

September 7, 2006

Dear Board Members:

The yellow school buses rolled down my street yesterday picking up excited students sporting new clothes and hair cuts. Bob Butts was hiking up in Holden Village and saw the opening day ceremonial "bus ride" of 100 yards for the 14 students in that rural school. I am thinking about the students and parents we met in the Yakima area and wonder how school will be for them this fall.

The start of the school year provides students with a way to begin fresh with new teachers. This school year will be different for the students in the class of 2008 with some serious challenges ahead for many. Tomorrow the official WASL test scores will be released. We already know that great progress has been made for most grades in reading and writing. Mathematics is an area that is still very challenging for many students. I know that OPSI and the PESB are working vigorously to focus on this issue and I look forward to the contributions we can make with them in regards to the high school graduation requirements this fall.

As a follow up to our Yakima meeting on English Language Learners, we have pulled together some of the most important slides plus policy issues we want to consider as a board. These are in your packet and will be put on our Web site.

The September board meeting will focus on:

THURSDAY

WASL Scores Released,

- Olympia and North Thurston School Districts in Thurston County will share their experiences with the WASL (focusing on successful strategies and how they are helping students who struggle with mathematics). Of note, North Thurston School District has just exited from School Improvement Status under the requirements of No Child Left Behind.

Strategic Plan

- We want to give those who could not attend the last meeting a chance to add their thoughts (a draft is included). Bunker has some technical edits to propose.

Work Plan

- The work plan for the rest of this year will be handed out at the meeting. I hope you will be able to help me refine it during the meeting. Please think about what kinds of outcomes we will want to use to measure our success for our work plan. We will also discuss a proposed meeting schedule. We need to look at what is doable for this year, given the limited resources we have.

Budget 2006–07

- Our budget for this year will be handed out at the meeting. I hope to have Bob Butts continue part time as my policy director to focus on mathematics and fill in while I am on vacation this fall. I also hope to begin to advertise for a research position, which I would like to fill by January. Funding for these positions, Larry's departure, and the costs of two day meetings this year, while certainly needed for our new board, have created some additional pressure on our budget. As a result, we will not have a lot of extra money to fund experts to assist us with our work on accountability and meaningful high school diploma topics. Thus we may need to think of some alternative assistance, such as a grant from the Gates Foundation.

Budget for the 2007–09 Biennium

- We have prepared some decision packages for you to request funds beyond our "current level" to do the work you have outlined in your strategic plan. The total additional dollars requested is \$1,380,000 covering two years. This includes packages for: accountability expertise, public outreach, and redefining basic education.

FRIDAY

Cutscores

- There will be a presentation on the process to determine the equivalent cutscores needed on the PSAT/SAT/ACT (materials included). This item was held over from our August meeting due to insufficient time.

Scoring Criteria

- There will be an OSPI presentation scoring criteria for the collection of evidence (materials included). This is the last of part of the collection of evidence material you will need to review (you have already examined the guidelines and protocols). In October you will have a public hearing on these items and be asked to decide on the approval of the collection of evidence items: the guidelines, the protocol, and the scoring criteria.

Mathematics

- OSPI, PESB and Bob Butts will present information on the mathematic action plans and coordination needed to present a package in early December (materials will be handed out at the meeting).

Joint Report with Professional Educator Standards Board (PESB)

- PESB and Pat Eirish will present our draft joint report "Working Together for Student Achievement", which is due to the legislature October 15 will be handed out at the meeting.

Business Items

- Under business items, you will approve your final strategic plan. I will come back to you in October with a final work plan and budget (although it will be very close to the budget I present at our September meeting, I must submit it to the Office of Financial Management in early October). You will also decide whether to grant Ferndale School District a waiver request materials are included in your packet. (As part of our work plan, I propose doing a thorough study of this 180 day waiver issue.) You will also review the proposed transfer of rules to OSPI and other technical clean ups

(materials included). At our October meeting we will have a public hearing and rule adoption. We suggest that if you want to make more substantive changes later on that we form a subcommittee. In light of our budget challenges for this year, I would like to discuss other resources we could turn to for help such as the Gates Foundation.

Washington Learns

- And finally, Judy Hartmann from the Governor's Office will come to talk about the WA Learns recommendations and next steps.

I have enjoyed my individual conversations with each of you and getting to know you better. I continue to be impressed by the amazing quality and dedication you have to make this board truly exceptional in its work for all of our students. In October we will begin to tackle the issues of accountability and continue our focus on mathematics.

Please feel free to call me if you have any questions, I look forward to seeing you next week!

Sincerely,

Eddie Harding
Executive Director



State Board of Education Meeting

Olympia School District Board Room
1113 Legion Way, Olympia WA
September 14: 9:00 a.m. – 5:30 p.m.
September 15: 9:00 a.m. – 3:30 p.m.

Agenda

September 14, 2006

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

- Pledge of Allegiance
- Welcome by Bill Lahmann, Superintendent, Olympia School District
- Agenda Overview
- Approval of Minutes from August 23–24 meeting **(Action Item)**

9:10 a.m. Spring 2006 Washington Assessment of Student Learning (WASL) Results

- Joe Willhoft Ph.D., and Gayle Pauley, OSPI
- Overall statewide results
 - Class of 2008 statewide and district results
 - No Child Left Behind: Schools/districts not meeting Adequate Yearly Progress (AYP)
 - Federal Compliance with Teacher Quality and Assessment

10:30 a.m. Break

10:45 a.m. Work Session on Strategic Plan, Work Plan and Budget for the State Board of Education – Edie Harding, SBE

12:30 p.m. Lunch

1:15 pm. Olympia and North Thurston School Districts – Superintendent Bill Lahmann, Olympia and Superintendent Jim Koval, North Thurston

- Changes over a 3 year period for 4th, 7th, and 10th grade district WASL scores
 - Percent of students passing all three standards
 - Strategies and interventions that worked
- Percent of students who did not meet the 10th grade mathematics WASL standard
 - Strategies, interventions to assist those 10th grade students
- Challenges ahead, issues the State Board of Education should consider

2:30 p.m. Board Questions and Reflections on WASL Presentations

3:00 p.m. Break

3:15 p.m. Public Comment

3:30 p.m. Work Session on Strategic Plan, Work Plan and Budget for State Board of Education (continued)

5:30 p.m. Adjourn

7:00 p.m. Board/Staff Dinner

Mary Jean Ryan, *Chair* • Warren T. Smith Sr., *Vice Chair* • Dr. Terry Bergeson, *Superintendent of Public Instruction*
Bernal Baca • Amy Bragdon • Steve Dal Porto • Steve Floyd • Sheila Fox • Phyllis Bunker Frank • Linda W. Lamb • Eric Liu • Kristina Mayer
John C. "Jack" Schuster • Jeff Vincent • Edie Harding, *Executive Director* • Pat Eirish, *Program Manager*
Bob Butts, *Policy Director*, Laura Moore, *Executive Assistant* • Sarah Bland, *Secretary Admin./Web Developer*
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@ospi.wednet.edu • www.sbe.wa.gov

September 15, 2006

9:00 a.m. PSAT/SAT/ACT Cutscores – Joe Willhoft Ph.D., OSPI

9:30 a.m. Collection of Evidence Scoring Criteria – Lesley Klenk Ph.D., OSPI

10:15 a.m. Break

10:30 a.m. Mathematics Achievement

- What actions are in progress and proposed to improve mathematics achievement in the short and longer-term? – Beverly Neitzel, OSPI
- PESB efforts to improve mathematics – Jennifer Wallace, Professional Educator Standards Board (PESB)
- Overview of high school mathematics graduation requirements – Bob Butts, SBE

12:30 p.m. Lunch

1:15 p.m. Draft Joint PESB and SBE Report – Jennifer Wallace, PESB and Pat Eirish, SBE

- Joint Report
- Next steps for coordination

2:00 p.m. Business Items

- Approval of the State Board of Education Strategic Plan **(Action Item)**
- Governance Rules **(Initial Discussion)**
- 180-Day Waiver Request (Ferndale School District) **(Action Item)**
- Gates Grant **(Initial Discussion)**

3:00 p.m. Update on Washington Learns – Judy Hartmann, Office of the Governor

3:30 p.m. Adjourn

PLEASE NOTE: Times above are estimates only. The Board reserves the right to alter the order of the agenda. For information regarding testimony, handouts, other questions, or for people needing special accommodation, please contact Laura Moore at the Board office (360-725-6025). This meeting site is barrier free. Emergency contact number during the meeting is 360-412-4400.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/ACTION

DATE: SEPTEMBER 14–15, 2006

SUBJECT: **Washington Assessment of Student Learning (WASL) Results**

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

PRESENTER: Joe Willhoft, Ph.D., and Gayle Pauley, OSPI

BACKGROUND:

Joe Willhoft will present the latest statewide results for the WASL. He will also provide information on the class of 2008 and school district results. These slides will be available at the meeting. Gayle Pauley will discuss the schools and districts that are not meeting the No Child Left Behind's requirement for Adequate Yearly Progress, which measures year-to-year progress using the WASL in reading and mathematics. Materials on Adequate Yearly Progress and Washington districts and schools in "improvement" status are included in your packet.

What is Adequate Yearly Progress (AYP)?

- Adequate Yearly Progress (AYP) is one of the cornerstones of the federal Elementary and Secondary Education Act (ESEA) signed into law January 2002, as the No Child Left Behind (NCLB) Act. In Washington, it is primarily a measure of year-to-year student achievement on the Washington Assessment of Student Learning (WASL) in reading and mathematics. One of the requirements of NCLB is that states develop a baseline or starting point for students to achieve proficiency as measured by WASL math and reading scores (science will be added). Each year the state must “raise the bar” in gradual increments so that by 2013-2014, all (100%) students will achieve proficiency in each subject area.
- In addition to measuring academic achievement in reading and mathematics, NCLB requires an additional indicator of student performance be measured. For high school students the on-time graduation rate must be used. The additional indicator for middle and elementary schools in Washington is the unexcused absence rate. See OSPI Bulletin 25-03 for guidance on reporting unexcused absences.
- Each school and district must meet the yearly AYP goals as a whole and by disaggregated student population groups. These groups are specified by the law to be race/ethnicity, students with disabilities, limited English proficient students, and students who are economically disadvantaged. These groups must contain enough students to be statistically reliable and not permit personal identification of individual students. In Washington a group must contain at least 30 continuously enrolled students to be considered statistically reliable and at least 10 to protect personally identifiable information. To be considered “continuously enrolled” a student must be enrolled without a break in service from October 1 through the testing period.
- AYP applies to each school in the state that serves students in grades 4, 7, and 10. School totals for these grades are aggregated up to the district and state totals.

How is AYP determined?

- AYP is calculated separately for reading and mathematics.
- There are two ways a school can make AYP:
 - By demonstrating all students and required groupings meet or exceed the established WASL proficiency goals in both mathematics and reading.
 - By meeting the “safe harbor” provision. This provision permits schools with one or more subgroups not making the goals to still make AYP if the percentage of students not making AYP in that school declined by at least 10 percent in each student category and the other indicator (graduation rate for high school or unexcused absences for elementary and middle schools) is met.

What happens if AYP is not met?

- The law specifies consequences for schools and districts receiving Title I, Part A funds which do not meet the AYP targets for two or more years in a row. While the results of WASL testing are reported for all schools and districts, the consequences apply only to those schools receiving Title I, Part A funds.
- After two consecutive years of not meeting AYP targets, a school enters Step 1 and is subject to the related consequences (see below). If AYP is met the next year the school or district stays at Step 1, if AYP is not met, it moves to Step 2. If AYP is met for two consecutive years, the school exits school improvement.

What are the school consequences and when are they applied?

• Step 1—Schools not making AYP for two years:

- Are identified for school improvement and must notify parents of their status;
- Will receive technical assistance to improve performance and may be eligible to receive federal funds for school improvement activities;
- Must develop or revise the school improvement plan not later than three months after being identified for improvement; must cover a two-year period;
- Must offer parents the opportunity to transfer their student(s) (Public School Choice) to another public school within the district which has not been identified for school improvement, if one exists; and
- Must pay for transportation if transfer is requested. They may use up to five percent of their Title I funds for this purpose, unless a lesser amount is needed. Under certain circumstances, districts may use an additional 10 percent of Title I funds, if necessary, to provide Public School Choice. If requests exceed the amount of Title I funds available for this purpose, priority is given to the lowest-achieving students from low-income families.

• Step 2—Schools not making AYP for three years:

- Are identified for their second year of school improvement and must notify parents of their status;
- Must continue to offer Public School Choice as described above; and
- Must offer parents the opportunity to request Supplemental Educational Services, such as tutoring, to low achieving students. A list of OSPI-approved supplemental educational service providers is available from the OSPI website at <http://www.k12.wa.us/title1/>. As with transportation above, districts use up to five percent of their Title I funds for Supplemental Educational Services, unless a lesser amount is needed. If needed, an additional ten percent of Title I funds may be used to cover the costs of Public School Choice, Supplemental Educational Services, or both. No more than 20 percent of Title I funds may be used for Public School Choice and Supplemental Educational Services.

• **Step 3—Schools not making AYP for four years:**

- Are identified for corrective action and must notify parents of their status;
- Must continue to offer Public School Choice and Supplemental Educational Services as described earlier; and
- Must select options from the following list:
 - Replace certain school staff;
 - Implement a new curriculum and provide additional professional development;
 - Significantly decrease management authority;
 - Appoint an outside expert to advise on school improvement plan;
 - Extend the school year or school day; or
 - Restructure the internal organization of the school.

• **Step 4—Schools not making AYP for five years:**

- Are identified for restructuring and must notify parents of their status;
- Must continue to offer Public School Choice and Supplemental Educational Services as described above; and
- Must begin planning for restructuring (see below).

• **Step 5—Schools not making AYP for six years:**

- Must implement restructuring; and
- Must select options from the following list:
 - Replace all or most of relevant school staff;
 - Contract with outside entity to operate school;
 - If the state agrees, undergo a state takeover; or
 - Undertake any other major restructuring of school.

AYP Elements Still in Effect

- **ALL** students “proficient” by 2014
- **Separate annual proficiency goals in reading & math 1% can be proficient at district level using alternative performance standard**
- **Same goal on ‘state uniform bar’ for 9 groups**
 - All students
 - 5 Racial/Ethnic Groups
 - Students with Disabilities (Special Education)
 - Students with Limited English Proficiency (ELL)
 - Students from Low-Income Families (Poverty)
- **95% of students in each group to be assessed**
- **One other indicator**
 - Graduation rate (high schools): **67% (or 2 percentage point increase)**
 - Unexcused absences (grades 1-8): **1% (or any decrease)**



NCLB Compliance Report 2006: Washington School Districts in "Improvement" Status PRELIMINARY REPORT

Since the passage of the *No Child Left Behind Act* in 2001, the federal government has assumed a stronger role in education. This law clearly sets forth an expectation that all children achieve their state's academic standards and schools, districts and states be more accountable for student learning. Under this federal law, schools and districts that receive federal education dollars (Title I) and miss making achievement goals, commonly referred to as adequate yearly progress or AYP, face specific consequences. In our state, reading and math scores from the Washington Assessment of Student Learning are used to calculate AYP.

Schools are expected to make AYP in up to 37 different categories, and districts are evaluated in as many as 111 categories. Any school or district not making AYP for two consecutive years the same subject area (e.g., reading in 2005 and 2006) is identified for "improvement" status. And until AYP is achieved in every category for two years in a row, schools and districts continue to be identified as needing to improve. Making it one year and then missing the next means a school or district stays on the federal "improvement" list and restarts the two-year cycle of making AYP.

This preliminary report includes the names of all districts identified for federal "improvement" based on assessment data analyzed by OSPI. Most school districts receive federal Title I education funds and therefore face federally-mandated consequences if they are in improvement status. All districts on the list receive Title I funds.

While federal law may require our state to apply a specific definition of "needs improvement", our education system is based on the premise that *all* schools and districts strive to make continuous improvements to help students experience academic success.

OSPI will issue a final report detailing the AYP status of all schools and districts later this fall. Until that release, this information is considered preliminary. Those identified today have an opportunity to appeal their AYP results and change their status.

Districts Exiting the "Improvement" List:

Four school districts met their second consecutive year of AYP and are leaving the federal list: **Lake Stevens; North Thurston; South Kitsap and Stanwood-Camano.**

Districts in Improvement – PRELIMINARY RESULTS

There are 28 districts identified for "improvement" status based on the preliminary data. Each category is complex, with some districts making AYP this year but needing another year of success to exit "improvement" and others not making enough gains this year to meet the goal.

NCLB Compliance Report 2006: Washington School Districts in "Improvement" Status PRELIMINARY REPORT

Step 1 (17 districts)

Districts in Step 1 must develop a district improvement plan and have the option to accept technical assistance from OSPI.

There are three reasons why districts are in Step 1: 1) they were in Step 1 last year, made AYP in 2006 and need to make AYP in 2007; 2) they did not make AYP but made AYP in enough categories and grades to avoid moving to step 2; or 3) they missed AYP for a second year in a row and are now identified for improvement.

Abbreviations: R=Reading M=Math
OI=Other Indicator

District	Status in 2005	Met AYP in 2006	Progress to next step?	Status in 2006	# of "YES" groups in 2006	# of "NO" groups in 2006	Percent YES groups	Number of groups not making AYP by grade, subject
Lake Chelan	Step 1	Yes	No	Step 1	51	0	100.0%	
Sedro-Woolley	Step 1	Yes	No	Step 1	39	0	100.0%	
Warden	Step 1	Yes	No	Step 1	39	0	100.0%	
Bethel	Step 1	No	No	Step 1	36	3	92.3%	4th: M; 7th: M; 10th: M
Burlington-Edison	Step 1	No	No	Step 1	45	6	88.2%	4th: R, M; 7th: M; 10 th : M
Grandview	Step 1	No	Yes	Step 1	45	10	81.8%	4th: M; 7th: M; 10th: M
Granger	Step 1	No	No	Step 1	29	10	74.4%	4th: M, OI; 7th: M, OI; 10th: M
Kennewick	Step 1	No	No	Step 1	47	4	92.2%	7th: M; 10th: M
Longview	Step 1	No	No	Step 1	37	2	94.9%	7th: M; 10th: M
Mount Adams	Step 1	No	No	Step 1	31	8	79.5%	7th: R, M; 10th M
North Franklin	Step 1	No	Yes	Step 1	43	12	78.2%	4th: R, M; 7th: R, M; 10th: M
Quincy	Step 1	No	No	Step 1	41	10	80.4%	4th: M, OI; 7th: M, OI; 10th: M
Sunnyside	Step 1	No	No	Step 1	41	14	74.5%	4th: M, OI; 7th: R, M, OI; 10th: M; OI
Toppenish	Step 1	No	No	Step 1	43	10	81.1%	7th: R, M, OI; 10th: M
Vancouver	Step 1	No	Yes	Step 1	36	3	92.3%	4th: M; 7th: M; 10th: M
Walla Walla	Step 1	No	No	Step 1	48	3	94.1%	4th: M; 10th: M
Yakima	Step 1	No	No	Step 1	45	18	71.4%	4th: R, M, OI; 7th: R, M, OI; 10th: R, M

NCLB Compliance Report 2006: Washington School Districts in "Improvement" Status PRELIMINARY REPORT

Step 2, District Improvement (2 districts)

In this step, districts must work in collaboration with OSPI to address the targeted areas with reading and mathematics programs and instructional interventions that are effective in improving student learning.

Once districts enter Step 2, they remain in this step until they make AYP across all tested grades (4, 7 and 10) for two consecutive years.

Abbreviations: R=Reading M=Math
OI=Other Indicator

District	Status in 2005	Met AYP in 2006	Progress to next step?	Status in 2006	# of "YES" groups in 2006	# of "NO" groups in 2006	Percent YES groups	Number of groups not making AYP by grade, subject
Highline	Step 1	No	Yes	Step 2	58	9	86.6%	4th: M; 7th: R, M, OI; 10th: M
Marysville	Step 1	No	Yes	Step 2	36	3	92.3%	4th: R, M; 7th: M, R; 10th M
Mount Vernon	Step 1	No	Yes	Step 2	53	10	84.1%	4th: M; 7th: R, M; 10 th : M
Othello	Step 2	No	Yes	Step 2	58	1	98.3%	10th: M
Pasco	Step 2	No	Yes	Step 2	44	19	69.8%	4th: M; 7th: R, M; 10 th : R, M, OI
Renton	Step 1	No	Yes	Step 2	58	9	86.6%	4th: M; 7th: R, M; 10 th : M
Seattle	Step 1	No	Yes	Step 2	50	9	84.7%	4th: M; 7th: R, M; 10 th : R, M, OI
Tacoma	Step 1	No	Yes	Step 2	40	7	85.1%	4th: M; 7th: M; 10th: M
Wahluke	Step 1	No	Yes	Step 2	34	13	72.3%	4th: R, M; 7th: R, M; 10th: M
Wapato	Step 1	No	Yes	Step 2	45	18	71.4%	4th: M; 7th: R, M, OI; 10th: R, M
Wenatchee	Step 1	No	Yes	Step 2	51	8	86.4%	4th: R, M; 7th: R, M; 10th: M



NCLB Compliance Report 2006: Washington Schools in "Improvement" Status PRELIMINARY REPORT

Since the passage of the *No Child Left Behind Act* in 2001, the federal government has assumed a stronger role in education. This law clearly sets forth an expectation that all children achieve their state's academic standards and schools, districts and states be more accountable for student learning. Under this federal law, schools and districts that receive federal education dollars (Title I) and miss making achievement goals, commonly referred to as adequate yearly progress or AYP, face specific consequences. In our state, reading and math scores from the Washington Assessment of Student Learning are used to calculate AYP.

Schools are expected to make AYP in up to 37 different categories, and districts are evaluated in as many as 111 categories. Any school or district not making AYP for two consecutive years the same subject area (e.g., reading in 2005 and 2006) is identified for "improvement" status. And until AYP is achieved in every category for two years in a row, schools and districts continue to be identified as needing to improve. Making it one year and then missing the next means a school or district stays on the federal "improvement" list and restarts the two-year cycle of making AYP.

This **preliminary report** includes the names of all schools identified for federal "improvement" based on assessment data analyzed by OSPI. Many schools receive federal Title I education funds and therefore face federally-mandated consequences if they are in "improvement" status. Each school's Title I status is provided below.

While federal law may require our state to apply a specific definition of "needs improvement", our education system is based on the premise that *all* schools and districts strive to make continuous improvements to help students experience academic success.

OSPI will issue a final report detailing the AYP status of all schools and districts later this fall. Until that release, this list is considered to be preliminary. Those identified today have an opportunity to appeal their AYP determination and change their status.

Schools Exiting "Improvement" Status

A total of 20 school buildings made adequate yearly progress for their second consecutive year and are exiting school the federal improvement list: Heritage High (Evergreen-Clark); Sacajawea Middle (Federal Way); Amistad Elementary (Kennewick); Monticello Middle (Longview); Northwood Middle (Mead); Monroe High (Monroe); Omak Alternative High (Omak); Ballou Junior (Puyallup); Emerald Ridge High (Puyallup); Quincy High (Quincy); Roosevelt High (Seattle); Whitworth Elementary (Seattle); Cascade Middle (Sedro-Woolley); Centennial Middle (Snohomish); Sacajawea Middle (Spokane); Outlook Elementary (Sunnyside); Warden Elementary (Warden); White River High (White River); White River Middle (White River); and Nespelem Elementary (Nespelem).

Schools in Improvement

Step 1, School Improvement (126 schools)

Schools can be in Step 1 for three reasons: 1) they were in Step 1 last year and made AYP in 2006; or 2) they remain in Step 1 – even though they missed AYP – because they fell short in a different subject in 2006; or 3) they have not made AYP for two consecutive years and are entering Step 1 for the first time.

At the start of this school year, Title I schools in this category must notify the families of enrolled students about the opportunity to transfer their child to another school in the same district that is not in school improvement. Transportation costs (within federal parameters) will be covered by the school for families exercising this option.

NCLB Compliance Report 2006: Washington Schools in "Improvement" Status PRELIMINARY REPORT

		2005		2006						
County	District	School	Met AYP 2005	Step in 2005	Met AYP 2006	Step in 2006	Title I	Move to next step?	# of "YES" groups	# of "NO" groups
Snohomish	Arlington	Weston High School	No	1	Yes	1		No	3	0
Okanogan	Brewster	Brewster Elementary School	No	1	Yes	1	Yes	No	13	0
Stevens	Chewelah	Chewelah Alternative	No	1	Yes	1		No	1	0
Pierce	Clover Park	A-I High School	No	1	Yes	1		No	1	0
Snohomish	Everett	Sequoia High School	No	1	Yes	1		No	3	0
King	Federal Way	Kilo Middle School	No	1	Yes	1		No	17	0
King	Highline	Mount Rainier High School	No	1	Yes	1		No	17	0
Snohomish	Lake Stevens	Prove High School	No	1	Yes	1		No	1	0
Snohomish	Marysville	Heritage School	No	1	Yes	1	Yes	No	1	0
Okanogan	Methow Valley	Alternative School	No	1	Yes	1		No	1	0
Yakima	Mount Adams	Harrah Elementary School	No	1	Yes	1	Yes	No	13	0
Kitsap	North Kitsap	Spectrum Community School	No	1	Yes	1		No	1	0
King	Northshore	Bothell High School	No	1	Yes	1		No	21	0
Adams	Othello	Lutacaga Elementary	No	1	Yes	1	Yes	No	13	0
Snohomish	Snohomish	High School Re Entry	No	1	Yes	1		No	0	0
King	Tahoma	Maple Valley High School	No	1	Yes	1		No	1	0
Grant	Wahluke	Sentinel Tech Alt School	No	1	Yes	1		No	1	0
Walla Walla	Walla Walla	Paine Campus	No	1	Yes	1	Yes	No	2	0
Cowlitz	Woodland	Woodland Alternative School (TEAM)	No	1	Yes	1		No	1	0
Snohomish	Arlington	Post Middle School	Yes	1	No	1		No	15	2
Pierce	Bethel	Spanaway Junior High	Yes	1	No	1		No	16	1
Skagit	Burlington-Edison	Burlington Edison High School	Yes	1	No	1	Yes	No	16	1
Spokane	Central Valley	University High School	No	1	No	1		No	16	1
Pierce	Clover Park	Clover Park High School	Yes	1	No	1		No	17	4
Pierce	Clover Park	Lakes High School	Yes	1	No	1		No	15	2
Snohomish	Everett	Cascade High School	Yes	1	No	1		No	16	1
Yakima	Granger	Roosevelt Elementary	Yes	1	No	1	Yes	No	9	4

NCLB Compliance Report 2006: Washington Schools in "Improvement" Status PRELIMINARY REPORT

2006

Abbreviations: R=Reading M=Math
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County	District	School	% YES groups	Cells not making AYP
Snohomish	Arlington	Weston High School	100.0%	
Okanogan	Brewster	Brewster Elementary School	100.0%	
Stevens	Chewelah	Chewelah Alternative	100.0%	
Pierce	Clover Park	A-1 High School	100.0%	
Snohomish	Everett	Sequoia High School	100.0%	
King	Federal Way	Kilo Middle School	100.0%	
King	Highline	Mount Rainier High School	100.0%	
Snohomish	Lake Stevens	Prove High School	100.0%	
Snohomish	Marysville	Heritage School	100.0%	
Okanogan	Methow Valley	Alternative School	100.0%	
Yakima	Mount Adams	Harrah Elementary School	100.0%	
Kitsap	North Kitsap	Spectrum Community School	100.0%	
King	Northshore	Bothell High School	100.0%	
Adams	Othello	Lutacaga Elementary	100.0%	
Snohomish	Snohomish	High School Re Entry	100.0%	
King	Tahoma	Maple Valley High School	100.0%	
Grant	Wahluke	Sentinel Tech Alt School	100.0%	
Walla Walla	Walla Walla	Paine Campus	100.0%	
Cowlitz	Woodland	Woodland Alternative School (TEAM)	100.0%	
Snohomish	Arlington	Post Middle School	88.2%	R special ed; M special ed
Pierce	Bethel	Spanaway Junior High	94.1%	M low income
Skagit	Burlington-Edison	Burlington Edison High School	94.1%	M hispanic
Spokane	Central Valley	University High School	94.1%	M special ed
Pierce	Clover Park	Clover Park High School	81.0%	M all, black, hispanic, low income
Pierce	Clover Park	Lakes High School	88.2%	M black, low income
Snohomish	Everett	Cascade High School	94.1%	M low income
Yakima	Granger	Roosevelt Elementary	69.2%	M all, hispanic, low income; OI

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County	School Name	Percentage	Demographics
Pierce	Puyallup	60.0%	M all; OI
Benton	Richland	82.4%	R special ed; M special ed, low income
Spokane	Glover Middle School	88.2%	R special ed; M special ed
Snohomish	Stanwood High School	93.3%	M special ed
Pierce	Tacoma	88.9%	M low income
Pierce	Tacoma	77.8%	M all, low income
Pierce	Tacoma	90.5%	M black, low income
Yakima	Wilson Middle School	94.1%	OI
King	Olympic Middle School	92.3%	M low income
King	Sammamish Senior High	95.2%	M hispanic, low income
Whatcom	Shuksan Middle School	92.3%	M low income
Whatcom	Visions (Seamar Youth Center)	0.0%	OI
Pierce	Bethel Junior High	92.3%	M low income
Douglas	Bridgeport Middle School	76.9%	M all, hispanic, low income
Skagit	West View Elementary	61.1%	R all, low income; M all, hispanic, low income; OI
Lewis	Green Hill Academic School	66.7%	M all (10th)
Asotin	Charles Francis Adams High School	92.3%	M low income
Pierce	Lochburn Middle School	95.2%	M low income
Pierce	Woodbrook Middle School	88.2%	M all, black
Douglas	Grant Elementary School	88.2%	M hispanic, low income
Snohomish	Everett High School	92.3%	M low income
Snohomish	Hawthorne Elementary School	84.6%	M all, low income
King	Federal Way Senior High School	92.0%	M black, hispanic
Pierce	Learning Opportunity Center	0.0%	OI
Pierce	Franklin Pierce High School	87.0%	R special ed; M black, low income
Pierce	Perry G Keithley Middle School	85.7%	R low income; M black, low income
Yakima	Compass High School	0.0%	OI
Yakima	Grandview High School	82.4%	M all, hispanic, low income
Snohomish	Granite Falls High School	92.3%	M low income
King	Beverly Park Elem at Glendale	55.6%	R low income; M all, low income; OI

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King	Highline	Evergreen High School	88.0%	M black, hispanic, low income
King	Highline	Hazel Valley Elementary	66.7%	M all, low income; OI
King	Highline	Highline High School	88.2%	M hispanic, low income
King	Highline	Madrona Elementary	84.6%	M all, low income
King	Issaquah	Tiger Mountain Community High School	66.7%	M all
Cowlitz	Kelso	Kelso High School	92.3%	M low income
Cowlitz	Kelso	Loowit High School	0.0%	OI
Benton	Kennewick	Kennewick Alternative Education	0.0%	OI (10th)
Benton	Kennewick	Park Middle School	94.1%	M hispanic
Benton	Kennewick	Southridge High School	94.1%	M hispanic
King	Lake Washington	Community School	33.3%	R all, M all
Cowlitz	Longview	R A Long High School	92.3%	M low income
Snohomish	Marysville	Tulalip Elementary	80.0%	M all
Grant	Moses Lake	Moses Lake High School	88.2%	M hispanic, low income
Skagit	Mount Vernon	La Venture Middle School	71.4%	R hispanic, LEP, M hispanic, LEP, low income; OI
Skagit	Mount Vernon	Madison Elementary	77.8%	M low income, OI
Snohomish	Mukilteo	Explorer Middle School	94.1%	M hispanic
Snohomish	Mukilteo	Kamiak High School	94.1%	M low income
Spokane	Nine Mile Falls	Phoenix Alternative School	0.0%	OI
Franklin	North Franklin	Connell Elem	76.9%	R hispanic; M hispanic, low income
Franklin	North Franklin	Robert L Olds Junior High School	70.6%	R hispanic, low income; M hispanic, low income; OI
Kitsap	North Kitsap	North Kitsap High School	93.3%	M special ed
Grays Harbor	Oakville	Oakville High School	66.7%	7th M all, OI
Okanogan	Omak	Paschal Sherman	25.0%	4th M all, OI; 7th OI
Lewis	Onalaska	Contract Studies School-Onalaska	33.3%	M all; OI
Adams	Othello	Hiawatha Elementary School	92.3%	M all
Franklin	Pasco	Mark Twain Elementary	76.9%	R low income; M hispanic, low income

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County	School Name	Yes	No														
Franklin	New Horizons High School	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Franklin	Rowena Chess Elementary	8	0	8	0	8	0	8	0	8	0	8	0	8	0	8	0
Grant	Monument Elementary	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0
King	Campbell Hill Elementary School	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0
King	Highlands Elementary School	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0
King	Neisen Middle School	4	0	4	0	4	0	4	0	4	0	4	0	4	0	4	0
Benton	Rivers Edge High School	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Grant	Red Rock Elementary	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Grant	Royal Middle School	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
King	Denny Middle School	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0
King	Gatzert Elementary School	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0
King	Hamilton International Middle School	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0
King	Hawthorne Elementary School	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
King	Highland Park Elementary School	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0
King	Home School Resource Center	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
King	Madrona K-8	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0
King	Sealth High School	5	0	5	0	5	0	5	0	5	0	5	0	5	0	5	0
King	Secondary Bilingual Orientation Center	4	0	4	0	4	0	4	0	4	0	4	0	4	0	4	0
King	Summit K-12	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0
King	Thurgood Marshall Elementary	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0
King	Washington Middle School	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0
Mason	Choice Alternative School	3	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0
Mason	Olympic Middle School	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0
Island	Bayview Alternative School	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Snohomish	Sultan Senior High School	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0
Pierce	Angelo Giadrone Middle School	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Pierce	Baker	4	0	4	0	4	0	4	0	4	0	4	0	4	0	4	0
Pierce	McCarver	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0
Pierce	McKinley	2	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0

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County	School Name	Percentage	Demographics
Franklin	New Horizons High School	66.7%	M all
Franklin	Rowena Chess Elementary	52.9%	R all, hispanic, LEP, low income; M all, hispanic, LEP, low income
Grant	Monument Elementary	76.9%	M all, hispanic, low income
King	Campbell Hill Elementary School	77.8%	M all, low income
King	Highlands Elementary School	76.9%	M all, hispanic, low income
King	Nelsen Middle School	82.6%	R black, special ed; M black, low income
Benton	Rivers Edge High School	66.7%	10th M all
Grant	Red Rock Elementary	94.1%	M LEP
Grant	Royal Middle School	84.6%	M hispanic, low income
King	Denny Middle School	80.0%	M all, black, hispanic, low income; OI
King	Gatzert Elementary School	77.8%	M all, low income
King	Hamilton International Middle School	95.2%	M black
King	Hawthorne Elementary School	80.0%	M all
King	Highland Park Elementary School	77.8%	M all, low income
King	Home School Resource Center	0.0%	10th OI
King	Madrona K-8	88.2%	4th M all, low income
King	Sealth High School	70.6%	R low income; M all, black, low income; OI
King	Secondary Bilingual Orientation Center	0.0%	7th R all; M all; OI 10th OI
King	Summit K-12	84.2%	4th OI; 7th OI; 10th OI
King	Thurgood Marshall Elementary	60.0%	M all; Participation; OI
King	Washington Middle School	90.5%	M black, low income
Mason	Choice Alternative School	57.1%	10th R all, M all; OI
Mason	Olympic Middle School	84.6%	M low income; OI
Island	Bayview Alternative School	0.0%	OI
Snohomish	Sultan Senior High School	84.6%	M low income; OI
Pierce	Angelo Giardrone Middle School	94.1%	M black
Pierce	Baker	81.0%	R black; M all, black, low income
Pierce	McCarver	77.8%	M all, low income

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School	Yes	No								
Pierce										
Pierce										
Yakima										
King										
Pierce										
Clark										
Walla Walla										
Walla Walla										
Yakima										
Chelan										
Spokane										
Yakima										
Yakima										
Tacoma										
Tacoma										
Toppenish										
Tukwila										
University Place										
Vancouver										
Walla Walla										
Walla Walla										
Wapato										
Wenatchee										
West Valley (Spokane)										
Yakima										
Yakima										
Sheridan										
Wilson										
Valley View Elementary										
Showalter Middle School										
Curtis Senior High										
Discovery Middle School										
Prospect Point Elementary										
Walla Walla High School										
Wapato High School										
Pioneer Middle School										
Cbe Alternative Programs										
Hoover Elementary School										
Robertson Elementary										

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State	School	Percentage	Demographic
Pierce	Tacoma	71.4%	M all, low income
Pierce	Tacoma	77.8%	M all, low income
Pierce	Tacoma	76.5%	M all, black, white, low income
Yakima	Toppenish	76.9%	M all, hispanic, low income
King	Tukwila	86.2%	R LEP; M hispanic, LEP, low income
Pierce	University Place	95.2%	M black
Clark	Vancouver	84.6%	M all, low income
Walla Walla	Walla Walla	92.3%	M low income
Walla Walla	Walla Walla	94.1%	M hispanic
Yakima	Wapato	76.5%	M all, hispanic, LEP, low income
Chelan	Wenatchee	94.1%	M low income
Spokane	West Valley (Spokane)	80.0%	M all
Yakima	Hoover Elementary School	84.6%	M hispanic, low income
Yakima	Robertson Elementary	82.4%	M all, hispanic, low income
McKinley	McKinley	71.4%	M all, low income
Sheridan	Sheridan	77.8%	M all, low income
Wilson	Wilson	76.5%	M all, black, white, low income
Valley View Elementary	Valley View Elementary	76.9%	M all, hispanic, low income
Showalter Middle School	Showalter Middle School	86.2%	R LEP; M hispanic, LEP, low income
Curtis Senior High	Curtis Senior High	95.2%	M black
Discovery Middle School	Discovery Middle School	84.6%	M all, low income
Prospect Point Elementary	Prospect Point Elementary	92.3%	M low income
Walla Walla High School	Walla Walla High School	94.1%	M hispanic
Wapato High School	Wapato High School	76.5%	M all, hispanic, LEP, low income
Pioneer Middle School	Pioneer Middle School	94.1%	M low income
Cbe Alternative Programs	Cbe Alternative Programs	80.0%	M all
Hoover Elementary School	Hoover Elementary School	84.6%	M hispanic, low income
Robertson Elementary	Robertson Elementary	82.4%	M all, hispanic, low income

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Step 2, School Improvement (45 schools)

Title I schools that have reached Step 2 must continue to offer school choice and add the option for low-income students to receive tutoring services from an OSPI-approved supplemental service provider. Again, these options are only required to be offered by schools that receive Title I funds.

The schools in Step 2 are there this year because they 1) made AYP in 2006 and must make it again in 2007 to exit; or 2) were in Step 1 in 2005 and again missed AYP in the same subject in 2006; or 3) missed AYP in a different subject than in 2005 and do not move to the next step.

County	District	School	2005		Step in 2005	2006		Step in 2006	Title I	Move to next step?	# of "YES" groups	# of "NO" groups
			Met AYP 2005	Step in 2005		Met AYP 2006	Step in 2006					
Snohomish	Edmonds	Edmonds Woodway High School	No	2		Yes	2		No	No	17	0
Clark	Evergreen (Clark)	Evergreen High School	No	2		Yes	2		No	No	17	0
Clark	Evergreen (Clark)	Mountain View High School	No	2		Yes	2		No	No	17	0
King	Federal Way	Decatur High School	No	2		Yes	2		No	No	17	0
King	Federal Way	Thomas Jefferson High School	No	2		Yes	2		No	No	25	0
Yakima	Granger	Granger High School	No	2		Yes	2		No	No	13	0
King	Kent	Kentlake High School	No	2		Yes	2		No	No	13	0
Franklin	Pasco	Emerson Elementary	No	2		Yes	2		Yes	No	13	0
King	Seattle	Ballard High School	No	2		Yes	2		Yes	No	21	0
King	Seattle	Garfield High School	No	2		Yes	2		No	No	21	0
King	Seattle	South Lake High School	No	2		Yes	2		No	No	1	0
Snohomish	Snohomish	Snohomish High School	No	2		Yes	2		No	No	17	0
King	Auburn	West Auburn Senior High School	No	2		No	2		No	No	4	1
Clallam	Cape Flattery	Neah Bay High and Elementary	Yes	2		No	2		Yes	No	5	1
Pierce	Clover Park	Southgate Elementary School	Yes	2		No	2		Yes	No	7	2
King	Renton	Dimmitt Middle School	Yes	2		No	2		Yes	No	22	3
King	Seattle	Cleveland High School	Yes	2		No	2		Yes	No	9	4
Yakima	Yakima	Washington Middle School	Yes	2		No	2		Yes	Yes	8	9

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2006

Abbreviations: R=Reading M=Math
OI=Other Indicator

County	District	School	% YES groups	Cells not making AYP
Snohomish	Edmonds	Edmonds Woodway High School	100.0%	
Clark	Evergreen (Clark)	Evergreen High School	100.0%	
Clark	Evergreen (Clark)	Mountain View High School	100.0%	
King	Federal Way	Decatur High School	100.0%	
King	Federal Way	Thomas Jefferson High School	100.0%	
Yakima	Granger	Granger High School	100.0%	
King	Kent	Kentlake High School	100.0%	
Franklin	Pasco	Emerson Elementary	100.0%	
King	Seattle	Ballard High School	100.0%	
King	Seattle	Garfield High School	100.0%	
King	Seattle	South Lake High School	100.0%	
Snohomish	Snohomish	Snohomish High School	100.0%	
King	Auburn	West Auburn Senior High School	80.0%	M all 7th OI
Clallam	Cape Flattery	Near Bay High and Elementary	83.3%	M all, low income
Pierce	Clover Park	Southgate Elementary School	77.8%	R hispanic; M black, low income
King	Renton	Dimmitt Middle School	88.0%	M all, black, low income; OI
King	Seattle	Cleveland High School	69.2%	R all, hispanic, LEP, low income;
Yakima	Yakima	Washington Middle School	47.1%	M all, hispanic, LEP, low income; OI

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County	School Name	1	2	No	Yes	1	2
Grays Harbor	Harbor High School	1		No	Yes	1	2
Whatcom	Lummi High School	1		No	Yes	1	2
Whatcom	Lummi Tribal Elementary School	1		No	Yes	2	2
Pierce	Washington High School	1		No	No	18	3
Yakima	Grandview Middle School	1		No	Yes	14	3
King	Midway Elementary	1		No	Yes	6	3
Snohomish	School Home Partnership Program	1		No	Yes	2	1
Spokane	Mead Alternative High School	1		No	Yes	2	1
Pacific	Naselle Youth Camp School	1		No	Yes	0	1
Franklin	Longfellow Elementary	1		No	Yes	9	4
Franklin	Robert Frost Elementary	1		No	Yes	9	4
Pierce	Henderson Bay Alt High School	1		No	Yes	2	1
Pierce	Puyallup High School	1		No	Yes	15	2
Grant	Quincy High Tech High	1		No	Yes	1	2
King	McKnight Middle School	1		No	Yes	18	3
King	AS #1 (Pinehurst) K-8	1		No	Yes	6	2
King	Education Service Centers	1		No	Yes	0	1
King	Meany Middle School	1		No	Yes	9	4
Skagit	State Street High School	1		No	Yes	3	1
Snohomish	Aim High School	1		No	Yes	1	1
Spokane	Bryant Center (high school level)	1		No	Yes	4	2
Pierce	Stewart	1		No	Yes	15	2
Clark	Lewis and Clark High School	1		No	Yes	4	1
Grant	Wahluke High School	1		No	Yes	11	2
Yakima	Pace Alternative High School	1		No	Yes	2	1
Clark	Excelsior High School	1		No	Yes	0	1
Pierce	Collins Alternative Programs	1		No	Yes	8	5

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County	School	Percentage	Demographics
Grays Harbor	Harbor High School	33.3%	R all; M all
Whatcom	Lummi High School	33.3%	10th M all; OI
	Lummi Tribal Elementary School	50.0%	4th R all; M all
Pierce	Washington High School	85.7%	M all, white, low income
Yakima	Grandview Middle School	82.4%	M all, hispanic, low income
King	Midway Elementary	66.7%	R low income, all; M low income
Snohomish	School Home Partnership Program	66.7%	OI (10th)
Spokane	Mead Alternative High School	66.7%	M all
Pacific	Naselle Youth Camp School	0.0%	OI
Franklin	Longfellow Elementary	69.2%	R low income; M all, hispanic, low income
Franklin	Robert Frost Elementary	69.2%	R low income; M all, hispanic, low income
Pierce	Henderson Bay Alt High School	66.7%	M all
Pierce	Puyallup High School	88.2%	R special ed ; M special ed
Grant	Quincy High Tech High	33.3%	R all, M all
King	McKnight Middle School	85.7%	R low income; M hispanic, low income
King	AS #1 (Pinehurst) K-8	75.0%	4th M all; 7th M all
King	Education Service Centers	0.0%	10th OI
King	Meany Middle School	69.2%	M all, black, low income; R low income
Skagit	State Street High School	75.0%	M all
Snohomish	Aim High School	50.0%	M all
Spokane	Bryant Center (high school level)	66.7%	10th M all; OI
Pierce	Stewart	88.2%	M all, low income
Clark	Lewis and Clark High School	80.0%	M all
Grant	Wahluke High School	84.6%	M hispanic, low income
Yakima	Pace Alternative High School	66.7%	10: M all
Clark	Excelsior High School	0.0%	OI
Pierce	Collins Alternative Programs	61.5%	OI (4th, 7th), OI (10th); M all, white

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Step 3, School Improvement (65 schools)

At this point in school improvement, federal law expects districts to take a more direct role in addressing the academic struggles in a particular Title I building. School districts must take "corrective action," and they can choose from a number of options focused most often on curriculum and instruction changes that will improve student learning. These schools must continue to provide school choice options and supplemental services.

Step 3 schools are there this year because they 1) made AYP in 2006 and must make it again in 2007 to exit; or 2) were in Step 2 in 2005 and again missed AYP in the same subject in 2006; or 3) missed AYP in a different subject than in 2005 and do not move to the next step.

County	District	School	2005		2006		Move to next step?	# of "YES" groups	# of "NO" groups
			Met AYP 2005	Step in 2005	Met AYP 2006	Step in 2006			
King	Seattle	Rainier Beach High School	No	3	Yes	3	No	13	0
Yakima	Toppenish	Kirkwood Elementary School	No	3	Yes	3	No	13	0
Chelan	Wenatchee	Westside High School	No	3	Yes	3	No	4	0
King	Auburn	Auburn Riverside High School	No	2	No	3	Yes	20	1
King	Auburn	Auburn Senior High School	No	2	No	3	Yes	15	2
Pierce	Bethel	Bethel High School	No	2	No	3	Yes	19	2
Pierce	Bethel	Spanaway Lake High School	No	2	No	3	Yes	19	2
Okanogan	Brewster	Brewster Junior High School	No	2	No	3	Yes	10	3
Douglas	Eastmont	Eastmont Senior High	No	2	No	3	Yes	15	2
Snohomish	Edmonds	Scriber Lake High School	No	2	No	3	Yes	0	3
Yakima	Granger	Granger Middle School	No	2	No	3	Yes	9	4
King	Highline	Cascade Middle School	No	2	No	3	Yes	18	7
King	Highline	Pacific Middle School	No	2	No	3	Yes	23	2
King	Highline	Tyee High School	No	2	No	3	Yes	24	5
Benton	Kennewick	Kennewick High School	No	2	No	3	Yes	15	2
King	Kent	Cedar Heights Middle School	No	2	No	3	Yes	15	2
King	Kent	Kent-Meridian High School	No	2	No	3	Yes	24	5

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Abbreviations: R=Reading
OI=Other Indicator

County	District	School	% YES groups	Cells not making AYP
King	Seattle	Rainier Beach High School	100.0%	
Yakima	Toppenish	Kirkwood Elementary School	100.0%	
Chelan	Wenatchee	Westside High School	100.0%	
King	Auburn	Auburn Riverside High School	95.2%	M low income
King	Auburn	Auburn Senior High School	88.2%	M hispanic, low income
Pierce	Bethel	Bethel High School	90.5%	M black, low income
Pierce	Bethel	Spanaway Lake High School	90.5%	M black, low income
Okanogan	Brewster	Brewster Junior High School	76.9%	M all, hi, low income
Douglas	Eastmont	Eastmont Senior High School	88.2%	M hispanic, low income
Snohomish	Edmonds	Scriber Lake High School	0.0%	R all; M all; OI
Yakima	Granger	Granger Middle School	69.2%	M all, hispanic, low income; OI
King	Highline	Cascade Middle School	72.0%	R hispanic, low income; OI
King	Highline	Pacific Middle School	92.0%	black, hispanic, low income; OI
King	Highline	Tyee High School	82.8%	M black, low income
Benton	Kennewick	Kennewick High School	88.2%	R LEP; M all, hispanic, LEP, low income
King	Kent	Cedar Heights Middle School	88.2%	M hispanic, low income
King	Kent	Kent-Meridian High School	82.8%	R special ed; M special ed
				R LEP; M all, black, LEP, low income

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King	Kent	Kentwood High School	No	2	No	3	Yes	22	3	88.
Yakima	Mabton	Artz Fox Elementary	No	2	No	3	Yes	12	1	92.
Yakima	Mabton	Mabton Jr Sr High School	No	2	No	3	Yes	22	4	84.
Snohomish	Marysville	Cedarcrest School	No	2	No	3	Yes	16	1	94.
Snohomish	Marysville	Marysville Middle School	No	2	No	3	Yes	24	5	82.
Snohomish	Marysville	Marysville Pilchuck High School	No	2	No	3	Yes	18	3	85.
Grant	Moses Lake	Columbia Basin Secondary School	No	2	No	3	Yes	5	1	83.
Yakima	Mount Adams	White Swan High School	No	2	No	3	Yes	11	2	84.
Skagit	Mount Vernon	Mount Baker Middle School	No	2	No	3	Yes	17	4	81.
Skagit	Mount Vernon	Mount Vernon High School	No	2	No	3	Yes	21	4	84.
Snohomish	Mukilteo	Mariner High School	No	2	No	3	Yes	24	5	82.
Adams	Othello	Othello High School	No	2	No	3	Yes	20	1	95.
Franklin	Pasco	Ellen Ochoa Middle School	No	2	No	3	Yes	9	8	52.
Franklin	Pasco	Pasco Senior High School	No	2	No	3	Yes	13	8	61.
Franklin	Pasco	Whittier Elementary	No	2	No	3	Yes	14	3	82.
Pierce	Puyallup	Chief Leschi Schools	No	2	No	3	Yes	25	15	62.
King	Renton	Renton Senior High School	No	2	No	3	Yes	18	3	85.
Thurston	Rochester	Maple Lane School	No	2	No	3	Yes	0	3	0.1
King	Seattle	African American Academy K-8	No	2	No	3	Yes	25	1	96.
King	Seattle	Aki Kurose Middle School	No	2	No	3	Yes	12	5	70.
King	Seattle	Franklin High School	No	2	No	3	Yes	16	1	94.

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County	School Name	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
King	Kentwood High School	No	No																									
Yakima	Artz Fox Elementary	No	No																									
Yakima	Mabton Jr Sr High School	No	No																									
Snohomish	Cedarcrest School	No	No																									
Snohomish	Marysville Middle School	No	No																									
Snohomish	Marysville Pitchuck High School	No	No																									
Grant	Columbia Basin Secondary School	No	No																									
Yakima	White Swan High School	No	No																									
Skagit	Mount Baker Middle School	No	No																									
Skagit	Mount Vernon High School	No	No																									
Snohomish	Mariner High School	No	No																									
Adams	Othello High School	No	No																									
Franklin	Ellen Ochoa Middle School	No	No																									
Franklin	Pasco Senior High School	No	No																									
Franklin	Whittier Elementary	No	No																									
Pierce	Chief Leschi Schools	No	No																									
King	Renton Senior High School	No	No																									
Thurston	Maple Lane School	No	No																									
King	African American Academy K-8	No	No																									
King	Aki Kurose Middle School	No	No																									
King	Franklin High School	No	No																									

NCLB Compliance Report 2006: Washington Schools in "Improvement" Status PRELIMINARY REPORT

King	Seattle	Ingraham High School	94.1%	M low income
King	Seattle	Madison Middle School	96.0%	M black
King	Seattle	Mercer Middle School	85.7%	R LEP; M black, LEP
King	Seattle	Rainier View Elementary School	80.0%	M all
King	Seattle	West Seattle High School	92.0%	M hispanic, low income
Kitsap	South Kitsap	South Kitsap High School	94.1%	M special ed
Spokane	Spokane	Havermale Alternative Sch	71.4%	M all; OI
Spokane	Spokane	North Central High School	92.3%	M low income
Yakima	Sunnyside	Pride High School	66.7%	M all
Yakima	Sunnyside	Sunnyside High School	76.5%	M all, hispanic, low income; OI
Pierce	Tacoma	Gault	58.8%	R all, hispanic, low income; M all, hispanic, low income; OI
Pierce	Tacoma	Jason Lee	88.2%	M black, low income
Pierce	Tacoma	Lincoln	76.0%	M-6 NOs
Pierce	Tacoma	McIlvaigh	77.8%	M all, low income; OI
Pierce	Tacoma	Mt Tahoma	85.7%	M all, black, low income
Pierce	Tacoma	Oakland Alternative	80.0%	M all
Pierce	Tacoma	TCC Fresh Start	0.0%	OI
Clark	Vancouver	Fort Vancouver High School	76.2%	R LEP; M all, hispanic, LEP, low income
Clark	Vancouver	Jason Lee Middle School	71.4%	R hispanic, LEP, low income; M hispanic, LEP, low income
Clark	Vancouver	McLoughlin Middle School	88.2%	M hispanic, low income
Yakima	Wapato	Wapato Middle School	71.4%	R LEP, M all, american indian, hispanic, LEP, low income
Chelan	Wenatchee	Wenatchee High School	88.2%	M hispanic, low income
Yakima	Yakima	Davis High School	75.0%	R LEP, hispanic; M all, hispanic, LEP, low income,
Yakima	Yakima	Eisenhower High School	81.0%	M all, hispanic, low income, LEP
Yakima	Yakima	Franklin Middle School	90.5%	R LEP; M LEP
Yakima	Yakima	Martin Luther King Jr Elementary	69.2%	M all, hispanic, low income; OI
Yakima	Yakima	Stanton Alternative School	60.0%	R all, M all

Step 4, School Improvement (4 schools)

Office of Superintendent of Public Instruction

August 31, 2006

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Schools in this phase must continue school choice and tutoring options as well as follow the school district's chosen course of "corrective action." Working alongside the district, the school must also plan for "alternative governance" that could be implemented in the 2007-08 school year *if* the school continues to miss AYP in the same content area(s).

County	District	School	2005		2006		Move to next step?	# of "YES" groups	# of "NO" groups
			Met AYP 2005	Step in 2005	Met AYP 2006	Step in 2006			
Adams	Othello	McFarland Junior	No	4	Yes	4	No	17	0
King	Highline	Chinook Middle School	No	3	No	4	Yes	18	7
Grant	Quincy	Quincy Junior High	No	3	No	4	Yes	13	4
Yakima	Yakima	Lewis & Clark Middle School	No	3	No	4	Yes	13	4

NCLB Compliance Report 2006: Washington Schools in "Improvement" Status PRELIMINARY REPORT

2006

Abbreviations: R=Reading M=Math
OI=Other Indicator

County	District	School	% YES groups	Cells not making AYP
Adams King	Othello Highline	McFarland Junior	100.0%	
		Chinook Middle School	72.0%	R hispanic, low income; M all, black, hispanic, low income
Grant Yakima	Quincy Yakima	Quincy Junior High	76.5%	M all, hispanic, low income; OI
		Lewis & Clark Middle School	76.5%	M all, hispanic, low income ; OI

Step 5, School Improvement (8 schools)

This is the first year for Washington to have schools in Step 5. In this step, the school is required to institute "school restructuring" as defined in the school's restructuring plan. The school must provide documentation that at least one of the following actions has been taken:

- Replace school staff members, which may include the school principal, who are relevant to the school's inability to meet standards.
- Enter into a contract with an entity with a demonstrated record of effectiveness, to operate the school.
- Implement other restructuring activities that are consistent with the principles of restructuring.

The district must continue to provide technical assistance that emphasizes (a) the importance of improving instruction by using strategies grounded in scientifically-based research so that all students achieve proficiency in the core academic subjects of reading and mathematics, and (b) the importance of analyzing and applying data in decision-making. The school must also continue to offer public school choice and supplemental services to all eligible students.

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County	District	School	2005		2006		Move to next step?	# of "YES" groups	# of "NO" groups
			Met AYP 2005	Step in 2005	Met AYP 2006	Step in 2006			
Yakima	Mount Adams	Mount Adams Middle School	No	4	No	5	Yes	7	6
Franklin	Pasco	Stevens Middle School	No	4	No	5	Yes	12	5
Yakima	Toppenish	Toppenish High School	No	4	No	5	Yes	13	4
Yakima	Toppenish	Toppenish Middle School	No	4	No	5	Yes	14	7
Grant	Wahluke	Morris Schott Middle School	No	4	No	5	Yes	12	5
Grant	Wahluke	Saddle Mountain Intermediate	No	4	No	5	Yes	11	6
Yakima	Yakima	Adams Elementary School	No	4	No	5	Yes	9	8
Yakima	Yakima	Barge Elementary School	No	4	No	5	Yes	10	3

NCLB Compliance Report 2006: Washington Schools in "Improvement" Status PRELIMINARY REPORT

2006

Abbreviations: R=Reading M=Math
OI=Other Indicator

County	District	School	% YES groups	Cells not making AYP
Yakima	Mount Adams	Mount Adams Middle School	53.8%	R all, american indian, low income; M all, american indian, low income
Franklin	Pasco	Stevens Middle School	70.6%	R LEP; M all, hispanic, low income, LEP
Yakima Yakima	Toppenish Toppenish	Toppenish High School Toppenish Middle School	76.5% 66.7%	M all, hispanic, LEP, low income R LEP, low income; M all, hispanic, LEP, low income; OI
Grant	Wahluke	Morris Schott Middle School	70.6%	R LEP; M all, hispanic, LEP, low income
Grant	Wahluke	Saddle Mountain Intermediate	64.7%	R hispanic, LEP; M all, hispanic, LEP, low income
Yakima	Yakima	Adams Elementary School	52.9%	R all, hispanic, LEP, low income; M all, hispanic, LEP, low income
Yakima	Yakima	Barge Elementary School	76.9%	M all, hispanic, low income

Directions to Olympia School District

From the North

- ✓ Take Exit 105B (Port of Olympia)—This will put you on Plum Street.
- ✓ At the fourth (4th) stop light (Legion and Plum—Jack-in-the-Box on the corner), turn right onto Legion.
- ✓ Go to the stop light at Legion and Eastside Street, Olympia School District Admin Building will be on the southeast corner of the intersection.
- ✓ Parking is limited in the lot and available on Eastside and Legion.

From the South

- ✓ Take Exit 105 (Port of Olympia ramp) and go under the freeway.
- ✓ At the first stoplight, turn left onto Plum Street.
- ✓ At the third stoplight (Legion and Plum—Jack-in-the-Box on the corner), turn right onto Legion. Follow the remaining directions above.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/ACTION

DATE: SEPTEMBER 14–15, 2006

SUBJECT: **STATE BOARD OF EDUCATION STRATEGIC PLAN**

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

PRESENTER: Edie Harding

BACKGROUND:

This is the board's draft strategic plan from the August meeting. We will be reviewing the strategic plan to enable board members who were absent the opportunity to comment on the strategic plan. The board will adopt the final version of the strategic plan at this meeting. A work plan and budget, which reflect this draft strategic plan will be handed out and discussed at the board meeting.

**DRAFT STRATEGIC PLAN¹ FOR
THE STATE BOARD OF EDUCATION
September 14, 2006**

VISION

The State Board envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

GOALS for the K-12 SYSTEM AS A WHOLE

GOAL 1. Raise **student achievement** dramatically. This is the overarching goal for the K-12 system. All other goals are mechanisms for improving student outcomes.

GOAL 2. Enhance the **quality of education** provided to our students. Invest our education resources in the curriculum, methodology, opportunities to learn and educator development that equip students for work, life and future learning in a dynamic world economy.

GOAL 3. Build a system of **shared accountability** for results within K-12. Increase transparency and accountability in the alignment of resources. Use data intentionally to assess the progress of students and the effectiveness of each part of the system.

GOAL 4. Link the early learning, K-12, and post-secondary systems, so that students experience **seamless transitions**.

BOARD MISSION

The State Board's role in the K-12 system is to lead the development of state policy, provide system oversight and advocate for student success.

BOARD OBJECTIVES and ACTIVITIES

The board has one overarching goal: *to improve student achievement*. In support of that goal, we will focus our efforts on the following four objectives:

¹ This is the version of the proposed strategic plan the State Board of Education members agreed on August 24th that we would use to send to the Office of Financial Management to meet its September 1, 2006 deadline

OBJECTIVE 1. Develop and recommend to the legislature a new statutory definition of Basic Education that aligns funding with the learning goals and system goals for K-12. Urge the Legislature to appropriate sufficient funding to support implementation of the new definition.

OBJECTIVE 2. Target resources on the strategies and practices that are most likely to ensure good student outcomes. In addition, work with the OSPI, the Professional Educator Standards Board, schools, districts and other partners to identify the actions needed to improve achievement in mathematics and science at all levels. Advocate for the adoption of proven and promising practices in graduation requirements, curriculum, teacher preparation and other aspects of quality education.

OBJECTIVE 3. Develop an accountability system to support and improve the performance of the K-12 system. An effective accountability system must include:

- o Indicators and measures that can be used to identify schools and districts that are effective, as well as those in which improvement is needed, and
- o Designation of authority and an agreed on process by which we can ensure that schools and districts take the necessary steps to improve.

OBJECTIVE 4. Build the board's capacity to serve as a credible, independent, catalyst for positive impact on student learning.

STATE BOARD OF EDUCATION

HEARING TYPE: X INITIAL CONSIDERATION

DATE: SEPTEMBER 15, 2006

SUBJECT: **PSAT, SAT, and ACT MATHEMATICS CUTSCORES UPDATE**

SERVICE UNIT: OSPI Assessment and Research

PRESENTER: Joe Willhoft Ph.D., Assistant Superintendent
 Assessment and Research

BACKGROUND:

Engrossed Substitute Senate Bill 6475 (2006 Session) authorized the use of three alternative methods to meet standards for purposes of a Certificate of Academic Achievement. One of these methods allows students to meet the mathematics standard based on their scores on the PSAT, the SAT, or the ACT assessments.

The specific provision in the legislation states that:

“A student's score on the mathematics portion of the Preliminary Scholastic Assessment test (PSAT), the Scholastic Assessment Test (SAT), or the American College Test (ACT) may be used as an objective alternative assessment under this section for demonstrating that a student has met or exceeded the mathematics standards for the certificate of academic achievement. The State Board of Education shall identify the scores students must achieve on the mathematics portion of the PSAT, SAT, or ACT to meet or exceed the state standard for mathematics. The State Board of Education shall identify the first scores by December 1, 2006, and thereafter may increase but not decrease the scores required for students to meet or exceed the state standard for mathematics.” (Section 4 (10) (b))

As specified above, the State Board of Education is to “identify the scores students must achieve on the mathematics portion of the PSAT, SAT, or ACT to meet or exceed the state standard for mathematics.”

Student assessment data was requested from ACT and the College Board, and both organizations have agreed to provide the information. This data will be combined with student WASL results and an analysis will be conducted to determine appropriate cutscores.

The purpose of this presentation is to share with the board the options that are being considered in identifying the cutscores and the status of the discussions with the National Technical Advisory Committee and the Certificate of Academic Achievement Options Technical Advisory Committees.

STATE BOARD OF EDUCATION

HEARING TYPE: X INITIAL CONSIDERATION

DATE: SEPTEMBER 14–15, 2006

SUBJECT: **Collection of Evidence Scoring Criteria**

SERVICE UNIT: OSPI Assessment and Research

PRESENTER: Lesley Klenk Ph.D., CAA Options Team
OSPI

BACKGROUND:

Engrossed Substitute Senate Bill 6475 authorized the use of a Collection of Evidence (COE) as an option for meeting standards necessary to obtain a Certificate of Academic Achievement (CAA). Prior to implementation, the bill requires that the State Board of Education approve the guidelines, protocols, and scoring criteria for the collection. In making the approval decision, the board must find that the guidelines, protocols, and scoring criteria:

- 1) Meet professionally accepted standards for a valid and reliable measure of the Grade Level Expectations and the Essential Academic Learning Requirements; and
- 2) Are comparable to or exceed the rigor of the skills and knowledge that a student must demonstrate on the Washington Assessment of Student Learning (WASL).

Attached is a summary of the proposed scoring process and the scoring criteria that OSPI intends to use when scoring the collections this spring.

The purpose of the presentation is to provide members of the board an initial overview of the scoring process and criteria. Public comments will be requested at the October meeting, after which the board will be asked to approve the guidelines, protocols, and scoring criteria.

The legislative deadline for the board's decision is December 1, 2006.

Attachments



SUPERINTENDENT OF PUBLIC INSTRUCTION

DR. TERRY BERGESON OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

To: State Board of Education Members

From: CAA Options Staff, Office of Assessment and Research, OSPI

Date: September 6, 2006

RE: COE Scoring Process and Scoring Criteria

We continue to work on the content guidelines and administrative protocols of the COE in order to make the revisions you have requested. We will be presenting the guidelines and protocols for your approval at the October Board meeting.

At the September Board meeting, we plan to present to you the scoring process and the scoring criteria of the COE so we can all continue to move towards the December 1, 2006 deadline established by the Legislature. The guidelines and the protocols are comprised of the sufficiency elements that must be included in the collection, while the scoring process is the plan used to score the collections. The scoring criteria are the descriptions of the standards used to measure the proficiency of a collection.

Attached are two documents that address the legislative request that the State Board approve the scoring process and the scoring criteria for the Collection of Evidence. The first document, "COE Scoring Plan for the State Board," describes the scoring process that includes pre-scoring, scoring, and post-scoring elements. It is a plan modeled after the WASL scoring process with the modifications necessary for classroom based evidence and holistic scoring.

The second series of documents are the content-specific scoring criteria that are used to score each student collection. The scoring criteria is holistic, meaning that the descriptions of skills are applied across the entire collection not single work samples.

CAA Options staff will be presenting the scoring process and scoring criteria in depth at the September 14th-15th State Board meeting in Olympia. If you have any questions please contact Lesley Klenk at 360-725-6330 or lklenk@ospi.wednet.edu. We look forward to presenting this information to you.

The COE Scoring Process and Scoring Criteria
Office of Assessment and Research
Lesley Klenk, Ph.D
September 14, 2006

Introduction:

The following description is a paper designed to present the scoring process that will be used for the first operational scoring of the COE in April 2007. The scoring process was also used in the 2005-2006 COE Pilot and has been modified in a few sections in order to reflect the lessons we learned. Each content area may have some slight variation due to the demands of the content, but all three areas share the common elements that adhere to the professionally accepted standards for reliability, validity, data collection, standard setting, and student reporting issues. The paper focuses on the following sections:

Pre-scoring

- notebook submission
- scanning process
- record reconciliation
- sufficiency check for administrative protocols
- notification process to the district
- rangefinding to determine scoring materials
- training of scorers using rangefinding materials

Scoring

- sufficiency check for content guidelines
- implementation of reliability collections
- implementation of validity collections
- double scoring of all collections
- third scoring of collections with non-adjacent scores
- back reading by table supervisors
- calibration of scorers to adhere to standards

Post-scoring

- reconciliation of scores with student ID number
- capture evaluative comments from scorers to inform process
- finalize data on reliability and validity
- identify collections appropriate for use in the standard-setting process
- complete the standard-setting process
- use “cut scores” to determine which collections met standard and which ones did not meet standard
- send districts, schools, and students performance reports on their COE that includes an analysis of strengths and weaknesses

Pre-Scoring

In late March 2007, OSPI will ship student ID scan stickers to the districts. The districts will match their student files and then ship their students' COEs to a contractor site. The collections will be opened, the student ID number will be entered into a data field. Following the intake, all collections will be scanned and matched with the student ID information, the school, and the district. This scanned "copy" of the collection will allow educators and/or parents to request a copy, initiate a score appeal, or check on sufficiency components. Also, the scanned copy will protect the state from plagiarized materials and from students submitting a replicate copy of their collection in a different scoring window.

During this pre-scoring process, OSPI can follow a record reconciliation process where a "side by side" check of the names on the student collections match the names on the district registration materials. If there are discrepancies, OSPI and school districts will have time to reconcile the missing collections or add new collections with additional data.

A critical component of the pre-scoring time period is the sufficiency check. During this check, contractors, with OSPI supervision, will review each notebook and check to make sure all administrative protocols have been followed and paperwork has been signed. The collections will be reviewed for the Student Information Form and each Work Sample Form. The reviewers will also check each student, teacher, and principal signature. If any of the forms or signatures are missing, OSPI will make a courtesy call to the district, and the district will have a window of time to deliver the missing components. If the components are not provided, the collection will be returned to the district without a score. If the collection has all the required components, it will pass onto the sufficiency check for the content guidelines during the scoring phase of the assessment.

Once the set of collections has been established, a process called "blind copy" is initiated. Scoring directors select several dozen collections in a process that allows for distribution across the state. The scoring director then reviews each collection looking for different elements, such as: strengths and/or weaknesses in math or reading strands and/or writing modes; varieties of work samples that reflect traditional assignments and unusual assignments; strong collections overall; weak collections overall; mixed collections that offer the scorer challenges in scoring them accurately. Once the training collections are identified, the scoring director will develop a skeleton of annotations (descriptions of skills) that will help lead range-finding.

Range-finding is about developing the range of papers that fall within a given score point. During the range-finding process, Washington state teachers will review the Grade Level Expectations, the strands and targets for reading and mathematics, and the mode-specific checklists for writing. The group will review each collection, weighing its strengths and weaknesses against the scoring criteria and the state standards in each content area. Together, as a group, the teachers critique each collection and assign it a score. The annotation for that collection is "fleshed out" and the score is entered as the final score

for that collection. It is a long and valuable process; the collection scores produced in rangefinding become the training materials for scorers.

The last step in the pre-scoring process is scorer training. Scorers from all over the state have applied and been accepted to score the COEs. They must meet the criteria of being a full-time teacher, of providing teacher leadership at the building and/or district level, and of working with high school students in the content area in which they teach. The scoring director leads the training, and rangefinding team members serve as table leaders to guide training of a group of five to seven scorers. The scorers are trained on the set of collections that the rangefinding team has agreed upon annotations and scorers. At the end of the training, scorers must “qualify” to score by scoring some additional collections independently and demonstrating the ability to score the pre-scored collections accurately. If the scorers are within a certain range they qualify to score. If they are not they have the opportunity to receive more training. If they do not qualify to score following the scoring training, they will not be able to participate in scoring.

Scoring

The first step in the actual scoring of the collections is a sufficiency review of the content guidelines. It is not possible for the contractor staff to complete this part of the sufficiency check; only scorers who have been trained in the coverage of the standards, the variety and number of work samples, and the subtleties of the skills stated in the Work Documentation Form are able to discern whether the content has been covered or not. The scorers will determine if there is enough breadth and depth of the standards to warrant scoring the collection. If there is not enough material, the collection will be returned to the district accompanied by a report that states which standards were missing.

After the sufficiency review, the collections that remain are the ones that met all of the administrative protocols and content guidelines. By weeding out the collections that do not meet the requirements, scorers will now have a set of collections that can be scored fairly because they all met the same elements for submission.

During scoring, scoring directors implement a set of reliability collections and a set of validity collections to assess the accuracy of the scoring process and the scorers’ ability to score accurately. Reliability collections come to the scorer once every ten collections. They are pre-scored, and the scorers’ scores are matched against the scoring director’s scores as well as other scorers. Since the data is entered constantly, the scoring director can determine who is in need of calibration, which is re-training. Validity collections are implemented at even junctures throughout the scoring. Scorers are tested for not only their reliability in awarding scores, but they are also evaluated on their ability to recognize the content within collections. For example, in reading, if a scorer got a validity collection that was heavy in literary analysis, the scorer would reflect that on his or her score card. It is this process that establishes the validity of the scoring. Essentially, scorers are recognizing the state standards and are scoring them reliably.

All collections are double scored. Each scorer submits a scoring sheet to the data desk. The scores are entered as well as the content standards described in the collections. Each collection will have two sets of scores. If all of the scores are right next to each other, eg: 1-2, 3-4 etc., the two scores suffice. However, if there are non-adjacent scores, eg: 1-3, 2-4, the collection will go through a third score where the non-adjacent scores are reconciled. The third scorer will be the scoring director or a table leader with extremely high reliability and validity statistics.

Throughout the scoring process, table supervisors are constantly back reading collections. By “back reading,” they are checking the scoring patterns of the scorers at their table. All scores for collections are reported to the table supervisor before being entered at the data desk. This enables a table supervisor to assess if an individual scorer has a tendency to score easier or harder. The table leader can partner score with a scorer for a while until the scorer and the table supervisor feel the scoring criteria are being applied fairly to all collections.

Lastly during the scoring process is calibration. Calibration is simply re-training or reminder training. A scoring director will distribute the same collection to all of the scorers. They will score it, and then everyone will discuss the collection. The scoring director selects a collection that will help scorers see parts of collections that may not be clear at first. The calibration set also demonstrates a point—if the scorers are producing some non-adjacent scores around a certain point on the scoring criteria, the scoring director can “draw the line” for the scorers and guide them towards the correct part of the scoring guide.

Post-Scoring

After all of the collections have been scored in all three content areas, the scores awarded to each collection are reconciled with their student ID number. This process is complex; data entry staff will also enter all scorer comments regarding the different standards demonstrated in the collection. This is important; for the collections which do not meet standard, students will have a chance to augment their collection for the next scoring window. This means they will keep the work samples that met the scoring criteria while they will have to create new work samples that will meet the expectations for the other standards.

A final meeting will take place for the scoring directors and the scorers. Scorers will have an opportunity to provide evaluative feedback designed to get their comments about the scoring process. All of their comments and ideas will be recorded in order to inform future scoring sessions.

A final analysis of the data is also an objective measure of the success of the scoring. Final reliability and validity statistics will emerge as well as the number of third scores necessary to reconcile non-adjacent. All numbers will be evaluated, and OSPI staff will review the information and make modifications to the process as necessary.

In spring 2007, standard setting for the COE will take place. The process of standard setting happens only a few times in the life of a testing program, so this process will be reviewed by our CAA Options national experts and others before implementation. As of this date, the plan is to collect representative collections from the April 2007 scoring in each of the content areas. The collections will represent different elements, such as: strengths and/or weaknesses in math or reading strands and/or writing modes; varieties of work samples that reflect traditional assignments and unusual assignments; strong collections overall; weak collections overall; mixed collections that represent validity issues. The collections will be sorted from highest score to lowest score. The standard setting team will receive training in GLEs, strands and targets, and writing modes as well as sample collections from the rangefinding selections. Team members will receive training on the scoring criteria and will follow a process of scoring several collections. Using a common methodology, team members will apply a checklist of “must have” elements for meeting proficiency. As the team works through the collections, they will study the scored collections, review the relationship between the standards and their scoring patterns, and examine the transparency of the validity elements. The team will then work with the standard setting staff to establish the cut scores for proficiency. The standard setting process will happen in May 2007 and those cut scores will serve as the proficient mark for all scoring windows in the future.

Following the standard setting, the data will be run to establish which student collections met standard and which did not. Also, collections that did not meet standard but were close, are identified as collections that may be augmented for the next scoring window—in this case, October 2007.

Reports will be sent to students, buildings, and districts in the same time frame as the WASL scores. They will contain information about strengths and weaknesses beyond an overall statement about meeting or not meeting standard. In writing, students will receive information about persuasive and informational writing; in mathematics, they will receive information about the five content strands and four process strands; in reading, they will receive information about performance on literary and informational texts.

Conclusion

The scoring process for the COE closely follows the scoring process used for the WASL with a few important exceptions. The collections will be scored holistically—a single score will be generated to represent the entire collection as opposed to a series of scores that represent a student’s WASL test. The collection will be comprised of classroom assignments instead of multiple choice and limited constructed response items. Due to the added complexity of the classroom component, the scoring criteria is more global and tied to a range of standards in a content area. However, with these few differences, the COE scoring process described will produce very strong reliability and validity numbers due to the organization of the scoring. It combines the framework of a large-scale system with the specificity necessary to recognize the same standards in different assignments.

Reading Scoring Criteria for Literary Text

Reading Strands and Target	Evidence of Skill			
	4	3	2	1
Literary Comprehension				
Theme	<ul style="list-style-type: none"> Identifies the main theme and uses evidence to demonstrate an overall understanding of the text 	<ul style="list-style-type: none"> Identifies a theme and uses supporting details as evidence 	<ul style="list-style-type: none"> Identifies a theme and includes details 	<ul style="list-style-type: none"> Lists a theme or a detail
Summary	<ul style="list-style-type: none"> Summarizes by providing an overarching statement about the text that connects to at least three events from the beginning, middle and end of text 	<ul style="list-style-type: none"> Summarizes by including information from the beginning, middle, and end of the text 	<ul style="list-style-type: none"> Retells by including details or events 	<ul style="list-style-type: none"> Lists events and/or details
Inference / Prediction	<ul style="list-style-type: none"> Infers and/or predicts about key elements of the text making connections with evidence Explains key vocabulary with both denotative and connotative definitions by linking them to the text 	<ul style="list-style-type: none"> Makes inferences and/or predictions based on information in the text Applies denotative definitions to explicate text 	<ul style="list-style-type: none"> Infers or makes a prediction about the text Identifies key vocabulary in the text 	<ul style="list-style-type: none"> Infers or predicts about an idea Lists vocabulary in the text
Literary Vocabulary				
Literary Analysis				

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<p>Literary Elements</p> <p>Compare / Contrast</p> <p>Cause / Effect</p>	<ul style="list-style-type: none"> • Applies knowledge of key literary elements to enhance and expand understanding of text • Compares and contrasts ideas to explain concepts within or between text • Analyzes text to explain the relationship between cause(s) and effect(s) and links it back to the theme or main idea 	<ul style="list-style-type: none"> • Analyzes major literary elements to support understanding of text • Compares and contrasts ideas within or between the text(s) • Analyzes text to show the cause(s) in relation to the effect(s) 	<ul style="list-style-type: none"> • Identifies literary elements to support understanding • Compares <u>or</u> contrasts ideas within the text • Identifies cause(s) and effect(s) in the text 	<ul style="list-style-type: none"> • Locates literary elements • Lists single details about a compare or contrast idea • Lists cause(s) and/or effect(s)
<p>Literary Evaluation</p> <p>Author's Purpose</p> <p>Evaluates Reasoning</p> <p>Extends Beyond the Text</p>	<ul style="list-style-type: none"> • Evaluate author's/ text's purpose and/or in order to judge effectiveness on intended audience • Evaluates reasoning of ideas / themes within the text and makes connections with evidence • Synthesizes information beyond the text by making generalizations, drawing conclusions, or applying information to evaluate a new text or context 	<ul style="list-style-type: none"> • Examines author's / text's purpose and/or identifies intended audience • Evaluate reasoning of author's ideas / text's themes within the text • Extends information beyond the text by making generalizations, drawing conclusions, or applying information to a new text or context 	<ul style="list-style-type: none"> • Identifies the author's/ text's purpose and/or target audience • Evaluates text based on personal feelings, beliefs, and/or experiences • Uses understanding of the text to make general statements about a new text or context 	<ul style="list-style-type: none"> • States author's purpose or audience • States an opinion, personal feeling, or belief • Makes general statements about a new context

Reading Scoring Criteria for Informational Text

Reading	Evidence of Skill			
	4	3	2	1
Informational Comprehension				
Main Idea	<ul style="list-style-type: none"> Identifies the main idea and uses supporting details to demonstrate an overall understanding 	<ul style="list-style-type: none"> Identifies the main idea and uses supporting details as evidence 	<ul style="list-style-type: none"> Identifies a main idea and includes details 	<ul style="list-style-type: none"> Identifies an idea or a detail
Summary	<ul style="list-style-type: none"> Summarizes by conceptually connecting details, facts, or information from sections of the text 	<ul style="list-style-type: none"> Summarizes by including key information from sections of the text 	<ul style="list-style-type: none"> Retells by including details, facts, or information 	<ul style="list-style-type: none"> Lists details, facts, or information
Inference / Prediction	<ul style="list-style-type: none"> Infers and/or predicts about subject by using text-based evidence to make connections between ideas 	<ul style="list-style-type: none"> Infers or predicts about subject using evidence from the text 	<ul style="list-style-type: none"> Infers or predicts about the text 	<ul style="list-style-type: none"> Infers or predicts about an idea
Informational Vocabulary	<ul style="list-style-type: none"> Explains key vocabulary with both denotative and connotative definitions from examples within the text 	<ul style="list-style-type: none"> Uses denotative definitions of key vocabulary in context of text 	<ul style="list-style-type: none"> Identifies key vocabulary in the text 	<ul style="list-style-type: none"> Locates vocabulary in the text
Informational Analysis				
Text Features	<ul style="list-style-type: none"> Applies knowledge of text features to enhance and expand understanding of text Compares and contrasts ideas to explain concepts within the text 	<ul style="list-style-type: none"> Analyzes text features to support understanding of the text Compares and contrasts ideas within the text 	<ul style="list-style-type: none"> Identifies key text features 	<ul style="list-style-type: none"> Locates text features
Compare / Contrast	<ul style="list-style-type: none"> Analyzes text to explain the relationship between key examples of cause(s) and effect(s) within the text's subject 	<ul style="list-style-type: none"> Analyzes text to demonstrate understanding of cause and effect within a text 	<ul style="list-style-type: none"> Compares <u>or</u> contrasts ideas within the text 	<ul style="list-style-type: none"> Provides detail(s) about ideas within text
Cause / Effect			<ul style="list-style-type: none"> Identifies cause(s) and effect(s) in a text 	<ul style="list-style-type: none"> Lists cause(s) and effect(s)

<p>Informational Evaluation</p> <p>Author's / Text's Purpose</p> <p>Evaluation</p> <p>Extends Beyond the Text</p>	<ul style="list-style-type: none"> • Evaluate author's / text's purpose and/or distinguishes between fact and opinion in order to determine effectiveness of text on audience • Evaluates reasoning of ideas / themes within the text and make connections to larger concepts • Extends information beyond the text by making generalizations, drawing conclusions, or applying information to evaluate a new subject or context 	<ul style="list-style-type: none"> • Judges author's / text's purpose and/or distinguishes between fact and opinion • Evaluate reasoning of ideas / themes within the text • Extends information beyond the text by making generalizations, drawing conclusions, or applying information to a new subject or context 	<ul style="list-style-type: none"> • Identifies the author's / text's purpose and/or states fact or opinion • Evaluates text based on personal feelings, beliefs, and/or experiences • Uses information from the text to make general statements about a new subject or context 	<ul style="list-style-type: none"> • States purpose, a fact, or an opinion • States an opinion, personal feeling, or belief • Makes general statements about a new subject or context
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Writing COS Scoring Criteria

Writing	Evidence of Skill			
	4	3	2	1
	<ul style="list-style-type: none"> • Has clear, focused main ideas or positions • Elaborates by using reasons/arguments, well-chosen and specific details, examples, anecdotes, facts and/or statistics as evidence to support ideas or position • Includes information that is thoughtful and useful for audience to know • Organizes writing to make the best cases to explain ideas or support a position • Introductions engage reader's attention • Writes conclusions that leave the reader with something to think about • Organizes writing into effective, cohesive paragraphs • Provides transitions which clearly serve to connect ideas • Uses language effectively by exhibiting word choices that are effective and appropriate for intended audience and purpose • Writes (where appropriate) sentences or phrases that are varied in length and structure • Provides the reader with a sense of the person behind the words. 	<ul style="list-style-type: none"> • Maintains adequate focused main ideas or positions • Elaborates by using reasons/arguments, adequate details, examples, anecdotes, facts and/or statistics as evidence to support ideas or position • Includes some information that is thoughtful and useful for the audience to know • Has logical organizational patterns, although some lapses may occur • Introductions sometimes draw the reader into the main idea or position • Sometimes writes conclusions that leave the reader with something to think about • Organizes writing into meaningful paragraphs • Provides adequate transitions which serve to connect ideas • Uses adequate language and appropriate word choices for intended audience and purpose • Writes sentences or phrases that are somewhat varied in length and structure • Provides the reader with some sense of the person behind the words. 	<ul style="list-style-type: none"> • Has a broad or inconsistent focus on main ideas or positions • Includes some supporting details and may include listed, extraneous and/or loosely related material • Sometimes includes information that is thoughtful and useful for the audience to know • Shows attempts at organizational patterns • Introductions are often formulaic, predictable • Conclusions are often repetitious • Organizes writing into loosely structured and/or unfocused paragraphs • Provides transitions which are formulaic, weak or inconsistent • Uses common, limited and/or predictable vocabulary which may be inappropriate for intended audience, purpose, and form • Shows limited variety in sentence length and structures • Provides the reader with a limited sense of the person behind the words. 	<ul style="list-style-type: none"> • Demonstrates little or no focus • Provides few supporting details which may be inconsistent or interfere with the meaning of the text • Rarely includes information that is thoughtful and useful for the audience to know • Has little evidence of organizational patterns • Introductions are lacking or undeveloped • Conclusions are lacking or undeveloped • Often only one paragraph that demonstrates a lack of organizing ideas into paragraphs • Provides transitions that are poorly used or fails to provide transitions • Has limited or inappropriate vocabulary for intended audience, purpose, and form • Has little or no variety in sentence length or structures • Provides the reader with little sense of the person behind the words

Writing Scoring Criteria

Writing	Evidence of Skill			
	3	2	1	0
	<p>Follows the rules of Standard English with few exceptions:</p> <ul style="list-style-type: none"> • usage • spelling of commonly used words • capitalization • punctuation • exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect • indicates paragraphs consistently 	<p>Consistently follows the rules of Standard English for:</p> <ul style="list-style-type: none"> • usage • spelling of commonly used words • capitalization • punctuation • exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect • indicates paragraphs consistently 	<p>Generally follows the rules of Standard English for:</p> <ul style="list-style-type: none"> • usage • spelling of commonly used words • capitalization • punctuation • exhibits the use of complete sentences except where purposeful phrases are used for effect • indicates paragraphs for the most part 	<p>Mostly does not follow the rules for Standard English for:</p> <ul style="list-style-type: none"> • usage • spelling of commonly used words • capitalization • punctuation • exhibits errors in sentence structure that impede communication • mostly does not indicate paragraphs

Mathematics Scoring Criteria

Strand	EALR*	Evidence of Skill			
		4	3	2	1
NS*: ME*: GS*: PS*: AS*:	EALR I: Content- Skills and Knowledge	<ul style="list-style-type: none"> • Uses high school content knowledge and procedures with supporting work in: <ul style="list-style-type: none"> 1. Number Sense (NS) 2. Measurement (ME) 3. Geometric Sense (GS) 4. Probability & Statistics (PS) 5. Algebraic Sense (AS) 	<ul style="list-style-type: none"> • Uses high school content knowledge and procedures with supporting work but with a calculation error in: <ul style="list-style-type: none"> 1. Number Sense (NS) 2. Measurement (ME) 3. Geometric Sense (GS) 4. Probability & Statistics (PS) 5. Algebraic Sense (AS) 	<ul style="list-style-type: none"> • Uses high school content knowledge and procedures with supporting work but with a conceptual error in: <ul style="list-style-type: none"> 1. Number Sense (NS) 2. Measurement (ME) 3. Geometric Sense (GS) 4. Probability & Statistics (PS) 5. Algebraic Sense (AS) 	<ul style="list-style-type: none"> • Uses high school content knowledge and procedures that have very little or no supporting work in: <ul style="list-style-type: none"> 1. Number Sense (NS) 2. Measurement (ME) 3. Geometric Sense (GS) 4. Probability & Statistics (PS) 5. Algebraic Sense (AS)
SP(a): SP(b):	EALR II: Process- Solves Problems	<ul style="list-style-type: none"> • Applies one or more strategies that lead to the answer • Determines the answer to the problem 	<ul style="list-style-type: none"> • Applies one or more strategies that could lead to the answer but has a calculation error • Determines an answer to the problem that follows from a calculation error 	<ul style="list-style-type: none"> • Applies one or more strategies that could lead to the answer but has a conceptual error • Determines an answer to the problem that follows from a conceptual error 	<ul style="list-style-type: none"> • Provides no evidence of applying a strategy • Determines an answer to the problem that follows from calculation and conceptual errors
RL:	EALR III: Process- Reasons Logically	<ul style="list-style-type: none"> • Justifies conclusions, results, and/or answers by addressing the conditions and/or constraints in the problem 	<ul style="list-style-type: none"> • Justifies conclusions, results, and/or answers but may omit one of the conditions or constraints in the problem 	<ul style="list-style-type: none"> • Justifies conclusions, results, and/or answers but may omit two or more of the conditions or constraints in the problem 	<ul style="list-style-type: none"> • Justifies a conclusion, result, and/or answer but the justification is not relevant to the conditions or constraints of the problem
CU:	EALR IV: Process- Communicates Understanding	<ul style="list-style-type: none"> • Gathers, represents, and/or shares mathematical information using clear mathematical language and organization 	<ul style="list-style-type: none"> • Gathers, represents, and/or shares mathematical information using some mathematical language and organization 	<ul style="list-style-type: none"> • Gathers, represents, and/or shares mathematical information but lacks mathematical language or organization 	<ul style="list-style-type: none"> • Gathers, represents, and/or shares mathematical information but lacks mathematical language and organization
MC:	EALR V: Process- Makes Connections	<ul style="list-style-type: none"> • Uses and relates different mathematical models and representations of the same situation using clear mathematical language and organization 	<ul style="list-style-type: none"> • Uses and relates different mathematical models and representations of the same situation using some mathematical language and organization 	<ul style="list-style-type: none"> • Uses and relates different mathematical models and representations of the same situation but lacks mathematical language or organization 	<ul style="list-style-type: none"> • Uses and relates different mathematical models and representations of the same situation but lacks mathematical language and organization

*NS = Number Sense, ME = Measurement, GS = Geometric Sense, PS = Probability and Statistics, AS = Algebraic Sense

STATE BOARD OF EDUCATION

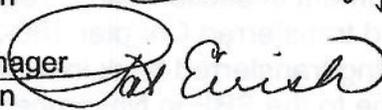
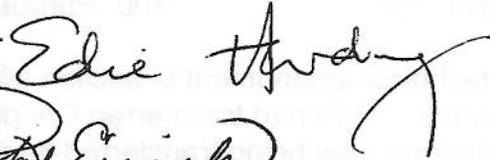
HEARING TYPE: X ACTION

DATE: SEPTEMBER 14-15, 2006

SUBJECT: STATE BOARD OF EDUCATION
RULE CHANGES PURSUANT TO E2SHB 3098

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

PRESENTER: Pat Eirish, Program Manager
State Board of Education



RECOMMENDATION:

It is recommended that staff be directed to prepare proposed changes to the chapters and sections listed below for public hearing and adoption consideration by the State Board of Education at the October 26-27, 2006 meeting.

BACKGROUND:

Due to 2006 legislation, E2SHB 3098, the following Washington Administrative Code (WAC) changes are required. At this time, only technical amendments are included as needed.

SBE Action Required

Repeal:

Chapter 180-16 WAC

(Section 227)

This sub-section is outdated.

State Support of Public Schools

Chapter 180-34 WAC (entire chapter) **Real Property Sales Contracts**

(Authority given to school districts)

Chapter 180-36 WAC (entire chapter) **Central Purchasing**

(Authority given to school districts)

Chapter 180-37 WAC (entire chapter) **Pupils-Non-Public Agencies**

(Authority given to OSPI)

Chapter 180-43 WAC (entire chapter) **Interscholastic Activities**

(SBE's authority repealed in E2SHB 3098)

Chapters and/or Sections Retained that Require Technical Amendments:

Chapter 180-08 WAC Practice, Procedure, and Access to Public Records

This technical amendment is required to incorporate the purpose statement language from E2SHB 3098. Language is lifted directly from the bill.

**Chapter 180-22 WAC Educational Service Districts
(Section 100) 100 Purpose and Authority**

The technical amendment in section 100 is required to eliminate the ESD elections reference. OSPI had transferred Chapter 180-22 WAC in its entirety. Sections 100, 140, and 150 are now being transferred back into Chapter 180-22 WAC. This technical amendment will come to the SBE in November for public hearing.

**Chapter 180-38 WAC Immunization Requirement and Life Threatening
Health Condition**

These technical amendments are required to amend the entire WAC to eliminate references to public schools. Office of Superintendent of Public Instruction (OSPI) has adopted rules in Chapter 392-400 WAC to eliminate references to private schools.

**Chapter 180-52 WAC Parents' Rights Regarding Pupil Testing
and Recordkeeping**

This technical amendment is required to change the chapter title to clearly reflect tests for students receiving home-based instruction. (Transfer of Sections 015 through 035 has been completed by the OSPI.)

Chapter 180-55 WAC School Accreditation

These technical amendments are required to reflect only private schools.

Chapter 180-105 WAC Performance Improvement Goals

This chapter was previously transferred to the SBE from the A+ Commission. The technical amendments are required to reflect the current SBE WAC numbers.

New Section Adoption Consideration:

Chapter 180-51 WAC **Temporary exemption from course and credit requirements.**

WAC 180-51-095*

This section is re-inserted in this WAC to keep the exemption to the definition of an annualized high school credit for private schools.

No SBE Action Required

Chapters and/or Sections Transferred to OSPI:

Chapter 180-16 WAC
(Sections 241-243)

State Support of Public Schools

- 241 Remote and Necessary Small School Plants- Purpose and Authority
- 242 Remote and Necessary Small School Plants- Criteria
- 243 Remote and Necessary Small School Plants- Review Committee

Chapter 180-20 WAC

School Bus Driver Qualifications

Chapter 180-22 WAC
(Sections 201-225)

Educational Service Districts

- 201 Election of Educational Service District Board Members
- 205 Elector Provisions
- 210 Publicity and Call of Election
- 215 Candidate Qualifications-Forms-Filing- Withdrawal of Candidacy
- 220 Balloting
- 225 Counting-Ineligible Votes-Recount-Certification of Election-Special Election

Chapter 180-24 WAC

School District Organization

Chapter 180-25 WAC

State Assistance in Providing School Plant Facilities- Preliminary Provisions

<u>Chapter 180-26 WAC</u>	State Assistance in Providing School Plant Facilities-Educational Specifications and Site Selection
<u>Chapter 180-27 WAC</u>	State Assistance in Providing School Plant Facilities-Basic State Support
<u>Chapter 180-29 WAC</u>	State Assistance in Providing School Plant Facilities-Procedural Regulations
<u>Chapter 180-31 WAC</u>	School Assistance in Providing School Plant Facilities-Interdistrict Cooperation in Financing School Plant Construction
<u>Chapter 180-32 WAC</u>	State Assistance in Providing School Plant Facilities-Interdistrict Transportation Cooperatives
<u>Chapter 180-33 WAC</u>	State Assistance in Providing School Plant Facilities-Modernization
<u>Chapter 180-39 WAC</u>	Pupils-Uniform Entry Qualifications
<u>Chapter 180-40 WAC</u>	Pupils
<u>Chapter 180-44 WAC</u>	Teachers' Responsibilities
<u>Chapter 180-46 WAC</u>	Library Media Centers
<u>Chapter 180-50 WAC</u>	Courses of Study and Equivalencies

Chapter 180-51 WAC
(Sections 085, 100,
105, 110, and 120)

High School Graduation Requirements

- 085 Physical Education Requirement Excuse
- 100 Temporary Exemption from Course and Credit Requirements
- 105 Exceptions to Graduation Requirements for Former Educational Center Students
- 110 Equivalency Credit for Alternative Learning Experiences, Non-high School Courses, Electronically Mediated Courses, Work Experience, and Challenges
- 120 Washington National Guard Youth Challenge Program – Course Content – Credits.

(See New Section WAC 180-51-095 above for proposed adoption.*)

Chapter 180-52 WAC
(Sections 015-035)

Parents' Rights Regarding Pupil Testing and Recordkeeping

- 015 Pupil Tests and Records-Authority
- 020 Pupil Tests and Records-Tests-School District Policy in Writing
- 025 Pupil Tests and Records-Pupil Personnel Records-School District Policy in Writing
- 030 Pupil Tests and Records-Certain Tests, Questionnaires, Etc.-Limitations
- 035 Pupil Tests and Records-Diagnostic Personality Tests-Parental Permission Required

Chapter 180-56 WAC

Secondary Education

Chapter 180-57 WAC

Secondary Education – Standardized High School Transcript

Chapter 180-95 WAC

Education Centers

Chapter Transferred to the Professional Educator Standards Board:

Chapter 180-97 WAC

Excellence in Teacher Preparation Award

Chapters Retained by SBE with No Changes:

Chapter 180-18 WAC **Waivers for Restructuring Purposes**

Chapter 180-51 WAC **Graduation Requirements**
Sections transferred
(see above). All other
sections of the chapter
remain.

Chapter 180-72 WAC **Adult Education**

Chapter 180-90 WAC **Private Schools**

Chapter 180-96 WAC **General Educational Development (GED) Test**

Attachments

Chapters and/or Sections to be Repealed

REPEALER

The following section of the Washington Administrative Code is repealed:

WAC 180-16-227

Implementation timeline for WAC 180-16-220(2).

REPEAL SECTION

WAC 180-16-227 Implementation timeline for WAC 180-16-220(2). The provisions of WAC 180-16-220(2) shall take effect beginning the 2003-04 school year. If a school district already requires its schools to have a school improvement plan, but such plan does not include some or all of the required elements listed in WAC 180-16-220 (2)(c) and (d) as of the beginning of the 2003-04 school year, the district may request from the state board of education an extension of the timeline to the beginning of the 2004-05 school year.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). 04-04-093, § 180-16-227, filed 2/3/04, effective 3/5/04; 02-18-056, § 180-16-227, filed 8/28/02, effective 9/28/02.]

REPEALER

The following chapter of the Washington Administrative Code is repealed:

- WAC 180-34-005 Authority and purpose.
- WAC 180-34-010 General conditions.

Chapter 180-34 WAC

REAL PROPERTY SALES CONTRACTS Last Update: 2/4/98 WAC

34-005	180-34-005	Authority and purpose.
34-010	180-35-010	General conditions.
	180-34-015	Payments--Interest--Duration. [Order 3-76, § 180-34-015, filed 3/23/76.] Repealed by 98-05-002, filed 2/4/98, effective 3/7/98. Statutory Authority: RCW 28A.335.120(7).
	180-34-020	Down payment. [Order 3-76, § 180-34-020, filed 3/23/76.] Repealed by 98-05-002, filed 2/4/98, effective 3/7/98. Statutory Authority: RCW 28A.335.120(7).
	180-34-025	Title to property--Transfer upon satisfaction of contract. [Order 3-76, § 180-34-025, filed 3/23/76.] Repealed by 98-05-002, filed 2/4/98, effective 3/7/98. Statutory Authority: RCW 28A.335.120(7).

WAC 180-34-005 Authority and purpose. The purpose of this chapter is to establish the terms and conditions governing sales of school district surplus real property pursuant to real estate sales contracts as authorized by RCW 28A.335.120.

[Statutory Authority: 1990 c 33. 90-17-009, § 180-34-005, filed 8/6/90, effective 9/6/90; Order 3-76, § 180-34-005, filed 3/23/76.]

WAC 180-34-010 General conditions. When in the judgment of the board of directors of a school district a greater amount may be received for surplus real property and the sale facilitated by selling pursuant to a real estate sales contract, the board of directors may do so on such terms and conditions as the directors judge in consultation with their legal counsel to be lawful and in the best interests of the school district.

Note: The rental or lease value of the property, and state constitutional limitations on gifts (Article 8, subsections 5 and 7), may have a bearing on the minimum annual payment a district may agree to.

[Statutory Authority: RCW 28A.335.120(7). 98-05-002, § 180-34-010, filed 2/4/98, effective 3/7/98. Statutory Authority: 1990 c 33. 90-17-009, § 180-34-010, filed 8/6/90, effective 9/6/90; Order 3-76, § 180-34-010, filed 3/23/76.]

WAC (9/5/06 9:18 AM) [1]

REPEALER

The following chapter of the Washington Administrative Code is repealed:

- WAC 180-36-005 Authority and purpose.
- WAC 180-36-007 Central purchasing by school districts.
- WAC 180-36-010 Definitions.
- WAC 180-36-015 Conditions to purchases of property and conveyances of a purchase money security interest therein.

Chapter 180-36 WAC

CENTRAL PURCHASING Last Update: 2/6/98 WAC

36-005
36-007
36-010
36-015

Authority and purpose.
Central purchasing by school districts.
Definitions.
Conditions to purchases of property and conveyances of a purchase money security interest therein.

WAC 180-36-005 Authority and purpose. The purposes of this chapter are to implement RCW 28A.335.100 and establish the conditions pursuant to which certain associations established by school districts may purchase real and personal property and create a purchase money security interest therein.

[Statutory Authority: 1990 c 33. 90-17-009, § 180-36-005, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.03.030. 83-13-001 (Order 2-83), § 180-36-005, filed 6/2/83; Order 5-76, § 180-36-005, filed 6/1/76.]

WAC 180-36-007 Central purchasing by school districts. Two or more school districts, or a purchasing association formed by two or more school districts, may centrally or collectively purchase real and personal property, on such terms and conditions as the board of directors or the association judge appropriate, so long as the districts or association comply with state constitutional limitations on gifts (Article 8, subsections 5 and 7).

[Statutory Authority: RCW 28A.335.100. 98-05-021, § 180-36-007, filed 2/6/98, effective 3/9/98.]

WAC 180-36-010 Definitions. As used in this chapter:
(1) "Association" shall mean and be limited to a legal entity established by two or more public school districts pursuant to the Interlocal Cooperation Act (chapter 39.34 RCW) for the sole purpose of jointly and cooperatively purchasing school supplies, materials and equipment.
(2) Purchase money security interest: A purchase money security interest is defined as (a) an interest taken by the seller of real or personal property of every kind, character or description or any interest in such real or personal property to secure all or part of its price, or (b) an interest taken by a person who by making advances or incurring an obligation gives value to enable the association to acquire rights in or the use

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of real or personal property of every kind, character or description or any interest in such real or personal property, to secure all or part of the obligation owed such person: Provided, That for real property or any interest in real property, the term "purchase money security interest" shall include, but is not limited to, a mortgage and a deed of trust: Provided further, That for real property or any interest in real property, a purchase money security interest shall not include a conditional sales contract.

[Order 5-76, § 180-36-010, filed 6/1/76.]

WAC 180-36-015 Conditions to purchases of property and conveyances of a purchase money security interest therein. An association may purchase real and personal property and may convey a purchase money security interest on the following conditions:

(1) The real or personal property shall be purchased for actual use by the association consistent with its lawful and established purposes, and not be for purposes of investment.

(2) The real or personal property shall be necessary for the efficient maintenance and operation of the lawful activities of the association.

(3) Every purchase money security interest shall be in writing and shall set forth substantially the following in bold face type: (a) That the creditor of the association does not by virtue of its purchase money security interest acquire any rights or interests whatsoever against any property, properties or assets of any kind or nature of the school districts which establish and/or participate in the association; and (b) that the creditor shall be entitled to and agrees to look solely to the assets and properties of the association for payment of any obligation incurred by the association.

(4) An authorized representative of the association shall certify in writing to the secretary of the state board of education that: (a) Each proposed purchase of real or personal property and conveyance of a purchase money security interest therein shall be in compliance with this chapter; and (b) the association possesses sufficient income and a reasonable assurance of a continuation of such income to meet previously incurred debt obligations, current and foreseeable maintenance and operation expenses and the debt about to be incurred.

[Order 5-76, § 180-36-015, filed 6/1/76.]

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REPEALER

The following chapter of the Washington Administrative Code is repealed:

WAC 180-37-005

Purpose and authority.

WAC 180-37-010

Nonpublic agency approval procedure.

Chapter 180-37 WAC
PUPILS--NONPUBLIC AGENCIES Last Update: 8/29/02 WAC

37-005
37-010

Purpose and authority.
Nonpublic agency approval procedure.

WAC 180-37-005 Purpose and authority. (1) The purpose of this chapter is to identify the process for providing services to special education students through contracts between school districts and nonpublic agencies.

(2) The authority for this chapter is RCW 28A.155.060.

[Statutory Authority: RCW 28A.305.13 [28A.305.130], 28A.210.160. 02-18-060, § 180-37-005, filed 8/29/02, effective 9/29/02.]

WAC 180-37-010 Nonpublic agency approval procedure. (1) Nonpublic agencies shall be approved in accordance with the provisions of WAC 392-172-219 through 392-172-226, and comply with the application requirements set forth by the office of the superintendent of public instruction (OSPI) and available on the OSPI web site.

(2) On a case-by-case basis, the state board of education may approve a nonpublic agency to provide services for fewer than one hundred eighty days if the rationale and evidence is compelling and the needs of the student, the student's parent(s) or legal guardian(s), and the school district would be best met for a period of fewer than one hundred eighty days.

[Statutory Authority: RCW 28A.305.13 [28A.305.130], 28A.210.160. 02-18-060, § 180-37-010, filed 8/29/02, effective 9/29/02.]

REPEALER

The following chapter of the Washington Administrative Code is repealed:

- | | |
|----------------|------------------------|
| WAC 180-43-005 | Purpose and authority. |
| WAC 180-43-010 | Annual report. |
| WAC 180-43-015 | Rules and policies. |

Chapter 180-43 WAC

INTERSCHOLASTIC ACTIVITIES Last Update: 8/29/02 WAC

43-005
43-010
43-015

Purpose and authority.
Annual report.
Rules and policies.

WAC 180-43-005 Purpose and authority. (1) The purpose of this chapter is to implement certain statutory provisions relating to student participation in interscholastic activities. (2) The authority for this chapter is RCW 28A.600.200.

[Statutory Authority: RCW 28A.600.200. 02-18-062, § 180-43-005, filed 8/29/02, effective 9/29/02. Statutory Authority: 1990 c 33. 90-17-009, § 180-43-005, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.58.125. 80-02-146 (Order 2-80), § 180-43-005, filed 2/5/80.]

WAC 180-43-010 Annual report. (1)(a) The Washington interscholastic activities association and any other voluntary nonprofit entities which have been delegated powers by a school district pursuant to RCW 28A.600.200, shall submit an annual report to the state board of education.

(b) The annual report shall be delivered in writing to the executive director of the state board not later than December 15 of each calendar year and presented to the state board at its winter meeting.

(2) The annual report shall include:

(a) The standard financial statement for the preceding fiscal year of the association or entity, prepared in accordance with generally accepted accounting principles. The financial statements shall include adequate information to inform the state board of education of the activities of the interscholastic activities association during the year reported upon. At a minimum, the certified financial statements as prepared by a certified public accountant or licensed public accountant shall list all assets and liabilities in a statement of financial position; a statement of cash receipts and disbursements; and other exhibits detailing salary expenses, office expenses, state tournament finances, and the basis for distributing profits to the school districts; and

(b) A section summarizing student eligibility appeal cases by local interscholastic activities association districts for the preceding school year (September 1 through August 31). Details of the summary shall include student's school, the rule

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and factual issue involved, interscholastic activities association district disposition and date, and if ruled ineligible at the district level, interscholastic activities association executive director and/or executive board disposition and date.

[Statutory Authority: RCW 28A.600.200. 02-18-062, § 180-43-010, filed 8/29/02, effective 9/29/02. Statutory Authority: RCW 28A.600.200 (1) and (2). 95-08-028, § 180-43-010, filed 3/29/95, effective 4/29/95. Statutory Authority: 1990 c 33. 90-17-009, § 180-43-010, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.58.125. 80-02-146 (Order 2-80), § 180-43-010, filed 2/5/80.]

WAC 180-43-015 Rules and policies. (1) All rules and policies applied by the Washington interscholastic activities association and any other voluntary nonprofit entities which have been delegated powers by a school district pursuant to RCW 28A.600.200, and which govern student participation in any interschool activity, shall be written and subject to the annual review and approval of the state board of education.

(2) No such participation rule or policy shall be valid and enforceable during any school year unless first approved by the state board for that particular school year. All such rules or policies shall be submitted annually by the association and other nonprofit entities to the state board office on or before May 1 for final action by the board at its May meeting. The state board may modify the foregoing schedule of submissions and actions in its discretion at the request of the association or other nonprofit entity.

[Statutory Authority: RCW 28A.600.200. 02-18-062, § 180-43-015, filed 8/29/02, effective 9/29/02. Statutory Authority: RCW 28A.600.200 (1) and (2). 95-08-028, § 180-43-015, filed 3/29/95, effective 4/29/95. Statutory Authority: 1990 c 33. 90-17-009, § 180-43-015, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.58.125. 80-02-146 (Order 2-80), § 180-43-015, filed 2/5/80.]

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**Chapters and/or Sections Retained
that Require Technical Amendments**

Chapter 180-08 WAC
Practice, Procedure and Access to Public Records

WAC 180-08-001 Purpose and authority. (1) The purpose of this chapter is to establish the formal and informal procedures of the state board of education relating to rules adoption, protection of public records, and access to public records.

(2) The authority for this chapter is RCW 34.05.220 and 42.17.250 through 42.17.348.

[Statutory Authority: RCW 34.05.220, 28A.305.130. 02-18-054, § 180-08-001, filed 8/28/02, effective 9/28/02.]

WAC 180-08-002 General description of organization. (1)
The state board of education is created by law in chapter 28A.305 RCW.

(2) The purpose of the state board of education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; 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. In addition to any other powers and duties as provided by law, the state board shall:

(a) hold regularly scheduled meetings at such time and place within the state as the board shall determine and may hold such special meetings as may be deemed necessary for the transaction of public business;

(b) form committees as necessary to effectively and efficiently conduct the work of the board;

(c) seek advice from the public and interested parties regarding the work of the board;

(d) for the purposes of statewide accountability:

(i) adopt and revise performance improvement goals in reading, writing, science, and mathematics, by subject and grade level, once assessments in these subjects are required statewide; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the board deems necessary to improve student learning.

(ii) identify the scores students must achieve in order to meet the standard on the Washington assessment of student learning and, for high school students, to obtain a certificate of

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academic achievement. The board shall also determine student scores that identify levels of student performance below and beyond the standard. The board shall consider the incorporation of the standard error of measurement into the decision regarding the award of certificates.

(iii) adopt objective, systematic criteria to identify successful schools and school districts and recommend to the superintendent of public instruction schools and districts to be recognized for two types of accomplishments, student achievement and improvements in student achievement. Recognition for improvements in student achievement shall include consideration of one or more of the following accomplishments:

- (a) an increase in the percent of students meeting standards;
- (b) Positive progress on an improvement index that measures improvement in all levels of the assessment; and
- (c) Improvements despite challenges such as high levels of mobility, poverty, English as a second language learners, and large numbers of students in special populations as measured by either the percent of students meeting standard, or the improvement index.

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(iv) adopt objective, systematic criteria to identify schools and school districts in need of assistance and those in which significant numbers of students persistently fail to meet state standards.

(v) identify schools and school districts in which state intervention measures will be needed and a range of appropriate intervention strategies after the legislature has authorized a set of intervention strategies. After the legislature has authorized a set of intervention strategies, at the request of the board, the superintendent shall intervene in the school or school district and take corrective actions.

(vi) identify performance incentive systems that have improved or have the potential to improve student achievement;

(vii) annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, especially with regard to schools with special circumstances and unique populations of students, and a recommendation to the superintendent of public instruction for any improvements needed to the system; and

(viii) include in the biennial report required under RCW 28A.305.035, information on the progress that has been made in achieving goals adopted by the board.

(e) accredit, subject to such accreditation standards and procedures as may be established by the state board of education, all private schools that apply for accreditation and approve, subject to the provisions of RCW 28A.195.010, private schools carrying out a program for any or all of the grades

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kindergarten through twelve; provide that no private school may be approved that operates a kindergarten program only; provided further that no private schools shall be placed upon the list of accredited schools so long as secret societies are knowingly allowed to exist among its students by school officials.

(f) articulate with the institutions of higher education, work force representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system;

(g) hire an executive director and an assistant to reside in the office of the superintendent of public instruction for administrative purposes. Any other personnel of the board shall be appointed as provided by RCW 28A.300.020.

~~(3) The board consists of ((one voting member from each congressional district in the state, elected by the members of school district boards of directors in the congressional district, who serve staggered four year terms; the superintendent of public instruction, who serves as an ex officio member and chief executive officer of the board and votes only to break ties; and one member elected at large by members of the boards of directors of approved private schools, who serves a four year term. A secretary (executive director) is appointed by the board.))~~

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~~(a) Five members, three from western Washington and two from eastern Washington elected by members of school district boards of directors in those respective regions;~~

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~~(b) Seven members appointed by the governor;~~

~~(c) The superintendent of public instruction;~~

~~(d) One member elected at large by members of the boards of directors of approved private schools; and~~

~~(e) Two high school students, selected by a process determined by the state board, who are non-voting members.~~

~~((2)) (4) The governor appointed and school director elected members serve staggered terms of office of no more than two consecutive four-year terms.~~

~~(5) The board determines its own officers.~~

~~(6) General policy powers of the board relate to ((educator preparation and certification requirements, school construction)) the school accountability system, high school graduation requirements, school district approval for basic education funding purposes, waivers from basic education requirements, private school approval and accreditation, ((school)) educational service district boundaries, ((approval)) immunization of private school ((s)) students, and ((other matters)) home-based testing.~~

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~~((3)) (7) The state board ((typically meets six times a year~~

and) publishes a schedule of its meetings and notices of proposed rule-making actions in the *Washington State Register*.
~~((The meetings may be scheduled in various locations across the state.))~~ The secretary (executive director) to the state board of education maintains a complete record of all board proceedings and supporting materials.

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[Statutory Authority: RCW 34.05.220, 28A.305.130. 02-18-054, § 180-08-002, filed 8/28/02, effective 9/28/02.]

WAC 180-08-006 Public records officer--Access to public records--Requests for public records--Determination regarding exempt records--Review of denials of public record requests--Protection of public records--Copying--Office hours. (1) The state board's public records officer shall be the board's secretary (executive director) located in the administrative office of the board located in the Old Capitol Building, 600 South Washington, Olympia, Washington 98504-7206. The secretary (executive director) shall be responsible for implementation of the board's rules and regulations regarding release of public records and generally ensuring compliance by staff with the public records disclosure requirements in chapter 42.17 RCW.

(2) Access to public records in the state board of education shall be provided in compliance with the provisions of RCW 42.17.260.

(3) Requests for public records must comply with the following procedures:

(a) A request shall be made in writing to the secretary (executive director) or designee of the ~~((board))~~ director. The request may be brought to the administrative office of the board during customary office hours or may be mailed, delivered by facsimile, or by electronic mail. The request shall include the following information:

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- (i) The name of the person requesting the record;
- (ii) The time of day and calendar date on which the request was made;
- (iii) The nature of the request;
- (iv) If the matter requested is referenced within the current index maintained by the secretary (executive director), a reference to the requested information as it is described in such current index;
- (v) If the requested matter is not identifiable by reference to the current index, an appropriate description of the record requested shall be provided.

(b) In all cases in which a member of the public is making a request, it shall be the obligation of the secretary

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(executive director), or person to whom the request is made, to assist the member of the public in succinctly identifying the public record requested.

(4) (a) The board reserves the right to determine that a public record requested in accordance with subsection (3) of this section is exempt under the provisions of RCW 42.17.310 and 42.17.315. Such determination may be made in consultation with the secretary (executive director) or an assistant attorney general assigned to the board.

(b) Pursuant to RCW 42.17.260, the board reserves the right to delete identifying details when it makes available or publishes any public record when there is reason to believe that disclosure of such details would be an unreasonable invasion of personal privacy: Provided, however, In each case, the justification for the deletion shall be explained fully in writing.

(c) Response to requests for a public record must be made promptly. Within five business days of receiving a public record request, the ~~((board))~~ executive director shall respond by either:

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(i) Providing the record;

(ii) Acknowledging that the board has received the request and providing a reasonable estimate of the time ~~((the board will))~~ required to respond to the request; or

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(iii) Denying the public record request.

(d) Additional time required to respond to a request may be based upon the need to clarify the intent of the request, to locate and assemble the information requested, to notify third persons or agencies affected by the request, or to determine whether any of the information requested is exempt and that a denial should be made as to all or part of the request. In acknowledging receipt of a public record request that is unclear, the ~~((agency))~~ executive director may ask the requester to clarify what information the requester is seeking. If the requester fails to clarify the request within five working days of being asked for said clarification, the ~~((board))~~ executive director need not respond to it.

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(5) All denials of request for public records must be accompanied by a written statement, signed by the secretary (executive director) or designee, specifying the reason for the denial, a statement of the specific exemption authorizing the withholding of the record, and a brief explanation of how the exemption applies to the public record withheld.

(6) (a) Any person who objects to the denial of a request for a public record may petition for prompt review of such decision by tendering a written request for review. The written request shall specifically refer to the written statement which

constituted or accompanied the denial.

(b) The written request by a person petitioning for prompt review of a decision denying a public record shall be submitted to the board's secretary (executive director) or designee.

(c) Within two business days after receiving a written request by a person petitioning for a prompt review of a decision denying a public record, the secretary (executive director) or designee shall complete such review.

(d) During the course of the review the secretary (executive director) or designee shall consider the obligations of the board to comply fully with the intent of chapter 42.17 RCW insofar as it requires providing full public access to official records, but shall also consider both the exemptions provided in RCW 42.17.310 through 42.17.315, and the provisions of the statute which require the ~~((agency))~~ board to protect public records from damage or disorganization, prevent excessive interference with essential functions of the ~~((agency))~~ board, and prevent any unreasonable invasion of personal privacy by deleting identifying details.

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(7) Public records and a facility for their inspection will be provided by the secretary (executive director) or designee. Such records shall not be removed from the place designated for their inspection. Copies of such records may be arranged for according to the provisions of subsection (8) of this section.

(8) No fee shall be charged for the inspection of public records. The board may impose a charge for providing copies of public records and for the use by any person of agency equipment to copy public records. Copying charges shall be reasonable and conform with RCW 42.17.300. No person shall be released a record so copied until and unless the person requesting the copied public record has tendered payment for such copying to the appropriate official. All charges must be paid by money order, check, or cash in advance.

(9) Public records shall be available for inspection and copying during the customary office hours of the administrative office of the board. For the purposes of this chapter, the customary office hours shall be from 8:00 a.m. to 5:00 p.m., Monday through Friday, excluding legal holidays and dates of official state board of education business requiring all board staff to be away from the office.

[Statutory Authority: RCW 34.05.220, 28A.305.130. 02-18-054, § 180-08-006, filed 8/28/02, effective 9/28/02.]

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Chapter 180-22

WAC 180-22-100 Purpose and authority. (1) The purpose of this chapter is to establish the procedures for making changes in the number and boundaries of educational service districts ~~(, and the procedures for electing the members of the boards of directors of the educational service districts.~~

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~~(2) The authority for this chapter is RCW 28A.310.020 and 28A.310.080).~~

[Statutory Authority: RCW 28A.310.020, 28A.210.080. 02-18-052, § 180-22-100, filed 8/28/02, effective 9/28/02. Statutory Authority: 1990 c 33. 90-17-009, § 180-22-100, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.21.020. 84-21-001 (Order 9-84), § 180-22-100, filed 10/4/84.]

Chapter 180-38 WAC

~~PUPILS, IMMUNIZATION REQUIREMENT AND LIFE-THREATENING HEALTH CONDITION~~
~~PRIVATE SCHOOL PUPIL IMMUNIZATION REQUIREMENT~~

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WAC 180-38-005 Purpose and authority. (1) The purpose of this chapter is to establish the procedural and substantive due process requirements governing the exclusion of students from ~~((public and))~~ private schools for failure to comply with the immunization requirement of the state of Washington ~~((, or, in the case of public schools only, failure to present a medication or treatment order for a life-threatening health condition))~~.

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(2) The authority for this chapter is RCW 28A.210.160.

[Statutory Authority: RCW 28A.210.160. 05-23-044, § 180-38-005, filed 11/9/05, effective 12/10/05; 02-24-019, § 180-38-005, filed 11/26/02, effective 12/27/02. Statutory Authority: 1990 c 33. 90-17-009, § 180-38-005, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.31.118. 85-20-040 (Order 20-85), § 180-38-005, filed 9/25/85.]

WAC 180-38-020 Definitions. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise:

(1) "Student" shall mean the same as defined for "child" in RCW 28A.210.070(6).

(2) "Chief administrator" shall mean the same as defined in RCW 28A.210.070(1).

(3) "Full immunization" shall mean the same as defined in RCW 28A.210.070(2).

(4) "Schedule of immunization" shall mean the beginning or continuing of a course of immunization, including the conditions for private school attendance when a child is not fully immunized, as prescribed by the state board of health (WAC 246-100-166(5)).

(5) "Certificate of exemption" shall mean the filing of a statement exempting the child from immunizations with the chief administrator of the private school, on a form prescribed by the department of health, which complies with RCW 28A.210.090.

(6) ~~(("Life-threatening condition" shall mean a health condition that will put the child in danger of death during the school day if a medication or treatment order and a nursing plan are not in place.~~

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~~(7) "Medication or treatment order" shall mean the authority a registered nurse obtains under RCW 18.79.260(2). The order shall be signed by a licensed health care practitioner listed under RCW 18.79.260(2).~~

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~~(8) "Nursing plan" shall mean a plan of care developed for the student consistent with the standards of nursing conduct or practice set out in department of health regulations, WAC 246-340-700 et seq. The nursing plan implements the medication or treatment order.~~

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~~(9)) "Exclusion" shall mean the case or instance when the student is denied initial or continued attendance:~~

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(a) Due to failure to submit a schedule of immunization, or a certificate of exemption in accordance with RCW 28A.210.120; or

~~((b) In the case of a life threatening health condition, due to failure to submit a medication or treatment order and any medication or equipment identified in the order, unless the school district is required to provide the medication or equipment as a related service under federal law.))~~

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~~((10)) (7) "School day" shall mean ((the same as in RCW 28A.150.030 and shall be inclusive of school or district sponsored field trip experiences and extracurricular activities and summer school)) each day of the school year on which students enrolled in the private school are engaged in educational activity planned by and under the direction of the staff, as directed by the chief administrator and applicable governing board of the private school.~~

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~~((11)) (8) "Parent" shall mean parent, legal guardian, or other adult in loco parentis.~~

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[Statutory Authority: RCW 28A.210.160. 02-24-019, § 180-38-020, filed 11/26/02, effective 12/27/02. Statutory Authority: RCW 28A.31.118. 85-20-040 (Order 20-85), § 180-38-020, filed 9/25/85.]

WAC 180-38-045 Private School attendance conditioned upon presentation of proofs. (1) The initial attendance of every student at every ~~((public and))~~ private school in the state is conditioned upon proof of immunization as set forth in RCW 28A.210.080.

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(2) The chief administrator of each ~~((public or))~~ private school shall prohibit the further presence at school of each student already in attendance and who has failed to provide proof of immunization in accordance with RCW 28A.210.080(1). Such exclusion shall be preceded by written notice as set forth in WAC 180-38-050. If written notice has not been provided, any exclusion shall be stayed until notice is received by a parent, guardian or other adult in loco parentis.

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~~((3) The initial attendance of every student at every public school who has a life threatening health condition is~~

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conditioned upon:

~~(a) Presentation by the parent of a medication or treatment order addressing any life threatening health condition the child has that may require medical services to be performed at the school; and~~

~~(b) Formulation of a nursing plan to implement the order. The parent shall also provide any medication or equipment identified in the medication or treatment order necessary to carry out the order, unless the school district is required to provide the medication or equipment as a related service under federal law.~~

~~(4) The chief administrator of each public school shall prohibit the further attendance of each student already in attendance for whom a medication or treatment order has not been provided if the child has a life threatening health condition that may require medical services to be performed at the school. Any such exclusion shall be preceded by written notice as set forth in WAC 180-38-050. If written notice has not been provided, any exclusion shall be stayed until notice is received by a parent. The school shall continue to prohibit the child's presence until the school:~~

~~(a) Receives a medication or treatment order and any medication or equipment identified in the order necessary to carry out the order, unless the school district is required to provide such medication or equipment as a related service under federal law; and~~

~~(b) Has a nursing plan in place.~~

~~A new medication or treatment order must be submitted whenever there are changes in the medication or treatment needs of the child. The nursing plan shall be amended accordingly.~~

~~(5) Upon receipt of a medication or treatment order, the school shall develop a nursing plan.~~

~~(6) The requirements of this chapter shall be applied consistent with the requirements of section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA).~~

[Statutory Authority: RCW 28A.210.160. 02-24-019, § 180-38-045, filed 11/26/02, effective 12/27/02. Statutory Authority: 1990 c 33. 90-17-009, § 180-38-045, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.31.118. 85-20-040 (Order 20-85), § 180-38-045, filed 9/25/85.]

WAC 180-38-050 Written notice prior to exclusions from private school. (1) ((§)) Private schools must provide written notice to parents prior to excluding students from school for

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failure to comply with WAC 180-38-045.

~~(2) ((The written notice for public school students shall:~~

~~(a) Be delivered in person or by certified mail and provided to parents in their native language if feasible,~~

~~(b) Inform the appropriate parents of the applicable laws and implementing rules. In addition to notification of the applicable laws and regulations, a copy of the laws and regulations shall be included with the notice,~~

~~(c) In cases of exclusion due to lack of proof of immunization, provide information regarding immunization services that are available from or through the local health department and other public agencies,~~

~~(d) Order the student excluded from school and state that such order is effective immediately upon receipt of the notice,~~

~~(e) Describe the rights of the parents and student to a hearing, describe the hearing process, and explain that the exclusion continues until either the necessary proof of immunization, or medication or treatment plan is received, or until a hearing officer determines that the student is no longer excluded from school.~~

~~(3)) The written notice for private school students shall:~~

~~(a) Inform the appropriate party of the applicable laws and provide copies of such law and implementing rules.~~

~~(b) Provide information regarding immunization services that are available from or through the local health department or other public agencies.~~

~~(c) Order the exclusion of the student from school and state that such order is effective upon receipt of the notice.~~

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[Statutory Authority: RCW 28A.210.160. 02-24-019, § 180-38-050, filed 11/26/02, effective 12/27/02. Statutory Authority: 1990 c 33. 90-17-009, § 180-38-050, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.31.118. 85-20-040 (Order 20-85), § 180-38-050, filed 9/25/85.]

REPEAL WAC 180-38-080 Prehearing and hearing process. (1)

If a request for hearing is received by the school district, it shall schedule a hearing. The hearing must be scheduled within three school days of receiving the request. The hearing may be continued to a later date if the parent requests a longer period.

(2) The school district shall establish a hearing process consistent with the procedures set forth for disciplinary cases under chapter 180-40 WAC.

[Statutory Authority: RCW 28A.210.160. 03-13-079, § 180-38-080, filed 6/16/03, effective 7/17/03.]
WAC (9/5/06 1:34 PM) [4]

Chapter 180-52 WAC

~~((PARENTS' RIGHTS REGARDING PUPIL TESTING AND RECORDKEEPING)) TESTS FOR STUDENTS RECEIVING HOME BASED INSTRUCTION~~ Last Update: 7/2/02WAC

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WAC 180-52-070 Approved standardized tests for use by students receiving home-based instruction--Examples--Assistance.

(1)(a) Pursuant to RCW 28A.200.010(3), the state board of education will provide a list of examples of standardized achievement tests that a parent may use to assess and determine whether their child is making reasonable academic progress.

(b) Tests on the list are approved by the state board of education on the basis that they are standardized achievement tests.

(c) Parents may use a standardized test that does not appear on the list of examples if it has been evaluated by a test evaluation organization recognized by the state board of education and cited on the state board web page.

(d) Parents may contact the state board of education office for assistance in determining if a test of their choosing that is not on the list of examples is standardized.

(2) The list of examples of standardized achievement tests shall be:

(a) Made available on the web page of the state board;

(b) Included in the following publication of the office of the superintendent of public instruction, "*Washington's State Laws Regulating Home-Based Instruction*;" and

(c) Provided on request.

(3) The list of examples of standardized achievement tests on the state board web page may not be changed without prior approval of the state board of education.

[Statutory Authority: RCW 28A.200.010(3). 02-14-125, § 180-52-070, filed 7/2/02, effective 8/2/02.]

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WAC (9/5/06, 8:50 AM) [1]

PRIVATE SCHOOL ACCREDITATION

WAC 180-55-005 Purpose((s)) and authority. (1)

Purpose((s)). The provision of school accreditation procedures for approved private schools by the state board of education is designed to ((serve the following purposes;

~~(a) Support the state board's long term vision of a performance based education system under WAC 180 51 001 by aligning school accreditation requirements to continuous improvement of student learning, achievement, and growth;~~

~~(b) Promote educational excellence and equity for every student through enhancement of the quality and effectiveness of the school's educational program in safe and supportive learning environments;~~

~~(c) Promote staff growth and commitment to the learning of every student;~~

~~(d) Build stronger links with families, parents, and the community by reaching consensus about educational expectations through family, parent, and community involvement;~~

~~(e) P))provide a statement of accountability to the public and ((;~~

~~(f) Assure that school districts, under the district policy on recognizing earned credits under WAC 180 51 050, shall accept credits earned from schools or programs, accredited by the state board of education or other accrediting body as may be recognized by the state board of education pursuant to WAC 180-55-017; and~~

~~(g) Facilitate the sharing of))validate effective ((schools)) practices in private schools((and positive impacts on student learning)) through an external appraisal process.~~

(2) Authority. The authority for this chapter is RCW 28A.305.130((,+6)) (5).

[Statutory Authority: RCW 28A.150.220(4), 28A.305.130(6), and 28A.305.140. 05-08-015, § 180-55-005, filed 3/28/05, effective 4/28/05; 04-04-093, § 180-55-005, filed 2/3/04, effective 3/5/04; 02-18-056, § 180-55-005, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.305.130(6). 91-04-015, § 180-55-005, filed 1/28/91, effective 2/28/91. Statutory Authority: 1990 c 33. 90-17-009, § 180-55-005, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(4). 81-08-027 (Order 2-85), § 180-55-005, filed 3/26/81.]

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WAC 180-55-015 Definitions. (1) An "accredited school" is

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a ~~((public or))~~ state board of education approved private school that meets statutory requirements and rules established by the state board of education, and one that has satisfactorily completed the accreditation procedures described by the state board of education pursuant to RCW 28A.305.130~~((,+6))~~(5) and WAC 180-55-005 through 180-55-020.

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(2) "Approved private school" shall mean a school approved by the state board of education pursuant to chapter 28A.195 RCW and chapter 180-90 WAC.

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(3) "Accredited" status shall be assigned to ~~((public or))~~ state board of education approved private schools that:

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(a) Complete and meet fully state board of education requirements for accreditation as described in WAC 180-55-020, or;

(b) Participate and qualify in accordance with standards and procedures established by accrediting bodies or processes recognized by the state board of education.

(4) "School improvement plan" shall mean the same as described under WAC 180-16-220 (2)(b) and (d).

(5) "Continuous improvement process" shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.

(6) "Self-review" shall mean the same as described under WAC 180-16-220 (2)(c).

(7) "Appraisal" shall mean an objective, external appraisal of a school's self-review activities and school improvement plan pursuant to WAC 180-55-020(5).

(8) "Recognized accrediting body" shall mean an organization recognized by the state board of education and listed on the state board web site.

(9) "Recognized accrediting process" shall mean the state board of education process managed through the educational service districts for approved private schools.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.130(6), and 28A.305.140. 05-08-015, § 180-55-015, filed 3/28/05, effective 4/28/05; 04-04-093, § 180-55-015, filed 2/3/04, effective 3/5/04; 02-18-056, § 180-55-015, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.305.130(6). 91-04-015, § 180-55-015, filed 1/28/91, effective 2/28/91. Statutory Authority: 1990 c 33. 90-17-009, § 180-55-015, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120(4). 84-11-050 (Order 8-84), § 180-55-015, filed 5/17/84; 81-08-027 (Order 2-85), § 180-55-015, filed 3/26/81.]

WAC 180-55-017 Criteria for state board of education

WAC (9/6/06 2:38 PM) [2]

recognition of accrediting bodies. (1)(a) A recognized accrediting body shall meet the definition of such pursuant to WAC 180-55-015(8).

(b) Accrediting bodies recognized by the state board of education shall verify that standards for approved private schools seeking accreditation through them meet or exceed the school accreditation standards pursuant to WAC 180-16-220.

(c) Accrediting bodies recognized by the state board of education for the specific purpose of accrediting state board approved private schools, prior to being considered by the state board for recognition, shall have their accreditation standards verified for compliance under (b) of this subsection by a private school advisory committee established by the superintendent of public instruction. If verified, the committee may recommend the accrediting body to the state board for recognition.

(d) A list of recognized accrediting bodies will be maintained on the web site of the state board of education.

~~(2) ((a) Public school districts must be approved by the state board of education prior to a school in the district being recommended by a state board of education recognized accrediting body for state accreditation consideration.~~

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~~(b) Public schools may not seek accreditation through a sectarian affiliated accrediting body. Public schools may seek accreditation through a state board of education recognized accrediting body or process and be recommended for state accreditation consideration.~~

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~~(e)) Private schools must be approved by the state board of education prior to being recommended by a state board of education recognized accrediting body or process for state accreditation consideration.~~

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[Statutory Authority: RCW 28A.150.220(4), 28A.305.130(6), and 28A.305.140. 05-08-015, § 180-55-017, filed 3/28/05, effective 4/28/05.]

**WAC 180-55-020 Prerequisite to application for accreditation by ((public schools/)) approved private schools--
Types of accreditation--Conditions--Effective periods--
Administration of accreditation procedures.** (1) ((a)

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~~Certification by the state board of education of compliance by a school district with basic education program approval requirements under WAC 180 16 220, or receipt of a waiver from WAC 180 16 225 or 180 18 030, shall be prerequisite to a public school's application to the state board of education for accreditation under WAC 180 55 015 (3) (b).~~

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~~(b))~~ Certification by the state board of education of compliance with private school approval requirements under chapter 28A.190 RCW and chapter 180-90 WAC shall be prerequisite to a private school's application to the state board of education for accreditation under WAC 180-55-015 (3)(b).

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(2) **Standard accreditation - six years**, shall be granted to an approved private school after a satisfactory external appraisal of the school's self-review activities and school improvement plan, and approval by the state board of education of the appraisal findings and recommendations by the external site appraisal team.

(3) **Conditional accreditation - one year**, for an approved private school where the external appraisal identifies omissions, inaccuracies or weaknesses in the building's self-review activities, or school improvement plan or continuous improvement process.

(4) **Application**. Application for school accreditation shall be made to the state board of education or other body or entity designated by the state board of education. Such application shall be submitted jointly by the appropriate officials of the ~~((school and school district, or))~~ private school and governing board, in accordance with procedures and timelines established by the state board of education.

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(5)(a) **External appraisal**. The state board of education, or other body or entity designated by the state board of education, shall direct an external appraisal process for approved private school accreditation purposes. The state board may place yearly limits on the number of schools that may participate in the external appraisal process using the state board accreditation option. The external appraisal shall be conducted by persons external to the approved private school ~~((and district))~~. The external site appraisal team shall include, but is not limited to, certificated teachers and administrators who may earn continuing education clock hours pursuant to WAC 180-85-033(2).

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(b) The external appraisal shall focus on the provisions of WAC 180-16-220 (2)(b), (c) and (d), and 180-55-005(1). The appraisal shall focus on an analysis of the school's self-review activities, the school's improvement plan and its progress and impact, in particular relating to WAC 180-55-005 (1)(c), and the school's continuous improvement process.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). 04-04-093, § 180-55-020, filed 2/3/04, effective 3/5/04; 02-18-056, § 180-55-020, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.305.130(6). 91-01-068, § 180-55-020, filed 12/14/90, effective 1/14/91. Statutory Authority: RCW 28A.04.120(4). 84-11-050 (Order 8-84), § 180-55-020, filed 5/17/84; 81-08-027 (Order 2-85), § 180-55-020, filed 3/26/81.]

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Chapter 180-105 WAC

PERFORMANCE IMPROVEMENT GOALS

WAC 180-105-060

High school graduation.

(1) Each school district board of directors shall by December 15, 2005, revise district-wide graduation rate goals for 2006 and each year thereafter and shall direct each high school in the district to revise graduation rate goals for 2006 and each year thereafter, subject to approval by the board.

(2) The minimum graduation rate goals through 2013 shall be as follows for each of the nine groups of students listed in ~~((WAC 3-20-200(2)))~~ WAC 180-105-040(4):

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(a) Sixty-six percent in 2005, one percentage point above the previous year's goal from 2006 through 2009, and three percentage points above the previous year's goal in 2010 through 2013; or

(b) For any student group whose graduation rate falls below sixty-six percent in 2005, the minimum goal for 2005 is two percentage points above that group's graduation rate in 2004, an additional two percentage points per year above the previous year's goal in 2006 through 2009, and an additional four percentage points per year above the previous year's goal in 2010 through 2013, until the rate for that group meets or exceeds the goal described in (a) of this subsection.

(3) Graduation rate goals in 2014 and each year thereafter for each group of students listed in ~~((WAC 3-20-~~

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200(2)) WAC 180-105-040(4) shall be not less than eighty-five percent.

(4) School district boards of directors are authorized to adopt district-wide graduation rate goals and to approve high school graduation rate goals that exceed the minimum level required under this section. However, district-wide and high school graduation rate goals that exceed the minimum level required under this section shall not be used for federal or state accountability purposes.

New Section Adoption Consideration

Chapter 180-51 WAC

NEW SECTION: WAC 180-51-095 Temporary exemption from course and credit requirements. Annual exemptions to the definition of an annualized high school credit may be granted upon the request of an approved private school which offers evidence that delineates content, time, or competency assessments which are substantially equivalent to the definition stated in WAC 180-51-050. The waiver process shall be administered by the superintendent of public instruction.

Deleted: NEW SECTION

[Statutory Authority RCW 28A.230.090. 00-19-108, § 180-51-100, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.230.090 and 28A.230.100. 93-04-115, § 180-51-100, filed 2/3/93, effective 3/6/93. Statutory Authority: 1990 c 33. 90-17-009, § 180-51-100, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.05.060. 85-12-041 (Order 12-85), § 180-51-100, filed 6/5/85. Statutory Authority: Chapter 28A.05 RCW. 84-11-049 (Order 7-84), § 180-51-100, filed 5/17/84.]

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

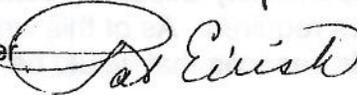
DATE: SEPTEMBER 14-15, 2006

SUBJECT: REQUEST FOR WAIVER OF THE 180-DAY SCHOOL YEAR
REQUIREMENT FOR FERNDALE SCHOOL DISTRICT

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



PRESENTER: Pat Eirish, Program Manager
State Board of Education



RECOMMENDATION:

It is recommended that the State Board of Education (SBE) approve the waiver request from the minimum 180-day school year for the school district listed above for school year 2006-2007.

BACKGROUND:

Based on legislative authority (Chapter 208, Laws of 1995), the SBE adopted Chapter 180-18 WAC Waivers for Restructuring Purposes. Section 180-18-040 of this chapter allows school districts to apply for waivers from the minimum 180-day school year requirement by offering the equivalent in annual minimum instructional hour offerings in such grades as are conducted by the school district, as prescribed in RCW 28A.150.220.

Ferndale School District

Whatcom County – 5,109 students
2 waiver days requested

Ferndale School District is requesting two waiver days to provide time for staff professional development. The requested two-day waiver will replace all of the late arrival days (seven) previously scheduled for professional development and collaborative activities in grades one through twelve. The professional development time will be used for whole staff release for collaboration between staff of different buildings and/or grade levels.

Activities will include school improvement planning and implementation efforts, curriculum alignment, vertical teaming and planning for appropriate instructional interventions at all levels, including student transition from elementary to middle and from middle to high school. Staff will also participate in development of authentic student assessments for the purpose of informing and improving instruction.

Each year parents in the Ferndale School District are surveyed regarding the development of the school calendar. Parents much prefer full-day releases in the academic calendar for staff learning and school improvement efforts in lieu of fewer late arrival dates, thus providing less disruption for students and parents and more quality time for staff development.

The Ferndale School District and the Ferndale Education Association plan to offer a Professional Responsibility Stipend (outside the basic contract) to their teachers for additional services required. As of this writing that stipend is being negotiated. The attached draft lists services that would be compensated.

SUMMARY:

The State Board of Education may grant waivers if the district demonstrates the need for these waivers by meeting the procedural criteria, as specified in Chapter 180-18 WAC. This district has met the procedural requirements outlined in SBE policy. Staff recommends the waiver be granted for the 2006-07 school year.

See attachments for further detailed information.

Attachments



STATE BOARD OF EDUCATION

AUG 16 2006

RECEIVED

August 15th, 2006

Ms. Pat Erish, Research and Assistance Program
Washington State Board of Education
OLD Capital Building
PO Box 47206
Olympia, WA 98504-7206

Re: 180-Day Waiver Request for 2006/07 school year.

Dear Ms. Erish:

I am enclosing Resolution No. 16-2006, adopted by the Ferndale School District Board of Directors, along with attachments. The Board of Directors is requesting a waiver of two (2) days during the 2006/07 and 2007/08 school years, as provided for in WAC 180-18-040 and 060.

The Board is requesting the waiver to provide our professional staff with time to participate in collaborative planning, school wide, grade level and department level professional development, alignment of our curriculum and the development of authentic student assessments for the purpose of informing and improving instruction.

The Ferndale School District asks that this request be submitted for approval at the next State Board of Education regular meeting.

Thank you for your consideration of our request. Please do not hesitate to contact me if you need additional information.

Sincerely,

Dr. Roger Lehnert
Superintendent

ERD/caa

Ferndale School District No. 502

August 2006

REQUEST FOR WAIVER FROM THE MINIMUM 180-DAY SCHOOL YEAR Grades 1-12
--

Background Data

Identification of Requirement to be Waived:

The Ferndale School District No. 502 is requesting (as provided for in WAC 180-18-040 and -060) a two-year wavier of the minimum 180-day school year requirement of WAC 180-16-215. The district is requesting that two (2) school days be waived from the required 180 schools days for the 2006/2007 and 2007/2008 school years for grades one through twelve.

The requested two-day Wavier will replace the seven (7) late arrival days previously scheduled for professional development and collaborative activities in grades one through twelve. We believe the consolidation of time into two full days of training and collaboration time at all levels will yield more benefit to student learning than the previous seven late arrival days. The professional development time will be used for whole staff release for collaboration between staff of different buildings and/or grade levels. Activities will include school improvement planning and implementation efforts, curriculum alignment, vertical teaming and planning for appropriate instructional interventions at all levels, including as students transition from elementary to middle and from middle to high school.

Late arrival days were identified as a major concern for Ferndale parents due to the difficulties in arranging daycare and providing suitable activities for older students. In addition staff indicated that the late arrival days did not provide adequate or optimum time for learning and applying new concepts and skills. Our parents have indicated that providing professional development delivered in full days reduces the burden of childcare planning when students are not in school. Our staff reported significant value and satisfaction with the full-day format (LID) for the purpose of both training and the necessary follow-up collaboration or implementation planning.

Student contact hours and program offerings would exceed state requirements, and certificated staff work hours would be according to the full teacher contract requirements.

Two waiver days are being requested to allow the District to continue school improvement efforts while limiting the impact on the student instructional year. These days are particularly relevant in light of impending budget reductions, particularly in the areas of professional development, transportation, travel and staff compensation outside the school day

Specific Standards for Increased Student Learning that the District Expects to Achieve:

During the 2006 – 2007 through 2008 – 2009 school year, the District seeks to:

- ④ Increase the number of students who attain standards in reading, math and science
- ④ Increase the number of students who graduate on time
- ④ Narrow the achievement gap for identified groups of students who are currently not meeting standard as measured by the WASL

How the District Plans to Achieve the Higher Standards, Including Timelines for Implementation:

The necessity for this time without students has been identified by our Leadership for Learning Cadre, School Board Members, Individual School Improvement Committees, district curriculum committees, building principals and Executive Cabinet.

We will accomplish this goal over the next two years by focusing staff collaboration/ communication and professional development efforts on research-based strategies identified in School Improvement Plans which include:

1. Implementation of the Washington State Reading Model which includes identification of appropriate diagnostic and progress-monitoring assessment tools so we are able to better understand the academic needs of students and the provision of more academic options for students, specifically students represented in our current achievement gap (minority students, ELL students Special Education students and Title 1 students) The District plans to provide additional focus on the needs of Title 1 students the 2006/2007 year and those of the special education students in the 2007 – 2008 year.
2. Implementation of new Washington State Graduation Requirements including culminating project, thirteenth-year academic plans and students meeting standards on the WASL, which includes appropriate and timely interventions at all levels with particular emphasis on math, science and the transition years. The District began this work during the 2005 – 2006 year at the grade ten level. During the 2006 – 2007 year we will work to provide appropriate interventions for students entering grade nine and in the subsequent years develop options for students in the middle and elementary grades.
3. Implementation of an improved student information management system which will allow the District to house, access, disaggregate, analyze and disseminate more easily student performance data critical to the improvement of student achievement. The District hopes to have the first phase of this system available for staff use during the 2006/2007 year.

4. Provision for grade level and cross-grade level planning to coordinate k-12 horizontal and vertical curriculum alignment. To facilitate the development of appropriate progress monitoring and end-of-course assessments of student performance and achievement in reading, math and science and implementation of new curriculum based assessment tools in the areas of social studies, health-fitness and the arts. The District plans to implement the classroom-based assessments in social studies and health and fitness this year and in the arts the following year. End-of-course assessments will be begun during the 2006/2007 year, followed by the development of progress monitoring tools and specifically designed interventions for struggling students.
5. Development of new processes and systems, which redefine teaching performance standards (best instructional practices) and their relationship to performance evaluation and professional development. The District plans to begin this work with teachers and administrators during the 2006/2007 year by operationally defining the Washington State Teaching Performance Standards. This work will continue throughout the two-year period wavier request period.

Over the past ten years we have made progress in the areas of curriculum, instruction and assessment. According to state and local testing results, our students are improving in math, reading, writing and science areas. However there is still much work to be done to build a coherent, focused system-wide instructional program that will maximize student learning and manage staff workload. We will continue to ensure that our organizational decisions, policies, and procedures are aligned in support of enhancing student learning.

How the District Plans to Determine if Higher Standards are Met:

The Ferndale School District will determine if it has achieved higher standards and narrowed the achievement gap by:

- ④ Using state and district assessment information including WASL performance, on-time graduation rate, Mapping Academic Progress Assessment data, and district reading and writing assessment results. Reports on student achievement will be prepared annually and reviewed by school improvement teams, principals, and the board of directors, parents and the community at large.
- ④ The board of directors will review school improvement plans annually.
- ④ The documentation of extended learning programs, student participation and student achievement will be made known to the community in our annual report to our constituents.

Evidence that the Board of Directors, Teachers, Administrators and Classified Employees are Committed to Working Cooperatively in Implementing the Plan:

During negotiations with various labor groups, the need for training, time to communicate and collaborate and the time to implement new programs was a constant theme. The previous calendar was cooperatively developed with the Ferndale Education Association, our classified bargaining groups and shared with school community groups. Staff made it known through extensive surveys that the inclusion of late arrival times in the calendar was insufficient to meet the identified professional development and improvement of student performance goals identified by the district through school improvement plans. Staff surveys indicated the need for more sustained and focused time in training, discussion and implementation of reform efforts. They saw the reduced student calendar as a viable model. As a contributing author of the calendar, the Ferndale Education Association supports the district's request for this waiver. Administrators strongly support the change in the calendar as it provides an improvement in the quality of instructional delivery on a daily basis as a result of the improved quality of the professional development activities for teachers and staff. Administrators and school improvement teams feel collaborative time, follow-up for professional development and feedback regarding implementation efforts contribute significantly to the improvement of performance shown by our students.

Evidence that Opportunities were Provided for Parents and Citizens to be Involved in the Development of the Plan:

Each year, parents in the Ferndale School District are surveyed via a telephone survey process with regards to the development of the school calendar. Parents generally understand and support the Board's interest in maintaining time currently available for individual and collaborative professional development activities. In fact, parents indicated they were less concerned about the number of days students attended school and more concerned about the interruptions caused by late arrival days embedded in the calendar. Parents preferred the inclusion of more full-days in the academic calendar for staff learning and school improvement efforts in lieu of fewer late arrival dates. We believe this above requested waiver will satisfy the stake holders of our district by providing better outcomes for students while maintaining the strong instructional program already available to students in the Ferndale School District.

Attached are the achievement results for students in the WASL tested areas over past ten years. These results serve as evidence that the Ferndale School District is highly committed to excellence for our students and has the capacity, given the time, to continuously improve student performance.

FERNDALE SCHOOL DISTRICT NO. 502
Ferndale, Washington 98248

RESOLUTION NO. 16-2006

A resolution of the Board of Directors of Ferndale School District No. 502, Whatcom County, Washington, to request a waiver for grades K-12 from the State Board of Education minimum 180 day school year requirement for the 2006-07 school year.

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

WHEREAS, Ferndale School District School Improvement Plans for each school have the goal of making changes that will significantly increase the learning and performance of all students; and

WHEREAS, the district has determined that staff and parents support a school calendar that provides time for the purpose of allowing staff collaboration and professional development to further develop curriculum and instructional practices that support all students achieving standard; and

WHEREAS, staff and parents recommend eliminating the professional development late arrival days without reducing the total amount of time available for professional development activities; and

WHEREAS, the school district will offer the equivalent annual minimum hour offerings as prescribed in RCW 28A.150.220; and

WHEREAS, we recognize that while this distribution of days results in a waiver request, the overall amount of learning time is equivalent and more optimally structured on full instructional days rather than late arrival days.

NOW, THEREFORE, BE IT RESOLVED, that Ferndale School District No. 502 Board of Directors hereby requests a two (2) day waiver from the minimum 180 day school year requirement for the 2006-07 school year. During this time, staff will participate in collaborative planning; school-wide, grade-level and department level professional development; alignment of curriculum, and development of authentic student assessments to inform and improve instruction.

ADOPTED by the Board of Directors of Ferndale School District No. 502, Whatcom County, Washington, at an open public meeting thereof, held on the 27th day of July 2006, the following Directors being present and voting:

By: Stuart McKey
Rosemary Robertson
Leah Liddle
Bernice Thomas

Directors

ATTEST:

[Signature]
Secretary to the Board

4th Grade Reading

Ferndale	State
<u>1997-98</u>	
<u>1998-99</u>	59.1%
<u>1999-00</u>	65.8%
<u>2000-01</u>	66.1%
<u>2001-02</u>	65.6%
<u>2002-03</u>	66.7%
<u>2003-04</u>	74.4%
<u>2004-05</u>	79.2%
<u>2005-2006</u>	81.7%

7th Grade Reading

Ferndale	State
<u>1997-98</u>	40.4%
<u>1998-99</u>	45.7%
<u>1999-00</u>	43.0%
<u>2000-01</u>	46.7%
<u>2001-02</u>	48.2%
<u>2002-03</u>	50.0%
<u>2003-04</u>	66.8%
<u>2004-05</u>	78.8%
<u>2005-2006</u>	67.2%

10th Grade Reading

Ferndale	State
<u>1998-99</u>	47.1%
<u>1999-00</u>	65.8%
<u>2000-01</u>	57.3%
<u>2001-02</u>	56.9%
<u>2002-03</u>	51.2%
<u>2003-04</u>	51.3%
<u>2004-05</u>	72.8%
<u>2005-2006</u>	88.2%

4th Grade Math

Ferndale	State
<u>1997-98</u>	31.2%
<u>1998-99</u>	37.3%
<u>1999-00</u>	41.8%
<u>2000-01</u>	43.4%
<u>2001-02</u>	51.8%
<u>2002-03</u>	55.2%
<u>2003-04</u>	59.9%
<u>2004-05</u>	60.6%
<u>2005-2006</u>	62.8%

7th Grade Math

Ferndale	State
<u>1997-98</u>	
<u>1998-99</u>	
<u>1999-00</u>	
<u>2000-01</u>	
<u>2001-02</u>	
<u>2002-03</u>	36.7%
<u>2003-04</u>	49.5%
<u>2004-05</u>	62.6%
<u>2005-2006</u>	57.7%

10th Grade Math

Ferndale	State
<u>1998-99</u>	35.0%
<u>1999-00</u>	41.0%
<u>2000-01</u>	46.8%
<u>2001-02</u>	29.9%
<u>2002-03</u>	34.5%
<u>2003-04</u>	46.8%
<u>2004-05</u>	52.3%
<u>2005-2006</u>	56.5%

4th Grade Writing

Ferndale	State
<u>1997-98</u>	36.7%
<u>1998-99</u>	32.6%
<u>1999-00</u>	39.4%
<u>2000-01</u>	43.3%
<u>2001-02</u>	49.5%
<u>2002-03</u>	53.6%
<u>2003-04</u>	55.8%
<u>2004-05</u>	57.5%
<u>2005-2006</u>	62.5%

7th Grade Writing

Ferndale	State
<u>1997-98</u>	41.5%
<u>1998-99</u>	49.2%
<u>1999-00</u>	44.1%
<u>2000-01</u>	63.9%
<u>2001-02</u>	64.8%
<u>2002-03</u>	56.2%
<u>2003-04</u>	65.7%
<u>2004-05</u>	68.5%
<u>2005-2006</u>	69.3%

10th Grade Writing

Ferndale	State
<u>1998-99</u>	41.2%
<u>1999-00</u>	27.5%
<u>2000-01</u>	49.3%
<u>2001-02</u>	53.4%
<u>2002-03</u>	46.1%
<u>2003-04</u>	61.0%
<u>2004-05</u>	63.0%
<u>2005-2006</u>	82.4%

Professional Responsibility Stipend Verification Form

Certificated employees have the opportunity under ARTICLE XII, Section 1 of the Collective Bargaining Agreement between the Ferndale School District ("District") and Ferndale Education Association ("Association") to earn additional compensation beyond their regular pay for additional time, additional responsibilities, or incentive. The District and Association agree the types of professional activities envisioned by

ARTICLE XII, , Section 1 and performed outside the regular contracted workday or work year include at least the following:

This form is intended to indicate fulfillment of additional responsibilities beyond those performed during the regular workday or work year.

- I. preparation of the classroom or workspace before, after, and during the school year for quality instruction or support of instruction;
- II. building activities outside the workday, such as fall and spring open houses, curriculum nights, parent education nights, school and community functions, and concerts;
- III. self-reflection, goal setting, and related professional growth activities such as workshops, classes, conferences, seminars or research projects;
- IV. grade level, department, building, job-alike and/ or District committees, task forces, processes, and activities; and
- V. fulfillment of basic contract expectations that may fall outside the regular workday such as planning of instruction and curriculum, attendance at staff meetings, the evaluation of student work, the preparation of student assessments, the preparation of summative progress and grade reports for timely distribution, IEP and Section 504 meetings, culminating projects and communicating with parents and students.

Verification and Certification:

I hereby certify that I have fulfilled the above professional activities outside my regular contracted workday or work year, thereby completing my supplemental pay agreement. (Certification of completion of professional activities must be submitted by June 30.)

Certificated Employees Name (Please print)

Signature of Employee

Date:

Signature of Supervisor/Principal

Date: