The Washington State Board of Education
Governance I Accountability I Achievement I Oversight I Career & College Readiness

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

July 1, 2013

Dear board members:

We look forward to seeing you at our July meeting in Spokane. Enclosed is your packet for the two-day meeting at ESD 101, where will be hosted by Dr. Mike Dunn and his staff. The visit will also afford us an opportunity to catch up with old friends, in particular Amy Bragdon, who has invited us for a gathering at her home on the evening of July 10.

Your packet is built around several key action items for the July meeting. Now that the legislature has completed its work, the Board will consider a motion to submit an Index redesign to the federal government. The materials for that discussion are almost the same as those made available for the June special meeting; to the extent you reviewed those materials already; you will not need to duplicate those efforts for July. In this context, we will revisit our discussion regarding how best to include English Language Learners in the Index; a group of students I know the Board cares very deeply about.

Our work on an accountability framework (as required by Senate Bill 5329) will also need to forge forward simultaneously – these efforts will ensure that the Achievement Index is not merely an exercise in “numbers crunching,” but does in fact drive meaningful recognition efforts, and robust assistance to schools that need it. Linda Drake has been working diligently with OSPI staff on the implementation of the bill, and we will spend some time in small groups thinking about our basic goals and values as it relates to our goals and standards for the education system.

Bottom line? It is very heartening to see the Board’s work gain leverage in the legislature. The passage of SB 5329, and its subsequent funding of $10.3 million in the 2013-15 budget, shows that Washington State is serious about helping struggling schools! We look forward to continuing this work with you in July!

See you in Spokane. It is worth noting that just moments ago, we received a charter authorizer application from the Spokane School District.

Sincerely,

Ben Rarick
Executive Director

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer
Bob Hughes • Dr. Kristina Mayer • Mara Childs • Cynthia McMullen JD
Mary Jean Ryan • Tre’ Maxie • Connie Fletcher • Judy Jennings • Peter Maier
Ben Rarick, *Executive Director*
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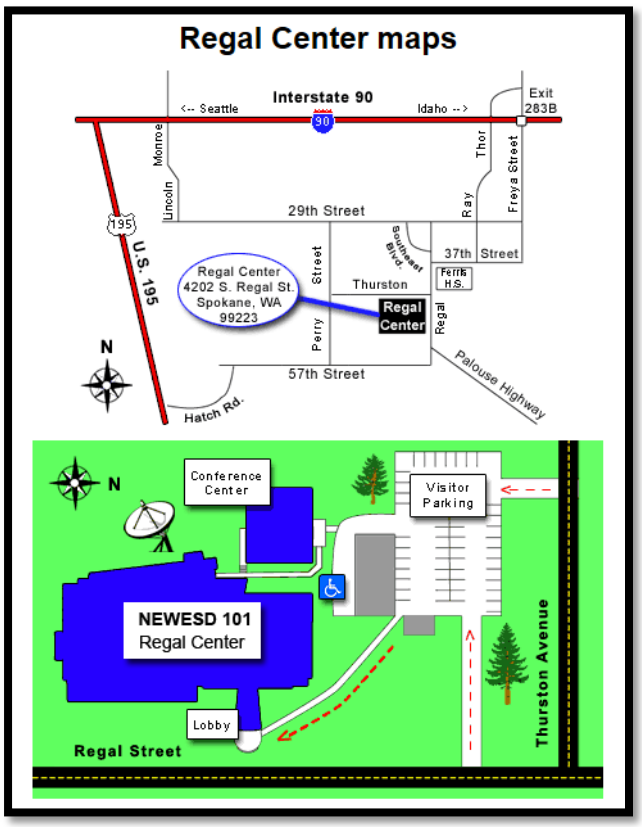
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

Location	Name	Address
Meeting	NorthEast Washington Educational Service District 101	4202 S. Regal Street Spokane, WA 99223
Hotel	Hotel Lusso	808 W Sprague Ave Spokane, WA 99201
Airport	Seattle Tacoma International Airport	17801 International Blvd Seattle, WA 98158
Airport	Spokane International Airport	9000 West Airport Drive Spokane, WA 99224

Meeting Locale Map



Hotel Lusso

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The Washington State Board of Education

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

NorthEast Educational Service
District 101
Conference Room
4202 S. Regal Street
Spokane, WA
99223-7738
(509) 789-3800

July 10-11, 2013
AGENDA

Wednesday, July 10, 2013

8:30 a.m. **Call to Order**

- Pledge of Allegiance
- Announcements
- Administration of the oath of office for Peter Maier and Mara Childs
- Welcome from Mike Dunn, Superintendent, NorthEast Educational Service District 101

Agenda Overview

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

- Approval of Minutes from the June 19, 2013 Special Meeting **(Action Item)**
- Approval of Minutes from the May 8-9, 2013 Meeting **(Action Item)**

8:45-9:00 **Strategic Plan Dashboard**
Mr. Ben Rarick, Executive Director

9:00-12:00 **Work session -- Development of an Accountability Framework Pursuant to the Requirements of Senate Bills 5329 & 5491, Including Revised Index Submission**
Mr. Ben Rarick, Executive Director
Ms. Linda Drake, Senior Policy Analyst

12:00 p.m. **Public Comment**

12:15-1:00 **Lunch**

1:00-2:00 **Performance Tracking and Goals-Setting for Former English Language Learner Students**
Mr. Ben Rarick, Executive Director

2:00-2:30 **Charter School Authorizer Review and Approval Process – Status Update**
Mr. Jack Archer, Director of Basic Education Oversight

2:30-3:30	**Proposed Rules for Charter Schools** Mr. Jack Archer, Director of Basic Education Oversight
3:30-3:45	**Break**
3:45-4:15	**Basic Education Act Waivers** Mr. Jack Archer, Director of Basic Education Oversight
4:15-5:00	**Board Discussion**
5 p.m.	**Adjourn**

<u>Thursday, July 11, 2013</u>

8:30 a.m.	**Call to Order & Announcements**
8:35-9:00	**Student Presentation** Mr. Eli Ulmer
9:00-11:00	**Next Generation Science Standards – Adoption Considerations** Ms. Jessica Vavrus, Asst. Superintendent, Teaching and Learning, OSPI Ms. Linda Drake, Senior Policy Analyst Panelists: Ms. Sandi Everlove, Chief Learning Officer, Washington STEM Dr. Dana Riley Black, Director of the Center for Inquiry Science, Institute for Systems Biology Ms. Midge Yergen, Teacher, West Valley Junior High School, and Past President, Washington Science Teachers Association Mr. Jeff Estes, Division Director, Science and Engineering Education, Pacific Northwest National Laboratory
11:00-12:00	**Board Discussion**
12:00 p.m.	**Public Comment**
12:15-1:00	**Lunch**
1:00-2:30	**Business Items** • Letter to AAW on Accountability Framework ***(Action Item)*** • Charter School Rules Consideration – CR102 ***(Action Item)*** • Approval of CR101 for Revision of SBE Rules ***(Action Item)*** • BEA waivers ***(Action Item)*** • Motion to Adopt Elements of an English Language Learner Accountability Framework ***(Action Item)*** • Approval of Private Schools for the 2013-14 School Year under RCW 28A.195.040 and Chapter 180-90 WAC ***(Action Item)*** • Motion to Recommend Approval to Superintendent of Public • Instruction of Next Generation Science Standards ***(Action Item)***
2:30 p.m.	**Adjourn**

May 8-9, 2013
Federal Way Public Schools
Federal Way, Washington

State Board of Education (SBE) Board Meeting Minutes

May 8, 2013

Members Attending: Vice-chair Mary Jean Ryan, Mr. Bob Hughes, Mr. Randy Dorn, Mr. Tre' Maxie, Ms. Connie Fletcher, Ms. Judy Jennings, Mr. Matthew Spencer, Mr. Eli Ulmer, Ms. Cindy McMullen, Ms. Isabel Munoz-Colon, Mr. Kevin Laverty, Ms. Deborah Wilds, Ms. Phyllis (Bunker) Frank, Ms. Kris Mayer (14)

Members Excused: Chair Jeff Vincent

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Emily Persky, Mr. Parker Teed, (7)

The meeting was called to order at 8:40 a.m. by Vice-chair Mary Jean Ryan.

Ms. Deborah Wilds was given the Oath of Office for her gubernatorial appointment to the Board. Ms. Deborah Wild's appointment began on March 13, 2013.

Mr. Matthew Spencer's term has ended and this meeting is his last. Ms. Mara Childs will replace Matthew's board seat as a student member.

Ms. Frank presented a news piece from the May 5, 2013 Yakima Harold Republic featuring Wapato School District and Toppenish SD senior students preparing for college success. The article described the success of seniors in presenting the oral portion of their culminating project to high school juniors in order to prepare them for their own senior project the following year. Ms. Frank encouraged the board members to become involved in senior culminating projects by participating as a judge for districts.

Mayor Skip Priest of the City of Federal Way made welcoming remarks to the Board and expressed appreciation for their work in education. When writing policies, Mayor Priest gave a recommendation of considering the increasing negative effects of drugs and alcohol in students. Privatization of liquor sales has increased liquor theft among youths.

Superintendent Rob Neu of Federal Way Public Schools made welcoming remarks to the board members and summarized the district's work with academic acceleration policy. Federal Way Public Schools is a "minority majority" district with increased poverty levels and demographic shifts continuing. He identified significant results with the academic acceleration policy and has seen the district's enrollment increase in advanced placement and international baccalaureate classes. Superintendent Neu advocated that all students can be successful and the education community should raise their expectations of student academic achievement.

Each board member introduced themselves publically with their name, title and position on the board.

Consent Agenda

Motion was made to approve the Consent Agenda as presented:

- March13-14, 2013 Board Meeting Minutes
- March 29, 2013 Special Board Meeting Minutes

Motion seconded.

Motion adopted.

THE 2013-2014 STRATEGIC PLAN
Ms. Emily Persky, Research Analyst

Board members reviewed the current progress on the 2013-2014 strategic of the following five goals:

- Effective and Accountable P-13 Governance
- Comprehensive Statewide K-12 Recognition and Accountability
- Closing the Achievement Gap
- Strategic Oversight of the K-12 System
- Career and College Readiness

This update complements the extensive strategic plan review that happens annually during the Board retreat. A majority of staffs' recent work has been centered on the Achievement Index, Achievement and Accountability Workgroup, Charter Schools and Legislative Advocacy related to accountability and graduation requirements. Members reviewed the executive summary highlights of staff work.

Work Session – AAW Feedback and Recommendations on Achievement Index Revisions
Ms. Sarah Rich, Senior Policy Director
Mr. Richard Wenning, RJW Advisors, Inc.

Using input and guidance from the Achievement and Accountability Workgroup (AAW), SBE and OSPI have been engaged in a process to revise the current Achievement Index and incorporate federally required elements to result in a tool that can serve to align and unite state and federal accountability systems. The March 2013 OSPI release of student growth percentile data reflects a new method of measuring a student's academic growth compared to their peers.

The Board's work on revising the Index began in July 2013 and has continued a series of motions which culminated in the Revised Index model. The model includes the performance indicators and scoring systems and is outlined below.

Date	Topic/Decision/Action
July 2012	Work began with the Board's Accountability Resolution and Achievement and Accountability Workgroup Charter, which began the work plan of a stakeholder input group.
September 2012	Approved a theory of action

November 2012	Approved the three groups of performance indicators: o Proficiency o Student Growth Percentiles (SGP) o College and Career Readiness (CCR)
January 2013	Discussion of a prototype Index for performance indicators and subgroup disaggregation.
March 2013	• Discussion of the Phase in Plan for college and career readiness sub-indicators. • Discussion using the Index to determine Priority, Focus, Emerging, and Reward designations.
Future Planning:	
May 2013	Approval of Model Index, weighting performance indicators, and cut points for tiers
June 2013	Approval to submit Revised Index to United States Education Department
September 2013	Adoption of the final Revised Index

The Board discussed a rating system defining an absolute proficiency level compared with student growth progress over a year time period for each grade level. Design decisions will need to be finalized by the June 19 special board meeting to enable OSPI to submit the Revised Index to the federal government for approval. The approval would meet the conditions of the provisional waiver from the No Child Left Behind Act.

The primary focus to complete the architecture of the Index is as follows:

- Approval of the Index scoring
- Weighting of performance indicators
- Application of the five tier labels in the context of the new Index.

The Index adds elements of complexity, which will require communication strategies to address. SGP allows us to account for growth in an environment in which the assessment system is not vertically aligned. The Board may re-evaluate having a more criterion-referenced method of growth at a later time, after multiple years of criterion-referenced data is available. Without vertical alignment, however, subtracting scale scores of different grade levels using the current Index is not an option to accurately measure growth.

Members discussed the process and reasoning behind the OSPI and SBE selection of SGP methodology. OSPI began vetting SGP in 2009 as a result of requirements tied to federal ARRA funding. SBE saw no reason to diverge from OSPI's selection of SGP when revising the Index without vertical scaling; it was an opportunity to build on an existing framework and use the system that had been built over a number of years.

The SGP data in the revised Index will articulate to parents their child's growth comparison from the current year and previous years and how the school is progressing in preparing all students for college and career readiness.

Members discussed the importance of adequate growth in addressing achievement gaps. Students who start with less, need to grow faster or they need more time to grow. Mr. Wenning clarified that high growth can be seen in schools with any level of proficiency, even a high level of proficiency. This is because student growth percentiles are calculated for peer groups made up of students with a similar score history.

Ms. Rich and Mr. Wenning presented Washington SGP data to the Board for review. Board members completed an exercise using anonymized data to better understand the relationships between proficiency, student growth percentiles, and graduation rates in the revised Index.

Ms. Rich presented tier labels options to the Board for consideration. Option one is to maintain the current system adjusted from a seven to a ten point scale. The staff recommendation was to select option two, which configure the tiers so that:

- Exemplary includes top performing schools with no achievement gaps not closing.
- Very Good – to be determined.
- Good – to be determined .
- Fair includes emerging schools.
- Struggling includes priority and focus schools.

Board members discussed the merits of reviewing examples of schools that would be in each tier.

PUBLIC COMMENT

Sarah Butcher – Bellevue Special Needs Parent Teacher Association (PTA)
The Bellevue Special Needs PTA and its board of director are concerned with the proposed Achievement Index for the Washington State ESEA Waiver. The result of the limited input to the Achievement and Accountability Workgroup (AAW) around special education shows itself in the inadequacy around tracking achievement for special education students. The AAW has one representative for special education assigned and the request by other special education advocates to increase representation was denied. The proposed achievement Index is inadequate for helping to close the achievement gap for special education in Washington State and Ms. Butcher requests a diverse workgroup to specifically work on the challenges associated with special education students and the Achievement Index.

Ramona Hattendorf – Washington State PTA
The Washington PTA is concerned about how measuring proficiency and growth for special education will be included in the Index. An Index that informs what works well and where improvement is needed is important. The Index posted on the SBE website fails to include special education as a sub-category in the achievement gaps and Ms. Hattendorf believes it was required for the federal waiver. The approach being discussed by SBE fails to track proficiency among special education students, does not address expectations for growth for these students and lacks focus on the issue of baseline data. The PTA requests a workgroup created to decide how to capture and track pertinent special education data.

Maria Flores – School Improvement, OSPI
Ms. Flores has had a positive working relationship with SBE staff. She supports holding Title I and non-Title I schools to the same standard. There are concern about funding being distributed to avoid accountability for students. Ms. Flores is eager to develop a differentiated system. Student growth percentiles will go a long way in helping schools to develop improvement plans and set targets. Evaluating school improvement plans with an Index that includes growth will enable OSPI to assist schools in creating appropriate goals. OSPI expects to receive additional funding to help emerging schools. When schools are identified as focus schools because of the achievement of students with disabilities, the OSPI school improvement team will audit the IEPS.

REVISION OF ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO) FOR ENGLISH LANGUAGE LEARNERS (ELL)

Mr. Paul McCold, OSPI
Mr. Michael Shapiro, Washington State Bilingual Education Advisory Committee

OSPI has a specific proposal for changing AMAO-1 that measures student progress from one year to the next in progress toward of English proficiency. The methodology used to determine levels of proficiency and transition timeline for English language learners was presented. Data for placement levels 1-3 and years expected to transition were provided using the following process, reflecting three previous years of grade K-12 cohort groups:

1. Estimate the median time to proficiency
2. Compute expected grade of proficiency
3. Compute WELP transitional scale score required to reach transition cut point
4. Establish annual student progress required to reach that scale score

OSPI is working towards measuring students where they currently are in proficiency and then looking into their future years. To gather this analyzed data, OSPI created the K-12 cohort groups of previous ELL students and evaluated their progress to proficiency. In March, OSPI present the Board with retrospective data using cohort groups currently in the ELL in 2012 program. New data was presented based on prospective median time to transition for three years of placement cohorts during the six year period of 2005-2008 school years. This selected length of time minimized the effect of censoring and covered all three forms of WLPT-II, which is the measurement OSPI used at the time.

Placement Grade	Expected Years to Transition			Expected Grade of Transition			Level 4 Cut Score of expected grade		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
K	3	2	2	2	2	2	511	511	494
1	3	2	1	4	3	2	548	529	511
2	3	2	1	5	4	3	553	548	529
3	3	2	1	6	5	4	563	553	548
4	3	2	1	7	6	5	575	563	553
5	3	2	1	8	7	6	575	575	563
6	3	2	1	9	8	7	575	575	575
7	3	2	1	10	9	8	575	575	575
8	3	2	1	11	10	9	577	575	575
9	3	2	1	11	11	10	577	577	575
10	2	2	1	12	12	11	577	577	577
11	2	1	1	13	12	12	577	577	577
12	1	1	0	13	13	12	577	577	577

For any given student, OSPI expects to know what year a student should transition, what score they'll need to have and, in interim years, what score is needed to for transition.

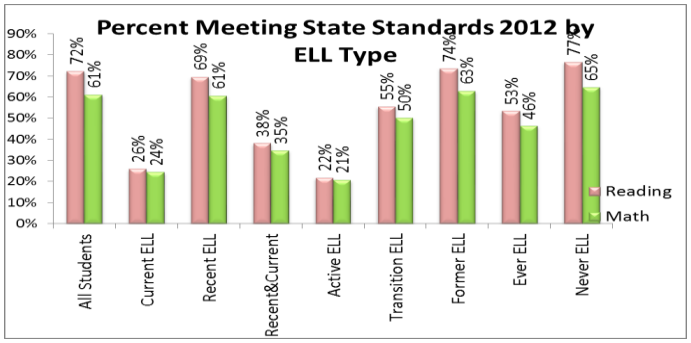
Members felt the information presented did not reflect the accurate amount of transition time for those students who had not transitioned by graduation even though the students have aged out of the program. Having this data would assist in creating accurate targets. A high percentage of the students should be meeting standards and not the districts.

OSPI's general recommendation was to change AMAO-2 for measuring the percentage of students that transition every year. OSPI proposed separate targets be set for each combination of years.

OSPI is in the process of creating a proposal to change AMAO-3 that sets separate targets for reading and math scores below the state standard for students that aren't proficient in English. These targets are already implemented for special education students and this would be extended logic to students with limited English. Creation of a separate cell, an "Ever Ell" cell, in the revised Achievement Index is also being proposed.

Mr. Shapiro proposed the inclusion of a subgroup of "Ever ELL" to include current and former English Language Learners in Washington State ESEA waiver application in June. Current Washington English Language Learners are in a system that doesn't acknowledge their language acquisition and academic growth after they leave the program or two years thereafter. The challenge with the system is students are exited-based on a WLPA of scores which indicate that they're ready to make added progress or reduce the academic gap they face on standard English assessment while learning the language. In our current system of program accountability, they must close the gap within two years or they're considered a failing toward program accountability. Tracking these students throughout their education through an Ever ELL subgroup provides a different outlook of success as students rapidly gain academic ground after their program exit at a faster rate than their non-ELL peers.

Mr. McCold presented state student growth percentile data for reading and math. The ELL subgroup is the current ELLs that include all students in a given year who are currently active as limited English. Data of recent ELLs who are students who transitioned out of one or two years earlier are included.The current ELLs are comprised of two groups: those limited English levels 1-3 and those who have transitioned out this current year. This data has been separated in the chart below. The active ELLs are ones who can't yet speak English and the transitional ELLs this year are newly deemed to be proficient. Former ELLs transitioned more than two years ago. Ever ELL data are combined percentiles of all the ELL groups. This can be contrasted to the students in the state who have never been an ELL student.



OSPI is proposing the Ever ELL cell as way of evaluating school success for ELLs.

<u>NEXT GENERATIONS SCIENCE STANDARDS</u> – Adoption Considerations
Ms. Jessica Vavrus, Assistant Superintendent, Teaching and Learning, OSPI
Ms. Linda Drake, Senior Policy Analyst

The Next Generation Science Standards (NGSS) were released on April 9, 2013.The SBE has a role in providing consultation to the Superintendent of Public Instruction in consideration of adoption of new standards (per RCW 28A.655.068).

Ms. Vavrus shared highlights of the new standards and outlined key next steps in transition planning.

Some of the OSPI policy issue questions to consider are based on the recent House Education Committee dialogue for Next Generation Science Standards, which include the structure of elementary school time with science, assessments, and opportunities with the various pathways. OSPI is reviewing case studies with science stakeholders focusing on how to apply and integrated Next Generations Science Standards with populations of special education, ELL, and high poverty students.

The board expressed concerns for the time, resources and funds that will be required to successfully implement the new science standards. The board's priorities when considering their recommendation is the importance of professional development, assessments, career and college readiness, and community support for the Next Generation Science Standards Members will have further discussion in July. Key questions identified by the board to address at the July meeting are:

- Is the Next Generation Science Standards the right standards for Washington State?
- Will these standards help prepare Washington's STEM workforce?

The board will consider a motion to recommend the adoption for the next generation science standards at the July SBE meeting.

A FRAMEWORK FOR EVALUATION OF CHARTER AUTHORIZER APPLICATIONS

Mr. Jack Archer, Senior Policy Analyst
Mr. William Haft, Vice President of Authorizer Development (NACSA)

Sec. 209 of Initiative 1240 requires the State Board of Education to establish an annual application and approval process and timelines for entities seeking approval to be charter school authorizers. The initial process and timelines must be established no later than 90 days after the effective date of Sec. 209. This must be implemented through rule adoption. Ninety days after the effective date of this section is March 6, 2013. In order to adopt rules by this date, as required by this section, SBE would need to initiate rule-making through approval of the filing of a CR 101 and proposal Statement of Inquiry.

Staff recommendation consisted of elliptical tool rubrics to guide determination of whether applications meet criteria for approval in each part.

Mr. Haft summarized the purpose of charter school authorizing with the goal to give schools greater perspective on how they operate and improve student outcomes. Within that, the authorizing process hinges on the following key questions the Authorizermust assess and base decisions on:

- Should it be approved?
- Is the school ready? Is it a good plan?
- Is it a good program?
- Does it have a reliable budget?
- If the approved school is requesting renewal, did the school do all it stated in the first application?
- Is it educating kids well?

The Board adopted rules in February to have a two- step tests for approval of authorizer applications:

- The application must be found satisfactory in providing all the information required to be set forth in the application as established in law, as written in statute and rule.

- The proposed policies and practices of the applicant must be consistent with the National Association of Charter School Authorizers' Principles and Standards for Quality Charter School Authorizing in at least the five major areas listedin law.

The rules also state that for an application to be approved, all the requirements must be met. Under the rule adopted by the Board, an authorizer cannot be weak in the application for one part and be strong in other parts.

The Board must develop and post an evaluation rubric document to determine if the criteria in the application have been met. The rubrics would constitute evidence of favorable criteria that evaluators would look for as they review the application. SBE staff, with assistance fromNASCA, have created draft rubric based on the SBE rules and NASCA's and standards and Principles and it was presented it to the Board. Districts will find value in the posting of the rubrics because it informs them ofhow applications will be evaluated and what information is needed in the application.

The members discussed creating standards of approval for the application into the rubric. Members were concerned with how the rubrics would show criteria on how the applicant would serve special education students. Applicants should provide evidence of past practices, track records and talent to support plans the schools has indicated they'll implement and how competent the district is to be an authorizer of a charter school.

Public Hearing on Proposed Rules for Charter Schools

JoLynn Berge via telephone - Agency Financial Services, OSPI
Ms. Berge provided her fiscal impact report. She statedthat there is no fiscal impact from the proposed charter rule 180-19.

Steve Sunquist – Washington Charter School Commission
The WashingtonCharter School Commission believes the rules proposed are well crafted. There is concern with the proposed authorizer fee and the proposal to make the fee schedule a sliding scale beginning at four percent and then moving to three percent at the 11th school and beyond. The commission would like SBE put in rule a flat four percent with no sliding scale. An impact for all school of a four percent scale dropping to three percent after ten schools is that the funding for the commission actually drops. The State Charter School Commission's financing mechanism is based upon this fee and there needs to be justification of the revenue received..

There is concern with the proposed timeline for the first cycle of the charter applications.. Mr. Sunquist recommended adding a letter of intent requirement and then extending the application approval period due to the projected high volume of applications during the first year, as it occurs during the holiday season.

A FRAMEWORK FOR EVALUATION OF CHARTER AUTHORIZER APPLICATIONS – Continued
Mr. Jack Archer, Senior Policy Analyst
Mr. William Haft, Vice President for Authorizer Development (National Association of Charter School Authorizers)

Ratings for applications are the categories of well developed, partially developed and undeveloped. Evaluators will assess the degree to which each criterion articulated in the application is met, rafting the response on the scale from Undeveloped to Well Developed.

Rating Scale:	
Well-Developed (WD)	The response meets the expectations established by the State Board of Education and NACSA's *Principles &* Standards in material respects and warrants approval subject to satisfactory execution of an authorizing contract with the State Board of Education.
Partially Developed (PD)	Incomplete in that the response contains some aspects of a well-developed practice but is missing key components, is limited in its execution, or otherwise falls short of satisfying the expectations established by the State Board of Education and NACSA's *Principles & Standards*.
Undeveloped (UD)	Wholly inadequate in that the applicant has not considered or anticipated the practice at all, or intends to carry it out in a way that is not recognizably connected to the expectations established by the State Board of Education and NACSA's *Principles & Standards.*

Based on the ratings, evaluators will assign an overall rating to each of the five sections of the application. An applicant receiving an overall rating of Well Developed would be recommended for approval. An applicant receiving a rating lower than Well Developed for *any of the five sections* would be recommended for denial, in adherence to SBE rule. Applicants denied may reapply in the next application cycle with the written statement by the SBE of the specific reasons for denial.

The statute requires that the school district submit a draft performance framework and a fequest for proposal (RFP). The drafts, although not final, must meet the standards set in thestate . One of the benefits of the authorizing contract that has to be secured between the SBE and the school district before authorizing of any schools is that the adopted rules allows SBE to set additional performance expectations.

Staff recommended use of external reviewers of the applications as authorized in the rules adopted by the Board in February. External reviewers will be selected using the criteria of expertise in educational, financial and organizational matters and having no material interest in particular Washington school districts or the fate of the applications. The role of external reviewers would be to read, review, and rate the application as described in the presentation.That information will be presented to the Board to assist their decisions on approval of the applications.

Personal interviews with the applicants were also authorized in the rules adopted by the Board in February. Conducting personal interviewers with authorizer applicants provides opportunity for the Board and evaluators to seek additional information, clarity, background information and further evidence of the applicant's capacity and commitment to serve as an authorizer.

Staff recommended approving a framework for evaluation of charter authorizer applications that include:

1. Draft rating scale and rubrics
2. Use of external reviewers to evaluate and rate the applications

3. Personal interviews with district personnel.

Board discussion followed regarding the financial impact of contracting with external reviewers and their role in conducting the personal interviews. The board would like to review examples of other external reviewer' timelines, ratings and models.

Members discussed the opportunity to implement a threshold within the rubric to evaluate the applicant's priority for serving at-risk students population. This added component to the rubric should not be the exclusive basis for approval or denial, but a part of the rubric that is included in the overall rating system. Language expressing the intent of the law needs to be clearly stated in the document given to evaluators.

Members were asked to take action on the framework for evaluation of charter school applications as presented for approval during the Business Items on Thursday.

BASIC EDUCATION WAIVERS

Mr. Jack Archer, Senior Policy Analyst

The Board was presented with eight waiver applications for Option 1 waivers of the minimum 180-day school year. All eight districts are requesting in full or in part that the waivers are for professional development reasons. Two of the districts, Curlew and Seattle, are requesting waivers for the purposes of both professional development of staff and parent-teacher conferences. Seattle submitted two separate requests: one for conferences and one for professional development. They are treated as one request for six days under the definition of a school day in the law. A commonality in these requests is the use of waivers days for preparation of staff on the Common Core state standards and for teacher and professional educator evaluation. Lyle School District and Nespelem School District have priority schools and school improvement plans approved by OSPI.They would utilize waivers to implement these plans. They have documented their professional development plans in the application documents submitted to SBE. Riverside School District is requesting a waiverof two days. Riverside has a current waiver of two days for professional development, expiring this year, and asking for additional years of that. The district has submitted a separate request for four days for parent-teacher conferences under the expedited process adopted in rule last year.

The oard discussed the minimum number of instructional hours districts must offer for BEA compliance, and whether the students are receiving the required instructional hours with180 school days or less. When a school year is reduced to 170 or fewer school days, there is concern the students are not receiving enough instructional hours.

The waivers will be reviewed with criteria the Board developed when rules for evaluation of waiver requests were adopted.

Member Fletcher requested that a motion for Riverside School District's application be made separately. Ms. Fletcher said the school district had the means to provide the two days for professional development within the additional 10 days teachers are paid. There was concern about the collective bargaining language embedded in the application. This implies that the school district is requesting the Board to compensate for a negotiated collective bargaining agreement that does not serve the district well and lacks student focus.

Members were asked to take action on the waiver requests as presented for approval during Business Items on Thursday.

BOARD DISCUSSION OF THE ACHIEVEMENT INDEX REVISIONS AND CHARTER SCHOOL EVALUATION RUBRIC

Mr. Ben Rarick, Executive Director
Ms. Sarah Rich, Policy Director

Staff recommended deferring making a motion for the charter school evaluation rubrics until the June 19 special board meeting. This does not affect the timeline for evaluating applications.

The board had further discussion of growth, proficiency and how to define criteria for Exemplary in preparation for submitting the final elements of the revised Achievement Index to the US Department of Education.

Staff recommended Option Two, which is reflects the most coherence and marries the state and federal categories in the spirit of 5329 legislation. Unlike the conjunctive system of AYP, the Index is a compensatory system. High performance in one subject may be balancing out lower performance in others. The Revised Index has combined performance indicators showing high proficiency and moderate growth as well as high growth offsetting moderate proficiency.

Tier Labels – Option Two

Staff Recommendation.
Coherent, aligned system that marries the Index Tiers with federal categories.

Index Tiers	Federal System
Exemplary	Reward - top performing and top improving schools with no achievement gaps that are not closing
Very Good	to be determined
Good	to be determined
Fair	Emerging schools: next 5% and 10% on Priority and Focus lists
Struggling	Priority and Focus Schools: bottom 5% of All Students and bottom 10 % of individual subgroups

Tier Labels – Option Two Detail

Tier	Federal Category	% of Schools
Exemplary	Reward: • Highest performing and highest improving schools based on "All Students" on the composite of the three performance indicators. These schools may not have significant achievement gaps that are not closing.	Approx 15% of schools
Very Good	None	to be determined
Good	None	to be determined
Fair	Emerging: • Next 5% of Title I schools from Priority list (see Priority below) AND non-Title I schools within the same performance band • Next 10% of Title I schools from Focus list (see Focus below) AND non-Title I schools within the same performance band	Approx 15% of schools
Struggling	Priority: • Lowest 5% of Title I schools based on "All Students" on the composite of the three performance indicators AND non-Title I schools within the same performance band • High schools with graduation rates <60% regardless of Title I status Focus: • Lowest 10% of Title I schools based on subgroup on the composite of the three performance indicators AND non-Title I schools within the same performance band	Approx 15% of schools

The third element, gaps, has targeted calculations looking at all the federal subgroups with the exception of white and Asian students because they tend to be the highest performing subgroups. SBE combines those into a "Targeted Subgroup" score. There could potentially be high performance and growth in schools categories, but if lower proficiency and growth in targeted subgroups will decrease a school's score.

The board reviewed data of weighted school distribution on a 10 point proficiency scale with a ratio of 75/25 in growth and proficiency. Discussion consisted of various weight ratio options, additional conditions set and creating a minimum floor for exemplary were made. The criteria of Exemplary has to be to be truly exemplary. Once a school is exemplary, SBE would want to prevent schools from falling out of exemplary due no longer being eligible for the top ten percent category.

When the federal government is informed of the goal set, decisions need to be made of what would be told to our school districts, how will they be assisted in getting to the favored destination and how the school would be rated.

Members were asked to take action on the Achievement Index Revision as presented for approval during Business Items on Thursday.

THURSDAY, MAY 8, 2013

Members Attending: Vice-chair Mary Jean Ryan, Mr. Bob Hughes, Mr. Randy Dorn, Mr. Tre' Maxie, Ms. Connie Fletcher, Ms. Judy Jennings, Mr. Matthew Spencer, Mr. Eli Ulmer, Ms. Cindy McMullen, Ms. Isabel Munoz-Colon, Mr. Kevin Laverty, Ms. Deborah Wilds, Ms. Phyllis (Bunker) Frank, Ms. Kris Mayer (14)

Members Excused: Chair Jeff Vincent

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Emily Persky, Mr. Parker Teed, (7)

The meeting was called to order at 10:15 a.m. by Vice-chair Mary Jean Ryan after the conclusion of the school site visit.

SCHOOL VISIT AT TECHNOLOGY ACCESS FOUNDATION (TAF ACADEMY)

The Board participated in a school site visit at the TAF Academy. Superintendent Robert Neu and principal Paul Tytler gave welcoming comments. Ms. Trish Dziko, co-founder of the Academy, presented background information of the Academy. A group of currently enrolled students made presentations of their career goals and academic achievements.

CAREER AND TECHNICAL EDUCATION (CTE) COURSE EQUIVALENCY – A PRACITIONER'S PERSPECTIVE

Ms. Linda Drake, Senior Analyst
Ms. Nancy Hawkins, CTE Director, Federal Way Public Schools
Mr. Jay Leviton, CTE Director, Renton School District
Ms. Teri Pablo, CTE Director, Yelm Community Schools

RCW 28A.230.097 requires schools or district to adopt career and technical high school course equivalencies. In summary, the law requires that districts:

1. Adopt district-approved course equivalencies for CTE courses
2. Develop school board policy and procedures for approving course equivalencies
3. Transcribe CTE courses approved for equivalency by the equivalent academic course and title

4. Retain records of completion of the CTE course and issue certificates of completion to the student to be kept in their High School and Beyond Plan or their Culminating Project

CTE courses offered for equivalency credit are transcribed by their corresponding academic course credit and title so they will be recognized by higher education as meeting the College Academic Distribution Requirements (CADRs) required for admission to state universities. CTE courses transcribed with the CTE course title are rarely accepted as meeting CADRs.

In 2007, the legislature established the CTE Curriculum Advisory Committee, a task force representing CTE Directors, OSPI, legislators and members of the Workforce Training and Education Coordinating Board. Among their charges was to support districts in implementing policies and procedures which establish core academic credit equivalencies for CTE courses in accordance with state statutory requirements. A product of the Taskforce was the *Equivalency Credit Toolkit: An Implementation Guide for Local School Districts*. The Toolkit outlines a well-developed process for districts to initiate and implement policies and procedures for establishing core academic credit equivalencies for CTE; however, the latest version of the Toolkit is dated June 2010, and some sections are out of date.

In practice, the application of CTE equivalency credit policy is uneven around the state, and students do not have equal access to opportunities created by credit equivalency. A panel of three representatives shared on the implementation of CTE equivalency credit policy as follows:

Panelist Nancy Hawkins provided an overview of the schools within the Federal Way Public Schools district and student experience with CTE credit. CTE equivalency courses are offered with either occupational education graduation credit or crossover credit in general education subjects. The district emphasizes using CTE as a finish line to graduation rather than transcribing college-accepted academic credit. How much of a general education course needs to be embedded to be integrated into the CTE course depensd on the teaching and assessing of the standards. Ms. Hawkins summarized the strengths and challenges of matching identified standards with a crossover course.

Panelist Teri Prablo expressed the merit of districts partnering with the departments of their schools in determining and assessing standards. Students of Yelm Community Schools can take classes that are cross-credited for a graduation requirement. The district will transcribe a different name than the CTE course if the district assesses the courseas equivalent to a general education requirement. The driving factor is the name of course that colleges analyze in transcripts. A general education course title will be accepted by colleges for admissions while an equivalent course with a CTE course title will not be accepted by the college.

Panelist Jay Leviton presented Renton School District's principles of cross credit courses intended to help students meet graduation requirements. The challenges faced by the district are graduation requirements increasing and beginning to impact the number of elective courses students take. Inter-disciplinary teams were created to review equivalency in each of the classes to determine if they're cross-credit or equivalent. The title of the class, and not the content, determines the acceptance by higher education.

The Board discussed resources and funding needed for CTE programs. The board emphasized fostering relationships with stakeholders and forming partnerships with the common goal of college and career readiness. There are efforts in schools to work with community colleges to continue and grow relationships. Board members would like to see

middle school CTE preparation increase with implementing classes in science with STEM curricula. CTE programs with best practices should be used to assist other districts in developing curricula and standards.

ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) PHASE - II
Development of an Accountability Framework Per the Requirements of Senate Bills 5329 and 5491
Mr. Ben Rarick, Executive Director

Two bills that directly affect the work of SBE have passed through the legislature during the 2013 Session. Senate Bill 5329 has received the Governor's signature and Senate Bill 5491 is awaiting the Governor's signature.

Key paragraphs in each bill that help frame SBE's role in implementation and raise issues of interpretation:

Senate Bill 5329
• Section 12 (see page 21 of the bill) requires the SBE, by November 1, 2013, to:
"…*propose rules for adoption establishing an accountability framework that creates a unified system of support for challenged schools in need of assistance that aligns with basic education, increases the level of support based on the magnitude of need, and uses data for decisions."*

The aforementioned "framework" becomes the basis for the Superintendent of Public Instruction to implement a comprehensive system of recognition, support, assistance, and, as necessary, intervention in the 2014-15 school year. The legislation provides some flexibility to the SBE in defining what is meant by a "framework." Establishing clarity in this term will shape the Board's work on this subject leading up to next November.

Other sections of this bill arguably already establish the most important elements of this "framework." Major components include:

- **Eliminating Title-eligibility as the state criterion for services.**
- **Establishment of a separate tier of low-performing schools called Challenged Schools in Need of Improvement.**
- **Extending school improvement models beyond the required federal models**. .
- **Establishment of a Level II in the Required Action process when a school does not improve.**
- **Establishing authority for the Superintendent of Public Instruction to intercede in Level II.**
- **Establish appeal process to SBE for Superintendent of Public Instruction when agreement is not reached with a local school board on revised Phase II plan.**

Although most of the accountability "framework" is established by these components of the bill, several provisions require the establishment of specific parameters to implement. Accordingly, staff is initially considering the following elements as part of the "framework" to be adopted into rule:

- Establishment of **unified terminology** to describe performance levels in the Achievement Index and school designations and services associated with Senate Bill 5329.

- Establishment of **performance tiers** to clearly define the relationship between Challenged Schools in Need of Improvement and Required Action districts in both Phase I and Phase II.
- Establishment of a **visual crosswalk of the Achievement Index** to show how the results of the Achievement Index will determine the schools in each performance tier in the new framework.
- Establishment of methodology for determining whether a Required Action District has demonstrated "**recent and significant improvement or progress** toward exiting persistently lowest-achieving status."

Staff will assemble an implementation team in May to discuss next steps and coordinate activities with affected agencies. The September SBE board meeting will include an extensive work session component to work through a substantive policy in order to propose a rule in November 2013. This aligns with the next phase of deliberations with the Achievement and Accountability Workgroup.

Senate Bill 5491 pertains to the establishment of goals for our educational system. The bill uses the term "statewide indicators of educational health" to describe the metrics upon which system goals will be set. Section 2 of Senate Bill 5491 establishes responsibilities for SBE which must be met by December 1, 2013.:

In effect, the bill would require the Board to establish initial system goals by December of 2013 (eight months from now), and issue a report every other year (even-number years) on the status of those goals. The requirement to make recommendations on evidence-based reforms is not an insignificant detail – done well, this task will take full board deliberation and significant staff resources to complete a high quality report that advises the legislature.

A way to approach the tasks embedded in SB 5491 is to complete them in tandem with the accountability framework responsibilities of SB 5329, such that both are subject to inclusion in the rule proposal to be produced by November. In order to produce system goals by December 1, 2013, the Board will need to dedicate significant discussion to this item at the September and November meetings.

Board discussed defining the progress and success of RAD schools. There was concern for the length of time available for unsuccessful schools to create a revised plan for their districts and be reviewed by OSPI. SBE needs to develop the framework of the time period allowed and defining the binding condition terms for school improvement.

PUBLIC COMMENT

Bob McMullen - Association of Washington School Principals (AWSP)
Mr. McMullen complimented the SBE on their work on state testing standards. He urges the SBE to continue to question and sharpen the realities of the target of college and career readiness, and continue to incentivize broadened and non-traditional learning streams and venues for all students to be college and career ready. Mr. McMullen encourages exam time exemptions and use it to enrich the experience of all kids.

Marin Sullivan - WSSDA

Ms Sullivan supports SB 5329 regarding persistently low achieving schools and the authority of OSPI. When OSPI is establishing the criteria for identifying level 2 schools and how they get to that, that criteria will be developed by rule creating an opportunity for discussions. Ms. Sullivan encouraged the SBE turn their focus more on budget during the special session in place of policy. Ms. Sullivan is concerned about of Senate Bill 5588, which minimizes instructional time. When setting different bars and thresholds, you may be giving schools in Exemplary A's and schools at the bottom get a failing grade decreasing motivation to improve.

Student Presentation
Mr. Matthew Spencer

Student presentations allow the members an opportunity to explore the unique perspectives of their younger colleagues.

Mr. Spencer shared his experience as a student during his K-12 years and how the Board has impacted that experience. During his presentation, Mr. Spencer summarized the following focus points:

- Improvement suggestions for education. Mr. Spencer expressed appreciation for motivational and inspiring teachers.
- Strong schools, lasting relationships and experiences.
- His future plans in higher education and career.

Mr. Matthew Spencer was honored and received recognition for his service to the SBE.

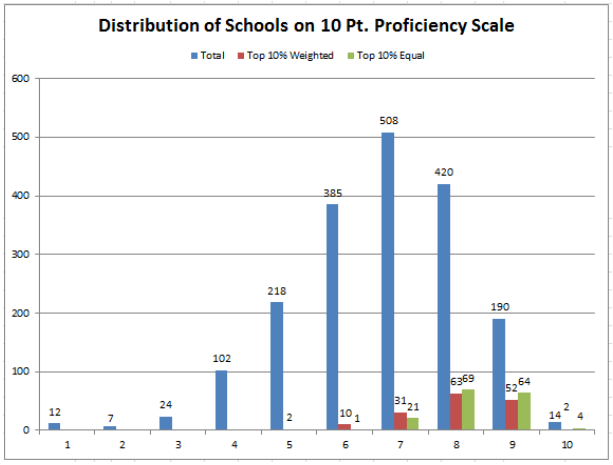
INDEX DISCUSSION – PREPARATION FOR JUNE SPECIAL MEETING
Ben Rarick, Executive Director
Ms. Sarah Rick, Policy Director

With input and guidance from the Achievement and Accountability Workgroup (AAW), SBE and OSPI have been engaged in a process to revise the current Achievement Index and incorporate federally required elements to result in a tool that can serve to align and unite state and federal accountability systems.

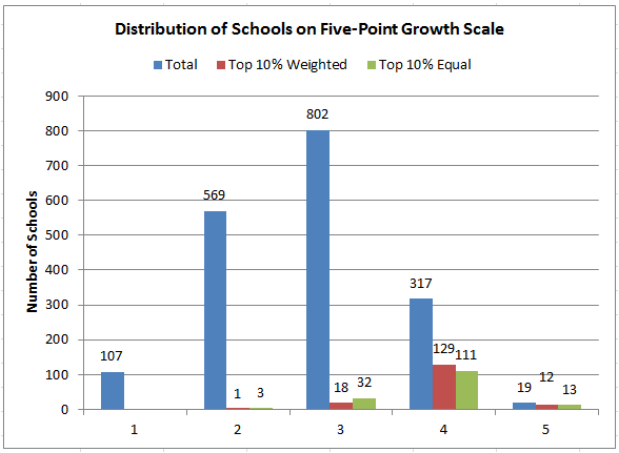
During this Board meeting discussion, members reviewed AAW input and staff recommendations on key decision points facing the SBE between now and the June special meeting. Focused were surrounded defining Exemplary and the weighting of growth versus proficiency.

Board discussion focused on the idea that the Exemplary catgory should not be easy to achieve. Staff provided comparison data of the top five percent and top ten percent in Exemplary reflecting the prior day's Board discussion. The focus of this discussion was adequate growth as a condition of Exemplary, and setting a minimum for proficiency.

Top Ten Percent
Data analysis was presented by staff reflecting the top ten percent for consideration of the Board. The data reflected 88 schools with an 8 or above score and a majority of Title I schools. This reflection also is evidence that if there was weighting of growth at 75 percent, more Title I eligible schools would be in Exemplary.



Top Five Percent



The Board reviewed growth scores of 1, 2, 3, 4, and 5. Two categories being scored were reading and math and subjects may get the same scores. The Board's concern was regarding the lower end of proficient for schools. What caused those schools to become part of the top five percent was of high importance.

DISTRICT NAME	SCHOOL NAME	SCHOOL LEVEL	STUDENT GROUP	MEDIAN SGP MATHEMATIC	GROWTH RATING MATHEMATIC	MEDIAN SGP READING	GROWTH RATING READING
District A	School A	Elementary	All Students	69	5	62	4
District B	School B	Elementary	All Students	67	5	66	4
District J	School J	Elementary	All Students	74	5	76	5
District P	School P	K8	All Students	68	5	57	4
District J	School J	Elementary	Black or African American	78	5	76	5
District A	School A	Elementary	Hispanic or Latino	72	5	63	4
District B	School B	Elementary	Hispanic or Latino	71	5	64	4
District J	School J	Elementary	Hispanic or Latino	79	5	62	4
District B	School B	Elementary	Limited English	78	5	56	4
District A	School A	Elementary	Low Income	71	5	63	4
District B	School B	Elementary	Low Income	67	5	66	4
District J	School J	Elementary	Low Income	74	5	76	5
District P	School P	K8	Low Income	71	5	57	4
District A	School A	Elementary	White	62	4	54	3
District J	School J	Elementary	White	74	5	82	5
District P	School P	K8	White	67	5	52	3

The green data in the chart above has high growth with the others at least in the 80 percentile. The median students are growing at 70 percent and data was based on the charts previous presented to the Board on Wednesday. The Black/African American students in reading were charted as proficiency on the vertical scale versus growth. This is the one school with African American students of 20 or more and they have the highest growth in the state subgroup. If you set a proficiency floor, this school wouldn't be counted in Exemplary. The English Learners for math in school are far to the end for this subgroup in our state. This content was provided to help guide the Board.

Board discussed the following concerns and key points for consideration:

- What Index score qualifies a school as exemplary.
- High growth should be encouraged, but the ultimate goal is for students to reach proficiency. Setting a high threshold expectation and deciding where the bar should be in setting a goal for schools .
- The Index should outline what schools are doing well in terms of reaching proficiency, but continue to moving forward in reaching that goal.
- All schools in any area of growth should target the goal of reaching proficiency and not just those that are struggling.

The Board were asked to make a motion for the June 19 special board meeting during the Business Items that day.

Charter Schools Rubric

Mr. Jack Archer, Senior Policy Analyst
Mr. Ben Rarick, Executive Director

The state's new charter schools law directs the State Board of Education to establish an annual application and approval process for school districts seeking approval to be charter school authorizers. This section of law, RCW 28A.710.090, further directs the State Board to "consider the merits of each application and make its decision within the timelines established by the Board."

The Board discussed the process for determining whether an application meets the criteria for approval, consistent with the letter and intent of the law.

The rule, WAC 180-19-040, sets a two-part test for approval or denial of authorizer applications. For an application to be approved, the rule states:

1) "The state board must find it to be satisfactory in providing all of the information required to be set forth in the application," and

2) "The board will also consider whether the district's proposed policies and practices are consistent with the principles and standards for quality charter school authorizing developed by the National Association of Charter School Authorizers, as required by RCW 28A.710.100(3), in at least the following areas:
    a. Organizational capacity: . . .
    b. Solicitation and evaluation of charter applications: . . .
    c. Performance contracting: . . .
    d. Ongoing charter school oversight and evaluation: . . .
    e. Charter renewal and revocation processes: . . ."

The criteria in the application document provide valid and transparent means of evaluating whether the application passes these two tests in each component, and so merits approval by the Board. The rule further provides, "A determination than an application does not provide the required information, or does not meet standards of quality authorizing in any component, shall constitute grounds for disapproval."

Since the posting of the authorizer application on April 1, the SBE has worked with the National Association of Charter School Authorizers (NACSA) to develop scoring rubrics to provide a clear and consistent basis for measuring the performance of the applications against the criteria. The rubrics are then converted to a rating scale to inform Board decisions. This collaborative work is in accordance with the letter of agreement with NACSA approved by the Board in March. The rubric was presented to the Board in draft format.

For each evaluation criterion, the rubrics guide evaluators to look for evidence of specific attributes or descriptors, each of them drawn from the statute, rules or NACSA standards. A criterion for evaluation of the part of the application in which the authorizer applicant submits its draft request for proposals is:

> The draft or outline of the RFP demonstrates that the district intends to implement a comprehensive application process that follows fair procedures and rigorous criteria, based on a performance framework meeting the requirements of Washington's charter school law.

In proposed rubrics, evaluators would look for evidence of these and other descriptors:

- The RFP process will be open, well-publicized and transparent.
- The RFP includes a strategy for communicating and disseminating information regarding the application process, approval criteria, and decisions to the public.
- The RFP includes a clear and realistic timeline that outlines key milestones and explains how each stage of the process is conducted and evaluated.
- The RFP outlines applicant rights and responsibilities and outlines procedures for promptly notifying applicants of approval or denial, and the factors that determined the decision.

By developing, refining and posting the rubrics, the SBE makes the effort incumbent on it to create a fair, rigorous and transparent process for decision-making on authorizer evaluations. It enables school districts preparing authorizer applications to know not just what information they're expected to include in the applications, but how that information will be evaluated by the SBE in determining whether to approve.

Staff recommended the following rating scale:

Rating Scale:	
Well-Developed (WD)	The response meets the expectations established by the State Board of Education and NACSA's *Principles &* Standards in material respects and warrants approval subject to satisfactory execution of an authorizing contract with the State Board of Education.
Partially Developed (PD)	Incomplete in that the response contains some aspects of a well-developed practice but is missing key components, is limited in its

	execution, or otherwise falls short of satisfying the expectations established by the State Board of Education and NACSA's *Principles & Standards*.
Undeveloped (UD)	Wholly inadequate in that the applicant has not considered or anticipated the practice at all, or intends to carry it out in a way that is not recognizably connected to the expectations established by the State Board of Education and NACSA's *Principles & Standards.*

The ratings would be the sum of the evaluation of each subsection of the application. Based on the summary of the subsection, evaluators will assign an overall rating to each of the five sections of the application. An applicant receiving an overall rating of Well Developed will be recommended to the Board for approval.

In adherence to WAC 180-19-040, an applicant receiving a rating lower than Well-Developed for any section of the application will not be recommended for approval. That applicant, after notice, would have the opportunity to improve and resubmit its application for 2014 approval, assisted by the written explanation of the specific reasons for the disapproval that is required in rule.

Members also would like SBE staff to submit a revised draft that is a more accurate reflection of a resolution of the Board's concerns. Examples discussed are strategies and evidence of how those applicants will serve the at-risk population . Personal interviews should be encouraged if needed, but not be mandated.

Business Items

Elected Board Member for Western Washington Position #5

Motion made to appoint Peter Maier to the unexpired elected position on the Board.

Seconded.

The motion was adopted.

Letter to AAW on Revised Achievement Index – Part V

Motion made to approve the SBE's letter to the Achievement and Accountability Workgroup.

Seconded.

The motion was adopted.

Revised Accountability Index

Move to approve the Revised Accountability Index model as described in the Power Point presented at the Board's May meeting.

Seconded.

The motion was adopted.

Special Board Meeting June 19

Move to schedule a special board meeting of the SBE on June 19, 2013.

Seconded.

The motion was adopted.

Charter School Rules

A motion was made and seconded to adopt WAC 180-19-060 through WAC 180-19-200 as proposed on pages 171-173 of the Board's meeting materials.

A motion was made and seconded to amend section (1) of proposed WAC 180-19-080 to include the language shown in bold and underline below:

WAC 180-19-080 Charter School applications—Submission, approval, or denial. (1) An applicant, as defined in RCW 28A.710.010, seeking approval must**: submit a nonbinding notice of intent to be approved as a proposed charter school not less than thirty days before the last date for submission of an application to an authorizer as provided in this section. An applicant may not file a charter school application in a calendar year unless it has filed timely notice of intent as provided herein; (b)** submit an application for a proposed charter school to an authorizer by no later than July 15th of the year in which the applicant seeks approval. Provided, however, that an applicant seeking approval to operate a charter school in 2014 must submit an application to an authorizer by no later than November 22, 2013.

The motion was adopted.

A motion was made to amend section (2) of proposed WAC 180-19-080 to change "January 22" to "February 24". The motion was unanimously approved.

A motion was made and seconded to amend section (3) of proposed WAC 180-19-080 to change "February 1" to "March 6". The motion was unanimously approved.

A motion was made and seconded to adopt WAC 180-19-060 through WAC 180-19-200 as proposed on pages 171-173 of the Board's meeting materials with the amendments to WAC 180-19-080 approved by the Board at this meeting.

The motion was adopted.

180 Day School Year Waivers for the following districts

A motion was made and seconded to approve Curlew, Lyle, Mukilteo, Nespelem, Ocean Beach, Riverside, Seattle and Columbia (Walla Walla) school districts waiver's as requested. The motion was seconded. A motion was made to amend the main motion to remove Riverside School District. The amendment passed. The motion to approve the waiver request applications from Curlew, Lyle, Mukilteo, Nespelem, Ocean Beach, Seattle and Columbia (Walla Walla) School Districts failed on a roll call vote (6 no/5 yes). Those voting no: Fletcher, Maxie, Mayer, Ryan, Wilde and Munoz-Colon. Those voting yes: Dorn, Hughes, Jennings, Lafferty, McMullen. Absent: Jeff Vincent, Bunker.

Motion was made to approve Riverside School District's waiver request. Motion failed.

A motion was made to approve Mukilteo, Curlew and Ocean Beach School District's waiver requests. The motion was seconded. A motion was made to amend the main motion to remove Ocean Beach School District's waiver request from the main motion. The motion was seconded. The motion passed. The motion to approve Mukilteo and Curlew School District's waiver requests was approved.

A motion was made to instruct staff to provide written notice to Riverside, Lyle, Nespelem, Ocean Beach, Seattle and Columbia (Walla Walla) School Districts that their waiver requests were not approved and advise them to resubmit a request with more complete information. The motion was approved.

The meeting adjourned at 4:44 p.m.

June 19, 2013 Special Board Meeting

Office of Superintendent of Public Instruction
Olympia, Washington

State Board of Education (SBE) Board Meeting Minutes

Members Attending: Ms. Connie Fletcher ,Ms. Phyllis Frank (via K20), Mr. Bob Hughes, Ms. Judy Jennings, Mr. Kevin Laverty, Mr. Tre' Maxie (via telephone), Ms. Kristina Mayer (via telephone), Ms.Cynthia McMullen (via K20), Ms. Mary Jean Ryan (via telephone), Ms. Deborah Wilds (via telephone), Mr. Peter Maier (11)

Members Excused: Chair Jeff Vincent, Mr. Randy Dorn, Ms. Mara Childs, Mr. Eli Ulmer (4)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Ms. Sarah Lane, Mr. Jack Archer Ms. Denise Ross (5)

The meeting was called to order at 1:07 p.m. by Connie Fletcher.

Ms. Fletcher made note that the Board is accepting input and public feedback only for the Revised Achievement Index at today's meeting and that it would not be an action item until the July SBE board meeting. The only action item for today's meeting will be the finalization of the rubrics for evaluation of charter authorizer applications.

Mr. Rarick gave a personnel update to the Board, which included the resignation of SBE's Policy Director, Ms. Sarah Rich. Ms. Rich, who has accepted a promotional opportunity with North Thurston Public Schools, was recognized and thanked for her work on the Achievement Index and various other programs during her employment.

Mr. Rarick introduced Ms. Sarah Lane as SBE's new Communications Manager.

CONSIDERATION OF REVISED RUBRICS FOR REVIEW OF CHARTER AUTHORIZER APPLICATIONS

Mr. Jack Archer, Director of Basic Education Oversight

In May 2013, staff and consultant, William Haft, presented to the Board a review and discussion of proposed rubrics for charter school authorizer applications. The rubrics are a tool used by evaluators in reviewing the applications and a source of information to districts on how the applications will be measured. The source of the rubrics is the charter school statute RCW 28A.710, the SBE adopted rules and NASCA Principles and Standards for Quality Charter School Authorizing. After the Board discussion on May 9, members asked SBE staff to make revisions of the draft rubrics along the following directions:

- Strengthen the rubric in Section 1, regarding the district's strategic vision, on how propriety will be made to proposals serving at-risk students.

- Make the rubric when possible less compliance-focused and more evaluative in nature. When appropriate, require applicants to provide evidence of meeting criteria for approval.
- Make rubrics clearer and more specific for applicant evaluators and the Board. The definition of at-risk students, for example, should be incorporated into the rubric for the applicants and evaluators.

Mr. Archer presented the proposed revised rubrics, as requested by the Board, with revisions made from the original document presented to the Board in May. The changes made to the revised rubric were illustrated with comparisons to the original rubrics.

Members felt the revised rubric was much stronger in addressing at-risk students, more objective and clearer.

CONSIDERATION OF REVISED ACHIEVEMENT INDEX, AND ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) INPUT

Mr. Ben Rarick, Executive Director
Ms. Sarah Rich, Policy Director

As described in the Washington State ESEA Flexibility Request, the State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI) have been working through a process to revise an existing state metric, the Achievement Index, to meet ESEA flexibility requirements. The original timeline included submission to the US Department of Education by June 30, 2013, but due to pending legislation in our state legislature, the Board postposed submission in order to ensure that an immediate revision is not necessary.

At the May 8-9, 2013 SBE meeting, the Board approved a model revised Index for final review by the Achievement and Accountability Workgroup (AAW) on June 12. AAW members reviewed and voted on whether they supported the Index: 12 total votes were in favor, four votes were pro with concerns, and one vote was opposed. The four votes of concern were generally in favor of to the Index, but believed that any Index should include a new way of measuring English language learners achievement. These members recommended the addition of an “Ever ELL” cell in the Index.

Public Comment

Location: Olympia , OSPI

Jim Kowalkowski–Davenport School District.
Thanked SBE for their commitment to not using the Index to grade schools. A sixth tier for the Index that would prevent people from using the grades A-F system to label schools is needed. When grading schools, there should be other factors based on more than just tests. The phasing-in of grade 11 assessment data for the 2015 Index is too soon, especially for smaller districts. School districts are not currently using it yet and the test is rigorous. A three year average would be better because it’s been used before. The Revised Index will penalize districts that have a high graduation rate, but experience a decline. Suggestions made are for a rate to be set so districts that have a decline in graduation rates would not be penalized unless they declined to a specific rate. There needs to be more support from the Legislature for dual credit and certification.

Peter Bysma – Renton School District
The Revised Index has several positive features, such as the creation of one system of accountability ending the flawed AYP system that generate the current Priority, Focus and Emerging schools designations. Federal requirements of adding student growth, all subgroups and college and career readiness to the Revised Index makes it relatively easy to understand in the Revised Index. Some concerns are that the process used to develop the Index lacks technical analysis that should take place to see if the details of the Index would create a system that identifies high and low performing schools. The measure of the SGP growth model is difficult to understand and is based on a specific type of norm-referenced ranking that can be misleading.

Ramona Hattendorf–Washington State PTA
Ms. Hattendorf read a statement from the Bellevue PTA supporting the work of the AAW. There is concern of how accurate the data in the Index is around English language learners and special education students. What will be done with special education who take alternative assessment and ensuring they reach their potential is vital. The state must have awareness and strategies in place to ensure that the quality of a child's IEP and that the implementation of the IEP is appropriate. The alternative assessment system in place is not providing that same protection for special education children.

Jack Monpas-Huber – Shoreline School District
Mr. Monpas thanked the SBE for their work on the Revised Achievement Index for recognizing excellence in schools. There is concern with student grown percentile, which is the metric the proposed Index will use for measuring growth. Student growth percentiles are not a clear and transparent methodology. There is no benefit to adopting a difficult Index when a simple one already exists. Mr. Monpas-Huber encouraged consideration of another method to review growth and improvement .

Location: K20, Spokane ESD 101

Dr. Gene Sementi - West Valley School District
The current Index has been a good, useful tool. The Revised Index is an improvement and will also be valuable tool, but there is potential for misuse. The A-F legislation will use the Revised Index as a tool for identifying schools based on the A-F scale. This scale will be paramount to a stack ranking comparison that will end collaboration and innovation. The Washington Policy Center has published an A-F scale ranking schools using the Revised Index tool. The Revised Index has potential for further misuse as leverage for some anti-public education groups and SBE should proceed cautiously.

Elissa Dyson–Onion Creek School District Board
Ms. Dyson appreciates the SBE for their efforts in restricting the grading of schools. The majority of small districts have fallen in the D and F category based on the A-F scale ranking released by the Washington Policy Center. The new Index includes all testing scores other than the ones in school districts groups with less than 10 students and that number has increased to 20, but it's not clear if that includes total population of the school or actual grade level testing. The application of the metrics being used for small school districts being tested provide unreliable results and gives perception that schools are not succeeding at the level they truly are. Improvement cannot be described with groups of three or six students.

Location: K20, Yakima ESD 105

Kevin Chase – Grandview School Districts
Mr. Chase supports a clear accountability system for districts and believes they help drive the effort forward. The purpose of the Index needs to be more clearly defined. The conflict SBE is facing is attempting to solve problems using one solution. Mr. Chase recommended SBE to consider the facts that success builds confidence and changes of academic performance without labeling schools as struggling and low performance.

Kevin McCabe – Zillah School District
The term struggling gives the message that a district is doing poorly. The Index does not have an A-F ranking scale, but the term "struggling" will be perceived as a school in the F ranking category. The automatic placement of a school in the struggling category that is determined to be a focus school is concerning. There are schools considered struggling because of their special education population even though the rest of the population is doing well. There is a perception from the community that the school is failing when in fact that is not accurate. Mr. McCabe supports the idea of having an Index and accountability system, but does not support an Index that has the wrong intention.

Becky Imler – Wapato School District
Ms. Imler is concerned with aspects of the proposed changes for the Achievement Index. The draft suggests that the Struggling category will include the bottom 15 percent of schools in Washington including both Priority and Focus schools compared to 5 percent of schools in the Exemplary category. This lack of balance sends a concerning message and there should be a review of this change with a larger percentage being designated to the top category.

Location: K20, Wenatchee ESD 171

Erin Qu – Orchard Middle School
Ms. Qu believes in school accountability. The Colorado Growth Model used as a metric tool for accountability is a concern. It measures absolute score gains as opposed to measuring individual growth in students. Students who are significantly below grade level in reading struggle to reach proficiency in one school year. School with such students will have low scores or percentiles using the Colorado Growth Model regardless of the efforts of the school. The Colorado Growth Model will not reflect improvement of a student's learning in one school year. Ms. Qu encouraged the Board to consider other models.

Business Items

Consideration of Revised Rubrics for Review of Charter Authorizer Applications

Motion made to approve the rubrics for evaluation of charter authorizer applications, as revised at the direction of the Board.

The motion to approve the rubrics for evaluation of charter authorizer applications as revised at the direction of the Board passed on a roll call vote. Those voting yes: Fletcher, Maxie, Ryan, Wilds, Frank, Hughes, Jennings, Laverty, Mayer, McMullen, and Maier .

Seconded

Motion was adopted.

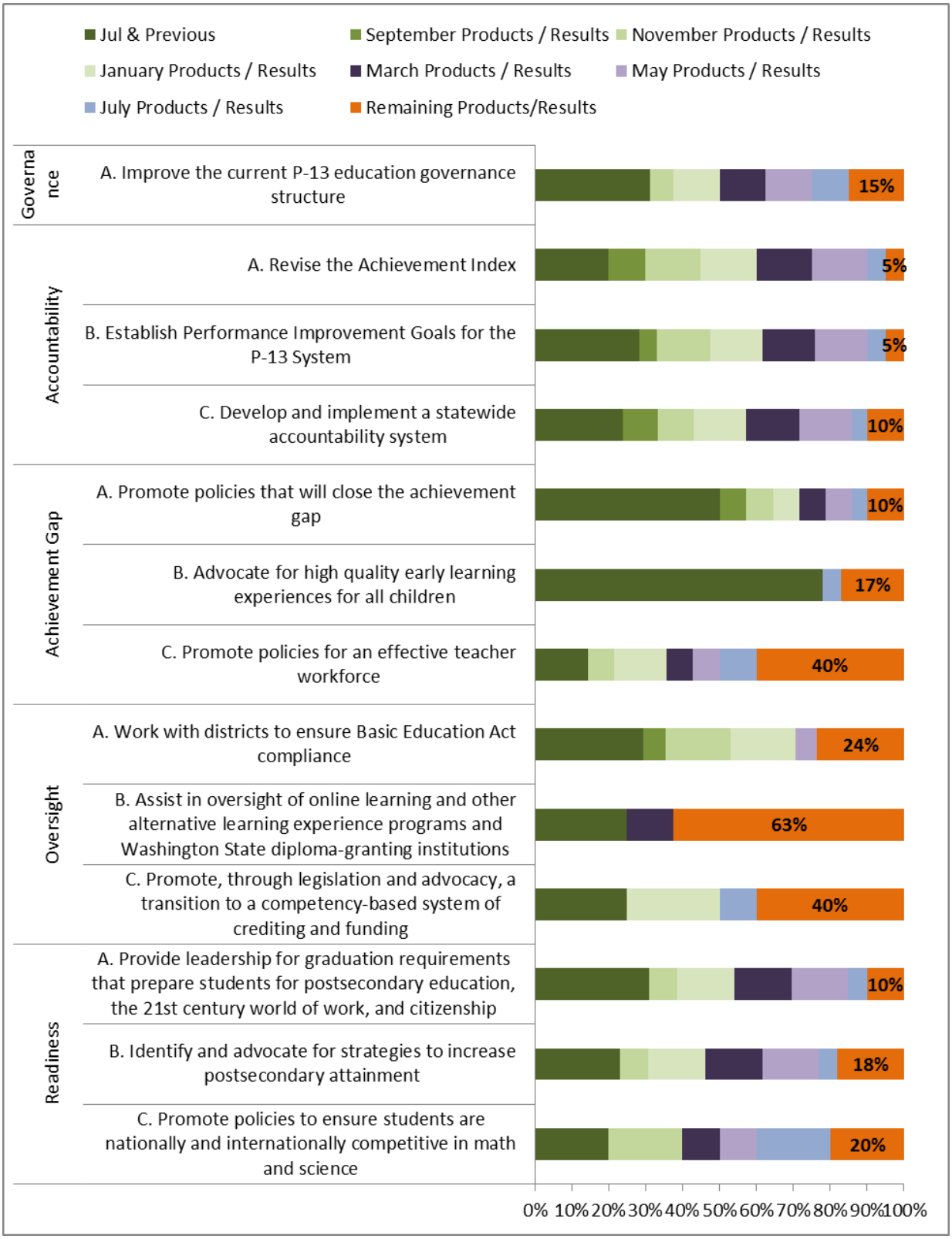
The meeting was adjourned at 2:06 p.m..

The Washington State Board of Education

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**Strategic Plan Dashboard**	
As Related To:	☒ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Three: Closing achievement gap.	☒ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☐ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	Board members will review current work on the 2013–2014 Strategic Plan Goals. Board members will also briefly discuss the September 2013 Board Retreat in Yakima.	

Annual Chart



The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Dashboard Two-Month Executive Summary

Goal	Recent Work
Effective and accountable P-13 governance	• Collaboration with several agencies, including Employment Security, on strategies for improving system-wide workforce development in high schools around the state. • Work with the Washington Student Achievement Council on the 10-year Roadmap. • Work with cross-section of representatives on the Achievement and Accountability Workgroup on the accountability framework required per SB 5329 and system goals-setting required pursuant to SB 5491.
	Past: Presentations [i] ,Correspondence[ii iii iv]; Research[v vi vii viii ix x xi]
Comprehensive statewide K-12 recognition and accountability	• Preparation and implementation of the June AAW meeting. • Legislative advocacy for strengthening and funding RADS. • Legislative advocacy for the implementation of Phase II of a statewide accountability system as outlined in statute.
	Past: Presentations [xii] ,Correspondence ; Research
Closing the achievement gap	• Identification of schools closing the achievement gap for the Washington Achievement Awards. • Collaboration with OSPI on revised AMAOs for English Language Learners. • Collaboration with KCTS and partners on public recognition strategies for schools closing the achievement gap. • Clarified charter authorizer rules around requirements to serve at-risk student populations.
	Past: Presentations [xiii xiv xv xvi]; Research [xvii], Publications [xviii]
Strategic oversight of the K-12 system	• Attendance at the Achieve Next Generation Science Standards conference. • Organized panel discussion on Next Generation Science Standards adoption in Washington state. • Adoption of rules and application rubrics for school districts applying to be charter school authorizers. • Presentation to WSSDA Charter Authorizer workshop on proposed rules and rubrics for authorizers. • Site visit to Colorado to visit charter schools and authorizers. • Analysis of basic education waiver applications for the May and July meetings.
	Past: Collaboration [xix]; Research[xx]
Career and college readiness for all students	• Held panel discussion on opportunities for career and technical education 'cross crediting' in math, science, and other academic course areas. • Presentation to state counselors on current and proposed Career and College-Ready Graduation Requirements. • Meetings with Legislature to encourage the implementation of the college- and career-ready requirements within fully-funded basic education.
	Past: Collaboration [xxi]; Presentations [xxii xxiii xxiv xxv xxvi xxvii xxviii]

Strategic Plan
Products and Assignments

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

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

● = minimal amount of effort (e.g. phone call/emails)
●● = medium (part time staff analysis)
●●● = substantial (full time one staff equivalent)
Total staff resources available = 18

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

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

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

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

● = minimal amount of effort (e.g. phone call/emails)
●● = medium (part time staff analysis)
●●● = substantial (full time one staff equivalent)
Total staff resources available = 18

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

[i] 2012.12: Presentations to the QEC, the Joint Task Force on Funding, Task Force on Accountability, (the Achievement Index)

[i] 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
[ii] 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.

[i] 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
[iii] 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
[iv] 2013.01.03: Letter to the Washington Student Achievement Council

[vi] 2011.02.23 Research Brief for Governance Work Session.
[vii] 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies

[ix] 2011.02.23 Research Brief for Governance Work Session.
[x] 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies
[xi] 2010.11-12: Completed Education Plans and Incorporated Feedback.
[xii] 2012.12.15: Presentations to WSSDA, AESDS, and WERA on the Achievement Index.
[xiii] 2010.09-10: Presentation to the Race and Pedagogy conference.
[xiv] 2012.03.15 Presentations from Required Action Schools
[xv] 2010.09-10: Presentations: Youth Academy, QEC,AWSP Board, AWSP Rep. Council, WASA, Excellent Schools Now Coalition, King County Vocation Administrators, WSSDA regional meeting (Yakima), WSSDA Leg. Conference, WSSDA State Conference.
[xvi] 2011.04.19: Presentations to the PTA and the Regional Curriculum Leaders Consortium in Bremerton.
[xvii] 2010.09-10: Completed a research summary on getting more students college bound, the Crownhill Elementary case study, and the Mercer Middle School case study.
[xviii] 2012.09 Native American Mascot Resolution
[xix] 2010.09-10: Meetings with PESB, DEL, Governor's office, QEC, OSPI, HECB, Stakeholders.
[xx] 2010.11-12: Completed Education Plans and Incorporated Feedback.
[xxi] 2010.09-10: Staff participation in STEM plan meetings.
[xxii] 2010.09-10: Presentations: Youth Academy, QEC,AWSP Board, AWSP Rep. Council, WASA, Excellent Schools Now Coalition, King County Vocation Administrators, WSSDA regional meeting (Yakima), WSSDA Leg. Conference, WSSDA State Conference.
[xxiii] 2011.04.19: Presentations to the PTA and the Regional Curriculum Leaders Consortium in Bremerton.
[xxiv] 2012.05.10 Common Core Standards Assessments Presentations during the May meeting
[xxv] 2012.01.10 Green River CC math transcript system
[xxvi] 2012.06.15: Bar Association Presentation on Graduation Requirements
[xxvii] 2010.09-10: Math presentation in the September Board meeting.
[xxviii] 2012.03.10 STEM Presentation to SBE

The Washington State Board of Education

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**DEVELOPMENT OF AN ACCOUNTABILITY FRAMEWORK PURSUANT TO THE REQUIREMENTS OF SENATE BILLS 5329 & 5491**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The SBE will consider what constitutes a coherent accountability framework for the state. This broad state accountability framework is likely to encompass the specific requirements of both E2SSB 5329, Transforming persistently failing schools, and ESSB 5491, Establishing statewide indicators of educational health.
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Material ☐ PowerPoint
Synopsis:	The board will engage in a work session including small group discussions on: • Aspects of a coherent accountability framework for the state. • Requirements of E2SSB 5329. • Requirements of ESSB 5491. The Board will also deliberate on final details of the Revised Achievement Index and consider making a motion to submit the Index to the federal government for consideration.

DEVELOPMENT OF AN ACCOUNTABILITY FRAMEWORK PURSUANT TO THE REQUIREMENTS OF SENATE BILLS 5329 & 5491

Policy Consideration

E2SSB 5329 requires the State Board of Education (SBE) to "propose rules for adoption establishing an accountability framework that creates a unified system of support for challenged schools in need of assistance that aligns with basic education, increases the level of support based on the magnitude of need, and uses data for decisions."

The SBE will consider what constitutes a coherent accountability framework for the state. This broad state accountability framework is likely to encompass the specific requirements of both E2SSB 5329 and ESSB 5491.

Key questions include:

- What aspects of the framework will require codification in rules?
- What constitutes "Challenged Schools in Need of Improvement" and "Persistently Lowest-Achieving Schools," and how do these relate to Index tiers and federal school designations?
- How should the SBE develop the basis for approval of Level I and II required action plans, and work with the Office of the Superintendent of Public Instruction (OSPI) to develop guidelines for required action plans?
- How should Washington develop state school improvement models that go beyond the four federal intervention models?
- What should the goal-setting process be for developing the "realistic but challenging system-wide goals" for the education system required in ESSB 5492?
- What additional information does the SBE need to address the above questions?

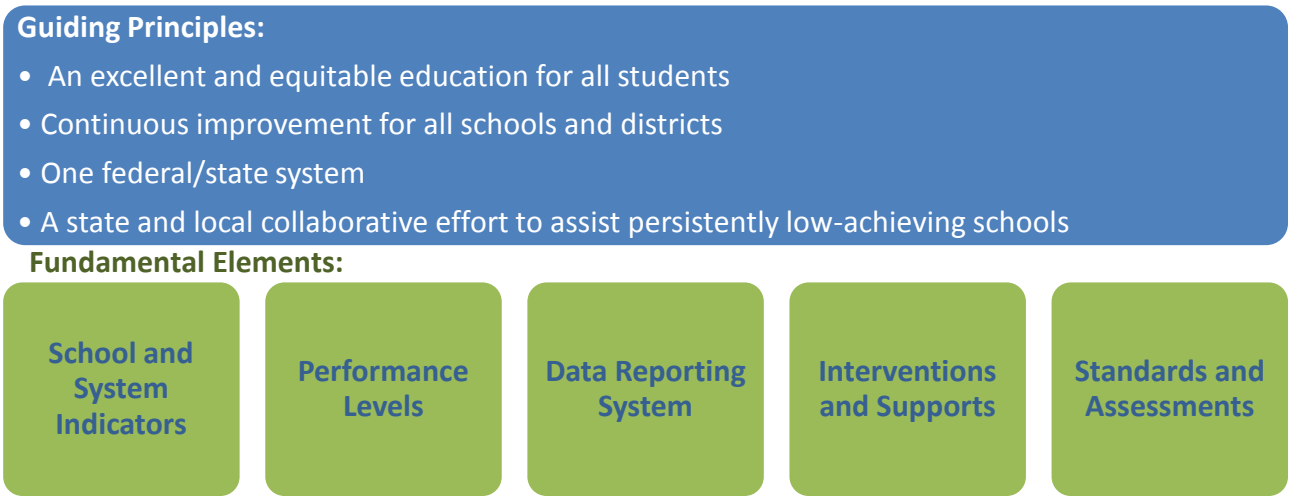
Summary

The proposed accountability framework presented here borrows elements of the *Roadmap for Next-Generation State Accountability Systems*, 2011, Council of Chief State School Officers; and *The Wyoming Comprehensive Accountability Framework: Phase I*, January 31, 2012, by Scott Marion, Ph.D. and Chris Domaleski, Ph.D.

Proposed Accountability Framework

The school accountability framework (as represented in the diagram below) includes 1) guiding principles, and 2) fundamental elements of the system that must be addressed to design, operationalize, and evaluate a credible and technically defensible school accountability system.

Proposed School Accountability Framework:



Guiding Principles

The system goals listed above were established in the Washington State Board of Education (SBE) report *An Excellent and Equitable Education for All Students: A State and Local Partnership for Accountability*, December 2009, revised April 2010. The SBE may confirm or revise these Guiding Principles.

Fundamental Elements

School and System Indicators

Indicators or measures serve two critical functions. First, the identified indicators serve as policy levers to promote desired actions. Second, they contribute to overall measures or classifications of performance. E2SSB 5329 ad ESSB 5491 requires the use of specific indicators:

- The Achievement Index
  E2SSB 5329 specifies that if the Washington Achievement Index is approved by the US Department of Education for use in identifying schools for federal purposes, it will be used to identify the level of school performance within the state accountability system.
- Statewide Indicators of Educational Health
  ESSB 5491 specifies the indicators to include 1) Washington Kindergarten Inventory of Developing Skills; 2) Percent of students meeting proficiency in fourth grade reading; 3) Percent meeting proficiency in eighth grade math; 4) 4-year cohort graduation rate; 5) Percent enrolled in postsecondary education and training or employed in the second and fourth quarter after graduation; and, 6) Percent of college students enrolled in precollege or remedial courses.

Performance Levels

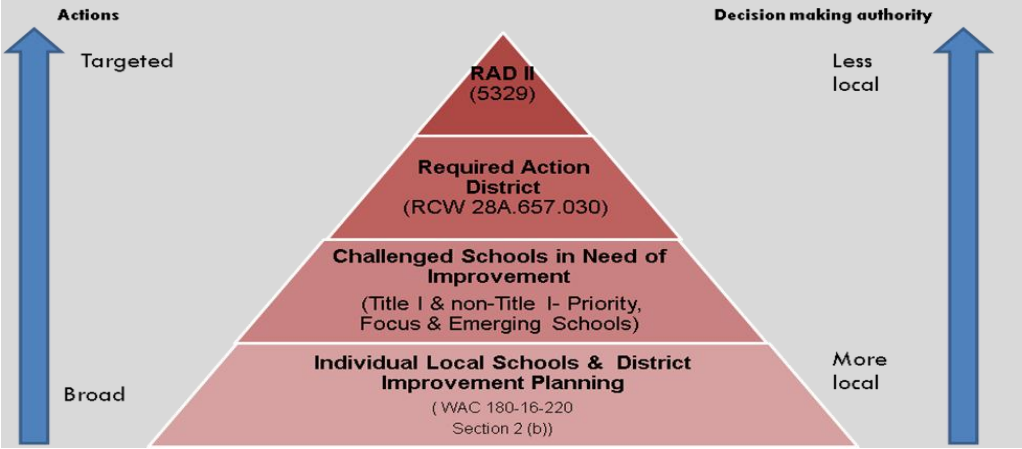
Setting performance levels in the accountability framework includes establishing school designations, tiers and labels, and establishing a unified terminology system. E2SSB 5329 will require establishing a definition of 'challenged schools in need of improvement' and 'persistently lowest-achieving schools.'

Data Reporting System

A well-designed, accessible reporting system available to educators and stakeholders, with useful data visualizations, is a critical part of the Framework. Incorporating data from the accountability system into the Washington State Report Card could be part of the effort to create a coherent system.

Interventions and Supports

Consequences and supports are aimed at promoting continuous improvement. The framework establishes a multi-tiered system with actions tied to each performance level:



Standards and Assessments

Fundamental components of the accountability system are standards and assessments, which are in a period of transition due to the adoption of the Common Core State Standards and implementation of Smarter Balanced Assessments. Further transitioning of standards and assessments will occur if the Next Generation Science Standards are adopted. As implementation occurs, continued monitoring to assure alignment of the system is essential.

SBE Tasks Associated with the Accountability System

The diagram below lists SBE tasks associated with the Accountability System:

School and System Indicators

- Finalize Index with US Dept. of Ed.
- Revise the Awards using the Index
- Establish 5491 goals and stakeholder engagement process

Performance Levels

- Define the statutory levels of achievement relative to the revised Index
- Define school designations
- Work with OSPI to define exit criteria

Data Reporting System

- Work with OSPI to give input on the Report Card website design—how will it look including the Index and ESSB 5491 data?

Interventions and Support

- Guidelines for required action plan approval
- Approval of RAD 2 plans
- Define criteria for releasing districts from RAD 2 status

Standards and Assessments

- Provide consultation to SPI on adoption of NGSS standards
- Provide thoughtful input on the transition to Common Core Assessments

Background

RCW 28A.305.130 includes implementation of an accountability framework in the purpose of the SBE:

> The purpose of the state board of education is to provide advocacy and strategic oversight of public education; *implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievemen*t; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the goals of RCW 28A.150.210.

RCW 28A.657.005 also refers to the SBE's responsibility for an accountability framework:

> The legislature assigned the state board of education responsibility and oversight for creating an accountability framework. This framework provides a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. Such a system will identify schools and their districts for recognition as well as for additional state support. For a specific group of challenged schools, defined as persistently lowest-achieving schools, and their districts, it is necessary to provide a required action process that creates a partnership between the state and local district to target funds and assistance to turn around the identified lowest-achieving schools.

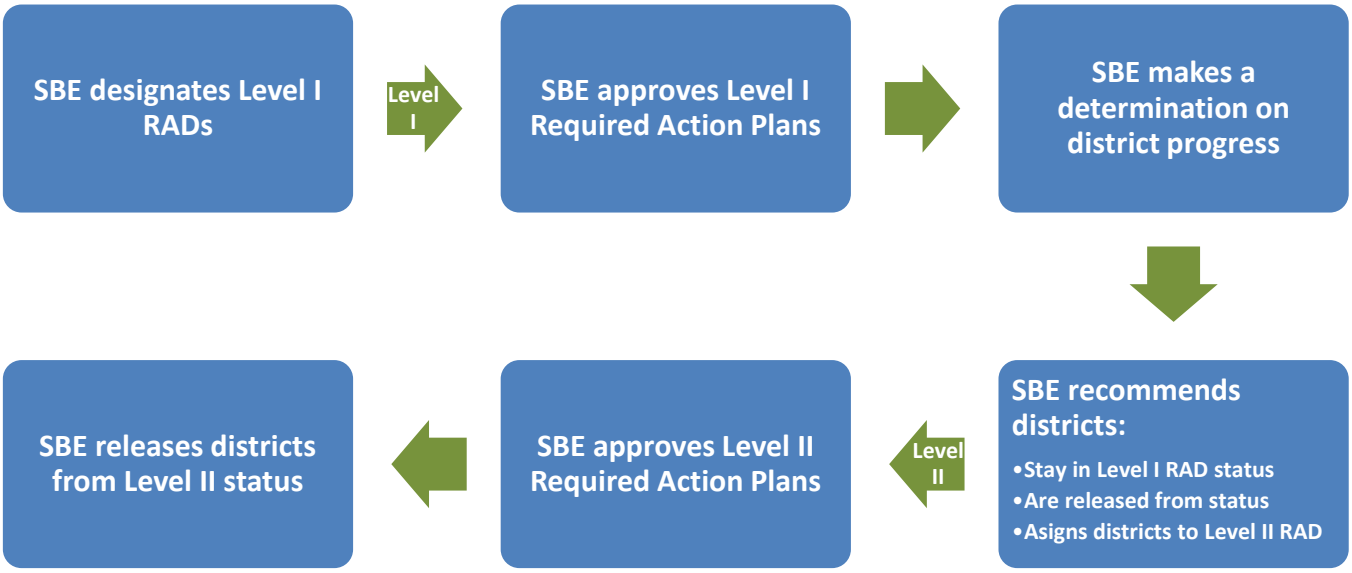
References to an "accountability framework" were made in successive acts of the Legislature: ESHB 2261 in 2009; E2SSB 6696 in 2010; and, E2SHB 5329 in this year's session. As was specified in the July 11-12, 2012, Board Meeting memo on the Statutory Authority for Accountability, these references indicate the SBE's Accountability Framework is intended to be comprehensive, embracing in its design data reporting, performance measurement, and support for schools to raise achievement.

E2SHB 5329

E2SHB 5329 relates to the system of school accountability, specifically eliminating the Title-eligibility as the state criterion for services. It also extends the school improvement models beyond the required federal models, establishes a Level II Required Action process, and establishes authority for the Superintendent of Public Instruction to intercede in Level II Required Action.

The diagram below shows the actions of the SBE in the Level I and Level II Required Action process as mandated by RCW 28A.657 and E2SHB 5329, and in the establishment of Level I and Level II Required Action Districts (RADs). (This diagram does not show all the steps of Required Action--it only shows the SBE tasks.)

SBE Actions Related to Level I and Level II Required Action:



The Table below summarizes some key dates of the Board related to the Level I and Level II RAD process. The first SBE action related to Level I action directed by E2SSB 5329 will be the designation of Level 1 RADs identified by OSPI by December 1, 2013. The SBE is likely to consider designating Level 1 RADs based on OSPI's identification at the January 2014 meeting.

Current RADs will have been in RAD status for three years after the 2013-2014 school year—so consideration of release from RAD status or designation to Level II status, should any of the current RADs fail to progress, could be in January 2015. However, under Section 10 of the bill, a Required Action District designated for a persistently lowest-achieving school that also received a federal school improvement grant in 2010 or 2011, may be directed by the SBE to Level II status after one year of implementing a Required Action Plan. This section would allow the current RAD districts to be moved to Level II status as early as January 2014 if they are determined to have such a school.

Key Dates	Action
July – October 2013	Development of Accountability Framework Rules. The SBE must propose rules by November 1, 2013.
November 2013	Provide consultation to OSPI on a list of school improvement models.
December 2013	OSPI identifies challenges schools in need of improvement and persistently lowest-achieving schools.
January 2014	Review of OSPI findings and consideration of designation of Level I RADs and Level II RADs (if Level I RADs have lowest-achieving schools that also had federal SIG grants in 2010 or 2011).
March 2014	Review and consider approval of Required Action Plans.

January 2015	Consideration of release from RAD status for current RAD districts.

ESSB 5491

ESSB 5491 establishes the responsibility of the SBE, with the assistance of specified stakeholder agencies and the Educational Opportunity Gap Oversight and Accountability Committee, to set goals for the educational system. The bill sets the indicators as the Statewide Indicators of Educational Health listed in the framework above. The stakeholder groups include:

- OSPI
- The Workforce Training and Education Coordinating Board
- The Educational Opportunity Gap Oversight and Accountability Committee
- The Student Achievement Council

Action

The SBE will engage in a work session to review and discuss:

- The Proposed Framework, including the Guiding Principles and an accountability system theory of action.
- The requirements of E2SSB 5329.
- The requirements of ESSB 5491.

The SBE may consider approving:

- Definitions of "Persistently lowest achieving" and "Challenged schools in need of improvement."
- A process for setting goals for ESSB 5491.
- A letter to the Achievement and Accountability Workgroup concerning stakeholder input on the Accountability Framework.

Members should come to the meeting prepared to discuss the Proposed Framework and the two bills. It may be helpful to the discussion for members to consider the following questions associated with the accountability system:

- Why is each ESSB 5491 indicator important and what does it say about system health?
- What should ESSB 5491 indicator goals be based on?
- How should qualifying schools be prioritized for support in the RAD I and II system?
- How should Required Action Plans be structured to maximize the likelihood that the plan will engender an authentic change in practice?
- How should the accountability framework address the transition to the Common Core State Standards?
- How should the type and scale of support for districts in the RAD I and II system vary with school designations?

DEVELOPMENT OF A REVISED ACHIEVEMENT INDEX

Policy Consideration

After working iteratively since last July through a series of decisions relating to the redesign of the Achievement Index, the SBE will now be asked to vote on final submission of the redesign to the US Department of Education. Both OSPI and SBE anticipate an iterative process with the USDOE. The Board's final approval of the Index will come after federal consideration If the USDOE asks Washington State to make adjustments to the submitted Index, the SBE will need to formally consider those changes prior to final adoption. The submission of the Index is the first step in a multi-step process toward the development of an overall accountability framework as required by Senate Bill 5329 (2013).

Summary

Included in the Board's packet is a link to the Final Report of the Achievement and Accountability Workgroup (AAW) as it relates to Index redesign (the AAW continues its work on the second phase of its work in August). The vote on the final report – whether the report accurately reflected the input of the group – was unanimously in favor. The final vote on general support for the Index redesign itself was 12 votes in favor, 4 votes in favor with concerns, and 1 vote not in favor. The four votes in favor with concerns pertained to the manner in which the Index evaluates the performance of English Language Learner performance. Those voting 'with concerns' urged the Board to consider an 'Ever ELL' cell methodology in which all ELL students – both students currently in the program as well as students who have exited the program – would be counted in the ELL cell for accountability purposes. The one vote not in favor was based on a variety of factors. A full listing of the concerns of this individual is available for Board member review. The primary concerns centered on the use of normative growth measures, the use of federal subcategories of students which allow for duplicate counts, and the shorter period of time dedicated to the redesign of the Index, in comparison to prior Index design efforts.

Note: To avoid duplicate printing, the Board's packet does not include reprinted copies of the AAW Report, which is available here on the SBE website. Members can receive a paper copy on request.

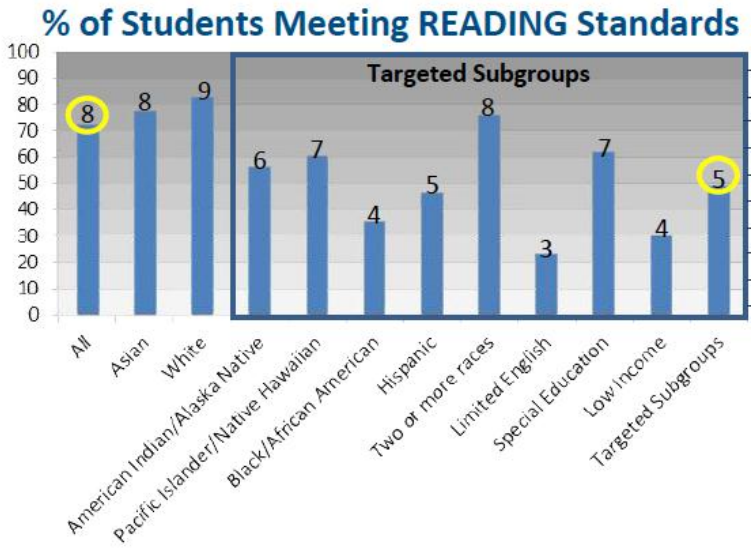
Additionally, at the June 19th special meeting, the Board heard extensive public comment from stakeholders on the proposed submission. That public comment is summarized in the minutes of that meeting, available in a separate section of this packet. The input centered primarily on concerns that the Index tier labels may be used to establish "A-F" grades for public schools, either by the state legislature or external parties. There were also comments about the complexity and adaptability of the Student Growth Percentile (SGP) methodology, how the Index reflects the performance of small schools, and how federally-defined "focus" schools will be handled in the Index.

There are a number of outstanding Index design questions that staff has worked through at a staff level but that the Board has not yet voted on. The motion for today's meeting will include adoption of these rules as well. These issues include:

- **Use of three years of data** – It is our intent to use three years of data, when available, in deriving Index scores. This is consistent with the current practice of identifying Priority

and Focus schools for federal accountability purposes. Staff intend to present different achievement award options which allow schools to be recognized for strong single year improvements to counteract the lagging effects of a 3-year rolling average.

- **Establishing the remaining tier label performance bands** – The Board has had in-depth discussions about the performance bands associated with Exemplary and Struggling status in the Index, and how federal and state alignment can be achieved. Staff propose to establish the remaining performance bands with the premise that the top two tier labels (exemplary and very good) will be commensurate in size to the bottom two tier labels (fair and struggling). The Board will not approve an exact performance band cut score because the simulations are based on one year of data. Three years of growth data does not become available until December of this year, and will require a recalibration of the cut scores associated with each performance band.
- **English Language Learner Cell**– The Board has heard presentations from OSPI and expert stakeholders in consecutive meetings on proposals to potentially revise Annual Measurable Achievement Objectives (AMAOs) that could be tailored to this new framework. A separate memo is included in your packet about these issues, and meetings from the prior meeting are available here. The staff recommendation, based on extensive input from the AAW and representatives of the Bilingual Education Accountability Committee, is to propose an 'Ever ELL' cell approach to the federal government, and revise the AMAO's pursuant to Dr. Mendoza's recommended option from the May Board meeting.
- **Removing '2 or more races' from Targeted Subgroup score –** Data analysis reveals that the '2 or more races' subcategory of students is not actually an underachieving subgroup and has the potential to artificially inflate targeted subgroup scores. The achievement in Reading, for example, is roughly commensurate with the state-wide average scores (see below). Staff recommends removing this subgroup and monitoring its performance over time for possible inclusion in the future. This group is our fastest-growing subgroup and may change rapidly in its composition over time.



- **Statement of intent to move to criterion-based performance bands after the transition to Common Core –** Although the current federal definitions of Priority and Focus schools developed by USDOE are primarily normative in nature, the Board has repeatedly expressed a desire to create performance bands based on 'hard' Index score requirements that do not fluctuate year-to-year on a normative basis. Staff would propose that the Board adopt a statement of intent to move to criterion-referenced standards after the transition to Common Core is complete, and score distributions can be more accurately assessed.

Background

The U.S. Department of Education granted Washington's waiver request from certain Elementary and Secondary Education Act (ESEA) requirements in July 2012.

As the Department has planned for the transition to Common Core, there have been new developments in the ESEA flexibility guidance. The new guidance relates to concerns expressed by states about possible 'double testing' during the 2013-14 school year. This is the year many districts would be piloting the new SBAC tests while also continuing to take the MSP and other state tests for state accountability purposes. To alleviate these concerns, the USDOE has offered states the opportunity to request a waiver – amounting to a one-year "pause" on federal accountability. Superintendent Dorn intends to request this waiver.
As of the date of this memo, the full ramifications of this waiver are not yet known. Agency staff are exploring the extent to which student growth data can still be derived from data in this 'waiver year'.

This policy document from the Council of Chief State School Officers outlines the issues associated with this waiver opportunity here. A key paragraph is below:

"As a matter of federal requirements, each state may at the end of 2012-13 identify the lowest performing priority and focus schools prior to assessment transition, and maintain that designation and support through the assessment transition period."

This implies that the current list of Priority and Focus schools could stay in effect through the 2013-14 school year, and raises new questions about the relationship of these lists to the Index in the coming school year. Although this does not necessarily impact the indicator components of the Index, it may impact the timeline of implementation.

Action

The Board will be asked to vote on final submission of the Index redesign to the United States Department of Education for approval.

Revised Achievement Index Model Summary

EXAMPLE DATA

		Reading	Math	Writing	Science	Average
Proficiency (10 points possible)	All Students	8	7	7	7	7.3
	Targeted Subgroups	5	5	6	4	5.0

		Reading	Math	Average	Doubled for 10-point scale
Growth (5 points possible)	All Students	3	3	3.0	6.0
	Targeted Subgroups	3	3	3.0	6.0

		Grad Rate	Dual Credit/ Industry Certification	11th Grade Assessments	Average
College Career Readiness (10 points possible)	All Students	6	To be phased-in		6.0
	Targeted Subgroups	4			4.0

K-8:
40% Proficiency
+ 60% Growth

High School:
33% Proficiency
33% Growth
+ 33% CCR

Overall Index Rating (10 points possible)

6.1

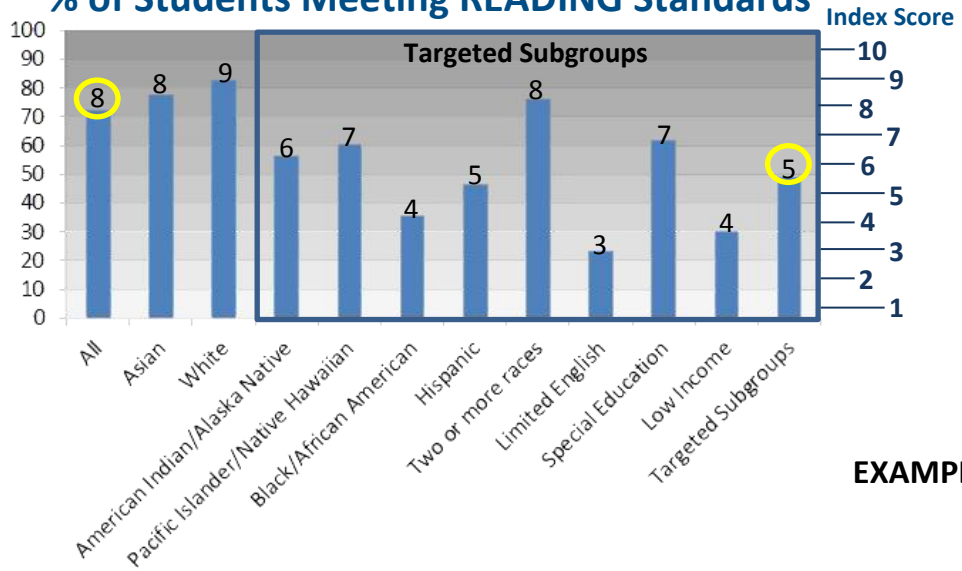
5.7

* Staff are preparing an additional option that excludes the 'two or more races' subcategory of students from the "targeted subgroup" score.

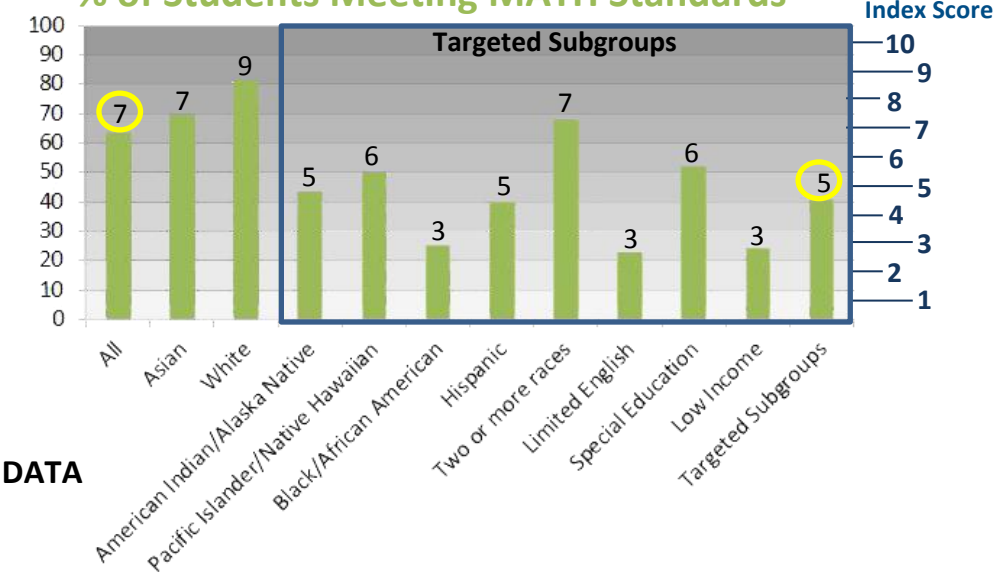
Proficiency Ratings

		Reading	Math	Writing	Science	Average
Proficiency (10 points possible)	All Students	8	7	7	7	7.3
	Targeted Subgroups	5	5	6	4	5.0

% of Students Meeting READING Standards

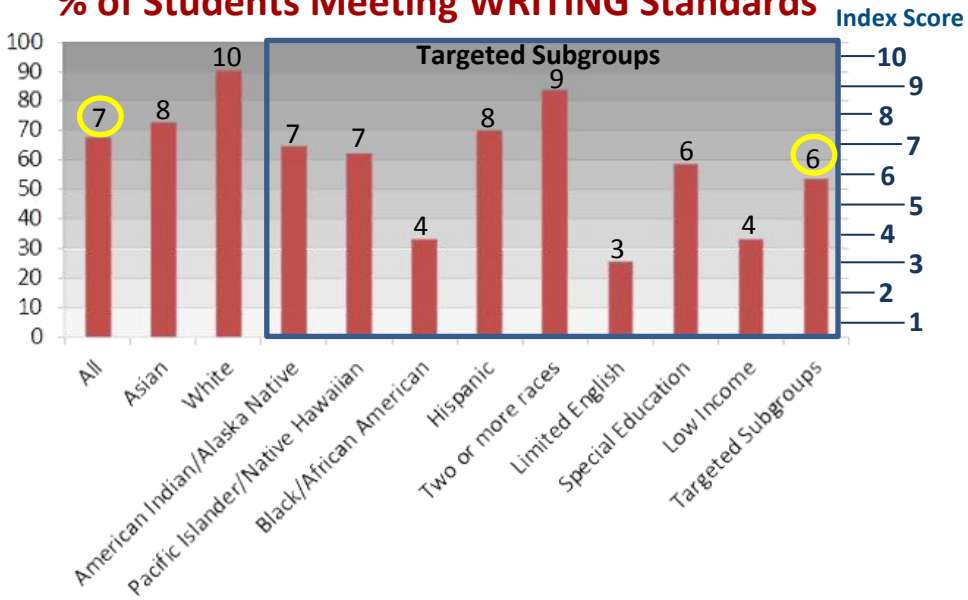


% of Students Meeting MATH Standards

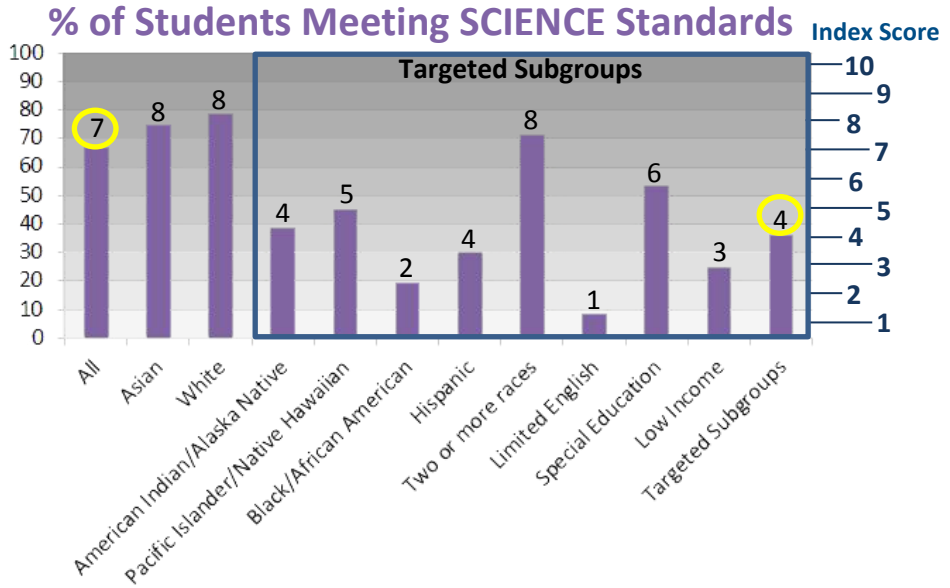


EXAMPLE DATA

% of Students Meeting WRITING Standards



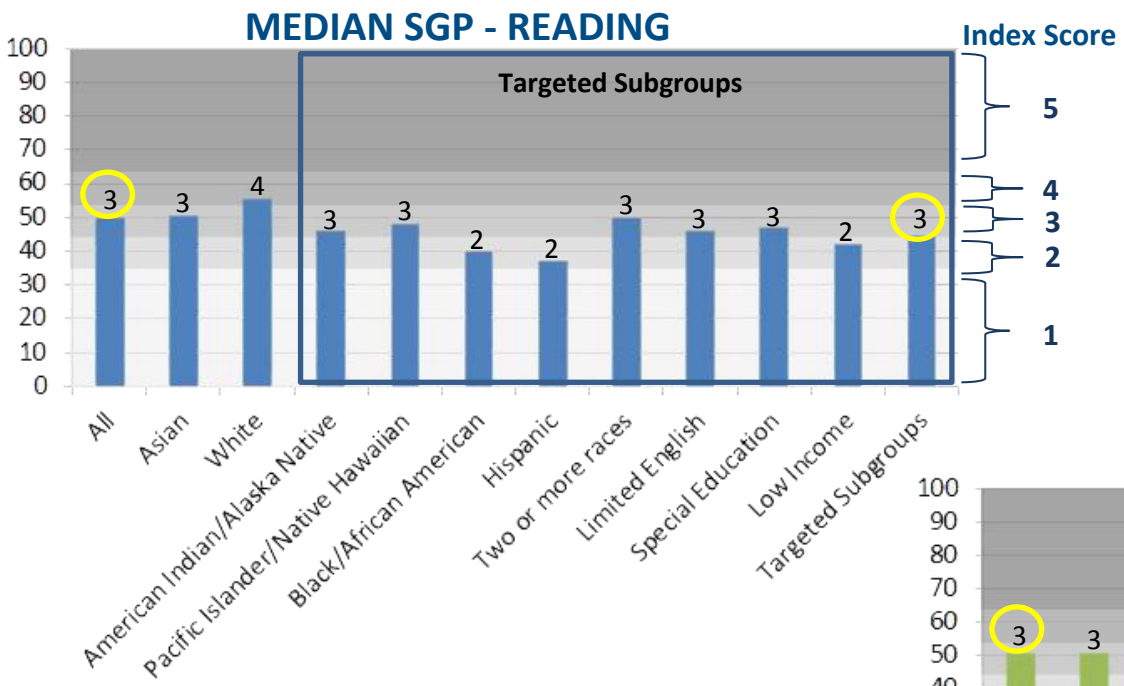
% of Students Meeting SCIENCE Standards



* Staff are preparing an additional option that excludes the 'two or more races' subcategory of students from the "targeted subgroup" score.

Growth Ratings

		Reading	Math	Average	Doubled for 10-point scale
Growth (5 points possible)	All Students	3	3	3.0	6.0
	Targeted Subgroups	3	3	3.0	6.0



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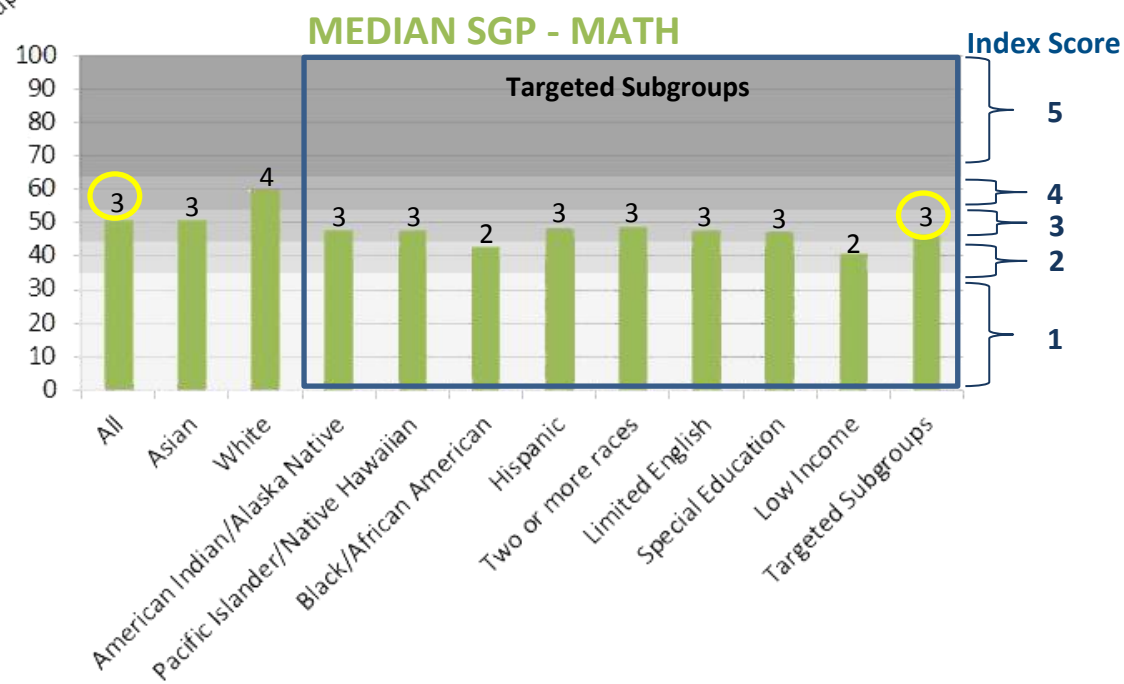


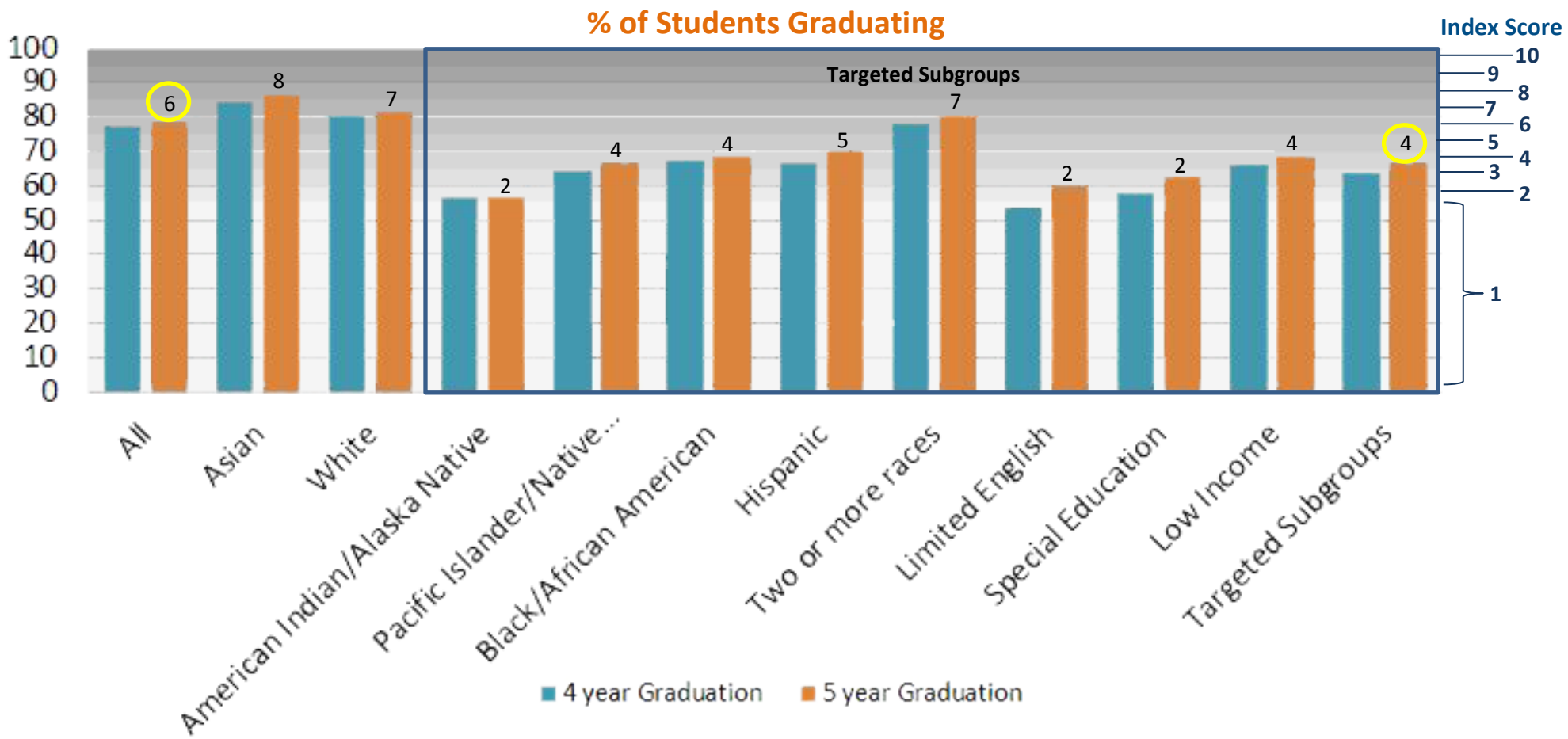
* Staff are preparing an additional option that excludes the 'two or more races' subcategory of students from the "targeted subgroup" score.

College & Career Readiness

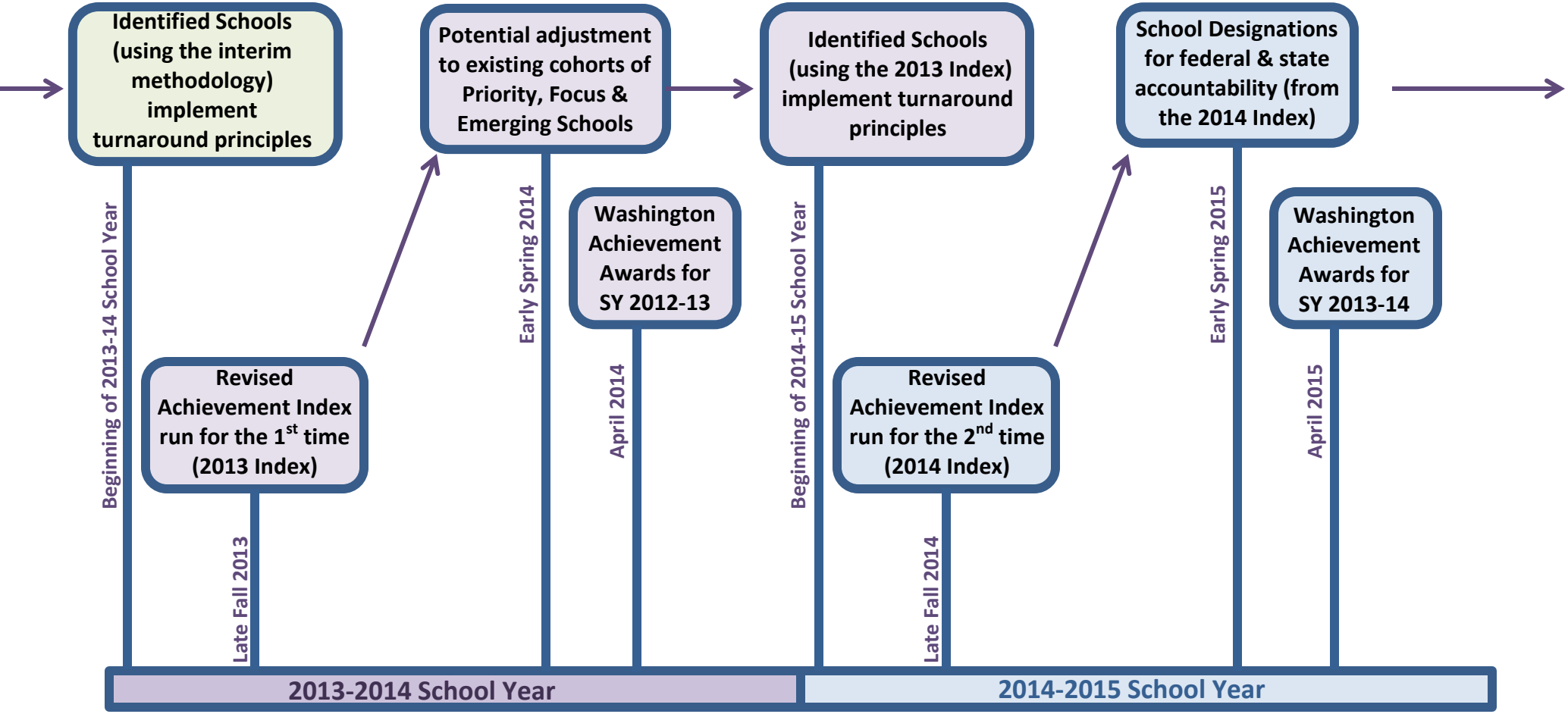
EXAMPLE DATA

Graduation Rate is the higher number of the 4-year and 5-year graduation percentages.

		Grad Rate	Dual Credit/ Industry Certification	11th Grade Assessments	Average
College Career Readiness (10 points possible)	All Students	6	To be phased-in		6.0
	Targeted Subgroups	4			4.0



Proposed Revised Achievement Index Implementation Timeline



Proposed Revised Achievement Index Implementation Chart

	Accountability & School Designations		
	Designation for SY 2013-14	Designation for SY 2014-15 (using 2013 Index)	Designation for SY 2015-16 (using 2014 Index)
Awards	Revised Index		
Priority, Focus & Emerging	Current System	Current System + Non-Title Schools	Revised Index
Required Action Districts	Current System	Current System + Revised Index	Revised Index
Annual Measurable Objectives	Current System	Current System	Add Growth*
Exit Criteria	Current System	TBD**	

	Phasing in Elements of the Revised Index		
	2013 Index (data ending in Spring 2013)	2014 Index (data ending in Spring 2014)	2015 Index (data ending in Spring 2015)
Proficiency	Reading, Writing, Math & Science		
Growth	Median Growth	Adequate Growth	
College Career Readiness	Graduation Rate	Graduation, Dual Credit & Industry Certification	

*The Board has asked staff to develop a proposal, but hasn't yet adopted this change. ** To be determined.

The Washington State Board of Education

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	GOALS-SETTING AND ACCOUNTABILITY FOR ENGLISH LANGUAGE LEARNER STUDENTS
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	How are Annual Measurable Achievement Objectives (AMAOs) most effectively established. How can and should the principles of the AMAO redesign be reflected in the Revised Achievement Index?
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Material ☐ PowerPoint
Synopsis:	The SBE will consider proposals to include an 'Ever ELL' cell into the Revised Achievement Index submission to the USDOE. The SBE will also consider motion language supporting revised AMAOs based on the metholodgy discussed by Dr. Gil Mendoza and his staff at the May Board meeting in Federal Way. Included for the Board's consideration is a third-party article regarding federal accountability methods that would more appropriately measure the progress of language learners. ***Fully Accounting for English Learner Performance: A Key Issue in ESEA Reauthorization*** Authors: Megan Hopkins, Karen D. Thompson, Robert Linquanti, Kenji Hakuta, and Diane August

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Fully Accounting for English Learner Performance : A Key Issue in ESEA Reauthorization

Megan Hopkins, Karen D. Thompson, Robert Linquanti, Kenji Hakuta and Diane August

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Fully Accounting for English Learner Performance: A Key Issue in ESEA Reauthorization

Megan Hopkins[1], Karen D. Thompson[2], Robert Linquanti[3], Kenji Hakuta[4], and Diane August[5]

This article presents a set of recommendations that promote a more nuanced, meaningful accountability policy for English learners in the next authorization of the Elementary and Secondary Education Act. The authors argue that the ESEA reauthorization must strengthen the law's capacity-building purpose so that federal, state, and local leaders support continued attention, direction, and innovation in effectively educating ELs. The recommendations put forth in this article focus on monitoring both current and former ELs, establishing time frames for the attainment of English language proficiency, and setting expectations for academic achievement that are reflective of English language proficiency level and time in the state's school system.

Keywords: accountability; educational policy; language comprehension/development; policy analysis

The Elementary and Secondary Education Act (ESEA) has historically played a central role in building national capacity to meet the educational needs of English learners (ELs). The No Child Left Behind (NCLB) Act of 2001 represented a step forward in federal policy for these students in two ways: (1) The law fostered greater inclusion of ELs in standards-based instruction, assessment, and accountability, and (2) it brought wider attention of policymakers and educators to ELs' language and academic needs. However, the law's provisions for ELs—as well as for other vulnerable populations—contained significant shortcomings. To date, NCLB's test-based accountability and status bar, 100% proficiency targets have been blunt instruments, generating inaccurate performance results, perverse incentives, and unintended negative consequences (Ho, 2008; Linn, 2005, 2008; Koretz, 2008). Notwithstanding these flaws in the present accountability policy and structures, a strong federal framework is still needed to ensure that all educators are given clearer signals about and held accountable for their students' academic performance and, in the case of ELs, their progress toward English language proficiency. As written, the current law ignores the connection between ELs' expected progress in developing English language proficiency under Title III and their expected academic progress and proficiency under Title I while they learn English.

The next ESEA authorization must strengthen the law's capacity-building purpose so that federal, state, and local leaders sustain and sharpen attention, direction, and innovation in effectively educating ELs. As representatives of a working group of researchers committed to fostering ELs' success, we focus in this article on a subset of our recently published recommendations that promote meaningful accountability for ELs.[1] We argue that a more nuanced, meaningful accountability policy should be promoted in the next iteration of the ESEA. Such a policy will foster systems that provide meaningful information educators can use to tailor instruction to ELs' linguistic and academic needs, thereby more effectively working toward the law's original goal of improving outcomes and narrowing achievement gaps for these students. We acknowledge that all students, including ELs, must have access to high-quality curriculum, effective instructional practices and teachers, and supportive school environments to meet challenging academic standards; however, our focus in this article is on the specific needs of English learners and the ways in which accountability policy can be better tailored to address them, as these students take on the unique challenge of learning academic content while also acquiring the English language.

Context

The need for national leadership to effectively serve ELs has become more acute as the numbers of these students increase and as the failure of educational systems to meet their needs becomes more evident. U.S. schools serve 11 million students who speak

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a language other than English at home, representing approximately 20% of national school enrollment (U.S. Department of Education, 2010). Since the last ESEA reauthorization, a number of states, particularly in the Southeast and Midwest, have seen dramatic increases in their EL populations (National Clearinghouse for English Language Acquisition, 2010). Even states with traditionally high proportions of ELs have experienced such growth that these students are ubiquitous throughout the state and no longer just a challenge for some districts, some schools, or some teachers (Samson & Collins, 2012).

Unfortunately, the capacity to support ELs has not kept pace with the growing need. Thirty percent of schools held accountable for adequate yearly progress (AYP) targets for ELs under NCLB did not make AYP for that subgroup in 2005–2006; in high-poverty schools, this percentage was substantially higher (Taylor, Stecher, O'Day, Naftel, & LeFloch, 2010). Moreover, approximately one third of districts receiving Title III funding reported missing at least one Annual Measureable Achievement Objective (AMAO) for their English learners under Title III during the 2008–2009 school year (Tanenbaum et al., 2012). Additionally, a third of all schools (and half of high-poverty schools) reported that they needed technical assistance to improve services for ELs in 2005–2006 and 2006–2007, but only half of those that needed it reported receiving satisfactory assistance (Taylor et al., 2010).

Policy Considerations

Through research and practice, educators and researchers have come to a better understanding of the strengths and needs of ELs. The key facts for policy consideration are that English language acquisition is developmental in nature, occurs over time, and is influenced by students' initial proficiency in English and primary language(s), time in the school system, and the type and quality of schooling, as well as other conditions (see Cook, Boals, Wilmes, & Santos, 2008; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Hakuta, Butler, & Witt, 2000; Linquanti & George, 2007; Thompson, 2012).[2] Given these facts, we cannot mandate that students with limited understanding of English learn subject matter taught in English at the same rate as their English speaking peers. The developmental nature of second language acquisition has implications for defining the EL subgroup for accountability purposes and for setting expectations for their linguistic and academic progress and achievement.

Numerous scholars have raised concerns about the validity and reliability of assessment results included in high-stakes accountability systems (Linn, Baker, & Betebenner, 2002), particularly for English learners (e.g., Abedi, 2002, 2004; Solano-Flores, 2008). As we discuss in more detail below, English language proficiency fundamentally influences students' performance on content-area assessments delivered in English. For example, students at beginning levels of English proficiency may be unable to demonstrate their math knowledge on a standardized math test administered in English because of gaps in their knowledge of English (Abedi & Gándara, 2006; Martiniello, 2008). Meanwhile, analysis of current English language proficiency assessments has found substantial inconsistencies in the constructs measured by these assessments (e.g., Solórzano, 2008) and has led to concerns about the reliability of the assessments as well (e.g., Stokes-Guinan & Goldenberg, 2010).[3] Despite limitations of the assessments and how results are used, accountability remains an important leverage point for improving EL instructional programs on a large scale. Therefore, although we acknowledge the critical need to improve the validity and reliability of the inferences and uses of assessments included in accountability systems for English learners, we also argue there are other aspects of the accountability system that must be strengthened to provide more meaningful and useful information about EL students' performance and needs. We turn now to our recommendations for improving ESEA accountability for ELs, which are organized in three sets.

Stabilizing the EL Subgroup

Our first set of accountability recommendations addresses unstable identification and reclassification procedures that produce a "revolving door" effect, as more proficient students exit and less proficient students enter the EL subgroup. Under current policy, the more successful schools are in reclassifying their ELs, the more poorly their EL subgroup performance looks (National Research Council, 2011; Wolf, Herman, Bachman, Bailey, & Griffin, 2008; Working Group on ELL Policy, 2010). This poses a problem for accountability because it provides faulty information about the performance of the EL subgroup on long-term outcomes.

Although this "revolving door" effect has been demonstrated using data from several districts and states (Linquanti, 2001; Parrish et al., 2002; Parrish, Perez, Merickel, & Linquanti, 2006; Saunders & Marcelletti, 2012), we illustrate it with data from two school districts in California. Sanger Unified School District, where two of the authors (Thompson and Hakuta) have worked over several years, is a midsize district on the fringes of a city, whereas the Los Angeles Unified School District (LAUSD) is a large urban district. Both districts have high proportions of ELs from high-poverty backgrounds (see Figure 1).

The panel on the right side of both graphs in Figure 1 shows the district's progress for ELs (solid lines) and non-ELs (dashed lines), comparing the district (dark gray) with statewide data (light gray). These data take into account *all* students in the original cohort of ELs, including both current ELs and former ELs who have been reclassified as fluent in English (RFEPs). In Sanger's case (Figure 1a), the district went from below to exceeding state performance for ELs. For LAUSD (Figure 1b), the EL population increased overall performance and more closely approximated the state average. In contrast, the panels on the left side of both Figures 1a and 1b show the same data, with former (and, by definition, more successful) ELs excluded. Here, each district's ELs are portrayed as doing more poorly than ELs statewide because their most successful ELs were removed.

These examples make evident that, as former ELs are systematically removed from the subgroup, it becomes impossible to determine which schools and practices are successful for these students. It is also impossible to track EL performance over time when ELs are redesignated several years prior to high school graduation and are thus not included in subgroup statistics, such as graduation rates and college readiness.

Monitor Current and Former ELs

To increase the fairness and accuracy of the accountability system, we recommend establishing a *Total English Learner* (TEL)

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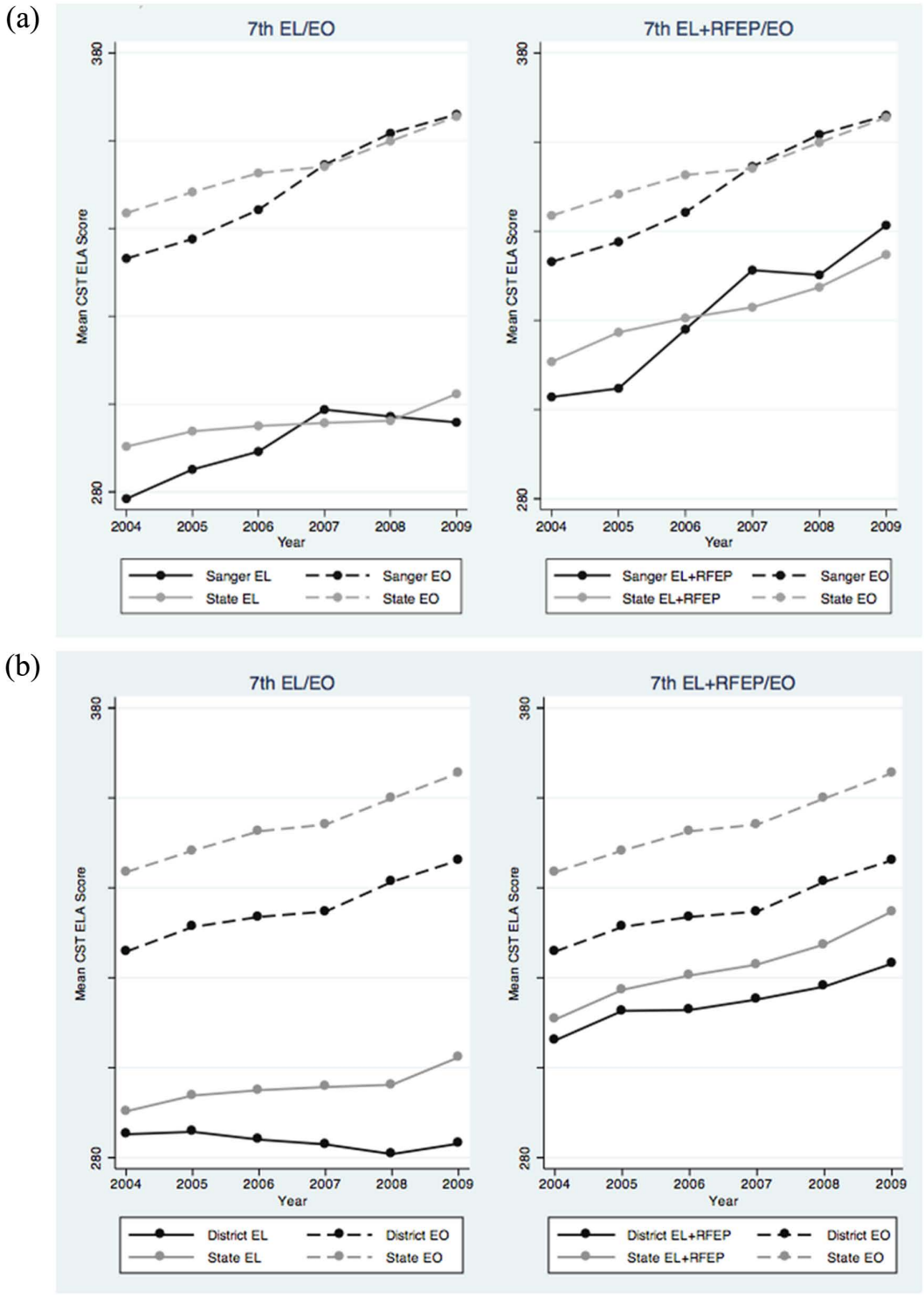

FIGURE 1. *Illustration of "revolving door" effect for ELs (data from the California English Language Arts assessment, 2004–2009). (a) Sanger Unified School District. (b) Los Angeles Unified School District.*

subgroup for Title I accountability purposes. The TEL subgroup would include both currently identified ELs and former ELs. As illustrated in the district cases, establishing this aggregate group and maintaining consistent subgroup designation would yield more accurate information about ELs' cumulative performance over time.

Continuing to monitor ELs' progress throughout their schooling recognizes the developmental nature of second language

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acquisition and allows better service delivery to students at all levels of English proficiency.[4] There is no question that English language proficiency (ELP) influences students' ability to learn content presented in English and to demonstrate what they have learned through participating in assessments given in English (Abedi & Gándara, 2006; Martiniello, 2008). Even after reaching proficiency on a state's ELP test, former ELs may continue to gain deeper competencies in English needed to meet grade-level standards set for native English speakers. Moreover, in states that allow school districts to define their own exit criteria, a student considered a former EL in one district may still be considered a current EL in a neighboring district (see Linquanti, 2001; Parrish et al., 2006; Tanenbaum et al., 2012). It is therefore critical that states and districts continue to support and monitor former ELs beyond the current federally mandated 2-year monitoring time frame to ensure that they continue to advance academically and that educators are held accountable for the subgroup's long-term results, as with all other subgroups.

Monitor and Address Needs of Long-Term ELs

In addition, accountability policy should attend to the needs of long-term ELs, or students who are unable to meet specified exit criteria and remain designated EL after 5 or more full years in a state's public schools. Middle and high schools across the country have increasingly greater numbers of these students; for example, long-term ELs comprise nearly one-third of the EL population at the secondary level in New York City (New York City Department of Education, 2008) and one-half of the EL population at the secondary level in California (Olsen, 2010). To ensure that these struggling students' performance is not masked in the TEL subgroup and that they receive additional instructional support, states and districts should be required to monitor and report their percentage of long-term ELs; set annual targets for districts with disproportionately high percentages of long-term ELs to annually reduce this percentage; and delineate what consequences and responses follow if these targets are not met.

Relating English Language Development, Time in System, and Academic Progress Expectations

Our second set of recommendations addresses current accountability provisions for attaining English language proficiency. Analytic methods have recently become available that help states use their empirical data to identify an optimal range of ELP on their ELP assessment and to establish an ambitious yet reasonable time frame for ELs to attain this ELP performance level (Cook, Linquanti, Chinen, & Jung, 2012). However, the current ESEA does not require states to incorporate challenging yet realistic developmental trajectories based on available data.

Set Time Frames for Attaining English Language Proficiency

We recommend that time be incorporated explicitly into ESEA accountability provisions for the acquisition of English language proficiency. We suggest considering a target time frame of 5 years, adjusted by students' initial ELP on entry to the state school system. Empirical research suggests 4–7 years for academic English language proficiency as a challenging but achievable goal (e.g., Cook et al., 2008; Hakuta et al., 2000; Thompson, 2012). To exemplify this, Figure 2 illustrates the rate of attainment of English language proficiency for a cohort of ELs in the Sanger Unified School District who started kindergarten in 2003 and were observed for 7 years. These results have been replicated in other states and districts, including in LAUSD (see Cook et al., 2012; Thompson, 2012).

The graph plots the probability with which these students attained different levels of ELP. Most students attained a proficiency level of 3 (intermediate) on the state test after 2 years, but it took up to 7 years for most to attain a proficiency level of 4 or 5 (early advanced or advanced). It takes even longer for substantial percentages of ELs to attain basic academic proficiency on state and local measures required for reclassification and exit from EL status ("Being Reclassified" line).

The time required to acquire English language proficiency is affected by many factors, including how language proficiency is defined and measured, as well as a variety of individual student characteristics and the quality of services provided (Cook et al., 2008; Genesee et al., 2006; Hakuta et al., 2000; Linquanti & George, 2007; Thompson, 2012). Because of these factors, ELs progress in language proficiency at different rates (e.g., ELs entering with lower ELP at higher grades may have more difficulty in meeting this timeline compared to ELs entering with higher ELP at lower grades), and the magnitude of these differences may depend on the type and quality of instruction students receive. For example, students who entered kindergarten in LAUSD with beginning levels of English proficiency had a 50% probability of reclassification after 9 years in the district, compared to an 80% probability of reclassification for students who entered with intermediate levels of English proficiency (Thompson, 2012).

For these reasons, we do *not* recommend setting a high stakes accountability target that 100% of the EL subgroup meet this 5-year goal for English language proficiency. Rather, we recommend that states establish expectations based on their state data, examine current local education agency performance, and set challenging but achievable targets that will lead to *progressively higher percentages* of ELs achieving proficiency in English within the specified time frame (see Cook et al., 2012; Linquanti & George, 2007). It is beyond the scope of this article to outline the analytical methods that states could use to determine acceptable ELP performance standards using available data; however, potential methods have recently been described in detail (Cook et al., 2012).

Setting Academic Achievement Expectations

Our third set of recommendations acknowledges that the present accountability provisions of Title I set unattainable achievement expectations that are divorced from ELs' English language proficiency and time in the state school system. It is clear from existing longitudinal studies of state data that ELs' likelihood of meeting state academic performance standards improve significantly as they become proficient in English (e.g., Francis & Rivera, 2007). Figure 3 illustrates the academic performance of Sanger's fourth-grade ELs (Figure 3a) and LAUSD's third-grade ELs (Figure 3b) in mathematics by ELP level, with clear positive associations between English language proficiency level and mathematics performance. As the figures show, this association is consistent across the two districts and at different grade levels. These patterns are also seen across several other districts and states (Cook et al., 2012).

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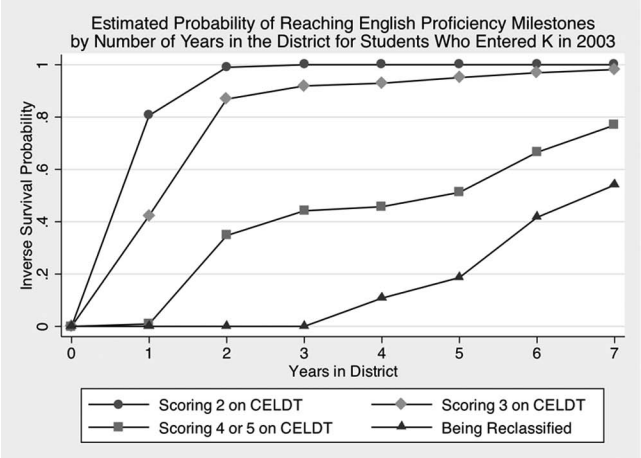

FIGURE 2. *Illustration of English language proficiency development (data from the California English Language Development Test from Sanger Unified School District, 2003–2010)*

Several factors contribute to this relationship, the most important being the fundamental role that language plays in knowledge acquisition and content mastery in all academic domains. Of course, the type and quality of instruction ELs receive also plays an important role in ELs' language development and academic performance. A key issue in accountability for ELs is ensuring that districts and schools provide substantive and responsive instruction for these students. Although instructional capacity will vary depending on local resources, the size of a district's EL population, and distribution across schools, etc., states should offer guidance related to the types of programs and services that districts and schools should offer, as well as foster leadership and support for ensuring that teachers and administrators are adequately prepared to provide these services. Such guidance is essential given that many districts have reported a lack of information on proven programs and curricula for ELs (Tanenbaum et al., 2012). However, research related to effective programs for English learners (Parrish et al., 2006; Williams et al., 2007) and how best to prepare educators to work with these students (e.g., Samson & Collins, 2012; Téllez & Waxman, 2006) is limited, and more exploration in these areas is needed (Goldenberg, 2008).

Set Achievement Expectations Reflective of English Language Proficiency Level and Time

Educators are responsible for ensuring that all ELs become proficient in English, but it takes time for children to acquire English language proficiency even in the best instructional settings. Current federal accountability provisions ignore these developmental factors, and as a result, school systems are required to set unrealistic academic performance expectations for ELs who are not yet proficient in English. This undermines both the meaningfulness and the credibility of the accountability system and acts to demoralize teachers and students. We recommend that ELP progress expectations and percentage targets be incorporated into Title I accountability provisions. States would also be required to hold schools and districts accountable for ELs' progress toward and attainment of content area proficiency standards that take into account time in the state system and the corresponding expected ELP level (or current level if higher than expected). If schools and districts fail to meet these growth targets and expectations, sanctions consistent with current federal policy should be followed, where additional professional development and any further program improvement efforts must be tailored specifically to meet the needs of ELs.

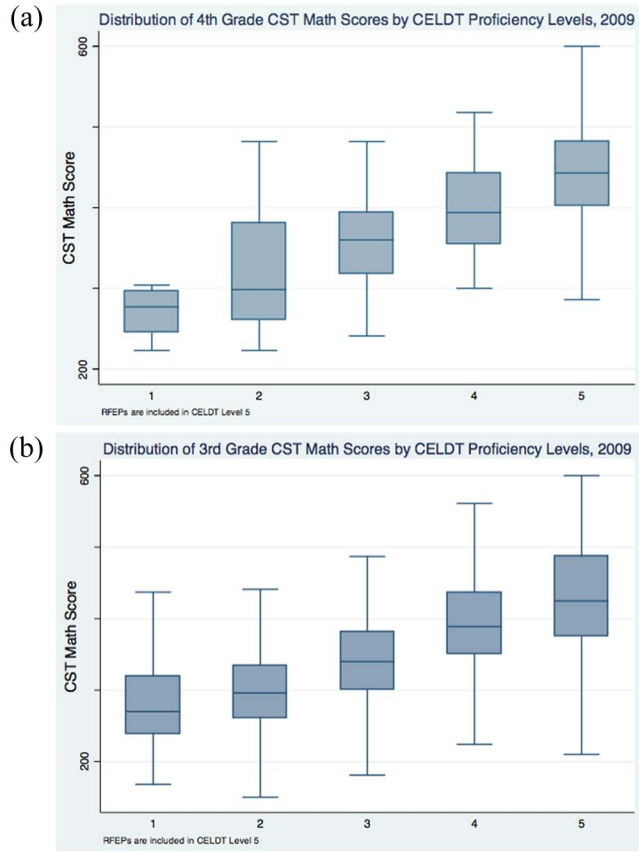

FIGURE 3. *Illustration of academic achievement by English language proficiency level (data from the California English Language Development Test and the state math assessment, 2003–2010). (a) Sanger Unified School District, fourth grade. (b) Los Angeles Unified School District, third grade.*

Several analytic methods are now becoming available that allow states to use their existing data on the relationship between English language development, time in system, and academic performance to set ambitious and reasonable progress expectations and accountability targets. These longitudinal approaches to analyzing existing state data, some of which have been presented in this article, would facilitate the development of state accountability models that are predicated on student growth. State data systems have the necessary information, but have not been used well for these purposes. For example, states might define graduated expectations on the achievement test for ELs at different levels of language proficiency in each grade. Alternatively, states might develop a system for weighting performance on the language proficiency test and performance on the achievement test, with increasing weight assigned to the

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achievement test as students' ELP level and/or time in the school system increases. Still other approaches—for example, defining expectations that combine growth and status—are possible (see Cook et al., 2012).

Final Thoughts and Policy Guidance

Our recommendations attempt to correct for two extremes in accountability policy. The current "one standard for all students at all times" accountability provisions define one end of the continuum for ELs. At this current extreme, the system focuses solely on reaching academic proficiency and ignores the growth students make in content area achievement toward that performance standard. Such systems underreport progress and discourage students and educators. (In fact, growth models were introduced during the current authorization of ESEA to address these problems; our recommendations attempt to resolve these problems as they relate to ELs.) At the other extreme, accountability systems could be designed to ignore academic achievement expectations for ELs until they become proficient in English, thereby separating second language development from expected progress in content area achievement. Such a separation may yield negative consequences by creating incentives for educators to focus on English language proficiency development apart from or instead of content area knowledge.

In summary, our recommendations aim to make accountability policies more meaningful for ELs and to foster systems that avoid these extremes through stabilizing the subgroup, and through developing expectations, targets, and a reasonable time frame for moving increasing percentages of ELs to English language proficiency and grade-level academic performance. Critics may suggest that such a system would place an undue reporting burden on districts and schools, yet states are already being asked to break down achievement by multiple variables for many new federal and state programs. Once the requisite data systems and analytical methods are in place—for which guidance is being distilled (see Cook et al., 2012)—the reporting itself will become routine. Yet, this routine reporting and monitoring will provide key information needed for educators to better differentiate instruction and foster instructional settings that better meet ELs' linguistic and academic needs.

Our recommendations could be incorporated into ESEA accountability regulations in at least two ways (Working Group on ELL Policy, 2011). First, the Title III requirements for progress in learning English and attaining the English proficiency level (currently AMAOs 1 and 2, respectively) could be moved into Title I and related to Title I academic progress and achievement criteria. Alternatively, Title I accountability provisions could require states to utilize ELP progress and attainment data derived from the English language proficiency assessment currently mandated under Title I (Section 1111 (b)(7)) in establishing academic progress and achievement expectations for ELs. Because these ELP progress and attainment results should come directly from Title III accountability provisions, these provisions could remain within Title III. Either approach would notably improve Title I AYP's current status bar model, which ignores meaningful academic progress below the proficient level, omits defining time frames for attaining English proficiency, and devalues setting reasonable achievement expectations for ELs as they work to acquire proficiency in English. Also, integrating or aligning Title III accountability provisions with those of Title I would enhance the meaning and utility of Title I AYP results for ELs; end the isolation of Title III accountability; and more precisely and quickly target Title I's substantial resources on the academic and linguistic learning needed for ELs to make steady progress toward proficiency on a prespecified time frame.

We are well aware that accountability provisions represent only a small part of the total capacity-building effort needed to ensure that ELs stand an equal chance of success as the Common Core State Standards are implemented. Clearly, the sophisticated language uses called forth in all content areas of these next-generation standards have enormous capacity implications for educational leaders, content area and ESL teachers, and curriculum and assessment system developers. It is essential that strategic investments be made across the educational system to develop the capacity of school and district personnel to better serve ELs and to help these students develop both their English language proficiency and content area knowledge. We have focused here on accountability provisions for ELs because we believe that federal and state accountability policy can and should foster systems that send clearer, fairer, and more useful signals to educators and the public about English learners' many strengths and needs.

NOTES

We gratefully acknowledge the contributions of members of the Working Group on ELL Policy, many of whom provided expertise in developing several of these recommendations, including Steve Barnett, Donna Christian, Michael Fix, Ellen Frede, David Francis, Patricia Gándara, Eugene Garcia, Claude Goldenberg, Kris Gutiérrez, Janette Klingner, Jennifer O'Day, and Charlene Rivera. Any errors remain those of the authors. We also acknowledge support from Carnegie Corporation of New York for this effort.

1. The Working Group on ELL Policy has developed an extensive set of recommendations for ESEA reauthorization. Presenting all the recommendations is beyond the scope of this article. For a full elaboration of our recommendations, an extensive Q&A on them, and a policy brief summarizing key points, see ellpolicy.org.

2. We recognize that other factors such as socioeconomic status also affect English acquisition, but time and schooling are the key factors for the educational system.

3. While English language proficiency will inevitably affect EL students' scores on content-area assessments administered in English, current efforts to develop more sensitive and authentic "next-generation" content and English language proficiency assessments, aligned to the higher-level cognitive and linguistic demands found in Common Core State Standards, hold promise for reducing some of the validity and reliability concerns researchers have raised about current assessments. (see, e.g., Abedi & Linquanti, 2012; Linquanti & Hakuta, 2012.)

4. The Total English Learner subgroup would be used for Title I accountability and reporting purposes. Title III funds would continue to be allocated based on the number of currently identified ELs; former ELs would not be included in funding allocations. (see National Research Council, 2011.)

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The Washington State Board of Education

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**Proposed Rules, RCW 28A.710.100 (Charter Schools)**
As Related To:	☒ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. Do the proposed rules effectively meet the intent of the provision of the charter school law requiring an annual report to the State Board by each charter authorizer? 2. Do the proposed rules set an appropriate date by which the reports must be made? 3. Is the language of the proposed rules clear on the information must be submitted by authorizers? 4. Do the proposed rules provide for information from authorizers that will be useful to the SBE in preparing its annual reports on the state's charter schools?
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other Approve for filing of CR 102 and scheduling of public hearing.
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☒ PowerPoint
Synopsis:	RCW 28A.710.100(4) requires each charter authorizer to submit an annual report to the State Board of Education according to a timeline, content and format specified by the Board. Rule-making is required to set the date by which the report must be submitted, to specify the required information to be submitted, and to establish the form and manner in which the report must be submitted. The rules apply to all authorizers -- both school districts approved by the SBE under RCW 28A.710.090 and the Washington Charter School Commission. Draft rules to this section: 1. Set a due date of November 1 for the authorizer reports. 2. Direct the SBE to develop and post a standard form to be used in submitting the report. 3. Add a requirement for an executive summary. 4. Provide for certain information about authorizers and their charter portfolios to be included in the report, in addition to that required in statute. 5. Add detail and clarity to the content required in statute, focusing most on the academic performance of operating charter schools overseen by the authorizer, including the progress of the schools based on the authorizer's performance framework. In your packet you will find a memo summarizing the draft rules, a copy of the draft rules, and a copy of the authorizing statute, RCW 28A.710.100.

PROPOSED RULES, RCW 28A.710.100
CHARTER SCHOOLS

Policy Consideration

Members will review and approve for filing a CR 102 for public hearing on proposed rules to RCW 28A.710.100 (Charter school authorizers – Powers and duties), with any changes to the rules they may direct.

Background

RCW 28A.710.110 (4) requires each charter school authorizer – both school districts and the Washington Charter School Commission -- to submit an annual report to the State Board of Education "according to a timeline, content and format specified by the Board."

In rules to this subsection, the SBE therefore must:

1) Set a date by which the reports must be submitted;
2) Prescribe in appropriate detail what must be included in the reports;
3) Establish the form in which the reports must be submitted.

By law, the authorizer report must include:

> (a) The authorizer's strategic vision for chartering and progress toward achieving that vision;
>
> (b) The academic and financial performance of all operating charter schools overseen by the authorizer, including the progress of the charter schools based on the authorizer's performance framework;
>
> (c) The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories: Approved but not yet open, operating, renewed, transferred, revoked, not renewed, voluntarily closed, or never opened;
>
> (d) The authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles; and
>
> (e) The services purchased from the authorizer by the charter schools under its jurisdiction under RCW 28A.710.110, including an itemized accounting of the actual costs of these services.

The reports required by this section have significance for other sections of the charter school law, and for rules previously adopted by the Board. RCW 28A.710.250 provides that the annual reports the SBE, in collaboration with the Commission, must make to the governor, legislature and general public on the state's charter schools for the preceding school year "*must be based on the reports submitted by each authorizer* as well as any additional data compiled by the board."

WAC 180-18-060 directs that in conducting periodic reviews of the adequacy and efficiency of the authorizer oversight fee established through this rule, the SBE "shall utilize the information

on authorizers' operating costs and expenses included in the annual report submitted to the board by each authorizer as set forth in RCW 28A.710.100(4)."

The reports also can provide a key set of information to the SBE in exercising its duty for oversight of the performance of district authorizers under RCW 28A.710.120.

Summary

The draft rules propose in subsection (1) that each authorizer submit its report no later than **November 1** of each year. This date is not optimal for use of the reports by the SBE in the annual reports it must make under 28A.710.250, but recognizes that Achievement Index and other data required for the reports may not be available to authorizers soon enough to set a much earlier date.

SBE staff will continue to consult with OSPI on how best to coordinate the annual date for the authorizer report with the projected availability of data necessary to it. The date can be adjusted as appropriate as the Board goes through the public hearing and amendment process prior to adoption.

The rules require the SBE to develop and post a standard form for authorizers to use in making their reports, in a way similar as the Board has posted forms for BEA waivers and charter authorizer applications. This makes the reports easier for authorizers to complete and for the SBE to use.

Subsection (2) sets forth the required content of the report. The lettered subsections (a) and (b) add such basic content as the date the authorizer (if a school district) was approved and the names and job titles of key authorizing personnel. In (c) we provide for an executive summary in which authorizers may provide an overview of the more detailed information to follow. Here and elsewhere we pay mind that the charter authorizer reports should be useful not only to the State Board in carrying out its duties, but to policy makers and the public as well.

The remainder of subsection (2) adds detail to the components of the report required in law. For example, in the part on the status of each charter school in the authorizer's portolio, the rules require that for schools approved but not open, the authorizer must submit the grades to be served, the projected enrollment, and the planned date for opening. Information on schools open and operating would include enrollment, in total and by grade, and the number and percent of students enrolled who are at-risk.

In (2) (f), the rules link the academic performance data to be reported by the authorizer to the performance framework required by RCW 28A.710.170. This section lists indicators that must be included in all performance frameworks, while providing for authorizers to add their own, valid indicators to augment these. They specify, for emphasis, that proficiency, growth, achievement gaps, graduation rates and postsecondary readiness must be included as reported in the Achievement Index developed by the SBE.

For both required and authorizer-specific indicators, the authorizer must report the data both as absolute values and in relation to the annual performance targets in the performance framework. This implements the language of 28A.710.100 (2) (b), which requires that the report "include the progress of the charter schools based on the authorizer's performance

framework." Beyond compliance, this provision is critical to understanding how well each school is doing in relation to the expectations set for it in the charter contract.

The draft rules also add detail and clarification to the parts of the report on the authorizer's operating costs and expenses and any services the charter schools it authorizes has purchased from it. They specify, for example, that the accounting of the authorizer's costs in the report must conform not only to Generally Accepted Accounting Principles but to applicable requirements of the Office of Superintendent of Public Instruction.

Action

The Board will review and consider approval of the proposed rules for public hearing.

Chapter 180-19 WAC
CHARTER SCHOOLS

WAC 180-19-210 Annual Report by Authorizer (1) Each authorizer must, no later than November 1 of each year, submit an annual report to the state board of education meeting the requirements of RCW 28A.710.100(4). The board shall develop and post on its web site by September 1 of each year a standard form which must be used, and instructions which must be followed, by each authorizer in making its report. The completed report must be sent via electronic mail to sbe@k12.wa.us.

(2) The report must include:

(a) The date of authorizer approval by the board;

(b) The names and job titles of district personnel having principal authorizing responsibilities, with contact information for each;

(c) An executive summary, including but not limited to an overview of authorizing activity during the prior year and the status and performance of the charter schools authorized;

(d) The authorizer's strategic vision for chartering, as submitted to the state board under WAC 180-19-030(a), and its assessment of progress toward achieving that vision;

(e) The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories:

(i) Approved but not yet open, including, for each, the targeted student population and the community the school hopes to

serve; the location or geographic area proposed for the school; the projected enrollment; the grades to be operated each year of the term of the charter contract; the names of and contact information for the governing board, and the planned date for opening;

(ii) Operating, including, for each, location; grades operated; enrollment, in total and by grade, and at-risk students served, in total and as percent of enrollment;

(iii) Charter renewed, with date of renewal;

(iv) Charter transferred to another authorizer during the prior year, with date of transfer;

(v) Charter revoked during the prior year, with date of and reasons for revocation;

(vi) Voluntarily closed;

(vii) Never opened, with no planned date for opening.

(f) The academic performance of each operating charter school overseen by the authorizer, based on the authorizer's performance framework, including:

(i) Student achievement on each of the required indicators of academic performance in RCW 28A.710.170(2)(a)-(f), as applicable by grade, in absolute values and in relation to the annual performance targets set by the charter school under RCW 28A.710.170(3). Student academic proficiency, student academic growth, achievement gaps, graduation rates and postsecondary readiness must be included as reported in the achievement index developed by the state board of

education under RCW 28A.657.110.

(ii) Student achievement on each additional indicator of academic performance the authorizer has chosen to include in its performance framework to augment external evaluations of performance, in absolute values and in statistical relation to the annual performance targets set by the authorizer under RCW 28A.710.170.

(g) The financial performance of each operating charter school overseen by the authorizer, based on the indicators and measures of financial performance and sustainability in the authorizer's performance framework;

(h) The authorizer's operating costs and expenses for the prior year for fulfilling the responsibilities of an authorizer as enumerated in RCW 28A.710.100(1) and provided under the terms of each charter contract, detailed in annual financial statements that conform with generally accepted accounting principles and applicable reporting and accounting requirements of the office of the superintendent of public instruction;

(i) The contracted, fee-based services purchased from the authorizer by the charter schools under its jurisdiction under RCW 28A.710.110, including a brief description of each service purchased and an itemized accounting of the revenue received from the schools for the services and the actual costs of these services to the authorizer.

RCW 28A.710.100
Charter school authorizers — Powers and duties — Delegation of authority — Annual report — Liability.

(1) Authorizers are responsible for:

(a) Soliciting and evaluating charter applications;

(b) Approving quality charter applications that meet identified educational needs and promote a diversity of educational choices;

(c) Denying weak or inadequate charter applications;

(d) Negotiating and executing sound charter contracts with each authorized charter school;

(e) Monitoring, in accordance with charter contract terms, the performance and legal compliance of charter schools including, without limitation, education and academic performance goals and student achievement; and

(f) Determining whether each charter contract merits renewal, nonrenewal, or revocation.

(2) An authorizer may delegate its responsibilities under this section to employees or contractors.

(3) All authorizers must develop and follow chartering policies and practices that are consistent with the principles and standards for quality charter authorizing developed by the national association of charter school authorizers in at least the following areas:

(a) Organizational capacity and infrastructure;

(b) Soliciting and evaluating charter applications;

(c) Performance contracting;

(d) Ongoing charter school oversight and evaluation; and

(e) Charter renewal decision making.

(4) Each authorizer must submit an annual report to the state board of education, according to a timeline, content, and format specified by the board, which includes:

(a) The authorizer's strategic vision for chartering and progress toward achieving that vision;

(b) The academic and financial performance of all operating charter schools overseen by the authorizer, including the progress of the charter schools based on the authorizer's performance framework;

(c) The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories: Approved but not yet open, operating, renewed, transferred, revoked, not renewed, voluntarily closed, or never opened;

(d) The authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles; and

(e) The services purchased from the authorizer by the charter schools under its jurisdiction under RCW 28A.710.110, including an itemized accounting of the actual costs of these services.

(5) Neither an authorizer, individuals who comprise the membership of an authorizer in their official capacity, nor the employees of an authorizer are liable for acts or omissions of a charter school they

authorize.

(6) No employee, trustee, agent, or representative of an authorizer may simultaneously serve as an employee, trustee, agent, representative, vendor, or contractor of a charter school under the jurisdiction of that authorizer.

[2013 c 2 § 210 (Initiative Measure No. 1240, approved November 6, 2012).]

The Washington State Board of Education

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**Option One Basic Education Waiver Requests**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☒ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Should the requests presented be approved, based on the criteria for evaluation of waiver requests in WAC 180-18-040(2) and (3)?
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	Thirteen school districts request waivers of the basic education requirement of a minimum 180-day school year. Six of the requests are for new waivers and seven for renewals of existing waivers. Six of the seven requests for renewals are resubmittals of requests presented but not approved at the May meeting, with additional information provided by each district as requested in May. Eleven districts propose to use waiver days for staff professional development, one (Fife) for parent-teacher conferences, and another (Kelso) for transition of sixth- and ninth-graders to middle and high school. Seattle, which in May requested a total of six waiver days for professional development and parent-teacher conferences, in July requests three days for professional development only, having requested and been granted a waiver for conferences under the expedited process established by WAC 180-18-050(3). In your packet is a memo summarizing the waiver requests; the districts' waiver applications, with revisions or supplemental information if requests are resubmitted from May, and a copy of WAC 180-18-040.

BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Consideration

The State Board of Education has requests from thirteen school districts for Option One waivers of the basic education requirement to make accessible to all students a minimum of 180 days per school year. Eleven of the thirteen requests for waivers are for the purpose of professional development of staff. Six of the requests are resubmittals of requests presented to the Board in May that were not approved at that time. All but one of these is presented with revisions or additional material requested from the districts at the direction of the Board.

Staff have reviewed the waiver applications and provided them to the Board for its consideration. The applications are included in your packets, with supplemental documents as submitted.

Summary of Waiver Applications

Auburn requests a waiver of three days for the 2013-14 school year for staff professional development. This is a renewal of a request granted to Auburn in July 2012 for the 2012-13 school year. The three days would be used to train staff for implementation of the district's new, three-year strategic plan, authorized by the school board in September 2012 and adopted in January 2013. The goals of the plan are (1) Student achievement, (2) Community engagement, (3) Aligning district policies and resources to the strategic plan. In Part B the district provides detailed information on how the previous waiver was used and the extent to which its purposes were met, supported by assessment and other student outcome data.

Battle Ground requests a waiver of five days for the 2013-14 school year for training of staff to implement Common Core State Standards beginning in 2014-15. The district provides a description of training in Common Core that will take place during the five waiver days. The days are also intended to instruct teachers in the connections between Common Core and the new teacher and principal evaluation system. The waiver would not result in a reduction in the number of half days, of which 11 show on the proposed district calendar. The district states that it presents a new request. The State Board granted Battle Ground a waiver of five days for training in TPEP in July 2012. The number of days now requested for 2013-14 is the same; the purposes are this time directed to Common Core.

Columbia (Hunters), in Stevens County, requests a waiver of three days for the 2013-14, 2014-15, and 2015-16 school years. The first waiver day would be used on the day before school starts in September for organizational work. The other two days would be for participation in the PREP consortium, a collaboration of ten small districts in northeast Washington for professional development of staff in a central location. The objects of PREP days in 2013-14 will be training in Common Core and TPEP. Columbia Hunters has a high percentage of students in poverty and low percentages of students meeting standard on state assessments. The days for professional development link to the district's school improvement plan. The waiver would reduce the number of half days on the district calendar by six.

Columbia (Walla Walla) requests a waiver of two days for school years 2013-14, 2014-15 and 2015-16 for professional development of staff. This request is for renewal of a waiver granted to the district for school years 2010-11, 2011-12 and 2012-13. The stated goals of the waiver are: (1) Maximize district dollars by conducting two instructional staff development days within the 180-day calendar; (2) Develop web-based teaching resources for use by instructional staff; (3) Review and modify content frameworks in each subject area, embedding Common Core Standards in each, and (4) Apply selected instructional strategies designed to promote automaticity in reading, mathematics and writing. In Part B, Columbia Walla Walla lists the activities conducted on each of the waiver days under the previous waiver, analyzes the results of the previous waiver for student learning as shown by MSP/EOC/HSPE scores in relation to neighboring districts', and summarizes how the focus of the waiver plan would change under renewal.

Columbia Walla Walla's waiver request was presented to the Board at the May meeting and was not approved at that time. The district did not submit additional information for presentation at the July meeting. Superintendent Louis Gates has submitted a memo on the district's original application. The memo is included in your packet.

Davenport requests a waiver of two days for three years for professional development. The district states that the purpose is to replace the two Learning Improvement Days previously funded by the state within the 180-day calendar. The waiver days, scheduled in October and May, would be used for training of staff in transition to Common Core Standards, implementation of the new teacher and principal evaluation system (TPEP), and incorporation of Response to Intervention (RTI) in the instructional program. Goals and benchmarks for success are identified in the district's School Improvement Plan, included by subject area with the application. Davenport's RTI plan is summarized in another attachment. The waiver does not result in a reduction in the ten half-days in the calendar. The district states, however, that with the waiver it would move from two-hour late starts to one-hour late starts.

Fife requests a waiver of six days for 2013-14 and 2014-15 for the purpose of parent-teacher conferences in elementary schools. Fife is not eligible for a waiver for parent-teacher conferences through the expedited process created in WAC 189-18-050(3) because its request exceeds the limit of five days on those waivers. This is a new Option One request that would enable Fife to continue the six full days for parent-teacher conferences it has had on its calendar for the last several years. The district did not previously recognize that a BEA waiver was needed to devote full days within the 180-day calendar to conferences. The district states that prior to the 2003-04 school year, elementary school students attended ten half-days while the schools conferenced with parents. The move to six full days, the district says, has been less disruptive to instruction and less burdensome to parents. Three days are scheduled in October for setting goals for each student with input from parents, and three days in March for review of the student goals, assessment of whether the goals have been met, and identification of what needs to be done before the end of the school year to meet them. The district says it has had much higher attendance by parents at conferences in the full-day than in the old half-day format.

Kelso requests a waiver of one day for the 2013-14 and 2014-15 school years. The waiver day would be used in middle schools and the high school at the beginning of the year for

activities intended to improve the transition of sixth- and ninth-graders to their new level of school. Some students in higher grades attend to assist with the activities. The district says the waiver is motivated by the numbers of failed classes and discipline referrals in the first semester on the parts of students transitioning to the new schools. The request is for renewal of a waiver granted in July 2012 for 2012-13 only. The district reports in Part B that it found mixed results in the data on meeting the goals of the waiver in the first year. "Academically we have seen little change so far," the district says. "It is hard to properly evaluate as we are comparing different groups of students." Three years of implementing the program would allow collecting long-term as well as short-term data, it says. Staff at the high school are working on changes to the parent component of the transition day for next year.

Lyle requests a waiver of four days for school years 2013-14, 2014-15 and 2015-16 for professional development of staff. This is a renewal of a waiver granted in September 2012 for 2012-13 only. The district's elementary and middle schools have been identified as priority schools because of a lack of progress in closing achievement gaps. Through the waiver granted last year, the district says, it was able to provide training to staff in Common Core and state standards. It states a need to continue the training in these and other critical areas. The waiver plan, it says, is a continuation of efforts begun last year to align curriculum and train staff to improve student achievement.

Lyle's waiver request was presented to the Board at the May meeting and was not approved at that time. Lyle is resubmitting its request with additional information as requested by the Board. The district has provided revised responses to questions 1 and 2 in Part B of the application document, concerning whether current waiver days were used as planned and reported in the district's prior request, and how well the purposes and goals of the previous waiver were met. Lyle also provided detailed information about its school improvement plan, to respond on how the waiver request supports district or school improvement plans.

Nespelem requests a waiver of six days for professional development. The waiver implements a professional development plan that emphasizes the use of data and technology, with support from the North Central ESD, to raise student achievement. The district will schedule training in use of data for instruction, Common Core Standards, and teacher evaluation in the six days, while continuing to implement its OSPI-approved School Improvement Plan. The waiver days would be distributed across the school calendar from August through April. The number of half days would be reduced from four to two.

Nespelem's waiver request was presented to the Board at the May meeting and was not approved at that time. Nespelem has resubmitted its request with additional information as requested by the Board. The district has provided the additional information in memorandum form as an addendum to its original request. The district provides an explanation of the need for six waiver days for professional development to support its school improvement plan. Nespelem is a Priority School and is participating in the OSPI Student and School Success program. On-site Success Coaches use waiver days to help teachers review assessment data, create intervention plans, and design instruction to address areas where students need more support. Waiver days are also used to help align mathematics and reading instruction to the Common Core.

Ocean Beach requests a waiver of two days for school years 2013-14 and 2014-15. The waiver would provide two days in August, before school begins, for professional development focused on curriculum alignment with Common Core standards and training in the new teacher-principal evaluation system. School leaders and staff will also examine newly

available state assessment scores to identify deficiencies, refine instructional techniques, and agree on interventions. Ocean Beach submits the application as a renewal, but it is treated as a new application for an Option One waiver. The district has an Option Three waiver through the current year. It cannot be renewed because the State Board eliminated that option in rule last year.

Ocean Beach's waiver request was presented to the Board at the May meeting and was not approved at that time. The district has resubmitted its request with additional information as requested by the Board. The new information includes a detailed discussion, with graphics, of the student achievement data motivating the goals of the waiver. The district describes the actions it has taken, with support of its Option Three waiver, to develop responses to assessment results, particularly at the middle school level. (Part A, Item 2.) The district also provides a much fuller discussion of how the waiver supports district and school improvement plans. (Part A, Item 7.) The original application was responsive to questions in Part B about how the previous, Option Three waiver was used and how well its purposes were met.

Reardan-Edwall requests a waiver of two days for the next three years for professional development. One day would be used for staff to attend a regional professional day to work on curriculum alignment to Common Core Standards, by grade level and subject matter, and share best practices. Nine small districts will collaborate to receive coordinated training in Common Core, with the aid of an ESD specialist. The second day would be for in-district professional development. The district describes the specific goals to be achieved at the end of each of the three years of the waiver. This is a new request. The waiver would result in a reduction in half-days from 14 to 10.

Riverside requests a waiver of two days for three years for professional development. The first day would be scheduled the day before school opening and used to familiarize staff with district goals, including work on the teacher and principal evaluation system. The second day would be devoted to incorporation of the Marzano Instructional Framework into the new teacher evaluation system, and alignment of district curriculum and grade level expectations with Common Core State Standards.

Riverside's waiver request was presented to the Board at the May meeting and was not approved at that time. The district has resubmitted its request with additional information as requested by the Board. The new or revised information is indicated by italics in the resubmitted application. In Part A, Item 1, the district discusses the purpose and goals of each of the two proposed waiver days, the first focused on district instructional goals, the second on instructional strategies that align with Common Core and link Common Core with TPEP and instruction. In Item 2 it offers a fuller discussion of the student achievement data motivating the waiver plan. "As a school district we are not demonstrating consistent and constant improvement in most areas," Riverside states, "making it predictable that with the addition of CCSS our students will not be able to achieve enough growth to meet those standards." In Part B the districts adds to its original response on how well its previous waiver day was used for staff training, and how its experience with piloting SBAC reinforces the need for professional development for coming higher standards.

Riverside has separately requested and been granted a waiver of four days for parent-teacher conferences under the expedited process created last year under WAC 180-18-050(3). The district currently has an Option One waiver of five days – one for staff professional development and four for parent-teacher conferences. It expires this year.

Seattle has revised its waiver request from the original request presented in May. It previously submitted two separate requests, each for three years, differing by grade level: one request for three days for professional development, and a second request for four days for parent teacher conferences. Because of the location of the days on the proposed school calendar, this represented, under the statutory definition of "school day," a net request for waiver of six days from the 180-day school year requirement. The district has since requested and been granted a waiver of three days for parent-teacher conferences in elementary and middle schools. The present request is therefore three days for professional development of staff. The professional development days would be devoted to support of the Strategic Plan adopted by the Seattle School Board in June 2008 and revised for June 2013. The Strategic Plan is summarized in the application.

Seattle's waiver request was not approved at the May meeting. The district has resubmitted its request, using the correct application form, with additional information requested by the Board. In Part A, Item 2, Seattle provides more detailed information on the student achievement data motivating the goals of the waiver, and on how professional development is targeted to areas identified for improvement. In Item 3, it discusses with specificity the measures and standards used to determine success under the previous waiver. It attributes identified improvements in student achievement from 2007-08 to 2011-12 to the work done on district-wide curriculum alignment, supported by professional development days.

In Part B, the Seattle provides information, absent from the original application, on proposed changes in the waiver plan and the reasons for the changes. It explains how the district's multi-year professional development plan supports implementation of the four district initiatives in the Strategic Plan: Multi-Tiered Support Systems, Professional Growth and Evaluation, Race and Equity Framework and Common Core State Standards. A major change is that previously the use of the professional development days was left to the discretion of each building. In the new plan the three days are at the discretion of the district, to implement district initiatives, while three contract days are maintained for building-based professional development.

In Part B, Item 4, Seattle explains why continuation of the district's current three days for professional development would advance the waiver goals. "The SPS professional development plan integrates all of the four initiatives and implements job-embedded practices, but there remains a great deal of PD necessary to meet the demands of a diverse student population. . . With the shift of the PD waiver days to district-focused work, the level of accountability increases by ensuring the fidelity and consistency of professional development content across the district."

The Seattle request does not result in a reduction in half days, as it enables continuation of a district calendar adopted through approval of a waiver by the State Board in March 2011.

Summary of Option One Waiver Applications

District	School Years	Waiver Days Requested	Purpose of Waiver	Student Instruc. Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Auburn	2013-14	3	Prof. Dev.	177	0	180	0	R
Battle Ground	2013-14	5	Prof. Dev.	175	3	183	0	N
Columbia Hunters	2013-14 2014-15 2015-16	3	Prof. Dev.	177	0	180	6	N
Columbia Walla Walla *Resubmitted*	2013-14 2014-15 2015-16	2	Prof. Dev.	178	2	182	0	R
Davenport	2013-14 2014-15 2015-16	2	Prof. Dev.	176	4	184	0	N
Fife	2013-14 2014-15	6	Parent-Teacher Conf.	180 sec. 174 elem.	0	180 sec. 174 elem.	10	N
Lyle *Revised and Resubmitted*	2013-14 2014-15 2015-16	4	Prof. Dev.	176	0	180	2	R
Kelso	2013-14 2014-15	1	Student Transition	179	4	183	0	R
Nespelem *Revised and Resubmitted*	2013-14 2014-15 2015-16	6	Prof. Dev.	174	1	181	2	R
Ocean Beach *Revised and Resubmitted*	2013-14 2014-15	2	Prof. Dev.	178	0	180	0	N

District	School Years	Waiver Days Requested	Purpose of Waiver	Student Instruc. Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Reardan-Edwall	2013-14 2014-15 2015-16	2	Prof. Dev.	178	1	181	4	N
Riverside *Revised and Resubmitted*	2013-14 2014-15 2015-16	*2*	Prof. Dev.	175	10	190	0	R
Seattle *Revised and Resubmitted*	2013-14 2014-15 2015-16	3	Prof. Dev.	174	3	180	0	R

Background

Option One is the regular 180-day waiver request that has been available to districts since 1995. The State Board of Education is authorized by RCW 28A.305.140 to grant waivers to school districts from the minimum 180-day school year requirement in RCW 28A.150.220 on the basis that such waivers are necessary to "implement successfully a local plan to provide for all students in the district an effective educational system that is designed to enhance the educational program for each student."

Districts may propose the number of days to be waived and the activities deemed necessary under the waiver to enhance the educational program. The State Board may grant waiver requests for up to three years. Districts granted 180-day waivers must still meet the requirement of 28A.150.220 to make available instructional offerings of at least a district-wide average of 1,000 hours.

Rules adopted by the State Board in November 2012 require a district requesting an Option One waiver to provide, together with the application and school board resolution, a proposed school calendar and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and amount of other non-instruction time. WAC 180-18-040 establishes criteria for evaluation of the need for a new waiver and for renewal of an existing waiver. The rule is included in your packet.

Action

The Board will consider whether to approve the district applications summarized in this memorandum.

The Washington State Board of Education
Governance I Accountability I Achievement I Oversight I Career & College Readiness

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

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer
Bob Hughes • Dr. Kristina Mayer • Matthew Spencer • Cynthia McMullen JD
Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings
Ben Rarick, *Executive Director*
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Auburn School District #408
Superintendent	Dr. Dennis “Kip” Herren
County	King County
Phone	253-931-4917
Mailing Address	James P. Fugate Administration Center Auburn School District #408 915 Fourth Street NE Auburn, WA 98002
Contact Person Information	
Name	Rod Luke
Title	Associate Superintendent
Phone	253-931-4903
Email	rluke@auburn.wednet.edu
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes, all schools
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	Three (3) Days
School Years	2013-2014 School Year
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	Two Half Days
Reduction	None
Remaining number of half days in calendar	Two Half Days
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

The district, schools, departments and individual teachers need time within the 180 day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to our new 2013-2016 Auburn School District Strategic Plan. The 2013-2016 district strategic plan sets the expectation and accountability to assure that each student, regardless of ethnicity, language, disability, or income level, achieves high standards of learning. Strategies incorporated into the strategic plan are designed to accelerate students from where they are in their learning, ensure they meet and exceed standards, graduate on time, and are prepared for career, college and success beyond high school.

In September 2012, the Auburn School Board of Directors authorized a new three-year District Strategic Plan be developed to replace the current 2009-2012 strategic plan, which sunsets August 31, 2013. A committee consisting of parents, community members, teachers, administrators, classified and certificated staff was commissioned on October 17, 2012. A new three-year strategic plan to address the number one priority of the Auburn School District "student academic achievement" was completed by the committee in January 2013 for recommendation to the school board for adoption. On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted the new 2013-2016 Auburn School District Strategic Plan for implementation beginning September 2013.

Click here to access the 2013 -2016 district strategic plan

Goal One—Student Achievement
All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

Goal Two—Community Engagement
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

Goal Three—Policies and Resource Management
Auburn School District polices and resources are aligned to the strategic plan.

The district strategic improvement plan provides for a systemic assessment system to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their professional learning communities (PLCs). The district strategic improvement plan calls for deep alignment of instruction to standards. Aligning classroom instruction to standards requires additional opportunities for teachers to articulate instruction and to collaborate through professional learning communities. This will 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. 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 conjunction with high standards. The 2013-2016 district strategic improvement plan stresses the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with ELL families is significant. Days waivered from the 180 day school year are also needed to increase parent and community partnerships for students who come from families of poverty. Nearly 63% (62.9%) percent of the district's elementary student body qualify for free and reduced lunch.

The Auburn School District strategic plan for closing the achievement gap includes aligning instruction to the common core state standards; implementation of the Center for Educational Leadership Five Dimensions of Teaching (CEL 5D) Instructional Framework and accompanying Teacher Evaluation Rubric; collaboration for student learning; increased instructional rigor pre-k-12 in math, literacy, and science; utilization of classroom based assessments including (CBA/CBPA) in social studies, health, P.E. and the arts; instructional models that address student mobility; application of technology for differentiated instruction, assessment of student achievement, and to address teaching and learning; increase accelerated program offerings such as pre-advanced placement courses and high school algebra, geometry and biology offerings at the middle school; enrichment, advanced placement (AP), career and technical education (CTE), science, technology, engineering and mathematics (STEM), and fine arts; college board assessments for all grade 8 students (ReadiStep), PSAT for all grade 9,10 and 11 students, and SAT for all grade 11 and 12 students to prepare all students for career, college and life beyond high school. Waiver days will be utilized in these targeted areas for continued restructuring.

The implementation of school math and literacy improvement plans is paramount. The Auburn School District targets the alignment and delivery of mathematics between the sixth and tenth grade as critical for addressing the achievement of students to the high standards of mathematics. Mathematics instructional resources for middle school grade 6, 7, and 8 core instruction and high school Algebra 1, Geometry, and Algebra 2 were adopted and implemented in 2011. Math and reading intervention models are being developed to address early learning pre-k – 12, the challenges of mobility, and our low performing demographics.

A different system of delivering math instruction is warranted to address our students with mathematical learning needs. The scope and sequence of the traditional mathematics model for college eligibility needs to be supported by a system of mathematical learning that aligns more intensely with the new common core mathematics standards and addresses the episodic learning needs of a transitory, low-income demographic. Currently, time is needed to implement the goals and strategies of fully-revised individual school improvement plans into every classroom culture.

The Auburn School District has successfully piloted OSPI literacy intervention models in elementary and mid-level schools. These models focused on literacy to result in significant gains and close achievement gaps. 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 our diverse and low-income populations is significant in the district's strategic improvement 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, assessment of student achievement, and parent communication is important in the individualization of student learning and partnerships with parents. Teachers need time to further develop their skills in the utilization of technology in its application for both instruction and assessment of student learning. Additionally, technology has great potential for development of individualized learning plans for student performance and frequent communication with parents on student progress toward achievement of standards.

2. What is the student achievement data motivating the purpose and goals of the waiver?

The 2013-2016 District Strategic Plan Committee conducted an extensive study of student performance data and school perceptual data. The committee reviewed district and state assessment results, attendance data, discipline records, student and staff demographics, on-time graduation rates, extended graduation rates, drop-out rates, high school credit earned at grade 9, and college completion data for the Auburn School District for the school years: 2008-2009, 2009-2010, 2010-2011, and 2011-2012. Additionally, school perceptual survey data aligned to the Nine Characteristics of High Performing Schools was collected from thousands of district staff, students, parents, and community members. The Center for Educational Effectiveness in Bellevue, WA conducted and tabulated the perceptual survey results for the district and each of our twenty-two schools. The extensive survey results were correlated to the Nine Characteristics of High Performing Schools. Data from student assessments and the school and district perceptual surveys was triangulated to develop a clear picture of the overall performance of the district. Although the perceptual survey results portrayed our schools favorably, the District Strategic Plan committee focused on overall student academic performance levels, achievement gaps, and accelerated learning. Therefore, the 2013-2016 District Strategic Plan was developed to address these areas and for the Auburn School District to be recognized as a world-class education system preparing all students to be globally competitive for career, college, and for life in the twenty-first century.

Click here to access the Auburn School District results of the 2008, 2010, and 2012 staff, parent, and student Center for Educational Effectiveness (CEE) surveys.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The District Strategic Plan requires district-wide progress monitoring of our students in early literacy skills, reading, and mathematics. Beginning with the 2009-2010 school year the Dynamic Indicators of Basic Early Literacy Skills **(**DIBELS) assessment is a requirement for all students in grades K-5 and the Measurement of Academic Progress **(**MAP) assessments in reading and mathematics are required for all grade 3, 5, 6, 7, 8, and 9 students. The 2009-2010 school year was our district's benchmarking year for these assessments. Previous to the 2009-2010 school year these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

DIBELS - The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS is designed as one-minute long fluency (the ability to read text accurately and quickly) measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures were designed to assess the big ideas of early literacy: *Phonological Awareness***,** *Alphabetic Principle and Phonics***,** *Accuracy and Fluency with Connected Text***,** *Vocabulary and Oral Language, and Comprehension***.** Combined, these measures form an assessment system of early literacy development that allows teachers to readily and reliably determine student progress.

Click here to learn more about DIBELS

MAP - The Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments are computerized adaptive assessments that provide accurate and useful information about student achievement and growth. The assessments are aligned to the State of Washington's content standards and can be used as an indicator of preparedness for the state assessments (Note: MAP assessments are being re-aligned and

normed to the Math and English Language Arts common core state standards). The assessments are grade independent, allowing educators to monitor a student's academic growth. Auburn School District educators use MAP growth and achievement results to develop targeted instructional strategies and to plan school improvement initiatives. Each fall, winter, and spring all third, fifth, sixth, seventh, eighth and ninth grade students are assessed using MAP in the content areas of mathematics and reading. MAP reports score as norm-referenced, achievement, and growth provide perspective on an individual student's learning.

Click here to learn more about MAPs.

NWEA has aligned their End of Course Exams for Algebra and Geometry with the Washington State End of Course Assessments. Beginning with the 2012-2013 school year all middle and high school students completing Algebra 1 and/or Geometry will be assessed using the MAP end-of-course assessments for algebra and geometry.

Data from our DIBELS and MAP assessments is organized as meaningful information and reported in a dashboard format. The dashboards are organized as individual school and district-wide dashboards. Dashboards are disaggregated by grade level and demographics. To assure district and school level accountability to these required assessments, the district-wide results of the DIBELS and MAP assessments are presented and interpreted for the school board (following the fall, winter, and spring assessment windows) during regular scheduled school board meetings. The district-wide results are posted to our district website to inform parents and community members. Individual school and student level results are presented to the principals during principal cadre meetings and are used as a component of the principals professional learning communities (PLC). Teachers have access to their student assessment results via the DIBELS and NWEA websites.

Click here to access the Auburn School District DIBELS dashboards.

Click here to access the Auburn School District MAP dashboards.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for career and college. In order to accomplish this goal, both formative and summative assessment data will be vital to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance that gains have been realized. Instructional resources, core instruction, and common formative assessments aligned to the common core state standards areas are being developed by the schools to monitor student learning progress to standard. The 2013-2016 district strategic plan provides support for schools to develop and implement the tools for monitoring and adjusting classroom instruction and to assess student attainment of common core standards. From the 2009-2010 school year forward, the Auburn School Board is presented with quarterly updates reporting student academic achievement district-wide. The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is being used to indicate progress in reading fluency for kindergarten through grade five students. Progress in mathematics and reading at grades three, five, six, seven, eight, and nine is monitored using Northwest Evaluation Association's Measurement of Academic Progress (MAP) assessments. Attainment of high school credit earned toward graduation for ninth, and beginning with the 2012-2013 school year, tenth grade students is reported at each semester

as are enrollments in Advanced Career and Technical Education, Honors, and Advanced Placement courses. High school dropout, on-time graduation, and extended graduation rates are closely monitored as evidence.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The Auburn School District Strategic Plan provides the framework through which the district will support our twenty-two schools to ensure the academic success of each student. The vision and goals set forth by the school board and superintendent are articulated within the school improvement plans developed by each of the twenty-two schools. These processes are dependent upon all stakeholders contributing to improve learning opportunities for all students. The 2009-2012 strategic plan initiated a collaborative process that linked the vision and goals set forth by the school board and the superintendent with the revised school improvement plans developed by each of our twenty-two schools. The 2013-2016 strategic plan continues this emphasis. The school board defines the "what," or destination, the central office and the schools determine the "how," or the best approach to get there. This is a shared commitment to reciprocal accountability based on collaboration and distributed leadership to improve and accelerate learning for each student. The framework of the strategic plan supports student achievement through the application of professional learning communities. A professional learning community supports a culture of collaboration, mutual trust, openness to improve, disciplined inquiry, and distributed leadership. The strategic plan includes strategies to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians, and our community, which is characterized by trust and mutual respect.

District Aspiration
The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

District Mission
In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

District Vision
The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

School Board Beliefs
A comprehensive public education is paramount. Effective leadership and high quality student learning are essential. Listed below are our core beliefs for improving student achievement and closing learning gaps:

• We believe every student can achieve high standards of learning
• We believe public schools are the foundation of good citizenship
• We believe in the responsible stewardship of resources
• We believe in sustainable community partnerships
• We believe in family and advocate involvement
• We believe public schools must value diversity
• We believe in safe and positive learning environments
• We believe in shared accountability for student success
• We believe in a culture of professional collaboration
• We believe in preparing students for success beyond high school

The 2013-2016 district strategic plan contains three goals each with objectives, strategies, accountability reporting mechanisms, and success indicators. The three goals and accompanying objectives are:

Goal 1: Student Achievement
All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

Objective 1
Professional Learning Communities will be employed with integrity to plan, monitor, and adjust instruction to impact student learning.

Objective 2
All school improvement plans will align with the district strategic plan and the nine characteristics of high performing schools.

Objective 3
The Auburn School District will utilize the Center for Educational Leadership's Five Dimensions of Teaching (CEL 5D) as the Instructional Framework.

Objective 4
Technology will be integral to administration and teaching and learning to prepare all students for career, college, and life beyond high school.

Objective 5
The Auburn School District will increase and continue to exceed the State of Washington's on-time and extended high school graduation rates.

Goal 2: Community Engagement
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

Objective
All Auburn School District employees will engage patrons through cultural awareness and a respectful customer service environment.

Goal 3: Policies and Resource Management
Auburn School District policies and resources are aligned to the strategic plan.

Objective
The district will prioritize resources to support the strategic plan, provide safe learning environments, close learning gaps, and accelerate academic achievement for every student.

Click here to access the 2013 -2016 district strategic plan

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   As established on Monday, January 28, 2013 by the Auburn School District Board of Directors, our district focus and emphasis will be the goals and objectives described in the 2013-2016 Auburn School District Strategic Plan. All priorities, activities, and initiatives engaged at both the district level and school level will align to this plan.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   In order to accomplish the goals outlined within the strategic plan and individual school improvement plans, time within the 180-day school year to restructure and implement is essential. Our district, schools, departments, and individual staff require time within the 180-day school year for collaboration centered on student learning and achievement. We hold ourselves accountable for the academic success of each student pre-K-12, and in their meeting or exceeding the standards of learning as measured by the State assessment system.

   The Auburn School District Strategic Plan is the blueprint for our district's continuous improvement, transformation, and cultural change necessary to address the academic success for all students. It is the framework for our planning, resource allocation, staff development, and decision making. The school board defines the "tights" while allowing for the "loose" essential to individual schools, departments, and instructional staff needed to implement the best practices and available resources to address the learning needs of all students. This is distributed leadership and shared accountability based on collaborative structures and process to improve and accelerate learning for each student. The district improvement plan includes strategies characterized by trust and mutual respect to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians, and the community.

   As defined in the district strategic improvement plan, all Auburn elementary, middle, and high schools will fully revise their school improvement plans. The revision work began in September 2009 with one third of our schools fully revising their improvement plans each year. The fully revised process reached full-circle at the end of the 2011-2012 school year with completion of full SIP revisions by all twenty-two schools. In September of 2012 the fully-revised school improvement cycle began again. Over one hundred administrators, teachers, parents, and community members representing the schools are working with central office staff, school improvement facilitators, and nationally recognized educational consultants to fully revise their school improvement plans. Each month a school and their school improvement team are scheduled to present their school improvement plan to the school board for approval and adoption. Every year all Auburn schools not in full-revision continue to align their improvement plans to the goals of the district strategic plan using their current student assessment data and perceptual data.

   School improvement and reform efforts are important work requiring time within the 180-day school year to implement. Our district, schools, departments, and individual staff need the waiver time within the 180-day school year to carry out collaboration centered on student achievement and to restructure and implement school improvement efforts within their schools.

   Click here to access individual school improvement plans.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   In October 2012, the Auburn School District Board of Directors commissioned a committee of twenty-one members to develop a new three-year 2013-2016 District Strategic Plan to replace the 2009-2012 plan which sunsets on August 31, 2013. The new plan addresses the learning needs of all students and accelerates students from where they are in their learning to close gaps and enrich learning. Membership of the District Strategic Plan Development Committee

represented a diverse group of stakeholders, including a strategic planning consultant-facilitator, education consultants, parents, community members, teachers, administrators, and certificated and classified staff. The committee met twice each month from October 2012 through January 2013. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within the 180-day school year for successful implementation. The strategic plan development committee presented their work and recommendations to the school board during their January 2013 school board meeting. The committee recommendations were adopted for implementation by the Auburn School District Board of Directors on January 28, 2013. The 2013-2016 District Strategic Improvement committee will reconvene in the fall of 2016 to review progress and make recommendations to recalibrate the plan for another three – five years.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   Our district negotiated agreement for September 1, 2011 through August 31, 2013 provides for the following (see attached PDF of Auburn School District CBA):

   District Designated Time -
   District designated time totals 44.5 hours per diem; 3.5 hours for district/building meetings; 7.0 hours for elementary report card/conference preparation or for secondary grading day; 21 hours for building determined days; 6.0 hours for principal determined time; and 7.0 hours for individual determined day (occurs immediately after Labor Day). District Determined Time is prorated based upon an employee's FTE status.

   Individual Responsibility Contract –
   Each employee receives an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 135 Individual Responsibility hours for the 2012-2013 school year. Employees who are on Steps 7 and above on the State Allocation Model have a total of 157.5 Individual Responsibility hours for the 2012-2013 school year. Individual Responsibility Hours are prorated based upon an employee's FTE status.

   Responsibility Contract activities can be documented from August 1 through July 31. These individual responsibilities are outlined below:

   1. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)
   2. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
   3. Student assessments
   4. Classroom, lesson, and job preparation
   5. Parent contacts

   Commitment Stipend –
   Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM). In the 2011-2013 Negotiated Agreement, employees who were on Steps 0-3 of the SAM received a commitment stipend of $100. Employees who were on Steps 5-6 of the SAM received a commitment stipend of 9 per diem days. Employess who were on Steps 7 and above of the SAM received a commitment stipend of 10 per diem days.

In addition to the above, a longevity commitment stipend of $1,500 will be added to every staff member beyond year 16 on the SAM in columns 1-9.

Early Release Days
The Auburn School District has two early release days during the school year. The day before Thanksgiving vacation and the last day of the school year.

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	0
Total	180

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

Click here to access the Collective Bargaining Agreement.

Click here to access the 2013-2014 Proposed Calendar.

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

The Auburn School District does not have work days over and above the 180 school days.
New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

   The activities of 2012-2013 waiver days focused on the implementation of the school improvement plan to address these essential questions: (#1) what is it we want our students to learn? (#2) How will we know if each student has learned it? (#3) How will we respond when some students do not learn it? ; (#4) How will we extend and enrich the learning for students who have demonstrated proficiency?

   During the 2012-2013 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 12, 2012, March 11, 2013, and May 13, 2013.

The following describe school improvement waiver day activities conducted:

- Aligning instruction to the district identified Power Standards: In the Auburn School District, the Power Standards are the most essential learning outcomes based on the Washington State Standards. The Power Standards are our district's guaranteed and viable curriculum at each grade level and have been established for mathematics, reading, language arts, science, writing, communication, social studies, physical education, music, ELL, arts, library, career and technical education, and electives. The Power Standards are what we guarantee our students will learn from classroom to classroom and grade level to grade level. Teacher and content teams are currently meeting to develop power standards aligned to the Mathematics and English Language Arts Common Core State Standards and Next Generation Science Standards.

- Provided training and developed weekly mathematics problem solver lessons, activities, and assessments aligned with the State Performance Expectations for Mathematics at grades 3, 4, 5, 6, 7, and 8 and high school Algebra and Geometry. These are all being realigned and rewritten to the common core state standards.

- Developing classroom based common formative assessments in reading, mathematics, Algebra 1, Algebra 1 End of Course Assessments, Geometry, Geometry End of Course Assessments, Algebra 2, and science aligned to Power Standards. These will be realigned and rewritten to the common core state standards.

- Restructuring enrichment and extended learning programs for alignment with math, reading, writing, and science standards.

- Focus on student learning plans in math, with emphasis on content essentials, pedagogy, and student personalization. (Math targets focused on achievement gap learner, including low income, Hispanic and Native American student groups.)

- Differentiating learning for low-income demographics aligned with State standards and best practices.

- Continued implementation of Guided Language Acquisition Design (GLAD) strategies at the elementary level and Sheltered Instruction Observation Protocol (SIOP) at the secondary level for English Language Learners (ELL) students within our classrooms to improve learning and performance on the WELPA, MSP, and HSPE.

- Restructuring schools to provide tier-one, tier-two, and tier-three student intervention models for the 2012-2013 school year.

- Analyzing student performance data obtained from DIBELS, MAP, and classroom developed common assessments for instructional decisions, intervention, extended learning, and regrouping of Walk-to-Math and Walk-to-Read intervention/enrichment groups.

- Preparing for student led – parent/teacher conferences and senior portfolio presentation at the high school level.

- Develop programs and services for parents of students in the graduating class of 2013 regarding graduation standards.

- Provided training on standards-based teaching, learning, and reporting, professional learning communities, and interpreting assessment data and information.

- Alignments with State mathematics, reading, and science standards at elementary and secondary levels. Introduction and exploration of Mathematics, English Language Arts Common Core State Standards, and Next Generation Science Standards.

- Implementation of high school biology at the middle schools for grade 7 and 8 students. These students will take the high school end of course Biology state assessment this spring.

- Preparation for sixth year implementation of OSPI CBAs and CBPAs in social studies, health and fitness, and the arts.

- Integration of technology into the classroom (electronic data bases, moving teacher websites to the new district standard Schoolwires website program, web accessible library collections, document cameras, student response systems, LCD projectors, grade scan, wireless laptop carts, iPads, and organizing classroom websites) for student learning and increased communication with parents, students, and our community.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

   The wavier days provide time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners, and to develop intensive strategies necessary for our Tier 3 learners to become successful.

   District leadership has provided teachers with on-going professional development and training on "Understanding by Design," Differentiated Instruction, Standards-Based Teaching and Learning, aligned grading practices, Seven Strategies of Assessment for Learning, Total Instructional Alignment, Visible Learning, Building Common Assessments, using MAP assessment data for instructional decisions, professional collaboration, revising school improvement plans, and implementation of strategies of the Auburn Teacher Leadership Academy (ATLA). The infusion of these training opportunities continue to provide support and targeted professional development needed for individual teachers and schools to improve academic performance for all students.

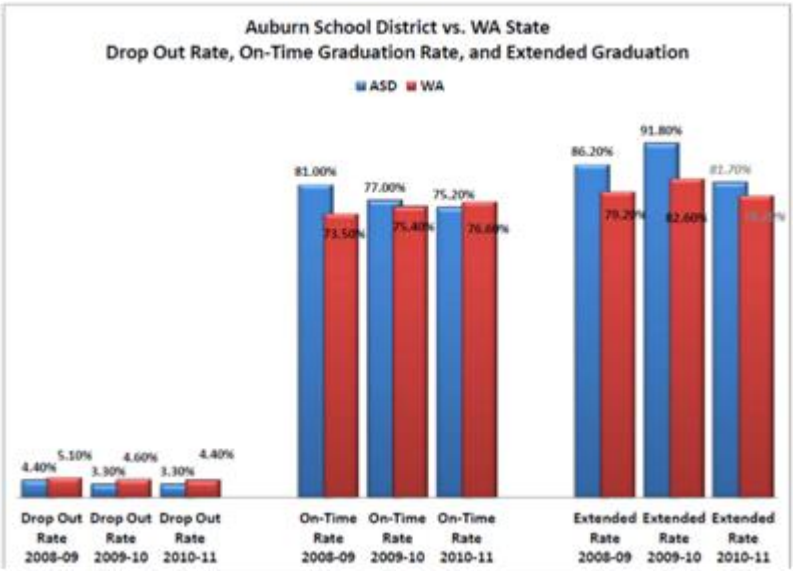
In fidelity with the district strategic plan, implementation of PLCs, common assessments, standards alignment, and interventions, student achievement continues to improve. For the third consecutive year, the Auburn School District grades 3-5 outperformed the state average in math and reading. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners. On K-5 winter DIBELS, assessment for reading continued to improve with an average decrease of 5.99% at-risk readers and 8.85% increase in on-target readers for a combined improvement average of 14.84%. Our only longitudinal comparison data for 2008 is second grade DIBELS which shows a 12.52% decrease in at-risk readers and a 25.81% increase in on-target reading performance for a combined improvement average of 38.33%.

At the middle school, grades 6, 7, and 8, MSP scores for 2012 showed a mixture of increases and decreases. Sixth grade reading scores increased slightly from 68.3% to 71.3% while math scores decreased from 60.9% meeting standard to 53.4% meeting standard. In 7th grade, reading scores increased dramatically from 49% to 64.3%, writing improved from 58.2% to 65.5%, and math improved slightly from 50.1% to 51.6% meeting standard. Eighth grade scores decreased in reading and math, reading from 63.7% to 57.6% and math from 44.5% to 42%. While science increased from 52.0% to 58.0%.

Middle school MAP math score compared to 2009 demonstrated slight decreases. Combined 6-7-8 MAP math comparisons show an average increase of 4.6% for at-risk performance. Grade 6-7-8 Reading MAP comparisons demonstrate a decrease of 2.56% in at-risk performance.

2012 HSPE results showed an increase in reading from 78.6% to 80.8% and a slight decrease in writing from 85.8% to 83.6%. State End of Course (EOC) Algebra scores increased from 66.3% to 71.2% and EOC Geometry increased from 68.6% to 81.6%, meeting standard.

High school annual drop-out rates remained the same from 3.3% to 3.3%, while on-time graduation decreased slightly from 77% to 75.2% and extended graduation rates decreased from 91.8% to 81.7%.



Ninth grade comparison MAP math scores show an increase in at-risk performance of 4.63%. At-risk MAP reading scores decreased 3.39% and on-target results increased 5.86%.

Comparisons of 9th grade first semester credit completion to 2012 are essentially flat.

Middle school honors course enrollments increased from 1,536 in 2009 to 1686 in 2012. Enrollments in honors programs at the middle level are represented by about 36% of students from diverse heritage.

In high school honors, advanced CTE and advanced placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw an 9.23% increase in diverse population participation from 2009-2010 to 2012-13. High school advanced placement courses had a 11% increase in diverse population enrollment from 2009-10 to 2012-13. High school honors courses had a 7.68% increase in diverse population enrollment from 2009-2010 to 2012-13.

Extended learning interventions are a standard intervention model at all fourteen elementary schools and four middle schools in the district. The interventions include enrichment for students at or above standard and intervention for those below. High schools have developed a pyramid of interventions. These include monitoring credit attainment and credit retrieval. Beginning with the 2010-2011 school year to present, 2,167 students have completed 3,020 APEX on-line learning course enrollments recapturing credit toward graduation. The use of professional collaboration to align instruction to standards, analyze student assessment data, monitor student progress, adjust instruction, develop common assessments, and assign students to intervention and/or enrichment programs to address individual learning needs continues to be a successful model to improve and accelerate student learning.

Throughout the 2011-2012 school year the school board was presented with an abundance of reports and dashboards from schools and departments regarding school improvement plan progress, professional learning communities work, district and state assessment data and analysis, intervention and enrichment programs, and updates on strategic plan implementation. A majority of school board meeting time is dedicated to academic achievement priorities.

The following District Dashboard are posted on the Auburn School District website at:

Click here for quarterly reporting dashboards monitoring implementation of the 2009-2012 District Strategic Improvement Plan.

Click here for DIBELS assessment dashboards.

Click here for MAP assessment dashboards.

Click here for Advanced Career and Technical Enrollments; Honors and Advanced Placement; and Ninth Grade Credits Earned dashboards.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted a new 2013-2016 Auburn School District Strategic Plan for implementation beginning September 2013. (The current 2009-2012 strategic plan will sunset on August 31, 2013.) The work of the 2013-2014 Waiver day plan aligns to the goals, objectives, and strategies outlined in the new 2013-2016 strategic plan. Our twenty-two schools and staff are held accountable through their individual school improvement plans to address the number one priority of the Auburn School District “student academic achievement.” Waiver days will be dedicated to fully-revising, aligning, and implementing the individual school improvement plans in context of the new 2013-2016 strategic plan.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

   Fidelity to the 2013-2016 strategic plan is paramount. All staff district-wide are held accountable to the outcomes defined within the plan. The accountability reporting defined for each objective within each of the three goals of the 2013-2016 strategic plan is an expectation of the school board. Reports monitoring progress of the 2013-2016 strategic plan implementation will be widely and regularly communicated to the school board, parents, our community, and staff district-wide.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

   Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District through approval process of the State Board of Education. Hard copies of the 2012-2013 school year calendar were distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during the parent and teacher conferences and student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised with the focus, integration, implementation, and impact of this time.

   Click here to access the 2012-2013 calendar for parents

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

The Washington State Board of Education
Governance I Accountability I Achievement I Oversight I Career & College Readiness

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

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer
Bob Hughes • Dr. Kristina Mayer • Matthew Spencer • Cynthia McMullen JD
Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings
Ben Rarick, *Executive Director*
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Battle Ground Public Schools
Superintendent	Dr. Shonny Bria
County	Clark
Phone	360-885-5389
Mailing Address	P.O. Box 200 Battle Ground, WA 98604
Contact Person Information	
Name	Dr. Paula Koehler-Martin
Title	Chief Academic Officer
Phone	360-885-5389
Email	Koehlermartin.paula@battlegroundps.org
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	5
School Years	2013-2014
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	10, 8 of which are for parent-teacher conferences
Reduction	0
Remaining number of half days in calendar	10
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

   With our state moving towards the implementation of the Common Core State Standards in the 2014-2015 school year, our goal is to instruct our teaching staff in the Common Core State Standards, the instructional shifts that will be required for our students to successfully employ these new standards, the required habits of mind and standards for mathematical practice, and the new assessment tools which will accompany the new standards. We also intend to help our teachers see the connections between the Common Core State Standards and the new Teacher and Principal Evaluation System.

2. What is the student achievement data motivating the purpose and goals of the waiver?

   It is our belief that our students' best opportunity for success using and being measured by the new Common Core State Standards and the new assessments is a well prepared teacher corps. It is not the new standards that will increase student achievement, but rather the more rigorous teaching and learning students will experience under the guidance of teachers who are well trained in the standards and who are using the highly effective teaching and assessment practices that this new system demands.
   Currently, our student achievement is measured using the Washington Comprehensive Assessment System. Our current percentages of students testing at the proficient level or above are as follows: Reading: 73%; Mathematics: 63%; Writing: 75%; and Science: 61%. We believe that with appropriate training and support, our student achievement will increase.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   We intend to use the following three measures to determine success:
   1) Increased percentage of students scoring at or above the proficient level on the MSP, HSPE, and EOC exams;
   2) Improvement in school scores on the Washington State Achievement Index (current average score: 4.39);
   3) Favorable responses on after action surveys to be conducted at the conclusion of each training session.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   All of our in-service activities are evaluated by participants at the conclusion of each training session. This data, which is submitted anonymously, is collected, reviewed and analyzed for the purpose of improving the next session. This information is shared with the in-service designers and the presenters so that positive outcomes can be reinforced and improvements can be made to subsequent presentations.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   Training during our five waiver days will include examination of the Common Core State Standards beginning with an overview and introduction of the Standards, an examination of the impact on classroom instructional practices, the Standards for Mathematical Practice, timelines for transition to full implementation, and training in the various instructional strategies that will need to be utilized to effectively implement the Standards.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   Our waiver request is for one year only. However, the activities and training we engage in during this single year will lay the groundwork for on-going work in subsequent years as we move toward full implementation of the Common Core State Standards.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   All of our schools recognize the need to become familiar with the Common Core State Standards and their use. This need is identified in our schools' annual improvement plans, the link to which we have embedded here: http://www.battlegroundps.org/node/367 In the future all of our school improvement plans will be based on the Common Core State Standards and their implementation.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   Our school improvement plans are developed with the input and engagement of our parent community. Our district also conducted a survey of our parent population and community in which the need for more teacher training was identified as a theme. The development of our district-wide strategic plan involved members from all constituent groups.

9.

10. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days , parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

    Our district surveyed a cross-section of our parent and community population to gather input on various aspects of our district's performance. One theme that emerged was "Increase training for teachers and substitutes to improve instruction". We also engaged with parents in discussions regarding school improvement efforts including teacher professional development time. The development of our district-wide strategic plan involved members from all constituent groups. An email copy of our CBA accompanies this application.

11. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	3
Total	183

12. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional		1.0	
2	Optional		1.0	
3	Optional		.5	.5
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

13. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

The three days over the 180 required school days are building start-up days and stipulated in the CBA (Collective Bargaining Agreement) for building and teacher directed activities. They cannot be used for district-wide training as requested in this waiver application.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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Old Capitol Building, Room 253
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Olympia, Washington 98504

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

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The Washington State Board of Education
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Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Columbia #206
Superintendent	Chuck Wyborney
County	Stevens
Phone	(509) 722-3311
Mailing Address	4961 B Hunters Shop Road Hunters, WA 99137
Contact Person Information	
Name	Chuck Wyborney
Title	Superintendent/Principal
Phone	(509) 722-3311
Email	cwyborney@columbia206.com
Application type:	
New Application or Renewal Application	New for option one
Is the request for all schools in the district?	
Yes or No	yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	3
School Years	2013-2014, 2014-2015 and 2015-2016
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	12
Reduction	6
Remaining number of half days in calendar	6
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes…1015 hours

1. What are the purpose and goals of the Waiver?

   Our teachers' contract is exactly 180 days. The waiver days provide one full day of local in-service the day before kids arrive to cover all of the organizational work needed to get the year off to a good start. There is no additional funding to provide our teachers paid time to do this work. Our teachers already volunteer countless hours throughout the summer, wrapping up the previous school year and preparing for the next one. Without the waiver day, we require them to volunteer additional time to attend mandatory training, including updates from our school nurse about critical health issues.

   Two of the waiver days provide our teachers the opportunity to participate in the PREP consortium, which includes 10 small districts who meet at a central location to provide in-service and a chance to collaborate with other teachers who teach like courses. Many of our teachers are either the only instructor at their grade level or the sole content area department. These days allow them to collaborate and network with other professionals in their specialty area. The topics for next year's PREP days include Common Core curriculum work and T-PEP training, which are both monumental changes for small schools (who don't emply curriculum directors or instructional coaches) to implement successfully.

2. What is the student achievement data motivating the purpose and goals of the waiver?

   74% of our students are living in poverty, many of which are in constant crisis. Teaching students with these types of risk factors requires very high levels of expertise from both administration and staff.

   Last year, 23.5% of our 8th graders met standard on the Math MSP; 11.8% of those same students met standard on the Science MSP and 41.2% in Reading. We have a passionate and caring staff who face the threat of isolation, due to our location and size. Providing these professional growth opportunties removes some of those hurdles to help facilitate increased staff expertise and student achievement.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   Teachers will learn about best practices at PREP trainings, then bring that knowledge back to their Professional Learning Communities here at school. Teachers meet weekly in these PLCs to continue explore these concepts in depth and implement them into their daily teaching routines. Teachers will be evaluated on our adopted instructional framework: **CEL 5d+Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning**, which specifically measures teachers' professional collaboration and communication.

   We hope to develop individual teacher growth goals for TPEP, as well as samples of assessments and other ways to document student growth for **Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs** and **Criterion 6: Using multiple student data elements to modify instruction and improve student learning**.

   The remaining criterion are observable, and address teaching practice. We also hope to build our local list of 'possible observables' under each of these criteria.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   As we increase our bank of observable evidence of teaching practice and possible means to gather student growth data, we will built our local school framework database which teachers and administrators will use to discuss evaluation and teacher growth.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   ESD 101, will work in close consultation with area principals, to plan the PREP training days.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   This format of 10 schools meeting twice a year for common in-service has been in place for at least the last 8 years. We expect this partnership to continue. One of the reasons it has lasted has been that the planning has been linked to current needs and hot topics. We expect this to continue as we implement Common Core and TPEP.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   View Columbia's Strategic plan: http://columbia206.com/Page/176

Our School Improvement Plan and Title I Plan both focus on student learning. **Objective 2.2: Develop and maintain professional development for all staff that is collegial, job-embedded, goal specific and linked to targeted improvement of student learning**.
One of the best ways to improve student performance is to improve teaching practices. These training opportunities provide low cost local training and an opportunity to improve our practices to meet our student learning goals.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

We have a leadership team which consists of volunteer teachers, classified staff and administrators who meet weekly. Their job is to review all of our planning documents to provide a clear focus for the year. With this focus we can plan our professional development activities. Our leadership team is involved in the decision to apply for these waiver days as well as reviewing the application to determine their purpose.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days , parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   Other Non-Instruction Time:

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	0
Total	180

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

We do not have any additional days built into our teacher contract.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Last Steps:

- Please print a copy for your records.
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- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Application for Waiver under RCW 28A.305.140
From the 180-Day School Year Requirement of the
Basic Education Program Requirements

Columbia School District #400 (Walla Walla County)

1. What are the purpose and goals of the Waiver?

   Before the state ended its support, three Learning Improvement Days (LID) provided time for our instructional staff to collaboratively design teaching-learning-content goals and strategies to better meet the needs of our students. Our District requests that the Washington State Board of Education approve two waiver days to replace the lost LID days. We developed a robust model of teaching and learning, The *Unified Instructional Core* (UIC), which provides (1) a clear vision and mission for student engagement, (2) a teaching framework, (3) a content framework, and (4/5) two support frameworks requiring time to plan and live our vision. Below we describe purposes of the District as they relate to our waiver request; each statement is followed by a specific goal or goals.

   Budget Purpose/Goals: Our overarching purpose is to leverage dollars by conducting two staff development days within the 180 student-day calendar. This will afford valuable in-service days for our instructional staff. Specifically, the cost of one additional day for teachers in our district is approximately $16,000. Multiplied by two days, the savings represents about 50% of the average salary and benefits for one teacher, a costly expenditure for a district just under 1000 students.

   > ***Goal:*** *To maximize district dollars by conducting two collaborative instructional staff development days within the 180 student-day calendar.*

   Teaching Framework/Goals: Upon approval, the waiver will provide time to purposefully meet our vision, mission and goals for student engagement. These begin with a teaching framework that includes three primary elements—Plan, Teach, Increase Effectiveness—each of these are divided into specific subcategories. The subcategories, in turn, reference web-based, practical instructional resources that we termed *Fingertip Resources*; these provide practical resources for veteran teachers, newly hired teachers and teachers transferred to new grade level or subject assignments. The waiver days provide time to collaboratively review and implement these resources and to refine our goals.

   > ***Goal:*** *To utilize and develop additional web-based, practical teaching resources for use by all instructional staff.*

   Content Framework/Goals: We also developed a content framework that includes three learning parameters—(1) *Basic Learning* (see details under reading, math fact and writing automaticity on pages 2/3), (2) *Subject Learning*, and (3) *Integrated Learning*. Over the past year, our District organized the seven subjects that we

teach into seven major areas—(1) ***C***areer and technical education, (2) ***L***anguage arts, (3) the ***A***rts, (4) ***S***cience, (5) ***S***ocial science, ***a***nd (6) ***M***ath, and ***P***hysical education/health that we dubbed with the acronym CLASSMaPs. Within these broad subjects, the teachers will continue to use the waiver days to focus on Marzano's third commitment—vocabulary. From reviewing the Common Core State Standards (CCSS), the textbook terms, and terms drawn from different courses within the subject areas, the instructional staff developed up to 30 core terms—labeled Columbia's Content terms or simply C-terms. These terms help to vertically and horizontally align the subject areas. The third part of the content framework blends *Basic* and *Subject Learning* into *Integrated Learning*. Ultimately, student engaged *Integrated Learning* is the goal of all of our teaching and learning. The waiver days will be used to continue to review and modify the C-Terms as well as to develop teaching strategies to improve student learning. In addition, the waiver days will be used to help embed CCSS.

> ***Goals:*** *To review and modify the C-Terms; to develop teaching strategies to improve student learning; and to embed the Common Core State Standards.*

Reading Automaticity Purpose/Goals: Reading, with little argument, is the most essential gateway skill to formal learning. The National Reading Panel identified five broad areas of reading skills: phonemic awareness, phonics, fluency (this is bifurcated into *fluency* and *prosody*), vocabulary and comprehension. To understand the world of print students must automatically break the code. The district implemented a program, *Phonguage,* which promotes automaticity—the superintendent and elementary principal describe this program in an article in the February 2011 issue of *The Reading Teacher.* The application of Phonguage shows promise. For example, last spring our fifth and sixth grade students scored the second highest and highest on the MSP in comparison with other districts within the Columbia region. We also recognize that reading automaticity is only the first step, but a crucial one, to reading comprehension and to subject and integrated learning.

> ***Goal:*** *To teach students to automatically break the reading code.*

Math Fact Automaticity Purpose/Goals: Resent research (D. Ansari, 2013. *The Journal of Neuroscience* (http://www.jneurosci.org/content/33/1.abstract.pdf)) shows that students who know math facts score better in the PSAT math section. The elementary and middle schools, in particular, are developing strategies and efficiencies to insure that our students master automaticity of the basic addition and multiplication facts. The elementary school adopted MOBY Math; the middle school adopted FASTT Math, an acronym for Fluency and Automaticity through Systemic Teaching with Technology, which is a research and computer-based program that provides ten-minutes of daily intervention designed to teach math basic facts and fluency. Math teachers at the middle school will discuss how to use information from this FASTT Math to design and implement math strategies and to guide instruction that will meet the needs of students who lack number sense and fluency that FASTT

math helps build.

The waiver days will also provide time for staff to identify preferred algorithms for a four-by-three grid representing addition, subtraction, multiplication and division on a vertical axis and whole numbers, fractions and decimals on a horizontal axis. Clearly, to develop quality applications of these math initiatives requires collaborative time. As with reading, our staff acknowledges that learning math automaticity and algorithms, though critically important, is but an initial step toward applying math concepts and ideas as laid out, for example, in the CCSS.

> ***Goal:*** *To develop strategies and efficiencies which help insure that our students master automaticity of the basic addition and multiplication facts; and to help our students learn the algorithms within the four-by-three math grid.*

Writing Automaticity Purpose/Goals: Some years ago, the District adopted writing rubrics and writing expectations for our senior high school. These will be continued and modified to reflect goals within the High School Proficiency Exam (HSPE) and, when it becomes available, the Smarter Balance Exam (SBE). Last year sophomores within our District passed the HSPE writing seven points ahead of the nearest district within our region. While one cohort's scores should not be interpreted as a trend, the indicators suggest successes in writing. Encouraged, we defined two writing automaticity essentials. We defined the first essential as automatically writing coherent sentences that begin with a capital letter and end with a period, question mark, or exclamation point; we defined the second automaticity essential as writing five-part paragraphs and essays. The waiver days will provide time to purposefully continue to design and apply our writing automaticity essentials district-wide.

> ***Goal:*** *To teach students to automatically write coherent sentences that begin with a capital letter and end with proper punctuation; and to teach students to automatically write five-part paragraphs or essays when prompted or as relevant.*

2. What is the student achievement data motivating the purpose and goals of the waiver?

   As is briefly described above, HSPE, MSP and other data suggest that our District automaticity efforts are showing results that lead to improvement in the subject learning—a desired outcome. Specifically, while we are tracking more closely the three automaticity skills, our target is to see results in improved subject learning, such as we are seeing in the following:

   - All but two students within the eighth grade of cohorts enrolled in algebra passed the End of Course (EOC) within the past two years.
   - Our fifth grade and eighth grade students led the region in science.
   - Our sophomores received the highest scores in writing in comparison to other districts within our region.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   Also noted above, our District uses the three automaticity skill measures and standards. In addition, we use the benchmarks and results from DIBELS for reading at the elementary school, recently adopted MAPs measures and standards at the middle school, and began to pilot the Home Room Data Dashboard at all levels. Deeper, we are currently working with Informational Technology personnel in ESD 105 to post the completions of subcategories of the three automaticity gateway skills—reading, math fact and writing. We also envision using measurements and standards from the CCSS frameworks and have discussed the possibility of benchmarking our results on the Homeroom Data Dashboard. By tracking fundamentals—automaticity and common core—we hypothesize that our subject learning and integrated learning will show improvement, particularly improvement in engaged student learning and student-initiated learning.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   As alluded to in the preceding answers, our District collects benchmarks with a variety of indicators that include information that we glean from the following:

   - Measuring reading automaticity trends using Phonguage, MAPS and DIBELS tools;
   - Tracking reading comprehension using DIBELS, MAPS, MSP, and HSPE;
   - Determining math fact automaticity using the Essential 28, MOBY and FASTT Math;
   - Measuring math content using DIBELS, STAR, MAPS, MSP and EOC;
   - Tracking writing automaticity using teacher reports and writing rubrics; and
   - Piloting data dashboard for tracking all of the preceding.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   Both the content and the process that the District used to meet the goals of the waiver are succinctly described within the article, *Building Instructional Coherence from Theory to Practice*, which is under review for possible publication by *Kappan*. We wrote this to describe our application of the student-teacher-content core developed by Richard Elmore from Harvard University. Specifically, in this paper we (1) present our *Student Vision and Mission*, (2) describe our *Teaching Framework* that we truncated from Washington DC Public Schools; (3) present the *Content Framework* that we minted and which includes *Basic Learning* (automaticity), *Subject Learning* (CLASSMaPs), and *Integrated Learning*; (4) develop a S*upport Framework for Personnel and Other Resources*; and (5) identify *Community Resources*. Deeper, we also describe in the article how we developed practical

web-based *Fingertip Resources* to meet our teaching and content frameworks. These provide our teachers and instructional staff with instant resources. All-in-all, our *Unified Instructional Core* brings unity; our *Teaching* and *Content Frameworks* add substance; and our *Fingertip Resources* breathe life to our engaged student vision. (A draft of this article is available upon request; however, while it is under review, it is not found on our webpage per request of the editors of *Kappan*. We included our model of the Unified Instructional Core at the end of this waiver request.)

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   We believe that holding to our *Unified Instructional Core* model and applying with fidelity the activities and goals that we developed will bring success to our vision and mission for deep student engagement. Thus, we will use the second and third year of our waiver to provide the essential and ongoing consistency to meet our goals. With modest modification of our goals, we will move toward realizing our student vision. In addition, we used the UIC framework to design our strategic plan, which is framed within the five parts of our UIC. Thus, coupling the UIC and strategic plan brought coherence to the direction and goals of our District and will help build the connections between the first year and the next two years for which we are requesting a waiver.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   The district used previous waivers to help give the focus upon the Unified Instructional Core and Strategic Plan, as noted throughout this request. The direct correlation is that the waiver provided think time and action planning time. In addition, the School Improvement Plans (SIP) for each building directly references the UIC; the middle school, for example, models the format of both the SIP and the strategic plan. The links to the district and school improvement plans are found within the following:

   - http://www.csd400.org/CSD/elem/docs/SIPElem2013.pdf
   - http://www.csd400.org/CSD/middle/docs/SIPPlanMS2013.pdf
   - http://www.csd400.org/CSD/high/docs/SIPPlanHS2013.pdf
   - http://www.csd400.org/CSD/district/docs/StrategicPlan.pdf
   - http://www.csd400.org/CSD/DO_Newsletter.php

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

Our administrators, teachers, other district staff, parents and the community have been involved in a number of ways in the development of this waiver, as the following suggests:

- Our school board provides input and remains informed regarding our waiver days and to their purposes and specific activities. Furthermore, the overall waiver plan was presented and adopted by the board March 25, 2013.

- Our school administrators have been involved with the development of the waiver through collaborative discussions—we meet weekly and often discuss the waiver or attendant issues, the UIC, and the accompanying goals.

- Our teachers, administrators and a school board representative meet as a *Guiding Coalition* and provide input regarding the waiver and its related issues. In addition, the teachers association meets with the superintendent and discusses topics and ideas that directly relate to the waiver days.

- Other staff, particularly the paraprofessional staff, is invited to help develop the agendas and to participate in a number of the waiver days; all staff are introduced to the vision, mission and purpose of the UIC.

- Parents and the community are informed about different topics for the waiver day through the monthly district newsletter. In addition, the community offers input to the waiver days through School Board meetings, Parent Teacher Organization (PTO), and Coffee Talk—a monthly community meeting with the superintendent.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   Based on the 2012-13 school year, the District provides the following days/year:

   - We had 139 full instructional days;
   - We added 2 professional days beyond the 180 days—one day before school starts and one that provides elementary/middle school in-service and a high school day for senior projects;
   - We held 32 Monday morning one hour delayed start days for collaboration;
   - We had 6 early release days; and
   - We scheduled 2.5 days for elementary and middle school parent-teacher conferences.
   - See the attachment titled Computation of Total Program Hour Offerings

   The link to the CBA is:

http://www.csd400.org/CSD/district/docs/CEAContractSept2012.pdf

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	178
Waiver days (as requested in application)	2
Additional teacher work days without students	2
Total	182

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	All Required	Yes	No	
2	All Required	No	Yes	

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

    We designed the two District per diem days that are in addition to the 180 days. On the first of these additional days we welcome back all staff and provide an array of activities, such as time (a) to work and plan with each principal or department head, (b) to set up classrooms, (c) to plan in job-alike teacher assignments, and (d) to prepare the kitchens and the busses. The second day we used for the elementary and middle school staff to plan student transitions while the high school staff scheduled senior projects.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

   CSD used the waiver days as planned and reported in our prior request. Specifically, the District supported the following activities:

   - February 15, 2013 – Homeroom Training, Common Core Writing and RTI with Dr. Craig Bailey and others

- October 12, 2012 – Washington DCPS Frameworks with Carolyn Lint
- May 18, 2012 – Response to Intervention School Sites
- October 14, 2011 – Focus upon CCSS, DCPS Frameworks, UIC, and student learning
- August 29, 2011 – DCPS Frameworks with Carolyn Lint
- January 3, 2011 – RTI with Dr. Bob Smart, Beth Harrington and Erich Bolz
- October 9, 2010 – Vocabulary with Diane Paynter form Marzano & Associates
- August 30, 2010 – RTI with Dr. Bob Smart and Erich Bolz

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

   Since the test changed from the WASL to the MSP/EOC/HSPE, it is difficult to make comparisons that satisfy psychometricians. Furthermore, we anticipate a *wobble effect* with smaller groups. With this in mind, the following compares results between cohorts within districts in our region with the following focus:

   - Reading scores at the 5th and 6th grades reflects our District's reading automaticity and comprehension efforts.
   - Writing at the 10th grade reflects a long-held focus on writing exits at the high school.
   - Elementary and middle school science reflects a new science focus and a connection with Washington State LASER.
   - EOC Math 1 (Algebra) reflects successes in teaching algebra that we also offer to students in the eighth grade.

Spring Assessments 2012

Grade Level	Columbia	Finley	Kennewick	Kiona-Benton	N. Franklin	Pasco	Richland
Reading 5th	**74.6	42.6	*67.1	43.0	57.3	57.9	***77.6
Reading 6th	***75.0	51.2	66.5	50.4	*67.3	59.3	**73.0
Writing 10th	***92.1	81.2	*84.2	75.5	84.1	73.0	**84.6
Science 5th	*63.4	43.9	**65.1	37.7	45.2	49.3	***77.2
Science 8th	***73.6	29.9	*57.0	45.2	42.4	44.7	**69.9
EOC Math 1	**70.1	60.0	*69.1	56.7	62.4	45.0	***71.5

*** Highest score
** 2nd highest score
* 3rd highest score

Reflecting upon these scores, the trends suggest that our goals are being realized in reading and writing automaticity, science education and algebra. These trends also support the notions that (1) our goals should be met for writing and math automaticity with additional interventions; and (2) additional planning and implementation for all CCSS subjects will show results, much like the gains we see in science and algebra. The evidence suggests that our District is on the right track; the waiver will help pave the way to the success of these initiatives.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

   We propose the following change or targeted focus for the following reasons:

   - *Change:* Emphasize math fact automaticity and algorithms at the elementary and middle school as needed.
     Reason: We hypothesize that teaching math fact automaticity and the algorithms will improve work within the CCSS for mathematics

   - *Change:* Focus upon writing automaticity at the elementary and middle schools.
     Reason: We hypothesize that teaching this writing gateway skill will improve our assessments in writing and, more importantly, our writing within the CLASS MaPs and *Integrated Learning*.

   - *Change:* Provide more focus upon integrating the CCSS within our curriculum.
     Reason: The CCSS, which were approved since our last waiver request, will require staff time to align with our UIC and to implement.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

   We see what appears to be significant change in targeted areas of instruction—elementary reading automaticity, science at the elementary and middle schools, and writing at the high school—and these results suggest that similar targeting with the items enumerated under the preceding description will yield similar positive gains.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

   We use a number of forums and means to keep our parents informed about the use and impacts of our waivers, including through the following:

   - Weekly web logs of our collaboration and other meetings;
   - Coffee Talk where the superintendent meets with community members;
   - Board Meetings where teachers, staff and the public are welcome to meet and discuss;
   - Informal conversations with many patrons;
   - Parent Teacher Conferences;
   - PAC (Title I) Meetings;
   - Monthly Newsletters from the District Office;
   - The District webpage;
   - The High School Facebook;

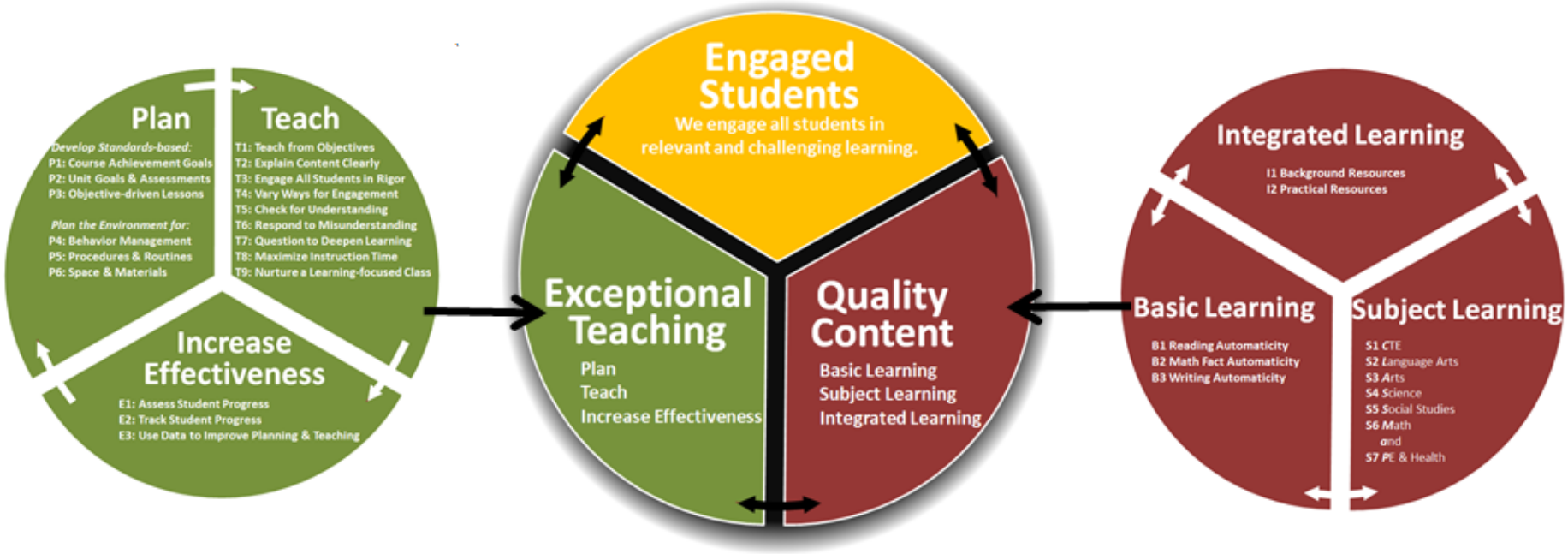
- PTO meetings; and
- Booster meetings.

A number of groups or forums offered input relating to the development of the renewal of our waiver, including the following:

- Coffee Talk discussions with the superintendent;
- Board Meetings;
- Information Conversations;
- Parent Teacher Conferences;
- PAC Meetings;
- PTO; and
- Boosters.

Columbia School District

Unified Instructional Core



Core Support, Personnel & Other Resources			Core Support, Community		
Staff & Board	**Budget & Finance**	**Facilities & Equipment**	**Parents & Families**	**Community Volunteers**	**Community Connections**
SB1: School Board	BF1: General Funds	FE1: Buildings/Grounds	PF1: Parents	CV1: Student Volunteers	CC1: Local Community
SB2: Administration	BF2: Capital Projects	FE2: Assets	PF2: Students' Families	CV2: Classroom Volunteers	CC2: Greater Communities
SB3: Certified Staff	BF3: Debt Service	FE3: Supplies		CV3: Extracurricular Volunteers	CC3: Businesses & Services
SB4: Classified Staff	BF4: Assoc. Student Body (ASB)			CV4: PTO & Boosters	
SB5: Extracurricular Staff	BF5: Transportation				

COMPUTATION OF TOTAL PROGRAM HOUR OFFERINGS

COLUMBIA SCHOOL DISTRICT #400

		1	2	3	4	5	6	7	8	9	10	11	12
A.	Total minutes from start to end of school day:	390	390	390	390	390	395	395	395	405	405	405	405
B.	Minutes actually spent for eating lunch time meals: From Step 2	20	20	20	20	20	20	20	20	31	31	31	31
C.	Net minutes in "Total Program Offering" per day: Line A - Line B =	370	370	370	370	370	375	375	375	374	374	374	374
D.	"Total Program Offering" per year: Line C x (180) days = _____	66,600	66,600	66,600	66,600	66,600	67,500	67,500	67,500	67,320	67,320	67,320	67,320
E.	Annual minutes lost to noncountable release time per year:												
	*Collaboration -Late Start (60 min x 32 wks. =)	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920
	*Early Release (6 x _____ = _____)	1380	1380	1380	1380	1380	1410	1410	1410	1470	1470	1470	1470
	*Conference Early Release - Not Counted (RCW 28A.150.205)	0	0	0	0	0	0	0	0	0	0	0	0
	*High School Testing Early Release - 4 Days Counted	0	0	0	0	0	0	0	0	980	980	980	980
	*Staff Development Waiver Days (2 Days)	740	740	740	740	740	750	750	750	748	748	748	748
	***Requested Parent/Teacher Waiver Days (3 Days)**	**1110**	**1110**	**1110**	**1110**	**1110**	**1125**	**1125**	**1125**	**0**	**0**	**0**	**0**
F.	Net minutes in "Total Program Offering" per year:	61,450	61,450	61,450	61,450	61,450	62,295	62,295	62,295	62,202	62,202	62,202	62,202
	Indicate N/A (not applicable) for any grade(s) not offered at this school.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
	Totals by grade level groupings:												
	Total Hours	**1,024**	**1,024**	**1,024**	**1,024**	**1,024**	**1,038**	**1,038**	**1,038**	**1,037**	**1,037**	**1,037**	**1,037**
	AVERAGE ANNUAL HOURS BY DISTRICT	**1,032**											

MEMO

To: **Jack Archer, Washington State Board of Education**

From **Lou Gates, Superintendent**

Date: **June 25, 2013**

RE: **Waiver Application**

Mr. Archer:

We believe the plan that we submitted to the SBE already addressed the issues of concern by the SBE members as we understand them. This includes a district-wide improvement plan that contains (1) a systemic use of our Unified Instructional Core (UIC) to hold our compass and to guide our progress toward student improvement, and (2) a quality plan for deeper embedding and tracking (using Homeroom from OSPI) of our automaticity of basic skills of reading, writing and math. These directly support subject and integrated learning. (See our UIC Framework that we included in our original proposal.) Positive student results should follow based upon experiences of educational practitioners and researchers, including my own. However, this plan requires a multiyear effort, including the requisite staff development that the waiver days provide. In short, we believe our plan represents a quality blueprint for our students and teachers and it was curious that it was rejected. Rather than resubmitting information already contained within our request, we urge that the SBE board members reconsider our plan as submitted. We also believe that a deeper dive into our plan will show that it is a quality one and addresses the issues of apparent concern to some of the SBE members and urge these SBE members to take this deeper dive.

Thank you for your question and make a great day.

Lou Gates, Ed.D.

Lou Gates, Superintendent
Columbia School District
755 Maple St.
Burbank, WA 99323
Ph. 509-547-2136
Fx. 509-546-0603

The Washington State Board of Education
Governance | Accountability | Achievement | Oversight | Career & College Readiness

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

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer
Bob Hughes • Dr. Kristina Mayer • Matthew Spencer • Cynthia McMullen JD
Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings
Ben Rarick, *Executive Director*
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	**Davenport School District**
Superintendent	Jim Kowalkowski
County	Lincoln
Phone	509-725-1481
Mailing Address	801 7th Street Davenport WA 99122
Contact Person Information	
Name	Jim Kowalkowski
Title	Superintendent
Phone	509-725-1481
Email	jimkowalkowski@davenport.wednet.edu
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	**2**
School Years	2013-14, 2014-15, & 2015-16
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	10
Reduction	See note below
Remaining number of half days in calendar	10 Note: in 2012-13, we were using 2-hour late starts to provide staff collaboration time. For the 2013-14 school year, we are moving to a one-hour late start format.
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	**Yes!** We will be well over the required annual minimum instructional offerings of 1,000 hours. If our waiver request is granted, we will still be offering a minimum of 1,085 hours of instruction during each school year!

1. What are the purpose and goals of the Waiver?

   Provide essential professional development and collaboration time that has been lost due to the elimination of the two Learning Improvement Days that were once funded by the State. We are a small and rural district dealing with declining enrollment and limited resources. We are committed to improving student achievement and we need to provide time and training to our staff as we transition to the Common Core Standards, implement the new teacher and principal evaluation system (TPEP), and incorporate Response to Intervention (RTI).

2. What is the student achievement data motivating the purpose and goals of the waiver?

   While we are making some improvement in some academic areas, we have identified specific areas of concern that need focused work. Our math MSP scores hover near or below the state averages and we are making improvement in this area a stronger focus. While our 3rd grade math MSP scores are on a consistent upward trend, our 5th grade scores have declined. Our 6th grade math scores are on upward trend yet we have inconsistent scores in 7th grade. Our science assessment scores are also low.

   The waiver days will provide time for staff to meet in teams to review the student assessment data from the MSP, COE's, and MAP assessments. Strategies to provide more differentiated instruction will be developed.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   Please refer to the attached Davenport School District Improvement Plan goal sheets for math, RTI, science, reading, and writing. **Each area has specific benchmark goals and improvement strategies.**

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   Please refer to the attached Davenport School District Improvement Plan goal sheets for math, RTI, science, reading, and writing. **Each area has specific benchmark goals and improvement strategies.**

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   During our first waiver day (Aug.27), staff will review the state assessment scores from spring 2013 testing. **We will focus on areas of improvement needed** from previous years as well as areas needing specific attention. Staff will meet in grade level bands and in specific subject area meetings to review our school improvement goals and to develop specific action plans. Another main focus on this day will be to continue our implementation of TPEP. Best practices will be shared and continued training on the Marzano Instructional Frameworks will occur.

During our second waiver day, (Oct 4), we will host a Bi-County Professional Development Day. Small and rural school districts from around the region will meet together to collaborate on best practices in regards to TPEP, improving student achievement, and implementing the Common Core Standards. ESD 101 will assist us in this endeavor and will provide math and science intervention specialists.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   The activities regarding the waiver days that were described above will be continued in each of the subsequent years. Specific action plans will be revised depending on improvements made or not made. **Implementation of TPEP and the Common Core Standards will require much additional work well beyond the two waiver days each school year.**

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   Providing time and resources to staff to implement strategies to improve student achievement and to incorporate TPEP and the Common Core Standards is the primary way that the waiver days will support our school improvement plans. These plans are posted on our district website. Go to this link:

   www.davenport.wednet.edu

   Our school improvement plans are updated several times each year and these updates are also posted on our district website. In addition, update to our improvement plans are provided during various school board meetings. These updates are also posted electronically on our website.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   The specific improvement plans are developed and revised each year with significant input from staff and school board members. Parents and community members are actively involved in our school system and serve on advisory committees and attend board meetings.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The collective bargaining agreement with our teacher's union is re-opened each year. This agreement has language which specifies that a district calendar committee will meet each spring to develop a school calendar to present to our school board for approval. This committee is made up of representatives from our classified staff, our teaching staff, the school board, and our administrators. This committee has recommended to the school board the inclusion of two state waiver days. The calendar (see attached) contains some early release days for semester testing and for parent-teacher conferences.

Note: we are sending a PDF file of our collective barraging agreement with your teacher's union with our electronic application packet.

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	178
Waiver days (as requested in application)	2
*Additional teacher work days without students *(Please see information below on question #13)*	4 optional
Total	180 required 184 optional

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	x		
2	Optional	x	x	
3	Optional			x
4	Optional			x
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

One of the days listed above occurs prior to the start of school. This day takes place right before school starts so teachers can finish preparing their classrooms and curriculum materials and for staff meetings to take place so that the principals in each building can review safety plans, meeting schedules, discipline procedures, student handbook changes, etc. Mandatory training (blood-borne pathogens, sexual harassment training, chemical hygiene safety, etc.), also takes place on this day.

The teachers have three optional days that they can use. The specifics are spelled out in the collective bargaining agreement. (see above link)

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

The Washington State Board of Education
Governance I Accountability I Achievement I Oversight I Career & College Readiness

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

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer
Bob Hughes • Dr. Kristina Mayer • Matthew Spencer • Cynthia McMullen JD
Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings
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Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	FIFE
Superintendent	Dr. Steve McCammon
County	Pierce
Phone	253-517-1000
Mailing Address	5802 20th Street East Tacoma, WA 98424
Contact Person Information	
Name	Jeff Short
Title	Deputy Superintendent
Phone	253-517-1000
Email	jshort@fife.k12.wa.us
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	Grades K-5 Discovery Primary, Hedden Elementary, Endeavour Intermediate
How many days are being requested to be waived, and for which school years?	
Number of Days	6
School Years	2012-2013, 2013-2014
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	22
Reduction	10
Remaining number of half days in calendar	12 – We are presently negotiating the calendar with our union. We expect to reduce five more half days for the 2013-14 school year. That would leave us with seven half days for the elementary level and four for the secondary level.
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 (2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

   The district had historically held traditional parent/teacher conferences at the elementary level by having students attend ten half days prior to our 6 full-day schedule. This essentially takes students out of class one day more than the traditional format (our previous schedule). This format has also proven to be much less disruptive than the previous half-day format. The purpose of the waiver request is to continue to provide flexible scheduling time for student-led conference in grades K-5. This waiver allows for more time for more meaningful student/parent/teacher dialog. It also reduces the burden on families to provide alternative childcare in odd increments and for a greater number of days, thus mitigating disruption of family routines, work schedules, and possible financial impact. Our district moved to student-led conferences from the old parent/teacher conferences during the 2003-2004 school year. During the student-led conferences, the student actually is in attendance and leads the parents/guardians through the evaluation process with the teacher's help and support. The student uses some of their actual work to demonstrate what they have learned from specific instruction. In this way they can show not only what they are learning but how they are learning and the authentic product of their lessons. They can also indicate their personal likes and dislikes of the instructional strategies being used and how they help them learn and how engaged they actually were in the learning process. The fall conference is used for setting academic, social, and personal goals by the individual student. It also gives parents a chance for input into these goals. The spring conference is used for the review of the goals, whether or not met, and what still needs to be accomplished before the end of the school year for them to meet their goals. Our staff, students, and parents have found this format to be very effective and help to place some personal accountability and responsibility directly on the student. The clarification by school definition of not counting full-day conferences as one of the 180 school days may mean we will have to do away with this very effective process that we have been using for the past nine years. We most certainly think this would be a backward step in student and parent input into their education and the student being a significant part of the student evaluation process.

2. What is the student achievement data motivating the purpose and goals of the waiver?

   Prior to student-led conferences we offered traditional conferences with just parents and teachers and no students. In our research we have learned that students participating in their conferences had more ownership of their learning and were able to set attainable goals. There was an indication that student-led conferences were more likely to produce higher levels of student learning. We had early release days for five days each conference period (fall and spring) to allow for enough time slots for every parent to have 20 minutes for their conference. We shortened the number of days from 5 to 3 so school was less disrupted. We extended the block of time so parents were given more conference time. The additional time also allows for the increase of need for students who qualify for special education, ELL with a specialist and an interpreter participating, or Title I. This takes a three-person conversation and even more time is needed if a specialist is also involved in the conference. Prior to full days of conferences, parents were surveyed about their preferences. More parents indicated they would prefer a full day rather than a half day as daycare was easier to arrange for full than for a partial day. They also indicated that more parents are working and they need the flexibility of times before, during and after school hours. While teaching a full or half-day, the teacher’s time schedule was limited. With the full-day conference schedule, we are able to offer flex time for teachers to accommodate the need for these other conference hours. After implementation of our full-day

conference schedule, we have seen a significant rise in attendance by parents and students for conferences. Where we used to get about 70-75% attendance in the old half-day format, we are now achieving 93% to 97% of conference attendance under the full-day format.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   Obviously we offer conferences to ALL of our students and would like to have 100% participation. However, in the past, with our old format, we were getting about 70%-75% attendance with the ten early release days a year that we had. We have seen significant growth and this past year have been able to achieve 93%-97% in each of our buildings. As we go forward, we hope to work toward receiving 100% in each of our K-5 buildings. It is possible with the three full-day releases and the flex schedule we are able to give the teachers to work toward this benchmark. Based on our change in demographics, increases in ELL, and increases in special education students, there is a real need to be able to spend more time with those students and their parents in conferences to accomplish their goal setting and follow-up. The goals and benchmarks of the waiver plan are to increase family participation in the student-led conferences based on more flexibility in the schedule and to accommodate parents' needs. An additional expected outcome of the request for waiver days, although not directly attributable to increased academic scores, is to provide families with goals and strategies for supporting their children's learning at home as well as at school.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   We will continue to monitor and document the number of parents and students who attend and participate in the conferences. We expect to see a continued rise in attendance as we have seen since implementing this all day schedule back in 2003-2004.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   The key factor here is to maintain a flexible schedule for the conferences. By this we mean to accommodate the parents and students to attend their conference even though both parents are working and it may be impossible for them to take leave of their work during the school day. Our elementary staff is meeting with parents prior to the school and their work day, after work and school hours, and even some during their lunch hour. The same strategies are being used for every conference. During the student-led conferences, the student actually is in attendance and leads the parents/guardians through the evaluation process with the teacher's help and support. The student uses some of their actual work to demonstrate what they have learned from specific instruction. In this way they can show not only what they are learning but how they are learning and the authentic product of their lessons. They can also indicate their personal likes and dislikes of the instructional strategies being used and how they help them learn and how engaged they actually were in the learning process. The fall conference is used for setting academic, social, and personal goals by the individual student. It also gives parents a chance for input into these goals. The spring conference is used for the review of the goals, whether or not met, and what still needs to be accomplished before the end of the school year for them to meet their goals. If this waiver request is not granted, the district would likely be required to return to our previous ten half-day format or even add an additional half-day or two. Thus, the granting of the waiver potentially would keep students in class even longer.

Traditional 5 half days	Student Led 3 full days
• Parents and Teachers only. Teacher presented achievement data to parent.	• Students attend with parents and teachers. Students have a voice or ownership in the goals that are set
• Teachers worked half a day then started conferences for the remainder of the day	• Teachers are fresh with the single goal of conferencing instead of fitting it in after a morning of teaching.
• Times are only available in the afternoon after students leave.	• Times are available when parents are available to attend.
• Students missed 17.5 total hours of school (5 days X 3.5 hours)	• Students miss 18 hours of school
• Conferences occurred during the school day 12:00-4:00. Many parents had to take off work to attend.	• Parents have more opportunity to attend conferences before and after school - outside their work day
• Goal to conference with all families	• Goal is to conference with all families and to build a partnership in the learning process

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   If available, we plan to continue with the full three-day release twice a year for the forseen future. If that cannot be accommodated or the laws change, then we will have to look at what may be available for us to continue on a similar format. Please note we are asking for a back waiver for the current school year and a one year forward waiver (2013-2014). Our district has never requested a waiver but missed the clarification that was made to the RCW that went into effect in 2011. One of the reasons we are only asking for the two-year waiver is that when instructional hour requirements change in the fall of 2014, we will need to take a look to see where we fit into the changes. If nothing besides instructional hours changes, we will probably reapply for a renewal at that time.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

Each year, Fife's schools prepare and implement School Improvement Plans. These plans include goals designed to improve student achievement along with the steps necessary to accomplish these goals, as well as celebrations of successes of last year's plan. Led by the building principal, the process of developing each School Improvement Plan includes the input and involvement of many building and district staff and community members. The process used takes significant time, many drafts, and a lot of collaboration among all the stakeholders involved. Much hard work went into creating these plans, implementing them, and the actual review of data regarding the successes of the specific goals. These are tied to annual principal evaluation.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   The waiver request was generated because of a change from regular parent-teacher conferences to student-led conferences. Administrators, teachers, support staff, and our parent-teacher organizations were included in gathering the data, rationale, and explanations for the change prior to the 2003-2004 school year. Our district has never requested a waiver. We have been doing the all-day conferencing for the past five years but missed the clarification that was made to the RCW that went into effect in the fall of 2011. Prior to implementing the full-day off for conferences, parents were surveyed about their preferences. Most parents indicated they would prefer a full day off rather than a half day as day care was easier to arrange for full-day care than for a partial day. They also stated that more parents are working and they needed to have times available before and after school and even in the evenings, if possible. With full day it is easier for the teachers to offer a wider variety of times for students and parents. After implementation of our full day school closure to accommodate student led conferences, we documented a significant increase in participation in conferences (see Question #3). We are presently in negotiations with our teacher union and expect them to want to continue with our present full-day student-led conferences. It has been very effective as previously stated and we have not heard any current complaints or concerns regarding the flex schedule we have in place for our staff and community. We also expect through this years present negotiations to eliminate an additional seven early release days thus leaving us with only five at th elementary level and four at the secondary level for the 2013-14 school year. This is still in negotiations at this time but looks VERY promising. This would also gain us more instructional time per student.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   We are in the process of negotiating a new contract for the beginning of the 2013-2014 school year. We at present have six early release professional development days. These days are used for collaboration amongst the staff within each building that focuses on their school improvement plans for that year. The secondary schools (Surprise Lake Middle school grades 6-7, Columbia Junior High grades 7-8, and Fife High School grades 10-12) have 180 school days. The elementary schools (Discovery Primary grades Pre K – 1, Hedden Elementary grades 2-5, and Endeavour Intermediate grades 2-5) have 174 school days and 6 full-day student-led conference days, which this waiver is addressing. At present the district does not have any other professional learning improvement days since funding was removed by the state. We have four elementary early release days that are used for conference preparation and report card grading at the end of each semester. The secondary schools have three early release days that are used

for alternate finals testing for each semester (2) or second semester preparation (1) prior to the start of second semester. The district (by contract with our union) also has three (3) early release days prior to Thanksgiving, Winter Holiday, and the last day of school. As I stated before, we are in the process of reviewing all of these days during our current negotiations with our union. We will either send a link or email a copy of the current contract, which expires in August 2013, with our waiver application.

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	180 for secondary and 174 for elementary
Waiver days (as requested in application)	6 for full day student led conferences at the elementary level
Additional teacher work days without students	0
Total	180 days secondary and 174 days elementary

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Kelso School District
Superintendent	Dr. Robert MacGregor
County	Cowlitz
Phone	360-501-1927
Mailing Address	601 Crawford Street Kelso, WA 98626
Contact Person Information	
Name	Randy Heath
Title	Director of Student Services and Supervision
Phone	360-501-1905
Email	Randy.heath@kelsosd.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	Huntington Middle School (7th and 8th grades) Coweeman Middle School (7th and 8th grades) Kelso High School (10th – 12th grades)
How many days are being requested to be waived, and for which school years?	
Number of Days	1
School Years	2013-14 and 2014-2015
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	No reduction in half days
Reduction	
Remaining number of half days in calendar	
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	yes

1. **What are the purpose and goals of the Waiver?**

   To increase the probability that our incoming sixth and ninth graders develop a sense of connectedness and a feeling of confidence around their ability to be successful and meet the demands of their new schools. We have created a full day of activities, led by staff and older students to help orient the new students in a safe and fun environment. We expect our students to finish the day confident that they will be able to successfully navigate their new environments and knowledgeable of the many resources available to them in the coming year. We expect our parents to indicate that this has helped their child feel more welcome and that they feel more connected and knowledgeable about what is expected of them in their new school.

2. **What is the student achievement data motivating the purpose and goals of the waiver?**

   The number of failing grades and discipline referrals for our 6th and 9th grade classes.We are also looking to lessen the anxiety of both students and parents regarding these major transition times. Transition concerns were indicated as a significant concern for parents in our community forums and became an important component of our strategic plan.

3. **Describe the measures and standards used to determine success and identification of expected benchmarks and results.**

   We will examine the number of classes failed and the discipline referrals received first semester of the school year. We will also conduct perception surveys of students and parents.

4. **Describe the evidence the district and/or schools will collect to show whether the goals were attained.**

   We will track grades and discipline data first semester and compare to previous years. We will solicit parent and student feedback on the transition day activities through paper and online surveys.

5. **Describe the content and process of the strategies to be used to meet the goals of the waiver.**

   Transition day activities will be centered around the needs of the 6th and 9th grade classes. Activities designed to welcome, build relationships, orient and inform will be developed and refined. The ability to use all staff members and upperclassmen student leaders will ensure a low student to adult ratio. One of our goal that first day is for every student to make a strong connection with at least one adult and one upperclass student.

6. **Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?**

   We have decided to only request the waiver for two years instead of three as we are still trying to determine if this is the best strategy to use. Last years intial results were very promising and we are anxious to improve upon the program we offered this year. Successful transition is a one of the key goals of our new strategic plan and we feel that if we are able to refine our activities on this day and strengthen other transitions we do in the Spring the next two years we will have three full years worth of data to determine if this is an effective part of our transition plan.

7. **Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).**

As mentioned above one of the main elements under our Career, College and Community Ready goal of our Strategic Plan is successful transition between grades and especially between schools. This was a important need identified by parents and staff. The transition day for our 6th and 9th graders are just an element of this which aslo includes multiple transition activities in the spring and a comprehensive career and college plan which is being developed through the Navigation 101 Grant from OSPI.

8. **Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.**

This waiver request comes straight from the work on the district's strategic plan. The plan was developed though input from students, staff and the community. The identification of the need to strengthen our transition plan came from stakeholders during the development of the strategic plan. The principals and staff of both middle schools and the high school were integral in the designing of the activities for this year's transition day and in the evaluation of its effectiveness and redesign for next school year. If this year's day had not gone well or did not meet its goals we would not be requesting for its continuance. This day does not work as a district directed mandate. This came from a real need identified by students, parents and the staffs of the buildings requesting the waiver.

9. **Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days , parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.**

This day will not impact any of the bargaining units in a negative manner. All certificated staff will have the same hours this day. Each will have specific duties during the day and planning times will be provided for all teachers. Classified staff members will be a part of the days' activities and will be expected to work their regular hours.

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	179
Waiver days (as requested in application)	1
Additional teacher work days without students	4
Total	183

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	X		
2	Optional	X		

3	Optional	X	X	
4	Optional		X	
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

    This is work that needs to be done with a group of students in attendance. The current teacher work days are used for teach and refine critical components of the new teacher evaluation system, to familiarize staff with the common core, to allow collaboration time and to examine the data and the building of each school's school improvement plan. This day allows us to have access to virtually all of our underclassmen as it is a scheduled day for them. Transportation is provided and all staff are present (both classified and certified). If we were to have this on a day that was not included in the regular school calendar less kids would attend and it would take teachers away from the important work they need to do on the intitiatives above.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. **Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.**

   We used the day exactly as planned in our waiver request last year. Sixth and ninth grade students were led through a series of activities designed to make them more comfortable in their new school. Students leaders from the upper grades of each school played a critical role in implementing the day.

2. **How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.**

   We had mixed results in the data. The discipline referral rate at both middle schools decreased for non-attendance related offenses. The failure rate at both schools either remained unchanged or increased slightly. The discipline referral rate did decrease for the 9th grade class at the high school. Academically we have seen little change so far. It is hard to properly evaluate based on only one year's data as we are comparing different groups of students.

   The perception surveys is where we see a large support for the transition day. Parents were asked about various aspects of the transition day. Overwhelmingly (over 90%) of the parents told us that the day was effective, that it met its objectives and that we should continue it in the future. Staff perceptions overwhelmingly felt that it was effective and met the objectives of the day.

   We are obviously looking for some stronger quantifiable data, however considering our objectives perception data is also very important as the premise behind our transition activities is to impact a long term readiness to learn. When kids feel safe, welcomed and have strong

connections with their schools they do better and are more likely to graduate. Three years of doing the program would allow us to collect long term data as well as short term.

3. **Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.**

   Staff at the secondary schools are in process of planning next year's day. They have taken the feedback and will make changes. They are going to make changes to the parent component of the day. They will allow more time for parent questions and make it clearer to parents that they there are specific things for them on that day. They also are looking to do some more pre-work with the upperclass student leaders to help them understand their purpose that day. One thing that will change is that this next school year the first day of school falls on a Wednesday which is a regularly scheduled early release day. What this means is that the day will be more compact for the 6th and 9th graders so we will probably remove some of the non-essential elements such as school pictures and focus more on the orientation activities we do with the students. An added benefit would be that our upper class students would only be missing a partial day instead of a full day.

4. **Explain why approval of the request for continuation of the waiver would result in advancement of the goals.**

   It is hard to evaluate the effectiveness of a new strategy based on one year's data. We feel like after three years if we continue to refine we should be seeing consistent, tangible results.

5. **How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.**

   A report on transition day was presented to the school board in October 2012. They were able to ask questions and make suggestions. Parents views were solicited through an online survey. Students were asked to share their thoughts on the day and were overwhelmingly in support of continuing the transition day. Staff at each school examined the data and decided that they would like to continue the transition day and make changes to make it more effective. The planning for this day happens at the building level and is supported by the district office. It will continue to be a part of regular updates to the board regarding our strategic plan.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

KELSO SCHOOL DISTRICT NO. 458
BOARD RESOLUTION
Board Resolution 12/13-4

WHEREAS the State Board of Education's authority to grant waivers from the basic education program requirement is RCW 18A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are WAC 180-18-030, WAS 180-18-040, and WAC 18-18-050; and

WHEREAS, the district is requesting a waiver for the 2013/2014 and 2014/2015 school years only; and

WHEREAS, the district is requesting a continuance of a one-day waiver of student attendance for incoming 7TH, 8TH, 10TH, 11TH and 12TH grade students that was started during the 2012/13 school year.

WHEREAS, the district believes that by providing incoming sixth and ninth grade students with a sense of connectedness and feeling of confidence around their ability to be successful and meet the demands of their new schools, transitioning students will be able to successfully navigate their new environments and be knowledgeable of the many resources available to them in the coming year; and

WHEREAS, the district expects greater academic success, lower disciplinary referrals, and increased satisfaction among students and parents; and

WHEREAS, the district acknowledges that it is still required to meet the annual average of 1,000 hours of instructional offerings (RCW 28A.150.220 and WAC 180-16-215).

THEREFORE BE IT RESOLVED that the Kelso School District requests from the State Board of Education a waiver of one day's attendance for incoming 7th, 8th, 10th, 11th and 12th grade students for the 2013-2014 and 2014-2015 school years, dated this 22nd day of April, 2013

Attest:

Dr. Robert R. MacGregor, Secretary

Board President

Part B - Q-1

"Committed To Graduate"

25 min Break Out Sessions (4)
10 min Class Periods

8:00-8:10 – Schedule Pick-Up
8:10-8:40 – Intro/Welcome
8:45-10:40 – Break Out Sessions
10:45-11:30 –Past, Present, Future
11:30-11:40—Debrief
11:45-12:15 – Lunch
12:20-2:00 – Class Schedule
2:05-2:30 – Pep Assembly

Break Out Sessions
1—8:45-9:10
2—9:15-9:40
3—9:45-10:10
4—10:15-10:40

Class Schedule
1st—12:20-12:30
2nd—12:35-12:45
SSR—12:50-1:00
3rd—1:05-1:15
4th—1:20-1:30
5th—1:35-1:45
6th—1:50-2:00

Break Out Sessions:

Drama Performances—Auditorium
(Dave Crayk & Advanced Drama)

Pictures/Activities Fair—South Gym
Have students enter the gym and have picture taken then proceed to the activities fair. (Amy Scheller)

Computer Usage—Library
Split large group into three smaller groups of 25-30. (Cody Walke)

Building Tours—Start on Main Street
Have Leadership students plan and implement the tours groups of 10-15. (Rick Davis & Leadership)

Class Schedule Topics:

(David Killian will put PPT together)
1st—Closed Campus/Authorized Areas
2nd—Hall Passes/Behavior
SSR—Culminating Project/Best Works
3rd—Cell Phone/Electronics Policy
4th—Lunch Schedules
5th—Dance/Activities Behavior
6th—Assembly Behavior
*Prepare a PowerPoint presentation that covers all of the areas and have for each teacher. 2-4 slides per topic, teachers just move to the proper point in presentation for each period.

Other Information

8:10-8:40—Intro/Welcome
- Introduction by Mr. Gardner
- Freshmen Class Update w/Kevin Gustafson and Class Officers
- Introduce Counselors
- Directions for rest of morning

10:45-11:30—Past, Present and Future

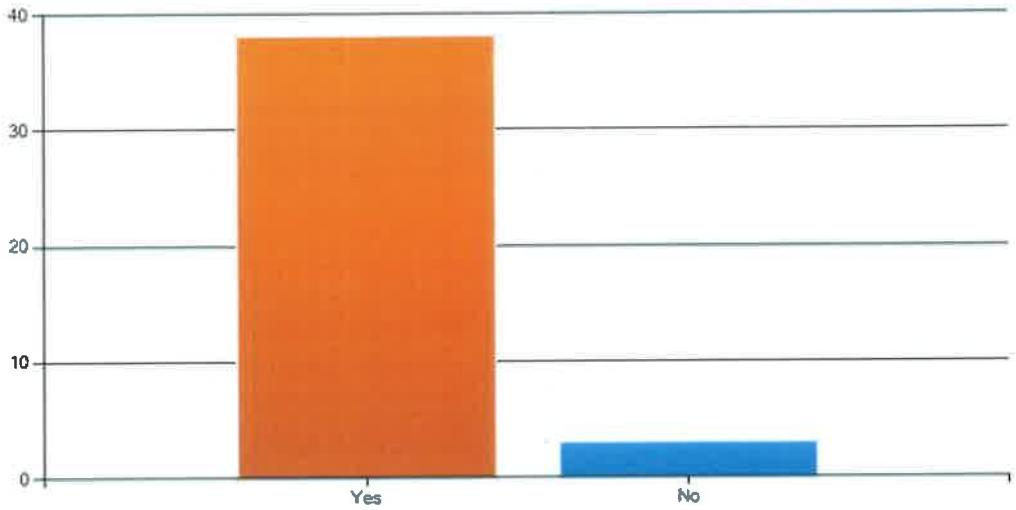
11:30-11:40—Debrief
- Lunch Behavior and expectations
- What they are doing after lunch

2:05-2:30—Pep Assembly
- Have entire staff visible (Sally Hembree & Pep Club)

Part B Q. 2 – a sample of the full report given to the school board.

Coweeman Middle School

During our listening posts with the community last spring it became evident that the transition between elementary and middle school and middle school and high school were important times in the lives of our children and that more intentional activities should be planned to make this transition smoother. With this in mind, staff at all three schools developed this year's Transition Day. This day allowed the new grade level at each school to spend the day becoming acquainted with the school without older students present. It allowed our teachers and student leaders to help orient the new students and allowed staff to dedicate their full attention to this new class of students. Considering what we set out to accomplish, did we meet our objective to help your child feel welcome at their new school, learn about what is expected of them and feel more comfortable about the experience?



My student was VERY nervous about middle school and this transition day was a great way for her to ease into the new surroundings and come home with a different outlook than she entered with. Thank you!

He loved the day with just his age group.

My child was so nervous about going into middle school. After the transition day she became excited to know where her classes were her locker and to have practice getting around the school. I have two more children coming up one in 2 years and one in 5 years. I hope and anticipate that this will continue. Thank you for making my child feel extreamly comfortable with her new school.

Transition day was a day for them to iron out any problems/fears they may have had. My son had some difficulty with his locker. A teacher helped out and there was no further difficulties with getting his combo right.

There was less stress with the "upper classmen" present.

my son said it was easy to get around, not as much stress and more time figuring things out

It was nice.. Thank you.. 1 day was great but, 2 would be better.. Again this was nice..

She felt ready for her new school

Yes! This was a great change and it helped my son and me feel better about the first day of school.

Was my 3rd child to enter middle school and relieved a lot of the anxiety of not knowing where to go and when to go and how to get there. very nice to not have all the 'bigger' kids around while trying to figure this out. Lockers and 'how-to' open them still a problem. Would be nice to have older helpers thereto make sure each and every child is comfortable and can get it open. Took my son the whole first week to figure it out and he's still trying to help a couple friends who can't do it.

Was great for her to get to know the building without the larger group of students.

My daughter was nervous and this day really helped her feel more at ease.

I thought this day was a WASTE OF TIME AND MONEY!!!!!!!!!

My daughter felt less anxious on her first day. I felt it was an excellent idea to have the 6th graders be the only ones on campus for the first day.

Daughter was sick due to nerves the following day.

Less kids allowed staff to make kids feel important and more time was spent with them

Yes and No. The initial day did show them the school and tell them what was expected, however it seems advisable to have a second alone day so the students can experience a full day of school from start to finish. This will allow them more time to get familiar with the bussing, lockers, and class changes. The transition day shows them around the school but does not give them a "dry run" of their actual school day. Additionally it might be beneficial to at the end of the school year to provide the 5th graders with some combination locks (these can rotate from class to class and school to school) for them to practice unlocking their lockers. This might help with some of the anxiety on their transition to the new school.

It was less pressure without the older kids there.

nice easy way to get used to things first day.

She was very nervous about attending 6th grade ....that fact that she was able to have a day to get to know her new surroundings made her more comfortable .. .

My sixth grade son was warmly welcomed, engaged with the activities, was assisted by staff and volunteers to the nuts and bolts - lockers, bathrooms, classrooms, - and to the fun that middle school is. The "What I like..." in the gym was a great icebreaker for many of the students.

The Washington State Board of Education
Governance I Accountability I Achievement I Oversight I Career & College Readiness

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

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer
Bob Hughes • Dr. Kristina Mayer • Matthew Spencer • Cynthia McMullen JD
Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings
Ben Rarick, *Executive Director*
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Lyle
Superintendent	Dr. Glenys Hill
County	Klickitat
Phone	509-365-2191
Mailing Address	PO Box 380 Lyle, WA 98635
Contact Person Information	
Name	Glenys Hill
Title	Superintendent
Phone	509-365-2191
Email	ghill@lyle.wednet.edu
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4
School Years	2013-2015
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	0
Reduction	
Remaining number of half days in calendar	176
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	yes

1. What are the purpose and goals of the Waiver?

Dallesport Elementary and Lyle Middle School are identified as " emerging/ priority" schools due to lack of progress in closing the achievement gap. The district has been placed in "binding conditions" by the state. Last year it experienced a double levy failure. The superintendent left the district and I have been hired on a part time basis to begin the process of moving the district forward –both financially and programmatically.

This year – as a result of the waiver obtained previously -- we have been able to provide training to our staff in common core and state standards. We have adopted an Instructional Framework. We also spent a day on effective teaching practices, utilizing material that we purchased from the UW CEL program. We were able to use grant money (TPEP) to continue to train staff (on a volunteer basis) for one day after school was out.

In the future, we need to continue the training in these areas (common core, effective teaching practices), as well as target others that are critical. We need training to address the needs of our high numbers of students in poverty as well as our special education population. In short, the waiver goals are:

- Improve student achievement in the areas of language and mathematics
- Provide a program to students with tighter alignment with state common core standards
- Increase interventions strategies to better target areas of student deficit

REACH funding allowed us to offer after school support for students on a voluntary basis as well as to provide summer school math support for targeted students. Sadly, this funding is gone and we are unsure if we will receive additional funding in the future.

Lyle has close to 80% of its students who are in poverty. Our Headstart Program – critical to the success of our primary aged students – has also been cut for next year. We will need to develop strategies and programs to supplement our kindergarten program in the future.

The district lacks the resources to provide the needed training for staff. The waiver is critical because without it we will be unable to continue the process of providing critical training and collaboration for our staff.

If we are successful in obtaining the waiver, our hope is to supplement this training with collaboration time that we can access within the structure of the student school day. This spring, we identified PLC teams. We will design/structure time to insure teams use it to review student progress, set goals, monitor instruction and collaborate for the purpose of improved student learning.

2. What is the student achievement data motivating the purpose and goals of the waiver?

As noted above, our elementary and middle schools have been identified as "emerging/ priority" schools due to lack of progress in closing the achievement gap. This is reflected in state achievement scores, on the State Board Achievement Index and on local measures of reading and mathematics.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

- State assessments
- Local assessments in reading, writing and mathematics
- Annual staff and parent surveys
- The State Board of Education Achievement Index
- OSPI calculations of MAO

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

- Student progress in closing the achievement gap (AMO, State Board Accountability Index)
- Local assessments in Reading and Writing
- Student, staff and community surveys
- Graduation statistics
- Discipline statistics
- A review of student grades/progress

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

- Training in Common core standards by ESD112 staff (Math and English/Language Arts)
- Work with independent consultant on Math Core Curriculum alignment K-12
- Training in poverty utilizing ASCD Materials
- Training in the new TPEP 5D's evaluation system
- Training in PLC's to allow teachers to provide collaborative support to one another
- Revision of systems for interventions in mathematics at Dallesport Elementary
- Implementation of program for intervention/acceleration at Lyle Secondary
- Training in Powerful Teaching and Learning Practices

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

These trainings, and others that arise related to student growth, will continue annually. A group of staff members will work with the superintendent to do this planning. Staff will evaluate each session on effectiveness and we will continue to modify and refine to insure professional development is responding to teacher and student needs.

We currently have approximately 13 staff members and hope to add one staff member next year. Our staff has been here many years but we are beginning the process of "turnover". As this happens, it will be critical that we continue this training to insure new staff are "on board" with Common Core, Powerful Teaching and learning and other research based practices.

We will closely monitor student progress using state and local assessments and staff, student and parent surveys. We will make programmatic and staff development modifications based on these assessments.

We also need to "revisit" issues of poverty and the need to be culturally responsive to our Native American populations.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   - Each of our 3 schools has a school improvement plan that addresses the need to close the achievement gap. Each speaks to the need to improve curriculum alignment with the Common Core standards and align teaching with the principles of Powerful Teaching and Learning. This is also addressed in the district's Indistar plan.

   - Here is a snapshot of the District Improvement Plan:

Lyle School **District Improvement Plan**
2013-2017

Lyle School District #406 is located in the Columbia River Gorge and serves the residents of the communities of Lyle, Dallesport, Appleton, High Prairie, Timber Valley, Murdock and the surrounding areas. Lyle School District offers a K-12 educational system for approximately 270 students.

Unemployment in Klickitat County is among the highest in the nation, based on the Bureau of Labor Statistics.
The Mid Columbia area has a dwindling middle class population. This area has experienced closures of sawmills, reduction in force of the lumber industry, and closure of two aluminum plants. Our poverty rates have increased to nearly 80% of our total population. Approximately 10% of our students are Hispanic and approximately 10% Native American.
Lyle School District goals

Academics:

1) **Have all schools provide evidence of significantly improved student success (50%) over the next four years in:**
   - **Reading**
   - **Math**
   - **Writing**

   This will be measured by state and locally developed and adopted assessments.

The School District will support the efforts of schools in making these gains by:

- **Allowing time and resources for assessment review, teacher training, teacher collaboration, program revision, strategies, implementation of the district Leadership Framework and of Powerful Teaching and Learning strategies.**
- **Updating this plan with a staff/community Goal Setting to be scheduled in summer, 2013.**
- **Encouraging the participation of all stakeholders (Administration, School Board, Staff, Parents and where applicable Students) in the decision making process.**
- **Promoting professional development consistent with schoolwide and district plans.**
- **Ensuring that college and career-readiness standards, curriculum and assessments are in place for each student in each school.**

- **Supporting interventions in the areas of literacy and mathematics; supporting acceleration in these areas as well.**

Community Involvement:

2) Increase parental Involvement.
- **Revamp the district website to make it more "friendly" for parent access and to insure it contains information pertinent to parent needs**
- **Implement a "parent messaging" system for improved parent communication**
- **Consider a district Facebook/Twitter program for improved dialogue with parents**
- **Conduct regular parent surveys, share results with community/staff Leadership Teams and consider additional ways to respond to parent concerns/needs**
- **Generate and promote opportunities to volunteer**
- **Make meetings/events accessible to all**
- **Identify a liaison with our Native American parents to build closer relations and stronger ties to these families these are some of our most "at risk" students).**

School Culture

3) Discipline policies in both the elementary and secondary have been revised. PBS has been implemented at Dallesport Elementary.
- **Their implementation will be monitored for improved student self discipline and reduced incidents of bullying and harassment**
- **This will also be monitored through yearly staff and community surveys**
- **This will also be assessed through TPEP and the new principal evaluation protocol**

Communication

3) Communication with community and parents will be improved.

- **The district website will be "revamped" to provide better and more timely information for parent and staff access**
- **A parent messaging program will be implemented to provide better and more timely information to parents**
- **Parent surveys will be disseminated annually to obtain parent perspectives on key school issues; these will be shared with community/staff Leadership Teams and the School Board**

Financial

4) The district will regain financial stability

- **It will be removed from "binding" conditions by the State of Washington**

- **The fund balance will be rebuilt annually by an amount of approximately $50,000 until it reaches a point of sufficiency to cover 3-4 months of operating costs**

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

- A committee of staff meet with the superintendent to plan for district trainings
- A staff survey is completed annually
- A parent/community survey is completed annually
- District leadership teams which include staff and community and parents meet monthly to review district progress and provide input into staff trainings and related issues pertinent to closing the achievement gap. These are the same teams that review student assessment data and program recommendations. In addition to the trainings, these teams have recommended a staff/community/board goal setting scheduled for August 24, 2013 (Saturday). At that time we will be developing a Profile of a Lyle Graduate and updating our district school improvement plan. This will serve to further inform the content and format of our trainings for next year as well as our collaboration time.

10. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days , parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

11. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	1
Total	181

12. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

- NA

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional		x	x
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply	NA	

13. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

    1. Day #1: All staff: Staff reviewed multiple assessment data in teams and developed a district profile. The data sources reviewed included the following:
        - State assessment data (multi-year)
        - Graduation statistics
        - Achievement index data
        - A report compiled by ESD112 staff reviewing past test results and highlighting areas for improvement in Lyle
    - Staff also participated in the "colors in service" in preparation for creating PLC teams (Facilitator: Dr. Glenys Hill, superintendent with assistance from ESD112 research team)

    2. Day #2: All staff: ESD112 presenter on Language Arts Common Core Standards; staff reviewed Language Arts Common Core Standards and met in teams to set goals for aligning with the standards (Facilitator: Marilyn Irvine Melville with ESD112)

    3. Day #3: All staff: Review of TPEP 5D's teacher evaluation instrument to be implemented in 2012-2014 (Facilitators: District TPEP team)

    4. Day #4: Elementary: Common Core Math Standards (work with ESD112 experts to align curriculum with state standards); Secondary: Working effectively with Special Education Students in a Mainstreamed setting; Creating SMART goals and monitoring student progress using SMART goals (Facilitators: Phil Williams, Principal; Dr. Glenys Hill, superintendent, district TPEP team)

Note: Last year's request was submitted by the previous superintendent. I did not arrive until August. The specifics of planning were handled by me and out local school/community teams. I believe that our implementation was consistent with the intent of the previous superintendent in his waiver request. The fact that we were identified as "emerging/priority" brought urgency to our need to user the days for maximum effect on student learning. Our first day, in which we reviewed our assessment data, made this evident.

5. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

As a district with two schools identified as "emerging/ priority" this time has been critical for staff training and staff realignment of curriculum.

Staff have identified district strengths and weaknesses – which has caused us to revamp our middle school and high school schedules for next year to provide more intention focus on interventions and acceleration for Lyle secondary students.

We worked with our REACH program to provide a math intervention summer school opportunity for each student who was failing secondary mathematics.

We implemented the math benchmarks test at the middle school – and commensurately a focused intervention program. We believe we will see dramatic improvements in student assessments this August as a result of this change.

In addition to these days, we were able to provide 4 release days within the school year for grade level teams at Dallesport to meet with ESD112 math specialists to fully align the math curriculum with the Common Core. Full implementation is planned for the 2013-2014 school year. All needed materials are being purchased this summer.

The district is also using its limited funding to pay for staff to attend a Math Institute in neighboring district White Salmon and to follow up with 1-2 days to align their math curriculum for next year with the new standards and material purchased to implement the standards. Teachers are volunteering their time to do this. They will receive clock hours for their work but no remuneration. I believe this is a clear statement as to the commitment our staff has made to improving student performance .

6. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

   This year's plan builds on that from last year. It is a continuation of the efforts begun in the work of aligning curriculum, training staff and calibrating the new TPEP instrument. Our work this year as been excellent, however, there is much more to be done in order to insure maximum student achievement for Lyle students.

   As a result of budget cuts last year, many elective offerings for our small student body were eliminated. This resulted in the loss of student enrollment.

   As funding permits, we will add electives back. However, we realize that if we are to endure and thrive as a small district we need to put extraordinary effort into shoring up our basic academic programs and build a reputation built on academic excellence for ALL students. Our staff/community goal setting planned for August 24, 2013 will (hopefully) reaffirm this as a district goal and provide additional impetus for our training programs next year.

7. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

   Lyle students made academic progress last spring as evidenced by state assessments. We expect to see similar trends when test results are released this August.

   We have worked hard on math this year and expect to see continuing growth and improvement.

   Our local assessments also indicate that at the elementary we have made strong progress in reading.

As a district with two levy failures last year, we are operating on a “shoestring” budget. Although we hope to be out of “binding conditions “ this summer, we do not have the means to pay teachers to receive this training outside of the school year. Without time for staff to increase their skill levels and collaborate regarding curriculum realignment, we will be unable to improve student learning in Lyle. With this training and these collaboration opportunities, we will struggle to improve student learning. Many of our staff are older and while they are experienced and committed educators, they are sorely in need of new knowledge and training regarding our adopted instructional framework and student and school success rubrics.

8. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Parents and community have been kept informed through our monthly Leadership Team meetings held at both Dallesport Elementary and Lyle Secondary. Additionally, reports are made at public board meetings following each LID (release day) to keep the board and the public informed regarding the trainings teachers are receiving. Finally, the waiver request was presented at a public board meeting where several patrons were present.

Although we do not have the funds for a communication specialist, we are in the process of revising the district website and will purchasing a “parent messaging” system for next year. We believe that both of these will help us get the word out about the trainings we are providing for staff and the program improvements we are making for students.

In general, our community supports their schools and wants the best for their students. This spring they passed a levy that will take effect in 2014-15. Although we frequently discuss these topics at board and staff/community Leadership Team meetings, our August 24 goal setting will help us to further communicate the “changing face” of education in Lyle and our need to continue to train staff to meet the changing needs of Lyle students.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

The Washington State Board of Education
Governance | Accountability | Achievement | Oversight | Career & College Readiness

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

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
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Electronic submission of application materials through e-mail is strongly encouraged.

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(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Nespelem School District #14
Superintendent	John M. Adkins
County	Okanogan
Phone	509.634.4541
Mailing Address	PO Box 291 Nespelem, WA 99155
Contact Person Information	
Name	Jenny Hare
Title	Programs Facilitator
Phone	509.634.4541
Email	jhare@nsdeagles.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes – one building district
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	Six days
School Years	2013-2014, 2014-2015, 2015-2016
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	Four
Reduction	Two
Remaining number of half days in calendar	Two
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

   We are committed to increasing the achievement of all of the students in our District. Our Superintendent is providing the consistent and transformational leadership necessary to maintain and sustain this focus. Our Professional Learning Communities stress building relationships with parents and students to increase student motivation to achieve. Teachers focus on the use of specific interventions from our curriculums to create differentiated instructional groups based on data derived from multiple assessments. Teachers identify the intentions of their lessons, measure the success of their teaching, and know where to go next in the curriculum. We are now implementing the new Common Core State Standards (CCSS), which must be addressed across grade levels. We are increasing our use of technology as a student motivator. This requires our staff to understand how to carefully analyze and use data, to create and monitor differentiated groupings within their classrooms, to effectively utilize new technology and motivate their students to higher achievement. To accomplish these tasks our Superintendent has carefully thought out the needs of our staff and students, and has come up with a professional development plan, which incorporates the use of data experts and reading/math/science coaches from NCESD as we analyze MSP, MBAs, Dibels and NWEA data. Technology experts from NCESD comprise a sequential, methodical, and comprehensive program for improvement. We schedule expert data, CCSS, and teacher evaluation training for our proposed waiver days in advance to improve and plan for the individual needs of students. We will follow up with additional consultation and training after each MAP testing window with further data analysis and alterations and modifications suggested by student growth in the new CCSS. Teachers will be provided the assistance they need to create relevant CCSS lessons and to create CCSS rubrics to assess the efficacy of their efforts. **We'll continue to implement our OSPI approved School Improvement Plan with emphasis on TPEP with the Marzano framework, pacing calendars with CCSS/Vocab and assessments, progress monitoring of students, interventions and RTI. The smarter balanced assessment will be added in the future.**

2. What is the student achievement data motivating the purpose and goals of the waiver?

   We recognize the need for change based on the results of MSP, MBA, Dibels, NWEA (Maps) and CBA data. **We'll also need this waiver time as we prep for the change to the smarter balanced assessment system**

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   All of the achievement data above will be used, but here is a specific example…The NWEA assessment is aligned to the new Common Core State Standards. Reading and Math RIT scores are broken down into the strands identified in CCSS. We will use student scores on the different strands to target specific academic weaknesses, strategically targeting instruction in differentiated classroom groups, before and after school tutoring, and in pull-out interventions. Success will be measured by increasing to 60% the students meeting standard on the MSP in reading and math, and increasing RIT scores to nationally normed levels on the MBA.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   On proposed waiver days, the teaching staff will carefully monitor growth based on the MSP, MBA, Dibels, NWEA, (administered three times per year) and classroom-based assessments, to measure student scores and adjust interventions as appropriate.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

These are outlined in the Indistar Tool from our OSPI approved School Improvement Plan.

Strategy 1: The use of assessment data to target interventions for struggling students.
Content: Identification of students scoring below standard on specific strands in reading and math, science and language usage.
Processes: Differentiated grouping based on identified needs of students. Movement of students through curriculum levels with intentional teaching and careful assessment of meaningful learning. Additional intervention, in the form of before and after school programs for those students requiring additional assistance.
Strategy 2: Intentional, differentiated teaching methods
Content: Teacher awareness of student knowledge, development of intentional lessons and corresponding rubrics to measure student mastery, and differentiated learning models,.
Processes: Use of the NWEA learning continuum, OSPI resources, curriculum guides, supplemental materials, and experts in curriculum to create lesson plans and rubrics.
Strategy 3: Development of an actively engaged, success-oriented, staff with high expectations for all students.
Content: Support for shared leadership and decision-making, development of a collective vision for the school, a sharing of ideas and wisdom, and cooperation and support among colleagues.
Processes: Professional Learning Communities
Strategy 4: Technology as a supplemental and motivational tool
Content: Teachers need to view technology as adding diversity to the classroom, allowing students to learn by doing.
Process: Teachers will be exposed to a variety of techniques to integrate technology in the classroom through specific training by technology experts.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

We know that the second-order changes implemented by our Superintendent and staff will not result in immediately dramatic improvement in student achievement. On proposed waiver days, we will continue to emphasize the acquisition of a thorough knowledge of our students' academic progress through analysis of data in conjunction with expert help, and will plan and model (with guidance from NWEA (a learning continuum aligned to CCSS), OSPI, Math Connects consultants, and NCESD Reading, Math, and Science specialists) relevant, experiential lessons targeted to student learning levels.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

All of the goals, objectives and activities outlined in this application are in our OSPI approved improvement plans which are available in our supporting documents.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

We are supported in our request for this waiver by all stake holders because we are all in agreement that student achievement is our #1 priority. Annual needs assessments support this position. The methods we are proposing to achieve our goal are supported by the most current educational research, and have proved successful in other schools. We all recognize that the efforts required to achieve this success require considerable time and effort beyond the school day and the assistance of experts to help with analysis of data, creation of differentiated learning models,

development of rubrics measure effective teaching, and the latest technology to motivate and engage students. For these reasons, our community fully endorses this effort.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days , parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The Collective Bargaining Unit has four half-days to prepare report cards, 50 minutes to plan and organize each day, two early-release days on Thanksgiving and Christmas and 1 day of staff orientation and preparation before school begins.

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	174
Waiver days (as requested in application)	6
Additional teacher work days without students	1
Total	181

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	✓	✓	✓
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

Additional waiver days are needed because one day at the beginning of the year does not entail the needs of teachers to plan for the needs of students.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

   We used two waiver days to receive more NWEA training in the many resources and CCSS alignment, with emphasis on a thorough understanding of the relationship between the CCSS and the data gathered, which is inherent in the activities in the curriculum. We analyzed the assessments and interventions available in the program to determine their usefulness. Those faculty not involved in the math curriculum worked on analysis of reading and science data to target student needs. We used two waiver days to get extensive all-staff training from NWEA experts on data analysis and interventions using MAP reports. Two other waiver days were devoted to statistics experts from the NCESD to analyze MAP and MSP data to target interventions for individual students. Another ½ day was used for the analysis of reading assessment data to pinpoint necessary interventions based on student scores. Because we had a change in administration and in strategic planning, direction and educational philosophy, our planned waiver days strictly adhered to our application request. **Our focus now has shifted to our improvement plans with OSPI.**

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

   Nespelem School is located on the Colville Indian Reservation, has an almost 80% Free and Reduced Lunch rate, is 99% Native American, and almost without exception, our students have scored well below grade level from Kindergarten through 8th grade for many years. Due to our relationship with NWEA, we have started to view our student progress in terms of growth in RIT scores between the Fall and Spring of the school year. The testing process was new to both the staff and the students so we were cautioned not to draw too many conclusions from our first year. Additionally, we had to schedule MAP testing and MSP testing on consecutive weeks in May which probably affected scores, especially for the older students. **Our recent needs assessment from OSPI, the BERC Group and OSPI showed that we are doing the right practices for future progress.**

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

   Please see our OSPI approved improvement plans in our supporting documents.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

   Please see our OSPI approved improvement plans in our supporting documents.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

   We have frequent contact with families in this small community. They are often in the building and involved in the Parent Education Committee. We explain our process and procedure for improving academic success through activities on Waiver Days in letters home, at parent/teacher/student conferences, and on our school website.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

To: The Washington State Board of Education
From: The Nespelem School District
Subject: Approval of Wavier Days for 2013-14, 2014-15, 2015-16

Mr. Archer and Board members:

Thanks for asking for specific information and helping us with this approval process. We have to have the.se waiver days so we can continue to adjust our School & Student Success Action Plan and make progress with our students.

In the past the State Board of Education has approved the waiver days request for a three year period and then we fill in the days on the calendar. I've attached the waiver days for the 2013-2014 school year for you.

We've hired success coaches for reading, math and science that are here for waiver days. The reading and math coaches are here for 36 days per year averaging one day per week.

Our current Student & School Success Action Plan is attached. We have progressed in all areas. The OSPI Needs Assessment audit conducted this school year by the BERC Group and the Center for Education Effectiveness is also attached showing the success we're having and relation to the Nine Characteristics of Effective Schools. Our waiver day agendas for this current school year are also attached. Please let me know if you need more information than what was requested. We have to have these days approved.

1. **SBE**: In item 1 of Part A, please provide an explanation of the need for six days to implement professional development to support the district's OSPl-approved School Improvement Plan. If you could correlate the work planned with the six days proposed on the school calendar, it would be helpful to members in understanding the request. I recognize that the district currently has a waiver of six days for professional development, granted in July 2010. An effort to connect the planned activities with the days requested, however, is desirable.

   Responses from our Success Coaches. Nespelem School is currently identified as a "Priority" school and is participating in the OSPI Student & School Success Program. As their on-site Success Coaches we have strategically used the waiver days to provide professional development in looking at current data from several areas. These areas are MSP, State Math Benchmark Assessments, NWEA MAP, Dibels and student work. Teachers create intervention plans based *on* this data and design instruction to address areas where students need more support. The waiver days have made it possible to embed ongoing professional development on instructional strategies for reading and math as a whole staff that will provide a foundation for teachers as they work to turn around their low achievement scores for students. The waiver days have also been used to help teachers align pacing calendars in mathematics and reading to the Common Core Standards. During this year the coaches have also seen a need for a stronger writing program school-wide. We are hoping to use waiver days this year to embed that missing piece into what they are already doing. We appreciate Superintendent John Adkins

support in keeping these waiver days all about school improvement and have archived all training day agendas as part of their school improvement plan. The Nespelem School serves Native American students who are also dealing with critical social issues that impact their learning at school. The waiver days help provide a way for teachers to receive on-site support as a whole staff to meet all of the challenges.

2. **SBE.** In its responses to item 7 in Part A and items 3 and 4 in Part B, the district refers the Board to its improvement plan without further explanation. This placed more of a burden on members and staff to review the plan and identify the pertinent information than they were prepared to do for action on the 9th. If the district could provide some narrative in response to those questions, particularly for Part B, 3 and 4 it would help the Board in consideration of the application. (Responses from the Leadership Team)

   Responses from the Leadership Team. When our Student & School Success Action Plan was submitted to OSPI it was accepted as is. Here is a brief summary of each area:

   Leadership - The leadership team and grade band meetings happen on a weekly basis.

   Reading - Pacing calendars align teaching, curriculum, CCS and assessments. Paraphrasing, summarizing and relating are practiced. Various student data is analyzed on a regular basis and adjustments to instruction and interventions are made.

   TPEP - The Leadership team has a dozen TPEP trainings this year. Weekly walkthroughs, and each teacher has several, are based on the Marzano Washington State Criteria.

   Community - Expectations, cultures, customs and values are integrated into learning. Parent meetings are held monthly and conferences are well attended. School contacts focus around learning and an effective school environment.

   Math - As with reading pacing calendars align teaching, curriculum, CCS and assessments. Adjustments to instruction and interventions are made based on student data.

   The requested waiver days will directly support the ongoing school improvement goals. We are proud of the progress that has been accomplished so far and hope that the State Board will continue to support this ongoing critical work.

Thank you for your time and patience with this process.

The Washington State Board of Education
Governance I Accountability I Achievement I Oversight I Career & College Readiness

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

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer
Bob Hughes • Dr. Kristina Mayer • Matthew Spencer • Cynthia McMullen JD
Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings
Ben Rarick, *Executive Director*
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Ocean Beach School District
Superintendent	Mark Hottowe
County	Pacific
Phone	360-642-3739
Mailing Address	PO Box 778 Long Beach WA 98631
Contact Person Information	
Name	Mark Hottowe
Title	Superintendent
Phone	360-642-3739
Email	mark.hottowe@oceanbeachschools.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in these district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2
School Years	2013-14 and 2014-15
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	2
Reduction	0
Remaining number of half days in calendar	2
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

The purpose of the waiver request is to provide two days before school begins for focused professional development. Staff will engage in peer conversations around the Common Core Standards and alignment of curricula with the standards in literacy, and math. Additionally, staff will engage in focused conversations on the Teacher Principal Evaluation Project. As staff begin the new evaluation system, these two days allow for focused inservice on use of the evidence collection tool, review/familiarity of the criteria (especially 3,6 and 8 for teachers and 3,5, and 8 for Principals- as these most directly relate to student learning).

The goal of the two days of inservice is to create an instructional focus for the school year with agreement on how we will provide clear and consistent instruction to our students and how we will utilize both summative and formative assessment to inform our instruction. The desired end result is continued improvement of student learning.

2. What is the student achievement data motivating the purpose and goals of the waiver?

Our recent State assessment results are as follows:

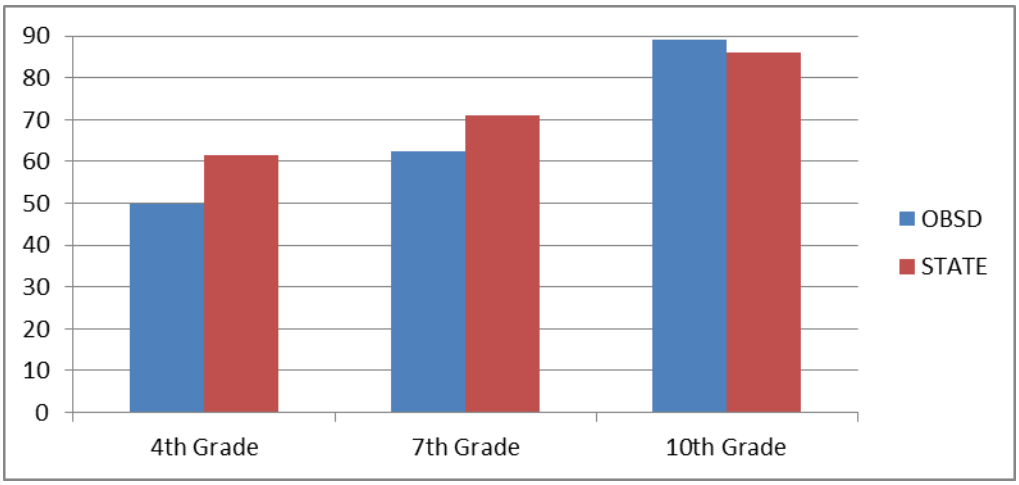

Figure 1-WRITING-Percentage of Students Passing-2012 Data

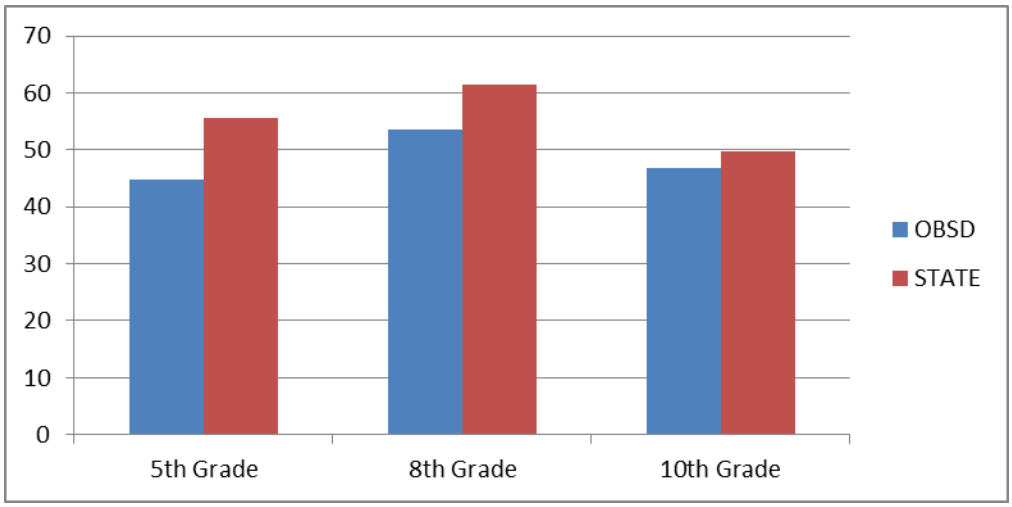

Figure 2-SCIENCE-Percentage of Students Passing- 2012 Data

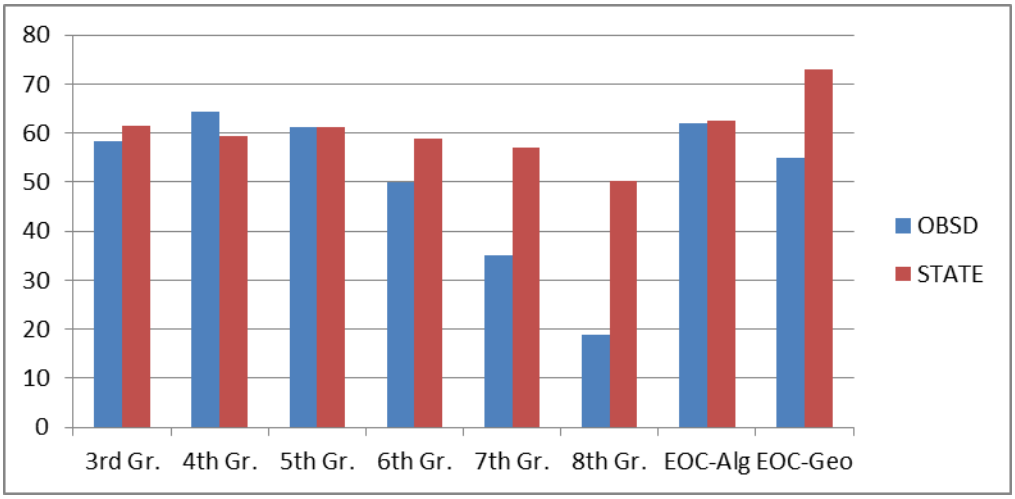

Figure 3-MATH-Percentage of Students Passing-2012 Data

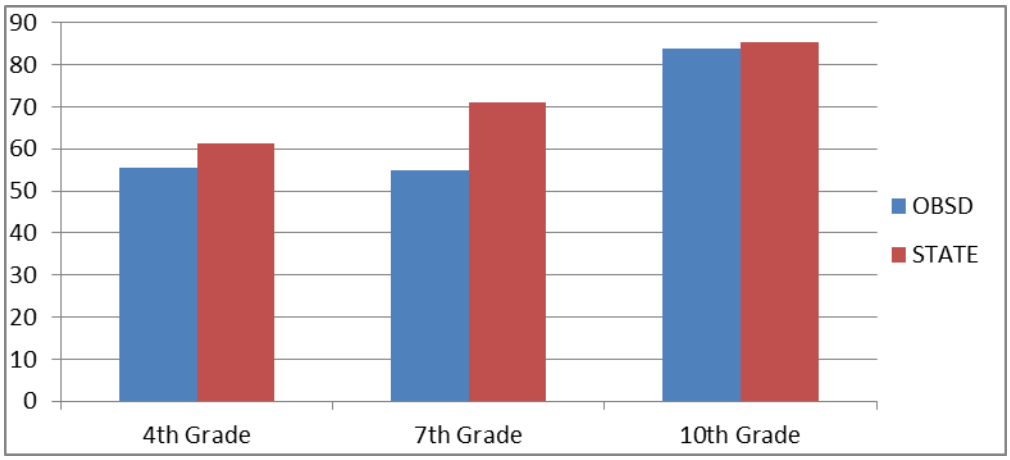

Figure 4-WRITING-Percentage of Students Passing-2013 Data

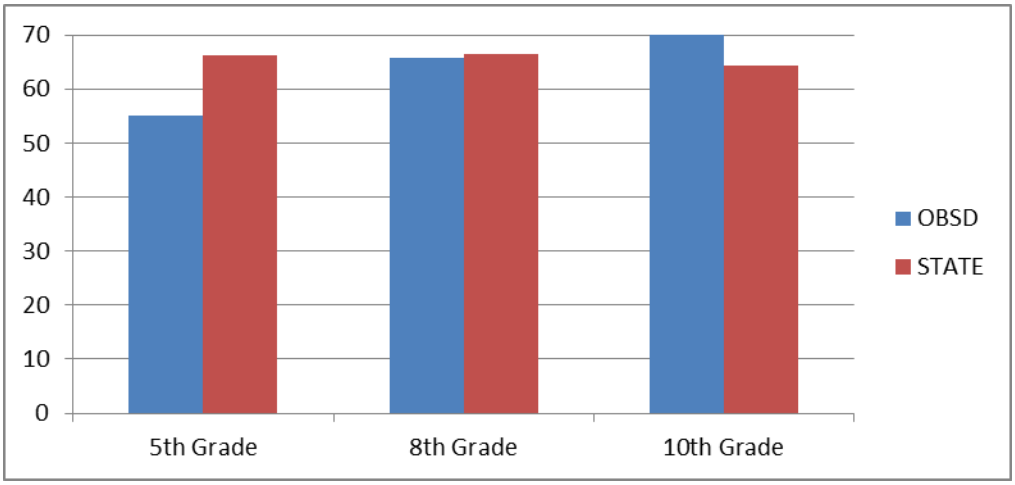

Figure 5-SCIENCE-Percentage of Students Passing-2013 Data

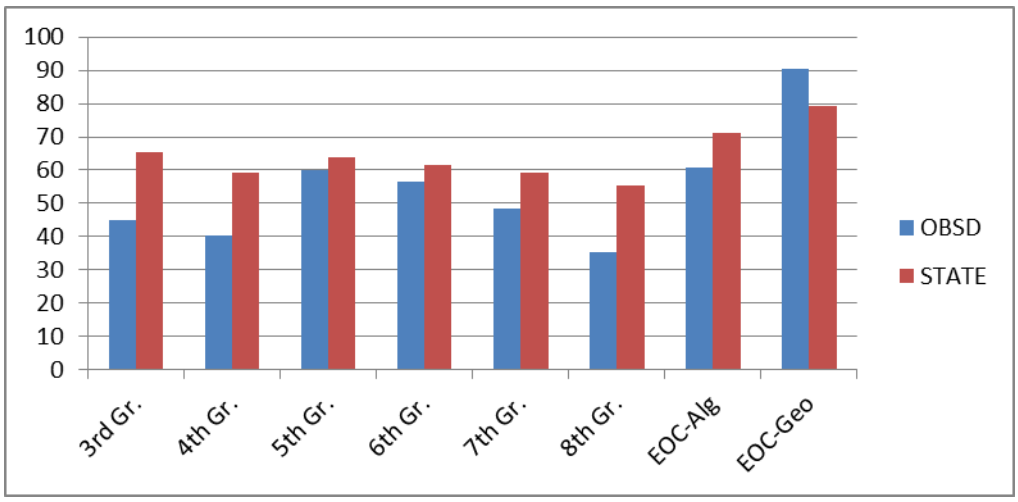

Figure 6-MATH-Percentage of Students Passing-2013 Data

The Waiver Days have allowed us to review student data for the previous year that is just being released as we come together in August. As an example, we noted a definite disparity between our students and the State at the middle school level. We addressed this concern by providing an additional staff member to the middle school for the 2012-13 school year to allow the middle school to have independence from high school staff who, in the past, had taught sporadically in the middle school to make staffing balance. In addition, the middle school re-vamped their program, adding an additional period and advisory periods at both ends of the day. Waiver Days, Professional Learning Community (PLC) time and time outside the work day were utilized by middle school staff to provide more focused lesson plans, modeled after the Common Core Standards, and review student progress on several formative assessments on a regular basis during the school year. The staff created a large chart last fall, on which all middle school student's names are posted. Staff track each student's progress throughout the year, adjusting program to ensure continued progress.

Our State assessment results show we have made progress in several areas, particularly high school math. However, we have been inconsistent in other areas and grades. Continued analysis

of assessment data, both summative and formative, will guide staff to understand where we need to refine our instructional practices and identify students for targeted intervention.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

We will continue to analyze our state assessment results, as well as formative assessment results (e.g. MAP and Renaissance-STAR) to determine our continued progress toward meeting state requirements and showing continued growth.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Evidence to determine whether our goals are achieved are our state assessment scores (MSP and HSPE) as well as the formative assessments we use throughout our system to monitor growth during the school year. As Smarter-Balanced assessments replace current summative assessments, we will increase our attention to these tests and the evidence they provide for improvement of teacher instruction and student learning.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

We will provide two full days of professional development for staff and principals. Analysis of assessment data by peers will illuminate instructional areas in need of attention. Staff will discuss modifications of instructional strategies and curricular focus to address identified areas. Additionally, staff will utilize the assessment analysis as a vehicle to discuss and understand how the Common Core Standards will be aligned with State assessment and how the new evaluation system will both assist in continuing to improve student learning and hold educators more accountable for student learning growth as measured by both state assessments and agreed upon internal assessments.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

Assessments, both formative and summative offer continuing opportunities to understand and “drill down” to learn how to further utilize the full extent of the tools to provide focused instruction for individual students. Additionally, Smarter-Balanced state assessments are under development and will replace current State assessments. Our work to efficiently analyze these new assessments will be made possible by use of the waiver days. The new teacher-principal evaluation system is a dramatic change from the current system that has been in effect for over 30 years. Focused time to collaborate as school staffs on the new system will allow for a deeper understanding of participating in the system and a more enhanced product. Finally, developing an understanding of the Common Core Standards, as well as congruent instructional activities is an ongoing process where teachers and students will benefit from the collaboration and conversations in which they will engage during the two full days before school begins.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

Our district staff has agreed upon a focus that has a fundamental understanding that teacher/principal conversations around learning will be defined as either improvement of teacher instruction or improvement of student learning. We have implemented a Professional Learning Communities (PLC) model that is collaboratively based. The waiver days will be focused on teacher instruction and student learning. Our district Title 1 Student Learning Plan is available on our district website.

In addition to the district Title 1 School Improvement Plan (SIP), each school has developed a plan that includes goals directly related to improvement of student learning. Examples of goals that are included in Waiver Day activities include:

Elementary School-

1. Discuss and utilize various formative and summative assessments to adjust educational programs for individual student needs.
2. Implement and become proficient with Common Core Standards.
3. Focus attention on students scoring near benchmark to determine individualized interventions to help students achieve benchmarks.
4. Develop “Student Learning Plans” for students who have not passed MSP.
5. Provide time for Guided Language Acquisition Design (GLAD) training by a certified Specialist.

Secondary (Ilwaco Middle/High School)-

1. Analyze formative and summative assessment data to provide for individualized intervention and instruction during the 2013-14 school year.
2. Develop instructional units “rooted” in the Common Core Standards, including Learning targets, student learning activities, and unit assessments.
3. Develop “authentic” assessment that specifically measures student’ performance of the Common Core Standards.
4. Develop strategies to promote a positive school climate conducive to and encouraging student learning in a safe and nurturing learning environment.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

Members of the Ocean Beach Education Association, as well as all Principals and a School Board representative have met to discuss the value of waiver days, how they are used, their benefit to student learning, and where to place them in the school calendar to be most effective. Our School Board, representing the community, voted unanimously to approve the request (see Resolution No. 2-2012-2013 attached).

9.

10. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The attached summary, under "Work Year," stipulates the contract will be for 180 days. In section 'B' the contract provides for one half TRI day to be used by the Principal for professional development. Finally, under "Calendar" a three hour early release is granted for Thanksgiving break. The bargaining agreement is silent with regard to other stipulations in WAC 180-18-050 (1).

11. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	178
Waiver days (as requested in application)	2
Additional teacher work days without students	0
Total	180

12. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

13. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

The waiver days were used as per our application to provide professional development and collaborative opportunities for staff to analyze state assessments to provide focused instruction, learn about and develop instructional strategies and lessons aligned to the Common Core Standards, and begin the process of understanding the new evaluation system, select a framework and begin defining terms and agreeing upon what defines "unsatisfactory," "basic,'" "proficient,'" and "distinguished."

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

We saw some growth in several areas of the MSP and HSPE this past fall, particularly in secondary math. Our 8th grade scores, which were abysmal, nearly doubled and our EOC scores in geometry were above the state standards. In some areas of the MSP, we fell off from the previous year. Our attention to formative assessment led to a pilot at the middle school with the use of both MAP and Renaissance STAR to gather data on which assessment provides the more relevant and useful information to provide individualized instruction. The elementary schools are using an expanded version of the Renaissance STAR protocol and are finding that it provides enhanced student' information to provide for more individualization. We made substantial progress in the new evaluation system. We quickly came to agreement of the selected framework, defined terms and have spent considerable time throughout the year ensuring staff have the tools they need to provide evidence for their evaluation. Finally, Common Core Standards are more often than not, the basis for lesson design in classrooms, largely because we have had time to meet in grade level teams, as well as vertically in disciplinary teams to develop learning targets, lessons, and in class assessments.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

Our professional growth goals will remain the same as this past year (TPEP, Common Core Standards, and data analysis). What is more clarified is how we arrive at an agenda, what conversation will look like, and a more "flattened" leadership paradigm. Our work with PLC this year has had a profound effect on how we design meetings. As mentioned, we are all in agreement that professional growth opportunities are grounded in collaborative conversations on improvement of teacher instruction and/or improvement of student learning. Our agendas are now established by teams of administrators and teachers and facilitation of meetings is more frequently done by teacher than in the past.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

Our district lacks the resources to provide for additional paid time for teachers and principals to come together for any sustained amount of time to collaborate and provide professional growth opportunities. We have utilized this time in a judicious manner this year. With our PLC focus, we see more effective, focused, and collaborative use of time together. Renewal of the waiver allows

our district the opportunity to continue with the work we believe has had and will continue to have a substantial impact on teacher instruction and student learning.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Our website (e.g. Superintendent message) often contains information on how district staff are using release time to improve student learning. We also provide information in school newsletters and parent conferences.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

The Washington State Board of Education
Governance I Accountability I Achievement I Oversight I Career & College Readiness

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

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer
Bob Hughes • Dr. Kristina Mayer • Matthew Spencer • Cynthia McMullen JD
Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings
Ben Rarick, *Executive Director*
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Reardan-Edwall School District
Superintendent	Marcus Morgan
County	Lincoln
Phone	509-796-2701 x124
Mailing Address	PO Box 225 Reardan, WA 99029
Contact Person Information	
Name	Marcus Morgan
Title	Superintendent
Phone	509-796-2701 x124
Email	mmorgan@reardan.net
Application type:	
New Application or Renewal Application	New application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2 day
School Years	2013-14, 2014-15, 2015-16
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	14
Reduction	4
Remaining number of half days in calendar	10
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

   This waiver will provide one day to attend a regional professional development day to work on curriculum alignment to common core standards and share best practices. Our District formerly used a Plan 3 waiver to conduct this training with good success. One additional day will be used for in-district professional development for all staff.

2. What is the student achievement data motivating the purpose and goals of the waiver?

   Due to the small size of our school district, teachers have little opportunity to share and learn from teachers at their same grade level/subject areas. The waiver will allow nine school districts to work together and receive coordinated training in common core standards.

   While our academic scores are improving in many areas, in order to continue the work, we need more time to work together to develop strategies to improve teaching and learning.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

   Increased achievement in each grade level/subject area assessment will be used to gauge continuing success of the plan. As a result of our collaboration for the past three years, our students have had significant improvement on state assessments through the alignment of curriculum and the sharing of best practices.
   Year one benchmark – Common core standards are aligned by grade level and subject matter
   Year two benchmark – Curriculum is aligned to common core standards.
   Year three benchmark – Curriculum is integrated at all grade levels and subject areas affected.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   At the end of the professional development day, teachers will have completed a framework of grade level goals for common core in the form of revised “power standards” for each grade level/subject area. In addition, each teacher will receive have an implementation schedule for the revision of course work. At the end of year two, curriculum is aligned to the common core, gaps are identified and instructional materials are purchased to fill these gaps.
   Year three, student assessment data will be utilized from Smarter Balanced Assessments to identify necessary remediation and changes to curriculum.

   Evidence of goal attainment will ultimately be measured through increased student achievement on state assessments.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   Building upon the foundation of Professional Learning Communities from the previous three years, our emphasis for the next three years will be adapting Common Core Standards, next Generation Science Standards, and Teacher/Principal Evaluation Systems. In each of the next three waiver years, our focus will be primarily on the vertical and horizontal alignment of these new standards. We will do this in a consortium process utilizing the content specialist from ESD as well as “in house” experts from each of the nine school districts participating in the in-service. The work of alignment, best practices and remediation, form the basis of our continuing professional development in our respective districts for the remainder of the year.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   Each year will continue with a county wide day in collaboration with ESD specialist to refine curriculum, share best practices, and continue to build upon previous work.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   The goals of curriculum alignment to standards, collaboration of staff, and remediation are closely aligned with our school improvement plans. The primary goals of the plan are 1) Math action plan 2) collaboration, and 3) assessment development and analysis. Our plans can be reviewed at: www.reardan.net

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   Administrators, teachers and district staff have been consulted through staff meetings. Community including parents was consulted through an online survey to develop our school calendar.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   The CBA for certified staff has one day of per diem for District directed activities. This has been traditionally used as an in-service day immediately preceding the first day of school to review handbooks, cover mandatory trainings, and review policies. An additional one half day of per diem is allocated if the District chooses to hold an open house. If it is not used for this purpose, the day is lost.

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	178
Waiver days (as requested in application)	2
Additional teacher work days without students	1
Total	182

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1.5	Mandatory	xx	xx	
2	Optional			xx
3	Optional			xx
4	Optional			xx
5	Optional			xx
6	Optional			xx
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

All staff are required to attend a district directed day preceding the start of school. One-half day is for in-service and review of mandatory policy and practices as a district employee. The second half of the day is for school directed in-service activities. In addition, there is a mandatory open house provision that is mandatory if the District elects to have an open house.

The additional days are used as teacher discretionary days they may use for attending in-service classes of their choice, preparing their classrooms and materials, or other professional activities at their discretion.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

The Washington State Board of Education
Governance I Accountability I Achievement I Oversight I Career & College Readiness

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

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
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Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Riverside #416
Superintendent	Roberta Kramer
County	Spokane
Phone	(509) 464-8203
Mailing Address	34515 North Newport Highway Chattaroy, WA 99003
Contact Person Information	
Name	Roberta Kramer
Title	Superintendent
Phone	(509) 464-8203
Email	roberta.kramer@rsdmail.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2
School Years	2013-14, 2014-15, and 2015-16
Will the waiver days result in a school calendar with fewer half-days? NO	
Number of half-days before any reduction	6
Reduction	0
Remaining number of half days in calendar	6
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	YES

1. What are the purpose and goals of the Waiver?

The purpose of the first Waiver Day (day prior to the first student day) is to provide training and dialogue for all district staff on specific instructional goals. We are committed to increase the achievement of all students in our district. Our Superintendent, building administration, and teacher leaders are providing the consistent and transformational leadership necessary to maintain and sustain this focus. All staff will be convened in a large group setting. The annual board goals and review of the district Strategic Plan will be presented. The Teacher Principal Evaluation Project (TPEP) will be expanded upon from the introductory work that has been done during the 2012-2013 school year. As we implement TPEP with our administrators and first group of teachers, it will be critical for all staff to have a clear understanding of the evaluation's content and process. Perhaps the most significant element will be to ensure staff have a clear understanding of the instructional components related to the district's selected framework: Marzano. Our staff began work with the Common Core Standards framework two years ago. One specific identified need related to CCSS is developing an understanding of the depth of knowledge needed to create learning activities that increases student growth rate percentages. During the 2012-2013 school year we expanded upon this by developing curriculum maps and pacing guides. This work will align with TPEP as it is the means to the Common Core State Standards. Further, on the first day, new staff will be introduced and our health and safety protocol will be a part of the agenda. The district goals will include:

- *All staff will understand the safety and health protocols and how they relate to their position and responsibilities.*
- *All staff will understand the timeline for the development of the instructional framework in the TPEP requirements.*
- *The staff will understand how the Marzano Instructional Framework will be incorporated into the pilot teacher evaluation system.*
- *All staff will further their understanding of the Common Core State Standards and how the standards integrate with the current curriculum used and the impact it will have on the delivery of instruction to students.*
- *All staff will understand Student Growth Rate State Achievement Index and the depth of knowledge needed to create aligned lessons*

The purpose of the second Waiver Day, January 27, 2014, is to focus on instructional strategies that align with the Common Core Standards, update staff on the implementation of TPEP and study the relationship between evaluation, CCSS, and instruction. Certified staff will meet in a large group setting initially for instruction prior to working in subject and grade level groupings with the focus on HOW this work will improve student achievement by better defining instructional strategies that align with CCSS. The goals for this second Waiver Day are:

- *All certified staff will have a deeper understanding of the 42 criterion that are part of the evaluation system; specifically criterion related to instruction.*
- *Staff will examine what evidence will be collected throughout the year for those related to the evaluation criterion.*

- *In grade or subject level grouping, the goal will be for all staff to be able to understand, through comparison and discussion, the differences in Common Core Standards and what is currently taught. Because the Common Core Standards affect how you teach more than what you teach, these standards will be woven within the new instructional framework.*

- *As a result of the Waiver Day focused on CCSS and TPEP, student achievement will increase as will teacher effectiveness.*

- *Follow-up on Student Growth Rate understanding and levels of assimilation of new instructional approaches in the classroom.*

2. What is the student achievement data motivating the purpose and goals of the waiver?

- *An analysis of our data indicate that student achievement lacks growth in most areas based on MSP data from 2009-2012. For example, our growth in math at the middle school level is only at 23%, middle school reading 43%, elementary math 42%, and reading at 42.5%.*
- *The size of our schools make it difficult to disaggregate data by race and income. However, in the schools with a large enough N, a noticeable achievement gap exists. This indicates that the achievement gap also exists in those schools without a sizeable N. (See Achievement Index.)*
- *As a school district, we are not demonstrating consistent and constant improvement in most areas making it predictable that with the addition of CCSS our students will not be able to achieve enough growth to meet those standards.*
- *Math scores on the 2012 MSP indicate significant drops in performance in seventh and eighth grades. The result has a systemic impact because these students have unmet needs in elementary school and will also pose a challenge for instruction at the high school level.*
- *The results of our district assessments in mathematics indicate that our students perform on state assessments similarly to performance on district assessments. However, as we shift to the CCSS we will need improved assessment tools to include the new achievement standards and performance tasks.*
- *Examination of student growth percentile data indicate that our students identified (see Achievement Index 2012) as low income have a higher growth rate, but a lower proficiency rate than their peers.*
- *According to the Professional Learning Association "Increasing the effectiveness of professional learning is the leverage point with the greatest potential for refining the day to day performance of educators." Therefore, given the clear relationship between student learning and teacher effectiveness, it is critical that our teachers have time to work together as one group with the same goal of improving student achievement of all children in our school district.*

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Riverside continues to use standards-based district assessments that provide more in depth information about student learning and teacher effectiveness. Dialogue based on the examination of

the current assessment data will continue to be tracked and compared to the previous school year. Each school Improvement plan is the work of building level staff who intensely examine the data available at their level and subject. Measurement of growth, as set by the SIP teams, will be identified. Reading and Math assessments continue to be refined to define points of progress throughout the school year. Riverside took part in the national level Smarter Balanced online testing pilot and gained valuable information regarding the format, impact of online testing and the requirements of student technology proficiency.

Staff participation in book studies continues to grow and has been focused on using books that will improve understanding as the district moves into the Marzano instructional framework as well as the Common Core Standards.

Measure	Benchmarks for Success
State Assessments (MSP, HSPE, EOC, COE)	Meet district annual measureable objectives in all categories by demonstrating improvement (reduce plateau)
SBE Achievement Index	Continued growth with specific attention to decreasing the achievement gap
TPEP Implementation	Evidence of differentiated instructional strategies; evidence of student growth
Common Core State Standards	Evidence of student growth as measured by regular classroom, district, and state assessments
Student Growth Proficiency	Increased academic growth by a sample of students from each school as measured by increased median student growth percentile

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   Each school annually reports student academic achievement to the Board of Directors. Within this report will be the review of collected data at the state and district assessment levels. The work done on the two Waiver Days will also be reflected in these reports. Each school will be able to present their progress towards a working understanding of the new teacher evaluation system as well as the work started in changing to the Common Core Standards. Principals will be able to provide evidence of the usage of the new Marzano Instructional Framework by all

teachers. Principals will be able to observe staff during instruction to note the depth of understanding of this teaching tool. Staff meetings will center on improving this tool for teaching effectiveness. The pilot study (TPEP) teachers will provide an abundance of information as the administrators move into the new evaluation system. There will be data collected along the way as the TPEP is implemented. Each school's grade level and subject level teams will be required to report progress and reflection as they move towards the Common Core Standards model. *Staff will be documenting the results of group activities as the CCS is integrated into the current curriculum. Survey tools will be used to determine pre Waiver Day and post Waiver Day levels of understanding in each of the three areas.*

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The two main focus areas of the Waiver Days will involve the TPEP pilot evaluation system and implementation of the Common Core State Standards.

Waiver Day 1

- *Presentation by pilot TPEP participants – teachers and principals will demonstrate the difference between comprehensive and focused evaluation and crosswalk the similarities between the Marzano Teacher Evaluation Framework and the Marzano Principal Evaluation Framework*
- *Small group activities to examine specific criteria in the frameworks focused on the art of instruction*
- *Specifics for para educators about how their work is influenced by the Marzano Instructional Framework and TPEP*
- *Examine the relationship between TPEP and CCSS in small and large group settings*
- *Evaluate participants level of familiarity with TPEP and CCSS, questions they have, evidence they plan to gather related to CCSS and TPEP prior to the second Waiver Day*
- *Our district is fortunate that we will have a Marzano Instructional Framework Specialist among our staff that will be available to support and extend our work.*
- *Pre and post Waiver Day survey to determine levels of understanding in each of the areas of Teacher Principal Evaluation Project, Common Core State Standards and Student Growth Rate.*

Waiver Day 2

- *In a workshop model, examine new data related to TPEP and CCSS*
- *In grade level and content teams examine Student Achievement Index Growth and Proficiency Rates for all groups*
- *In large and small group share work related to implementation of TPEP pilot with the integration of CCSS including student achievement data*
- *Evaluate participant level of growth related to understanding and implementation of TPEP and CCSS, questions they have, evidence they plan to gather prior to end of school year*
- *Pre and post Waiver Day survey to determine levels of understanding in each of the areas Teacher Principal Evaluation Project, Common Core State Standards and Student Growth Rate.*

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?
   The TPEP program is a pilot program for 2013-14 and the district has already identified staff that will be placed on the new system in the subsequent years. The TPEP training and dialogue will be a continuing process for several years as the level of understanding becomes more fluent and manageable. The switch to the Common Core Standards will also be a multi-year process, as there will be multiple tasks to complete in order to manage this new system.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   A link to the school improvement plans is included:
   Chattaroy Elementary School:
   http://www.edline.net/files/_lNCfd_/e380c64106fbd6ea3745a49013852ec4/CES_Schoolwide_Plan_2012-13_2.8.13.pdf
   Riverside Elementary School:
   http://www.edline.net/files/_lNChI_/d2f265c34f4fdfc33745a49013852ec4/Riverside_SIP_Plan_2012-2013_2.8.2013.pdf
   Riverside Middle School:
   http://www.edline.net/files/_mdATD_/b7293277248a346e3745a49013852ec4/RMS_SIP_2012-3013.pdf
   Riverside High School:
   http://www.edline.net/files/_mbKaL_/361eda135cf06d473745a49013852ec4/RHS-SIP_and_LAP_Plan_2012-13.pdf
   Independent Scholar Program:
   http://www.riversidesd.org/files/_mdAXt_/fd0c2349b82a0b003745a49013852ec4/ISP_SIP_2012-13.pdf
   Riverside Achievement Center:
   http://www.riversidesd.org/files/_mdAVd_/4d38366ad8e179183745a49013852ec4/RAC_SIP_plan_for_12-13.pdf

   The district continues to develop and refine the culture of learning, the professional learning community, the instructional framework and all the components supporting increased student achievement. The District Strategic Plan and the building level School Improvement Plans work together to improve teacher effectiveness and improve student achievement; especially as we move towards a new teacher evaluation system and we move towards the rigorous Common Core Standards. *The School Improvement Plans allow for flexibility as data is constantly examined and the plans are revised accordingly. Thus, making the documents living in comparison to past plans that were established and then not changed for at least a year.*

   The District Strategic Plan supports the implementation of the TPEP and the Common Core Standards systems through the goals of:

   Sequencing our academic content and associated curriculum

   Developing and implementing assessments that align with standards

   Providing timely professional development related to student needs

The goals of the Waiver Days closely align with the District Strategic Plan that started as a year to year guide and has evolved into a living and changing document based on student achievement data. The goal for all students to improve achievement is directly supported by the building level School Improvement Plans and the District Strategic Plan. By improving the teacher evaluation system and by starting the implementation of the Common Core Standards, instructional strategies will improve. Student achievement will improve as professional development is utilized in the district and teachers are able to see the direct results of their improved instructional strategies.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.
A. The district-wide Calendar Committee, consisting of certificated, classified and administrative staff, parents and students met and supported the Waiver Day application and the activities that would be implemented.
Riverside School District 2013-2014 School Calendar:
http://www.riversidesd.org/files/_maC7m_/b294909eef40976f3745a49013852ec4/2013-2014_School_Calendar_1.pdf

B. Labor Management meetings have involved discussions on the benefit of the Waiver Days and support the process as evidenced by the support letters from classified and certificated union leaders:
Riverside Education Association:
http://www.riversidesd.org/files/_pRKwe_/4882e9f43527355f3745a49013852ec4/REA_Support_Letter.pdf
Public School Employees:
http://www.riversidesd.org/files/_pRKxF_/4bd8396023df73953745a49013852ec4/PSE_Waiver_Day_Support_Letter.pdf

C. The district Leadership Team recognizes the need for the Waiver Days, and the opportunities these days provide for achieving the unfunded state mandates. Through the Washington Leadership Academy, the identified Problem of Practice has helped the district and schools focus more intensely on teacher effectiveness and student achievement.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Riverside Education Association:
http://www.riversidesd.org/files/_oIEbq_/449c0c3ee7415acf3745a49013852ec4/REA_2011-2014_Collective_Bargaining_Agreement.pdf
Public School Employees:
http://www.riversidesd.org/files/_pRKxT_/ef0805700134ce513745a49013852ec4/Riverside_CBA_2011-2015__2_LOAs.pdf

- Our teacher's contract is not open this year.

- # of professional development days in the teacher calendar: 1.5 days building directed; 1.5 teacher directed - lesson plan development, classroom configuration, student data review
- 10 late starts for Collaborative Time, **all** district/building directed
- Four conference days (as approved by SBE Waiver)
- 6 half days (as a result of the 1.9% salary reduction)
- 160 full days of instruction

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	6*
Additional teacher work days without students	10**
Total	190

*Four Parent Conference Days approved by SBE Waiver, two additional days requested in this waiver for a total of six days.

** The Riverside School District's agreement with our teachers association includes days for Time, Responsibility, and Incentive (TRI). Other districts provide their teachers with a TRI supplemental salary that equates to far beyond 10 days.

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional		1.5	8.5
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above), please also explain the rationale for the additional need of waiver days.

The Collective Bargaining Agreement does not allow for time that is district-directed, which would include the School Board and district goals implementation, the district directed Common Core State Standards and the district-wide TPEP pilot program. As the district looks at the implementation of the TPEP and the Common Core State Standards, the need for time with staff from all grade levels is essential. *The Riverside School District does not contract any additional time in days or hours that supplement the teachers' contracts. In comparison to most districts, Riverside does not have as much additional time designated for teacher as other districts in the state by way of supplemental TRI salary schedules or additional days.*

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

   The four conference days used in the fall and the spring were carried through as planned. As discussed in the administrative meetings, the school board meetings and Calendar Committee meeting, participation level was impressive and encouraging for continuance of this format. Parents enjoyed the schedule flexibility and teachers liked being able to have longer conferences if needed.

   The other Waiver Day (day before students started school) met the goals as planned. Being able to have all district staff together in a large group setting was instrumental for all staff to understand the district level goals, the district-wide logo, the health protocol and responsibilities and the introduction of the instructional framework. The introduction of the instructional framework and the problem of practice as identified through the Washington State Leadership Academy provided training and dialogue in a large group setting. With everyone working in groups, the activities of the day also supported the Professional Learning Community goals.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

   Riverside continues to use standards based district assessments that provide more in depth information about student learning. Dialogue based on the examination of the current assessment data was tracked and compared to the previous school year. Measurement of growth, as set by the SIP teams, was identified.

   With the one Waver Day used for professional development to introduce the instructional framework, the district was able to observe teachers throughout the year applying the new framework and using the framework for developing content maps and pacing guides.

   Our district math and reading assessments demonstrate that our students are making progress related to current standards and performance expectations. Given that current year MSP/HSPE/EOC/COE data is not available, it is anticipated that there is not a significant improvement in student performance. As we piloted the Smarter Balanced Assessment, it was obvious that our students need different experiences in the classroom, making this Waiver Request a necessity to bring our entire K-12 staff together. The addition of performance tasks and more rigorous standards makes our students vulnerable to not meet standards unless our instructional staff have had the appropriate professional development.

   ESD 101 staff provided an introduction to TPEP. Staff were satisfied with the information, but requested more information. They have continued to articulate this as we have continued to share information about TPEP throughout the year. They continue to demonstrate a lack of visible understanding of the relationship between TPEP and CCSS.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

Changes are being made to focus on the TPEP state evaluation system, since Riverside will be piloting the program this upcoming school year. An expansion of the implementation of the CCSS will also occur next year. These two systems will require all the time and effort available for staff to progress and become fully engaged and understand their responsibilities. Because of the enormity of understanding these systems, two Waiver Days are requested, instead of the one we had last year.

One of our observations last year was that our staff needed to be brought back together K-12 midyear to examine system-wide data, TPEP and CCSS. As our TPEP Leadership Team studied the tool and instructional adjustments that would need to be made it became obvious that if we had one day to link TPEP, CCSS, and instruction we would have been much further ahead in positively impacting student achievement.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.
   It is absolutely essential that teachers and staff have time to fully understand the changes that are taking place in education and how they will impact them as teachers and how they will improve student achievement. The implementation of the two important systems—TPEP and Common Core State Standards, will require a large effort on the district and schools' part to be successfully implemented.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

   The district website continues to provide timely information about staff development and student achievement. Each school provides a regular newsletter to parents relating to student achievement and activities. Parent-Teacher conferences are very successful in communicating each student's individual success and needs. Presentations to the Board of Directors also provide information to the public related to each school's progress.

   The creation of this Waiver Day request involved administrators, teachers, classified staff, parents and students who created a plan and then presented the plan to the Board of Directors.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

The Washington State Board of Education
Governance I Accountability I Achievement I Oversight I Career & College Readiness

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

Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website http://www.sbe.wa.gov. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*
Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer
Bob Hughes • Dr. Kristina Mayer • Matthew Spencer • Cynthia McMullen JD
Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings
Ben Rarick, *Executive Director*
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Seattle School District No. 1 ("SPS")
Superintendent	Jose Banda
County	King
Phone	(206) 252-0150
Mailing Address	P.O. Box 34165 MS 32-150 Seattle, Washington 98124-1165
Contact Person Information	
Name	Michael Tolley
Title	Assistant Superintendent of Teaching and Learning
Phone	(206) 252-0150
Email	mftolley@seattleschools.org
Application type:	
New Application or Renewal Application	Renewal. Prior application approved by the State Board of Education for 2 years on March 10, 2011.
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	3
School Years	2013-2014, 2014-2015, and 2015-2016
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association (the Certificated Non-Supervisory Employees Unit), contains five half-day early releases.
Reduction	Utilizing full days for professional development reduces the need for additional half days. The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit contains a requirement for 3 calendar waiver days for professional development. A new collective bargaining agreement is being negotiated, but if this waiver

	request is not granted, SPS would likely be required to add additional half-day schedules to the school year calendar. Thus, granting the waiver request would prevent the addition of six or more early dismissal days. A link to the employee calendar: Employee Calendar
Remaining number of half days in calendar	Five early release days are contained in the 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit. These days are listed on the master schedule each year. A link to the employee calendar: Employee Calendar
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes. Most recently, SPS was granted a 3-day waiver for professional development for 2 years. The District satisfied the 1,000 annual average hours of instruction during the most recent 2-year waiver period. The 1,000 annual average instructional hours were satisfied with both the professional development and parent/guardian/teacher conference waivers. The District will again be able to meet the annual average of 1,000 hours of instruction for the 2013-2014, 2014-2015, and 2015-16 school years.

1. What are the purpose and goals of the Waiver?

   The purpose of this waiver is to support the District's strategic plan, "Excellence for All" (hereinafter "Strategic Plan") by providing District staff with 3 professional development days. The Strategic Plan was adopted by the District's School Board in June 2008 and is currently being revised to be implemented in August 2013. In the Strategic Plan, the District holds itself accountable for achievement and growth at all levels from Pre-Kindergarten (Head Start) through 12th grade. Success will be judged by both closing the achievement gap and accelerating learning for all students. The District's work is aimed at creating a system that supports 100% of our students in meeting or exceeding expectations and where 100% of our students graduate prepared for college and career readiness.

   It is the goal of the Strategic Plan to ensure excellence in every classroom including:
   - Development of teaching & learning framework
   - Overhaul of student discipline structures
   - Implementation of Common Core Standards
   - Development of equitable access framework: Phase I
   - Evaluation of Special Education Service Delivery Model
   - Bringing teacher and principal professional growth & evaluations (PG&E) to scale
   - Development & implementation of student support strategies/MTSS
   - Implementation of IB at Rainer Beach
   - Development of technology strategic plan
   - Expansion of Skills Center (CTE)

   The goal of professional development is to improve student achievement by enabling every staff member to develop the knowledge, skills and behaviors for improving instruction. While

educators can, should, and do continually improve their skills through self-improvement efforts, systematic change requires collective and sustained efforts. A comprehensive professional development plan promotes student achievement by providing staff with directed and ongoing Professional Development aligned with the major standards, SPS and building goals. This alignment focuses efforts to provide systemic improvement. Staff participation in professional development increases the probability that SPS will develop the capacity to prepare every student for college and career readiness.

Essential Elements of Professional Development

All professional development provided for SPS employees will incorporate Essential Elements, practices and tools intended to build teacher capacity in improving student achievement. Essential Elements identified by SPS are:

- Equity and Access
- Charlotte Danielson Framework for Teaching
- Common instructional vocabulary
- Family and community engagement
- Technology integration
- Classroom management
- Differentiation strategies to support the range of learning needs in our schools
- English Language Learner (ELL)
- Special Education
- Early Learning
- Advanced Learning
- Interventions/Accelerations (MTSS)

Attributes of Successful Professional Development, as defined by Learning Forward (formerly National Staff Development Council)

- Comprehensive, sustained and intensive approach
- Fosters collective responsibility
- Aligned with rigorous state student academic achievement standards
- Conducted among educators at the school and facilitated by well
- prepared professionals
- Occurs several times per week among established teams
- Evaluates need based on a review of data-progress monitoring
- Defines a clear set of educator learning goals based data analysis
- Achieves educator learning goals by implementing coherent, sustained,
- and evidence-based learning strategies
- Provides job-embedded learning
- Regular assessment of the effectiveness of the professional development
- Informs ongoing improvement

A link to the District's Strategic Plan is below: Strategic Plan. The proposed 2013-18 Strategic Plan can be found at:
http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/school%20board/12-13%20agendas/061913agenda/20130619_StrategicPlan.pdf

2. What is the student achievement data motivating the purpose and goals of the waiver?

The District reviews multiple test scores/measures over a period of time to assess student achievement. After reviewing student academic trends, the purpose of professional development is to differentiate training sessions to target instruction to areas that are necessary and appropriate for particular staff and student populations. The District's Joint Professional Development Steering Committee ("JPDSC") will monitor professional development activity. This committee will review data to appropriately plan courses for the following school year. Summary of 2012 district test scores:

In 2012, Seattle students met or exceeded standard on the state exams at a higher rate than the statewide average in every tested subject in grades 3-8. Significant gains were made, for example, in upper elementary reading with a 4.6 percentage point increase in 4th grade and a 2.4 percentage point increase in 5th grade. Strong gains were achieved in mathematics with increases ranging from 1.8 to 4.4 percentage points in grades 3 through 8. Pass rates for Algebra and Geometry EOC exams also increased over the previous year. Nonetheless, overall proficiency rates in most cases remain well below targets established in the district strategic plan. The District wants to utilize professional development to systematically address these gaps.

The professional development calendar is adjusted annually based on academic trends.

The Instructional Services Department is in the process of developing a system for determining the effectiveness of professional development as it relates to a change in instructional practice and increases student achievement outcomes.
The student achievement data can be found at this link: Data & Reports Page

Evidence of the impact of professional development waiver days can be found in three distinct areas, Early Learning, Professional Growth and Evaluation and Science instruction. Each of these district initiatives utilized waiver days to provide professional development opportunities.

Early learning

District data validates the investment for continuing the format on differentiated Early Learning Professional Development. The greatest impact was seen at the classroom level-significant changes of practice and beginning stages of local implementation and reflection. In a survey, 96% of the participants responded that the Early Learning PD was effective in improving student achievement. Many cited specific examples of the changes in student learning. Data demonstrating the effectiveness of the professional development is attached.

Professional Growth and Evaluation

Seattle fully implemented the 4 level rating evaluation system ahead of the state mandated timeline. Professional development played a major role in ensuring that the Professional Growth and Evaluation initiative be implemented with fidelity. Over several years all teachers and principals participated in professional development that supported a greater understanding of the system, how to facilitate growth, and improve teaching and student learning. WestEd conducted a study to determine the quality of implementation. Overall, the results indicated that the district is making significant progress in the implementation and is on the right track.

The use of the professional waiver days to focus on and implement PG & E as a district initiative resulted in a change in instruction as evidenced by teacher survey:

- 84% of teachers surveyed reported a clear understanding of the criteria for evaluation
- 84% of teachers surveyed reported altering their instructional practice based upon their own reflection

- Principals interviewed noted definite improvements in instruction and attributed the improvement in instruction to the PD the teachers received

Middle School Science Professional Development

The use of PD waiver days to provide curriculum based collaborations improved student performance overall and narrowed the achievement gap. District science coaches worked with middle school science teachers in collaborative teams. Participants analyzed student performance by looking at their classroom based assessments, state scores and released items. Results in Attachment A indicates that low income students in Seattle Public Schools scored virtually the same as the state average for all students. Over a seven year period there has been continuous growth with both low income and non-low income students as well as a narrowing of the achievement gap.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The District believes that having blocks of instructional time imporves student achievement. Although many factors can be attributed to student academic success, a prior goal of the District in its Strategic Plan was to increase student academic performance.

Student academic performance has been steadily increasing despite annual cuts in the District's budget due to the recession. Overall, SPS students continue to outperform their statewide peers by wider margins on state proficiency tests such as the Measures of Student Progress (MSP). In 4th grade math, for example, Seattle's students outperformed the state by 7.5 percentage points in 2011-12 compared to just a 2.8 point advantage in 2007-08. In 8th grade science, Seattle improved from a minus 2.4 point deficit compared to the state to a positive 8.4 point advantage in 2011-12.

	2007-08			**2011-12**		
	Seattle	WA State	*Difference*	Seattle	WA State	*Difference*
3rd Grade Reading	73.2%	70.7%	2.5%	74.0%	68.8%	5.2%
4th Grade Math	56.4%	53.6%	2.8%	66.9%	59.4%	7.5%
5th Grade Science	48.9%	43.0%	5.9%	71.5%	66.3%	5.2%
6th Grade Reading	71.2%	68.9%	2.3%	74.5%	70.7%	3.8%
7th Grade Math	52.6%	50.5%	2.1%	67.4%	59.2%	8.2%
8th Grade Science	45.8%	48.2%	-2.4%	74.8%	66.4%	8.4%
10th Grade Reading	80.7%	81.8%	-1.1%	79.1%	81.3%	-2.2%

The percentage of students graduating from high school in four years increased by 12% between 2008 and 2012, up to 74%. The percentage of elementary, K-8, and middle schools identified as the lowest performing in the school district based on a combination of absolute and growth scores has declined by more than half, from 20% to 7%, since academic year 2008–09, while the percentage identified as highest performing has almost doubled, from 15% to 27%, in the same period of time.

One reason for this continued improvement in student achievement may be attributed to the intense work around curriculum alignment. A comprehensive curriculum audit was conducted in 2007 and 2008, in which reviewers called particular attention to the fact that in Seattle each school has historically developed and planned its own curriculum, and recommended the district develop an overall plan to ensure that students are expected to learn the same content and skills at each grade level, no matter the programs in which they are involved or what school they attend. This requires significant professional development efforts. We believe the prior use of professional development days has allowed for staff to be trained on ways to improve and align instruction and this has been a factor in increase student performance.

Additional student achievement data utilized by the District can be found at this link:
Data & Reports Page

In addition to the data described above, the District also uses the Measures of Academic Progress ("MAP") as a tool to assess student progress in math and reading.

A link to the District's web site on MAP follows: SPS MAP Information

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

   The District will collect the following data to assess whether academic goals were attained:

   - MSP/HSPE Data (District and School level data);
   - MAP Data;
   - Individual School Reports;
   - Professional Growth and Evaluation (PG&E) Implementation; and
   - Five Year District Scorecard.

   A link to individual school reports: School Reports Page

   The student achievement data utilized by the District can be found at this link:
   District Scorecard

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

   The District has a teacher professional development plan. The comprehensive professional development plan promotes student achievement by providing staff with directed and ongoing PD aligned with the major state, SPS, and school based goals. The content for this plan and for approved professional development is determined by student and teacher needs. For more details please see the response to Question No. 2 and 3.

   A link to the District's professional development plan is below:
   District's Professional Development Plan

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

   The District's Professional Development Plan is reviewed at least annually to ensure professional development offerings are necessary, appropriate and aligned to the needs of the

staff and student population. Student performance data is reviewed to identify any new needs and to help assess the success of the professional development activities is informed by student performance data. A Joint Professional Development Steering Committee (JPDSC) monitors professional development activity. A committee will conduct an evaluation at the end of the academic year in order to appropriately plan courses for the following school year.

A link to the District's professional development plan is below:

District's Professional Development Plan

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

   The waiver request directly supports the ability to offer professional development that is aligned to District and school improvement plans.

   A link to individual school reports: School Reports Page

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

   A working group of District administrators met to develop the waiver request. The unions that represent the teacher, paraprofessionals, office staff personnel, food service, custodians, security specialists, and principals have been contacted about this waiver request.

   In addition, the District adopted the "Excellence for All' strategic plan in June 2008. The strategic plan was developed with input from thousands of teachers, principals, District staff, families, students, and community stakeholders; Excellence for All includes a component for professional development. Professional development days are included in the 2010-2013 collective bargaining agreement between SPS and its teachers, which was approved by the Board of Directors. The Board of Directors is working on a new strategic plan that should be completed by July 2013.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days , parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

   The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit contains a requirement for 3 calendar waiver days for professional development and a requirement for 5 half days for school-wide professional development. Under the supplemental responsibility contract for 2010-11, five additional TRI days were provided to staff, to be used in part for classroom preparation, building business, and District/school based professional development. CBA Language

10. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	174
Waiver days (as requested in application)	6

Additional teacher work days without students	3
Total	183

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			
2	Optional			
3	Optional			X
4	Optional		X	
5	Optional	X		
6	Optional			
7	Optional			
		Check those that apply		

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

Seattle Public Schools Teaching and Learning Department has developed a cross-departmental, multi-year professional development plan designed to support principals, teachers and instructional assistants in the integration of standards, high quality instruction and assessment toward the goal of achieving equity for all students. This plan outlines focused, collaborative supports that provide a roadmap to further the implementation of the four Seattle Public School initiatives: Common Core State Standards (CCSS), Equitable Access Framework, Professional Growth and Evaluation (PG & E), and Multi-Tiered System of Supports (MTSS). Integration is a major emphasis of the plan both vertically, pre-K – 12, and horizontally across disciplines, specialties and departments. Seattle Public Schools is focused on professional development as a way of working to eliminate the opportunity gap. PD sessions are scheduled to address the above four initiatives as well as the diverse needs of individual schools. The proposal is to provide professional development at the district level on the three waiver days and school based PD during the three additional contract days. The additional PD days are needed to ensure that both the district and building initiatives can be targeted with consistency and fidelity.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

   Yes, SPS used the waiver days as previously requested for professional development.

   Waiver days were used as follows:

   - Curriculum alignment – Schools pair up to review content areas and alignment for proper academic progression;
   - Professional development classes – Staff have received instruction in classroom management, culturally relevant practices, a writer's workshop, IEP plans, and content area refreshers (e.g., math for non-math majors, particularly in the elementary levels);
   - Cultural competency training;
   - Group or department examination of student work for instructional planning purposes;
   - Home visits where teachers go to the homes of families;
   - Student assessments by teachers; and
   - School development of instructional strategies.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

   The District had a goal of using professional development in target areas, such as classroom management, culturally relevant training, home visits, student assessment, and developmental instructional strategies, with an overall goal of changing instructional practices for the purpose of increasing student academic achievement. The District acted on each of the professional development goals listed in the answer to Question No. 18. It is challenging to make a sole connection between professional development and increases in student achievement, such as the positive outcomes shown in middle school performance overall. However, best practices and research demonstrate that importance of professional development in student achievement.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

   Seattle Public Schools has created a multi-year professional development plan that supports the implementation of the four SPS initiatives, Multi-Tiered Support Systems, Professional Growth and Evaluation, Race and Equity Framework and Common Core State Standards. The plan promotes sustainability by identifying the unifying themes among the initiatives as district-wide priorities for professional development. The proposed PD plan builds internal capacity through leveraging current resources and investments and building multiple levels of leadership at the district and building level. In the past the professional development waiver days have been left up to each building's discretion. Under the current plan, the 3 waiver days are at the discretion of the district for the purpose of assisting schools in meeting the district initiatives and the three contract days are maintained for building-based professional development.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

   The SPS professional development plan integrates all of the four initiatives and implements job embedded practices, but there still remains a great deal of PD necessary to meet the needs of a diverse student population. The three waiver days provide both district and building level opportunities to share professional practices and ongoing growth opportunities that are needed to effectively integrate PG and E with the implementation MTSS and Common Core State Standards. These days will ensure equitable access and equity for all students while still allowing days for schools to individualize their PD to their communities. With the shift of the PD waiver days to district focused work, the level of accountability increases by ensuring the fidelity and consistency of professional development content across the district.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

   Parents and the community are informed of SPS waiver days through the District web site, individual school sites, and various other communications. The District calendar lists the professional development days. In addition, school reports provide documentation specific to each school site.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

WAC 180-18-040
Waivers from minimum one hundred eighty-day school year requirement.

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140 and WAC 180-16-215 while offering the equivalent in annual minimum instructional hours 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 waiver requests for up to three school years.

(2) The state board of education, pursuant to RCW 28A.305.140(2), shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW 28A.150.220(2) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC 180-16-220 and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: RCW 28A.305.140(2) and 28A.305.141(3). 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140,28A.305.130 (6), 28A.655.180. 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

The Washington State Board of Education

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**Student Presentation**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy	☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	Student presentations allow SBE Board Members an opportunity to explore the unique perspectives of their younger colleagues. In his final presentation to the Board, student Board Member Matthew Spencer will speak on the following topic: “Past, present and future: where I started, where I am, and where I’m going.”	

STUDENT PRESENTATION

Policy Consideration

None

Summary

Student presentations allow the members an opportunity to explore the unique perspectives of their younger colleagues.

Student Board members have ample opportunity to work with staff in preparation for their presentations.

The presentation schedule and topic assignments are listed below.

Presentation Topics (rotating schedule)

1. My experiences as a student, good, bad, or otherwise (K–High School).
2. One or two good ideas to improve K–12 education.
3. How the Board's work on _____ (you pick) has impacted, or will impact, K-12.
4. Five lessons (from school or elsewhere) that have had an impact.
5. Past, present and future: where I started, where I am, and where I'm going.

Date	Presenter	Topic
2013.03.14	Eli	2
2013.05.9	Matthew	5
2013.07.11	Eli	3
2013.11.15	Mara	1
2014.01.XX	Eli	4
2014.03.xx	Mara	2
2014.05.XX	Eli	5
2014.07.XX	Mara	3
2014.11.XX	Student B	1

Background

None

Action

None

The Washington State Board of Education

Governance I Accountability I Achievement I Oversight I Career & College Readiness

Title:	**Next Generation Science Standards—Adoption Considerations**
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap. ☐ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Five: Career and college readiness for all students. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Should the State Board of Education adopt a motion recommending the adoption of the Next Generation Science Standards? Key questions identified by the Board for consideration of the standards are: • Are these the right standards for Washington? • Will these standards help prepare our STEM workforce?
Possible Board Action:	☐ Review ☒ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The SBE will engage in a panel discussion with representatives of science educators and employers. The panelists are: Ms. Sandi Everlove, Chief Learning Officer, Washington STEM Dr. Dana Riley Black, Director of the Center for Inquiry Science, Institute for Systems Biology Ms. Midge Yergen, Teacher, West Valley Junior High School, and Past President, Washington Science Teachers Association Mr. Jeff Estes, Division Director, Science and Engineering Education, Pacific Northwest National Laboratory The role of the SBE is to provide consultation to the Superintendent of Public Instruction, who will consider adoption of the standards for the state.

NEXT GENERATION SCIENCE STANDARDS—ADOPTION CONSIDERATIONS

Policy Consideration

At the July 10-11, 2013, Board meeting, the State Board of Education (SBE) will engage in a panel discussion with representatives of science employers and educators concerning the Next Generation Science Standards (NGSS). Key questions for the discussion identified at the May 2013 Board meeting are:

- Are these the right standards for Washington?
- Will these standards help prepare our science, technology and engineering workforce?

RCW 28A.655.068 authorizes the Superintendent of Public Instruction to adopt the multi-state consortium science standards (NGSS) in consultation with the SBE.

The SBE will consider adopting a motion recommending the Next Generation Science Standards be adopted by the Superintendent of Public Instruction.

Background

SBE Members were informed about preparation for the NGSS at the March 14-15, 2012 Board meeting, and received an update on implementing Common Core State Standard and NGSS assessments at the May 8-9, 2013 meeting. At the May 8-9, 2013 meeting, Office of Superintendent of Public Instruction (OSPI) staff provided a brief update on the development and completion of the NGSS and engaged in a discussion of adoption considerations. The NGSS were released in final form in April 2013.

The Next Generation Science Standards were created through a joint effort of the National Research Council, the National Science Teachers Association, and the American Association for the Advancement of Science, and Achieve, Inc. The first phase of the process to produce the standards was the development of a Framework for K-12 Science Education by the National Research Council. The second phase was the development of the standards themselves, managed by Achieve, Inc. As one of 26 Lead State Partners, Washington actively participated in the development and review of the standards. Representatives from Lead State Partners provided guidance to writing the standards, gathered and delivered feedback from state-level committees, and came together to address common issues and challenges. The Lead State Partners also agree to commit staff time to the initiative and, upon completion, give serious consideration to adopting the Next Generation Science Standards.

The NGSS underwent a Bias and Sensitivity Process, to verify that the standards contain no unnecessarily difficult language and avoid bias and stereotypes. In addition, OSPI conducted an analysis to compare the NGSS with the 2009 Washington State K-12 Science Standards.

In June 2013, the Fordham Institute released a report of an evaluation of the NGSS compared to state standards (*Final Evolution of the Next Generation Science Standards*, Paul Gross, Douglas Buttrey, Ursula Goodenough, Noretta Koertge , Lawrence S. Lerner, Martha

Schwartz, Richard Schwartz, June 13, 2013: http://www.edexcellence.net/publications/final-evaluation-of-NGSS.html. The first section of the foreword of the report is included in this packet).

The Fordham's evaluation gives the NGSS a grade of "C", and scored the 2009 Washington State K-12 Science Standards approximately equivalent to the NGSS in quality. Twenty-six states were graded lower than a "C." Twelve, including Washington, were graded a "C," and 13 states were graded higher than the NGSS. The foreword to the report is included in this packet, and summarizes the findings of the report. The shortcomings the reviewers found with the NGSS include 1) missing or implied content; 2) the possibility of limiting what is taught and learned because of stated limits on what should be assessed ("assessment boundaries"); and, 3) failure to include essential math content. In addition, the report describes the NGSS as wrongly prioritizing the practice of science over science content.

The National Science Teachers Association responded to the Fordham report with a statement by Dr. David L. Evans, NSTA Executive Director (included in this packet and available here: http://www.nsta.org/about/pressroom.aspx?id=59989) that supports the balance of practice and content presented in the NGSS, and argues that the Fordham report is based on the personal opinions of the reviewers and is not research-based.

Additional considerations the SBE may discuss include:

- Advantages to students of adopting multi-state science standards, including portability.
- Advantage to the state in adopting multi-state science standards, including common development of science assessments, economies of scale in curricula development and resources, and comparability of assessment results.
- The level of commitment and capacity by the state and districts to fully implement new science standards.
- The interplay of the standards and graduation requirements; currently 2 credits of science are required but 3 credits have been approved by the SBE—can the standards be met with 2 credits of high school science?

Resources

The final Next Generation Science Standards:
http://www.nextgenscience.org/next-generation-science-standards

TVW video of House Education Committee Work Session April 11, 2013, update on the Next Generation Science Standards:
http://tvw.org/index.php?option=com_tvwplayer&eventID=2013041051

The PowerPoint presentation for the above video may be found here:
http://app.leg.wa.gov/m/cmd/Handler.ashx?MethodName=getdocumentcontent&documentId=geWOag55PvI&att=false

A Framework for K-12 Science Education: Looking Toward the Future of Science Education:
http://www.nae.edu/Publications/Bridge/69735/69747.aspx

Fordham Institute report on the Next Generation Science Standards, *Final Evolution of the Next Generation Science Standards*, Paul Gross, Douglas Buttrey, Ursula Goodenough,

Noretta Koertge , Lawrence S. Lerner, Martha Schwartz, Richard Schwartz, June 13, 2013: http://www.edexcellence.net/publications/final-evaluation-of-NGSS.html

The Fordham Institute previously released evaluations of state science standards in 2012, http://www.edexcellence.net/publications/the-state-of-state-science-standards-2012.html; in 2005, http://www.edexcellence.net/publications/sosscience05.html; and, 1998, http://www.edexcellence.net/publications/stsciencestnds.html. The 2012 evaluation was discussed by the SBE at the March, 2012 meeting.

Action

SBE may adopt a resolution recommending the adoption of the Next Generation Science Standards.

Next Generation Science Standards Panelist Bios

Dana Riley Black

Since 2005, Dr. Dana Riley Black has held the appointment of Director for the Center for Inquiry Science at the Institute for Systems Biology. Riley Black is an educator whose interests include professional development for teachers and administrators as applied to systemic science education reform, and correspondingly, strategies that enable the scientific community to engage with and support K-12 science education. Through securing and managing grants from federal, state and corporate organizations, she currently partners with and supports school districts across the Puget Sound region in their efforts to implement research-based science education reform.

Riley Black has a Bachelor of Science degree from the University of Washington and a M.Ed. in Science Education and a Ph.D. in Educational Leadership and Curriculum Studies from Miami University. Through graduate school she worked for the Principal Investigator of Ohio´s NSF-funded Statewide Systemic Initiative, Project Discovery – a systemic initiative supporting middle school mathematics and science teachers across the state of Ohio. During her post-graduate appointment at the Harvard-Smithsonian Center for Astrophysics, Riley Black developed physical science curriculum and televised professional development experiences for teachers of mathematics and science. Before joining the Institute for Systems Biology, she worked for five years at the University of Washington, establishing its K-12 Institute for Mathematics and Science Education – this work served to coordinate the university´s Mathematics and Science outreach efforts with regional systemic reform efforts.

Jeff Estes

Jeffrey Estes is the Division Director, Science & Engineering Education, at the Pacific Northwest National Laboratory (PNNL), a U.S. Department of Energy (DOE) National Laboratory that is proudly operated by Battelle Memorial Institute. PNNL's mission is to transform the world through courageous discovery and innovation.

Science & Engineering Education at PNNL brings to bear the resources of a DOE National Laboratory to advance science, technology, engineering and mathematics (STEM) education; recruit and prepare a talented workforce; and keep the U.S. at the forefront of innovation.

Estes is responsible for strategy execution and evaluation of the Laboratory's efforts to 1) strengthen and advance STEM education in Washington State, 2) improve the Laboratory's work-based learning and outreach efforts, 3) deliver against the workforce development expectations of the U.S. Department of Energy-Office of Science and 4) connect PNNL to regional and national STEM education initiatives that are part of an emerging effort by Battelle-affiliated laboratories to catalyze sustainable improvements in STEM education.

Science & Engineering Education initiatives at PNNL *plant* the seeds of wonder, inquiry, problem solving and critical thinking; *cultivate* rich learning environments that catalyze improvements in STEM education; and *harvest* the next generation of scientists and engineers through intern and fellowship programs.

Sandi Everlove

Sandi Everlove is the Chief Learning Officer at Washington STEM. In this role, Sandi leads efforts to generate and share knowledge of innovation in STEM teaching and learning. In addition to working with funded partners to document insights and lessons learned, Sandi identifies and promotes promising practices from around the state, the nation, and internationally.

Prior to joining Washington STEM, Sandi founded TeachFirst where she led the development of innovative multimedia and face-to-face tools and resources to support teacher learning. This included producing hundreds of online videos that demonstrated research-based instructional strategies, facilitator guides, discussion protocols, leadership resources, and student shadow protocols.

A passionate advocate for children, Sandi brings on the ground experiences to her work in STEM education. She is an award-winning high school chemistry teacher with Seattle Public Schools and received the Washington State Golden Apple Award in 1998. Through a U.S. Department of Education grant, she wrote and piloted a number of innovative science courses including an award-winning high school science ethics class. Her efforts extend internationally including creating and leading professional development courses for teachers in Guatemala.

Sandi co-founded the Lake Washington Girls Middle School, the first nonprofit, secular all girls' middle school in Washington state. She has also served on the Mount Baker, Martin Luther King, Jr. scholarship committee for over 20 years.

Midge Yergen

Midge Yergen is a 35 year veteran secondary science educator. She currently teachers STEM/CTE Human Health Sciences at West Valley Junior High in Yakima, Washington where the STEM/CTE program was recognized as a 2012-2013 Washington State Lighthouse School. She also teaches in the district's Gifted and Talented program. Midge was a 1995 recipient of the Presidential Award for Secondary Science Teaching and serves as the Co-Coordinator of the Presidential Awards for Excellence in Mathematics and Science Teaching program in Washington State. Midge is the current Past President of the Washington Science Teachers Association and served 3 years as President of WSTA. She has been a member of the WSTA board of directors since the 1980's. She has provided science and assessment professional development opportunities throughout our state, region and nation. Midge also continues to serve as one of the original members of the Washington Science Assessment Leadership Team (SALT) at OSPI.

June 27, 2013

State Board of Education
600 Washington Street SE
Olympia, WA 98504

Dear Members of the State Board of Education:

The members of the Washington Roundtable and Partnership for Learning, representing major private sector employers throughout Washington state, applaud your commitment to the success of every Washington student. There is still much to be done to ensure every student graduates prepared for college and the world of work – but, your decision to adopt and implement the Common Core State Standards in math and English language arts and your commitment to adopt the Next Generation Science Standards are steps in the right direction.

Washington students no longer compete with their peers across the classroom or county line—they compete with students from across the globe. This means that every single student must be held to high standards and receive the same rigorous preparation. And it's a fact that a global knowledge economy indeed means we are expecting more people than ever before to learn, know and apply more than they ever have before – both to secure and contribute to gainful employment but importantly to participate in a democratic society increasingly reliant on technology and high levels of literacy. The Common Core standards represent a commitment to high standards and rigorous preparation.

Because the set of standards provides a *framework* for what students should know at each grade level, local schools and teachers – in 295 school districts and more than 2,000 individual schools – will continue to have control over instructional resources and other local decisions such as how the standards are taught. Local educators will determine the methods and materials that best meet the needs of their students, making sure every student understands the material well and every student is achieving the new, more rigorous and comprehensive standards.

Washington students cannot afford to be left out of this national movement. Our state's youth need a strong foundation in math and English in order to compete in fast-growing, continuously evolving information-based fields. By 2014, seventy-seven percent of new Washington state job openings, which

pay enough to support a small family, will be held by workers who possess education or training beyond high school.

Meanwhile it is important for districts and the state's Office of the Superintendent of Public Instruction (OSPI) to continue to provide teachers and principals with information; training; and aligned materials, resources, and formative and summative assessments. This is a big change in the way students learn, and the way teachers deliver instruction, and is one that will take time to see results.

We believe that timely implementation of Common Core State Standards in English and mathematics, and timely adoption of the Next Generation Science Standards, will together help Washington students compete for the quality jobs our state has to offer and become participants in our state's democracy. We urge you to keep Washington on course!

Respectfully,

Steve Mullin
President
Washington Roundtable

Jana Carlisle
Executive Director
Partnership for Learning

Cc: Randy Dorn, State Superintendent; Office of the Superintendent of Public Instruction
Cc: Alan Burke; Deputy State Superintendent; Office of the Superintendent of Public Instruction
Cc: Ben Rarick, Executive Director; State Board of Education

Foreword

Chester E. Finn, Jr. and Kathleen Porter-Magee

Let us start with the bottom line: We know this Fordham report will be controversial, if only because so many have invested much time, treasure, and energy in the development of the Next Generation Science Standards (NGSS) and they urgently want these standards to be embraced throughout American K–12 education. We respect them, acknowledge their hard work, and honor their intentions.

Having carefully reviewed the standards, however, using substantially the same criteria as we previously applied to state science standards—criteria that focus primarily on the content, rigor, and clarity of K–12 expectations for this key subject—our considered judgment is that NGSS deserves a C.

Before you gasp or grump or lash out, let us remind you that, only a year ago, twenty-six state science standards received grades of D or F from our reviewers, while twelve also earned Cs. Just thirteen jurisdictions—one in four—had standards worthy of honors grades. Only seven earned grades in the A range. (You can see which in the table below.)

As is widely understood, weak standards are not the only—or the most worrisome—problem facing science education in the United States in 2013. Achievement in this field has been dismal. The most recent appraisals by the National Assessment of Educational Progress (NAEP, 2009) found barely one-third of fourth graders at or above the "proficient" level in science, followed by a mere 30 percent in eighth grade and an embarrassing 21 percent at the end of high school. Other studies have shown that just 30 percent of U.S. high school graduates are prepared for college-level work in science.[1]

By international standards, our performance in science is even worse. According to results from the most recent PISA assessment (released in 2010), fifteen-year-olds in the United States ranked twenty-third out of sixty-five countries. On the 2007 TIMSS science assessment, U.S. eighth graders overall ranked eleventh out of forty-eight nations, with only 10 percent of American students scoring at or above the TIMSS "advanced" level.

In short: American science education at the K–12 level needs a radical upgrade. And in our estimation, such an upgrade begins with dramatic improvements in the *expectations* that drive curriculum, teaching, learning, and assessment in this crucial realm. Evaluated against our criteria (spelled out in Appendix A), NGSS earned a higher score than the standards currently in place in twenty-six states (and they are clearly superior to the standards of at least sixteen of those states).[2] If schools in those states aligned their curricula and instruction to the NGSS, their students would likely be better off when it comes to science education.

[1] ACT, Inc., "The Condition of College & Career Readiness" (Iowa City, IA: ACT, Inc., 2011), http://www.act.org/research/policymakers/cccr11/readiness1.html.

[2] As we did in comparing the Common Core standards for English language arts and math with those of individual states, we believe that any state scoring two or more points higher on our 0-10 point rubric has standards that are "clearly superior" to the NGSS. Similarly, any state whose standards score two or more points lower than NGSS has

Jurisdiction	Grade	Score (out of 10)	Relative quality
California	A	10	clearly superior
D.C.	A	10	clearly superior
Indiana	A-	9	clearly superior
Massachusetts	A-	9	clearly superior
NAEP Framework	*A-*	*9*	clearly superior
South Carolina	A-	9	clearly superior
TIMSS Framework	*A-*	*9*	clearly superior
Virginia	A-	9	clearly superior
New York	B+	8	clearly superior
Arkansas	B	7	clearly superior
Kansas	B	7	clearly superior
Louisiana	B	7	clearly superior
Maryland	B	7	clearly superior
Ohio	B	7	clearly superior
Utah	B	7	clearly superior
ACT Framework	*C*	*6*	Too close to call
Connecticut	C	6	Too close to call
Georgia	C	6	Too close to call
Michigan	C	6	Too close to call
Missouri	C	6	Too close to call
New Mexico	C	6	Too close to call
Texas	C	6	Too close to call
Washington	C	6	Too close to call
NGSS	*C*	*5*	
Delaware	C	5	Too close to call
Florida	C	5	Too close to call
Minnesota	C	5	Too close to call
Mississippi	C	5	Too close to call
PISA Framework	*C*	*5*	Too close to call
Vermont	C	5	Too close to call
Alabama	D	4	Too close to call
Arizona	D	4	Too close to call

standards that are "clearly inferior." That means any state whose standards score *within* that range has standards whose relative superiority/inferiority is "too close to call." The NGSS earned 5 out of a possible 10 points. Hence any state whose standards earned 4, 5, or 6 is, in our view, "too close to call." Any state whose standards earned 0, 1, 2, or 3 has standards that are "clearly inferior" to the NGSS. In our state-by-state review of K-12 science standards, sixteen states earned a 0, 1, 2, or 3; therefore the NGSS are "clearly superior" to the standards governing teaching and learning in those sixteen states.

Jurisdiction	Grade	Score (out of 10)	Relative quality
Hawaii	D	4	Too close to call
Illinois	D	4	Too close to call
Maine	D	4	Too close to call
New Hampshire	D	4	Too close to call
North Carolina	D	4	Too close to call
Rhode Island	D	4	Too close to call
Tennessee	D	4	Too close to call
West Virginia	D	4	Too close to call
Colorado	D	3	Clearly inferior
Iowa	D	3	Clearly inferior
Kentucky	D	3	Clearly inferior
Nevada	D	3	Clearly inferior
New Jersey	D	3	Clearly inferior
Pennsylvania	D	3	Clearly inferior
Alaska	F	2	Clearly inferior
Idaho	F	2	Clearly inferior
Nebraska	F	2	Clearly inferior
Oklahoma	F	2	Clearly inferior
Oregon	F	2	Clearly inferior
South Dakota	F	2	Clearly inferior
Wyoming	F	2	Clearly inferior
Montana	F	1	Clearly inferior
North Dakota	F	1	Clearly inferior
Wisconsin	F	0	Clearly inferior

Having said that, by our lights the NGSS are inferior to the science standards of an almost equal number of states, and qualitatively on par with the expectations of a number of others. Students in those states would do better to be taught to the expectations of one of the states that have already done this really well. (Or to standards constructed upon the NAEP or TIMSS frameworks, both of which earned grades of A- from Fordham's reviewers.)

At day's end, of course, whether standards have *any* impact on achievement hinges on implementation and execution across the many moving parts of the education enterprise. Standards are just the beginning—a description of the goals to be attained, the destinations to be reached. They're not vehicles for getting there. Alas, we have long, glum experience with states whose standards look swell on paper but whose achievement is dreadful—because they never really operationalized their own standards. That could turn out to be as true of NGSS as of individual state standards.

One more crucial point at the outset: most states already have full plates of education reforms that are plenty challenging to implement, often including the Common Core State Standards for English language arts and math. Before undertaking any major change in their handling of science education, state leaders would be wise to consider whether they have the capacity to accomplish this in the near term, too. We caution against adopting any new standards until and unless the education system can be serious about putting them into operation across a vast enterprise that stretches from curriculum and textbooks to assessment and accountability regimes, from teacher preparation to graduation expectations, and much more. Absent thorough and effective implementation, even the finest of standards are but a hollow promise.

* * * * *

NSTA - National Science Teachers Association

About NSTA

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NSTA Statement Responding to Fordham Institute Report on Next Generation Science Standards

Arlington, Va. June 13, 2013 — The National Science Teachers Association (NSTA), the largest organization in the world promoting excellence and innovation in science teaching and learning for all, issued the following statement today regarding the release of a report by the Thomas B. Fordham Institute on the Next Generation Science Standards. The statement can be attributed to Dr. David L. Evans, NSTA Executive Director.

> The National Science Teachers Association strongly disagrees with the opinions of the Fordham Institute regarding the Next Generation Science Standards (NGSS). The NGSS contains rigorous and substantive science content that will give *all* students the skills and knowledge they need to be informed citizens, college ready, and prepared for careers in a workforce that now considers science skills and knowledge to be basic and fundamental requirements. We also applaud the NGSS writers for maintaining a teachable number of core ideas. If fully implemented, we believe the majority of students will leave high school with a far greater understanding and working knowledge of science than is currently being achieved.
>
> The NGSS is based on a current and robust body of research established by our nation's leading scientists. In contrast, the Fordham review is based on personal opinions and lacks serious substantive research. We need to prepare students for the next generation, not the last.
>
> Research shows that the best way to gain a deep understanding of science is to engage in scientific and engineering practices and NGSS effectively integrates these practices with

rigorous content. A thorough understanding of the practices will not only help students learn important facts, it will help all of us become intelligent consumers of science.

It is important to note that science education leaders, educators, and others from 26 states led the charge to develop and write the new science standards with input from thousands in the science and science education community, including science teachers. This unprecedented involvement of so many groups and individuals—especially those who will be charged with implementing the standards in the classroom—sends a strong message about the promise of and support for NGSS.

Science teachers are optimistic and ready for NGSS. In an informal poll, more than 83 percent of those who responded indicated that NGSS will have a positive impact on the quality of science education. NSTA shares their optimism and maintains that the NGSS has the power to transform science education. We encourage states to adopt and commit the resources and support that schools and teachers will need to implement them.

# # #

About NSTA

The Arlington, VA-based National Science Teachers Association (NSTA) is the largest professional organization in the world promoting excellence and innovation in science teaching and learning for all. NSTA's current membership includes approximately 60,000 science teachers, science supervisors, administrators, scientists, business and industry representatives, and others involved in science education.

Contact

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All

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New Science Standards Designed for Wide Range of Learners

By Lesli A. Maxwell

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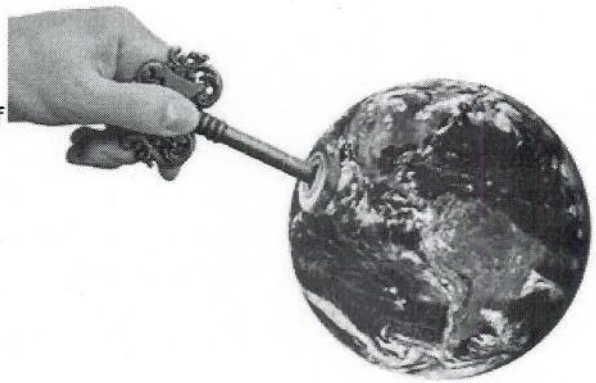
EDUCATION WEEK
Multi-User
LICENSING



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When the writers of the **Next Generation Science Standards** began sketching out a new vision for K-12 science education, they gave themselves a mandate: Develop standards with *all* students in mind, not just the high achievers already expected to excel in the subject.

Now, three years later, their notion—that every student should get a deep, rigorous science education that would prepare them for demanding coursework, a college degree in the sciences, and a career that could follow—has helped produce a set of standards meant for the most-advanced science students, as well as students who previously may have been steered away from taking a science class, writers of the standards said.

Teachers and advocates for these "diverse" learners said the standards and the supporting documents that accompany them offer an unprecedented opportunity to push a far broader array of students into the science, technology, engineering, and mathematics career pipeline. But they also acknowledge that raising the cognitive demands of science education when there are already yawning achievement gaps between white, Asian, and affluent students, and their poorer, English-learning, black, and Hispanic peers will require major shifts in practice for many science teachers. Eighth grade English-learners who took the 2011 earth, life, and physical sciences portion of the National Assessment of Educational Progress, or NAEP, for example, scored an average of 106 on a 300-point scale, far below a score of 170, which is science proficiency on the test.

"Science really can be the great equalizer," said Stephen L. Pruitt, a former high school chemistry teacher who oversaw the development of the new science standards as a senior vice president at the Washington nonprofit Achieve, one of the organizations leading the science standards-setting effort. "But because science has the unfortunate stigma for only being for a select group of students, we couldn't afford to come out of the gate without having our

diversity and equity work, and some resources for teachers, as a companion to the new standards."

The Next Generation Science Standards—through the work of a diversity and equity team composed mostly of classroom teachers—went through extensive bias and sensitivity reviews to make sure the standards didn't include language with multiple meanings, like "draw on evidence," that might confuse students still learning English, for example.

The diversity and equity team wrote a 21-page companion document to the standards—**Appendix D**—that discusses how the standards can be made accessible to all students and the specific instructional approaches that teachers may use with various types of learners.

And, in a major undertaking to help teachers, the team wrote **real-life case studies** describing how effective instruction using the new standards might look in classrooms filled with seven different types of science learners: English-language learners, students with disabilities, students who are racial and ethnic minorities, poor students, girls, students in alternative education settings, and gifted and talented students.

"We wanted to show teachers that the NGSS are doable and that they can do this with any student," said Emily Miller, a 2nd and 3rd grade English-as-a-second-language and bilingual resource teacher in Madison, Wis., who was one of the 41 writers of the standards and a member of the diversity and equity team. "We also wanted to demonstrate through these case studies that squeezing out science in schools that are under [accountability] pressures has been the wrong direction. We show the value of using a part of the day that is among the most engaging for kids and how you can integrate reading and math."

Learning Like Scientists

The Next Generation Science Standards, developed over three years by a coalition of 26 states and some national groups, seek to foster K-12 students' deeper understanding of science in part by asking them to use the same kinds of practices that actual scientists would use. The standards—adopted so far

Next Generation Science Standards Focus on diverse learners

- Economically disadvantaged students
- English-language learners
- Racial and ethnic minorities
- Students with disabilities
- Girls
- Gifted and talented students
- Students in alternative education

The diversity and equity team was composed of classroom science teachers with expertise and experience in working with at least one of the target groups of diverse learners.

Major components of diversity and equity team's work:

- Bias reviews – The diversity and equity team twice combed through each standard to review it for any gender, language, cultural, and contextual bias that might present barriers to different types of learners.
- Appendix D – A 21-page document that accompanies the NGSS and presents a strong case for how the new standards are designed for all students. It includes detailed information on the science achievement, demographic growth, and effective instructional practices for each major category of diverse learner.
- Case studies – Real-world, detailed descriptions written by teachers, who developed lessons based on some of the new standards, taught them over multiple days in their home classrooms, and closely documented the strategies they used to reach their target group of learners and how students reacted.
- Diversity/Equity theme throughout NGSS – The team incorporated instructional practices and relevant research on teaching diverse learners throughout all the NGSS materials.

Source: *Education Week*

by Rhode Island, Kansas, Kentucky, Maryland, and Vermont—ask students to apply what they learn through the practices of scientific inquiry and engineering design. The standards weave together three dimensions—disciplinary core ideas, science and engineering practices, and cross-cutting concepts—and outline clear performance expectations. Those performance expectations spell out the actions students must perform to demonstrate what they've learned, such as planning and conducting investigations, analyzing data, and building models.

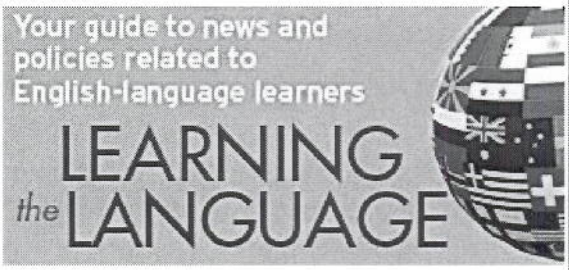
Much of the push to keep traditionally struggling students at the forefront of the writing team as it was developing the standards came from Andrés Henríquez, who at the outset of the standards-writing process was a senior program officer at Carnegie Corporation of New York, the major funder of the NGSS. (Mr. Henríquez is now a program officer at the National Science Foundation.) Mr. Henríquez has long been an advocate for English-language learners and other diverse learners.

Mr. Pruitt, of Achieve, made understanding the wide range of students' learning needs a top priority as he helped recruit and select members of the writing team, which included several science teachers with expertise in working with diverse learners. An often-cited critique of the Common Core State Standards in English/language arts and mathematics is that the needs of diverse learners didn't get top billing as the standards were being written.

"Diverse learners and equity for all students was key to the work from the inception of the NGSS," said Okhee Lee, a professor of science education at New York University who was on the standards-writing team and who was tapped by Achieve's Mr. Pruitt to lead the diversity and equity team. "The common-core documents do not have any modifications or adaptations for diverse learners. Those are now in the hands of practitioners to figure out."

Case Studies

RELATED BLOG



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When the diversity and equity team set out to write its case studies, team members first had to develop lessons based on some of the standards, talk about the strategies they would use to reach all their students, and then teach the lesson over a period of time and document how it went. The studies, or vignettes, are rich on detail, with citations on the instructional strategies the teachers used and packed with thorough descriptions of how students' understanding of content—the composition of soil samples from different areas of their neighborhood, for example—unfolded at the same time they were stretched to express themselves in English, a language they are still learning.

Ms. Miller, the 2nd and 3rd grade resource teacher who wrote the case study that focuses on English-learners, said she hears all the time from colleagues that rigorous science instruction for poor, minority, and English-learning kids is "impossible."

"What we hope the vignettes show to teachers is that we are normal teachers, just like them, and we did this in our classrooms and it worked, and it was amazing for our class," she said.

In the case study focused on economically disadvantaged students, a 9th grade chemistry teacher challenged her students, in a multi-day lesson on matter, to explain why a railroad tanker car had dramatically imploded after it had been washed out with steam and all its outlet valves closed. She kicked off the unit with a whole class discussion to size up her students' prior knowledge on the molecular nature of matter by asking them questions about how gases had behaved in earlier investigations they had done. As students responded, she wrote their answers on a chart.

After showing them the video of the imploding tanker car, she asked them to work in small groups to talk about what had happened and to develop models that would explain the implosion. She circulated among them, asking guiding questions as they drew their models and discussed what they thought had happened. One group of students noted that they see smashed aluminum cans in their neighborhood all the time and that maybe an "airfoot" had stomped the tanker down. "What is the imaginary foot?" the teacher asked them. "Air," answered one of them. The teacher told them to add that idea to their model, a strategy that validated the students' discussion of smashed cans as a real-world connection between their neighborhood and science.

Over the next two days, the teacher asked her 9th graders to revise their models after conducting simulations of the imploding tanker with aluminum soda cans. Working in small groups, students filled the cans with water and each group subjected them to different variables (amount of water in the can, temperature of a water bath for submerging the cans, time on a hot plate, volume of the can, and how much each can was sealed shut) to see what would happen. They made predictions and had to defend them when questioned by the teacher. She also gave students a reading assignment on air pressure for homework to help build their understanding.

By the end of the multi-day lesson, students had continued to improve their models and, drawing on the evidence they'd gleaned from their experiments, were able to explain why the tanker, filled with steam and sealed shut, had imploded.

Said team member Rita Janusyk, a 4th grade teacher in a suburban Chicago district who previously was a science coordinator and director of enrichment programs for gifted students: "The idea was to paint a very vivid picture of what this looks like in the classroom and to show a slice of life in a complex world of science instruction in a particular classroom."

Peter McLaren, a state specialist in science and technology for the Rhode Island Department of Education and a member of the standards-writing team, said he will use the vignettes as a key piece of professional development for teachers. In addition to the detailed descriptions of how lessons unfolded and how students responded, he said the contextual information about the historic performance of diverse learners in science and their increasing numbers in classrooms that have traditionally been populated with middle and upper-class white students is really important for teachers to understand.

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"The case studies are really about kids," he said. "And for some of my colleagues who are only now beginning to see these kids show up in their classrooms and are asking themselves how they are going to teach them, this is a tremendous resource."

Ms. Lee, an expert on how science learning can support English-language acquisition for ELLs, said as a content area, science has the strongest potential to be relevant for students who come from backgrounds not traditionally seen as the mainstream.

"In and of itself, science is about understanding and explaining the natural phenomenon in the context of where a person lives," she said. "We just have to provide those connections and that relevance to our students."

Coverage of the implementation of the Common Core State Standards and the common assessments is supported in part by a grant from the GE Foundation, at ***www.ge.com/foundation****. Education Week retains sole editorial control over the content of this coverage.*

WEB ONLY

General Response to Fordham Evaluation of the Final Next Generation Science Standards

Summary of Achieve's Response to Fordham (June 2013, OSPI)

The Fordham Foundation released its views on the Next Generation Science Standards on June 13, 2013. There is little argument with Fordham's position that a new set of standards will necessitate a need for teacher professional development and resource allocation on the part districts and schools. An examination of the Fordham critique, however, highlights six overarching concerns with their review.

I. The Fordham Foundation has an ingrained philosophy of science education contrary to the National Research Council *Framework for K-12 Science Education* and the NGSS.

a. Content and practices are integrated in the NGSS because that is how science is practiced—and more importantly, based on 20 years of research cited by the NRC in the *Framework,* how science is best learned by students.

b. Fordham's insistence on "last generation" thinking is contrary to current and best practice research (their philosophy is just that, there is no research base) on how science is practiced, and is at odds with the direction in which AP, PISA, NAEP and other leading indicators of science and science education are leading.

II. The Fordham Foundation asserts that a laundry list of content should be added to the NGSS.

a. Fordham's committee of seven (minus the math reviewers that will contribute later) proposes a set of criteria on which they base their review but there is no mention in their review as to what research is used to support their position.

b. The NGSS college and career readiness committees (approximately 140 post-secondary faculty, staff, and employers) found that none of the topics mentioned by Fordham are necessary for a student's success in college and careers.

c. Some of the content mentioned as missing is just not called out by the name that Fordham is likely searching for.

III. Fordham's Views on Science Education are Decidedly Last Generation—All Students Deserve a Science Education that prepares them for College and Career.

a. The *Framework* and subsequently the NGSS, are meant to prepare all students to be college and career ready. Not only are some of the statements in the report antiquated, they also guarantee that we keep exposure to science restricted to students who some consider to "deserve" a good science education as opposed to opening the opportunity to all.

b. The NGSS will better prepare more students to pursue more advanced course taking (AP, IB, dual enrollment) in high school by giving more students the foundation they need for advanced study.

c. The NGSS will—along with CCSS math and ELA—give all students the option to pursue STEM majors and careers by ensuring that they have a solid foundation in each—and a view of how STEM works in the real world.

IV. Fordham's review team has very little K-12 science or science education background.

a. Five of the Fordham seven reviewers are without any K–12 teaching experience, none have studied education or science education.

b. Only two of the seven (excludes math reviewers Stephen Wilson and Bill Schmidt) Fordham reviewers of the NGSS have any experience in K–12 teaching, and only one has any K–12 experience in the last 30 years.

V. Fordham grading has been inconsistent over time—and the criteria used were created *by the reviewers* and without a research base.

a. Fordham admitted in a conference call briefing on their report that the reviewers created and applied their own criteria. There is no research base given for the criteria.

VI. The Fordham report contains errors.

a. Donald Wink – Professor of Chemical Education, University of Illinois at Chicago responding to critique on the physical science standards around chemistry:

I strongly disagree with the especially critical review that the report has about chemistry. The NGSS presents content in a much more authentic way as a set of concepts rooted in chemical behavior that goes beyond the rote skills of the past. I am afraid the approach taken by the Fordham report writers simply prevents them from seeing how this content approach will work to reach many traditional content goals. *Let me give one example: with chemical calculations involving mass (stoichiometry). The Fordham report includes "the mole concept and chemical arithmetic" on a list of chemistry content omissions (p. 36-37). That is simply not the case. Standard HS-PS1-7 has "Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction." That is precisely what is meant by the mole concept and points to instruction that involves the proportional calculations of traditional stoichiometry.*

Key Activities in Next Generation Science Standards Development Washington State, Summer 2011 to Present		
When	**Activity**	**Who/Outcome**
Summer 2011	Lead State Application	Comprehensive Writing Team of OSPI, Higher Ed, LASER, ESDs, WA STEM, Governor's Office, Informal Educators
Fall 2011	Lead State Partner Selection	Invitation of Leadership Review Teams based on State Application
Late Fall 2011	First Confidential Draft Review	Focus Group Spokane; 2 Leadership Teams – Formal and Informal Educators
Winter 2012	Second Confidential Draft Review	Focus Group Sequim 2 Leadership Teams – Formal and Informal Educators
	Building Capacity For State Science Education (BCSSE) convenes in Raleigh	5 Member State Leadership Team (42 states attending): Phil Bell (UW), C. Landel (WA STEM), B. Sotak (Everett SD), C. Lydon (PSESD), P. Willcuts (PNNL), E. Ebert (OSPI) (Funded by Merck, Eli Lily, Burroughs Wellcome)
Spring 2012	First Public Draft Review	Focus groups convened across 9 State Regions hosted by LASER/ESD Partners. Battelle-PNNL supported reviews with a small grant administered through LASER/PNNL
Summer 2012	College and Career Readiness Review	Four member team: J. Dorsey (MESA), J. Estes (PNNL), S. Addison (Lake Washington Institute of Technology), G. Nelson (WWU), E. Ebert (OSPI)
Late Summer 2012	Third Confidential Draft Review	2 Leadership Teams – Formal and Informal Educators
Fall 2012	Second BCSSE convening in Indianapolis	5 Member State Leadership Team (46 states attending): J. Estes (PNNL) attending for P. Bell (UW), B. Sotak (Everett SD), C. Lydon (PSESD), P. Willcuts (PNNL), E. Ebert (OSPI), WA STEM unable to attend. (Funded by Eli Lily)
Fall 2012	Workshop – *Deep Dive* into A Framework for K12 Science Education	LASER received a $200,000 grant from Boeing to support science education and NGSS. Initial money was used to bring 30 LASER/ESD Directors and co-directors and WSTA representatives together to study Framework. Partnership between OSPI/LASER/ESDs for continuing professional learning about the NGSS.
Fall 2012	WA Federal Math Science Partnership Request for Proposal Process	Included a call for professional learning in STEM education at the elementary and secondary levels focused on the NGSS and Framework elements of Science and Engineering Practices and Crosscutting Concepts (3 year grants to be issues in January 2013).
January 2013	Second Public Draft Release of NGSS	Reviews to be conducted across WA hosted by LASER/ESD Partners. Support by Boeing and PNNL. Expected 1000

		participants.
March 2013	Map out WA State Adoption Process and Implementation Plans for NGSS	OSPI, Leadership Teams, Feedback from focus groups
April 2013	NGSS Finalized (anticipated)	Achieve to finalize the NGSS and make available to States for adoption considerations
	House Education Committee Update	J. Vavrus (OSPI), R. Munson (OSPI), E. Ebert (OSPI), C. Lydon (PSESD), M. Johnson (Chimacum SD), and R. Tatlonghari (Tacoma SD) provided NGSS Update
	Draft Transition Plan and Timeline Developed	Draft Transition Plan and Timeline developed by E. Ebert (OSPI) and presented to WSTA Board, ESD Regional Science Coordinators, and Selected Science Leadership team for vetting and review.
	NGSX Exemplar WS in Boston	J. Ryan (ESD 114) and M. LaLane (ESD 171) attended the NGSX WS in Boston. Both were trained on the pilot project which delivers professional development on the NGSS and the K12 Framework. The focus was on modeling and reasoning around the concept of air.
May 2013	Workshop 2– *Deep Dive* into A Framework for K12 Science Education	Continuation of LASER's Boeing grant supporting science education and NGSS review. Workshop II brings 35 LASER/ESD directors and co-directors and WSTA representatives together to study Framework and NGSS. Draft Transition Plan will be presented to the participants for feedback.
	CARC Updated	J. Vavrus (OSPI), E. Ebert (OSPI) and C. Gabler (ESD 113) review transition plans and timelines with Curriculum Advisory Review Committee (CARC)
	State Board of Education Update	J. Vavrus (OSPI) presentation to SBE updating on NGSS Adoption/Implementation Plans
	Independent Contractor engaged to write Bias and Sensitivity Report and Cross Analysis Report	Relevant Strategies LLC contracted to facilitate and summarize findings related to Bias and Sensitivity Process and Comparison Analysis of NGSS with WA Science Learning Content Standards.
	Conduct Comparisons of final NGSS with WA 2009 Science Standards; Bias and Sensitivity Review	NGSS State Leadership Team; Teacher/Stakeholder Outreach; over 35+ participants in each one day process.
	Work with Statewide Partners on Adoption and Transition Considerations	WSTA Membership; CARC; NGSS State Leadership Team

June 2013	BCSSE Convening of 46 states in Pittsburg.	Six member state team: J. Vavrus (OSPI), E. Ebert (OSPI), C. Lydon (PSESD), B. Day (Everett SD); P. Bell (UW-Life Center); Sandi Everlove (WA STEM)
	Final Report Cross Analysis and Bias and Sensitivity Review	Completed by independent contractor
Summer 2013	NGSS Anticipated Adoption by Superintendent Dorn	
	Transition Plan developed	In partnership with AESD Network and in concert with implementation of CCSS statewide transition plans
	Math Science Partnerships Grants initiate professional learning around key features of the K12 Framework and NGSS	Materials developed through the regional MSP grant projects focused on Science and STEM will provide Open Education Resources to be made available through OSPI website.
August 2013	Initiate NGSX Pilot Project in Olympic, Wenatchee and Puget Sound ESDs.	10+ teachers in each of these regions will participate in the pilot professional development offered by NGSX Project. Project directors nationally include Brian Reisner from Northwestern University, Sarah Michals from Clark College, MA and Jean Moon from Tidemark Institute in Maine.
Fall 2013	Statewide Implementation Planning and Awareness	During the Fall and Winter, OSPI in partnership with the AESD, LASER, WSTA and Higher Education will continue building teacher background knowledge on the Science and Engineering Practices new to the NGSS.

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)
National Assessment of Educational Progress (NAEP)

This report was generated using the NAEP Data Explorer.

Average scale scores for science, grade 8 by all students [TOTAL], year and jurisdiction: 2011

Year	Jurisdiction	All students Average scale	Standard error	Fordham Grade	Fordham Total (10 possible)
2011	North Dakota	164	(0.7)	F	1
	Montana	163	(0.7)	F	1
	Vermont	163	(0.8)	C	5
	New Hampshire	162	(0.7)	D	4
	South Dakota	162	(0.5)	F	2
	Utah	161	(0.8)	B	7
	Massachusetts	161	(1.1)	A-	9
	Minnesota	161	(1.0)	C	5
	DoDEA	161	(0.8)	A	10
	Colorado	161	(1.3)	D	3
	Wyoming	160	(0.5)	F	2
	Maine	160	(0.5)	D	4
	Virginia	160	(1.0)	A-	9
	Idaho	159	(0.7)	F	2
	Wisconsin	159	(1.0)	F	0
	Ohio	158	(1.0)	B	7
	Iowa	157	(0.8)	D	3
	Michigan	157	(1.0)	C	6
	Kentucky	157	(0.8)	D	3
	Nebraska	157	(0.7)	F	2
	Missouri	156	(1.1)	C	6
	Washington	156	(0.9)	C	6
	Kansas	156	(0.8)	B	7
	Oregon	155	(0.9)	F	2
	New Jersey	155	(1.2)	D	3
	Connecticut	155	(1.1)	C	6
	Alaska	153	(0.7)	F	2
	Indiana	153	(0.9)	A-	9
	Texas	153	(1.0)	C	6
	Maryland	152	(1.2)	B	7
	Pennsylvania	151	(1.3)	D	3
	Georgia	151	(1.4)	C	6
	Tennessee	150	(1.0)	D	4
	Delaware	150	(0.6)	C	5
	West Virginia	149	(1.0)	D	4
	Rhode Island	149	(0.7)	D	4
	South Carolina	149	(1.0)	A-	9
	New York	149	(1.0)	B+	8
	Florida	148	(1.1)	C	5
	Oklahoma	148	(1.1)	F	2
	North Carolina	148	(1.1)	D	4
	Arkansas	148	(1.1)	B	7
	Illinois	147	(1.0)	D	4
	New Mexico	145	(0.8)	C	6

Nevada	144	(0.8)	D	3
Arizona	144	(1.3)	D	4
Louisiana	143	(1.7)	B	7
Hawaii	142	(0.7)	D	4
California	140	(1.3)	A	10
Alabama	140	(1.4)	D	4
Mississippi	137	(1.3)	C	5
District of	112	(1.0)	A	10

NOTE: The NAEP Science scale ranges from 0 to 300. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Science Assessment.

The NAEP test results are organized from highest to lowest achievement. The scores each state received from Fordham on their standards is presented along side the test results.

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June 27, 2013

State Superintendent Randy Dorn
Office of Superintendent of Public Instruction
Mail stop: 47200
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

Dear Superintendent Dorn:

Pacific Science Center has a strong interest in, and commitment to, robust and effective science education. We have followed closely the development of the Next Generation Science Standards (NGSS) and believe they represent a significant systemic step forward towards improvement in our science teaching.

I am pleased to forward to you the following message from a group of local scientists who have been certified as current science ambassadors and excellent communicators through our Science Communication Fellowship program. All of them commit time to Pacific Science Center as volunteers. They want to register their enthusiasm for the NGSS.

We are scientists in the greater Puget Sound area in Washington state and we strongly support the Next Generation Science Standards (NGSS). We are committed to science education and volunteer at Pacific Science Center to engage their audiences in a range of science content areas.

We believe it is essential to embrace these new standards because they will help all students develop core knowledge and ways of thinking that can be used in everyday situations. Mastering the science standards will empower students to critique information, engage in scientific inquiry, build an argument based on evidence, and design a solution to fit an everyday need. We believe these standards will provide all students with a coherent and content-rich science education that will prepare them to be informed citizens, college ready and prepared for STEM careers.

If we want to equip our students with adequate skills to pursue employment opportunities in the rapidly growing STEM fields, they must have access to a quality K-12 science education. The NGSS have the power to transform science education and give all students the skills and knowledge they need to be successful in the 21st century. These new standards are designed to ensure that all students by the end of the 12th grade have appreciation for science, have sufficient knowledge of science and engineering to engage in public dialogue, are careful consumers of scientific and technological information, are able to continue to learn about science outside school and have the skills to enter careers of their choice.

PACIFIC SCIENCE CENTER

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98109-4895

(206) 443-2001
pacificsciencecenter.org

Pacific Science Center is an independent not-for-profit educational institution that inspires lifelong interest in science, math and technology by engaging diverse communities through interactive and innovative exhibits and programs.

It has been more than 15 years since science standards were introduced. Since then, we have had major advances in science and in our understanding of how students learn science. The time is right for new science standards.

We believe the Next Generation Science Standards will highlight the power of integrating science, build students' proficiency and enhance their appreciation of science. We look forward to seeing the new science standards implemented in our state.

Signed by:

Greg Brennan, D.V.M., Ph.D., Research Associate, Division of Human Biology, Fred Hutchinson Cancer Research Center

Terri L. Gilbert, Ph.D., Application Scientist, Allen Institute for Brain Science

John Jansen, Research Biologist, Alaska Fisheries Science Center, NOAA Fisheries

Dr. Bonnie Light, Ph.D., Principal Scientist, Polar Science Center, Applied Physics Laboratory; and Affiliate Associate Research Professor, Dept. of Atmospheric Sciences, University of Washington

Angela M. Katsuyama, Ph.D., Postdoctoral Research Fellow, Dept. of Biology, University of Washington

Dina Popovkina, Graduate Student, Neurobiology & Behavior Program, University of Washington

Tamara M. Stawicki, Ph.D., Postdoctoral Fellow, Dept. of Biological Structure, University of Washington

Please consider these voices as decisions are contemplated regarding the adoption of the NGSS by Washington.

Sincerely,

R. Bryce Seidl
President & CEO

Randy Dorn
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

Washington Science Teachers Association
Letter of Support

The Washington Science Teachers Association (WSTA) supports the adoption of the Next Generation Science Standards (NGSS). These standards are the logical next step from the state's 2009 science standards. The new NGSS effectively integrate the states four Essential Academic Learning Requirements (EALRS) for science into a focused set of performance expectations for grades K-12.

Each Next Generation Science Standard is a set of performance expectations that logically combine a practice of science and engineering with a disciplinary core idea of the life science, Earth and space science, physical science, or engineering design. Each performance expectation focuses on a practice of science and engineering resulting in deeper understanding of disciplinary core ideas.

The NGSS are truly STEM standards by making engineering as important as science, including technological applications throughout the standards, and connecting the standards to the Common Core State Standards for mathematics and language arts.

In addition to the connections to other disciplines, the NGSS performance expectations for one science are intentionally connected to another science with crosscutting concepts that allow for deeper levels of understanding.

The NGSS give K-5 grade-level performance expectations based on researched learning progressions for the big ideas of science and engineering. These give the state a firm basis for consistent grade-level elementary curriculum, instruction, and assessment without prescribing how we teach and assess our students.

The NGSS give grade 6-8 and grade 9-12 performance expectations and suggested ways to arrange them giving the state a basis for secondary curriculum, instruction, and assessment while keeping our local control of our courses and teaching.

The 2013 Next Generation Science Standards are 21st Century science performance expectations for the state to build a 21st Century science education system. We, as an organization, are excited about impact they could have on science instruction, and recommend they be adopted so they can begin impacting students across Washington State

Sincerely,

John G. Parker
WSTA President representing the WSTA Board of Directors, Washington Science Teachers Association

Approval of Private Schools

Policy Consideration

The State Board of Education is authorized under RCW 28A.195.040 and Chapter 180-90 WAC to approve Washington private schools.

Background

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

Action

The schools listed have met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC. The Board will consider approval of the listed school as private schools for the 2013-14 school year.

Private Schools for Approval

2013-14

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Academy for Precision Learning Jennifer Annable 5031 University Way NE (Mail: PO Box 51241 Seattle 98115-1241) Seattle WA 98105-4341 206.427.0115	K-10	0	90		King
Academy NW/Family Academy Diana McAlister 23420 Jordan Rd (Mail: PO Box 66839 Seattle 98106) Arlington WA 98223-9584 360.435.9423	K-12	0	5	200	King
Academy of Royalty Kevin Jenkins 38019 14th Ave S #E Federal Way WA 98003-4727 253.448.7873	K-12	0	15	0	King
Academy Schools/Children's Academy Janelle Neil 14601 Interurban Ave S Tukwila WA 98168-4652 206.588.0860	P-12	8	52	0	King
Alcuin School Christine Williams 216 W Boston Seattle WA 98119-2641 206.286.0771	P-1	10	4	0	King
Alger Learning Center Inc. John Lackey 121 Alder Drive Sedro-Woolley WA 98284-8862 360.595.2630	K-12	0	3	15	Whatcom
All Saints Catholic School Kathy Hicks 3510 E 18th Ave Spokane WA 99223-3813 509.534.1098	P-8	40	380	0	Spokane
All Saints School Terry Maguire 2323 54th Ave E Fife WA 98424-1918 253.922.5360	P-2	43	110	0	Pierce

Private Schools for Approval

2013-14

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
All Saints School Terry Maguire 504 2nd St SW Puyallup WA 98371-5801 253.845.5075	3-8	0	260	0	Pierce
Alta Vista School Charles Shores 245 4th St Suite 303 Bremerton WA 98337-1801 360.479.7438	7-12	0	18	0	Kitsap
Amazing Grace Christian School Dr. David-Paul Zimmerman 10056 Renton Ave S Seattle WA 98178-2255 206.723.5526	K-9	0	200	0	King
America's Child Montessori School Linda Kebely 14340 NE 21st Bellevue WA 98007-3721 425.641.5437	P-2	80	18	0	King
Annie Wright School Christian Sullivan 827 Tacoma Ave N Tacoma WA 98403-2899 253.272.2216	P-12	35	410	100	Pierce
Applied Scholastics Academy of Seattle Sharon West 520 NE Ravenna Blvd Seattle WA 98115-6460 206.522.5992	P-6	60	50	5	King
Arbor Schools Mary O'Brien 1107 228th Ave SE Sammamish WA 98075-9509 425.392.3866	P-10	47	80	3	King
Archbishop Thomas J Murphy High School Steve Schmutz 12911 39th Ave SE Everett WA 98208-6159 425.379.6363	9-12	0	511	0	Snohomish

Private Schools for Approval

2013-14

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Arlington Christian School Hugh Galbraith 2425 200th NE (Mail: PO Box 3337 Arlington 98223-3337) Arlington WA 98223-9757 360.652.2988	P-12	3	20	0	Snohomish
Asia Pacific Language School Sharon Gao 2015 Richards Rd (14040 NE 8th St Ste 301, Bellevue 98007-4122) Bellevue WA 98005-3943 425.641.1703	K-1	0	20	0	King
Assumption Catholic School Monica Des Jarlais 2116 Cornwall Ave Bellingham WA 98225-3699 360.733.6133	P-8	32	200	0	Whatcom
Assumption Grade School John Lesko 2066 E Alder St Walla Walla WA 99362-2699 509.525.9283	P-8	42	215	0	Walla Walla
Assumption School Carmen Himenes 3618 W Indian Trail Rd Spokane WA 99208-4734 509.328.1115	P-8	50	136	0	Spokane
Assumption St. Bridget Kathi Hand 6220 32nd Ave NE Seattle WA 98115-7233 206.524.7452	K-8	0	498	0	King
Auburn Adventist Academy Kelly Bock 5000 Auburn Way S Auburn WA 98002-7204 253.939.5000	9-12	0	240	0	King
Baker View Christian School Keith Lindsey 5353 Waschke Rd Bellingham WA 98226-9612 360.384.8155	P-8	6	40	0	Whatcom

Private Schools for Approval

2013-14

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Bellarmine Preparatory School Christopher Gavin 2300 S Washington St Tacoma WA 98405-1399 253.752.7701	9-12	0	1005	0	Pierce
Bellevue Children's Academy Yuka Shimizu 14600 NE 24th St Bellevue WA 98007-3723 425.556.0791	P-1	80	250	60	King
Bellevue Children's Academy 2nd Location Yuka Shimizu 14640 NE 24th St Bellevue WA 98007-3723 425.556.0791	2-8	0	280	70	King
Bellevue Christian Mack Elementary Ron Taylor 18250 168th Pl NE (Mail: 1601 98th Ave NE Clyde Hill 98004-3400) Woodinville WA 98072-9616 425.485.1824	P-6	85	210	0	King
Bellevue Christian School Ron Taylor 1601 98th Ave NE Clyde Hill WA 98004-3400 425.454.4402	7-12	0	500	0	King
Bellevue Montessori School Christine Hoffman 2411 112th Ave NE Bellevue WA 98004-2048 425.454.7439	P-5	140	62	0	King
Bellingham Christian School Bob Sampson 1600 E Sunset Dr Bellingham WA 98226-5631 360.733.7303	P-8	39	163	0	Whatcom
Bel-Red Bilingual Academy Sue Tang 15061 Bel-Red Rd Bellevue WA 98007-4211 425.283.0717	P-3	40	46	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Bertschi School Brigitte Bertschi 2227 10th Ave E Seattle WA 98102-4177 206.324.5476	P-5	16	228	0	King
Bethany Lutheran Elementary Timothy Thies 151 Tremont St W Port Orchard WA 98366-3737 360.876.1300	P-8	33	65	0	Kitsap
Bethlehem Lutheran School Eric Haan 2505 W 27th Ave Kennewick WA 99337-2911 509.582.5624	P-8	64	178	0	Benton
BK Play Academy for Gifted Children Ben Kwak 6236 122nd Ave SE Bellevue WA 98006-4445 425.747.4775	P-3	14	7	0	King
Blossoming Hill Montessori School Teresa Marie Falavigna 23855 SE 216th St. (Mail: 1815 Ilwaco Ave NE Renton 98059-4240) Maple Valley WA 98038-8402 425.276.5629	P-6	12	25	0	King
Bridgeway Christian Academy Roxann Rose 858 W Smith Rd Bellingham WA 98226-9613 360.384.5923	K-5	0	29	0	Whatcom
Bright Futures Christian School Cindie Boyles 717 SE Everett Rd Camas WA 98607-7164 360.835.0558	P-6	80	90	0	Clark
Bright Water School Laura Crandall 1501 Tenth Ave E Suite 100 Seattle WA 98102-4256 296.624.6176	P-8	20	150	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Brightmont Academy—Bellevue Campus Kirt Nilsson 12360 NE 8th St Suite 210 Bellevue WA 98005-4801 425.373.0800	6-12	0	7	0	King
Brightmont Academy—Sammamish Campus Kirt Nilsson 711 228th Ave NE Sammamish WA 98074-7223 425.836.1600	6-12	0	5	0	King
Brightmont Academy—Seattle Campus Kirt Nilsson 9750 Third Ave NE Suite 102 (Mail: 1215 Fourth Ave Ste 1500 Seattle 98161-1001 Seattle WA 98115-2022 206.284.2300	6-12	0	15	0	King
Brighton School David Locke 6712 212th St SW Lynnwood WA 98036-7325 425.672.4430	P-8	75	225	0	Snohomish
Brock's Academy Dr. Melodee Loshbaugh 17907 145th Pl NE Woodinville WA 98072-9244 425.483.1353	K-12	0	12	2	King
Brownstone Academy (formerly American Academy) Brent Davis 7834 SE 32nd St Suite 204 Mercer Island WA 98040-2972 206.230.5672	K-12	0	2	30	King
Buena Vista SDA School Ronald Trautwein 3320 Academy Dr SE Auburn WA 98092.7341 253.833.0718	K-8	0	190	0	King
Burley Christian School Dennis Myers 14687 Olympic Dr SE (Mail: PO Box 729 Burley 98322-0729) Port Orchard WA 998367-8918 253.857.6200	P-12	10	100	0	Kitsap

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Calvary Chapel Christian School Kent Gunnison 16409 E Broadway Ave Spokane WA 99037-9542 509.921.9460	P-8	13	30	0	Spokane
Calvary Christian School Bobi Whinery 10611 W Clearwater Ave Kennewick WA 99336-8621 509.735.1002K-8	K-8	0	175	0	Benton
Can Learn Christian Academy Carli Robinson 1412 W Central Ave (Mail: PO Box 9233 Spokane 99208-9233) Spokane WA 99205-6720 509.362.3418	P-12	2	10	1	Spokane
Capital Montessori School Initial Merissa White 730 Lilly Rd SE Olympia WA 98501-2115 360.438.3639	P-6	40	30	0	Thurston
Carpe Diem Primary School, Inc Janice Campbell 10014 SW Bank Rd (Mail: PO Box 141 Vashon 98070-0141) Vashon WA 98070-4646 206.375.8898	K-3	0	24	0	King
Cascade Christian Junior High and High School Dr. Glenna Frederick 811 21st St SE Puyallup WA 98372-4760 253.445.9706	7-12	0	449	0	Pierce
Cascade Christian Schools—Puyallup Elementary Terry Broberg 601 9th Ave SE Suite B Puyallup WA 98372-3832 253.841.1776	K-6	0	365	0	Pierce
Cascade Christian Schools—Fredrickson Elementary Debi Boyd 3425 176th St E Tacoma WA 98446-1209 253.537.9339	P-6	22	98	0	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Cascade Christian Schools—Tacoma Elementary Lisa Metzger 1819 E 72nd St Tacoma WA 98404-5406 253.841.1776	P-6	34	100	0	Pierce
Cascade Independent High School Joel D. Black 1849 Marshall Ave Enumclaw WA 98022-3106 360.825.8065	7-12	0	2	1	King
Cascadia Montessori School Marilyn Franklin 4239 162nd Ave NE Redmond WA 98052-5469 425.881.2885	K-4	0	85	0	King
Cascadia School Danielle Beng 10606 NE 14th St Vancouver WA 98664-4304 360.944.8096	1-8	0	50	0	Clark
Cataldo School Stephanie Johnson 455 W 18th Ave Spokane WA 99203-2099 509.624.8759	P-8	60	275	0	Spokane
Cedar Crest Academy Jodi Hillbrandt-Johnson 10406 NE 37th Circle Kirkland WA 98033-7924 425.889.1111	P-3	150	90	0	King
Cedar Park Christian School Dr. Clinton Behrends 16300 112th Ave NE Bothell WA 98011-1535 425.488.9778	P-12	60	1100	60	King
Cedar Park Christian School—Bellevue Dr. Clint Behrends/Susan Zirschky 625 140th Ave NE Bellevue WA 98005-3498 425.746.3258	P-5	20	55	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Cedar Park Christian School—Everett Dr. Clint Behrends/Curt Frunz 13000 21st Dr SE (Mail: PBM 641 13300 Bothell-Everett Hwy Mill Creek WA 98012-5312) Everett WA 98208-7103 425.337.6992	P-8	32	150	0	Snohomish
Cedar Park Christian School—Lynnwood Dr. Clint Behrends/Jan Isakson 17931 64th Ave W Lynnwood WA 98037-7106 425.742.9518	P-6	40	150	0	Snohomish
Cedar Park Christian Schools–Mountlake Terrace Patrick Russell 23607 54th Ave W Mountlake Terrace WA 98403-5238 425.774.7773	7-12	0	125	25	Snohomish
Cedar River Academy Roger A Franklin 3333 Griffin Ave (Mail: 42022 196th Ave SE Enumclaw WA 98022) Enumclaw WA 98022-8321 360.825.8080	P-8	10	40	0	King
Cedar River Montessori School Charis Sharp 15828 SE Jones Rd Renton WA 98058-8141 425.271.9614	P-9	40	75	0	King
Cedar Tree Classical Christian School Tom Bradshaw 20601 NE 29th Ave Ridgefield WA 98642-8675 360.887.0190	K-12	0	155	0	Clark
Cedarbrook Adventist Christian School Gregory Reseck 461 Kennedy Rd (Mail: PO Box 150 Port Hadlock 98339-0150) Port Hadlock WA 98339-9719 206.385.5610	P-8	1	21	0	Jefferson

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Centralia Christian School Mike Wilkerson 1315 South Tower Ave (Mail: PO Box 1209 Centralia 98531-0726) Centralia WA 98531-2340 360.736.7657	P-8	28	170	0	Lewis
Charles Wright Academy Robert Camner 7723 Chambers Creek Rd W University Place WA 98467-2099 253.620.8311	P-12	16	650	0	Pierce
Chestnut Hill Academy South Campus Holly Senga 13633 SE 26th St Bellevue WA 98005-4209 425.372.2800	K-5	0	225	125	King
Child School—New Heights School at Children's Institute for Learning Differences Dominic Jimenez 4030 86th Ave SE Mercer Island WA 98040-4198 206.232.8680	K-12	0	45	0	King
Childrens Garden Montessori Laura Rumble 2440 Garlick Blvd Richland WA 99354-1786 509.943.5334	P-2	75	53	0	Benton
Christ the King Lutheran School Bruce Babler 8065 Chico Way NW Bremerton WA 98312-1049 360.692.8799	P-8	20	40	0	Kitsap
Christ the King School Nicole Anderson 1122 Long Ave Richland WA 99354-3315 509.946.6458	P-8	36	443	0	Benton
Christ the King School Joanne Cecchini 415 N 117th St Seattle WA 98133-8309 206.364.6890	P-8	35	170	30	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Christian Faith School Tom Puddy 33645 20th Ave S Federal Way WA 98003-7743 253.943.2500	P-12	30	250	0	King
Christian Heritage School Martin Klein 48009 Ida Ave E (Mail: PO Box 118 Edwall 99008-0118) Edwall WA 99008-8502 509.236.2224	K-12	0	75	0	Lincoln
Christian Worship Center Elementary Judy Wangemann 204 Cheyne Rd (Mail: PO Box 747 Zillah 98953-0747) Zillah WA 98953-9764 509.829.6965	P-12	16	45	0	Yakima
Chrysalis School Karen Fogle 18720 42nd Ave NE (Mail: 14241 NE Woodinville Duvall Rd #243 Woodinville WA 98072-8564) Woodinville WA 98072-8564 425.481.2228	9-12	0	120	10	King
Chrysalis School Karen Fogle 17005 140th Ave NE (Mail: 14241 NE Woodinville Duvall Rd #243 Woodinville WA 98072-8564) Woodinville WA 98072-6902 425.481.2228	K-8	0	50	10	King
Columbia Adventist Academy Matthew Butte 11100 NE 189th St Battle Ground WA 98604-9496 360.687.3161	9-12	0	110	0	Clark
Community Christian Academy Richard Graham 4706 Park Center Ave NE Lacey WA 98516-5338 360.493.2223	P-8	55	195	0	Thurston

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Community Montessori School CathyRaye Hyland 1407 South I St Tacoma WA 98405-5026 253.627.7554	P-8	15	10	0	Pierce
Concordia Luther School Lisa Meyer 7040 36th Ave NE Seattle WA 98115-5966 206.525.7407	P-8	70	50	0	King
Concordia Lutheran School Allen Hagen 202 E 56th St Tacoma WA 98404-1298 253.475.9513	P-8	12	181	0	Pierce
Cornerstone Academy Michelle Jones 16910 161st Ave SE Snohomish WA 98290-6615 425.892.3030	P-6	60	40	0	Snohomish
Cornerstone Christian Academy David Kistler 4224 E 4th Ave Spokane WA 99202-5026 509.835.1235	K-8	0	42	0	Spokane
Cornerstone Christian School Steve Butler 7708 NE 78th St Vancouver WA 98622-3632 360.256.9715	K-8	0	280	0	Clark
Cornerstone Christian School Darryn Kleyn 872 Northwood Rd Lynden WA 98264-9363 360.318.0663	1-12	0	124	0	Whatcom
Cornerstone Christian School Tricia Davis 5501 Wiggins Rd SE Olympia WA 98501-5057 360.923.0071	P-8	16	80	0	Thurston

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Cougar Mountain Academy Donna Ballard 5410 194th Ave SE Issaquah WA 98027-8626 425.641.2800	P-5	20	60	0	King
Countryside Montessori School Teresa Smith 13630 100th Ave NE Building 2 Kirkland WA 98034-5200 425.823.2211	P-3	38	20	0	King
Covenant Christian School Fred Hanko 9088 Northwood Rd Lynden WA 98264-9389 360.354.5436	K-8	0	28	0	Whatcom
Covenant High School Richard Hannula 620 S Shirley St Tacoma WA 98465-2531 253.759.9570	9-12	0	90	0	Pierce
Crosspoint Christian School Nicholas Sweeney 4012 Chico Way NW Bremerton WA 98312-1334 360.377.7700	K-12	0	250	0	Kitsap
Cypress Adventist School Lowell Dunston 21500 Cypress Way Suite A Lynnwood WA 98036-7999 425.775.3578	P-8	10	50	0	Snohomish
Dartmoor School—Bellevue Campus Jeffrey Woolley 13401 Bel-Red Rd (Mail: 7735 178th Pl NE Suite A Redmond 98052-4921 Bellevue WA 98005-2322 425.885.1123	1-12	0	20	0	King
Dartmoor School—Issaquah Campus Jeffrey Woolley 22500 SE 64th Pl #130 (Mail: 7735 178th Pl NE Suite A Redmond 98052-4921 Issaquah WA 98027-8111 425.885.1123	1-12	0	25	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Dartmoor School—Seattle Campus Jeffrey Woolley 9618 Roosevelt Way NE (Mail: 7735 178th Pl NE Suite A Redmond 98052-492 Seattle WA 98115-2236 425.885.1123	1-12	0	35	0	King
Dartmoor School—Woodinville Campus Jeffrey Woolley 17305 139th Ave NE (Mail: 7735 178th Pl NE Suite A Redmond 98052-492 Woodinville WA 98072.8571 425.885.1123	1-12	0	15	0	King
Deep Creek Hutterian School Jason Everman 3610 North Wood Rd Reardan WA 99029-9619 509.299.5400 x 425	K-12	0	31	0	Lincoln
Der Kinderhuis Montessori School Karl Sanders 900 SE Dock St Oak Harbor WA 98277-4603 360.675.4165	P-5	55	22	0	Island
DeSales Catholic School John Lesko 919 E Sumach Walla Walla WA 99362-1349 509.525.3030	9-12	0	105	0	Walla Walla
DigiPen Academy (Initial) Raymond Yan 9931 Willows Rd NE Redmond WA 98052-2591 425.753.7532	9	0	20	0	King
Discovery Depot Montessori Constance Falconer 7333 Tracyton Blvd Bremerton WA 98311-9036 360.337.1400	P-3	43	35	0	Kitsap
Discovery Depot Montessori Schoolhouse Constance Falconer 5550 Tracyton Blvd (Mail: 7333 Tracyton Blvd Bremerton 98311-9036) Bremerton WA 98393-2386 360.337.1400	P-3	15	10	0	Kitsap

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Discovery Montessori School Karen Nelson 1026 Sidney Ave #160 Port Orchard WA 98366-9036 360.337.5745	P-8	50	50	0	Kitsap
Dolan Academy & Learning Center Janet Dolan 18500 156th Ave NE Ste 204 Woodinville WA 98072-4459 425.488.3587	P-11	1	12	0	King
Eagle View Christian School Barbara Ballou 13036 Morris Rd SE Yelm WA 98597-9211 360.458.3090	P-12	18	105	0	Thurston
Eastside Academy Toni Esparza 1717 Bellevue Way NE Bellevue WA 98004-2853 425.452.9920	9-12	0	50	0	King
Eastside Catholic School Sr. Mary Tracy SNJM 232 228th Ave SE Sammamish WA 98074-7207 425.295.3000	6-12	0	920	0	King
Eastside Christian School Mark Migliore 14615 SE 22nd St Bellevue WA 98007-6242 425.641.5570	P-8	75	245	0	King
Eastside Preparatory School Terry Macaluso, Ph.D. 10635 NE 38th Pl Kirkland WA 98033-7927 425.822.5668	5-12	0	295	0	King
Ebenezer Christian School Jim Buss 9390 Guide Meridian Rd Lynden WA 98264-9798 360.354.2632	P-8	10	120	0	Whatcom

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Ellensburg Christian School Anna Peyton 407 S Anderson St (Mail: PO Box 426 Ellensburg 98926-0426) Ellensburg WA 989296-3805 509.925.2411	K-8	0	92	0	Kittitas
Epiphany School Matt Neely 3611 Denny Way Seattle WA 98122-3423 206.323.9011	P-5	29	211	0	King
Eton School Dr. Russell Smith 2701 Bel-Red Rd Bellevue WA 98008-2253 425.881.4230	P-8	140	160	0	King
Everett Christian School Matthew Kamps 2221 Cedar St Everett WA 98201-2599 425.259.3213	P-8	15	75	0	Snohomish
Evergreen Academy Dana Mott 16017 118th Pl NE Bothell WA 98011-4151 425.488.8000	K-6	0	180	0	King
Evergreen Academy of Arts & Sciences Mary Ann White, Board President 506 S Washington Ave Centralia WA 98531-2622 360.330.1833	P-6	16	17	0	Lewis
Evergreen Christian School Cynthia Pollard 1010 Black Lake Blvd SW Olympia WA 98502-5723 360.357.5590	P-8	130	400	0	Thurston
Evergreen Lutheran High School Nathan Seltz 7306 Waller Rd E Tacoma WA 98443-1105 253.946.4488	9-12	0	120	0	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Evergreen School Veronica Codrington-Cazeau 15201 Meridian Ave N Shoreline WA 98133-6331 206.957.1525	P-8	42	410	0	King
Explorer West Middle School Evan Hundley 10015 28th Ave SW Seattle WA 98146-3708 206.935.0495	6-8	0	83	0	King
Fairview Christian School Sharilee West 844 NE 78th St Seattle WA 98115-4202 206.526.0762	P-8	30	60	0	King
Faith Lutheran School Philip Adickes 113 S 96th St Tacoma WA 98444-6502 253.5367.2696	P-8	4	65	0	Pierce
Faith Lutheran School Laura White 7075 Pacific Ave SE Lacey WA 98503-1473 360.491.1733	P-6	100	100	0	Thurston
Faith Lutheran School of Redmond Barbara Deming 9041 166th Ave NE Redmond WA 98052-3709 425.885.1810	P-6	65	30	0	King
Family Academy/Academy Nw Candice Childs 14629 20th Ave SW (Mail: PO Box 66839 Seattle 98166-0839) Seattle WA 98166-3709 206.246.9227	K-12	0	5	200	King
Family House Academy Lisa Mustion 1220 Carroll Rd (Mail: PO Box 511 Kelso 98626-0511) Kelso WA 98626-9467 360.425.7481	K-8	0	36	0	Cowlitz

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Firm Foundation Christian School Scott Grove 1919 SW 25th Ave Battle Ground WA 98604-3137 360.687.8382	P-12	45	410	0	Clark
First Place School Dorothy Mulligan 172 20th Ave (Mail: PO Box 22536 Seattle 98122-0536) Seattle WA 98122-5862 206.323.6715	K-6	0	56	0	King
First Presbyterian Christian School Tracy Blue 318 S Cedar Spokane WA 99201-7030 509.747.9192	P-4	130	85	0	Spokane
Five Acre School Autumn Piontek-Walsh 515 Lotzgesell Rd Sequim WA 98382-8072 306.681.7255	P-7	24	55	0	Clallam
Foothills Christian School Mark Collins 2710 E Fir St (Mail: PO Box 2537 Mt. Vernon 98273-2537) Mount Vernon WA 98273-2712 360.420.9749	P-8	5	40	0	Skagit
Forest Park Adventist School Shannon Whidden 4120 Federal Ave Everett WA 98203-2117 425.258.6911	K-8	0	14	0	Snohomish
Forest Ridge School of Sacred Heart Mark Pierotti 4800 139th Ave SE Bellevue WA 98006-3015 425.641.0700	5-12	0	410	0	King
Freedom Academy Leonard Edlund 12527 200th St E (Mail: 18710 Meridian E #115 Puyallup 98375) Graham WA 98338 253.365.3397	K-12	0	2	2	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
French American School of Puget Sound Eric Thuau 3795 E Mercer Way Mercer Island WA 98040-3849 206.275.3533	P-8	70	320	0	King
French Immersion School of Washington Veronique Dessaud 421 W Lake Sammamish Parkway SE Bellevue WA 98008-5936 425.653.3970	P-5	65	130	0	King
Gardner School Mark McGough 16413 NE 50th Ave Vancouver WA 98686-1843 360.574.5752	P-8	24	74	0	Clark
Gateway Christian Schools Nick Sweeney 705 NE Lincoln Rd (Mail: PO Box 2460 Poulsbo 98370-0921) Poulsbo WA 98370-7512 360.779.9189	P-6	125	113	0	Kitsap
Genius Academy Dr. Jewel Holloway 6718 MLK Jr Way S (Mail: 3703 S Edmund St #6 Seattle 98118) Seattle WA 98118 206.276.8136	K-12	0	30	10	King
Giddens School Robert Kogane 620 20th Ave S Seattle WA 98144-2209 206.324.4847	P-5	60	120	0	King
Gig Harbor Academy Darcie Bigelow 6820 32nd St NW Gig Harbor WA 98335-6417 253.265.2150	P-5	44	50	0	Pierce
Glendale Lutheran School Lisa Monto 13455 2nd Ave SW Burien WA 98146-3320 206.244.6085	P-8	30	45	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Goldendale Christian School Bob Kindler 1180 S Roosevelt (Mail: PO Box 603 Goldendale 98620-0603) Goldendale WA 98620	P-12	6	10	0	Klickitat
Gonzaga Prep Cindy Reopelle 1224 E Euclid Ave Spokane WA 99207-2899 509.483.8511	9-12	0	865	0	Spokane
Gospel Outreach School David Hill 1925 South Bay Rd Olympia WA 98506 360.786.0070	1-12	0	44	44	Thurston
Grace Academy Timothy Lugg 8521 67th Ave NE Marysville WA 98270-7855 360.659.8517	P-12	18	310	0	Snohomish
Grace Christian Academy Sarah Van Slyke 35 N Clark Ave (Mail: PO Box 88 Republic 99166-0088) Republic WA 99166 509.994.1458	K-8	0	22	0	Ferry
Grace Lutheran School Chris Becker 1207 S 7th Ave Yakima WA 98902-5567 509.457.6611	P-8	8	30	0	Yakima
Grays Harbor Adventist Christian School Adria Hay 1216 State Route 12 Montesano WA 98563 360.249.1115	K-8	0	17	0	Grays Harbor
Greater Trinity Christian Learning Academy Paul Stoot, Sr. 11229 4th Ave W Everett WA 98204-4928 425.267.9689	P-1	30	20	0	Snohomish

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Green Pastures Learning Center Bruce Whitmore 71 Green Meadows Dr Yakima WA 98908-9602 509.966.1234	K-12	0	2	0	Yakima
Green River Montessori School Diana Holz 922 12th St NE Auburn WA 98002-4246 253.833.7010	P-12	60	30	0	King
Guardian Angel St. Boniface School Lori Becker 306 Steptoe St (Mail: PO Box 48 Colton 99113-0048) Colton WA 99113 509.229.3579	K-8	0	24	0	Whitman
Hamlin Robinson School Joan Beauregard 1700 E Union St Seattle WA 98122-4140 206.763.1167	1-8	0	187	0	King
Harbor Christian Schools Bonnie Mudge 6509 38th Ave NW (Mail: PO Box 2135 Gig Harbor 98335-4135) Gig Harbor Wa 98335-8301 253.857.6242	P-12	6	21	0	Pierce
Harbor Montessori School Aimee Allen 5414 Comte Dr Gig Harbor WA 98335-7424 253.851.5722	P-9	50	60	0	Pierce
Harbor School James Cardo 15920 Vashon Hwy SW (Mail: PO Box 1912 Vashon 98070-1912) Vashon WA 98070 206.567.5955	4-8	0	60	0	King
Harrah Community Christian School Marie Wegmuller 50 Dane Ave (Mail: PO Box 100 Harrah 98933-0068) Harrah WA 98933 509.848.2418	P-8	20	40	0	Yakima

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Heritage Christian Academy Carol Taylor 19527 104th Ave NE Bothell WA 98011-2401 425.485.2585	P-9	180	150	0	King
Heritage Christian School Tung Le 5412 67th Ave W University Place WA 98467-2246 253.564.6276	P-8	12	140	0	Pierce
Highland Christian Schools Tana Litwin 135 S French Arlington WA 98223-1698 360.403.8351	K-12	0	125	0	Snohomish
Hillcrest Academy Martha Smith 9306 8th St SE Lake Stevens WA 98258-6631 425.334.9686	1-12	0	10	10	Snohomish
Hillside Academy Kimberly Gilreath 15520 Main St NE (Mail: PO Box 1344 Duvall 98019-1344) Duvall WA 98019 425.844.8608	P-8	70	65	0	King
Hillside Student Community School Kael Sherrard 5027 159th Pl SE Bellevue WA 98006-3636 425.747.6448	5-12	0	42	0	King
Holy Family Parish School Jackie Degel 7300 120th Ave NE Kirkland WA 98033 425.827.0444	P-8	45	256	0	King
Holy Family School Dr. Bertha Ciaramello 505 17th St SE Auburn WA 98002-6895 253.833.8688	P-8	20	180	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Holy Family School David Stone 2606 Carpenter Rd SE (Mail: PO Box 3700 Lacey 98509-3700) Lacey WA 98503-3999 360.491.7060	P-8	23	73	0	Thurston
Holy Family School Francis Cantwell 9615 20th Ave SW Seattle WA 98106-2786 206.767.6640	P-8	40	140	0	King
Holy Family School Mary Richardson 1002 Chestnut St Clarkson WA 99403-2595 509.758.6621	P-6	30	100	0	Asotin
Holy Innocents School of NW Dennis Cantwell 2530 S 298th St Federal Way WA 98003-4219 253.839.0788	K-12	0	30	0	King
Holy Names Academy Elizabeth Swift 728 21st Ave E Seattle WA 98112-4058 206.323.4272	9-12	0	685	0	King
Holy Rosary Elementary George Hoffbauer 4142 42nd Ave SW Seattle WA 98116-4202 206.937.7255	K-8	32	268	0	King
Holy Rosary—Edmonds Sue Venable 770 Aloha St (Mail: PO Box 206 Edmonds 98020-0206) Edmonds WA 98020-3019 425.778.3197	P-8	17	221	0	Snohomish
Holy Trinity Lutheran School Stephan Rodmyre 2021 S 260th S Des Moines WA 98198-9025 253.839.6516	P-8	20	120	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Home Port Learning Center Ralph Smallwood 707 Astor St Bellingham WA 98225-4048 360.715.8860	7-12	0	24	0	Whatcom
Hope Lutheran School Kristen Okabayashi 4456 42nd Ave SW Seattle WA 98116-4223 206.935.8500	P-8	55	155	0	King
Hosanna Christian School Sue Bishoprick 4120 NE St. Johns Rd Vancouver WA 98661-3226 360.906.0941	P-8	20	105	0	Clark
HRRS—Juan Diego Academy Timothy UHL 504 S 30th St Tacoma WA 98402-1104 253.272.7012	P-8	28	130	0	Pierce
Hyla Middle School Vicki Jenkins 7861 Bucklin Hill Rd NE Bainbridge Island WA 98110-2603 206.842.5988	6-8	0	83	0	Kitsap
Imagination School of Education Fralisa McFall 14824 C St S (Mail: 14715 Pacific Ave S Tacoma 98444-4652) Tacoma WA 98444-4500 253.525.2522	P-10	6	18	0	Pierce
Immaculate Conception Regional School Ann Leichleiter 1321 E Division Mount Vernon WA 98274-4132 360.428.3912	P-8	32	190	0	Skagit
Immaculate Conception/Our Lady of Perpetual Help School Donna Ramos 2508 Hoyt Ave Everett WA 98201-2906 425.349.7777	P-8	30	220	0	Snohomish

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Island Christian Academy Brenda Chittim 5373 S Maxwelton Rd (Mail: PO Box 1048 Langley 98260) Langley WA 98260-9521 360.221.0919	P-12	5	70	0	Island
J F Kennedy Catholic High School Michael Prato 140 S 140th St Burien WA 98168 206.246.0500	9-12	0	820	0	King
Johnson Christian School Roxana Wood 760 E Columbia (Mail: PO Box 583 Colville 99114-0583) Colville WA 99114-9766 509.684.8631	P-12	12	40	2	Stevens
Kapka Cooperative School Marcia Balkin 510 N 49th St Seattle WA 98103-6420 206.522.0350	K-3	0	32	0	King
Kings Schools Eric Rasmussen 19303 Fremont Ave N Seattle WA 98133-3800 206.546.7211	P-12	98	1125	0	King
King's Way Christian School Mike Brown 3300 NE 78th St Vancouver WA 98665-0656 360.574.1613	K-12	0	750	0	Clark
Kingspoint Christian School DeAnn Henning 7900 W Court St Pasco WA 99301-1771 509.547.6498	P-12	20	160	0	Franklin
Kirkland SDA School Linda Taber 5320 108th Ave NE Kirkland WA 98033-7517 425.822.7554	K-8	0	125	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Kitsap Adventist Christian School Becky Rae 5088 NW Taylor Rd Bremerton WA 98312-8803 360.377.4542	K-8	0	21	0	Kitsap
Koinonia Learning Academy Dr. Emma Jones 3019 S Angeline St (Mail: PO Box 28964 Seattle 98118-8964) Seattle WA 98118 206.721.2446	P-12	5	10	0	King
La Salle High School Ted Kanelopoulos 3000 Lightning Way Union Gap WA 98903-2213 509.225.2900	9-12	0	185	0	Yakima
Lake Forest Park Montessori School Eve Buckle 19935 19th Ave NE Seattle WA 98155-1243 206.367.4404	P-6	110	25	0	King
Lake Washington Girls Middle School Patricia Hearn 810 18th Ave Seattle WA 98122-4747 206.709.3800	6-8	0	96	0	King
Lakeside School Bernie Noe 14050 1st Ave NE Seattle WA 98125-3099 206.368.3600	5-12	0	810	0	King
Lakeview Academy Barry Rodland 512 Ave H Snohomish WA 98290-2315 360.568.1604	3-9	0	4	15	Snohomish
L&E Academy Initial Maureen O'Shaughnessy 308 4th Ave S (Mail: 5116 150th Pl SW Edmonds 98026-4431) Kirkland WA 98033-6612 425.786.3006 or 206.920.8405	9-12	0	25	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Lakewood Lutheran School Christina Murray 10202 112th St SW' Lakewood WA 98498-1699 253.584.6024	P-3	18	18	0	Pierce
Lewis County Adventist School Karen Carlton 2102 Scheuber Rd S (Mail: PO Box 1203 Chehalis 98532-1203) Chehalis WA 98532-9635 360.748.3213	P-10	15	65	0	Lewis
Liberty Christian School Karen Bjur 2200 Williams Blvd Richland WA 99352-3077 509.946.3213	P-12	24	410	0	Benton
Liberty Christian School Robin Keala Hoe 3172 Peppers Bridge Rd Walla Walla WA 99362-7005 509.525.5082	P-8	9	60	0	Walla Walla
Life Christian Academy (formerly Life Christian School) Ross Hjelseth 1717 S Union Ave Tacoma WA 98405-1997 253.756.2462	P-12	125	540	0	Pierce
Life of Faith Christian Academy Claudia Zimmerer 18008 Bothell-Everett Hwy #H Bothell WA 98012-6842 425.412.4192	P-12	7	15	0	King
Lighthouse Christian School Stephen Roddy 3008 36th St NW Gig Harbor WA 98335-8256 253.858.5962	K-8	0	310	0	Pierce
Little Oak Montessori School Elizabeth Perrigue 1054 SE Oak St (Mail: PO Box 530 White Salmon 98672-0530) White Salmon WA 98672 509.281.1721	P-1	10	10	0	Kittitas

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Little Oak Montessori School—2nd location Initial Betsy Perrigue 871 NE Estes (Mail: PO Box 530 White Salmon 98672-0530) White Salmon WA 98672-0428 509.281.1721	1-6	0	21	0	Kittitas
Living Montessori Academy Afrose Amlani 2445 140th Ave NE Bellevue, WA 98005-1879 425.373.5437	P-6	80	40	0	King
Living Wisdom School of Seattle Catharine Steenstra 2000 NE Perkins Way (Mail: 20715 Larch Way #2 Lynnwood 98036-6854) Shoreline WA 98155-4033 425.772.9862	P-6	28	11	0	King
Lynden Christian Schools Henry D. Kok 417 L:yncs Dr Lynden WA 98264-1649 360.318.9525	P-12	70	913	0	Whatcom
Lynden Christian Schools—Evergreen Mary Enfield 567 E Kellogg Rd Lynden WA 98226-8181 360.738.8248	P-8	40	85	0	Whatcom
Madrona School Marguerite Goss 219 Madison Ave N (Mail: PO Box 11371 Bainbridge 98110) Bainbridge Island WA 98110-2503 206.855.8041	P-8	14	124	0	Kitsap
Makkah Islamic School Shareef Abduhr-Rahmaan 3613 S Juneau St Seattle WA 98118-2600 206.402.3964	P-8	25	150	0	King
Marlin Hutterite School Jilleen Hotchkiss 21344 Rd 18 NE Warden WA 98832 509.3475.2390 x 233	K-10	0	2	0	Grant

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Martha & Mary Children's Learning Ctr Tamara Palodichuck 19282 Front St NE (Mail: PO Box 127, Poulsbo 98370-0127) Poulsbo WA 98370 360.394.4058	K-1	0	14	0	Kitsap
Mason County Christian School Dan Taverne 470 E Eagle Ridge Dr Shelton WA 98584-7897 360.426.7616	P-8	20	65	0	Mason
Matheia School Allison Soules 2205 NW 67th St Seattle WA 98117-5737 206.283.1827	K-5	0	50	0	King
Mayflower Christian School Initial Krista Morehead 541 E 3rd St (Mail: PO Box 741 Cle Elum WA 98922-0741) Cle Elum WA 98922-1216 509.674.5022	P-1	6	6	0	Kittitas
Meadowglade SDA School Brian Allison 18717 NE 109th Ave Battle Ground WA 98604-6115 360.687.5121	K-8	0	230	0	Clark
Medina Academy Robert Mond 16242 Northrup Way Bellevue WA 98052-3977 425.497.8848	P-7	75	170	0	King
Meridian School Jack Shea 4269 Sunnyside Ave N Suite 242 Seattle WA 98103.6955 206.632.7154	K-5	0	186	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Methow Valley Community School Deb Jones Schuler 31 Wes Chewuch Rd Winthrop WA 98862 509.996.4447	1-8	0	50	0	Okanogan
Mid Columbia Christian School Ernie Summers 1212 Pine St (Mail: PO Box 713 Othello 99344-0713) Othello WA 99344 509.488.2554	P-4	6	10	0	Adams
Monarch Academy Dale Mayberry 1465 Poplar St (Mail: 1102 Chestnut St., Clarkston 99403-2527) Clarkston WA 99403-2347 509.552.1315	K-6	0	12	0	Asotin
Monroe Christian School Elaine Obbink 1009 W Main St Monroe WA 98272-2017 360.794.8200	P-8	26	126	0	Snohomish
Monroe Montessori School Allan Washburn 733 Village Way Monroe WA 98272-2171 360.794.4622	P-6	42	36	0	Snohomish
Montessori At Samish Woods Jessica Tupper 1027 Samish Way Bellingham WA 98229-3103 360.650.9465	P-6	30	76	0	Whatcom
Montessori Children's House Jennifer Wheelhouse 5003 218th Ave NE Redmond WA 98053-2429 425.868.7805	P-6	80	37	0	King
Montessori Country School Meghan Kane Skotheim 10994 Arrow Point Dr Bainbridge Island WA 98110-1410 206.842.4966	P-6	71	46	0	Kitsap

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Montessori School of Yakima Antoinette Stroscher 511 N 44th Ave Yakima WA 98908-2608 509.966.0680	P-5	54	48	0	Yakima
Montessori Schools of Snohomish County Kathleen Gunnell 1804 Puget Dr Everett WA 98203-6600 425.355.1311	P-12	70	70	2	Snohomish
Morningside Academy Kent Johnson 201 Westlake Ave N Seattle WA 98109-5217 206.709.9500	1-10	0	88	0	King
Moses Lake Christian School Brian Meiners 1475 Nelson Road NE Moses Lake WA 98837-1400 509.765.9704	P-12	25	200	0	Grant
Mount Vernon Christian School Jeff Droog 820 W Blackburn Rd Mount Vernon WA 98273-9596 360.424.9157	P-12	18	290	0	Skagit
Mountain View Christian School Brian Gang 255 Medsker Rd Sequim WA 98382-8516 360.683.6170	1-8	0	21	0	Clallam
Mt. Olive Lutheran School Margarete Dohring 206 E Wyandotte Shelton WA 98584-3610 360.427.3165	K-1	0	12	0	Mason
Mt Rainier Lutheran High School Sarah Elliott 12108 Pacific Ave S Tacoma WA 98444-5125 253.284.4433	9-12	0	75	0	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Mukilteo Academy Victoria Michael 13000 Beverly Park Rd Mukilteo WA 98275-5849 425.347.3665	P-1	60	20	0	Snohomish
New Horizon School Marla Veliz 1111 S Carr Rd Renton WA 98055-5839 425.226.3717	5-12	0	50	0	King
New Life Christian School Matthew Tucker 911 E Division Ephrata WA 98823-1965 509.754.5558	P-12	40	90	0	Grant
Newport Children's School Cynthia Chaney 12930 SE Newport Way Bellevue WA 98006-2078 425.641.0824	P-1	260	40	0	King
Nile Christian School/Hope Academy Bruce Gillespie 370 Flying H Loop Naches WA 98937-9440 509.658.2990	7-12	0	15	0	Yakima
North Bend Montessori Inc Susan Weigel 248 Ballarat Ave N (Mail: PO Box 2300 North Bend 98045-8610) North Bend WA 98045 425.831.5766	P-1	80	20	0	King
North Country Christian School Margo Thompson 737 Mary Ann Creek Rd Oroville WA 98844-9643 509.485.2011	P-12	1	1	30	Okanogan
North Seattle French School Initial Virginie Volpe 6615 Dayton Ave N (Mail: 7029 26th Ave NW Seattle 98117-5851) Seattle WA 98103-5215 206.218.2175	K-1	0	10	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
North Wall Elementary Jan Swanson 9408 N Wall St Spokane WA 99218-2245 509.466.2695	P-6	40	56	0	Spokane
North Whidbey Christian High School Douglas Fakkema 675 E Whidbey Ave (Mail: PO Box 2471 Oak Harbor 97277-6471) Oak Harbor WA 98277-5901 360.675.5352	9-12	0	9	0	Island
North Whidbey Kids' Academy Tina Smith 297 NE Harvest Dr Oak Harbor WA 98277-5909 360.675.4911	P-1	9	14	0	Island
Northern Lights Montessori School Florence Plantilla 8460 160th Ave NE Redmond WA 98052-3855 425.647.3031	P-3	60	20	0	King
Northshore Christian Academy Holly Leach 5700 23rd Dr W Everett WA 98203-1570 425.407.1119	P-8	40	890	0	Snohomish
Northwest Achieve School Initial Christopher Eirls 116 W Indiana Ave Spokane WA 99205-4827 509.327.3311	K-3	0	20	3	Spokane
Northwest Christian High School Dr. Terry Ketchum 4710 Park Center Ave NE Lacey WA 98516-5587 360.491.2966	9-12	0	130	0	Thurston
Northwest Christian School Jack Hancock 5104 E Bernhill Rd Colbert WA 99005-9005 509.238.4005	9-12	0	222	0	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Northwest Christian School Jack Hancock 5028 Bernhill Rd Colbert WA 99005-9557 509.292.6700	P-8	18	312	0	Spokane
Northwest Christian School Craig Mattson 904 Shaw Rd Puyallup WA 98372-5211 253.845.6722	P-8	44	130	0	Pierce
Northwest Free School Lara Randolph 1427 Queen Ave NE Renton WA 98056-3340 425.228.0345	K-8	0	4	0	King
Northwest Liberty School Robert Hagin 13120 NE 177th Pl A-104 Woodinville WA 98072-5725 206.914.3809	7-12	0	50	0	King
Northwest Montessori School Jan Thorslund 4910 Phinney Ave N (Mail 7400 25th Ave NE Seattle 98155-5814) Seattle WA 98103-6347 206.524.4244	P-6	105	42	0	King
Northwest School Michael McGill 1415 Summit Ave Seattle WA 98122-3619 206.682.7309	6-12	0	497	0	King
Northwest School for Hearing Impaired Children Peggy Mayer 1503 Westminster Way N (Mail: PO Box 31325 Seattle 98103-1325) Shoreline WA 98133-6126 206.364.4605	P-8	3	37	0	King
Nova School Jack Fallat 2020 22nd Ave SE Olympia WA 98501-3102 360.491.7097	6-8	0	100	0	Thurston

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Oak Harbor Christian School Dave Zylstra 675 E Whidbey Ave Oak Harbor WA 98277-2596 360.675.2831	P-8	70	110	0	Island
Oakridge Ranch-Montessori Farm School Judy Lefors 11002 Orchard Ave (Mail: 6403 Summitview Ave Yakima 98908-1362) Yakima, WA 98908-9102 509.966.1080	1-8	0	55	0	Yakima
O'Dea High School James Walker 802 Terry Ave Seattle WA 98104-1294 206.622.6596	9-12	0	430	0	King
Olympia Christian School Judy Castrejon 1215 Ethel St NW Olympia WA 98502 360.352.1831	K-8	0	45	0	Thurston
Olympia Community School Abigail Kelso 1601 North St SE (Mail: PO Box 12436 Olympia 98508-2436) Olympia WA 98501-3666 360.866.8047	K-5	0	32	0	Thurston
Olympia Waldorf School Marjorie Rehbach 8126 Normandy St SE (Mail: PO Box 130 East Olympia 98540-0638) Olympia WA 98501-9623 360.493.0906	P-8	10	145	0	Thurston
Olympic Christian School Dr. Gary Rude 43 O'Brien Rd Port Angeles WA 98362-9225 360.4578.4640	P-8	45	90	0	Clallam
Omak Adventist Christian School 425 W 2nd Ave (Mail: PO Box 3294 Omak 98841-3294) Omak WA 98841 509.826.5341	1-8	0	18	0	Okanogan

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Open Window School Jeff Strobel 6128 168th Pl SE Bellevue WA 98006-5679 425.747.2911	K-8	0	310	0	King
Orcas Christian School Thomas Roosma 107 Enchanted Forest Rd (Mail: PO Box 669 Eastsound 98245-0669) Eastsound WA 98245-8905 360.376.6683	K-12	0	85	0	San Juan
Our Lady of Fatima School Susan Burdett 3301 W Dravus St Seattle WA 98199-2624 206.283.7031	P-8	25	262	0	King
Our Lady of Guadalupe School Kristin Dixon 3401 SW Myrtle St Seattle WA 98126-3399 206.935.0651	P-8	36	228	0	King
Our Lady of Lourdes School Dr. Diane Cronin 4701 NW Franklin St Vancouver WA 98663-1798 360.696.2301	P-8	40	240	0	Clark
Our Lady of the Lake School Vince McGovern 3520 NE 89th St Seattle WA 98115-3648 206.525.9980	P-8	60	220	0	King
Our Lady Star of the Sea School Jeannette Wolfe 1516 5th St Bremerton WA 98337-1216 360.373.5162	P-8	27	175	0	Kitsap
Overcomer Academy Bonnie Carpenter 33415 Military Rd S Auburn WA 98001-9603 253.886.5710	P-6	55	85	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Overlake School Matthew Horvat 20301 NE 108th St Redmond WA 98053-7499 425.868.1000	5-12	0	530	0	King
Pacific Crest Academy Tamar Parker 324 NE Oak St (Mail: PO Box 1031 Camas 98607-0031) Camas WA 98607-1439 360.834.9913	P-8	30	85	0	Clark
Pacific Crest Schools Jacquie Maughan 600 NW Bright St Seattle WA 98107-4451 206.789.7889	P-8	68	160	0	King
Pacific Learning Academy Kirsten O'Malley 22525 SE 64th Pl Suite 272 Issaquah WA 98027-8114 425.562.3545	6-12	0	35	2	King
Pacific Learning Center NW Daniel Hanson 14550 Westminster Way Shoreline WA 98133-6431 425.672.6805	K-12	0	37	0	Snohomish
Palisades Christian Academy Dr. Marvin Mitchell 1115 N Governmental Way Spokane WA 99224-5247 509.325.1985	P-10	50	120	0	Spokane
Parkland Lutheran School Brent Sorn 120 123rd St S Tacoma WA 98444-5060 253.537.1901	P-8	10	90	0	Pierce
Peace Lutheran School Doug Eisele 1234 NE Riddell Rd Bremerton WA 98310-3668 360.373.2116	P-8	56	140	0	Kitsap

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Peaceful Glen Christian School Elizabeth Hill 2727 Lake Ave (Mail: PO Box 710 Snohomish 98291-0170) Snohomish WA 98290-1022 360.563.0131	P-8	16	40	0	Snohomish
Peaceful Valley Christian School Jacqueline Jager 32084 Hwy 97 #D (Mail: PO Box 1062 Tonasket 98855-1062) Tonasket WA 98855-9206 509.486.4345	1-8	0	9	0	Okanogan
Perkins School Barry White 9005 Roosevelt Way NE Seattle WA 98115-3030 206.526.8217	K-5	0	76	0	King
Pioneer Meadows Montessori School Kimberly Connor 2377 Douglas Rd Ferndale WA 98428-9049 360.778.3681	P-6	31	71	0	Whatcom
Pioneer School Betty Burley-Wolf 618 N Sullivan Rd Veradale WA 99037-8528 509.922.7818	K-5	0	60	0	Spokane
Pope John Paul II High School Ronald Edwards 5608 Pacific Ave SE Lacey WA 98503-1258 360.438.7600	9-12	0	70	0	Thurston
Poulsbo SDA School Susan Schilt 1700 Lincoln Rd NE Suite 1 Poulsbo WA 98370-8549 360.779.6290	1-8	0	17	0	Kitsap
Privett Academy Carol Meyer 9311 SE 36th St (Mail: PO Box 42 Mercer Island 98040-0042) Mercer Island WA 98040-3740 206.232.0059	6-12	0	12	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Providence Christian School Gerard Ball 12420 Evergreen Dr (Mail: PO Box 383 Mountlake Terrace 98043-0383) Mukilteo WA 98275-5708 360.303.3038	P-12	10	60	6	Snohomish
Providence Christian School Northwest Kathy Vander Pol 5942 Portal Way (Mail: PO Box 180 Ferndale 98248-0180) Ferndale WA 98248 360.318.1347	K-12	0	30	2	Whatcom
Providence Classical Christian School Ryan Evans 21500 Cypress Way Suite B Lynnwood WA 98036-7939 425.774.6622	P-12	205	192	0	Snohomish
Puget Sound Adventist Academy Linda Taber 5320 108th Ave NE Kirkland WA 98033-7517 425.822.7554	9-12	0	110	0	King
Puget Sound Christian School Kevin Galbreath 1740 S 84th Tacoma WA 98444-3114 253.537.6870	P-5	30	45	0	Pierce
Puget Sound Community School Andrew Smallman 660 S Dearborn St Seattle WA 98134-1328 206.324.4350	6-12	0	50	0	King
Pullman Christian School Sherri Goetze 345 SW Kimball Pullman WA 99163-2146 509.332.3545	K-12	0	58	0	Whitman
Queen of Angels School Mike Juhas 1007 S Oak St Port Angeles WA 98362-7741 360.457.6903	P-8	25	130	0	Clallam

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Quincy Valley School Sara Tuttle 1804 13th Ave SW Quincy WA 98848-1930 509.787.5928	P-8	6	62	0	Grant
Rainier Christian High School Justin Evans 19830 SE 328th Pl Auburn WA 98092-2212 253.735.1413	9-12	0	125	0	King
Rainier Christian Middle School Glenn Olson 26201 180th Ave SE Covington WA 98042-4917 253.639.7715	7-8	0	85	0	King
Rainier Christian Schools—Highlands Elementary James White 850 Union Ave NE (Mail: PO Box 2578 Renton 98056-0578) Renton WA 98059-4503 425.228.9897	P-6	60	75	0	King
Rainier Christian Schools—Kent View Elementary Tess Johnson 20 49th St NE Auburn WA 98002-1201 253.852.5145	P-6	75	225	0	King
Rainier Christian Schools—Maple Valley Elementary Weldo Melvin 16700 174th Ave SE (Mail: PO Box 58129 Renton 98058-1129) Renton WA 98058-9546 425.226.4640	P-6	70	130	0	King
Renton Christian School Dr. Erik Konsmo 15717 152nd Ave SE Renton WA 98058-6330 425.226.0820	P-8	32	415	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Riverside Christian School Richard Van Beek 721 Keys Rd Yakima WA 98901-9560 509.965.26020	P-12	38	361	0	Yakima
Riverside SDA Christian School Heidi Kruger 463 N Shepherd Rd (Mail: PO Box 367 Washougal 98671-0367) Washougal WA 98671-8318 360.835.5600	K-8	0	35	0	Clark
Rock Creek Hutterite School Phillip Walter 2194 N Schoonover Rd Odessa WA 99159-9729 509.982-2257	K-12	0	1	0	Lincoln
Rogers Adventist School Clare Thompson 200 SW Academy Way College Place WA 99324-1275 509.982.2257	K-12	0	15	0	Walla Walla
Royal Garrison School Peter Warwick 115 NW State St #207 (Mail: PO Box 127 Pullman 99163-0127) Pullman WA 99163-2616 509.332.0556	1-12	0	25	0	Whitman
Sacred Heart School David Burroughs 9450 NE 14th St Clyde Hill WA 98004-3497 425.451.1773	P-8	16	408	0	King
Saddle Mountain School Phyllis Magden 2451 W Bench Rd Othello WA 99344-8901 509.488.5474	4-12	0	50	50	Adams
Sagebrush Elementary School Initial Stephanie Dahl 507 Wright Ave (Mail: 304 Thayer Dr Richland 99352-4133) Richland WA 99352 509.946.0778	1-3	0	18	0	Benton

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Saint George's School Joe Kennedy 2929 W Waikiki Rd Spokane WA 99208-9209 509.466.1636	K-12	0	380	0	Spokane
Salmonberry School Eliza Morris 867 N Beach Rd (Mail: PO Box 1197 Eastsound 98245-1197) Eastsound WA 98245-9711 360.376.6310	P-6	13	24	0	San Juan
Seabury School Sandra Wollum 1801 NE 53rd St Tacoma WA 98422-1916 253.952.3111	P-5	15	90	0	Pierce
Seabury School–Middle School Campus Sandra Wollum 925 Court C (Mail: 1801 NE 53rd St Tacoma 98422-1916) Tacoma WA 98402 253.604.0042	6-8	0	45	0	Pierce
Seattle Academy of Arts & Sciences Joseph Puggelli 1201 E Union St Seattle WA 98122-3925 206.323.6600	6-12	0	700	0	King
Seattle Amistad School Farin Houk 2410 E Cherry (Mail: 1116 NW 54th St #105 Seattle 98107) Seattle WA 98122 206.330.6373	P-1	15	30	0	King
Seattle Area German American School Michael Brandstetter 520 NE Ravenna Blvd Seattle WA 98115-6460 206.235.5969	P-3	42	20	0	King
Seattle Christian School Gloria Hunter 18301 Military Rd S Seattle WA 98188-4684 206.246.8241	K-12	0	550	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Seattle Country Day School Michael Murphy 2619 4th Ave N Seattle WA 98109-1903 206.284.6220	K-8	0	345	0	King
Seattle Hebrew Academy Rivy Poupko Klentenik 1617 Interlaken Dr E Seattle WA 98112-3499 206.323.5750	P-8	50	170	0	King
Seattle Jewish Community School Shoshi Bilavsky 12351 8th Ave NE Seattle WA 98195-4805 206.522.5212	K-5	0	95	0	King
Seattle Lutheran Highi School Dave Meyer 4100 SW Genesee St Seattle WA 98116-4216 206.937.7722	9-12	0	120	0	King
Seattle Nativity School Initial Rneé Willette 2800 S Massachusetts St (Mail: PO Box 20730 Seattle 98102-1730) Seattle WA 98144-3870 206.384.2126	5-8	0	20	0	King
Seattle Prep/Matteo Ricci College Kent Hickey 2400 11th Ave E Seattle WA 98102-4016 206.577.2102	9-12	0	715	0	King
Seattle Urban Academy Sharon Okamoto 3800 S Othello St Seattle WA 98118-3562 206.723.0333	9-12	0	36	0	King
Seattle Waldorf School Tracy Bennett 2728 NE 100th St Seattle WA 98125-7712 206.524.5320	P-12	24	312	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Selah Covenant Christian School Linda Leigh 560 McGonagle Dr Selah WA 98942-8828 509.697.6116	K-6	0	22	0	Yakima
Serendipity Academy at the Lodge Emily Walsh 4315 Tumwater Valley Dr SE Tumwater WA 98501-4405 360.515.5457	P-6	22	44	0	Thurston
Seton Catholic College Preparatory High Ed Little 811 NE 112th Ave #200 Vancouver WA 98684-5115 360.258.1932	9-12	0	150	0	Clark
Shiloh School of Language Dev. Initial Kacey Aspen 8713 220th St SW (Mail: 23702 101st Pl W Edmonds 98020-5770) Edmonds WA 98026-8133 206.455.5997	P-1			0	Snohomish
Shoreline Christian School Timothy Visser 2400 NE 147th St Seattle WA 98155-7395 206.364.7777	P-12	32	185	0	King
Shorewood Christian School Tim Lorenz 10300 28th Ave SW Seattle WA 98146-1211 206.933.1056	P-12	18	200	0	King
Skagit Adventist Academy Doug White 530 N Section St Burlington WA 98223-1568 360.755.9261	P-12	5	110	0	Skagit
Skinner Elementary Montessori School Peggy Skinner 5001 NE 66th Ave Vancouver WA 98661-2465 360.696.4862	K-6	0	40	0	Clark

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Slavic Christian Academy—Edgewood Elena Solodyankin/Vadim Hetman 10622 8th St E (Mail: 8913 N Nettleton Ln Spokane 99208-8001) Edgewood WA 98372-1133 253.952.7163	K-12	0	140	0	Pierce
Slavic Christian Academy—Spokane Elena Solodyankin 8913 N Nettleton Ln Spokane WA 99206-8001 509.924.4618	K-12	0	120	10	Spokane
Slavic Christian Academy—Tacoma Elena Solodyankin 2014 S 15th St (Mail: 8913 N Nettleton Ln Spokane 99206-8001) Tacoma WA 98415-2905 253.272.0173	K-10	0	160	0	Pierce
Slavic Christian Academy—Lakewood Initia Elena Solodyankin 5602 112th St SW (Mail: 8913 N Nettleton Ln Spokane 99206-8001) Lakewood WA 98499 509.924.4618	K-2	0	15	0	Pierce
Slavic Christian Academy—Vancouver Andrey Dolbinin 16807 NE 4th Plain Blvd (Mail: 15407 NE 84th St Vancouver 98682-9482) Vancouver WA 98682-5142 360.896.2602	P-8	10	45	0	Clark
Slavic Gospel Church Academy Initial Oles Mironyuk 3405 S 336th St Federal Way WA 98001-9630 253.335.7320/253.334.5432	K-7	0	50	0	King
Sno-King Academy Dr. Alice Westcott 19741 53rd Ave NE (Mail: 23104 80th Pl W Edmonds 98026-8715) Lake Forest Park WA 98155-3031 425.597.4021	3-12	0	5	5	King
Snoqualmie Springs School Joe Drovetto 25237 SE Issaquah Fall City Rd Issaquah WA 98029-7706 425.392.1196	P-3	34	44	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Solomon Christian School Richard Lee 8021 230th St SW Edmonds WA 98026-8730 425.640.9000	7-12	0	75	0	Snohomish
Sonshine Christian Elementary Rosemary Warner 11208 NE Hazel Dell Ave Vancouver WA 98685-3957 360.573.6971	P-2	59	25	0	Clark
Sound View Education dba Sterling West Seattle Campus Meghan Jadwin 9205 3rd Ave SW Seattle WA 98106-3106 206.214.1011	3-12	0	14	0	King
Soundview School Chris Watson 6515 196th St SW Lynnwood WA 98036-5921 425.778.8572	P-8	16	107	0	Snohomish
South Sound Christian Schools—New Hope Campus Debbie Schindler 25713 70th Ave E Graham WA 98338-9324 253.847.2643	P-6	40	110	5	Pierce
South Sound Christian Schools—Tacoma Baptist Campus Debbie Schindler 2052 S 64th St Tacoma WA 98409-6899 253.475.7226	K-12	0	300	10	Pierce
Southside Christian School Heidi Bauer 401 E 30th Ave Spokane WA 99203-2590 509.838.8139	P-8	90	125	0	Spokane
Spanish with Sarah Sarah Segall 2204 NE Birch St Camas WA 983607-1407 360.990.1585	P-3	18	26	0	Clark

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Spectrum Academy Uzuma Butte 2576 152nd Ave Ne Redmond WA 98052-0702 425.885.2345	P-1	40	18	0	King
Spokane Christian Academy Cheryl Gade 8909 E Bigelow Gulch Rd Spokane WA 99217-9559 509.924-4888	K-8	0	50	0	Spokane
Spokane Valley Adventist School Terry Lee 1603 Sullivan Rd Spokane Valley WA 99037-9012 509.926.0955	K-9	0	45	0	Spokane
Spokane Windsong School Melissa Wright 4225 W Fremont Rd Spokane WA 99224 509.385/8458	P-2	20	24	0	Spokane
Spring Academy Thomas O'Keeffe 11304 8th Ave NE Suite 6 (Mail: PO Box 615 Bellevue WA 98009) Seattle WA 98125-6111 206.890.4227	6-12	0	10	0	King
Spring Valley Montessori Gulsevin Kayian 36605 Pacific Hwy S Federal Way WA 98003-7499 253.927.2557	P-8	25	65	0	King
Spruce Street School Briel M Schmitz 914 Virginia St Seattle WA 98101-1426 206.621.9211	K-5	0	105	0	King
St. Aloysius Catholic School Kerrie Rowland 611 E Mission Ave Spokane WA 99202-1917 509.489.7825	P-8	135	311	0	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Alphonsus School Selina Innes 5816 15th Ave NW Seattle WA 98107-3096 206.782.4363	P-8	27	197	0	King
St. Anne School Mary Sherman 101 W Lee St Seattle WA 98119-3321 206.282.3538	P-8	20	236	0	King
St. Anthony School Michael Cantu 336 Shattuck Ave S Renton WA 98057-2499 425.225.0059	K-8	0	490	0	King
St. Basil Academy of Classical Studies Matthew Barnett 2346 S Wilbur Walla Walla WA 99362-9746 509.525.9380	K-8	0	38	0	Walla Walla
St. Benedict School Brian Anderson 4811 Wallingford Ave N Seattle WA 98103-6899 206.633.3375	P-8	40	220	0	King
St. Bernadette School Carol Mendoza 1028 SW 128th St Seattle WA 98146-3198 206.244.4934	P-8	26	210	0	King
St. Brendan School Ms. Chris Lunn 10049 NE 195th St Bothell WA 98011-2931 425.483.8300	P-8	25	235	0	King
St. Catherine School Mary Helen Bever 8524 8th Ave NE Seattle WA 98115-3099 206.525.0582	P-8	36	210	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Cecilia Catholic School Elizabeth Chamberlin 1310 Madison Ave Bainbridge Island WA 98110-1898 206.842.2017	P-8	10	85	0	Kitsap
St. Charles Borromeo School Dan Hill 7112 S 12th St Tacoma WA 98465-1797 253.564.5185	K-8	0	500	0	Pierce
St. Charles School Skip Bonuccelli 4515 N Alberta St Spokane WA 99205-1598 509.327.9575	P-8	65	245	0	Spokane
St. Christopher Academy Darlene Jevne 4100 SW Genesee St Seattle WA 98116-4282 206.246.9751	9-12	0	20	0	King
St. Edwards School Mary Lundeen 4200 S Mead St Seattle WA 98118-2795 206.725.1774	P-8	18	142	30	King
St. Francis of Assisi School Rosemary Leifer 15216 21st Ave SW (Mail: PO Box 870 Seahurst 98062-0870) Burien WA 98166-2008 206.243.5690	K-8	0	470	0	King
St. George School Monica Wingard 5117 13th Ave S Seattle WA 98108-2309 206.762.0656	P-8	23	217	0	King
St. John of Kronstadt Orthodox Christian School Matt Leslie/Rachel Hagler 706 Steward St Yakima WA 98902-4473 509.452.0177	K-5	0	20	0	Yakima

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. John School Bernadette O'Leary 120 N 79th St Seattle WA 98103-4688 206.783.0337	P-8	63	480	0	King
St. John Vianney School Sonia Flores-Davis 501 N Walnut Rd Spokane WA 99206-3899 509.926.7987	P-8	30	150	0	Spokane
St. Joseph Catholic School of Issaquah Peg Johnston 200 Mountain Park Blvd Issaquah WA 98027-3647 425.313.9129	P-8	56	290	0	King
St. Joseph Marquette Middle School Gregg Pleger 202 N 4th St Yakima WA 98901-2426 509.575.5557	P-8	32	340	0	Yakima
St. Joseph School Dr. Gary Udd 123 6th St Chehalis WA 98532-3203 360.748.0961	P-8	16	88	0	Lewis
St. Joseph School Lesley Harrison 6500 Highland Dr Vancouver WA 98661-7637 360.696.2586	P-8	40	350	0	Clark
St. Joseph School Rick Boyle 700 18th Ave E Seattle WA 98112-3900 206.329.3260	K-8	0	620	0	King
St. Joseph's School Melody Reed 901 W 4th Ave Kennewick WA 99336-5535 509.586.0481	P-8	90	250	0	Benton

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Joseph's School Sr. Olga Cano 600 Saint Joseph Pl Wenatchee WA 98801-6299 509.663.2644	P-5	54	140	0	Chelan
St. Louise School Dan Fitzpatrick 133 156th Ave SE Bellevue WA 98007-5399 425.746.4220	P-8	18	479	0	King
St. Luke School Christopher Sharp 17533 Saint Luke Pl N Shoreline WA 98133-4799 206.542.1133	P-8	20	290	70	King
St. Madeleine Sophie School Dan Sherman 4400 130th Pl SE Bellevue WA 98006-2014 425.747.6770	P-8	20	190	0	King
St. Mark School Kathryn Palmquist-Keck 18033 15th Pl NE Shoreline WA 98155-3894 206.364.1633	P-8	20	161	30	King
St. Mary Magdalen School Bruce Stewart 8615 7th Ave SE Everett WA 98208-2043 425.353.7559	P-8	50	395	0	Snohomish
St. Mary School Kathleen Beyer 518 North H St Aberdeen WA 98250-4012 360.532.1230	P-8	33	143	0	Grays Harbor
St. Mary's Academy Mother Mary Dominica 757 138th St S Tacoma WA 98444-3468 253.537.6281	K-8	0	50	0	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Mary's Catholic School Lauri Nauditt 14601 E 4th Ave Spokane WA 99216-2194 509.924.430	P-8	45	220	0	Spokane
St. Mary's Episcopal School Phyllis Gamas 10630 Gravelly Lake Dr NW Lakewood WA 98499-1328 253.588.6621	P-4	50	30	0	Pierce
St. Matthew Lutheran School Patrick Cortright 6917 N Country Homes Blvd Spokane WA 99208-4216 509.327.5601	P-8	25	40	0	Spokane
St. Matthew School Lillian Zadra 1230 NE 127th St Seattle WA 98125-4021 206.362.2785	P-8	15	198	0	King
St. Michael Catholic School Dr. Karen Matthews 1514 Pine Ave Snohomish WA 98290-1826 360.568.0821	P-8	30	60	0	Snohomish
St. Michael School Kathi Rafferty 1204 11st Ave SE Olympia WA 98501-1627 360.754.5131	K-8	0	265	0	Thurston
St. Monica School Pamela Dellino 4320 87th Ave SE Mercer Island WA 98040-4128 206.232.5432	P-8	20	180	0	King
St. Nicholas School Michele Corey 3555 Edwards Dr Gig Harbor WA 998336-1163 253.858.7632	P-8	32	158	0	Pierce

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Patrick Catholic School Shane O'Doherty 2706 E Queen Ave Spokane WA 99217-6191 509.487.2830	P & 6-8	30	20	0	Spokane
St. Patrick School Robert Ludwikoski 1016 N 14th Ave Pasco WA 99301-4191 509.547.7261	P-8	44	220	0	Franklin
St. Patrick School Chase Nordlund 1112 North G St Tacoma WA 98403-2518 253.272.2297	P-8	65	340	0	Pierce
St. Paul Cathedral School Judy Davis 1214 W Chestnut Ave Yakima WA 98902-3170 509.575.5604	P-8	38	215	98	Yakima
St. Paul School Betsy Kromer 10001 57th Ave S Seattle WA 98178.2299 206.725.0780	P-8	19	135	0	King
St. Paul's Academy Lily Driskill 3000 Northwest Ave Bellingham WA 98225-1607 360.733.1750	P-12	90	230	0	Whatcom
St. Paul's Lutheran School John Rolf 312 Palouse St (Mail: PO Box 2219 Wenatchee 98807-2219) Wenatchee WA 98801-2641 509.662.3659	P-6	50	70	0	Chelan
St. Philomena School Stephen Morissette 1815 S 220th St Des Moines WA 98198-7998 206.824.4051	P-8	20	230	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St Pius X School Ruth Foisy 22105 58th Ave W Mountlake Terrace WA 98043-398 425.778.9861	P-8	10	110	0	Snohomish
St. Rose of Lima School Amy Krautscheid 520 Nat Washington Way Ephrata WA 98823-2287 509.754.4901	P-6	28	87	0	Grant
St. Rose School Chester Novitt 720 26th Ave Longview WA 98632-1856 360.577.6760	P-8	25	140	0	Cowlitz
St. Therese Catholic Academy Theresa Hagemann-Chase 900 35th Ave Seattle WA 98122-5299 206.324.0460	P-8	20	150	20	King
St. Thomas More School Teresa Fewel 6511 176th St SW Lynnwood WA 98037-2929 425.743.4242	P-8	32	235	0	Snohomish
St. Thomas More School Douglas P Banks 515 W St Thomas More Way Spokane WA 99208-6026 509.466.3811	P-8	40	275	0	Spokane
St. Thomas School Dr. Kirk Wheeler 8300 NE 12th St Medina WA 98039-3100 425.454.5880	P-8	78	225	0	King
St. Vincent De Paul School Wanda Stewart 30527 8th Ave S Federal Way WA 98003-4100 253.839.3532	P-8	23	234	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Stahlville School Anna Lobe & Edward Stahl 33 E Snowden Rd (Mail: 1485 BN Hoffman Rd Ritzville 99169-8723) Odessa WA 99159-9745 509.659.0108	K-12	0	1	0	Lincoln
Stella Maris Academy Ms. Willeke Pratt 410 4th Ave N (Mail: PO Box 842 Edmonds 98024-0842) Edmonds WA 98020 206.940.0623	1-8	0	13	0	Snohomish
Stillpoint School Margaret Hodgkin 775 Park St (Mail: PO Box 576 Friday Harbor 98250-0576) Friday Harbor, WA 98250-9609 360.378.2331	K-6	0	15	0	San Juan
Summit Academy Jane Cassady 7430 276th St NW Stanwood WA 98292 360.202.5710	K-5	0	24	0	Snohomish
Summit Classical Christian School Dr. Timothy Orton 32725 SE 42nd St Fall City WA 98024-8728 206.374.8500	K-6	0	90	0	King
Sunfield Waldorf School Jake Meyer 111 Sunfield Ln (Mail: PO Box 85 Port Hadlock 98339-0085) Port Hadlock wa 98339 306.385.3658	P-8	5	98	0	Jefferson
Sunnyside Christian School Del Dykstra 811 North Ave Sunnyside WA 98944-1194 509.837.3044	P-8	35	221	0	Yakima
Sunnyside Christian School—2nd Location Del Dykstra 1820 Sheller Rd Sunnyside WA 98944-9283 509.837.8995	9-12	0	92	0	Yakima

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Sunrise Beach School Rosanne Reis Cox 1601 North Street (Mail: PO Box 13409 Olympia 98508-3409) Olympia WA 98501-3666 360.866.1343	P-12	1	65	0	Thurston
Swan School Russell Yates 2345 Kuhn St Port Townsend WA 98368-6227 360.385.7340	P-6	16	48	0	Jefferson
Tacoma Waldorf School Melissa Turner 2710 N Madison Tacoma WA 98407-5230 253.383.8711	P-4	10	30	0	Pierce
Taproot School Initial Michelle Taylor 9131 California Ave SW (Mail: 11209 Crestwood Dr S Seattle 98178-3129) Seattle WA 98136-2551 206.849.7146	K-5	0	15	0	King
The Bush School Frank Magusin 3400 E Harrison Seattle WA 98112-4268 206.322.7978	K-12	0	598	0	King
The Children's Inn Academy Cindie Furman 1939 Karen Frazier Rd SE Olympia WA 98501-3244 360.709.9769	P-6	15	10	0	Thurston
The Clearwater School Dr. Stephanie Sarantos 1510 196th St SE Bothell WA 98012-7107 425.489.2050	P-12	2	54	0	King
The Eastside Montessori School Initial Christine Flint 1934 108th Ave NE Bellevue WA 98004-2828 425.213.5627	P-3	20	7	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
The Island School Trish King 8553 NE Day Rd Bainbridge Island WA 98110-1395 206.842.0400	K-5	0	85	0	Kitsap
The Lake and Park School Thomas McQueen 3201 Hunter Blvd S Seattle WA 98144-7029 206.721.3480	K-4	0	62	0	King
The Little School Peter Berner-Hays 2812 116th Ave NE Bellevue WA 98004-1421 425.827.8078	P-5	50	110	0	King
The Phoenix Rising School Initial Aaron Rodriguez 13411 Cedar Grove Ln (Mail: PO Box 1010 Rainier 98576-1010) Rainier WA 98576-9558 360.446.1500	P-6	15	45	0	Thurston
The Sammamish Montessori School Janet Villella 7655 178th Pl NE Redmond WA 98052-4953 425.883.3271	P-3	200	140	0	King
Theresa and Elizabeths School Theresa Boutiller 23816 165th Ave SE Monroe WA 98272-9116 425.844.2808	K-12	0	4	0	Snohomish
Three Cedars Waldorf School Geraldine Kline 556 124th Ave NE Bellevue WA 98005-3100 425.401.9874	P-8	6	152	0	King
Three Points Elementary Ron Taylor 7800 NE 28th St (Mail: 1601 98th Ave NE Clyde Hill 98004-3400) Medina WA 98039-1536 425.454.3977	P-6	36	265	0	King

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Three Rivers Christian School—Kelso Jr/Sr High School Randy Lemiere 1209 Minor Rd (Mail: PO Box 33 Kelso 98626-0002) Kelso WA 98626-5647 360.636.1600	8-12	0	90	0	Cowlitz
Three Rivers Christian School—Longview Elementary Jean Zoet 2610 Ocean Beach Hwy Longview WA 98632-3598 360.423.4510	P-7	55	140	0	Cowlitz
Three Tree Montessori Paula Walters 220 SW 160th St Burien WA 98166-3026 206.242.5100	P-6	135	40	0	King
Tilden School Monica Riva 4105 California Ave SW Seattle WA 98116-4101 206.938.4628	K-5	0	101	0	King
TLC Montessori School Kyungah Kim 21512 NE 16th St Sammamish WA 98074-6728 425.868.1943	P-3	80	12	0	King
Torah Day School of Seattle Rabbi Sheftel Skaist 3528 S Ferdinand St. Seattle WA 98118-1734 206.722.1200	P-8	25	100	0	King
Tri-Cities Prep School Arlene Jones 9612 St Thomas Dr Pasco WA 99301-4744 509.546.2465	P-12	0	215	0	Franklin
Tri-City Junior Academy Anthony Oucharek 4115 W Henry St Pasco WA 99301-2999 509.547.8092	P-10	10	127	0	Franklin

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Trinity Catholic School Sandra Nokes 1306 W Montgomery Ave Spokane WA99205-4300 509.327.9369	P-8	50	155	0	Spokane
Trinity Reformed Christian School Maaike Van Wingerden 1505 Grant Ave Sunnyside WA 98944-1662 509.837.2880	K-8	0	2	0	Yakima
UCiC School So Choung Christi Lee 3727 230th St SE Bothell WA 98021-8975 206.973.9939	K-6	0	80	0	King
University Child Development School Paula Smith 5062 9th Ave NE Seattle WA 98105-3605 206.547.8237	P-5	56	268	0	King
University Cooperative School Tara Thomas 5601 University Ave NE Seattle WA 98105-2619 206.524.0653	K-5	0	84	0	King
University Preparatory School Erica Hamlin 8000 25th Ave NE Seattle WA 98115-4600 206.525.2714	6-12	0	530	0	King
Upper Columbia Academy John Winslow 3025 E Spangle Waverly Rd Spangle WA 99301-9703 509.245.3612	9-12	0	260	0	Spokane
Upper Columbia Academy Elementary Chris Duckett 3025 E Spangle Waverly Rd Spangle WA 99031 509.245.3629	K-8	0	35	0	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Valley Christian School Gloria Butz 1312 2nd St SE Auburn WA 98002-5755 253.833.3541	P-8	56	150	0	King
Valley Christian School—Central Valley Nathan Williams 10212 E 9th Ave Spokane WA 99206.6944 509.924.9131	P-12	10	234	30	Spokane
Villa Academy John Milroy 5001 NE 50th St Seattle WA 98105-2899 206.524.8885	P-8	49	330	0	King
Visitation School Sheila Harrison 3306 S 58th St Tacoma WA 98409-5306 253.474.6424	P-8	20	110	0	Pierce
Walla Walla Valley Academy Brian Harris 300 SW Academy Way College Place WA 99324-1283 509.525.1050	9-12	0	180	0	Walla Walla
West Seattle Montessori School Angela Sears 11215 16th Ave SW (Mail: 13428 108th Ave SW Vashon 98070-3314) Seattle WA 98146-3564 206.935.0427	P-8	65	100	0	King
West Sound Academy Barrie Hillman 16571 Creative Dr NE (Mail: PO Box 807 Poulsbo 98370-0807) Poulsbo WA 98370 360.598.5954	6-12	0	105	0	Kitsa[
Westgate Christian School Kathryn Bryan 7111 N Nine Mile Rd Spokane WA 99208-3881 509.325.2252	P-8	30	70	0	Spokane

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School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Westpark Christian Academy Colleen Sheahan 3902 Summit View Ave Yakima WA 98907-2717 509.966.1632	P-12	12	70	0	Yakima
Westside School Kate Mulligan 7740 34th Ave SW Seattle WA 98126 206.932.2511	P-8	30	300	0	King
Whatcom Day Academy Jamie Ashton 5217 Northwest Rd Bellingham WA 98226-9050 360.312.1103	P-12	30	65	0	Whatcom
Whatcom Hills Waldorf Kathleen Fraser 941 Austin St Bellingham WA 98229-2705 360.733.3164	P-8	30	157	0	Whatcom
Whidbey Island Waldorf School Maureen Marklin 6335 Old Pietila Rd (Mail: PO Box 469 Clinton 98236-0469) Clinton WA 98236-8602 360.341.5686	P-8	12	125	0	Island
Whole Earth Montessori School Joseph Galante 2930 228th St SE Bothell WA 98021-8927 425.486.3037	P-12	80	35	0	King
Woodinville Montessori School Mary Schneider 19102 North Creek Parkway Bothell WA 98011-8005 425.482.3184	P-9	118	265	0	King
Yellow Wood Academy Ruth Hayes-Short 9655 SE 36th St Suite 101 Mercer Island WA 98040-3798 206.236.1095	K-12	0	75	0	King

Private Schools for Approval

2013-14

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Zion Lutheran School Lynne Hereth 3923 103rd Ave SE Lake Stevens WA 98258-5763 425.334.5064	P-8	45	150	0	Snohomish
Zion Preparatory Academy Douglas Wheeler 4730 32nd Ave S Seattle WA 98118-1702 206.721.1586	P-1	95	30	0	King