio, and Washington.

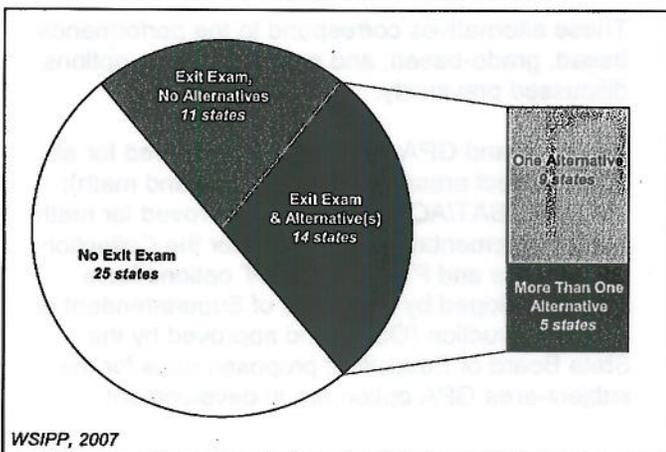
⁹ Whether test approval and cut scores are set at the state or local level varies.

¹⁰ Alabama, Florida, Idaho, Indiana, New Jersey, New York, North Carolina, Virginia, and Washington.

Exhibit 2
Types of Substitute Exams

Type of Exam	Examples/Details
College admissions	PSAT, SAT, ACT
College placement	ASSET, COMPASS, ACCUPLACER
Comprehensive achievement	National Assessment of Educational Progress (NAEP), Iowa Test of Educational Development (ITED), Iowa Test of Basic Skills (ITBS), Measures of Academic Progress (MAP), Comprehensive Test of Basic Skills (CTBS)
Career skill certification	Industry-specific certification exams; ACT Workkeys
General Educational Development (GED)	This option assumes that students would stay in high school to graduate after they obtain a GED
End of course	Exams administered at the end of specific courses by content area, including "segmented" math exams
Language proficiency	Test of English as a Foreign Language (TOEFL); Washington Language Proficiency Test (WLPT)

Exhibit 3
States by Exit Exam Status and Number of Authorized Alternatives



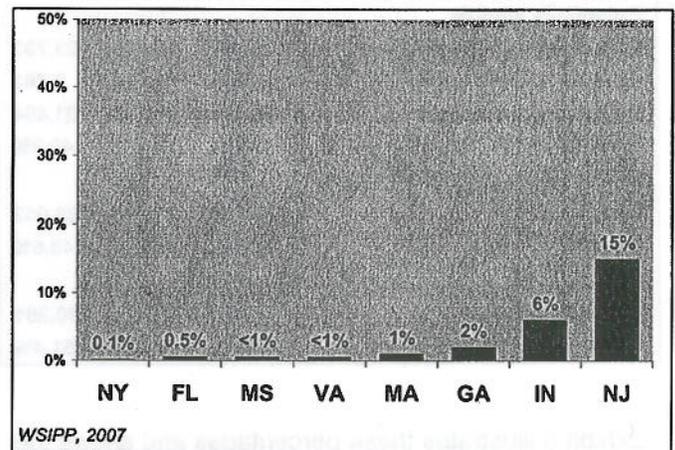
Of the 14 states that have authorized an alternative assessment option, nine states¹¹ authorize a single option and five states¹² authorize more than one option (see Exhibit 3). Washington and Indiana authorize all three types of alternative assessment options.¹³

Student Eligibility for Alternatives

In all 14 states that have authorized alternative assessments for high school graduation, students must first take the state exit exam at least once before pursuing an alternative. In Washington, students are required to take and not meet standard on the WASL twice before becoming eligible to take an alternative assessment.

In other states, relatively few students take alternative assessments. Exhibit 4 displays the percentage of students who graduated by taking an alternative assessment in eight states that track this information. In six of these states, 2 percent or fewer of high school graduates in 2005 took an alternative assessment. In New Jersey, 15 percent of high school graduates participated in an alternative assessment; because of this relatively high percentage, education and business leaders in New Jersey have decried alternative assessments as a "loophole" around state learning standards.¹⁴

Exhibit 4
Percentage of Students Graduating Via Alternative Assessments, Other States 2005



¹¹ Alabama, Arizona, Florida, Georgia, New Jersey, North Carolina, Virginia, Mississippi, and Ohio.

¹² Idaho, Indiana, Massachusetts, New York, and Washington.

¹³ In Indiana, substitute test scores and performance-based assessments are both linked with grades. For example, to graduate by taking a substitute exam alternative (in this case a workforce readiness assessment), Indiana students must also maintain a C average in courses required for high school graduation.

¹⁴ C. Gewertz. (2006). Raising bar in N.J. includes closing test loophole. *Education Week* 26(8): 1-14.

A much larger share of Washington students will likely use alternative assessments as a pathway to graduation. Exhibit 5 displays the number of Washington students currently and potentially eligible to take an alternative assessment by subject area. To be "eligible" for an alternative assessment, a student must have not met standard on the WASL twice.

Currently, more students are eligible to take an alternative assessment in math compared with reading and writing: to date, 6,548 students have taken the math WASL twice without meeting standard. An additional 31,494 students are potentially eligible to take an alternative math assessment: 23,733 did not meet standard on their first try and 7,761 have not yet taken the WASL due to absence or other reasons.¹⁵

Overall, for the class of 2008, up to 21 percent of Washington students in reading, 22.3 percent in writing, and 48.6 percent in math could take an alternative assessment to graduate from high school.

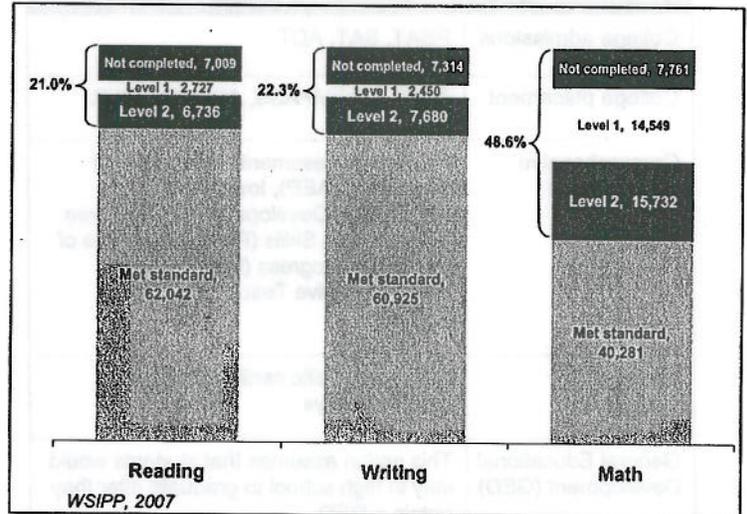
Exhibit 5
Washington Class of 2008 Students by Eligibility for Alternative Assessment Options

	Reading	Writing	Math
Students slated to take the spring 2006 WASL			
Total	78,514	78,369	78,323
Currently eligible			
Did not meet standard twice	1,058	831	6,548
Percentage currently eligible	1.3%	1.1%	8.4%
Potentially eligible			
Did not meet standard once	8,405	9,299	23,733
Have not yet taken WASL	7,009	7,314	7,761
Total potentially eligible	15,414	16,613	31,494
Percentage potentially eligible	19.6%	21.2%	40.2%
Currently or potentially eligible			
Total	16,472	17,444	38,042
Percent	21.0%	22.3%	48.6%
Not eligible			
Met standard	62,042	60,925	40,281
Percentage not eligible	79.0%	77.7%	51.4%

Exhibit 6 illustrates these percentages and shows the performance levels of students who have not yet met standard. For example, of the 9,463 students who have taken but not yet met standard on the reading WASL, 2,727 students performed at Level 1 (Below Basic) and 6,736 performed at Level 2 (Basic). In contrast, 62,042 students performed at Level 3 (Proficient) or Level 4 (Advanced) on the reading WASL.

¹⁵ A forthcoming Institute report will examine the characteristics of students in the class of 2008 who have not yet completed the WASL.

Exhibit 6
Class of 2008 Students by WASL Status
(Based on Spring and Summer 2006 WASL Results)



WASHINGTON'S ALTERNATIVE OPTIONS

The 2006 Washington State Legislature approved three alternative assessment options that students may use to meet high school graduation requirements:

- Collection of Evidence (COE),
- GPA Subject-Area Cohort, and
- PSAT/SAT/ACT substitute exam scores.¹⁶

These alternatives correspond to the performance-based, grade-based, and substitute exam options discussed previously.

The COE and GPA options were approved for all three subject areas (reading, writing, and math); the PSAT/SAT/ACT option was approved for math only. Implementation guidelines for the Collection of Evidence and PSAT/SAT/ACT options have been developed by the Office of Superintendent of Public Instruction (OSPI) and approved by the State Board of Education; proposed rules for the subject-area GPA option are in development.

¹⁶ ESSB 6475, Chapter 115, Laws of 2006. These options are distinct from the Washington Alternate Assessment System (WAAS) for special education students. Results from those alternate assessments are covered in a separate Institute report: W. Cole & R. Barnoski. (2006). *Tenth-grade alternate assessments for special populations: Summary results*. Olympia: Washington State Institute for Public Policy. Available at: <<http://www.wsipp.wa.gov/rptfiles/06-11-2202.pdf>>.

Performance-based assessment: Collection of Evidence. The Collection of Evidence (COE) is a portfolio of classroom work samples prepared by students. Teachers oversee the compilation process. OSPI developed content guidelines and administrative protocols for implementing the COE.¹⁷ The COE will be centrally scored by a panel of trained teachers.

The legislation that authorizes the COE option contains special provisions for career and technical education (CTE) students.¹⁸ CTE student work samples must be relevant to their CTE program and also address general state learning standards (the Essential Academic Learning Requirements or EALRs). Students using this option must also attain a state or nationally recognized industry certificate or credential.

Grade-based option: GPA subject-area cohort. Under this option, a student's GPA in English/language arts or math classes is compared with the average GPA for a "cohort" of six or more students who: attended the same school, took the same subject-area courses, and met or slightly exceeded standard on the WASL. If the student's subject-area GPA is equal to or higher than the cohort's average GPA, the student is deemed to have met standard in that subject area. OSPI is currently developing rules for implementing this option, subject to approval by the State Board of Education.¹⁹

Substitute exams: PSAT/SAT/ACT (math only). A student who does not meet standard on the math WASL twice can substitute his or her score from the math section of the PSAT, SAT, or ACT.²⁰ Exhibit 7 displays the scores students must obtain on each of these tests to meet standard. The State Board of Education set these cut scores based on an OSPI analysis of the SAT and WASL results.²¹ School districts submit a form to OSPI to document the students who become eligible for high school graduation under this option.²²

¹⁷ These guidelines and protocols were approved by the State Board of Education on October 27, 2006. The OSPI-developed COE handbook can be found at: <http://www.k12.wa.us/assessment/CAAoptions/pubdocs/CAAOptionsHandbook2007.pdf>.

¹⁸ ESSB 6475 § 1 (6) (b), Chapter 115, Laws of 2006.

¹⁹ For more detail, see: <http://www.k12.wa.us/ProfPractices/adminresources/RulesProcess/WebNotice392-501.doc>.

²⁰ Students can use PSAT, SAT, or ACT scores obtained prior to taking the WASL or take one of these exams later.

²¹ J. Wilhoft. (2006). *Using mathematics portion of SAT, ACT, or PSAT as an alternative for the Certificate of Academic Achievement*. Olympia: Office of Superintendent of Public Instruction. See:

<http://www.sbe.wa.gov/meetings/lastmeeting/nov06/SAT-ACT-PSATcuts.ppt>.

²² For a copy of this form, see: <http://www.k12.wa.us/assessment/CAAoptions/pubdocs/1632.doc>.

Exhibit 7
Washington "Met-Standard" Cut Scores for PSAT, SAT, and ACT Math Tests

	PSAT	SAT	ACT
Washington cut score	47	470	19
Minimum possible score	20	200	1
Maximum possible score	80	800	36

ASSESSMENT OPTIONS REVIEW

The 2006 Legislature directed the Institute to "explore options to augment the current system of assessments to provide additional opportunities for students to demonstrate that they have met the state learning standards."²³ For this report, the Institute reviewed the three options authorized in Washington State:

- Collection of Evidence;
- GPA Subject-Area Cohort; and
- PSAT/SAT/ACT substitute exam scores.

The Institute also reviewed four additional options:

- College placement exams that evaluate students' readiness for college-level courses in reading, writing, and math (such as ASSET, COMPASS, and ACCUPLACER);
- Comprehensive achievement tests (such as the Iowa Test of Educational Development and National Assessment of Educational Progress);
- Overall GPA (based on grades from all courses, without reference to subject area); and
- Segmented math exams (two types):
 - 1) End-of-course exams that function as a summative assessment (i.e., determine whether students have mastered the content), and
 - 2) Diagnostic exams that contain a sufficient number of items to identify student strengths and weaknesses in a given subject area or "strand."²⁴ Diagnostic

²³ SSB 6618 § 2 (1) Chapter 352, Laws of 2006.

²⁴ As the WASL is currently designed, individual strands do not contain enough test items to ensure reliability. Increasing the number of items that correspond to a particular strand would increase the reliability of test results, which could then be used to diagnose areas in need of improvement. W. Cole & R. Barnoski. (2006). *Tenth-grade WASL strands: Student performance varies considerably over time*. Olympia: Washington State Institute for Public Policy, Document No. 06-11-2205.

exams can be administered during and at the end of a course.²⁵

Legislative Review Criteria. We reviewed each of these options according to the following criteria established in the legislative study assignment:

- Compliance with RCW 28A.655.061(1), which states that “alternative assessments for each content area shall be **comparable in rigor** to the skills and knowledge that the student must demonstrate on the Washington assessment of student learning”;
- **Reliability** in measuring a student’s ability to meet state learning standards;
- Whether assessment procedures or methods could be **standardized** across the state;
- **Costs** for implementation; and
- **Challenges to implementation**, including any legislative action necessary for implementation.

In addition to these legislative criteria, we examined each option according to the anticipated impact on student outcomes: **the potential to increase met-standard rates.** If the goal of alternative assessments is to enable “students to demonstrate achievement of the state standards in content areas in which the student has not yet met the standard,”²⁶ then an effective option should, in addition to satisfying the criteria established by the Legislature, also serve to increase overall met-standard rates.

The following sections summarize the Institute’s findings to date according to these review criteria. Alternative assessment options are grouped by their potential to increase met-standard rates. The report does not evaluate the cultural appropriateness of alternative assessments, another legislatively mandated review criterion; our work on this complex topic is ongoing and will be addressed in a forthcoming report.

²⁵ The 2006 Washington State Legislature directed OSPI to develop “a new tenth grade mathematics assessment tool that: (i) presents the mathematics essential learnings in segments for assessment; (ii) is comparable in content and rigor to the tenth grade mathematics WASL when all segments are considered together; and (iv) can be used to determine a student’s academic performance level.” ESSB 6386 § 512 (2) (a), Chapter 372, Laws of 2006.

²⁶ RCW 28A.655.065(2).

Substitute Exams and Grade-Based Options: Low Potential to Increase Met-Standard Rates

Substitute exams and grade-based options have a low potential to increase met-standard rates.

Nationally available **substitute exams**, such as college admissions tests, college placement tests, and comprehensive achievement tests, are relatively inexpensive, easy to implement, and standardized. Moreover, through the process of establishing cut scores, a level of rigor comparable to the WASL can be established.

However, met-standard rates are unlikely to increase substantially if substitute exams are comparable in rigor, because similar levels of academic preparation and skill are required for students to perform well on all these tests. Exhibit 8 displays correlations between SAT and WASL scores. Correlations range between 0 and 1, with higher correlations indicating stronger associations between exam scores.

The correlations between SAT math scores, which students may currently use to substitute for performance in math after two unsuccessful attempts to meet standard, and WASL math scores exceed 0.70. These moderately strong correlations mean that, on average, students who do poorly on the math WASL w also do poorly on the SAT and ACT. WASL reading scores are also moderately correlated with SAT verbal scores (0.63) and suggest a similar relationship.

**Exhibit 8
Correlations Between SAT and WASL Scores**

Reading WASL and SAT Verbal	Writing WASL and SAT Verbal	Math WASL and SAT Math
0.63	0.19	0.79

Source: Institute analysis of SAT and WASL data. WASL data include 10th grade scores from 2001–02 and 2002–03 covering approximately 46,000 students (the precise number varies by subject area). Covering the same students, the SAT data are from 2004 and 2005.

Prior research has found similar relationships between WASL and other test scores. Exhibit 9 displays correlations reported in prior studies for comparison purposes. College admissions and comprehensive achievement test scores correlate more strongly with WASL scores than do college placement test scores. Across all types of tests, correlations with WASL scores are strongest in math.

Exhibit 9
Prior Studies' Correlations Between
Substitute Exam and WASL Scores

	Reading	Writing	Math
College admissions tests			
SAT	0.60	0.38	0.75
ACT	0.64	0.41	0.71
College placement tests			
ASSET	0.48	0.43	0.60
COMPASS	0.38	0.36	0.43
ACCUPLACER	0.34	0.37	n/a
Comprehensive achievement tests			
NAEP (grade 4)	0.60	n/a	0.68
NAEP (grade 7)	0.61	n/a	0.76

Sources: D. McGhee. (2003). *The relationship between WASL scores and performance in the first year of university*. Seattle: University of Washington Office of Educational Assessment; D. Pavelchek, P. Stern, & D. Olson. (2002). *Relationship of the Washington Assessment of Student Learning (WASL) and placement tests used at community and technical colleges*. Olympia: Washington State University-Social & Economic Services Research Center; K. Sprigg. (2005). *Relationship between performance on the 2003 National Assessment of Educational Progress and Washington Assessment of Student Learning*. Olympia: Office of Superintendent of Public Instruction.

The content and format of tests designed for different purposes (e.g., to measure college readiness rather than mastery of state learning standards) may not perfectly match the skills and knowledge measured by the WASL. An in-depth study conducted by Dr. David Conley and staff at the Center for Educational Policy Research examined the feasibility of implementing various alternative assessment options in Washington.²⁷

As part of Dr. Conley's study, substitute test items and content descriptions were compared with Washington's math standards (the EALRs). This analysis found that, of the tests examined, between 0 and 31 percent of EALRs are covered by substitute exams (see Exhibit 10). Unless test items are purposefully selected to align with the skills and knowledge measured by the WASL, the content match will generally be much less than 100 percent.

²⁷ ESHB 2195, Chapter 19, Laws of 2004 directed OSPI to "develop options for implementing objective alternative assessments." This legislative direction initiated the comprehensive study released in 2005 by the Center for Educational Policy Research. *Study of alternative methods to the Washington Assessment of Student Learning (WASL): Feasibility study*. Eugene, OR: CEPR, available at: <http://www.s4s.org/upload/WASL%20Final%20Report_093005.pdf>.

Exhibit 10
Percentage of Math EALRs Covered by
Selected Substitute Exams

Type	Details	Average	Range
College admissions	SAT, 4 tests (L1-L4)	17%*	0.6% to 31%*
Other states' end-of-course exams	8 tests from: TX, TN, GA, VA, SC, IN, and Alberta, Canada (2)	17%	3% to 30%
ACT Workkeys	Applied Mathematics exam	14%	n/a
Industry certification exams	9 tests: NCCER (Masonry, Carpentry, HVAC, Construction, Core, Electrical, and Welding), Microsoft (70-310 and 70-210).	3%	0% to 11%

* For SAT, the match is likely higher than 17% because college readiness content requires mastery of high school level math. Source: Center for Educational Policy Research. (2005). *Study of alternative methods to the Washington Assessment of Student Learning (WASL): Feasibility study*. Eugene, OR: CEPR.

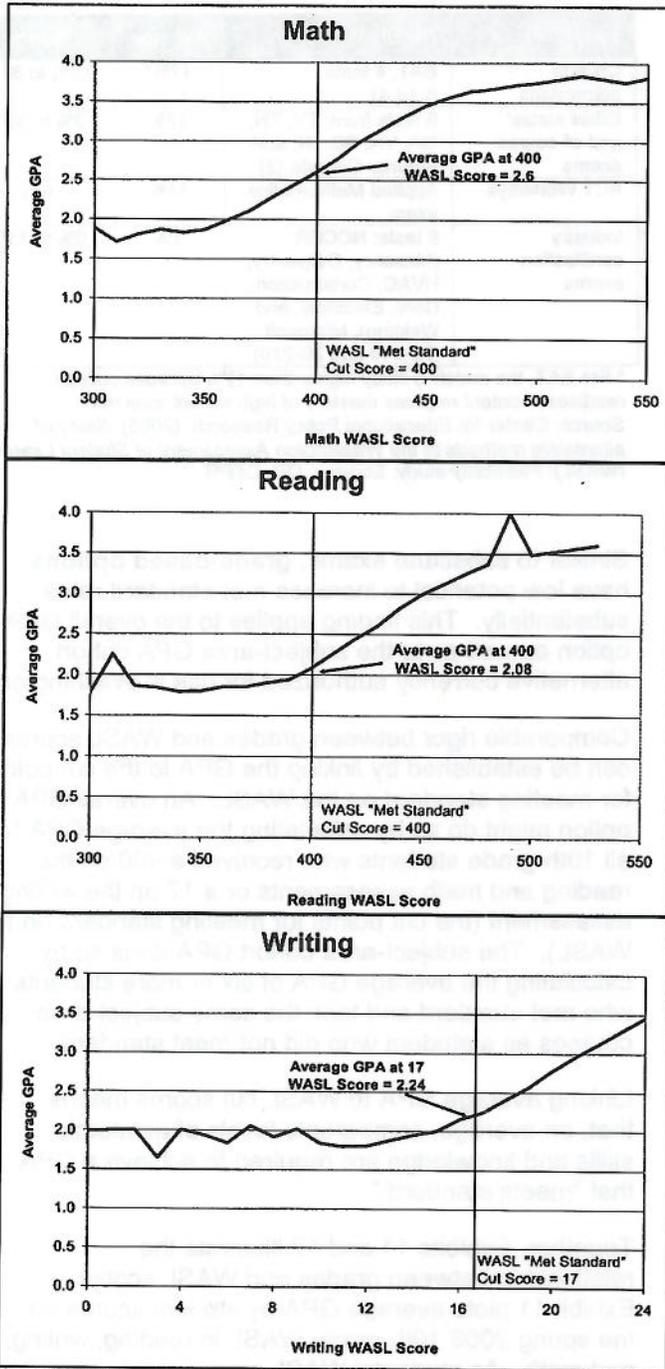
Similar to substitute exams, **grade-based options** have low potential to increase met-standard rates substantially. This finding applies to the overall GPA option as well as to the subject-area GPA cohort alternative currently authorized for use in Washington.

Comparable rigor between grades and WASL scores can be established by linking the GPA to the cut points for meeting standard on the WASL. An overall GPA option might do so by calculating the average GPA for all 10th-grade students who received a 400 on the reading and math assessments or a 17 on the writing assessment (the cut points for meeting standard on the WASL). The subject-area cohort GPA does so by calculating the average GPA of six or more students who met standard and took the same subject-area courses as a student who did not meet standard.

Linking average GPA to WASL cut scores means that, on average, comparable levels of academic skills and knowledge are required to achieve a GPA that "meets standard."

Together, Exhibits 11 and 12 illustrate the relationship between grades and WASL scores. Exhibit 11 plots average GPA by student scores on the spring 2006 10th-grade WASL in reading, writing, and math. As students' WASL scores increase, so does average GPA.

Exhibit 11
Average GPA by WASL Scores on the
Spring 2006 10th-Grade WASL

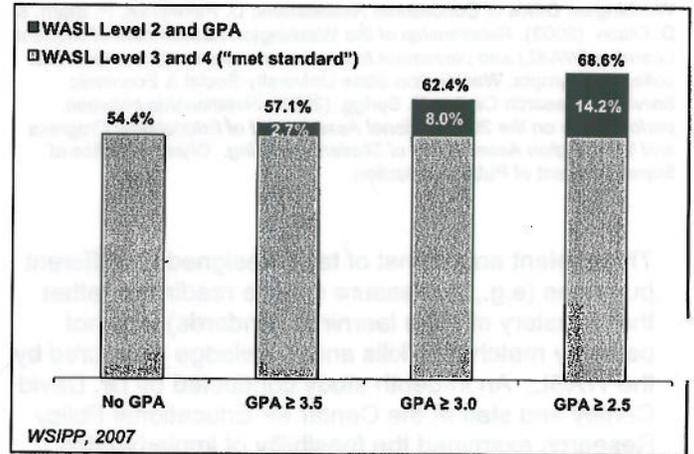


WSIPP, 2007

The average GPA for students whose scores on the math WASL equaled the "met-standard" cut point (400) is 2.6; the corresponding GPA for students who received a 400 on the reading WASL is 2.08. Finally, the average GPA for students who received a 17 on the writing WASL is 2.24.

Exhibit 12 illustrates the potential impact on met-standard rates for three hypothetical overall GPA thresholds. The first bar in Exhibit 12 shows that 54.4 percent of 10th-grade students who completed the spring 2006 WASL met standard in reading, writing, and math.

Exhibit 12
Overall Met-Standard Rates: Different GPA
Thresholds Indexed to WASL Score



The next three bars show how met-standard rates would increase if the graduation requirement were re-defined to include students who achieve a level 2 on the WASL and maintain a GPA of greater than or equal to 3.5, 3.0, and 2.5, respectively. If the GPA threshold were set at 3.5, an additional 2.7 percent of 10th-grade students in 2006 would have met standard. If the GPA threshold were set at 3.0, the met-standard rate would increase by 8 percentage points; at 2.5, the met-standard rate would have increased by 14.2 percent. This analysis demonstrates that lowering the GPA threshold would result in somewhat higher met-standard rates.

Another issue with using overall GPA as an alternative assessment is that grades may or may not measure student mastery of the state learning standards. Whether grades measure a student's performance with respect to the EALRs depends on the classes he or she takes, as well as the

curriculum, instruction, and assessment measures used by teachers.²⁸

The overall GPA measure includes grades from all the classes a student takes regardless of subject area and, therefore, may not be comparable in content or rigor to subject-area WASL assessments. The subject-area GPA cohort option includes a student's grades only in relevant subject-area courses (such as math); however, those classes do not necessarily align with 10th-grade-level standards.

The subject-area GPA cohort measure is less reliable than the overall GPA option, because it is based on fewer courses and fewer students. An overall GPA option examines the GPA of all students in a given grade, whereas the subject-area GPA cohort option is based on as few as six students and may include only a handful of high school math courses.

Additionally, tying grades to high school graduation could have the unintended consequence of inflating grades (i.e., artificially increasing average grades over time). Grade inflation poses the greatest problem for the subject-area GPA cohort option. Because the subject-area GPA is based on a small number of courses, an inflated grade in any one course would be influential. Conversely, inflated course grades would have a lesser impact on a student's overall GPA, which is based on a much larger number of courses.

The overall GPA and Washington's subject-area cohort GPA options also differ with respect to implementation costs and complexities. Exhibit 13 outlines key differences between the two options.

The overall GPA option would not incur any significant costs, because students' GPAs are already collected by school districts and reported to OSPI electronically. The subject-area GPA cohort option, however, necessitates collection and analysis of transcript data—not currently available electronically statewide—to calculate subject-specific GPAs. The initial cost of this option will therefore be relatively high, as school districts and the state invest in data system improvements.

Exhibit 13
Two Grade-Based Options:
Distinguishing Features

	GPA Subject-Area Cohort	Overall GPA
Pre-determined minimum GPA	No	Yes
Courses Included	Within subject area	All
Size of student comparison group	Small (within school)	Large (statewide)
Data currently collected electronically statewide	No	Yes
Potential for grade inflation	High	Low

The GPA subject-area cohort option also requires the identification of at least six students from the same school who took the same subject-area courses and who met standard on the WASL. This requirement limits the feasibility of this option for small districts. A 2006 pilot study of this option, a continuation of the extensive research conducted by the Center for Educational Policy Research for OSPI, found that 56 percent of sampled students in Washington schools did not have a comparison cohort available in math: fewer than six students in the schools these students attended took the same math classes and met standard on the WASL.²⁹

Performance-Based and Diagnostic Options:
Higher Potential to Increase Met-Standard Rates

Alternative assessment options with a higher potential to increase met-standard rates include performance-based options (such as Washington's Collection of Evidence) and diagnostic segmented math exams.³⁰

Comparable academic skills and knowledge are still required to perform well on these assessments, but these options are more closely tied to classroom instruction and, therefore, have the potential to provide useful feedback for teachers and students.

²⁸ Classroom-based assessments include measures such as quizzes, tests, and homework. Some teachers also consider factors such as student attendance in assigning grades.

²⁹ Center for Educational Policy Research. (2006). *Alternative assessment pilot project*. Eugene, OR: CEPR, Appendix K, p. 2.

³⁰ The focus here is on math, because Washington's math met-standard rates are much lower than reading and writing met-standard rates.

For example, the **Collection of Evidence (COE)** is a compilation of classroom work samples prepared by students under teacher supervision. Students may revise most work samples that are deemed insufficient according to the COE guidelines.³¹ This revision process may improve students' work and would thereby boost met-standard rates. Additionally, the content of the COE is designed to measure student mastery of the EALRs, and the process for compiling and scoring work samples has been standardized by OSPI.

Similarly, **segmented math exams** have the potential to increase met-standard rates because they are linked with classroom instruction and cover material that is taught in classes. In contrast, at present there is no guarantee that students have received instruction in the standards tested on the WASL. Currently, OSPI is developing segmented math exams as well as standardized math curricula and instruction materials.³²

Additionally, whereas the overall reading, writing, and math WASL exams are reliable measures of student learning, "strands" include an insufficient number of test items (questions) to diagnose strengths and weaknesses reliably.³³ For example, the math WASL measures whether students have mastered math EALRs generally, but does not reliably measure whether students are proficient in geometry or algebra. A diagnostic test would include a sufficient number of items in each strand to provide reliable feedback regarding specific math skills. If the segmented math exams are designed to be diagnostic, there may be potential to increase met-standard rates substantially.

Segmented math exams require some initial investment in test and curriculum development, but once implemented the ongoing costs would be relatively low. In contrast, the COE is a time-intensive assessment that requires teacher and student involvement in assigning, completing, and verifying work samples. School administrators must also verify that the COE represents the

student's work. Some school administrators consulted for this study stated that the intensity of work involved in the COE is difficult to sustain; others commented that having multiple, complex alternative assessment options is in itself a challenge for schools.

Exhibit 14 on the following page summarizes these findings regarding alternative assessment options reviewed to date. The options are grouped by their potential to increase met-standard rates.

INITIAL RECOMMENDATIONS

Some alternative assessment options are relatively inexpensive and easy to implement, but their potential to increase met-standard rates may be low. Other options have a greater potential to increase met-standard rates, but may be more costly and complex to implement.

Therefore, the Institute recommends that an **assessment option's potential to improve student academic outcomes should be balanced with the costs and complexity of implementing it.** If options are comparable in terms of their potential to improve assessment outcomes—as well as their reliability, validity, rigor, and standardization—lower-cost alternatives are preferred to higher-cost options.

For example, both the Collection of Evidence and segmented math exam options have high potential to increase met-standard rates. However, the options vary in their costs and complexity: the COE is costly and difficult to implement, whereas segmented exams are easy to implement and, after some initial development costs, relatively inexpensive. Therefore, all else being equal, segmented exams are preferable to the COE.

Also, to reduce implementation complexities and minimize confusion for students, parents, and educators, the Institute recommends that **the total number of alternative assessments should be limited.** This recommendation is based on feedback the Institute received from various stakeholders (see the appendix).

The Institute also recommends that the state **consider adopting a math assessment alternative that is diagnostic.** For example, a segmented math WASL can be designed to include a sufficient number of content-area items to permit its use as a diagnostic assessment. Such an exam would have the potential to increase met-standard rates without

³¹ Students may revise most, but not all, portions of the COE. They may not revise or receive help with the two "on-demand" work samples required as part of the COE. See: <<http://www.k12.wa.us/assessment/CAAoptions/pubdocs/CAAOptionsHandbook2007.pdf>>, p. 2.

³² Direction in ESSB 6386 § 512 (2) (a), Chapter 372, Laws of 2006.

³³ For more information about WASL strands see W. Cole & R. Barnoski (2006). *Tenth-grade WASL strands: Student performance varies considerably over time*. Olympia: Washington State Institute for Public Policy. <<http://www.wsipp.wa.gov/rptfiles/06-11-2205.pdf>>.

incurring prohibitive costs or logistical difficulties for schools or districts. To render this recommendation consistent with the preceding one, however, assessments with diagnostic capabilities should supplant alternative assessments that are either ineffective or more costly or complex to implement.

2007 WORKPLAN

Pursuant to its mandate to review alternatives to augment the state's existing assessment system, the Institute will continue examining the cultural

appropriateness of alternative assessment options, including a review of the research literature, consultations with assessment experts and stakeholder groups, and analysis of assessment data.

The Institute will also review additional alternative options, including the General Educational Development (GED) credential, career skill certification exams, diagnostic tests such as Measures of Academic Progress (MAP), and various "multiple measures" approaches. A final report is due December 1, 2007.

**Exhibit 14
Alternative Assessment Options Review: Summary of Findings**

	Comparable rigor	Comparable content	Reliable	Low costs	Easy to implement	Standardized process
Options with low potential to increase met-standard rates						
Substitute exams*	Yes	No	Yes	Yes	Yes	Yes
Subject-Area GPA Cohort	Yes	Depends on curriculum and instruction	Yes	No (initial) Yes (ongoing)	No (initial) Yes (ongoing)	Yes
Overall GPA	Yes	Depends on curriculum and instruction	Yes	Yes	Yes	Yes
Options with higher potential to increase met-standard rates						
Collection of Evidence	Depends on implementation	Depends on implementation	Depends on implementation	No	No	Yes
Segmented math exams	Yes	Yes	Yes	No (initial) Yes (ongoing)	Yes	Yes

* Substitute exams reviewed include: college admissions (PSAT/SAT/ACT), college placement (ASSET, COMPASS, ACCUPLACER), and comprehensive achievement tests (such as ITED and NAEP).

STATE BOARD OF EDUCATION

HEARING TYPE: INFORMATION/NO ACTION

DATE: MARCH 12-13, 2007

SUBJECT: **SCIENCE LITERACY**

SERVICE UNIT: State Board of Education
Edie Harding, Executive Director

PRESENTERS: Theresa Britschgi, Director, BioQuest
Dr. Lynda Paznokas, Associate Dean, Washington State University
Ethan Smith, Teacher, Tahoma High School
Roy Beven, Science WASL Manager, OSPI
Eric Wuersten, Program Supervisor, Science, OSPI

BACKGROUND

In 2005, the Legislature created *Washington Learns* to conduct a comprehensive review of the state's entire education system. One recommendation emerging from that work focused on the need for Washington students to be better prepared in mathematics and science by meeting standards "at least as high as those in other states and nations." *Washington Learns* directed the State Board of Education (SBE) to adopt international performance standards for mathematics and science benchmarked to the Trends in International Mathematics and Science Study (TIMSS) or the Programme for International Student Assessment (PISA) by December 2007. It also called for the SBE to adopt high school graduation requirements aligned with those standards.

But why does science matter? Presentations from five panelists will provide a variety of perspectives on that topic, including what it means to be literate in science. Two articles on science literacy have been included in your packet to help you begin thinking about these issues.

Theresa Britschgi is Director of BioQuest, a science education outreach component of the Seattle Biomedical Institute. She will talk about why science literacy is important in daily life and in the workplace. Ms. Britschgi was a member of the Washington State Science System Plan team that developed *Science Matters*, the state's science learning system.

Lynda Paznokas is Associate Dean of the College of Education at Washington State University. She will talk about why science literacy is important for success in college, and will allude to the science college readiness definitions that have recently been developed under the leadership of the Higher Education Coordinating Board. Dr.

Paznokas was a member of the Washington State Science System Plan team that developed *Science Matters*.

Ethan Smith is a teacher at Tahoma High School where he teaches Anatomy and Physiology to 12th graders, Inquiry Science to 10th graders, and Astronomy to 11th and 12th graders. He will bring the discussion home to the classroom, talking about his efforts to help his students become science literate. Mr. Smith was a member of the Science Curriculum Framework Team that built the current Science Grade Level Expectations (GLEs).

Roy Beven is the Science Washington Assessment of Student Learning (WASL) Manager with the Office of Superintendent of Public Instruction (OSPI). Using the context of a sample WASL science question, he will talk about what elements of science literacy are reflected in the state's approach to science assessment.

Eric Wuersten is Program Supervisor for Science with OSPI. He will talk about current high school graduation requirements, and the implications of those requirements for science literacy.

MEMORANDUM

DATE: March 13, 2007
TO: State Board of Education Members
FROM: Eric Wuersten, Program Supervisor, Science
Office of Superintendent of Public Instruction
RE: Science Overview

The purpose of this memorandum is to provide an overview of the development of Washington's science standards.

I. Development of K–12 Science Standards

The following timetable provides a quick snapshot of the development of Washington's K–12 science standards.

- 1993 Washington State Legislature defined the basic education goals to include science.
- 1997 Washington State Legislature adopted science Essential Academic Learning Requirements (EALRs).
- 2001 No Child Left Behind (NCLB) required states to conduct a valid and reliable science assessment, based on rigorous science standards, by 2008 in grade bands 3-5, 6-8, and 9-12.
- 2001 Washington State Legislature required students graduating in 2010 to pass the science Washington Assessment of Student Learning (WASL).
- 2002 EALRs reviewed by national experts from Mid-Continent Research for Education and Learning (McREL).
- 2005 Grade Level Expectations (GLEs) added to the EALRs to meet specificity requirements of NCLB and the science WASL.

II. Science Essential Academic Learning Requirements

The science standards were refined based on the recommendations of McREL and are now defined by three EALRs: Systems, Inquiry and Application.



EALR 1 - Systems: Students gain an understanding of the natural world as interconnected and nested systems made of interacting parts. Scientific concepts and principles explain how the inputs, outputs, transfers, and transformations of matter, energy and information occur in the systems of the natural world.

EALR 2 - Inquiry: Students gain deep understanding of scientific concepts and principles as they learn to investigate systems.

EALR 3 - Application: Students gain an ability to apply their understanding of systems and inquiry to design solutions to human problems in societal and environmental contexts.

A panel of 53 K-20 science educators and business leaders worked for three years to develop the Grade Level Expectations (GLEs), adding specificity to the EALRs. The GLEs were then reviewed for cultural bias by a panel of 12 people representing diversity across Washington State. In addition, a panel of national science education experts reviewed the GLEs.

III. Development of a Science Strategic Plan: *Science Matters*

In 2003 the Office of Superintendent of Public Instruction (OSPI) convened a panel of state science leaders from business and K–20 to develop a plan for a science learning system. The goal was to provide all students an opportunity to achieve science literacy, defined for this purpose as meeting standard on the WASL. Over two years, the panel conducted five statewide surveys and 12 focus groups with elementary and secondary science teachers, K–12 administrators, pre-service teachers and higher education administrators.

Based on feedback received from the surveys and focus groups, the panel designed a strategic statewide plan for a science learning system, *Science Matters* (see Figure 1). This strategic plan assures all students the opportunity to achieve science literacy in 2010 by providing:

- **Professional development** of the highest quality and teacher preparation adequate in science
- **Instructional material support**—high quality, research-based, aligned with standards, with instructional modules (Powerful Classroom Assessments or PCAs) and other materials that fill critical curriculum gaps.
- **Strategic planning and capacity building** to create an infrastructure that builds administrative, school, district, ESD, university, and community support for science
- **Evaluation for continuous improvement**, including assessment preparation that supports the WASL and assures that the system is operating to achieve its primary goal: science literacy for all.

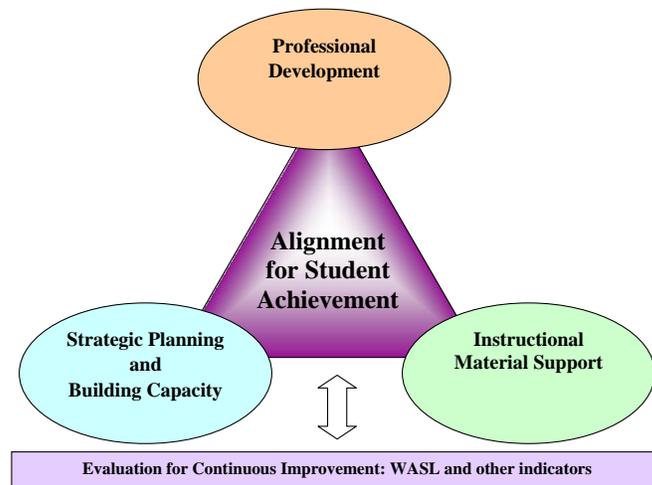


Figure 1: Key Components of *Science Matters*

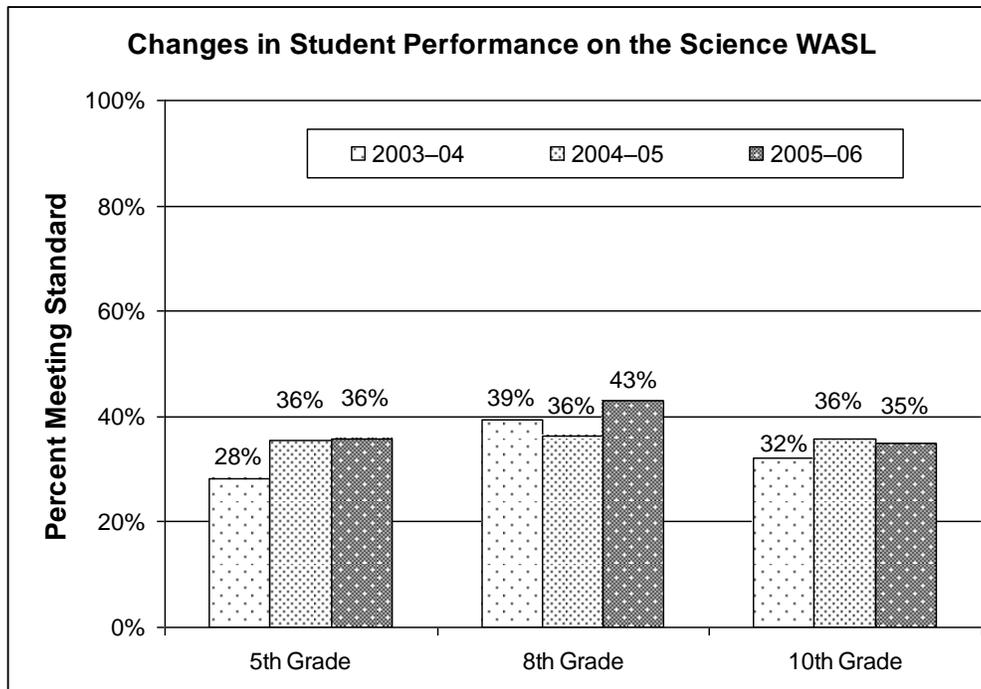
IV. What We Know About Science Preparation and Performance

In 2002 the Office of Curriculum and Instruction at OSPI surveyed administrators in 88 Washington school districts, representing 284,978 students. One finding was that ninth and tenth grade students do not take science each year.

- 36% take 2–3 semesters of science
- 60% take 4 semesters of science

Among the districts surveyed, students in ninth grade (60%) were most likely to take physical science, while those in tenth grade (88%) tended to take biology.

These course-taking patterns may be a factor in student WASL performance. In 2006, 64% of tenth graders did not meet standard on the science WASL. The graph below illustrates changes in student performance on the science WASL over three years.



Source: OSPI Web site

Although student performance increased between fifth and eighth grade in the 2005–06 school year, it decreased between eighth and tenth grade. Assuming that many of the students who took the 2004 WASL in eighth grade are the same students who took the 2006 WASL, why did their performance decrease? We do not yet know the answers to these questions.

The focus of teachers' knowledge and preparation in connection to the EALRs may also help explain student performance. First, teachers' content knowledge is usually narrowly focused on one academic discipline (e.g., biology, chemistry, earth science, etc.). The EALRs expect students to understand *systems* that connect science across the disciplines. For example, a biology teacher teaching evolution may not know the theory of plate tectonics (generally learned in geology) that is needed to explain the occurrence of similar fossils in different continents. Second, few teachers are trained on scientific *inquiry*—how to conduct scientific investigations—and yet that knowledge is an important component of the science EALRs, and is measured on the WASL. Third, the systems approach that we advocate in our standards emphasizes *application*—how we use science to solve real-world problems. Traditional academic disciplines often place greater emphasis on concepts and principles than on application.

For these reasons, professional development and instructional material support are components critical to the success of the strategic plan, *Science Matters*. Research has shown that the most significant determinant of student achievement is an effective teacher.

V. Development of College Readiness in Science

The Higher Education Coordinating Board (HECB), in collaboration with representatives of the OSPI and the Council of Presidents, has been engaged in initiatives to define the skills and knowledge students need to be prepared for entry-level college coursework in mathematics, science and English. These definitions are intended to align with K–12 learning goals expressed in the EALRs and GLEs. However, GLEs beyond tenth grade have been established only for mathematics.

The HECB has been part of the management team providing oversight of the Transition Mathematics Project, led by the State Board for Community and Technical Colleges. Since 2006, the HECB has been working with teams of K–12 and college teachers to develop college readiness attributes and definitions in science and English. This first phase of the project has culminated in the publication of preliminary college readiness attributes and definitions—preliminary only because they have not yet been piloted in classroom settings.

The science college readiness “how to learn” attributes build on and expand slightly those established by the Transition Math Project. The eight attributes specify that students will demonstrate intellectual engagement, take responsibility for his or her own learning, persevere through the learning process, pay attention to detail, demonstrate ethical behavior, communicate effectively across a variety of audiences and purposes, effectively read and organize information presented in questions/problems in order to formulate solutions, and build creative solutions to intellectual and practical real-world problems.

College readiness—“what-to-learn” definitions—focus on “big ideas” in science—core science concepts in physical, life and earth/space sciences. They also identify foundational skills in scientific inquiry and the nature of science, science and society, quantitative analysis, technology, and communication.

If funding is secured from state and private sources, Phase 2 activities in the 2007–2009 biennium would include three primary tasks: 1) piloting the definitions in 11th and 12th grade classrooms, 2) developing a research design to compare high school and college performance of students exposed to college readiness learning experiences to the performance of students who hadn’t participated in the pilots, and 3) planning professional development training to be implemented in the third phase of the project.

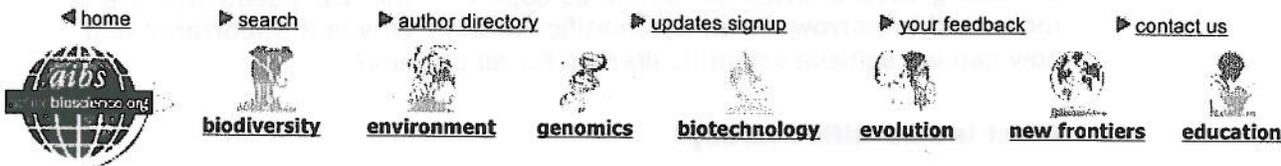
VI. Summary and Emerging Questions

Washington has in place K-12 standards (EALRs), GLEs through the tenth grade, and a strategic plan (*Science Matters*). The higher education community has established a preliminary set of college readiness definitions and attributes in science. As the Board considers the place of science in a meaningful high school diploma, questions such as the following are likely to arise.

- How much science is sufficient to achieve science literacy?
- What qualifies as a high school science course?
- What qualifies as high school lab science course?
- Does our system have the capacity to offer science classes to all ninth and tenth graders?
- How can high school graduation requirements assure opportunity for all students to achieve science literacy?

Kathe Taylor

From: Edie Harding
Sent: Monday, February 19, 2007 11:15 AM
To: Kathe Taylor
Subject: Good article on science literacy



authorbio
Robert M. Hazen, Ph.D.,
is a research scientist at the Carnegie Institution of Washington's Geophysical Laboratory and Clarence Robinson Professor of Earth Science ...



new frontiers: bioscience literacy for all
Why Should You Be Scientifically Literate?
By Robert M. Hazen
 An ActionBioscience.org original article

article highlights

Why should you care about being scientifically literate? It will help you

- *understand issues that you come across daily in news stories and government debates*
- *appreciate how the natural laws of science influence your life*
- *gain perspective on the intellectual climate of our time*

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December 2002 Why Should You Be Scientifically Literate?
By Robert M. Hazen

Newspaper headlines on November 21, 2002:

We live in an age of scientific discovery.

- *Boxing the genome code (Sydney Morning Herald, Australia)*
- *Scientist to attempt creation of living cell (New York Times, USA)*
- *2 black holes may collide, say astronomers (Times of India)*
- *Ottawa unveils updated Kyoto plan (Toronto Star, Canada)*
- *'Death gene' discovery (Daily Telegraph, UK)*

Scientific issues are the subject of many debates.

We live in an age of constant scientific discovery -- a world shaped by revolutionary new technologies. Just look at your favorite newspaper. The chances are pretty good that in the next few days you'll see a headline about global warming, cloning, fossils in meteorites, or genetically engineered food. Other stories featuring exotic materials, medical advances, DNA evidence, and new drugs all deal with issues that directly affect your life. As a consumer, as a business professional, and as a citizen, you will have to form opinions about these and other science-based issues if you are to participate fully in modern society.

More and more, scientific and technological issues dominate national

Scientific literacy helps us understand the issues.

discourse, from environmental debates on ozone depletion and acid rain, to economic threats from climate change and invasive species. Understanding these debates has become as basic as reading. All citizens need to be scientifically literate to:

- appreciate the world around them
- make informed personal choices

It is the responsibility of scientists and educators to provide everyone with the background knowledge to help us cope with the fast-paced changes of today and tomorrow. What is scientific literacy? Why is it important? And how can we achieve scientific literacy for all citizens?

What is scientific literacy?

Scientific literacy, quite simply, is a mix of concepts, history, and philosophy that help you understand the scientific issues of our time.

Scientific literacy means a broad understanding of basic concepts.

- Scientific literacy is not the specialized, jargon-filled esoteric lingo of the experts. You don't have to be able to synthesize new drugs to appreciate the importance of medical advances, nor do you need to be able to calculate the orbit of the space station to understand its role in space exploration.
- Scientific literacy is rooted in the most general scientific principles and broad knowledge of science; the scientifically literate citizen possesses facts and vocabulary sufficient to comprehend the context of the daily news.
- If you can understand scientific issues in magazines and newspapers (if you can tackle articles about genetic engineering or the ozone hole with the same ease that you would sports, politics, or the arts) then you are scientifically literate.

Using science, not doing science, is the core of scientific literacy.

Admittedly, this definition of scientific literacy does not satisfy everyone. Some academics argue that science education should expose students to mathematical rigor and complex vocabulary. They want everyone to experience this taste of "real" science. But my colleagues and I feel strongly that those who insist that everyone must understand science at a deep level are confusing two important but separate aspects of scientific knowledge. As in many other endeavors, *doing* science is obviously distinct from *using* science; and scientific literacy concerns only the latter.

Some scientists are so focused in one area that they lack scientific literacy.

Surprisingly, intense study of a particular field of science does not necessarily make one scientifically literate. Indeed, I'm often amazed at the degree to which working scientists are often woefully uninformed in scientific fields outside their own field of professional expertise. I once asked a group of twenty-four Ph.D. physicists and geologists to explain the difference between DNA and RNA -- perhaps the most basic idea in modern molecular biology. I found only three colleagues who could do so, and all three of those individuals did research in areas where this knowledge was useful. And I'd probably find the same sort of discouraging result if I asked biologists to explain the difference between a semiconductor and a superconductor. The education of professional scientists is often just as narrowly focused as the education of any other group of professionals, so scientists are just as likely to be ignorant of scientific matters outside their

own specialty as anyone else.

In considering what scientific literacy is, it's also useful to recognize what it is not. Scientific literacy is often confused with technological literacy -- the ability to deal with everyday devices such as computers and VCRs. Technological literacy is important to many pursuits in modern society, but it is distinct from my definition of scientific literacy.

The scope of the problem

By any measure, the average American is not scientifically literate, even with a college degree:

- At a recent Harvard University commencement, an informal poll revealed that fewer than ten percent of graduating seniors could explain why it's hotter in summer than in winter.¹
- A survey taken at our own university (George Mason University), where one can argue that the teaching of undergraduates enjoys a higher status than at some other institutions, shows results that are scarcely more encouraging. Fully half of the seniors who filled out a scientific literacy survey could not correctly identify the difference between an atom and a molecule.²

College graduates, as well, fall short on science basics.

I suspect that these results are the rule, not the exception. Most colleges and universities have the same dirty little secret: we are all turning out scientifically illiterate students who are incapable of understanding many of the important newspaper items published on the very day of their graduation.

The problem, of course, is not limited to universities. We hear over and over again about how poorly American high school and middle school students fare when compared to students in other developed countries on standardized tests. Scholars who make it their business to study such things estimate the numbers of *scientifically literate* Americans to be:³

- fewer than 7% of adults
- 22% of college graduates
- 26% of those with graduate degrees

The average American fails the grade, too.

The number of Americans who are scientifically literate by the standards of these studies is distressingly low. The numbers, then, tell the same story as the anecdotes. Americans at all academic levels have not been given the basic background they may need to cope with the life they will have to lead in the twenty-first century.

Scientific literacy is important.

Why is scientific literacy important?

Why should we care whether our citizens are scientifically literate? Why should you care about your own understanding of science? Three different arguments might convince you why it is important:

- from civics

- from aesthetics
- from intellectual coherence

Civics

The general welfare of a nation is stronger with a citizenry that is scientifically informed.

The first argument from civics is the one I've used thus far. We're all faced with public issues whose discussion requires some scientific background, and therefore we all should have some level of scientific literacy. Our democratic government, which supports science education, sponsors basic scientific research, manages natural resources, and protects the environment, can be thwarted by a scientifically illiterate citizenry. Without an informed electorate (not to mention a scientifically informed legislature) some of the most fundamental objectives of our nation may not be served.

Aesthetics

Understanding science enriches our appreciation of everyday activities.

The argument from aesthetics is less concrete, but is closely related to principles that are often made to support liberal education. According to this view, our world operates according to a few over-arching natural laws. Everything you do, everything you experience from the moment you wake up in the morning to the moment you go to bed at night, conforms to these laws of nature. Our scientific vision of the universe is exceedingly beautiful and elegant and it represents a crowning achievement of human civilization. You can share in the intellectual and aesthetic satisfaction to be gained from appreciating the unity between a boiling pot of water on a stove and the slow march of the continents, between the iridescent colors of a butterfly's wing and the behavior of the fundamental constituents of matter. A scientifically illiterate person is effectively cut off from an immensely enriching part of life, just as surely as a person who cannot read.

Intellectual Coherence

The intellectual climate of our era is influenced by our understanding of science.

Finally, we come to the third argument -- the idea of intellectual coherence. Our society is inextricably tied to the discoveries of science -- so much so that they often play a crucial role in setting the intellectual climate of an era. For example, the Copernican concept of the heliocentric universe played an important role in sweeping away the old thinking of the Middle Ages and ushering in the Age of Enlightenment. Similarly, Charles Darwin's discovery of the mechanism of natural selection at once made understanding nature easier. And in this century the work of Freud and the development of quantum mechanics have made our natural world seem (at least superficially) less rational. In all of these cases, the general intellectual tenor of the times -- what Germans call the *Zeitgeist* -- was influenced by developments in science. How can anyone hope to appreciate the deep underlying threads of intellectual life in his or her own time without understanding the science that goes with it?

So what to do?

Science educators are providing ways to improve science literacy.

The problem has been defined and the need for a solution is real. How can you and your family become scientifically literate? Fortunately, science educators the world over have spent the last decade in an all-out assault on the problem, and a number of solutions are at hand:

K-12 Education

U.S.'s National Science Education Standards emphasize the learning of concepts & principles through inquiry.

At the level of K-12 education, the National Research Council, in conjunction with the American Association for the Advancement of Science and national teacher organizations, produced the sweeping *National Science Education Standards*.⁴ This farsighted document serves as a building code for new science curricula for elementary, middle and high schools -- curricula that emphasize an inquiry-based approach in the context of concepts and principles rather than vocabulary and rote memorization. Gradually, school systems around the country are retooling their science courses, while numerous programs at the local and state levels seek to retrain teachers in this powerful new educational approach. Soon, educators hope, our nation's students will demonstrate a richer appreciation of science than ever before.

Higher education is fostering student scientific literacy.

Higher Education

Reforms have also been targeted at the college level. In 1990, I joined forces with physicist James Trefil in developing one integrated science course, "Great Ideas in Science." A companion textbook, *The Sciences: An Integrated Approach*, is now used in approximately 200 colleges and universities.⁵ And hundreds of other institutions of higher education are engaged in their own experiments to foster scientific literacy among college graduates.

Science resources are many and easily available to the public.

The General Public

And what about those of us who are beyond college years? Today there are amazing resources for continuing education. Scores of books by scientists and science journalists present every field of science to general readers. Wondrous television and radio programs explore the latest advances in scientific research. And the internet abounds with science web sites that elucidate every conceivable scientific topic, from the pure research of space exploration and particle physics to applied aspects of medical technologies, environmental hazards, materials development, drug design, and hundreds of other important topics.

Conclusion: Everyone should share in the adventure of science.

Thanks to these efforts the ball is in your court. With a little effort, you can share in the most extraordinary, transforming challenge of the human species -- the adventure of science.

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About the author: Robert M. Hazen, Ph.D., is a research scientist at the Carnegie Institution of Washington's Geophysical Laboratory and Clarence Robinson Professor of Earth Science at George Mason University, Virginia. He received his B.S. and M.S. in geology from the Massachusetts Institute of Technology (1971), and a Ph.D. from Harvard University in earth science (1975). Author of more than 230 articles and 16 books on science, history, and music, including *Why Aren't Black Holes Black?: The Unanswered Questions at the Frontiers of Science*, Hazen also investigates possible roles of minerals in the origin of life.

<http://www.geol.vt.edu/stuinfo/hazenbio.html>

<http://hazen.gi.ciw.edu/gmu/>



For the Success of Each Learner

Educational Leadership

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Science in the Spotlight Pages 8-14

Understanding the Scientific Enterprise: A Conversation with Alan Leshner

Deborah Perkins-Gough

Listen to an audio clip from this interview:

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December 2006/January 2007

When Alan Leshner became chief executive officer of the American Association for the Advancement of Science (AAAS) in 2001, he stated that one of his goals was "to expand people's understanding of the enterprise of science and increase appreciation of the way in which science is involved in American life." Leshner has promoted the role of science and science education over the course of his extensive career in public policy as a senior official with the National Science Foundation, Deputy Director and Acting Director of the National Institute of Mental Health, and Director of the National Institute on Drug Abuse. In this interview with Educational Leadership, he offers his views on the importance of science literacy, the challenges facing science educators, and the best ways to get students excited about science.

You've written that "virtually every major issue facing global society today has science and technology at its core." What are some of those issues?

Science and technology are so embedded in everyday life that people don't even think about them. Many consumer issues are science issues, and so are many health care choices. How will you know whether some medical treatment is a scam, or whether it's real? Suppose you want to buy a video game system for your kid—how will you decide which one to buy? Will you just go by what's most popular, or will you be able to make an informed judgment? If you buy cosmetics, how do you know that a product is safe? That's a question that depends on scientific testing.

People also need to know enough about science issues to be able to participate fully as citizens. For example, most people may not need to know all the details of embryonic stem cell research or cloning, but they do need to know enough about embryo development or in vitro fertilization to understand alternative positions on those issues. The same is true for climate change. How do we know whether the earth is really warming?

You need at least a familiarity and comfort with science to tackle many of the activities and issues of modern life. Even though you don't need to know the details of every scientific conundrum, you need an awareness of what is and isn't science.

What do people need to understand about what science is and what science isn't?

You need some fundamental understanding about the scientific enterprise. What's science all about? What are its limits? When someone claims that something is science, how will you know whether that's true?

The purpose of science is to answer our questions about the nature of the world—whether we like

the answers or not. Science has discrete limits; it's limited to natural explanations about the natural world. Some scientists violate that rule and claim that science has something to say about God. Or that science has something to say about when life begins. Well, we don't really know the answers to those questions, and they're not amenable to scientific investigation.

Does the public have misperceptions about scientists and the scientific enterprise?

It's interesting that every survey that's been done has shown that members of the public have great regard for science. Since the 1970s, the studies published by the National Science Board show that between 70 and 90 percent of the U.S. population believe that the benefits of science outweigh its risks. The problem is, large percentages of the public have no idea what is and isn't science. Over 40 percent believe that astrology is scientific and that extrasensory perception has been studied scientifically. And 47 percent answer "no" to the question of whether humans evolved from earlier species.

Intelligent Design is an example of a misunderstanding about what is and isn't science. Its proponents claim that it's a scientific theory, an alternative theory of evolution. There's nothing scientific about Intelligent Design—it doesn't even address a scientific question. But when you talk to people, they say, "Oh, shouldn't we teach both theories? Isn't this a matter of fairness?" Talking about both ideas might be a matter of fairness in the living room or in a philosophy classroom, but in the science classroom you would be comparing science and non-science. You wouldn't be doing science, you'd be doing philosophy.

Intelligent Design advocates argue that because evolution is just a "theory," science courses should teach about the flaws in that theory. What do you think about that claim?

It's really unfortunate that the word *theory* is an English vernacular term as well as a scientific term. For something to be a theory in science, thousands of studies must have been done. Establishing a theory requires a great amount of empirical observation and experimental testing of diverse hypotheses. You don't get to call something a theory until it's been subjected to a rigorous amount of scientific study. In the English language, however, a theory could be anything. So your theory might be evolution, and my theory—let's pretend that I developed it this morning in the shower—might be that people came to be because of the Great Spaghetti Monster. Well, that may be true; who knows? But that's not a scientific theory. Scientists get to call something a scientific theory—for example, gravity or the big bang—only after a tremendous amount of preparatory work.

What advice would you give teachers who are challenged by students, parents, or school boards when they teach about evolution?

Teachers are at times facing phenomenal pressure. The best defense is information, and AAAS does have on our Web site some powerful resources to support teachers, including Project 2061's *Abbreviated Guide for Teaching Evolution* (www.aaas.org/news/press_room/evolution).

The controversy over teaching evolution seems to be just one aspect of a broader feeling among some sectors of the population that science comes into conflict with basic values. Is the tension between science and society growing?

Many of us in the scientific community are concerned that there's increased tension between science and society. In my view, the current increase in tension is coming about because scientific advances in many fields are beginning to encroach on issues of core human values. For example, as we learn more about biology, it raises issues about when you believe life began, or the essence of what life is, or what someone's "self" is.

I'm a neuroscientist, and in my field, what we learn about the biological bases of the mind has implications for our definition of the soul and our idea of personal responsibility. Those kinds of issues sometimes conflict with people's long-held beliefs about the world that are based on ethics or religion. As science gets closer to our core questions about the nature of life—for example, in embryonic stem cell research—it makes people more and more uncomfortable.

How do the tensions between science and society affect the recruitment and training of

new scientists? Are we experiencing shortages of people entering the sciences?

The scientific community has been concerned for a long time about recruiting the best and brightest students into the sciences. It's not just about absolute numbers; it's about getting the most talented students interested in science. And when excellent students live in households or communities where there is this kind of tension, it's easy for them to say, "I'll go into some other field where I don't have to confront these issues." In addition, funding for science is extremely tight now, so not only is science a difficult way of life, but also it's hard to be a scientist and compete for funding, for recognition, for promotion, for faculty jobs. If the societal context is difficult or tense, that reduces the enthusiasm for a scientific career.

The details of those tensions are different in different areas of the world. Studies like the European Commission's EuroBarometer 2005, the most recent analysis of public attitudes in Europe, show that public appreciation of science—the percentage of people who think that the benefits of science outweigh the risks—has actually decreased by 10 percentage points over the previous 10 years. And there's more overall skepticism of science and technology in Europe than in the United States.

But Europeans don't understand this whole tension around values issues. People in Europe ask us all the time, "Who would teach Intelligent Design in a science classroom?" On the other hand, they're very uncomfortable about genetically modified foods, whereas people in the United States are not. And they're much more uncomfortable about nanotechnology than we are.

So science raises moral and practical issues everywhere, and it always will. But the issues are different in different cultural contexts. Right now in the United States, because there's such a dominance in public discourse of religious issues and issues of faith, I think that's where science is abutting or encroaching on core values.

Should we take seriously claims that the United States is in danger of falling behind the rest of the world in science and technology? If so, what should we do about it?

- Politicians frequently worry about who's the top scientific country in the world. But I'm the CEO of a global scientific society, so to me, the more countries that have first-rate scientific enterprises the better. My concern is that a failure of the U.S. government—or society at large—to support science at a sufficient level could undermine our very eminence, let alone our pre-eminence, in science.

For example, at a time when overall science funding is decreasing in the United States, other countries, such as China, are rapidly increasing their support. In 1992, China was 17th among countries of the world in its support of science; today it's 3rd. The European Union now outpublishes the United States in science. Whether that's good or bad, the United States will have to work hard to maintain its eminence. The United States has a very strong scientific enterprise, and it needs to work hard to keep it that way. That's the bottom line.

Let's talk about the role of elementary and secondary education. The American Association for the Advancement of Science has worked in K-12 education through Project 2061. Update us on that initiative.

Project 2061 has gone through an interesting evolution. Its first major report in 1989, *Science for All Americans*, began by tackling the question, What do students need to know in science when they graduate from high school? The next question was, What do they need to know at each level? So in 1993 *Benchmarks for Science Literacy* translated the *Science for All Americans* goals into learning benchmarks for grades K-12.

Now Project 2061 has completed an atlas that lays out the pathways from elementary school through high school—what students should learn at each level. You actually could tape the strand maps of this atlas up on the wall and say, OK, in 3rd grade, here's what we should be teaching; OK, we're in 5th grade, have we covered this? And you can trace that path. In fact, the strand maps have been so popular among teachers and curriculum developers that other countries are using them. We've been negotiating with our counterparts in China for a translation into Chinese so that they can use this atlas as well.

Most recently, we've been working on assessment tools so we'll know whether students have met the objectives and so we can make sure that assessments are systematically aligned to the objectives.

The objectives and the benchmarks developed by Project 2061 are used in many state standards documents. Whether the strand maps are being followed diligently, I don't know.

How do you think the new science testing requirements under No Child Left Behind are going to affect those state standards and objectives?

The National Academy of Sciences and Project 2061 have contributed a lot to establishing national guidelines that define the science knowledge and skills that students need. But are states, in fact, aligning their standards with the standards that have been established through a rigorous process involving educators and the scientific community? I'm sorry to say that not all states are doing that. We need to ask, What are states testing? What standards are their curriculums developed against? No one could argue with the general goals of No Child Left Behind, but it's the specific implementation that matters. And this may be heretical, but maybe we're providing too much freedom to individual states to do what they want and to interpret what No Child Left Behind means for themselves.

Project 2061 has been quite critical of science textbooks. Have science textbooks improved in response to those criticisms?

Project 2061's 1999 evaluation found that science textbooks covered many topics superficially and were full of disconnected facts. Because of their lack of depth, they were likely to bore students. In fact, all 10 of the most popular middle and high school science textbooks were rated as unsatisfactory.

It's difficult to know whether our assessments actually have changed textbooks. But I can tell you that when Project 2061 went through that exercise, it was a source of great concern not only to textbook writers and textbook publishers, but also to teachers using the textbooks. We're no longer evaluating textbooks in that way, but I hope that our evaluation has been a spur to textbook writers and adopters to try to make sure that we're providing the most modern science education that we possibly can. Project 2061 is now working to ensure that instructional materials are aligned with its science standards through our Center for Curriculum Materials in Science.

In addition to solid standards and aligned instructional materials, another key component of good science education is the teacher. What skills do elementary and secondary school science teachers need to get students excited about science?

I'm not an expert on teacher training, but I do know that if you ask successful scientists what brought them into science, every one of them says a teacher. There is not one established scientist I know who does not credit—or blame—a teacher for his or her career choice.

The question is not only what qualifications the teacher has, but also what the teacher does in the classroom. Again, I have to come back to the importance of teaching not only about scientific content, but also about science itself. What does it mean to have a scientific way of life? What does it mean to think about things in a scientific way?

Most established scientists had either a research experience or a problem-solving experience early on in their education—a sort of eureka moment when we realized that science is fun. That's a trite expression, I know, but the truth is, science *is* fun. But you have to show students that it's fun; you can't just assert that it's fun.

In my case, my decision to become a scientist had to do with a college undergraduate research experience, when a psychology professor, Dr. Charles Stewart, brought me into his lab and made me a junior partner in his research. At the time, we didn't really understand how lower organisms learned and remembered things, and we were trying to figure out the biological basis of memory processes in flatworms—planaria—which are very simple organisms. Dr. Stewart involved me in every aspect of the project, from its initial conceptualization to building the apparatus to running the study to analyzing the data, and then we actually published a paper together. He spent tremendous amounts of time with me sharing his thought processes and other aspects of his life

as a scientist. What more could a young student ask for? It was inspiring. And the core of the experience was that it was fun.

In elementary and middle school, we often worry so much about getting little facts in that we neglect to show the problem-solving excitement of science. You know, many of us who work in science get to play with lots of really nifty toys. Doing chemical assays is fun because you see the magical results. So the key is finding a way to transmit to students the excitement of science and scientific discovery and the sheer fun of doing and thinking science.

My view is that the earlier you can expose young people to scientific problem solving, the better—the more interesting they will find science. They'll build on those early experiences later on.

What exciting fields of science should today's students know about as they consider a science career?

That's really tough. Progress in the life sciences has been unbelievable in the last few decades. We've seen the sequencing of the genome and the tremendously rapid pace of discovery in understanding the brain. But we've also had tremendous excitement in physics, chemistry, and material science, where we're developing new materials all the time and understanding the properties of materials.

Sometimes it's hard for young people to understand the excitement. In physics, for example, much depends on sophisticated mathematics. But I go to a lot of lectures on cosmology and watch the young people in the audience, and even though they may not understand the details initially, they see the excitement of scientists figuring out the origins of our universe or what's going on at the limits of the universe. Think about the idea of a gravity wave—that space contains matter of various densities and is so much more complex than we ever imagined. That's very exciting to people who understand it.

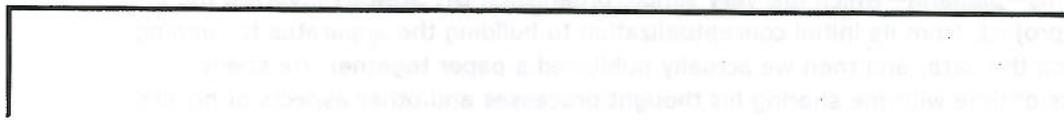
With the increasing diversity of the student population in schools, how should science education reach out to minority students?

The problem for minority students is the same as the problem for non-minority students: We often don't share the excitement of science with them in a way that's personally meaningful. I have a childlike belief that people only relate to things that are meaningful to them in a personal way and that people are initially excited only by things that they understand. The key to understanding information is being able to realize that "it has something to do with me." I think that we need to do a much better job of showing all students how science is meaningful to them.

I'll give you an example from a science museum that I visited, the Liberty Science Center near Newark, New Jersey, which is heavily minority populated. There were 3,000 school-children in the museum that day. I watched the kids look at a swamp exhibit. They stuck their hands in the tank and explored all the hands-on stuff, and one of the docents came over and started explaining what was going on in the swamp. Now, that part of New Jersey is a serious swamp. The kids learned a lot about water quality and about microorganisms, in a context that was personally meaningful. When they have the personally meaningful hands-on experience, that's likely to be much more exciting to them than if you say, "Let me tell you something really exciting that has nothing to do with you."

What's the most important piece of advice you would give K-12 educators about providing their students with a good science education?

Make sure that whatever science content you're teaching, you are also teaching about the scientific enterprise—its methods, limits, benefits, perils, and pitfalls. The biggest gap that adults have in their scientific knowledge is not that they've forgotten the details of DNA; it's rather that they don't know what science is about. Understanding the nature of science is even more important than mastering its details.



Why I Became a Scientist

Laurence Steinberg

***Distinguished University Professor of Psychology, Temple University,
Philadelphia***

My decision to pursue a career in science was mainly influenced by terrific professors at Vassar. I entered college as an English major, intending to become a writer. A freshman-year course in personality psychology changed my direction.

At Vassar, I worked as a research assistant for a professor studying memory. The training I received in my biology, chemistry, and physics classes sharpened my skills. I even volunteered as an assistant in my organic chemistry professor's lab, studying the properties of amber. This research had nothing to do with my career plans, but I loved the excitement of scientific discovery.

After 30 years as a college professor, I have come to believe that the key to inspiring students to pursue careers in science is not making science appear relevant to everyday life but helping students experience the excitement of the research enterprise. Few things are as satisfying as constructing a hypothesis, designing an experiment to test that hypothesis, carrying out the experiment, and discovering whether you were right.

Too much of today's science education focuses on making students memorize bits of information that will be outdated within a few years. Too little emphasizes how to think like a scientist. And there is no substitute for hands-on research experience.

Respond to this Article

Alan Leshner is Chief Executive Officer of the American Association for the Advancement of Science and Executive Publisher of *Science* magazine. **Deborah Perkins-Gough** is Senior Editor, *Educational Leadership*; dperkins@ascd.org.

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Science Nourishes the Mind and the Soul

by Brian Greene



Nubar Alexanian

Brian Greene teaches physics and mathematics at Columbia University. He is a proponent of string theory, which attempts to unify all the forces of nature into a single framework. He authored *The Fabric of the Cosmos* and *The Elegant Universe*.

"I believe that through its rational evaluation of truth and indifference to personal belief, science transcends religious and political divisions and so does bind us into a greater, more resilient whole."

Brahms Symphony No. 3

Hear the music to which Greene refers, performed by the Chicago Symphony orchestra and conducted by Sir Georg Solti:

"Allegro con brio" Movement of Symphony No. 3 in F Major, Op. 90 by Brahms

All Things Considered, May 30, 2005 · Note that the Web audio here is a longer version of what was originally broadcast. One day when I was about 11, walking back to Public School 87 in Manhattan after our class visit to the Hayden Planetarium, I became overwhelmed by a feeling I'd never had before. I was gripped by a hollow, pit-in-the-stomach sense that my life might not matter. I'd learned that our world is a rocky planet, orbiting one star among the 100 billion others in our galaxy, which is but one of hundreds of billions of galaxies scattered throughout the universe. Science had made me feel small.

In the years since, my view of science and the role it can play in society and the world has changed dramatically.

While we are small, my decades of immersion in science convince me this is cause for celebration. From our lonely corner of the cosmos we have used ingenuity and determination to touch the very limits of outer and inner space. We have figured out fundamental laws of physics -- laws that govern how stars shine and light travels, laws that dictate how time elapses and space expands, laws that allow us to peer back to the briefest moment after the universe began.

None of these scientific achievements have told us why we're here or given us the answer to life's meaning -- questions science may never address. But just as our experience playing baseball is enormously richer if we know the rules of the game, the better we understand the universe's rules -- the laws of physics -- the more deeply we can appreciate our lives within it.

I believe this because I've seen it.

I've seen children's eyes light up when I tell them about black holes and the big bang. I've received letters from young soldiers in Iraq telling me how reading popular accounts of relativity and quantum physics has provided them hope that there is something larger, something universal that binds us together.

Which is why I am distressed when I meet students who approach science and math with drudgery. I know it doesn't have to be that way. But when science is presented as a collection of facts that need to be memorized, when math is taught as a series of abstract calculations without revealing its power to unravel the mysteries of the universe, it can all seem pointless and boring.

Even more troubling, I've encountered students who've been told they don't have the capacity to grasp math and science.

These are lost opportunities.

I believe we owe our young an education that captures the exhilarating drama of science.

I believe the process of going from confusion to understanding is a precious, even emotional, experience that can be the foundation of self-confidence. I believe that through its rational evaluation of truth and indifference to

personal belief, science transcends religious and political divisions and so does bind us into a greater, more resilient whole.

I believe that the wonder of discovery can lift the spirit like Brahms' Third Symphony.

I believe that the breathtaking ideas of science can nourish not only the mind but also the soul.

Related NPR Stories

March 16, 2004

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['Talk of the Nation Science Friday' Interview with Greene](#)

May 17, 2005

[The Big Bang's Echo](#)

May 12, 2005

[1905: Science's Miracle Year](#)

Dec. 24, 2004

[New Galaxies Found in Earth's Backyard](#)

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: March 13, 2007

SUBJECT: **Joint Mathematics Action Plan and Independent Mathematics Standards Review for K-12 Education**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTERS: Edie Harding and Mary Jean Ryan
State Board of Education

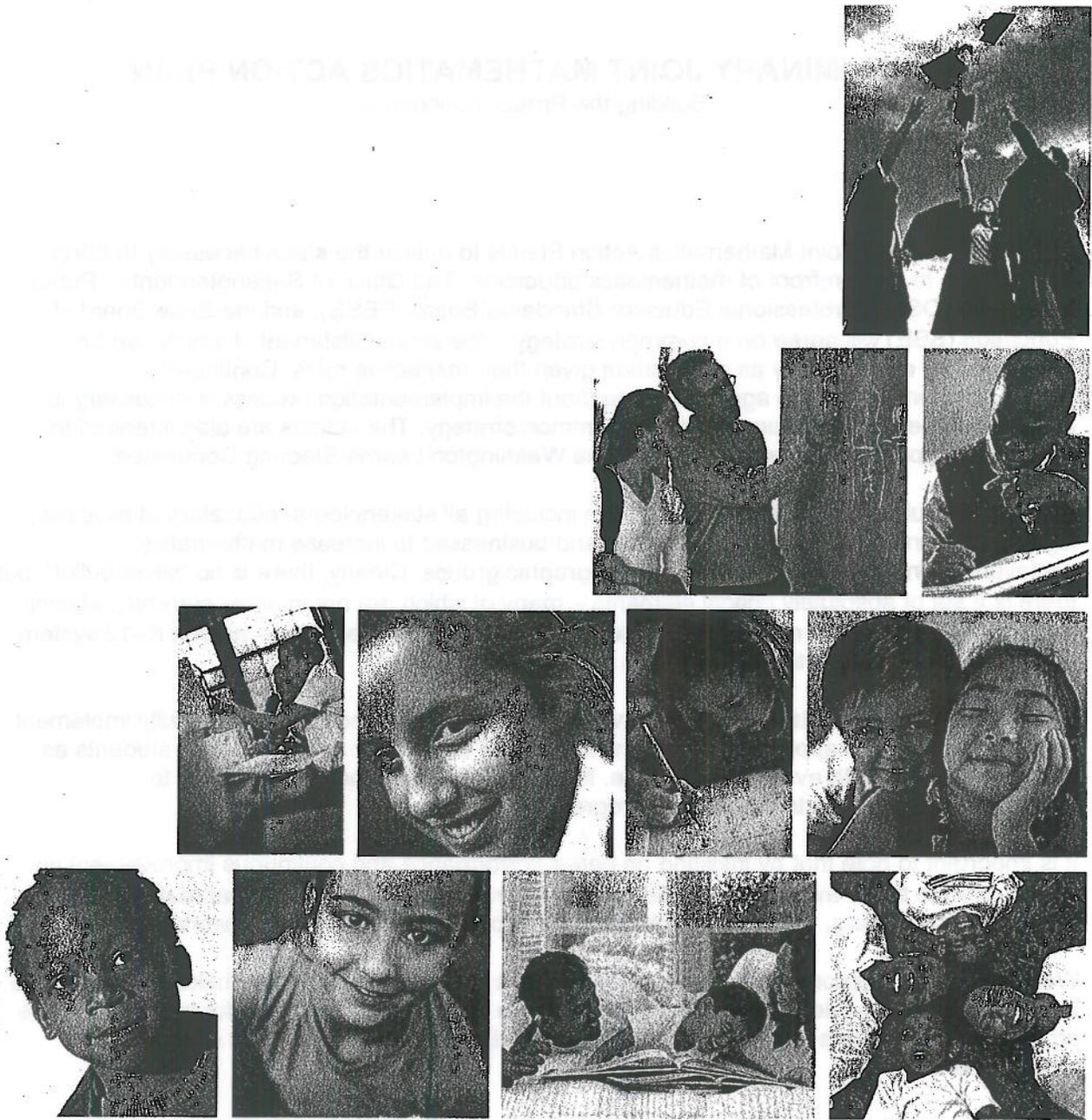
BACKGROUND:

Washington has a standards-based system of accountability, instructional leadership and support that has evolved over more than a decade. The continuity and consistency of this system over time represents major investments in funding, teaching, and learning in the K-12 system. Due to concerns that only fifty eight percent (58%) of the students who took the 10th grade mathematics Washington Assessment of Student Learning (WASL) in 2006 met the standards needed for high school graduation, the State Board of Education (SBE), Office of Superintendent of Public Instruction (OSPI) and Professional Educator Standards Board (PESB) created a Joint Mathematics Action Plan to address ways to examine and improve the educational system for our mathematics students. An update on the progress for implementing this plan will be reviewed at the Board meeting.

In addition, the Governor of Washington commissioned a Committee, "Washington Learns," which recently completed an eighteen month review of the entire education system. Both the Joint Mathematics Action Plan and the Governor call for an independent review of Washington's K-12 mathematics standards (the Essential Academic Learning Requirements and Grade Level Expectations). The SBE has agreed to lead the independent review. At the January 26, 2007, meeting, SBE members adopted a charge to contract with a respected national Consultant or Consultants to conduct this independent review and subsequently report recommendations back to the SBE and the Office of Superintendent of Public Instruction for appropriate action.

A request for proposals has been issued (the full copy may be found on our Web site <http://www.sbe.wa.gov/pressrelease/mathpanel.htm>). Proposals are due on Friday, March 2. The Executive Committee and Steve Floyd, Chair of the Mathematics Subcommittee, will review proposals and hope to make a decision by Wednesday, March 7. Edie Harding has sent an email to over 50 people (higher education and K-12 mathematics faculty, business members, K-12 curriculum and administrators, and

parents) inviting them to submit a one page letter stating their qualifications and interest for serving on a panel of Washingtonians who will work with the consultant hired. Those applications are due in mid-March. Edie Harding will select panel members from the applicants. The work of the consultant and Washington panel is expected to begin in early April and conclude by mid-August.



STATE OF WASHINGTON
**PROFESSIONAL EDUCATOR
 STANDARDS BOARD**



Joint Mathematics Action Plan

Building the Proper Foundation

November 30, 2006

PRELIMINARY JOINT MATHEMATICS ACTION PLAN

Building the Proper Foundation

A. Introduction:

The purpose of the Joint Mathematics Action Plan is to outline the steps necessary to bring Washington to the forefront of mathematics education. The Office of Superintendent of Public Instruction (OSPI), Professional Educator Standards Board (PESB), and the State Board of Education (SBE) will agree on a common strategy – the accomplishment of which can be addressed by each agency as appropriate given their respective roles. Continued communication among the agencies throughout the implementation process is necessary to enhance and ensure the success of this common strategy. The actions are also intended to reflect and expand upon the strategies of the Washington Learns Steering Committee.

We need to build a strong statewide system including all stakeholders, educators at all levels, legislators, parents, community members, and businesses to increase mathematics achievement in all schools and for all demographic groups. Clearly, there is no “silver bullet”, but there is a set of absolutely critical elements – many of which are not in place currently. Making major progress will take much work and we should approach it together – as one K–12 system, with strong connections to early learning and higher education.

The actions we need to take will require varying levels of time and resources to fully implement. It will be important to approach the work with a sense of urgency so we can help students as much as possible with every step we take. It may require some new approaches to implementation in order to make rapid progress.

It is important to note that by insisting on better performance and continuous improvement we do not need to throw away current effective practices – in many schools great mathematics education is occurring, we hope to enhance and expand on what is already working.

We must build an accountability system that defines the actions needed to make a difference in improving student achievement in mathematics. We will develop measures for the work we are proposing and create a feedback loop that will identify successes and areas of needed improvement.

We must honor the things we have done well and face with clarity the challenges before us. This proposal outlines:

- Current challenges
- Joint actions to address these challenges
- Timelines for action (available January 2007)
- Monitoring results, goals, and performance indicators (available January 2007)

B. The Current Challenge:

Students Gaining the Knowledge and Skills Needed to Meet High School and Beyond Performance Standards

In June 2006 51 percent (37,928 students) of the Class of 2008 passed the 10th grade mathematics Washington Assessment of Student Learning (WASL). Forty-nine percent of seventh graders passed the mathematics WASL and 59 percent of fourth graders passed the mathematics WASL. While progress has continued over the last four years, the results show much work needs to be done. Results are slightly better in the elementary levels than middle school and high school, but progress has been relatively flat for the last few years. Table 1 below, highlights the percent of students meeting the mathematics WASL standard over the last four years by the fourth, seventh, and 10th grades.

Table 1

Percent of Students Who Met Mathematics Standard			
School Year	4th Grade Mathematics	7th Grade Mathematics	10th Grade Mathematics
2002 – 03	55.2%	36.8%	39.4%
2003 – 04	59.9%	46.3%	43.5%
2004 – 05	60.8%	50.8%	47.5%
2005 – 06 ¹	58.9%	48.5%	51.0%

Source: OSPI School Report Card

As of June 2006 36,383 10th graders had not met the mathematics WASL standard. Those who did not meet standard are represented in Table 2 below.

Table 2

Students Not Meeting Standard on the 10th Grade Mathematics WASL June 2006		
	Number	Percent
Level 2	17,767	24%
Level 1	14,866	20%
No Score	3,750	5%
Total:	36,383	49%

Source: OSPI School Report Card

¹ Numbers used in Tables 1, 2, and 3 are as of June 2006. Retake data is not included.

In addition, many subcategories of 10th grade students – low income, Native American, African American, Hispanic, Special Education, Bilingual, and Migrant were even less successful with passage rates ranging from 12 percent to 30 percent.

While these students will have additional opportunities to retake the WASL or use the alternative assessments, a number of them will still not meet standard thus not obtain the Certificate of Academic Achievement necessary to receive a high school diploma. For details by category see Table 3 below.

Table 3

June 2006 Results: Student Subgroups Meeting Standard on the 10th Grade Mathematics WASL			
Subgroup	% Meeting Level 3 & 4	% Meeting Level 2	% Meeting Level 1 (or no score)
African American	23%	26%	51%
Asian	60%	21%	19%
Hispanic	25%	26%	49%
Low Income	30%	27%	43%
Limited English Programs	13%	26%	66%
Native American	30%	26%	44%
Special Education	12%	15%	73%
White	57%	24%	19%
Female	50%	25%	25%
Male	52%	23%	25%
ALL STUDENTS	51%	24%	25%

Source: OSPI School Report Card

Once students enter public colleges and universities, their poor performance in mathematics continues to be reflected in the percent of students taking remedial mathematics, which is defined as Algebra II or lower. In 2003 31 percent of Washington students who entered a college or university within one year of graduation had to take remedial mathematics.²

Why are students not performing better in mathematics? A number of system challenges have been identified including the following:

- There are questions about the appropriateness of the standards.
- The current system lacks the ability to ensure students actually take mathematics classes and curriculum aligned with the Essential Academic Learning Requirements (EALRs) and the Grade Level Expectations (GLEs).
- There is a lack of highly-qualified mathematics teachers.

² Washington State High School Graduate Follow Up Study Class of 2003 and Beyond Study. <http://www.sesrc.wsu.edu/gfs/>

- The high school mathematics graduation requirement is “seat time” based whereas the WASL is competency based. In addition, the high school mathematics graduation requirement is not aligned with college entry requirements.
- Teachers lack classroom assessments and intervention strategies to monitor and help individual student performance.
- The state lacks adequate management information to track effective practices within the K–12 system. There needs to be better data on teacher credentials, student course taking, and remedial interventions being provided.
- Community members have differing expectations about the kind of mathematics students need to learn.

These issues are addressed below in the joint plan of action.

C. Joint Plan of Action:

I. Align Standards, Curriculum, and Assessment

The state holds school districts responsible for multiple conflicting standards (EALRs, GLEs, high school graduation requirements, college admissions, and placement tests). Local districts choose the curriculum and instructional materials for teachers to use. These choices are not always aligned with state standards. Teachers need more immediate ways than the annual WASL to assess student progress.

a. Clarify and revise the mathematics standards.

OSPI, in collaboration with the State Board of Education, will clarify and revise the mathematics standards to ensure they are clear and at an appropriate level. Washington's standards need to be benchmarked against the best of national and international mathematics standards.

When clarifying and revising the standards, OSPI will:

- Participate in the international benchmarking system of Trends in International Math and Science Study (TIMSS) and/or the Program for International Student Assessment (PISA).
- Analyze the National Council of Teachers of Mathematics (NCTM) “Focal Points” work as well as the recommendations of the President’s Mathematics Panel.
- Convene an independent national panel with diverse perspectives to get a balanced review of the mathematics standards to inform the debate about how mathematics is taught.
- Convene individuals and mathematics experts in Washington State ranging from higher education institutions, industry, parents, the SBE, highest-achieving K–12 schools, and skills centers to determine comparability with national and international standards and define world class standards.
- Provide public forums for feedback as reviews occur to revise and clarify the standards.

b. Revise the mathematics WASL as appropriate after examining standards.

OSPI will, as necessary, revise the mathematics WASL so it aligns with the required standards so they are consistent with accepted testing standards.

c. Provide aligned mathematics curriculum and instructional intervention materials.

- OSPI will select, and supplement as necessary, a K–12 mathematics curricular menu (instructional materials) which requires a narrowed list of aligned texts and materials. These will be aligned with the standards and the assessment.
- OSPI, through the Educational Service Districts (ESDs) and school districts, will provide professional development for implementing the curricular menu. In this effort, OSPI will identify intervention strategies for increasing computational fluency.
- Consistent with the accountability system developed by the State Board, require districts to choose from the curricular menu under the achievement and improvement index established as part of the accountability system.
- Provide funding to the extent funds are appropriated for districts to purchase materials.
- Seek legislation to authorize OSPI to enter into master agreements with the publisher(s) to reduce costs.
- Seek legislative funding for online options to use in districts and by parents including instructional resources to support mathematics teaching and learning.

d. Provide formative and diagnostic assessments.

OSPI will identify (create if necessary) and disseminate formative and diagnostic assessments teachers can use to track student progress and tailor instruction to individual students.

II. Ensure Quality Teaching

Ensuring prospective and current teachers have the capacity to teach mathematics so as to dramatically improve student achievement requires a combination of high-quality preservice preparation and ongoing professional development. To that end, OSPI and the PESB will work collaboratively.

The PESB will:

a. Improve teacher recruitment and retention.

The PESB will request that the Legislature create scholarships, increase funding for conditional loans, provide differential pay to attract mathematics teaching talent, and take other innovative actions to recruit and retain mathematics teachers.

b. Expand the Alternative Routes Program.

The PESB will request that the Legislature increase funding for the Alternatives Route Program, with a particular focus on new recruitment strategies for prospective mathematics teachers, including possible incentives for business and industry.

- c. **Require mathematics teacher preparation programs address the curricular menu** adopted by the SBE and the use of formative and summative student performance data to inform instruction.
- d. **Provide university faculty professional development.**
The PESB will support an OSPI request for funds to provide professional development opportunities for university mathematics education faculty on an annual basis.
- e. **Adopt more rigorous and relevant mathematics endorsement requirements** by completing work to revise the endorsement competencies for elementary, middle level, and secondary mathematics. The new competencies will be based on national mathematics standards. The PESB will adopt a process for reviewing and revising these competencies on a regular cycle.
- f. **Align the mathematics content test for teachers.**
Align the required mathematics portion of the content tests for elementary education, middle level mathematics/science, and secondary mathematics endorsements with the new competencies.
- g. **Integrate mathematics content** into other content areas by incorporating language into the revised knowledge and skill standards for teacher preparation programs.
- h. **Eliminate out-of-endorsement assignments by:**
 - Advocating for the funding of a state-level data system to track educator assignments and credentials.
 - Limiting the opportunity for individuals who are not fully endorsed to teach mathematics.
 - Placing a time limit on the assignment of science teachers to teach mathematics without earning a mathematics endorsement.
 - Creating more options, access, and incentives for educators to add a mathematics endorsement to their certificate.
 - Examining the influence of local hiring practices and local contract agreements related to assignment.
- i. **Raise standards for continuing education providers** by adopting a new process and new standards for state approval and evaluation of continuing education providers to ensure teachers have access to high-quality continuing education opportunities in mathematics.

OSPI will:

- j. **Implement a statewide professional development system.**
OSPI will implement a statewide, strategic, professional development system that is focused, sustained, and job-embedded. In partnership with the ESDs this professional development will provide opportunities that deepen teacher knowledge of mathematics, increase teachers' skills in how to teach mathematics, and improve understanding about how children learn mathematics.

The plan will provide assistance in implementing the mathematics curricular menu choices, assessment tools, and intervention strategies. This training will be differentiated based on the individual needs of teachers. OSPI will request funding for teachers to attend or to pay for substitute teachers. By 2010 these professional development courses will be required for all mathematics teachers. All resources necessary for implementation of these newly learned techniques and skills will be provided to teachers.

k. Provide time for educators to identify and implement effective strategies to improve mathematics achievement.

OSPI recommends that the Legislature fund two additional days each year until it reaches a total of eight. These days will initially be focused on professional development in mathematics learning for all elementary and secondary mathematics teachers. These days will be available for all teachers who teach mathematics to collaboratively identify and implement actions to improve mathematics instruction and learning achievement in their schools.

III. Strengthen High School Mathematics

The requirements for high school graduation are not aligned to the standards and assessments for 10th grade mathematics. There are no state expectations for mathematics beyond a two-credit requirement and meeting the standards measured by the 10th grade WASL. This does not encourage students to accelerate their mathematics learning for college or post secondary training they may wish to pursue. Many students choose not to take mathematics in their senior year, which results in a loss of mathematical skill before they enter post-secondary institutions.

There is a disjuncture between the K–12 education system and postsecondary—both two- and four-year institutions. Students receive mixed signals about expectations and requirements because the two systems are not aligned. A student may complete all the requirements and meet all the standards to graduate from high school, including passing an exit examination and yet be required to take remedial courses in college. Colleges and universities have many different placement exams that students know little or nothing about. This adds to the students' confusion about what is expected.

Many students do not currently have access to advanced mathematics courses in their high school. This leads to an unequal playing field for those students when they enter postsecondary education.

To address these issues the State Board of Education recommends the following:

a. Revise Graduation Requirements

The State Board of Education envisions a two-step process. First, the Board shall immediately revise the Washington Administrative Code (WAC) to state explicitly that the two-credit mathematics graduation requirement is to be met by successful completion of mathematics classes that align with the mathematics GLEs for ninth and tenth grade.

To assist school districts, OSPI will publish an initial course list by March 1, 2007. Pursuant to OSPI guidance, districts may petition to add eligible courses by providing relevant course information to OSPI. This requirement shall take effect for the 2007–08 school year.

In addition, students will incorporate in their individual high school and beyond plan (required as a high school graduation requirement) the kinds of mathematics they need to take to prepare them for their first year after high school whether it be attending college, an apprenticeship program, or employment.

Second, the SBE will examine the high school mathematics graduation requirements as part of its study on a meaningful high school diploma due in 2007. It will examine content as well as credits required for mathematics. Washington Learns asked the Board to adopt international performance standards (benchmarked to TIMSS or PISA) for mathematics and science by December 2007. Washington Learns also assigned the SBE to amend the high school graduation requirements to include a minimum of three years of mathematics, which may include applied mathematics. As a part of the Board's work, it will focus on the competencies students need to graduate from high school to succeed in college or the workforce. The SBE may also look at other states and countries high school "graduation" requirements in mathematics.

b. Provide an opportunity for students to take a common college placement test.

Starting in the 2009–10 school year, it is recommended that the Legislature provide all high school students the opportunity to take a common college mathematics placement test. The purpose of this common diagnostic test with a common cutscore is to identify for students the level of college mathematics they are presently prepared for. Based on the result of this test, students can better select the proper level of mathematics instruction for their senior year to avoid remediation upon college entrance. Funding from the Legislature will be needed to pay for the cost of administering the placement tests. Washington Learns is asking the two-year and four-year colleges and universities to develop one college readiness test (subject to appropriations) that can be used for placement decisions.

c. Increase opportunities for students to take rigorous mathematics classes.

The SBE and OSPI recommend that the Legislature provide incentives for school districts to encourage Running Start mathematics courses for those students who are excelling in mathematics, and significantly increase the availability of rigorous mathematics classes and assessments. This includes the mathematics courses offered in Advanced Placement (AP) and in the International Baccalaureate (IB) programs.

IV. Deliver Efficient, Effective, and Equitable Instruction and Interventions

Students in the earlier grades lack access to Promoting Academic Success (PAS) funding to help when experiencing difficulty with mathematics based on the WASL results. While Learning Assistance Program (LAP) funds are allocated, they are not sufficient to meet the needs.

Currently, local school districts also lack knowledge about effective diagnostic assessments and intervention programs to help students improve their mathematics achievement.

a. Offer "segmented" mathematics assessments as part of an aligned mathematics class.

OSPI will implement the segmented mathematics WASL as soon as possible, starting no later than the 2007–08 school year and align the Level 2 remedial modules with the segmented WASL. The Legislature should authorize the segmented WASL to be

available in 2007–08 as an authorized alternative assessment method, subject to SBE approval. These courses should have smaller class sizes. All students enrolled in these courses should also be enrolled in a regular mathematics course.

b. Examine effective use of time and opportunity to learn.

Seek funding to examine the use of the school day and year to increase the effectiveness of learning. Review extending the school year to minimize the learning loss that occurs due to a lengthy summer break. Investigate ways to make the use of each day as efficient as possible.

c. Continue to fund and improve the PAS program.

The Legislature should continue to fund the PAS program and provide additional funding for elementary and middle school. Districts should use the evaluation of the PAS program, as it becomes available, to strengthen the program. Require schools and school districts to use tested and effective remedial strategies in exchange for receipt of PAS funds. Tight quality control is needed through OSPI oversight.

d. Expand the availability of the instructional modules.

OSPI will provide Level 1 and Level 2 instructional modules to high schools and provide extensive professional development on how to use them effectively. The Level 1 modules need to be completed this school year so both Level 1 and Level 2 can be implemented in the summer of 2007 and in the 2007–08 school year.

Serious intervention efforts must start earlier (i.e., in elementary and middle schools) so learning deficiencies can be quickly remedied. The modules should be continually revised so they reflect the areas of greatest deficiency.

Using the high school modules as an example, instructional modules should be designed for Level 1 students in middle and primary grades.

e. Provide personalized intervention programs K–12.

OSPI will review, identify, and create if necessary, effective intervention programs and strategies that tailor instruction to the needs of individual students as identified in the diagnostic assessments. OSPI should consider online programs and other strategies and appropriate class sizes.

f. Address the unique needs of English Language Learners (ELL).

OSPI, PESB, the SBE, and the Legislature need to pay special attention to improving the education provided to non-English-speaking students. Graduation requirements as well as interventions need to be tailored for ELL students. State agencies will need to work with the federal government to change provisions for ELL students identified through No Child Left Behind.

V. Strengthen Accountability

Currently local school districts can choose the data system for entering their data. Eighty-five percent of the districts are on the Washington School Information Processing Cooperative. The larger districts have their own data system. The state has limited data on

students through OSPI's Core Student Record System. There is no automated system on teacher qualifications.

To ensure that policy decisions are data-driven and focused on increasing student achievement, the PESB and SBE will work with OSPI to develop and implement state-level capacity to collect and analyze critical data on students and teachers. The data on both students and teachers needs to be interconnected to identify effective teaching for student achievement.

VI. Community Outreach

Parents, community, and business leaders are acutely aware of the low performance of high school students on the mathematics WASL. To continue to receive positive support from these constituencies, information is needed to show them why students need to learn mathematics, what this should look like, and how they can support Washington's students.

Develop a Public/Private Partnership to inform legislators, parents, the general public, educators, and media about the importance of both computation and meaning in the K–12 mathematics curriculum. The partnership should work to:

- Stress the importance of every student learning to think mathematically.
- Emphasize students must learn BOTH concepts and computational fluency.
- Understand why mathematics helps students and the state to compete internationally.
- Have the tools to understand what their children are learning and how to help with homework.

Timelines and Performance Indicators will be available by January 2007

Students through ODE's Core Student Record System. There is no automated system for record-keeping.

To ensure that policy changes are data-driven and focused on improving student achievement, the PERS and ODE will work with ODE to develop and implement state-level capacity to collect and analyze critical data on students and teachers. The data on both students and teacher needs to be incorporated to identify effective teaching for student achievement.

VI. Community Outreach

Parents, community, and business leaders are already aware of the low performance of school students on the mathematics WASL. To continue to receive positive support from these constituencies, information is needed to show them why students need to learn mathematics, what this should look like, and how they can support Washington's students.

Develop a Public/Private Partnership to fund legislation, grants, the general public, educators, and media about the importance of math computation and reasoning in the K-12 mathematics curriculum. The partnership should work to:

- Encourage students and teachers to think mathematically.
- Encourage students and teachers to use math in their daily lives.
- Understand why math really helps students and the state to succeed in the 21st century.
- Have the tools to understand what their children are learning and how to help with homework.

Performance and Achievement Indicators will be available by January 2007.

1. INTRODUCTION

1.1. PURPOSE AND BACKGROUND

The Washington State Board of Education hereafter called "SBE," is initiating this Request for Proposals (RFP) to solicit proposals from Consultants interested in performing an independent review of Washington's K–12 mathematics standards. Additional information is as follows:

Washington has a standards-based system of accountability, instructional leadership and support that has evolved over more than a decade. The continuity and consistency of this system over time represents major investments in funding, teaching and learning in the K–12 system. Due to concerns that only fifty eight percent (58%) of the students who took the 10th grade mathematics Washington Assessment of Student Learning (WASL) in 2006 met the standards needed for high school graduation, the SBE, Office of Superintendent of Public Instruction (OSPI) and Professional Educator Standards Board (PESB) created a Joint Mathematics Action Plan (see www.sbe.wa.gov) to address ways to examine and improve the educational system for our mathematics students. In addition, the Governor of Washington commissioned a Committee, "Washington Learns," which recently completed an eighteen month review of the entire education system. Both the Joint Mathematics Action Plan and the Governor called for an independent review of Washington's K-12 mathematics standards (the Essential Academic Learning Requirements and Grade Level Expectations). The SBE has agreed to lead the independent review.

At the January 26, 2007 meeting, the SBE adopted a charge to contract with a respected national Consultant or Consultants to conduct this independent review and subsequently report recommendations back to the SBE and OSPI for appropriate action.

1.2. OBJECTIVE

The purpose of this review is to analyze the strengths and weaknesses of Washington's current K-12 mathematics standards. The ultimate goal is to ensure the K–12 education Washington students are receiving prepares them to successfully enter the world of work and postsecondary training with the applied skills, computational fluency and conceptual knowledge they need.

1.3. STATE'S ROLE

The state shall provide the Consultant(s) with access to prior studies of the standards and the expertise of the National Technical Advisory Committee, which conducts an ongoing, independent review of Washington's state assessment system for the state superintendent. The state shall also provide the Consultant(s) with access to any pertinent assessment data relevant to actual student achievement trends from the inception of the mathematics assessment program. The state will convene the review panel of Washington State members for meetings with the Consultant(s).

1.4. MINIMUM QUALIFICATIONS

The Consultant must be licensed to do business in the state of Washington. The Consultant must have successfully completed K–12 mathematics standards reviews in other states with a panel of involved mathematics educators and community members. The Consultant and members of the Consultant's team must have mathematics credentials and knowledge of international, national and state mathematics standards.

1.5. FUNDING

The Consultant shall provide a competitive cost estimate to perform the work.

Any contract awarded as a result of this procurement is contingent upon the availability of funding.

1.6. PERIOD OF PERFORMANCE

The period of performance of any contract resulting from this RFP is tentatively scheduled to begin on or about April 2, 2007 and to end on August 15, 2007. Amendments extending the period of performance, if any, shall be at the sole discretion of the SBE.

1.7. DEFINITIONS

Definitions for the purposes of this RFP include:

Consultant – Individual or company submitting a proposal in order to attain a contract with the SBE.

Contractor – Individual or company whose proposal has been accepted by the SBE and is awarded a fully executed, written contract.

OSPI – Washington State Office of Superintendent of Public Instruction

Proposal – A formal offer submitted in response to this solicitation.

Request for Proposals (RFP) – Formal procurement document in which a service or need is identified but no specific method to achieve it has been chosen. The purpose of an RFP is to permit the Consultant community to suggest various approaches to meet the need at a given price.

SBE – The State Board of Education is the agency of the state of Washington that is issuing this RFP.

Washington Panel – A panel appointed by the State Board of Education of mathematics teachers, school and district curriculum leaders, higher education faculty, parents, and business and community leaders. See Exhibit C for more information.

1.8. ADA

The SBE complies with the Americans with Disabilities Act (ADA). Consultants may contact the RFP Coordinator to receive this RFP in Braille or on tape.

2. GENERAL INFORMATION FOR CONSULTANTS

2.1. RFP COORDINATOR

The RFP Coordinator is the sole point of contact in the SBE for this procurement. All communication between the Consultant and the SBE upon receipt of this RFP shall be with the RFP Coordinator, as follows:

Name	Laura Moore
Address	P. O. Box 47206
City, State, Zip Code	Olympia, WA 98504-7206
Phone Number	360-725-6027
Fax Number	360-586-2357
Email Address	sbe@k12.wa.us

Any other communication will be considered unofficial and non-binding on the SBE. Consultants are to rely on written statements issued by the RFP Coordinator. Communication directed to parties other than the RFP Coordinator may result in disqualification of the Consultant.

2.2. ESTIMATED SCHEDULE OF PROCUREMENT ACTIVITIES

Issue Request for Proposals	February 16, 2007
Question and answer period	February 16 – March 1, 2007
Issue addendum to RFP	As necessary
Proposals due	March 2, 2007
Evaluate proposals	March 5, 2007
Announce "Apparent Successful Contractor" and send notification via fax or email to unsuccessful proposers	March 7, 2007
Hold debriefing conferences (if requested)	March 9, 2007
Negotiate and finalize contract	March 12 – 15, 2007
File contract with the Office of Financial Management (if required)	March 16, 2007
Begin contract work	April 2, 2007

The SBE reserves the right to revise the above schedule.

2.3. SUBMISSION OF PROPOSALS

Proposals must be submitted via email only. Proposals may not be transmitted via facsimile.

Consultants shall submit proposals as an attachment to an email to **Laura Moore** at **sbe@k12.wa.us**. Proposals must arrive by 4:30 p.m. local time in Olympia, Washington on March 2, 2007. Attachments to the email shall be Microsoft Word format or in Portable Document Format (PDF). Zipped files may be received by the SBE and can be used for submission of proposals. Consultants submitting proposals via email shall also send hard copies of the cover submittal letter and the certifications and assurances form with original signatures to the RFP Coordinator. The SBE does not assume responsibility for any problems with emails.

Late proposals will not be accepted and will be automatically disqualified from further consideration. Proposals must respond to the procurement requirements. Do not respond by referring to material presented elsewhere. The proposal must be complete and must stand on its own merits.

Failure to respond to any portion of the procurement document may result in rejection of the proposal as non-responsive. All proposals and any accompanying documentation become the property of the SBE and will not be returned.

2.4. PROPRIETARY INFORMATION/PUBLIC DISCLOSURE

Materials submitted in response to this competitive procurement shall become the property of the SBE.

All proposals received shall remain confidential until the contract, if any, resulting from this RFP, is signed by the Executive Director of the SBE and the apparent successful Contractor; thereafter, the proposals shall be deemed public records as defined in the Revised Code of Washington (RCW) 42.17.250 to 42.17.340, "Public Records."

Any information in the proposal that the Consultant desires to claim as proprietary and exempt from disclosure under the provisions of RCW 42.17.250 to 42.17.340 must be clearly designated. The page must be identified and the particular exception from disclosure upon which the Consultant is making the claim. Each page claimed to be exempt from disclosure must be clearly identified by the word "Confidential" printed on the lower right hand corner of the page.

The SBE will consider a Consultant's request for exemption from disclosure; however, the SBE will make a decision predicated upon Chapter 42.17 RCW and Chapter 143-06 of the Washington Administrative Code. Marking the entire proposal exempt from disclosure will not be honored. The Consultant must be reasonable in designating information as confidential. If any information is marked as proprietary in the proposal, such information will not be made available until the affected proposer has been given an opportunity to seek a court injunction against the requested disclosure.

A charge will be made for copying and shipping, as outlined in RCW 42.17.300. No fee shall be charged for inspection of contract files, but twenty-four (24) hours notice to the RFP Coordinator is required. All requests for information should be directed to the RFP Coordinator.

2.5. REVISIONS TO THE RFP

In the event it becomes necessary to revise any part of this RFP, addenda will be provided via email and will be published on the SBE Web site located at <http://www.sbe.wa.gov/> and the OSPI Web site located at <http://www.k12.wa.us/RFP/>.

It will be the responsibility of interested Consultants to check the Web site periodically for RFP addenda and updates. For this purpose, the published bidder questions/agency answers and any other pertinent information shall be considered and addendum to the RFP and also placed on the Web site.

If you downloaded this RFP from the SBE Web site located at <http://www.sbe.wa.gov/> or the OSPI Web site located at <http://www.k12.wa.us/RFP/>, you are responsible for sending your name, address, email address and telephone number to the RFP Coordinator in order for your organization to receive any RFP amendments or bidder questions/agency answers.

The SBE also reserves the right to cancel or reissue the RFP in whole or in part, prior to execution of a contract.

2.6. MINORITY & WOMEN-OWNED BUSINESS PARTICIPATION

In accordance with the legislative findings and policies set forth in Chapter 39.19 RCW, the state of Washington encourages participation in all of its contracts by firms certified by the Office of Minority and Women's Business Enterprises (OMWBE). Participation may be either on a direct basis in response to this solicitation or on a subcontractor basis. However, no preference will be included in the evaluation of proposals, no minimum level of MWBE participation shall be required as a condition for receiving an award and proposals will not be rejected or considered non-responsive on that basis. Any affirmative action requirements set forth in federal regulations or statutes included or referenced in the contract documents will apply.

The established annual procurement participation goal for Minority Business Enterprises is ten percent (10%), and for Woman Business Enterprises, it is four percent (4%) for this type of project. These goals are voluntary. Bidders may contact Office of Minority and Women Business Enterprises (OMWBE) at 360-753-9693 to obtain information on certified firms.

2.7. ACCEPTANCE PERIOD

Proposals must provide sixty (60) days for acceptance by SBE from the due date set for receipt of proposals.

2.8. RESPONSIVENESS

All proposals will be reviewed by the RFP Coordinator to determine compliance with administrative requirements and instructions specified in this RFP. The Consultant is specifically notified that failure to comply with any part of the RFP may result in rejection of the proposal as non-responsive.

The SBE also reserves the right, however, at its sole discretion to waive minor administrative irregularities.

2.9. MOST FAVORABLE TERMS

The SBE reserves the right to make an award without further discussion of the proposal submitted. Therefore, the proposal should be submitted initially on the most favorable terms that the Consultant can propose. There will be no best and final offer procedure. The SBE does reserve the right to contact a Consultant for clarification of its proposal during the evaluation process. In addition, if the Consultant is selected as the apparent successful contractor, the SBE reserves the right to enter into contract negotiations with the apparent successful Contractor, which may include discussion regarding the terms of the proposal. Contract negotiations may result in incorporation of some or all of the Consultant's proposal. The Consultant should be prepared to accept this RFP for incorporation into a contract resulting from this RFP. It is also understood that the proposal will become part of the official procurement file.

2.10. CONTRACT AND GENERAL TERMS & CONDITIONS

The apparent successful Contractor will be expected to enter into a contract that is substantially the same as the sample contract and its general terms and conditions attached as Exhibit B. In no event is a Consultant to submit its own standard contract terms and conditions in response to this solicitation. The Consultant may submit exceptions as allowed in Exhibit A: Certifications and Assurances. The SBE will review requested exceptions and accept or reject the same at its sole discretion.

2.11. COSTS TO PROPOSE

The SBE will not be liable for any costs incurred by the Consultant in preparation of a proposal submitted in response to this RFP, in conduct of a presentation, or any other activities related to responding to this RFP.

2.12. NO OBLIGATION TO CONTRACT

This RFP does not obligate the state of Washington or the SBE to contract for services specified herein.

2.13. REJECTION OF PROPOSALS

The SBE reserves the right at its sole discretion to reject any and all proposals received without penalty and not to issue a contract as a result of this RFP.

2.14. COMMITMENT OF FUNDS

The Executive Director of the SBE or their delegate are the only individuals who may legally commit the SBE to the expenditures of funds for a contract resulting from this RFP. No cost chargeable to the proposed contract may be incurred before receipt of a fully executed contract.

2.15. STATEWIDE VENDOR REGISTRATION AND ELECTRONIC PAYMENT

Consultants awarded contracts as a result of this RFP will be **required** to register as a statewide Vendor (SWV). The SWV file is a central vendor file maintained by the Office of Financial Management for use by Washington State agencies in processing vendor payments. This allows the Consultant to receive payments from the SBE by direct deposit, the State's preferred method of payment. While registration in the SWV is mandatory, the Consultant is NOT required to participate in the direct deposit program and therefore is not required to submit banking information. Please go to <http://www.ofm.wa.gov/accounting/vendors.asp> for online registration and additional information.

2.16. INSURANCE COVERAGE

The Contractor is to furnish the SBE with a certificate(s) of insurance executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below.

The Contractor shall, at its own expense, obtain and keep in force insurance coverage that shall be maintained in full force and effect during the term of the contract. The Contractor shall furnish evidence in the form of a Certificate of Insurance that insurance shall be provided, and a copy shall be forwarded to the SBE within fifteen (15) days of the contract effective date.

Liability Insurance

Commercial General Liability Insurance: Contractor shall maintain general liability (CGL) insurance and, if necessary, commercial umbrella insurance, with a limit of not less than \$1,000,000 per each occurrence. If CGL insurance contains aggregate limits, the General Aggregate limit shall be at least twice the "each occurrence" limit. CGL insurance shall have products-completed operations aggregate limit of at least two times the "each occurrence" limit. CGL insurance shall be written on ISO occurrence from CG 00 01 (or a substitute form providing equivalent coverage). All insurance shall cover liability assumed under an insured contract (including the tort liability of another assumed in a business contract), and contain separation of insured's (cross liability) condition.

Additionally, the Contractor is responsible for ensuring that any subcontractors provide adequate insurance coverage for the activities arising out of subcontracts. **Business Auto Policy:** As applicable, the Contractor shall maintain business auto liability and, if necessary, commercial umbrella liability insurance with a limit not less than \$1,000,000 per accident. Such insurance shall cover liability arising out of "Any Auto." Business auto coverage shall be written on ISO form CA 00 01, 1990 or later edition, or substitute liability form providing equivalent coverage.

Additional Provisions

Above insurance policy shall include the following provisions:

Additional Insured. The state of Washington, SBE, its elected and appointed officials, agents and employees shall be named as an additional insured on all general liability, excess, umbrella and property insurance policies. All insurance provided in compliance with this contract shall be primary as to any other insurance or self-insurance programs afforded to or maintained by the State.

Cancellation. The state of Washington, SBE, shall be provided written notice before cancellation or non-renewal of any insurance referred to therein, in accord with the following specifications. Insurers subject to Chapter 48.18 RCW (Admitted and Regulation by the

Insurance Commissioner): The insurer shall give the State forty five (45) days advance notice of cancellation or non-renewal. If cancellation is due to non-payment of premium, the State shall be given ten (10) days advance notice of cancellation. Insurers subject to 48.15 RCW (Surplus lines): The State shall be given twenty (20) days advance notice of cancellation. If cancellation is due to non-payment of premium, the State shall be given ten (10) days advance notice of cancellation.

Identification. Policy must reference the State's contract number and the agency name.

Insurance Carrier Rating. All insurance and bonds should be issued by companies admitted to do business within the state of Washington and have a rating of A-, Class VII or better in the most recently published edition of Best's Reports. Any exception shall be reviewed and approved by the State Board of Education Contract Administrator/Risk Manager or the Risk Manager for the State of Washington, before the contract is accepted or work may begin. If an insurer is not admitted, all insurance policies and procedures for issuing the insurance policies must comply with Chapter 48.15 RCW and Chapter 284-15 WAC.

Excess Coverage. By requiring insurance herein, the State does not represent that coverage and limits will be adequate to protect Contractor and such coverage and limits shall not limit Contractor's liability under the indemnities and reimbursements granted to the State in this contract.

Worker's Compensation Coverage

The Contractor will at all times comply with all applicable workers' compensation, occupational disease, and occupational health and safety laws, statutes, and regulations to the full extent applicable. The State will not be held responsive in any way for claims filed by the Contractor or their employees for services performed under the terms of this contract.

3. PROPOSAL CONTENTS

Proposals must be submitted electronically on eight and one-half by eleven (8 1/2 x 11) inch paper with tabs separating the major sections of the proposal. The four (4) major sections of the proposal are to be submitted in the order noted below:

1. Signed or Certified Letter of Submittal, including signed Certifications and Assurances (Exhibit A to this RFP). **These documents must be submitted as hardcopy originals and electronically.**
2. Technical Proposal. Submit electronically.
3. Management Proposal. Submit electronically.
4. Cost Proposal. Submit electronically.

Proposals must provide information in the same order as presented in this document with the same headings. This will not only be helpful to the evaluators of the proposal, but should assist the Consultant in preparing a thorough response.

Items in this section marked "mandatory" must be included as part of the proposal for the proposal to be considered responsive; however, these items are not scored. Items marked "scored" are those that are awarded points as part of the evaluation conducted by the evaluation team.

3.1. LETTER OF SUBMITTAL (MANDATORY)

The Letter of Submittal and Exhibit A: Certifications and Assurances form, must be signed and dated by a person authorized to legally bind the Consultant to a contractual relationship, e.g., the

President or Executive Director if a corporation, the managing partner if a partnership, or the proprietor if a sole proprietorship. Along with introductory remarks, the Letter of Submittal is to include by attachment the following information about the Consultant and any proposed subcontractors:

1. Name, address, principal place of business, telephone number, and fax number/email address of legal entity or individual with whom contract would be written.
2. Name, address, and telephone number of each principal officer (President, Vice President, Treasurer, Chairperson of the Board of Directors, etc.).
3. Legal status of the Consultant (sole proprietorship, partnership, corporation, etc.) and the year the entity was organized to do business as the entity now substantially exists.
4. Federal Employer Tax Identification number or Social Security number and the Washington Uniform Business Identification (UBI) number issued by the state of Washington Department of Revenue.
5. Location of the facility from which the Consultant would operate.
6. Identify any State employees or former State employees employed or on the firm's governing board as of the date of the proposal. Include their position and responsibilities within the Consultant's organization. If following a review of this information, it is determined by the SBE that a conflict of interest exists, the Consultant may be disqualified from further consideration for the award of a contract.

3.2. TECHNICAL PROPOSAL (SCORED/MANDATORY)

Scope of Work. The Consultant(s) shall recommend an appropriate methodology to benchmark Washington students' mathematics performance to international standards. The Consultant will review Washington's standards for their clarity, rigor, content, depth, coherence from grade-to-grade, specificity, accessibility, and measurability. Washington's standards will be examined in light of the National Council of Teachers of Mathematics "Focal Points" and National Assessment of Educational Progress frameworks, college readiness standards and international standards used by countries that score well on the Trends in International Mathematics and Science (TIMSS) and Program for International Student Assessment (PISA), as well as three (3) to five (5) other states' standards. An interim product will be an overall judgment of the current K-12 mathematics standards (Grade Level Expectations and Essential Academic Learning Requirements) along with comments and suggestions for specific changes. The final product will be a set of recommendations for changes needed to strengthen Washington's K-12 mathematics standards.

Subject to available funding to complete the work, the SBE shall authorize the Consultant(s) to hire additional experts with diverse perspectives about mathematics education and with strong credentials in the field of mathematics and mathematics education at all applicable levels.

In formulating the standards review recommendations, the Consultant(s) shall work with a Washington panel, appointed by the SBE, of knowledgeable mathematics teachers, district and school curriculum leaders, higher education faculty, parents, and business and community leaders. The purpose of the panel is to: 1) analyze issues arising from the standards review; 2) explore implications of any modifications of the standards in the State assessment system, curriculum reviews, and professional development; and 3) assist the Consultant(s) and the SBE in developing a meaningful process for public input. The

Consultant(s) and panel shall be supported by appropriate OSPI and SBE staff. The panel will meet approximately three (3) times over the course of the work.

Project Estimated Milestones

Early April – begin work and meet with Washington panel

May 8, 2007 – Submit progress report to the SBE

End of May – Meet with Washington panel

Mid-July, 2007 – Provide draft report to panel and SBE

August 15, 2007 – Submit final report to SBE

The Technical Proposal must contain a comprehensive description of services including the following elements:

- A. Project Approach/Methodology** – Include a complete description of the Consultant's proposed approach and methodology for the project. This section should convey the Consultant's understanding of the proposed project.
- B. Work Plan** – Include all project requirements and the proposed tasks, services, activities, etc. necessary to accomplish the scope of the project defined in this RFP. This section of the technical proposal must contain sufficient detail to convey to members of the evaluation team the Consultant's knowledge of the subjects and skills necessary to successfully complete the project. Include any required involvement of SBE staff. The Consultant may also present any creative approaches that might be appropriate and may provide any pertinent supporting documentation.
- C. Project Schedule** – Include a project schedule indicating when the elements of the work will be completed and when deliverables, if any, will be provided.
- D. Deliverables** – Fully describe deliverables to be submitted under the proposed contract.
- E. Outcomes and Performance Measurement** – Describe the impacts/outcomes the Consultants propose to achieve as a result of the delivery of these services including how these outcomes would be monitored, measured and reported to the SBE.

Please Note: Mere repetition of the work statement above will not be considered responsive. The SBE is seeking creative responses for organizing and implementing the K-12 mathematics standards review.

3.3. MANAGEMENT PROPOSAL

A. Project Management (SCORED/MANDATORY)

- 1. Project Team Structure/Internal Controls** – Provide a description of the proposed project team structure and internal controls to be used during the course of the project, including any subcontractors. Provide an organizational chart of your firm indicating lines of authority for personnel involved in performance of this potential contract and relationships of this staff to other programs or functions of the firm. This chart must also show lines of authority to the next senior level of management. Include who within the firm will have prime responsibility and final authority for the work.
- 2. Staff Qualifications/Experience** – Identify staff, including subcontractors, who will be assigned to the potential contract, indicating the responsibilities and qualifications of such personnel, and include the amount of time each will be assigned to the project. Provide

résumés for the named staff, which include information on the individual's particular skills related to this project, education, experience, significant accomplishments, mathematics credentials, and any other pertinent information. The Consultant must commit that staff identified in its proposal will actually perform the assigned work. Any staff substitution must have the prior approval of the SBE.

B. Experience of the Consultant (SCORED/MANDATORY)

1. Indicate the experience the Consultant and any subcontractors have in the following areas:
 - Performing mathematics standards reviews in other states, working with a panel of mathematics educators and community members.
 - Knowledge of and experience with international, national, and state mathematics standards.
2. Indicate other relevant experience that indicates the qualifications of the Consultant, and any subcontractors, for the performance of the potential contract.
3. Include a list of contracts the Consultant has had during the last five (5) years that relate to the Consultant's ability to perform the services needed under this RFP. List contract reference numbers, contract period of performance, contact persons, telephone numbers, and fax numbers/email addresses.

C. References (SCORED/MANDATORY)

List names, addresses, telephone numbers, and fax numbers/email addresses of three (3) business references for whom work has been accomplished and briefly describe the type of service provided. The Consultant and staff proposed to provide the services must grant permission to the SBE to contact references, and others for whom services have been provided. Do not include current SBE staff as references. References will be contacted and scored for the top-ranking proposal(s) only.

D. Related Information (MANDATORY)

1. If the Consultant or any subcontractor contracted with the state of Washington during the past twenty four (24) months, indicate the name of the agency, the contract number and project description and/or other information available to identify the contract.
2. If the Consultant's staff or subcontractor's staff was an employee of the state of Washington during the past twenty four (24) months, or is currently a Washington State employee, identify the individual by name, the agency previously or currently employed by, job title or position held and separation date.
3. If the Consultant has had a contract terminated for default in the last five (5) years, describe such incident. Termination for default is defined as notice to stop performance due to the Consultant's non-performance or poor performance and the issue of performance was either (a) not litigated due to inaction on the part of the Proposer, or (b) litigated and such litigation determined that the Proposer was in default.
4. Submit full details of the terms for default including the other party's name, address, and phone number. Present the Consultant's position on the matter. The SBE will evaluate the facts and may, at its sole discretion, reject the proposal on the grounds of the past experience. If no such termination for default has been experienced by the Consultant in the past five (5) years, so indicate.

3.4. COST PROPOSAL

The evaluation process is designed to award this procurement not necessarily to the Consultant of least cost, but rather to the Consultant whose proposal best meets the requirements of this RFP. However, Consultants are encouraged to submit proposals that are consistent with state government efforts to conserve state resources.

A. Identification of Costs (SCORED)

Identify all costs including expenses to be charged for performing the services necessary to accomplish the objectives of the contract. The Consultant is to submit a fully detailed budget including staff costs, administrative costs, travel costs, and any other expenses necessary to accomplish the tasks and to produce the deliverables under the contract. Consultants are required to collect and pay Washington State sales tax, if applicable.

Costs for subcontractors are to be broken out separately. Please note if any subcontractors are certified by the Office of Minority and Women's Business Enterprises.

B. Computation

The score for the cost proposal will be computed by dividing the lowest cost bid received by the Consultant's total cost. Then the resultant number will be multiplied by the maximum possible points for the cost section.

4. EVALUATION AND CONTRACT AWARD

ALL MANDATORY REQUIREMENTS MUST BE MET IN ORDER TO BE EVALUATED.

4.1. EVALUATION PROCEDURE

Responsive proposals will be evaluated strictly in accordance with the requirements stated in this solicitation and any addenda issued. The evaluation of proposals shall be accomplished by an evaluation team, to be designated by the SBE, which will determine the ranking of the proposals.

The SBE, at its sole discretion, may elect to select the top-scoring firms as finalists for an oral presentation.

4.2. CLARIFICATION OF PROPOSAL

The RFP Coordinator may contact the Consultant for clarification of any portion of the Consultant's proposal.

4.3. EVALUATION WEIGHTING AND SCORING

The following weighting and points will be assigned to the proposal for evaluation purposes:

Technical Proposal – 40%		100 points
Project Approach/Methodology	25 points (maximum)	
Quality of Work Plan	35 points (maximum)	
Feasibility of Proposed Schedule	15 points (maximum)	
Description of Project Deliverables	25 points (maximum)	
Management Proposal – 40%		100 points
Project Team Support and Capacity	50 points (maximum)	
Project Team Qualifications/Experience	50 points (maximum)	
Cost Proposal – 20%		50 points
Sub-Total		250 points
References [top-scoring proposer(s) only]		10 points
GRAND TOTAL FOR WRITTEN PROPOSAL		260 points

References will be contacted for the top-scoring proposer(s) only and will then be scored and added to the total score.

4.4. NOTIFICATION TO PROPOSERS

Firms whose proposals have not been selected for further negotiation or award will be notified via FAX or by email.

**Monitoring Progress on the Joint Mathematics Action Plan
By State Board of Education (SBE), Office of Superintendent of Public Instruction (OSPI) and
Professional Educator Standards Board (PESB)
February 28, 2007 Update**

Action	Responsibility	Completion Date	Progress
I. Ensure Standards, Assessment and Curriculum Are Aligned			
<p>a. Clarify/revise the mathematics standards.</p>	<p>SBE/OSPI</p>	<p>September 2007 for independent standards review</p>	<p>The SBE adopted a charge to conduct an independent review of the K-12 mathematics standards using funds from the Gates Grant.</p> <p>An RFP has been advertised soliciting proposals from consultants. The SBE Executive Committee will make a decision by March 7th based on the proposal submitted. The SBE has collected over 50 names of potential people for the Washington panel to assist the consultant and plans to select the panel in mid March. Work on the review is expected to begin in early April and end in mid August.</p> <p>OSPI: The revision of standards (EALRs/GLEs) process is dependent upon receipt of a final report from the independent review, September 2007 and the scope of the review recommendations.</p> <p>Actual revision of GLE documents and training for field will take 3-6 months at a minimum.</p>

Action	Responsibility	Completion Date	Progress
<p>b. Revise mathematics WASL, as appropriate, so it aligns with standards and curriculum.</p>	<p>OSPI</p>	<p>Pilot 2008-2009; Implementation 2011</p>	<p>Funding needed. OSPI will be using input from the mathematics standard review and the Mathematics Symposium to inform this work. OSPI Assessment staff will use results from review to revise the test and item specifications. National TAC will be involved to assure measurement quality is maintained as changes are implemented.</p>
<p>c. Select K-12 mathematics curricula, allow OSPI to enter into a master agreements¹.</p>	<p>OSPI/SBE</p>	<p>Pending legislation. Effective June 2007, use after standards and assessment developed</p>	<p>Need funding for local school districts to purchase materials A K-12 Mathematics Menu would require a thorough, objective review of programs commercially available based on the newly revised EALRS/GLEs: At the earliest this work could commence in January 2008 and be available Spring 2008. OSPI has received support from the General Administration office to review the process of establishing Master Price Agreements and can grant OSPI the authority to enter into Master Price Agreements with publishers. OSPI to conduct Computational Fluency Program review March 2007; report to districts June 2007 and shared at Summer Institutes.</p>

¹ OSPI is developing a broad master agreement for purchases beyond curriculum such as food services.

Action	Responsibility	Completion Date	Progress
d. Identify and disseminate formative and diagnostic assessments.	OSPI	Identify assessments for Fall 2007 implementation	Initial funding provided by 2006 Legislature; additional funding necessary for ongoing work. OSPI has created a matrix identifying commercially available commercially available mathematics assessments to be used for diagnostic and formative purposes. It will be posted on OSPI Web site April 2007. Commercial diagnostic and intervention programs were reviewed. The results of this review can be found at http://www.k12.wa.us/Curriculum/Instruct/Mathematics/default.aspx OSPI Summer Institutes will feature Diagnostic/Intervention Programs.
II. Ensure Quality Teaching			
a. Improve teacher recruitment and retention. Scholarships, conditional loans, and differential pay to attract mathematics teaching talent.	Legislature	April 2007	Could be done as a bill or just in the budget Teacher Diversity Package \$480,000. Maintenance budget of \$2.1M for 124 scholarships in 2007 and 2008
b. Expand the alternative routes program with particular focus on new recruitment strategies.	PESB	July 2007	Total requested \$1.020M for 60 additional Route 1 scholarships in 2007 and 60 more in 2008. (Gov has request in her budget of \$2.9M for mathematics teachers)

Action	Responsibility	Completion Date	Progress
c. Require mathematics teacher preparation programs address the curricular menu and use formative and summative student performance data.	PESB	After curricular menu adopted Pending legislation	PESB action is dependent upon the independent review process and OSPI action.
d. Provide university faculty professional development.	PESB/OSPI	After standards, assessment and GLEs revisited	<p>Budget proviso language Need funding</p> <p>PESB: currently, information is collected during program site visits about what kind of professional development is provided for faculty related to changes in K-12 standards and revised teacher preparation standards.</p> <p>Exploring options for university faculty involvement in OSPI-sponsored professional development.</p> <p>No state-level funding available.</p> <p>OSPI has had initial conversations with Washington Association of Colleges of Teacher Education (WACTE) regarding developing a plan to create the training needed at preparation institutes on the state's EALRs/GLEs.</p> <p>In depth capacity building discussions will commence on 3/25-3/26 in Mathematics Symposium.</p>

Action	Responsibility	Completion Date	Progress
<p>e. Revise/adopt the endorsement competencies for elementary, middle level, and secondary mathematics.</p>	<p>PESB</p>	<p>July 2007 Pending standards review</p>	<p>PESB: revised secondary mathematics endorsements competencies scheduled for adoption during March PESB meeting. Revised Middle Level Mathematics/ Science endorsement competencies scheduled for adoption during July PESB meeting. Revised Elementary Education endorsement competencies scheduled for adoption during July PESB meeting. OSPI Professional Certification Office in process of reviewing endorsements.</p>
<p>f. Align the mathematics content test for teachers with the new competencies</p>	<p>PESB</p>	<p>September 2008</p>	<p>Alignment work begins as soon as revised competencies are adopted by the PESB.</p>
<p>g. Integrate mathematics content into other content areas.</p>	<p>PESB</p>	<p>July 2007</p>	<p>A work group is currently reviewing the teacher preparation knowledge and skills standard. Mathematics integration will be addressed within the revisions to the standard. Consideration of the proposed revisions is scheduled for the July PESB meeting.</p>
<p>h. Eliminate out-of-endorsement assignments.</p>	<p>PESB</p>	<p>September 2009</p>	<p>Initial discussion of this issue is scheduled for the May PESB meeting. This is a complex issue. As the PESB takes steps to discontinue out-of-endorsement teaching assignments, the state must provide options for teachers to acquire the appropriate endorsements.</p>

Action	Responsibility	Completion Date	Progress
i. Raise standards for continuing education providers.	PESB	January 2008	Initial discussion of this issue is scheduled for the March PESB meeting. Options will be presented to the PESB for consideration. Action will be taken to move forward with a recommendation.
j. Implement a statewide master plan for professional development	OSPI	Summer 2007	Funding required No legislation required OSPI working on developing plan for professional development with ESD and higher education partners. OSPI hosts Mathematics Symposium with K-20 stakeholder leaders.
k. Provide time for educators to identify and implement effective strategies to improve mathematics achievement.	OSPI	Fall 2007	Funding required OSPI will provide professional development for effective strategies, e.g., Segmented Mathematics Training throughout the Summer Institutes 2007.

Action	Responsibility	Completion Date	Progress
III. Strengthen High School Mathematics			
<p>a. Step 1: Revise high school graduation requirements to be competency based and aligned with 9th and 10th grade level expectations.</p> <p>Step 2: Examine high school mathematics graduation requirements as part of meaningful high school diploma</p>	SBE	<p>March 13 2007</p> <p>December 2007</p>	<p>a. SBE will adopt final rules to clarify that the state required high school graduation credits must be aligned with the 9th and 10th grade level expectations. Discussion of outreach and implementation strategies will occur at the Board's March meeting.</p> <p>b. SBE has a committee called the Meaningful High School Diploma that will prepare a report on recommended changes, including mathematics by December 2007</p> <p>OSPI will be conducting a study of high achieving high schools on the WASL in mathematics. Due June 30, 2007.</p>
<p>b. Allow high school students to take college mathematics placement tests as junior.</p>	Local School Districts	2009–10 School Year	<p>The Governor's budget contains \$675,000 to create a college readiness test. Several legislative bills are in play.</p>
<p>c. Provide incentives for school districts to increase Advanced Placement (AP) and International Baccalaureate (IB) classes; encourage Running Start for students excelling in mathematics; offer payment for ACT and/or SAT in junior year.</p>	Legislature	2008–09 School Year	<p>The SBE will examine as a part of its meaningful high school diploma work.</p>

Action	Responsibility	Completion Date	Progress
IV. Deliver Effective Instruction and Interventions			
<p>a. Implement the segmented mathematics WASL.</p>	<p>Legislature/OSPI</p>	<p>2007-08 School Year</p>	<p>Yes: Segmented mathematics must be approved as a CAA Option Funding required</p> <p>Writing of accompanying course is near completion. Training to be held in 9 ESD regions this spring. Item writing for additional assessments being held March 21-22. Test map approved by the National TAC 1/18-19/07 meeting.</p>
<p>b. Examine effective use of time and opportunity to learn</p>	<p>OSPI/SBE</p>	<p>2008</p>	<p>A Request for Information (RFI) is being posted February 26, 2007, to organizations interested in providing a system of model for K-12 Mathematics Education in the state of Washington: focus on standards, assessments, instruction, interventions, leadership, and system-wide support. March 2007 preliminary discussion will take place.</p> <p>OSPI with ESD partners will be training districts on Response to Intervention (RTI) strategies for mathematics K-12.</p> <p>RTI is the practice of providing high-quality instruction/intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions (National Association of State Directors of Special Education [NASDSE], 2005).</p>

Action	Responsibility	Completion Date	Progress
c. Continue offering the Promoting Academic Success (PAS) program; make delivery changes based on feedback from districts and information from the WA St. Institute for Public Policy study/other information.	OSPI	Ongoing	Governor's budget has \$12M PAS enhancement for 12 th graders
d. Expand the availability of instructional modules.	Legislature/OSPI	Summer 2007 for high school ? for middle and elementary	Summer module training repeated May 29-30 and June 4-5, 2007.
e. Provide personalized intervention programs K-12. Identify effective intervention programs and strategies.	OSPI	Ongoing	See noted on Professional Development regarding Diagnostic Intervention Programs training at Summer Institutes. RTI sessions also at Summer Institutes.
f. Address the unique needs of English Language Learner .	Legislature/OSPI	Ongoing	Governor's budget has \$1.3M for demo projects ELL Action Plan in development

Action	Responsibility	Completion Date	Progress
V. Strengthen Accountability: Data Management			
a. Expand core student record system.	OSPI		<p>CSRS Version 3 (CV3) is nearing the completion of the pilot that started June 2006.</p> <p>Districts will begin using CV3 next school year (07-08) in parallel with the current CSRS system (CV2). CV3 is scheduled to replace CV2 and be the sole CSRS version beginning with the 08-09 school year.</p> <p>Funding will be required to assist the 40 districts that currently do not have a student data system.</p> <p>As additional data elements are desired, funding will be required to map each district.</p>
b. Create teacher credential and placement data system.	OSPI/PESB		<p>The Legislature is considering several bills to initiate an educator data system.</p>

Action	Responsibility	Completion Date	Progress
VI. Community Outreach			
Develop a Public/Private Partnership	SBE/OSPI/PESB	Ongoing	The SBE has obtained a Gate Grant to conduct its independent review of K-12 mathematics standards. The Partnership for Learning has assisted SBE and OSPI in their mathematics discussion and has developed some advertisements and brochures on the importance of mathematics. They also recently completed an opinion survey on the need for additional mathematics in high school.

Goals and Performance Measures for the Joint Mathematics Action Plan:

Action	Goal	Performance Measures
<p>Ensure Alignment of Standards, Assessment, and Curriculum</p> <p>Clarify/revise/align the mathematics standards, assessment, and curriculum.</p>	<p>Improve student performance for all students in mathematics:</p> <p>Baseline: 2010 Target:</p>	<ul style="list-style-type: none"> • Annual increase in first-time WASL passage and increasing percentage of pass rate on re-taking for all students. • Increase Washington's ranking compared to other states on National Assessment of Educational Progress (NAEP) and other identified measures.
<p>Ensure Quality Teaching</p> <ul style="list-style-type: none"> • Improve teacher recruitment and retention. • Adopt more rigorous mathematics endorsement. • Eliminate out-of-endorsement assignments. 	<p>Increase the number of qualified teachers teaching mathematics</p> <p>Baseline: 2010 Target:</p>	<ul style="list-style-type: none"> • Increase in percentage of teachers with math endorsements. • Increase in use of alternative path to certification for math teachers.

Action	Goal	Performance Measures
Strengthen High School Mathematics <ul style="list-style-type: none"> Revise high school graduation requirements. Provide opportunities for students to take more rigorous math. 	Increase high school students' proficiency in mathematics Baseline: 2010 Target:	<ul style="list-style-type: none"> Increase in percentage of students completing algebra in middle school. Increase in percentage of students taking 3 or 4 years of math in high school (including Algebra II and Geometry). Decrease percent of students who enter college directly from high school taking remedial mathematics. Increase number of students taking AP or IB classes.
Deliver Instruction and Interventions <ul style="list-style-type: none"> Offer segmented math course. Offer PAS in elementary and middle school. 	Baseline: 2010 Target:	<ul style="list-style-type: none"> Increase WASL passage
Strengthen Accountability Develop a data system to measure student achievement and teacher quality. <ul style="list-style-type: none"> Expand core student record system (e.g. grades, course taking, etc) Create teacher credential and placement system 	Provide ways to track measures for student and teacher indicators of performance Baseline: 2010 Target:	<ul style="list-style-type: none"> Provide indicators available on above performance metrics identified.
Community Outreach Develop Public/Private Partnership	Increase awareness of the need for a strong mathematics background for all students.	<ul style="list-style-type: none">

Action		Goal		Performance Measures	

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: MARCH 13, 2007

SUBJECT: **STATE BOARD OF EDUCATION
AMENDMENTS TO CHAPTER 180-51 WAC**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTER: Pat Eirish, Program Manager
State Board of Education

RECOMMENDATION:

The State Board of Education directed staff to prepare proposed amendments to Chapter 180-51 WAC for public hearing and adoption consideration on March 13, 2007. The adopted amendments shall become effective 31 days after the date of filing with the State Code Reviser pursuant to RCW 34.05.380.

BACKGROUND:

The State Board of Education, under the Joint Math Action Plan, voted to state explicitly that the two-credit mathematics graduation requirement means that high school students will earn those two credits, which are aligned with the ninth and tenth Grade Level Expectations (GLEs), to ensure they have a strong opportunity to learn the material before they take the secondary Washington Assessment of Student Learning (WASL). The ninth and tenth GLEs are the same.

While reviewing the rule, staff proposed making some clarification, for consistency, in reference to English, mathematics and science ninth and tenth GLEs rather than to "benchmarks." Social studies, health and fitness, and arts previously reflected "benchmarks." The rules will clarify that this now means the current EALRS at grade 10 and/or above until GLEs are available in those subject areas.

The amendments are intended to clarify what is currently in rule and not to make substantive changes at this time.

Attachments

AMENDATORY SECTION (Amending WSR 00-23-032, filed 11/8/00, effective 12/9/00)

WAC 180-51-003 Intent of graduation requirements. (1) The state board of education is responsible for establishing minimum high school graduation requirements that appropriately balance:

- (a) Statewide public expectations for all graduating students;
- (b) High, meaningful, and fair requirements every student can meet;
- (c) The unique characteristics of and differing resources among (~~the two hundred ninety-six~~) all school districts and (~~over three hundred~~) high schools in Washington; and
- (d) Recognition that some students' educational plans may not include college or may include application for admission to a postsecondary institution one year or more after being granted a high school diploma.

(2) In order to support the continuing refinement of the standards and performance-based system of education, encourage and facilitate local innovation, and realize the vision under WAC 180-51-001, it is the intent of the state board of education to enact changes that will:

(a) Align the statewide minimum high school graduation requirements with the goal of the basic education act under RCW 28A.150.210 and the mission of the common school system under WAC (~~180-40-210~~) 392-400-210;

(b) Allow districts the optional discretion to define and award high school credit based on demonstrated performance that is not tied to a state minimum number of hours of instruction or instructional activities;

(c) Assure that the essential academic learning requirements developed under RCW (~~28A.655.060 (3)(a) and~~) 28A.655.070(2) are taught in the high school curriculum;

(d) Assure that students are aware of the connection between their education and possible career opportunities as referenced in RCW 28A.150.210(4) and WAC (~~180-57-090~~) 392-415-090; and

(e) Assure that students are provided the opportunity to effectively prepare for the secondary Washington assessment of student learning and earn the certificate of (~~mastery~~) academic achievement required under RCW (~~28A.655.060 (3)(c),~~) 28A.655.061(2) recognizing that the certificate of (~~mastery~~) academic achievement, along with other state and local requirements, represents attainment of the knowledge and skills that are necessary for high school graduation.

(3) It is the state board's view that the creative development and application of integrated curriculum within existing resources will significantly facilitate the implementation of the graduation requirements under WAC 180-51-061. The board strongly encourages

districts to:

(a) Implement curriculum that includes courses that incorporate the best applied, theoretical, academic or vocational features as authorized under RCW 28A.230.010;

(b) Emphasize the integration of academic and vocational education in educational pathways as required under RCW 28A.655.060 (3)(c); and

(c) Consider using the model curriculum integrating vocational and academic education as it is developed by the superintendent of public instruction under RCW 28A.300.235.

AMENDATORY SECTION (Amending WSR 04-23-004, filed 11/4/04, effective 12/5/04)

WAC 180-51-061 Minimum requirements for high school graduation. (1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2004, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall ((be)) total 19 as listed below.

(a) Three English credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the 10th grade Washington assessment of student learning beginning 2008.

(b) Two mathematics credits that at minimum align with mathematics grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the 10th grade Washington assessment of student learning beginning 2008.

(c) Two science credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the 10th grade Washington assessment of student learning beginning 2010.

(d) Two and one-half social studies credits that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).

The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors. (RCW 28A.230.090(4).)

(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.

(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.

(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

(e) Two health and fitness credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject

area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(f) One arts credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The essential content in this subject area may be satisfied in the visual or performing arts.

(g) One credit in occupational education. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.

(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(j) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The 10th grade Washington assessment of student learning and Washington

alternate assessment system shall determine attainment.

(2) State board of education approved private schools under RCW 28A.305.130((+6+)) (5) may, but are not required to, align their curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements under RCW ((28A.665.060)) 28A.655.070.

((Subject Area	Essential Content	Minimum State Credits [†]	Assessment Includes
English • Reading • Writing • Communications (Student Learning Goal 1)	The Essential Academic Learning Requirements through benchmark three; plus content that is determined by the district to be beyond benchmark three level content	3	Secondary WAST (beginning 2008)
Mathematics (Student Learning Goal 2)	The Essential Academic Learning Requirements through benchmark three; plus content that is determined by the district to be beyond benchmark three level content	2	Secondary WAST (beginning 2008)
Science • Physical • Life • Earth (Student Learning Goal 2)	The Essential Academic Learning Requirements through benchmark three; plus content that is determined by the district to be beyond benchmark three level content At least one credit in laboratory science, which shall be defined locally	2	Secondary WAST (beginning 2010)
Social Studies • Civics • History • Geography (Student Learning Goal 2)	The Essential Academic Learning Requirements through benchmark three; plus content that is determined by the district to be beyond benchmark three level content U.S. history and government, Washington state history and government, and including study of the U.S. and Washington state Constitutions ² Contemporary world history, geography, and problems ³	2.5	The assessment of achieved competence in this subject area remains at the local level ⁴

((Subject Area	Essential Content	Minimum State Credits ¹	Assessment Includes
Health and Fitness ² (Student Learning Goal 2)	The Essential Academic Learning Requirements through benchmark three; plus content that is determined by the district to be beyond benchmark three level content	2	The assessment of achieved competence in this subject area remains at the local level ⁴
Arts (Student Learning Goal 2)	The Essential Academic Learning Requirements through benchmark three; plus content that is determined by the district to be beyond benchmark three level content May be satisfied in the visual or performing arts	1	The assessment of achieved competence in this subject area remains at the local level ⁴
Occupational Education	"Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the superintendent of public instruction.	1	The assessment of achieved competence in this subject area remains at the local level ⁴
Electives ⁽⁶⁾	See footnote # (6)	5.5	The assessment of achieved competence in this subject area remains at the local level ⁴
TOTAL:		19	
Culminating Project ⁷	See footnote # 7		The assessment of achieved competence in this subject area remains at the local level ⁴
High School and Beyond Plan ⁸	See footnote # 8		The assessment of achieved competence in this subject area remains at the local level ⁴

((Subject Area	Essential Content	Minimum State Credits ¹	Assessment Includes
Certificate of Academic Achievement or Certificate of Individual Achievement			Secondary WAST; Washington Alternate Assessment System (WAAS) (Sec RCW 28A.655.061)

- 1 See WAC 180-51-050 for definition of high school credit.
- 2 The study of Washington state history and government is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state. The study of the U.S. and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal pursuant to written district policy. Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. For purposes of the Washington state history and government requirement only, the term "secondary school students" shall mean a student who is in one of the grades seven through twelve.
- 3 Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.
- 4 Locally determined assessment means whatever assessment or assessments, if any, the district determines are necessary.
- 5 The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally pursuant to WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement pursuant to RCW 28A.230.050. Each excused student shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement. "Directed athletics" shall be interpreted to include community-based organized athletics.
- 6 Study in a world language other than English or study in a world culture may satisfy any or all of the required electives.
- 7 Each student shall complete a culminating project for graduation. The project consists of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.
- 8 Each student shall have an education plan for their high school experience, including what they expect to do the year following graduation.))

AMENDATORY SECTION (Amending WSR 00-19-108, filed 9/20/00, effective 10/21/00)

WAC 180-51-115 Procedures for granting high school graduation credits for students with special educational needs. (1) No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. The board of directors of districts granting high school diplomas shall adopt written policies, including procedures, for meeting the unique limitations of each student. Such procedures may provide for:

(a) The extension of time the student remains in school up to and including the school year in which such student reaches twenty-one years of age;

(b) A special education program in accordance with chapter 28A.155 RCW if the student is eligible; and

(c) Special accommodations for individual students, or in lieu thereof, exemption from any requirement in this chapter, if such requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation.

(2) Unless otherwise prohibited by federal or state special education laws, such procedures may not provide for exemption from the certificate of ((mastery)) academic achievement graduation requirement under RCW 28A.655.060 (3) (c).

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STATE BOARD OF EDUCATION

HEARING TYPE: X NO ACTION

DATE: MARCH 13, 2007

SUBJECT: **STATE BOARD OF EDUCATION
RULE CHANGES PURSUANT TO E2SHB 3098**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTER: Pat Eirish, Program Manager
State Board of Education

RECOMMENDATION:

The State Board of Education directed staff to prepare proposed amendments and repealers to chapters and sections of the WACs listed below for public hearing and adoption consideration on March 13, 2007. The repealers and amendments shall become effective 31 days after the date of filing with the State Code Reviser pursuant to RCW 34.05.380.

BACKGROUND:

Due to 2006 legislation, E2SHB 3098, the following Washington Administrative Code (WAC) changes are required. At this time, only technical amendments are included as needed.

Repeal:

Chapter 180-37 WAC (entire chapter) **Pupils – Non-Public Agencies**
(Authority given to Office of
Superintendent of Public Instruction)

Chapter 180-44-050 WAC **Teachers' Responsibilities**
(Authority given to school districts)

Chapters and/or Sections Retained that Require Technical Amendments:

WAC 180-22-100 **Educational Service Districts**

This technical amendment in section 100 is required to eliminate the ESD elections reference. OSPI had transferred Chapter 180-22 WAC in its entirety. Sections 100, 140, and 150 are now transferred back into Chapter 180-22 WAC.

Page Two

WAC 180-51-095

**Temporary Exemption from Course and
Credit Requirements**

This is a new section added to Chapter 180-51 WAC to keep the exemption to the definition of an annualized high school credit for **private** schools.

WAC 180-105-020

Reading and Mathematics

WAC 180-105-060

High School Graduation

Chapter 180-105 WAC was previously transferred to the SBE from the Academic Achievement and Accountability Commission. These technical amendments are required to reflect current WAC references.

Attachments

REPEALER

The following section of the Washington Administrative Code is repealed:

WAC 180-44-050

Regulatory provisions relating to RCW 28A.305.130(6) and 28A.600.010--School day as related to the teacher.

AMENDATORY SECTION (Amending WSR 06-19-033, filed 9/13/06, effective 9/13/06)

WAC 180-22-100 Purpose and authority. (1) The purpose of this chapter is to establish the procedures for making changes in the number and boundaries of educational service districts (~~and the procedures for electing the members of the boards of directors of the educational service districts~~).

(2) The authority for this chapter is RCW 28A.310.020 (~~and 28A.310.080~~).

NEW SECTION

WAC 180-51-095 Temporary exemption from course and credit requirements. Annual exemptions to the definition of an annualized high school credit may be granted upon the request of an approved private school which offers evidence that delineates content, time, or competency assessments which are substantially equivalent to the definition stated in WAC 180-51-050. The waiver process shall be administered by the superintendent of public instruction.

AMENDATORY SECTION (Amending WSR 05-15-036, filed 7/11/05, effective 7/11/05)

WAC 180-105-020 Reading and mathematics. (1) Each school district board of directors shall by December 15, 2003:

(a) Adopt district-wide performance improvement goals using the federal requirements to determine the increase in the percentage of students who meet or exceed the standard on the Washington assessment of student learning for reading and mathematics in grades four, seven, and ten; and

(b) Direct each school in the district that administers the Washington assessment of student learning for grade four, seven, or ten to adopt performance improvement goals using the federal requirements to determine the increase in the percentage of students meeting the standard for its fourth, seventh, or tenth grade students in reading and mathematics.

(2) School districts and schools shall establish separate district-wide and school reading and mathematics improvement goals using the federal requirements to determine the increase in requirements under subsection (1) of this section for each of the following groups of students:

(a) All students;

(b) Students of each major racial and ethnic group;

(c) Economically disadvantaged students;

(d) Students with disabilities; and

(e) Students with limited English proficiency.

(3) School districts and schools are not required to publish numerical improvement goals in a grade level for reading and mathematics for 2004 or in any year thereafter for any student group identified in subsection (2) of this section in which there were fewer than ten students eligible to be assessed on the Washington assessment of student learning in the prior year. However, this subsection shall not be construed to affect WAC 180-16-220 (2)(b) or any other requirements for school and school district improvement plans.

(4) Annual performance improvement goals for both school districts and schools shall be determined:

(a) By using the starting point and annual goals established using the federal requirements for determining starting points in the 2003 Washington State No Child Left Behind (NCLB) Accountability Plan.

(b) If the performance improvement goals established by using the federal requirements to determine the increase for assessments administered in the spring of 2003 and each year thereafter through and including assessments administered in the spring of 2013 are not met, but the other indicator is met [the other indicator for high schools is the graduation goal (WAC ((~~3-20-300~~)) 180-105-

040(4)) and the other indicator for elementary and middle schools is the unexcused absences goal (Washington State Accountability System under NCLB 2001)] then a substitute calculation may be made. That substitute calculation representing satisfactory progress shall not be less than the sum of:

(i) The percentage of students meeting standard on the assessments administered in the spring of the preceding year for the relevant student group, grade level and subject; and

(ii) The percentage of students who did not meet standard on the assessments administered in the spring of the preceding year for the relevant student group, grade level and subject, multiplied by ten percent.

(c) The performance improvement goals for assessments administered in the spring of 2014 shall be that all students eligible to be assessed meet standard on the Washington assessment of student learning.

(5) School districts and schools shall be deemed to have met the performance improvement goals established pursuant to this chapter if the school district or school achieves the minimum improvement goal required under subsection (4) of this section, even if the school district or school does not achieve the performance improvement goals established by using the federal requirements to determine the increase.

(6) No performance improvement goal for a group in a subject and grade established pursuant to this section shall be used for state or federal accountability purposes if fewer than thirty students in the group for a subject and grade are eligible to be assessed on the Washington assessment of student learning.

AMENDATORY SECTION (Amending WSR 05-15-036, filed 7/11/05, effective 7/11/05)

WAC 180-105-060 High school graduation. (1) Each school district board of directors shall by December 15, 2005, revise district-wide graduation rate goals for 2006 and each year thereafter and shall direct each high school in the district to revise graduation rate goals for 2006 and each year thereafter, subject to approval by the board.

(2) The minimum graduation rate goals through 2013 shall be as follows for each of the nine groups of students listed in WAC ((~~3-20-200(2)~~)) 180-105-040(4):

(a) Sixty-six percent in 2005, one percentage point above the previous year's goal from 2006 through 2009, and three percentage points above the previous year's goal in 2010 through 2013; or

(b) For any student group whose graduation rate falls below sixty-six percent in 2005, the minimum goal for 2005 is two percentage points above that group's graduation rate in 2004, an additional two percentage points per year above the previous year's goal in 2006 through 2009, and an additional four percentage points per year above the previous year's goal in 2010 through 2013, until the rate for that group meets or exceeds the goal described in (a) of this subsection.

(3) Graduation rate goals in 2014 and each year thereafter for each group of students listed in WAC ((~~3-20-200(2)~~)) 180-105-040(4) shall be not less than eighty-five percent.

(4) School district boards of directors are authorized to adopt district-wide graduation rate goals and to approve high school graduation rate goals that exceed the minimum level required under this section. However, district-wide and high school graduation rate goals that exceed the minimum level required under this section shall not be used for federal or state accountability purposes.

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: MARCH 13, 2007

SUBJECT: REQUEST FOR WAIVER OF THE 180-DAY SCHOOL YEAR REQUIREMENT FOR AUBURN, CUSICK, EDMONDS, MARY WALKER, MONROE, MUKILTEO, NEWPORT, NORTHPORT, PE ELL, RAYMOND, SEATTLE, ST. JOHN-ENDICOTT, SNOHOMISH, and WISHRAH SCHOOL DISTRICTS

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTER: Pat Eirish, Program Manager
State Board of Education



RECOMMENDATION:

Staff recommends that the State Board of Education (SBE) approve the waiver requests from the minimum 180-day school year for the school districts listed above for school year 2007-2008 with the exception of Seattle School District. This is a lot of paper for you to review. In the future, if you decide to keep the 180-day waiver process, I would recommend that you let staff review the waivers and present only a summary of those approved (similar to what we do for the annual private school approval process). Any waivers we do not recommend that you approve would be brought to you for your consideration. As that would be a change in current practice, for this meeting, we are bringing forward the full packet.

BACKGROUND:

Based on Legislative authority (Chapter 208, Laws of 1995), the SBE adopted Chapter 180-18 WAC Waivers for Restructuring Purposes. Section 180-18-040 of this chapter allows school districts to apply for waivers from the minimum 180-day school year requirement by offering the equivalent in annual minimum instructional hour offerings in such grades as are conducted by the school district as prescribed in RCW 28A.150.220.

Auburn School District

King County – 13,870 students
5 waiver days requested

Auburn School District is requesting five waiver days for the 2007-08 school year. The purpose of the request is to implement local restructuring plans, and to allow schools time to continue to implement school improvement plans that call for deep alignment of

instruction to state standards. Waiver days are needed for the development of mathematics intervention models across grade levels, particularly at the district's secondary level.

Cusick School District

Pend Oreille County – 273 students

4 waiver days requested

Cusick School District is requesting four waiver days. This district is also one of a nine-member consortium of the Panorama Rural Education Partnership (PREP) school districts that share resources in coordination of waiver days. This consortium has been extremely valuable to Cusick staff to be able to receive training in writing, mathematics, AP Springboard mathematics, AP Springboard reading, vertical teaming by subject areas and grade level assessment development. Two of their waiver days will coordinate with these districts for professional development opportunities for staff.

Edmonds School District

Snohomish School District – 20,782 students

5 waiver days requested

Edmonds School District is requesting five waiver days that will continue the elimination of ten half days. The waiver days will be used for professional development activities by staff to work on curriculum and to work in teams to address student learning needs. Staff will meet to refine school improvement plans, receive training, and work collaboratively to implement plans, analyze effectiveness of plans based on student learning data and revise and enhance plans for the following school year.

Mary Walker School District

Stevens County – 590 students

2 waiver days requested

Mary Walker School District is requesting two waiver days to implement the district's improvement plan. This small district has requested this time to provide consistent and focused staff development, training, foster collaboration and dialogue, and make available to staff best practices and current research.

Mukilteo School District

Snohomish County - 15,022 students

2 waiver days requested

Mukilteo School District is requesting a two-day waiver to allow time for staff training related to the Essential Academic Learning Requirements (EALRs), K-12 mathematics, formative and summative student assessments and closing the achievement gap. In

the 2007-08 school year the waiver days will focus on the areas of mathematics for all elementary and secondary mathematics teachers. Teachers in other subject areas will work to address supporting mathematics in their courses and will continue work on classroom-based assessments (health and fitness, the arts, and social studies).

Monroe School District

Snohomish County – 6,625 students
4 waiver days requested

Monroe School District is requesting four waiver days to support collaborative time for staff to prepare for implementation of the schools' learning improvement plans. The district feels, in this era of increasing accountability regarding state graduation requirements and the federal demands of meeting the Adequate Yearly Progress, it is essential that more staff development time be provided.

Newport School District

Pend Oreille County – 1,154 students
7 waiver days requested

Newport School District is requesting seven waiver days so that time can be dedicated to improvement of instruction to increase student academic achievement. The attached pages detail how these days have been used in the past and the effect they have had on student achievement. Administration, board, staff, and the site council are in agreement that staff needs additional days to continue the process of curricular alignment and improvement.

Northport School District

Stevens County – 162 students
4 waiver days requested

Northport School District is requesting four waiver days. Attached is detailed documentation describing agendas for professional development days and supporting information that demonstrates how their Strategic Learning Improvement Plan has been impacted as a result of waiver days. The sample action plan (attached) includes strategies for staff development, school policy and parent involvement. Northport is one of a nine-member B2 school district consortium who share resources and collaborate regarding professional development opportunities. Several of these school districts utilize the same waiver calendar days to be able to take full advantage of these opportunities. The other nine-member Panorama School Districts are: Columbia, Curlew, Cusick, Inchelium, Mary Walker, Republic, Selkirk and Wellpinit. It is two and one half hours (one way) from Northport to ESD 101 in Spokane to take advantage of professional development opportunities.

Pe Ell School District

Lewis County – 327 students
2 waiver days requested

The Pe Ell School District is requesting two waiver days. The challenge to the district is to fully examine their current instructional practices and revisit all of the curriculum alignment to continue to improve and reach the district goals. The district has commenced a professional study of curriculum, instruction and remediation support this year. The waiver days will allow time for staff to undertake the increased preparation, especially in mathematics, so that students can meet standards.

Raymond School District

Pacific County – 523 students
5 waiver days requested

Raymond School District is requesting five waiver days. District staff, parents and community members have determined that staff need additional professional development time to further develop instructional practices which support the goal of all students progressing toward achieving standard in literacy, mathematics, science, social studies, arts, and health and fitness.

Seattle School District

King County – 46,200 students
3 additional waiver days requested for elementary schools

Seattle School District currently has been granted three waiver days through the 2008-09 school year. This request is to provide an additional three waiver days for elementary schools in the district that seek full-day parent/teacher conferences.

SBE staff advised the district that this waiver is not needed due to the fact that:

- RCW 28A.150.205 Definition of Instructional Hours includes:...
teacher/parent-guardian conferences that are planned and scheduled by the district for purposes of discussing students' educational needs or progress...
(SBE staff has always advised schools using this time to include students in the conferences.)

For many years, the interpretation by legal counsel of the RCWs and WACs has been that teacher/parent-guardian conferences do count as instructional time and thus count as a school day. Therefore, a school/school district would not need to seek a waiver to use this time as instructional time for basic education compliance.

Seattle's legal counsel has determined, in this particular scenario, that not all students will be offered instruction on each of those three designated days. Students with last names ending in A-L would be invited to come on day 1, M-S would be invited to come on day 2, and T-Z would be invited to come on day 3. Seattle has requested this waiver petition be included on the March 2007 agenda.

- The purpose and intent of the waivers granted by the SBE is for restructuring and reform purposes. The SBE's position has been that teacher/parent-guardian conferences do not fall in that framework and that parent/teacher conferences do not constitute a restructuring plan.

Staff recommends that this waiver request not be approved.

St. John – Endicott School District

Whitman County

St. John Elementary– 170 students

St. John - Endicott High School – 70 students

Endicott Elementary – 39 students

Endicott-St. John Middle School – 56 students

5 waiver days requested

These two combined school districts are requesting five waiver days to provide staff time to participate in collaborative planning, district-wide, school-wide, grade level and department level professional development, alignment of curriculum and the authentic student assessments for the purpose of informing and improving instruction. This waiver will replace the 14 late start and early release days previously scheduled.

Snohomish School District

Snohomish County – 8,521 students

6 waiver days requested

Snohomish School District is requesting six waiver days to allow time to train staff the pedagogy and skills necessary to effectively deliver instruction with a focus on mathematics and the development of district-wide common assessments. The waiver days will also allow the district to create conditions for collaborative planning, analyze various data sources, and research and implement highly successful practices.

Wishram School District
Klickitat County – 60 students
4 waiver days requested

Wishram is requesting four waiver days to allow time for staff training, curriculum adoption and alignment to state standards including mapping curriculum for mathematics and science. One of the district's goals is to improve student mathematics and science skills to reach state and district improvement goals.

The School Improvement Team, comprised of teachers, assistants, parents, and students has been established to focus on critical issues and determine direction of the district. This district reports 76.2 percent of their students on free or reduced price meals (May 2006).

SUMMARY:

The State Board of Education may grant waivers if the district demonstrates the need for these waivers by meeting the procedural criteria as specified in Chapter 180-18 WAC. While utilizing the waivers, districts have indicated they will continue to meet the program hour requirements as prescribed in RCW 28A.150.220.

These districts have met the procedural criteria, therefore, staff recommends approval.

The request from Seattle School District does not meet the intent of the waiver criteria.

See attachments for further detailed information.

Attachments

**AUBURN SCHOOL DISTRICT No. 408
STATE BOARD OF EDUCATION WAIVER APPLICATION
2007-2008 School Year**

Introduction and Identification of Requirement to be Waived

The Auburn School District, pursuant to WAC 180.18.040, requests a waiver from the minimum 180-day school year requirement. The purpose of the request is to implement local restructuring plans, provide a more effective educational system and enhance the achievement of all students in concordance with the high standards of Washington State Educational reform. The Auburn School District was granted two (2) student waiver days by the State Board for the 2006-2007 school year. Those days will be conducted on March 16 and May 14. Given the recent direction by the State Board for districts to submit waiver day requests for the 2007-2008 school year by the March 12 State Board meeting, the results for the two previously granted waiver days for the 2006-2007 school year are not available at the time of this request. Instead, the district outlines the proposed School Improvement Plan activities for March 16 and May 14 as part of the follow up for the request of additional waiver days for the 2007-2008 school year.

The Auburn School District requests five (5) waiver days for the 2007-2008 school year, with specific dates to be determined upon condition of approval. This request will not compromise the total instructional hour requirements for WAC 180.16.200. In accordance with WAC 180.18.050, the Auburn School Board previously submitted a resolution for the waiver request and a district plan for restructuring district programming.

Auburn School District Education Reform Background and Progress

The Auburn School District has completed several curricular and instructional alignments to State goals and Grade Level Expectations and has developed a long-range strategic plan for educational reform, Futurescape – The Next Generation. Additionally, district and classroom-based assessments were developed and adopted that ensure each student is progressing to the high standards of educational reform in reading, writing, math and science. Teachers also work to implement Goal 2 curriculum-based assessments, including social studies, arts and health and fitness.

School Improvement Plans are developed and implemented through school-based leadership teams that address the learning demographics of each school. Follow-up and revision of these plans have resulted in steady progress in student achievement despite dramatic increases in populations of ELL and low socioeconomic learners. This progress has been accomplished without compromise to the total instructional hour requirement or the 180-day school year requirement by utilizing district designated, building determined and individualized teacher days.

At this time, school improvement teams have developed detailed plans that increase the professional capacity of teachers and refine the applications of core curriculum to assist individual students in academic performance. This has resulted in well-defined core curricula and strategic planning at the school level. Statistically, only 30% of students in the fifth grade will remain in the Auburn School District when they reach the 12th grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in concert with high standards. The request for five (5) waiver days for the 2007-2008 school year is central to the development of restructured delivery models at grade level, across grade level and in individual classrooms. Restructured delivery models are essential to close the achievement gap that sidelines low-income and minority students.

Statement of Need for Waiver Days to Restructure the Auburn School District Delivery Model

Schools need time to continue to implement School Improvement Plans that call for deep alignment of instruction to State standards. The Auburn School District provides systemic assessment that monitors academic progress and produces diagnostic data for teachers to use in the classroom. Aligning classroom instruction to State standards requires more opportunities for teachers to articulate instruction and to collaborate through professional learning communities.

School Improvement Plans call for the restructuring of school time towards recommended OSPI models of tiered interventions. This should result in increased personalization for student learners, refined curricula and effective instructional strategies, greater differentiation for individual learners and increased use of diagnostic assessment that guides instruction. School Improvement Plans stress the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with ELL families is significant. Waiver Days are needed to increase parent involvement for students who come from families of poverty. Over 50 percent of the district's elementary student body qualify for free and reduced lunch.

Waiver Day Targets for Restructure and Plan for Reform

The Auburn School District strategic plan for closing the achievement gap includes a focus on math and science, improvement in literacy, development of instructional models that address student mobility and use of technology for differentiated instruction. Waiver days will be utilized in these targeted areas for restructuring during the 2007-2008 school year.

The implementation of school math and science improvement plans is paramount. Almost 600 students in the class of 2008 are below WASL standards for graduation. The Auburn School District targets the alignment and delivery of mathematics between the seventh and tenth grade as critical for addressing the achievement of students to the high standards of mathematics. Math and science intervention models will be developed that address the challenges of mobility and low-income demographics.

A different system of delivering math instruction is warranted to address not only the class of 2008 but all future classes of students who need a better system that addresses their mathematical learning needs. The scope and sequence of the traditional mathematics model for college eligibility need to be supported by a system of mathematical learning that aligns more intensely with grade-level expectations and addresses the episodic learning needs of a transitory, low-income demographic. Currently, individual School Improvement Plans need the time to implement goals and strategies into every classroom structure.

The Auburn School District has successfully piloted OSPI literacy intervention models in elementary and mid-level schools. These models focus on literacy, result in significant gains and close the achievement gap. Waiver days are needed for the development of math intervention models across grade levels, particularly at the district's secondary level.

The development of delivery models to address the learning needs of low-income populations is significant in the district's local restructuring plan. Teachers need time to develop classroom systems that utilize effective assessment and provide individual student information to guide diagnostic instruction aligned to individual student performance and standards. Cultural competency and ELL accommodations are central elements for the implementation of differentiated instruction at the classroom level.

The use of technology for the purpose of improving instruction and parent communication is important in the individualization of student learning and involvement of parents. Teachers need time to hone their skills in the utilization of technology in its application for both instruction and assessment of student learning. Additionally, technology has great import for the development of individualized learning plans for student performance and frequent communication with parents on student progress towards achievement standards.

Restructure Process

As mentioned previously, the Auburn School District has invested in a school improvement plan process that incorporates the characteristics of high-performing schools. These school plans provide opportunities for parent, community and teacher involvement in decision-making that drives improvement in student performance. The request for waiver days has strong endorsements from the School Board, School Improvement Plan teams, the Auburn Education Association, the PTA, the District Advisory Inservice Committee, the Classified Inservice Advisory Committee, principals and the district Curriculum Instruction and Assessment Committee. These committee and community components represent stakeholder leadership across the Auburn School District and community. The School Board Resolution for Waiver Days Plan is a culmination of faculty, staff and community support for improvement of student learning via a restructuring effort.

Evaluation of Restructure

The utilization of MAPs assessments, in conjunction with other standardized assessments and WASL, will provide ongoing data on the academic progress of students. The MAPs assessment provides feedback within 24 hours on the progress of students. Given the high student population mobility in the Auburn School District, it is critical that accurate placement and diagnosis of new student learners be expeditious and targeted.

Due to the State Board's expedited schedule for early waiver day submittals, the proposed interventions and data collection for the waiver days granted have not concluded. However, planned trainings will occur on March 16 and May 14, 2007, with the following school improvement plan targets:

- Develop student-led conferences with parents at the comprehensive high schools, with a focus on second language families.
- Write classroom lessons that differentiate learning for low-income demographics that are aligned with state standards and best practice.
- Develop strategies for ELL students to improve performance on the WLPT and WASL.
- Restructure schools to provide tier-one, tier-two, and tier-three intervention models for implementation during the 2007-2008 school year.
- Math is a core focus of all student learning plans with emphasis on content essentials, pedagogy, and student personalization. Math targets are driven by data results accumulated for achievement gap learners including low income, Hispanic and Native American student groups.
- Extended learning programs will be restructured for better alignment with math, reading, writing, and science standards, with additional focus on math.
- Educators will continue to develop assessment skills to provide data to drive individualized instruction to State standards.

Restructuring efforts will require strategic interventions at the classroom level to address Tier 1 and Tier 2 student learners and the development of intensive efforts for Tier 3 learners. The Washington Assessment of Student Learning is the ultimate measurement of restructuring success in reading and math for ELL and low socioeconomic learners. Student performance on the WASL will demonstrate dramatic improvements in the low socioeconomic and highly mobile segments of district populations. Significant progress made in closing the achievement gap will be evidenced.

Teachers will develop their skills through restructuring the OSPI collection of evidence and curriculum-based assessments to align with graduation required culminating portfolios, alternative learning and Goal 2 content achievement. Individual teachers will create instructional plans that are differentiated and targeted for learners below grade level expectations. Student work will reflect vestiges of the changes in classroom

culture that address the core goals of learning and the supplemental and individualized demands for all students to achieve high standards. The Auburn School District will formalize the development of these restructures to promote sustainability for future years.

Parents will be surveyed on an annual basis to assess the success and improvement of restructuring. Parents will articulate high levels of satisfaction with the Auburn School District restructuring efforts as a measure of their involvement and success in student achievement.

Summary

In summary, for the purpose of local restructure, the Auburn School Board requests a waiver of five (5) school days to be implemented in the school year of 2007-2008. School Improvement Plans will be implemented that promote the characteristics of high-performing schools, enhance teachers' use of differentiated instruction that will close the achievement gap, deeply align school instruction and assessments to State standards, develop intervention models across grade levels and promote cultural competency and ELL accommodations in classroom learning.

The time will be used for teachers to implement school-wide improvement plans at the classroom level and change the current culture of classroom instruction to be more targeted and effectively designed to State standards. Schools will collaborate and utilize intervention models to increase achievement in literacy, math and science. Teachers will work individually and collaboratively to develop models that will provide the sustainability of instruction to bring each student to higher standards of educational reform.

AUBURN SCHOOL DISTRICT NO. 408
KING COUNTY, WASHINGTON

RESOLUTION NO. 1078
WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

WHEREAS, the Auburn School District School Improvement Plans for each school serving students in pre-kindergarten through grade twelve has the mission of serving students in a safe environment so that all of the students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners; and

WHEREAS, the District's Inservice Advisory Committee; Curriculum, Instruction, and Assessment Committee; and district staff, parents, and community members have determined that staff need the additional professional development time to further develop instructional practices which support the goal of all students progressing towards achieving standard in literacy, mathematics, science, social studies, arts, and health and fitness; and

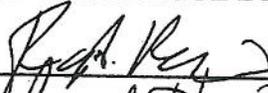
WHEREAS, staff and parents recommend reducing the number of student days while still meeting the program hour requirements as prescribed in RCW 28A.150.220; and

WHEREAS, the school board recognizes that while this reduction of student days results in a waiver request, the assessment results will show enhanced student learning.

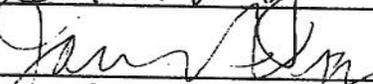
NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Auburn School District No. 408 hereby requests a two-day waiver from the minimum 180-day school year requirement under RCW 28A.150.220 and WAC 180-16-215 for the 2006-07 school year resulting in a 178-day school year for students in grades pre-kindergarten through twelve; and a five-day waiver from the minimum 180-day school year for students pre-kindergarten through grade twelve for the 2007-08 school year and the 2008-09 school year.

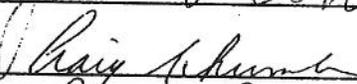
Adopted at a regular open public meeting of the Board of Directors held on October 23, 2006, the following Directors being present and voting therefore.

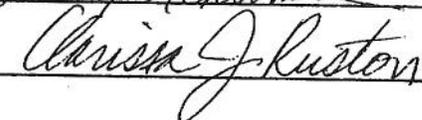
AUBURN SCHOOL DISTRICT NO. 408

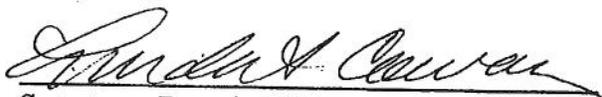












Secretary, Board of Directors

"STUDENTS ARE THE MOST IMPORTANT PEOPLE IN OUR PROFESSION"

CUSICK SCHOOL DISTRICT NO. 519

305 Monumental Way
Cusick, WA 99119-9761
(509) 445-1125 FAX (509) 445-1598

February 28, 2007

Ms. Pat Erish
Research and Assistance Program
Washington State Board of Education
Old Capital Building
P.O. Box 47206
Olympia, WA 98504-7206

Dear Ms. Erish:

Please find enclosed Cusick School District Board Resolution #2006-2007-2, adopted by the Cusick School District Board of Directors at their February 27th board meeting. The Board of Directors is requesting a waiver of four days for school years 07-08, 08-09 and 09-10.

The Board is requesting the waiver in order to participate in two days of staff development as part of PREP (Panorama Rural Education Partnership) in conjunction with 9 other Panorama districts and an additional two days of staff development at our district focused on improving instruction in writing and math.

The Cusick School District is requesting that the request be submitted for approval at the State Board of Education meeting in March.

Thank you for your consideration.

Sincerely,


Dan Read
Superintendent

Superintendent - Dan Read
Principal - Kathy Christiansen

Cusick School District is an Equal Opportunity/Affirmative Action employer.

Appendix

Value

The Cusick School District #59 is involved in a consortium of nine school districts (PREP – Panorama Rural Education Partnership) to provide consortium-wide professional development. The partnership has been truly valuable and staff has been able to receive training in writing, math, AP Springboard Math, AP Springboard Reading. Vertical teaming by subject area has been accomplished and grade level assessments have been developed. The consortium also provides support for our newly developed AP classes in the district (AP Physics, AP English, and AP Literature). We are very proud of our accomplishments but still need time to fine tune what we are doing.

In addition to the two days that we will spend with the nine other districts, we are requesting an additional two days for on-site staff development. In the past, we have scheduled four ½ days and staff development. Students are released at 12:20 on these days and teachers begin staff development soon after. This has not been ideal. We have found that absenteeism on these days ½ days is high and the students who do show up for school are very restless. Staff members are fatigued at the beginning of trainings. We wish to eliminate these half days and implement full day staff development.

Budget restraints prevent TRI days and current LID days are utilized for curriculum development & alignment, FOSS science training, vertical team building, alignment with EALRs/GLEs, and standardizing assessments.

Specific Standards

- Continue to review and revise curriculum with alignment with EALRS.
- Review assessments and emphasize improving test scores
- Staff development in writing (Jane Schaffer Writing Program)
- Continue to design and implement Advanced Placement Classes
- Provide time for staff to research data and explore instructional practices that will help improve student learning.
- Work on student learning outcomes associated with Gear Up, Navigation 101, and Advanced Placement.
- Continue to improve our Early Childhood Education program.

High Standards

We are very proud of our improvements, but strive to improve and align curriculum with EALRs. Teaching and learning will be adjusted through examination of true data. Assessment results will be thoroughly examined and be used to help improve student performance.

How will we assure Higher Standards

Cusick School District, in conjunction with PREP, will use WASL and building level assessments & data to determine the success of staff development and utilization of waiver training days.

Evidence that staff is committed and working cooperatively to implement the plan

The Cusick Board of Directors approved the 180 day resolution knowing the importance of being a part of the PREP consortium and the benefits of collaboration with other districts to improve student learning. Teachers are very excited for the opportunity to participate in training and simply see what other small districts and staff in their areas are doing successfully. Classified staff are thrilled for the opportunity to focus on training that directly effects them and how they can help kids.

Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan

Cusick is a small rural district with involved parents. Several parent committees exist within our small school district, all of which have the goal of improving student learning. The community is committed to continued improvement in education and focused staff development and training. The Kalispel Tribe and Camas Learning Center are vital partners in our district. Tribal elders, members, and student have been a part of learning improvement team and are committed to improving student learning and enhanced opportunities for students. The Kalispel Tribe has also been vital in pursuing grants that have helped in the development of the PREP consortium.

Cusick School District No. 59
305 Monumental Way
Cusick, WA 99119
(509) 445-1125

CUSICK SCHOOL DISTRICT #59
Resolution #2006-2007-2

A resolution of the Board of Directors of the Cusick School District No. 59, Pend Oreille County, Cusick, Washington to request a waiver for grades K-12 of the minimum 180-day school year (WAC 180-18-050) for the next three school years.

WHEREAS, the Cusick School District is working with the Cusick School Board of Directors to restructure education and to improve learning;

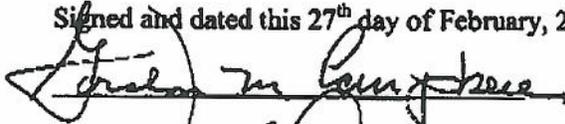
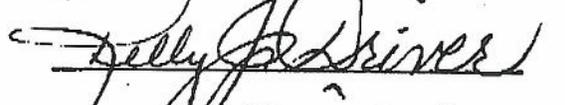
WHEREAS, the Cusick School District No. 59 Board of Directors recognize that:

1. Planning time is needed for staff to implement the identified goals and to align curriculum with state guidelines for instruction and assessment, and in calculating a 176-day school year, grade K will be 341 hours beyond compliance with the waiver, grades 1-12 will have 290 hours beyond compliance;
2. Attendance at Cusick School is lower on partial days and the learning processes are disrupted;
3. Full days designated for planning and in-service training have better facilitated training opportunities for both certificated and classified staff, and;

WHEREAS, the Washington 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 Cusick School District Board of Directors requests from the State Board of Education that the minimum 180-day school year be waived for school years 07-0, 08-09, 09-10, subject to approval by the Cusick School Board of Directors each year. This will create four full school days per year to be devoted to instructional planning and conferencing. The dates for such planning will be determined by the Cusick School District and approved by the Cusick School Board of Directors, and students in grades K-12 would not attend school on those days.

Signed and dated this 27th day of February, 2007.






CUSICK SCHOOL DISTRICT
2007-2008 School Calendar

Approved:



Cusick School District 445-1125
 Bus Garage 445-1231

DRAFT

Nov 5th	1st qtr. ends
Jan 23th	2nd qtr. ends
Apr 9th	3rd qtr. ends
June 12th	4th qtr. ends

Teacher LID Days

SEPTEMBER				
M	T	W	T	F
		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
5	6	7	8	9
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	

JANUARY				
M	T	W	T	F
		2	3	4
7	8	9	10	11
14	15	16	17	18
22	23	24	25	26
28	29	30	31	

September

Staff Orientation

3 Labor Day

4 Student's First Day

October

8 Panorama Staff Training Day

November

12 Veteran's Day Observed NO SCHOOL

21 Thanksgiving Vacation Early Release

22-23 Thanksgiving Vacation NO SCHOOL

December

20 Winter Vacation Early Release

21-31 Winter Vacation

January

1 Last Day Winter Vacation

21 M. L. King, Jr. Day NO SCHOOL

25 Last Day of Semester/Staff Training

February

18 President's Day NO SCHOOL

19-22 Mid-Winter Break

March

14 Panorama Staff Training Day

April

31-4 Spring Break NO SCHOOL

May

12 Staff Training Day

26 Memorial Day NO SCHOOL

June

Graduation

11 Early Release

First & Last Day of School

NO SCHOOL for students; Staff Orientation or Learning Improvement Day

NO SCHOOL for students; Staff Training Day=(NO SCHOOL for students)

NO SCHOOL for students; Staff Training Day=(NO SCHOOL for students)

NO SCHOOL

Days per Month

Sept.	19
Oct.	22
Nov.	19
Dec.	14
Jan.	20
Feb.	16
Mar.	19
Apr.	18
May	20
June	9
TOTAL	176

Emergency, snow and inclement weather days will be made up at the end of school.



EDMONDS SCHOOL DISTRICT

20420 68th Ave. W., Lynnwood, WA 98036-7400
425-431-7020 FAX 425-431-7034

Debby L. Carter, SHRP
Interim Assistant Superintendent
Human Resources

Includes Brier, Edmonds, Lynnwood, Mountlake Terrace, and Woodway

STATE BOARD OF EDUCATION

FEB 2 2007

RECEIVED

February 20, 2007

Washington State Board of Education
P.O. Box 47206
600 Washington St. SE
Room 253
Olympia, WA 98504-7206

Dear Ms. Ryan and State Board Members:

Attached is a request from the Edmonds School District for a one-year continuation of a waiver from the minimum 180-day school year.

Thank you for considering our request.

Sincerely,

Debby L. Carter, SHRP
Interim Assistant Superintendent
Human Resources

Enclosures

• OUR MISSION •

To ADVOCATE for all students by PROVIDING a learning environment which EMPOWERS students, staff and the community to MAXIMIZE their personal, creative and academic potential in order to BECOME lifelong learners and responsible world citizens.

EDMONDS SCHOOL DISTRICT NO. 15

REQUEST FOR WAIVER FROM THE MINIMUM 180-DAY SCHOOL YEAR
Grades 1-12

BACKGROUND DATA

The Edmonds School District No. 15 is requesting a continuation of the waiver of the five (5) school days from the required 180 school days for the 2007-2008 school year for grades one through twelve. Therefore, this waiver request affects grades one through twelve.

The requested five-day waiver will continue the replacement of the ten (10) half days previously scheduled early release time for staff professional development in grades one through twelve in effect prior to the 2003-2004 school year. The consolidation of time into five full days of training for staff at all levels has yielded, and will continue to yield, more benefit to student learning than the previous ten half-day releases. Time lost to instruction, 30 hours, is not changed under this waiver. In addition, our parents continue to indicate that providing professional development delivered in this way reduces the burden of childcare planning when students are not in school.

The purpose of this waiver request is to provide time for staff to implement school improvement goals which have been identified by each school on the "School Improvement Plan" form (attached). We believe we have met the specific requirements of WAC 180-18-050 (Waiver Requirements) as described below.

A. IDENTIFICATION OF THE REQUIREMENTS TO BE WAIVED

As provided by WAC 18-18-040 (Minimum 180-Day Waiver), the district is requesting a waiver of the minimum 180-day school year required by RCW 28A.150.220 and WAC 180-16-215 for grades one through twelve so we may schedule five (5) mandatory staff training days. A copy of the resolution approved by the Edmonds School District Board of Directors stating this waiver request is also attached.

B. SPECIFIC STANDARDS FOR INCREASED STUDENT LEARNING THAT THE DISTRICT EXPECTS TO ACHIEVE

Each school improvement plan must address the following:

- Characteristics of effective schools as identified by the Office of Superintendent of Public Instruction;
- Improvements in student literacy and mathematics performance;
- Safe and supportive learning environments;
- Educational equity factors including gender, race, ethnicity, culture, language and physical and mental abilities;
- Use of technology; and
- Other factors identified by the school community for inclusion in the plan or process.

C. HOW THE DISTRICT/SCHOOL PLANS TO ACHIEVE THE HIGHER STANDARDS, INCLUDING TIMELINES FOR IMPLEMENTATION

The five waiver days will be used for professional development activities by staff to work on curriculum and to work in teams to address student learning needs. Specifically, administrators and teachers will meet to refine school improvement plans, receive training, and work collaboratively to implement plans, analyze effectiveness of plans based on student learning data and revise and enhance plans for the following school year. Dates will be established for the 2007-2008 school year. The five days are crucial and contribute to the yearlong effort to improve student learning and make needed adjustments to the learning plans for students while there is an opportunity to positively impact the outcome of the school year.

C. HOW THE DISTRICT PLANS TO DETERMINE IF THE HIGHER STANDARDS ARE MET

The Edmonds School District philosophy of assessment is attached to this document. The district has an extensive assessment program to analyze results of multiple measures of assessment to determine if improved learning is taking place. Attached are the comparisons for WASL results between 2004-2005 and 2005-2006 school years. Using pre-waiver data as our baseline, we track and analyze subsequent assessment data to determine progress towards attainment of higher standards, as well as information to guide current and future staff development.

E. EVIDENCE THAT BOARD OF DIRECTORS, TEACHERS, ADMINISTRATORS, AND CLASSIFIED EMPLOYEES ARE COMMITTED TO WORKING COOPERATIVELY IN IMPLEMENTING THE PLAN

Attached is the district Improvement Plan which outlines the professional development opportunities that groups have collaboratively planned to help achieve student learning indicators.

Administrators and teachers continue to strongly support the change in the calendar as it provides an improvement in quality of instructional delivery and professional development activities. Further, having the time allocated within the school year allows learning, application, and assessment to be made throughout the year.

Classified staff are also involved in professional development activities in order to better support student learning. As an example, paraeducators use the waiver time in planned trainings at the building or District level to improve their skills and knowledge in working with students. (See attached agendas.)

The Edmonds School District Board of Directors has demonstrated its commitment by approving a resolution requesting the waiver from the minimum 180-day school year requirement.

F. EVIDENCE THAT OPPORTUNITIES WERE PROVIDED FOR FAMILIES, PARENTS AND CITIZENS TO BE INVOLVED IN THE DEVELOPMENT OF THE PLAN

Communication around the original calendar change, prior to the 2003-2004 school year, included communication to parents and community members about the planned change from ten (10) half days of early release for staff development to five full non-student days for staff development. The proposed use of those days was explained. Feedback was overwhelmingly positive as parents felt the reduction of the number of early release days minimized the disruption to family schedules. During the implementation of this calendar parents were supportive and greatly appreciative of the careful placement of the days which both enhanced staff development, as well as taking into account what would have the least impact on families.

Since receiving the waiver, beginning with the 2004-2005 school year, parents and the community members have been kept informed about the use of the waiver days for staff development and planning. The attached samples of individual school newsletters demonstrate how parents are kept informed at the building level. Our District newsletter has provided a global view, as well as specific information at each site. Our Citizen Planning Committee (CPC) receives information on a regular basis regarding the district's staff development plan and progress. The CPC is made up of parent representatives from every school in the district, as well as community members. At the CPC's January 2007 meeting where the calendar was being discussed, parent representatives expressed their support for the waiver days, stating they believe that the nonstudent, teacher contracted days are important and most helpful during the school year. Our superintendent's monthly community Roundtable meetings also provide opportunities for an exchange of information about our instructional program goals, assessment and progress.

Last year, we instituted a customer service survey at each site. This offers a venue for parents to share information about their satisfaction with the services provided, their ability to be involved and informed, and is an opportunity for them to address their concerns. Parent feedback indicates a high level of satisfaction with communication, parent involvement, and the instructional direction the district is headed.

Prepared by:

Debby L. Carter

Interim Assistant Superintendent, Human Resources

Phone: (425) 431-7012

Email: carterd@edmonds.wednet.edu

EDMONDS SCHOOL DISTRICT NO. 15
SNOHOMISH COUNTY, WASHINGTON

RESOLUTION 07-08
ADOPTION OF 2007-2008
WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

WHEREAS the Edmonds School District School Improvement Plans for each school serving students in kindergarten through grade twelve have the goal of providing an effective educational system and enhancing the educational programs for all students; and

WHEREAS, the district staff, parent, and community advisory committees have established that staff need the additional professional development time currently scheduled as early release days to further develop curriculum and instructional practices which support the goal of all students progressing towards achieving standard; and

WHEREAS, staff and parents recommend reducing the number of professional development early release days without reducing the total amount of time available for professional development activities; and

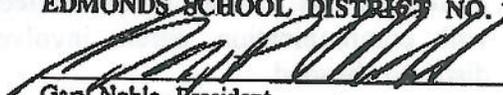
WHEREAS, the school district will offer the equivalent annual minimum program hour offerings as prescribed in RCW 28A.150.220; and

WHEREAS, we recognize that while this distribution of days results in a waiver request, the overall amount of learning time is equivalent and, in fact, more optimally structured on full instructional days rather than half days.

NOW THEREFORE, BE IT RESOLVED by the Board of Directors of the Edmonds School District No. 15 hereby requests a five-day waiver from the minimum 180 day school year requirement under RCW 28A.150.220 and WAC 180-16-215 for the 2007-2008 school year resulting in a 175-day school year for students in grades kindergarten through twelve.

Adopted at a regular open public meeting of the Board of Directors held on February 27, 2007, the following Directors being present and voting therefore.

EDMONDS SCHOOL DISTRICT NO. 15



Gary Noble, President



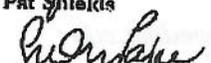
Ann McMurray, Vice President



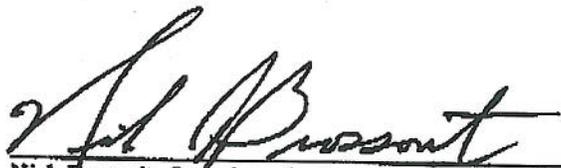
Bruce Williams



Pat Shields



Susan Paine



Nick Brosnott, Superintendent
Secretary, Board of Directors

EDMONDS SCHOOL DISTRICT FOUNDATIONAL BELIEFS FOR DISTRICT AND SCHOOL IMPROVEMENT

All students have the essential right to an instructional program that meets their individual needs, is of the highest quality and is based on best professional practices.

The Edmonds School District establishes goals for student achievement and growth based on assessment data and research along with school and community expectations. A shared decision making process is employed to support the district and individual schools working together and to respect the unique characteristics of each school.

Together we have both an individual and a collective responsibility to improve student achievement.

Students are more successful when jointly supported by parents, school, and community.

The Edmonds School District community of practitioners can create powerful change.

- Systemic instructional change for all students happens when principals are powerful instructional leaders with adequate time and resources available to them.
- The building of a strong adult learning community will raise the knowledge and skill of practitioners to a high level, resulting in high quality teaching and learning.
- High quality teaching in a supportive learning environment is essential to quality student learning.
- Adequate and efficient programs of support must be provided as a foundation to classroom learning.



Teaching and Learning Core Focus Areas

Core Focus Areas

For a number of years, the Edmonds School District has focused on four core areas for supporting the district mission and instructional goal. The four core areas include the development of a standards-referenced system, a focus on teaching for understanding, the development of a collaborative culture, and efforts to strengthen the learning environment. They represent what we believe to be essential practices to support student learning. These core focus areas encompass characteristics from the Nine Essential Characteristics of High Performing Schools and the Standards for the Teaching Profession.

Core Area	Characteristics
<p>Implementing a Standards-Referenced System</p> <p>The purpose of a standards-referenced system is to ensure optimal learning for all students. Using standards as a guide and assessments for gathering evidence, educators can monitor student progress and provide appropriate learning opportunities.</p>	<ul style="list-style-type: none"> • All aspects of the teaching and learning process focus on the goal of students demonstrating their learning • The system places an emphasis on the learners, the products they produce, and the processes they use • Students are provided a coherent curriculum: there is vertical and horizontal articulation of the standards, assessments, and instructional materials K-12 • Students are accountable for meeting standards and demonstrate achievement of standards in a variety of ways • Students are provided with ongoing feedback of progress and supports to meet standards • Teachers and administrators provide time and opportunity necessary for student success. • System support ensures staff members have: <ul style="list-style-type: none"> ○ A wide variety of instructional strategies for meeting the diverse learner needs ○ A deep understanding of the critical elements of a rich learning environment ○ A deep knowledge of the subject matter and research foundation in the areas they are responsible for • Teachers and administrators use data driven results to inform continuous school improvement
<p>Teaching for Understanding</p> <p>The ultimate goal of teaching for understanding is to ensure students really understand what they learn. Teaching for understanding is a complex process that requires a depth of content knowledge and pedagogy. High quality teaching is essential to quality student learning.</p>	<ul style="list-style-type: none"> • Teachers communicate and support high expectations for learning • Teachers design, create, and invent high quality, intellectually demanding work for students - work that calls upon students to think, to reason, and to use their minds well (rigor and relevance) • Teachers employ instructional best practices to actively engage students in learning • Teachers utilize a wide variety of instructional strategies to meet diverse learner needs • Teachers have a lifelong interest in refining their craft • A strong adult learning community raises the knowledge and skill of practitioners to a high level, resulting in high quality teaching and learning
<p>Developing a Collaborative Culture</p> <p>Building collaborative learning communities enhances the development of high quality teaching and is essential to improved student learning. Creating collaborative learning communities requires commitment and capacity for adults to think and problem solve together about how to improve instructional practice and student learning. Job embedded professional development focuses on building teacher leadership capacity in schools and gives teachers the opportunity to share the responsibility for teaching and learning.</p>	<ul style="list-style-type: none"> • Practitioners engaged in authentic work focused on the improvement of student achievement at the classroom and building level • There is a collective responsibility for supporting all students • Adults are committed to thinking and problem solving together about how to improve instructional practice and student learning • Teachers are involved with many opportunities to learn and grow, especially through professional sharing of practice • Leadership capacity within schools is enhanced through: <ul style="list-style-type: none"> ○ Strengthening deeper understanding for curriculum/instructional planning and best practices ○ Examining instructional practice and student work using protocols and facilitation skills ○ Developed quality instructional models, mentorship programs, and content area leads

Strengthen the Learning Environment
The school is committed to supportive human relationships that help students learn. A safe, civil, healthy, and intellectually stimulating atmosphere positively impacts student learning.

- Every student is valued, appreciated, and included in a diverse collaborative community
- Every student feels respected and connected and their learning is personalized
- Programs and facilities are organized and in ways that encourage the development of healthy student-adult relationships (the school is small or feels small)
- Both students and teachers exercise choice and make decisions in important elements of school life
- The school supports student learning by providing nurturing, inclusive environment that recognizes individual student needs, strengths, and future goals
- The school day and calendar provide flexible and variable blocks of learning time, with extended time when appropriate for the learner
- The classroom teacher fits learning to the definable, developmental level of students
- Classroom interactions are created that scaffold learning

District Goal One: Create engaging learning experiences that provide all students the opportunity to acquire the knowledge and skills necessary to experience post-secondary success, meet personal goals, and become productive community members.

The District will build a supportive foundation on which:

<p>Literacy Goals</p> <p>All students will demonstrate progress toward proficiency in reading and writing at or above grade level standard.</p> <ul style="list-style-type: none"> ➤ All students will read accurately and fluently. ➤ All students will understand what they read across all subject areas and for a variety of purposes. ➤ All students will write clearly and effectively for a variety of purposes. 	<p>Mathematics Goals</p> <p>All students will demonstrate progress toward proficiency in mathematics at or above grade level standard.</p> <ul style="list-style-type: none"> ➤ All students will demonstrate basic math concepts and procedures. ➤ All students will solve problems that arise in various contexts and communicate their thinking. 	<p>Learner Centered Environment</p> <p>All students will experience a safe, caring and encouraging environment.</p> <p>All students will be actively engaged in learning.</p> <p>All students will develop a positive attitude and confidence about learning.</p>	<p>Parent and Community Involvement</p> <p>All parents will experience a welcoming school environment and effective communication from school.</p> <p>The Edmonds School District will strengthen community partnerships to support academic achievement.</p>
<p>Literacy Indicators</p> <ul style="list-style-type: none"> ➤ Grade 2 State Reading Assessment. ➤ Grade 3 District Reading Assessment. ➤ Grade 6 District Reading Assessment. ➤ Grade 8 District Reading Assessment. ➤ Grade 8 District Writing Assessment. ➤ WASL 4, 7, 10. 	<p>Mathematics Indicators</p> <ul style="list-style-type: none"> ➤ Grade 2 District Math Assessment. ➤ Grade 5 District Math Assessment. ➤ Grade 8 District Math Assessment. ➤ WASL 4, 7, 10. <p>All students will complete at least the equivalent to Integrated Math II prior to graduation.</p>	<p>Learner Centered Environment</p> <ul style="list-style-type: none"> ➤ The District graduation rate will meet the required State goal when that is defined. ➤ The District will continue to maintain the level of unexcused absences at kindergarten through eighth grade under one percent as required. ➤ Increase positive responses on sixth grade reading and fifth grade math attitude surveys by 5%. ➤ Decrease students perception of being bullied as reported on Healthy Youth Survey at sixth, eighth and tenth grades by 4% every two years. 	<p>Parent & Community Involvement</p> <ul style="list-style-type: none"> ➤ 95% of parents who respond to surveys will indicate that schools communicate effectively. ➤ Increase programs such as tutoring, mentoring, extended learning and academic enrichment. ➤ Increase in outreach programs for parents of English Language Learners (ELL) students. ➤ Increase information to parents about high stakes assessment.

Indicators

The District and each school will meet the State Adequate Yearly Progress Washington Assessment of Student Learning (WASL) goals each year at each grade tested in reading and math for each of the following groups of students: all students, males, females, Asian, Hispanic, Native American, black, white, bilingual, disabled, disadvantaged.

For the District and for each school, student achievement on the identified indicators, will increase as reflected by at least 10 percent fewer students not meeting target each year compared to the performance of students at these grade levels in the previous school year on the appropriate assessments.

This will result in all Edmonds graduates being able to:

- Use information resourcefully;
- Communicate effectively;
- Manage socially and personally;
- Think strategically, and
- Meet graduation competencies.

DISTRICT STRATEGIES

The Edmonds School District Implementation Plan includes strategies to support higher achievement for all students through professional development of staff, the dedication of resources and extended learning opportunities. To ensure the success of these strategies, student performance will be closely monitored and strategies enhanced or revised as necessary. As results of the plan are measured and as the requirements of No Child Left Behind are further implemented, the District Improvement Plan will change and evolve.

TEACHING AND LEARNING

CORE AREA	SPECIFIC FOCUS <i>(The overall focus of our district is on closing the achievement gap and building high achievement for ALL students.)</i>	PROFESSIONAL DEVELOPMENT/TRAINING OPPORTUNITIES <i>(Opportunities will also be available at the building, quad, and program level.)</i>
Implementing a Standards-Referenced System	<ul style="list-style-type: none"> • Design secondary system • Refine elementary standards and reporting system (e.g. critical elements, assessments) • Vertical articulation (pre-K through 12 and beyond) • Administer State & District required assessments • Examine evidence, grading practice, making consistent judgments, electronic reporting • Use data for continuous improvement & accountability • Adaptations for special needs • Instructional materials support (classroom adoptions, school libraries, District media resources) 	<ul style="list-style-type: none"> • Pilot anchor tasks and graduation performance tasks • Understanding the system/using the system • Curriculum mapping and quad articulation work • Examining student work and scoring training/conferences • Assessment knowledge and understanding; using multiple measures and data management systems • Student Services and Highly Capable professional development • Curriculum adoption training
Teaching for Understanding	<ul style="list-style-type: none"> • Deepen content knowledge • Increase knowledge for instructional best practice incorporating current research on learning and the brain • Increase high expectations and student engagement (rigor and relevance) • Differentiated and adaptive instruction • Integrate technology for instruction 	<ul style="list-style-type: none"> • Understanding by Design/Backward Design Planning • Literacy/Math best practices • Teaching research, problem solving, investigating - contextual learning • Library Media Specialist (LMS) training & communication to provide access to 'real time' & authentic resources • Early Intervention/3 Tiered Literacy Intervention/Kindergarten • Student Services and Highly Capable professional development • Teacher Leadership Project (TLP) / Technology and Coaching Initiative (T2CI) coaching, tech training
Developing a Collaborative Culture	<ul style="list-style-type: none"> • Increase discourse about effective practice • Shared leadership to support continuous improvement • Horizontal articulation (grade level or content area) • New teacher mentoring/coaching 	<ul style="list-style-type: none"> • Critical Friends, Lesson Study, book study groups • Leadership team, literacy and math lead work • Instructional coaching • Classroom visitations, model lessons • Job-alikes, District-sponsored grade level meetings • New certificated orientation & training
Strengthening the Learning Environment	<ul style="list-style-type: none"> • Address barriers to learning • Develop continuum of interventions for opportunities to learn for all students • Develop 'lifelong learning skills' • Create safe environments 	<ul style="list-style-type: none"> • Classroom management • Intervention strategies • Multicultural/ English Language Learners (ELL) • Developmental Assets • Character education • De-escalation, emergency and crisis training

LEADERSHIP INSTITUTE

SPECIFIC FOCUS <i>(The overall focus of our District is on closing the achievement gap and building high achievement for ALL students.)</i>	PROFESSIONAL DEVELOPMENT/TRAINING OPPORTUNITIES <i>(Opportunities will also be available at the building, quad, and program level.)</i>
<ul style="list-style-type: none"> • K-12 support of instructional improvement. 	<ul style="list-style-type: none"> • Focus on supervision and support of literacy programs.
<ul style="list-style-type: none"> • Support collaborative leadership culture. 	<ul style="list-style-type: none"> • Mentor program for new administrators.
	<ul style="list-style-type: none"> • Joint effort to implement District Improvement Plan.
	<ul style="list-style-type: none"> • Promote instructional improvement using School Walk Through protocol.

EXTENDED LEARNING OPPORTUNITIES

SPECIFIC FOCUS <i>(The overall focus of our District is on closing the achievement gap and building high achievement for ALL students.)</i>	PROGRAM
<ul style="list-style-type: none"> • Provide intervention programs at critical stages of learning and based on benchmark results. 	<ul style="list-style-type: none"> • Implement Read 180 in high school.
	<ul style="list-style-type: none"> • Continue interventions at end of 1st, 2nd and 3rd grades.
	<ul style="list-style-type: none"> • Early literacy intervention.
	<ul style="list-style-type: none"> • Identify target group for intervention post 4th grade Washington Assessment of Student Learning (WASL), develop and implement program.
<ul style="list-style-type: none"> • Review English Language Learner (ELL) program. 	<ul style="list-style-type: none"> • Based on review, implement changes and monitor.
<ul style="list-style-type: none"> • Continue on-going assessment of summer school effectiveness and offerings. 	<ul style="list-style-type: none"> • Develop and implement recommended changes.

PARENT COMMUNITY INVOLVEMENT

SPECIFIC FOCUS <i>(The overall focus of our District is on closing the achievement gap and building high achievement for ALL students.)</i>	PROGRAM
<ul style="list-style-type: none"> • Parents of English Language Learner (ELL) students. 	<ul style="list-style-type: none"> • Develop and implement an outreach program to parents of English Language Learner (ELL) students.

BUDGET AND MANAGEMENT

SPECIFIC FOCUS <i>(The overall focus of our District is on closing the achievement gap and building high achievement for ALL students.)</i>	ACTION
<ul style="list-style-type: none"> • Support alignment of budget with District and school improvement plans. 	<ul style="list-style-type: none"> • Budget advisory committee work on establishing priorities to support District work.



**EDMONDS SCHOOL DISTRICT
SCHOOL IMPROVEMENT PLAN**

School Name:	
Principal:	
	Date:
Leadership Team Members/Others involved in preparation of this plan:	

Reading Accountability

Required	Characteristic 2 (Required) : High expectations for all students -- Includes educational equity component, accountability, and AYP goals		
District Improvement Goal	<i>All students will demonstrate progress towards proficiency in reading and writing at or above grade level standard. All students will read accurately and fluently; all students will understand what they read across all subject areas and for a variety of purposes; all students will write clearly and effectively for a variety of purposes.</i>		
Building Goal Statement:			
Continuing Goal from Last Year <input type="checkbox"/>			
Data source(s) for goal baseline (quantitative, qualitative)	Current results (Baseline/results from previous year)	Results at conclusion of SIP year	
		← →	
Additional evaluation criteria			



Reading Accountability Action Plan (Part 1)

Specific strategies involving staff and students to impact achievement -- may include focus from characteristics 4, 5, 6, 7, or other. Include collaboration strategies/activities.	Timeline	Persons Responsible	Evidence of Implementation at conclusion of SIP Year. What are the adults doing?	Evidence of impact (may include results at conclusion of SIP year, or other evidence) What are the students doing? How do we know the strategy was or wasn't effective?

Reading Accountability Action Plan (Part 2)

District Improvement Plan Parent and Community Involvement Goals: All parents will experience a welcoming school environment and effective communication from school. The Edmonds School District will strengthen community partnerships to support academic achievement.

Specific Strategies	Timeline	Persons Responsible	Evidence of Implementation at conclusion of SIP Year. What are the adults doing?	Evidence of Impact (may include results at conclusion of SIP year, or other evidence) What are the students doing? How do we know the strategy was or wasn't effective?
Specific strategies involving parents and community to impact achievement.				
Specific strategies integrating technology into instruction.				



Math Accountability

Required	Characteristic 2. <u>High expectations for all students</u> – Includes educational equity component, accountability, and AYP goals		
District Improvement Goal	All students will demonstrate progress toward proficiency in mathematics at or above grade level standard. <i>All students will demonstrate basic math concepts and procedures; all students will solve problems that arise in various contexts and communicate their thinking.</i>		
Building Goal Statement: <input type="checkbox"/> Continuing Goal from Last Year			
Data source(s) for goal baseline (quantitative, qualitative)	Current results (Baseline/results from previous year)	Results at conclusion of SIP year \longleftrightarrow	
Additional evaluation criteria			
<p>Additional evaluation criteria:</p> <p>1. Student achievement data (state, district, school)</p> <p>2. Student engagement data (attendance, behavior, participation)</p> <p>3. Student perception data (surveys, focus groups)</p> <p>4. Teacher perception data (surveys, focus groups)</p> <p>5. Parent perception data (surveys, focus groups)</p> <p>6. Community perception data (surveys, focus groups)</p> <p>7. Student growth data (value-added, growth percentiles)</p> <p>8. Student proficiency data (state, district, school)</p> <p>9. Student attendance data (state, district, school)</p> <p>10. Student behavior data (state, district, school)</p> <p>11. Student participation data (state, district, school)</p> <p>12. Student communication data (state, district, school)</p> <p>13. Student problem-solving data (state, district, school)</p> <p>14. Student communication data (state, district, school)</p> <p>15. Student problem-solving data (state, district, school)</p> <p>16. Student communication data (state, district, school)</p> <p>17. Student problem-solving data (state, district, school)</p> <p>18. Student communication data (state, district, school)</p> <p>19. Student problem-solving data (state, district, school)</p> <p>20. Student communication data (state, district, school)</p>			



Math Accountability Action Plan (Part 2)

District Improvement Plan Parent and Community Involvement Goals: All parents will experience a welcoming school environment and effective communication from school. The Edmonds School District will strengthen community partnerships to support academic achievement.

Evidence of Impact (may include results at conclusion of SIP year, or other evidence) <i>What are the students doing? How do we know the strategy was or wasn't effective?</i>	Evidence of Implementation at conclusion of SIP Year. <i>What are the adults doing?</i>	Persons Responsible	Timeline	Specific Strategies
				Specific strategies involving parents and community to impact achievement.
				Specific strategies integrating technology into instruction.



Supportive Learning Environment Accountability

Required	<u>Characteristic 8:</u> includes educational equity component	
District Improvement Goal	All students will experience a safe, caring, and encouraging environment. All students will be actively engaged in learning. All students will develop a positive attitude and confidence about learning	
Building Goal Statement:		
	Continuing Goal from Last Year <input type="checkbox"/>	
Data source(s) for goal baseline (quantitative, qualitative)	Current results (Baseline/results from previous year)	Results at conclusion of SIP year ←————→
Additional evaluation criteria		



Supportive Learning Environment Action Plan (Part 1)

Specific strategies involving staff & students to impact achievement – may include focus from characteristics 4, 5, 6, 7, or other. Include collaboration strategies/activities.	Timeline	Persons Responsible	Evidence of Implementation at conclusion of SIP Year. What are the adults doing?	Evidence of Impact (may include results at conclusion of SIP year, or other evidence) What are the students doing? How do we know the strategy was or wasn't effective?

Supportive Learning Environment Action Plan (Part 2)

District Improvement Plan Parent and Community Involvement Goals: All parents will experience a welcoming school environment and effective communication from school. The Edmonds School District will strengthen community partnerships to support academic achievement.

Specific Strategies	Timeline	Persons Responsible	Evidence of Implementation at conclusion of SIP Year. What are the adults doing?	Evidence of Impact (may include results at conclusion of SIP year, or other evidence) <i>What are the students doing? How do we know the strategy was or wasn't effective?</i>
Specific strategies involving parents and community to impact achievement.				
Specific strategies integrating technology into instruction.				



Optional		
Characteristic:		
Building Goal Statement: <input type="checkbox"/> Continuing Goal from Last Year		
Data source(s) for goal baseline (quantitative, qualitative)	Current results (Baseline/results from previous year)	Results at conclusion of SIP year ← →
Additional evaluation criteria		



Action Plan (Part 1)

Specific strategies involving staff & students to impact achievement – may include focus from characteristics 4, 5, 6, 7, or other. Include collaboration strategies/activities.	Timeline	Persons Responsible	Evidence of Implementation at conclusion of SIP Year. What are the adults doing?	Evidence of impact (may include results at conclusion of SIP year, or other evidence) What are the students doing? How do we know the strategy was or wasn't effective?
<p>Strategic Initiatives</p>	<p>January</p>	<p>Administrative Leadership</p>	<p>Faculty will use strategic quality or components of this year's evidence of implementation</p>	<p>Faculty will use strategic quality or components of this year's evidence of implementation</p>

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Version 1.0 (6/14/10)



Action Plan (Part 2)

District Improvement Plan Parent and Community Involvement Goals: All parents will experience a welcoming school environment and effective communication from school. The Edmonds School District will strengthen community partnerships to support academic achievement.

Evidence of Impact (may include results at conclusion of SIP year, or other evidence) <i>What are the students doing? How do we know the strategy was or wasn't effective?</i>	Evidence of Implementation at conclusion of SIP Year. <i>What are the adults doing?</i>	Persons Responsible	Timeline	Specific Strategies
				Specific strategies involving parents and community to impact achievement.
				Specific strategies integrating technology into instruction.

Philosophy of Assessment

Edmonds School District's Philosophy of Assessment

⇒ Overall Purpose of Assessment

Student assessment in the Edmonds School District provides **clear, meaningful, and balanced** information about the extent to which students are meeting district and state standards and will be used to **improve student learning**.

Edmonds School District staff believe the purpose of assessment is to serve the needs of students, teachers, parents, administrators, and the community by:

- providing essential information about student progress towards meeting standards.
- guiding educational improvement efforts.
- clarifying what students are expected to know and be able to do.

⇒ Guiding Principles

The assessment process consists of three stages:

1. Design/Selection
2. Implementation
3. Reporting and Using Results

The following principles guide Edmonds School District staff at each stage.

1. Design/Selection
 - Each assessment is designed and/or selected to be fair and equitable to all students and responsive to individual student needs.
 - Assessments measure student achievement of district and state standards.
 - Assessments are of the highest quality, measuring what they are designed to measure.
 - Assessments are designed and/or selected for their usability, specifically to yield results that link assessment and instruction.
 - To the extent possible, assessments are student centered, that is, engaging and intrinsically motivating to students.
 - Assessments are developmentally appropriate for students.
2. Implementation
 - The assessment process is open to all stakeholders, including students, parents, and the community, providing a shared understanding of the expectations and criteria for success related to each assessment.
 - The overall assessment plan is sustainable and manageable at the classroom, building, and district levels.
 - Assessment is ongoing so as to provide useful information throughout the school year.
 - Assessments given at benchmark years (e.g., 4th, 7th, and 10th grades) are considered cumulative assessments for all grades that precede the benchmark years.
 - Assessments are administered in a proper and ethical manner.
3. Reporting, Interpreting, and Using Results
 - All major decisions about a student or groups of students are based on multiple sources of evidence, with adequate sampling from a variety of appropriate assessments.
 - Assessment results are used for instructional improvement, in ways that benefit student learning.
 - Feedback about student performance and learning is provided in a timely manner.
 - Assessment data are disaggregated as appropriate to monitor achievement of subgroups of students.
 - Results are used to determine which students need additional time and instruction to meet standards and which programs or strategies are most effective.

Specific Assessments

Specific Assessments in the Edmonds School District

⇒ Overview of Assessments

Edmonds School District staff members administer the following types of assessments. Not all students will take all these types of assessments.

- ✓ state-mandated assessments
- ✓ district-wide assessments
- ✓ classroom assessments (including anchor tasks)
- ✓ school-wide assessments
- ✓ assessments for special programs
- ✓ assessments chosen to be taken by individual students

State-mandated assessments are required by the state of Washington to provide information about student progress toward meeting state-level goals. Staff in the Washington Office of the Superintendent of Public Instruction coordinate development of the assessments and dictate the administration procedures and policies.

State-mandated assessments (see Table 1) include:

- ✓ Second-Grade Oral Reading Assessment
- ✓ Iowa Tests
- ✓ Washington Assessment of Student Learning (WASL)

District-wide assessments are determined by a representative cross-section of Edmonds staff to provide information about student progress toward meeting district-and state-level goals. Purposes of district-wide assessments are to:

- collect consistent data at class, school, and district levels about how students are doing in meeting key indicators of success
- broaden the picture of student progress toward standards beyond WASL information
- provide school-level information to help staff develop and evaluate building goals and action plans
- provide grade-level information to help teachers plan instruction
- provide sample student work in response to the same prompt allowing teachers to discuss levels of performance and get a picture of what it means to “meet standard”
- provide anchor task information to teachers regarding evidence of individual student progress as well as informing classroom instruction
- Help school staff make consistent decisions regarding student placement in special programs.

District-wide assessments (see Table 2) include:

- ✓ K-8 Common Assessments
- ✓ Level Achievement Tests
- ✓ Secondary Anchor Tasks and Graduation Performance Tasks (under construction)

State and district assessments are “Common Assessments” because they are given in a standardized (common) way to all students at a grade level and/or in a course. Figure 1 depicts how the results of Common Assessments can be used.

Specific Assessments

Figure 1
How Common Assessment Results are Used

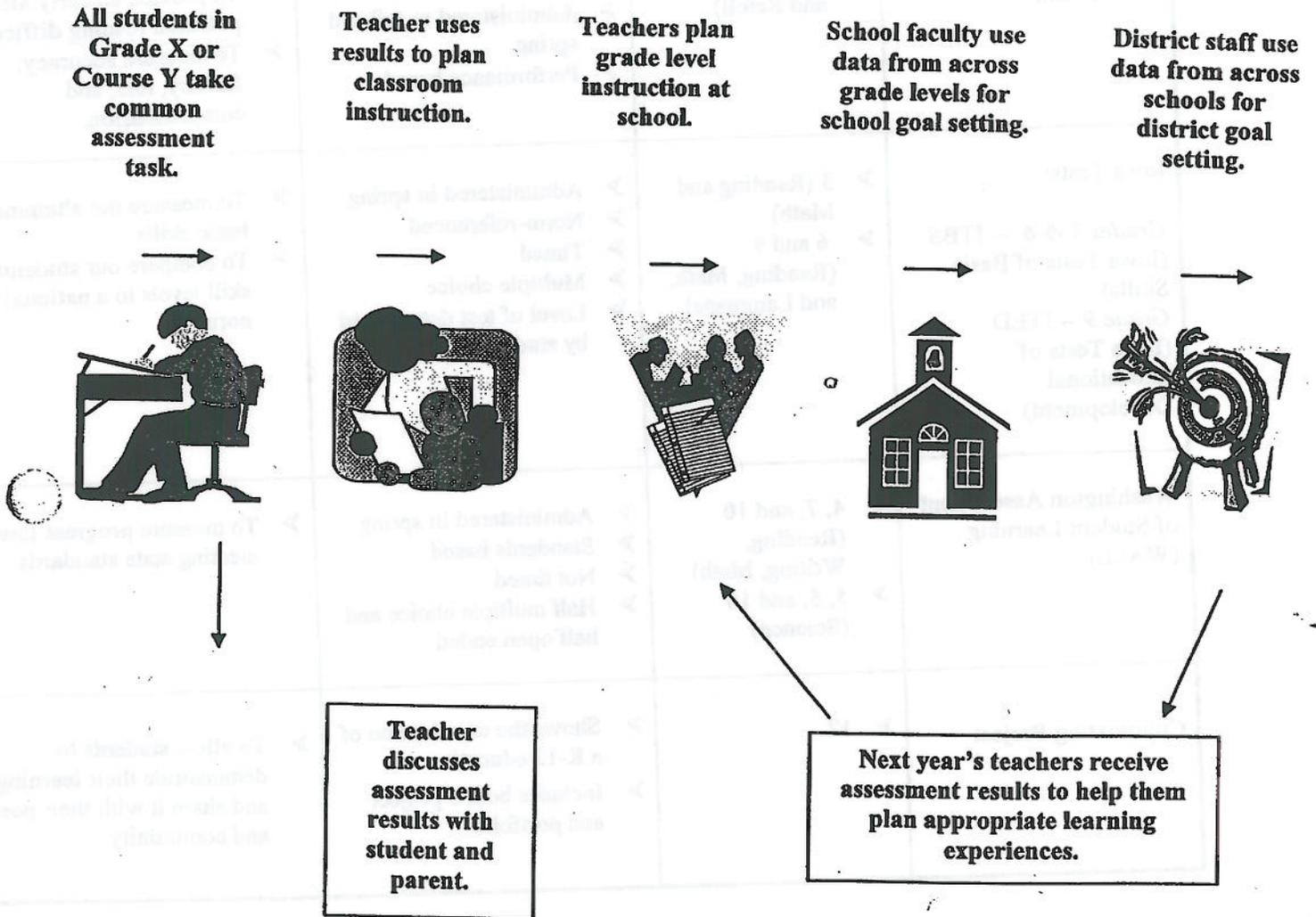


Table 1: State-Mandated Assessments

<i>Assessment</i>	<i>Grade Levels/ Subject Areas</i>	<i>Features</i>	<i>Major Purpose</i>
Oral Reading Assessment	<ul style="list-style-type: none"> ➤ 2 (Oral Reading and Retell) 	<ul style="list-style-type: none"> ➤ Individually administered ➤ Administered in fall and spring ➤ Performance based 	<ul style="list-style-type: none"> ➤ To provide an early alert to potential reading difficulties. ➤ To measure accuracy, fluency, rate, and comprehension.
Iowa Tests: Grades 3 & 6 — ITBS (Iowa Tests of Basic Skills) Grade 9 -- ITED (Iowa Tests of Educational Development)	<ul style="list-style-type: none"> ➤ 3 (Reading and Math) ➤ 6 and 9 (Reading, Math, and Language) 	<ul style="list-style-type: none"> ➤ Administered in spring ➤ Norm-referenced ➤ Timed ➤ Multiple choice ➤ Level of test determined by student's grade level 	<ul style="list-style-type: none"> ➤ To measure the attainment of basic skills. ➤ To compare our students' skill levels to a national norm.
Washington Assessment of Student Learning (WASL)	<ul style="list-style-type: none"> ➤ 4, 7, and 10 (Reading, Writing, Math) ➤ 5, 8, and 10 (Science) 	<ul style="list-style-type: none"> ➤ Administered in spring ➤ Standards based ➤ Not timed ➤ Half multiple choice and half open ended 	<ul style="list-style-type: none"> ➤ To measure progress toward meeting state standards.
Culminating Project	<ul style="list-style-type: none"> ➤ 12 	<ul style="list-style-type: none"> ➤ Shows the culmination of a K-12 education ➤ Includes both a project and portfolio 	<ul style="list-style-type: none"> ➤ To allow students to demonstrate their learning and share it with their peers and community.

Hazelwood Highlights

VOLUME 16, ISSUE 2

NOVEMBER 2005

Evergreen Bank

Evergreen Bank has a joint venture program with Hazelwood where students can set up their own Savings Account. Bank Day is every Thursday morning between 9:00 and 9:30AM in the Hazelwood Gallery. Your student can pick up an application anytime in the office or at the "bank" on Thursday mornings. There is no minimum balance or deposit required and there is no monthly service charge until age 18. Any withdrawal must be made in person at an Evergreen Bank location.

Greetings Hazelwood Community!

Teaching is a performing art! Teachers have a great deal in common with actors and actresses. When students arrive in their classrooms, it is like a theater curtain going up on a dramatic production. It is very exciting and challenging. Teachers are "on stage" from the minute students arrive to their departure. The daily production of teaching lasts longer than the usual 2-3 hour theater production. Teachers are on stage almost 7 hours every day with a short intermission (lunch!). While teachers are not in the business of entertainment, they work very hard to grab and maintain the attention of their audience, their students. They are committed and obsessed with helping children to learn and grow in a nurturing and invigorating environment. Like actors and actresses, teachers must do a great deal of work behind the scenes to ensure a quality production.

Sometimes it's easy to think of school as only what happens when the students are present and when the teacher is "on stage." All of us would be disappointed if we attended a play and found that the production was not ready. We would be stunned if the actors and actresses were still memorizing their lines, working on their choreography, fixing the lighting and sound, and just plain rehearsing. These elements are foundational to a quality theater production. So too, is the time and preparations that teachers do while they're "off stage." If we want a quality education for our children, it is important for our professional educators to be prepared each and every day. They need time to arrange all the unseen things, the backstage and rehearsal actions.

On behalf of our teachers and para-educators, I want to express heartfelt gratitude to our parents and our community for supporting them with time to prepare. The days when we do not have students ("non-student days") are critical in helping our staff provide a quality education to our students. Each school day has short preparation periods for staff that are essential to doing great lessons. On non-student days, staff members might attend workshops and/or seminars to upgrade their knowledge, craft, and skill. They might meet with one another to improve their instructional abilities. They carefully evaluate and assess student work. They create engaging lessons for students so that they can better learn and move towards achieving state and district academic standards. These non-student days are vitally important to our staff and we're grateful that our community understands and provides time for staff to prepare quality productions. Thank you for your tremendous support. Next time you see a Hazelwood staff member, feel free to offer applause for their tremendous "on" and "off" stage work.

Sincerely,
Tim Parnell

CEDAR VALLEY

SNOW LEOPARD NEWS



Volume 4, Issue 5

Anthony Byrd, Principal

March 2006

Principal's Message

It is hard to believe that we are just weeks away from finishing a very active school year. With that in mind, I am going to dedicate my message to various topics that matter at this time of year.

We have actively been pursuing exciting ideas at Cedar Valley this year and I want to make sure you know what those are. So, here is a list of "did you knows:"

- * Our staff is actively involved in powerful professional development in literacy. This work focuses on strategies to help your children comprehend text and anchoring itself in our classrooms.
Our staff has been working arduously to make certain that we are aligning our math curriculum within and across grade levels. This will help close the instructional gaps that come from any lack of coherence.
- * We have a Family Involvement Team (FIT) that is creating neat ways to connect with our community and to help our school represent the many cultures that make-up our student body.
- * We created a middle school service learning group this year and they are busy finding ways to bring student voice to our school (e.g. they lead our new Friday morning announcement program).
- * We are noticing a nice DROP in the number of referrals for disciplinary reasons!
- * Our list of tardy students has dropped significantly! Thank you to our families and to our staff for supporting this important effort.
- * We have hosted two principal interns this year- Kate Baehr and Jason Kerber. Thanks are in order to both Kate and Jason for their tireless hard work.
- * We hosted our first school clean-up on April 22nd. Thanks to our PSO and community for supporting that event.

Finally, our staff continues to work very hard in support of all students at Cedar Valley. Thank you.

Our Wonderful PSO

Our PSO continues to do a fabulous job. Specifically, they organize fundraisers, support staff during appreciation weeks, volunteer, help strategize about school direction, support community-building functions....and much, much more. It is great to see these dedicated folks take the time out of their very busy schedules to find a way to support all Cedar Valley students.

A Word of Thanks to our Volunteers!

As we head into the final weeks of the school year, I would like to extend a very warm thank you to the many exceptional people who volunteer their time at our school. Your support of our students is priceless.

Upcoming Professional Development Days

Thank you for supporting our staff's professional development days, May 12 and 26. We know that this can be a challenge to your schedule, so we using this time very wisely and productively. Here is a snapshot of how we will be using the two professional development times we have in May:

May 12th:

- * We will be studying key terms in Spanish and ways to work with English Language Learners. Our training will come from a local university professor.
- * We will continue our training in literacy best practices- primarily focused on teaching students effective comprehension strategies.
- * We will continue our work with cross grade level articulation in number sense.

May 26th:

- * We will continue our literacy training (see May 12th).
- * We will continue our cross grade level articulation in math (see May 12th).

Have a great month.

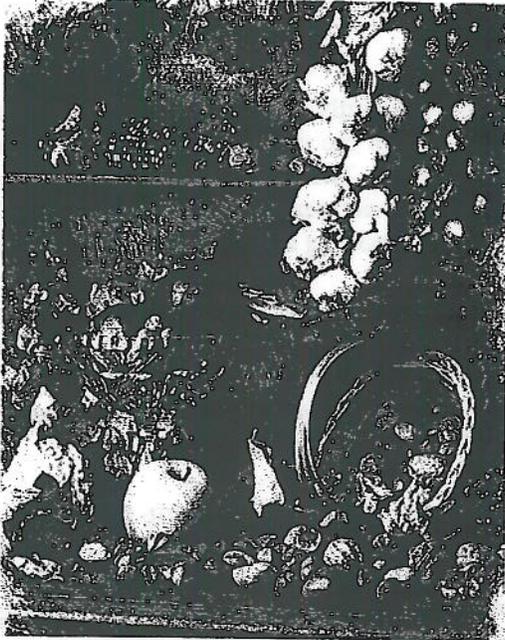
Tony Byrd
Principal

Issue 4
November
2006

THE BEAR FACTS



Happy Thanksgiving Madrona!



From the Principal

Thank you to **Gretchen Bunker** for organizing our wonderful Bear Scare event this year! Thanks also to the many helpers who decorated and worked the event. It has become a beloved family event at Madrona.

Thank you to our **Librarian Ann DeVight** AND the many parent volunteers who yet again created a fun and profitable book fair! This is a really huge project that Ann undertakes each year with the intention of highlighting books and reading for our students and in so doing gets lots of new books to add to our library collection. Also, I want to give a special thank you to the many parents who purchased books on teacher's wish lists. These are special treasures in each classroom that will be enjoyed for years to come.

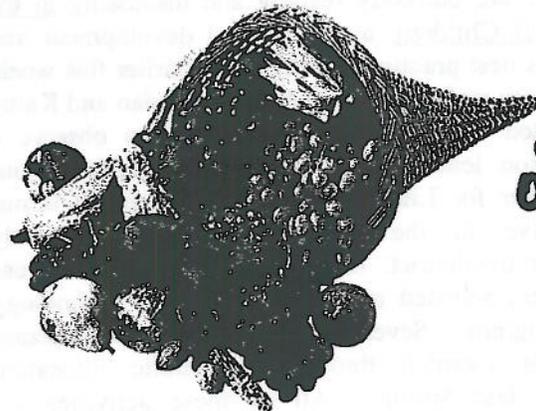
Thanks also to **Shana Lipscomb** who (in addition to everything else she does) has organized and will this month launch our Reading Buddies program for primary students.

Shana has recruited, screened and trained (with help from our reading specialist Kendra) some volunteers from our community who will listen to children who need oral reading practice each week. A great opportunity for our children AND members of our community who want to volunteer!

Gratitude is the fitting attribute for us in November. We will be focusing on an "attitude of gratitude" as a way of living beyond the holiday of Thanksgiving. I encourage you to join us in talking about what you are grateful for as a family both for the value of modeling gratitude but also for the value of teaching your family values to your children. I will be (as I do each month) visiting classrooms to read stories that illustrate our attribute and hosting discussions with students. These discussions are always, always impressive as students share their thinking and experiences.

This month our students will have a non-student day (November 9th) which is a professional development day for our teachers. Kim Copeland, our literacy coach, will be working with our teachers on further developing writing instruction. In addition we will have several study groups meeting to plan enhanced instruction. We are grateful for this time to work together towards the improvements we all want for our students.

Thanksgiving will be here before we know it. I wish every Madrona family a wonderful holiday and special family time together. Enjoy! - Lynda



*example
of parent
notice*

BOBCAT NEWS

OAK HEIGHTS ELEMENTARY SCHOOL

Greg Willis, Principal

October 2006

Principal's Message

Dear Parents,



We've had a wonderful start here at Oak Heights Elementary this year. Your children have made a smooth transition back into school and have been working hard in their classrooms. We want to thank all of you who were able to participate in our barbeque and Curriculum Night activities. The barbeque is a great way to get reacquainted and the Curriculum Night an opportunity to meet your child's teacher and hear plans for the year ahead. We appreciate your support and will continue to provide opportunities for parent involvement throughout the year.

We have begun with a sense of optimism and excitement. I'd like to take this opportunity to share some of the reasons why. While space does not allow me to describe each item in detail, I will give a few highlights.

Our staff continues their strong commitment to professional growth. During the non student day, Heather Croy led us through a review of the comprehension strategies teachers have been using early in the year. Heather, a former teacher here and a literacy coach in the district, then assisted us in establishing plans for the Reading program. Heather will be here a half day a week to support our Literacy program. Twenty two staff members are participating in a weekly book study group. We are currently reading and discussing In the Company of Children, a professional development text that teaches best practices for writing. Earlier this week, all of our new staff along with Jennifer Jordan and Kathy Yates visited College Place Elementary to observe a demonstration lesson and discussion. Jennifer is our Lead Teacher for Literacy and Jessica Fenwick is our representative in the new Math Project currently underway in the district. Marylee Penhollow and Theresa Bennett were selected to participate in the Technology Mentor program. Seven of our teachers are utilizing grant funds awarded through the Public Education Foundation last Spring. All of these activities are reflective of the intense effort within our staff.

We were recently selected as one of two schools to participate in the standards referenced grade book pilot project. The new system will be put in place throughout the district next year. The pilot will allow us to receive special training and support before the change.

Our extraordinary PTSA continues working toward reaching their goal of raising \$25,000 for the purchase of new playground equipment. They currently have \$19,000 and have received a district grant that will match up to \$25,000 in January of this year.

We are in the early stages of planning and designing an outdoor classroom and gardens here at Oak Heights. The vision grew out of a desire to create opportunities for the integration and application of Science for our students. The project has unlimited potential.

During the next few weeks a flashing school zone beacon will be installed here at Oak Heights. We appreciate the Washington Traffic Safety Commission's work in securing the grant funds and then providing the remaining funds to provide a pair of these beacons on 40 elementary schools in the county. This will have a significant impact on student safety.

While these are just a few of the many reasons for our optimism, the most important is the incredible and wonderful children you send to us each day.

Thank you,

Greg Willis
Principal

**Early Dismissal
October 23rd - 27th
11:30 AM
For Parent Teacher Conferences**

Inspirations Can Become Reality!

Early last spring the vision for an outdoor classroom hit me as I was leaving the computer lab. Our inner courtyard would be the perfect place for our students to experience some hands on learning. I shared the vision with the staff at Oak Heights and soon the enthusiasm grew. The Edmonds School District gave us the approval and we held a tulip fundraiser this fall to help with the "seed money". With the support of our families and friends, we raised close to \$2,000.00! A special thank you goes to Crystal Litts and Marianne McKenzie who volunteered to organize each student's tulip order.



To start the project, we decided to work in phases beginning with the ground. Focusing on the soil, Mrs. Fenwick's fifth grade class constructed worm bins. Several families helped with the construction and her students painted them. The food waste that is generated from our students' lunches will help maintain and support the bins. Our sixth graders began a Journey North Tulip project (see accompanying article). The planting beds were amended with the help of some rather wet weekend warrior families. Julie Mason looked especially fashionable in her rain gear as she volunteered to help the sixth graders plant all their tulips. As the tulips emerge, the students will compare the arrival of spring across the country from an interactive web site.

Last month, Room #5's students wrote a persuasive essay to Emery's Garden. The students asked Emery's Garden on 164th to consider being our partner in the community. Joe McNally, the horticulturist from Emery's has agreed to offer support and guidance with our outdoor classroom project. We are honored and thankful to have Emery's Garden become an educational alliance with Oak Heights Elementary.

With the arrival of spring, our outdoor classroom will continue to grow and bloom. Continue to watch for updates and announcements as the seasons change. Thanks to everyone who has supported, volunteered and encouraged our vision for enrichment opportunities for our children.

Marylee Penhollow, 6th Grade Teacher

Journey North Project

Did you see the flowerbed near the 6th grade classrooms? They are for the Journey North Project. Many schools throughout the U.S. are participating in this project.



Our school has been selected to take part in this activity. The purpose of the project is to find out where spring arrives first. We are planting tulips. First, we dug 7 inches deep. Next, we deposited one tablespoon of bone meal in the hole. Last, we placed the tulip bulbs upright in different holes. Wherever in the U.S. the tulips bloom first, is where spring arrives first. The sixth graders planted them on Tuesday, November 7. We look forward to seeing them bloom!

Reported by Jacob Morgan and Veronica Sloboda
Bobcat Reporters

Non Student Days

The school calendar has non-student days built in that allow teachers and other district employees to work toward continuing improvement. These days may be an inconvenience to many of you. Truly, they are critical to our staff's on-going professional development. I want to thank you for this gift of time.

During our non student days in November, we focused our efforts on Math. Using data from last spring's WASL and other assessments, each grade level targeted a specific area of needed improvement. The teams then matched the grade level expectations (standards) with the curriculum materials available. They also identified sample tests, WASL released items and other assessment tools to include in their planning. In addition, the grade levels had the opportunity to work together on grading the first trimester Math assessments. We are working to develop a model for improving our instruction. Our next steps include extending the process into other Math areas and to create opportunities for work between grade levels.

Greg Willis, Principal

September 27th, 2006

Dear Chase Lake Families,

The beautiful September weather has been a welcome balance to the busy-ness of the first month of school. The sunshine draws us back outside for a walk along the water, a bike ride or a Saturday football game. Your kids came in Monday morning looking like they played hard all weekend, as well they should! I hope you are getting a chance to play with them now and again.

The last two weeks kept the school full of people for long hours. We saw many of you at the first PTSA meeting, and then lots of families at the Welcome Back Dinner. We estimated that we served about 500 dinners that night, and had a successful Book Fair and Bake Sale for the 6th grade campers also. I noticed a more than a few tired volunteers at the end of last week! Thank you to Kari Bergstrom, Stacy Hearst and Val Thompson for organizing teachers and parents to pull off these last couple weeks of PTSA sponsored activities.

Last week we mailed out individual WASL results to parents and guardians of students who took the test in 3rd, 4th or 5th grade last year. If your child took the WASL and you have not received your letter, please contact us in the office. Last year was the first year we have had scores reported for all four levels, before then only 4th grade took this test in elementary. One of the benefits of testing more grade levels with the same kind of test is that we can better compare how a student progresses from year to year. This will be true for you as parents also. We will also be able to track how we do as a school from year to year.

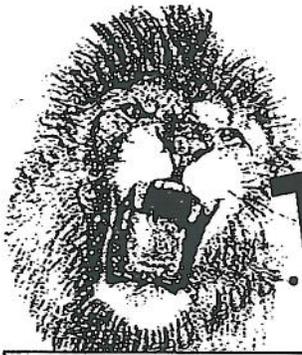
While the WASL results make it easy to compare outcomes from year to year and school to school within the state, it is important for us to keep our local context in mind when reviewing the data. So on Friday, when your students were home from school, we spent time as a staff looking at our WASL results to uncover what the data told us about our instructional program here at Chase Lake. There are a number of indicators that make up our local context, but socioeconomic advantage or disadvantage tends to have the most significant impact on learning. We serve a wide range of students at Chase Lake, and one indicator of our diversity is our Free and Reduced Lunch percentage which was 45 % last year. This compares to 27% in the Edmonds School District.

Keeping that in mind and some of the major changes we have made in supporting special education students, and students in our Title I program, we have held steady in both reading and writing at Chase Lake. I attribute that to our focus on improvement in instruction and alignment of teaching and assessment strategies over the past few years. In the area of math, our scores are lower this year in the 4th grade which was disappointing. But in looking at the other grades we saw that our 6th grade students performed at a higher level in math than the district average, and more importantly, better than when they were in 4th grade. Our staff has discussed some strategies to support our math program, and you will learn more about this over the next weeks.

And a few final comments about our character education focus this month. One afternoon I spent some time with a 1st grader, so I asked her about her day at school. She looked up and said, "I did empathy today," and then described how she helped her friend at recess. I loved this because it showed how deep an impact a few minutes each day can have on even the youngest students. Her use of the language is immature, but she is only 6 and is just beginning to learn her connection to our school community. I was happy she wanted to share her new understanding with me, and that I could recognize her for being a good citizen. It makes me optimistic about her future and ours. Learning that school is a safe place will help her meet and beat any learning challenges she encounters.

Sincerely,

Karen Nilson,
Principal



The Lion's Roar



Keeping Up With the Pride



Lynndale Elementary • David Zwaschka, Principal • Catherine Feller, Editor • December 2006, Issue 4

Dear Lynndale Families—

Welcome back to school (finally!) from the Thanksgiving break, and to what I hope will be a productive December. The next three weeks will be busy—please allow me to update you on some of the events happening around school, and to say *thanks* for one just now concluding.

Tomorrow, Friday, December 1st, the staff and I will conclude our third day of professional development around writing with Lynn Watson from the Everett School District. Ms. Watson has been a particularly effective—and entertaining—presenter who has helped us refine our instruction through the use of “Six Trait Writing” which include ideas, organization, word choice, voice, sentence fluency, and conventions (spelling, grammar, etc.). At the same time, we have read *6+1 Traits of Writing* by Ruth Culham, which extends our learning with additional theory and student examples. We could not have accomplished this important work without the gift of time that each of our non-student professional development days represents. *Thank you* for this, and for the opportunity you offer us to discuss and refine our instructional practices.

Thanks to a generous contribution from our parent community, Lynndale Elementary will host “**Math Night for Families**” on Wednesday, December 13th from 6—8 pm in the gym. The PTA purchased over 125 math enrichment games for kindergarten through sixth grade students from *Math & Stuff* in Seattle last month; during the last two weeks, intermediate students have been learning how to play them, and will be teaching them to our younger students soon. We invite you to come to school the evening of the 13th so your children can teach you what they’ve learned. While

enjoying an evening with your family, you will be showing your children how much fun—and educational—these activities can be. There is no charge to attend, and no requirement to purchase anything. Of course, if you find a game you just have to have, *Math & Stuff* will sell it to you. All games already purchased by PTA will remain at Lynndale for our students to enjoy for years to come.

First trimester concludes today, Thursday, November 30th, and report cards will arrive home on Friday, December 8th.

The first seven-week session of after-school programs will also wrap up soon. Thanks to everyone—teachers, parents, and community funders—for all you’ve done to bring these programs to our students; they have benefited tremendously, and we couldn’t have done it without you. A special thanks goes to Program Coordinator Ms. April Musselman, whose organization, communication and good humor proved instrumental in our start-up efforts. We look forward to offering another series of classes beginning in mid-January. Stay tuned for more details.

The Dali Lama once said, “It is not enough to be compassionate. You must act.” Thanks to the entire Lynndale staff and parent community for all of your efforts, and for making Lynndale such a healthy place for kids.

Best wishes for a safe, peaceful December!

Dave Zwaschka

Lynndale Elementary

Address: 7200 191st Pl. SW • Lynnwood, WA 98036
Office hours: 7:00 am to 3:30 pm Monday-Friday

To Report An Absence:

Phone: 425-431-7365 • Dial number and press 1.
Report absence/tardy by 8:30 am on same day



COLLEGE PLACE MIDDLE SCHOOL

Cougar News

RECEIVED
HUMAN RESOURCES/PAYROLL

Principal's Message

Dear CPM Families,

The beginning of the 2006-2007 school year has been a time to welcome new students, parents and staff to College Place Middle School. Students have been busy learning about guidelines for success. Staff has worked to prepare and deliver lessons that are keys to establishing a positive and engaging learning culture.

WASL results show that CPM students demonstrated learning improvement in all areas last year! Our 7th grade writing scores take the prize with a 17 point improvement from the previous year's scores. Our staff will use testing data to guide decisions about instruction and curriculum. Staff development meetings this year will include trainings in cultural competency, Critical Friends work, literacy, math and collaborative research. This intentional work will have a positive impact on student learning.

The University of Washington is providing resources and support for CPM teachers because of our involvement in an Ackerley Network Partnership. The Network is providing what we need to strengthen and improve our school culture and practices to continue to improve student learning. Staff has the opportunity to participate in a seminar series titled Teaching Racial Literacy this year. This work will help staff develop skills to bridge the cultural divide that exists when working with parents and students of color. The first seminar is scheduled for October 13th.

In addition to staff development opportunities, the Network, is establishing CPM as a teacher training center. Students from the University of Washington are involved in classroom observations and internships throughout the year. Currently there are two interns working with Science Classes, Jeremy Schrader and Renata Durst.

Newsletters will provide monthly updates on events and happenings at CPM. Please take time to read over this important communication. I would also like to take this opportunity to invite parents and guardians to volunteer when there are opportunities. It takes all of us working together to make CPM such a great place to learn!

Warmly,

Thea Gardner

COUGAR CALENDAR

- | | |
|------------|-------------------------------------------------------------|
| October 6 | Cougar Run, app. 1:00 P.M. start time |
| October 12 | Parent Club Meeting, 7:00 P.M. in the library |
| October 13 | Teachers' Professional Development Day,
<i>No School</i> |
| October 20 | 7th Grade Hearing and Vision Screening |
| October 26 | Curriculum Night, 6:30 P.M. |
| November 3 | Cougar Run Assembly and Dance |

November 2013

EDMONDS SCHOOL DISTRICT WAS
**Meadowdale Middle
School**

Viking News

Dear Meadowdale Community,

This fall, there is reason to celebrate at Meadowdale Middle School! Our recent WASL scores indicate that 92.2% of our 7th graders were at standard for Conventions with their writing. This is outstanding, and unless you dig deep into the WASL scores you may not notice the amazing results we are having here. For instance, we had 27 students who were only 1 and 2 points below passing the 7th grade reading WASL. If those 27 students had reread the passage one extra time, or answered one more multiple choice question correctly, or possibly wrote one more sentence to summarize the reading passage, then we would have had 85.2% of our 7th graders at standard in reading! These are great scores and demonstrate a deep commitment to teaching and learning on behalf of teachers and students alike. Of course, it is our goal to have 100% of our students at standard in reading, writing, math, and science. To this end, we are making progress and we are proud of our students at MMS!

On November 9 we will continue our Content Team Work that brought about such fantastic results in reading and writing at MMS. Content Teams are working to provide a guaranteed curriculum to every student, teaching with best instructional strategies, and are using common assessment data to confirm curriculum and instruction strengths. All teachers post common vocabulary for their subject area on their classroom walls, use the 5 step writing process, and support the 4-step math problem solving process by embedding it into their curriculum. In addition, our 3rd period reading class is intentionally teaching weekly reading strategies to every student every day. As our WASL scores show steady improvement, we narrow our focus to help students who continue to struggle in school. Theresa Cole, our 7th grade counselor and administrative intern, is in the process of developing a Pyramid of Academic Interventions to strategically connect struggling students with more purposeful and meaningful academic interventions.

Next, I would like to wish Kristin Nelson, Assistant Principal, best wishes for staying entertained and occupied while she remains on bed rest until her baby's due date in mid-December. We miss her terribly.

Finally, I would like to invite you to our renovated school website to read the Principal's Letter that will be updated biweekly. In this letter, I intend to provide insight into the happenings at MMS that you may not receive in this monthly newsletter. It will be updated regularly to provide you with current, meaningful, and regular communication.

Sincerely,

Christine Avery, Principal

MEET JOE WEBSTER, OUR NEW ASSISTANT PRINCIPAL

My name is Joe Webster and I am thrilled to join the Meadowdale Middle staff. This is not my first Viking experience. I taught history here in the early 90s and was a student here in the early 80s. I have spent the past 10 years at Edmonds-Woodway High School as both a teacher and Dean of Students. I am grateful for this opportunity to return to Meadowdale as your assistant principal. This is an outstanding school with a very hard working, caring, and dedicated staff. Feel free to contact me with any question you may have about MMS—I look forward to hearing from you!

"Meeting Paraeducator Competencies" 2006-2007 Staff Development Day #3

Friday, January 26, 2007 - Edmonds-Woodway High School
7600 212th Street SW Edmonds, WA 98026
(425) 431-7900

Parking will be limited; please consider carpooling!

It's training time again! In order to assist you with your continuing development as a Paraeducator, we have put together a schedule that we believe will meet your needs in striving towards the various competencies required of you. As always, we have listened to your feedback and come up with several requested courses that you should find very interesting and useful. Please read through the selection of options listed below and choose the session(s) you would like to attend.

Time	Topic
7:45-8:30	Check-in
8:30-8:45	"Welcome and Introduction" Pam Lux – President, Edmonds Association of Paraeducators Debby Carter – Assistant Superintendent for Human Resources (Interim)
Early Morning Session	
8:45-10:15	"Harassment in Schools: What Paraeducators Need To Know" Chris Burton, Attorney at Law This workshop will assist you in assuring a welcoming learning environment for students and a safe working environment for you and your colleagues. Chris Burton brings his experience as a 14 year high school teacher and 4 year attorney to this practical training, which will inform you about issues related to harassment in schools. He will combine Edmonds School District policy, State and Federal laws, and practice scenarios to help you better understand your practical role and legal duties relating to promoting a safe and welcoming environment for all. (Suggested Competencies: 2, 4)
10:15-10:30	Break
Breakout Session #1 - Choose Top Two Preferences for Late Morning Session	
10:30-11:45	"Developing Basic Math Skills: A Tool For Paraeducators" Darrol Haug – Math Tutor Darrol Haug is a retired marketing executive who has been volunteering as a math tutor at Maplewood K-8 Coop for the past 7 years. He has developed an easy-to-use tool to evaluate the District's basic multiplication and division standards for Grades 4 and 5, and the tool can be used for all grade levels to identify children not meeting these standards. Worksheets have also been developed to work with children on the areas of need to reach the standard. Both the tool and the worksheets can be used by parents, teachers, and students to evaluate and work on basic math skill standards. This seminar will provide a packet of tools and worksheets for each participant and will cover tips and best practices developed over the past 7 years for the effective use of the material with individual students. This course will be most applicable to Paraeducators working with elementary and middle school students. (Suggested Competencies: 9, 10)

10:30-11:45	<p><i>"The Reading WASL"</i></p> <p>Sarah Schumacher – Teacher, Edmonds-Woodway High School</p> <p>This session will focus on the Reading section of the WASL and various strategies you can use to help students prepare to succeed on the test. Participants will have a chance to look at released items and sample student responses, as well as to look at the way the tests are scored. The strategies given will be based on student data from previous tests and can be implemented with individual students or whole classes. This course will be most applicable to Paraeducators working with middle and high school students. (Suggested Competencies: 9, 10)</p>
10:30-11:45	<p><i>"Special Education Updates and Open Forum"</i></p> <p>Tim Garberich – Manager, Elementary Learning Support Sydney Voorhees – Manager, Secondary Learning Support and Work Adjustment Program</p> <p>This session will provide you with a review of anticipated changes in special education law from reauthorization of IDEA, as well as a review of district special education programs and initiatives. You will also have the opportunity to ask any questions you may have regarding special education, Title I, and LAP during an open forum. (Suggested Competencies: 1, 3, 8)</p>
10:30-11:45	<p><i>"Sign Language Survival Skills"</i></p> <p>Kathy Jackson – Interpreter for the Deaf</p> <p>In this workshop you will learn a sampling of survival signs to help you through brief communication exchanges with deaf and hard of hearing children in the lunch room, playground, classroom, and other casual social settings. You will learn 25-75 words, brief phrases, greetings, and a few culturally significant norms. This course will be applicable to Paraeducators working with students at all levels. This is a similar session to the one offered in October and December for Paraeducators who could not previously get into it. (Suggested Competencies: 1, 8)</p>
10:30-11:45	<p><i>"Kindergarten Phonemic Awareness Part IV"</i></p> <p>Cindy Anderson – Title I/LAP Specialist Megan McCarthy – Teacher, Chase Lake Elementary</p> <p><u>OPEN ONLY TO PARAEDUCATORS PROVIDING PHONEMIC AWARENESS TRAINING FOR KINDERGARTEN STUDENTS</u></p> <p>This session is designed for Paraeducators who are currently implementing Phonemic Awareness lessons with kindergarten students at each building. Participants will receive the final installment of lessons (61-80) for the Phonemic Awareness Notebook. Facilitators will demonstrate key concepts and skills included in these lessons, and participants will have an opportunity to practice and apply specific strategies using the materials. As always, we are excited to continue our work with you, to listen to your insights and to respond to questions that may have come up as you work with the students. (Suggested Competencies: 9, 10)</p>
10:30-11:45	<p><i>"Formatting a Worksheet and Working With Charts in Microsoft Excel"</i></p> <p>Technology Staff</p> <p>This year's Microsoft Office sessions will be facilitated by Technology Department staff, who will lead you through workbooks on the most highly requested topics from the survey you received in September. Your facilitator will walk you through the workbook and answer any questions you may have, and afterwards you will get to keep the workbook and refer back to it whenever you want. Priority for space in this session will be given to Paraeducator Office Assistants. (Suggested Competency: 13)</p>
10:30-11:45	<p><i>"New Copy Machine Orientation"</i></p> <p>Sean O'Connell – Witt Company</p> <p>Here is your last chance to learn all about the capabilities of the new copy machines that have been placed in buildings across the District. If you are a regular user of your school's copy machine, you won't want to miss this session! (Suggested Competency: 13)</p>
11:45-1:00	<p>Lunch (on your own)</p>

Breakout Session #2 - Choose Your Top Two Preferences for the Early Afternoon Session	
1:00-2:15	<p>"Developing Basic Math Skills: A Tool For Paraeducators"</p> <p>Darrol Haug – Math Tutor</p> <p>A repeat of the session offered at 10:30 a.m. (Suggested Competencies: 9, 10)</p>
1:00-2:15	<p>"The Writing WASL"</p> <p>Sarah Schumacher – Teacher, Edmonds-Woodway High School</p> <p>This session will focus on the Writing section of the WASL and various strategies you can use to help students prepare to succeed on the test. Participants will have a chance to look at released items and sample student responses, as well as to look at the way the tests are scored. The strategies given will be based on student data from previous tests and can be implemented with individual students or whole classes. This course will be most applicable to Paraeducators working with middle and high school students. (Suggested Competencies: 9, 10)</p>
1:00-2:15	<p>"Decoding Multi-Syllabic Words"</p> <p>Kendra Wagner – Teacher, Madrona K-8</p> <p>When students stumble over long words while reading aloud, what do you do? This session will present some strategies for teaching older readers how to read long words. Some students seem to have "big-word-a-phobia" and stall at longer words, or skip over them completely. Discover syllable strategies that you can use right away to prevent this! This course will be most applicable to Paraeducators working with students from 2nd through 8th grade. (Suggested Competencies: 9, 10)</p>
1:00-2:15	<p>"Considering the Sensory Issues for Students with Autism"</p> <p>Jean Gant – Autism Specialist Kathie Davis – Autism Support Specialist</p> <p>Students on the Autism Spectrum can have a variety of sensory sensitivities that affect their responses and behavior, from aversion to noises to seeking movements that provide strong stimuli. How do we identify these sensitivities, and what can we do about them? No two students are the same in this area, but we will describe some common sensory issues for students throughout the AS continuum, and give some ideas on ways to help students and those around them live more comfortably with them. We will also have an Occupational Therapist available for answering your questions. This course will be applicable to Paraeducators working with students at all levels. (Suggested Competencies: 1, 3, 8)</p>
1:00-2:15	<p>"Harassment, Intimidation, and Bullying"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>The National Education Association has found that more than 160,000 kids do not go to school because they fear being bullied. The Department of Education and U.S. Secret Service report that 2/3 of school shooters reported being bullied. This empowering presentation will better equip school staff to understand the laws regarding bullying, to recognize and intervene when bullying occurs.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Understand WA State law <i>and</i> your District policy regarding bullying, intimidation and harassment in schools. 2. Know that there are ramifications for educators who don't report bullying! 3. <i>Recognize</i> and <i>intervene</i> when bullying occurs. 4. Understand the importance of documenting intervention attempts. <p>(Suggested Competencies: 2, 6, 11)</p>
1:00-2:15	<p>"Sign Language Survival Skills"</p> <p>Kathy Jackson – Interpreter for the Deaf</p> <p>A repeat of the session offered at 10:30 a.m. (Suggested Competencies: 1, 8)</p>

1:00-2:15	<p>"Skyward Scheduling: Part I"</p> <p>Vicki Williams – Student Information Services Coordinator Linda Cline – Information Systems Support Specialist</p> <p>We have a great deal of information to share with you on Skyward this time so we have spread the material across two sessions (1:00 and 2:30). Please sign up for both sections of the class if this information applies to you! In these sessions we will provide detailed explanations of how the course master works, including how to build sections and meets, schedule students into classrooms, change student schedules, as well as how to run many scheduling reports such as class rosters, student schedules, teacher schedules, etc. We will also explore the connection between student scheduling and the Standards Based Gradebook and how changes to student information in the school office affects teachers' gradebooks. This class is designed for elementary Office Assistants. (Suggested Competency: 13)</p>
1:00-2:15	<p>"New Copy Machine Orientation"</p> <p>Sean O'Connell – Witt Company</p> <p>A repeat of the session offered at 10:30 a.m. (Suggested Competency: 13)</p>
2:15-2:30	Break
Breakout Session #3 - Choose Your Top Two Preferences for the Late Afternoon Session	
2:30-3:45	<p>"Which Students Can Read This Text? – Part II"</p> <p>Phyllis Keiley-Tyler – Instructional Coach, Alderwood Middle</p> <p>This question involves the following two issues: 1) What is the reading level of the text being used? 2) What is the reading level, or reading ability, of students using the text? Part I of this topic, offered in December, addressed student difficulties understanding text and readability of text-based material. We will begin by sharing how you used the information. Part II will explore the importance of student ability in understanding text material. We will discuss strategies for determining student reading level and the importance of an appropriate match of text-based material.</p> <p>This session will be picking up where we left off in Part I and building upon what you have already learned, but you are welcome to join us even if you missed the last session, and you will still get a great deal out of it. This course will be applicable to Paraeducators working with students at all levels. (Suggested Competencies 9, 10)</p>
2:30-3:45	<p>"Non-Fiction Strategies"</p> <p>Kendra Wagner – Teacher, Madrona K-8</p> <p>In science and social studies texts or materials there is often a lot of information presented, as well as many new vocabulary words and concepts. Students need ways to break the reading down into manageable parts, and tackle vocabulary, in order to remember the most important information. Find out some ways to piece apart non-fiction readings with students, and provide them with tools to understand key ideas. This course will be most applicable to Paraeducators working with students from 6th - 12th grade. (Suggested Competencies: 9, 10)</p>
2:30-3:45	<p>"Asperger's Syndrome: A Workshop for Secondary Paraeducators"</p> <p>Gail Shepard – Teacher, Edmonds-Woodway High Deena Maroutsos – Teacher, Edmonds-Woodway High</p> <p>Working with middle and high school students with Asperger's Syndrome presents many challenges and frustrations, but also many opportunities for wonder, delight, and appreciation. These young people possess many strengths, and while their disability manifests itself differently from individual to individual, there are some consistent strategies that may assist you in working successfully with these amazing teens, and helping them to reach their potential.</p> <p>We realize that your experiences in working with these students has well acquainted you with the disability itself, so we would like to focus this presentation on offering tips and strategies to help you work with your students. Because every student's needs are so unique, please come to this session with questions or scenarios to share for discussion and input. We look forward to learning from your wealth of experiences. This course will be most applicable to Paraeducators working with secondary students (Suggested Competencies: 1, 3, 8)</p>

2:30-3:45	<p>"Harassment, Intimidation, and Bullying"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>A repeat of the session offered at 1:00 p.m. (Suggested Competencies: 2, 6, 11)</p>
2:30-3:45	<p>"Advanced Email Features and Organizing Information in Microsoft Outlook"</p> <p>Technology Staff</p> <p>This year's Microsoft Office sessions will be facilitated by Technology Department staff, who will lead you through workbooks on the most highly requested topics from the survey you received in September. Your facilitator will walk you through the workbook and answer any questions you may have, and afterwards you will get to keep the workbook and refer back to it whenever you want. Priority for space in this session will be given to Paraeducator Office Assistants. (Suggested Competency: 13)</p>
2:30-3:45	<p>"Skyward Scheduling: Part II"</p> <p>Vicki Williams – Student Information Services Coordinator Linda Cline – Information Systems Support Specialist</p> <p>Continuation of the Skyward session beginning at 1:00 p.m. (Suggested Competency: 13)</p>
2:30-3:45	<p>"New Copy Machine Orientation"</p> <p>Sean O'Connell – Witt Company</p> <p>A repeat of the session offered at 10:30 a.m. and 1:00 p.m. (Suggested Competency: 13)</p>

REGISTRATION PROCESS

Please email your registration to Kirk Barney, HR Analyst, (barneyk@edmonds.wednet.edu) and be sure to include the following information:

- Your name
- Your school
- Your daytime phone number(s)
- Whether you will be attending the early morning session
- Your **TOP TWO PREFERENCES** for each of the time slots for the three breakout sessions
- If you need an ASL interpreter to be present at your sessions

You will not receive a confirmation before the program. You can assume that your choices have been recorded if you do not hear back from us and you will receive your schedule the day of the training. Registration will be handled on a first-come first-served basis, and some classes have size limits so please register as early as possible to ensure your selection. Remember that you should register for enough classes to cover the hours of your normal working day. If you have any questions about the registration process, feel free to call Kirk at 7025.

**Remember to provide your TOP TWO PREFERENCES for each time slot!
If your first choice is full, we need to know where to put you during that time slot.**

****If you don't supply a second choice and your first choice is full, we will no longer contact you for a second choice and will instead choose a session for you based on availability.**

**The registration process will close on Tuesday, January 23rd at 5:00 p.m.
After this deadline you must register on-site.**

"Meeting Paraeducator Competencies" 2006-2007 Staff Development Day #2

**Friday, December 1, 2006 - Meadowdale High School
6002 168th Street SW Lynnwood, Washington 98037
(425) 431-7650**

Parking will be limited; please consider carpooling!

It's training time again! In order to assist you with your continuing development as a Paraeducator, we have put together a schedule that we believe will meet your needs in striving towards the various competencies required of you. As always, we have listened to your feedback and come up with several requested courses that you should find very interesting and useful. Please read through the selection of options listed below and choose the session(s) you would like to attend.

Time	Topic
7:45-8:30	Check-in
8:30-8:45	<p>"Welcome and Introduction"</p> <p>Pam Lux – President, Edmonds Association of Paraeducators Debby Carter – Assistant Superintendent for Human Resources (Interim)</p>
Early Morning Session	
8:45-10:15	<p>"Who Am I and Where Am I Going?"</p> <p>Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates</p> <p>One of our most popular speakers ever, Kent is back this year with new information and topics! This keynote session will provide you with an understanding of the legal and ethical issues that all Paraeducators must work with, as well as examine the important roles Paraeducators play in educational settings.</p> <p>Dr. Kent Gerlach is a Professor in the School of Education at Pacific Lutheran University in Tacoma, Washington. He has been recognized nationally for his research, writing, and other work on the issues involving employment, supervision, and training of Paraeducators. Kent has presented workshops at numerous conferences, organizational meetings, and school districts on collaboration and teamwork issues. He co-edited the text titled "Supervising Paraeducators in Educational Settings: A Team Approach," and is also the author of "Let's Team Up: A Checklist for Paraeducators, Teachers and Principals," published by the National Education Association. In addition, he has authored several journal articles and resource materials dealing with collaboration and team building, and the legal and ethical issues affecting the roles of Paraeducators and their supervisors. Kent is the recipient of several teaching awards, has served as a consultant to several local and state educational agencies, and has conducted staff development workshops for Paraeducators and their supervisors throughout the United States and Canada. He also currently serves on the governing board of the Division of Developmental Disabilities, Council for Exceptional Children. (Competencies 2, 4, 5)</p>
10:15-10:30	Break
Breakout Session #1 - Choose Top Two Preferences for Late Morning Session	
10:30-11:45	<p>"Current State and National Issues Regarding Paraeducators: Their Qualifications, Roles, Training, and Supervision"</p> <p>Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates</p> <p>This session will cover some of the current national and state issues regarding the role, qualifications, training, and supervision of Paraeducators. Current paraprofessional issues regarding the federal guidelines, under NCLB and IDEA, will be highlighted. How various states are responding to the issues of paraprofessional qualifications, training, supervision and assessment will be examined. Recent legal and ethical cases involving paraprofessional qualifications, their training, and supervision will also be discussed. (Competencies 2, 4)</p>

10:30-11:45	<p><i>"Thinking Through Text – Reading Comprehension Strategies (K-6)"</i></p> <p>Kendra Wagner – Teacher, Madrona K-8</p> <p>Learn the mental strategies and self-talk that are essential to understanding text and discover ways to get students further inside what they are reading with tools that work across all categories of texts, including social studies and science. This session is geared towards Paraeducators working with elementary students (a similar session was offered to secondary Paraeducators in October). (Competencies 9, 10)</p>
10:30-11:45	<p><i>"Sign Language Survival Skills"</i></p> <p>Kathy Jackson – Interpreter for the Deaf</p> <p>In this workshop you will learn a sampling of survival signs to help you through brief communication exchanges with deaf and hard of hearing children in the lunch room, playground, classroom, and other casual social settings. You will learn 25-75 words, brief phrases, greetings, and a few culturally significant norms. This course will be applicable for Paraeducators working with students at all levels. (Competencies 1, 8)</p>
10:30-11:45	<p><i>"Kindergarten Phonemic Awareness Part III"</i></p> <p>Cindy Anderson – Title I/LAP Specialist Megan McCarthy – Teacher, Chase Lake Elementary</p> <p><u>OPEN ONLY TO PARAEDUCATORS PROVIDING PHONEMIC AWARENESS TRAINING FOR KINDERGARTEN STUDENTS</u></p> <p>This session is designed for Paraeducators who are currently implementing Phonemic Awareness lessons with kindergarten students at each building. Participants will receive the "second set" of lessons to support development of phonemic awareness for kindergarteners. Facilitators will demonstrate key concepts and skills included in Lesson Set 2, and participants will have an opportunity to practice and apply specific strategies using the materials. We are excited to continue our work with you, to listen to your insights and to respond to questions that may have come up as you work with the students. (Competencies 9, 10)</p>
10:30-11:45	<p><i>"Working With Tables in Microsoft Word"</i></p> <p>Technology Staff</p> <p>This year's Microsoft Office sessions will be facilitated by Technology Department staff, who will lead you through workbooks on the most highly requested topics from the survey you received in September. Your facilitator will walk you through the workbook and answer any questions you may have, and afterwards you will get to keep the workbook and refer back to it whenever you want. Priority for space in this session will be given to Paraeducator Office Assistants. (Competency 13)</p>
10:30-11:45	<p><i>"New Copy Machine Orientation"</i></p> <p>Sean O'Connell – Witt Company</p> <p>Come and learn all about the capabilities of the new copy machines that have been placed in buildings across the District. If you are a regular user of your school's copy machine, you won't want to miss this session! (Competency 13)</p>
11:45-1:00	Lunch (on your own)
Breakout Session #2 - Choose Your Top Two Preferences for the Early Afternoon Session	
1:00-5:00	<p><i>"CPR"</i></p> <p>Betty Clark – District Nurse</p> <p>Full afternoon of CPR training (does not include First Aid). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>

1:00-4:30	<p>"First Aid"</p> <p>Cheryl Robinson – District Nurse</p> <p>Full afternoon of first aid training (does not include CPR). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>
1:00-2:15	<p>"Effective Schools and Teamwork: Strategies for Paraeducator-Teacher Teams"</p> <p>Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates</p> <p>Note: This is a different session than last year's keynote presentation, even though the title is similar. This session will examine the strategies and skills for effective communication and team building. Topics will include ways to improve teamwork and communication, working relationships, and time management. Each participant will be able to understand the foundation necessary for building effective teams in an educational environment. This session will provide an awareness of how to create a positive school environment based on current research, an understanding of successful team characteristics, an understanding of the advantages of working together as a team, an understanding of the team building process, and the steps necessary for laying a foundation for effective teamwork. (Competencies 2, 4, 5)</p>
1:00-2:15	<p>"Which Students Can Read This Text?"</p> <p>Phyllis Keiley-Tyler – Instructional Coach, Alderwood Middle</p> <p>This topic will be explored through two Key Ideas. First, participants will identify student difficulties understanding text-based material (narrative and informational). The second Key Idea will be examining readability of text-based material.</p> <p><u>Learn:</u></p> <ul style="list-style-type: none"> • What is readability and why is it important? • How is it determined? <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Use different levels and types of text. <p><u>Apply:</u></p> <ul style="list-style-type: none"> • Develop a plan for using readability. <p>This course will be applicable for Paraeducators working with students at all levels. (Competencies 9, 10)</p>
1:00-2:15	<p>"Vocabulary Plus"</p> <p>Ann Saneholtz – ELL Specialist</p> <p>Join us to learn more about vocabulary strategies that work well for ELL students. We'll continue to talk about ways to make our lessons with our students more comprehensible through understanding and reviewing the ELD standards. As always, we will also include time for questions and professional sharing. Please think of a story or unit of study plus the vocabulary needs of your students and come prepared to figure out how to focus on the most important words! This course will be applicable for Paraeducators working with students at all levels. (Competencies 8, 9, 10)</p>
1:00-2:15	<p>"Sign Language Survival Skills"</p> <p>Kathy Jackson – Interpreter for the Deaf</p> <p>A repeat of the session offered at 10:30 a.m. (Competencies 1, 8)</p>
1:00-2:15	<p>"New Strategies For New Threats"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>An adult stranger walks into a school a begins shooting at students and staff for no apparent reason. Do we teach school personnel and kids to fight back? Are metal detectors the answer? How do we keep our schools safe without turning them into fortresses? This revealing presentation will give Paraeducators the opportunity to consider strategies for keeping their school safe against external threats. (Competencies 6, 11)</p>

1:00-2:15	<p>"Skyward – Managing Your Master Schedule"</p> <p>Vicki Williams – Student Information Services Coordinator Linda Cline – Information Systems Support Specialist</p> <p>In this session, we will help you understand courses, sections, and meet information in your course master, and how it connects to what teachers see in Educator Access Plus and Standards Gradebook. You will learn how to make sure all students are enrolled in the correct classes, including any "specialty" classes, such as music, art, and physical education; how to make schedule changes if students move from one class to another; and how to run scheduling utilities for correct counts. We will also cover how to run scheduling reports, such as class rosters and student schedules. Priority for space in this session will be given to Paraeducator Office Assistants. (Competency 13)</p>
1:00-2:15	<p>"New Copy Machine Orientation"</p> <p>Sean O'Connell – Witt Company</p> <p>A repeat of the session offered at 10:30 a.m. (Competency 13)</p>
2:15-2:30	Break
Breakout Session #3 - Choose Your Top Two Preferences for the Late Afternoon Session	
2:30-3:45	<p>"Effective Schools and Teamwork: Strategies for Paraeducator-Teacher Teams"</p> <p>Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 2, 4, 5)</p>
2:30-3:45	<p>"Before the Behavior – Teaching Social Skills to Students with Autism in School Settings"</p> <p>Jean Gant – Autism Specialist Kathie Davis – Autism Support Specialist</p> <p>This training is designed for Paraeducators who work with students with autism, elementary and secondary, in a variety of school settings, including lunch and recess. Paraeducators are often in the position to facilitate social interactions with students with autism "in the moment". This training will include information on responding to communicative intent and encouraging reciprocal interactions between students. It will give ideas for incidental teaching of social skills as well as information about systems such as social stories, cue cards, and self-management strategies. (Competencies 1, 3, 8)</p>
2:30-3:45	<p>"Vocabulary Plus"</p> <p>Ann Saneholtz – ELL Specialist</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 8, 9, 10)</p>
2:30-3:45	<p>"Sign Language Survival Skills"</p> <p>Kathy Jackson – Interpreter for the Deaf</p> <p>A repeat of the session offered at 10:30 a.m. and 1:00 p.m. (Competencies 1, 8)</p>
2:30-3:45	<p>"New Strategies For New Threats"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 6, 11)</p>
2:30-3:45	<p>"Editing a Worksheet in Microsoft Excel"</p> <p>Technology Staff</p> <p>This year's Microsoft Office sessions will be facilitated by Technology Department staff, who will lead you through workbooks on the most highly requested topics from the survey you received in September. Your facilitator will walk you through the workbook and answer any questions you may have, and afterwards you will get to keep the workbook and refer back to it whenever you want. Priority for space in this session will be given to Paraeducator Office Assistants. (Competency 13)</p>
2:30-3:45	<p>"New Copy Machine Orientation"</p> <p>Sean O'Connell – Witt Company</p> <p>A repeat of the session offered at 10:30 a.m. and 1:00 p.m. (Competency 13)</p>

"Meeting Paraeducator Competencies" 2006-2007 Staff Development Day #1

Friday, October 13, 2006 - Mountlake Terrace High School
21801 44th Ave W. Mountlake Terrace, Washington 98043
(425) 431-7776

Parking will be limited; please consider carpooling!

It's training time again! In order to assist you with your continuing development as a Paraeducator, we have put together a schedule that we believe will meet your needs in striving towards the various competencies required of you. As always, we have listened to your feedback and come up with several requested courses that you should find very interesting and useful. Please read through the selection of options listed below and choose the session(s) you would like to attend.

Time	Topic
7:45-8:30	Check-in
8:30-8:45	"Welcome and Introduction" Pam Lux – President, Edmonds Association of Paraeducators Debby Carter – Assistant Superintendent for Human Resources (Interim)
Early Morning Session	
8:45-10:15	"Key Issues Facing Our Paraeducators" Dr. Nick Brossoit – Superintendent Your Superintendent will welcome you into the new school year by touching on some key topics of interest to Edmonds School District Paraeducators and answering questions relating to any issues you identify as being important to you during an open forum. If you've ever said "I wish I had a few minutes to talk with the Superintendent about...", now is your chance! (Competencies 2, 5)
10:15-10:30	Break
Breakout Session #1 - Choose Top Two Preferences for Late Morning Session	
10:30-11:45	"Conferring With Students" Maggie Connors – District Literacy Coach Shelly Dearmon – District Literacy Coach How do we know if students are understanding? How do we talk with students about their thinking? Learn how our interactions with students about their thinking can provide us with evidence of their understanding and lead students to new learning. This session is designed for Paraeducators who are interested in learning more about conferring with students on their thinking across content areas (reading, writing, math, etc.). We will learn the steps of effective conferring, watch some conferences on video, and practice conferring with each other. Participants will leave with helpful tips on how to have effective conferences. This session is geared towards Paraeducators working with elementary students. (Competencies 9, 10)
10:30-11:45	"Metacognition – Unpacking Your Brain In Order to Comprehend" Kendra Wagner – Teacher, Madrona K-8 Learn the mental strategies and self-talk that are essential to understanding text and discover ways to get students further inside what they are reading with tools that work across all categories of texts. This session is geared towards Paraeducators working with secondary students. (Competencies 9, 10)

10:30-11:45	<p><i>"The Career Exploration Task for High School Students"</i></p> <p>Dawn Hart – Assistant Principal, Scriber Lake High School</p> <p>The Career Exploration Task is one of three graduation performance tasks required of the class of 2008 and beyond in order to get a diploma. This workshop will present an overview of the graduation requirements and teach you what the program is all about. You will also get to look at the online career survey and see some actual samples of student projects. As a Paraeducator, you can play an important role in helping students reflect on career preparation, regardless of what role you have in the school, and this session will provide you with the tools to do so. This session is geared towards Paraeducators working with secondary students. (Competency 2)</p>
10:30-11:45	<p><i>"Kindergarten Phonemic Awareness Part II"</i></p> <p>Margaret Mesaros – Title I/LAP Specialist Megan McCarthy – Teacher, Chase Lake Elementary</p> <p><u>OPEN ONLY TO THOSE PARAEDUCATORS WHO ATTENDED PART I OF THE KINDERGARTEN PHONEMIC AWARENESS TRAINING IN LATE SEPTEMBER</u></p> <p>This session is designed to support Paraeducators currently implementing Phonemic Awareness lessons with kindergarten students at each building. You have completed initial lessons and we want to provide further support. Have you found a space? Are students making progress? Are lessons clearly written and easy to use? We will review essential practices, scheduled assessments and daily lessons and respond to any questions you may have concerning Lesson Set 1. We're excited to hear how it's going and make needed adjustments! (Competencies 9, 10)</p>
10:30-11:45	<p><i>"Performing a Mail Merge in Microsoft Word"</i></p> <p>Technology Staff</p> <p>This year's Microsoft Office sessions will be facilitated by Technology Department staff, who will lead you through workbooks on the most highly requested topics from the survey you received in September. Your facilitator will walk you through the workbook and answer any questions you may have, and afterwards you will get to keep the workbook and refer back to it whenever you want. Priority for space in this session will be given to Paraeducator Office Assistants. (Competency 13)</p>
10:30-11:45	<p><i>"New Copy Machine Orientation"</i></p> <p>Sean O'Connell – Witt Company</p> <p>Come and learn all about the capabilities of the new copy machines that have been placed in buildings across the District. If you are a regular user of your school's copy machine, you won't want to miss this session! (Competency 13)</p>
11:45-1:00	Lunch (on your own)
Breakout Session #2 - Choose Your Top Two Preferences for the Early Afternoon Session	
1:00-5:00	<p><i>"CPR"</i></p> <p>Betty Clark – District Nurse</p> <p>Full afternoon of CPR training (does not include First Aid). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>

1:00-4:30	<p>"First Aid"</p> <p>Cheryl Robinson – District Nurse</p> <p>Full afternoon of first aid training (does not include CPR). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>
1:00-2:15	<p>"Conferring With Students"</p> <p>Maggie Connors – District Literacy Coach Shelly Dearmon – District Literacy Coach</p> <p>A repeat of the session offered at 10:30 a.m. (Competencies 9, 10)</p>
1:00-2:15	<p>"How Knowing Oral Language Proficiency Levels Affects Our Instructional Practices for ELL's"</p> <p>Ann Saneholtz – ELL Specialist</p> <p>Come prepared to understand how oral language proficiency levels help us organize, assess, and assist ELL students. You'll become familiar with the ELD standards so that we can learn how to better serve our unique population. Time will be allocated to work together to process new information, and ask questions pertinent to our important roles and responsibilities as we support our students. This course will be applicable for Paraeducators working with students at all levels. (Competencies 8, 9, 10)</p>
1:00-2:15	<p>"Sign Language Survival Skills"</p> <p>Glena Felker – Interpreter for the Deaf</p> <p>In this workshop you will learn a sampling of survival signs to help you through brief communication exchanges with deaf and hard of hearing children in the lunch room, playground, classroom, and other casual social settings. You will learn 25-75 words, brief phrases, greetings, and a few culturally significant norms. You will also receive information regarding online resources you can use as future reference in continuing to build your basic skills. This course will be applicable for Paraeducators working with students at all levels.. (Competencies 1, 8)</p>
1:00-2:15	<p>"The Resurgence of Youth Gang Activity in Washington Schools"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>School communities across the nation and Washington State are seeing a dramatic increase in youth gang activity. This presentation will show why kids are joining gangs at an alarming rate and explain the risk factors that increase the likelihood of gang involvement. Paraeducators will also learn strategies they can utilize to help keep themselves and their school communities safe. (Competencies 6, 11)</p>
1:00-2:30	<p>"Computers 101"</p> <p>Wayne Elsaesser – Technology Services Supervisor</p> <p>This session will focus on the true basics when it comes to computers. If you've ever wondered why you can't see outside by looking through your monitor even though it supposedly has "Windows", or you try to feed breadcrumbs to your "mouse," this session is for you. There are no stupid questions in this class and no topic is too simple. (Competency 13)</p>
1:00-2:15	<p>"Skyward – Preparing for the Monthly P223 Enrollment Count"</p> <p>Vicki Williams – Student Information Services Coordinator Linda Cline – Information Systems Support Specialist</p> <p>This session will provide helpful information on preparations for getting a correct count for your building, including tip sheets on reports to run and procedural steps. (Competency 13)</p>

1:00-2:15	<p>"New Copy Machine Orientation"</p> <p>Sean O'Connell – Witt Company</p> <p>A repeat of the session offered at 10:30 a.m. (Competency 13)</p>
2:15-2:30	Break
Breakout Session #3 - Choose Your Top Two Preferences for the Late Afternoon Session	
2:30-3:45	<p>"How Knowing Oral Language Proficiency Levels Affects Our Instructional Practices for ELL's"</p> <p>Ann Saneholtz – ELL Specialist</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 8, 9, 10)</p>
2:30-3:45	<p>"How Do I Tell If Special Needs Students Are Making Significant Progress? Using Data Collection to Measure Targeted Skills"</p> <p>Pat Connolly – District Behavior Specialist Matt Maloney – Behavior/Emotional Support Specialist</p> <p>This presentation is geared towards Paraeducators who work in special needs classrooms or any other setting that requires measuring or counting skills that are adaptive, communicative, behavior/emotional, etc. We will discuss how to collect observational data and how to read, interpret, and create charts and graphs to measure student progress. (Competencies 1, 2)</p>
2:30-3:45	<p>"Sign Language Survival Skills"</p> <p>Glena Felker – Interpreter for the Deaf</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 1, 8)</p>
2:30-3:45	<p>"What Works and What Doesn't? Support Strategies For Working With Secondary Learning Support Students"</p> <p>Gail Shepard – Teacher, Edmonds-Woodway High Deena Maroutsos – Teacher, Edmonds-Woodway High</p> <p>Come to this interactive workshop to learn about and discuss strategies you can use to address the behavioral and academic needs of secondary Learning Support students. Please come with questions about specific situations you face, working with your students. In addition, you may want to have a particular scenario in mind to discuss with the group, as "the wisdom is in the room!" The presenters will have scenarios to offer and handouts to supplement our discussion. This workshop is geared towards Paraeducators working with secondary students. This is a repeat of a popular session offered last year. (Competencies 6, 9, 10)</p>
2:30-3:45	<p>"The Resurgence of Youth Gang Activity in Washington Schools"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 6, 11)</p>
2:30-3:45	<p>"The Fundamentals – Microsoft Excel"</p> <p>Technology Staff</p> <p>This year's Microsoft Office sessions will be facilitated by Technology Department staff, who will lead you through workbooks on the most highly requested topics from the survey you received in September. Your facilitator will walk you through the workbook and answer any questions you may have, and afterwards you will get to keep the workbook and refer back to it whenever you want. Priority for space in this session will be given to Paraeducator Office Assistants. (Competency 13)</p>
2:30-3:45	<p>"New Copy Machine Orientation"</p> <p>Sean O'Connell – Witt Company</p> <p>A repeat of the session offered at 10:30 a.m. and 1:00 p.m. (Competency 13)</p>

"Meeting Paraeducator Competencies" 2005-2006 Staff Development Day #3

Friday, February 10, 2006 - Edmonds-Woodway High School
7600 212th Street SW Edmonds, WA 98026
(425) 670-7900

Parking will be limited; please consider carpooling!

It's training time again! In order to assist you with your continuing development as a Paraeducator, we have put together a schedule that we believe will meet your needs in striving towards the various competencies required of you. We have listened to your feedback and come up with several requested courses that you should find very interesting and useful. Please read through the selection of options listed below and choose the session(s) you would like to attend.

Time	Topic
7:45-8:30	Check-in
8:30-8:45	Welcome and Introduction Pam Lux – President, Edmonds Association of Paraeducators Debby Carter – Human Resources Director, Classified Staff
Early Morning Session	
8:45-10:15	"WASL Overview" Dr. Nancy Katims – Director of Assessment, Research, and Evaluation We hear a lot about the WASL in the news these days. We also get asked a lot of questions about the WASL from parents, students, and the general public. What is the truth about this state assessment? Dr. Nancy Katims, Director of Assessment for the District, will give an overview of the WASL, including messages that we can give to students and parents to help them better understand the WASL. This presentation will give all participants a clear understanding of what the WASL measures and how we can all play a role in students' success. (Competency 2) Please note: You must register for this course if you want to attend!
10:15-10:30	Break
Breakout Session #1 - Choose Top Two Preferences for Late Morning Session	
10:30-11:45	"Tackling the Tough Stuff: Tools for Helping Kids Deal with Grief, Change, and Stress" Katie Frisbie – Executive Director, Far West Family Services No matter what you do in your role as a Paraeducator, you will occasionally encounter students who experience rough times and open up to you for help. This presentation will help you in handling those difficult situations by covering topics including recognizing the signs of distress, understanding developmental grief responses, recognizing the "teachable moment," developing the tools to help kids process feelings, and knowing when and how to refer a troubled child for help. Katie is the Executive Director of Far West Family Services, the Employee Assistance Program for the District. She has developed and delivered several presentations on issues relating to worker health and wellness and her presentations to our Paraeducators and Office Personnel groups last year on stress management were very well-received. (Competencies 2, 6)

10:30-11:45	<p>"The Reading WASL"</p> <p>Sarah Schumacher – Teacher, Edmonds-Woodway High School</p> <p>This session will provide you with background information on the Reading WASL and offer tips and strategies for helping kids to be successful on the test, in both group and individual settings. This course is recommended for secondary Paraeducators, as it will primarily focus on the 10th grade Reading WASL, but will cover some more general information as well. (Competency 10)</p>
10:30-11:45	<p>"How to Teach and Reinforce <u>Good Behaviors</u>"</p> <p>Bev Reed – Manager of Elementary Learning Support</p> <p>This presentation will cover the basic tenets of "Positive Behavioral Support", including how to prevent, teach and respond to behaviors of the children we serve. Case studies will be used for small and large group discussion of teaching techniques and responding strategies to increase the percentage of time students are engaged in learning activities and decrease the percentage of time adults are "managing behaviors". (Competencies 6, 11)</p>
10:30-11:45	<p>"Sleeping for Success"</p> <p>Stevens Hospital Sleep Center Staff</p> <p>It seems like none of us can get enough sleep these days. However, adequate sleep is essential in order for children to succeed in a learning environment. This session will address the effects of sleep deprivation in children, and discuss how they can mimic symptoms of ADHD and effect learning. You will learn what to look for in potentially sleep-deprived students and how you can best relay the proper information to the students' teachers and/or school nurses. (Competency 12)</p>
10:30-11:45	<p>"Introduction to Microsoft Office" NEW EXTENDED AND SELF-PACED OPTION!</p> <p>Technology Staff</p> <p>This year's Microsoft Office training has been changed to an online format that allows you to personally choose the programs in which you want help and the level of help you need. Become proficient in Microsoft Word, Excel, PowerPoint, Outlook, Access, and Publisher, all at your own level and pace.</p> <p>This session will give you a guided introduction to the program and allow you time to start learning immediately. When the session is over, you will be able to continue learning on your own for a full 6 months! (Competency 13)</p>
11:45-1:00	Lunch (on your own)
Breakout Session #2 - Choose Your Top Two Preferences for the Early Afternoon Session	
1:00-5:00	<p>"CPR"</p> <p>Betty Clark – District Nurse</p> <p>Full afternoon of CPR training (does not include first aid). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>
1:00-4:30	<p>"First Aid"</p> <p>Cheryl Robinson – District Nurse</p> <p>Full afternoon of first aid training (does not include CPR). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>

1:00-2:15	<p>"A 'Love and Logic' Sampler For Paraeducators"</p> <p>Tim Parnell – Principal, Hazelwood Elementary</p> <p>You've heard about Love & Logic...come and find out what it is all about! You'll gain a good overview of the program, including quick and easy techniques to build the self-esteem of students, how to help children solve and own their problems, and how to replace punishment with far more effective techniques. This session is designed for those who have little or no exposure to the "Love and Logic" approach in working with students. Tim will present an overview and share a few video clips from the "Love and Logic" founders: Jim Fay, Foster Cline, and Charles Fay. (Competencies 6, 10, 11)</p>
1:00-2:15	<p>"The Writing WASL"</p> <p>Heather Berger – Teacher, Lynndale Elementary</p> <p>This session will provide you with background information on the Writing WASL and help you assist students with narrative writing for the assessment. You will score released student work and Heather will share tools to help you work with students in structuring good writing. This course is recommended for elementary Paraeducators, as it will primarily focus on the 4th grade Writing WASL. (Competency 10)</p>
1:00-2:15	<p>"The Promotion of Independence and Integration of Children With Autism"</p> <p>Ashleigh Dolman-Schultz and the Edmonds School District Autism Team</p> <p>Come learn about the important role Paraeducators play in promoting independence and integration in Autistic children. Topics to be covered include generalization techniques, collecting data in the classroom, basic token economies/visual schedules, and behavior reinforcement. (Competencies 1, 3, 8)</p>
1:00-2:15	<p>"The Current State of Safety in Washington Schools: What Are the Current Issues Being Addressed in 2006 and How Do They Relate to Your Job?"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>Martin will discuss safety issues currently being addressed in schools across Washington State and will relate them to your job as a Paraeducator with the Edmonds School District. He will also hold a question and answer session in which you can ask him directly about any school safety concerns you have. Be sure to bring your questions! (Competencies 6, 11)</p>
1:00-2:15	<p>"Skyward Update and Open Forum"</p> <p>Vicki Williams – Student Information Services Coordinator Linda Cline – Information Systems Support Specialist</p> <p>This session will provide helpful information on various topics, including review of Skyward processes for entry/withdrawal of students, correct steps for maintaining address history, scheduling tips and tricks, and updating attendance by student - pitfalls when using a date range. There will also be time for an open discussion on any problems/issues you are encountering. (Competency 13)</p>
2:15-2:30	Break
Breakout Session #3 - Choose Your Top Two Preferences for the Late Afternoon Session	
2:30-3:45	<p>"'Love and Logic' For Paraeducators: The Next Step"</p> <p>Tim Parnell – Principal, Hazelwood Elementary</p> <p>This session is for Paraeducators that have had some training in "Love and Logic" and now want to learn more of the effective and easy-to-apply principles and techniques. Some video clips from the "Love and Logic" Institute will be shared along with Tim Parnell's presentation. (Competencies 6, 10, 11)</p>
2:30-3:45	<p>"Tackling the Tough Stuff: Tools for Helping Kids Deal with Grief, Change, and Stress"</p> <p>Katie Frisbie – Executive Director, Far West Family Services</p> <p>A repeat of the session offered at 10:30 a.m. (Competencies 2, 6)</p>

2:30-3:45	<p><i>"What Works and What Doesn't? Support Strategies For Working With Secondary Learning Support Students"</i></p> <p>Gail Shepard – Teacher, Edmonds-Woodway High Deena Maroutsos– Teacher, Edmonds-Woodway High</p> <p>Come to this interactive workshop to learn about and discuss strategies you can use to address the behavioral and academic needs of secondary Learning Support students. Please come with questions about specific situations you face, working with your students. In addition, you may want to have a particular scenario in mind to discuss with the group, as "the wisdom is in the room!" The presenters will have scenarios to offer and handouts to supplement our discussion. This workshop is geared to middle and high school staff. (Competencies 6, 9, 10)</p>
2:30-3:45	<p><i>"The Current State of Safety in Washington Schools: What Are the Current Issues Being Addressed in 2006 and How Do They Relate to Your Job?"</i></p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 6, 11)</p>
2:30-3:45	<p><i>"Introduction to Microsoft Office – Follow-Up"</i></p> <p>Technology Staff</p> <p>THIS SESSION IS ONLY AVAILABLE TO PARAEUCATORS WHO ATTENDED THE OCTOBER 14th OR DECEMBER 2nd MICROSOFT OFFICE SESSIONS! As a follow-up to the October and December Microsoft Office sessions, this is your chance to continue working on your learning and get your questions answered by members of the Technology staff. (Competency 13)</p>

REGISTRATION PROCESS

Please email your registration to Kirk Barney, HR Analyst, (barneyk@edmonds.wednet.edu) and be sure to include the following information:

- Your name
- Your school
- Your daytime phone number(s)
- Whether you will be attending the early morning session
- **Your TOP TWO preferences** for each of the time slots for the three breakout sessions
- If you need an ASL interpreter to be present at your sessions

You will NOT receive a confirmation before the program. You can assume that your choices have been recorded if you do not hear back from us and you will receive your schedule the day of the training. Registration will be handled on a first-come first-served basis, and **some classes have size limits so please register as early as possible** to ensure your selection. Remember that you should register for enough classes to cover the hours of your normal working day. If you have any questions about the registration process, feel free to call Kirk at 7025.

The registration process will close on Tuesday, February 7th at 5:00 p.m.

"Meeting Paraeducator Competencies" 2005-2006 Staff Development Day #2

Friday, December 2, 2005 - Lynnwood High School
3001 184 Street SW Lynnwood, Washington 98037
(425) 670-7520

Parking will be limited; please consider carpooling!

It's training time again! In order to assist you with your continuing development as a Paraeducator, we have put together a schedule that we believe will meet your needs in striving towards the various competencies required of you. We have listened to your feedback and come up with several requested courses that you should find very interesting and useful. Following an initial presentation by the Superintendent, there will be a single morning program delivered by Dr. Kent Gerlach, a nationally recognized speaker on Paraeducator issues. The afternoon is then broken down into two breakout sessions with various options from which you can choose. Please read through the selection of options listed below and choose the session(s) you would like to attend.

Time	Topic
7:30-8:15	Check-in
8:15-8:45	<p>"Welcome and Bond/Levy Informational Session"</p> <p>Dr. Nick Brossoit – Superintendent Debby Carter – Human Resources Director, Classified Staff</p>
Early Morning Session	
8:45-11:45	<p>"Let's Team Up: Communication and Team-Building Strategies for Paraeducators"</p> <p>Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates</p> <p>To be successful, the teacher and Paraeducator must view themselves as a team and partners in the educational process. This session will present an overview of effective teamwork with a focus on Paraeducator and teacher teams. Topics will include creating a positive environment, building a foundation for effective communication, role clarification, time management strategies, goal setting, and team leadership. Additional topics will include effective communication and meeting techniques, problem solving, and dealing with different personalities found in a work environment. Strategies to build trust and improved communication will be addressed.</p> <p>Dr. Kent Gerlach is a Professor in the School of Education at Pacific Lutheran University in Tacoma, Washington. He has been recognized nationally for his research, writing, and other work on the issues involving employment, supervision, and training of Paraeducators. Kent co-edited the text titled "Supervising Paraeducators in Educational Settings: A Team Approach," and is also the author of "Let's Team Up: A Checklist for Paraeducators, Teachers and Principals," published by the National Education Association. In addition, he has authored several journal articles and resource materials dealing with collaboration and team building, and the legal and ethical issues affecting the roles of Paraeducators and their supervisors. Kent is the recipient of several teaching awards, has served as a consultant to several local and state educational agencies, and has conducted staff development workshops for Paraeducators and their supervisors throughout the United States and Canada. (Competencies 2, 4, 5)</p> <p>Please note: You must register for this course if you want to attend!</p>
11:45-1:00	Lunch (on your own)

Specific Assessments

Table 2: District-wide Assessments

<i>Assessment</i>	<i>Grade Levels/ Subject Areas</i>	<i>Features</i>	<i>Major Purpose</i>
K-8 Common Assessments	<ul style="list-style-type: none"> ➤ 1, 3, 6, & 8 (Reading) ➤ 2, 5, & 8 (Math) ➤ 8 (Writing) 	<ul style="list-style-type: none"> ➤ Integrated with classroom instruction ➤ Performance based ➤ Not timed 	<ul style="list-style-type: none"> ➤ To measure progress on key district learning targets. ➤ To supplement state standardized test data with classroom assessment data.
Level Achievement Tests	<ul style="list-style-type: none"> ➤ 3-8 (Reading and Math) 	<ul style="list-style-type: none"> ➤ Administered district-wide in fall; optional in spring ➤ Multiple choice ➤ Not timed ➤ Level of test determined by student's functioning level 	<ul style="list-style-type: none"> ➤ To measure the attainment of basic skills. ➤ To measure growth on an annual basis.
Secondary Anchor Tasks and Graduation Performance Tasks (under construction)	<ul style="list-style-type: none"> ➤ 7-12 (core academic subjects) 	<ul style="list-style-type: none"> ➤ Integrated with classroom instruction ➤ Performance based ➤ Not timed 	<ul style="list-style-type: none"> ➤ To ensure that all students have attained skills necessary for post-secondary success.

Classroom assessments are determined by teachers for measuring the progress of their students on an ongoing basis. Purposes include:

- planning instruction (determining what students understand and what they need to learn more or in a different way);
- giving appropriate feedback to students about their learning and how to improve;
- identifying students' strengths and weaknesses;
- building a body of evidence that reflects each student's learning;
- communicating student progress to students and parents; and
- Evaluating the effectiveness of different instructional methods and strategies.

Teachers may choose and/or develop their own classroom assessments, matching the assessments to the learning targets of their classroom instruction. Often, teachers plan together to coordinate their classroom assessments with others at their grade level and/or in their subject area. Teachers have **anchor task guidelines** for assessing selected Grade Level Expectations (GLEs). These guidelines form a core of assessments across the K-12 continuum to which teachers add other assessments for building a comprehensive body of evidence about their students' learning.

Assessments for special programs are determined by district staff members who oversee programs for students with special needs, in conjunction with district assessment experts. Specific purposes of special program assessments include:

- diagnosing specific strengths and weaknesses of students with special needs, in order to develop appropriate instructional plans for individual students;
- identifying students for placement in and/or exiting from special programs;
- measuring the progress of students with special needs; and
- Evaluating the effectiveness of special programs or strategies in meeting the needs of students served in those programs.

A variety of assessments for special programs are used in the Edmonds School District. For example, a 3-tiered system of **screening, diagnosis, and intervention**, called the **Process Assessment of the Learner (PAL) Program**, is being piloted in the primary grades.

The **Washington Language Proficiency Test (WLPT)** is required by the state to be taken annually by every English Language Learner (ELL) student to determine the need for continued BLL services.

Assessments used to help identify students who are **highly capable** include:

- ✓ Cognitive Abilities Test
- ✓ Orleans Hanna Algebra Prognosis Test

To show progress for students with **Individual Education Plans** for whom the WASL is inappropriate, teachers use:

- ✓ Washington Alternate Assessment System (WAAS) - Portfolio Assessment

School-wide assessments are administered at the discretion of each school. Staff at an individual school might choose to give a specific school-wide assessment to measure student progress on goals that are specific to that school. For example, some school staffs have a school goal related to improving the quality of their students' writing. They give a school-wide writing assessment and use the student essays both to evaluate the effectiveness of their writing program and to engage in valuable conversations about writing standards at different grade levels. Not all schools administer school-wide assessments, and a school might choose to administer such an assessment for only a limited time.

Specific Assessments

Individual students choose to take certain assessments for a variety of reasons. The most common is to obtain achievement recognition from external sources. Examples of such assessments are the SAT and ACT for college entrance, and the Advanced Placement (AP) and International Baccalaureate (IB) exams for receiving college course credit.

⇒ Assessments by Grade Levels

As a district, we collect a sampling of assessment data about our students' progress across the K-12 continuum. Table 3 illustrates the picture of district assessments across the grade levels for all non-exempted students.

Deciding which grade levels to give an assessment is directly linked to the purpose of the assessment. For example, if the purpose is to measure growth of district students on an annual basis, such as with the Level Achievement Tests, then the assessment should be administered to sequential grade levels of students across the grade levels of interest. If the purpose is to assess student progress toward meeting state standards at grades not assessed by the WASL, then choosing grade levels that precede WASL grade levels is reasonable.

Another consideration in choosing grade levels for targeted assessments is to try to minimize the number of assessments given at any grade level. To the extent possible, district staff take this consideration into account in deciding which grade levels will take specific district-wide assessments.

⇒ Accommodations and Exemptions

When a student with special needs has an Individual Education Plan (IEP), the IEP may stipulate certain accommodations to be used when the student takes an assessment. In the case of the WASL, the IEP may stipulate that one or more parts of the test are inappropriate for the student, in which case the student will participate in the Washington Alternate Assessment System (WAAS) to show his/her progress toward meeting IEP goals.

Important guidelines to be followed when determining accommodations include:

- The state specifies what accommodations are allowable on different state tests.
- Allowable accommodations for students with special needs must be stipulated in each student's IEP, with parental involvement in the decisions.
- All special accommodations must be a regular part of the student's classroom instruction.
- Timing on the WASL, Level Tests, and districtwide assessments is flexible according to the amount of time each student needs to complete the assessment. Time on the Iowa tests may be extended for any student whose IEP reflects the need for this accommodation.

ELL students are exempted from state assessments when the student has (1) spent less than a year in a school where English is the language of instruction and (2) scores at the lowest level on a state-approved Limited English Proficiency test.

Table 3: State and District Assessments by Grade Level K-12

<i>Grade</i>	<i>Assessments</i>	<i>Time of Year Given</i>	<i>Source of Assessment</i>
1	<ul style="list-style-type: none"> Oral Reading Assessment 	⇒ Mid-Year	⇒ District
2	<ul style="list-style-type: none"> Oral Reading and Retell Math Problem-Solving Task 	⇒ Fall Pretest with Spring Posttest ⇒ Spring	⇒ State ⇒ District
3	<ul style="list-style-type: none"> Level Tests (Reading & Math) Oral Reading & Comprehension ITBS (Reading and Math) 	⇒ Fall ⇒ Fall Pretest with Spring Posttest ⇒ Spring	⇒ District ⇒ District ⇒ State
4	<ul style="list-style-type: none"> Level Tests (Reading & Math) WASL (Reading, Math, Writing) 	⇒ Fall ⇒ Spring	⇒ District ⇒ State
5	<ul style="list-style-type: none"> Level Tests (Reading & Math) Math Problem-Solving Task WASL Science 	⇒ Fall ⇒ Mid-Year ⇒ Spring	⇒ District ⇒ District ⇒ State
6	<ul style="list-style-type: none"> Level Tests (Reading & Math) Non-Fiction Reading Response ITBS (Reading, Math, & Language) 	⇒ Fall ⇒ Mid-Year ⇒ Spring	⇒ District ⇒ District ⇒ State
7	<ul style="list-style-type: none"> Level Tests (Reading & Math) WASL (Reading, Math, Writing) 	⇒ Fall ⇒ Spring	⇒ District ⇒ State
8	<ul style="list-style-type: none"> Level Tests (Reading & Math) Reading, Writing, & Math Assessments WASL Science 	⇒ Fall ⇒ Spring ⇒ Spring	⇒ District ⇒ District ⇒ State
9	<ul style="list-style-type: none"> ITED (Reading, Math, & Language) 	⇒ Spring	⇒ State
10	<ul style="list-style-type: none"> WASL (Reading, Math, Writing, & Science) 	⇒ Spring	⇒ State
12	<ul style="list-style-type: none"> Culminating Project 	⇒ Anytime	⇒ District

Understanding Quality Assessment

Understanding Quality Assessment

⇒ General Characteristics of Quality Assessments

Choosing or creating sound assessments requires a common definition of what constitutes high-quality assessment. Assessments are of high quality when they meet the five keys of sound assessment, as outlined below (adapted from Rick Stiggins, *Student-Centered Classroom Assessment*, Second Edition, 1997, Upper Saddle River, NJ: Prentice-Hall, Inc.):

1. Clear and Appropriate Student Achievement Targets
 - √ Make sure you understand and can describe clearly the specific achievement expectation(s) for which you are assessing.
 - √ Be able to relate the assessment target(s) to district and/or state standards (e.g., the Grade Level Expectations).
 - √ *What does success on the assessment look like? Is this what you want to measure?*
2. Clear Purpose
 - √ Be clear about why you are giving the assessment.
 - √ *How will the results be used? What question(s) will the assessment answer?*
3. Proper Methods
 - √ Decide the best method of assessment for the target(s) and purpose.
 - √ Assessment methods include traditional (e.g., selected response, true/false, fill-in-the-blank, matching) and performance-based (e.g., constructed response, essay, complex performance task) approaches.
 - √ Table 4 (see next page), also from Stiggins' book, outlines aspects to consider when choosing the best assessment method for a given purpose and achievement target(s).
 - √ *Does your chosen method reflect the kind of outcome(s) you want to assess?*
4. Appropriate Sample
 - √ Choose items/tasks that do a good job of representing the full set of outcomes you are assessing.
 - √ *Are you gathering enough information (of the right kind) to make valid conclusions about students' attainment of the target?*
5. Bias and Distortion Eliminated
 - √ Make sure items/tasks do not cause results that misrepresent students' attainment of the target. (For example, a writing prompt that presupposes a student's knowledge of a certain region of the country might be biased against a student new to that region.)
 - √ *What anomalies in the assessment might cause students to respond in ways that don't represent the students' actual abilities on the assessment?*

Table 4 is from the work of Rick Stiggins and the Assessment Training Institute in Portland, OR. This table, shown on the next page, outlines links between achievement targets and various assessment methods.

Table 4: Links Between Achievement Targets and Assessment Methods

Target to be Assessed	Links Between Achievement Targets and Assessment Methods			
	Selected Response	Essay	Performance Assessment	Personal Communication
Knowledge and Understanding	Multiple Choice, true/false, matching and fill-in can sample mastery of elements of knowledge	Essay exercises can tap understanding of relationships among elements of knowledge	Not a good choice for this target.	Can ask questions, evaluate answers, and infer mastery, but a time-consuming option.
Reasoning Proficiency	Can assess application of some patterns of reasoning.	Written descriptions of complex problems solutions can provide a window into reasoning proficiency.	Can watch students solve some problems or examine some products and infer about reasoning proficiency.	Can ask students to "think aloud" or can ask follow-up questions to probe reasoning.
Performance Skills	Can assess mastery of understandings prerequisite to skillful performance, but cannot rely on these to tap the skill itself.		Can observe and evaluate skills as they are being performed.	Strong match when skill is oral communication proficiency; also can assess mastery of knowledge prerequisite to skillful performance.
Ability to Create Products	Can only assess mastery of the understandings prerequisite to the ability to create quality products.	Can assess mastery of knowledge prerequisite to product development; brief essays can provide evidence of writing proficiency.	Can assess proficiency in carrying out steps in product development and attributes of the product itself.	Can probe procedural knowledge and knowledge of attributes of quality products, but not product quality.
Dispositions	Selected response questionnaire items can tap student feelings.	Open-ended questionnaire items can probe dispositions.	Can infer dispositions from behavior and products.	Can talk with students about their feelings.

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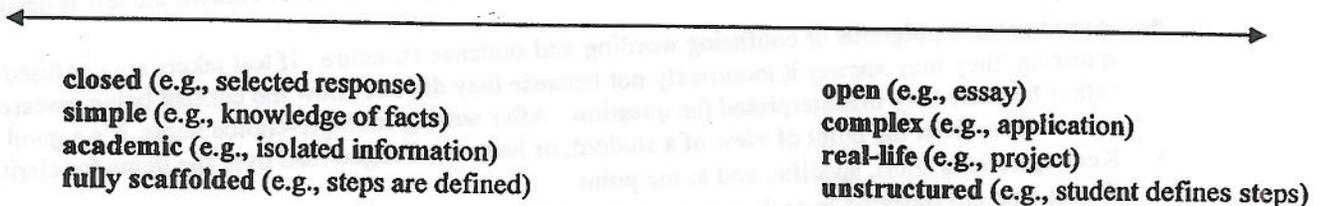
Understanding Quality Assessment

Creating a Balance of Evidence

The characteristics described above address the design/selection of individual assessments; the design of each assessment should address all five keys to sound assessment.

Just as important as designing or selecting each individual assessment carefully, educators must also consider the full body of evidence that they collect to represent students' learning. The concept of sampling described above (i.e., having enough representative items or tasks on an individual assessment to obtain a valid measure) applies equally to the set of assessment evidence collected. In other words, to validly answer the types of questions listed in Table 4, one must use multiple measures and gather a balanced set of evidence representing the variety of aspects that make up the learning target(s) being assessed.

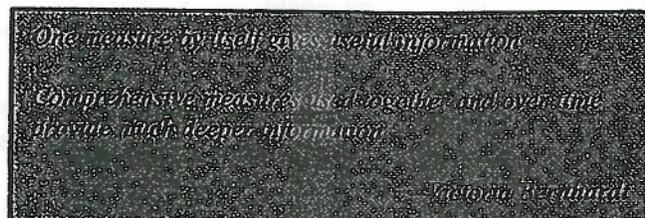
In constructing a balanced set of evidence about student learning, the set of assessments used should represent a range of different assessment types. Depending on the purpose, valid tests and assessments can be characterized as falling on a continuum of the following dimensions:



A balanced set of evidence is comprised of types of assessments that cover the range of the above dimensions and include:

- Informal checks for understanding
- Observations, checklists, logs, artifacts
- Quizzes and tests
- Academic prompts and problems
- Authentic tasks and projects

The goal is to use a balanced repertoire of assessments that informs us as much as possible about students' depth of understanding and genuine competence in a given area.



Tips for Designing/Selecting Quality Classroom Assessments

Selected Response Tests

Selected-response tests usually use a multiple-choice format. A multiple-choice item consists of a stem, or lead-in question or statement, followed by three to five options, one of which is deemed correct by the test maker. The test taker must decide which of the options is the best answer to the question or the best phrase to finish the lead-in statement.

Since the correct answer in a multiple-choice item has been pre-determined by the test maker, this type of item is very easy to score. However, it is actually rather difficult to create quality multiple-choice items. The following suggestions provide some tips for writing selected-response assessments that will better measure your students' knowledge in the area you are assessing:

- ✓ Write clearly and simply.
 - Use vocabulary suitable for the students taking the assessment. Questions using difficult language will be testing the test taker's reading and vocabulary skills rather than whatever content the test is designed to assess.
 - Avoid using ambiguous or confusing wording and sentence structure. If test takers are confused by a question, they may answer it incorrectly not because they did not know the content being assessed, but rather because they misinterpreted the question. After writing multiple-choice items, it's a good idea to reread them from the point of view of a student, or have a colleague read over the items for clarity.
 - Keep questions short, specific, and to the point.
 - Words that are repeated in each answer choice should be moved to the stem, if possible, to simplify the reading involved.
- ✓ Avoid giving unintended clues to the correct answer. Good test takers will pick up on the clues and answer the item correctly even when they do not know the content being assessed.
- ✓ Avoid grammatical inconsistencies between the stem and some of the answer choices. A typical error of this type occurs when the stem ends in "a" or "an" and the correct answer is the only one that follows the grammatical rule.

Example:

In the story, the symbol representing freedom was an:

- A. flag
- B. maple tree
- C. eagle
- D. cloud

- ✓ Use only plausible but clearly wrong options for incorrect answer choices. Try using common misconceptions students have or common errors students make as possible choices.
- ✓ Try to make all the answer choices in a given item as consistent as possible in length and sentence structure. If it is not possible to have all the answer choices be similar in construction, have at least two of the answer choices be similar to each other.

Essays

An essay is a specific type of performance task (see section below) in which students are asked to write their ideas in response to a prompt or question. As with all assessments, it is important to have a clear understanding of the target that is being assessed before writing the prompt or question.

An essay can assess how well a student writes, independent of content. This is the type of writing assessment included on the WASL. The following types of writing are assessed at the various levels of the WASL:

Early Years (K-4):	Narrative (Fiction) and Expository
Middle Years (5-7):	Expository and Persuasive
Transition Years (8-10):	Expository and Persuasive

When assessing writing independent of content, the prompt must be carefully constructed so that no prior knowledge is necessary to be able to write well in response to that prompt. In other words, the prompt must be one that builds on the experience of all students, no matter their backgrounds. Some examples are:

Narrative:

Imagine you are getting into a time machine and you are able to travel to any time period. Tell your teacher the story of what happens.

Expository:

Write a letter to a new student that explains what he or she needs to know to be successful in the [students'] grade.

Persuasive:

People don't care enough about _____. Fill in the blank with an issue that you think is important. Write an essay that convinces your principal that this is an important issue that should have people's attention.

Sometimes teachers ask students to write essays to demonstrate how well they understand the content of a body of knowledge they have been studying or researching. Well-written essay questions have a clear focus and allow students to demonstrate knowledge of facts within a context. Quality essay questions require such skills as analyzing relationships among elements and comparing and contrasting across different sources.

Assessing student performance on essays might focus on:

- just the student's writing
- just the student's mastery of the content in the application of an essay
- both the quality of the writing and the content knowledge demonstrated.

Assessment in any of these cases requires a scoring guide that focuses on the important features expected by the teacher. Before writing any essay, the student should know exactly what scoring criteria will be used on the essay. The section "Characteristics of Quality Scoring Guides for Performance Tasks and Essays" provides more details on the development and use of scoring guides.

Understanding Quality Assessment

Performance Tasks

Performance assessment in general refers to assessment methods that require students to construct or create responses or produce products that demonstrate their knowledge and skills in a more direct way than required by traditional test-like measures. For example, if we want to know our students' organizational skills in writing, a traditional approach might be to give them a set of sentences to put into the correct order. A performance approach would require students to develop an essay in response to a prompt from which we could assess their ability to organize their ideas as well as other direct writing skills.

An important characteristic of quality performance tasks not found in traditional assessment is **authenticity**. Three aspects of authenticity are:

1. **Realistic Context:**

- The task is embedded in a real-world context, one similar to situations where people have to solve problems or answer questions like those being posed in the task.

2. **Real Audience and Purpose:**

- There is a real purpose for doing the task, one that guides students as they work. Achieving the purpose is the goal of the task, and evaluation of the student's success is based on how well the student achieves the stated purpose.
- A real-life audience or client is built into the task. Keeping the audience/client in mind helps students refine their product. Evaluation of the student's success includes how well the student meets the needs of the audience/client. Role playing the part of the audience can help students self assess their own products.

3. **Authentic Constraints and Criteria for Success**

Any particular content, skills, methods, strategies, and such, which the teacher wants to see in students' work, must be required as an integral part of the task situation, and not added to the task demands artificially.

Students might show their performances in written, oral, and/or displayed forms. Examples of each of these types of forms are:

Written:

- | | | |
|-----------------|-----------------|-------------------|
| ✓ essay | ✓ editorial | ✓ narrative |
| ✓ brochure | ✓ letter | ✓ research report |
| ✓ advertisement | ✓ proposal | ✓ script |
| ✓ biography | ✓ guide, manual | ✓ poem, song |

Oral:

- | | | |
|----------------|-----------------------|-----------------|
| ✓ presentation | ✓ role playing | ✓ oral reading |
| ✓ discussion | ✓ interview | ✓ debate |
| ✓ speech | ✓ proposal | ✓ peer teach |
| ✓ song, poem | ✓ dramatization, play | ✓ commercial/ad |

Displays:

- | | | |
|----------------------|--------------------|-----------------------|
| ✓ poster | ✓ model | ✓ computer program |
| ✓ advertisement | ✓ video/audio tape | ✓ construction |
| ✓ picture | ✓ sculpture | ✓ map |
| ✓ data display/graph | ✓ multimedia | ✓ blueprint/schematic |

When constructing a performance task, one must keep focused on "big" ideas, those that are worthy of a student spending the time that is inherent in a performance task. Developers of performance tasks must anticipate what students will have to do to complete the task and consider whether the work will require them to use and show understandings that are important, integrate a number of critical elements, and have lasting value beyond the classroom.

Scoring Guides for Performance Tasks and Essays

Scoring guides describe the dimensions or qualities of a student performance or product that will be examined when the performance is rated. And, just as in the development of quality tasks, the first and foremost guiding principle in developing a good scoring guide is to focus on the purpose of the task. Why did you give students this task? What are the critical elements you are assessing? To use our earlier example of having students write an essay to see how well they organize their ideas, the scoring guide then would describe levels of performance regarding organization of ideas.

Two types of scoring guides are *holistic* and *analytic*. A **holistic guide** describes criteria of performance that can be generalized over all tasks that assess a broad trait, such as organization in writing, problem solving in math, conducting research in social studies, following the scientific process. An **analytic scoring guide** describes in more detail the features that are expected in a specific task. For example, in social studies, students might be asked to write an essay that explains cause-effect relationships in how wars are started. The scoring guide would be more specific than just how the student organizes his/her ideas. Or, if students were solving a math problem that asks them to demonstrate the relationship between area and perimeter of a rectangle, the scoring guide might be more specific in terms of the levels of problem solving demonstrated.

When developing a new scoring guide, the most useful way is to look at a representative range of student work generated from the performance task. One might follow these steps:

1. Review all the student work.
2. Put the student work in three or four piles, from least successful to most successful.
3. Look at a representative sample from each pile. What are the distinguishing features at each range?
4. Make a list of the features that seem to discriminate the student products from one pile to the next.
5. These features can form the basis of the criteria in your scoring guide.

The above steps can also help in evaluating how well a performance task worked in meeting its goal. If the features that distinguish different levels of student work do not match the big ideas—the critical elements—being assessed, then perhaps the performance task itself should be revised before being used again.

But sometimes, a teacher only has his/her own students' work to review for developing a scoring guide, which may not offer a full range of work showing all levels of performance. In that type of situation, it is useful to start by considering what features are expected in a quality student response. What would an ideal response look like? Once the top level is defined this way, the lower levels of performance can be defined by the absence of important features, in order of their priority.

Developing useful scoring guides is facilitated when pairs or groups of teachers collaborate by:

- giving the same task to their students,
- reviewing the student work together, and
- discussing what features constitute a quality response.

Understanding Quality Assessment

An important ingredient to the effective use of scoring guides is the involvement of students. At a minimum, students need to know and understand the criteria expected in each performance task before they tackle the task. Students can be involved in other ways also, for example:

- ✓ Students might rewrite an established scoring guide in their own words.
- ✓ Students might help develop a scoring guide with the teacher. This helps them understand the critical features of the task.
- ✓ Students might use scoring guides to assess their own and/or other student responses.

The most effective scoring guides for instructional purposes are those that are written with *feedback* in mind. In other words, when the features of a quality response are well articulated in the scoring guide, then it becomes clear to students not just what their score is, but more important, what it would take to improve their work.

Personal Communication/ Questioning

Asking the right questions, designed to elicit evidence of students' understanding as well as to further students' thinking, is as much an art as framing other types of assessment questions. To do effective questioning, the teacher needs a clear picture, before the lesson begins, of the big ideas to be examined. The big ideas underlying a discussion are framed in what the teacher considers to be the most important ideas for the students to learn – the issues worth examining in depth, knowing and reflecting on for the long term.

Selma Wasserman, in the Phi Delta Kappa Fastback entitled "Asking the Right Question: The Essence of Teaching" (1992), offers the following examples of results brought by different kinds of responses to student thinking:

The following teacher responses in a discussion with students will foster student thinking:

Responses that Encourage Re-Examination of the Idea:

- Saying the idea back to the student
- Paraphrasing
- Interpreting
- Asking for more information, e.g., "Tell me a little more about that," or "Help me understand what you mean."

Responses that Call for Analysis of the Idea:

- Give me an example.
- What assumptions are being made?
- Why do you suppose that is good?
- What alternatives have you considered?
- How does that compare with this?
- How might that data be classified?
- What data support your idea?

Responses that Challenge:

- What hypotheses can you suggest?
- How do you interpret that?
- What criteria are you using?
- How would those principles be applied in this situation?
- What predictions can be made based on that data?
- How would you test that theory?
- What new scheme/plan can you envision for that situation?

Responses that Accept Student's Idea Non-Judgmentally:

- I see, thank you

The following teacher responses in a discussion with students will not foster student thinking:

Responses that Limit Student Thinking:

- Asking questions that have a single, correct answer
- Leading students to the “correct” answer (the one in the teacher’s head)
- Telling students what to do
- Giving information

Responses that End the Discussion:

- Agreeing or disagreeing with student’s idea
- Responding too quickly to give the student a chance to think
- Telling student what the teacher thinks
- Talking too much or explaining it the teacher’s way
- Cutting student off in the middle of an idea

Responses that Promote Negative Feelings:

- Heckling, using sarcasm, or “putting down” student’s ideas

In planning an effective classroom discussion, teachers might find the following guidelines helpful:

- Generate three or four questions that will focus the class discussion before the class begins.
 - 1) Questions might begin with analytical matters, such as summarizing events, observing situations, comparing and contrasting.
 - 2) The next level of questioning might be more speculative, such as asking students to generate new ways of thinking through hypothesizing, evaluating and judging, providing examples, and suggesting alternatives.
 - 3) Further questioning would ask for deeper, more sophisticated examination of the issues.
- Know the students to help determine what kinds of questions are best for the given situation.
- Listen to what students are saying, and formulate responses that accurately reflect the students’ ideas.
- Choose a follow-up question or response that takes the student’s thinking one step further.
- Decide when the interactive dialogue with that student is “finished,” when it is time to move to the next student.
- Frame questions and responses so they are always respectful of the student.
- Know the right time to challenge a student’s thinking.
- Consider which types of questions are more effective with different students.
- Be ready to shift gears into the next big idea at the opportune time.
- Help students feel safe in telling what they think.

Questions can be adapted for different grade levels. Examples used in math classes are:

Grades K-1

- What’s your answer?
- How did you get it?

Grades 2-3

- What’s your answer?
- How did you get it?
- Why did you do that?
- What gave you that idea?

Grades 4 and above

- What’s your answer?
- How did you get it?
- Why did you do that?
- What gave you that idea?
- How do you know you are right?

Understanding Quality Assessment

⇒ Implementation of Quality Assessment

Just as important as the design of an assessment is the way in which assessments are implemented. Factors in test implementation can strongly affect student performance. Poor test implementation can lead to educators making faulty conclusions about what a student knows and is able to do.

Two important aspects of test implementation are test administration and test preparation. The Washington Educational Research Association (WERA) has produced a white paper that addresses important issues in these areas and provides guidelines for educators to follow. A copy of this white paper is available online in the district Public Folders. While these guidelines directly address state-mandated assessments, their intent can be generalized to other standardized testing.

Test Administration

It is essential that all tests be given according to their written administration guidelines. Aspects of administration that must be followed include:

- Directions to students
- Timing
- Materials/tools available to students
- Acceptable accommodations
- Security of test materials

If proper test administration guidelines are broken, the validity of the test results will be violated.

Test Preparation

Preparing students for tests falls into a number of categories:

- Explaining the purpose of each test.
- Explaining how success on the test is measured.
- Showing examples of types of items on the test (obviously not the exact items!)
- Placing the results of the test into a reasonable context (“helping us teach you better”) rather than causing undue anxiety over consequences of not doing well.
- Discussing general test-taking strategies, including whether there is a penalty for guessing worked into the test scoring.
- Reviewing different types of items with students and discussing what makes the “best” answers on that kind of test.
- Providing an appropriate attitude (e.g., “You are well prepared. Just do your best. If there’s a question you think is too hard, just skip it; don’t let it throw you.”)
- Having students write their own assessment questions on a given topic or unit and thinking about what would make a good answer.
- Discussing how test makers develop tests.
- Having students practice parallel forms of assessments and talking about different test-taking strategies that can be effective.

All of the above types of test preparation can be integrated with regular instruction, rather than taking time from instruction. Talking about assessment questions and the best ways to answer them can be an excellent exercise in critical thinking.

It is important to de-mystify tests for students; they need to know why they are taking any given test and what to expect on it. Students tend to be more anxious when they think an upcoming test is a mystery. When they feel prepared, students will show more of what they know and can do simply as a result of having a positive attitude.

Understanding Quality Assessment

Other Assessment Implementation Factors to Consider

Each assessment is just one snapshot in time of a student's performance on a given set of items or tasks. On any given assessment, a student's performance can be affected by a wide variety of factors, including:

- personal situations (e.g., lack of sleep, difficulties at home)
- poor self-esteem (e.g., "I am a bad reader, so I'll probably do badly on this test.")
- lack of motivation (bored by the task; belief that the assessment is irrelevant to personal success)

Educators can control some of these factors, by taking certain actions such as designing assessments that are as engaging as possible and explaining to students why it is important to try their best on an assessment. Other factors, such as students' personal situations, are not controllable by educators. However, to the extent that we are aware of certain factors affecting a student's performance, we can document such circumstances in our records to assist others in interpreting test scores. For example, if a student does not complete a section of a test for some reason, it is useful to know that the student's low score is due to incomplete items rather than items answered incorrectly.

⇒ Reporting, Interpreting, and Using Results

Audiences and Purposes

An assessment is useful only to the extent that its results are meaningful to the teachers, students, parents and administrators involved in the assessment. Therefore, it is essential that the results of every assessment be reported to all relevant parties in as simple and meaningful a way as possible. As with other stages of the assessment process, the results of the assessment must be related back to the purpose of the assessment.

The purpose of an assessment might be formative or summative in nature. Formative assessments are designed to give information about what students know and can do at the beginning or during the process of an instructional unit, sequence of units, or program. Formative assessments provide information that can be used immediately to aid instructional planning and shape the learning process for students. Summative assessments, on the other hand, are designed to give more final types of information at the end of an instructional unit, sequence, or program, such as end-of-year or end-of-course assessments.

The appropriate audience(s) and main purpose(s) of any set of assessment results will vary with the level of the assessment data, as illustrated in the following chart:

<i>Level of Data</i>	<i>Main Audiences</i>	<i>Use of Results</i>
Individual student data	<ul style="list-style-type: none"> • Student • Parents • Teacher 	<ul style="list-style-type: none"> • To check what student knows and can do at a given point in time • To chart growth of student over time • To plan for student's needs
Classroom data	<ul style="list-style-type: none"> • Teacher • Principal 	<ul style="list-style-type: none"> • To assess progress of overall class • To plan instruction for class and/or grade level
School data	<ul style="list-style-type: none"> • School staff • Building and district administrators 	<ul style="list-style-type: none"> • To evaluate effectiveness of school-wide programs, materials, practices • To set building goals • To evaluate whether building goals are met • To plan for instructional needs of the building
District data	<ul style="list-style-type: none"> • Staff and administrators across district • Board of Directors • Community 	<ul style="list-style-type: none"> • To evaluate effectiveness of district-wide programs, materials, practices • To set district goals • To evaluate whether district goals are met • To plan for instructional needs across the district

Understanding Quality Assessment

Reporting Principles

Several principles guide the reporting of assessment results, including that the results be:

- timely
- user-friendly and easy to understand for the audience
- explained in terms of the assessment's purpose and use of the results
- consistently formatted across tests to the extent possible

To ensure **timely** reporting of individual student performance on the state-mandated assessments, the district has instituted a policy for all Edmonds schools to send parents their children's results on these tests within two weeks of the individual student reports being sent to the schools. This gives parents information about their children's performance close in time to the media reporting district-wide results. The policy also provides consistency for parents who have children taking the same assessments (at different grade levels) in different schools in the district.

Another very important principle that guides the reporting and use of assessment results is the **confidentiality** of individual student data. Individual student assessment results are seen only by the student, parent, teacher, and appropriate building and district staff (e.g., counselor).

Types of Scores Used to Report Assessment Results

Test scores are reported in a variety of ways. On the assessments given in the Edmonds School District, the following score types are used to report results for the tests named.

Score Types	Assessments
<ul style="list-style-type: none"> • Group: percent of students meeting standard or target • Individual: score of 1-4, with 3 = meets target 	<ul style="list-style-type: none"> • Washington Assessment of Student Learning • Writing Assessment • Common Anchor Tasks
National percentile rank	<ul style="list-style-type: none"> • Iowa Tests of Basic Skills • Iowa Tests of Educational Development • Level Achievement Tests
Scaled score	<ul style="list-style-type: none"> • Washington Assessment of Student Learning • Iowa Tests of Basic Skills • Iowa Tests of Educational Development • Level Achievement Tests [RIT (Rasch unIT) score]

✓ **Percent of students (of a group) meeting standards:**

On any assessment on which a standard has been set, such as the score of 400 on the Washington Assessment of Student Learning, results can be reported as the percent of students who met the given standard.

✓ **Score of 1-4 on a performance task or assessment:**

Based on specific criteria defining each of these levels on a scoring guide, these scores usually translate as 1 = well below target, 2 = approaching target, 3 = meets target, and 4 = exceeds target.

Understanding Quality Assessment

√ *National percentile rank:*

Ranging from 1 to 99, this score represents the percentage of students in the national norm group whose scores are lower than the score for the student or group of students being compared. For example, if a student scored at the 54th national percentile rank, (s)he scored as well or better than 54 percent of the students in the national comparison group.

The average national percentile ranks reported for our district students as a whole can be interpreted in a similar way. For example, if on the average our third graders scored a mean national percentile rank of 61, it means they scored on average as a group as well as or better than 61 percent of the third graders in the national norming group on that test.

√ *Scaled score:*

Scaled scores are derived from the number scales that underlie most standardized tests, to allow a conversion of the "raw" score on the test to a more meaningful scale built upon equal intervals. On the Iowa tests, the scaled score is rarely used with parents, but has some of the same features as the Level Tests RIT scale (e.g., a developmental continuum across grades allowing for growth information). On the WASL, a scaled score of 400 has been equated with meeting standard in reading, listening, and mathematics.

√ *RIT (Rasch unit) score:*

The RIT scale used on the Level Achievement Tests is a scaled score based on the difficulty level of items on the test. The difficulty level is determined for each item based on the numbers of students in the field test who answered the item correctly. (Regardless of the reason why large numbers of students might get an item incorrect, the item is counted as high on the difficulty scale.) The RIT scale is a developmental continuum progresses in an equal interval fashion (like inches on a ruler) across the grade levels tested.

Interpreting Assessment Results

Interpretation of assessment results requires an understanding of the limitations of assessment data. A number of principles guide the way district staff interpret assessment results, including:

- We do not make any high stakes decisions based on only one measure. Multiple sources of evidence must be used for such decisions as placing a student in a special program.
- We do not report results from fewer than ten students in a class or group, for confidentiality reasons as well as instability of group results based on such a small sample.
- We are careful in manipulating data mathematically. For example, we do not add or average percentiles, but instead, convert them to Normal Curve Equivalents (NCEs) for doing mathematical manipulations even when we report the final data in percentile ranks.
- Any school-to-school or district-to-district comparisons are done only with groups that are demographically similar.
- We disaggregate the data (take it apart) for different sub-groups to better understand the meaning of the results.
- We look for trends in the data, for example, trends over time.
- We are cautious about the meaning of large fluctuations in assessment results, especially when the size of the student group is small.
- We know that assessment is not an exact science. Since many factors influence student performance in addition to the student's actual abilities, all assessments have a certain amount of error in the data. In fact, the smaller the group included in the results, the larger the amount of error, with the most error occurring at the level of individual student results. This is an important reason why multiple measures are essential in data-based decision making.

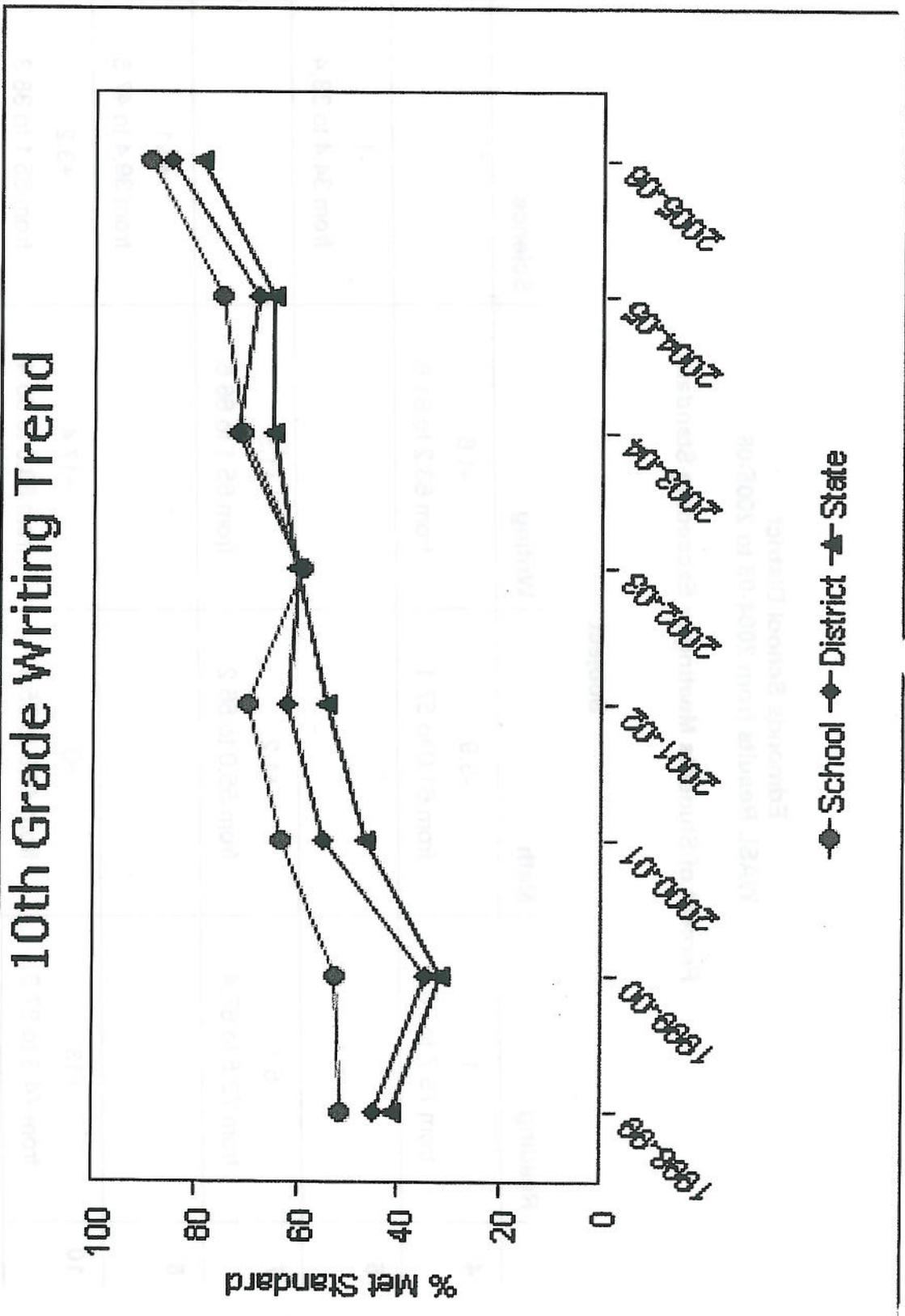
**Edmonds School District
WASL Results from 2004-05 to 2005-06**

Percent of Students Meeting or Exceeding Standard

Subject

Grade	Reading	Math	Writing	Science
4	-1 from 79.7 to 78.7	-3.9 from 61.0 to 57.1	-1.6 from 63.2 to 61.6	
5				-1 from 34.4 to 33.4
7	-5.1 from 72.5 to 67.4	+1.2 from 55.0 to 56.2	+1.5 from 65.1 to 66.6	
8				+8.1 from 39.4 to 47.5
10	+13 from 74.3 to 87.3	+6 from 49.9 to 55.9	+17.4 from 68.0 to 85.4	+3.2 from 35.1 to 38.3

**One High School, Edmonds School District, and WA State
Percent of Grade 10 Students Meeting Standard in Writing**



Washington State Report Card

reportcard.ospi.k12.wa.us

Edmonds School District

Superintendent Nick Brossoit
(425) 670-7003

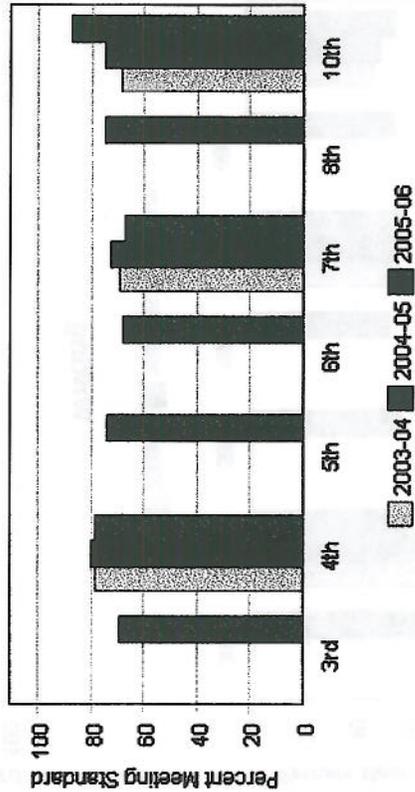
20420 68TH AVE W LYNNWOOD 98036
Northwest Educational Service District 189 Updated: 11/1/2006

Select year: 2005-06

2005-06 WASL Results (Administration Info)

Grade Level	Reading	Math	Writing	Science
3rd Grade	69.4%	66.3%		
4th Grade	78.7%	57.1%	61.6%	
5th Grade	73.9%	55.5%		33.4%
6th Grade	67.7%	51.8%		
7th Grade	67.4%	56.2%	66.6%	
8th Grade	74.7%	55.0%		47.5%
10th Grade	87.3%	55.9%	85.4%	38.3%

Reading



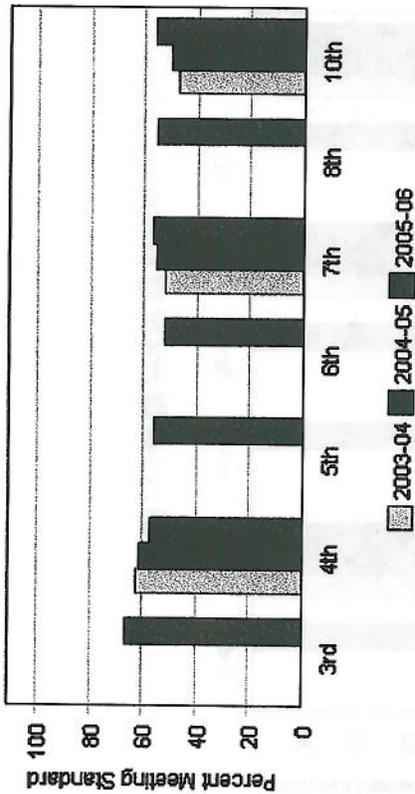
Student Demographics

Enrollment	
October 2005 Student Count	21,442
Gender (October 2005)	
Male	51.4%
Female	48.6%
Ethnicity (October 2005)	
American Indian/Alaskan Native	1.6%
Asian	14.0%
Black	6.0%
Hispanic	8.5%
White	69.6%
Special Programs	
Free or Reduced-Price Meals (May 2006)	27.3%
Special Education (May 2006)	13.7%
Transitional Bilingual (May 2006)	7.9%
Migrant (May 2006)	0.0%
Other Information (more info)	
Unexcused Absence Rate (2005-06)	0.5%
Annual Dropout Rate (2004-05)	5.8%
On-Time Graduation Rate (2004-05)	64%
Extended Graduation Rate (2004-05)	67%

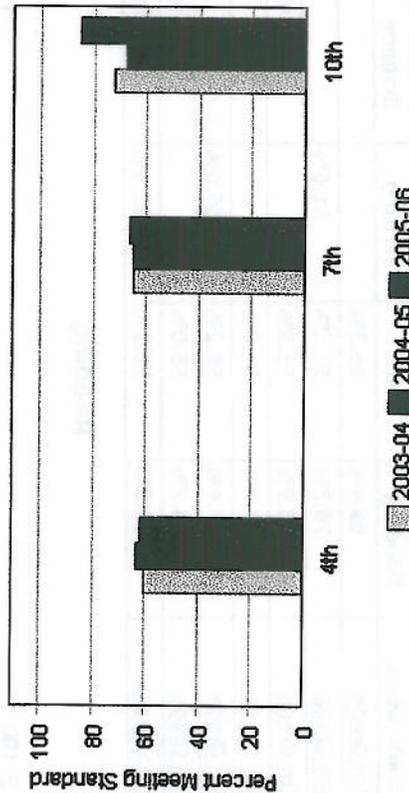
Teacher Information (2005-06) (more info)

Classroom Teachers	1,173
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Math



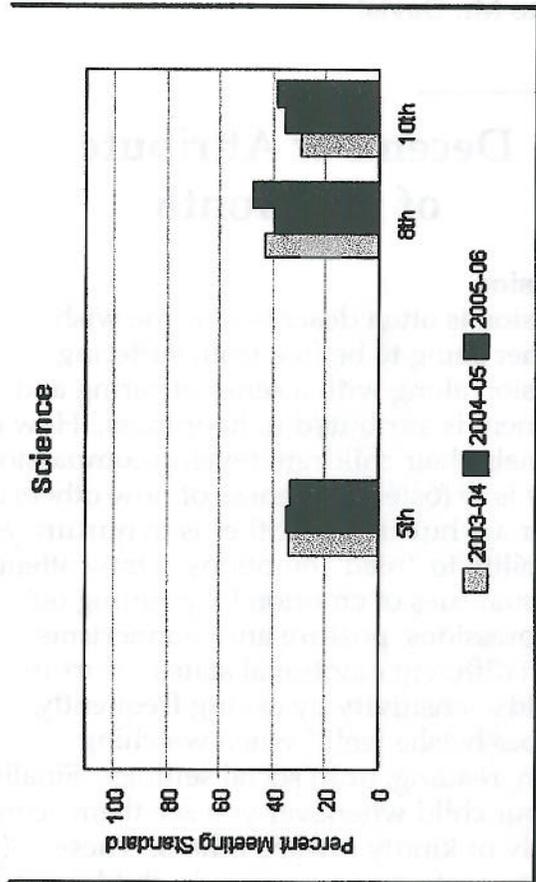
Writing



Students per Teacher	18.3
Average Years of Teacher Experience	11.5
Teachers with at least a Master's Degree	59.7%
Total number of teachers who teach core academic classes	1,020
% of teachers teaching with an emergency certificate	0.0%
% of teacher teaching with a conditional certificate	0.3%
Total number of core academic classes	2,118
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	98.4%
% of classes taught by teachers who do not meet NCLB HQ definition	1.6%
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	96.7%
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	3.3%
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	98.3%
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	1.7%

Financial Data (2004-05)

	Per Student Amounts	Percent
Total Revenues	\$7563	100%
State	5186	69%
Federal	573	8%
Local Tax	1450	19%
Other Sources	353	5%
Total Expenditures	\$7788	100%
Central Administration	488	6%
Building Administration	431	6%
Maintenance and Operations	648	8%
Food Services	187	2%
Transportation Services	466	5%
Teaching	5420	70%
Other	148	2%



Professional Learning Days

Evergreen teachers and staff will be working and learning together on non-student days in November and December. Our plans are made based on our School Improvement Plan. In November we'll be focusing on math most of the day, with a special focus on vocabulary development. We'll also spend some time working in teams on literacy practices. This is valuable time for staff members to learn and plan together.

Progress Reports

First trimester progress reports will go home with all students grade 1-6 on Friday December 8th. These reports will give parents information about how their child is doing in comparison to the standards set for their grade level. Kindergarten students will receive their first report in January.

Multi-Cultural Potluck

Our annual potluck dinner to celebrate the rich cultural diversity at Evergreen is November 16th. Please bring a dish to share. You may bring a family favorite or something from your country or heritage. There will be activities, great food, and the annual fashion show. Students and their family members are invited to wear clothing representing their country or heritage. The fun gets started at 5:30 on Thursday the 16th.

Congratulations!!!

Mr. Davis and Mrs. Ardissono will be guests at the University of Washington Husky football game on November 11th. They will be receiving a check for \$1,000. courtesy of the 2006 Starbucks and UW Partners in the Community Elementary School Playground and Physical Fitness Awards Program. Mr. Davis applied for the grant to support our popular Panther Walk program. Thanks to Mr. Davis!

November Attribute of the Month

Honesty

One component of honesty has to do with stealing. Stealing is something that parents worry about a great deal. It's actually quite common among very young children. For school-aged children there are a variety of reasons they steal. The good news is that by talking with your kids, modeling honest and ethical behavior, as well as addressing issues that do arise parents can nip problems in the bud. There are a couple of great website pages that discuss stealing, why kids steal, and how to prevent problems. They are:

<http://www.parenting-ed.org/handout3/Specific%20Concerns%20and%20Problems/stealing.htm>
and <http://kidshealth.org/parent/emotions/behavior/shoplifting.html>

December Attribute of the Month

Compassion

Compassion is often described as the wish for another being to be free from suffering. Compassion along with a sense of caring and commitment is attributed to happiness. How can parents help their children develop compassion? One way is to foster awareness of how others are feeling or are hurting. Another is to nurture your child's ability to "read" emotions. Draw attention to the visual cues of emotion by pointing out facial expressions, posture and mannerisms of people in different emotional states. Nurture your child's sensitivity by asking frequently, "How does he/she feel?" when watching television, reading, or in social settings. Finally, praise your child whenever you see them acting sensitively or kindly toward others. These are all ways to nurture compassion in children. His Holiness the Dalai Lama says this, "If you want others to be happy, practice compassion. If you want to be happy, practice compassion."



MEADOWDALE ELEMENTARY

6505 168th St. SW,
Lynnwood, WA 98037

425-670-7754



EAGLE FLYER

Principal: Kyle Kinoshita
Volume 23 Number 4

Office Manager: Barb Christopher
December 2006

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12-8 P 4:35

Principal's Corner

District Information Fair to be Held Saturday, January 6 for Future Kindergarten and Middle School Parents

The annual Edmonds School District Information Fair is scheduled for 9 am-12 noon Saturday, January 6, 2006 at Lynnwood High School, 3001 184th S.W., Lynnwood (just north of Alderwood Mall). The Fair combines both Kindergarten and Middle School information fairs into one event.

All Edmonds School District schools, pre-K-12 and many programs will be represented. The purpose of the fair is to provide parents and community members with an opportunity to learn about all the programs available to their children as they advance from kindergarten to high school. Special "choice" programs and schools, such as Maplewood Parent Coop K-8 and Madrona Non-Graded K-8 will also be represented. Admission is free.

Teaching as a Team Sport?

November 9 Non-Student Day: School Improvement Plan Work

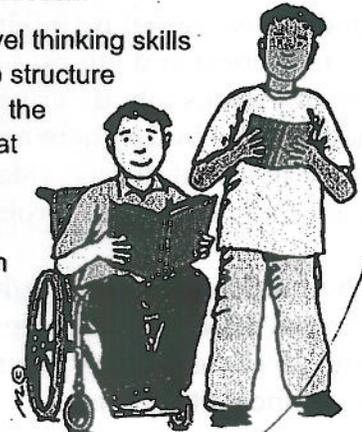
Orchestrating the learning of 25 elementary kids so they "get it" is no less a performance than a well-executed touchdown play or a perfect golf swing. Like sports, it takes ideal coordination and timing, and it can't be learned from a book.

This explains why 30 MDE staff members were huddled in small teams on the November 9 Non-student day. Teachers were arranging themselves in small groups (called "professional learning communities"). They were making very specific plans on certain lessons and units that were not just for the kids, but for purpose of teaching themselves to improve their instruction.

The "plays" teachers are perfecting is having students learn using higher level thinking skills so that they can acquire deep understandings as early as Kindergarten. How to structure the perfect conversation, the ideal series of activities that build upon each other, the just-right question for students so they figure out the meaning themselves is what teachers hope to learn.

What's different from earlier forms of teamwork in the coming months is the study of student work, observations of each other or even videotapes to sharpen their instruction. The end result—better and more focused instruction for your kids.

- Kyle Kinoshita, Principal



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Powerful Partners
Schools & Communities
Working Together
Meadowdale Elementary is
a Powerful Partners School

EAGLE FLYER

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HOOF BEAT

OUR CHARACTER VALUE THIS MONTH IS: RESPONSIBILITY

Martha Lake
Elementary School
17500 Larch Way
Lynnwood, WA 98037
(425)431-7766

2006-2007 PTA Officers:

President:

Nalani Baker-Kotovic
Bakerkotovic@msn.com

Secretary, 1st Vice President,
Newsletter:

Christy Hobby
rbzmama@hotmail.com

2nd Vice Presidents, Fundraising:

Kellie Cooper
Kim_Jellie@msn.com

Keith Bishop
keithb@yuhus.org

Treasurer:

Susan Simpson
JLWSRS@aol.com

Membership:

Terri Speegle
Theter@comcast.net

Martha Lake Total Members: 245

PTA

every child. one voice.

A message from Principal Jeanne Moore

Have I told all of you how happy I am to be the principal of Martha Lake School? I am fortunate to work with a hard working, dedicated staff and a supportive, caring community. Last week the teachers went the extra mile to make themselves available to meet with parents and families – no matter what the time of day or evening. A valiant effort was made to invite interpreters to help our limited English speaking parents gain more meaning from the conferences.

Work Day was a great success!

On Saturday, October 21 at least 25 volunteers came out to clean up the overgrown weeds and berry bushes in the back of the school. This was an awesome collaborative effort of the Adopt-An-Area Group, The Green Thumb Club, and some families from Miss McMurrin, Mr. Murphy and Mrs. Day's classes. They brought their tools and a wonderful spirit of volunteerism and in four hours transformed the overgrown areas into manicured works of art. The children jumped in to rake leaves, haul debris, and found frogs, bugs and worms. There was a great sense of accomplishment by those who participated in the Work Day.

Not only does this effort instill in our children a wonderful sense of belonging to a caring community, it is crucial to continue our goal to maintain a pesticide and herbicide-free school. Our school is located in a beautiful, natural wooded setting that needs monthly attention to maintain the growth of weeds, berries and natural vegetation.

Won't you please come out to our **next Saturday Work Party on November 18th** from 9:00-1:00? Bring work gloves, garden tools and a spirit of camaraderie. Coffee juice, water and snacks are provided. Please call Ron Martinez at 425-670-1777 if you would like more information. You will not regret your time!

The Martha Lake Auction is Coming – March 16th!

Our third Auction Planning Committee Meeting is Wed., Nov. 8th at 6:30PM. We welcome everyone. It is not too late to get involved and join the fun! Mr. Tim Fitzgerald is a high energy guy and has some awesome plans for the best auction ever! Each month the newsletter will be full of news regarding preparations – so please stay tuned!

Non Student Day News!

On Thursday, Nov. 9th the students will not have school. It is a day for the staff to engage in ongoing district and building work to improve student achievement. In the morning we will engage in a study of areas of weakness in Math for our students at each grade level. We will examine the newly revised state Grade Level Expectations and pinpoint some effective strategies to target math deficits for students in each grade. In the afternoon, the entire staff will participate in a training on "Difficult Conversations" facilitated by a wonderful trainer, Yarrow Durbin, from The Courage to Teach Program. This training will help us implement our Goal 3 -- Improving the Learning Environment.

Continued
on next page....

NOTE

MTHS Staff Plans for Non Student Days

Just what do teachers do on those non-student days? That is a question often asked by parents this year as we have reduced the number of student contact days to 175. I wanted to share with all of you how much we appreciate having these days. I also want you all to know how we are using the time, and some of the plans we have for this school year.

The main focus of these non-student days for MTHS is two-fold: staff training and collaboration. We have set building goals in the areas reading, math, and personalization. These non-student days allow us the opportunity to provide staff with targeted and specific trainings related to the goals we have set. On November 12, for instance, we spent a good part of the morning with all staff receiving training on specific reading strategies that they can use across the curricular areas. We will continue this training on future non-student days, giving staff the opportunity to share and debrief about attempts to incorporate these strategies in their instructional practice, as well as introducing new strategies.

The second focus of these non-student days is for teachers to have time to collaborate with each other. This collaboration takes place primarily in our small schools. We recognize that we still have much work to do as we transition to this new structure, and these non-student days give us longer blocks of time to meet, plan, and problem-solve as small school staffs.

Let me reiterate that we very much appreciate the opportunity to meet and work on these non-student days. They are an important component of our staff development plans for this school year. We recognize the time we are taking from our students' instruction, but we feel that the time we spend on these days will help us to better serve the needs of all our students.

2005-06

Hazelwood Highlights

Volume 17
Issue 2

November 2006

Evergreen Bank Days

Evergreen Bank has a joint venture program with Hazelwood where students can set up their own Savings Account. Bank Day is every Friday morning between 9:00 and 9:30AM in the Hazelwood Gallery. Your student can pick up an application anytime in the office or at the "bank" on Friday mornings. There is no minimum balance or deposit required and there is no monthly service charge until age 18. Any withdrawal must be made in person at any Evergreen Bank location.

Principal's Corner

What happens on those Fridays?

Throughout the school year, there are Fridays when students do not attend school. It might seem as if the school is closed on those days, but that is far from the truth. These days are filled with a wide variety of staff trainings and professional development activities. If you were to visit Hazelwood on one of these days you might see:

- A busy parking lot, full with staff & visitors' cars
- Teachers in grade level and job-alike meetings
- Para-Educators attending workshops throughout the district to earn their required competencies.
- Teachers meeting with parents about student progress
- Our entire staff together; learning about the 7 *Thinking Strategies*
- Staff members updating their CPR and First Aid certification
- Staff members learning new technology applications to use with students
- Teachers evaluating student work and planning appropriate lessons to help student achieve state standards
- District personnel doing repairs and maintenance projects that cannot be completed while students are present
- Specialized training in specific curriculum components (e.g. Dibels reading program and assessments, Updates from the state about Mathematics instruction, etc.)

On these "Non-Student" days, the teachers are attending school. They focus upon professional development; State required inservice training, District initiatives, school initiatives, and teacher team and individual work. Friday, October 13th, was such a day for working on such things. Teachers met together to learn more about teaching with technology. They planned curriculum together and evaluated student work from their classrooms.

On behalf of the entire staff, I want to thank you for supporting us with these "Non-Student" days. They are a gift to us and ultimately a gift to our students! In order to help every student grow and learn, we need time alone and time together as a staff. It's difficult to fix an airplane once it's in flight and once the students arrive at Hazelwood, it's kind of like the school hits the runway and takes off into flight. The days without students help us do a better job with them when they're here. The next *Non-Student Day* is Thursday, November 9th.

Thank You,
Tim Parnell

Breakout Session #1 - Choose Your Top Two Preferences for the Early Afternoon Session	
1:00-5:00	<p>"CPR"</p> <p>Betty Clark – District Nurse</p> <p>Full afternoon of CPR training (does not include first aid). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>
1:00-4:30	<p>"First Aid"</p> <p>Cheryl Robinson – District Nurse</p> <p>Full afternoon of first aid training (does not include CPR). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>
1:00-2:15	<p>"Let's Team Up: Follow-Up"</p> <p>Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates</p> <p>This session is a follow-up to the morning large group session. You will learn more about the topics covered in the morning session, participate in interesting and fun activities, and have an opportunity to ask additional questions. (Competencies 2, 4, 5)</p>
1:00-2:15	<p>"Which Students Can Read the Math Test?"</p> <p>Phyllis Kelley-Tyler – Instructional Coach, Alderwood Middle</p> <p>To answer this question, we'll explore special challenges of reading a math text with understanding. Then, we'll discuss how literacy skills (reading, writing, and communicating) impact math understanding. Finally, learn strategies to help students solve problems in mathematics and take away a packet of resources. This session is geared primarily towards Paraeducators working with middle and high school students. (Competencies 9, 10)</p>
1:00-2:15	<p>"Improving Instruction for Struggling Readers Part II: Teaching Specific Comprehension Strategies"</p> <p>Margaret Mesaros – Title I/LAP Specialist Cindy Anderson – Title I/LAP Specialist</p> <p>This session will focus on comprehension – one of the five major components of reading instruction. Several specific comprehension strategies will be introduced and modeled. There will be time for questions and we will talk briefly about the multi-year Collaborative Literacy Project currently underway in the District. While anyone can attend this session, it will be most applicable to Paraeducators working in elementary learning support classrooms, particularly those supporting reading instruction. (Competencies 9, 10)</p>
1:00-2:15	<p>"Special Ed Overview and Open Forum"</p> <p>Tim Garberich – Manager, Elementary Learning Support</p> <p>Take this opportunity to get your questions answered and learn successful strategies for dealing with special needs students. (Competencies 1, 3, 8)</p>

1:00-2:15	<p><i>"Targeted Violence and Reactive Violence: Kids Who Make Threats Versus Kids Who Pose Threats"</i></p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>This presentation will help Paraeducators understand the varying motives behind threats of violence made by students and discuss the differences between the "hunter" and the "howler." This session is applicable to all Paraeducators. (Competencies 6, 11)</p>
1:00-2:15	<p><i>"Introduction to Microsoft Office" NEW EXTENDED AND SELF-PACED OPTION!</i></p> <p>Technology Staff</p> <p>This year's Microsoft Office training has been changed to an online format that allows you to personally choose the programs in which you want help and the level of help you need. Become proficient in Microsoft Word, Excel, PowerPoint, Outlook, Access, and Publisher, all at your own level and pace.</p> <p>This session will give you a guided introduction to the program and allow you time to start learning immediately. When the session is over, you will be able to continue learning on your own for a full 6 months! Future training sessions will allow you to supplement your own learning by asking questions of Technology staff, and also allow new users to begin the training. (Competency 13)</p>
1:00-2:15	<p><i>"Introduction to Microsoft Office – Follow-Up"</i></p> <p>Technology Staff</p> <p>THIS SESSION IS ONLY AVAILABLE TO PARAEDUCATORS WHO ATTENDED THE OCTOBER 14th MICROSOFT OFFICE SESSION! As a follow-up to the October Microsoft Office session, this is your chance to continue working on your learning and get your questions answered by members of the Technology staff. (Competency 13)</p>
2:15-2:30	Break
Breakout Session #2 - Choose Your Top Two Preferences for the Late Afternoon Session	
2:30-3:45	<p><i>"Let's Team Up: Follow-Up"</i></p> <p>Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 2, 4, 5)</p>
2:30-3:45	<p><i>"Which Students Can Read the Math Test?"</i></p> <p>Phyllis Keiley-Tyler – Instructional Coach, Alderwood Middle</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 9, 10)</p>
2:30-3:45	<p><i>"Reading With a Purpose"</i></p> <p>Gail Shepard – Teacher, Edmonds-Woodway High Deena Maroutsos – Teacher, Edmonds-Woodway High</p> <p>Come to this workshop to learn various reading strategies that will help your students make connections between what they are reading and their own lives. Presenters will model these techniques using a variety of children's literature and engaging newspaper articles. Handouts will be provided. While anyone can attend this session, it will be most applicable to Paraeducators working in high school classrooms. (Competencies 9, 10)</p>
2:30-3:45	<p><i>"Things Kids Do That Scare You and How to Respond"</i></p> <p>Rosemary Fraine – Mental Health Specialist, Options Program</p> <p>Learn about how to respond when a student discloses cutting or suicidal thoughts, has angry outbursts, or refuses to follow directions. When you understand what is going on and have the skills to respond, you will be more effective in your job as a Paraeducator. While anyone can attend this session, it will be most applicable to Paraeducators working with middle and high school students. (Competencies 6, 11)</p>
2:30-3:45	<p><i>"Targeted Violence and Reactive Violence: Kids Who Make Threats Versus Kids Who Pose Threats"</i></p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 6, 11)</p>

Superintendent's Roundtable

December 6, 2006 conversation:

Conversation Summary Notes:

Open Agenda:

- Q. If student population declines how do you keep from having to let teachers go?
A. We project for the next year. We keep the numbers down and use retirements, etc. to keep from having to let teachers go.
- Q. Are the Capital Projects plans going forward as planned?
A. Yes, the new Lynwood High will open September 2009. The long-term lease for the current site is on track. Scriber Lake High and Options will be temporarily housed in our transition school, old Woodway High, for two years while the new district office building is being built, the administrative staff move into it, and the current ESC building is remodeled to house Scriber Lake High and Options.

Classroom Strategies: Homework, Discipline, and How Teachers Spend Their Non-Student Time

Ken Limón, Assistant Superintendent introduced his team to discuss this month's subject: Dale Cote, principal of Meadowdale High; Steve Burleigh, principal of Westgate Elementary; Thea Gardner, principal of College Place Middle; Gayle Gray, teacher at Brier Elementary; and Cindy Marum, principal at Brier Elementary.

HOMEWORK

- Q. What is the purpose of homework?
A. Homework should enhance, deepen understanding, and relate to what students are learning that day or week.
- Q. Should homework include new information?
A. Homework must be work the students already know how to do. Students should not be overwhelmed by the work, either in amount or content. Nor should the work be merely busywork.
- Q. Should I help my child do his/her homework?
A. Help from you means providing a good study place and atmosphere. Discussion and interest in your student's assignment is helpful, however doing their homework for them is detrimental to their learning. If your student is struggling, talk to the teacher to figure out what is wrong. Teachers want to know when students don't fully understand a lesson, so it's important to communicate this with your student's teacher.

DISCIPLINE

- Q. Why is discipline in the classroom important?
A. A disciplined classroom allows academic success for the students. Students must feel safe and connected before they can learn. Teachers strive for quality interaction with their students, building caring relationships. They have high academic expectations. They tailor their instruction to be relevant to students' lives. When all this is in place, discipline issues lessen.
- Q. What if discipline needs to be handled beyond the classroom?
A. The administrative staff serves as a back-up to the teachers. They encourage students to behave better. They hold the students accountable. They involve parents as partners. Both teachers and administrators strive to provide students with clear behavior expectations and the consequences of failing to behave appropriately. They strive to be fair to all students, listening to all sides of the issue.

WHAT HAPPENS ON NON-STUDENT DAYS

Q. What is the purpose of non-student days?

A. The goal of non-student days is to allow teachers and staff to connect and build a system of improvement over time.

Q. What are the teachers working on?

A. Teachers can be working on any of the following: school goals and improvement plans; systematic changes; graduation requirements; technical training (student data, test scores, etc.); or professional learning teams that align curriculums from grade to grade and school to school.

Q. Is defining goals important?

A. The most successful schools have highly collaborative teamwork. Good data drives instruction and helps staff make informed decisions. It builds a sense of unity and purpose. Taking time to talk philosophically about teaching then marrying it to practical ways to apply it to their teaching methods strengthens the education students receive.

MARY WALKER SCHOOL DISTRICT No. 207

500 North 4th ~ ~ P.O. Box 159
Springdale, Washington 99173 - 0159
(509) 258-4534
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SUPERINTENDENT
Kevin J. Jacka

BUSINESS MANAGER
John W. Boyle

BOARD OF DIRECTORS
Ken Canfield, Chairperson
Robert Pierce
Kim Stricker
Kenneth Brangwin
Meldon Presho

HIGH SCHOOL PRINCIPAL
Matthew L. Cobb

K-8 PRINCIPAL
Cheryl L. Henjum

STATE BOARD OF EDUCATION

January 18, 2007

FEB 0 2007

RECEIVED

Ms. Pat Eirish
Basic Education Assistance
Washington Board of Education
Old Capitol Building
PO Box 47206
Olympia, WA 98504-7200

RE: Request for a waiver from a 180 day school year

Dear Ms. Eirish

The Mary Walker School District is committed to improving student learning. This commitment has developed into a very supportive partnership with parents, the community and a nine-school district consortium. The Mary Walker School District strives to provide a safe environment where all students learn and practice the knowledge, skills and behaviors needed to be responsible citizens, productive members of society, and successful lifelong learners.

In our small district the challenge has been creating time and money to effectively monitor and adjust our school improvement plans and curriculum, so that our students can continue to improve and reach their potential. In order to reach our goals we must provide training, foster collaboration and dialogue, and make available for staff best practices and current research to keep them up-to-date. In the year of 2006-2007, we were able to work toward our goals using late start days and waiver days.

The Mary Walker School District and its Board of Directors would like to request a waiver from a 180-day school year to a 178-day school year for the purpose of implementation of the District's improvement plan. The district is requesting this waiver for a total of up to three years subject to annual review by the board. In the past, the State Board of Education has demonstrated a willingness to support these types of waivers by approving similar three year waivers for other districts. It is our belief that the students and staff could benefit from this waiver as other districts have.

The Mary Walker School District No. 207 is involved in a nine school district consortium and we use time from late starts and waiver days to support all these areas.

Value Added to the District Staff and Students.

- Provide grade level and subject level assessment (with consortium).
- Continue Vertical Teaming by subject area and grade level. Continue to share best practices and build support for all teachers in the consortium.
- Provide consortium-wide professional development such as Jane Schaffer Writing Program, AP Springboard Math, and AP Springboard Reading.
- Provide time for AP support within subject areas (with consortium).
- Provide Math professional development at the K-5 level (with consortium).
- Provide time for data sharing with the consortium. All nine districts use Springboard English and can share data in grades 6-12.
- Continued improvement in preparation of all students for post-secondary education.

Specific Standards for Increased Learning that the District Expects.

- Continue to train in performance-based learning and assessment.
- Continue to review and revise our curriculum and align with the Washington State EALRS in every identified core subject.
- Continue annual review of WASL test results with emphasis on improving test scores.
- Provide training for classified employees that will improve student learning.
- Provide staff with time to research and to analyze test data and best instructional practices that will improve student learning.
- Provide time for subject level planning with the nine-school consortium.

The above standards are related to and support our 2006-2007 School Improvement Plan.

How the District Plans to Achieve the Higher Standards.

Curriculum is aligned with EALRS teaching and learning will be adjusted based on data from student learning. The results of the data assessment will be used to improve student performances and also to improve the instructional program.

How the District Plans to Determine if Higher Standards are Met.

The District curriculum and instruction committee, P.R.E.P. Consortium, and building administrators will use WASL and test data to determine success of the teacher training as a result of the calendar modification.

Evidence the Board of Directors, Teachers, Administrators and Classified Employees are Committed to Working Cooperatively to Implementing the Plan.

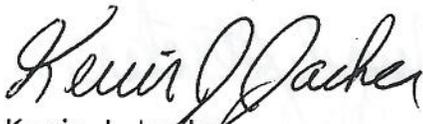
The Mary Walker School Board of Directors is committed to providing community members and employees of the district the opportunity to improve the overall educational opportunities for students to achieve success. District administrators, teachers, classified employees, parents, community members and students collaboratively created our long-range district strategic plan. Administrators provide reports to the Board and community regarding school building improvement plans. The waiver days will allow teachers, classified employees, administrators and parents to focus on curriculum, best practices, and instructional strategies to help improve student achievement.

Evidence that Opportunities Were Provided for Parents and Citizens to be Involved in the Development of the Plan.

The Mary Walker School District is a close knit community. The involvement of parents and community members to improve student learning is a definite focus of our school improvement plans. Parents and community members are involved in collaborating on the school improvement plan. It is all of our beliefs that the two days of inservice will allow for consistent and focused staff development, training, and continued improvement in our assessments and K-12 curriculum.

The Mary Walker School community is committed to continuing improvement in education. As a small district, we do not always enjoy some of the resources available to larger districts. Approving of this waiver would provide us with the flexibility and consistency essential for effective curriculum development and staff training.

Respectfully,



Kevin J. Jacka
Superintendent

Enclosure

cc: Mary Walker Board of Directors
File

MARY WALKER SCHOOL DISTRICT NO. 207
Resolution No. 06-02
2006-2007

WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-040-060); and

WHEREAS, the MARY WALKER SCHOOL DISTRICT NO. 207 Improvement Plans for each school serving students in pre-kindergarten through grade twelve has the mission of serving students in a safe environment so that all of the students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners; and

WHEREAS, the District's Inservice Advisory Committee; Curriculum, Instruction, and Assessment Committee; and district staff, parents, and community members have determined that staff need the additional professional development time to further develop instructional practices which support the goal of all students progressing towards achieving standard in literacy, mathematics, science, social studies, art, and health and fitness; and

WHEREAS, staff and parents recommend reducing the number of school days while still meeting the program hour requirements as prescribed in RCW 28A.150.220; and

WHEREAS, the school board recognizes that while this reduction of student days results in a waiver request, the assessment results will show enhanced student learning.

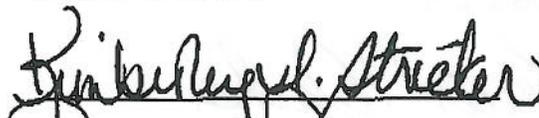
NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of the MARY WALKER SCHOOL DISTRICT NO. 207 hereby requests a two-day waiver from the minimum 180-day school year requirement under RCW 28A.150.220 and WAC 180.16-215 for the 2007-2008 school year resulting in a 178-day school year for students in grades pre-kindergarten through twelve.

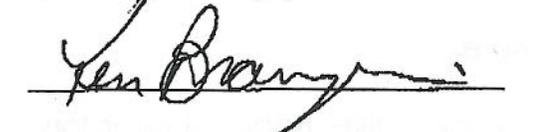
Adopted at a regular open public meeting of the Board of Directors held on this 21st day of February, 2007.

ATTEST:


Secretary to the Board of Directors

MARY WALKER SCHOOL DISTRICT
Board of Directors:





MARY WALKER SCHOOL DISTRICT NO. 207

2006-2007 School Year Calendar

Aug 2006						
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August
28 Staff Orientation

29 First Day of School

September
4 Labor Day (No School)

October
13 Teacher Inservice (No School)

16 District/Consortium Curric Day (No School)

November
1 End of 1st quarter

7 Early Release (Conference)

8 Early Release (Conference)

9 Early Release (Conference)

10 Veteran's Day (No School)

22 Early Release

23 Thanksgiving (No School)

24 Thanksgiving (No School)

December

18 Winter Break (No School)

19 Winter Break (No School)

20 Winter Break (No School)

21 Winter Break (No School)

22 Winter Break (No School)

23 Winter Break (No School)

24 Winter Break (No School)

25 Winter Break (No School)

26 Winter Break (No School)

27 Winter Break (No School)

28 Winter Break (No School)

29 Winter Break (No School)

30 Winter Break (No School)

31 Winter Break (No School)

January
1 Winter Break (No School)

15 Martin Luther King Jr Day (No School)

24 End of 1st Semester

February
19 President's Day (No School)
20 Snow Day (No School)

March
9 District/Consortium Curric Day (No School)

16 Curriculum Day (No School)

28 Early Release (Conferences)

29 Early Release (Conferences)

30 Early Release (Conferences)

April
2 Spring Break

3 Spring Break

4 Spring Break

5 Spring Break

6 Spring Break

9 End of 3rd Quarter

May
28 Memorial Day (No School)

June
12 Last Day of School ~ Early Release

Feb 2007						
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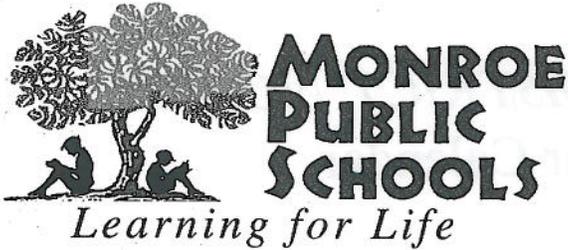
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Jul 2007						
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Adopted by Mary Walker School District No. 207 Board of Directors on January 18, 2006, amended July 19, 2006



Ken Hoover
Superintendent
360.794.301

200 East Fremont Street
Monroe, WA 98272-2336
FAX 360.794.7367

February 12, 2007

STATE BOARD OF EDUCATION
FEB 15 2007
RECEIVED

State Board of Education
Old Capitol Building
600 Washington Street South, Room 253
P.O. Box 47206
Olympia, WA 98504-7206

Dear State Board of Education:

For the past three years, the district has implemented four, full day School Improvement Days for the purpose of supporting schools' Learning Improvement Plans. These four days were achieved by eliminating seven early release days and the approval of four waiver days from the 180 student day requirement. These early release days had been in addition to two full Learning Improvement Days and an Optional paid Learning Improvement Day prior to the beginning of the school year.

We pursued the waiver days before because there had been increasing concerns from parents and staff about the value of these early release days. Morning schedules on these early release days had to be adjusted, half-day kindergarten sessions were impacted, and academic routines were disrupted. After discussion with all parents and the various associations in the district, we applied and were granted the four waiver days. Each year input was gathered from different constituencies about the effectiveness of the days which was presented to the school board for approval to continue the implementation. In general, there was overwhelming support to continue the full day model and not return to an early release system.

These School Improvement Days are a major resource for the Building Leadership Team to use to support the activities in their School Improvement Plan. Decisions regarding the specific professional development activities on these days are determined by each Building Leadership Team. An agenda and minutes from each day at each school are recorded and distributed throughout the district to support collaboration among schools. Because of the common time across the district, several schools have pooled resources, participating in the same workshop and sharing best practices. Without these waiver days, systematic, district wide staff development would be restricted to the two Learning Improvement Days and the Optional paid Learning Improvement Day. In this era of increasing accountability regarding state graduation requirements and the federal demands of meeting Adequate Yearly Progress, it is essential that more staff development time is provided, not less.

Therefore, it is our intent to request four waiver days from the 180 school day requirement for the 2007-08, 2008-09, and 2009-2010 school years.

Enclosed is our documentation for meeting the requirements for a waiver, the Board of Director's Resolution, and a Letter of Agreement with the Monroe Education Association.

Thank you for considering this request. We are confident that these waiver days will facilitate the school improvement process in our district, especially with the implementation of state graduation requirements for the class of 2008 and the demands of meeting Adequate Yearly Progress.

Sincerely,



Ken Hoover
Superintendent

c: Monroe School Board
Dr. Fran Mester, Assistant Superintendent

Monroe School District No. 103

Resolution for Waiver for Number of Student Days

RESOLUTION #1-2007

A RESOLUTION requesting that the State Board of Education grant a waiver of the minimum 180-day requirement for the 2007-2008, 2008-2009, and 2009-2010 school years (WAC 180-18-040 and WAC 180-18-050).

WHEREAS, the District is requesting a waiver from 180 school days to 176 school days per school year for a three year period to support collaborative time for staff to prepare students for state graduation requirements and to meet the federal demands of Adequate Yearly Progress.

WHEREAS, the impact of the current four waiver days for the past three years has been reflected in increased student achievement on state assessments, it is important that they continue for the 2007-08 school year. This is especially important with the implementation of state graduation requirements and the necessity of meeting federal demands for Adequate Yearly Progress.

WHEREAS, the focus of these waiver days will continue to be the improvement of student learning through staff development activities, collaborative meetings, and implementation of the school's learning improvement plan.

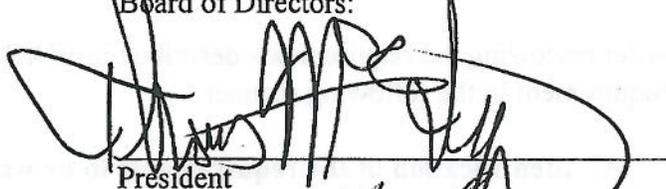
WHEREAS, the District would find it very difficult to develop an alternative model for time to support school improvement efforts if the waiver days were not granted.

WHEREAS, the District has obtained support and agreement from the Monroe Education Association, parents and other organizations for this request.

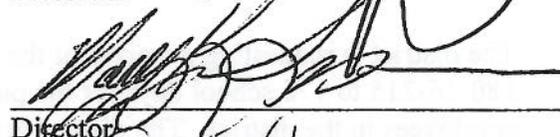
THEREFORE, BE IT RESOLVED that the Board of Directors of the Monroe School District, Snohomish County, Washington hereby approves the request to obtain a waiver from the State Board of Education to move from 180 school days to 176 school days.

DATED this 12th of February, 2007

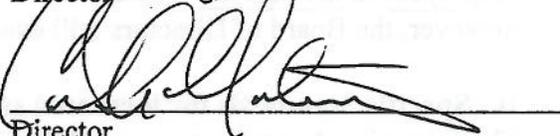
Monroe School District No. 103
Board of Directors:



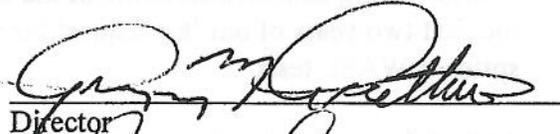
President



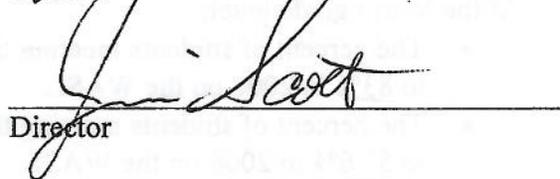
Director



Director



Director



Director

Attest:



Secretary to the Board

Documentation for Waiver Request for Monroe Public Schools

After reviewing the requirements described in WAC 180-18-050, we have addressed each requirement in the following manner:

A. Identification of the requirements to be waived

The district is requesting a waiver of the minimum 180 day school year as required by WAC 180-16-215 to 176 school days for the purpose of increased staff development time for all employees in the district. The district is requesting this waiver for a three-year period; however, the Board of Directors will evaluate the need for the waiver annually.

B. Specific Standards for increased student learning the district expects to achieve.

The following data reflects some of the increase in student achievement that occurred during the first two years of our last request for waiver days. Our third data point will be this spring's WASL tests

At the fourth grade level:

- The percent of students meeting the standard in reading increased from 77.8% in 2004 to 83% in 2006 on the WASL.
- The percent of students meeting the standard in writing increased from 50.7% in 2004 to 57.6% in 2006 on the WASL.
- The percent of students meeting the standard in math did decrease from 69.8% in 2004 to 60.2% in 2006 on the WASL.

At the seventh grade level:

- The percent of students meeting the standard in reading increased from 54.9% in 2004 to 58.5% in 2006 on the WASL.
- The percent of students meeting the standard in writing increased from 46.0% in 2004 to 56.0% in 2006 on the WASL.
- The percent of students meeting the standard in math did decrease from 43.5% in 2004 to 39.7% in 2006 on the WASL.

At the tenth grade level:

- The percent of students meeting the standard in reading increased from 60.0% in 2004 to 81.3% in 2006 on the WASL.
- The percent of students meeting the standard in writing from 48.7% in 2004 to 81.2% in 2006 on the WASL.
- The percent of students meeting the standard in math increased from 42.5% in 2004 to 47.0% in 2006 on the WASL.

The use of the previous waiver days also supported the district in accomplishing the opening of a new elementary, the transformation of a middle school into an elementary school, and a major grade level reconfiguration. During the 2005-06 school year, our elementary schools became K-5 instead of K-4, middle level became 6th-8th, the Junior High (8th and 9th) became a middle school, and the high school returned to a 9th-12th model. Over 60% of the staff either changed schools, the grade level or subject that they taught, or both. The four School Improvement Days were essential to the increases in student achievement described above. Although the 2007-08 school year will be our third year of implementation for the reconfiguration, the staff training needs are still very significant.

Even with this support, two schools (one elementary and one middle) did not make Adequate Yearly Progress in several cells. Our high school is facing the demands of having all students meet standards on the WASL as part of a graduation requirement. In addition, they will be in full implementation of the Culminating Challenge, another state graduation requirement. It will be essential to our success that quality professional development opportunities be available to staff during the school year.

Learning Expectations for the 2007-08 school year:

- All schools would meet Adequate Yearly Progress.
- Increase the number of elementary students reading at grade level at the end of the year, using DIBELS as an assessment.
- Increase the graduation rate from 84% (2004-05) to 90% in 2007-08
- Decrease the number of students requiring math support by strengthening the initial instruction in the classroom.
- Increase the number of students taking advanced math courses at secondary level.
- Increase the number of students participating in Advanced Placement classes at the high school and taking the Advanced Placement Tests.

C. How the district plans to achieve the higher standards, including timelines for implementation.

The district plans to implement three major strategies to achieve higher standards. This plan includes the use of the four School Improvement Days created through this waiver process.

- Build capacity with administrative team and building leadership teams to better understand school improvement processes.
 - i. Administrative Retreat - August, 2007
 - ii. District Level Training for all Learning Improvement Teams – November and March, 2007
 - iii. District Level Training for Building Learning Improvement Teams (Includes Leadership of Teachers' Association) –October and February

- Revise the district curriculum in core areas to increase the number of students meeting district and state assessments. Purchase appropriate instructional resources to support the learning targets. Create written documents and support structures for teachers to bridge the gap between the learning targets and instructional strategies and resources.
- Provide comprehensive staff development and collaborative time for teachers to implement the district curriculum and assessments through a variety of methods.
 - i. Two Learning Improvement Days before the start of school, planned by the Building Leadership Team
 - ii. Four full day School Improvement Days (Throughout the school year) planned by the Building Leadership Team with district staff development offerings. In addition, on these days, the district provides systematic staff development for all classified staff.
 - iii. Provide each school Initiative 728 funds for professional development. Funds can provide some additional release time during the year. Activities and budget directed by the Building Leadership Team.

D. How the district plans to determine if the higher standards are met.

A full analysis of student data will continue to be conducted. Each school's Learning Improvement Team, composed of the building principal, teachers, classified staff, parents, and secondary students will review all data, using that analysis as the basis for developing their plan for the current school year. Each school will present their plan to the Board of Directors and to the administrative team for review. During monthly visits at each school by the superintendent and assistant superintendent, the implementation of the plans will be monitored.

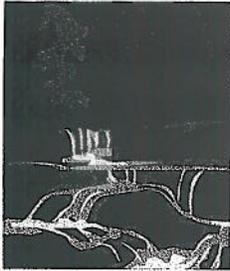
In addition, each school will develop a staff development plan describing the use of the identified times previously mentioned. These plans will also be reviewed and made public to facilitate the sharing of information among schools. Surveys of the staff and parents will be conducted to determine the effectiveness of the new model for collaborative time based on the waiver days. This data will be presented to the Board of Directors for their review.

E. Evidence that the Board of Directors, teachers, administrators, and classified employees are committed to working collaboratively in implementing this plan.

The Board of Directors has reviewed the data annually on the previous use of the waiver days and has consistently approved their use for the following year. Attached is the Board Resolution which formally describes their position on this issue. During the last teacher negotiations (Spring, 2006), there was strong support to continue the four School Improvement Days. Attached is letter from the President of the Monroe Education Association in support of this proposal. This has also been discussed with the classified association. Since these days provide time for staff development activities for classified staff, they are highly supportive of the continuation of these days.

F. Evidence that opportunities were provided for parents and citizens to be involved.

Parents are active members of each school's Learning Improvement Team. As the teams developed their Learning Improvement Plans, many teams expressed concerns about the lack of time for staff to complete the activities described in the plan. Comments were also made about the hardship to parents that early release days create. At the two district level workshops for Learning Improvement Teams this year, similar comments were made as discussion focused on ways to improve student learning. Formal discussions were held with the Superintendent's Parent Advisory Council that includes parent representatives from all schools about the issue of early release days and fewer school days. It was the general consensus of the group that more focused instruction on full school days would be more effective than a series of early release days where the morning routines are disrupted. Discussions were also held with the presidents of all the Parent Teacher Organizations in the district. This group also agreed that the early release days were disruptive and it would be better to have a different model.



Monroe Education Association
115 ¾ W. Main St., Suite 205
Monroe, WA 98272-1800
360-805-5351

February 12, 2007

State Board of Education
Old Capitol Building
600 Washington Street South, Room 253
P.O. Box 47206
Olympia, WA 98504-7206

TO WHOM IT MAY CONCERN:

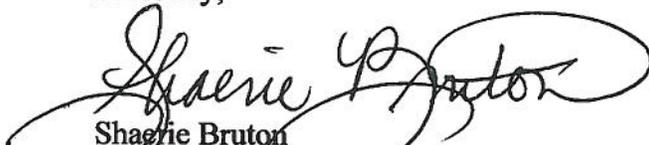
As bargained in our current 2006 – 2009 Collective Bargaining Agreement with the Monroe School District, we respectfully request the continuance in providing four state approved waiver days of four student days each year for the purpose of school/learning improvement. The primary goal of these days has been to review, monitor, and implement each school's Learning Improvement Plan under the direction of each Building Leadership Team. Each plan of activities requires that the staff at each site work collaboratively as a total staff as well as by grade level and/or departments.

In the past before our waiver was granted by the state, our school district implemented seven early release days for our students in order for staffs to work together to improve student learning. Parents and community members found those days put undue burden on their families and their places of employment. Staff members found it difficult to concentrate and focus on student learning after most of the day spent in the classroom. Everyone seemed to have a hard time planning for so many early release days.

Since the advent of the state approved waiver days, the public has been more receptive to the philosophy of staff working together to focus on growth in learning for all. The community has seemed more positive toward the learning improvement process in general. Staff members have been able to focus and devote the time necessary for planning and really trying to make a difference for our students. It has seemed to benefit everyone involved in a positive way.

Please continue to support our progress by approving the four waiver days for students once again. We still need this valuable time to devote real effort toward real improvement in our schools.

Sincerely,


Shaerie Bruton
Monroe Education Association President

MUKILTEO SCHOOL DISTRICT #6

Waiver Request for 2 Days 2007-2008 School Year

Dr. Marci Larsen
Superintendent

Dr. Tina Butt
Executive Director
Teaching & Learning

In accordance with the Resolution (“Resolution”) of the Board of Directors of Mukilteo School District (“Board”) dated February 12, 2007 (copy attached as exhibit A), the Board respectfully requests a 2 day waiver as set forth below to enhance the ability of instructional staff in meeting student learning goals set forth in RCW 28A.150.210 and to improve student performance in the Mukilteo School District (“District”) schools so that all students will meet standard.

a. Requirement to be waived:

The District seeks a two (2) day waiver for the 2007-2008 school year from the provisions of the minimum one hundred eighty day student school year requirement of RCW 28A.150.220 (5) to allow for staff training related to (a) the essential academic learning requirements, (b) K-12 mathematics, (c) formative and summative student assessments, and (d) closing the achievement gap.

For the current 2006-07 school year, the District has a two-day waiver for all schools. These days have been/ are being effectively used and have resulted in a measurable improvement in student learning as reflected in student WASL scores.

How have the Waiver Days been used in 2006-07?

The first waiver day of the 2006-07 school year was held September 29th. At the elementary level, the instructional focus was reading, writing and mathematics. District literacy coaches partnered with school principals to conduct intensive school-based training to help teachers use student assessment data to determine what instruction students need. The theme of this work is “Every child, by name and need.” Teachers used this time to look one-by-one at the data for each student, and identify that child’s instructional need. Teachers then worked in grade-alike Professional Learning Communities to identify the specific instructional strategies that teachers can use immediately to help each student move forward to reach standard.

In the Support for Literacy and Mathematics training, teachers met by content area to examine student data and draw instructional implications. Teachers of mathematics and English reviewed the District Power Standards that identify the most critical Essential Learnings to be mastered in each course. Other content areas met to work on supporting improvement of literacy and mathematics through their respective content areas.

In the Introduction to Classroom Based Assessments (CBAs) for Social Studies, the Arts and Health and Fitness section, Caleb Perkins from OSPI facilitated the overview of the work that needs to be done

for CBAs. Reporting related to performance on CBAs will be required in 2008-09. After the overview, teachers broke out by content area and reviewed CBA examples, practiced scoring CBAs and developed questions and issues that our District needs to consider as it works toward fulfilling this requirement.

Teachers of English Language Learners (ELL) met to work on Mukilteo School District Power Standards for ELL learners. Power Standards are those learnings that are critical to students in their lives and their school careers, and are based on the work of Douglas Reeves. The ELL Power Standards are based on the English Language Acquisition documents the State of Washington has created.

In assessments of this Waiver Day, teachers reported the program was well planned, efficient, and helped them refine and clarify their instructional practice so that student learning would improve.

At the secondary level, professional development on this day was divided into three sections; Support for Literacy and Mathematics, Introduction to Classroom-Based Assessments for Social Studies, the Arts and Health and Fitness, and Teachers of English Language Learners.

The second Waiver Day had been scheduled for February 2nd. On this day school principals were to meet with their school teams to review school data, look at results of classroom-based formative and summative assessment, compare this information with the School Improvement Plan (SIP) and make needed "mid-course corrections." Because of the snow days, this day has been rescheduled for June 28. The focus of the school staff's work will be review of the year's data and use of that information to identify next steps for continuous improvement and use those insights to draft the SIP for the following school year.

How will the requested Waiver Days be used in 2007-08?

The requested Waiver Days for the 2007-08 school year would be focused on the area of mathematics for all elementary and secondary math teachers. The first day would be conducted like an in-District conference and would be a systems-wide look at mathematics in the Mukilteo School District. Teachers K-12 will meet to review mathematics standards and expectations for students throughout the K-12 system. Teachers will be engaged in sharing best practices in mathematics, will work on District-wide common assessments and interventions, and will learn how to link literacy work to the instruction of mathematics through effective teaching of vocabulary. Teachers at each school will come away with a task to accomplish and share on the second waiver day. At the elementary level, common assessments for Everyday Mathematics will be assigned to each elementary school and grade level. At the middle level, common assessments for Connected Mathematics will be constructed and shared on the second waiver

day. At the high school level, review of the adoption work for high school mathematics will be conducted and input received.

Teachers in non-mathematics areas will work to address supporting mathematics in their courses and will continue work on CBAs (Health and Fitness, the Arts, and Social Studies).

The second Waiver Day would also be a follow up to the systems-wide look at mathematics on Waiver Day I. Teachers will share common assessments, common interventions, and continue to work on best practices. The sessions will be facilitated by principals and District coaches.

The work done on these two Waiver Days will establish the context for all other staff meetings and professional development opportunities during the academic year.

Rationale:

Professional Development activities conducted during prior years and the 2006-07 school year have been a positive benefit to the Mukilteo School District. They have been effective in creating time for the District to continue aligning curriculum to State reform efforts; training on instruction and assessment strategies; analyzing assessment data; and review of best instructional practice. This time has enabled the District to establish new District and school action plans for making changes that will significantly increase student learning and academic achievement. Specifics of this work are as follows:

Elementary work on using assessment data to adjust instruction

Results: Elementary principals have observed that teachers learned how they can more effectively align their academic curriculum and instructional strategies to address the learning needs of each student. Teachers are applying ways to analyze student data and share effective teaching strategies and ways of assessing student learning.

On the 4th grade WASL, 78% of our students reached standard in understanding informational text, the highest percentage ever achieved in the District.

Secondary literacy and math teachers focus instruction through Power Standards

Results: Principals report that secondary literacy and math teachers have used the District Power Standards to refine and focus their instructional practice, resulting in clearer and deeper instruction.

On the 7th and 10th grade WASL students showed significant improvement in comprehension of informational text and in use of appropriate writing conventions such as spelling and grammar.

Classroom Based Assessment work in Social Studies, the Arts and Health and Fitness

Results: Teachers of Social Studies, the Arts and Health and Fitness are using the State CBAs as part of their classroom instruction.

ELL Power Standards

Results: Teachers of English Language Learners report they have a deep understanding of the State Language Acquisition documents and are able to identify the most critical aspects of their curriculum. They have been able to apply this knowledge to adjust their instruction to the needs of individual learners.

The number of ELLs who transitioned from our program on the WLPT-II increased significantly from Spring 2005 to Spring 2006. At the elementary level, the number of students who were able to transition out of the program increased from 141 to 235 which is a 67% improvement. At the middle level, the number increased from 26 to 53 which is a 104% improvement, and at the high school level, the number of students able to exit the program increased from 2 to 81 which is a 4000% improvement.

District-wide Student Assessment Results

The District's ongoing emphasis on professional development is showing results in student performance. We know that the most important element in the education of a student is the teacher, and that to change student results we must provide opportunities for teachers to deepen their understanding of their content area and to use assessment data to determine the next instructional step for each student.

The ability of the District to demonstrate improvement in student performance is reflected in the following outcome statements and in the attached comparison of (A) elementary Washington Assessment of Student Learning (WASL) growth from 1997–2006, (B) middle school WASL growth from 1998-2006 and (C) high school WASL growth from 1999-2006. It is felt that intensive all day training on previously approved waiver days contributed to growth of elementary, middle and high schools in the percentage of students attaining WASL standards. It is anticipated and expected that the overall trend of growth demonstrated at the elementary level, middle level and high school levels will continue.

Outcome: In 4th grade from 1997 to 2006 the percentage of students meeting competency in math increased 38%, reading increased 28% and writing increased 23%.

Outcome: In 7th grade from 1998 to 2006 the percentage of students meeting competency in math increased 33%, reading increased 28% and writing increased 37%.

Outcome: In 10th grade from 1999-2006 the percentage of students meeting competency in math increased 23%, reading increased 36% and writing increased 32%.

During the years of the WASL administration the District's demographics have changed dramatically. The Free and Reduced Lunch percentage has gone from 29.6% in 1997 to 40% in 2006. The Transitional Bilingual (TBL) program percentage has gone from 3.9% in 1998-1999 to 13% in 2005-2006. Our

elementary school TBL percentage is over 23%. Of districts in Washington State with enrollments over 10,000, Mukilteo ranks 5 out of 30 in greatest percentage of TBL students. Only two other districts rank higher on the west side of the State: Highline and Kent. Mukilteo School District ranks 10 out of 30 districts with populations over 10,000 in Free and Reduced Lunch Count percentages.

Despite these challenges in our changing demographics Mukilteo School District continues to make significant progress on the WASL. This is most evident in the grade 10 results from 2006. The percent meeting standard in math, reading and writing in grade 10 increased 5, 8 and 14 percentage points, respectively, as compared to last year. Student achievement on nine of sixteen WASL strands in grade 10 reading and math were the highest ever for the District in 2006.

Over the last three years Mukilteo School District compares favorably to the State on the strand level data in grades 4 and 7. In grade 4 the District achieved higher in seven of eight strands of the WASL math and one out of four strands in reading (one strand is equal to the State). In grade 7 the District on average achieves higher than the State on all six strands of the reading test and all eight strands of the math test.

It is our goal to continue these positive student learning trends through ongoing teacher professional development. It is important to provide training in a manner that minimizes the impact on students and parents and optimizes effective use of time. Traditionally, training during the school year was provided only in small segments that included student early release days. On these days, students were sent home after lunch and staff attended training for the remainder of the day. Early release training days were identified as a major concern of Mukilteo parents because of difficulties in arranging daycare and providing suitable activities for older students. In addition, staff indicated that early release days did not provide optimum time for learning and applying new concepts and skills. These concerns have been successfully addressed with a combination of early release and full waiver day trainings. It has allowed parents to adequately plan for daycare/activity issues and the community supports the continuation of the waiver day program. In addition, staffs continue to report significant value and satisfaction with the waiver day format for full day training and planning related to Essential Academic Learning Requirements.

b. Specific standards for increased student learning:

During the 2007-08 school year, the District seeks to increase the number of students attaining standard as measured by the WASL in the year 2006 by focusing staff training efforts on research-based

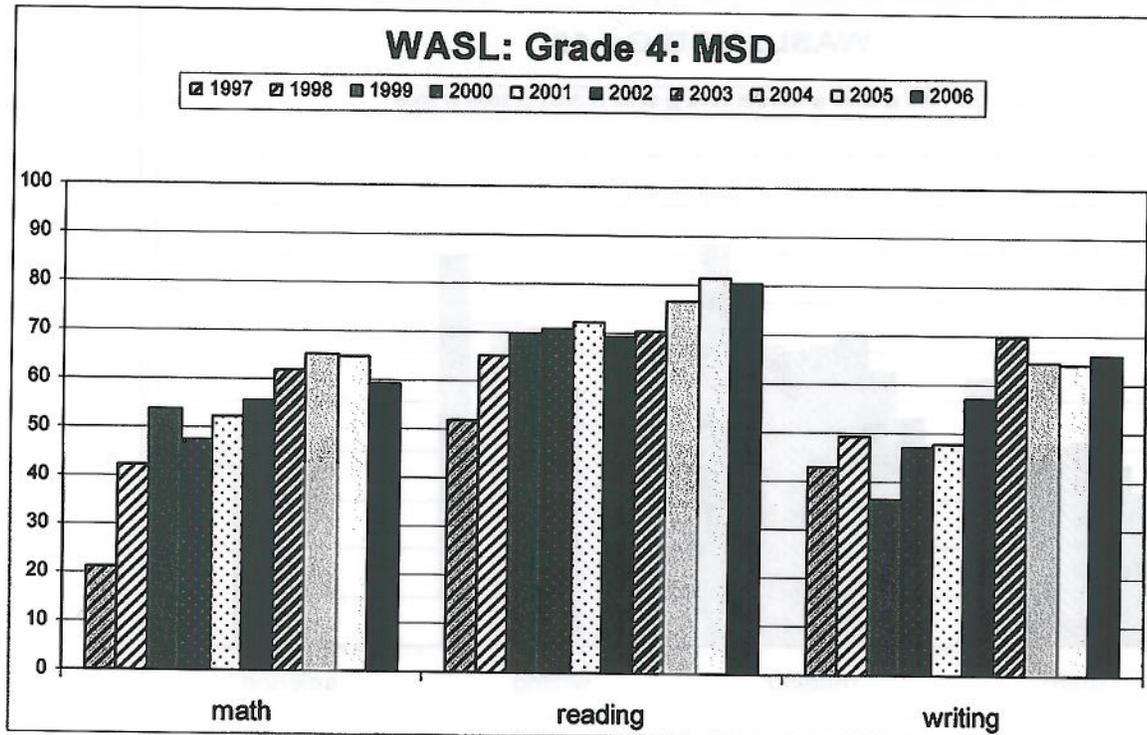
strategies identified in individual School Improvement Plans:

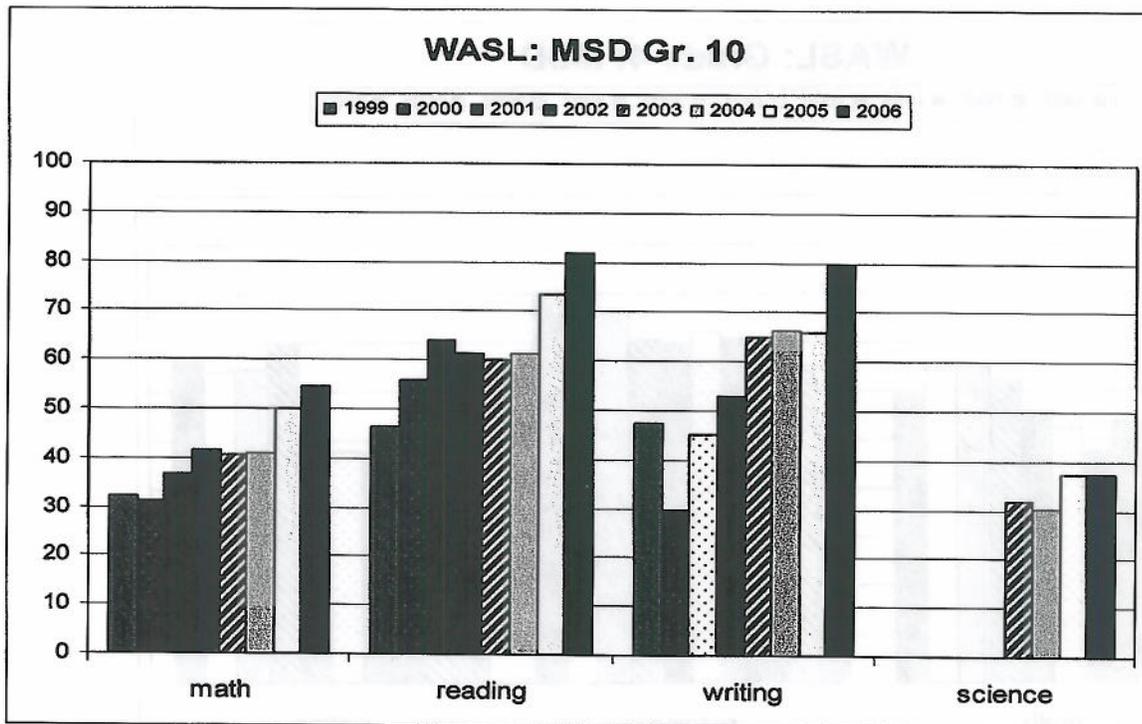
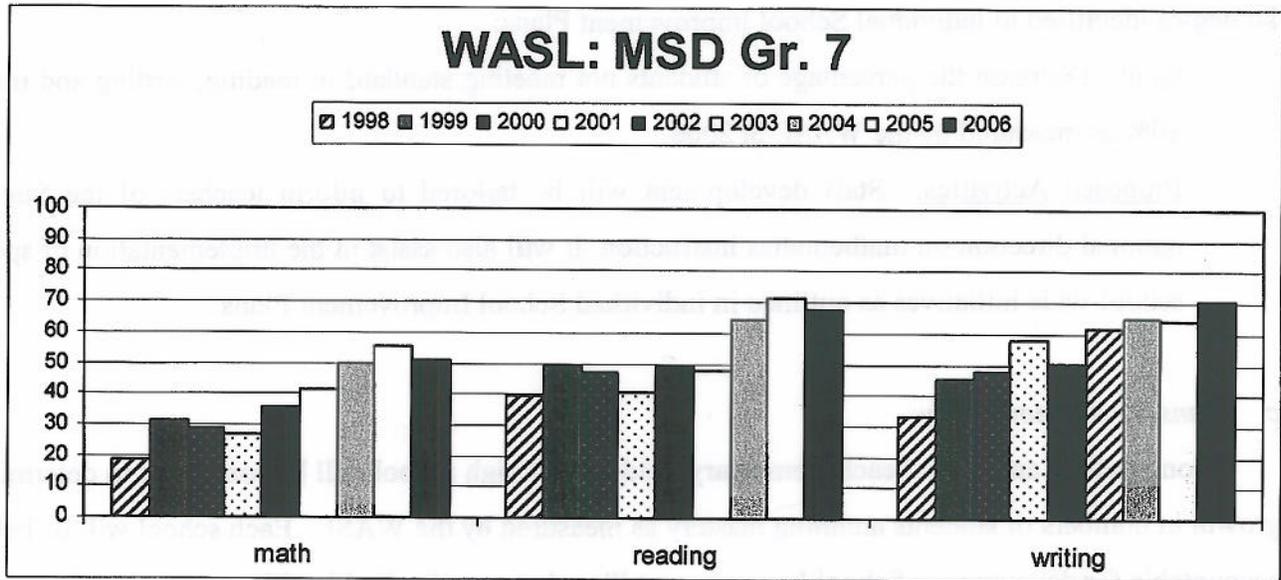
Goal: Decrease the percentage of students not meeting standard in reading, writing and math by 10% as measured by the WASL in 2006.

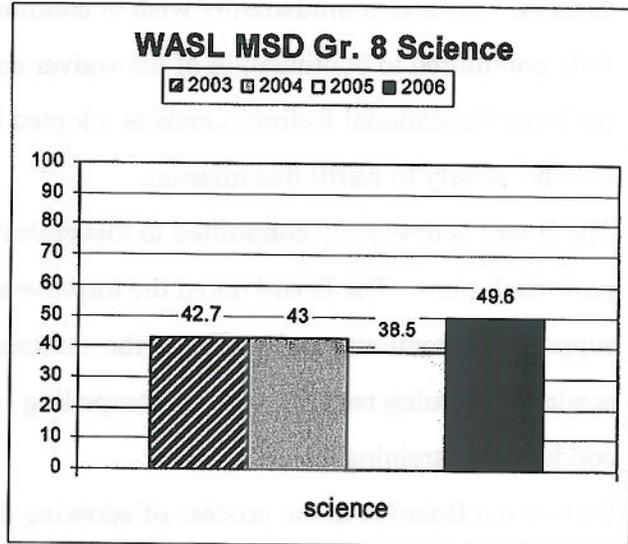
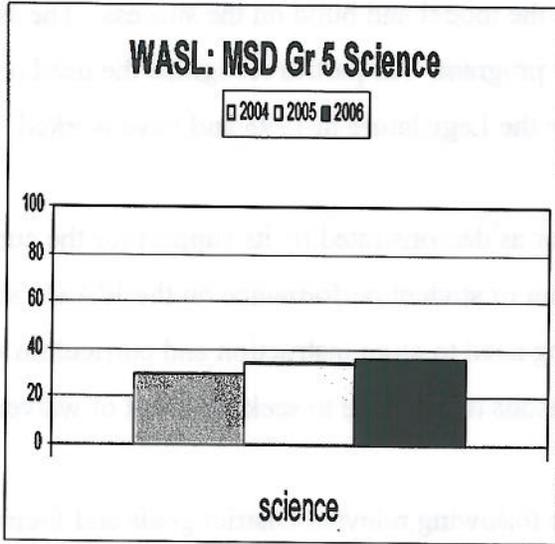
Proposed Activities: Staff development will be tailored to inform teachers of the State and national direction on mathematics instruction. It will also assist in the implementation of specific, school-wide initiatives as outlined in individual School Improvement Plans.

c. Plans for Accountability:

A longitudinal analysis of each elementary, middle and high school will be conducted to determine growth in numbers of students attaining mastery as measured by the WASL. Each school will be held accountable for developing a School Improvement Plan that specifically identifies researched-based strategies to be implemented for improving student performance.







WASL:										
MSD Gr. 4										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
math	21.1	42.4	53.7	47.5	52.2	55.4	61.9	65.3	64.7	59.5
reading	51.9	65.1	69.5	70.8	72.1	69.3	70.3	76.7	81.4	80.3
writing	42.9	49.1	36.4	47	47.8	57.1	69.7	64.6	64.2	66
WASL: MSD Gr. 7										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
math		18.2	31.1	28.5	26.7	35.9	41.7	49.8	55.6	51.1
reading		39.6	49.2	47.1	40.9	49	47.9	64.5	71.4	67.4
writing		33.4	45.5	47.6	58.1	50.2	62.1	65	64.5	70.5
WASL: MSD Gr. 10										
		1999	2000	2001	2002	2003	2004	2005	2006	
math		32.1	31.1	36.7	41.6	40.6	40.8	50	54.7	
reading		46.3	56	63.9	61.5	60.2	61.3	73.5	81.8	
writing		47.4	29.7	45.2	52.8	64.8	66.2	65.8	79.6	
science						31.9	30.1	37.3	37.4	

d. Commitment

- The District's Labor-Management Council works collaboratively throughout the year discussing training needs, implications of educational reform on instructional practices, and developing a training calendar. Since the District has utilized waiver days in past years and met with proven

success, staff and administrators wish to continue the model and build on the success. The staff is fully committed to continuation of the waiver day program. All parties recognize the need to meet the State Educational Reform Goals as adopted by the Legislature in 1993 and have worked collaboratively to fulfill this mission.

- The Board is obviously committed to this endeavor as demonstrated by its support for the current and past resolutions. The Board noted the improvement of student performance on the WASL, strong support of community and staff, and the continuing need to align instruction and curriculum with high academic learning requirements as compelling reasons to continue to seek approval of waiver days to conduct staff training.
- Further the Board is in the process of adopting the following relevant District goals and focus areas for the 2007-09 school years that can benefit from waiver days:

Proposed Mukilteo School District Goals 2007-09

Student Achievement

Ensure students of all abilities meet or exceed state standards:

- **Recruit and retain skilled staff members.**
- **Provide professional development opportunities for staff to enhance their skills.**
- **Select and implement focused curriculum aligned with state standards.**
- **Provide effective and diversified instruction.**
- **Conduct assessments and use the information to make ongoing modifications in teaching and learning practice.**

Learning Environment

Provide a safe, positive, supportive learning environment:

- **Treat all individuals with dignity and respect.**
- **Ensure a safe place to learn.**
- **Promote high levels of collaboration among staff, students and community.**
- **Provide clear and consistent behavioral expectations within the learning community.**

Parent and Community Involvement

Develop a mutual commitment that engages all stakeholders in shared responsibility for student success:

- **Provide effective communication systems for students, staff, parents and community.**
- **Promote a climate of mutual support and respect for diversity.**
- **Provide varied opportunities for meaningful involvement in the schools.**

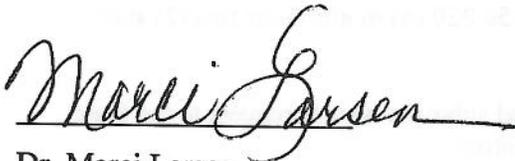
Support Services

Enhance the learning environment:

- **Provide efficient and cost effective support services.**
- **Align resources, programs and departments to support the District mission and goals.**
- **Maintain public trust.**

The Mukilteo Education Association (“MEA”) supports the request of these waiver days to continue staff training. The MEA has supported all prior requests also.

As in the past, the community remains supportive of the District’s efforts. The District’s parents and administrative staff recognize the need for staff training while being sensitive to the family issues such as daycare. Full release days are preferred because parents can make arrangements that begin in the morning rather than dealing with early release of students in the middle of the day.



Dr. Marci Larsen

Superintendent

MUKILTEO SCHOOL DISTRICT NO. 6

RECEIVED

FEB 13 2007

MUKILTEO SCHOOL DISTRICT
DEPUTY SUPERINTENDENT

RESOLUTION NO. 6/2006-07

WHEREAS, the Mukilteo School District Board of Directors ("Board") recognizes the importance of educational reform in Washington as set forth in the Educational Reform Act of 1993;

WHEREAS, the Board supports the efforts of the Academic Achievement and Accountability Commission and their development of the Essential Academic Learning Requirements as a vehicle for increasing student achievement;

WHEREAS, the Board has as one of its goals to "Ensure students of all abilities meet or exceed state standards by:

- Employing highly skilled staff members who actively seek professional development opportunities to increase their skills to contribute to each student meeting or exceeding standards.
- Providing effective and diversified instruction.
- Selecting and implementing focused curriculum aligned with state standards.
- Conducting formative and summative assessments and using that information to make ongoing modifications in teaching and learning practice."

WHEREAS, the Board and the Mukilteo Education Association believe that effective professional development is enhanced by utilizing longer blocks of time;

WHEREAS, the Board understands the need to seek a waiver from the State Board of Education from the provisions of the minimum one hundred eighty student day school year requirement of RCW 28A.150.220 (5) to allow for continued staff development on the Essential Academic Learning Requirements;

NOW THEREFORE BE IT RESOLVED,

1. there is a need to seek a waiver from the State Board of Education from the provisions of the minimum one hundred eighty day student school year requirement of RCW 28A.150.220 (5) to allow for two (2) staff development days;
2. that the Superintendent is authorized to immediately prepare and submit a waiver request to the State Board of Education as set forth in WAC 180-18-050 on behalf of the District.

ADOPTED by the Board of Directors of Mukilteo School District No. 6, Snohomish County, Washington at the meeting thereof held this 12th day of February, 2007.

MUKILTEO SCHOOL DISTRICT NO. 6

By [Signature]

[Signature]

[Signature]

[Signature]

[Signature]

ATTEST:

[Signature]

Marci L. Larsen, Board Secretary

M E A

Mukilteo Education Association

8221 - 44th Avenue W., Suite A • Mukilteo, WA 98275 • (425) 423-8299 • Fax (425) 423-0188

Catherine Kernan,
President

Jana Wiebe,
Vice President

Cris Henry,
Secretary

Jana Harris,
Elementary

Chris Williams,
Middle School

Tatt Koepf,
High School

Members at large:

John Dobmeier

Shanna Koepf

Fiona Rimstad

Jan Thaden

WECU Representative:

Brad Agerup

February 12, 2007

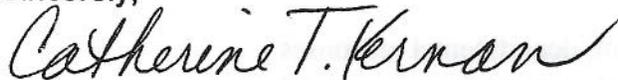
State Board of Education
PO Box 47206, Room 253
Olympia, WA 98504-7206

Members of the Board:

As president of the Mukilteo Education Association, I support the Mukilteo School District's request for two waiver days for the 2007-2008 school year for the purpose of staff development and implementation of the Washington State Essential Academic Learning Requirements. With the increased demands of ESEA, collaborative planning for targeted instruction is critical. Teachers need time and support to acquire the new skills and knowledge needed to develop instructional strategies and assessments in order to increase student achievement.

We continue to support the Standards and appreciate your understanding of the needs of teachers for professional development. We hope you will continue to support us in our efforts to improve our educational practices.

Sincerely,



Catherine Kernan, President
MUKILTEO EDUCATION ASSOCIATION
MukilteoEAPres@WashingtonEA.org

cc: Dr. Marci Larsen, Superintendent
Fred Poss, Esq., Deputy Superintendent
Mukilteo School District, No. 6

NEWPORT SCHOOL DISTRICT 56-415

P.O. Box 70 • Newport, WA 99156 • (509) 447-3167 • Fax (509) 447-2553 • newportsd@newport.wednet.edu

"GRIZZLY COUNTRY"

January 2007

STATE BOARD OF EDUCATION

JAN 2007

RECEIVED

To: State Board of Education

From: Tere von Marbod, Superintendent
Newport School District
Newport, Washington

Attached is a request from the Newport School District in Newport, Washington for a waiver for the 180-day requirement. Pat Eirish instructed me to address several questions in addition to responding to the items contained in WAC 180-18-050.

In the packet presented here, I have organized the information as follows:

1. Cover Letter
2. Board Resolution
3. One packet each from Stratton Elementary, Sadie Halstead Middle School and Newport High School entitled "Waiver Request"
4. General Appendix
 - Newport School District Board of Director Goals 2006-2007
 - Newport School District Chart of WASL scores from 2002-2003 to 2005-2006
 - Timeline showing the history of Newport School District waivers
 - January 11, 2007 Public School Employees minutes showing participation in process
 - Appendix A from Newport High School, departmental responses
 - Appendix B from Newport High School, excerpt from Parent Advisory Committee
 - Site Council Minutes from Sadie Halstead Middle School
 - Site Council Agenda from Stratton Elementary

Please include our request on the agenda for the March 12-13 meeting. We will be eager to hear your response. Thank you.

NEWPORT SCHOOL DISTRICT 56-415

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“GRIZZLY COUNTRY”

January 2007

Ms. Pat Eirish
Research & Assistance Program Manager
Washington State Board of Education
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7206

Dear Ms. Eirish:

The Newport School District was the first district in the state to request a waiver under WAC 180-18-040 in the 1997-98 school year. Since that time, the district has continued to ask for and receive waivers for anywhere from four to nine days for the purpose of improving learning and the instructional program. In the 2005-2006 school year Newport was approved for four waiver days.

For the 2007-2008 school year we are asking the State Board to approve a waiver for seven days. In this document each of the three schools describes the current use of the Learning Improvement (LID) and School Improvement Days (SID) as well as a brief listing of its use of the five per diem days that teachers in Newport receive for the Time Responsibility Incentive (TRI) time. In addition, each school has used data from the School Improvement Plan and the School Accreditation Process to determine goals for the waiver request.

We understand from information coming from OSPI that a study group has recommended that teachers work an additional ten days each year to improve student achievement. The need for extended time is supported by their research. Until those additional days are approved by the legislature, each district must find this invaluable time in other ways. Newport is a small district and operates on a very minimal levy. We use I-728 funds and most all federal professional development money for teaching positions just to maintain a comprehensive program and reasonable class sizes. Teachers are paid per diem for five additional days, which is not nearly adequate for all of the time necessary to improve student achievement and meet the standards of No Child Left Behind.

Newport School District has shown great improvement in WASL scores, in part due to the past waivers. This is evidenced by scores that are above the state average in most areas in spite of Newport having 56.1% of our students receiving free or reduced lunch (more than 50% higher than the state average). The staff desires to continue that improvement trend and realizes that a waiver is an essential element allowing them time

Ms. Pat Eirish
January 2007
Page 2

to work collaboratively to analyze student work/assessments, work with the vertical teaming process, and hone their professional skills.

This year a committee comprised of teachers, parents, community members and administrators has been working together to develop the plan presented in this document. The needs of all stakeholders were considered in not only the number of days requested but also in the placement of those days on the calendar. Specific measurable goals have been established and made public. We trust that the State Board will review the information presented here and grant our request for the seven days for the 2007-2008 school year. Although we believe we have a need for the seven days and that we have evidence that our past waivers have increased student achievement, we would accept a number fewer than seven should the State Board feel compelled to adjust our request.

Please note that we are a small rural school district and, as such, there is only one bus per route to carry all students. Additionally, the community expects that all schools will be on the same calendar, so the waiver approval must be district-wide. **If the number of Learning Improvements Days should increase statewide, Newport would decrease the number of waiver days accordingly.**

We greatly appreciate your assistance as we strive to deliver the best education for our students in the Newport School District.

Sincerely,



Tere von Marbod
Superintendent

NEWPORT SCHOOL DISTRICT 56-415

P.O. Box 70 • Newport, WA 99156 • (509) 447-3167 • Fax (509) 447-2553 • newportsd@newport.wednet.edu

"GRIZZLY COUNTRY"

NEWPORT SCHOOL DISTRICT NO. 56-415
Pend Oreille and Spokane Counties, Washington

RESOLUTION NO. 6-2006-2007

A RESOLUTION of the Board of Directors of Newport School District No. 56-415, Pend Oreille County, Newport, Washington, to request a waiver for Grades K-12 of the minimum 180-day school year (WAC 180-18-040);

WHEREAS, the Newport School District has a Strategic Plan to improve student learning, and

WHEREAS, the Newport Consolidated Joint School District No. 56-415 Board of Directors adopted annual goals on (date) in which Goal 2: "Maintain a highly trained professional staff"; Goal 3: "A minimum of 90% of all students will read at or above grade level. Scores in math will improve by 10%"; and Goal 4: "Reduce High School drop-out rate by .5%" and

WHEREAS, a collaborative study involving K-12 teachers, administrators, classified staff and community members took place through both Accreditation and an Action Team,

WHEREAS, the Newport Consolidated Joint School District Board of Directors recognizes that:

1. Planning and collaboration time is needed for staff to meet the Board Goals and the requirements of No Child Left Behind including Adequate Yearly Progress, Student Learning Plans, Classroom Based Assessments, School Improvement Plans, and to communicate K-12 regarding Curriculum Alignment and Assessment
2. As reported on our latest Minimum Basic Education Requirement Compliance Report (Form SPI 1497), we meet the minimum requirements for instructional contact time. With the requested waiver days included in the calendar, Grades K, and 1-12 will still meet the requirements for 450 and 1000 hours respectively and

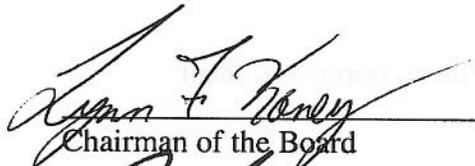
WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring the educational program for one or more schools (WAS 180-18-050);

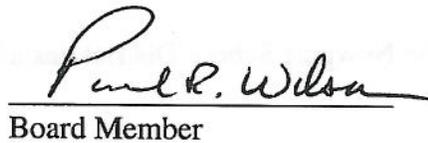
NOW, THEREFORE BE IT RESOLVED that the Board of Directors of NEWPORT SCHOOL DISTRICT NO. 56-415, PEND OREILLE COUNTY, WASHINGTON requests that the minimum 180 school-day-year requirement be waived so that time can

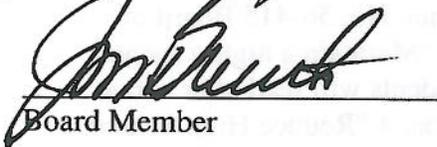
be dedicated to instructional planning and improvement of instruction to increase student academic achievement; that students would not attend school on these days.

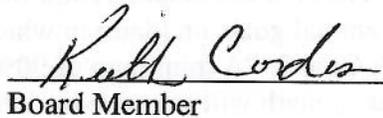
LET IN ALSO BE RESOLVED that the total number of seven (7) days requested be used over the 2007-2008 school year as will be reflected in the calendar approved by the Newport School Board.

Dated this 22nd day of January, 2007

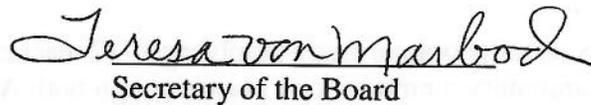

Chairman of the Board


Board Member


Board Member


Board Member

Board Member


Secretary of the Board

**Waiver Request
Stratton Elementary
Newport, Washington
2007-2008**

Questions from Pat Eirish:

1. How have you used Professional Development days granted through waivers (School Improvement Days) for 2005-06 and 2006-07?

Stratton Elementary, as part of Newport School District, received four waiver days for the improvement of student achievement in the school years 2005-2006 and 2006-2007. These professional development days have been essential for our staff to evaluate adopted curriculum and to analyze where it met and did not meet our state Educational Academic Learning Requirements and Grade Level Equivalencies, (EALRs/GLE's). We found our Trailblazer's math adoption was not sufficiently aligned. From our research, we created materials and units to supplement our math curriculum and looked at alternate curriculums to meet those guidelines. We then went on to create assessments with emphasis on WASL expectations. We have also used these days to look at reading. One of the particular changes in our reading assessments was the adoption of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing for our early primary grades. We have used this testing to identify children for our early childhood intervention program, Kindervention.

2. How were the remaining professional development days (TRI and LID) used by your teachers?

- Training in our new FOSS science adoption and organizing science kits
- Technology training—Use of document cameras and projector equipment
- How to use United Streaming to enhance lessons

- Meeting requirements for the No-Limits grant—technology for improving math lessons
- Aligning curriculum, planning lessons, and creating assessments in math and language arts
- Standardizing assessments and accountability reporting within each grade level
- Kid Biz on-line program training for language arts
- Planning lessons that are aligned with results of assessments given—fall and spring
- Creating ability groups, assigning and scheduling Title I assistance, training Title I aides, creating and organizing materials for underachieving students
- Correcting and analyzing questions on pretests to find common errors/strengths for curriculum planning
- Analyzing the Trailblazers curriculum and the Macmillan/McGraw Hill Mathematics lesson by lesson, page by page, to match the GLE's. Then we are finding supplemental activities for the GLE's that Trailblazers does not include.
- Planning a rotation for social studies, art, and science in the afternoon for first grade students.
- Special education teachers were designing individual student goals and objectives and looking at student achievement on these IEP's.
- We looked for changes in new EALRs/GLEs and researched National Council for Teaching Mathematics (NCTM) recommendations.
- Researched current WASL item specifications/test specifications
- Evaluated how the above changes effect 4th grade curriculum in the areas of mathematics, reading, and writing.

3. How did the waiver days improve student achievement?

The above teacher activities are directly related to the positive student achievement being measured at Stratton Elementary. This is evident by the increasing gains 4th graders have made in reading and math, (see chart below).

Stratton Elementary WASL Results

4 th grade WASL Year	Reading	Math
2005-06	85.5	65.5
2004-05	83.1	62.3
2003-04	76.3	60.2
2002-03	65.5	48.8
2001-02	73.8	66.6
2000-01	68.0	47.4
1999-00	55.8	40.4
1998-99	66.0	39.8
1997-98	61.0	33.0
1996-97	50.9	33.6
3 rd grade WASL Year	Reading	Math
	70.0	53.8

The year following a math adoption we found the math scores of 2002-03 to be sixteen points less than the previous year. We found, after a year's worth of work, the new curriculum did not align with state Grade Level Equivalencies (GLE's). In the year following this drop, there was a twelve point gain. This can be attributed to the hard work by staff re-aligning the math lessons and assessments to prepare our students to be successful. The years following have shown consistent gains.

Most recently the third grade staff received their first WASL scores. They need professional development time to prepare third graders for taking the WASL. The seven day waiver will allow this to take place.

4. How did you measure student achievement?

At present 3rd and 4th grade staffs have state mandated WASL assessments to measure growth. In addition all grade levels use assessment tests from adopted curriculum, and criterion reference assessments that have been created by each grade level to match the frameworks or GLE's to measure growth. Kindergarten through fourth grade students are given the nationally normed Scholastic Reading Inventory when appropriate, as well as DIBELS, and STAR Reading and STAR Early Literacy tests. Assessments for reading, and math, are given in the fall and then in the spring.

Our new Kindervention program serves those students who score in the “at-risk” areas of the DIBELS assessment of phonemic awareness. This program is taught outside of the regular kindergarten day. It is supported by our Title One staff.

The chart on the next page reflects assessments for the past four years. You will see that some grade levels have consistently improved each year. In some cases assessments were changed to better reflect what is required at that grade level. This work can only be completed intentionally during the professional development time allowed through waivers granted by the State Board of Education. We are requesting an increase from four to seven days to meet all the goals we have outlined in our request.

Percent of Students Ready for the Next Grade Using Posttest Scores of that Year

	Read Well				Early Literacy STAR				Mathematics						
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Kindergarten						36%					72%	49%	63%	61%	
	33%	45%	41%			43%	40%				19%	43%	36%	41%	
1 st grade	99%	98%	96%			41%	22%								

	State Reading Fluency Assessment				DIBELS				SRI Scholastic Rdg Inventory				Mathematics							
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
2 nd Grade	75%	72%				33%	50%				58%	52%	58%	62%		54%	72%	65%	52%	

	Fiction Multiple Choice				Non Fiction Written Response				SRI Scholastic Rdg Inventory				Mathematics Grade Level Expectations				Mathematics Title/Basic Skills								
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
3 rd Grade	71%	53%	59%	44%		38%	39%	42%	48%		62%	49%	59%	46%		19%	32%	33%	31%						
4 th Grade	77%	79%	83%	81%		38%	48%	53%	47%		65%	73%	70%	74%		4%	55%	51%	55%						

WAC 180-18-050 Requirements

a. Identification of requirements to be waived

The three schools which make up the Newport School District are Stratton Elementary, Sadie Halstead Middle School, and Newport High School. All three schools are requesting a waiver from the 180-Day Requirement.

b. On which specific WASL standard(s) or strand does the school plan to focus to increase student achievement as a result of saving the seven days in 2007-2008?

Our school improvement plan calls for a decrease by 20% of the number of students assessed to be at risk in math performance. We have chosen the math standards to be our primary focus for the 2007-2008 school year. Like all schools, we want to see our children do well. With cuts in staff, teachers have picked up extra duties and roles. Staff monitors bus arrivals, departures, breakfasts, lunches, and recess. We need professional development time for quality, collaborative planning. Our staff, administration, and site council are in agreement that staff needs additional days to continue the process of curricular alignment and improvement discussed above.

c. What is your general plan for what you will do in 2007-08 with the waiver days to increase student achievement?

Our plan for utilizing the seven professional development days in 2007-2008 is to increase student achievement in math.

Each grade level will:

1. Analyze data from 2006-2007 assessments
2. Participate in vertical teaming discussions about math achievement
3. Collaborate in creating strategies for improving delivery of lessons in areas chosen for improvement
4. Make recommendations for materials necessary for filling in the gaps that the current curriculum does not meet
5. Monitor ongoing assessments to measure progress
6. Develop a response/curriculum plan for students who do not show adequate gains.

d. How you will measure or determine that gains were made as a result of the waiver days including timelines? What data will you collect and analyze?

Our accountability plan calls for a pre and post assessment of each student. Math tests, based on the Grade Level Equivalencies (GLE's), are given in the fall and spring. Ongoing assessment is a part of each unit of study. This, along with the WASL scores, is the data that will be used to measure student gains.

e. Evidence that the Board of Directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

- Board of Directors: The Board approved the Resolution.
- Teachers: Teacher representatives from the building were involved in the development of the plan, and most all teachers contributed ideas and support.
- Administrators: All three principals, the coordinator of Special Programs, and the Superintendent all served on the Action Team that developed the plan.
- Classified employees: The PSE 1 union was involved in the process at both a Labor/Management meeting and a general meeting and support the plan.

f. Evidence that opportunities were provided for families,

Our Stratton Site Council members were contacted with information about obtaining seven waiver days. There are ten parent members on the council. Each one was contacted and the plan for the waiver days was explained. All parents were in favor of the professional development opportunity that would occur with the waiver. Some of their comments are listed below.

“The education of our students is complicated and teachers need the organization time.”

“If I had a choice I would rather have my children in school. I do understand the need for the planning time.”

"These days will be good for teacher planning, a half hour here and there is not enough."

"There are benefits to being more organized."

Parents on the Council have watched consistent growth in our elementary school as evidenced by the 4th grade WASL. They realize that this is due to the dedicated planning by staff. They would like to see this continue.

Stratton Parent Teacher Organization (PTO) met in December. A teacher representative explained the meaning of having seven waiver days. All parents in attendance were in favor of the opportunity for staff development, tracking of student progress, and curriculum alignment.

Minutes from the Site Council are included in the Appendix

**Waiver Request
Sadie Halstead Middle School
Newport, Washington
2007-2008**

Questions from Pat Eirish:

1. How have you used Professional Development days granted through waivers (School Improvement Days) for 2005-06 and 2006-07?

2006-2007

LID, August 31, 2006 Teachers analyzed pre WASL scores and identified students' individual needs to get ready for Student Learning Plans (SLP). Grade levels and content area teachers met to review curriculum, strategies and assessments.

More specifically, Special Education teachers received training using the on-line Individual Education Plans (IEP's). They also analyzed reassessment and assessment results. Science teachers aligned key words and vocabulary with Grade Level Expectations (GLE's) and also gathered release WASL items for use in the classroom. They also evaluated the science curriculum and plotted science courses using curriculum maps. Language Arts teachers reviewed the high school Office of Superintendent of Public Instruction (OSPI) writing curriculum and adapted it for middle school use. Schoolwide writing prompts were written.

SID, September 1, 2006 The focus was on Student Learning Plans and developing remedial classes. Teachers looked at curriculum, remedial programs, modifications needed in their core curriculum, professional development needed to carry out the SLP and discussions on how best to share information with parents.

SID, September 25, 2006 All teachers were involved in a district Accreditation meeting. WASL analysis continued and teachers wrote narrative statements for our School Improvement Plan. Special Education teachers continued training for IEP on-line. Training and implementation of the new computer reading program KID BIZ took place. Science teachers developed material for assessing 2 and 4 point WASL released items. Fifth grade teachers reviewed and selected remedial materials to supplement informational text area of the reading program. Sixth grade teachers analyzed WASL results and

compared them to Iowa Test of Basic Skills (ITBS) results. Title I teachers reviewed math curriculum.

LID, October 13, 2006 Our middle school is part of the rural schools Pre AP grant. A meeting was held for teachers to share information learned from summer training sessions. The majority of the day was spent scoring our school wide writing assessment.

SID, March 16, 2007 There will be all day Pre Advanced Placement (AP) Advance Via Individual Determination (AVID/Vertical) teaming training for language arts and social studies teachers, funded through our Pre AP grant.

SID, May 7, 2007 There will be follow up meetings for teachers that received the AVID training. The School Improvement Plan will also be reviewed. On-going curriculum development and follow up with all the previously mentioned activities will take place.

2005-2006

Below is a summary of accomplishment from last year's SID and LID.

- Trained all teachers to use United Streaming
- Trained all teachers in the writing process and the STEPS curriculum
- Aligned math vocabulary to WASL terms
- New social studies curriculum was mapped
- Reviewed Bloom's Taxonomy and GLE's
- Trained all teachers to use the OSPI website
- Trained all teacher to use WALT (We Are Learning To), emphasizing the importance of stating the objective for each lesson
- Aligned 6th, 7th and 8th grade math curriculum to the GLE's
- Developed interventions for Student Learning Plans
- Trained Title I teachers with new remedial math curriculum
- Science teacher attended the National Science conference and came back and mentored others
- WASL data analysis and goal writing
- Planned our science fair
- Reviewed Reading Counts and Scholastic Reading Inventory
- Technology training on the use of document cameras and projectors
- Natural Helpers training
- Created/edited/revised year end math and writing tests

2. How were the remaining professional development days (TRI and LID) used by your teachers?

Teachers have five days.

Teachers use this time in many ways, both individually and collaboratively with their peers. Curriculum evaluation, alignment, and assessment are ongoing processes that require uninterrupted time. Teachers also evaluate state and district assessment results. Other activities include:

- WASL prep.
- Student assessments
- Lab preps
- Modifying & supplementing current curriculum
- IEPs
- Setting and evaluating long term goals
- Researching appropriate curriculum based web sites
- Technology in-services
- Blood borne pathogens training
- Accreditation team meetings

3. How did the waiver days improve student achievement?

We met our school improvement goals except in math and science. Below are the goals and WASL data.

7th Grade WASL Scores (% of students that met standards)

	199 9- 200 0	200 0- 200 1	200 1- 200 2	200 2- 200 3	200 3- 200 4	200 4- 200 5	200 5- 200 6	200 6- 200 7	200 7- 200 8	2005- 2006 State Percent age
Math	23. 1	19. 8	23. 5	29. 7	41. 7	51. 1	48. 3	54*	58.7 **	48.5
Reading	41. 1	52. 1	40. 8	41. 8	55. 6	62. 6	62. 9	63*	65.1 **	61.5
Writing	60. 7	60. 4	62. 2	67. 0	57. 4	52. 7	78. 7	65*	68*	64.6
Listening	72. 9	85. 4	89. 9	83. 5						

*Projected target goal

**State Adequate Yearly Progress percentages

By the end of the 2006 school year, the percentage of students meeting or exceeding the state standard on the seventh grade reading WASL will increase to 63 in all areas of disaggregated data. (For example, All Students, White, Disadvantaged). Goal was met.

By the end of the 2006 school year, the percentage of students meeting or exceeding the state standard on the seventh grade math WASL will increase to 54 in all areas of disaggregated data. Goal was not met.

By the end of the 2006 school year, parent/teacher communication will be improved. Goal was met. We are using Parent Access; parents can review student grades and attendance on line.

By the end of the 2006 school year, the percentage of students meeting or exceeding the state standard on the seventh grade writing WASL will increase to 63% in all areas of disaggregated data. Goal was met.

8th Grade WASL Scores (% of students who met standards)

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2005-2006 State Percentages
Math			55.3			48.9
Reading			75.0			70.1
Science	44.3	36.2	37.6	53*	56*	42.9

*Projected target goal

By the end of the 2006 school year, the percentage of students meeting the WASL will be 40% on the Science WASL, grade 8. Goal was not met.

4. How did you measure student achievement?

Multiple assessments were used; WASL, ITBS is still being used in grade six, McDougal-Little Reading Comprehension Assessment, Scholastic Reading Inventory, School Wide Writing Assessment, teacher made tests, grades, content area unit tests, and check lists.

Sadie Halstead Middle School

5th Grade WASL Scores (% of students that met standards)

	2004-2005	2005-2006	2006-2007	2007-2008	2005-2006 State Percentages
Math		55.4			55.8
Reading		83.8			76.3
Science	29.3	39.2			35.7

6th Grade WASL Scores (% of students that met standards)

	2005-2006	2006-2007	2005-2006 State Percentages
Math	50.6		49.5
Reading	62.1		66.7

6th Grade ITBS National Percentile Composite Scores

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Math	4	53	56	50	59	58
Reading	48	52	46	53	55	52
Language	40	48	40	47	56	57
Composite	44	51	48	49	55	57

**McDougal-Little Reading Comprehension Assessment
(Bridges Assessment)
Percentage of Students**

End of the Year	Below Grade Level			At Grade Level			Above Grade Level		
	More than 2-years below current grade level			Between 1 year below grade level and 1 year above grade level (-1.9 to .9)			More than 1 year above grade level		
	2003 - 2004	2004 - 2005	2005 - 2006	2003 - 2004	2004 - 2005	2005 - 2006	2003 - 2004	2004 - 2005	2005 - 2006
5 th Grade		14	15		55	24		31	61
6 th Grade	18	27	12	47	37	19	35	36	69
7 th Grade	29	16	13.5	33	27	34	38	57	52.5
8 th Grade	26	22	19	29	33	21	45	45	53

**Scholastic Reading Inventory
Percentage of Students by Reading Skill Level**

End of the Year	At Risk			Basic			Proficient			Advanced		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Grade	20	20	20	20	20	20	20	20	20	20	20	20
5 th	53	7	1	17	15	15	29	51	48	1	27	35
6 th	12	7	3	28	22	16	50	44	48	10	27	32
7 th	10	0	8	30	26	24	33	34	30	27	40	38
8 th	13	6	1	29	25	14	42	35	26	16	44	55

5. What gains have your students made as a result of the waiver days?

As stated in question 3, school improvement goals were met with the exception of math and science. On-going curriculum alignment and assessment time used during waiver days have helped with student gains.

WAC 180-18-050 Requirements

a. Identification of requirements to be waived

The three schools which make up the Newport School District are Stratton Elementary, Sadie Halstead Middle School, and Newport High School. All three schools are requesting a waiver from the 180-Day Requirement.

b. On which specific WASL standard(s) or strand does the school plan to focus to increase student achievement as a result of saving the seven days in 2007-2008?

We will continue 2006-2007 goals and add the following:

- Seventy percent of students 5-8 will perform math operations at grade level as measured by multiple district assessments by the end-of-the-year assessments 2008. See attached action plan.

- Eighty percent of students 5-8 will read at grade level as measured by multiple district assessments by the end-of-the-year assessments. See attached action plan.
- Two full days of Pre AP AVID and vertical team training will occur for grades 6-12 math and science teachers.

c. What is your general plan for what you will do in 2007-08 with the waiver days to increase student achievement?

Our plan for utilizing the waiver days in 2007-2008 is to follow through with all efforts begun over the last two years with an emphasis on increasing student achievement in math, reading, and science. We will use cross-grade level discussions about student achievement. Content area teachers will then collaborate to create strategies for improving delivery of lessons in areas chosen for improvement.

Time will be needed to implement the above stated goals. Pre AP, AVID and vertical teaming for math and science teachers will be a priority.

d. How you will measure or determine that gains were made as a result of the waiver days including timelines? What data will you collect and analyze?

Multiple assessments will be used as in previous years. We also hope to have new district wide assessments in math and reading.

We will continue to collect WASL, ITBS, McDougal-Little Reading Comprehension Assessment, Scholastic Reading Inventory, School Wide Writing Assessments, Teacher made tests, and new district wide reading and math assessments.

e. Evidence that the Board of Directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

- Board of Directors: The Board approved the Resolution.
- Teachers: Teacher representatives from the building were involved in the development of the plan, and most all teachers contributed ideas and support.

- **Administrators:** All three principals, the coordinator of Special Programs, and the Superintendent all served on the Action Team that developed the plan.
- **Classified employees:** The PSE 1 union was involved in the process at both a Labor/Management meeting and a general meeting and support the plan.

f. Evidence that opportunities were provided for families

Please see minutes from Site Council in the Appendix.

**Waiver Request
Newport High School
Newport, Washington
2007-2008**

Questions from Pat Eirish:

1. How have you used Professional Development days granted through waivers (School Improvement Days) for 2005-06 and 2006-07?

Since 1993 the Newport School District has worked to ensure that our SID/LID days are aligned and acceptable for Approved Professional Development Clock Hours with ESD 101. By adhering to the ESD guidelines and completing the necessary documentation, we have ensured our efforts for school improvement are aligned to improve instruction in a focused and valid manner.

In general, Newport High School (NHS) used the four School Improvement Days (SID) in 2005-2006 for a variety of purposes that were directly related to improving student achievement and providing effective professional development aimed at more effectively providing instruction for our students. This was accomplished through a variety of trainings for staff, collaborative time discussions and vertical teaming, review of testing data, and researching best educational practices.

To be more specific, in 2006-2007 the SID days were devoted to revisiting the data and the efforts of last year and ensuring continued implementation of what was established in 2005-2006. Because the next area of concern is the Interpretation and Analysis of Informational Texts (IA of IT) on the Reading WASL, a training devoted to reading for information across curricula will be presented during the March SID day as a response to this finding.

In addition to the work done on LID and SID, Newport High School used collaborative time in 2006-2007 to review the possibility of implementing a separate pathway for math instruction. We currently use the Integrated Math Series and are looking at establishing an Applied Math pathway based upon the curriculum from CHORD Math (vocational based). In 06-07, the Math Department is focused on more fully instructing algebraic sense, the strand of the Math WASL that NHS students struggle with the most (a 48% pass rate, six (6) points higher than the state average but still too low).

2. How were the remaining professional development days (TRI and LID) used by your teachers?

The (5) TRI days and (2)LID days were used to:

- Review of the state testing data from the spring 2005 WASL to determine the greatest area for collective improvement potential.
- Provide time needed by staff for activity supervision, class/club advisor, grading of essays and providing feedback to students/parents, etc.
- Provide instruction on writing across the curriculum and in the STEP's writing model to address the Content Organization and Style (COS) strand of the Washington Assessment of Student Learning (WASL)
- Present a WASL based grading rubric to be utilized by teachers when evaluating student work, and collaborate within departments to review and monitor the implementation of the STEP's writing model and rubric.

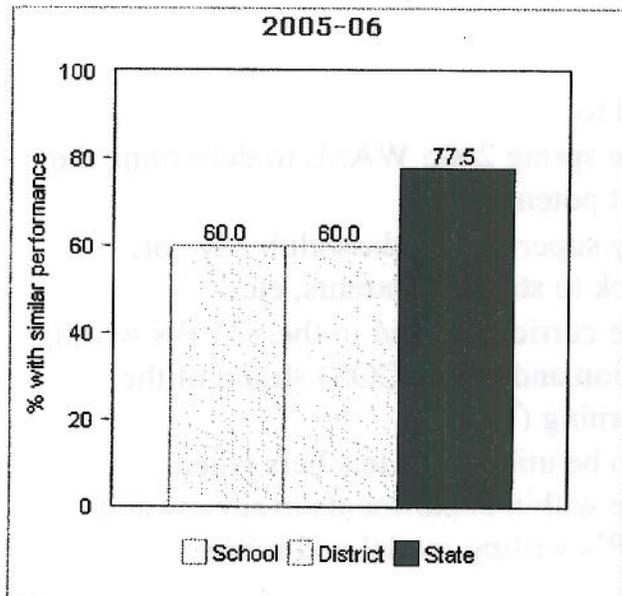
3. How did the waiver days improve student achievement?

The WASL results from the spring of 2006 showed an increase in Writing of 27.6% Reading 11% and Math 2.6% (see graph below):

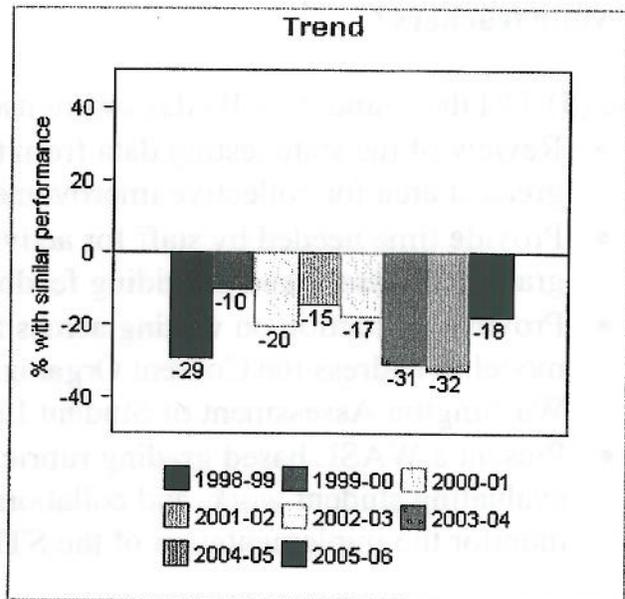
10th Grade WASL

Year	Reading	Math	Writing	Science
1998-99	33.6%	17.5%	17.5%	
1999-00	45.1%	22.8%	20.8%	
2000-01	40.6%	17.8%	37.6%	
2001-02	58.2%	20.0%	50.0%	
2002-03	45.5%	21.8%	54.5%	21.8%
2003-04	56.8%	43.2%	47.7%	17.0%
2004-05	72.5%	51.0%	52.9%	30.4%
2005-06	83.5%	53.6%	80.5%	36.0%

The next graph below indicates an increase of almost 14% when compared to the state average from the year before on the COS strand:

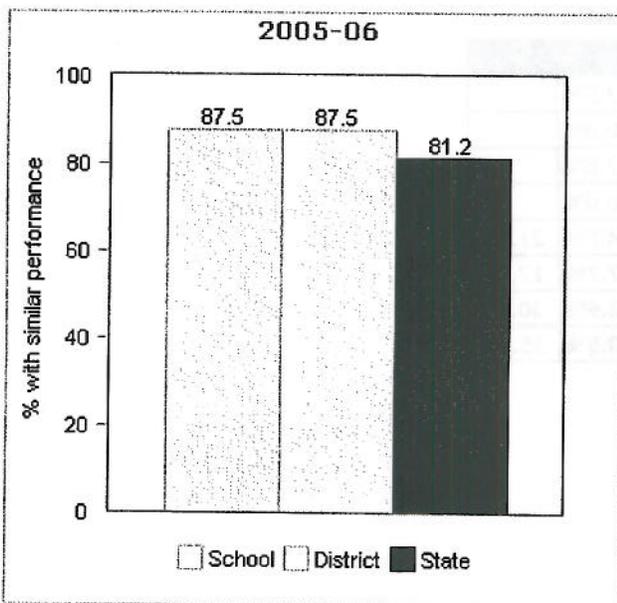


Newport High School has **60.00%** of students with performance in this strand, similar to or exceeding those who met the standard in this content area.

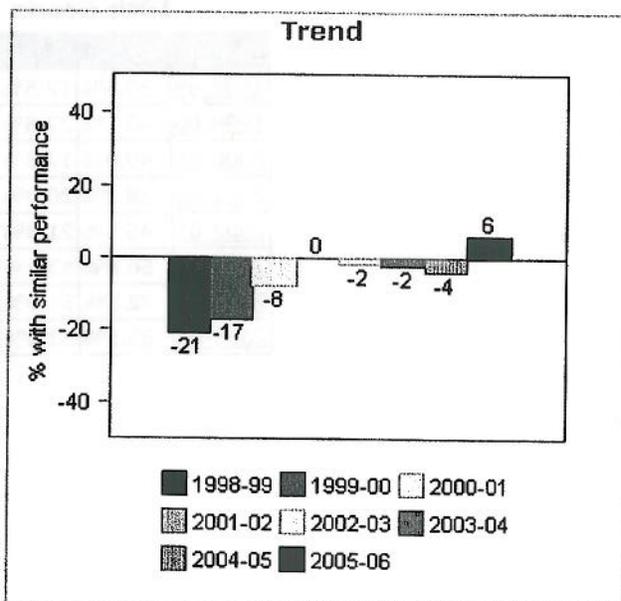


This chart shows the difference between Newport High School and the state over time. For 2005-06, the difference is **60.0% - 77.5%**, or **-17.5**.

Below are the results of the Conventions strand which saw an increase of 10% from 04-05 to 05-06.



Newport High School has **87.50%** of students with performance in this strand, similar to or exceeding those who met the standard in this content area.



This chart shows the difference between Newport High School and the state over time. For 2005-06, the difference is **87.5% - 81.2%**, or **6.3**.

4. How did you measure student achievement? (Answered above)

WAC 180-18-050 Requirements

a. Identification of requirements to be waived

The three schools which make up the Newport School District are Stratton Elementary, Sadie Halstead Middle School, and Newport High School. All three schools are requesting a waiver from the 180-Day Requirement.

b. On which specific WASL standard(s) or strand does the school plan to focus to increase student achievement as a result of saving the seven days in 2007-2008?

The goal is for the NHS Writing WASL scores to increase to a 92% pass rate and the Math WASL scores increase to a 65% pass rate.

In 2006-2007 the NHS staff reviewed data from two specific areas for work: COS on the Writing WASL and IA of IT on the Reading WASL. In August/September 2007-2008 the time will again be used to identify the test and strand of greatest need and review the change in student achievement on COS. Other days will be utilized for peer review and departmental support. Additionally, the math staff will review the new math program to ensure it is paced and in-line with the existing Integrated Math program. The rest of the staff will work on vertical teaming and Classroom Based Assessments (CBA) creation, implementation, and alignment.

Using the new data available next year, we also intend to compare the results over time for the individual students and the cohort and may add to the standards we address.

c. What is your general plan for what you will do in 2007-08 with the waiver days to increase student achievement?

One challenge in professional development that we face is our small size and the inherent placement of staff in more than one department/subject. Hence, when we try to arrange times for departments to meet often their members are in other departmental meetings. Another set of issues involves bringing relevance to the wide ranges of departmental foci while still being specific enough to be of merit (example: PE teacher trying to install meaningful instruction on IA of IT sitting next to a math teacher doing the same). These days would provide some time for both inter and intra departmental communication and collaboration.

Other tasks to accomplish are establishing valid Classroom Based Assessments (CBA) with vertical rubrics and insuring adherence to the Student Learning Plans (SLP) (as required by law for all students not meeting standard on previously administered tests). The concept of vertical teaming has been investigated and as a district there is a significant number of staff that are willing to invest the time and effort necessary to come up with clearly defined common terms, common assessment formats, as well as, ensuring adequate implementation of the already designed scope and sequence.

d. How will you measure or determine that gains were made as a result of the waiver days including timelines? What data will you collect and analyze?

Through both formative and summative assessments (CBA's, pre-tests vs. post-tests, etc) within the subjects, combined with state testing data, NHS expects to gather the relevant data necessary to make timely informed decisions on where the most educational significant interventions should be implemented. This data will be reviewed at the beginning of the year and then reviewed by subject/department throughout the year as the CBA's are administered and graded.

e. Evidence that the Board of Directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

- Board of Directors: The Board approved the Resolution.
- Teachers: Teacher representatives from the building were involved in the development of the plan, and most all teachers contributed ideas and support.
- Administrators: All three principals, the coordinator of Special Programs, and the Superintendent all served on the Action Team that developed the plan.
- Classified employees: The PSE 1 union was involved in the process at both a Labor/Management meeting and a general meeting and support the plan.

In the attached Appendix A are the documents provided to administration and the committee by the various NHS departments as to their responses to the questions of:

How will these days help improve student achievement?

How are we to measure?

What gains tie directly to the waiver?

f. Evidence that opportunities were provided for families.

The October Parent Advisory Committee minutes indicate the 180 day waiver committee was discussed and four parents actively participated on the 180 day waiver committee. (See Appendix B, from NHS.)

Appendix

Newport School District
Board Goals
2006/2007

Name	Month	Indicators
Category	Goal	Indicators
Student Learning	1. A positive learning environment and culture where students and teachers feel safe, demonstrate respect for people/property, and display common courtesy	<ul style="list-style-type: none"> • Continue Activities such as Challenge Days and Natural Helpers • Students recognized to reinforce desired behaviors • Repeat Bullying Survey and compare including teachers and students
Student Learning	2. Maintain a highly trained professional staff	<ul style="list-style-type: none"> • Dedicate funding to professional development tied to student achievement and school improvement • Complete Accreditation process
Student Learning	3. A minimum of 90% of all students will read at or above grade level. Scores in math will improve by 10%.	<ul style="list-style-type: none"> • WASL and other reading/math scores/trends reported to board • Continue to support adopted curriculum and training • Maps will be updated as needed and followed • Readiness to learn supported through accreditation Early Childhood goal
Student Learning	4. Reduce High School drop-out rate by .5%.	<ul style="list-style-type: none"> • High school to implement strategies for credit retrieval • High school to implement remediation courses to decrease failure rate • Increase Alt Learning opportunities
Financial	5. Balance the budget and begin to build a fund balance	<ul style="list-style-type: none"> • Monitor WASA recommendations for increased resource efficiency • Implement and monitor plan for building/program budgeting • No budget findings • Hold Community Budget forums
Facilities	6. Maintain all facilities in good repair	<ul style="list-style-type: none"> • Hallways, office and rooms clear and clean, building in good repair • Facilities appear well maintained • Grounds well kept

The 2006 WASL scores for the Newport School District students are shown below:

Grade	Year	Reading	Writing	Math	Science
3rd	2005-2006	70	--	53.8	--
4 th	2002-2003	65.5	53.6	48.8	--
4 th	2003-2004	76.3	62.4	60.2	--
4 th	2004-2005	83.1	67.5	62.3	--
4 th	2005-2006	85.5	76.2	65.5	--
5 th	2003-2004	--	--	--	18.8
5 th	2004-2005	--	--	--	29.3
5 th	2005-2006	83.8	--	55.4	39.2
6 th	2005-2006	62.1	--	50.6	--
7 th	2002-2003	41.8	67	29.7	--
7 th	2003-2004	55.6	57.4	41.7	--
7 th	2004-2005	62.6	52.7	51.1	--
7 th	2005-2006	62.9	78.7	48.3	--
8 th	2002-2003	--	--	--	33.9
8 th	2003-2004	--	--	--	44.3
8 th	2004-2005	--	--	--	36.2
8 th	2005-2006	75	--	55.3	37.6
10 th	2002-2003	45.5	54.5	21.8	21.8
10 th	2003-2004	56.8	47.7	43.2	17
10 th	2004-2005	72.5	52.9	51	30.4
10 th	2005-2006	84.6	81.5	54.2	36.5

Newport School District
180-day Waiver Historical Information
Action Team January 2007

1993-94 - 9 Late Start Days (this lasted only one yr as it is remembered there was quite a community outcry by parents about the problems of half day, etc.)

1996-97 - 8 School Improvement Days

1997-98 - 8 School Improvement Days

1998-99 - 8 School Improvement Days

1999-2000 - 7 School Improvement Days

2000-01 - 6 School Improvement Days

Beginning with 2001-02 school yr - 4 School Improvement Days (waiver)

Brenda B. Brown
Admin. Asst.
Newport School District

The state currently funds two days increasing the teacher year from 180 to 182. Teachers have five other days they can work and be paid per diem to be used for planning and/or meetings. The state is considering adding on to the 182 days to extend the teacher year but not the student year.

Public School Employees Minutes

January 11, 2007

Patti Monk presented information with the para-professionals regarding the 180 state waiver that teachers are requesting. Instead of having 175 teaching days, they are asking for 173 days. The other 2 days for training and planning curriculum etc. This would be district wide. The days could be added to pre-existing holidays or other days with no students. If the district should get the waiver, it wouldn't change the paras contract. This has nothing to do with saving money for the district. It is to improve learning and teaching in all aspects. The next committee meeting regarding this issue is scheduled on January 16th, 3:15-3:30 at the district office.

Ideas for para-pro training:

First aide

Skyward

HIV-Blood borne pathages

Behavioral and conflict strategies & techniques

Safety

Academics

Library book repair training

Time with teachers-curriculum planning etc.

Workshops-behavior,safety, medical etc.

Appendix A from NHS

The Art Department:

These days will improve student achievement by providing time for the Fine Arts teachers to meet and exchange ideas, set goals, and communicate information concerning department accomplishments. Due to schedules and teaching hours, we have no other time to meet. In the past, we have also participated in Fine Arts workshops, EALR assessments, and WASL discussion in Spokane. These days would allow for continuation of this as well as make possible additional opportunities for professional development.

Student achievement results could be measured by implementing rubrics, information garnered from classroom based assessments, projects/lessons learned in workshops, collaborative associations with Fine Arts teachers or with those in other disciplines within and/or outside this school district. Additionally, the Spokane Symphony is currently addressing the needs of students preparing for the WASL. They have an outreach program in place which we could consider as a way to enhance student learning and readiness for WASL testing.

Gains that tie directly to the waiver include interdepartmental time to determine which skills students should master in order to ensure success on the Fine Arts portion of the WASL test. In the event that Fine Arts do not appear on the 2008-2009 WASL as currently scheduled, plans to improve student reading and writing skills will have a positive impact on Fine Arts students when presented with written assignments such as Art History, Arts Vocabulary, and self-assessment and critiques of their works.

The Career and Technical Education Department:

How will these days help improve student achievement?

The Learning Improvements Days will allow us to develop baselines of what students need to know to be successful in our classes. After developing the baselines we will be able to effectively work with middle school and high school staff to make sure that students are being taught the requisite skills. If it is determined that the skills are not being taught to the extent necessary the students need then will work on revising our curriculum to ensure students success.

How are we to measure?

In each of the Career and Technical Education classes we will establish in writing the skills that are lacking and holding back are students. In addition we will “raise the bar” and use as a measurement the number of students that we are able to prepare for community and four year colleges.

What gains tie directly to the waiver?

Establishing standards and being able to develop a program that ensures student success.

The English Department:

How will these days help improve student achievement?

The days will be used to improve student achievement by allowing time to vertically align curriculum and instruction at the high school level and in coordination with the middle school grades. Secondly, the days provide opportunities for professional development based on data and needs. This may include sharing individual staff strengths with each other (peer training) along with outside professional development opportunities. Finally, the days provide time for the English department to team together in examining student work and in developing common terminology, rubrics, assessments, and goals.

How are we to measure?

Student achievement results will be measured through formal and informal assessments. Formal assessment data will be collected from a variety of sources including: WASL, ITED, PSAT, SRI, SAT/ACT. Informal assessments will include classroom based assessments including rubrics based on the 6+1 Traits of Writing, STEPS, WASL formats and individual instructional goals. The classroom based assessments include written tests, verbal questioning, written responses and essays, classroom discussions, individual and group projects and presentations.

What gains tie directly to the waiver?

There are both staff and student gains that tie directly to the waiver. Staff gains include department and vertical teaming to developing a consistent level of expectations/goals for students and staff including the alignment of curriculum and instruction from grade level to grade level across buildings. Student gains include improved reading and writing skills, clearly defined learning goals/plans and the attainment of those plans, and helping to meet the overall needs of individual students.

The Foreign Language Department:

How will these days help improve student achievement?

Having time to work on foreign language curriculum and assessment during a regular school day becomes fragmented and ineffective. Given 'teacher' time in a quiet, uninterrupted environment is highly conducive to successful curriculum/assessment development and revision.

The development of materials for foreign language skills benefits not only the students while they are studying Spanish, but also can carry over into their other content areas as develop transferable critical thinking skills. For example, foreign language students generally gain a better understanding of English after having learned Spanish.

How are we to measure?

Informal assessments will include classroom-based assessments, based on lesson objectives. In their simplest forms, these will consist of daily assignments and student participation. In more sophisticated forms, the assessments will measure achievement in one or more of the following language areas: reading comprehension, writing, speaking, listening and culture.

What gains tie directly to the waiver?

Gains tied to the waiver are based in a more aligned and refined curriculum for levels I through IV of Spanish.

Through alignment, spiraled learning is present, which is a key component of a successful foreign language program.

Also, having the time to refine lessons makes those lessons more student-friendly, thereby increasing the potential for student achievement.

The Math Department:

How will these days help improve student achievement?

The math department will use this time to collaboratively work on WASL preparation. We will organize all of the updated information and problems being released from OSPI. Along these lines we will sort through problems used for summer school so that we can add to our extra WASL prep files. These problems will

be implemented into the appropriate areas of the textbook to enhance the concepts and reiterate the application process.

How are we to measure?

The math department will measure the progress by monitoring the students' ability to work through short answer and extended response questions during WASL preparation. Ultimately we will have to measure success based on WASL math scores.

What gains tie directly to the waiver?

As for the students, the math department hopes that the students will show big gains in comprehension of WASL type problems. As for the teachers, the department will have enough time to do a thorough job and be sure they are all on the same page as they go along in this process. Really, the possibilities are endless when given the proper time.

The Physical Education Department:

How will these days help improve student achievement in P.E.?

The days will be used to help improve student achievement by allowing time for the teachers to work on curriculum that can be designed to help improve our diverse population. It will also allow us the time to work on ways to improve on our student assessments so that we can more readily evaluate our teaching strategies.

How are we to measure?

We will be able to measure our results by directly seeing improvement in our students through: skill testing, written tests, and successful completion of our classes.

What gains tie directly to the waiver?

We will see gains both by staff and the students. Having the opportunity to meet with not only our staff but Middle School and Elementary staff will allow us to align our curriculums in such a manner that there will be continuity for the students as they progress through our system.

The Science Department:

How will these days help improve student achievement?

The wavered days will help improve student achievement by allowing time for the high school science staff to align the various disciplines of the science curriculum with both the national and state science standards. In particular, we will be able to

not only ensure that all standards are being addressed, but that there is vertical alignment of curriculum and instruction that will ensure that appropriate Washington State Grade Level Expectations (GLEs) are set for our grade band. The waived days will be further utilized to implement curriculum materials and instructional strategies as well as develop and implement assessment strategies and provide training and practice in assessment scoring.

How are we to measure?

Student achievement results will be measured through both formal and informal assessments. Although formal assessment data is somewhat limited in the sciences, formal assessment data will be collected from the WASL and SAT II tests as they become available. Informal assessments will include classroom based assessments on written tests, verbal questioning, written responses, essays, lab reports, classroom discussions, and individual as well as group projects and presentations.

What gains tie directly to the waiver?

There will be both staff and student gains that tie directly to this waiver. Staff gains include department and vertical teaming to develop a focus on a common language and consistency among all science classes as well as the alignment of curriculum and instruction from grade level to grade level and across buildings. The development of a standard and curriculum driven foundation for our students will help improve their achievement as they progress through the science program at Newport High School. Student gains include improved understanding of a connection between science theory and practical application, clearly defined learning goals and the attainment of those goals, and the support of individual student needs.

The Social Studies Department:

How will waiver days be used to improve student achievement?

The waiver days would allow for the development and implementation of classroom based assessments (CBA's) across the K-12 aligned curriculum in social studies. In as much as Social Studies department outcomes are not a part of the WASL, the Superintendent of Public Instruction has asked each school district to accept CBA's developed by her office or to develop such from within. Either choice would require additional time to be spent for effective application of the processes involved. Additionally, the waiver days would allow for: the professional development requisite for the application of such programming; training for individual professionals working within the department; training for those in a cross-curricular/tangential field of study: and, collaborative time for the evaluation of each

CBA, by class & grade level with appropriate modifications made as experience requires.

How will we measure outcomes?

Outcomes will be objective in nature and easy to measure. If we need CBA's for every social studies class, K-12, we will either develop them or use models provided by the state. That is a central outcome measurement. Focus will be on reliability & validity for each class taught at each grade-level. Measurement of the CBA's to State essential learning requirements & GLE's also will be done so that we are aligned with the State frameworks for each class/discipline. The CBA's will consist of written objective & subjective assessments, verbal checks for learning, student involved discussions, Socratic learning processes & individual/group projects & classroom presentations.

What gains will tie directly to waiver time?

Student outcomes would include enhanced writing & reading comprehension skill development. Also improved would be student's critical thinking & decision-making abilities. Faculty outcomes would include horizontal & vertical teaming which would enable seamless transitions between similar classes. This would provide for consistency across the curriculum in regards to student/staff expectations & goals, horizontally & vertically.

The Special Services Department:

How will these days help improve student achievement?

In the special services department, these days afford us the opportunity to more completely address the challenge that IEP writing, aligning individualized goals based on GLEs and EALRs, as well as designing curriculum for special needs students. In addition, these days give special education staff the opportunity to consult with general education teachers about special needs students who participate in the mainstream population.

How are we to measure?

Ways that we measure our progress are through the following activities: IEP writing (goals and objectives), tracking (making sure that students are meeting their goals and objectives), successfully completing student learning plans, consulting (making certain that special needs students are appropriately being served in the general education population), and staff collaboration (directly tied to IEP online).

What gains tie directly to the waiver?

The gains attached directly to this waiver benefit special education staff and special needs students. The special education staff is able to meet as a team to develop curriculum to meet the needs of students with similar, as well as varied abilities. We are also able to collaborate about IEP writing (IEP online) which helps us to develop and use consistent methods when writing goals and objectives. Students make gains by applying strategies taught from their goals and objectives. In addition, they are able to apply these concepts across various academic settings.

Appendix B from NHS

Excerpt from NHS Parent Advisor Committee minutes dated 19 Oct 06:

“...A discussion was held on the upcoming 180 day waiver committee being formed by the district and parents were invited to attend and take part. Within the discussion was a definition of what the waiver is, has been, and is proposed to become and why. The timeline for the creation of the District calendar was explained...”

Sadie Halstead Middle School
School Site Council
November 30, 2006
Minutes

1. Reviewed minutes from October 26, 2006
2. HIV parent meetings are scheduled for Friday, December 8 and Wednesday, December 13 at 6:00 PM in room 14. Letters were mailed home.
3. Accreditation update --- Reviewed Action Plans from all committees
4. 180 day waiver process --- Janet shared information from the district Action Team. She reviewed the process of applying for the waiver and got parent input. The parents agreed that there is a need to continue having waiver days and supported the idea of increasing them to seven. The parents stated that whole days are better than half days due to child care and request the days be backed up to existing holidays and other days off.
5. School Improvement --- We wrote narrative statements after looking at our current WASL scores. We are beginning to review our Technology Plan, which is part of our School Improvement Plan. The school wide writing assessment has been scored and teachers are in the process of analyzing data. All these information will be part of our School Improvement Plan.
6. News from teachers --- Larry Ashdown shared the students are getting better at answering WASL type questions. Roberta Clausen told us that the 6th graders are gearing up for their annual Christmas plays. Janet Kobylarz said the 5th graders are taking more responsibility and are working better independently. It is wonderful thing to see as the 5th graders turn into middle school students. Patsy Hamond shared that the pull out Title I classes had a multiplication contest and prizes were given. Enthusiasm and learning was at an all time high. 7th graders are working on elaboration in their writing. 5/6th graders are using Kid Biz, an information text reading program on the computer.
7. Academic Awards --- A big thank you went out to Debbie Borches and Nina Person for all the money and donations collected.
8. Parent/Teacher Input --- A parent asked about how music is selected for dances. I explained that I tell the HS DJ's no sex, alcohol or drugs. Unfortunately, an inappropriate song or two slips in. There was also a question about Academic Probation, a discussion followed. Finally, a parent asked why they were not getting updates from Mr. Massey's class. Janet will talk with him.
9. Items for our January 25th meeting --- New WASL requirements and Perfect Attendance

STRATTON SITE COUNCIL

AGENDA

12-12-06

We did not have a meeting scheduled for December due to the holiday occurring at the end of the month. It was important, however, to get input from our council parent members about applying for waiver days for next year's calendar. For this reason Patti Monk called each parent member of the Site Council to hear what they had to say. The following is a compilation of the comments shared on the phone today.

Background:

- We have had waivers approved from the State Board of Education in the past for teachers to be able to team plan for curriculum for each school. What this means for parents is that at the beginning of the year and during the year students do not attend school so that teachers can plan for school improvement.
- The school calendar year is 180 days with students in attendance. A waiver would mean that some of these days would be set aside for teachers to plan and students to stay home.
- A committee of parents, teachers, community members, and administrators are meeting to investigate the impact of the waiver and to apply to the state for continuing this planning time for staff.
- Parents on the Waiver Committee have suggested that, if we get this waiver for next year, the calendar be set up so that the waiver days are attached to a weekend or already existing holiday for family planning.
- The State Board of Education has asked that school districts apply for one year at a time for any waivers.

Conversations with Stratton Site Council Parents indicated overall that they were in support of this needed planning time for teachers. They also liked the idea of attaching the planning time to an already existing holiday or weekend.

Some specific comments were:

"The education of our students is complicated and teachers need the organization time."

"If I had a choice I would rather have my children in school. I do understand the need for the planning time."

"These days will be good for teacher planning, a half hour here and there is not enough."

"There are benefits to being more organized."

Our next regularly scheduled meeting is always the fourth Tuesday of the month.

January 25, 2007—3:00 PM in the Library



Northport School District

Northport Schools
District # 211

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404 10th Street
Northport, WA 99157

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509-732-6606

Website
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Patsy Guglielmino
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Patricia Baribault
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509-732-4251

Elementary School
Carol Jean Broderius
Secretary
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High School
Share Marks
Secretary
509-732-4430

Staff
509-732-4870

February 21, 2007

Pat Eirish, Research and Assistance Program Manager
State Board of Education
Old Capitol Building, Room 253
P.O. Box 47206
Olympia, WA 98501

Dear Ms. Eirish and Distinguished Board Members,

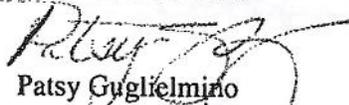
We are requesting a four day waiver for the 2007-2008 school year. Enclosed please find a copy of our Board Resolution dated 2/20/07, a description of our program agendas for our current professional development days, and supporting documentation that demonstrates how our school improvement plan has been impacted as a result of our work as a preK-12 staff during these waiver days.

In the past, we have used our waiver days to improve teaching and learning in our district through the careful analysis of classroom, district, state, and national assessment measures, the development of individual intervention plans for acceleration/remediation, and the interpretation of parent, student, and staff perception data that helped us create action plans for family involvement.

We have included the following documents for your review. Please note that they are printed in grayscale so that we could fax this material to you today, but we will be happy to provide you with color copies at your request.

- Strategic Learning Improvement Plan 2003-2008 (this is a living document that changes regularly based on assessment and survey data)
- Sample Action Plan derived from Strategic Plan that includes our strategies for staff development, school policy, and parent involvement.
- WASL Data Analysis samples from the Center for Educational Effectiveness (CEE) and OSPI that demonstrate student achievement
- Results from the CEE parent survey regarding our progress toward full implementation of the nine characteristics of high performing schools

Please call us if you require additional information. Thank you in advance for your consideration.


Patsy Guglielmino
Superintendent/Principal

Maximizing individual potential by working together to advance educational excellence.

NO. NORTHPORT SCHOOL DISTRICT NO. 211
RESOLUTION #07-01

A RESOLUTION of the Board of Education of the Northport School District No. 211 requesting a waiver for Northport Schools, Grades K-12, of the minimum 180-day school year (WAC180-16-215)

WHEREAS, the Northport School District Learning Plan contains goals for making changes that will significantly increase student learning and individual achievement which are in line with the Northport School District Strategic Plan; and

WHEREAS, the Learning Plan provides for the restructuring to foster a better understanding of academic needs of the students and to facilitate collaboration to help students reach their academic potential within an environment that is student centered, where the curriculum is rigorous and relevant, and where students are actively involved and apply their learning; and

WHEREAS, in order to facilitate the kind of supportive learning environment for the restructuring and provide time for staff training, development, and planning on a consistent basis, request is being made to waive the 180 days to 176 (for staff development) and to eliminate the need for all early release days; and

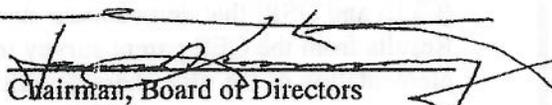
WHEREAS, the student contact hours would be over the state-required time, and the teacher work hours would be according to the full teacher contract requirements; and

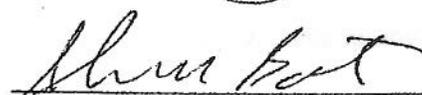
WHEREAS, the Washington State Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes; and

NOW THEREFORE BE IT RESOLVED that the Northport School District No. 211 Board of Directors requests that the minimum 180 school-day-year requirement be waived for Northport Schools to the extent of 4 days for the 2007-2008 school year. During this time students would not attend school in order to allow staff participation in training for improved student learning.

BY ORDER OF THE BOARD OF DIRECTORS OF THE NORTHPORT SCHOOL DISTRICT NO. 211,
DATED THE 20TH DAY OF February, 2007.


Secretary, Board of Directors


Chairman, Board of Directors


Board Member


Board Member


Board Member


Board Member

K-12 School Improvement Workdays: Monday, August 28, 2006; Monday, October 16, 2006; Monday, January 29, 2007 (8:00-3:30)

Topics: Refine K-12 School wide Positive Behavior Support system; set and prioritize goals for improved achievement in reading, writing, and mathematics through review of state and local assessment data; create/implement articulation plans for elementary, middle, and high school locally and regionally; develop intervention (remediation and acceleration) plans for all students including those in GEAR UP program that include alignment of curriculum with college expectations and the development of tutoring programs in math and language arts; review perception data through CEE (Center for Educational Effectiveness) surveys and set goals to transform school climate to be more conducive to attendance at college by all students.

Educational Service District 101

PROGRAM AGENDA and OBJECTIVES

Program Name School Improvement Days

Program Date(s) Jan. 29 and May 14, 2007

Presenter(s) Patsy Guglielmino, Superintendent/
Principal

Major Topics to be Covered:

- Analyze and interpret staff, parent, and student perception data.
- Create action plan for family involvement on
- Strategic Learning Improvement Plan
- Analyze and interpret WASH data 2006.
- Create individualized student acceleration plans.
- Analyze and interpret student discipline data for '06-'07 school year.
-
-

Program Objectives:

1. Continue plans for Tier 1 intervention;
2. develop and implement plans for Tier 2
3. intervention, initiate plans for
4. Tier 3 intervention
5. Prioritize and develop work plans to meet goals on:
 - Reading Improvement Plan
 - Writing Improvement Plan
 - Math Improvement Plan

STRATEGIC IMPROVEMENT PLAN (work in progress summer 2003-2008)

MISSION STATEMENT: Northport School District's top mission is to work together to improve individual potential.

TARGET OBJECTIVES	GOALS	Accomplished	ACTION PLAN
<p>STUDENT LEARNING</p>	<p>All students will meet or exceed local, state and national standards. Student achievement is the highest priority. Our student scores on the WASL and ITBS tests will increase 30% in both reading and math by the end of the 2007 school year.</p> <ol style="list-style-type: none"> 1. Reading 2. Math 3. Writing 4. Science 5. Social Studies 6. Art/Music/PE 	<p> </p>	<ol style="list-style-type: none"> 1. Regular assessments. 2. Aligned curriculum-research based, tied to EALRS 3. Data analysis (this will drive the plan) 4. Intervention (target) IEPs for all 5. Outside assistance 6. Parent involvement and education 7. Staff development 8. Motivation (students, staff) <p>*See also attachments</p>
<p> </p>	<p>After school programs and extracurricular opportunities for children will be continued and developed.</p>	<p> </p>	<ol style="list-style-type: none"> 1. Grants/other fundraising 2. Link after school w/classroom 3. Develop free (volunteer) clubs (4-H, Girl/Boy Scouts, tutoring, etc.) 4. Recruit, train, screen volunteers 5. Create "feeder" programs 6. Transportation
<p> </p>	<p>Grant monies for core and extracurricular programs will be actively pursued.</p>	<p> </p>	<ol style="list-style-type: none"> 1. People to write 2. Search, research opportunities 3. Training 4. Contract with grant writer 5. Develop key contacts, legislature

TARGET OBJECTIVES	GOALS	Accomplished	ACTION PLAN
	Continuous school improvement plans that include curriculum, staff development and school policy will be continued and developed.		<ol style="list-style-type: none"> 1. Curriculum-new adoptions, aligned, research-based; continue with and develop adopted plan including supplemental materials; taught with fidelity/accountability 2. Staff development-on going training plan based on need; monitor, accountability; assistance for implementation plan, recognition/incentives; research-based; partner with preschools/other schools, etc. 3. School policy-research other schools; input from all staff, parents, students, community
	All students and staff will demonstrate responsible, respectful, compassionate behavior.		<ol style="list-style-type: none"> 1. Curriculum (begin early grades) such as Cool Kids, Leadership People Builders 2. Staff development; families, too. 3. Peer helpers; peer buddies 4. Incentives 5. Assemblies-speakers; all staff motivation; all-school focus 6. Consequences 7. More formal student orientation 8. Welcoming substitute teachers, other visiting personnel
	The diversity of all groups will be valued.	<p>X</p> <p>X</p>	<ol style="list-style-type: none"> 1. Curriculum...tolerance, SES, ethnic, etc. 2. Diversity events ie, Diversity Week, Cultural Celebrations, Share Fair; invite diverse people to contribute, cooking, guest speakers, family traditions 3. Staff Development

TARGET OBJECTIVES	GOALS	Accomplished	ACTION PLAN
	Teaching and learning will be enhanced through the use and development of technology.		<ol style="list-style-type: none"> 1. Funding, including long-range planning 2. Training 3. Security 4. Constant review 5. Strong leadership; and expert coach 6. Facility to support growth/changes 7. Curriculum to ensure that students have necessary skills 8. Web site development and maintenance
SCHOOL-COMMUNITY	A community-wide communication process will be developed to broaden understanding and community support.		<ol style="list-style-type: none"> 1. Phone trees <ol style="list-style-type: none"> A. Levy, bond B. Emergency C. Informational 2. Pioneer Newspaper <ol style="list-style-type: none"> A. Solicit more input from community B. Increase circulation (stacks in key places) C. Increase readership-survey what people want D. Journalism class-community group contact 3. Other surveys 4. Newsletters (classroom) <ol style="list-style-type: none"> A. Mail B. Pick one key day-universal 5. Student publicist 6. Web site <ol style="list-style-type: none"> A. Webmaster adult with student earning credit 7. Reader board-consider paid student position 8. Brochure-consider paid student position 9. Regular data reporting

TARGET OBJECTIVES	GOALS	Accomplished	ACTION PLAN
<p>SCHOOL-COMMUNITY</p>	<p>The community will continue to provide financial support of schools to ensure a safe, high-quality learning environment.</p>	<p> </p> <p> </p> <p> </p> <p> </p>	<ol style="list-style-type: none"> 1. Levy-always 2. Increase test scores 3. Wise use of funding <ol style="list-style-type: none"> A. Involve community in decisions B. Communicate how and why of funding decisions 4. Increase and communicate safe environment 5. Strong levy/bond committee leadership 6. Increase and sustain community volunteers 7. Communicate positive information in a personal way 8. Take advantage of all opportunities when communication comes to school: games, awards, assemblies, ceremonies, performances and visa versa school to community events-parades, Labor Day, July 4th, Memorial Day, etc. 9. Open school for community use 10. Make known (county and state wide) our positives/good news: scores; staff recognition; successful programs-DI, baseball 11. Maintain attractive, well-maintained, energy-efficient, healthy facilities-communicate 12. Maintain up-to-date, high quality, programs/curriculum 13. Increase student pride 14. A. Academic recognition 15. B. Ownership, voice in decisions 16. C. Community service recognition

Northport School District Action Plan

Department or school level K-12

Lead Person/Student Learning Action Team

GOAL: Continuous school improvement plans that include curriculum, staff development, school policy, and parent involvement will be continued and developed.

Tasks	Responsibility	Resources	Timeline	Monitoring Effectiveness
<p><u>Curriculum</u></p> <ol style="list-style-type: none"> 1. Continue monthly curriculum committee meetings. Curriculum development/review/adopt schedule already in place (see appendix) 2. Create updated curriculum folders for K-12 staff. 3. Reallocate LAP funds to target students grades 9-12. 4. Provide blocks/plan in K-12 schedule for targeted intervention in reading and math. 	<p>Curriculum Committee Chair-person Curriculum coordinator Specialist reports</p> <p>Curriculum committee Administration</p>	<p>District funds Levy \$ Grants Piloting material List of exemplary materials at both state and national level</p> <p>State/national funding sources</p>	<p>Ongoing/Yearly</p> <p>Spring 2007</p> <p>Fall 2005</p> <p>Fall 2005</p>	<p>WASL scores Updated curriculum folders</p> <p>Completed curriculum folders.</p> <p>Schedules (see appendix)</p> <ul style="list-style-type: none"> • Classroom • Paraprofessionals <p>Data from reading and math assessments.</p>
<p><u>Staff Development</u></p> <ol style="list-style-type: none"> A. Training <ul style="list-style-type: none"> • Curriculum • Best practices • Discipline • Learning styles/meeting needs of all students. • Assessment training (WASL) • Provide incentives for staff to further his/her education. 	<p>Curriculum Committee Curriculum Coordinator Administration</p>	<p>District funds Levy \$ Grants</p>	<p>Ongoing Rotating basis (needs assessment)</p>	<p>WASL scores Administration Observation tool (see appendix) Peer Observation form Individual conferences Planning with Title One coordinator based on data.</p> <p>Number of staff with degrees/advanced degrees/awards</p>

Northport School District Action Plan

Department or school level K-12

Lead Person/Student Learning Action Team

GOAL: Continuous school improvement plans that include curriculum, staff development, school policy, and parent involvement will be continued and developed.			
Tasks	Responsibility	Resources	Monitoring Effectiveness
<p>Staff Development con't:</p> <p>B. Establish priority list of what we do and when.</p> <p>C. Create follow-through plan:</p> <ul style="list-style-type: none"> • Mini-inservices • Supervisor observations • Peer observations <p>D. Continue to apply for 'waiver' days and devote to staff development.</p>	<p>Staff collaboration Administration Curriculum committee</p> <p>Administration/staff</p>	<p>Fall 2006</p> <p>Spring 2006</p>	<p>Completed plan</p> <p>Number of staff led mini inservices. Observation schedules</p>
<p>School Policy</p> <ul style="list-style-type: none"> • Submit plan for staff and Board review. 	<p>Strategic planning committee</p>	<p>Strategic Plan</p> <p>Annually</p>	<p>Reviewed and adopted by school board annually</p>
<p>Parent Involvement</p> <ul style="list-style-type: none"> • Formation of School Community Action Team 	<p>Administration Strategic Planning Committee</p>	<p>Strategic Plan</p> <p>Spring 2006</p>	<p>CEI: survey with a greater percentage of parents reporting their involvement in the decision making progress.</p>

Northport School District Action Plan

Department or school level K-12

Lead Person/Student Learning Action Team

GOAL: Continuous school improvement plans that include curriculum, staff development, school policy, and parent involvement will be continued and developed.

Tasks	Responsibility	Resources	Timeline	Monitoring Effectiveness
<p><u>Parent Involvement</u></p> <ul style="list-style-type: none"> • Meet the authors/Clifford Day/Dr. Seuss • Parent Co-op in K-1 classroom • PTO • Discipline Committee • Send written notification of beginning of the year activities. • Hold grade level Parent Nights • Notify parents of our Title One status • Distribute planners (5-12) • Newsletters distributed by teachers periodically • Teachers communicate with parents using phone calls, letters, green slips, and disciplinary notices • Administrators communicate with parents by letters and phone calls • Recruit parent and community volunteers to tutor and mentor needy students • Send written notification when a child falls below grade level performance 	<p>First Book Washington Reading Corps Classroom teacher</p> <p>PTO president Administration District Classroom teachers</p> <p>Title One Coordinator Classroom teachers</p> <p>Administration</p> <p>Washington Reading Corps VISTA Classroom teachers</p>	<p>Internet First book</p>	<p>Annually</p>	<p>Number of parents involved in listed projects</p>

Northport School District Action Plan

Department or school level K-12

Lead Person/Student Learning Action Team

GOAL: Continuous school improvement plans that include curriculum, staff development, school policy, and parent involvement will be continued and developed.

Tasks	Responsibility	Resources	Timeline	Monitoring Effectiveness
<p><u>Parent Involvement</u></p> <ul style="list-style-type: none"> • Hold parent/teacher conferences first and third quarter. If needed, Individualized Education Plans are discussed and signed. • Invite parents to periodic PTO (Parent Teacher Organization) programs in which students perform by grade level. • Remind staff of the value of parent contributions to the school community. • Provide counseling services. • Provide a school nurse. • Involve parents through frequent communication about local/state expectations, student needs, and student progress. • Invite parents to multimedia presentations, academic celebrations and end of year celebrations. • Maintain a school website. • Notify parents if their child is at risk of not being at grade level and if they are in danger of not meeting state and local proficiency standards. 	<p>Classroom teachers</p> <p>PTO/classroom teachers</p> <p>Administration</p> <p>Administration</p> <p>Administration</p> <p>Administration/classroom teachers</p> <p>Classroom teachers/room parents</p> <p>Technology committee</p> <p>Classroom teachers</p>		<p>Annually</p>	<p>Number of parents involved in listed projects</p>



Northport School District

Northport Schools
District # 211

P.O. Box 1280
404 10th Street
Northport, WA 99157

Fax
509-732-6606

Website
northportschools.org

Patsy Guglielmino
Superintendent Principal

Julie Simmons
Administrative Assistant

Pat Baribault
Business Manager
509-732-4251

Elementary School
Carol Jean Broderius
Secretary
509-732-4441

High School
Share Marks
Secretary
509-732-4430

Staff
509-732-4870

FAX

To: Pat Eirish From: Julie Simmons

Fax To: (360) 586-2357 # Pages faxed including cover: 16

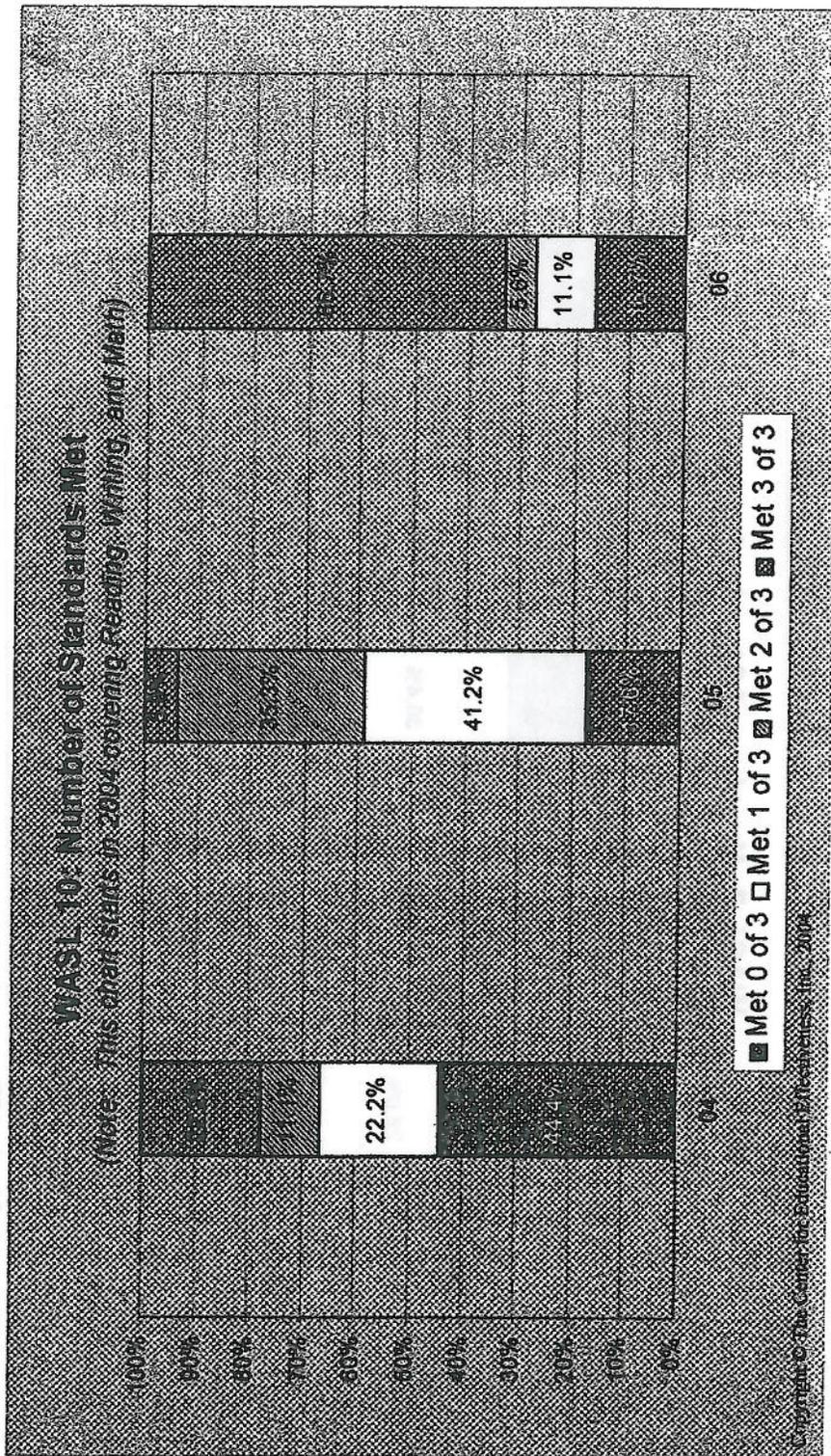
Receiver Phone: (360) 725-6039 Date: Feb. 21, 2007

Re: Waiver Day Request

Urgent For Review Please Comment Please Reply Please Recycle

Comments: Second half of fax.

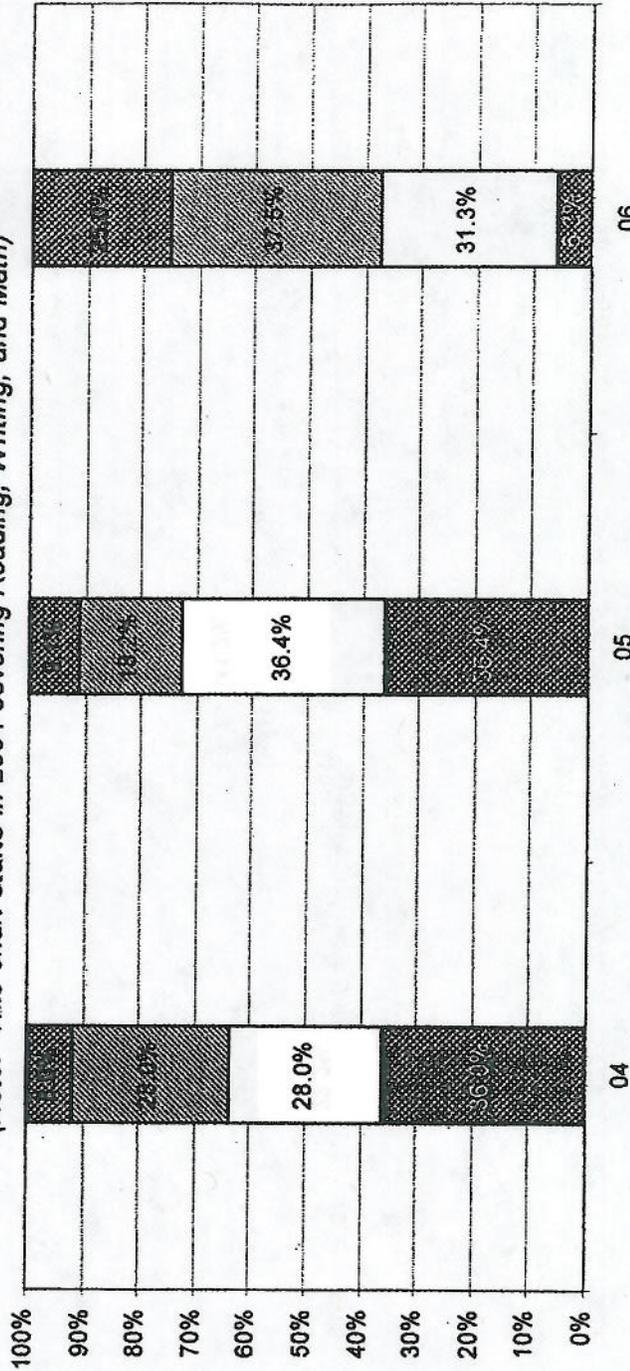
Meeting 3 of 3 Standards- Details



Meeting 3 of 3 Standards- Details (Grade 7)

WASL 7: Number of Standards Met

(Note: This chart starts in 2004 covering Reading, Writing, and Math)



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OSPI Office of Superintendent of Public Instruction
Washington State Report Card

Summary **WASL** AYP WAAS

Summary Northport School District

Search: School District

Tools: Compare My School

Print Friendly

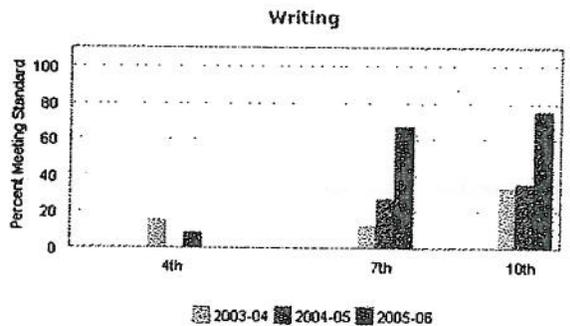
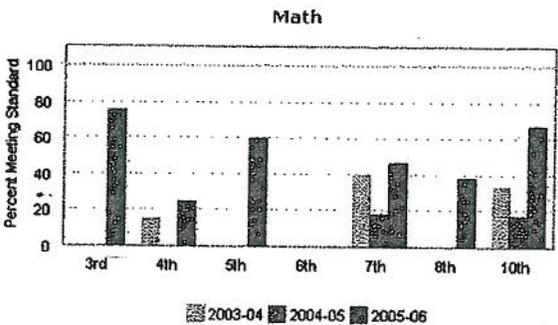
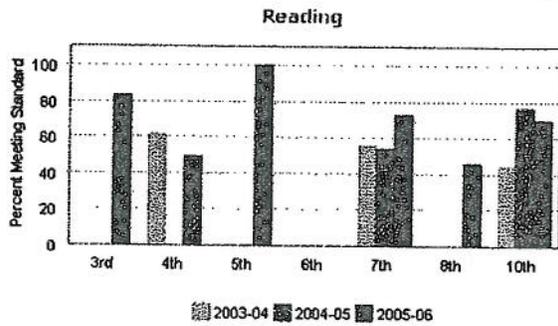
>Washington State >Northport School District

Northport School District
 Superintendent Patsy Guglielmino
 (509) 732-4251

OSPI Web site
 404 10TH ST NORTHPORT 99157
 Educational Service District 101 Updated: 11/1/2006

Select year: 2005-06

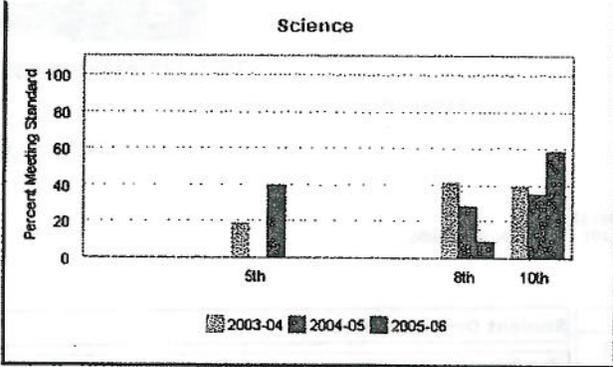
Grade Level	Reading	Math	Writing	Science
3rd Grade	83.3%	75.0%		
4th Grade	50.0%	25.0%	8.3%	
5th Grade	100.0%	60.0%		40.0%
7th Grade	73.3%	46.7%	66.7%	
8th Grade	46.2%	38.5%		9.1%
10th Grade	70.0%	66.7%	75.0%	58.8%



Enrollment	
October 2005 Student Count	186
Gender (October 2005)	
Male	55.9%
Female	44.1%
Ethnicity (October 2005)	
American Indian/Alaskan Native	2.7%
Asian	2.7%
Black	0.5%
Hispanic	6.5%
White	87.1%
Special Programs	
Free or Reduced-Price Meals (May 2006)	76.2%
Special Education (May 2006)	4.2%
Transitional Bilingual (May 2006)	0.0%
Migrant (May 2006)	0.0%
Other Information (more info)	
Annual Dropout Rate (2004-05)	4.9%
On-Time Graduation Rate (2004-05)	81%
Extended Graduation Rate (2004-05)	81%

Classroom Teachers	16
Students per Teacher	11.6
Average Years of Teacher Experience	13.5
Teachers with at least a Master's Degree	50.0%
Total number of teachers who teach core academic classes	16
% of teachers teaching with an emergency certificate	0.0%
% of teacher teaching with a conditional certificate	0.0%
Total number of core academic classes	46
NCLB Highly Qualified Teacher Information	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	91.3%
% of classes taught by teachers who do not meet NCLB HQ definition	8.7%
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	91.3%
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	8.7%
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	N/A

	Per Student Amounts	Percent
Total Revenues	\$12469	100%
State	9519	76%
Federal	2209	18%
Local Tax	477	4%
Other Sources	265	2%
Total Expenditures	\$12362	100%



Central Administration	1301	10%
Building Administration	537	4%
Maintenance and Operations	1335	10%
Food Services	689	5%
Transportation Services	282	2%
Teaching	8103	66%
Other	115	1%

Comparison View - 2 Way

Northport Parent Cross-Tab

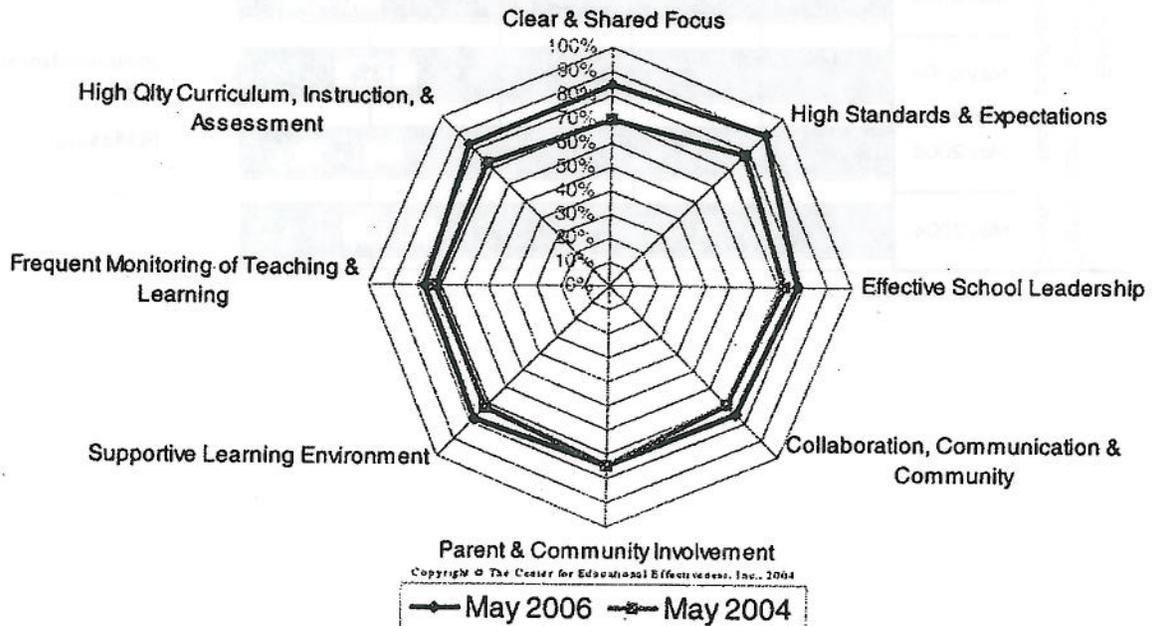
May 2006	N=	34
May 2004	N=	42

To increase the usefulness of your EES data, this section provides a comparative view between two groups. The two groups chosen allow you to observe two different perspectives of your organization. Comparisons allow you to have "perspective" - "where are we in relationship to . .

Executive Summary

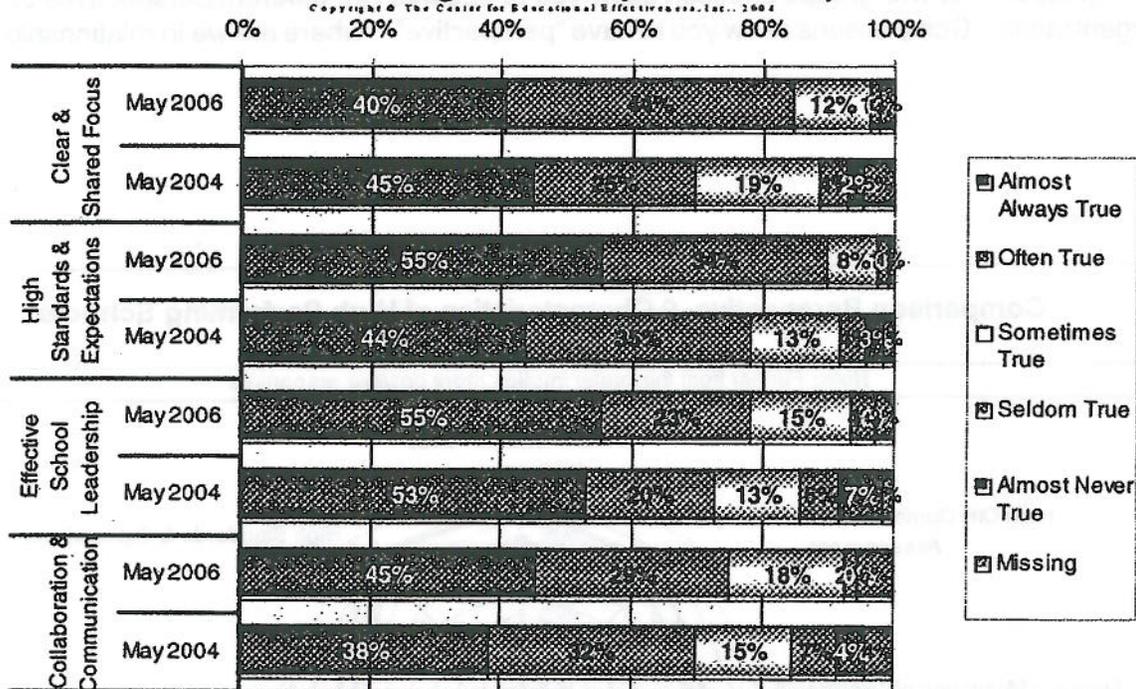
Comparison Perspective-9 Characteristics of High Performing Schools Percent Positive Responses

Note: Further from the center implies *more positive* responses

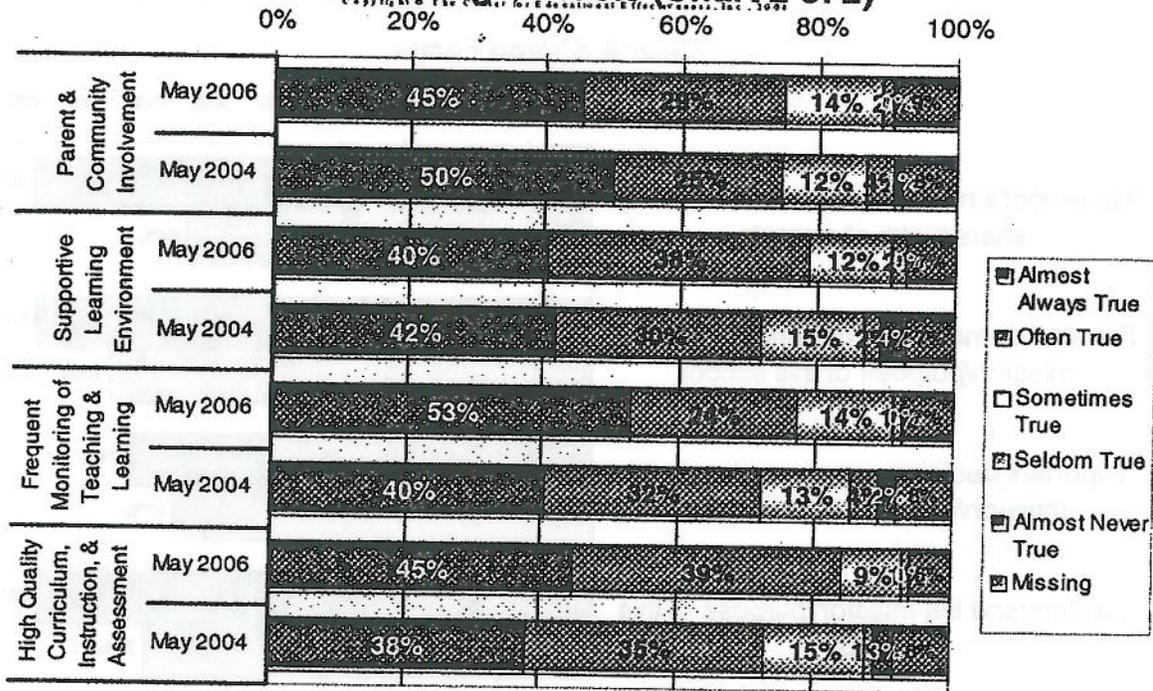


Comparison Overview

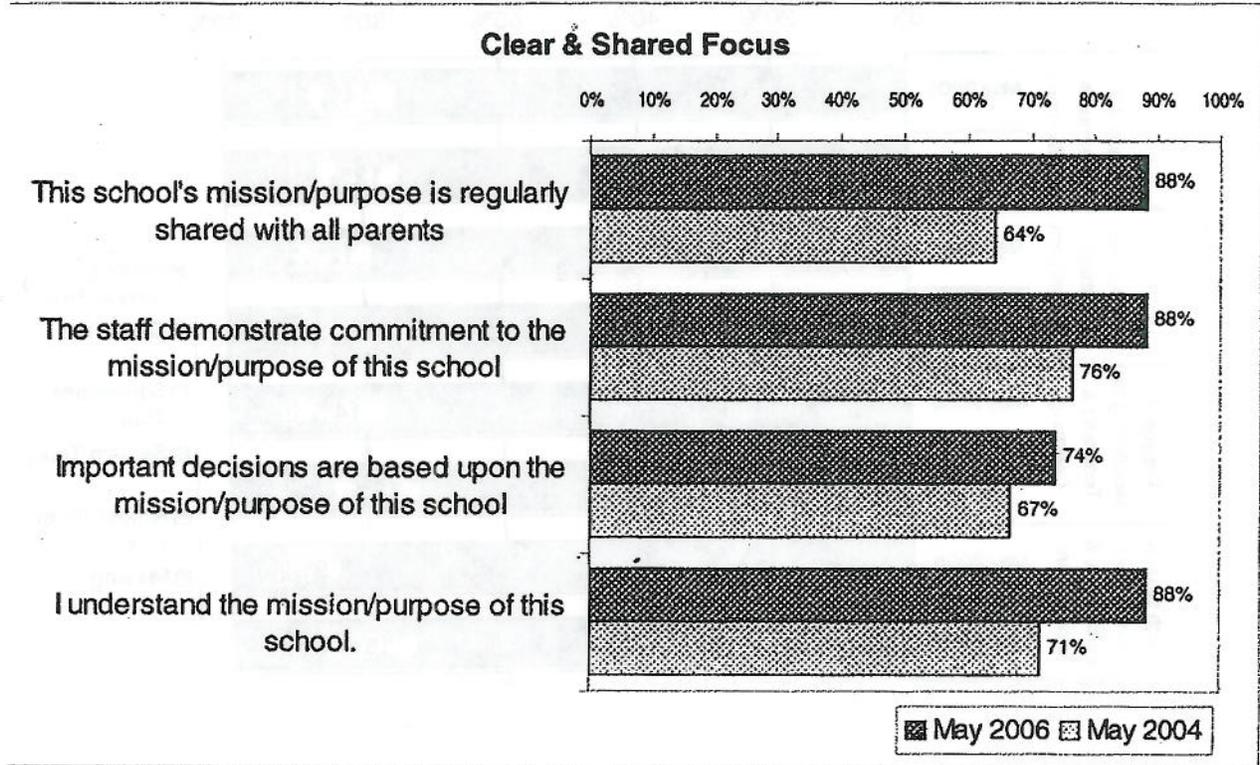
Comparison Perspective- Characteristics of High Performing Schools (Chart 1 of 2)



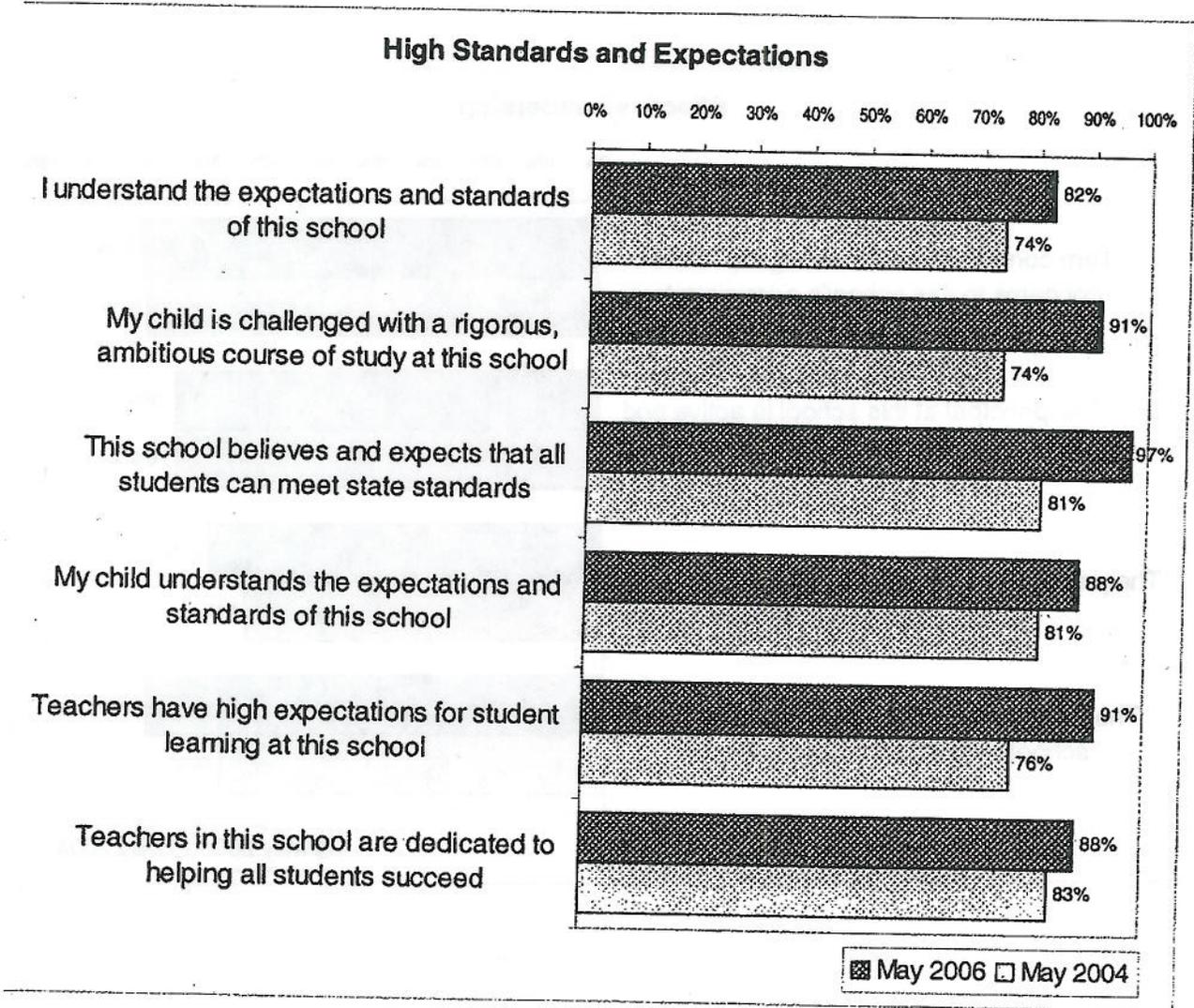
Comparison Perspective- Characteristics of High Performing Schools (Chart 2 of 2)



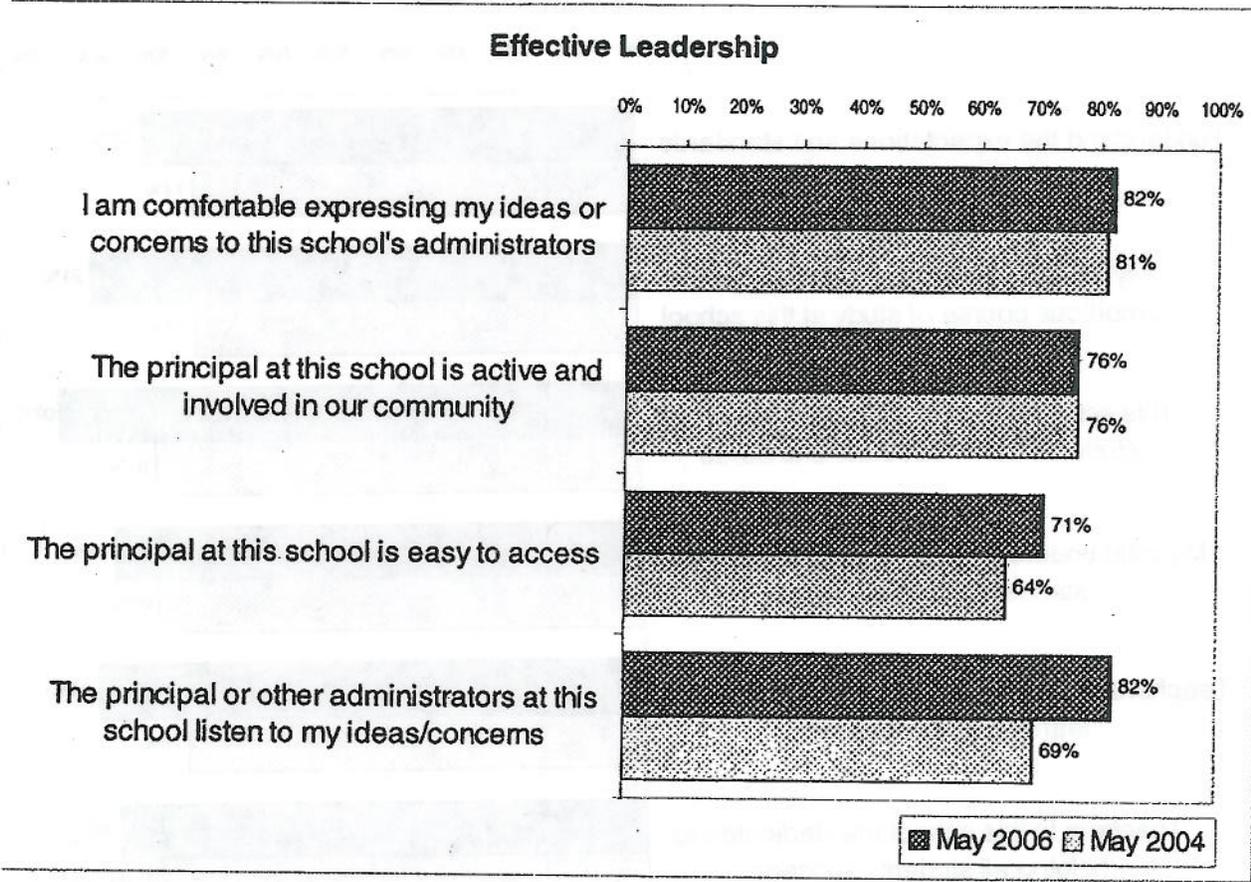
Clear & Shared Mission/Vision: Everybody knows where they are going and why. The vision is shared-everybody is involved and all understand their roles in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.



High Standards and Expectations: Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

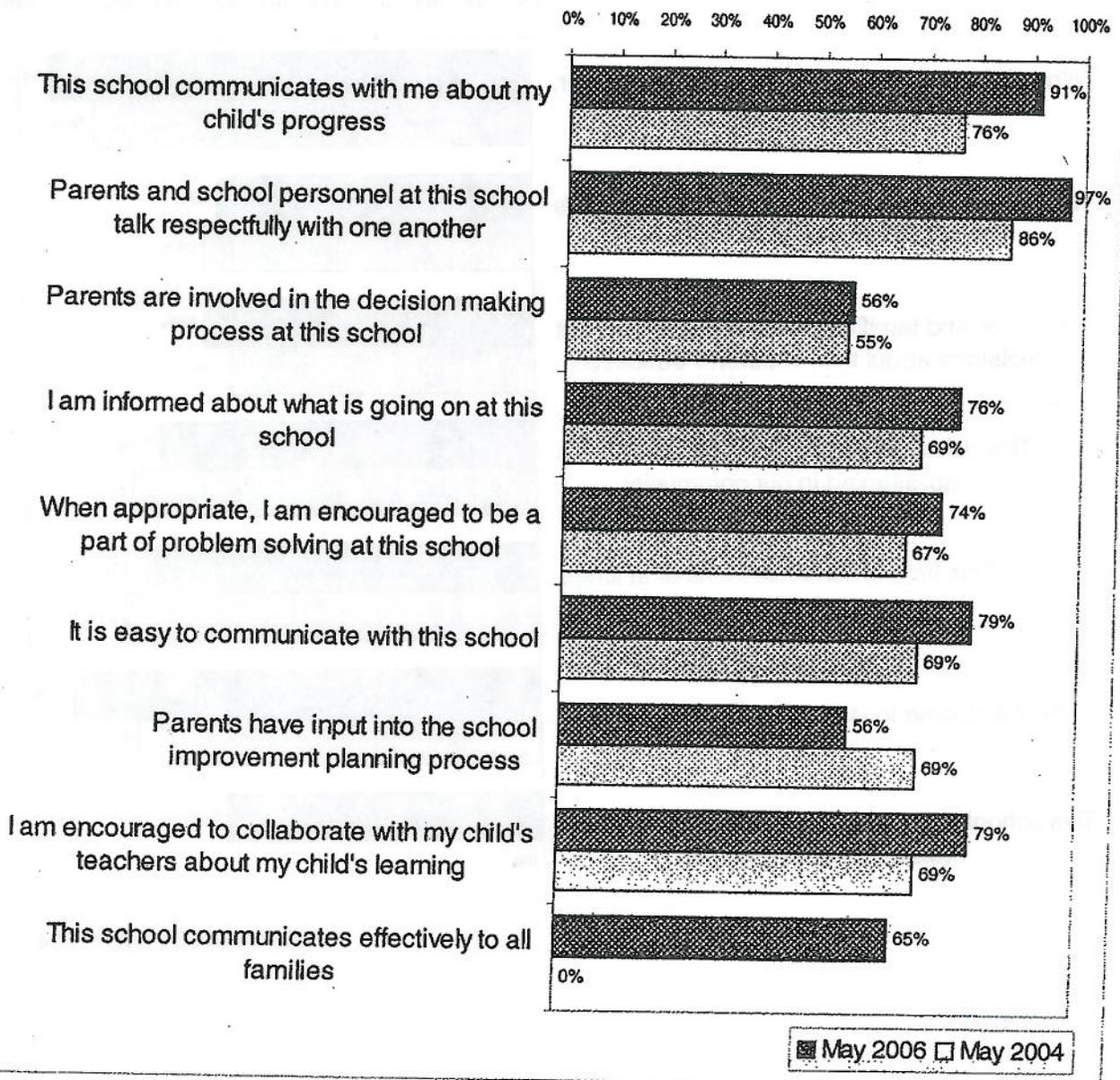


Effective School Leadership: Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.



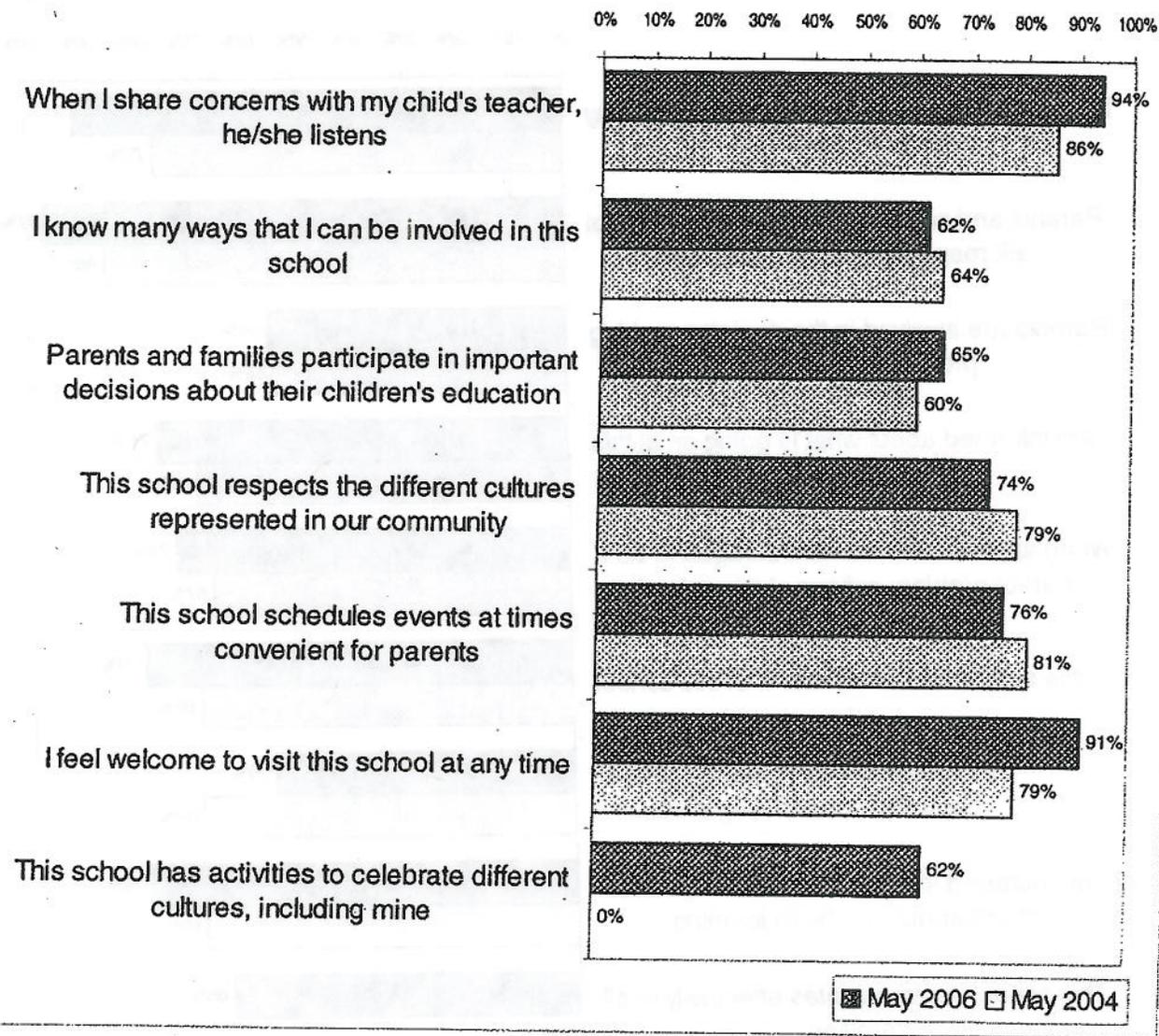
High Levels of Collaboration and Communication: There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

High Levels of Collaboration and Communication

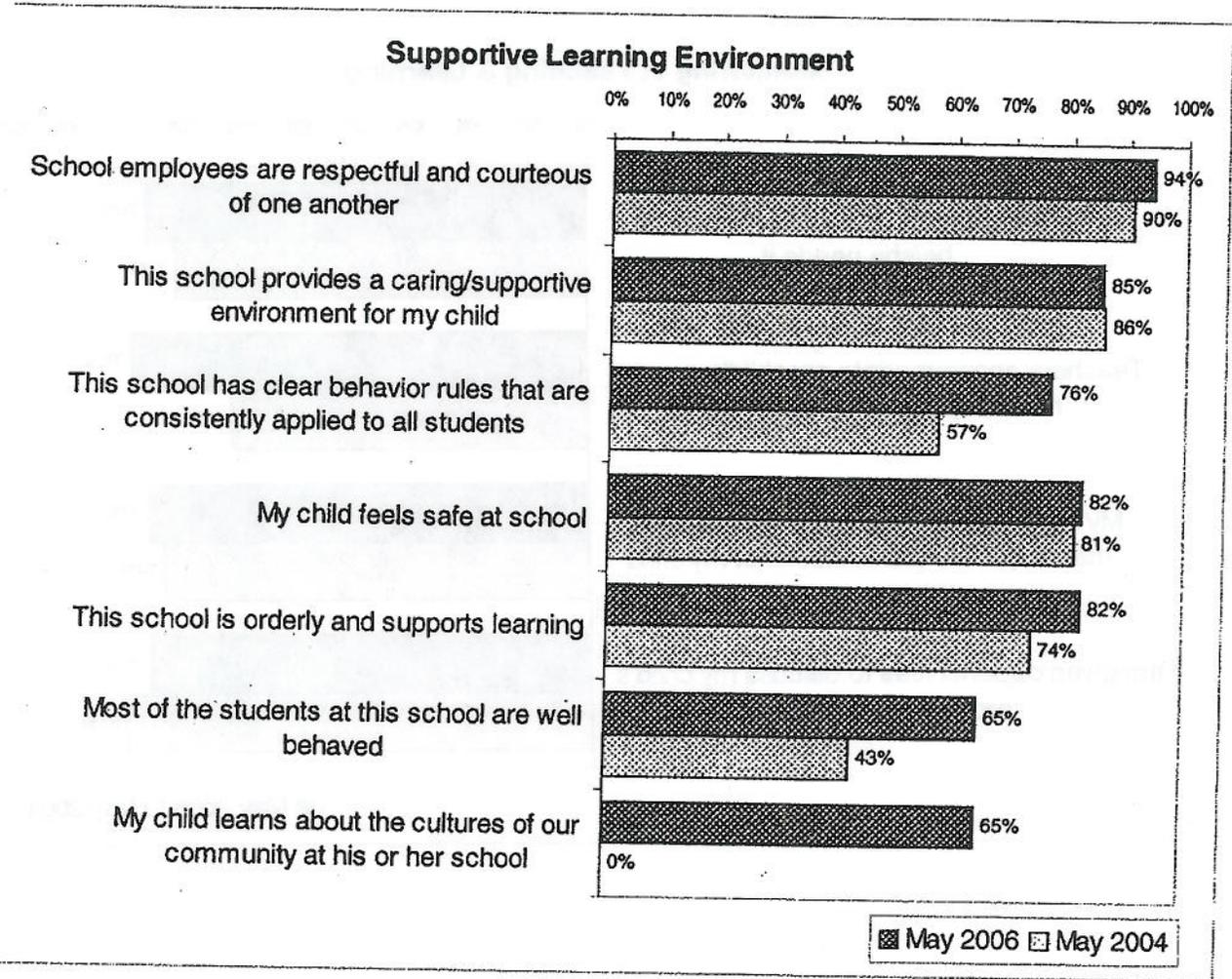


High Levels of Parent and Community Involvement: There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

High Levels of Parent and Community Involvement

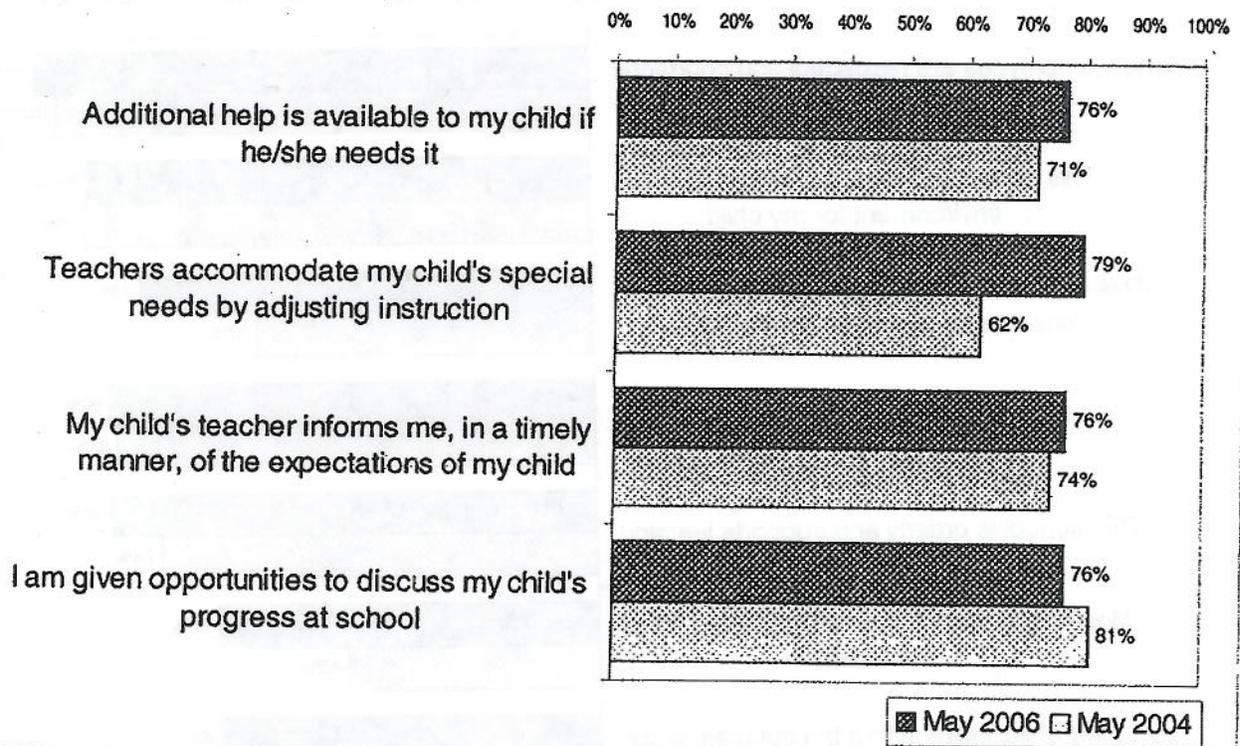


Supportive Learning Environment: The school has a safe, civil, healthy and intellectually stimulating learning environment. Staff feel supported, respected and valued and students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.



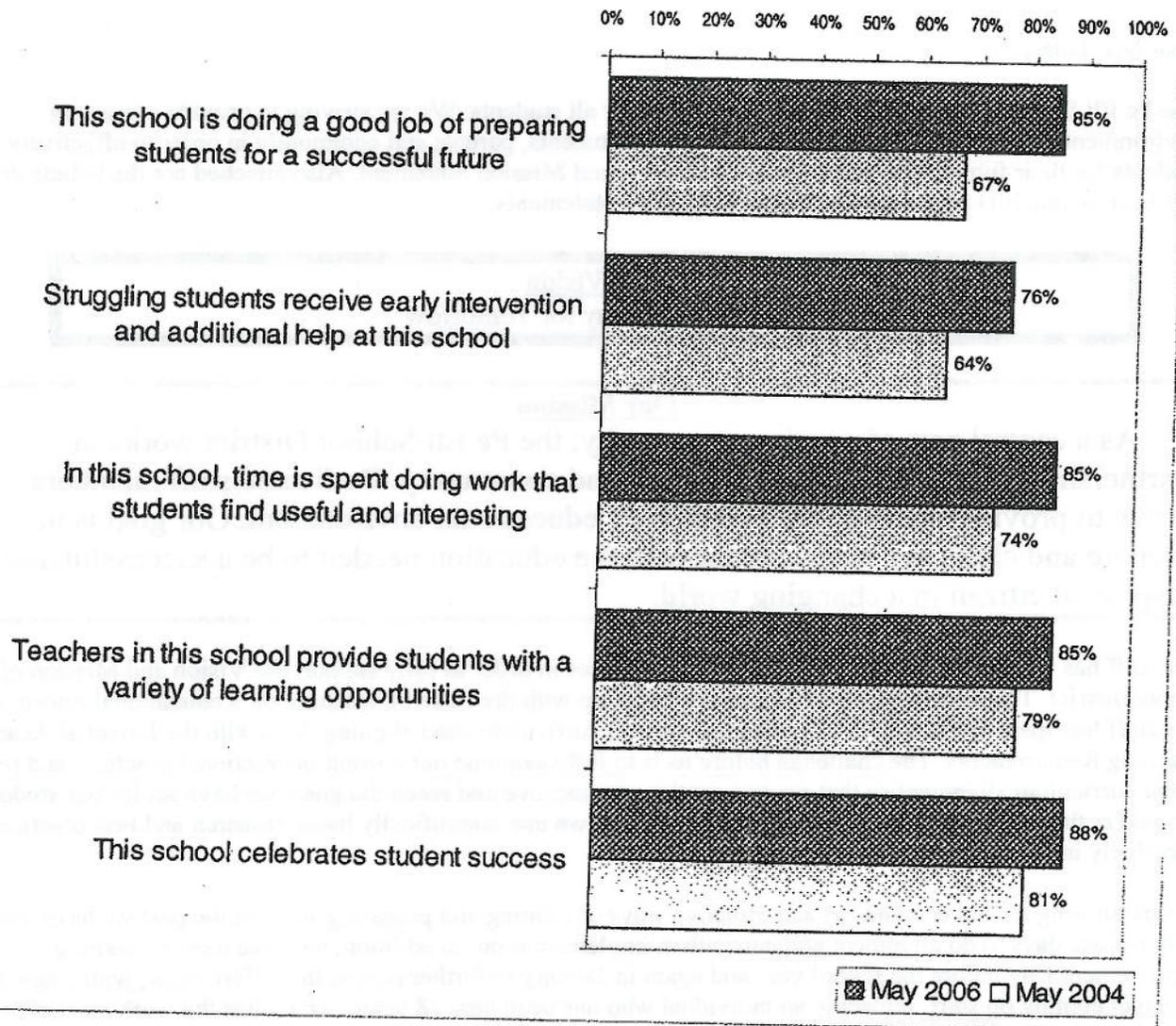
Monitoring of Teaching and Learning: Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also improve the instructional program.

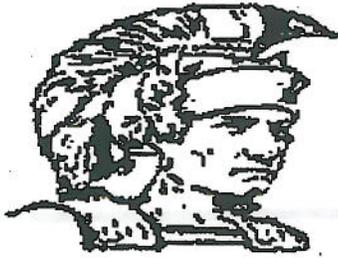
Monitoring of Teaching & Learning



Curriculum, Instruction and Assessment Aligned with Standards: Curriculum is aligned with the Essential Academic Learning Requirements (EALR's). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

High Quality Curriculum, Instruction, and Assessment





**PE ELL SCHOOL
DISTRICT
NO. 301**

**Post Office Box 368
519 N. 2nd Street
Pe Ell Washington 98572
(360) 291-3244
Fax (360) 291-3823**

Board of Directors

Thomas J. Muller, Chairman
Colleen Brooks-Foster, Vice Chairman
Jerald K. Elliott, Jr.
Dale McCalden
Kelly Flock, Legislative Rep.

District Administration

Scott Fenter, Superintendent
Dianne Feuchter, Business Manager
Patrick Meehan, Principal
Dawna Robinson, Athletic Director
Julie Castro, Secretary
Sandra McCarty, Secretary

February 20, 2007

Ms. Carolyn Tolas, President
Washington State Board of Education
PO Box 47206, Room 253
Olympia, WA 98504-7206

STATE BOARD OF EDUCATION

FEB 26 2007

RECEIVED

Dear Ms. Tolas,

The Pe Ell School District is committed to success for all students. We are striving to provide a learning environment where the school is closely linked with students, parents and community in order to effectively prepare students for their future. The following is our Vision and Mission Statement. Also attached are the beliefs developed this year on our LID planning time to carry out these statements.

Our Vision

Educating Today for Tomorrow

Our Mission

As a central part of a caring community, the Pe Ell School District works in partnership with students, parents, staff, and community. Dedicated staff members strive to provide and support an inclusive educational environment. Our goal is to prepare and challenge each student with the education needed to be a successful and respectful citizen in a changing world.

Our staff has worked hard to identify our belief structures in order to fully support the Vision and Mission of this school district. The completed document clearly lines up with the State of Washington's educational reform effort. Our staff has spent many hours examining our various curriculums and aligning them with the Essential Academic Learning Requirements. The challenge before us is to fully examine our current instructional practices and revisit all of the curriculum alignment so that we can continue to improve and reach the goals we have set for our students. To succeed at this effort we recognize that it is critical that we use scientifically based research and best practices to effectively invest our very limited resources.

We are striving to find economical and effective ways of training and preparing staff. In the past we have used five early release days to do alignment and curriculum implementation. In addition, we have used a Learning Improvement Day before the school year and again in January to further pursue this effort. Now, with a new K-12 principal coming on staff, replacing an individual who has been here 18 years, we realize the work must expand with new planning. We are committed to providing a seamless learning experience to our students throughout the grades and this work requires intense district-directed planning.

Therefore, the Pe Ell School District Board of Directors adopted Resolution No. 2007-01 on February 21, 2007, requesting a waiver of the 180 day minimum school year requirement (WAC 180-18-040). This request will allow us to undertake the increased preparation, especially in Math, so that our students can meet the state standards. This will be the first time Pe Ell has requested this consideration. We are aware that many of our neighboring districts

have utilized this for a several years, but we have not requested it in the past, as we were laying a foundation for the effort in previous work during the LID planning. We are now prepared to fully utilize this time for improvement. In accordance with the requirements set forth in WAC 180-18-0505, we provide you with the following information.

(A) Identification of the requirements to be waived:

We are requesting a waiver renewal of WAC 180-18-040, the 180 day minimum school year requirement for the 2007-2008 school years. See the enclosed Board Resolution No. 2007-01 requesting a 178 day school year.

(B) Specific standards for increased student learning that the district expects to achieve:

The students in Pe Ell have exhibited a high level of success in Reading. The interventions have given the support to move all students to over 80% on the WASL by 10th grade. In the 2004-05 year only one student in 4th grade and one 7th grader did not meet the reading standards. To reach this level, staff have worked closely together, and will continue to do the same. Writing has come a little slower. However, with collaboration and curriculum adjustment, over 80% of our 10th graders met the standard in the 05-06 school year. In 03-04 only 7% met the standard in 4th grade in writing. Through intense staff effort this cohort was moved to 78% by 7th grade.

The current major concerns in Pe Ell are Math and Science performance. Even though Pe Ell students scored just slightly above the state average, the scores are a major concern to staff, students and parents, just as they are at the state level. We have commenced a professional study of our curriculum, instruction and remediation support this year. This process will need to expand next year. The district has worked with St. Martins College and Mr. Tom Boyce for laying the foundation. We are prepared to fully tackle this effort next year.

(C) How the district plans to achieve the higher standards, including timelines for implementation:

This winter, on our LID planning, we identified 8 to 9 beliefs we have about teachers' role, students' role, and our educational delivery that will now guide us in better planning and implementing the instructional improvements needed.

We are expecting to increase math performance to the levels of success that reading and writing have reached. We hope to use the 2 days to intensify and accelerate this effort so that the several year improvement time-line utilized in reading and writing will occur more quickly in math.

The items below describe our plans to achieve higher performance standards for all students.

- (1) Continue to examine and adjust our Reading and Writing curriculum. Continue the review of student data to monitor and adjust our curriculum, instruction and assessment strategies, based on historic and recent WASL records and the state graduation requirements.
- (2) Examine and adjust our K-12 math curriculum. Continue and intensify the process commenced last year on our instruction and materials presentation. Increase the use of ongoing assessments for adjustment of instruction and re-teaching concepts. This will be examined carefully at the K-5, as few teachers are endorsed in math in the elementary grades.
- (3) Provide further staff training on assessment and re-teaching techniques and strategies in Math.
- (4) Provide staff time to review research and to analyze student performance records. This effort would continue to utilize the two LID planning times and to expand and intensify the planning with the two additional days.
- (5) Coordinate remediation programs for students who are not on track to meet the requirements.

(D) How the district plans to determine if the efforts to meet higher standards are succeeding:

- (1) Through the utilization of a skilled consultant, either from our ESD 113 or an independent contractor, the district staff will examine the baseline and receive training to monitor the progress of the above goals. Since Pe Ell is a small district, this will be a whole staff effort and will be cross-curricular. This process will help to review current efforts and will screen adjustments, new implementations, and project future recommendations that will help the students reach the essential learning requirements

- (2) The Board of Directors will receive quarterly reports on the progress of this effort. In addition, we use our twice-monthly newsletter to inform the community on the work staff is doing to improve student learning. This process will link these goals to the information disseminated to the community.
- (3) Test scores will be disaggregated on an individual and on a school performance scale.
- (4) Fewer students should require remediation in the upper grades, as we strive to meet the needs at the lower levels. We are realistic enough to realize this is a multi-year process to reach this outcome.
- (E) Evidence that the Board of Directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan:***

Enclosed is documentation showing that the Board of Directors (Resolution), administrators, teachers and classified employees (Signed Support Statement), are committed to working cooperatively in implementing the plan.

- (F) Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan:***

Parents and citizens are included in dialogue and planning for student success. We individually contact every parent on Student Learning Plans. We have contacted every parent whose 10th grade student did not meet standards and reached agreements on additional interventions, including summer school and an extended learning class in math, which forced many to forego an elective class. Although students have had to give up personal time and desired electives, we have had overwhelming student and parent support in these efforts. In addition, we dialogue at the local Kiwanis meetings, the Trojan Newsletters, twice-yearly parent conferences, a Parent Information Night, and the School Board of Director monthly meetings on our efforts underway. Our parents are concerned regarding the graduation and future success of their children.

As a small and remote rural district with the highest poverty level in Lewis County, we recognize the importance of reaching the students overrepresented in not meeting standards. We do not have the ability to pool resources for training and change that benefit larger districts. Finding and funding additional time needed to do the necessary work on these improvements is restricted by a tight budget. Approval of this waiver would provide us with flexibility and uniformity in delivery essential for us to provide staff with more effective training, and with needed instructional and curriculum planning time.

On behalf of the Pe Ell School District, I am submitting this proposal for the consideration of the State Board of Education. Please contact me with any questions concerning this request. Also, if it would be helpful for a district representative to be in attendance at the board meeting, I would be glad to accommodate this.

Your attention to this request is appreciated.

Sincerely,



Scott Fenter, Superintendent
Pe Ell School District

Enclosures

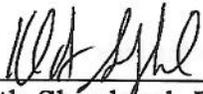
Resolution No. 2007-01
Support Statement
School Improvement Plans
School District Vision, Mission, and Beliefs Agreement

February 21, 2007

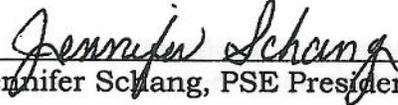
To Whom It May Concern:

We understand that the Pe Ell School District board of directors plans to petition the State Board of Education to grant a waiver of WAC 180-18-040, the 180 day minimum school year requirement, and in its place have a 178 day school year plus two days for staff development. In addition, we are aware of the specific standards for increased student learning that the district expects to achieve, as well as how the district plans to determine if the higher expectations are met.

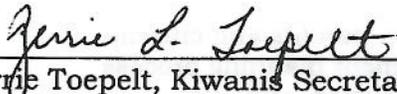
We the undersigned do hereby commit ourselves to working cooperatively in implementing the above mentioned plan.



Keith Shepherd, Pe Ell Education Association President



Jennifer Schang, PSE President



Gerrie Toepelt, Kiwanis Secretary



Patrick Meehan, Pe Ell K-12 Principal



Scott Fenter, Pe Ell School District Superintendent

RESOLUTION NO. 2007-01

February 21, 2007

Request: Waiver of 180 day school year to 178

A RESOLUTION of the Board of Directors of the Pe Ell School District #301, Lewis County, Pe Ell, Washington, to request a waiver for grades K-12 on the minimum 180-day school year (WAC 180-16-215) for the 2007-2008 school year.

WHEREAS, the Pe Ell School District Board of Directors recognizes that:

- 1) Planning time is needed for staff to implement school improvement plans which provides for an effective education system to enhance the educational programs for all students in the district, and
- 2) Scheduling 2 full days for staff development provides for less fragmented quality time spent on staff development, opportunity for teaming, development of curriculum for specific high standards, and improved student performance.
- 3) According to Form SPI 1497, all grade levels will be offered the minimum program hours required within the 178-day school year, and
- 4) Opportunities are provided for families, parents and citizens to be involved in the learning improvement planning process through building and district level dialogues, and

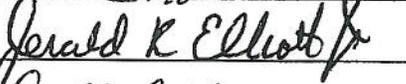
WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18),

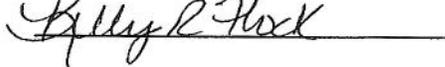
NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Pe Ell School District No. 301 does hereby request the minimum 180 school day requirement be waived from 180 to 178 days for the 2007-2008 school year.

Date this 21 day of February 2007.

Board of Directors







Secretary to the Board



Pe Ell School District

Our Vision
Educating Today for Tomorrow

Our Mission

As a central part of a caring community, the Pe Ell School District works in partnership with students, parents, staff, and community. Dedicated staff members strive to provide and support an inclusive educational environment. Our goal is to prepare and challenge each student with the education needed to be a successful and respectful citizen in a changing world.

<i>We Believe Each Student:</i>	<i>We believe an effective staff member is a trustworthy educational professional who:</i>	<i>We believe delivering an effective educational system:</i>
<ol style="list-style-type: none"> 1. must have voice, ownership and input into their education by setting goals, self-monitoring goals and striving to be successful. 2. has the potential and wants to learn, grow and succeed in a nurturing, structured environment where they feel valued, cared for, and safe. 3. will demonstrate independence and self-motivation through utilizing critical thinking skills, problem solving, developing social skills, and adapting to situations. 4. can positively affect his/her future by being accountable for meeting and overcoming challenges, making good decisions, understanding, and accepting consequences and learning how to learn. 5. will become a confident citizen of society by being a respectful, responsible, and active member of the classroom, school, and community. 6. will have a sense of pride in self, in peers, in the school and community. 7. is capable of reaching defined standards and expectations: academically, socially and individually. 	<ol style="list-style-type: none"> 1. contributes to a positive school environment by being a life-long learner, having a strong work ethic and actively participating in professional development. 2. cares, inspires, challenges, and encourages, while supporting positive relationship building. 3. works cooperatively with others through effective communication and active involvement by providing positive, open-minded, non-judgmental support. 4. collaborates to implement needed changes. 5. takes pride in the students, school, and community and promotes positive morale by being an effective team member. 6. holds high expectations for students and our school. 7. recognizes and addresses the needs of the whole student: socially, emotionally, academically, and physically. 8. creates a rigorous environment that is engaging, friendly, respectful, and safe. 	<ol style="list-style-type: none"> 1. involves staff, students, and community in setting goals, identifying roles, and defining responsibilities. 2. continues to adapt and align curriculum and technology based on current research. 3. encourages open communication between staff, students, and community. 4. recognizes student needs by providing opportunities for students to develop a sense of ownership in their own learning. 5. maintains high expectations for work quality and behavior. 6. addresses and implements needed changes. 7. meets individual student needs by maximizing available resources, differentiating instruction, and providing needed supports. 8. provides time for planning, evaluating, collaborating, and preparing an effective learning environment. 9. promotes shared decision making that supports the vision, mission, and beliefs.

**K - 8 SCHOOL IMPROVEMENT PLAN
PE ELL SCHOOL DISTRICT
2006 - 2007**

MISSION

The mission of the Pe Ell School District #301 is to work in partnership with students, parents, staff, and community members, to prepare and challenge all students as we provide them with the education needed to be successful and respectful citizens of our ever-changing world.

VISION

Educating today for tomorrow.

CORE VALUES

1. All students belong to all of us.
2. All students and staff are leaders.
3. All students and staff can learn.
4. All students should have equal access and opportunity to quality education.
5. All students shall learn in a safe, nurturing environment.
6. All students and staff must merit trust and honor.
7. All students, parents, and staff are accountable to the learning process.

GOALS

1. By Spring 2009, math, reading, writing and science improvement goals as measured by WASL will be met by 80%, 95% and 75% respectively on the 4th grade WASL and 75%, 80% and 85% respectively on the 7th grade WASL.
2. By Spring 2009, science improvement goals as measured by the WASL will be met by 55% in the 5th grade and 8th grade.

**K - 8 SCHOOL IMPROVEMENT PLAN
PE ELL SCHOOL DISTRICT
2006 - 2007**

MATH, READING, WRITING, SCIENCE

State Goal 1:

Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings:

State Goal 2:

Know and apply the core concepts and principles of mathematics: social, physical, and life science; civics and history; geography, arts; and health and fitness.

District Goal:

During the next three years, grades in which the WASL is administered will meet their math, reading, and writing improvement goals as measured by passing performance on the WASL at 80%, 95% and 75% respectively, for 4th grade, 75%, 80% and 85% respectively for 7th grade.

	*Washington State (2005)	*Pe Ell 2005	**Pe Ell 2007	**Pe Ell 2008	**Pe Ell 2009
Building Annual Goals in math, reading, and writing					
4 th Grade					
Math	(61%)	76%	70%	75%	80%
4 th Grade					
Reading	(80%)	97%	85%	90%	95%
4 th Grade					
Writing	(58%)	59%	65%	70%	75%
5 th Grade					
Science	(36%)	44%	45%	50%	55%
7 th Grade					
Reading	(69%)	96%	75%	80%	85%
7 th Grade					
Math	(51%)	39%	65%	70%	75%
7 th Grade					
Writing	(61%)	61%	70%	75%	80%
8 th Grade					
Science	(36%)	42%	45%	50%	55%

• Actual %'s for state & Pe Ell

** Projected %'s for 2007 -2009

**K - 8 SCHOOL IMPROVEMENT PLAN
PELL SCHOOL DISTRICT
2006 - 2007**

Strategies:

1. We will establish our curricula so that all students will receive an equitable academic program.
2. We will provide teachers with materials, time, and assistance so that they will be able to implement the intended curriculum.
3. We will implement research-based instructional strategies to affect student achievement and foster learning communities.
4. We will create a safe and orderly atmosphere so that our environment is conducive to learning.
5. We will develop, and revise annually, learning plans for all students who fail to meet one or more WASL standards as specified by the State Board of Education.

STRATEGY	CATEGORY	ACTIVITIES	EVALUATION
1. We will establish our curricula so that all students will receive an equitable academic program.	Map/align	Planning time for individual mapping/alignment of EALRs using Frameworks, GLE's and/or Alternative Testing data.	Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.
	Technology	Use available hardware and software including "Standards Master" assessment in language arts and mathematics.	See above
	Map/align Teaming	Vertical teaming to map/align math, language arts and science within grades K-8.	See above
	Map/align Teaming	Vertical teaming to map/align with HS math, language arts, and science departments	See above

**K - 8 SCHOOL IMPROVEMENT PLAN
PE LL SCHOOL DISTRICT
2006 - 2007**

<p>4. We will create a safe and orderly atmosphere so that our environment is conducive to learning.</p>	<p>Prof dev</p>	<p>Explore training opportunities for faculty, recess supervisors, bus drivers, etc. which will help staff work effectively with difficult, disruptive and aggressive youth.</p>	<p>Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.</p>
<p>5. Use of Data And Multiple Assessments to Promote Learning and Monitor Progress</p>	<p>Assessments</p>	<p>Staff will use multiple assessments to monitor and support progress, including:</p> <ul style="list-style-type: none"> ❖ WASL for 3-8 ❖ STAR test in Math ❖ Accelerated Math ❖ Accelerated Reading ❖ 2nd Grade State Fluency ❖ DIBLES in 2-5 ❖ Curriculum Assessments ❖ Teacher Observation ❖ Admin./Support Services Observations 	<p>Data will be used to target school and individual progress. Addition support will be provided through special education, Title I, LAP, community resources, or any possible available source found.</p>

**K - 8 SCHOOL IMPROVEMENT PLAN
PELL SCHOOL DISTRICT
2006 - 2007**

<p>3. We will implement research-based instructional strategies to effect student achievement and foster learning communities.</p>	<p>Prof dev</p>	<p>Using WASL scores, released items and other resources, faculty members will identify areas of strength and weakness in curriculum and instruction along with strategies for improving test scores in all WASL subjects.</p>	<p>Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.</p>
	<p>Sp needs</p>	<p>Address needs of highly capable and special needs students in the regular classroom: 1-Differentiating 2- Research ability grouping in WASL subjects at grades K-8</p>	<p>See above</p>
	<p>Sp needs</p>	<p>Planning /developing lessons in WASL subjects for grades K-8</p>	<p>See above</p>
	<p>Coordination of Programs</p>	<p>Weekly meetings to be held, Multi-Disciplinary Team, reviewing all student progress/needs.</p>	<p>Adjustments in programs, curriculum, support, and interventions will be made, based on determinations.</p>
	<p>Prof dev</p>	<p>Reading, writing, math and science training for teachers using LID, Professional Development and Early Release days.</p>	<p>See above</p>
	<p>Teaming</p>	<p>Collaborative Analysis of Student Learning</p>	<p>See above</p>
	<p>Facilities</p>	<p>Maintain and enhance a student friendly school environment</p>	<p>See above</p>

**K - 8 SCHOOL IMPROVEMENT PLAN
PE LL SCHOOL DISTRICT
2006 - 2007**

	Teaming	Opportunities for teachers to visit other math, language arts, or science classrooms	See above
	Teaming	Familiarizing secondary teachers with strategies used by the elementary math/reading programs	See above
<p>2. We will provide teachers with materials, time, and assistance so that they will be able to implement the intended curriculum.</p>	Adoption	Grade level (K-5, 6-8 & 9-12) instructional materials committees will be formed to recommend adoption for the district.	Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.
	Support mats	Examine materials to support reading, writing, science & math	See above
	Prof dev	Reading, writing, math and science training for teachers using LID, Professional Development and Early Release days.	See above
	Technology	Use available hardware and software including "Standards Master" assessment in language arts and mathematics.	See above
	Teaming	Committees to develop curriculum and plan professional development activities.	See above

**HIGH SCHOOL (9-12) SCHOOL IMPROVEMENT PLAN
PE ELL SCHOOL DISTRICT
2006 - 2007**

MISSION

The mission of the Pe Ell School District #301 is to work in partnership with students, parents, staff, and community members, to prepare and challenge all students as we provide them with the education needed to be successful and respectful citizens of our ever-changing world.

VISION

Educating today for tomorrow.

CORE VALUES

1. All students belong to all of us.
2. All students and staff are leaders.
3. All students and staff can learn.
4. All students should have equal access and opportunity to quality education.
5. All students shall learn in a safe, nurturing environment.
6. All students and staff must merit trust and honor.
7. All students, parents, and staff are accountable to the learning process.

GOALS

1. By Spring 2009, math, reading, writing and science improvement goals as measured by the high school WASL will be 65%, 95% 90% & 55% respectively.

**HIGH SCHOOL (9-12) SCHOOL IMPROVEMENT PLAN
PE ELL SCHOOL DISTRICT
2006 - 2007**

GOALS

MATH, READING, WRITING, SCIENCE

State Goal 1:

Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings:

State Goal 2:

Know and apply the core concepts and principles of mathematics: social, physical, and life science; civics and history; geography, arts; and health and fitness.

District Goal:

During the next three years, grades in which the WASL is administered will meet their math, reading, writing & science improvement goals as measured by passing performance on the WASL at 65%, 95%, 90% and 55% respectively for 10th grade.

Building Annual Goals in math, reading, writing & science

Washington State Actual (2005)	Actual Pe Ell 2005	Projected Pe Ell 2007	Projected Pe Ell 2008	Projected Pe Ell 2009
10 th Grade Math (48%)	50%	55%	60%	65%
10 th Grade Reading (73%)	78%	85%	90%	95%
10 th Grade Writing (65%)	60%	80%	85%	90%
10 th Grade Science (36%)	22%	45%	50%	55%

**HIGH SCHOOL (9-12) SCHOOL IMPROVEMENT PLAN
PELL SCHOOL DISTRICT
2006 - 2007**

1. We will establish our curricula so that all students will receive an equitable academic program.
2. We provide teachers with materials, time, and assistance so that they will be able to implement the intended curriculum.
3. We will implement research-based instructional strategies to affect student achievement and foster learning communities.
4. We will create a safe and orderly atmosphere so that our environment is conducive to learning.
5. We will develop, and revise annually, learning plans for all students who fail to meet one or more WASL standards as specified by the State Board of Education

STRATEGY	CATEGORY	ACTIVITIES	EVALUATION
1. We will establish our curricula so that all students will receive an equitable academic program.	Map/align	Planning time for individual mapping/alignment of EALRs using Frameworks and/or GLEs	Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.
	Technology	Use available hardware and software including "Standards Master" assessment in language arts and mathematics.	See above
	Map/align Teaming	Vertical/Horizontal Teaming to map/align grade levels 9-10	See above
	Map/align Teaming	Vertical teaming to map/align with elementary math, language arts, and science programs	See above
	Teaming	Opportunities for teachers to visit other math, language arts, or science classrooms	See above

**HIGH SCHOOL (9-12) SCHOOL IMPROVEMENT PLAN
PE ELL SCHOOL DISTRICT
2006 - 2007**

	Teaming	Familiarizing elementary teachers with strategies used by the secondary math, reading, writing and science programs	See above
2. We will provide teachers with materials, time, and assistance so that they will be able to implement the intended curriculum.	Adoption	An instructional materials committee will be formed to recommend an adoption cycle for the district.	Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.
	Support matls	Examine materials to support reading, writing, science & math	See above
	Prof dev	Reading, writing, math and science training for teachers using LID, Professional Development and Early Release days.	See above
	Technology	Use available hardware and software including "Standards Master" assessment in language arts and mathematics.	See above
3. We will implement research-based instructional strategies to affect student achievement and foster learning communities.	Teaming	Committee to develop curriculum and plan professional development activities.	See above
	Prof dev	Using WASL scores, released items and other resources, faculty members will identify areas of strength and weakness in curriculum and instruction along with strategies for improving test scores in all WASL subjects.	Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.

**HIGH SCHOOL (9-12) SCHOOL IMPROVEMENT PLAN
PE LL SCHOOL DISTRICT
2006 - 2007**

	<p>Sp needs</p> <p>Address needs of highly capable and special needs students in regular class: 1-Differentiating 2- Research ability grouping in WASL subjects at grades 9-10</p>	<p>See above</p>
<p>Sp needs</p>	<p>Planning /developing lessons in WASL subjects for grades 9-11</p>	<p>See above</p>
<p>Coordination of Programs</p>	<p>Weekly meetings to be held, Multi-Disciplinary Team, reviewing all student progress/needs.</p>	<p>Adjustments in programs, curriculum, support, and interventions will be made, based on determinations.</p>
<p>Prof dev</p>	<p>Reading, writing, math and science training for teachers using LID, Professional Development and Early Release days.</p>	<p>See above</p>
<p>Teaming</p>	<p>Collaborative Analysis of Student Learning</p>	<p>See above</p>
<p>Additional Support</p>	<p>Students Not reaching standards will have additional time and resources through LAP, servicing them in summer programs, after school, and additional classes during the day. The materials will be the OSPI Modules</p>	<p>Progress will be analyzed and monitored in the daily work, probes, and on retakes.</p>
<p>Facilities</p>	<p>Maintain and enhance a student friendly school environment</p>	<p>See above</p>
<p>Prof dev</p>	<p>Explore training opportunities for faculty, recess supervisors, bus drivers, etc. which will help staff work effectively with difficult, disruptive and aggressive youth.</p>	<p>Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.</p>
<p>4. We will create a safe and orderly atmosphere so that our environment is conducive to learning.</p>		

**HIGH SCHOOL (9-12) SCHOOL IMPROVEMENT PLAN
PE ELL SCHOOL DISTRICT
2006 - 2007**

<p>5. Use of Data And Multiple Assessments to Promote Learning and Monitor Progress</p>	<p>Assessments</p>	<p>Staff will use multiple assessments to monitor and support progress, including:</p> <ul style="list-style-type: none"> ❖ WASL for 9-12 ❖ STAR test in Math ❖ WASL Prep Probes ❖ WASL Module Probes ❖ Curriculum Assessments ❖ Teacher Observation ❖ Admin./Support Services Observations 	<p>Data will be used to target school and individual progress. Addition support will be provided through special education, Title I, LAP, community resources, or any possible available source found.</p>
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Raymond School District

Ensuring every child learns, every day.

1016 Commercial Street, Raymond, WA 98577
Voice: 360.942.3415 FAX: 360.942.3416

RSD

1/26/07

State Board of Education
Old Capitol building
PO Box 47206
Olympia, WA 98504-7206

To Whom It May Concern:

Accompanying this letter you will find the Raymond School District's application for a renewal of our 180-day waiver. **Our proposal maintains our contact time with students, but divides that time differently.** Currently, we are operating under an identical waiver that allows us to have 175 full student contact days and 5 full teacher days. Prior to that waiver, we had 170 full student contact days and 10 half-days. If re-approved, this waiver would allow us to continue to offer more than the state minimum contact time while preserving the valuable staff time we have enjoyed for the past three years.

By allowing us to continue our current waiver, you will ensure that we have the focused time necessary to continue the changes we have begun. The proposal details the results of being able to use time in this way for the last three years; suffice it to say that we could not have changed our reading and writing programs without this time. I do not see how we can make the necessary changes in math and science without similar time.

Thank you for your consideration.

Sincerely,

Stephen Holland
Superintendent

RAYMOND SCHOOL DISTRICT NO. 116
PACIFIC COUNTY, WASHINGTON

RESOLUTION #0607-02
WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

WHEREAS, the Raymond School District School Improvement Plans for each school serving students in pre-kindergarten through grade twelve has the mission of teaching students in such a way as to aid development of each student's highest potential; and

WHEREAS, district staff, parents, and community members have determined that staff need additional professional development time to further develop instructional practices which support the goal of all students progressing towards achieving standard in literacy, mathematics, science, social studies, arts, and health and fitness; and

WHEREAS, staff and parents recommend reducing the number of student days while still meeting the program hour requirements as prescribed in RCW 28A 150.220; and

WHEREAS, the school board recognizes that while this reduction of student days results in a waiver request, the previous waiver contributed to better assessment results and enhanced student learning and the board expects this waiver will as well.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Raymond School District No. 116 hereby requests a 5-day waiver from the minimum 180-day school year requirement under RCW 28A.180.220 and WAC 180-16-215 for the 2007-08, 2008-09 and 2009-10 school year resulting in a 175-day school year for students in grades pre-kindergarten through twelve

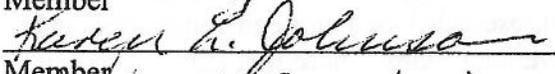
Adopted at a regular open public meeting of the Board of Directors held on January 25, 2007, the following Directors being present and voting therefore.

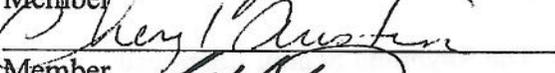
RAYMOND SCHOOL DISTRICT NO. 116


Chair


Vice Chair


Member


Member


Member


Secretary, Board of Directors

Request for Waiver From the Minimum 180-day School Year

I. Identification of Requirement to be Waived

The Raymond School District No. 116 is requesting (as provided for in WAC 180-18-040 and -060) a three-year waiver of the minimum 180-day school year requirement of WAC 180-16-215. The district is requesting that five (5) school days be waived from the required 180 school days for the 2007/08, 2008/09 and 2009/10 school years for grades one through twelve. We are *not* requesting a reduction in the number of program hours offered, only a change in how we are allowed to divide up those hours. In fact, we have increased the number of hours of instruction by extending our secondary teachers' instructional time by 15 minutes each day.

For the past three school years, the district operated with a similar waiver granted by the State Board in 2004. Previously, the district used 10 half-days for training and planning purposes. Students were released at noon and teachers used the remainder of the day to train and/or plan. While this time was useful, we found that utilizing 5 full-days rather than 10 half-days for these purposes had the following advantages:

- ✓ Contact time remained above state minimums
- ✓ Training and planning time was not fragmented, allowing for in-depth study
- ✓ Student absenteeism, often a problem on half-days, was no longer an issue
- ✓ Parent satisfaction with the calendar increased due to greater ease of planning child care
- ✓ Student day is not disrupted by half-day schedules and therefore on-task time is increased

II. Specific Standards for Increased Student Learning that the District Expects to Achieve:

During the indicated period, the District seeks to:

- ✓ Increase the number of students who achieve state standards in reading, math and science
- ✓ Increase the number of students who graduate on time
- ✓ Narrow the achievement gap for identified groups of students who are currently not meeting standard as measured by the WASL

III. How the District Plans to Achieve the Higher Standards, Including Timelines for Implementation:

We will continue in our accomplishment of these goals by focusing staff collaboration, communication and professional development efforts on research-based strategies identified and currently being implemented through our School Improvement Plans. These include:

- ✓ *Implementation of new graduation requirements.* The Raymond School Board had already revised graduation requirements to reflect the new state requirements such as culminating project, the 5th-year plan and student learning plans for those students who need special intervention to meet state standards. In May, 2006, the Board took the additional step of adding the requirements that all students will donate 100 service hours and show evidence of being ready for their next step in life, i.e., acceptance into a post-

secondary institution, national service, job contract with a career path, etc.. As a result of these changes, staff have realized the need to modify our curriculum to support these requirements. Preparing to help students be successful in reaching these higher standards takes time.

- ✓ *Implementation of student guidance system.* As part of the district-wide effort to differentiate and individualize instruction, this year we began implementing Navigation 101 in our junior high/high school. We received a grant from OSPI to develop an advisory and specific curriculum designed to help students and family take responsibility for their education by identifying specific goals and methods to achieve those goals. Preparing for student/parent/teacher conferences at this level of specificity takes time.
- ✓ *Implementation of improved student achievement management system.* We recently began using Measures of Academic Progress to assess all of our students (grades 3-10) in order to understand their needs and adjust their program of study accordingly. Analyzing and reacting to this data takes time.
- ✓ *Study and implementation of authentic assessment and grading.* We are just beginning the process of reviewing our grading system and its relevance in today's educational world. We anticipate changing the way we assess and grade over the next three years. Such review will require a great amount of time.

We have made great progress in the areas described above as measured by state and local assessments. However, much remains to be done if we are to maximize student achievement and learning. We would not request a waiver if there were another way to achieve the needed results; should the legislature fund Learning Improvement Days as originally conceived, there will no longer be a need for such a waiver. However, until that change is made, we still need to be changing and improving. Such changes require time; we know of no other way to proceed.

How the District Plans to Determine if Higher Standards are Met:

The Raymond School District will use the following measurement of success:

- ✓ WASL performance
- ✓ On-time graduation rate
- ✓ Measures of Academic Progress growth
- ✓ Increased participation of parents in student-led conferences

We will monitor these items as teachers, administrators, board members and community members. We have established review procedures and schedules. We report our results in our annual report to the community. As can be seen by the attached WASL results, not only are we making progress, but significant progress has been made since the implementation of waiver received in 2004. Last year, all of our elementary WASL scores were above the state average. 7th and 10th grade scores in reading and writing were also good. Math and science in our secondary grades will of course be a major focus.

Evidence that the Board of Directors, Teachers, Administrators and Classified Employees are Committed to Working Cooperatively in Implementing the Plan:

Conversations with our bargaining groups three years ago led us to the conclusion that increased professional development and planning time were essential. This belief was responsible for our previous waiver request. While some districts have TRI days, we do not. Our contract consists of 180 days, the state LID's and one staff day before school starts. The training time allowed by the previous waiver was used to benefit both certificated and classified staff; this time has been essential to build a sense of mission, vision and operating procedures in all staff. We began with all of us learning about what quality expectations we had for students and how that would impact our interactions with our students. We learned about helping students track and be responsible for their own behavior and achievement. We discovered the power inherent in helping students identify and pursue their goals. While we have certainly not "arrived", we are much further along than we were, largely because we have had the time to have the critical conversations and do the hard work necessary for real change. The district calendar is always a group effort involving the bargaining groups, administrators and board.

Evidence that Opportunities were Provided for Parents and Citizens to be Involved in the Development of the Plan:

Part of these conversations involved community members. Beginning with the "Vision Alive Team" and continuing with our "Next Steps" committee, we have sought and received community feedback that has been vital in restructuring our various programs. These groups have included parents, employers and public agencies, all of whom have helped us build a more universal vision of school and learning as detailed above.

Raymond School District

Superintendent Steve Holland
 (360) 942-3415

1016 COMMERCIAL ST RAYMOND 98577
 Educational Service District 113

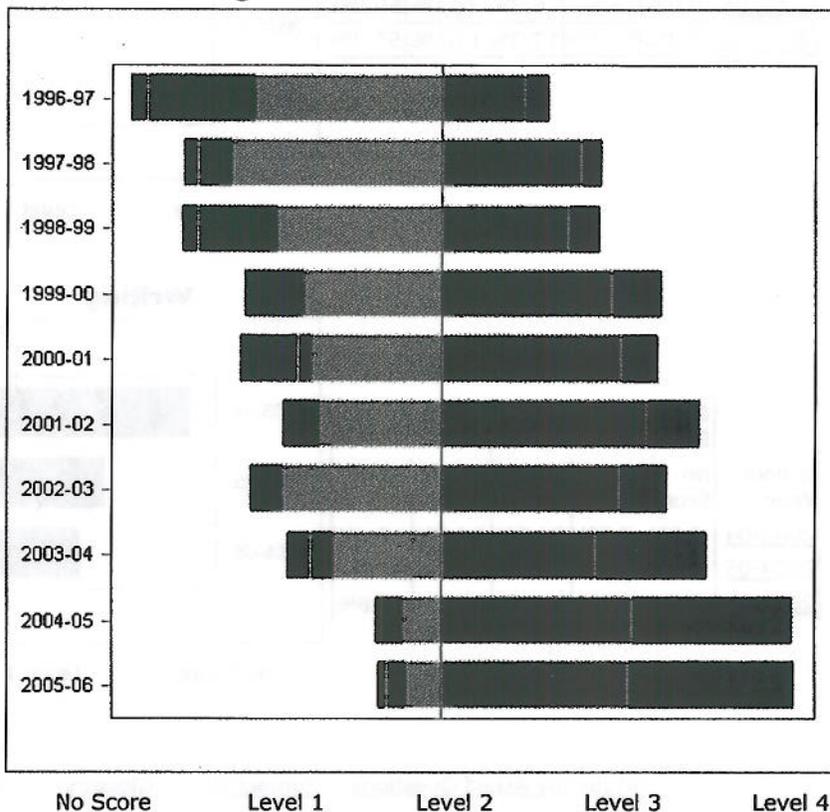
Updated: 11/1/2006

This displays student performance information for the Washington State Assessment of Student Learning (WASL).

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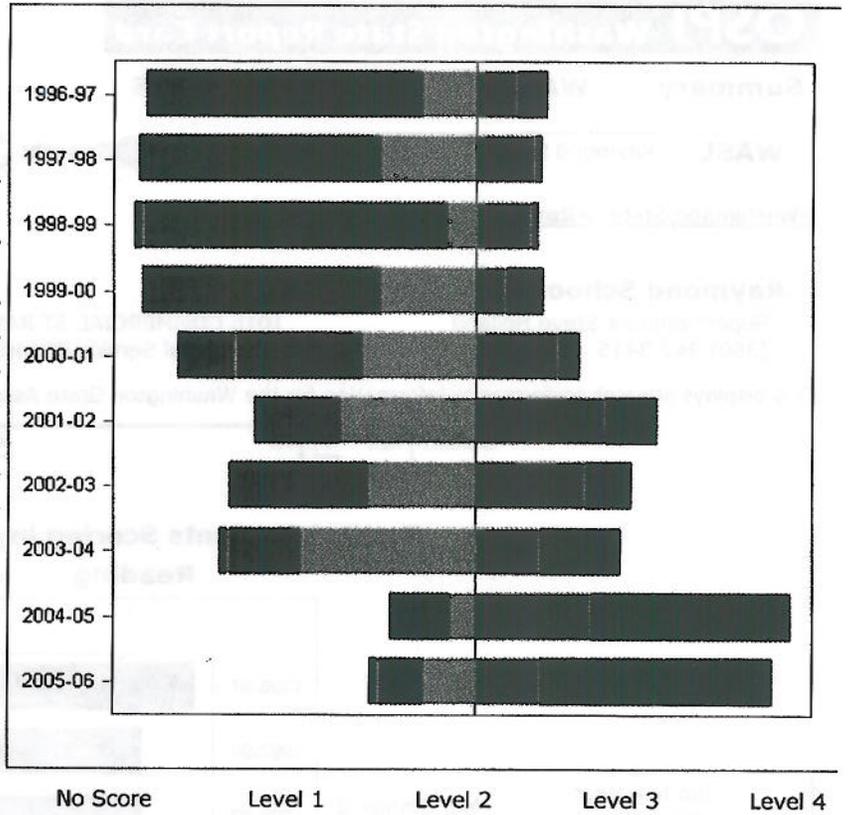
Grade 4 Students Scoring in Each Level
Reading

School Year	Did Not Meet Standard		Met Standard			
	No Score	Level 1	Level 2	Level 3	Level 4	
<u>1996-97</u>	3.9%	25.5%	45.1%	19.6%	5.9%	
<u>1997-98</u>	3.2%	7.9%	50.8%	33.3%	4.8%	
<u>1998-99</u>	3.8%	18.9%	39.6%	30.2%	7.5%	
<u>1999-00</u>	0.0%	14.3%	33.3%	40.5%	11.9%	
<u>2000-01</u>	14.3%	2.9%	31.4%	42.9%	8.6%	
<u>2001-02</u>	0.0%	8.5%	29.8%	48.9%	12.8%	
<u>2002-03</u>	0.0%	7.7%	38.5%	42.3%	11.5%	
<u>2003-04</u>	5.3%	5.3%	26.3%	36.8%	26.3%	
<u>2004-05</u>	0.0%	6.5%	9.7%	45.2%	38.7%	
<u>2005-06</u>	2.2%	4.4%	8.9%	44.4%	40.0%	



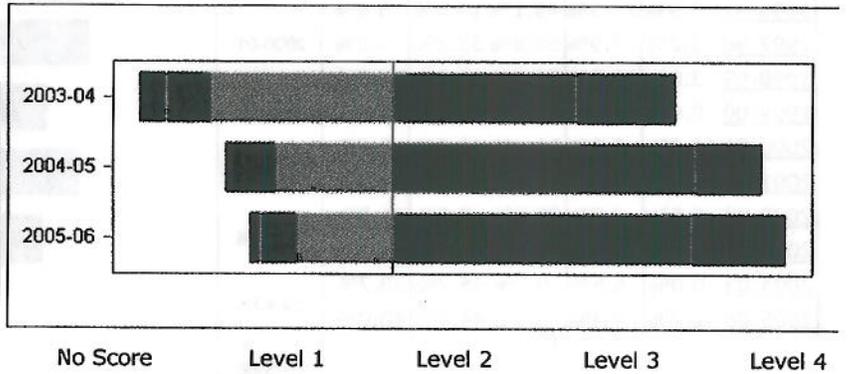
Math

School Year	No Score	Did Not Meet Standard		Met Standard		
		Level 1	Level 2	Level 3	Level 4	
1996-97	0.0%	68.6%	13.7%	9.8%	7.8%	
1997-98	0.0%	60.3%	23.8%	14.3%	1.6%	
1998-99	1.9%	75.5%	7.5%	13.2%	1.9%	
1999-00	0.0%	59.5%	23.8%	7.1%	9.5%	
2000-01	14.3%	31.4%	28.6%	20.0%	5.7%	
2001-02	0.0%	21.3%	34.0%	31.9%	12.8%	
2002-03	0.0%	34.6%	26.9%	26.9%	11.5%	
2003-04	2.6%	17.9%	43.6%	15.4%	20.5%	
2004-05	0.0%	15.6%	6.3%	28.1%	50.0%	
2005-06	2.2%	11.1%	13.3%	15.6%	57.8%	



Writing

School Year	Did Not Meet Standard		Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4
2003-04	5.3%	7.9%	34.2%	34.2%	18.4%
2004-05	0.0%	9.4%	21.9%	56.3%	12.5%
2005-06	2.2%	6.7%	17.8%	55.6%	17.8%



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WASL | Raymond School District Search: School District

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Raymond School District

Superintendent Steve Holland
 (360) 942-3415

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 Educational Service District 113

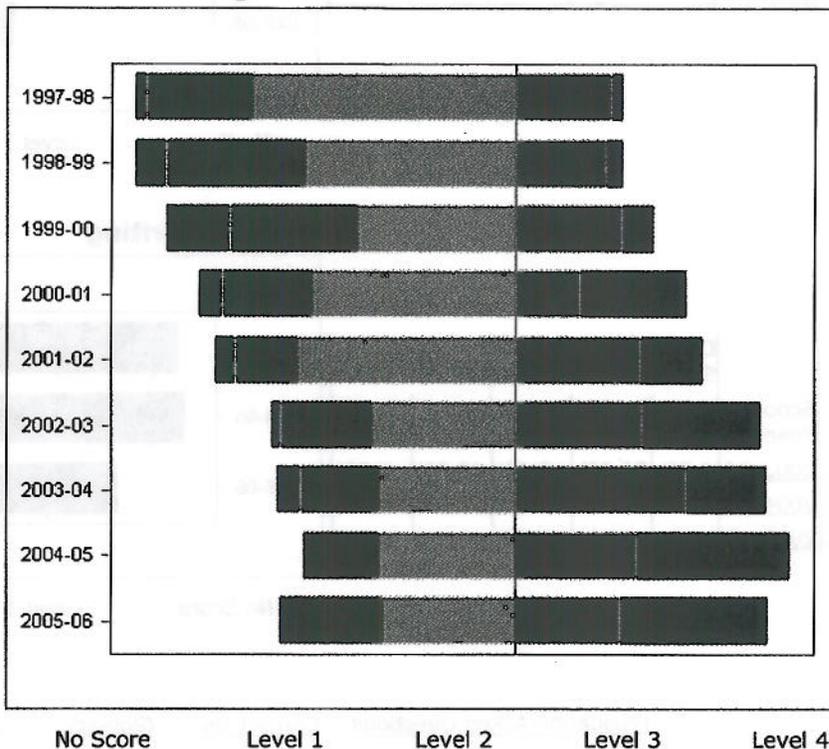
Updated: 11/1/2006

This displays student performance information for the Washington State Assessment of Student Learning (WASL).

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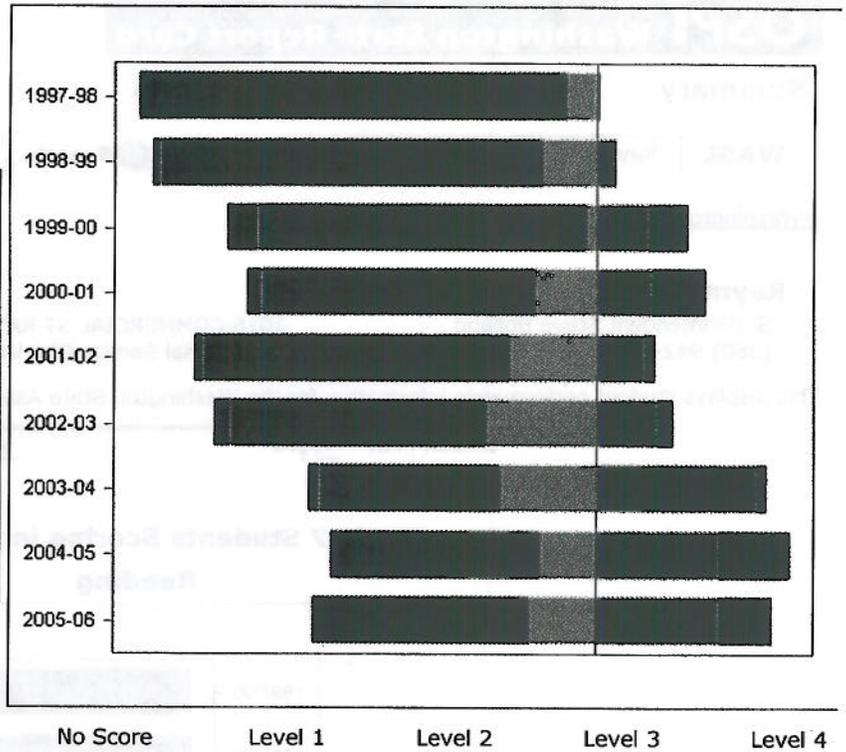
Grade 7 Students Scoring in Each Level
Reading

School Year	Did Not Meet Standard		Met Standard			
	No Score	Level 1	Level 2	Level 3	Level 4	
1997-98	2.2%	21.7%	54.3%	19.6%	2.2%	
1998-99	6.7%	28.3%	43.3%	18.3%	3.3%	
1999-00	13.0%	26.1%	32.6%	21.7%	6.5%	
2000-01	5.0%	18.3%	41.7%	13.3%	21.7%	
2001-02	4.3%	12.8%	44.7%	25.5%	12.8%	
2002-03	1.9%	18.5%	29.6%	25.9%	24.1%	
2003-04	4.7%	16.3%	27.9%	34.9%	16.3%	
2004-05	0.0%	15.8%	28.1%	24.6%	31.6%	
2005-06	0.0%	21.2%	27.3%	21.2%	30.3%	



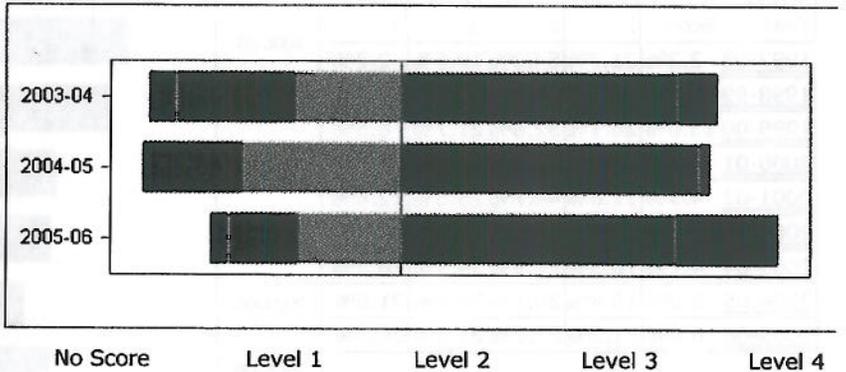
Math

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
1997-98	0.0%	93.5%	6.5%	0.0%	0.0%
1998-99	1.7%	83.1%	11.9%	3.4%	0.0%
1999-00	6.5%	71.7%	2.2%	10.9%	8.7%
2000-01	3.4%	59.3%	13.6%	11.9%	11.9%
2001-02	2.1%	66.7%	18.8%	10.4%	2.1%
2002-03	3.7%	55.6%	24.1%	13.0%	3.7%
2003-04	2.3%	39.5%	20.9%	34.9%	2.3%
2004-05	0.0%	45.6%	12.3%	26.3%	15.8%
2005-06	0.0%	47.1%	14.7%	26.5%	11.8%



Writing

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2003-04	4.7%	20.9%	18.6%	48.8%	7.0%
2004-05	0.0%	17.5%	28.1%	52.6%	1.8%
2005-06	3.0%	12.1%	18.2%	48.5%	18.2%



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Washington State Report Card



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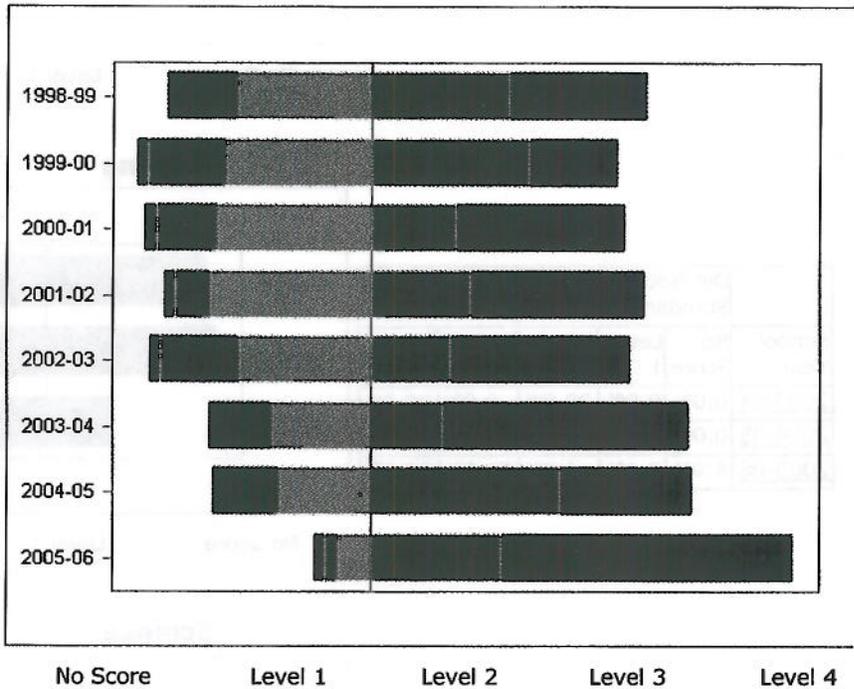
Updated: 11/1/2006

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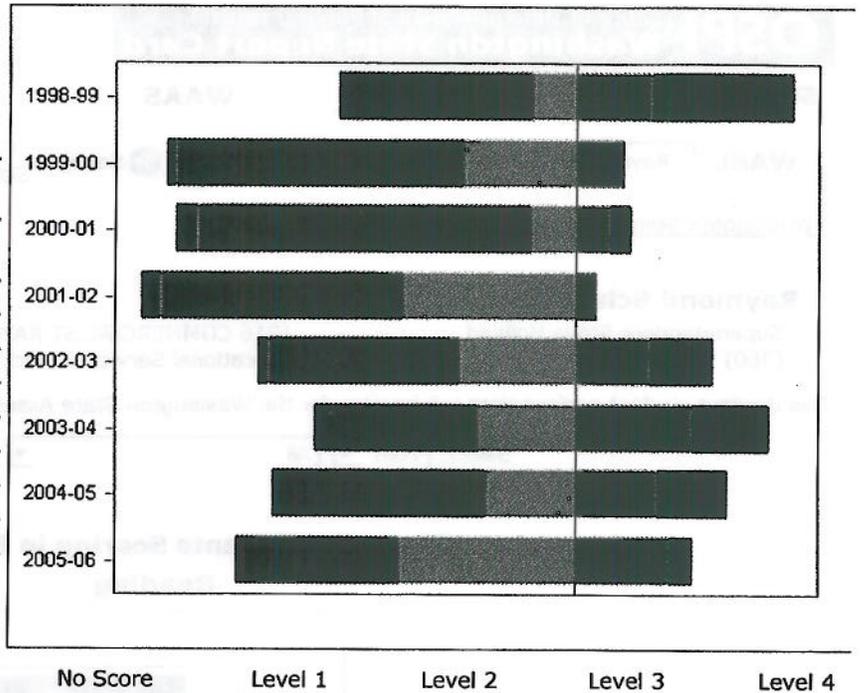
Grade 10 Students Scoring in Each Level
Reading

School Year	Did Not Meet Standard		Met Standard	
	No Score	Level 1	Level 2	Level 3
1998-99	0.0%	14.3%	28.6%	28.6%
1999-00	2.0%	16.3%	30.6%	18.4%
2000-01	2.5%	12.5%	17.5%	35.0%
2001-02	2.3%	6.8%	20.5%	36.4%
2002-03	2.3%	16.3%	16.3%	37.2%
2003-04	0.0%	12.8%	14.9%	51.1%
2004-05	0.0%	13.7%	39.2%	27.5%
2005-06	2.4%	2.4%	26.8%	61.0%



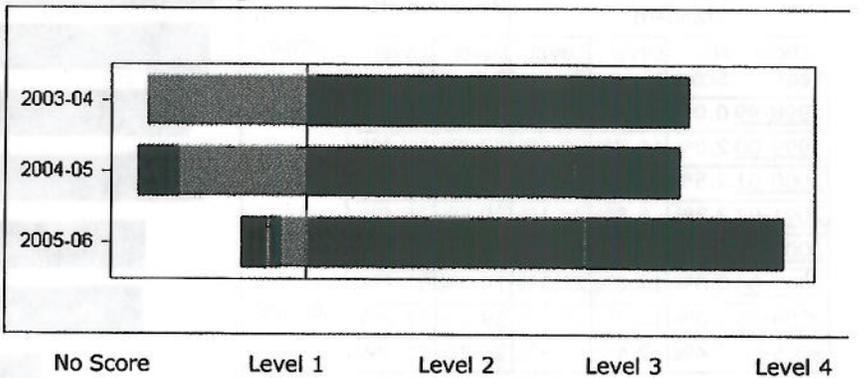
Math

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
1998-99	0.0%	42.9%	9.5%	16.7%	31.0%
1999-00	2.0%	63.3%	24.5%	10.2%	0.0%
2000-01	4.9%	73.2%	9.8%	7.3%	4.9%
2001-02	4.4%	53.3%	37.8%	0.0%	4.4%
2002-03	2.3%	41.9%	25.6%	16.3%	14.0%
2003-04	0.0%	36.2%	21.3%	25.5%	17.0%
2004-05	0.0%	47.1%	19.6%	17.6%	15.7%
2005-06	0.0%	35.9%	38.5%	20.5%	5.1%



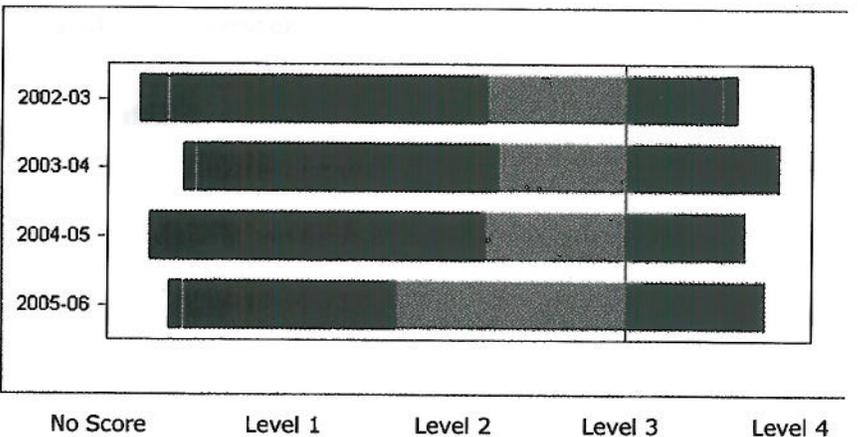
Writing

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2003-04	0.0%	0.0%	29.8%	0.0%	70.2%
2004-05	0.0%	7.8%	23.5%	49.0%	19.6%
2005-06	4.9%	2.4%	4.9%	51.2%	36.6%



Science

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2002-03	5.0%	53.5%	23.3%	16.3%	2.3%
2003-04	2.1%	51.1%	21.3%	25.5%	0.0%
2004-05	0.0%	56.9%	23.5%	19.6%	0.0%
2005-06	2.6%	35.9%	38.5%	23.1%	0.0%



December 11, 2006



SEATTLE
PUBLIC
SCHOOLS

Pat Eirish, Manager
Research and Assistance Program
Washington State Board of Education
P.O. Box 47206
Olympia, Washington 98504-7206

Re: Waiver of 180-Day School Schedule
RCW 28A.150.220; WAC 180-18-040; and WAC 180-18-050

Dear Ms. Eirish:

The Seattle School District ("District") requests a waiver from the 180-day school schedule requirement for all its elementary schools that want to conduct three full-day parent/teacher conferences. This three-day schedule will operate in lieu of November's traditional seven days of early release days for parent/teacher conferences.

The District seeks a waiver from the State Board of Education to implement the three-day conference model to support its belief that the alternate model best meets the academic and social needs of children and families. The District was previously granted a three-day waiver under WAC 180-18 through the 2008-2009 school year for professional development. This waiver request is for three additional days for three years, but only for elementary schools in the District that seek full-day parent/teacher conferences.

If this waiver request is approved, District schools that are allowed to utilize a full-day parent/teacher conference schedule will likely utilize these conference days immediately prior to the Thanksgiving break. For example, for 2007-2008, November 19 (Monday), November (20), and November (21) would be used for parent/teacher conferences. Thus, only three educational days would be disrupted during a week, rather than seven days over a period of two weeks. When seven early release days are utilized, school generally gets dismissed at 1:05 p.m. The seven parent/teacher conference days, as currently configured, includes the entire week prior to Thanksgiving break and the first two days of the Thanksgiving break week. The day before Thanksgiving is currently a 2:15 early dismissal. Thus, under the earlier dismissal model, essentially eight days of school are adversely impacted.

The impact on total program hours between seven half days and three full days is negligible. Only two hours of educational instruction is lost with the three-day schedule (see attachment). However, the negative impact on teaching and learning is far more significant than can be reflected in two program hours alone. Essentially two entire weeks of productive teaching and learning are lost with the seven-day early release schedule.

Specific pros and cons of the three-day schedule are listed below:

PROS:

1. Conversion to a three-day conference schedule eliminates schedule changes and disruption (e.g. changes in PCP and specialist schedules) for teachers and students and protects instructional time.
2. Conversion to a three day conference schedule allows teachers to focus on teaching when teaching, and conferencing when conferencing.
3. Conversion to a three-day conference schedule protects vulnerable children including those on IEPs and those receiving tutor and LAP services (typically these programs lose time or are cancelled altogether during the seven early release days in order to provide contractual PCP time for teachers).
4. Conversion to a three-day conference schedule maintains the focus on teaching and learning for an additional week each year.
5. Conversion to a three-day conference schedule allows for more meaningful parent/teacher dialogue with a typical conference extended to 35-40 minutes rather than 20-25 minutes.
6. Conversion to a three-day conference schedule provides for inclusion of students in conferences, with a student-led conference model providing buy-in and ownership for learning and student/teacher partnerships.
7. Conversion to a three-day conference schedule reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules

CONS:

1. Negative fiscal impact on Nutrition Services Department (meals unserved and reimbursement unclaimed; and reassignment or redeployment of NS employees).
2. Alteration of Transportation Services, this appears to have a neutral or negative fiscal impact depending upon the number of schools participating.

Pursuant to WAC 180-18-050, the District provides the following information:

1. Identification of the requirements to be waived. The District requests that 3 days of the 180-day schedule requirement under RCW 28A.150.220 be waived. For District elementary schools, this would bring the waiver to 174 days.
2. Specific standards for increased student learning that the district expects to achieve. Disruption to teaching and learning under the current seven days of early release is significant. By eliminating the disruption to routines, teaching and learning can continue uninterrupted for an additional entire week of school each year. While it is difficult to provide quantifiable evidence of the impact of this one variable on student achievement, anecdotal evidence is clear. The seven days of early release have significant negative impact on teaching and learning.
3. How the District plans to achieve the higher standard, including timelines for implementation.
Implementation of the three-day conference schedule will start in November 2007.

4. How the District plans to determine if the higher standards are met.
The District will review parent and staff comments for their preference for the three full-day or seven half-day conferences. Test scores from standardized tests could be compared for schools that utilize the full and half-day approach to assess whether a full week of uninterrupted educational services increases or decreases student performance on standardized tests.

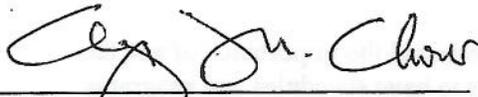
5. Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.
Principals, teachers, and parents support a three-day schedule. Comments from teachers and parents are attached.

6. Evidence that opportunities were provided for families, parents, and citizens to be involved in the development of the plan.
Comments from staff and parents at a school that piloted this program are attached.

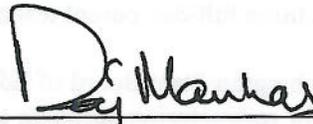
In sum, the District respectfully submits that the current seven day early release model for parent/teacher conferences has a negative impact on teaching and learning. Furthermore, it is believed that an alternative three full day conference model has significant benefits as listed above. A successful model has been developed and District principals, teachers, and families would like to pursue that model as one that supports student learning and mitigates impact on families and the community.

We respectfully submit and request that the three-day waiver be granted.

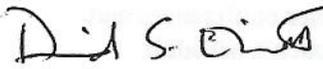
Sincerely,



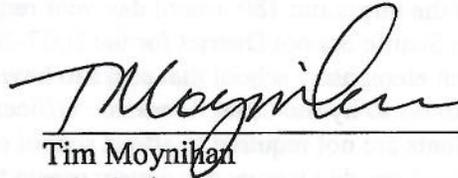
Cheryl M. Chow
School Board President
Seattle Public Schools



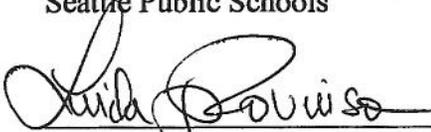
Raj Manhas
Superintendent
Seattle Public Schools



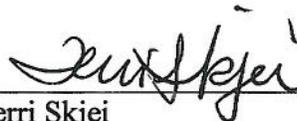
David Elliot
Principal
Seattle Public Schools



Tim Moynihan
Principal
Seattle Public Schools



Linda Robinson
Principal
Seattle Public Schools



Terri Skjei
Principal
Seattle Public Schools

APPROVED

COPY

**SEATTLE SCHOOL DISTRICT NO. 1
BOARD RESOLUTION**

RESOLUTION NO. 2006/07-12



WHEREAS, the Seattle School District seeks a waiver from the 180-day school day requirement (RCW 28A.150.220) from the State Board of Education, pursuant to WAC 180-18-040 and WAC 180-40-050 to implement three full days of parent/teacher conferences;

WHEREAS, parents and staff support a three full-day parent/teacher conference schedule over the more traditional seven one-half days schedule with early dismissals;

WHEREAS, the total impact on program hours between seven half days and three full days is not that different, only two hours of educational instruction is lost with the three full-day schedule (1002 hours, compared to 1004 hours);

WHEREAS, Seattle School District educators believe that the extra full-week of school without early dismissal disruptions, allowed by the three full-day schedule, creates a more productive teaching and learning environment;

WHEREAS, only Seattle School District schools that desire to utilize a full-day parent/teacher conferences and that satisfy the requirements established by the Chief Academic Officer will be permitted to utilize a three full-day parent teacher conference schedule; and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes to permit schools to have schedules and programs that provide an effective educational system for all students or for individual schools in a school system (WAC 180-18).

NOW, THEREFORE, BE IT RESOLVED, that the Seattle School District Board of Directors requests that the minimum 180 school day year requirement be waived for each elementary school of the Seattle School District for the 2007-2008, 2008-2009, and 2009-2010 school years to permit each elementary school that seeks to have three full-day parent/teacher conferences and is approved to do so by the Chief Academic Officer is allowed to implement such a schedule, and that students are not required to attend school on those days. This waiver request is in addition to the three-day waiver previously granted to the District by the Washington State Board of Education for 2006-2007 through and including 2008-2009 for planning and professional development.

RESOLUTION 2006/07-12



ADOPTED this 7th day of February, 2007.

Cheryl M. Chew
Cheryl M. Chew, President

Darlene Flynn
Darlene Flynn, Vice President

Mary Bass

Sally Soriano
Sally Soriano

Brita Butler-Wall
Brita Butler-Wall

Irene Stewart
Irene Stewart

Michael DeBell
Michael DeBell

ATTEST: Raj Manhas
Raj Manhas
Secretary, Board of Directors
Seattle School District No. 1
King County, WA

**Hours of Educational Services
for
Bryant, Coe,
and Olympic View**

SCHEDULED A
COMPUTATION OF TOTAL PROGRAM HOURS 2006-07

District Name: SEATTLE PUBLIC SCHOOLS

School Name: Bryant Elementary

	Grades 1-5 or (K-5 if full day K)	Three Day Conference Schedule	Seven Day Early Release
A: Total minutes per day (start to finish of student day).	370 minutes		
B: Subtract the minutes for lunch (minimum of 20)	350 minutes		
C: Multiply by 177 (180 - 3 waiver days)	61,950		
D: Subtract 180 minutes for 3 district early dismissal days (Thanksgiving, Winter Break, Last Day)	61,770		
E: Subtract 600 minutes for 5, 2-hour Early Release Days	61,170		
F: Subtract any additional "site specific" lost contact time (in minutes) due to early release/late arrival day(s)		350 x 3 days = 1050 minutes	Two hours 10 minutes x 7 days = 910 minutes
G: Divide by 60 for Total Program Hours	1019.5	1002	1004

Each school must have a minimum of 1000 program hours.

SCHEDULED A
COMPUTATION OF TOTAL PROGRAM HOURS 2006-07

District Name: SEATTLE PUBLIC SCHOOLS

School Name: Coe Elementary

	Grades 1-5 or (K-5 if full day K)	Three Day Conference Schedule	Seven Day Early Release
A: Total minutes per day (start to finish of student day).	370 minutes		
B: Subtract the minutes for lunch (minimum of 20)	350 minutes		
C: Multiply by 177 (180 - 3 waiver days)	61,950		
D: Subtract 180 minutes for 3 district early dismissal days (Thanksgiving, Winter Break, Last Day)	61,770		
E: Subtract 600 minutes for 5, 2-hour Early Release Days	61,170		
F: Subtract any additional "site specific" lost contact time (in minutes) due to early release/late arrival day(s)		350 x 3 days = 1050 minutes	Two hours 10 minutes x 7 days = 910 minutes
G: Divide by 60 for Total Program Hours	1019.5	1002	1004

Each school must have a minimum of 1000 program hours.

SCHEDULED A
COMPUTATION OF TOTAL PROGRAM HOURS 2006-07

District Name: SEATTLE PUBLIC SCHOOLS

School Name: Olympic View Elementary

	Grades 1-5 or (K-5 if full day K)	Three Day Conference Schedule	Seven Day Early Release
A: Total minutes per day (start to finish of student day).	365 minutes		
B: Subtract the minutes for lunch (minimum of 20)	345 minutes		
C: Multiply by 177 (180 - 3 waiver days)	61,065		
D: Subtract 180 minutes for 3 district early dismissal days (Thanksgiving, Winter Break, Last Day)	60,885		
E: Subtract 600 minutes for 5, 2-hour Early Release Days	60,285		
F: Subtract any additional "site specific" lost contact time (in minutes) due to early release/late arrival day(s)		345 x 3 days = 1035 minutes	Two hours 10 minutes x 7 days = 910 minutes
G: Divide by 60 for Total Program Hours	1004.75	987.50	989.58

Each school must have a minimum of 1000 program hours.

CNS Loss of Revenue

Loss o. enue
Parent/Teacher Conference Week, Nov. 14-22, 2005

BREAKFAST Nov. 14-22	Total Breakfast	Free Meals	\$ state		\$ local		Reduced Meals	\$ state		\$ local		Paid Meals	\$ federal		Adult Meals	\$ local	Total Loss of Revenue	Total Pupil Loss	Cost of Food	Cost of Labor
			\$		\$			\$		\$			\$							
BRYANT 14-18	167	67	\$ 10.05	\$ 65.09	7	\$ 2.10	\$ 0.84	\$ 6.79	93	\$ 69.75	\$ 21.39	0	\$ -	\$ 196.01						
loss for 21, 22	67	27	\$ 4.05	\$ 34.29	3	\$ 0.90	\$ 0.36	\$ 2.91	37	\$ 27.75	\$ 8.51			\$ 78.77						
	234																			
COE 14-18	242	125	\$ 18.75	\$ 158.75	24	\$ 7.20	\$ 2.88	\$ 23.28	93	\$ 69.75	\$ 21.39	0	\$ -	\$ 302.00						
loss for 21, 22	97	50	\$ 7.50	\$ 63.50	10	\$ 3.00	\$ 1.20	\$ 9.70	37	\$ 27.75	\$ 8.51			\$ 121.16						
	339																			
OLYMPIC VIEW 14-18	155	92	\$ 11.04	\$ 138.92	17	\$ 5.10	\$ 2.04	\$ 20.57	45	\$ 33.75	\$ 10.35	1	\$ 1.75	\$ 223.52						
loss for 21, 22	57	37	\$ 5.55	\$ 55.87	7	\$ 2.10	\$ 0.84	\$ 8.47	13	\$ 9.75	\$ 2.99			\$ 85.57						
	212													\$ 309.09						
														\$ 1,007.03						

LUNCH Nov. 14-22	Total Lunch	Free Meals	\$ state		\$ local		Reduced Meals	\$ state		\$ local		Paid Meals	\$ federal		Adult Meals	\$ local	Total Loss of Revenue	Total Pupil Loss	Cost of Food	Cost of Labor
			\$		\$			\$		\$			\$							
BRYANT 14-18	1038	169	\$ 6.10	\$ 395.46	33	\$ 13.20	\$ 1.19	\$ 64.02	814	\$ 29.39	\$ 1,424.50	11	\$ 195.36	\$ 38.50	\$ 2,167.72					
loss for 21, 22	411	68	\$ 2.45	\$ 159.12	13	\$ 5.20	\$ 0.47	\$ 25.22	326	\$ 11.77	\$ 570.50	4	\$ 78.24	\$ 14.00	\$ 866.97					
	1449													\$ 52.50	\$ 3,034.69					
COE 14-18	963	273	\$ 9.86	\$ 638.82	94	\$ 37.60	\$ 3.39	\$ 182.36	572	\$ 20.65	\$ 1,001.00	14	\$ 137.28	\$ 49.00	\$ 2,079.96					
loss for 21, 22	381	109	\$ 3.93	\$ 255.06	38	\$ 15.20	\$ 1.37	\$ 73.72	229	\$ 8.27	\$ 400.75	5	\$ 54.96	\$ 17.50	\$ 830.76					
	1344													\$ 66.50	\$ 2,910.72					
OLYMPIC VIEW 14-22	922	346	\$ 12.49	\$ 809.64	93	\$ 37.20	\$ 3.36	\$ 180.42	453	\$ 16.35	\$ 792.75	30	\$ 108.72	\$ 105.00	\$ 2,065.93					
loss for 21, 22	368	138	\$ 4.98	\$ 322.92	37	\$ 14.80	\$ 1.34	\$ 71.78	181	\$ 6.53	\$ 316.75	12	\$ 43.44	\$ 42.00	\$ 824.54					
	1290													\$ 147.00	\$ 2,890.47					
														\$ 8,835.86						

BREAKFAST Nov. 1-10, 2006 (Daily Average) Elementary Schools	Daily Avg. Breakfast	Free Meals	\$ state		\$ local		Reduced Meals	\$ state		\$ local		Paid Meals	\$ federal		Adult Meals	\$ local	Total Loss of Revenue	Total Pupil Loss	Cost of Food	Cost of Labor
			\$		\$			\$		\$			\$							
	3769	2329	\$ 349.35	\$ 3,516.79	604	\$ 181.20	\$ 72.48	\$ 730.84	764	\$ 573.00	\$ 175.72	72	\$ 126.00	\$ 5,725.38	\$ 1.49	\$ 2,175.64	\$ 3,263.47			
LUNCH Nov. 1-10, 2006 (Daily Average) Elementary Schools	12721	6242	\$ 225.34	\$ 14,606.28	1719	\$ 687.60	\$ 62.06	\$ 3,334.86	4508	\$ 162.74	\$ 7,889.00	252	\$ 1,081.92	\$ 882.00	\$ 28,931.79	\$ 2.20	\$ 10,994.08	\$ 16,491.12		



**St. John - Endicott
Cooperative School Districts.**
P.O. Box 58, St. John, WA 99171
(509) 648-3336 FAX: (509) 648-3451

February 14, 2007

Washington State Board of Education
OLD Capital Building
P.O. Box 47206
Olympia WA 98504-7206

STATE BOARD OF EDUCATION

FEB 20 2007

RECEIVED

Re: 180-Day Waiver Request for 2007/2008 School Year.

Dear State Board of Education Members:

Enclosed are drafts of Resolutions #06-02 and #06-03 to be adopted by the St. John and Endicott School Boards. The signed copies will be faxed immediately following the special board meeting of February 20, at 9:00 a.m. Also included are the State Board of Education Waiver Application, comparative copies of our current calendar and proposed calendar, and supporting documentation. The Boards are requesting a waiver of five (5) days during the 2007/2008 school year; as provided for in WAC 180-18-040.

The Boards are requesting the waiver to provide our professional staff time to participate in collaborative planning, district-wide, school-wide, grade level and department level professional development, alignment of our curriculum and the development of authentic student assessments for the purpose of informing and improving instruction.

Thank you for your consideration of our request. Please feel free to contact me should you have any questions or concerns.

Sincerely,

Rick Winters
Superintendent, St. John and Endicott School District



**St. John - Endicott
Cooperative School Districts
W 301 Nob Hill, St. John, WA 99171
(509) 648-3336 FAX: (509) 648-3451**

BOARD RESOLUTION #06-02

TO REQUEST A WAIVER FOR GRADES K-12 FROM THE STATE BOARD OF EDUCATION TATE BOARD OF EDUCATION
MINIMUM 180 DAY SCHOOL YEAR REQUIREMENT FOR THE 2007-2008 SCHOOL YEAR.

FEB 22 2007

WHEREAS: the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

RECEIVED

WHEREAS: St John School District School Improvement Plans have the goal of making changes that will significantly increase the learning and performance of all students; and

WHEREAS, the District has determined that staff and parents support a school calendar that provides time for the purpose of allowing staff collaboration and professional development to further develop curriculum and instructional practices that support all students achieving standard; and

WHEREAS, staff and parents recommend reducing the number of student days while still meeting the program hour requirements as prescribed in RCW 28A.150.220; and

WHEREAS, we recognize that while this distribution of days results in a waiver request, the overall amount of learning time is equivalent and more optimally structured on full instructional days rather than late arrival days.

NOW, THEREFORE, BE IT RESOLVED, that St John School District No. 322 Board of Directors hereby requests a five (5) day waiver from the minimum 180-day school year requirement for the 2007-2008 school year. During this time, staff will participate in collaborative planning; school-wide, grade-level and department level professional development; alignment of curriculum, and development of authentic student assessments to inform and improve instruction.

ADOPTED by the Board of Directors of St John School District No. 322, Whitman County, Washington, at an open public meeting thereof, held on the 20th day of February 2007, the following Directors being present and voting:

[Signature] RW
BOARD CHAIR

Andrea Mullin
DIRECTOR

Mark Bairley
DIRECTOR

Quint Hallenquist
DIRECTOR

[Signature]
DIRECTOR

[Signature]
CLERK

2/20/07
DATE



**Endicott - St. John
Cooperative School Districts**
308 School Drive, Endicott, WA 99125
(509) 657-3523 FAX: (509) 657-3521

BOARD RESOLUTION #06-03

**TO REQUEST A WAIVER FOR GRADES K-12 FROM THE STATE BOARD OF EDUCATION
MINIMUM 180 DAY SCHOOL YEAR REQUIREMENT FOR THE 2007-2008 SCHOOL YEAR.**

WHEREAS: the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

WHEREAS: Endicott School District School Improvement Plans have the goal of making changes that will significantly increase the learning and performance of all students; and

WHEREAS, the District has determined that staff and parents support a school calendar that provides time for the purpose of allowing staff collaboration and professional development to further develop curriculum and instructional practices that support all students achieving standard; and

WHEREAS, staff and parents recommend reducing the number of student days while still meeting the program hour requirements as prescribed in RCW 28A.150.220; and

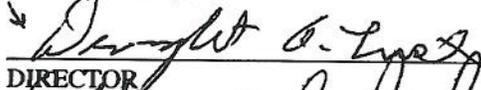
WHEREAS, we recognize that while this distribution of days results in a waiver request, the overall amount of learning time is equivalent and more optimally structured on full instructional days rather than late arrival days.

NOW, THEREFORE, BE IT RESOLVED, that Endicott School District No. 308 Board of Directors hereby requests a five (5) day waiver from the minimum 180-day school year requirement for the 2007-2008 school year. During this time, staff will participate in collaborative planning; school-wide, grade-level and department level professional development; alignment of curriculum, and development of authentic student assessments to inform and improve instruction.

ADOPTED by the Board of Directors of Endicott School District No. 308, Whitman County, Washington, at an open public meeting thereof, held on the 20th day of February 2007, the following Directors being present and voting:

 RW

BOARD CHAIR



DIRECTOR



DIRECTOR

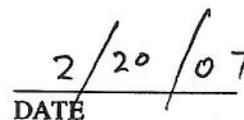


DIRECTOR

DIRECTOR



CLERK


DATE

State Board of Education Waiver Application

Introduction and Identification of Requirement to be Waived:

The St. John and Endicott School Districts, pursuant to WAC 180.18.040 request a waiver from the minimum 180-day school year requirement. The purpose of the request is to implement local restructuring plans, provide a more effective educational system and enhance the achievement of all students in concordance with the high standards of Washington State Educational reform. The St. John and Endicott School Districts request five (5) waiver days during the 2007/2008 school year, with specific dates to be determined. This request will not compromise the total instructional hour requirements for WAC 180.16.200. In accordance with WAC 180.18.050, the St. John and Endicott School Boards submit a resolution for waiver requests and a district plan for implementation.

The requested five-day Waiver will replace the fourteen (14) late start and early release days previously scheduled for professional development and collaborative activities in grades kindergarten through twelve. We believe the consolidation of time into five full days of training and collaboration at all levels will yield more benefit to student learning than the previous fourteen half days. (See attached charts). The professional development time will be used for whole day release for collaboration between staff of different buildings and/or grade levels. Activities will include school improvement planning and implementation efforts, curriculum alignment, vertical teaming and planning for appropriate instructional interventions at all levels, as student's transition from elementary to middle and from middle to high school.

Late arrival and early release days were identified as a major concern for St. John and Endicott parents due to the difficulties in arranging and providing suitable activities for older students. In addition staff indicated that the late arrival days did not provide adequate or optimum time for learning and applying new concepts and skills. Our parents have indicated that providing professional development delivered in full days reduces the burden of childcare planning when students are not in school. Our staff reported significant value and satisfaction with the full-day format for the purpose of both training and the necessary follow-up collaboration or implementation planning.

Student contact hours and program offerings would exceed state requirements and certificated staff work hours would be according to the full teacher contract requirements. The proposed calendar will add one full teacher day and two full student days to the existing calendar.

Five waiver days are being requested to allow the Cooperative Districts to continue school improvement efforts while limiting the impact on the student instructional year. These days are particularly relevant in light of impending budget reductions, specifically in the areas of professional development, transportation, travel and staff compensation outside the school day.

St. John and Endicott School Districts Education Reform Background and Progress

Over the past ten years we have made progress in the areas of curriculum, instruction and assessment. In accordance with state and local testing standards, our students are focusing on math, reading, writing and science areas. However, there is still much work to be done to build a coherent, focused system-wide instructional program that will maximize student learning and manage staff workload. We will continue to ensure that our organizational decisions, policies, and procedures are aligned in support of enhancing student learning and our management of staff workload.

Specific Standards for Increased Student Learning that the Districts Expect to Achieve:

During the 2007/2008 school year, the Districts seek to:

- ❖ Increase the number of students who attain standards in reading, math and science.
- ❖ Increase the number of students who graduate on time.
- ❖ Narrow the achievement gap for identified groups of students who are currently not meeting standard as measured by the WASL.

How the District Plans to Achieve the Higher Standards, Including Timelines for Implementation:

Our parents, teachers, School Board Members, Individual School Committees and building principals, have identified the necessity for this time without students.

We will accomplish this goal by focusing staff collaboration/communication and professional development efforts on research-based strategies identified in School Improvement Plans, which include:

1. Implementation of the Washington State Reading Model.
2. Implementation of new Washington State Graduation Requirements including the culmination project, thirteenth-year academic plans and students meeting standards on the WASL, which includes appropriate and timely interventions at all levels with particular emphasis on math, science and the transition years. The District began this work during the 2005/2006 year at the grade ten level. During the 2006/2007 year we worked to provide appropriate interventions for students entering grade nine and in the subsequent years, plan to develop options for students in the middle and elementary grades.
3. Provision for grade level and cross-grade level planning as well as cross-district planning to coordinate K-12 horizontal and vertical curriculum alignment. To facilitate the development of appropriate progress monitoring and end-of-course assessment of student performance and achievement in reading, math and science and implementation of new

curriculum based assessment tools in the areas of social studies, health-fitness and the arts.

4. Development of new processes and systems, which redefine teaching performance standards (best instructional practices) and their relationship to performance evaluation and professional development. The Districts plan to begin this work with teachers and administrators during the 2007/2008 school year by operationally defining the Washington State Teaching Performance Standards.

How the District Plans to Determine if Higher Standards are Met:

The St. John and Endicott School Districts will determine if it has achieved higher standards and narrowed the achievement gap by:

- ❖ Using state and district assessment information including WASL performance, on-time graduation rate, Mapping Academic Progress Assessment data, and district reading and writing assessment results. Reports on student achievement will be prepared annually and reviewed by school improvement teams, principals, and the boards of directors, parents and the community at large.
- ❖ The boards of directors will review school improvement plans annually.
- ❖ The documentation of extended learning programs, student participation and student achievement will be made known to the community in our Annual Report Card to our constituents.

Evidence that the Boards of Directors, Teachers, Administrators and Classified Employees are Committed to Working Cooperatively in Implementing the Plan:

During negotiations with various labor groups, the need for training, time to communicate and collaborate and the time to implement new programs was a constant theme. The previous calendar was cooperatively developed with our bargaining groups and shared with school community groups. Staff made it known that the inclusion of late arrival times in the calendar was insufficient to meet the identified professional development and improvement of student performance goals identified by the district through school improvement plans. Staff indicated the need for more sustained and focused time in training, discussion and implementation of reform efforts. They say the reduced student calendar as a viable model, as a contributing author of the calendar; the St. John PALS groups support the district's request for this waiver. Administrators strongly support the change in the calendar as it provides an improvement in the quality of instructional delivery on a daily basis as a result of the improved quality of the professional development activities for teachers and staff. Administrators and school improvement teams feel collaborative time, follow-up for professional development and feedback regarding implementation efforts contribute significantly to the improvement of performance shown by our students.

Evidence that Opportunities were Provided for Parents and Citizens to be Involved in the Development of the Plan:

Parents generally understand and support the Board's interest in maintaining time currently available for individual and collaborative professional development activities. In fact, parents indicated they were less concerned about the number of days students attended school and more concerned about the interruptions caused by late arrival days embedded in the calendar. Parents preferred the inclusion of more full-days in the academic calendar for staff learning and school improvement efforts in lieu of fewer late arrival dates. We believe this above requested waiver will satisfy the stakeholders of our districts by providing better outcomes for students while maintaining the strong instructional program already available to students in the St. John and Endicott Schools.

Attached is a sampling of achievement results for students in the WASL tested areas over the past ten years. These results serve as evidence that the Cooperative Schools are highly committed to excellence for our students and have the capacity, given the time, to continuously improve student performance.

Summary

In summary, the St. John and Endicott Cooperative School Districts request a waiver of five (5) school days to be implemented during the next school year 2007/2008. School improvement plans will be implemented that promote the characteristics of high-performing schools, enhance teachers' use of differentiated instruction that will close the achievement gap, deeply align school instruction across districts and assessments to state standards, develop intervention models across grade levels and promote cultural competency and ELL accommodations in classroom learning.

The time will be used for teachers to implement district-wide improvement plans at the classroom level and change the current culture of classroom instruction to be more targeted and effectively designed to State standards. Schools will collaborate and utilize intervention models to increase achievement in literacy, math and science. Teachers will work individually and collaboratively to develop models that will provide the sustainability of instruction to bring each student to higher standards of educational reform.

The nine (9) teacher in-service days will be utilized using the following programs:

- Hazardous materials training
- Blood Borne Pathogens training
- First Aid
- CPR
- Safe Interactions with Students
- Restraint Training
- Computerized IEP's
- Aligning IEP's with Washington State EALR's and GLE's
- Training in Adaptive PE techniques
- Developmentally Appropriate WASL Implementation
- Classroom Based Assessments
- Six Trait Writing Training
- Scoring student writing on rubrics
- Developing Reading,/Writing Lessons aligned with Writing EALR's and GLE's
- Science kit development
- Individual Reading Assessments
- DIBELS
- Portfolio Assessment
- Reading/Writing adoption implementation
- Curriculum Mapping
- Implementation of the Learning Community Model
- Creation of lessons/assessments
- Analyzing student work
- Working on instructional practice.

St. John-Endicott Cooperative Schools

2007/2008 Calendar

Aug/Sept

M	T	W	T	F
	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
19				23

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		
22				23

November

M	T	W	T	F
			1	2
5	6	PT	8	9
	13	14	15	16
19	20			
26	27	28	29	30
17				18

December

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
15				15

January

M	T	W	T	F
		2	3	4
7	8	9	10	11
	15	16	17	18
21	22	23	24	25
28	29	30	31	
21				21

February

M	T	W	T	F
				1
4	5	6		
11	12	13	14	15
	19	20		
25	26	27	28	29
16				16

March

M	T	W	T	F
3	4	5	6	7
10	11	10	13	14
17	18	19	20	PT
24	25	PT	27	28
19				20

April

M	T	W	T	F
7	8	9	10	11
14	15	16	17	18
21	22	23	24	
28	29	30		
17				17

May

M	T	W	T	F
			1	2
5	6	7	8	PT
12	13	14	15	16
19	20	21	22	23
	27	28	29	30
20				21

June

M	T	W	T	F
2	3	4	5	6
9	10	11	12	PT
16	17	18	19	20
23	24	25	26	27
30				
9				10

August 28th thru 31st - Teacher Workdays
 September 3rd - Labor Day
 September 4th - First Day of School
 October 5th - Teacher Inservice
 November 2nd - Teacher Inservice
 November 7th - Parent/Teacher Conferences - No School for P-12
 November 12th - Veterans day
 November 21st thru 23rd - Thanksgiving Break
 December 24th thru January 1st - Winter Holiday Break
 January 14th - Martin Luther King Day
 January 28th - Start of Second Semester
 February 7th & 8th - County BB Tournament - No School
 February 18th - Presidents Day
 February 21st & 22nd - Mid Winter Break
 March 10-13 - 1st WASL Test Window - HS Only
 March 21st - Teacher Inservice
 March 26th - Parent/Teacher Conferences - No School for Grades P-8
 March 31st thru April 4th - Spring Break
 April 14th thru May 2nd - WASL Test Window
 April 25th - St. John Stock Show - No School
 May 9th - Teacher Inservice
 May 26th - Memorial Day
 June 8th - Graduation
 June 12th - Last Day of School
 June 13th - Teachers Last Day

KEY:

 No School
 Teacher Inservice
 Parent Teacher Conferences

175 Student Days
 184 Teacher Days

St. John-Endicott Cooperative Schools 2006/2007 Calendar

Aug./Sept

M	T	W	T	F
			30	31
	5	6	7	8
11	12	13	14	15
18	19	LS	21	22
25	26	27	28	29

October

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	LS	19	20
23	24	25	26	27
30	31			

November

M	T	W	T	F
		LS	2	3
6	7	8		
13	14	15	16	17
20	21			
27	28	29	30	

December

M	T	W	T	F
				1
4	5	6	7	8
11	12	LS	14	15
18	19			

January

M	T	W	T	F
	2	3	4	5
8	9	10	11	12
		LS	18	19
22	23	24	25	26
29	30	31		

February

M	T	W	T	F
			1	2
5	6	LS	8	9
12	13	14	15	16
26	27	28		

March

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	PT	22	23
26	LS	PT	29	30

April

M	T	W	T	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	ER
30				

May

M	T	W	T	F
	1	2	3	4
7	8	LS	10	11
14	15	16	17	18
21	22	23	24	25
	29	30	31	

June

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

August 28th & 29th - Teacher Workdays
 August 30th - First day of school
 September 4th - Labor day
 September 20th - Late start, Teacher Inservice
 October 18th - Late start, Curriculum Development
 November 1st - Late start - Prep for Parent Conferences/End of quarter grades
 November 2nd - Start of second quarter
 November 9th - Parent/teacher conferences - No School for P - 12.
 November 10th - Veterans day
 November 22nd - Early release (12:30) for Thanksgiving break
 November 23rd & 24th - Thanksgiving break
 December 13th - Late start - Curriculum development
 December 20th - Early release (12:30) for Christmas break
 December 21st through January 1st - Christmas break
 January 15th - Martin Luther King's Birthday
 January 16th - No School - Teacher Inservice Day
 January 17th - Late Start - Curriculum Development
 January 22nd - Start of second semester
 February 8th - Late start - Curriculum development
 February 8th & 9th - Early Release - County BB Tournament
 February 19th - Presidents day
 February 20th through 23rd - Mid-Winter Break*
 March 21st - Early release - Speech, Spelling, Math & Geography
 March 27th - Late start - Prep for Parent Conferences
 March 28th - Parent/teacher conferences - No school for grades P - 8.
 April 2nd thru April 6th - Spring break
 April 9th - Start of fourth quarter.
 April 16th through May 4th - WASL Test Window
 April 27th - Early release (12:30) - St. John Stock Show
 May 9th - Late start, Curriculum development
 May 28th - Memorial day
 June 10th - Graduation
 June 12th - Last day of school
 June 13th - Teachers last day

KEY:



TI Teacher Inservice or Workday
 No School
 ER Early Release at 12:30
 LS Late Start at 11:15
 WL WASL Testing Window
 PT Parent Teacher Conferences, No School K-8



February 12, 2007

Dear Mr. Winters,

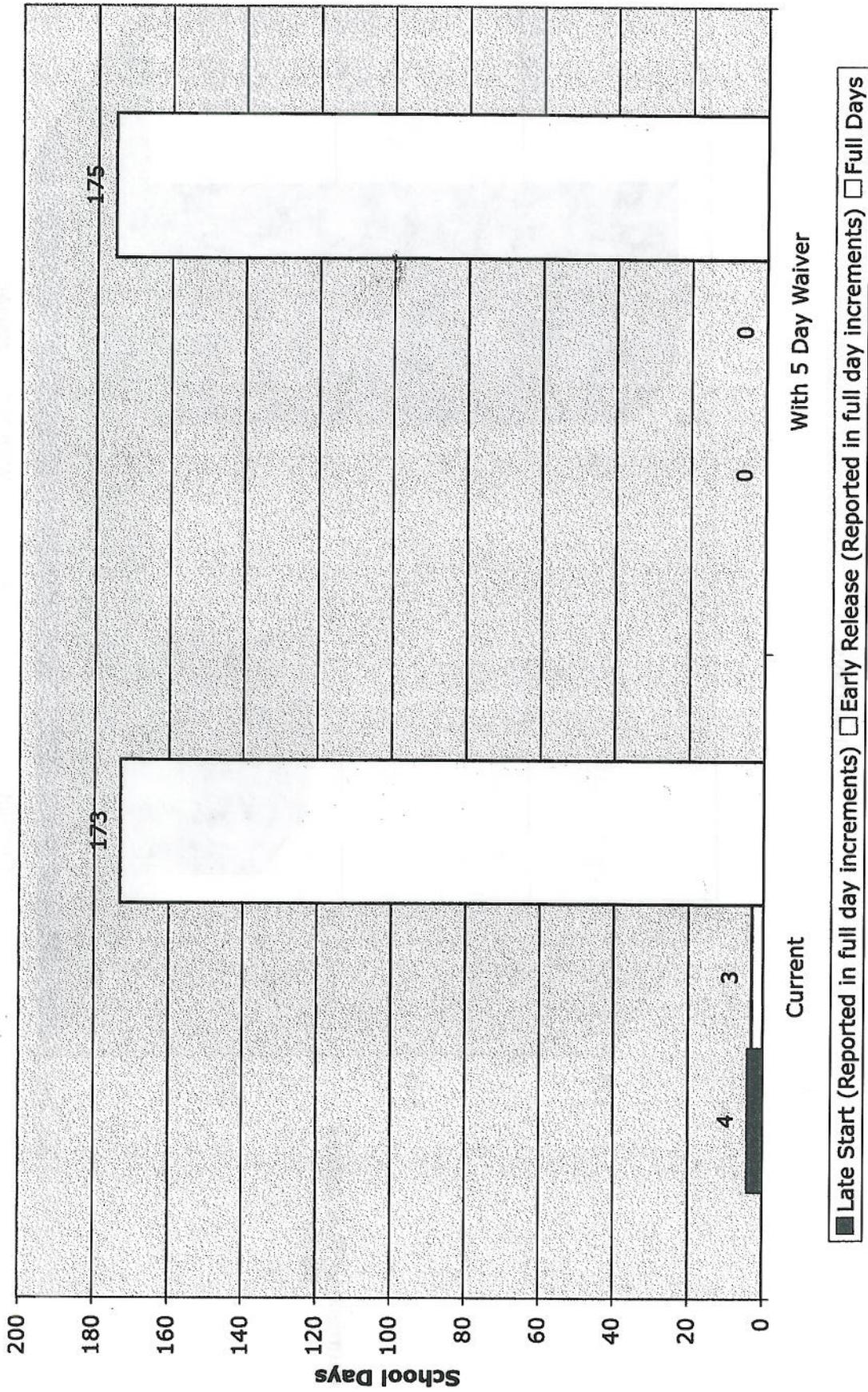
Thank you for giving me an opportunity to respond to the district's proposal to run a 176 day calendar year. After discussing the matter with many of my parent peers, I feel it is in the best interest of our community to end the practice of half-days in our district and take full advantage of full school days.

I was pleased to learn 176 would actually give teacher greater "contact time" with students without the chaos that half-days can create for our rural families that must travel so far to get to town and our working moms that struggle to find child care on half days.

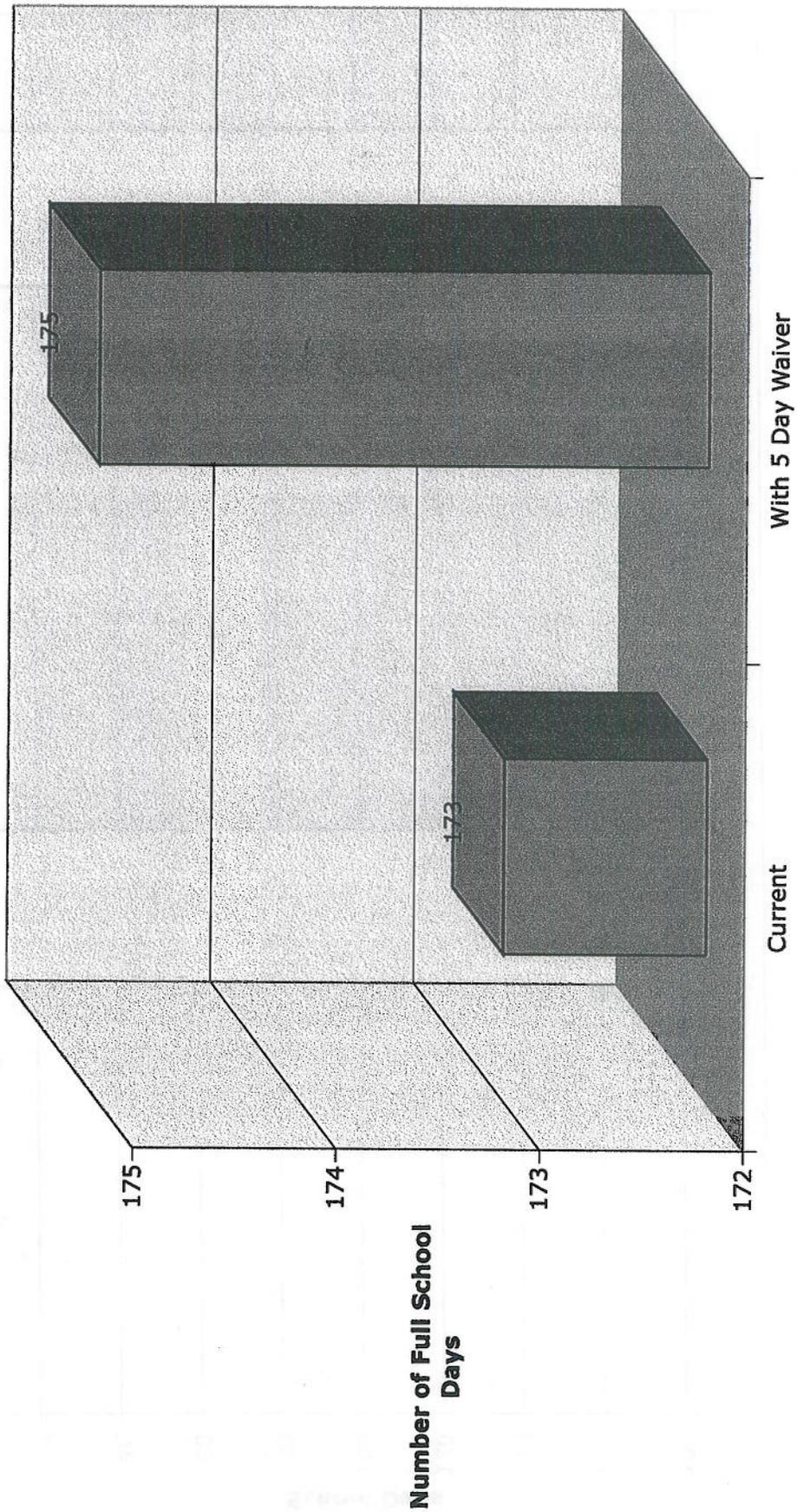
Best Regards,

Becky Diekerson
PALS Coordinator
current@stjohcable.com
(509) 648-3264

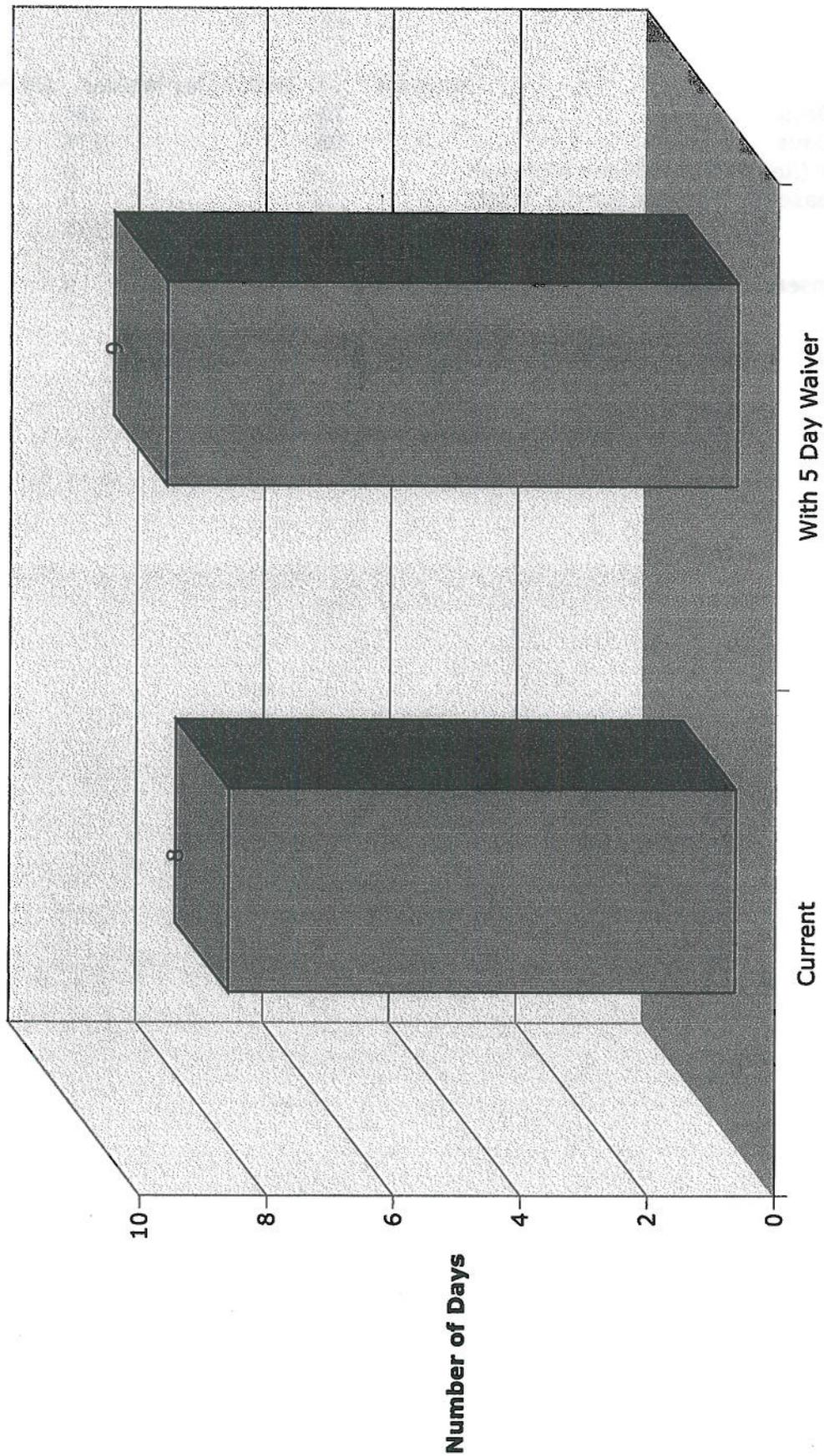
Increase in Academic Time



Full Days



Teacher Inservice Days



	Current	With 5 Day Waiver	Difference
Teacher Days	184	184	0
Student Days	180	175	-5
Late Start (Reported in full day incremen	4	0	-4
Early Release (Reported in full day incren	3	0	-3
Full Days	173	175	2
Teacher Inservice Days	8	9	1

St. John School District

WASL 2003

% Students Meeting Standards

	Reading				Math					
	1997	1998	1999	2000	2001	2000	1999	2000	2001	2003
Grade 4										
# of students	11	16	16	9	13	19	11	11	16	16
St John	54.5	93.8	87.5	77.8	84.6	90	90	27.3	25	81.3
State Ave	47.9	55.6	59.1	65.8	66.1	66	66.7	21.4	31.2	37.3

	Writing				Listening					
	1997	1998	1999	2000	2001	2000	1999	2000	2001	2003
Grade 4										
# of students	11	16	16	9	13	19	11	11	16	16
St John	72.7	62.5	31.3	44.4	53.8	63	80	63.6	100	81.3
State Ave	42.7	36.7	32.6	39.4	43.3	50	53.6	62.2	71.3	71.1

	Reading				Math			
	1999	2000	2001	2003	1999	2000	2001	2003
Grade 10								
# of students	33	32	33	29	18	33	32	33
SJE	72.7	68.8	72.7	68	72.2	48.5	53.1	54.5
State Ave	51.4	59.8	62.4	59	59.9	33	35	38.9

	Writing				Listening			
	1999	2000	2001	2003	1999	2000	2001	2003
Grade 10								
# of students	33	32	33	29	18	33	32	33
SJE	51.5	25	51.5	71	72.2	87.9	81.3	93.9
State Ave	41.1	31.7	46.9	54	60.4	72.7	77.8	84

Science		2003
Grade 10		
#/students		18
SJE		27.8
State Ave		?

St. John School District
WASL 2006
% Students Meeting Standards

Grade 4	Reading									
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
# of students	11	16	16	9	13	19	11	9	10	10
St John	54.5	93.8	87.5	77.8	84.6	89.5	90	77.8	100	90
State Ave	47.9	55.6	59.1	65.8	66.1	65.6	66.7	74.4	79.2	81.1

Grade 4	Writing									
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
# of students	11	16	16	9	13	19	11	9	10	10
St John	72.7	62.5	31.3	44.4	53.8	63.2	80	55.6	70	70
State Ave	42.7	36.7	32.6	39.4	43.3	49.5	53.6	55.8	57.5	60.3

Grade 4	Math									
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
# of students	11	16	16	9	13	19	11	9	10	10
St John	27.3	25	81.3	77.8	69.2	78.9	100	55.6	90	80
State Ave	21.4	31.2	37.3	41.8	43.4	51.8	55.2	59.9	60.6	58.9

Endicott School District

WASL 2003

% Students Meeting Standards

Grade 4	READING						MATH							
	1997	1998	1999	2000	2001	2002	2003	1997	1998	1999	2000	2001	2002	2003
# of student	7	7	19	11	5	11	11	7	7	19	11	5	11	11
Endicott	57.1	42.9	73.7	45.5	60	100	54.5	0	14.3	21.1	27.3	60	81.8	54.5
State Ave	47.9	55.6	59.1	65.8	66.1	65.6	66.7	21.4	31.2	37.3	41.8	43.4	51.8	55.2

Grade 4	WRITING						LISTENING							
	1997	1998	1999	2000	2001	2002	2003	1997	1998	1999	2000	2001	2002	2003
# of student	7	7	19	11	5	11	11	7	7	19	11	5	11	11
Endicott	57.1	28.6	42.1	9.1	20	81.8	45.5	57.1	28.6	94.7	54.5	40	81.8	36.4
State Ave	42.7	36.7	32.6	39.4	43.3	49.5	53.6	62.2	71.3	71.1	65.3	72.4	66.6	65.8

Grade 7	READING						MATH					
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
# of students	36	30	16	21	29	19	36	30	16	21	29	19
ESJ	47.2	40	56.3	42.9	58.6	36.8	19.4	36.7	37.5	28.6	37.9	47.4
State Ave	38.4	40.8	41.5	39.8	44.5	47.9	20.1	24.2	20.1	27.4	30.4	36.8

Grade 7	WRITING						LISTENING					
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
# of students	36	30	16	21	29	19	36	30	16	21	29	19
ESJ	44.4	60	50	57.1	62	36.8	86.1	93.3	93.8	85.7	100	94.7
State Ave	31.3	37	42.6	48.5	53	54.6	80.2	87.2	79.6	82.5	83.6	86.9

Endicott School District
WASL 2006
% Students Meeting Standards

		READING								
		1998	1999	2000	2001	2002	2003	2004	2005	2006
Grade 7	# of students	36	30	16	21	29	19	26		27
	ESJ	47.2	40	56.3	42.9	58.6	36.8	54	70.6	55.5
	State Ave	38.4	40.8	41.5	39.8	44.5	47.9	60.4	68.7	61.5

		WRITING								
		1998	1999	2000	2001	2002	2003	2004	2005	2006
Grade 7	# of students	36	30	16	21	29	19	26		27
	ESJ	44.4	60	50	57.1	62	36.8	38.5	55.9	44.4
	State Ave	31.3	37	42.6	48.5	53	54.6	58	60.9	64.5

		MATH								
		1998	1999	2000	2001	2002	2003	2004	2005	2006
Grade 7	# of students	36	30	16	21	29	19	26		27
	ESJ	19.4	36.7	37.5	28.6	37.9	47.4	50	64.7	62.9
	State Ave	20.1	24.2	20.1	27.4	30.4	36.8	46.3	50.5	48.5

St. John School District
WASL 2006
% Students Meeting Standards

		Reading							
Grade 10		1999	2000	2001	2002	2003	2004	2005	2006
# of students		33	32	33	29	18	19	26	23
SJE		72.7	68.8	72.7	67.7	72.2	78.9	80.8	91.6
State Ave		51.4	59.8	62.4	59.2	59.9	64.4	72.4	81.9

		Writing							
Grade 10		1999	2000	2001	2002	2003	2004	2005	2006
# of students		33	32	33	29	18	19	26	25
SJE		51.5	25	51.5	71	72.2	84.2	80.8	69.2
State Ave		41.1	31.7	46.9	54.3	60.4	65.2	64.7	79.7

		Math							
Grade 10		1999	2000	2001	2002	2003	2004	2005	2006
# of students		33	32	33	29	18	19	26	25
SJE		48.5	53.1	54.5	46.7	66.7	68.4	61.5	53.8
State Ave		33	35	38.9	37.3	39.4	43.9	47.1	51

		Science							
Grade 10		2003 2004 2005 2006							
#/students		18	19	26	23				
SJE		27.8	42.1	30.8	12				
State Ave		31.8	32.2	35.6	34.9				

Snohomish School District

1601 Avenue D • Snohomish, WA 98290-1799
360.563-7300 • Fax 360.563-7373

Board of Directors:
Jay S. Hagen
Leah Hughes-Anderson
Cyd Nou
Tom Pendergast
Dennis V. Wick

February 9, 2007

STATE BOARD OF EDUCATION
FEB 12 2007
RECEIVED

Pat Eirish, Manager
Research and Assistance Program
Washington State Board of Education
Old Capitol Building
P.O. Box 47206
Olympia, Washington 98504-7206

Dear Ms. Eirish,

The Snohomish School District is requesting a waiver from the 180 day school year for the 2007 - 2008 school year. Enclosed please find Resolution #01-07, adopted by the Snohomish School District Board of Directors on February 9, 2007.

Approval of a waiver for these days will allow us the time needed to train district staff in the pedagogy and skills necessary to effectively deliver instruction with a focus on mathematics and the development of districtwide common assessments. It will also allow us to create conditions for collaborative planning, analyze various data sources, and research and implement highly successful practices – all of which will contribute to increased student achievement in the Snohomish School District.

Thank you in advance for your assistance in this matter.

Sincerely,


William A. Mester, Ph.D.
Superintendent

Waiver Request 2007-2008 School Year

The purpose of this document is to provide the specific information required by WAC 180-18-050 for restructuring the educational program for all schools in the Snohomish School District for the 2007-2008 year, reducing the student calendar to 174 days.

WAC 180-18-050 (1) (a) – Identification of requirement to be waived.

The Snohomish School District Board of Directors is requesting waiver for grades Kindergarten – 12 of the minimum 180-day school year.

WAC 180-18-050 (1) (b) – Specific standards for increasing student learning that the District expects to achieve.

The Snohomish School District is actively engaged in developing focused curricula and common assessments, and improving instructional practices which will lead to increased achievement for all of our students, especially in the area of mathematics. Collaborative planning, teacher training, data analysis, research, curricular alignment, and reflection are required in order for these goals to be achieved. To this end, our teachers will be trained in relevant, high quality staff development aimed at the acquisition of improved instructional skills, content knowledge and pedagogy. We believe that highly skilled teachers who are well versed in both content and effective pedagogy will have the greatest impact on increased student achievement.

Our staff will also be involved in the development and use of common assessments to assure a cohesive instructional experience for our students and a consistent evaluation system by which we can monitor their progress and performance.

We believe that this clear focus will benefit our students, not only in the classroom, where we anticipate them being more successful as a result of improved teaching practice, but that they will be able to utilize their skills –

specifically in the area of mathematics – in their lives beyond school, and that they will become, and remain, mathematically literate citizens in their future lives.

WAC 180-18-050 (1) (c) - How the district plans to achieve the higher standards, including timelines for implementation.

We intend to achieve higher standards through the extensive, intentional training of our teachers, including those who serve special populations. During the six waived days, one in each month of the school year (with the exception of December and June), teachers will be trained in the employment of effective instructional strategies, the development of content knowledge in mathematics, and in the use of materials and processes which are aligned with the state learning targets and best practices in instruction. In this way, we will systematically develop deep content knowledge and the skills necessary to make significant impacts on student performance throughout our entire K-12 system.

The key to successful student learning is assuring that teachers can make the learning clear and meaningful to the students. When teachers lack the knowledge to do this, whether it is content knowledge (as is common with mathematics) or pedagogical skill, students are less likely to achieve. Training teachers in both of these areas, as we plan to do on the waiver days, will all but assure that our students will achieve at higher levels. In addition to waiver days, we have used one of our TRI days to train teachers on the implementation of our newly developed K-12 concept map in mathematics. This included training on the effective use of the concept map, districtwide common assessments in mathematics, and unit design and delivery (pedagogy). TRI days have also been used to inservice staff on effective methods of assessment which accurately measure the mastery of learning targets. This series of trainings resulted in the development and implementation of our new standards based report card.

WAC 180-18-050 (1) (d) - How the district plans to determine if the higher standards are met.

The Snohomish School District will assess the achievement of higher standards through analysis of a variety of data. These sources will include examination of WASL results, level tests (Achievement Level Tests) and MAP tests (Measure of Academic Progress) from NWEA (Northwest Evaluation Association). Our WASL results have increased during all three of the years we have had waiver days, we believe due in large part to the focus and alignment we are able to provide for teachers on these days. We also anticipate increased enrollment in higher level mathematics coursework as a long-term result of the knowledge and skills attained by teachers on these waiver days.

Higher standards for instruction will be reviewed by principals through the analysis of in-class teaching practices and through analysis done collaboratively within the context of professional learning communities.

We use the analysis of our various data sources to inform our goal setting efforts and to guide the revision of our school improvement plans and the goals contained therein. Work done on previous waiver days has significantly influenced the development of our school improvement goals and has enabled staff to target specific areas for improvement.

WAC 180-18-050 (1) (e) - Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan

Our targeted school improvement plans are developed with the cooperation of teachers, administrators, and classified employees. To be successful, all of these groups must understand the issues surrounding student progress, the goals to be achieved, and the strategies for attainment of everyone's overall goal of increased student achievement. These school plans are submitted to school district Board of Directors annually and are reviewed and approved. In addition, the school Board

of Directors is kept apprised of plans developed by curricular groups made up of teachers through presentations and discussions at Board meeting work sessions.

WAC 180-18-050 (1) (f) -Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan.

Opportunities for parent involvement are numerous in our district. Parents and citizens have been, and continue to be, involved in the development of building level plans to address student achievement through their participation in the development of school improvement plans, the SIPTAP (School Improvement Planning Technical Assistance Program) offered through ESD 189, meetings with individual schools' parent – teacher organizations, the school board meeting process, and the district wide PLUSS! group (Parent Leaders United for Snohomish Students), whose members serve as liaisons between the school district and each school's parent organization.

We hope you will consider our application favorably. The Snohomish School District is committed to clearly defined targets for improving student achievement. With your support, we look forward to making our goal of student success in every classroom a reality.

A RESOLUTION OF THE BOARD OF DIRECTORS

**of the Snohomish School District No. 201, Snohomish, Washington,
requesting a waiver of the 180 day school year (WAC 180-18-040)
for the 2007-2008 school year.**

RESOLUTION NO. 01-07

WHEREAS, the state of Washington requires districts to focus on the nine characteristics of high performing schools, which include, "focused professional development, clear and shared vision, high standards and expectations, high levels of collaboration and communication, supportive learning environment, and curriculum, instruction and assessment aligned with standards"; and

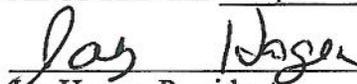
WHEREAS, providing full days designated for curriculum development, data analysis, and staff training are more productive than providing early release days for the same purpose; and

WHEREAS, the Snohomish School District Board of Directors recognizes that uninterrupted time is essential for school personnel to collaborate in aligning curriculum, disaggregating assessment data, and analyzing test results so they can employ the highest quality instructional practices to improve student learning; and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes, (WAC 180-18-040);

NOW THEREFORE BE IT RESOLVED that the Board of Directors of the Snohomish School District No. 201 does, hereby, request the minimum 180 school day requirement to be waived from 180 to 174 days for the 2007-2008 school year.

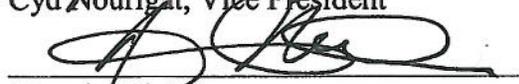
ADOPTED this 9th day of February, 2007.



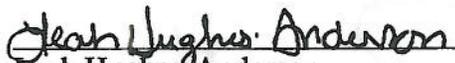
Jay Hagen, President



Cyd Nourigat, Vice President



Dennis Wick

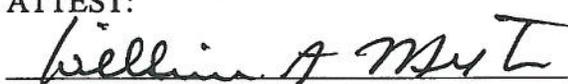


Leah Hughes Anderson



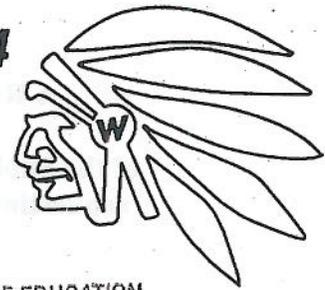
Tom Pendergast

ATTEST:



William A. Mester
Secretary to the Board

WISHRAM SCHOOL DISTRICT NO. 94



STATE BOARD OF EDUCATION

RECEIVED

February 22, 2007

State Board of Education

The Wishram School District is requesting a waiver of four days from the 180-day school year requirement. The District is requesting that the State Board of Education allow Wishram School District to hold a 176-day school year for the next two years, starting with 2007-2008 and including the 2008-2009 school year. Enclosed you will find Resolution 3-06, adopted by the Wishram School Board of Directors and other information supporting our request.

We will be using those days to focus on methods to improve the math and science skills of our students. It is crucial for all of us, teachers, classified staff, students, and parents, to meet and collaborate together if we are to make improvements in these areas. Staff training, curriculum adoptions and curriculum aligning to state standards will be the goals for these days. Having a solid block of time to do this will be the key to our success.

Thank you for your consideration of this matter.

Sincerely,

Duane Grams
Superintendent/Principal

WISHRAM SCHOOL DISTRICT 094
180-DAY WAIVER
RESOLUTION 3-06

.....

A RESOLUTION of the Board of Directors of Wishram School District 094, Klickitat County, Washington, requesting a waiver of the 180-school-day requirement for student attendance in Wishram School District 094.

WHEREAS, pursuant to WAC 180-18-050 districts may request a waiver of the 180-student day requirement to provide time for district restructuring of the educational program; and,

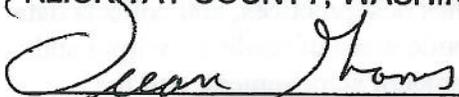
WHEREAS, it is imperative for Wishram School students to improve their math and science skills to reach state and district improvement goals; and,

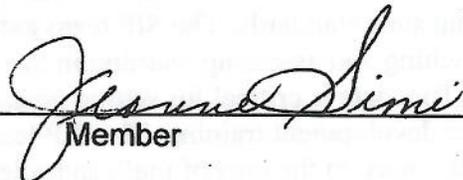
WHEREAS, in order to achieve these goals, it is necessary to allow time for teachers, classified staff, students, Board members, and parents to meet to align our curriculum, plan curriculum adoptions and to provide staff development.

WHEREAS, four full days would be beneficial for this endeavor.

NOW, THEREFORE, BE IT RESOLVED that the Wishram School District 094 is requesting a waiver of the 180-school-day requirement for student attendance to 176 school days.

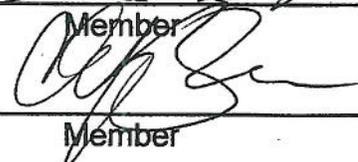
WISHRAM SCHOOL DISTRICT NO. 94
Klickitat County, Washington, by:


DUANE GRAMS, Secretary


Member


Member

Member


Member

Member

Wishram School
180 School Day Wavier Request
2007-2009

The purpose of this document is to provide the specific information required by WAC 180-18-050 for restructuring the educational program for all schools in the Wishram School District for the 2007-2008 through 2008-2009 school years. The Wishram School District is specifically requesting a waiver of the 180-day requirement for this period of time (reducing the student calendar to 176 days).

WAC 180-18-050 (1) (a) – Identification of requirements to be waived.

The Wishram School District Board of Directors is requesting a waiver for Grades 1-12 of the minimum 180-day school year. Specifically, the Wishram School District is requesting that four days be waived for the 2007-2008 and 2008-2009 school years.

WAC 180-18-050 (1) (b) – Specific standards for increased student learning that the district expects to achieve.

The Wishram School District is in the process of adopting, aligning, collecting data, and mapping curriculum for math and science. By 2009, Wishram School District expects our math and science curricula to be totally aligned with state standards for grades K – 12.

By 2009, the Wishram School District will expect to see the achievement level of students in math and science increase to reach state and district school improvement goals based on WASL assessment.

The Wishram School District will narrow the achievement gap for identified groups of students who are not currently meeting standard.

WAC 180-18-050 (1) (c) – How the district plans to achieve the higher standards, including timelines for implementation.

The School Improvement Team, comprised of teachers, assistants, parents, and students, has been established to focus on critical issues and determine direction of the district for meeting state standards. The SIP team gathers, researches best practices, and collects data for teaching and assessing learning in the critical academic areas of reading, writing and math. This data is critical for setting goals, improving student achievement, and for teacher development training. The SIP team will have the data ready to address the district's need in the area of math and science by the fall of 2007.

WAC 180-18-050 (1) (d) – How the district plans to determine if higher standards are met.

The Wishram School District will use its SIP process for collection of evidence and data for all areas of improvement and report this information to all stake holders. The district will also use state and district assessment information including the WASL, ITBS, and classroom assessments in reading, writing, and math.

WAC 180-18-050 (1) (e) – Evidence that the Board of Directors, teachers, administrators and classified employees are committed to working cooperatively on implementing the plan.

The Board of Directors, teachers, administrators, and classified employees all agree that additional non-student time is needed within the school year to facilitate collegial planning and collaborative activities which require staff release or collaboration among staff of different grade levels, including curriculum alignment, vertical teaming, and planning for the current or following school year.

WAC 180-18-050 (1) (f) Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan.

Parents and citizens have been and will continue to be involved in the development of plans that address student achievement at Wishram School District. The SIP team, parent organizations, school board meetings, and school activities are all samples of how we include parents and community members in activities in the Wishram School District.

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: March 13, 2007

SUBJECT: **180-Day Waiver Work Group Recommendations**

SERVICE UNIT: State Board of Education
 Edie Harding, Executive Director

PRESENTERS: Jack Schuster, State Board of Education Member
 Jim Koval, Superintendent of North Thurston Public Schools

BACKGROUND:

The State Board of Education commissioned representatives from educator groups to review the 180-day waiver practice and to bring recommendations about the 180-day waiver options currently available to districts. After two meetings and considerable discussions—through the meetings and e-mails—the Work Group has arrived at two recommendations. These recommendations are detailed in the Work Group’s memo to the Board. They are:

1. To keep the 180-day waiver option with adjustments and refinements. The refinements will provide more clarity and heightened accountability for district use of the waiver. If the Board accepts this recommendation, the Work Group will continue to work together to finalize the adjustments and refinements.
2. To include a work session at the May 2007 Board meeting in which practitioners will provide detailed information about the 180-day waiver, how it has been used in the past, and stories from educators of small, medium, and large districts. This will be an opportunity for Board members to ask practitioners questions of interest and concern.

Included also under this Tab is a letter from Jack Schuster, Chair of the 180-Day Waiver Work Group, and Kris Mayer, Chair of the System Performance/Accountability Committee, acknowledging the direct relationship between the work of the two groups. They also ask for consideration to focus the 180-day waivers on the school improvement process.

Also, included is information on the current status of districts with 180-day waivers and background on 180-day waivers, including the relevant RCWs and WACs.



WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. BOX 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

TO: State Board Of Education Members

FROM: Jack Schuster, Chair of 180-Day Waiver Committee
Kris Mayer, Chair of System Performance/Accountability Committee

DATE: February 26, 2007

RE: Recommendations for 180-Day Waiver Committee

Jack Schuster brought the 180-Day Waiver Committee's recommendations to the Executive Committee on February 23, 2007, for a preliminary discussion. The discussion resulted in a number of issues that we would like the Board to consider in light of the Committee's recommendations.

We strongly encourage the Board to consider its role in advocating that ample time be funded by the state for districts and schools to advance school improvement and the performance of all students. We also encourage and support accountability measures for this investment.

The work of the 180-Day Waiver and the System Performance/Accountability Committees are closely related and the recommendations of the 180-Day Waiver Committee should be reviewed with that systemic relationship in mind. The System Performance/Accountability Committee is considering ways to effectively utilize the process of school improvement – the planning, implementation and monitoring as a way to increase the scale of improvement across the state.

According to WAC 180-180-040, districts may apply for a waiver from the 180-day requirement to implement a local restructuring plan to provide an effective educational system. In addition, in 2004 the SBE required that each school in a district have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process. The school improvement plan shall address, but not be limited to, characteristics of successful schools, safe and supportive learning environments, equity factors, technology, and parent and family involvement (WAC 180-16-220(2)).

Therefore, with the 180-Day Waiver Committee's recommendation to maintain the waivers with modifications, including an increase in accountability, we suggest that the Board discuss the possibility of requiring applicants to clearly delineate how the use of their waiver days relates to their continuous school improvement planning process and increased student achievement. Furthermore, we concur with the Committee that an increase in accountability is important, and, therefore, a feedback loop is essential. This feedback loop should provide evidence of the direct impact of waiver day activities on their school improvement planning process, the implementation of strategies in their school improvement plans, and/or student achievement outcomes

MEMORANDUM

DATE: February 26, 2007
To: State Board of Education Members
From: 180-Day Waiver Work Group
RE: 180-Day Waiver Work Group Recommendations

The State Board of Education (SBE) commissioned representatives from educator groups to explore the 180-day waiver practice currently allowed in Washington schools.

RCW 28A.305.140 Waiver from provisions of RCW 28A.150.20 through 28A.150.220 authorized.

The SBE may grant waivers to school districts from the provisions of RCW 28A.150.220 through 28A.150.220 on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program. The SBE shall adopt criteria to evaluate the need for the waiver or waivers.

WAC 180-18-040 Waivers from minimum one hundred eighty-day requirement

A district desiring to implement a local restructuring plan to provide an effective educational system to enhance 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 180-day school year pursuant to RCW 28A.150.220(5) 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. The SBE may grant said initial waiver requests for up to three school years.

The charge to the committee was to bring recommendations to the State Board of Education about the 180-day waiver options currently available to districts. This memo presents the recommendations and background information.

Recommendations

The committee discussed three pathways for a possible recommendation to the State Board of Education.

1. Keep the 180-day waiver provision as it currently exists in statute and practice
2. Remove the 180-day waiver option for districts
3. Keep the 180-day waiver option with adjustments and refinements.

Committee members unanimously recommend that the State Board of Education keep the 180-day waiver option with refinements to provide more clarity and heightened accountability for district use. Adjustments and refinements include:

1. The State Board of Education defines clear purpose for granting a 180-day waiver to districts
2. Communicate effectively and clearly to districts the purpose of the 180-day waiver
3. Create an application form for districts that speaks to the WAC requirements and the State Board of Education expectations
4. Embed within the application form is an accountability feedback loop to which districts must comply at the end of their first waiver and before any other 180-day waivers are granted

In addition to the recommendations outlined above, the committee unanimously recommends that a work session be conducted with the State Board of Education in May to provide detailed information from practitioners about the 180-day waiver, how it has been used in the past, and stories from educators of small, medium, and large districts.

Background

Since 1993 Washington State has embarked on a standards-based education reform effort designed to change how we measure success in public schools. There have been many previous attempts at educational reform but the difference this time is that it is being implemented in every school and that schools are being held accountable for success by the State Board of Education and the Office of Superintendent of Public Instruction. With the new Elementary and Secondary Education Act (ESEA), known as “No Child Left Behind,” (NCLB) federal accountability is layered on top of the state requirements to make this educational improvement effort unparalleled in public education.

One of the most difficult issues that school systems wrestle with related to improvement is how to provide time for teachers and schools to plan for and to implement change effectively. Teachers need time to organize instruction, implement formative learning processes, and utilize data around the elements inherent in system improvement and improved student learning. One answer is the 180-day waiver option currently available to districts.

Districts also grapple with ways to provide quality professional development to staff. The days of “sit and get” professional development are over. Research is emerging which points to job-embedded, collaborative professional development approaches to authentically improve student learning. Districts now “cannibalize” established programs to support professional development among staff. Stress on district systems to address these needs is pushing districts to a breaking point. Taking away the 180-day waiver option would add additional “stressors” on district attempts to provide quality professional development for staff.

State Board staff and committee members have been fielding calls from educators across the state—every contact being in support of the 180-day waiver option. In fact, superintendents across the state are calculating possible negative impacts to their districts measured in budget increases, decreasing programs, decreasing professional development, and ultimately the impact on instructional practice and student learning.

After talking with some educators across the state about the 180-day waiver options, the committee was able to identify some benefits. Although incomplete, this list does represent the type of activities associated with the 180-day waivers that may be reduced or eliminated with the loss of the 180-day waiver option.

- Educator collaboration for subject specific courses (groups of mathematics teachers at the high school level)
- Educator collaboration for same grade level (fourth grade teachers in an elementary school)
- Educator collaboration for cross grade levels (third grade teachers working with second grade teachers and fourth grade teachers)
- Educator collaboration for cross school transitions (middle school mathematics teachers work with high school mathematics teachers)
- Curricula collaboration for all subject areas, all grade levels, and between transition grades (elementary schools, middle schools, high schools)
- Time for standards, Essential Academic Learning Requirements (EALRs), and Grade Level Expectations (GLE) alignment with curricula
- Time for alignment of classroom-based, formative, and state-level assessments with curricula
- Time to focus on ESEA/NCLB, Adequate Yearly Progress (AYP) cell focus areas
- Time for implementing standards-based reporting systems and standards-based report cards
- Time for implementing authentic electronic portfolio systems
- Time for implementing the High School and Beyond Plan
- Time to work on implementing the Culminating Project
- Time to receive training on new adoptions of materials
- Time to review and act on data that is connected to the School Improvement Planning Processes and implementation
- Time for mentoring, instructional coaching, cognitive coaching, and teacher induction programs
- Time for training programs related to the new professional certification requirements
- Time to research and implement effective instructional strategies
- Time to develop accommodations for students on both ends of the academic spectrum
- Time for general professional development for teachers, para-professionals, food service employees, custodians, transportation employees, and administrators
- Implementation of new programs
- The effective use of technology and instructional integration

- Developing and effectively implementing professional learning communities
- Consistent and formative approach to professional development and instructional planning time

Committee members expressed concern for how the state does/does not provide districts options for these activities with or without 180-day waiver.

A Revised Application Process: Feedback Loop

In order to evaluate a program's success, it is necessary to have districts describe in detail the goal of the waiver request, how the district will improve over time and how that will be measured. All districts have different needs, different support mechanisms, different funding priorities, different community needs, etc. With a revised application process, the districts themselves will identify the data points that will be used to measure success. The district will be expected to collect baseline data and compare and analyze with similar data points over time to demonstrate systematic improvement. This feedback loop should be designed to measure how effective the waiver days have been on addressing the needs of improving schools and the district.

At the end of the first full year of implementation of the waiver days, the district will gather information about the impact of the implementation and submit a preliminary feedback report to the State Board of Education. At the end of the waiver day implementation (2 or 3 years) and before additional waiver days are granted, the district shall submit its final report to the State Board of Education. The State Board of Education may ask that a representative of the district be present at the Board's scheduled meetings to describe the level of success resulting from the granted waiver days. The final reports shall be made public on the districts' Web sites to provide additional information to each district's community.

**State Board of Education
Briefing Paper
Waivers from the 180-Day School Year**

Purpose of Study/Background:

Members of the newly reconstituted State Board of Education made the decision to grant districts requesting waivers one year waivers for the 2006-07 school year. Board staff will work with an advisory group to determine the effectiveness of the current waiver process. The committee will look at criteria used to review waiver requests, and make recommendations to the Board in May 2007 on changes needed to the process.

Issue and Definition:

The overwhelming message from schools is that they need time to align and implement curriculum to meet the Essential Academic Learning Requirements (EALRs). Quality planning time for administrators and teachers is an essential element of the restructuring/reform process.

The State Board of Education is authorized to *“grant waivers from the provisions of RCW 28A.150.200 through RCW 28A.150.220 on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student.”*

RCW/WAC Cites:

RCWs 28A.150.220(3), 28A.305.140, and 28A.655.180
WACs 180-18-040, 180-18-050, 180-18-060

State Board Role:

SBE staff review all applications to assess compliance with statutory and regulatory application requirements. Only those waiver requests meeting the application requirements are brought forward to the Board for approval consideration. Waivers may be granted up to three school years.

OSPI Role: None

Effect on School Districts: Time to plan, consult, support, and collaborate has been a vital element in the use of the waivers from the 180-day school year. Building, district-wide, and regional training provides teachers strategies to help students achieve standards that will ensure success, not only on state-level assessments, but lifelong.

Attached is a list of indicators of successes and benefits that school districts have reported while utilizing waivers from the 180-day school year. All of these indicators point toward improving student learning. Many school superintendents, local school board members, administrators, and teachers have indicated that the waiver from the 180-day calendar has been one of the most beneficial tools they have received from the State.

Since 1995, individual schools, as well as entire school districts, have utilized the use of waivers from the 180-day school year requirement to assist in providing time for staff to collaboratively consult and plan with colleagues for professional improvement contributing to improved student learning. The State Board of Education has recommended that school districts thoughtfully consider how a waiver of the 180-day requirement will contribute to student achievement.

All school districts receiving waivers must continue to meet or exceed the minimum number of instructional hours (1000 – grades 1-12) required for compliance with the Basic Education Act under RCW 28A.150.220. In law, the 180-day waiver cannot be granted if the 1,000 hour requirement is not maintained.

From November 1995 to March 2006, 109 school districts (37% of all 296 districts) have applied and received waivers. The average number of days on a waiver is 5.5 days. The average number of years a district has been on a waiver is 2.6 years.

Currently, 25 percent of the school districts in Washington operate on a waiver from the 180-day school year.

Attachments

Recommendation from Staff:

SBE staff recommends the SBE continue to process requests for waiver from the 180-day school year requirement.

Pat Eirish

April 2006

180-Day Waiver Benefits**Reported by School Districts**

- Time to work on school improvement plans
- Time to do research and analyze test data and best practices that will improve student success
- Time as a whole staff to reflect on what's working well and what needs more focus
- Increased enthusiasm for change – demonstrated through staff discussion
- Time for staff training on assessment strategies for Reading, Writing, and Math
- Uninterrupted blocks of time for staff to focus on academics
- Time to implement identified goals and to align curriculum with EALRS
- Time to focus on assessment strategies
- Time to develop curriculum, learn new or revised instructional strategies, and create, administer, and analyze assessment data that guides decision making to improve student learning
- Collaborative work on curriculum has increased scores
- A better prepared staff positively impacts student achievement
- Allowed teachers time to do the essential things to improve learning
- Staff value these days and consider them crucial to goals of providing a quality educational environment for ALL students
- Quality time spent in staff development is superior to half-day late-arrival/early dismissal model previously used
- Staff development activities have provided quality time for teachers and classified staff to follow through on district goals
- District unable to provide professional training unless a block of time is available Staff development is crucial
- A united focus
- Conference opportunities enhance the parent-teacher partnership, which has a direct impact on student performance, motivation, and achievement
- Visioning and accreditation teams were brought together that included members of community, parents, business leaders, and staff members
- Gains in both WASL and ITBS assessments
- Non-student days have allowed time for staff development for curriculum alignment and teaming, training on instructional assessment strategies, and conducting research and analysis of test data and best instructional practices
- Collegial teaming and collaboration activities have prepared staff for better instructional

delivery

Waiver time has benefited the district as we implement and attend to the No Child Left Behind requirements

Waiver time has enabled district to establish new strategic and building action plans for

making changes that will significantly increase student learning and individual achievement

Rural area and bus transportation is lengthy and time consuming for many.

A full day out of school rather than half days is a cost savings to a district as well

Education association fully supports waiver and believes time devoted is of inestimable

benefit to students now and lifelong

Less disruption for parents

Improved student attendance

Allowed continuity for students

Less fragmented learning

Significant decline in discipline areas of fighting, disrespect, and reduced suspensions

Improved positive attitudes

Schools on 180-Day Waivers During the 2005-06 School Year

School Dist. School or Dist. Days Length of Granted Expiration New/
Name Waived Waiver Date Renewal

Adna District 4 3 Years 3/16/05 2007-08 SY R

Anacortes District 3 3 Years 5/11/05 2007-08 SY R

Arlington District 2 3 Years 5/11/05 2007-08 SY R

Bethel District 2 3 Years 8/24/05 2007-08 SY N

Blaine District 3 3 Years 3/16/05 2007-08 SY R

Boistfort District 2 3 Years 12/12/05 2008-09 SY R

Bremerton District 5 3 Years 8/24/05 2007-08 SY N

Burlington/ K-8 2 3 Years 1/14/05 2007-08 SY

Edison 9-12 3 3 Years 1/14/05 2007-08 SY R

Chewelah District 3 3 Years 3/20/03 2005/06 SY N

Cle-Elum/

Roslyn District 3 3 Years 3/16/05 2007-08 SY R

College Place District 3 3 Years 5/11/05 2007-08 SY R

Colville District 5 3 Years 1/14/05 2007-08 SY R

Columbia

(Burbank) District 3 3 Years 5/11/05 2007-08 SY R

School Dist. School or Dist. Days Length of Granted Expiration New/
Name Waived Waiver Date Renewal

Darrington District 4 3 Years 10/26/05 2008-09 SY N

Dieringer District 2 3 Years 5/11/05 2007-08 SY N

Easton District 4 3 Years 6/1/04 2006-07 SY R

Edmonds District 5 3 Years 5/21/03 2005-06 SY N

Elma District 3 3 Years 12/12/05 2008-09 SY N

Everett District 3 3 Years 5/11/05 2007-08 SY R

Federal Way District 2 3 Years 5/11/05 2007-08 SY R

Franklin Pierce District 4 3 Years 8/24/05 2007-08 SY N
 Garfield/Palouse Districts 3 3 Years 5/11/05 2007-08 SY R
 Highline Chinook Middle Sch 3 3 Years 6/20/03 2005-06 SY N
 Cascade Middle Sch 3 1 Year 6/1/04 2006-07 SY N
 Aviation HS 12 3 Years 1/14/05 2007-08 SY N
 Evergreen HS 9 3 Years 5/11/05 2007-08 SY N
 Highline HS 9 3 Years 5/11/05 2007-08 SY N
 Mount Rainier HS 9 3 Years 5/11/05 2007-08 SY N
 Tye HS 9 3 Years 5/11/05 2007-08 SY N
 School Dist. School or Dist. Days Length of Granted Expiration New/
 Name Waived Waiver Date Renewal
 Hood Canal District 5 3 Years 3/16/05 2007-08 SY R
 Inchelium District 3 3 Years 3/16/05 2007-08 SY R
 Lake Stevens District 2 3 Years 1/14/04 2005-06 SY N
 Lopez Island District 4 3 Years 12/12/05 2008-09 SY R
 Lyle District 4 3 Years 3/16/05 2007-08 SY N
 Mt. Baker District 4 3 Years 5/11/05 2007-08 SY R
 Manson District 1 3 Years 6/20/03 2005-06 SY N
 Medical Lk District 2 3 Years 3/16/05 2007-08 SY R
 Mercer Is. District 1 1Year 10//26/05 2005-06 SY N
 Monroe District 4 3 Years 8/25/04 2006-07 SY N
 Montesano District 3 3 Years 8/25/04 2006-07 SY R
 Mossyrock District 4 3 Years 12/12/05 2008-09 SY R
 Mukilteo District 2 1 Year 5/11/05 2005-06 SY R
 Naches Valley District 2 3 Years 3/16/05 2007-08 SY R
 School Dist. School or Dist. Days Length of Granted Expiration New/
 Name Waived Waiver Date Renewal
 Napavine District 4 3 Years 5/11/05 2007-08 SY N
 Nespelam District 4 3 Years 5/1/04 2006-07 SY R
 Newport District 4 2 Years 3/16/05 2006-07 SY R
 North Kitsap District 5 3 Years 1/14/05 2007-08 SY R
 North Mason District 2 1 Year 3/16/05 2005-06 SY R
 Northport District 5 3 Years 5/21/04 2006-07 SY R
 Northshore District 5 3 Years 3/16/05 2007-08 SY R
 North Thurston District 7 3 Years 5/1/04 2006-07 SY N
 Ocean Beach District 3 3 Years 12/12/05 2008-09 SY R
 Ocosta District 4 3 Years 3/16/05 2007-08 SY R
 Odessa District 5 3 Years 12/12/05 2008-09 SY N
 Onalaska District 2 3 Years 3/16/05 2007-08 SY R
 Onion Creek District 5 3 Years 3/16/05 2007-08 SY R
 Orient District 5 3 Years 3/16/05 2007-08 SY R
 Orting District 8 1 Year 12/12/05 2006-07 SY R
 School Dist. School or Dist. Days Length of Granted Expiration New/
 Name Waived Waiver Date Renewal
 Othello District 6 3 Years 5/11/05 2007-08 SY R
 Port Angeles District 5 3 Years 3/16/05 2007-08 SY R

Raymond District 5 3 Years 6/18/04 2006-07 SY N
Riverside District 4 3 Years 5/21/03 2005-06 SY R
Rosalia District 2 3 Years 8/22/03 2005-06 SY R
Seattle District 3 3 Years 6/20/03 2005-06 SY R
Selkirk District 3 3 Years 3/16/05 2007-08 SY R
Shoreline District 5 3 Years 8/25/04 2006-07 SY R
Snohomish District 3 3 Years 3/17/04 2006-07 SY R
So. Whidbey District 4 1 Year 12.12.05 2006-07 SY N
Sultan District 5 3 Years 1/14/04 2005-06 SY R
Sunnyside District 7 3 Years 3/16/05 2007-08 SY R
Tacoma TacomaSOTA 18 3 Years 10/21/05 2006-07 SY R
Tahoma District 3 1 Year 5/11/05 2005-06 SY R
School Dist. School or Dist. Days Length of Granted Expiration New/
Name Waived Waiver Date Renewal
Valley District 4 3 Years 3/16/05 2007-08SY R
Wahkiakum District 4 3 Years 5/11/05 2007-08 SY R
Wahluke High School 2 3 Years 10/26/05 2007-08 SY N
Waitsburg District 2 3 Years 5/11/05 2007-08 SY N
Wellpinit District 5 3 Years 5/11/05 2007-08 SY N
West Valley District 3 3 Years 5/11/05 2007-08 SY R
(Yakima)

Wishkah Valley District 4 3 Years 8/24/05 2007-08 SY R

Zillah District 3 3 Years 1/16/05 2007-08 SY R

Total school districts operating with 180-day waivers in the 200506 school year: **74**

(This number includes the following school districts that have also renewed their waivers:

Boistfort, Lopez Island, Monroe, Montesano, Mossyrock, Ocean Beach, and Orting.)

Total school districts with renewed waivers: **52**

Total school districts with new waivers: **22**

Percent of school districts in Washington operating schedules on a 180-day waiver in the 2005-06 school year: **25%**

Pat Eirish, Manager

Research and Assistance Program

State Board of Education

March 2006

School Districts Granted 180-Day Waivers Since November 1995

(Not all are currently operating with a waiver.)

Adna

Anacortes

Arlington

Bethel

Blaine

Boistfort

Bremerton

Burlington-Edison

Central Valley

Chewelah

Cle Elum-Roslyn

**College Place
Columbia #400
Colville
Concrete
Conway
Darrington
Dieringer
Dixie
East Valley (Spokane)
Easton
Edmonds
Elma
Everett
Federal Way
Franklin Pierce
Freeman
Garfield
Grand Coulee
Grandview
Grapeview
Highline
Hood Canal
Hoquiam
Inchelium
Keller
Kettle Falls
LaCrosse
Lake Stevens
Liberty
Loon Lake
Lopez Island
Lyle
Mabton
Mansfield
Manson
Mary Walker
Mead
Medical Lake
Mercer Island
Monroe
Montesano
Mossyrock
Mount Baker
Mukilteo
Naches Valley
Napavine**

Nespelem
Newport
North Kitsap
North Mason
North Thurston
Northport
Northshore
Ocean Beach
Ocosta
Odessa
Onalaska
Onion Creek
Orient
Orting
Othello
Palouse
Port Angeles
Pullman
Raymond
Reardan-Edwall
Riverside
Rosalia
Seattle
Sedro-Woolley
Selkirk
Shoreline
Snohomish
South Whidbey
Sultan
Sunnyside
Tacoma
Tahoma
Thorp
Tukwila
Valley
Vashon Island
Wahkiakum
Wahluke
Waitsburg
Walla Walla
Wellpinit
West Valley (Yakima)
West Valley (Spokane)
Wishkah Valley
Zillah

Total: 102

March 2006

Pat Eirish
Graphic Version

RCW 28A.150.220

Basic Education Act — Program requirements — Program accessibility — Rules.

(1) Satisfaction of the basic education program requirements identified in RCW 28A.150.210 shall be considered to

be implemented by the following program:

(a) Each school district shall make available to students enrolled in kindergarten at least a total instructional offering of four hundred fifty hours. The program shall include instruction in the essential academic learning requirements under *RCW 28A.630.885 and such other subjects and such activities as the school district shall

determine to be appropriate for the education of the school district's students enrolled in such program;

(b) Each school district shall make available to students enrolled in grades one through twelve, at least a districtwide

annual average total instructional hour offering of one thousand hours. The state board of education may define

alternatives to classroom instructional time for students in grades nine through twelve enrolled in alternative learning

experiences. The state board of education shall establish rules to determine annual average instructional hours for

districts including fewer than twelve grades. The program shall include the essential academic learning requirements

under *RCW 28A.630.885 and such other subjects and such activities as the school district shall determine to be

appropriate for the education of the school district's students enrolled in such group;

(c) If the essential academic learning requirements include a requirement of languages other than English, the

requirement may be met by students receiving instruction in one or more American Indian languages.

(2) Nothing contained in subsection (1) of this section shall be construed to require individual students to attend

school for any particular number of hours per day or to take any particular courses.

(3) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all

students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and

shall consist of a minimum of one hundred eighty school days per school year in such grades as are conducted by a

school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten: PROVIDED, That

effective May 1, 1979, a school district may schedule the last five school days of the one hundred and eighty day

school year for noninstructional purposes in the case of students who are graduating from high school, including, but

not limited to, the observance of graduation and early release from school upon the request of a student, and all such

students may be claimed as a full time equivalent student to the extent they could otherwise have been so claimed for

the purposes of RCW 28A.150.250 and 28A.150.260.

(4) The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260, and such related supplemental program

approval requirements as the state board may establish.

[1993 c 371 § 2; (1995 c 77 § 1 and 1993 c 371 § 1 expired September 1, 2000); 1992 c 141 § 503; 1990 c 33 § 105; 1982 c 158 § 1; 1979

ex.s. c 250 § 1; 1977 ex.s. c 359 § 3. Formerly RCW 28A.58.754.]

Notes:

*Reviser's note: RCW 28A.630.885 was recodified as RCW 28A.655.060 pursuant to 1999 c 388 § 607.
RCW

28A.655.060 was subsequently repealed by 2004 c 19 § 206.

Contingent expiration date -- 1995 c 77 § 1: "Section 1 of this act shall expire September 1, 2000.

However,

section 1 of this act shall not expire if, by September 1, 2000, a law is not enacted stating that a school accountability

and academic assessment system is not in place." [1995 c 77 § 32.] That law was not enacted by September 1, 2000.

Contingent effective date -- 1993 c 371 § 2: "Section 2 of this act shall take effect September 1, 2000.

However,

section 2 of this act shall not take effect if, by September 1, 2000, a law is enacted stating that a school accountability

and academic assessment system is not in place." [1993 c 371 § 5.] That law was not enacted by September 1, 2000.

Contingent effective date -- 1992 c 141 §§ 502-504, 506, and 507: See note following RCW 28A.150.205.

Findings -- Part headings -- Severability -- 1992 c 141: See notes following RCW 28A.410.040.

Severability -- 1982 c 158: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1982 c 158 § 8.]

Effective date -- 1979 ex.s. c 250: "This amendatory act is necessary for the immediate preservation of the public

peace, health, and safety, the support of the state government and its existing public institutions, and except as

otherwise provided in subsection (5) of section 1, and section 2 of this amendatory act, shall take effect August 15,

1979." [1979 ex.s. c 250 § 10.]

Severability -- 1979 ex.s. c 250: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1979 ex.s. c 250 § 11.]

Effective date -- Severability -- 1977 ex.s. c 359: See notes following RCW 28A.150.200.

[Graphic Version](#)

RCW 28A.305.140

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.

The state board of education may grant waivers to school districts from the provisions of RCW 28A.150.200 through 28A.150.220 on the basis that such waiver or waivers are necessary to implement successfully a local

plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational

programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.

[1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW 28A.04.127.]

Notes:

Contingent expiration date -- 1992 c 141 § 302: "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted

by September 1, 2000.

Severability -- 1985 c 349: See note following RCW 28A.150.260.

RCW 28A.655.180

Waivers for educational restructuring programs —

Study by

joint select committee on education restructuring —

Report

to legislature.

(1) The state board of education, where appropriate, or the superintendent of public instruction, where appropriate, may grant waivers to districts from the provisions of statutes or rules relating to: The length of the school year; student-to-teacher ratios; and other administrative rules that in the opinion of the state board of education or the opinion of the superintendent of public instruction may need to be waived in order for a district to implement a plan for restructuring its educational program or the educational program of individual schools within the district.

(2) School districts may use the application process in RCW 28A.305.140 or *28A.300.138 to apply for the waivers under subsection (1) of this section.

(3) The joint select committee on education restructuring shall study which waivers of state laws or rules are necessary for school districts to implement education restructuring. The committee shall study whether the waivers

are used to implement specific essential academic learning requirements and student learning goals. The committee

shall study the availability of waivers under the schools for the twenty-first century program created by chapter 525,

Laws of 1987, and the use of those waivers by schools participating in that program. The committee shall also study

the use of waivers authorized under RCW 28A.305.140. The committee shall report its findings to the legislature by

December 1, 1997.

[1995 c 208 § 1; (1997 c 431 § 23 expired June 30, 1999). Formerly RCW 28A.630.945.]

Notes:

***Reviser's note:** RCW 28A.300.138 was repealed by 1999 c 388 § 603.

180-18-030 << 180-18-040 >> 180-18-050

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 implement a local restructuring plan to provide an effective educational system to enhance 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.150.220(5) 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. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance 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.

[Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

180-18-040 << 180-18-050 >> 180-18-055

WAC 180-18-050

Local restructuring plan requirements to obtain waiver.

(1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 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 which includes a request for the waiver and a plan for restructuring the educational program of one or more schools which consists of at least the following information:

- (a) Identification of the requirements to be waived;
- (b) Specific standards for increased student learning that the district expects to achieve;
- (c) How the district plans to achieve the higher standards, including timelines for implementation;
- (d) How the district plans to determine if the higher standards are met;
- (e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan; and
- (f) Evidence that opportunities were provided for families, parents, and citizens to be involved in the development of the plan.

(2) The district plan for restructuring the educational program of one or more schools in the district may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (1)(a) through (d) of this section.

(3) The application for a waiver and all supporting documentation must be received by the state board of education at least thirty 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.

[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.]
180-18-055 << 180-18-060 >> 180-18-090

WAC 180-18-060

Waiver renewal procedure.

Waiver requests related to WAC 180-18-040 which are granted by the state board of education pursuant to WAC 180-18-030 and 180-18-050 may be renewed up to three years upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational programs that were implemented as a result of the waivers. The request to the state board of education shall include information regarding the activities and programs implemented as a result of the waivers, whether higher standards for students are being achieved, and a summary of the comments received at the public meeting or meetings.

[Statutory Authority: Chapter 28A.630 RCW. 01-24-092, § 180-18-060, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-060, filed 10/2/95, effective 11/2/95.]

180-Day Waivers

	<u>Days Granted</u>	<u>Expiration Dates</u>		
		<u>2006-07 SY</u>	<u>2007-08 SY</u>	<u>2008-09 SY</u>
Adna	4		X	
Anacortes	3		X	
Auburn	2	X		
Arlington	2		X	
Bethel	2		X	
Blaine	3		X	
Boistfort	2			X
Bremerton	5		X	
Burlington/Edison	K-8:5 days 9-12: 3 days		X	
Cle-Elum/Roslyn	3		X	
College Place	3		X	
Columbia (Burbank)	3		X	
Columbia (Hunters)	3			X
Colville	5		X	
Darrington	4			X
Dieringer	2		X	
Easton	4	X		
Edmonds	5	X		
Elma	3			X
Everett	3		X	
Federal Way	2		X	
Ferndale	2	X		
Franklin Pierce	4		X	
Garfield/Palouse	3		X	
Grandview	4		X	
Granite Falls	3	X		
Grapeview	2	X		
Highline				
Aviation HS	12	X		
Chinook MS	3	X		
Cascade MS	3	X		
Pacific MS	3		X	
Sylvester MS	3		X	
Evergreen HS	9		X	
Highline HS	9		X	
Mt. Rainier HS	9		X	
Tyee HS	9		X	
Hood Canal	5		X	
Inchelium	3		X	
Lake Stevens	1	X		
Lopez Island	4			X
Lyle	4		X	
Mt. Baker	4		X	
Manson	1			X
Marysville	5		X	
Mary Walker	2	X		
Medical Lake	2		X	
Meridian	2			X
Monroe	4	X		
Montesano	3	X		
Mossyrock	4			X
Mukilteo	2	X		
Naches Valley	2		X	
Napavine	4		X	
Nespelem	4	X		

180-Day Waivers

	<u>Days Granted</u>	<u>Expiration Dates</u>		
		<u>2006-07 SY</u>	<u>2007-08 SY</u>	<u>2008-09 SY</u>
Newport	4	X		
North Kitsap	5		X	
North Mason	2	X		
Northport	5	X		
Northshore	5		X	
North Thurston	7	X		
Ocean Beach	3			X
Ocosta	4		X	
Odessa	5			X
Onalaska	2		X	
Onion Creek	5		X	
Orient	5		X	
Orting	8	X		
Othello	6		X	
Port Angeles	5		X	
Raymond	5	X		
Riverside	2	X		
Seattle	3			X
Selkirk	3		X	
Shoreline	5	X		
Snohomish	3	X		
South Bend	3			X
South Whidbey	4	X		
Sultan	5	X		
Sunnyside	7		X	
Tacoma	5		X	
TacomaSOTA	18	X		
Tahoma	3	X		
Valley	4		X	
Wahkiakum	4		X	
Wahluke	2		X	
Waitsburg	2		X	
Wellpinit	5		X	
West Valley (Yakima)	3		X	
Wishkah Valley	4		X	
Zillah	3		X	

**School Districts Granted 180-Day Waivers
November 1995 to December 2006 (37%)**

(Not all are currently operating with a waiver.)

Adna	Kettle Falls	Port Angeles
Anacortes	LaCrosse	Pullman
Arlington	Lake Stevens	Raymond
Auburn	Liberty	Reardan-Edwall
Bethel	Loon Lake	Riverside
Blaine	Lopez Island	Rosalia
Boistfort	Lyle	Seattle
Bremerton	Mabton	Sedro-Woolley
Burlington-Edison	Mansfield	Selkirk
Central Valley	Manson	Shoreline
Chewelah	Marysville	Snohomish
Cle Elum-Roslyn	Mary Walker	South Bend
College Place	Mead	South Whidbey
Columbia #206	Medical Lake	Sultan
Columbia #400	Mercer Island	Sunnyside
Colville	Meridian	Tacoma
Concrete	Monroe	Tahoma
Conway	Montesano	Thorp
Darrington	Mossyrock	Tukwila
Dieringer	Mount Baker	Valley
Dixie	Mukilteo	Vashon Island
East Valley (Spokane)	Naches Valley	Wahkiakum
Easton	Napavine	Wahluke
Edmonds	Nespelem	Waitsburg
Elma	Newport	Walla Walla
Everett	North Kitsap	Wellpinit
Federal Way	North Mason	West Valley (Yakima)
Ferndale	North Thurston	West Valley (Spokane)
Franklin Pierce	Northport	Wishkah Valley
Freeman	Northshore	Zillah
Garfield	Ocean Beach	
Grand Coulee	Ocosta	
Grandview	Odessa	
Grapeview	Onalaska	
Highline	Onion Creek	
Hood Canal	Orient	
Hoquiam	Orting	
Inchelium	Othello	
Keller	Palouse	

Total: 109
November 2006
Pat Eirish

180-Day Waiver Study

State Board of Education
Pat Eirish
Dec. 7, 2006

Schools for the 21st Century

- SB 5479 – May 1987
 - 6-Year Program Authorized to June 1994
 - 33 Projects Selected
- Legislative Components
 - 10 Extra Days
 - Collaborative Planning, Design More Effective Schools
 - Supplemental Resources
 - Average of \$50,000 per year

Schools for the 21st Century

- Legislative Components
 - Waivers Allowed
 - Grant Duration
- The Change Process – Lessons Learned
 - Barriers to Change
 - Lack of Time
 - Resistance to Change
 - Difficulty in Developing Group Consensus

Schools for the 21st Century

- Conclusions
 - Time for staff collaboration is the single most important ingredient for significant school improvement.
 - With proper incentives, locally based shared decision making is the most effective way to both develop and implement positive school change.
 - For shared decision making and the collaborative time to be most productive, they must be clearly focused on the goals of the school, and those goals must also be developed collaboratively.

Schools for the 21st Century

- **Conclusions**
 - The state’s most productive roles in school improvement are in providing appropriate incentives, frameworks, and support for such improvement, rather than in mandating the methods of implementation.
 - School transformation is not a “project” or an episodic series of projects, it is a complex whole.

Learning Improvement Days

- 1999-00 School Year Funding for 3 Learning Improvement Days
- Learning Improvement Days replaced an earlier program called Student Learning Improvement Grants (SLIGs)
 - Additional time and resources for site-based planning activities and staff development.
- 1995-97 –Student Learning Improvement Block Grants
- 2002-03 Learning Improvement Days Reduced to 2 Days

Learning Improvement Days

- **Program Description**
 - Scheduled Work Days that 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
 - **Allowable Activities:**
 - Developing and Updating Student Learning Improvement Plans,
 - Implementing Curriculum Materials & Instructional Strategies,
 - Providing Professional Development,
 - Developing and Implementing Assessment Strategies and Training in Assessment Scoring; and
 - Conducting Other Activities Intended to Improve Student Learning for All Students, Including Students with Diverse Needs

Learning Improvement Days

- **Activities**
 - Consistent with district and school plans for improving student learning.
 - District and school plans delineate how LIDs are used to assist students in meeting the EALRs and help the district/school achieve state and local accountability goals.
 - Plans available to the public

Learning Improvement Days

- Rules Adopted by OSPI
 - WAC 392-140-950 through
 - WAC 392-140-967

Rules determine eligibility for state funding and establish guidelines for the use of LIDs

Use of LIDs by SDs underscores the need for staff planning and collaboration beyond the 180-day school year.

Basic Education Compliance

- Annual Basic Education Program Requirement Compliance
- Total Instructional Hour Offerings
 - Grades 1-12 - District-wide annual average of 1,000 hours linked to the EALRs and other district-determined subjects/activities
 - Kindergarten 450 hours
- K-3/4-12 Students to Classroom Teacher Ratio
- District ratio of FTE classroom students to FTE classroom teachers in Grades K-3 is no greater than district ratio of FTE classroom students to FTE classroom teachers in Grades 4 and above.
- Minimum 180-Day School Year
 - No less than 180 days of planned instructional activity
 - Kindergarten no less than 180 half days or the equivalent per school year. (450 hours of instruction)
 - Districts using waivers must still be in compliance with the total instructional hour requirement.
- Signed by School District Superintendent and Board Chair

180-Day Waivers

- Authority: RCW 28A.150.220(3), RCW 28A.305.140, and RCW 28A.655.180
- Chapter 180-18 WAC Restructuring
- November 1995 – 1st 180-day waiver
- Waivers granted up to 3 school years
- No set number of waiver days

180-Day Waivers

- Criteria for Waiver:
 - Identify Requirements – # of Days Requested;
 - Standards for Increased Student Learning Expected;
 - How the District Plans to Achieve Higher Standards;
 - Timelines for Implementation;

180-Day Waivers

- Criteria for Waiver:
 - How Higher Standards to be Determined;
 - Evidence that Local Board, Administrators, Teachers and Classified Staff are Committed to Working Cooperatively on Restructuring Plan
 - Evidence Opportunities Provided for Families, Parents, and Citizens to be Involved in the Development of the Plan

180-Day Waivers

- Criteria for Waiver:
 - Resolution Signed by Local School Board
 - School Districts Must Still be in Compliance with the BEA Instructional Hour Offering Requirement

180-Day Waivers

- Thoughtfully Consider Impact on Student Learning
- TIME FOR:
 - Alignment of Curriculum
 - Collaborative Planning
 - Professional Development
 - Cross Grade Level Planning
 - Building, District and Regional Training
 - Research of Best Practices
 - Involvement with Families and Citizens

180-Day Waivers

- Total Waivers 2006-07 School Year
81 School Districts (25%)
- Total Waivers Since Nov. 1995
109 School Districts (37%)
- Average # of Days on Waiver 5.5
- Average # of Years on Waiver 2.6

Basic Education Act

- **1993 Legislative Findings:**

- “The Legislature finds that student achievement in Washington must be improved to keep pace with societal changes, changes in the workplace, and an increasingly competitive international economy.
- To increase student achievement, the legislature finds that the state of Washington needs to develop a public school system that focuses more on the educational performance of students, that includes high expectations for all students, and that **provides more flexibility for school boards and educators in how instruction is provided.**

Basic Education Act

- **1993 Legislative Findings:**

- **Time and Resources for Educators to Collaboratively Develop and Implement Strategies for Improved Student Learning**

180-Day Waivers

No single strategy (including waivers) has been the silver bullet for education reform.

Multiple Strategies Impact Student Learning

RCW 28A.305.140

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.

The state board of education may grant waivers to school districts from the provisions of RCW 28A.150.200 through 28A.150.220 on the basis that such waiver or waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.

[1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW 28A.04.127.]

Notes:

Contingent expiration date -- 1992 c 141 § 302: "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted by September 1, 2000.

Severability -- 1985 c 349: See note following RCW 28A.150.260.

RCW 28A.150.220

**Basic Education Act — Program requirements — Program accessibility
— Rules.**

(1) Satisfaction of the basic education program requirements identified in RCW 28A.150.210 shall be considered to be implemented by the following program:

(a) Each school district shall make available to students enrolled in kindergarten at least a total instructional offering of four hundred fifty hours. The program shall include instruction in the essential academic learning requirements under *RCW 28A.630.885 and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such program;

(b) Each school district shall make available to students enrolled in grades one through twelve, at least a district-wide annual average total instructional hour offering of one thousand hours. The state board of education may define alternatives to classroom instructional time for students in grades nine through twelve enrolled in alternative learning experiences. The state board of education shall establish rules to determine annual average instructional hours for districts including fewer than twelve grades. The program shall include the essential academic learning requirements under *RCW 28A.630.885 and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such group;

(c) If the essential academic learning requirements include a requirement of languages other than English, the requirement may be met by students receiving instruction in one or more American Indian languages.

(2) Nothing contained in subsection (1) of this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.

(3) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school days per school year in such grades as are conducted by a school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten; PROVIDED, That effective May 1, 1979, a school district may schedule the last five school days of the one hundred and eighty day school year for noninstructional purposes in the case of students who are graduating from high school, including, but not limited to, the observance of graduation and early release from school upon the request of a student, and all such students may be claimed as a full time equivalent student to the extent they could otherwise have been so claimed for the purposes of RCW 28A.150.250 and 28A.150.260.

(4) The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260, and such related supplemental program approval requirements as the state board may establish.

[1993 c 371 § 2; (1995 c 77 § 1 and 1993 c 371 § 1 expired September 1, 2000); 1992 c 141 § 503; 1990 c 33 § 105; 1982 c 158 § 1; 1979 ex.s. c 250 § 1; 1977 ex.s. c 359 § 3. Formerly RCW 28A.58.754.]

Notes:

***Reviser's note:** RCW 28A.630.885 was recodified as RCW 28A.655.060 pursuant to 1999 c 388 § 607. RCW 28A.655.060 was subsequently repealed by 2004 c 19 § 206.

Contingent expiration date -- 1995 c 77 § 1: "Section 1 of this act shall expire September 1, 2000. However, section 1 of this act shall not expire if, by September 1, 2000, a law is not enacted stating that a school accountability and academic assessment system is not in place." [1995 c 77 § 32.] That law was not enacted by September 1, 2000.

Contingent effective date -- 1993 c 371 § 2: "Section 2 of this act shall take effect September 1, 2000. However, section 2 of this act shall not take effect if, by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1993 c 371 § 5.] That law was not enacted by September 1, 2000.

Contingent effective date -- 1992 c 141 §§ 502-504, 506, and 507: See note following RCW 28A.150.205.

Findings -- Part headings -- Severability -- 1992 c 141: See notes following RCW 28A.410.040.

Severability -- 1982 c 158: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1982 c 158 § 8.]

Effective date -- 1979 ex.s. c 250: "This amendatory act is necessary for the immediate preservation of the public peace,

health, and safety, the support of the state government and its existing public institutions, and except as otherwise provided in subsection (5) of section 1, and section 2 of this amendatory act, shall take effect August 15, 1979." [1979 ex.s. c 250 § 10.]

Severability -- 1979 ex.s. c 250: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1979 ex.s. c 250 § 11.]

Effective date -- Severability -- 1977 ex.s. c 359: See notes following RCW 28A.150.200.

Chapter 180-18 WAC Waivers for restructuring purposes

Last Update: 11/4/04

WAC Sections

- 180-18-010 Purpose and authority.
- 180-18-030 Waiver from total instructional hour requirements.
- 180-18-040 Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.
- 180-18-050 Local restructuring plan requirements to obtain waiver.
- 180-18-055 Alternative high school graduation requirements.
- 180-18-060 Waiver renewal procedure.
- 180-18-090 Alternative option to WAC 180-18-055.

DISPOSITIONS OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

- 180-18-020 Purpose. [Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-020, filed 10/2/95, effective 11/2/95.] Repealed by 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6).
- 180-18-080 Alternative waiver application procedure. [Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-080, filed 10/2/95, effective 11/2/95.] Repealed by 01-24-092, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW.

180-18-010 Purpose and authority.

(1) The purpose of this chapter is to support local educational improvement efforts by establishing policies and procedures by which schools and school districts may request waivers from basic education program approval requirements.

(2) The authority for this chapter is RCW 28A.305.140 and 28A.655.180(1).

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130 (6). 02-18-056, § 180-18-010, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.305.140 and 28A.630.945. 98-05-001, § 180-18-010, filed 2/4/98, effective 3/7/98. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-010, filed 10/2/95, effective 11/2/95.]

180-18-030 Waiver from total instructional hour requirements.

A district desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for all students may apply to the state board of education for a waiver from the total instructional hour requirements. The state board of education may grant said waiver requests pursuant to RCW 28A.305.140 and WAC 180-18-050 for up to three school years.

[Statutory Authority: Chapter 28A.630 RCW. 01-24-092, § 180-18-030, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-030, filed 10/2/95, effective 11/2/95.]

180-18-040 Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.

(1) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance 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.150.220

(5) 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. The state board of education may grant said initial waiver requests for up to three school years.

(2) A district desiring to implement a local restructuring plan to provide an effective educational system to enhance 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.

[Statutory Authority: Chapter 28A.630 RCW and 1995 c 208, 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

180-18-050

Local restructuring plan requirements to obtain waiver.

(1) State board of education approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 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 which includes a request for the waiver and a plan for restructuring the educational program of one or more schools which consists of at least the following information:

- (a) Identification of the requirements to be waived;
- (b) Specific standards for increased student learning that the district expects to achieve;
- (c) How the district plans to achieve the higher standards, including timelines for implementation;
- (d) How the district plans to determine if the higher standards are met;
- (e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan; and
- (f) Evidence that opportunities were provided for families, parents, and citizens to be involved in the development of the plan.

(2) The district plan for restructuring the educational program of one or more schools in the district may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (1)(a) through (d) of this section.

(3) The application for a waiver and all supporting documentation must be received by the state board of education at least thirty 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.

[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.]

180-18-055

Alternative high school graduation requirements.

(1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

(2) A school district, or high school with permission of the district board of directors, or approved private high school, desiring

to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter 180-51 WAC.

(3) The state board of education may grant the waiver for a period up to four school years.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter 180-51 WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (4)(a) through (d) of this section.

(6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the high school Washington assessments of student learning;

(g) The level and types of family and parent involvement at the school;

(h) The school's annual performance report the last three school years; and

(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

(7) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(9) The state board of education shall notify the state board for community and technical colleges, the higher education coordinating board and the council of presidents of any waiver granted under this section.

(10) Any waiver requested under this section will be granted with the understanding that the state board of education will

affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(11) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

[Statutory Authority: RCW 28A.150.220 and 28A.305.140. 04-23-006, § 180-18-055, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130 (6). 04-04-093, § 180-18-055, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.230.090, 28A.305.140 and 28A.600.010. 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]

180-18-060

Waiver renewal procedure.

Waiver requests related to WAC 180-18-040 which are granted by the state board of education pursuant to WAC 180-18-030 and 180-18-050 may be renewed up to three years upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational programs that were implemented as a result of the waivers. The request to the state board of education shall include information regarding the activities and programs implemented as a result of the waivers, whether higher standards for students are being achieved, and a summary of the comments received at the public meeting or meetings.

[Statutory Authority: Chapter 28A.630 RCW. 01-24-092, § 180-18-060; filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-060, filed 10/2/95, effective 11/2/95.]

180-18-090

Alternative option to WAC 180-18-055.

See WAC 180-51-050 (1)(b) as another option to award high school credit on the basis of competency.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130 (6). 04-04-093, § 180-18-090, filed 2/3/04, effective 3/5/04.]

180-16-210 << 180-16-215 >> 180-16-220

WAC 180-16-215

Minimum one hundred eighty school day year.

(1)(a) **One hundred eighty school day requirement.** Each school district shall conduct a school year of no less than one hundred eighty school days in such grades as are conducted by the school district, and one hundred eighty half-days of instruction, or the equivalent, in kindergarten. If a school district schedules a kindergarten program other than one hundred eighty half-days, the district shall attach an explanation of its kindergarten schedule when providing compliance documentation to the state board of education staff.

(b) **Waiver option, application and renewal procedures.** See WAC 180-18-050 for waiver process.

(2) **School day defined.** A school day shall mean each day of the school year on which pupils enrolled in the common schools of a school district are engaged in educational activity planned by and under the direction of the school district staff, as directed by the administration, and pursuant to written policy and board of directors of the district.

(3) **Accessibility of program.** Each school district's program shall be accessible to all legally eligible students, including students with disabilities, who are five years of age and under twenty-one years of age who have not completed high school graduation requirements.

(4) **Five-day flexibility - Students graduating from high school.** A school district may schedule the last five school days of the one hundred eighty day school year for noninstructional purposes in the case of students who are graduating from high school, including, but not limited to, the observance of graduation and early release from school upon the request of a student.

[Statutory Authority: RCW 28A.150.220(4), 02-18-053, § 180-16-215, filed 8/28/02, effective 9/28/02. Statutory Authority: Chapter 28A.630 RCW, 01-24-092, § 180-16-215, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208, 95-20-086, § 180-16-215, filed 10/4/95, effective 11/4/95. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250, 79-10-033 (Order 10-79), § 180-16-215, filed 9/12/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754, 78-06-097 (Order 3-78), § 180-16-215, filed 6/5/78.]

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School Improvement Assistance (SIA): Adequate Yearly Progress (AYP)
 Map of school districts and stages of AYP status in the 2006-07 school year

Map Key*

- = Out of Improvement Status
- = Year 1
- ◆ = Year 2
- ▲ = Year 3
- ✖ = Closed

*The number inside the symbol indicates the number of schools in that district at that step of SIA.



Washington K-12 School Districts



Map generated 3/14/00
 Bill & Melinda Gates Foundation

School Improvement Assistance (SIA): Adequate Yearly Progress (AYP)

Map of school districts and stages of AYP status. (As of February 2007)

	District	School Improvement Status
1.	Aberdeen	Out (1)
2.	Auburn	Year 2 (1)
3.	Brewster	Out (2)
4.	Bridgeport	Out (1); Year 3 (1)
5.	Burlington-Edison	Year 2 (1)
6.	Cape Flattery	Out (1)
7.	Clover Park	Out (1); Year 2 (1)
8.	College Place	Year 2 (1)
9.	Concrete	Out (1)
10.	Creston	Out (1)
11.	Eastmont	Year 1 (1)
12.	Grandview	Out (1); Year 3 (1); Year 1 (1)
13.	Granger	Out (1); Year 3 (1)
14.	Highline	Out (2); Closed (1); Year 1 (3); Year 2 (1)
15.	Hood Canal	Out (1)
16.	Hoquiam	Year 3 (1)
17.	Inchelium	Out (1)
18.	Kennewick	Year 2 (1)
19.	Longview	Year 3 (1)
20.	Mabton	Out (1); Year 2 (1)
21.	Moses Lake	Year 1 (1)
22.	Mount Adams	Out (1)
23.	Mount Vernon	Year 1 (1)
24.	North Beach	Out (1)
25.	North Franklin	Year 1 (2)
26.	Ocean Beach	Out (1)
27.	Okanogan	Out (1)
28.	Oroville	Out (1)
29.	Othello	Out (3); Year 2 (1)
30.	Pasco	Out (1); Year 1 (2); Year 2 (2); Year 3 (3)
31.	Peninsula	Year 1 (1)
32.	Puyallup	Year 2 (1)
33.	Quillayute Valley	Year 1 (1)
34.	Quinault Lake	Out (1)
35.	Quincy	Out (1)
36.	Raymond	Out (1)
37.	Renton	Year 1 (5); Year 2 (1)
38.	Seattle	Out (4); Year 1 (1); Year 2 (5)
39.	Shelton	Year 1 (1)
40.	Soap Lake	Out (1)
41.	Spokane	Year 1 (1)
42.	Sunnyside	Out (1); Year 1 (1); Year 3 (2)
43.	Tacoma	Out (8); Year 3 (2)
44.	Taholah	Year 2 (2)
45.	Toppenish	Out (4)
46.	Vancouver	Year 1 (1); Year 2 (1); Year 3 (1)
47.	Wahluke	Out (3)
48.	Wapato	Out (2); Year 1 (1); Year 2 (2)
49.	Warden	Out (1); Year 3 (1)
50.	Yakima	Out (9); Year 1 (1); Year 3 (3)