



State Board of Education Meeting

Yakima Valley Community College
Parker Room, Deccio Bldg.
1107 S 16th Ave, Yakima
August 23: 9:00 a.m. — 5:00 p.m.
August 24: 8:00 a.m. — 3:30 p.m.

Agenda

August 23

9:00 a.m.

Call to Order and Welcome

- Pledge of Allegiance
- Welcome by Mayor Bob Edler, Dr. Linda Kaminski, YVCC President
- Agenda Overview
- Approval of Minutes from July 28–29 meeting (*Action Item*)

9:10 a.m.

Overview of English-language learner academic achievement

- Dr. Alfonso Anaya, Director of Bilingual and Migrant Education, OSPI

10:00 a.m.

Presentation by students who are English language learners regarding their experiences in the public schools

10:30 a.m.

Break

10:45 a.m.

Overview of the student populations and school districts in the Yakima Valley relative to districts in the Puget Sound region

- Dr. Jane Gutting, Superintendent, ESD 105

School district representatives will address:

- What actions are you taking to assist your students in meeting the state standards?
- What barriers are you facing in assisting your students?
- What support (advice, assistance, research, funding) do you need from the state to be more successful?
- Do you have any advice or suggestions for the State Board?

12:30 Lunch

1:30 p.m.

Presentation by parents of English language learners

1:50 p.m.

Perspectives on best practices in districts with multiple languages

- Michelle Corker-Curry, Seattle School District

2:20 p.m.

Presentation from the WA Commission on Hispanic Affairs

- Uriel Iniguez, Executive Director

2:45 p.m.

Break

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 "Jack" Schuster • Jeff Vincent • Edie Harding, *Executive Director* • Bob Butts, *Interim Executive Director* • Pat Eirish, *Program Manager*
Laura Moore, *Executive Assistant* • Sarah Bland, *Secretary Admin./Web Development*
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@ospi.wednet.edu • www.sbe.wa.gov

- 3:00 p.m. Collection of Evidence** – Dr. Joe Willhoft, and CAA Options Team
- Professional standards for validity and reliability
 - Summary of comments received on the guidelines and protocols
 - Decision on the draft guidelines and protocols (**Action Item**)
- 4:00 p.m. PSAT, SAT, and ACT Cutscores** – Dr. Joe Willhoft, OSPI
- Discussion of options for identifying the cutscores
- 4:30 p.m. Washington Learns preliminary K-12 recommendations**

5:30 p.m. Recess

August 24

- 8:00 a.m. Work Session on the Final Draft of the Strategic Plan**
- Mary Campbell, Facilitator (**Action Item**)

10:30 a.m. Break

10:45 a.m. Mathematics Work Plan and Discussion

11:45 a.m. Washington Learns: Next Steps

12:15 p.m. Lunch

1:00 p.m. Annual Private School Approval (Action Item**)**

- 1:30 p.m. Report from the Tribal MOA Subcommittee**
- Dr. Bernal Baca (**Possible Action Item**)

2:00 p.m. 180-day waiver requests for Granite Falls, Highline, and Lake Stevens School Districts

2:15 p.m. Break

2:30 p.m. Business Items

- Appointment of organizational liaisons (**Action item**)
- Establish salary of the Executive Director (**Action Item**)
- Approve the Strategic Plan (**Action Item**)
- Minimum Basic Education Compliance Report Briefing – Pat Eirish, Program Manager
- Joint SBE/PESB Report Update

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 509 574-4600.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: AUGUST 23, 2006

SUBJECT: **English Language Learners and Yakima-area School Districts**

PRESENTERS: Dr. Alfonso Anaya, Director of Bilingual and Migrant Education

Dr. Jane Gutting, Superintendent
Educational Service District 105 – Yakima

Students, parents, superintendents, and other educators from:

- Yakima School District
- Grandview School District
- Sunnyside School District
- Toppenish School District

BACKGROUND:

The goal of the morning session of the State Board meeting is to provide an overview of the student characteristics, achievement levels, successes, and challenges faced by educators, students, and parents in the Yakima area.

Dr. Alfonso Anaya, OSPI Director of Bilingual and Migrant Education, will provide an overview of the characteristics of English language learners in the state, and suggest strategies that would improve student success.

Several students who have recently immigrated to the United States will then share their experiences in school.

Dr. Jane Gutting, Superintendent of ESD 105 and veteran educator, will compare and contrast what she has experienced and observed as an educator in the Puget Sound area and in the Yakima Valley, and identify educational efforts in the Yakima-area that have been especially effective.

Representatives from the Yakima, Grandview, Sunnyside, and Toppenish school districts will then address three questions:

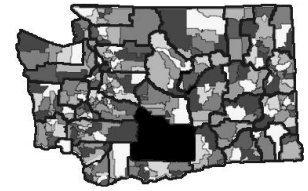
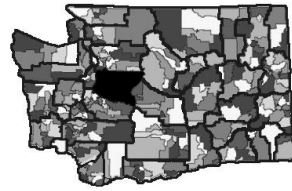
- What barriers are you facing in assisting your students?
- What support (advice, assistance, research, funding) do you need from the state to be more successful?
- Do you have any advice or suggestions for the State Board?

After lunch, several parents of English language learners have been invited to share their experiences with their childrens' schools. In addition, Michelle Corker-Curry will discuss English language instruction in school districts that have students from families with multiple languages.

King County & Yakima Counties

Comparison Chart

(Using 2004-05 School Year Data)



	King County	Yakima County
Students:		
Total # of Students: Head Count (October 2005)	254,671	48,725
Percent Free & Reduced Price Lunch	30%	67%
Students Meeting Standard on 10th Grade WASL		
Reading	78%	61%
Writing	70%	50%
Mathematics	55%	32%
Student Demographics:		
% African American	10%	1%
% Asian	17%	1%
% Hispanic	11%	56%
% Native American	2%	6%
% Pacific Islander	1%	0%
% White	62%	37%
% Bilingual Program	9%	22%
% Migrant Program	1%	8%
Families:		
Median Family Income (2000 Census)	\$53,157	\$34,828
Percent of Women 25 or Older with a BA or Higher (2000 Census)	37.6%	14.5%
Teachers:		
Average # of Students Per Teacher	17	18
Percent of Teachers with a Master's Degree	59%	56%
Teacher Average Years of Experience	12.5 yrs	12.8 yrs
Funding:		
Total Per Pupil Spending (2004-05)	\$7,917	\$8,012
\$ Per Pupil from M & O Levies	\$1,621	\$555
\$ Per Pupil from State Dollars	\$5,222	\$5,817
\$ Per Pupil from Federal Dollars	\$618	\$1,540

Annual Report of the
State Transitional Bilingual Instruction Program

Educating English Language Learners in Washington State

School Year 2004–05



Dr. Terry Bergeson
State Superintendent of
Public Instruction

August 2006

Educating English Language Learners in Washington State

**Annual Report of the
State Transitional Bilingual Instruction Program
School Year 2004–2005**

Prepared by

Dr. Margaret Ho, Interim Director, Migrant & Bilingual Education

**Dr. Terry Bergeson
Superintendent of Public Instruction**

**Dr. Mary Alice Heuschel
Deputy Superintendent, Learning and Teaching**

**Bob Harmon
Assistant Superintendent, Special Programs**

December 2005

Educating English Language Learners in Washington State

Annual Report of the
State Educational Assessment Program
School Year 2004-2005

Office of Superintendent of Public Instruction
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CONTENTS

Executive Summary	1
Section 1 – Introduction	4
Background	
Washington’s Program for ELL Students	
Objectives, Scope, and Methodology	
Section 2 – Staffing and Instruction	8
Most Expenditures Are Staff-Related	
Staffing Issues	
Instructional Strategies and Programs	
Section 3 – Students Served	17
Total ELL Student Enrollment	
Uneven Distribution of ELL Students	
Grades of Students Served	
Students Served by Other Programs	
Section 4 – Languages Spoken	25
Number of Students Speaking Various Languages	
Wide Disparity in the Number of Languages Among Districts	
Section 5 – Length of Stay and Academic Achievement	34
Section 6 – Language Proficiency and WASL Test Results	38
Washington Language Proficiency Test	
WASL Results	
Appendix A – Languages Spoken	44
Appendix B – District Language Totals	48
Appendix C – District Participation Rates	72
Appendix D – Length of Stay Information	78
Appendix E – District WLPT Results	84
Appendix F – WASL Results for ELLs and Non-ELLs	94

Abbreviations

ELD	English language development (sometimes known as ESL)
ELL	English language learners
ESL	English-as-a-second language
FTE	Full-time equivalent
ITBS	Iowa Test of Basic Skills
OSPI	Office of Superintendent of Public Instruction
WASL	Washington Assessment of Student Learning
WLPT	Washington Language Proficiency Test
TBIP	Transitional Bilingual Instructional Program

Acknowledgements

This report was prepared with help from the Migrant Student Data Recruitment (MSDR) office as well as from several departments of the Office of Superintendent of Public Instruction. Contributors included Vanessa Dunn, Ross Bunda, Pete Bylsma, Razak Garoui, Bob Harmon, and Kim Thompson.

EXECUTIVE SUMMARY

Background As Washington State becomes a more diverse society, the state's transitional bilingual instruction program (TBIP) serves an increasing number and percentage of students whose primary language is other than English and who have English language skill deficiencies that impair their learning in regular classrooms. Students who are English language learners (ELLs) often have lower levels of academic performance as well as higher dropout rates than their English-proficient peers. As the number of students with limited English proficiency increases, issues related to meeting the needs of these students and higher academic standards are receiving more scrutiny. The Washington State Legislature requires the Office of Superintendent of Public Instruction (OSPI) to report on the program each year.

The state program provides additional funding to districts for services to ELLs. In school year 2004–05, total direct bilingual expenditures were \$67.4 million, of which \$55.9 million were from state resources, a seven percent increase from the previous year, and a greater increase than in previous years. This increase was due to a relatively high increase in ELL enrollment and a slight increase in per pupil funding. Districts supplemented state funding with local funds. The federal government provided about \$9.6 million more for ELL students.

Results in Brief In the 2004–05 school year, a total of 87,343 ELLs were served statewide, more than the previous year. Most of these ELLs received little or no instruction in their primary language, even though research has found that long-term academic performance is more likely to occur when students have significant exposure to instruction in both English and their primary language. The nationwide shortage of qualified teachers that speak languages other than English, coupled with the number of different languages spoken by students across the range of grades in many districts, limit the possibility of many schools providing instruction in both English and the students' primary language. Consequently, many ELLs and former ELLs have lower test scores than their English-speaking peers.

Staffing and Instruction Most TBIP funds allocated for educating ELLs are spent for staff salaries and benefits. Relatively few students receive instruction in their primary language in part because of a shortage of qualified teachers who are also literate in a language other than English. However, with strong technical assistance support from the OSPI Bilingual Education office, there is a significant shift towards more effective English language development (ELD) instructional models such as Dual Language and Content English as a Second Language (ESL). Today, there are 22 Dual Language programs, and more ELLs are being served in Content ESL versus

ESL Pull-Out programs. School districts and OSPI are beginning to see the benefit of their strong partnership and mutual goal of serving their ELD student populations as effectively as possible. Still, instructional aides who often lack adequate formal training in second language learning strategies provide most instruction for ELLs in Washington. These aides typically provide intensive instruction in ESL in a classroom setting, but provide little or no instruction in the students' primary language. Thus, the program is more accurately defined as an ESL program.

Students Served

The program served a total of 87,343 ELLs, eleven percent more than in the previous year. The increase is influenced by several factors such as a higher birth rate for non-English speakers than for native-English speakers, the relative strength of Washington's economy, and increased numbers of minority students in Washington State. However, the biggest contributor to the increase in ELLs has been refugee arrivals and immigration over the years. Simply stated, the number of students entering the TBIP program is larger than the number exiting the program. ELLs are not evenly distributed across the state—26 districts each served over 1,000 ELL students. Some districts experienced a large increase in the number of ELLs they serve, while others are serving fewer ELLs. Almost half of all ELLs are found in grades K-3, and many are served by other state and federal programs as well.

Languages Spoken

A total of 177 different languages were represented in the program in school year 2004-05. Spanish was spoken by more students (66 percent) than students speaking all other languages combined. Eight languages were spoken by at least 1,000 students or more. Twenty-one percent of all ELLs in Washington spoke one of the other seven languages (Russian, Ukrainian, Vietnamese, Korean, Somali, Tagalog and Cambodian). The number of students speaking some languages (e.g., Somali) has grown considerably, while the number speaking others continues to decline. In 28 districts, at least 20 different languages were spoken; however, in 72 school districts Spanish is the dominant language spoken by at least 95 percent of their ELL population.

Length of Stay

The TBIP is intended to provide temporary services until ELLs can develop adequate English language skills that will enable them to learn without experiencing a barrier to their learning due to a lack of English proficiency. ELLs may be served in the TBIP for longer than three years if school districts can document that the students have limited English proficiency. About 22.7 percent of the state's ELL students exited the program in 2004-05. There has been an increase each year for the past three years of students meeting proficiency standards and transitioning out of the program. Research consistently suggests that learning English in an "academic" setting takes anywhere from four to six years for the greater majority of ELL children.

**Language
Proficiency
and WASL
Test Results**

The Washington Language Proficiency Test (WLPT) was first administered in the spring 2002 as a tool to assess ELL students' English language ability in reading and writing. Results of these tests reveal that among ELL students, reading proficiency is much lower than writing proficiency in the early grades, but not in the middle and high school grades. A majority of the students in grades 8–12 are in the two lowest levels and represent a sizable proportion of ELLs in those grades. Due to changes in federal law, thousands of students who have very limited or no English proficiency must now take the Washington Assessment of Student Learning (WASL). A smaller percentage of ELLs meet the WASL standard than students with English fluency, regardless of the grade or subject matter. Another analysis of WASL data shows that ELLs overwhelmingly come from low-income backgrounds, and that an achievement gap of 40–55 points exists regardless of the subject assessed between low-income ELLs and their peers of the same racial or ethnic background who are neither low-income nor ELLs. This shows the impact of English language ability and family socio-economic status on student achievement on criterion-referenced assessments.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/ACTION

DATE: AUGUST 23, 2006

SUBJECT: **COLLECTION OF EVIDENCE GUIDELINES AND
PROTOCOLS**

SERVICE UNIT: Assessment and Research
Dr. Joe Willhoft, Assistant Superintendent

PRESENTERS: Dr. Joe Willhoft, Assistant Superintendent
Assessment and Research

Dr. Lesley Klenk, CAA Options Administrator

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).

The Office of Superintendent of Public Instruction (OSPI) submitted the draft guidelines and submission forms to the State Board for approval. The guidelines specify the number and types of work samples that must be submitted. The forms include the protocols that are proposed to ensure that the collection represents the student's work.

The draft guidelines and forms were distributed for review and comment on July 10, and were posted on the board's Web site. Individuals provided comments at the July 28 board meeting, and written comments also were received. A summary of the comments is attached.

OSPI is currently revising the guidelines and protocols based on: 1) the attached public comments, 2) comments from educators obtained in the OSPI survey, 3) recommendations received from the CAA Options Technical Committee, and 4) comments from State Board members. OSPI will prepare a new version of the guidelines and protocols that will be distributed to you prior to the August 23 meeting.

At the meeting, the board will be asked to consider and approve the revised guidelines and protocols.

Also, attached is a paper that includes professional standards for reliability and validity, which was reviewed by the OSPI National Technical Advisory Committee and the CAA Technical Advisory Committee. Recommendations from these two groups have been incorporated into this version of the standards. This document is intended to be used by the State Board as it makes its decisions regarding the COE scoring criteria, guidelines, and protocols.

Also attached is a paper written by Cathy Taylor that explains how the standards are applied to the COE. ***Pages 2-4 of this paper includes the proposed validity and reliability standards for the Collection of Evidence.***

Comments Received on the Collection of Evidence Guidelines and Protocols

Summarized below are the comments that were received by the State Board of Education on the draft Collection of Evidence guidelines and protocols during the public hearing at the State Board meeting on July 28, 2006, and that were received in writing prior to the August 7 comment deadline.

Seven individuals presented comments at the public hearing, including Mary Lindquist, WEA; Mary Kenfield, PTA; Nick Straley, Columbia Legal Services; Christie Perkins, WA State Special Education Coalition; Suzi Wright, Tulalip Tribe; Bonnie Bashaw, and Michael Tate, State Board for Community and Technical Colleges. Written comments were submitted by eight individuals, including Rebecca Venable; Michael Tate, State Board for Community and Technical Colleges; Charles Hasse, WEA; Nick Straley, Columbia Legal Services; Suzi Wright, Tulalip Tribe; Robert Allen; Rachel DeBellis; and Ann Lynch.

Summarized below are the major issues that were identified in the oral and written comments. To obtain a copy of the complete written comments, contact Laura Moore at lmoore@ospi.wednet.edu.

- The guidelines need to be clearer and less complex: Several individuals wrote or commented that it is crucial that students, teachers, and parents be able to clearly understand what is required, and that the guidelines and procedures need to be definite, concise, and not overly complex. Concerns were expressed that if they were too complex or unclear, students without support from parents or well-trained teachers and English language learners may not have access to the option.

Specific concerns were expressed regarding:

- .. the requirement that teachers provide information on what assistance was provided;
- the mathematics requirement that work samples be representative of multiple strands; and
- the need for a parent or family-friendly set of guidelines.

- Steps must be taken to ensure equity of access: Concerns were expressed that all eligible students be given access to the alternative, which will require that parents and students be notified of the option, that teachers and other school officials have training in how to compile a collection and support students, and that funds be available to compensate schools for the added administrative burden. Also, as mentioned above, the guidelines need to be clear so that students and teachers will work together to complete sufficient and proficient collections. Specifically, the State Board was asked to be sensitive to students whose challenging personal circumstances, habits, and patterns of learning make it difficult to effectively access the alternative and navigate the system to put together a COE. Also, reviewers expressed concern regarding equal access and opportunity for special education students and English language learners.

One reviewer stated that school districts need to put more emphasis on supporting the creation and use of student learning plans, which can be a useful tool for supporting ELL students grappling with a new language and a new culture. The reviewer was aware of a number of schools that have failed to create plans for many or all of their students.

Also, WEA expressed concern that the system was only designed to support the compilation and scoring of 646 collections during the 2006-07 school year, which would likely also limit the number of students who would be eligible for the COE option.

- Ample opportunities must be available for teacher training: Several reviewers expressed that there must be ample opportunities for teachers and other individuals who are involved in assisting students to obtain information and training about the process.

- Compiling collections will result in a significant added workload for schools: The Washington Education Association and several other reviewers expressed concerns about the added workload on teachers and the capacity of building staff to assist students in compiling collections. The association was concerned that additional funds would not be available to support this work.

- The collection is not culturally appropriate for Native American students: A representative of the Tulalip Tribe and the Tribal Leader Congress on Education expressed concern that Native American teachers were not represented adequately in the scoring of the collections in the pilot and that larger scale projects cannot be used in collections. The reviewer also cited SB 6475, which allows the use of “performance tasks as well as written products,” and expressed concern with a requirement in the guidelines that the work samples must be in writing. In addition, a concern was expressed that only expository and persuasive writing was permitted, and she questioned why narrative writing, which is more appropriate for Native American students, was prohibited. Lastly, she indicated that requiring students to analyze the author’s purpose and point of view is considered arrogant and inappropriate in some cultures because it requires the questioning or interpretation of an authority.

- SPI should develop an electronic submission system: It was recommended that OSPI develop an electronic system to store submissions, archive documents, review records, enhance scoring opportunities, and communicate results.

- The time available to compile collections is too short: A concern was expressed that there would not be enough time for students to compile collections from the time they receive their WASL results (late October) and when they have to submit their collection for scoring (End of March). This will be the case for students who retake the WASL in the summer, although additional scoring opportunities will be available.

- The collections will be difficult to implement in Community College High School Completion programs: A representative of the State Board for Community and Technical Colleges stated that the process and guidelines will be unworkable in High School Completion programs since most all of their students will likely be compiling a

collection. It was suggested that the number of pieces of evidence and the paperwork requirements be reduced, and that school districts be responsible for getting COE materials to the college High School Completion programs.

- The implementation process should must comply with the Administrative Procedures Act and, as a result, be adopted by rule: Representatives from Columbia Legal Services stated that the Collection of Evidence implementation falls within the definition of a “rule” under the Administrative Procedures Act (APA), and that OSPI and/or the State Board of Education must engage in formal rule-making as set forth in the APA. In their view, rules are especially important for the scoring criteria, appeals process, and additional eligibility criteria.

- The current assessment score appeal process needs to better tailored to the COE: Columbia Legal Services representatives stated that the recently adopted score appeal process does not appear to adequately address the unique aspects of the COE assessment, and needs to be revisited.

- More time should be provided for feedback on the process: WEA asked that more time be provided to comment on the guidelines since most teachers were not available during the comment period.

- Broader concerns with the state standards and the WASL: A number of individuals raised concerns that were outside the authority of the State Board (e.g., the requirement that a student has to take the WASL twice and that ELL students be exempted from the graduation requirement) or other, broader concerns (e.g., the WASL and NCLB have absolutely ruined the teaching profession in Washington, the standards need to be improved).

**The Application of Professionally Accepted Standards for
Reliability and Validity to the Collection of Evidence**

Prepared by C. Taylor and J. Willhoft

August 14, 2006

One of the three options that have been legislated as alternatives to performance on the Washington Assessment of Student Learning (WASL) as a means for students to earn a Certificate of Academic Achievement (CAA) is a collection of work samples, also referred to as the Collection of Evidence¹ (COE). Legislation requires that the guidelines and protocols for submission and the criteria used for scoring “meet professionally accepted standards for a valid and reliable measure of grade level expectations and the essential academic learning requirements.” (SB 6475, Laws of 2006)

The process recommended by OSPI to the State Board of Education (SBE) is that the standards shown in Tables 1A and 1B, from the *Standards for Reliability and Validity of Classroom-Based Assessments*, be reviewed and approved by the National Technical Advisory Committee (NTAC). NTAC approval will assure the SBE that the criteria for reliability and validity against which the COE will be judged meet “professionally accepted standards”. The review and approval of these reliability and validity standards will take place in two stages. First, the CAA Options Advisory Committee, composed of national and local educators and assessment experts (See Appendix A) will review, refine (as needed), and approve the standards. These standards will then be submitted to the NTAC for their approval in August of 2006. Once the NTAC adopts a set of reliability and validity standards for the COE, the design features of the COE will be submitted for their review. The NTAC will be asked to reach consensus on the

¹ Collections of Evidence are subject specific (i.e., reading, mathematics, and writing) collections of classroom-based assessments or work samples for individual students that demonstrate comparable curriculum standards as those assessed by WASL.

alignment of design features of the COE that address the standards. That work will be completed in mid-August, and will be presented to the SBE at its August meeting.

Table 1A: Validity Standards for Classroom-based Assessments

Validity Standard 1: Representation and Fidelity	Do the knowledge and skills required by the assessments represent the breadth of knowledge and skills defined in the standards?
Validity Standard 2: Cognitive Demands	Do the assessment tools and processes require students to demonstrate the targeted knowledge and skills at a cognitive level specified in the standards?
Validity Standard 3: Consistency Across Assessments	Do different assessments of the same knowledge and skills elicit comparable work?
Validity Standard 4: Alignment with Instruction	Does assessment align with the content taught and the instructional methods used?
Validity Standard 5: Enhancing Fairness and Minimizing Bias	Do the assessment tools and processes provide an equal opportunity for individuals, regardless of group or setting, to demonstrate the targeted knowledge and skills?
Validity Standard 6: Consequences of the Interpretation and Use of Assessment Results	Are there negative consequences for students that could be prevented if assessment tools, processes, events, or decisions had been more valid?

Table 1B: Reliability Standards for Classroom-based Assessments

Reliability Standard 1: Generalizability	Is the work typical of what the student knows and is able to do in relation to the learning targets?
Reliability Standard 2: Sufficiency of Evidence	Is there sufficient evidence so that one can make a dependable judgment about what each student knows and is able to do in relation to the learning targets?
Reliability Standard 3: Clarity of Directions and Expectations	Do the assessment directions provide clear, unambiguous expectations so that students can dependably demonstrate what they know and are able to do in relation to the learning targets?
Reliability Standard 4: Quality of Scoring	Are the scoring rules and scoring processes systematic enough to ensure consistent evaluation over time and across diverse samples of student work that demonstrate the same learning targets?

Two sources served as source materials for the attached *Standards for Reliability and Validity of Classroom-Based Assessments*. The first source was the *Standards for Educational and Psychological Testing* developed jointly by the American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME). The fourth edition of these standards was published in 1999. This document is widely accepted within the community of measurement professionals as encompassing the standards to be met for the development, evaluation, and use of tests that are commercially-developed or are used in large scale public assessment systems. The second source was Taylor and Nolen (1996, 2005), in which the authors adapted the *Standards* for application to the classroom assessment context. This latter work was used as the basis for the standards presented in the *Standards for Reliability and Validity of Classroom-Based Assessments*.

Considerations in Applying these Standards to Collections of Evidence

The Collections of Evidence (COE) to be used for the CAA involve the use of classroom-based assessments in a large-scale assessment context. The COE process requires students to collect work samples from classroom assignments and organize this evidence for a large scale purpose. In this case, not all standards for the validity and reliability of classroom-based assessments can be fully addressed by design features of a large scale assessment program. Three validity standards and one reliability standard for classroom-based assessments have limited applicability in this large scale context.

Validity Standard 4 (Alignment with Instruction) can best be evaluated by the classroom teacher or the students who know whether instruction has prepared the students to demonstrate the knowledge and/or skills required by the assessments.

Validity Standard 6 (Consequences of the Interpretation and Use of Assessment Results) requires ongoing research related to validity standards 1-5 and the consequences of the COE for students. Consequences related to students' self-concepts, their conceptions of school and the subject disciplines, and their academic choices as a results of their classroom-based assessment experiences are beyond the scope of the COE. However, consequences related to the COE should be examined. Positive or negative consequences that arise from decisions made based on the collections are relevant to validity **ONLY** if these consequences are due to problems related to validity standards 1 through 5.

In addition, although it is possible to Enhance Fairness and Minimize Bias (Validity Standard 5) through careful selection of collections to use for scorer training, it is difficult to thoroughly assess Validity Standard 5 without more information about the students. As with Validity Standard 4 (Alignment with Instruction), only the classroom teacher and the students know

whether the features of the assessment tools or events allow students to demonstrate what they know and are able to do. It is possible, however, to ensure that the COE provides opportunities for all qualified students, to demonstrate their knowledge and skills. The guidelines for the COE can be evaluated for the degree to which they enhance fairness and minimize bias.

Finally, for Reliability Standard 2 (Clarity of Expectations) the protocols for the COE, and any subsequent training materials and directions for teachers and students can be evaluated for clarity of expectations. The clarity of directions for assignments can be evaluated only if directions for assignments are provided along with students' work samples. Finally, if students include tests as part of their collections, test questions can be evaluated for clarity.

Above and beyond issues of reliability and validity, a separate standard has been recommended by the CAA Options Advisory Committee to answer the question: "Are there unintended consequences, for students, schools, and districts, of using the assessment system to make decisions about students?" This standard is important to consider when collections of evidence are used to judge students' proficiency in relation to the standards. Examples of unintended consequences might include poor WASL performance due to the COE option (which would have implications for a school, district, or state AYP), a narrowing of the curriculum to a limited number of assessment tasks, repeated practice with a single task until the student prepares a proficient performance, or other unintended consequences. Studies should be planned to determine whether there are unintended negative consequences of the COE.

In Tables 2A through 2G of this document, the design features of the COE are more fully detailed. Tables 3A and 3B of this document present the approved links between the design features of the COE and the professionally accepted standards for reliability and validity from *Standards for Reliability and Validity of Classroom-Based Assessments*.

**Table 2A:
Protocols – Directions to the COE users to indicate the types of evidence needed for each subject area**

<p>Writing Protocol</p> <p>There are to be 5 to 8 written samples that together demonstrate proficiency in idea/development, organization, style, and the use of conventions. More work samples do not equate to a better score: Carefully selected work samples is a better indicator. Work samples should be written in blue or black ink or word processed.</p> <ul style="list-style-type: none"> ➤ At least one expository or persuasive on-demand essay, timed and supervised in class ➤ At least two expository non-timed essays ➤ At least two persuasive non-timed essays ➤ 3 work samples (including the on-demand sample) may not include any adult assistance beyond setting the prompt and public expectations for an effective paper. ➤ Other work samples may include drafts read with teacher input and general comments (e.g., “You need to check for spelling errors.” or “You need to rework your conclusion to wrap up your writing and give your reader something to think about.”).
<p>Reading Protocol</p> <p>Work samples that cover all six strands that are assessed on the Reading WASL.</p> <ul style="list-style-type: none"> ➤ A minimum of 8 and a maximum of 12 work samples from a classroom setting or a teacher-approved independent setting. Half of the work samples must represent responses to literary text and half of the samples must represent responses to informational text. ➤ All texts used in the work samples must meet high school expectations for rigor of reading material. The work samples must be comparable in rigor in skill and content to the High School Reading WASL. ➤ Work samples may feature work completed in other content areas—science, social studies, CTE coursework, etc. However, they must still address the literary or the informational strands listed above. ➤ One work sample must be a literary analysis paper of a significant piece of text—short story, narrative essay, novel, etc. that includes a demonstration of more than one literary strand. ➤ One work sample must be a research paper that includes at least two texts used for research purposes. Examples of this type of reading responses include: magazine or newspaper article analysis, analysis of historical events or scientific procedures, etc. The work sample should demonstrate more than one informational strand. ➤ One work sample that must be completed in an “on-demand” setting where students are provided an assignment to complete within a class period and without any teacher or peer assistance.
<p>Mathematics Protocol</p> <p>There must be 8 to 12 work samples.</p> <ul style="list-style-type: none"> ➤ A variety of work samples such as projects, assignments, or exams ➤ Work samples of moderate or high complexity to ensure moderate or high level cognitive demands of the student ➤ At least two high school level work samples that and can be scored for an entire target from a strand of EALR 1: ➤ At least two high school level work samples can be scored for an entire target* from a strand of EALRs 2 through 5: ➤ Work samples that combine a content strand from EALR 1 and a process strand from EALRs 2 through 5. Work samples for EALRs 2 through 5 must be distributed across EALR 1 content strands. ➤ Work samples you select for EALR 1 should be representative of multiple High School WASL Mathematics Test Specifications ➤ Work samples you select must combine at least one content strand from EALR 1 and at least one process strand from EALRs 2–5. <p>Work samples should be complex enough to demonstrate moderate to high level thinking skills.</p>

Table 2B:

Sufficiency Review – Process used to determine that all of the WASL learning targets for a domain are included in the collection

Writing Protocol
<i>In order to meet the sufficiency guidelines for successfully submitting a Writing Collection of Evidence, the student and teacher preparing the collection must comply with the COE guidelines. If the collection does not meet these guidelines in any capacity, the collection will not be scored.</i>
Reading Protocol
<i>In order to meet the sufficiency guidelines for successfully submitting a Reading Collection of Evidence, the student and teacher preparing the collection must comply with the COE guidelines. If the collection does not meet these guidelines in any capacity, the collection will not be scored.</i>
Mathematics Protocol
<i>In order to meet the sufficiency guidelines for successfully submitting a Mathematics Collection of Evidence, the student and teacher preparing the collection must comply with the following guidelines. If the collection does not meet these guidelines in any capacity, the collection will not be scored</i>

Table 2C:

Work Sample Documentation

Writing Protocol	<i>In the “Work Sample Documentation Form” teachers must provide documentation that the work sample demonstrates the state standards in writing. For each work sample, students must check one of the first three boxes on the form as well as the type of draft, process, and teacher-assisted for the work samples in the collection. The teacher must check that an “on-demand” essay is present in the collection. In the last box—teacher assistance—the student must describe what type of assistance he/she received beyond setting the prompt and the parameters of an effective paper.</i>
Reading Protocol	<i>In the “Work Sample Documentation Form” students and teachers must check all of the learning strands, both literary and informational. The student must provide of the titles of the texts must be provided to check the rigor of the readability of the texts. The student and the teacher must check each work sample to make sure that each sample addresses at least two strands. The student must identify which work sample is the short literary analysis paper and which is the short informational analysis paper. The teacher must check that an “on-demand” essay is present in the collection.</i>
Mathematics Protocol	<i>In the “Work Sample Documentation Form” students and teachers must check that all work samples address every high school content strand. Each work sample must address both a content strand and a process strand. Teachers must check that work samples meet the “rich problem” and high school level mathematics expectation. Students must check that each column and row have two entries. There must be an “on-demand” check</i>

Table 2D:

Scoring rules used to evaluate the collections – Performance criteria for the scoring rubrics used for each collection are given below along with an indication of the subject area EALRs and components within each EALR that are the focus of the performance criteria. Links to the EALRs are keys to authenticity validity.

Writing Criteria
<p>Content, Organization & Style</p> <ul style="list-style-type: none">➤ Has clear, focused main ideas or positions (EALR 1, Component 1)➤ Elaborates by using reasons/arguments supported by well-chosen and specific details, examples, anecdotes, facts and/or statistics as evidence to support ideas or positions (EALR 1, Component 1)➤ Includes information that is thoughtful and useful for the audience to know (EALR 1, Component 1)➤ Organizes writing to make the best case to explain ideas or support positions (EALR 1, Component 2)➤ Composes introductions that draw the reader into the main ideas or positions (EALR 1, Component 2)➤ Writes conclusions that leave the reader with something to think about (EALR 1, Component 2)➤ Organizes writing into effective, cohesive paragraphs (EALR 1, Component 2)➤ Provides transitions which clearly serve to connect ideas (EALR 1, Component 2)➤ Uses language effectively by exhibiting word choices that are effective and appropriate for intended audience, purpose, and form (EALR 1, Component 3)➤ Writes (where appropriate) sentences or phrases that are varied in length and structure (EALR 1, Component 4)➤ Provides the reader with a sense of the person behind the words (EALR 1, Component 5) <p>Conventions</p> <ul style="list-style-type: none">➤ Follows the rules of standard English [language] usage (EALR 1, Component 6)➤ Spelling of commonly used words (EALR 1, Component 6)➤ Capitalization (EALR 1, Component 6)➤ Punctuation (EALR 1, Component 6)➤ Exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect (EALR 1, Component 6)➤ Indicates paragraphs consistently (EALR 1, Component 6)
Reading Criteria
<p>Comprehension of main ideas and details of literary (EALR 3, Component 4) or informational (EALR 3, Component 1) text</p> <ul style="list-style-type: none">➤ Identifies the main theme/main idea and uses evidence to demonstrate an overall understanding of the text (EALR 2, Component 1)➤ Summarizes by providing an overarching statement about the text that connects to at least three events from the beginning, middle and end of text (EALR 2, Component 1)➤ Infers and/or predicts about key elements of the text making connections with evidence (EALR 2, Component 1)➤ Explains key vocabulary with both denotative and connotative definitions by linking them to the text (EALR 1, Component 2) <p>Analysis, interpretation, & synthesis of literary (EALR 3, Component 4) or informational (EALR 3, Component 1) text</p> <ul style="list-style-type: none">➤ Applies knowledge of key literary/informational elements to enhance and expand understanding of text (EALR 2, Component 2)➤ Compares and contrasts ideas to explain concepts within or between text (EALR 2, Component 3)➤ Analyzes text to explain the relationship between cause(s) and effect(s) and links it back to the theme or main idea (EALR 2, Component 2) <p>Thinks critically about literary (EALR 3, Component 4) or informational (EALR 3, Component 1) 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 <p>Synthesizes information beyond the text by making generalizations, drawing conclusions, or applying information to evaluate a new text or context</p>

Table 2D (Continued)

Mathematics Criteria
Uses high school content knowledge and procedures (EALR 1) with supporting work in: <ul style="list-style-type: none">➤ Number Sense (EALR 1, Component 1)➤ Measurement (EALR 1, Component 2)➤ Geometric Sense (EALR 1, Component 3)➤ Probability & Statistics (EALR 1, Component 4)➤ Algebraic Sense (EALR 1, Component 5) Solves Problems (EALR 2) <ul style="list-style-type: none">➤ Applies one or more strategies that lead to the answer (EALR 2, Component 2)➤ Determines the answer to the problem (EALR 2, Component 3) Reasons Logically (EALR 3) <ul style="list-style-type: none">➤ Justifies conclusions, results, and/or answers by addressing the conditions and/or constraints in the problem Communicates Understanding (EALR 4) <ul style="list-style-type: none">➤ Gathers, represents, and/or shares mathematical information using clear mathematical language and organization Makes Connections (EALR 5) <ul style="list-style-type: none">➤ Uses and relates different mathematical models and representations of the same situation using clear mathematical language and organization (EALR 5, Components 1 and 2)

Table 2E

Range-Finding – The process of selecting exemplary collections to represent different performance levels

All Content Areas
Steps in the range-finding process <ul style="list-style-type: none">➤ Select a range of collections to serve as potential anchors for the rubrics during scoring training, practice collections to be used for practice during scoring training, and validity collections to be randomly inserted into scoring process to ensure adherence to scoring rubrics over time➤ Ensure that all selected collections have met sufficiency criteria➤ Discuss scoring rubrics➤ Apply scoring rubrics to selected collections➤ Discuss applied scores➤ Adjust scoring rubrics and/or scores, if needed, based on collections➤ Assign final scores to anchor collections➤ Assign final scores to practice collections➤ Assign final scores to validity collections

Table 2F

Scoring Training – The process of training scorers to apply scoring rubrics consistently using anchor collections to anchor rubrics

All Content Areas
Steps in the training process <ul style="list-style-type: none">➤ Review and discuss rubrics➤ Review and discuss anchor collections➤ Score practice collections➤ Discuss assigned scores; work toward consensus with pre-assigned scores➤ Score second practice collections➤ Discuss assigned scores; work toward consensus with pre-assigned scores➤ Scorers must qualify by meeting a criterion of exact agreement with pre-assigned scores

Table 2G

Table Scoring Process – The process of assigning scores to collections

All Content Areas
Steps in the scoring process <ul style="list-style-type: none">➤ Scorers assign scores➤ Collections are randomly assigned to a second scorer (inter-rater agreement)➤ Randomly selected collections are rescored by a table leader (supervisor)➤ Validity collections are given to scorers randomly➤ Scorers who drift from scoring rubrics are retrained as necessary

The next two tables, Tables 3A and 3B, link each of the Validity and Reliability standards COE design features.

Table 3A: Design Features of COE that Address Validity Standards

Validity Standard	Feature of COE Addressing Standard
Validity Standard 1: Representation and Fidelity	<ul style="list-style-type: none"> ➤ Protocols for Reading, Writing, and Mathematics ➤ Sufficiency Review ➤ Scoring Rules ➤ Range-finding ➤ Scoring Training ➤ Scoring Process
Validity Standard 2: Cognitive Demands	<ul style="list-style-type: none"> ➤ Protocols for Reading, Writing, and Mathematics
Validity Standard 3: Consistency Across Assessments	<ul style="list-style-type: none"> ➤ Range-finding
Validity Standard 4: Alignment with Instruction	<ul style="list-style-type: none"> ➤ Student self-report??
Validity Standard 5: Enhancing Fairness and Minimizing Bias	<ul style="list-style-type: none"> ➤ Range-finding ➤ Scoring Training ➤ Scoring Process
Validity Standard 6: Consequences of the Interpretation and Use of Assessment Results	<ul style="list-style-type: none"> ➤ Ongoing validity studies for the COE

Table 3B: Design Features of COE that Address Reliability Standards

Reliability Standard	Feature of COE Addressing Standard
Reliability Standard 1: Generalizability	➤ Protocols for Reading, Writing, and Mathematics
Reliability Standard 2: Sufficiency of Evidence	➤ Sufficiency Review ➤ Work Sample Documentation Form
Reliability Standard 3: Clarity of Directions and Expectations	➤ Protocols for Reading, Writing, and Mathematics ➤ Work Sample Documentation Directions ➤ Work Sample Sign-off Form
Reliability Standard 4: Quality of Scoring	➤ Scoring Rules ➤ Range-finding ➤ Scoring Training ➤ Scoring Process

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Appendix A

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Standards for Reliability and Validity of Classroom-Based Assessment

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In this document, we present standards for reliability and validity of classroom-based assessments. Two sources served to guide the development of the *Standards for Reliability and Validity of Classroom-Based Assessments* presented here. The first source was the *Standards for Educational and Psychological Testing, Fourth Edition* (1999), developed jointly by the American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME). The *Standards* were designed to establish professional expectations for the development, evaluation, and administration of individual tests as well as the interpretation and use of test scores.

Classroom-based assessment does not exactly align with the intent of the *Standards*. First, teachers use a wide range of assessment tools in classrooms including their observations, students' written papers, homework assignments, and other student work. Second, teachers' judgments about students are rarely made based on a single assessment event. When teachers give scores, grades, or written evaluations to students' work from a single assessment event (such as a test or a speech), the *Standards* may provide useful guidance. However, when all of the work from a school term (e.g., quarter, trimester, semester) is summarized into a grade or written summary, more guidance is needed. In this latter situation, standards are needed to address the range of different

¹ These standards are derived from a draft document by Catherine Taylor and Susan Nolen (2005) and include recommended clarifications and revisions received from the Washington State National Technical Advisory Committee and the Washington State Advisory Committee for the Certificate of Academic Achievement Options. We are grateful for the thoughtful review and excellent recommendations.

assessment tools used and the fact that students' knowledge and skills are likely to change because of instruction and experiences. In response to these differences, Taylor and Nolen (1996, 2005) designed framework for reliability and validity as they apply to the classroom context. Their work was the second source used to develop the standards presented here.

Tables 1A and 1B briefly outline six validity and four reliability standards relevant classroom-based assessment. In the text that follows, each standard is described for a classroom teacher audience in order to help guide their thinking about what they should consider when examining their own classroom assessments.

Table 1A: Validity Standards for Classroom-based Assessments

Validity Standard 1: Representation and Fidelity	Do the knowledge and skills required by the assessments represent the breadth of knowledge and skills defined in the standards?
Validity Standard 2: Cognitive Demands	Do the assessment tools and processes require students to demonstrate the targeted knowledge and skills at a cognitive level specified in the standards?
Validity Standard 3: Consistency Across Assessments	Do different assessments of the same knowledge and skills elicit comparable work?
Validity Standard 4: Alignment with Instruction	Does assessment align with the content taught and the instructional methods used?
Validity Standard 5: Enhancing Fairness and Minimizing Bias	Do the assessment tools and processes provide an equal opportunity for individuals, regardless of group or setting, to demonstrate the targeted knowledge and skills?
Validity Standard 6:	Are there negative consequences for students that

Consequences of the Interpretation and Use of Assessment Results	could be prevented if assessment tools, processes, events, or decisions had been more valid?
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Table 1B: Reliability Standards for Classroom-based Assessments

Reliability Standard 1: Generalizability	Is the work typical of what the student knows and is able to do in relation to the learning targets?
Reliability Standard 2: Sufficiency of Evidence	Is there sufficient evidence so that one can make a dependable judgment about what each student knows and is able to do in relation to the learning targets?
Reliability Standard 3: Clarity of Directions and Expectations	Do the assessment directions provide clear, unambiguous expectations so that students can dependably demonstrate what they know and are able to do in relation to the learning targets?
Reliability Standard 4: Quality of Scoring	Are the scoring rules and scoring processes systematic enough to ensure consistent evaluation over time and across diverse samples of student work that demonstrate the same learning targets?

Before discussing the standards, however, it is necessary to clarify the meaning of the term *assessment*. Throughout the literature, *assessment* is used to describe assessment tools (e.g., individual test questions, entire tests or quizzes, directions for assignments, and scoring rubrics.), assessment processes (e.g., using a scoring rubric to assign points to students' essays or selecting the information to be used when giving course grades.), assessment decisions (e.g., giving course grades or placing students in special programs.) and assessment events (e.g., completing a test, writing a research paper, or doing a course project.). In the following discussion of standards for reliability and validity for classroom-based assessments, we attempt to identify these different aspects of assessment.

Validity Standards for Classroom-Based Assessments

“*Validity* is an integrative, evaluative judgment of the degree to which...evidence and [theory] support the...inferences and actions based on test scores and other modes of assessment (Messick, 1989).” In his treatise on validity theory, Messick outlined a ‘half dozen or so’ methods of gathering evidence for the validity of test scores:

We can look at the content of the test in relation to the content of the domain of reference; we can probe the ways in which individuals respond to the items or tasks; we can examine the relationships among responses to the tasks, items, or parts of the test, that is, the internal structure of test responses; we can survey relationships of test scores with other measures and background variables, that is, the test's external structure; we can investigate differences in these test processes and structures over time, across groups and settings, and in response to . . . interventions such as instructional . . . treatment and manipulation of content, task requirements, or motivational conditions; finally, we can trace the social consequences of interpreting and using test scores in particular ways, scrutinizing not only the intended outcomes, but also the unintended side effects. (p. 16)

To make valid inferences about students using classroom-based assessments, one needs to examine the validity evidence for individual assessment events and for judgments based on collections of student work from different assessment events. In the classroom, validity encompasses (a) whether the assessment tools actually require students to demonstrate the knowledge and/or skills² described in the learning targets, (b) whether instruction has prepared

² For this document *knowledge* includes ideas, principles, and facts as well as *understanding* of concepts, interrelationships among ideas, principles, and facts, and knowing how and when to use ideas, concepts, principles in relevant situations; *skills* include thinking and reasoning skills (e.g., making inferences, comparing and contrasting information, drawing conclusions), research skills (e.g., skill in

students for the assessed knowledge and skills *and* for the way the knowledge and skills are assessed, (c) whether the assessment tools or processes are biased in favor of or against individuals or groups, and (d) what occurs as a result of assessment processes, events and decisions including feedback, grading, and placement; students' self-concepts and academic behaviors; and students' understanding of the subject disciplines. Teachers must look at assessment tools, processes, events, and decisions for evidence of their validity. Teachers must consider alternate explanations of student performances (such as invalidity in assessments). Finally, teachers should consider the potential consequences of their assessment choices.

Validity Standard 1: Representation and Fidelity - Do the knowledge and skills required by the assessments represent the breadth of knowledge and skills defined in the standards? Before one can evaluate alignment to the standards, one must think clearly about the domains and/or disciplines that are the focus of education and define clear learning targets related to those domains and/or disciplines. Learning targets may include knowledge and skills; learning targets may also include valued performances that require application of knowledge and skills. Sometimes teachers define their own learning targets; sometimes learning targets are provided by schools, districts, or states. With clear learning targets, the first aspect of the validity of assessments can be evaluated: Whether the assessment tool is asking students to demonstrate valued knowledge and skills in a manner that is authentic to the domain and/or discipline.

Since assessment tools also include rules for assigning points or grades, validity standard 1 also has to do with the degree to which the scoring rules and processes used to assign points or grades are tied to the learning targets *and* whether these scoring rules and processes adequately

using the library and Internet to gather information), process skills (e.g., skill in conducting a scientific investigation, skill in using a process to go from initial ideas to a polished piece of writing), problem-solving skills, social skills, and communication skills.

represent the domain and/or discipline. For example, effective writing involves appropriate content, relevant ideas, logical organization, word choices, language usage, appropriate voice, and writing conventions (grammar, punctuation, spelling, and capitalization); therefore, if teachers evaluated students' writing *only* for writing conventions would make the assessment results less valid.

Validity Standard 2: Cognitive Demands – Do the assessment tools and processes require students to demonstrate the targeted knowledge and skills at a cognitive level specified in the standards? An important aspect of validity for classroom-based assessments is whether the assessments actually require students to use the targeted knowledge and/or skills to complete a test or other performance. For example, a student might get the right answer to a multiple-choice math question because she did the same problem for homework and she remembered the answer. Another student might get the right answer because three of the four answer choices were obviously wrong. A third student might get the right answer because he copied another student's answer. A fourth student might get the right answer because he worked out the answer during the test.

Standardized test makers use "tryouts" to find out how the test questions function *before* they use the questions on tests. Most teachers do not have the luxury to do this with their own assessments. Textbook assessments are rarely tried out with students before they are published. Therefore, teachers need to develop ways to find out whether test questions and performance directions actually tap into the concepts and skills they are intended to assess.

One way to do this is to ask students to explain their work or show their steps as they complete various assessments. When students explain their reasoning, their choices, and their solutions, a teacher may discover that an assessment isn't really tapping into the targeted

knowledge and skills. If this is the case, test questions and performance directions can be adjusted to ensure that students must use / demonstrate the targeted knowledge and skills in completing the assessment.

Validity Standard 3: Consistency - Do different assessments of the same knowledge and skills elicit comparable work? Another aspect of validity is whether students do similar work on different assessment tools that are intended to measure the same learning targets. One strategy for determining whether assessment tools and processes can be used to make valid inferences about examinees is to have students do more than one version of the same type of work. For example, a teacher might have 3-4 questions on a test to assess a particular science concept. She might have students do 2-3 science investigations to assess students understanding of investigative procedures. Multiple pieces of evidence provide information about whether students are performing similarly on assessments that are intended to measure the same thing. In short, for Validity Standard 3 teachers can review several sources of evidence to see whether examinees perform consistently across different assessments of the same knowledge and/or skills. If student performances on different tasks measuring the same knowledge or skill are very similar, the teacher can have more confidence that the test questions or performance tasks are measures of the same learning targets.

The grade book excerpt in Figure 1 shows students' performances on six essays, all of which were evaluated with the same two scoring rubrics – a five point rubric for content and a five point rubric for writing conventions. As can be seen, despite the fact that several students in the class consistently earn scores of 5 for the content of their essays, the highest score for Essay 4 was 3. This suggests that there may be a problem with the validity of scores for Essay 4.

Figure 1

An Example of Inconsistency of Assessment Scores in a Classroom as a Potential Threat to Validity

STUDENT SCORES ON 6 ESSAYS

Student	Essay 1		Essay 2		Essay 3		Essay 4		Essay 5		Essay 6	
	Cont.	Conv.	Cont.	Conv.	Cont.	Conv.	Cont.	Conv.	Cont.	Conv.	Cont.	Conv.
Tanya	5	5	5	5	5	5	3	5	5	5	5	5
Mario	5	3	5	4	5	4	3	5	5	5	5	5
Emma	2	3	2	2	4	3	3	4	4	4	5	5
Juan	3	3	4	3	4	4	2	4	4	4	5	4
Geoff	2	3	3	3	3	3	3	3	3	4	4	4
Robin	4	5	4	5	4	5	3	5	5	5	5	5
Caitlyn	5	5	5	5	5	5	3	5	5	5	5	5
Points Possible	5	5	5	5	5	5	5	5	5	5	5	5

Cont. = Content

Conv. = Writing Conventions

Validity Standard 4: Alignment with Instruction - Does the assessment align with

the content taught and the instructional methods used? One of the most fundamental validity questions a teacher should ask is whether the learning targets were actually taught, whether the method of assessment fits the way knowledge and skills were taught, and whether students had sufficient exposure to and practice with knowledge and skills to be successful on the assessments. For example, if students are asked to practice routine mathematical algorithms in class and for homework but are then asked to apply the algorithms in novel situations on a test, the assessment tool is not valid for the instructional context. A mismatch between what is taught and what is assessed can lead to frustration for teachers and students. It can also result in invalid grades for students.

Validity Standard 5: Enhancing Fairness and Minimizing Bias - Do the assessment tools and processes provide an equal opportunity for individuals, regardless of group or setting, to demonstrate the targeted knowledge and skills? Validity has to do with how well various assessment tools, processes, and/or events allow students to demonstrate their knowledge and skill. When an assessment favors some students over others, this is called bias. Bias occurs whenever students who have achieved the valued knowledge and skills do not or cannot demonstrate their achievements because of some aspect of the assessment tool or process.

Assessment decisions may be invalid when factors *within* the assessment tool prevent students from showing what they know and are able to do. In creating and selecting assessments, teachers must determine whether student work is influenced by factors irrelevant to the targeted learning objectives such as assessment context, format, response mode, cultural experiences, or other factors.

One factor that might affect students performance is when the *context* or *content* is unfamiliar to students *and* unrelated to the learning targets. For example, an assessment might require students to write on a topic about which they have little or no experience (e.g., "Write a story describing something that happened at Thanksgiving dinner."). Although students might be able to write effectively, the writing topic may prevent some students from demonstrating their writing skills. The context of the writing prompt is unrelated to what the teacher wants to know – whether students can write using important knowledge and skills related to the characteristics of effective writing (e.g., organization, word choices), the writing purpose (narrative), and writing conventions (e.g., grammar and spelling). When the context set for an assessment favors some students over others, the assessment tool is biased. Teachers are responsible for creating assessment contexts that allow *all* students to demonstrate their knowledge and skills. This may

mean that the contexts are different for different students. For example, the writing teacher could provide different writing prompts and allow students to select the one that works best for their backgrounds.

Bias also occurs when the *format* of the assessment tool prevents some students from demonstrating their knowledge and skills. Suppose a teacher wants to assess students' understanding of character development, plot development, theme, and setting in literary works. He assigns the same novel to all of the students in his class, and asks for a written essay. To demonstrate their literary analysis skills, students must read and write. Suppose, also, that some students are English language learners (ELL) who have good literary analysis skills but cannot read the novel because the text is too difficult and cannot write the essay because they are not yet skilled writers. A different assessment format may be required for these students (e.g., hearing a book on tape and giving an oral report) in order to make valid inferences about their literary analysis skills.

Teachers need to know whether differences in performance across students are because of true differences in students' knowledge and skills or whether differences are due to invalidity in the assessment tools, processes, or events. If the learned knowledge and skills *can* be demonstrated in a way other than through a specific assessment tool (without changing the target for what is assessed) and if some students can show their knowledge, conceptual understanding and skills through the alternate format, then a single format for the assessment tool is *biased* in favor of those who can perform in the chosen way and against those who cannot.

A third potential source of bias comes from the rules used to assign points to students work. To be valid scoring rules, the rules must focus *only* on the targeted knowledge and skills. For example, suppose a teacher evaluates literary analysis essays using scoring rules that award

points based on elegance of the writing or the creativity of presentation rather than the adequacy of literary interpretations. The assessment process will be biased in favor of students who are skilled or creative writers.

A final source of potential source of bias comes from the teacher. If the teacher 'colors' the process used to assign points to students' work with prior knowledge of students or attitudes toward students – rather than consistently applying scoring rules across all students' work – the resulting scores are unlikely to be valid reflections of students' knowledge and skills.

Validity standard 5 becomes increasingly critical as classrooms become more diverse and whole-group teaching becomes more difficult. Teachers must provide appropriate adaptations of assessment tools and processes while still obtaining valid evidence about student achievement related to the learning targets.

Validity Standard 6: Consequences of Interpretation and Use of Assessment Results

- Are there negative consequences that could be prevented if assessment tools, processes, events, or decisions had been more valid? Assessments tools, processes, events, and decisions have effects on students. Tests, projects, teacher feedback, and grades can all influence student learning, self-concepts, motivation (Butler & Nisan, 1986; Covington & Omelich, 1984), and perceptions of the subject areas and disciplines being taught. Therefore, the final standard of validity for classroom-based assessments is related to how classroom assessments affect the students themselves.

If students develop a notion of the discipline of history as a collection of facts that are to be memorized, this consequence is *mis-educative*. If some students get poor grades whereas others get good grades *because of invalidity in standards 1 through 5*, then the consequences that arise from those grades (promotion to the next grade level, placement in special programs, access

to honors classes, etc.) are invalid consequences. Educators have an ethical responsibility to create and select valid assessment tools and to use valid processes so that consequences are fair, are based on appropriate information, and do not create misconceptions for students.

Reliability Standards for Classroom-Based Assessments

Reliability is the degree to which one can depend on the results of an assessment event to accurately reflect the students' proficiency on the knowledge and skills targeted by the assessment tool. The reliability standards presented are an elaboration on three topics found in the reliability literature: a) generalizability, b) standardization of directions, and c) objectivity of scoring (Cronbach, 1970). Reliability in classroom-based assessment refers to the degree to which one can rely on the results of assessment processes and events. Four standards of reliability are relevant to classroom based assessment tools and processes: (1) whether the examinee's performance on a given assessment tool is typical of the examinee's performance, (2) whether there is sufficient evidence available so that one can make dependable statements about what students have learned in relation to the learning targets; (3) whether students know exactly what is expected on tests, performances, and other assessment events so that they are likely to perform in a consistent way, regardless of the time in which the assessment is administered; and (4) whether the scoring rules and assessment processes are systematic enough to ensure that evaluators are consistent across students and over time.

Reliability Standard 1: Generalizability - Is the work typical of what the student knows and is able to do in relation to the learning targets? Assessment experts often talk about reliability as consistency in performance. Is a single throw of a basketball sufficient to make a dependable (reliable) statement about whether or not the student will make a basket during a game? Would the student perform in the same way a second time? To make a reliable

statement about what students know and are able to do, a teacher can ask them to do similar work several times (e.g., summarize the main ideas in a social studies text) and look to see whether their performance is consistent over time. Summative decisions made at the end of a grading period³ can be much more reliable than the results of individual assessments.

Another aspect of generalizability is whether a student performs consistently on different measures of the same knowledge and skill. For example, during an instructional unit focused on algebraic problem-solving, the teacher can check to see whether the student applies algebraic strategies consistently across problems set in different real world contexts.

Reliability Standard 2: Sufficiency of Evidence - Is there sufficient evidence of student learning so that one can make a dependable judgment about what each student knows and is able to do relation to the learning targets? For summative decisions to be reliable, one must ensure that there is *sufficient, high-quality* assessment information from which to make trustworthy decisions about students. The reliability of summative decisions depends on the validity of the assessment tools and processes. If attention is given to validity standards one through five, then one can begin to ask whether there is sufficient information from which to make reliable decisions. Multiple, valid assessments are very likely to give reliable information about students. The more sources of valid assessment information teachers have at the end of a grading period, the more likely that their decisions will be ones that they and others can trust. Therefore, to address Reliability Standard 2, one must obtain as much valid information about students' achievement of the learning targets as possible. Classroom teachers can and should bring a wide range of information – observations, test scores, homework, class work, written papers, etc. – to bear on summative decisions such as course grades.

³ A grading period is the time between report cards such as a quarter, trimester, or semester.

Reliability Standard 3: Clarity of Directions and Expectations - Do the assessment directions provide clear, unambiguous expectations so that students can demonstrate what they know and are able to do in relation to the learning targets? When students are not clear about what they are being asked to do, they are less likely to produce the expected response; they are more likely to respond in a way that is *inconsistent* with their own knowledge and skills or to respond differently depending on the context in which the assessment occurs. In contrast, when test items and performance directions are clear and explicit, students are more able to show what they know and are able to do consistently regardless of when or where an assessment event occurs. Expectations for student work are communicated to students in two ways – through directions for test items and assignments and through rules for assigning points (scores) or grades to students' work.

When the directions for tests and performances are clear, student responses are more likely to demonstrate their true knowledge and skills. For example, suppose a teacher created a multiple-choice test wherein students are expected to select the *best* conclusion for the results of a scientific investigation. All answer choices may present viable conclusions; however, only one provides the most thorough conclusion. Students must know, from the test directions, that all of the conclusions are possible and that they are to choose the *best* conclusion. Similarly, if students are expected to use both primary and secondary sources in a research study, the directions for the assignment should indicate this expectation.

When students know the criteria against which their performances are to be evaluated (scoring rules), they are more likely to demonstrate their knowledge and skills related to those expectations. For example, in a mathematics class, students need to know whether they will be evaluated on the *effectiveness* of their problem-solving processes as well as whether they

generate viable solutions to mathematics problems. For a research paper, students need to know whether they will be evaluated on how well they integrate information from several sources to write summaries of important ideas.

When directions are not clear and when students do not know the bases for evaluation of their work, they are less likely to provide a consistent performance from one assessment event to the next, even though the same knowledge and skills are being assessed during different events.

Reliability Standard 4: Quality of Scoring - Are the scoring rules and scoring processes systematic enough to ensure consistent evaluation over time and across diverse samples of student work that demonstrate the same learning targets? Generally three types of assessment tools that could be affected by the consistency of judgments about students' learning: short-answer and performance questions for tests; projects and performances; and different assignments for which a teacher has the same expectations. In these three situations, the consistency of judgments depends on whether the rules for scoring short-answer items, performance items, or extended performances are specific and clear enough that they can be applied consistently across students and whether the same rules for scoring are applied consistently across similar tasks and over time.

When teachers write rules for assigning points (scores) to students' responses to test questions and other assignments, these rules must help the teacher assign scores objectively. For example, a teacher wants students to write a paragraph describing the main character of a story. Figure 2A is a scoring rule that is so vague that the teacher would have difficulty applying it consistently across students. Figure 2B is a scoring rule that provides more specific guidance and is likely to result in more consistent evaluation across students.

Figure 2A: Vague Scoring Rubric for Character Description

4 points	The written work is a thorough and accurate description of the main character.
3 points	The written work is a mostly complete or mostly accurate description of the main character.
2 points	The written work is a partially complete or partially accurate description of the main character.
1 point	The written work is attempted with few details or is mostly inaccurate.
0 points	The written work shows no comprehension of the main character.

Figure 2B: More Specific Scoring Rubric for Character Description

6 points	The written work thoroughly describes the main character, including: <ul style="list-style-type: none"> • the main character's name • a physical description of the main character (age, sex, clothes, hair color, skin color, and what the character wears) • a reasonable statement about the main character's personality (e.g., friendly) or motives (e.g., wants to get rich) • at least <u>two</u> examples of the main character's actions or dialogue that show his/her personality or motives.
5 points	The written work addresses all four expectations but one or two required details are missing from the physical description
4 points	The written work completely addresses the first three expectations but gives only <u>one</u> example from the text to show personality or motives
3 points	The written work addresses all four expectations but many details are missing from the physical description OR no examples are given to show the character's personality or motives.
2 points	The written work addresses the first three expectations but many details are missing from the physical description OR the work completely addresses the first two expectations
1 point	The written work addresses the first two expectations but many details are missing OR the work gives a partial physical description of the character.
0 points	The written work gives only the name of the main character OR is illegible OR is off task OR shows no comprehension of the text.

In addition to clear scoring rules, teachers are likely to be more consistent if they have examples of previous students' work to show students what work at each performance level looks like.

When teachers ask students to do the same type of work at different times and in different

contexts or when teachers have the same expectations for different short-answer or essay questions on a test, reliability is enhanced when the same scoring rule is used each time. For example, suppose that, at the end of each science investigation, a science teacher asks students to write a paragraph in which they summarize the results of the investigation and explain how the results relate to the initial research question and the scientific theory from which the research question was drawn. The reliability of students' scores for 'drawing conclusions' depends on whether the teacher applies the same scoring rule consistently over time and across students.

Summary

The validity and reliability standards presented here are written for classroom teachers to help them evaluate their assessment tools, processes, events, and decisions. Research has shown that teachers spend from 30-70 percent of their time engaged in assessment processes (Stiggins, Faires-Conklin, & Bridgeford, 1986). The assessment processes, events and decisions are not neutral aspects of the classroom environment. They have important effects on students' self-concepts and their conceptions of school and the subjects taught in school. Therefore, it is essential that teachers learn how to evaluate published assessment tools and their own tools and processes so that they can make valid and reliable judgments about whether students have learned the targeted knowledge and skills. With high quality assessment tools and ethical assessment processes, teachers are more likely to make accurate decisions about how to support their students achievement.

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Appendix A

Certificate of Academic Achievement (CAA) Options Advisory Committee Members

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Appendix B

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Standards for Reliability and Validity of Classroom-Based Assessment

Prepared by
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In this document, we present standards for reliability and validity of classroom-based assessments. Two sources served to guide the development of the *Standards for Reliability and Validity of Classroom-Based Assessments* presented here. The first source was the *Standards for Educational and Psychological Testing, Fourth Edition* (1999), developed jointly by the American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME).

The classroom context does not exactly align with the intent of the *Standards*. The *Standards* were designed to establish professional expectations for the development, evaluation, and administration of individual tests as well as the interpretation and use of test scores. In contrast, teachers use a wide range of assessment tools in classrooms including their observations, students' written papers, homework assignments, etc. Second, teachers' judgments about students are rarely made based on a single assessment event. When teachers give scores, grades, or written evaluations to students' work on a single assignment (such as a test), the *Standards* can provide useful guidance. However, when all of the work from a school term (e.g., quarter, trimester, semester) is summarized into a grade or written summary, more guidance is needed. In this latter situation, standards are needed to address the range of different assessment tools used and the fact

¹ These standards are derived from a draft document by Catherine Taylor and Susan Nolen (2005) and include recommended clarifications and revisions received from the Washington State National Technical Advisory Committee and the Washington State Advisory Committee for the Certificate of Academic Achievement Options. We are grateful for the thoughtful review and excellent recommendations.

that students' knowledge and skills are likely to change during the course of a term because of instruction. In response to these differences, Taylor and Nolen (1996, 2005) designed frameworks for reliability and validity as they apply to the classroom context. Their work was the second source used to develop the standards presented here.

Tables 1A and 1B briefly outline six validity and four reliability standards relevant classroom-based assessment. In the text that follows, each standard is described for a classroom teacher audience in order to guide their thinking about what they should consider for their own classroom assessments.

Table 1A: Validity Standards for Classroom-based Assessments

Validity Standard 1: Representation and Fidelity	Do the knowledge and skills required by the assessments represent the breadth of knowledge and skills defined in the standards?
Validity Standard 2: Cognitive Demands	Do the assessment tools and processes require students to demonstrate the targeted knowledge and skills at a cognitive level specified in the standards?
Validity Standard 3: Consistency Across Assessments	Do different assessments of the same knowledge and skills elicit comparable work?
Validity Standard 4: Alignment with Instruction	Does assessment align with the content taught and the instructional methods used?
Validity Standard 5: Enhancing Fairness and Minimizing Bias	Do the assessment tools and processes provide an equal opportunity for individuals, regardless of group or setting, to demonstrate the targeted knowledge and skills?
Validity Standard 6: Consequences of the Interpretation and Use of Assessment Results	Are there negative consequences for students that could be prevented if assessment tools, processes, events, or decisions had been more valid?

Table 1B: Reliability Standards for Classroom-based Assessments

Reliability Standard 1: Generalizability	Is the work typical of what the student knows and is able to do in relation to the learning targets?
Reliability Standard 2: Sufficiency of Evidence	Is there sufficient evidence so that one can make a dependable judgment about what each student knows and is able to do in relation to the learning targets?
Reliability Standard 3: Clarity of Directions and Expectations	Do the assessment directions provide clear, unambiguous expectations so that students can dependably demonstrate what they know and are able to do in relation to the learning targets?
Reliability Standard 4: Quality of Scoring	Are the scoring rules and scoring processes systematic enough to ensure consistent evaluation over time and across diverse samples of student work that demonstrate the same learning targets?

Before discussing the standards, it is necessary to clarify the meaning of the term *assessment*. Throughout the literature, *assessment* is used to describe assessment tools (e.g., individual test questions, entire tests or quizzes, directions for assignments, and scoring rubrics.), assessment processes (e.g., using a scoring rubric to assign points to students' essays or selecting the information to be used when giving course grades.), assessment decisions (e.g., giving course grades or placing students in special programs.) and assessment events (e.g., completing a test, writing a research paper, or doing a course project.). In the following discussion of standards for reliability and validity for classroom-based assessments, we attempt to identify these different aspects of assessment.

Validity Standards for Classroom-Based Assessments

“*Validity* is an integrative, evaluative judgment of the degree to which...evidence and [theory] support the...inferences and actions based on test scores and other modes of assessment (Messick, 1989).” In his treatise on validity theory, Messick outlined a ‘half dozen or so’ methods of gathering evidence for the validity of test scores:

We can look at the content of the test in relation to the content of the domain of reference; we can probe the ways in which individuals respond to the items or tasks; we can examine the relationships among responses to the tasks, items, or parts of the test, that is, the internal structure of test responses; we can survey relationships of test scores with other measures and background variables, that is, the test's external structure; we can investigate differences in these test processes and structures over time, across groups and settings, and in response to . . . interventions such as instructional . . . treatment and manipulation of content, task requirements, or motivational conditions; finally, we can trace the social consequences of interpreting and using test scores in particular ways, scrutinizing not only the intended outcomes, but also the unintended side effects. (p. 16)

To make valid inferences about students using classroom-based assessments, one needs to examine the validity evidence for individual assessment events *and* for judgments based on collections of student work from different assessment events. In the classroom, validity encompasses (a) whether the assessment tools actually require students to demonstrate the targeted knowledge and/or skills², (b) whether instruction has prepared students for the assessed

² For this document **knowledge** includes ideas, principles, and facts as well as *understanding* of concepts, interrelationships among ideas, principles, and facts, and knowing how and when to use ideas, concepts, principles in relevant situations; **skills** include thinking and reasoning skills (e.g., making inferences, comparing and contrasting information, drawing conclusions), research skills (e.g., skill in

knowledge and skills *and* for the way the knowledge and skills are assessed, (c) whether the assessment tools or processes are biased in favor of or against individuals or groups, and (d) what occurs as a result of assessment processes, events and decisions including feedback, grading, and placement; students' self-concepts and academic behaviors; and students' understanding of the subject disciplines. Teachers must look at assessment tools, processes, events, and decisions for evidence of their validity. Teachers must consider alternate explanations of student performances (such as invalidity in assessments). Finally, teachers should consider the potential consequences of their assessment choices. These issues are explained more fully in what follows.

Validity Standard 1: Representation and Fidelity - Do the knowledge and skills required by the assessments represent the breadth of knowledge and skills defined in the standards? Before one can evaluate alignment to the standards, one must know what the standards mean. Teachers may need to examine instructional materials and assessment tasks to clarify the meaning of state or district standards. For example, a standard such as, "The student will comprehend the main ideas and important details from text," is fairly straightforward. However, a standard such as "The student will make inferences and predictions from text," is less obvious. Are the students expected to make simple inferences (e.g., From the sentence, "She ran along the track until she reached the station," the reader can infer that the track and station are related to a railroad.)? Or, are the expected inferences more substantive. For example, inferences about a character's motives based on the character's actions, dialogue, and relationships with other characters require more thinking than simple inferences. Teachers must access documents and sources that help them clarify the meaning of standards before than can

using the library and Internet to gather information), process skills (e.g., skill in conducting a scientific investigation, skill in using a process to go from initial ideas to a polished piece of writing), problem-solving skills, social skills, and communication skills.

judge whether the assessments are aligned with the standards.

Usually standards are stated as learning targets related to those domains and/or disciplines taught in school. Standards may include knowledge and skills; standards may also include valued performances that require application of knowledge and skills. Teachers may define their own learning targets based on district or state standards or learning targets may be provided by schools, districts, or states. With clear learning targets, the first aspect of the validity of assessments can be evaluated: Whether the assessment tool is asking students to demonstrate valued knowledge and skills from the standards both in breadth and depth.

For example, suppose students are to achieve reading eight reading standards that range from comprehension to critical evaluation of text. The teacher should check to see whether their assessment tools represent all eight standards. Secondly, the teacher should check to see that the assessment tool represents the standards in a way that is authentic. If, for example, reading in the world beyond school involves more comprehension and interpretation of text than critical evaluation of text, then an assessment tool should have more items and tasks that assess comprehension and interpretation than for critical evaluation of text.

Since assessment tools also include rules for assigning points or grades, Representation and Fidelity (Validity Standard 1) also has to do with the degree to which the scoring rules and processes used to assign points or grades are tied to the learning targets *and* whether these scoring rules and processes adequately represent the domain and/or discipline. For example, effective writing involves appropriate content, relevant ideas, logical organization, word choices, language usage, appropriate voice, and writing conventions (grammar, punctuation, spelling, and capitalization); therefore, if teachers evaluated students' writing *only* for writing conventions would make the assessment results less valid.

Validity Standard 2: Cognitive Demands – Do the assessment tools and processes require students to demonstrate the targeted knowledge and skills at a cognitive level specified in the standards? An important aspect of validity for classroom-based assessments is whether the assessments actually require students to *use* the targeted knowledge and/or skills to complete a test or other performance. For example, a student might get the right answer to a multiple-choice math question because she did the same problem for homework and she remembered the answer. Another student might get the right answer because three of the four answer choices were obviously wrong. A third student might get the right answer because he copied another student’s answer. A fourth student might get the right answer because he worked out the answer during the test.

Standardized test makers use “tryouts” to find out how the test questions function *before* they use the questions on tests; however, most teachers do not have the luxury to do this with their own assessments. Textbook assessments are rarely tried out with students before they are published. Therefore, teachers need to develop ways to find out whether test questions and performance directions actually tap into the concepts and skills they are intended to assess.

One way to do this is to ask students to explain their work or show their steps as they complete various assessments. When students explain their reasoning, their choices, and their solutions, a teacher may discover that an assessment isn’t really tapping into the targeted knowledge and skills. If this is the case, test questions and performance directions can be adjusted to ensure that students must use or demonstrate the targeted knowledge and skills in completing the assessment.

Validity Standard 3: Consistency - Do different assessments of the same knowledge and skills elicit comparable work? Another aspect of validity is whether students do similar

work on different assessment tools that are intended to measure the same learning targets. One strategy for examining Consistency (Validity Standard 3) of assessment tools is to have students do more than one version of the same type of work. For example, a teacher might have 3-4 questions on a test to assess a particular science concept. She might have students do 2-3 science investigations to assess students' understanding of investigative procedures. Multiple pieces of evidence provide information about whether different assessments truly measure the same knowledge and skills. In short, for Validity Standard 3, teachers must review several sources of evidence to see whether examinees perform consistently across different assessments of the same knowledge and/or skills. If student performances on different tasks intended to measure the same knowledge or skill are very similar, the teacher can have more confidence that the test questions or performance tasks are measures of the same learning targets.

The grade book excerpt in Figure 1 shows students' performances on six essays, all of which were evaluated with the same two scoring rubrics – a five point rubric for content and a five point rubric for writing conventions. As can be seen, despite the fact that several students in the class consistently earn scores of 5 for the content of their essays, the highest score for Essay 4 was 3. This suggests that there may be a problem with the validity of scores for Essay 4. The teacher may wish to review the directions, his evaluation processes, and/or his instruction to determine whether scores from the fourth essay are valid.

Figure 1

An Example of Inconsistency of Assessment Scores in a Classroom as a Potential Threat to Validity

STUDENT SCORES ON 6 ESSAYS

	Essay 1		Essay 2		Essay 3		Essay 4		Essay 5		Essay 6	
Student	Cont.	Conv.	Cont.	Conv.	Cont.	Conv.	Cont.	Conv.	Cont.	Conv.	Cont.	Conv.
Tanya	5	5	5	5	5	5	3	5	5	5	5	5
Mario	5	3	5	4	5	4	3	5	5	5	5	5
Emma	2	3	2	2	4	3	3	4	4	4	5	5
Juan	3	3	4	3	4	4	2	4	4	4	5	4
Geoff	2	3	3	3	3	3	3	3	3	4	4	4
Robin	4	5	4	5	4	5	3	5	5	5	5	5
Caitlyn	5	5	5	5	5	5	3	5	5	5	5	5
Points Possible	5	5	5	5	5	5	5	5	5	5	5	5

Cont. = Content

Conv. = Writing Conventions

Validity Standard 4: Alignment with Instruction - Does the assessment align with the content taught and the instructional methods used? One of the most fundamental validity questions a teacher should ask is whether the learning targets were actually taught, whether the method of assessment fits the *way* knowledge and skills were taught, and whether students had sufficient exposure to and practice with knowledge and skills to be successful on the assessments. For example, if students are asked to practice routine mathematical algorithms in class and for homework but are then asked to apply the algorithms in novel situations on a test, the assessment tool is not valid for the instructional context. A mismatch between what is taught and what is assessed can lead to frustration for teachers and students. It can also result in invalid grades for students.

Validity Standard 5: Enhancing Fairness and Minimizing Bias - Do the assessment tools and processes provide an equal opportunity for individuals, regardless of group or setting, to demonstrate the targeted knowledge and skills?

Another aspect of validity has to do with how well various assessment tools, processes, and/or events *allow* students to demonstrate their knowledge and skill. When an assessment favors some students over others, this is called bias. Bias occurs whenever students who have achieved the valued knowledge and skills do not or cannot demonstrate their achievements because of some aspect of the assessment tool or process. In creating and selecting assessments, teachers must determine whether student work is influenced by factors irrelevant to the targeted learning objectives such as assessment context, format, response mode, cultural experiences, or other factors.

Assessment decisions may be invalid when factors *within* the assessment tool prevent students from showing what they know and are able to do. One factor that might affect students' performance is when the *context* or *content* is unfamiliar to students *and* unrelated to the learning targets. For example, an assessment might require students to write on a topic about which they have little or no experience (e.g., "Write a story describing something that happened at Thanksgiving dinner."). Although students might be able to write effectively, the writing topic may prevent some students from demonstrating their writing skills. The context of the writing prompt is unrelated to what the teacher wants to know – whether students can write using important knowledge and skills related to the characteristics of effective writing (e.g., organization, word choices), the writing purpose (narrative), and writing conventions (e.g., grammar and spelling). When the context set for an assessment favors some students over others, the assessment tool is biased. Teachers are responsible for creating assessment contexts that

allow *all* students to demonstrate their knowledge and skills. This may mean that the contexts are different for different students. For example, the writing teacher could provide different writing prompts and allow students to select the one that works best for their backgrounds.

Bias also occurs when the *format* of the assessment tool prevents some students from demonstrating their knowledge and skills. Suppose a teacher wants to assess students' understanding of character development, plot development, theme, and setting in literary works. He assigns the same novel to all of the students in his class, and asks for a written essay. To demonstrate their literary analysis skills, students must read and write. Suppose, also, that some students are English language learners (ELL) who have good literary analysis skills but cannot read the novel because the text is too difficult and cannot write the essay because they are not yet skilled writers. A different assessment format may be required for these students (e.g., hearing a book on tape and giving an oral report) in order to make valid inferences about their literary analysis skills.

Teachers need to know whether differences in performance across students are because of true differences in students' knowledge and skills or whether differences are due to invalidity in the assessment tools, processes, or events. If the learned knowledge and skills *can* be demonstrated in a way other than through a specific assessment tool (without changing the target for what is assessed), and if some students can show their knowledge, conceptual understanding and skills through the alternate format, then a single format for the assessment tool is *biased* in favor of those who can perform in the chosen way and against those who cannot.

A third potential source of bias comes from the rules used to assign points to students' work. To be valid scoring rules, the rules must focus *only* on the targeted knowledge and skills. For example, suppose a teacher evaluates literary analysis essays using a scoring rubric that

awards points based on the elegance of the writing or the creativity of presentation in addition to the adequacy of literary interpretations. The scoring rules will be biased in favor of students who are skilled or creative writers.

A final source of potential source of bias comes from the teacher. If the teacher ‘colors’ the process used to assign points to students’ work with prior knowledge of students or because of her/his attitudes toward students – rather than consistently applying scoring rules across all students’ work – the resulting scores are unlikely to be valid reflections of students’ knowledge and skills.

Validity standard 5 becomes increasingly critical as classrooms become more diverse and whole-group teaching becomes more difficult. Teachers must provide appropriate adaptations of assessment tools and processes while still obtaining valid evidence about student achievement related to the learning targets.

Validity Standard 6: Consequences of Interpretation and Use of Assessment Results

- Are there negative consequences that could be prevented if assessment tools, processes, events, or decisions had been more valid? Assessments tools, processes, events, and decisions have effects on students. Tests, projects, teacher feedback, and grades can all influence student learning, self-concepts, motivation (Butler & Nisan, 1986; Covington & Omelich, 1984), and perceptions of the subject areas and disciplines being taught. Therefore, the final standard of validity for classroom-based assessments is related to how classroom assessments affect the students themselves.

If students develop a notion of the discipline of history as a collection of facts that are to be memorized, this consequence is *mis-educative*. If some students get poor grades whereas others get good grades *because of invalidity in standards 1 through 5*, then the consequences that

arise from those grades (promotion to the next grade level, placement in special programs, access to honors classes, etc.) are invalid consequences. Educators have an ethical responsibility to create and select valid assessment tools and to use valid processes so that consequences are fair, are based on appropriate information, and do not create misconceptions for students.

Reliability Standards for Classroom-Based Assessments

Reliability is the degree to which one can depend on the results of an assessment event to accurately reflect the students' proficiency on the knowledge and skills targeted by the assessment tool. The reliability standards presented are an elaboration on three topics found in the reliability literature: a) generalizability, b) standardization of directions, and c) objectivity of scoring (Cronbach, 1970). Reliability in classroom-based assessment refers to the degree to which one can rely on the results of assessment processes and events. Four standards of reliability are relevant to classroom based assessment tools and processes: (1) whether the examinee's performance on a given assessment tool is typical of the examinee's performance, (2) whether there is sufficient evidence available so that one can make dependable statements about what students have learned in relation to the learning targets; (3) whether students know exactly what is expected on tests, performances, and other assessment events so that they are likely to perform in a consistent way, regardless of the time in which the assessment is administered; and (4) whether the scoring rules and assessment processes are systematic enough to ensure that evaluators are consistent across students and over time.

Reliability Standard 1: Generalizability - Is the work typical of what the student knows and is able to do in relation to the learning targets? Assessment experts often talk about reliability as consistency in performance. Is a single throw of a basketball sufficient to make a dependable (reliable) statement about whether or not the student will make a basket

during a game? Would the student perform in the same way a second time? To make a reliable statement about what students know and are able to do, a teacher can ask them to do similar work several times (e.g., summarize the main ideas in a social studies text) and look to see whether their performance is consistent over time. Summative decisions made at the end of a grading period³ can be much more reliable than the results of individual assessments.

Another aspect of generalizability is whether a student performs consistently on different measures of the same knowledge and skill. For example, during an instructional unit focused on algebraic problem-solving, the teacher can check to see whether the student applies algebraic strategies consistently across problems set in different real world contexts.

Reliability Standard 2: Sufficiency of Evidence - Is there sufficient evidence of student learning so that one can make a dependable judgment about what each student knows and is able to do relation to the learning targets? For summative decisions to be reliable, one must ensure that there is *sufficient, high-quality* assessment information from which to make trustworthy decisions about students. The reliability of summative decisions depends on the validity of the assessment tools and processes. If attention is given to validity standards one through five, then one can begin to ask whether there is sufficient information from which to make reliable decisions. Multiple, valid assessments are very likely to give reliable information about students. The more sources of valid assessment information teachers have at the end of a grading period, the more likely that their decisions will be ones that they and others can trust. Therefore, to address Reliability Standard 2, one must obtain as much valid information about students' achievement of the learning targets as possible. Classroom teachers can and should bring a wide range of information – observations, test scores, homework, class work, written

³ A grading period is the time between report cards such as a quarter, trimester, or semester.

papers, etc. – to bear on summative decisions such as course grades.

Reliability Standard 3: Clarity of Directions and Expectations - Do the assessment directions provide clear, unambiguous expectations so that students can demonstrate what they know and are able to do in relation to the learning targets? When students are not clear about what they are being asked to do, they are less likely to produce the expected response; they are more likely to respond in a way that is *inconsistent* with their own knowledge and skills or to respond differently depending on the context in which the assessment occurs. In contrast, when test items and performance directions are clear and explicit, students are more able to show what they know and are able to do consistently regardless of when or where an assessment event occurs. Expectations for student work are communicated to students in two ways – through directions for test items and assignments and through rules for assigning points (scores) or grades to students' work.

When the directions for tests and performances are clear, student responses are more likely to demonstrate their true knowledge and skills. For example, suppose a teacher created a multiple-choice test wherein students are expected to select the *best* conclusion for the results of a scientific investigation. All answer choices may present viable conclusions; however, only one provides the most thorough conclusion. Students must know, from the test directions, that all of the conclusions are possible and that they are to choose the *best* conclusion. Similarly, if students are expected to use both primary and secondary sources in a research study, the directions for the assignment should indicate this expectation.

When students know the criteria against which their performances are to be evaluated (scoring rules), they are more likely to demonstrate their knowledge and skills related to those expectations. For example, in a mathematics class, students need to know whether they will be

evaluated on the *effectiveness* of their problem-solving processes as well as whether they generate viable solutions to mathematics problems. For a research paper, students need to know whether they will be evaluated on how well they integrate information from several sources to write summaries of important ideas.

When directions are not clear and when students do not know the bases for evaluation of their work, they are less likely to provide a consistent performance from one assessment event to the next, even though the same knowledge and skills are being assessed during different events.

Reliability Standard 4: Quality of Scoring - Are the scoring rules and scoring processes systematic enough to ensure consistent evaluation over time and across diverse samples of student work that demonstrate the same learning targets? There are generally three types of assessment tools that could be affected by the consistency of judgments about students' learning: short-answer and performance questions for tests; projects and performances; and different assignments for which a teacher has the same expectations. In these three situations, the consistency of judgments depends on whether the rules for scoring short-answer items, performance items, or extended performances are specific and clear enough that they can be applied consistently across students and whether the same rules for scoring are applied consistently across similar tasks and over time.

When teachers write rules for assigning points (scores) to students' responses to test questions and other assignments, these rules must help the teacher assign scores objectively. For example, a teacher wants students to write a paragraph describing the main character of a story. Figure 2A is a scoring rule that is so vague that the teacher would have difficulty applying it consistently across students. Figure 2B is a scoring rule that provides more specific guidance and is likely to result in more consistent evaluation across students.

Figure 2A: Vague Scoring Rubric for Character Description

4 points	The written work is a thorough and accurate description of the main character.
3 points	The written work is a mostly complete or mostly accurate description of the main character.
2 points	The written work is a partially complete or partially accurate description of the main character.
1 point	The written work is attempted with few details or is mostly inaccurate.
0 points	The written work shows no comprehension of the main character.

Figure 2B: More Specific Scoring Rubric for Character Description

6 points	The written work thoroughly describes the main character, including: <ul style="list-style-type: none">• the main character’s name• a physical description of the main character (age, sex, clothes, hair color, skin color, and what the character wears)• a reasonable statement about the main character’s personality (e.g., friendly) or motives (e.g., wants to get rich)• at least <u>two</u> examples of the main character’s actions or dialogue that show his/her personality or motives.
5 points	The written work addresses all four expectations but one or two required details are missing from the physical description
4 points	The written work completely addresses the first three expectations but gives only <u>one</u> example from the text to show personality or motives
3 points	The written work addresses all four expectations but many details are missing from the physical description OR no examples are given to show the character’s personality or motives.
2 points	The written work addresses the first three expectations but many details are missing from the physical description OR the work completely addresses the first two expectations
1 point	The written work addresses the first two expectations but many details are missing OR the work gives a partial physical description of the character.
0 points	The written work gives only the name of the main character OR is illegible OR is off task OR shows no comprehension of the text.

In addition to clear scoring rules, teachers are likely to be more consistent if they have examples of previous students’ work to show students what work at each performance level looks like.

When teachers ask students to do the same type of work at different times and in different contexts or when teachers have the same expectations for different short-answer or essay questions on a test, reliability is enhanced when the same scoring rule is used each time. For example, suppose that, at the end of each science investigation, a science teacher asks students to write a paragraph in which they summarize the results of the investigation and explain how the results relate to the initial research question and the scientific theory from which the research question was drawn. The reliability of students' scores for 'drawing conclusions' depends on whether the teacher applies the same scoring rule consistently over time and across students.

Summary

The validity and reliability standards presented here are written for classroom teachers to help them evaluate their assessment tools, processes, events, and decisions. Research has shown that teachers spend from 30-70 percent of their time engaged in assessment processes (Stiggins, Faires-Conklin, & Bridgeford, 1986). The assessment processes, events and decisions are not neutral aspects of the classroom environment. They have important effects on students' self-concepts and their conceptions of school and the subjects taught in school. Therefore, it is essential that teachers learn how to evaluate published assessment tools and their own tools and processes so that they can make valid and reliable judgments about whether students have learned the targeted knowledge and skills. With high quality assessment tools and ethical assessment processes, teachers are more likely to make accurate decisions about how to support their students achievement.

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Appendix A

Certificate of Academic Achievement (CAA) Options Advisory Committee Members

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Appendix B

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**The Application of Professionally Accepted Standards for
Reliability and Validity to the Collection of Evidence**

Prepared by C. Taylor and J. Willhoft

August 14, 2006

One of the three options that have been legislated as alternatives to performance on the Washington Assessment of Student Learning (WASL) as a means for students to earn a Certificate of Academic Achievement (CAA) is a collection of work samples, also referred to as the Collection of Evidence¹ (COE). Legislation requires that the guidelines and protocols for submission and the criteria used for scoring “meet professionally accepted standards for a valid and reliable measure of grade level expectations and the essential academic learning requirements.” (citation)

The process recommended by OSPI to the State Board of Education (SBE) is that the standards shown in Tables 1A and 1B, from the *Standards for Reliability and Validity of Classroom-Based Assessments*, be reviewed and approved by the National Technical Advisory Committee (NTAC). NTAC approval will assure the SBE that the criteria for reliability and validity against which the COE will be judged meet “professionally accepted standards”. The review and approval of these reliability and validity standards will take place in two stages. First, the CAA Options Advisory Committee, composed of national and local educators and assessment experts (See Appendix A) will review, refine (as needed), and approve the standards. These standards will then be submitted to the NTAC for their approval in August of 2006. Once the NTAC adopts a set of reliability and validity standards for the COE, the design features of the COE will be submitted for their review. The NTAC will be asked to reach consensus on the

¹ Collections of Evidence are subject specific (i.e., reading, mathematics, and writing) collections of classroom-based assessments or work samples for individual students that demonstrate comparable curriculum standards as those assessed by WASL.

alignment of design features of the COE that address the standards. That work will be completed in mid-August, and will be presented to the SBE at its August meeting.

Table 1A: Validity Standards for Classroom-based Assessments

Validity Standard 1: Representation and Fidelity	Do the knowledge and skills required by the assessments represent the breadth of knowledge and skills defined in the standards?
Validity Standard 2: Cognitive Demands	Do the assessment tools and processes require students to demonstrate the targeted knowledge and skills at a cognitive level specified in the standards?
Validity Standard 3: Consistency Across Assessments	Do different assessments of the same knowledge and skills elicit comparable work?
Validity Standard 4: Alignment with Instruction	Does assessment align with the content taught and the instructional methods used?
Validity Standard 5: Enhancing Fairness and Minimizing Bias	Do the assessment tools and processes provide an equal opportunity for individuals, regardless of group or setting, to demonstrate the targeted knowledge and skills?
Validity Standard 6: Consequences of the Interpretation and Use of Assessment Results	Are there negative consequences for students that could be prevented if assessment tools, processes, events, or decisions had been more valid?

Table 1B: Reliability Standards for Classroom-based Assessments

Reliability Standard 1: Generalizability	Is the work typical of what the student knows and is able to do in relation to the learning targets?
Reliability Standard 2: Sufficiency of Evidence	Is there sufficient evidence so that one can make a dependable judgment about what each student knows and is able to do in relation to the learning targets?
Reliability Standard 3: Clarity of Directions and Expectations	Do the assessment directions provide clear, unambiguous expectations so that students can dependably demonstrate what they know and are able to do in relation to the learning targets?
Reliability Standard 4: Quality of Scoring	Are the scoring rules and scoring processes systematic enough to ensure consistent evaluation over time and across diverse samples of student work that demonstrate the same learning targets?

Two sources served as source materials for the attached *Standards for Reliability and Validity of Classroom-Based Assessments*. The first source was the *Standards for Educational and Psychological Testing* developed jointly by the American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME). The fourth edition of these standards was published in 1999. This document is widely accepted within the community of measurement professionals as encompassing the standards to be met for the development, evaluation, and use of tests that are commercially-developed or are used in large scale public assessment systems. The second source was Taylor and Nolen (1996, 2005), in which the authors adapted the *Standards for application to the classroom assessment context*. This latter work was used as the basis for the standards presented in the *Standards for Reliability and Validity of Classroom-Based Assessments*.

Considerations in Applying these Standards to Collections of Evidence

The Collections of Evidence (COE) to be used for the CAA involve the use of classroom-based assessments in a large-scale assessment context. The COE process requires students to collect work samples from classroom assignments and organize this evidence for a large scale purpose. In this case, not all standards for the validity and reliability of classroom-based assessments can be fully addressed by design features of a large scale assessment program. Three validity standards and one reliability standard for classroom-based assessments have limited applicability in this large scale context.

Validity Standard 4 (Alignment with Instruction) can best be evaluated by the classroom teacher or the students who know whether instruction has prepared the students to demonstrate the knowledge and/or skills required by the assessments.

Validity Standard 6 (Consequences of the Interpretation and Use of Assessment Results) requires ongoing research related to validity standards 1-5 and the consequences of the COE for students. Consequences related to students' self-concepts, their conceptions of school and the subject disciplines, and their academic choices as a results of their classroom-based assessment experiences are beyond the scope of the COE. However, consequences related to the COE should be examined. Positive or negative consequences that arise from decisions made based on the collections are relevant to validity ONLY if these consequences are due to problems related to validity standards 1 through 5.

In addition, although it is possible to Enhance Fairness and Minimize Bias (Validity Standard 5) through careful selection of collections to use for scorer training, it is difficult to thoroughly assess Validity Standard 5 without more information about the students. As with Validity Standard 4 (Alignment with Instruction), only the classroom teacher and the students know

whether the features of the assessment tools or events allow students to demonstrate what they know and are able to do. It is possible, however, to ensure that the COE provides opportunities for all qualified students, to demonstrate their knowledge and skills. The guidelines for the COE can be evaluated for the degree to which they enhance fairness and minimize bias.

Finally, for Reliability Standard 2 (Clarity of Expectations) the protocols for the COE, and any subsequent training materials and directions for teachers and students can be evaluated for clarity of expectations. The clarity of directions for assignments can be evaluated only if directions for assignments are provided along with students' work samples. Finally, if students include tests as part of their collections, test questions can be evaluated for clarity.

Above and beyond issues of reliability and validity, a separate standard has been recommended by the CAA Options Advisory Committee to answer the question: "Are there unintended consequences, for students, schools, and districts, of using the assessment system to make decisions about students?" This standard is important to consider when collections of evidence are used to judge students' proficiency in relation to the standards. Examples of unintended consequences might include poor WASL performance due to the COE option (which would have implications for a school, district, or state AYP), a narrowing of the curriculum to a limited number of assessment tasks, repeated practice with a single task until the student prepares a proficient performance, or other unintended consequences. Studies should be planned to determine whether there are unintended negative consequences of the COE.

In Tables 2A through 2G of this document, the design features of the COE are more fully detailed. Tables 3A and 3B of this document present the approved links between the design features of the COE and the professionally accepted standards for reliability and validity from *Standards for Reliability and Validity of Classroom-Based Assessments*.

**Table 2A:
Protocols – Directions to the COE users to indicate the types of evidence needed for each subject area**

<p>Writing Protocol</p> <p>There are to be 5 to 8 written samples that together demonstrate proficiency in idea/development, organization, style, and the use of conventions. More work samples do not equate to a better score: Carefully selected work samples is a better indicator. Work samples should be written in blue or black ink or word processed.</p> <ul style="list-style-type: none"> ➤ At least one expository or persuasive on-demand essay, timed and supervised in class ➤ At least two expository non-timed essays ➤ At least two persuasive non-timed essays ➤ 3 work samples (including the on-demand sample) may not include any adult assistance beyond setting the prompt and public expectations for an effective paper. ➤ Other work samples may include drafts read with teacher input and general comments (e.g., "You need to check for spelling errors." or "You need to rework your conclusion to wrap up your writing and give your reader something to think about.").
<p>Reading Protocol</p> <p>Work samples that cover all six strands that are assessed on the Reading WASL.</p> <ul style="list-style-type: none"> ➤ A minimum of 8 and a maximum of 12 work samples from a classroom setting or a teacher-approved independent setting. Half of the work samples must represent responses to literary text and half of the samples must represent responses to informational text. ➤ All texts used in the work samples must meet high school expectations for rigor of reading material. The work samples must be comparable in rigor in skill and content to the High School Reading WASL. ➤ Work samples may feature work completed in other content areas—science, social studies, CTE coursework, etc. However, they must still address the literary or the informational strands listed above. ➤ One work sample must be a literary analysis paper of a significant piece of text—short story, narrative essay, novel, etc. that includes a demonstration of more than one literary strand. ➤ One work sample must be a research paper that includes at least two texts used for research purposes. Examples of this type of reading responses include: magazine or newspaper article analysis, analysis of historical events or scientific procedures, etc. The work sample should demonstrate more than one informational strand. ➤ One work sample that must be completed in an "on-demand" setting where students are provided an assignment to complete within a class period and without any teacher or peer assistance.
<p>Mathematics Protocol</p> <p>There must be 8 to 12 work samples.</p> <ul style="list-style-type: none"> ➤ A variety of work samples such as projects, assignments, or exams ➤ Work samples of moderate or high complexity to ensure moderate or high level cognitive demands of the student ➤ At least two high school level work samples that and can be scored for an entire target from a strand of EALR 1: ➤ At least two high school level work samples can be scored for an entire target* from a strand of EALRs 2 through 5: ➤ Work samples that combine a content strand from EALR 1 and a process strand from EALRs 2 through 5. Work samples for EALRs 2 through 5 must be distributed across EALR 1 content strands. ➤ Work samples you select for EALR 1 should be representative of multiple High School WASL Mathematics Test Specifications ➤ Work samples you select must combine at least one content strand from EALR 1 and at least one process strand from EALRs 2–5. <p>Work samples should be complex enough to demonstrate moderate to high level thinking skills.</p>

Table 2B:

Sufficiency Review – Process used to determine that all of the WASL learning targets for a domain are included in the collection

Writing Protocol
<i>In order to meet the sufficiency guidelines for successfully submitting a Writing Collection of Evidence, the student and teacher preparing the collection must comply with the COE guidelines. If the collection does not meet these guidelines in any capacity, the collection will not be scored.</i>
Reading Protocol
<i>In order to meet the sufficiency guidelines for successfully submitting a Reading Collection of Evidence, the student and teacher preparing the collection must comply with the COE guidelines. If the collection does not meet these guidelines in any capacity, the collection will not be scored.</i>
Mathematics Protocol
<i>In order to meet the sufficiency guidelines for successfully submitting a Mathematics Collection of Evidence, the student and teacher preparing the collection must comply with the following guidelines. If the collection does not meet these guidelines in any capacity, the collection will not be scored</i>

Table 2C:

Work Sample Documentation

Writing Protocol	<i>In the "Work Sample Documentation Form" teachers must provide documentation that the work sample demonstrates the state standards in writing. For each work sample, students must check one of the first three boxes on the form as well as the type of draft, process, and teacher-assisted for the work samples in the collection. The teacher must check that an "on-demand" essay is present in the collection. In the last box—teacher assistance—the student must describe what type of assistance he/she received beyond setting the prompt and the parameters of an effective paper.</i>
Reading Protocol	<i>In the "Work Sample Documentation Form" students and teachers must check all of the learning strands, both literary and informational. The student must provide of the titles of the texts must be provided to check the rigor of the readability of the texts. The student and the teacher must check each work sample to make sure that each sample addresses at least two strands. The student must identify which work sample is the short literary analysis paper and which is the short informational analysis paper. The teacher must check that an "on-demand" essay is present in the collection.</i>
Mathematics Protocol	<i>In the "Work Sample Documentation Form" students and teachers must check that all work samples address every high school content strand. Each work sample must address both a content strand and a process strand. Teachers must check that work samples meet the "rich problem" and high school level mathematics expectation. Students must check that each column and row have two entries. There must be an "on-demand" check</i>

Table 2D:

Scoring rules used to evaluate the collections – Performance criteria for the scoring rubrics used for each collection are given below along with an indication of the subject area EALRs and components within each EALR that are the focus of the performance criteria. Links to the EALRs are keys to authenticity validity.

<p>Writing Criteria</p> <p>Content, Organization & Style</p> <ul style="list-style-type: none"> ➤ Has clear, focused main ideas or positions (EALR 1, Component 1) ➤ Elaborates by using reasons/arguments supported by well-chosen and specific details, examples, anecdotes, facts and/or statistics as evidence to support ideas or positions (EALR 1, Component 1) ➤ Includes information that is thoughtful and useful for the audience to know (EALR 1, Component 1) ➤ Organizes writing to make the best case to explain ideas or support positions (EALR 1, Component 2) ➤ Composes introductions that draw the reader into the main ideas or positions (EALR 1, Component 2) ➤ Writes conclusions that leave the reader with something to think about (EALR 1, Component 2) ➤ Organizes writing into effective, cohesive paragraphs (EALR 1, Component 2) ➤ Provides transitions which clearly serve to connect ideas (EALR 1, Component 2) ➤ Uses language effectively by exhibiting word choices that are effective and appropriate for intended audience, purpose, and form (EALR 1, Component 3) ➤ Writes (where appropriate) sentences or phrases that are varied in length and structure (EALR 1, Component 4) ➤ Provides the reader with a sense of the person behind the words (EALR 1, Component 5) <p>Conventions</p> <ul style="list-style-type: none"> ➤ Follows the rules of standard English [language] usage (EALR 1, Component 6) ➤ Spelling of commonly used words (EALR 1, Component 6) ➤ Capitalization (EALR 1, Component 6) ➤ Punctuation (EALR 1, Component 6) ➤ Exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect (EALR 1, Component 6) ➤ Indicates paragraphs consistently (EALR 1, Component 6)
<p>Reading Criteria</p> <p>Comprehension of main ideas and details of literary (EALR 3, Component 4) or informational (EALR 3, Component 1) text</p> <ul style="list-style-type: none"> ➤ Identifies the main theme/main idea and uses evidence to demonstrate an overall understanding of the text (EALR 2, Component 1) ➤ Summarizes by providing an overarching statement about the text that connects to at least three events from the beginning, middle and end of text (EALR 2, Component 1) ➤ Infers and/or predicts about key elements of the text making connections with evidence (EALR 2, Component 1) ➤ Explains key vocabulary with both denotative and connotative definitions by linking them to the text (EALR 1, Component 2) <p>Analysis, interpretation, & synthesis of literary (EALR 3, Component 4) or informational (EALR 3, Component 1) text</p> <ul style="list-style-type: none"> ➤ Applies knowledge of key literary/informational elements to enhance and expand understanding of text (EALR 2, Component 2) ➤ Compares and contrasts ideas to explain concepts within or between text (EALR 2, Component 3) ➤ Analyzes text to explain the relationship between cause(s) and effect(s) and links it back to the theme or main idea (EALR 2, Component 2) <p>Thinks critically about literary (EALR 3, Component 4) or informational (EALR 3, Component 1) 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 <p>Synthesizes information beyond the text by making generalizations, drawing conclusions, or applying information to evaluate a new text or context</p>

Table 2D (Continued)

Mathematics Criteria
<p>Uses high school content knowledge and procedures (EALR 1) with supporting work in:</p> <ul style="list-style-type: none"> ➤ Number Sense (EALR 1, Component 1) ➤ Measurement (EALR 1, Component 2) ➤ Geometric Sense (EALR 1, Component 3) ➤ Probability & Statistics (EALR 1, Component 4) ➤ Algebraic Sense (EALR 1, Component 5) <p>Solves Problems (EALR 2)</p> <ul style="list-style-type: none"> ➤ Applies one or more strategies that lead to the answer (EALR 2, Component 2) ➤ Determines the answer to the problem (EALR 2, Component 3) <p>Reasons Logically (EALR 3)</p> <ul style="list-style-type: none"> ➤ Justifies conclusions, results, and/or answers by addressing the conditions and/or constraints in the problem <p>Communicates Understanding (EALR 4)</p> <ul style="list-style-type: none"> ➤ Gathers, represents, and/or shares mathematical information using clear mathematical language and organization <p>Makes Connections (EALR 5)</p> <ul style="list-style-type: none"> ➤ Uses and relates different mathematical models and representations of the same situation using clear mathematical language and organization (EALR 5, Components 1 and 2)

Table 2E

Range-Finding – The process of selecting exemplary collections to represent different performance levels

All Content Areas
<p>Steps in the range-finding process</p> <ul style="list-style-type: none"> ➤ Select a range of collections to serve as potential anchors for the rubrics during scoring training, practice collections to be used for practice during scoring training, and validity collections to be randomly inserted into scoring process to ensure adherence to scoring rubrics over time ➤ Ensure that all selected collections have met sufficiency criteria ➤ Discuss scoring rubrics ➤ Apply scoring rubrics to selected collections ➤ Discuss applied scores ➤ Adjust scoring rubrics and/or scores, if needed, based on collections ➤ Assign final scores to anchor collections ➤ Assign final scores to practice collections ➤ Assign final scores to validity collections

Table 2F

Scoring Training – The process of training scorers to apply scoring rubrics consistently using anchor collections to anchor rubrics

All Content Areas
<p>Steps in the training process</p> <ul style="list-style-type: none"> ➤ Review and discuss rubrics ➤ Review and discuss anchor collections ➤ Score practice collections ➤ Discuss assigned scores; work toward consensus with pre-assigned scores ➤ Score second practice collections ➤ Discuss assigned scores; work toward consensus with pre-assigned scores ➤ Scorers must qualify by meeting a criterion of exact agreement with pre-assigned scores

Table 2G

Table Scoring Process – The process of assigning scores to collections

All Content Areas
Steps in the scoring process
➤ Scorers assign scores
➤ Collections are randomly assigned to a second scorer (inter-rater agreement)
➤ Randomly selected collections are rescored by a table leader (supervisor)
➤ Validity collections are given to scorers randomly
➤ Scorers who drift from scoring rubrics are retrained as necessary

The next two tables, Tables 3A and 3B, link each of the Validity and Reliability standards COE design features.

Table 3A: Design Features of COE that Address Validity Standards

Validity Standard	Feature of COE Addressing Standard
Validity Standard 1: Representation and Fidelity	<ul style="list-style-type: none"> ➤ Protocols for Reading, Writing, and Mathematics ➤ Sufficiency Review ➤ Scoring Rules ➤ Range-finding ➤ Scoring Training ➤ Scoring Process
Validity Standard 2: Cognitive Demands	<ul style="list-style-type: none"> ➤ Protocols for Reading, Writing, and Mathematics
Validity Standard 3: Consistency Across Assessments	<ul style="list-style-type: none"> ➤ Range-finding
Validity Standard 4: Alignment with Instruction	<ul style="list-style-type: none"> ➤ Student self-report??
Validity Standard 5: Enhancing Fairness and Minimizing Bias	<ul style="list-style-type: none"> ➤ Range-finding ➤ Scoring Training ➤ Scoring Process
Validity Standard 6: Consequences of the Interpretation and Use of Assessment Results	<ul style="list-style-type: none"> ➤ Ongoing validity studies for the COE

Table 3B: Design Features of COE that Address Reliability Standards

Reliability Standard	Feature of COE Addressing Standard
Reliability Standard 1: Generalizability	➤ Protocols for Reading, Writing, and Mathematics
Reliability Standard 2: Sufficiency of Evidence	➤ Sufficiency Review ➤ Work Sample Documentation Form
Reliability Standard 3: Clarity of Directions and Expectations	➤ Protocols for Reading, Writing, and Mathematics ➤ Work Sample Documentation Directions ➤ Work Sample Sign-off Form
Reliability Standard 4: Quality of Scoring	➤ Scoring Rules ➤ Range-finding ➤ Scoring Training ➤ Scoring Process

References

- Taylor, C. S. & Nolen, S. B. (1996). What does the psychometrician's classroom look like?
Educational Policy Analysis Archives, v4, n17.
- Taylor, C. S. & Nolen, S. B. (2005). *Classroom Assessment: Supporting Teaching and Learning in Real Classrooms*. Columbus, OH: Pearson-Merrill-Prentice Hall.

Appendix A

Certificate of Academic Achievement (CAA) Options Advisory Committee Members

Linda Dobbs, Assistant Superintendent, ESD 189, Mt. Vernon, Washington

Deborah Gonzalez, Executive Director for Learning & Teaching, Puget Sound ESD, Highline, Washington

Gil Mendoza, Executive Director of Grants Management, Tacoma School District, Tacoma, Washington

Barbara Plake, Professor Emeritus, University of Nebraska-Lincoln

Joseph Ryan, Professor Emeritus, Arizona State University – West

Catherine Taylor, Associate Professor, University of Washington

Edward Wiley, Professor, University of Colorado-Boulder

Appendix B

National Technical Advisory Committee for Assessment

Patricia Almond, University of Oregon, Eugene, Oregon

Peter Behuniac, University of Connecticut, Hartford, Connecticut

Richard Duran, Professor, California State University, Santa Barbara, California

George Englehard, Professor, Emory University, Atlanta, Georgia

Robert Linn, Professor Emeritus, University of Colorado-Boulder, UCLA-CRESST

William Mehrens, Professor Emeritus, Michigan State University, East Lansing, Michigan

Edys Quelmalz, Associate Director of the Center for Technology in Learning, Stanford Research Institute International, Palo Alto, California.

Joseph Ryan, Professor Emeritus, Arizona State University – West

Catherine Taylor, Associate Professor, University of Washington

STATE BOARD OF EDUCATION

HEARING TYPE: X INITIAL CONSIDERATION

DATE: AUGUST 24, 2006

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

SERVICE UNIT: OSPI Assessment and Research

PRESENTER: Dr. Joe Willhoft, 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 INFORMATION/ACTION

DATE: AUGUST 24, 2006

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

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

PRESENTER: Mary Campbell
 Strategic Planning Consultant

BACKGROUND:

Based on the discussion and feedback from the July meeting, a subcommittee of the board -- working with the consultant and SBE staff --prepared the attached revised Strategic Plan for the board's review and approval. As you will note, significant changes were made from the version discussed at the meeting in July.

Version 16
DRAFT ELEMENTS OF A STRATEGIC PLAN FOR THE SBE
August 16, 2006

VISION

The State Board envisions a K-12 system that is accountable for the individual growth of every student, so that students are equipped to succeed in a competitive global economy and in life.

The K-12 system that we envision is one which:

- Provides all students with opportunities to learn
- Graduates students with the knowledge, skills and abilities needed to thrive in a dynamic environment
- Prepares all students for the workforce or for future studies
- Instills in students a love of learning
- Is accountable for its results as well as its use of resources
- Uses performance data as a means of guiding continuous improvement
- Puts the interest of the students first in developing policy
- Provides and supports quality teaching and counseling at all levels
- Provides the resources necessary to support learning and teaching
- Is nimble and innovative, focused on supporting learning at all grade levels

GOALS for the K-12 SYSTEM AS A WHOLE:

To achieve this vision for the K-12 system, there are four areas on which all components of the system - SBE, as well as OSPI, PESB, schools, districts, teachers, administrators and staff - must focus:

GOAL 1. Improve **student achievement** in both cognitive and affective dimensions.

This means that the system must focus on improving students' academic growth and preparation for learning and work beyond high school. All students, regardless of demographic group, should leave the system with ample preparation for life, work and life-long learning. Some of the ways we will measure our progress toward this goal are:

- Percent of students reading at grade level standard as measured by the WASL
- Percent of students meeting math at grade level standards as measured by the WASL
- Percent of students meeting science at grade level standards as measured by the WASL
- Percent of high school students' with individualized high school and beyond plans
- Percent of students graduating from high school
- *Placeholder for some measures of student achievement in art, science, etc.*

To ensure that all students have equal opportunity to learn, we will disaggregate these measures by grade level and demographic group, and use that information to determine progress in closing the achievement gap between demographic groups.

GOAL 2. Improve the **accountability** for results, as well as accountability for making best use of resources. To meet this goal, we must clearly establish performance expectations and standards for all organizations within K-12 – OSPI, PESB, schools, districts, teachers, etc. The state board will have oversight responsibility, and all parties will use data intentionally to judge the progress of students and the effectiveness of each part of the system. We will measure progress toward this goal by:

- Existence of agreed upon standards for all members of the system (SBE, OSPI, PESB, school boards, schools, districts, teachers)
- Percent of schools meeting improvement goals,
- Percent of schools needing intervention or focused assistance
- Retention rate for education professionals
- Alignment of resources with educational priorities (*this is a bit foggy, but we can put a placeholder here*)

GOAL 3. Improve **coordination** within the K-12 system, and between the early learning, K-12, and post-secondary systems, so that students experience a seamless transition within the K-12 system and from one system to another. Organizations within the K-12 system must work in concert with each other to ensure that students are supported grade to grade. Organizations in the larger P-20 system must work together to leverage resources and support students through transitions. We will measure progress toward this goal by:

- Increase in percent of students entering K-12 who are kindergarten ready (*need a measure for this*)
- Attendance rate in elementary, middle and high school
- Decrease in percent of students dropping out at 9th, 10th, 11th and 12th grade
- Increase in percent of students who go on to college or career technical training
- Decrease in percent of students requiring remedial work on college entrance

GOAL 4. Improve the **quality of education** provided to our students. To equip our students to succeed in a dynamic world economy, they need more than the “Basic education” that sufficed in the 1970’s. Our education resources must be invested in the curriculum, methodology and teacher preparation that provides students with the skills and abilities that are essential to the 21st-century – we must redefine ‘basic’ education to that end. We will measure progress toward this goal by:

- Percent of teachers with a major in their primary teaching area
- Average hours of art, music, social studies, studied per student per week
- Percent of education professionals meeting development goals for the year.”

These are ambitious goals, goals that must be shared by all participants in the K-12 system. The Board will be working with its K-12 partners to align our collective efforts with these goals.

BOARD MISSION

The State Board's role in the K-12 system is to lead the development of state policy, provide rigorous system oversight and advocate for student interests. This means that:

1. The Board holds all organizations in the system accountable for using the resources available to achieve the best results for students.
2. The Board advocates for the resources needed to prepare students for work, life and future learning in a global economy.
3. The Board convenes relevant stakeholders in developing policies to improve the effectiveness and accountability of the K-12 system

BOARD OBJECTIVES and ACTIVITIES

By July 31, 2009, the board intends to have met the following five objectives:

OBJECTIVE 1. Develop accountability mechanisms to improve the performance of the K-12 system. To do this, we must strengthen the linkage between the SBE and local school boards so that the SBE has clear authority over school districts, and local boards are more accountable to the SBE. Local districts must be able to see that the SBE supports them as they strive to meet their statutory obligations to students.
Measure of success: accountability system developed and in rule by June 30, 2009

The activities that the board will engage in to do this are:

- o Survey accountability systems in other states to identify effective practices in accountability
- o Engage the various organizations within the system in identifying necessary changes to the accountability system
- o Develop legislative packages to recommend necessary changes in the authorities granted to various entities in the K-12 system, so that oversight is authority is clearly established and understood across the system
- o Develop effective interventions to support struggling schools and districts
- o Develop incentive systems that recognize schools and districts with significant improvement in performance on standards and /or graduation rates
- o Coordinate the requirements of the state's approach to accountability with those of No Child Left Behind, and make necessary recommendations to the federal DOE.

OBJECTIVE 2. Recommend a new statutory definition of Basic Education that reflects the skill demands of the global economy, and the standards established in the new definition of Basic Education. Urge the Legislature to appropriate sufficient funding to support the new definition. Measure of success: funds appropriated for newly defined Basic Education per child.

To achieve this objective, the board will:

- Convene and lead the conversation to redefine basic education and associated graduation requirements.
- Engage legislators and other key stakeholders in support of the effort
- Develop and champion the legislative packages required to enact a new definition and provide adequate funding to put it in practice

OBJECTIVE 3. Target public and private resources on proven practices that will achieve the standards-based student achievement goals. Resources include human capital, facilities, classroom time. To make best use of the state resources, and resources provided by private funding, the board must ensure that resources are allocated to the strategies and practices that are most likely to ensure good student outcomes. Measure: the Board and its K-12 partners have information about where funding is going, and performance data on how effectively resources are being used.

To achieve this objective, the board will:

- Identify research and data needed to boost student achievement and provide adequate management feedback. Convene conversations across K-12 to develop and share that information
- Identify the factors, based on evidence, that contribute the most to student achievement (ex: teacher preparation, counseling, rigorous curriculum, etc.)
- Identify the strategies and activities that support those factors.
- Assess the level of funding currently allocated to each strategy, and a system for monitoring performance
- With stakeholders, develop an approach to resource allocation that ensures best use of available resources.
- Link information gleaned about best practices with the performance expectations in the accountability system – once a methodology is proven effective, the accountability process must support and reinforce its adoption across the system
- Build relationships with legislators to bring adequate funding to education
- Seek grant funding and other outside resources to gather evidence on effective practices, and pilot promising methodologies
- Enable the introduction of more innovative and personalized models for teaching
- *Note to education professionals – this one needs a lot more fleshing out,*

OBJECTIVE 4. Align K-12 organizations and their partners around educational methodologies and curriculum that are proven to improve student outcomes and transitions. Link the accountability system to the expectation that all K-12 partners will be using the methodologies and curriculum that are proven effective. Measure: K-12 partners are working collaboratively to address and implement effective strategies to improve student outcomes. Based on their role in K-12, partners will be aligning in different ways, but all must be seen to be moving in concert toward shared curriculum, better teaching, etc.

- Convene conversations across the P-20 continuum to develop and/or improve connections within K-12 and between K-1, Early Learning, Vocational Education and Higher Education
- Engage higher education in alignment of graduation requirements and college entrance requirements.

OBJECTIVE 5. The State Board – as a board - has higher visibility and credibility among stakeholders and the general public. The State Board needs the support of many constituencies outside of the K-12 system. To engage others in this effort and enlist their support, we must be able to articulate a clear, compelling, consistent vision. Measure: number of times that the board is referenced and sought as a spokesperson for education

- Develop a communication plan for the board
- Develop messaging and target audiences
- Carry out the communication plan

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/ACTION

DATE: AUGUST 24, 2006

SUBJECT: **DRAFT MATHEMATICS WORK PLAN**

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

PRESENTER: Bob Butts
 Former Interim Executive Director

BACKGROUND:

The attached draft work plan was prepared to provide a focus and a process for the State Board's efforts to develop policy recommendations for the Legislature regarding mathematics and to consider the State Board's mathematics graduation requirement. An earlier version was shared with the Executive Committee, and several minor changes were made after the meeting.

At the board meeting, State Board members will discuss the plan and decide whether or not to adopt it.

State Board of Education
**Mathematics Achievement
Work plan**

I. Goal:

Dramatically increase mathematics achievement by identifying short, medium, and longer-term actions that can be taken to improve mathematics instruction in Washington.

II. Major Questions:

- a. Do the mathematics Essential Academic Learning Requirements need more “focus”?
- b. What will take to get at least 90% of students in the classes of 2008/2009/2010 to the mathematics standard? What additional medium and longer-term actions need to be taken?
 - i. Major components/actions?
 - ii. Funding and implementation needs?
- c. Should the current two credit mathematics requirement be increased? Made more specific? Be enforced?
- d. How does the state also ensure that students have the mathematics required to get into college?
 - i. How do we better align expectations and assessments in K-12 and higher education?

III. Process:

- a. Establish a Mathematics Achievement Committee
 - i. Purpose
 1. Convene state-level decision-makers to develop policy recommendations and identify actions needed to improve mathematics instruction
 - ii. Membership
 1. State Board chair selects three State Board members and three state and/or nationally recognized educators
 2. Chair also requests appointees from OSPI, PESB, Governor’s Office, House/Senate Education Committees
 - iii. Meets four times, ½ days, between September and late-November
 1. Analyze current and proposed efforts
 2. Consult with nationally recognized experts in mathematics instruction
 3. Consider policy and instructional options
 - iv. Recommendations

1. Submits draft recommendations to full board at the October meeting and final recommendations to the board in November.
- b. At State Board meetings:
- i. August:
 1. School District representatives discuss what they are doing regarding mathematics instruction
 - ii. September:
 1. OSPI presents its mathematics improvement initiative
 - iii. October:
 1. Subcommittee makes draft recommendations
 - iv. November:
 1. Subcommittee makes final recommendations
 2. State Board agrees on recommendations to the Legislature
 - v. December:
 1. Recommendations presented to House and Senate Education Committees during December committee meetings

IV. Information Needs:

- a. Which schools/districts have been successful in helping students meet standards?
 - i. What actions have they taken?
- b. Why are students not meeting the standard? In which districts? In which schools? By demographic group?
- c. What actions need to be taken in the short, medium, and longer term at the state-level?
 - i. Investigate such things as:
 1. short list of instructional materials
 2. teacher preparation and qualifications
 3. how students sign-up for mathematics beginning in 6th and 7th grade
 4. professional development
 5. accountability
- d. What is the experience in other states when the assessment becomes a graduation requirement? How have other states managed the first few years?
- e. Other as determined by the committee

V. Staffing:

- a. Will need State Board staff to:
 - i. Coordinate the meetings
 - ii. Conduct the research
 - 1. Other states
 - 2. Data analysis

- b. Will also need to work with SPI staff
 - i. What will be needed to improve instruction, identify recommendations, budget requests, etc.

- c. Gates funds will be used to pay meeting expenses, out-of-state experts, State Board staffing

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/ACTION

DATE: AUGUST 23–24, 2006

SUBJECT: **APPROVAL OF PRIVATE SCHOOLS FOR 2006–07
SCHOOL YEAR**

SERVICE UNIT: Student Support and Operations
Marcia L. Riggers, Assistant Superintendent

PRESENTER: Marcia L. Riggers, Assistant Superintendent
Student Support and Operations

RECOMMENDATION:

The schools herein listed, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, be approved as private schools for the 2006–07 school year.

BACKGROUND:

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction (OSPI). The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations. A more complete description was provided to members of the Board in July and is attached for reference.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the homeschool community through an extension program subject to the provisions of RCW 28A.200. These students are counted for state purposes as private school students.



SUPERINTENDENT OF PUBLIC INSTRUCTION

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

July 26, 2006

TO: The State Board of Education
FROM: Marcia Riggers, Assistant Superintendent
Student Support and Operations
RE: Private School Approval

During the August meeting the State Board of Education will be asked to approve Private Schools for the 2006-07 school year. Recognizing that this process is new to many of the Board members, we are providing some background material that may answer questions of "why" and "for what purpose".

Annual approval of Private Schools has been a function of the State Board of Education since the early 70's. OSPI has the responsibility of submitting schools for approval based upon specific criteria. Some schools fail to meet the deadline for August approval and therefore a small number may appear on the October agenda. On average, 500 schools are approved each year with enrollment ranging from 1 to nearly 1500.

If members of the Board are comfortable with the recommendations of OSPI Private Education staff, this approval could be part of the Board's consent agenda. Questions or concerns regarding the RCW or WAC could be the subject of focus on a future Board agenda – perhaps in the context of functional review.

The State has provided the framework for Private Schools and their approval in RCW 28A.195.010 with specific requirements outlined in the remainder of the chapter and WAC 180.90 (Both attached).

The legislature hereby recognizes that private schools should be subject only to those minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements. The state, any agency or official thereof, shall not restrict or dictate any specific educational or other programs for private schools except as hereinafter in this section provided. RCW 28A.195.010

- The Office of Private Education verifies that the school:
 - Provides the correct number of instructional hours:
 - 450 hours for students in Kindergarten.
 - 1000 hours for students in Grades 1 through 12.
 - Has a minimum of one Washington State certificated teacher and that all other instructors hold the appropriate credentials to meet the state standards.
 - Maintains a ratio of 1 credentialed teacher to 25 students.
 - Providing a home extension program offers a minimum average each month of one contact hour per week with a Washington State certificated teacher for each extension student.
 - Has safeguards in place to protect permanent records
 - Facility is in compliance with health and fire safety standards.
 - Curriculum includes instruction in the basic skills of:
 - ✓ Occupational Education
 - ✓ Science
 - ✓ Mathematics
 - ✓ Language
 - ✓ Social Studies
 - ✓ History
 - ✓ Health
 - ✓ Reading
 - ✓ Writing
 - ✓ Spelling
 - ✓ Development of appreciation of art and music
 - In sufficient units to meet State Board of Education graduation requirements.
 - Maintains up-to-date policy statements that are readily available to parents/guardians and OSPI.
 - Does not engage in a policy of racial segregation or discrimination.
- Approval is granted annually and is completed electronically with an online application process.
- If an approved private school fails to meet the requirements of the law, the State Board of Education, at the request of OSPI, may rescind approval.
- Approval as a private school is prerequisite to participation in federal programs through the local school district.
- Students from approved private schools may participate part time in courses and ancillary services in the local school district.

In addition, the Private School Advisory Committee (PSAC), made up of private school representatives, meets three times per year to review, clarify, discuss, and propose policies and procedures related to private school approval and accreditation. The State Board Private School representative, Jack Schuster, is a member of PSAC.

Only approved Private Schools may apply for accreditation by a State Board of Education approved accrediting body.

Questions regarding the Private School approval process may be addressed to Kristen Smith at (360)-725-6433, TTY (360)-664-3631, ksmith@ospi.wednet.edu or Marcia Riggers at (360)725-6175, TTY (360)664-3631, or mriggers@ospi.wednet.edu

Attachments

Chapter 28A.195 RCW
Chapter 180-90 WAC

**Chapter 180-90 WAC
PRIVATE SCHOOLS**

Last Update: 1/29/03

WAC SECTIONS

180-90-105 Purpose and authority.

180-90-112 Definitions.

180-90-130 Approval -- Annual certification -- Adverse findings.

180-90-139 Approval action by SBE.

180-90-141 Loss of private school approval.

180-90-145 Approval -- Annual certification and initial application -- Exception.

180-90-150 Appeals.

180-90-160 Minimum standards and certificate form.

DISPOSITIONS OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

180-90-010 Approval of private and/or parochial schools -- Authority for rules -- Scope. [Order 3-72, § 180-90-010, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.

180-90-015 Approval of private and/or parochial schools -- Intent. [Order 3-72, § 180-90-015, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.

180-90-020 Approval of private and/or parochial schools -- Definitions. [Order 3-72, § 180-90-020, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.

180-90-030 Approval of private and/or parochial schools -- Standards for purposes of approval. [Order 3-72, § 180-90-030, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.

180-90-040 Approval of private and/or parochial schools -- Annual certification. [Order 3-72, § 180-90-040, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.

180-90-050 Approval of private and/or parochial schools -- Discrimination -- Race. [Order 3-72, § 180-90-050, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.

180-90-060 Approval of private and/or parochial schools -- Application and approval procedure -- Administration. [Order 3-72, § 180-90-060, filed 6/27/72.] Repealed by Order 1-75, filed 2/4/75.

180-90-110 Purpose. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-110, filed 12/2/85; Order 2-77, § 180-90-110, filed 3/24/77; Order 1-75, § 180-90-110, filed 2/4/75.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.

180-90-115 Definition -- Private school. [Statutory Authority: RCW 28A.305.130(6), 28A.195.040 and 1996 c 83. 96-15-099, § 180-90-115, filed 7/22/96, effective 8/22/96. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-115, filed 12/2/85.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.

180-90-119 Definition -- Reasonable health and fire safety requirements. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-119, filed 12/2/85.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.

180-90-120 Definitions -- Deviations. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-120, filed 12/2/85. Statutory Authority: RCW 28A.02.201 et seq. and 28A.04.120(4). 78-06-064 (Order 9-78), § 180-90-120, filed 5/25/78; Order 2-77, § 180-90-120, filed 3/24/77; Order 1-75, § 180-90-120, filed 2/4/75.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.

180-90-123 Definition -- Total program hour offering. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-123, filed 12/2/85.] Repealed by 03-04-053, filed 1/29/03, effective

3/1/03. Statutory Authority: RCW 28A.195.040.

- 180-90-125 Definitions -- Exceptional case, unusual competence, and general supervision. [Statutory Authority: RCW 28A.305.130(6), 28A.195.040 and 1996 c 83. 96-15-099, § 180-90-125, filed 7/22/96, effective 8/22/96. Statutory Authority: 1990 c 33. 90-17-009, § 180-90-125, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.02.204 [28A.02.240]. 87-09-039 (Order 7-87), § 180-90-125, filed 4/14/87.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-133 SPI report to SBE -- No adverse findings. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-133, filed 12/2/85.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-135 SPI adverse findings -- Report to private school. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-135, filed 12/2/85.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-137 SPI report to SBE -- Adverse findings. [Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-137, filed 12/2/85.] Repealed by 03-04-053, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.195.040.
- 180-90-140 Initial application for approval. [Statutory Authority: RCW 28A.04.120(4). 82-04-004 (Order 3-82), § 180-90-140, filed 1/21/82; Order 2-77, § 180-90-140, filed 3/24/77; Order 1-76, § 180-90-140, filed 2/3/76; Order 1-75, § 180-90-140, filed 2/4/75.] Repealed by 85-24-056 (Order 23-85), filed 12/2/85. Statutory Authority: RCW 28A.02.240.

WAC 180-90-105 Purpose and authority. (1) The purpose of this chapter is to establish the procedures and conditions governing the approval of private schools by the state board of education and rescission of such approval.

(2) The authority for this chapter is RCW 28A.195.040 which authorizes the state board of education to promulgate rules and regulations for the approval of private schools for the purpose of implementing RCW 28A.225.010.

[Statutory Authority: RCW 28A.195.040. 03-04-053, § 180-90-105, filed 1/29/03, effective 3/1/03. Statutory Authority: 1990 c 33. 90-17-009, § 180-90-105, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-105, filed 12/2/85.]

WAC 180-90-112 Definitions. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Approved private school" means a nonpublic school or nonpublic school district conducting a program consisting of kindergartien and at least grade one, or a program consisting of any or all of grades one through twelve which has been approved by the state board of education in accordance with the minimum standards for approval as prescribed in this chapter.

(2)(a) "Reasonable health requirements" means those standards contained in chapter 248-64 WAC as adopted by the state board of health.

(b) "Reasonable fire safety requirements" means those standards adopted by the state fire marshal pursuant to chapter 48.48 RCW.

(3)(a) "Minor deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel, and which does not raise a question as to the ability of the school to provide an educational program which is in substantial compliance with the minimum standards set forth in WAC 180-90-160, and which, therefore, does not preclude the granting of full approval.

(b) "Major deviation" means a variance from the standards established by these

regulations which represents little or no threat to the health or safety of students and school personnel but raises a question as to the ability of the school to provide an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160, but is not so serious as to constitute an unacceptable deviation.

(c) "Unacceptable deviation" means a variance from the standards established by these regulations which either:

(i) Constitutes a serious, imminent threat to the health or safety of students or school personnel; or

(ii) Demonstrates that the school is not capable of providing an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160.

(4) "Total instructional hour offering" means those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school staff, as directed by the administration and board of directors, inclusive of intermissions for class changes, recess and teacher/parent-guardian conferences which are planned and scheduled by the approved private school for the purpose of discussing students' educational needs for progress, and exclusive of time actually spent for meals.

(5)(a) "Non-Washington state certificated teacher" means a person who has:

(i) A K-12 teaching certificate from a nationally accredited preparation program, other than Washington state, recognized by the U.S. Department of Education; or

(ii) A minimum of forty-five quarter credits beyond the baccalaureate degree with a minimum of forty-five quarter credits in courses in the subject matter to be taught or in courses closely related to the subject matter to be taught; or

(iii) A minimum of three calendar years of experience in a specialized field. For purposes of this subsection the term "specialized field" means a specialized area of the curriculum where skill or talent is applied and where entry into an occupation in such field generally does not require a baccalaureate degree, including, but not limited to, the fields of art, drama, dance, music, physical education, and career and technical or occupational education.

(b) "Exceptional case" means that a circumstance exists within a private school in which:

(i) The educational program offered by the private school will be significantly improved with the employment of a non-Washington state certificated teacher. Each teacher not holding a valid Washington state certificate shall have experience or academic preparation appropriate to K-12 instruction and consistent with the school's mission. Such experience or academic preparation shall be consistent with the provisions of (c) of this subsection; and

(ii) The school which employs a non-Washington state certificated teacher or teachers pursuant to this subsection employs at least one person certified pursuant to rules of the state board of education and (c) of this subsection to every twenty-five FTE students enrolled in grades kindergarten through twelve. The school will report the academic preparations and experience of each teacher providing K-12 instruction; and

(iii) The non-Washington state certificated teacher of the private school, employed pursuant to this section and as verified by the private school, meets the age, good moral character, and personal fitness requirements of WAC 180-79A-150 (1) and (2), has not had his or her teacher's certificate revoked by any state or foreign country. (WAC 180-79A-155 (5)(a).)

(c) "Unusual competence": As applied to an exceptional case wherein the educational program as specified in RCW 28A.195.010 and WAC 180-90-160(7) will be significantly improved with the employment of a non-Washington state certificated teacher as defined in (a) of this subsection.

(d) "General supervision" means that a Washington state certificated teacher or administrator shall be generally available at the school site to observe and advise the teacher employed under provision of (c) of this subsection and shall evaluate pursuant to policies of the private school.

[Statutory Authority: RCW 28A.195.040. 03-04-053, § 180-90-112, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-112, filed 12/2/85.]

WAC 180-90-130 Approval -- Annual certification -- Adverse findings. (1) At least ninety days prior to the commencement of the annual school term or period, the chief administrator of each private school shall file with the superintendent of public instruction, in accordance with procedures established by the superintendent of public instruction, a certificate of compliance in the form and substance set forth in WAC 180-90-160.

(2) The superintendent of public instruction shall review each certificate. The review shall be completed within thirty days after receipt of a completed application.

(3) If the superintendent of public instruction finds no minor, major, or unacceptable deviations, the superintendent of public instruction shall so notify the private school and shall recommend full approval of the private school to the state board of education.

(4) If the superintendent of public instruction finds deviation, the private school shall be notified in writing of any minor, major, or unacceptable deviations.

(5) If the superintendent of public instruction finds minor, major, or unacceptable deviations, the superintendent of public instruction shall not transmit the recommendation regarding approval status to the state board of education until the private school submits a narrative report indicating agreement or not with the findings of the superintendent of public instruction and any proposed remedial action to address the reported deviations. Upon receipt of the narrative report, the superintendent of public instruction shall transmit the recommendation and the narrative report to the state board of education.

[Statutory Authority: RCW 28A.195.040. 03-04-053, § 180-90-130, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-130, filed 12/2/85. Statutory Authority: RCW 28A.04.120(4). 82-04-004 (Order 3-82), § 180-90-130, filed 1/21/82; Order 2-77, § 180-90-130, filed 3/24/77; Order 1-75, § 180-90-130, filed 2/4/75.]

WAC 180-90-139 Approval action by SBE. The state board of education shall take one of the following actions:

(1) If no deviations are found, the state board of education shall grant full approval.

(2) If minor deviations are found and the private school acknowledges the existence of such deviations and indicates an intent to correct such deviations in its narrative response, the state board of education shall grant full approval.

(3) If major deviations are found and the private school in its narrative report assures compliance by the commencement of the annual school term, the state board of education shall grant full approval.

(4) If major deviations are found and the private school in its narrative report, supplemented by direct testimony to the state board of education, demonstrates it is not practical to correct such major deviations prior to the commencement of the annual

school term but establishes to the satisfaction of the state board of education its commitment to correct such deviation as soon as is practical, the state board of education shall grant such private school provisional approval for the period of time the state board of education determines is necessary to correct the major deviation but no longer than one year.

(5) If unacceptable deviations are found or if the private school fails to comply with corrective conditions within subsection (2), (3), or (4) of this section for minor or major deviations, state board of education approval shall be denied.

[Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-139, filed 12/

WAC 180-90-141 Loss of private school approval.

(1) The superintendent of public instruction is authorized to rescind approval of a private school for one or more of the following reasons:

(a) Failure to have students enrolled for any six consecutive calendar months or failure to provide evidence of student enrollment upon request of the superintendent of public instruction for the said period of time.

(b) Failure to provide verification that the approved private school teaching staff meet the provision of WAC 180-90-112 (5)(b)(ii).

(c) Failure to provide verification that the physical facilities of the school meet the health and fire safety standards.

(2) The superintendent of public instruction shall notify the state board of education of decisions to rescind approval.

[Statutory Authority: RCW 28A.195.040. 03-04-053, § 180-90-141, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.02.204 [28A.02.240]. 87-09-039 (Order 7-87), § 180-90-141, filed 4/14/87.]

WAC 180-90-145 Approval -- Annual certification and initial application --

Exception. Any private school which is unable to file its application at least 90 days prior to the commencement of the annual school term or period may in any event request that the superintendent of public instruction to review the application and that the superintendent's findings and recommendations be submitted to the state board of education. This request shall be granted if the superintendent finds that the private school was not sufficiently developed prior to the 90 day time period to enable it to comply with that requirement. The superintendent of public instruction shall have the discretion to grant the request in other exceptional circumstances. If said request is granted, the review shall be completed within thirty days and the findings and recommendations presented to the state board of education.

[Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-145, filed 12/2/85; Order 2-77, § 180-90-145, filed 3/24/77.]

WAC 180-90-150 Appeals. Pursuant to RCW 28A.195.030 any private school may appeal the actions of the superintendent of public instruction or state board of education as provided in chapter 34.05 RCW and chapter 180-08 WAC.

[Statutory Authority: 1990 c 33. 90-17-009, § 180-90-150, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-150, filed 12/2/85; Order 2-77, § 180-90-150, filed 3/24/77; Order 1-75, § 180-90-150, filed 2/4/75.]

WAC 180-90-160 Minimum standards and certificate form. The annual certificate

required by WAC 180-90-130 shall be in substantial compliance with the form and substance of the following:

CERTIFICATE OF COMPLIANCE

WITH STATE STANDARDS

ESD/County/Public

School District

Private School/

District Address

I,, do hereby certify that I am the principal or chief administrator of the above named school; that said school is located at the address listed above, and conducts grades through with a projected enrollment of ; and that said school is scheduled to meet throughout the school year, the following standards with the exception only of such deviations, if any, as are set forth in an attachment to this certificate of compliance

or

I,, do hereby certify that I am the superintendent of the above named private school district; and that the private schools under my jurisdiction are scheduled to meet throughout the school year, the following standards with the exception only of such deviations as are set forth in an attachment to this certificate of compliance; and that a list of such schools, including the grades conducted and the projected enrollment for each school, accompanies this certificate:

Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in 1-12.

(1) The minimum school year for instructional purposes consists of no less than 180 school days or the equivalent in annual minimum instructional hour offerings as prescribed in RCW 28A.150.220.

(2) On each school day, pupils enrolled in the school are provided the opportunity to be engaged in educational activity planned by and under the direction of the staff, as directed by the administration and/or governing board; and that pupils are provided a total instructional hour offering as prescribed in RCW 28A.150.220 except that the percentages for basic skills, work skills, and optional subjects and activities prescribed in RCW 28A.150.220 do not apply to private schools and that the total instructional hour offering, except as otherwise specifically provided in RCW 28A.150.220, made available is at least:

(a) 450 hours for students in kindergarten.

(b) 1000 hours for students in grades one through twelve.

(3) All classroom teachers hold appropriate Washington State certification except for:

(a) Teachers for religious courses or courses for which no counterpart exists in the public schools: Provided, That a religious course is a course of study separate from the courses of study defined in RCW 28A.195.010 including occupational education, science,

mathematics, language, social studies, history, health, reading, writing, spelling, and the development of the appreciation of art and music all in sufficient units for meeting state board of education graduation requirements; and/or

(b) A person of unusual competence who is not certified but who will teach students in an exceptional case under the general supervision of a Washington state certificated teacher or administrator pursuant to WAC 180-90-112. The non-Washington state certificated teacher, the Washington state certificated person who will supervise, and the exceptional circumstances are listed on the addendum to this certificate: Provided, That if a non-Washington state certificated teacher is employed subsequent to the filing of this certificate, this same information shall be forwarded to the superintendent of public instruction within thirty days from the date of employment.

(4) If the school operates an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody, the extension program meets the following requirements:

(a) The parent, guardian, or custodian is supervised by a person certified under chapter 28A.410 RCW and who is employed by the school;

(b) The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with this subsection and subsections (1), (2), (5), (6), and (7) of this section;

(c) The certified person spends a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the extension program;

(d) Each student's progress is evaluated by the certified person; and

(e) The certified person does not supervise more than thirty students enrolled in the approved private school's extension program.

(5) Measures have been taken to safeguard all permanent records against loss or damage through either the storage of such records in fire-resistant containers or facilities, or the retention of duplicates in a separate and distinct area;

(6) The physical facilities of the school are adequate to meet the program offered, and all school facilities and practices are in substantial compliance with reasonable health and fire safety standards, as substantiated by current inspection reports of appropriate health and fire safety officials which are on file in the chief administrator's office;

(7) The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth in chapter 180-51 WAC;

(8) The school or its organized district maintains up-to-date policy statements related to the administration and operation of the school or district;

(9) The school does not engage in a policy of racial segregation or discrimination;

(10) The governing authority of this private school or private school district has been apprised of the requirements of chapter 180-90 WAC relating to the minimum requirements for approval of private schools and such governing authority has further been apprised of all deviations from the rules and regulations of the state board of education and the standards contained in chapter 180-90 WAC. I have reported all such deviations herewith.

(11) Approval by the state board of education is contingent upon on-going compliance with the standards certified herein. The superintendent of public instruction shall be notified of any deviation from these standards which occurs after the action taken by the state board of education. Such notification shall be filed within thirty days of occurrence of the deviation.

(12) Failure to comply with the requirements of this chapter may result in the revocation of the approval of the private school and shall be considered in subsequent application for approval as a private school.

Dated this day of , 19. . .

.....
(signed)

.....
(title)

.....
(phone number)

[Statutory Authority: RCW 28A.195.040. 03-04-053, § 180-90-160, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.305.130(6), 28A.195.040 and 1996 c 83. 96-15-099, § 180-90-160, filed 7/22/96, effective 8/22/96. Statutory Authority: 1990 c 33. 90-17-009, § 180-90-160, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.02.240. 89-01-038 (Order 23-88), § 180-90-160, filed 12/14/88; 87-09-039 (Order 7-87), § 180-90-160, filed 4/14/87. Statutory Authority: RCW 28A.02.240. 85-24-056 (Order 23-85), § 180-90-160, filed 12/2/85. Statutory Authority: RCW 28A.04.120(4). 82-04-004 (Order 3-82), § 180-90-160, filed 1/21/82. Statutory Authority: RCW 28A.02.201 et seq. and 28A.04.120(4). 78-06-064 (Order 9-78), § 180-90-160, filed 5/25/78; Order 2-77, § 180-90-160, filed 3/24/77; Order 1-76, § 180-90-160, filed 2/3/76; Order 1-75, § 180-90-160, filed 2/4/75.]

**Chapter 28A.195 RCW
PRIVATE SCHOOLS**

RCW SECTIONS

28A.195.010 Private schools -- Exemption from high school assessment requirements -- Extension programs for parents to teach children in their custody.

28A.195.020 Private schools -- Rights recognized.

28A.195.030 Private schools -- Actions appealable under Administrative Procedure Act.

28A.195.040 Private schools -- Board rules for enforcement -- Racial segregation or discrimination prohibited.

28A.195.050 Private school advisory committee.

28A.195.060 Private schools must report attendance.

28A.195.070 Official transcript withholding -- Transmittal of information.

28A.195.080 Record checks -- Findings -- Authority to require.

RCW 28A.195.010

Private schools -- Exemption from high school assessment requirements -- Extension programs for parents to teach children in their custody.

The legislature hereby recognizes that private schools should be subject only to those minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements. The state, any agency or official thereof, shall not restrict or dictate any specific educational or other programs for private schools except as hereinafter in this section provided.

Principals of private schools or superintendents of private school districts shall file each year with the state superintendent of public instruction a statement certifying that the minimum requirements hereinafter set forth are being met, noting any deviations. After review of the statement, the state superintendent will notify schools or school districts of those deviations which must be corrected. In case of major deviations, the school or school district may request and the state board of education may grant provisional status for one year in order that the school or school district may take action to meet the requirements. The state board of education shall not require private school students to meet the student learning goals, obtain a certificate of academic achievement, or a certificate of individual achievement to graduate from high school, to master the essential academic learning requirements, or to be assessed pursuant to RCW 28A.655.061. However, private schools may choose, on a voluntary basis, to have their students master these essential academic learning requirements, take the assessments, and obtain a certificate of academic achievement or a certificate of individual achievement. Minimum requirements shall be as follows:

(1) The minimum school year for instructional purposes shall consist of no less than one hundred eighty school days or the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220.

(2) The school day shall be the same as that required in RCW 28A.150.030 and 28A.150.220, except that the percentages of total program hour offerings as prescribed in

RCW 28A.150.220 for basic skills, work skills, and optional subjects and activities shall not apply to private schools or private sectarian schools.

(3) All classroom teachers shall hold appropriate Washington state certification except as follows:

(a) Teachers for religious courses or courses for which no counterpart exists in public schools shall not be required to obtain a state certificate to teach those courses.

(b) In exceptional cases, people of unusual competence but without certification may teach students so long as a certified person exercises general supervision. Annual written statements shall be submitted to the office of the superintendent of public instruction reporting and explaining such circumstances.

(4) An approved private school may operate an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody. The extension program shall require at a minimum that:

(a) The parent, guardian, or custodian be under the supervision of an employee of the approved private school who is certified under chapter 28A.410 RCW;

(b) The planning by the certified person and the parent, guardian, or person having legal custody include objectives consistent with this subsection and subsections (1), (2), (5), (6), and (7) of this section;

(c) The certified person spend a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the approved private school extension program;

(d) Each student's progress be evaluated by the certified person; and

(e) The certified employee shall not supervise more than thirty students enrolled in the approved private school's extension program.

(5) Appropriate measures shall be taken to safeguard all permanent records against loss or damage.

(6) The physical facilities of the school or district shall be adequate to meet the program offered by the school or district: PROVIDED, That each school building shall meet reasonable health and fire safety requirements. A residential dwelling of the parent, guardian, or custodian shall be deemed to be an adequate physical facility when a parent, guardian, or person having legal custody is instructing his or her child under subsection (4) of this section.

(7) Private school curriculum shall include instruction of the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music, all in sufficient units for meeting state board of education graduation requirements.

(8) Each school or school district shall be required to maintain up-to-date policy statements related to the administration and operation of the school or school district.

All decisions of policy, philosophy, selection of books, teaching material, curriculum, except as in subsection (7) of this section provided, school rules and administration, or other matters not specifically referred to in this section, shall be the responsibility of the administration and administrators of the particular private school involved.

[2004 c 19 § 106; 1993 c 336 § 1101; (1992 c 141 § 505 repealed by 1993 c 336 § 1102); 1990 c 33 § 176. Prior: 1985 c 441 § 4; 1985 c 16 § 1; 1983 c 56 § 1; 1977 ex.s. c 359 § 9; 1975 1st ex.s. c 275 § 71; 1974 ex.s. c 92 § 2. Formerly RCW 28A.02.201.]

NOTES: Part headings and captions not law -- Severability -- Effective date -- 2004 c 19: See notes following RCW 28A.655.061.

Findings -- Intent -- Part headings not law -- 1993 c 336: See notes following RCW 28A.150.210.

Findings -- 1993 c 336: See note following RCW 28A.150.210.

Findings -- Part headings -- Severability -- 1992 c 141: See notes following RCW 28A.410.040.

Severability -- 1985 c 441: See note following RCW 28A.225.010.

Severability -- 1983 c 56: "If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1983 c 56 § 18.]

Effective date -- Severability -- 1977 ex.s. c 359: See notes following RCW 28A.150.200.

Authorization for private school students to ride buses -- Conditions: RCW 28A.160.020.

Basic Education Act, RCW 28A.195.010 as part of: RCW 28A.150.200.

Commencement exercises -- Lip reading instruction -- Joint purchasing, including issuing interest bearing warrants -- Budgets: RCW 28A.320.080.

Home-based instruction: RCW 28A.200.010.

Immunization program, private schools as affecting: RCW 28A.210.060 through 28A.210.170.

Part-time students -- Defined -- Enrollment in public schools authorized: RCW 28A.150.350.

Real property -- Sale -- Notice of and hearing on -- Appraisal required -- Broker or real estate appraiser services -- Real estate sales contracts, limitation: RCW 28A.335.120.

Surplus school property, rental, lease or use of -- Authorized -- Limitations: RCW 28A.335.040.

Surplus texts and other educational aids, notice of availability -- Student priority as to texts: RCW 28A.335.180

RCW 28A.195.020

Private schools -- Rights recognized.

The state recognizes the following rights of every private school:

(1) To teach their religious beliefs and doctrines, if any; to pray in class and in assemblies; to teach patriotism including requiring students to salute the flag of the United States if that be the custom of the particular private school.

(2) To require that there shall be on file the written consent of parents or guardians of students prior to the administration of any psychological test or the conduct of any type of group therapy.

[1974 ex.s. c 92 § 3; 1971 ex.s. c 215 § 5. Formerly RCW 28A.02.220.]

NOTES: Severability -- 1971 ex.s. c 215: "If any provision of this 1971 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1971 ex.s. c 215 § 8.]

RCW 28A.195.030

Private schools -- Actions appealable under Administrative Procedure Act.

Any private school may appeal the actions of the state superintendent of public instruction or state board of education as provided in chapter 34.05 RCW.

[1974 ex.s. c 92 § 4; 1971 ex.s. c 215 § 6. Formerly RCW 28A.02.230.]

RCW 28A.195.040

Private schools -- Board rules for enforcement -- Racial segregation or discrimination prohibited.

The state board of education shall promulgate rules and regulations for the enforcement of RCW 28A.195.010 through 28A.195.040, 28A.225.010, and 28A.305.130, including a provision which denies approval to any school engaging in a policy of racial segregation or discrimination.

[1990 c 33 § 177; 1983 c 3 § 29; 1974 ex.s. c 92 § 5; 1971 ex.s. c 215 § 7. Formerly RCW 28A.02.240.]

RCW 28A.195.050

Private school advisory committee.

The superintendent of public instruction is hereby directed to appoint a private school advisory committee that is broadly representative of educators, legislators, and various private school groups in the state of Washington.

[1984 c 40 § 1; 1974 ex.s. c 92 § 6. Formerly RCW 28A.02.250.]

NOTES:

Severability -- 1984 c 40: "If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1984 c 40 § 17.]

RCW 28A.195.060

Private schools must report attendance.

It shall be the duty of the administrative or executive authority of every private school in this state to report to the educational service district superintendent on or before the thirtieth day of June in each year, on a form to be furnished, such information as may be required by the superintendent of public instruction, to make complete the records of education work pertaining to all children residing within the state.

[1975 1st ex.s. c 275 § 70; 1969 ex.s. c 176 § 111; 1969 ex.s. c 223 § 28A.48.055. Prior: 1933 c 28 § 14; 1913 c 158 § 1; 1909 c 97 p 313 § 6; RRS § 4876. Formerly RCW 28A.48.055, 28.48.055, 28.27.020.]

NOTES:

Rights preserved -- Severability -- 1969 ex.s. c 176: See notes following RCW 28A.310.010.

RCW 28A.195.070

Official transcript withholding -- Transmittal of information.

If a student who previously attended an approved private school enrolls in a public school but has not paid tuition, fees, or fines at the approved private school, the approved private school may withhold the student's official transcript, but shall transmit information to the

public school about the student's academic performance, special placement, immunization records, and records of disciplinary action.

[1997 c 266 § 5.]

NOTES:

Findings -- Intent -- Severability -- 1997 c 266: See notes following RCW 28A.600.455.

RCW 28A.195.080

Record checks -- Findings -- Authority to require.

(1) The legislature finds additional safeguards are necessary to ensure safety of school children attending private schools in the state of Washington. Private schools approved under this chapter are authorized to require that employees who have regularly scheduled unsupervised access to children, whether current employees on May 5, 1999, or applicants for employment on or after May 5, 1999, undergo a record check through the Washington state patrol criminal identification system under RCW 43.43.830 through 43.43.838, 10.97.030, and 10.97.050 and through the federal bureau of investigation. The record check shall include a fingerprint check using a complete Washington state criminal identification fingerprint card. Employees or applicants for employment who have completed a record check in accordance with RCW 28A.410.010 shall not be required to undergo a record check under this section. The superintendent of public instruction shall provide a copy of the record report to the employee or applicant. If an employee or applicant has undergone a record check as authorized under this section, additional record checks shall not be required unless required by other provisions of law.

(2) The approved private school, the employee, or the applicant shall pay the costs associated with the record check authorized in this section.

(3) Applicants may be employed on a conditional basis pending completion of the investigation. If the employee or applicant has had a record check within the previous two years, the approved private school or contractor may waive any record check required by the approved private school under subsection (1) of this section.

[1999 c 187 § 1.]

NOTES:

Effective date -- 1999 c 187: "This act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately [May 5, 1999]." [1999 c 187 § 2.]

Your application has been accepted! You can print it for your records by clicking the "Print Friendly" button.

Complete by Thursday, August 10, 2006

School Information

School Name: * Bellarmine Preparatory Sch

Public School District Name:

Chief Administrator's Name: Christopher J. Gavin

Location Information

Address Line 1: * 2300 S Washington St

City: * Tacoma

Zip Code: * 98405-1399

Phone Number: * 253.752.7701
(123.123.1234)

Email Address: * gavinc@bellarmineprep.org

Address Line 2:

State: * Washington

Country: * United States of America

Fax: 253.756.3887
(123.123.1234)

Web Site Address: www.bellarminerep.org

Mailing Information

Address Line 1: 2300 S Washington ST

City: Tacoma

Zip Code: 98405-1399

Address Line 2:

State: Washington

Country: United States of America

School Additional Information

Please, check all the appropriate areas. This school:

- Offers child care
 For profit
 Offers a special education program
 Offers preschool
 Offers a gifted program
 Is a residential school
 Is nonprofit

School Compliance Statement

Please, fill in the appropriate information:

I, **Christopher J. Gavin**, do hereby certify that I am the principal or chief administrator of the above-named school; that said school is located at the address listed above and conducts Grades **9** through **12**. Projected enrollment for the **2006 - 2007** school year is preschool **0** Grades K-12 **1010**. This school is scheduled to meet throughout the **2006 - 2007** school year; and this school will meet all standards as stated in this document.

School Compliance Information

Please, check each number indicating compliance as appropriate. Fill in any additional information:

1. The above-named school was accredited on 12/14/2004 (mm/dd/yyyy) by Northwest Association of Accredited Schools. I understand I must provide a copy of the letter or certificate confirming the school's accreditation by the application due date and request that it be accepted in lieu of approval form SPI 1502.
2. The minimum school year for instructional purposes consists of no less than 180 school days or the equivalent in annual minimum instructional hour offerings as prescribed in WAC 180-90-112(4).
3. On each school day, pupils enrolled in the school are provided the opportunity to be engaged in educational activity planned by and under the direction of the staff, as directed by the administration and/or governing board, and that the total instructional hour offering, made available is at least:
 (a) 450 hours for students in Kindergarten.
 (b) 1,000 hours for students in Grades 1 through 12.
4. All classroom teachers hold appropriate Washington State certification or meet the definition of a non-Washington State certificated teacher in WAC 180-90-112(5)(a-d). The school maintains a ratio of one teacher to every twenty-five students.
5. Washington State Background Checks for School Staff
 (a) ALL classroom teachers
 will not have will have have
 a Washington State background check (check most appropriate).
 (b) ALL other staff who have regularly scheduled unsupervised access to children
 will not have will have have
 a Washington State background check (check most appropriate).
6. The school intends to operate an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody. The projected enrollment for the extension program is .
7. The extension program meets the following requirements:
 (a) The parent, guardian, or custodian is supervised by a person certified under chapter 28A.410 RCW who is employed by the school.
 (b) The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with this subsection and subsections (5), (6), and (8) on this certificate.
 (c) The certified person spends a minimum average each month of one contact hour per week with each student under his/her supervision who is enrolled in the extension program.
 (d) Each student's progress is evaluated by the certified person.
 (e) The certified person does not supervise more than 30 students enrolled in the approved private school's extension program.
8. Measures have been taken to safeguard all permanent records against loss or damage through either the storage of such records in fire-resistant containers or facilities or the

SAMPLE

retention of duplicates in a separate and distinct area.

9. Physical Facilities

(a) The physical facilities of the school are adequate to meet the program offered, and all school facilities and practices are in substantial compliance with reasonable health and fire safety standards, as substantiated by current inspection reports of appropriate health and fire safety officials which are on file in the chief administrator's office.

OR

(b) When a parent, guardian, or person having legal custody is instructing only his or her child under subsection (4) of this section a residential dwelling is deemed an adequate facility.

- 10.** The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting State Board of Education graduation requirements, as set forth in chapter 180-51 WAC. The school curriculum is available upon request.

WAC 180-51-100 authorizes the State Board of Education to grant annual exemptions from the high school credit definition, 150 hours of planned instructional activities, upon the request of a school which offers evidence that delineates content, time, or competency assessments which are substantially equivalent to the definition stated in WAC 180-51-050.

I am requesting an exemption from the high school credit definition and will submit below a copy of the school's written policy regarding the recognition and acceptance of earned credits. This policy should include the process, not tied to a specific number of hours, used to determine a student's satisfactory demonstration of clearly identified competencies that determine acceptance of a credit.

Enter the school policy here:

- 11.** The school or its organized district maintains up-to-date policy statements related to the administration and operation of the school or district and a copy is maintained on file and available for review upon request. A copy will be provided to all enrolled student families.
- 12.** The school does not engage in a policy of racial segregation or discrimination.
- 13.** The governing authority of this private school or private school district has been apprised of the requirements of chapter 180-90 WAC relating to the minimum requirements for approval of private schools and such governing authority has further been apprised of all deviations from the rules and regulations of the State Board of Education and the standards contained in chapter 180-90 WAC.
- 14.** The Superintendent of Public Instruction shall be notified in writing of any deviation from these standards which occurs after the action taken by the State Board of Education. Such notification shall be filed within 30 days of occurrence of the deviation.
- 15.** Approval by the State Board of Education is contingent upon on-going compliance with standards certified herein. We understand that failure to comply with the requirements of this chapter may result in the revocation of the approval of the private school by the State Board of Education and will be considered in subsequent application for approval as a private school.

Recordkeeper Information

Please, provide information on a person, responsible for recordkeeping according to WAC 180-85-205

Last Name: Conger

First Name: Priscilla

Title: Executive Secretary

Mailing Address: 2300 S. Washington St., Tacoma, WA 98405

Total Instructional Hour Offering

Please, provide information on instructional hour offering according to WAC 180-90-112(4)

"Total instructional hour offering" means those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school staff, as directed by the administration and board of directors, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences which are planned and scheduled by the approved private school for the purpose of discussing students' educational needs for progress, and exclusive of time actually spent for meals.

450 hours for students in kindergarten
 1,000 hours for students in Grades 1 through 12

	Kindergarten	Grades 1-12
Total minutes from start to end of school day:	0	385
Minutes spent at lunch time meal*:	0	45
Total days for 2006 - 2007 school year:	0	180
Total instructional hour offering per year:	0	1020

Calculate

*If less than 20 minutes, attach an explanation from the school administrator:

Inservice Approval (optional)

Please, provide information on instructional hour offering according to WAC 180-90-112(4)

If you would like to be approved as an inservice provider, please check this section.

Then print and complete the **Form 1140 (Inservice Approval and Recordkeeping)**, and mail it to:

**OSPI
Office of Private Education
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200**

By pressing the "Submit" button I certify that the above-named private school, organization, or district will comply with the continuing education program approval standards and required recordkeeping regulations, specified in Professional Certification Continuing Education Requirement, chapter 180-85 WAC, and that written records for each program standard will be maintained and be available for OSPI inspection for a period of seven calendar years from the date of each approved inservice program offered.

ATTENTION:
This information can only be entered once. Please make sure the information is completely accurate before you submit this report!

Submitted on Thursday, May 18, 2006

Calculate

**Private Schools
For
Approval
2006-07
School Year**

August 2006
**Office of Superintendent of Public
Instruction**

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Abbas Garden Academy Pat Brandon 101 E Lakeway Drive Shelton Washington 98584-9576 360-426-6551	P-12	0	25	10
Academic Institute Sherrill O'Shaughnessy 13400 NE 20th Suite 47 Bellevue Washington 98005-2023 425-401-6844	8-12	0	60	0
Academy NW/Family Academy Candice Childs 23420 Jordan Rd Arlington Washington 98223-9584 360-435-9423	K-12	0	5	350
Alcuin School Christine Williams 216 W Boston Seattle Washington 98119-2641 206-286-0771	P-1	6	4	
Alger Learning Center, Inc. John Lackey 121 Alder Drive Sedro Woolley Washington 98284 360-595-2630	K-12	0	10	35
All Saints School Stephen Morissette 504 2nd St SW Puyallup Washington 98371-5801 253-845-5025	3-8	0	230	
All Saints School Stephen Morissette 2323 54th Ave E Fife Washington 98424-1918 253-922-5360	P-2	36	144	
All Saints School Katherine Hicks 3510 E 18th Ave Spokane Washington 99223-3813 509-534-1098 ext. 215	P-8	65	390	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Alta Vista School Charles G Shores 245 4th Street Suite 303 Bremerton Washington 98337-1801 360-479-7438	7-12	0	25	
Amazing Grace Christian School David-Paul Zimmerman 10056 Renton Ave S Seattle Washington 98178-2255 206-723-5526	P-5	45	125	
American Academy Brent Davis 7834 SE 32nd St, Suite 204 Mercer Island Washington 98040 206-230-5672	P-12	1	1	15
America's Child Montessori Linda Kebely 14340 NE 21st Bellevue Washington 98007 425-641-5437	P-2	70	15	
Annie Wright School Sandi Hull 827 Tacoma Ave N Tacoma Washington 98403-2899 253-284-5420	P-12	30	415	
Anything Grows Schools Penny Chambers 100 East Maple Street Bellingham Washington 98225 360-527-2884	K-8	0	10	8
Arbor Schools Mary O'Brien 1107 228th Ave SE Sammamish Washington 98075-9509 425-392-3866	P-12	50	100	

**Private Schools To Be Approved
For
2006-07**

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Archbishop Thomas J. Murphy High School Kristine Brynildsen-Smith 12911 39th Avenue SE Everett Washington 98208-6159 425-379-6363	9-12	0	500	
Arlington Christian School Thomas Murray 2425 200th NE Arlington Washington 98223-3337 360-652-2988	P-12	12	125	
Assumption Catholic School Anne Brand 2116 Cornwall Ave Bellingham Washington 98225-3699 360-733-6133	P-8	44	358	
Assumption Grade School Michele Acock 2066 E Alder St Walla Walla Washington 99362-2699 509-525-9283	P-8	44	268	
Assumption School Sonia Flores-Davis 3618 W. Indian Trail Road Spokane Washington 99208 509-328-1115	P-8	20	210	
Assumption St. Bridget Bob Bollard 6220 32nd Ave NE Seattle Washington 98115-7233 206-524-7452	K-8	0	540	
Auburn Adventist Academy Lynn Fiedler 5000 Auburn Way S. Auburn Washington 98002-0000 253-939-5000	9-12	0	310	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Baker View Christian School Anthea Rippin 5353 Waschke Rd Bellingham Washington 98226-9612 360-384-8155	P-12	5	30	
Bayside Montessori Kate McSwain 1027 Samish Way Bellingham Washington 98229 360-650-9465	P-12	15	46	
Bellarmino Preparatory School Priscilla Conger 2300 S Washington St Tacoma Washington 98405-1399 253-752-7701	9-12	0	1010	
Bellevue Children's Academy Yuka Shimizu 14949 NE 40th St #150 Redmond Washington 98052 425-556-0791	P-8	0	180	30
Bellevue Christian Mack Elementary Judith A Fowler 18250 168th Place NE Woodinville Washington 98072-9616 425-454-4402	P-6	145	214	
Bellevue Christian School Judith A Fowler 1601 98th Ave NE Clyde Hill Washington 98004-3400 425-454-4402	7-12	0	518	
Bellevue Montessori School Jeannine Hanson 2411 112th Ave NE Bellevue Washington 98004-2048 425-454-7439	P-12	124	80	
Bellingham Christian School Bob Sampson 1600 E Sunset Drive Bellingham Washington 98226-5631 360-733-7303	P-12	22	135	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Bellingham Cooperative School/ Village School Heidi J Alford 2710 McKenzie Ave Bellingham Washington 98225-6940 360-733-1024	P-8	14	36	12
Bertschi School Susie Pitlick 2227 10th Ave E Seattle Washington 98102-4177 206-324-5476	P-5	16	206	
Bethany Lutheran Elementary Curtis Mantey 151 Tremont St W Port Orchard Washington 98366-3737 360-876-1300	P-8	25	55	
Bethlehem Lutheran School Daniel Schuldheisz 1409 S Garfield St Kennewick Washington 98337-4766 509-582-5624	P-8	44	120	
Billings Middle School Sally Ricker 7217 Woodlawn Ave NE Seattle Washington 98115-5335 206-547-4614	6-8	0	85	
Bishop Blanchet High School Kent Hickey 8200 Wallingford Ave N Seattle Washington 98103-4599 206-527-7711	9-12	0	1050	
Blue Mountain Christian School Mike Voth 203 S. 2nd Dayton Washington 99328 509-382-4014	P-8	2	17	
Brewster Adventist School Edwin Harlan 115 Valley Road Brewster Washington 98812-9512 509-689-3213	1-8	0	20	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Bright Water School Ann Stukenberg 1501 Tenth Ave E Seattle Washington 98102 206-624-6176	P-8	43	140	
Brighton School David Locke 6717 212th St SW Lynnwood Washington 98036-7325 425-672-4430	P-8	65	220	
Brooklake Christian School Cathy Guy 629 S 356th Street Federal Way Washington 98003-8651 253-838-7522	P-8	95	290	
Buena Vista SDA School Gregg Wahlstrom 3320 Academy Drive SE Auburn Washington 98092-7341 253-833-0718	P-8	10	230	
Burien SDA School Susan Keating 14237 Des Moines Way South Seattle Washington 98168-3743 206-246-8433	1-8	0	20	
Burley Christian School Dennis Myers 14687 Olympic Drive SE Port Orchard Washington 98367 253-857-6200	P-12	5	100	
Burlington Little School MaryAnn Ready 207 S Gardner Road Burlington Washington 98233 360-757-8257	P-6	35	12	
Calvary Academy Valerie Witt 268 Big Hanaford Rd Centralia Washington 98531-9113 360-736-1700	4-12	0	30	30

**Private Schools To Be Approved
For
2006-07**

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Calvary Christian School Robb Wallace 412 S Vancouver Kennewick Washington 99336-5107 509-737-9279	P-5	10	50	
Can Learn Academy Carli L. Robinson 600 W. Cora Ave. Spokane Washington 99209 509-624-3109	K-12	0	10	5
Carden Country School Christopher Harvey 6974 Island Center Rd NE Bainbridge Island Washington 98110 206-842-2721	K-12	0	40	3
Cascade Christian Academy Mark Witas 600 N Western Ave Wenatchee Washington 98801-1204 509-662-2723	P-12	50	160	
Cascade Christian School-Puyallup Elementary Donald Johnson 601 9th Ave SE Puyallup Washington 98372-3832 253-841-1776	P-6	0	419	
Cascade Christian Schools-Junior/Senior High School Donald Johnson 811 21st St SE Puyallup Washington 98372-4760 253-445-9706	7-12	0	505	
Cascade Christian Schools-Spanaway Elementary Donald Johnson 17408 36th Ave E Tacoma Washington 98446-0000 253-841-1776	P-8	75	228	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Cascade Christian Schools-Tacoma Elementary Donald Johnson 1819 E 72nd St Tacoma Washington 98404-5406 253-841-1776	P-6	26	103	
Cascade Independent High School Joel Black 1849 Marshall Ave Enumclaw Washington 98022-3106 360-825-0865	3-12	0	7	4
Cascadia Montessori School Marilyn Franklin 4239 162nd Ave NE Redmond Washington 98052-5469 425-881-2885	P-5	13	50	
Cascadia School David Drakos 10606 NE 14th St Vancouver Washington 98664-4304 360-944-8096	1-8	0	123	
Cataldo School Richard Pelkie 455 W 18th Ave Spokane Washington 99203-2099 509-624-8759	P-12	45	320	
Cedar Park Christian School Maggie Lackey 13000 21st Dr SE Everett Washington 98208-7103 425-337-6992	P-12	65	270	
Cedar Park Christian School Clinton Behrends 16300 112th Ave. NE Bothell Washington 98011 425-488-9778	P-12	80	1225	35

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Cedar Park Christian School Karen Norton 5373 S Maxwelton Rd Langley Washington 98260-9521 360-221-0919	P-12	5	32	
Cedar River Academy Kristie Lee Brame 20811 84th AVE South Suite 102 Kent Washington 98032 253-872-0707	P-3	25	25	
Cedar River Montessori School David Boneham 15828 SE Jones Rd Renton Washington 98058-8141 425-271-9614	P-6	30	48	
Cedar Springs Academy Marianna Richardson 24550 NE 80th St Redmond Washington 98053-8022 425-836-3621	1-8	0	5	5
Cedar Tree Montessori Kim Feerer 2224 Yew Street Bellingham Washington 98229-3944 360-714-1762	K-6	0	37	
Cedarbrook Adventist Christian Greg Reseck 461 Kennedy Road Port Hadlock Washington 98339-9719 360-385-4610	K-8	0	18	
Cedarhome Adventist Christian School Sherri Seibold 28505 68th Ave. NW Stanwood Washington 98292 360-629-5340	1-8	0	12	
Centralia Christian Denny Taylor 1315 South Tower Ave Centralia Washington 98531-2340 360-736-7657	P-12	24	190	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Chapel Christian Academy Joanne J Krepela 23515 Old Owen RD Monroe Washington 98272 360-794-7953	K-1	64	25	
Charles Wright Academy Hollie Erickson 7723 Chambers Creek Rd W University Place Washington 98467 253-620-8311	P-12	16	707	
Chelan Valley Independent School Karen Pennington 216 N Emerson Chelan Washington 98816-0000 509-682-2020	P-6	12	30	
Chestnut Hill Academy Christina Simonds 2610 116th Ave NE Bellevue Washington 98004-1422 425-576-1212	K-5	0	150	
Child School - New Heights School at Children's Institute Trina Westerlund 4030 86th Ave SE Mercer Island Washington 98040-4198 206-232-8680 ext. 201	P-12	5	49	
Children First Montessori Cindy DuVall 1547 Sheridan Rd. Bremerton Washington 98310 360-373-3429	P-3	18	40	
Childrens Academy Camille Cummings 318 5th Ave S Kent Washington 98032 253-852-4949	K-8	0	50	
Childrens Garden Montessori Kathleen Kehl 2440 Garlick Blvd Richland Washington 99354-1786 509-375-1638	1-2	0	24	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Children's School of Excellence Carey Miller 13411 Cedar Grove Lane SE Rainier Washington 98576-9558 360-446-1100	K-9	0	62	
Christ the King Academy DeAnna Henning 705 NE Lincoln Road Poulsbo Washington 98370-7512 360-779-9189	K-9	0	160	
Christ the King School Benjamin Harlow 1122 Long Ave Richland Washington 99354 509-946-6158	K-8	0	435	
Christ the King School Sheila Harrison 415 N 117th St Seattle Washington 98133-8609 206-364-6890	P-8	16	150	
Christa McAuliffe Academy Glen Blomgren 402 E Yakima Ave, Suite 1100 Yakima Washington 98901 509-575-4989	K-12	0	100	80
Christian Brotherhood Academy Ivory Crittendon 2136 S Martin Luther King Way Tacoma Washington 98405-3838 253-573-1899	P-5	30	30	
Christian Faith School Andi Ortega 21024 24th Ave S Seattle Washington 98198-5526 206-878-6036	P-12	60	500	20
Christian Heritage School Martin Klein 48009 Ida Ave E Edwall Washington 99008-8502 509-236-2224	K-12	0	105	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Christian Worship Center Elementary Judy A. Wangemann 204 Cheyne Rd. Zillah Washington 98953-0747 509-829-6965	P-12	22	53	1
Chrysalis School Karen Fogle 18720 142nd Ave NE Woodinville Washington 98072-0000 425-481-2228	9-12	0	250	10
Chrysalis School Karen Fogle 17005 140th Ave NE Woodinville Washington 98072-6902 425-481-2228	K-8	0	60	10
Columbia Adventist Academy Debbie Hendrickson 11100 NE 189th St Battle Ground Washington 98604-9496 360-687-3161	9-12	0	115	
Community Christian Academy Richard Graham 4706 Park Center Ave NE Lacey Washington 98516-5338 360-493-2223	K-8	60	185	
Concordia Lutheran School Paul Bethke 202 E 56th St Tacoma Washington 98404-1298 253-475-9513	P-8	20	350	
Concordia Lutheran School Fred Neidhold 7307 N. Nevada Spokane Washington 99208 509-327-4441	K-1	0	13	
Concordia Lutheran School Dave Meyer 7040 36th Avenue NE Seattle Washington 98115-5966 206-525-7407	P-8	35	37	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Cornerstone Christian Academy Christina Hilderbrand 1801 East 29th Ave Spokane Washington 99203 509-835-1235	P-12	40	135	
Cornerstone Christian School Otto Bouwman 8872 Northwood Rd. Lynden Washington 98264-9363 360-318-0663	P-12	0	115	
Cornerstone Christian School Cathy Pratt 5501 Wiggins Rd SE Olympia Washington 98501 360-923-0071	K-8	0	105	
Cornerstone Montessori Sherri Unser 15205 East 16th Avenue Veradale Washington 99037 509-921-1303	P-3	35	14	
Country Haven Academy William Dickerson 510 Country Haven Loop Pasco Washington 99301-8791 509-266-4422	K-12	0	20	
Country Montessori School Pamela Volz 23554 NE State Rte 3 Belfair Washington 98528 360-277-0739	P-1	7	10	
Countryside Montessori School Teresa Smith 13630 100th Ave NE Bldg 2 Kirkland Washington 98034-5200 425-823-2211	P-2	73	20	
Countryside School Phyllis Radu 12209 W Coulee Hite Rd Spokane Washington 99224-9315 509-466-8982	1-8	0	20	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Covenant Christian School Fred Hanko 9088 Northwood Road Lynden Washington 98264 360-354-5436	K-8	0	26	
Covenant High School Richard Hannula 620 S Shirley St Tacoma Washington 98465-2531 253-759-9570	9-12	0	104	
Crestview Christian School Deborah Joplin 1601 W Valley Rd. Moses Lake Washington 98837 509-765-4632	K-9	0	55	
Cypress Adventist School Eileen Richmond 21500 Cypress Way Lynnwood Washington 98036-7999 425-775-3578	P-8	10	80	
Dartmoor School Doris Bower 9618 Roosevelt Way NE Seattle Washington 98115-2236 425-603-1975	K-12	0	40	
Dartmoor School Doris Bower 17305 139th Ave NE Woodinville Washington 98072 425-603-1975	K-12	0	55	
Dartmoor School Doris Bower 13401 Bel Red Rd Bellevue Washington 98005-2322 425-603-1975	K-12	0	37	
Dartmoor School Doris Bower 4548 Klahanie Dr SE Issaquah Washington 98029-5812 425-603-1975	K-12	0	22	

Private Schools To Be Approved
For
2006-07

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Dayton Community Adventist School Rena Young 1525 S Fourth St Dayton Washington 99328	1-3	0	15	
Deep Creek Hutterian School Jason Everman 3610 North Wood Road Reardan Washington 99029 509-299-5400	K-12	0	17	
Der Kinderhuis Montessori Kari Sanders 900 SE Dock St Oak Harbor Washington 98277 360-675-4165	P-5	101	39	
Des Moines Creek School John Savage 21650 24th Ave S Des Moines Washington 98198-6607 206-824-4468	K-7	0	48	
DeSales Catholic School Pam Rusch 919 East Sumach Walla Walla Washington 99362 509-525-3030	9-12	0	126	
Discovery Depot Montessori Constance Falconer 7333 Tracyton Blvd Bremerton Washington 98311 360-337-1400	P-1	41	21	
Discovery Montessori Karen Nelson 1026 Sidney Ave. #160 Port Orchard Washington 98366 360-337-5745	P-6	40	45	
Discovery School Gayle Peterson 323 S Grant Spokane Washington 99204-2601 509-838-0606	P-6	15	120	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Duvall Christian School Donna Shively 15520 Main St NE Duvall Washington 98019 425-788-3636	P-5	70	57	
Earlington Elementary School Alane Ip 11680 Renton Avenue South Seattle Washington 98178 206-772-4434	P-12	0	3	
Eastside Academy Katherine Hitchcock 1720 100th Avenue NE Bellevue Washington 98004-2853 425-452-9920	9-12	0	35	
Eastside Catholic High School Jock McLaughlin 11650 SE 60th St Bellevue Washington 98006-3702 425-283-1239	9-12	0	520	
Eastside Christian School Ronald Mahan 14615 SE 22nd St Bellevue Washington 98007-6242 425-641-5570	P-8	60	270	
Eastside Montessori Education Foundation Mary O'Brien 1107 228th Ave SE Sammamish Washington 98075-9509 425-392-3866	P-12	0	15	
Eastside Preparatory School Terry Macaluso 10635 NE 38th Place Kirkland Washington 98033-7927 425-822-5668	6-10	0	110	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Ebenezer Christian School Jim Buss 9390 Guide Meridian Rd Lynden Washington 98264-9798 360-354-2632	P-8	0	120	
Educational Advancement Academy Ruth Wilson 9750 Third Ave NE Suite 102 Seattle Washington 98115-0000 206-284-2300	6-12	0	6	
Educational Advancement Academy Ruth Wilson 12600 SE 38th Street Bellevue Washington 98006 425-373-0800	6-12	0	4	
Educational Advancement Academy Ruth Wilson 711 - 228th Ave. NE Sammamish Washington 98074-7223 425-836-1600	6-12	0	4	
Ellensburg Christian School Stephen Stein 407 S. Anderson Street Ellensburg Washington 98926 509-925-2411	K-9	0	90	4
Emerald Heights Academy Jeanne Belmonte 3850 - 156th Avenue SE Bellevue Washington 98006 425-643-1671	P-12	13	41	
Epiphany School George D Edwards 3710 E. Howell St. Seattle, WA Washington 98122 206-323-9011	P-5	24	152	
ETC Preparatory Academy Meredith L Ouellette 8005 SE 28th St Mercer Island Washington 98040-2911 206-236-1095	K-12	0	130	

**Private Schools To Be Approved
For
2006-07**

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Eton School Patricia Feltn 2701 Bel Red Rd Bellevue Washington 98008-2253 425-881-4230	K-8	90	236	
Everett Christian School Aaron L Bishop 2221 Cedar St Everett Washington 98201-2599 425-259-3213	P-8	10	75	
Evergreen Academy Dana Mott 16017 118th Pl NE Bothell Washington 98011-4151 425-488-8000	P-5	105	125	
Evergreen Academy of Arts & Sciences Mary Ann White 506 S. Washington Ave. Centralia Washington 98531 360-330-1833	P-8	18	18	
Evergreen Christian School Becky Stokesbary 1010 Black Lake Blvd SW Olympia Washington 98502-5723 360-357-5590	P-8	85	350	
Evergreen Christian School Arthur Watson 4604 Cable Street Bellingham Washington 98229 360-738-8248	P-6	15	70	
Evergreen Lutheran High School Gregory Thiesfeldt 2021 S 260th St Des Moines Washington 98198-9025 253-946-4488	9-12	0	130	
Evergreen School Margaret Wagner 15201 Meridian Ave N Shoreline Washington 98133 206-957-1524	P-8	43	353	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Explorations Academy/ Global Community Institute Daniel Kirkpatrick 1701 Ellis Street Bellingham Washington 98225-4617 360-671-8085	8-12	0	18	
Explorer West Middle School Ehri Debbie 10015 28th Ave SW Seattle Washington 98146-3708 206-935-0495	6-8	0	60	
Fairview Christian School Gary Madsen Affiliate North Sound Christian School Seattle Washington 98115-4202 206-526-0762	P-8	45	120	
Faith Christian School Anita Utley 12928 N. Yale Rd Mead Washington 99021-9063 509-979-9270	P-12	0	2	1
Faith Lutheran School Philip J Adickes 113 S 96th St Tacoma Washington 98444-6502 253-537-2696	P-8	5	65	
Faith Lutheran School Connie Dougherty 7075 Pacific Ave SE Lacey Washington 98503-1473 360-491-1733	P-6	56	94	
Faith Lutheran School of Redmond Thomas Dramer 9041 166th Ave NE Redmond Washington 98052-0000 425-885-1810	P-12	10	40	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Family Academy/Academy NW Candice Childs 14629 20th Ave SW Seattle Washington 98166 206-246-9227	K-12	0	5	350
Family House Academy Lisa Mustion 1220 Carroll Rd Kelso Washington 98626-9467 360-425-7481	K-8	0	30	1
Farmington SDA School William Hager N. 403 Second Farmington Washington 99128-0187 509-287-2601	1-8	0	14	
Firm Foundation Christian School Ronda S Hilman 19919 NE 107th AVE Battle Ground Washington 98604 360-687-8382	P-8	60	220	2
First Place Doreen Cato 172 20th Avenue Seattle Washington 98122-5862 206-323-6715	K-6	0	66	
First Presbyterian Church School Thomas Kind 20 Tacoma Avenue Tacoma Washington 98402-2697 253-272-7145	P-5	180	128	40
Five Acre School William Jevne 515 Lotzgesell Rd. Sequim Washington 98382 360-681-7255	P-6	36	50	
Forest Park Adventist School Albert Beierle 4120 Federal Ave Everett Washington 98203-2117 425-258-6911	P-9	0	51	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Forest Ridge School of Sacred Heart Mary Smith 4800 139th Avenue SE Bellevue Washington 98006 425-641-0700	5-12	0	356	
Franklin Academy Dale Campbell 283 E. Reata Road Kennewick Washington 99338 509-628-9265	K-12	0	55	
French Immersion School of Washington Veronique Dussud 4211 W Lake Sammamish Pkwy SE Bellevue Washington 98008-5936 425-653-3970	P-5	75	120	
French-Am School of Puget Sound Andr�e McGiffin 3795 East Mercer Way Mercer Island Washington 98040 206-275-3533	P-12	79	176	
Gardner School Jari Graves-Highsmith 16413 NE 50th Ave Vancouver Washington 98686-1843 360-574-5752	P-8	37	63	
Gateway Christian School David Rohland 825 Dickson Ave Enumclaw Washington 98022-2901 360-802-2117	K-8	0	70	
Giddens School Leah Lee 620 - 20th Avenue South Seattle Washington 98144 206-324-4847	P-5	84	117	0

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
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Gig Harbor Academy Rick Fraser 6820 33rd St NW Gig Harbor Washington 98335-6417 253-265-6733	P-5	98	91	
Glen Eden Institute A. Ron Seifert 19351 8th Ave Suite C Poulsbo Washington 98370-8710 360-697-0125	P-12	0	6	
Glendale Lutheran School Sherri Henry 13455 2nd Ave SW Burien Washington 98146 206-244-6085	P-6	45	55	
Goldendale Christian School Davida Roberts 420 W. Court Street Goldendale Washington 98620 509-773-0232	P-12	7	20	
Gonzaga Preparatory School Kevin Booth 1224 E Euclid Ave Spokane Washington 99207-2899 509-483-8511	P-12	0	920	
Gospel Outreach Jon Swanzy 1925 South Bay Rd Olympia Washington 98506 360-786-0070	1-8	0	37	
Grace Academy Timothy Lugg 8521 67th Ave NE Marysville Washington 98270 360-659-8517	P-12	15	335	
Grace Christian Academy Suzanne Dietrich 106 South 28th Street Tacoma Washington 98402 253-926-1222	K-8	0	29	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Grace Lutheran School William M Stuebs 1207 S 7th Ave Yakima Washington 98902 509-457-6611	P-8	10	55	
Grandview Adventist Junior Academy Sandy Olson 106 N Elm Street Grandview Washington 98930 509-882-3817	P-8	3	24	
Greater Trinity Christian Learning Academy Shirley Dunn 11229 4th Ave W Everett Washington 98204-4928 425-355-9871	K-1	15	52	
Green Pastures Learning Center Bruce Whitmore 71 Green Meadows Drive Yakima Washington 98908-9602 509-966-1234	K-12	0	3	
Green River Montessori School Christina Layos-Knapp 1003 10th Street NE Auburn Washington 98002-4123 253-833-7010	P-6	50	30	
Guardian Angel St. Boniface School Guy Pitzer 306 Steptoe St Colton Washington 99113 509-229-3579	1-8	0	45	
Hamlin Robinson School Barbara A Bradshaw 10211 12th Ave S Seattle Washington 98168-1524 206-763-1167	1-8	0	114	
Harbor Christian Schools Bonnie Mudge 4819 NW Hunt St Gig Harbor Washington 98335-4135 253-857-6242	P-12	8	65	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Harbor Christian Schools Bonnie Mudge 4819 NW Hunt St Gig Harbor Washington 98335-4135 253-857-6242	P-12	8	65	
Harbor Montessori School Sonya Cary 5414 Comte Drive Gig Harbor Washington 98335-7424 253-851-5722	P-7	40	35	
Harbor School Mary Hagle 15920 Vashon Hwy SW Vashon Washington 98070 206-567-5955	4-8	0	62	
Harbour Pointe Primary Gail Gretencort 4704 Pointes Drive Mukilteo Washington 98275 425-493-0073	K-12	0	12	
Harrah Community Christian School Marie Wegmuller 121 W. Pioneer St. Harrah Washington 98933 509-848-2418	P-8	10	36	
Hazel Wolf High School Martha Lee 160 John St Seattle Washington 98109 206-522-2644	9-12	0	30	
Heritage Christian Academy Randy Nading 10310 NE 195th St Bothell Washington 98011-2930 425-485-2585	P-9	110	200	10
Heritage Christian School Tito Lyro 5412 67th Ave W Tacoma Washington 98467-2246 253-564-6276	K-8	0	160	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Hillcrest Academy Martha Smith 9306 8th St SE Everett Washington 98205-3831 425-334-9686	1-12	0	3	20
Hillside Student Community School Karen Chartier 5027 159th Pl SE Bellevue Washington 98006-3636 425-747-6448	5-12	0	40	
Holy Family Parish School Patricia Stupfel 7300 - 120th Avenue NE Kirkland Washington 98033 425-827-0444	P-8	60	170	
Holy Family School Sharon Clizer 1002 Chestnut St Clarkston Washington 99403-2595 509-758-6621	P-12	40	100	
Holy Family School Glen Lutz 9615 20th Ave SW Seattle Washington 98106-2786 206-767-6640	P-8	20	200	
Holy Family School Ann Marie Leichter 505 17th St SE Auburn Washington 98002-6895 253-833-5130	K-8	0	220	
Holy Family School Linda Farrimond 2606 Carpenter Rd SE Lacey Washington 98503-3999 360-491-7060	P-8	180	165	
Holy Innocents School of NW Dennis Cantwell 2530 S 298th St Federal Way Washington 98003 253-839-0788	K-12	0	30	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Holy Names Academy Elizabeth Swift 728 21st Ave E Seattle Washington 98112-4058 206-323-4272	9-12	0	640	
Holy Rosary Elementary Kris Brown 4142 42nd Ave SW Seattle Washington 98116 206-937-7255	K-8	0	485	
Holy Rosary School Beth Santacruz Michael Hart Tacoma Washington 98445 253-272-7012	P-8	12	150	
Holy Rosary, Edmonds Kathleen Carr 770 Aloha St Edmonds Washington 98020-3019 425-778-3197	P-8	12	228	
Holy Trinity Lutheran School Stephan Rodmyre 2021 S 260th St Des Moines Washington 98198-9025 253-839-6516	P-8	10	120	
Home Port Learning Center Ralph Smallwood 707 Astor St Bellingham Washington 98225-4048 360-715-8860	8-12	0	24	
Hope Lutheran School Peter Renn 4446 42nd Ave SW Seattle Washington 98116-4223 206-935-8500	P-12	35	185	
Hope School Kitti Hamilton 7212 S Puget Sound Tacoma Washington 98409 253-671-4217	P-12	0	20	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Horizon School Nancy King 1512 NW 195th St Shoreline Washington 98177-2820 206-546-0133	P-1	50	15	
Hosanna Christian School Dean Carter 4120 NE St Johns Rd Vancouver Washington 98661-3226 360-906-0941	P-8	65	165	
Hyla Middle School Paul Carroll 7861 Bucklin Hill Rd NE Bainbridge Island Washington 98110 206-842-5988	6-8	0	85	
Imagination School of Education Fralisa McFall 14917 9th Ave Ct E Tacoma Washington 98445-2586 253-535-2522	P-8	11	20	
Immaculate Conception Regional School Kathy Cartee 1321 E Division St Mount Vermon Washington 98274 360-428-3912	P-8	30	250	
Immaculate Conception/Our Lady of Perpetual Help Pat Green 2508 Hoyt Avenue Everett Washington 98203 425-349-7777	P-8	60	365	
Islamic School of Seattle Melissa Cullen 720 25th Ave Seattle Washington 98122-4902 206-329-5735	P-12	40	60	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Jefferson Community School Debra Bouchard 280 Quincy Street Suite I Port Townsend Washington 98368 360-385-0622	6-12	0	45	
Jewish Day School John C Zito 15749 NE 4th St Bellevue Washington 98008-4317 425-460-0200	P-8	30	231	
JF Kennedy Memorial High School Michael L Prato 140 S. 140th Street Burien Washington 98168 206-246-0500	9-12	0	800	
Johnson Christian School Cindy Alexander 760 E. Columbia Colville Washington 99114-9766 509-684-8631	P-12	10	40	5
Kelso Longview Adventist School Tracy Lang 96 Garden St Kelso Washington 98626-1969 360-423-9250	P-8	10	60	
Kentwood Christian Academy Rogita Seratt 26223 164th Ave SE Covington Washington 98042 253-631-8853	P-12	5	75	
Kings Schools Eric Rasmussen 19303 Fremont Ave N Seattle Washington 98133-9703 206-546-7211	P-12	85	1100	
King's Way Christian School Stephen Jensen 3300 NE 78 Street Vancouver Washington 98665 360-574-1613 ext. 2	K-10	0	611	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Kings West School Eric Rasmussen 4012 Chico Way NW Bremerton Washington 98312-1334 206-546-7211	K-12	0	350	
Kingspoint Christian School Cindy K Silhan 7900 W Court St Pasco Washington 99301-1771 509-547-6498	K-12	0	158	
Kirkland SDA School Douglas White 5320 108th Ave NE Kirkland Washington 98033-7517 425-822-7554	K-8	0	140	
Koinonia Elementary & High School Estelle Marks 4116 W Agate St Pasco Washington 99301-2704 509-547-2780	1-12	0	1	5
La Salle High School Mary Klarich 3000 Lightning Way Union Gap Washington 98903-2213 509-225-2900	9-12	0	220	
Lake Forest Park Montessori Eve Buckle 19935 19th Ave NE Seattle Washington 98155-1243 206-367-4404	P-6	105	25	
Lake Washington Girls Middle School Cary McRae 511 16th Ave S Seattle Washington 98144-2163 206-760-1526	6-8	0	50	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Lakeside School Bernie Noe 14050 1st Ave NE Seattle Washington 98125-3099 206-368-3600	7-12	0	787	
Lakeview Academy Barry Rodland 512 Avenue H Snohomish Washington 98290-2315 360-568-1604	4-12	0	4	30
Lakewood Lutheran School Shu-Ting Lai 10202 112th St SW Lakewood Washington 98498-1699 253-584-6024	P-12	16	34	
Legacy School of the Arts & Classics Aaron Thompson 11911 State Avenue Marysville Washington 98271 360-653-4520	P-8	25	20	
Lewis Country Adventist School Earlene Wohlers 2104 Scheuber Road South Chehalis Washington 98532-9635 360-748-3213	1-10	0	65	
Liberty Christian School Terry Campbell 2200 Williams Blvd Richland Washington 99352-3077 509-946-0602	K-12	0	520	
Liberty Christian School Patrick Evoniuk 3172 Peppers Bridge Road Walla Walla Washington 99362 509-525-5082	P-12	5	60	
Life Christian School Norma Rouleau 1717 So Union Ave Tacoma Washington 98405-1997 253-756-2462	P-12	150	900	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Lighthouse Christian School David Peters 3008 36th St NW Gig Harbor Washington 98335-8256 253-858-5962	K-9	0	430	
Little Blessings Annette Jacobs 320 H Street Deer Park Washington 99006 509-276-2260	P-3	42	9	
Living Wisdom School of Seattle Catharine Steenstra 21315 67th AVE W Lynnwood Washington 98036 425-772-9862	P-1	12	8	
Longview Christian School James Chenoweth 2610 Ocean Beach Highway Longview Washington 98632-3598 360-423-4510	P-6	50	210	
Louis Braille School Carolyn Meyer 10130 Edmonds Way Edmonds Washington 98020 425-776-4042	K-8	0	6	
Luther Center for Learning Barbara Haueisen 3901 Mullenix Road Port Orchard Washington 98367 360-895-1782	K-5	0	26	
Lynden Christian Schools Don Kok 417 Nooksack Ave Lynden Washington 98264-1649 360-318-9525	P-12	68	980	
Manchester Christian Academy Eric Blossey PO Box 310 Port Orchard Washington 98366 360-871-4047	K-12	0	30	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Marantha Christian Academy Rachel Ridgeway 252 4th Street Bremerton Washington 98337 360-782-4125	P-4	10	12	
Marlin Hutterite School Gaynor Edwards 21344 Road 18 N.E. Warden Washington 98832 509-345-2390	P-12	5	21	
Mason County Christian School David Roller 470 E Eagle Ridge Drive Shelton Washington 98584 360-426-7616	P-8	16	123	
Masters Touch Christian School Kathy Hammond 135 S. French Arlington Washington 98223 360-403-8351	K-12	0	130	
Matheia School Allison Soules 414A W Howe St Seattle Washington 98119-3045 206-283-1828	P-5	10	30	
Maxine Mimms High School Ted Mimms 3019 S Angeline St Seattle Washington 98118 206-721-2446	P-12	0	27	20
Meadowglade SDA School Gerald Corson 18717 NE 109th Ave Battle Ground Washington 98606 360-687-7166	K-8	0	265	
Medina Academy Nada Fakhoury 16600 NE 80th Street Redmond Washington 98052-3977 425-497-8848	K-5	36	85	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Meridian School Robert Miller 4649 Sunnyside Ave N Seattle Washington 98103-6900 206-632-7154	K-5	0	172	
Methow Valley Community School Sarah Longino-DeKalb 201 South Methow Valley Highway Twisp Washington 98856 509-997-5437	1-6	0	22	
Mid Columbia Christian School Kathy Luhn 910 E. Elm Othello Washington 99344 509-488-2554	P-8	4	21	
Monroe Christian School Elaine Obbink 1009 W Main St Monroe Washington 98272-2017 360-794-8200	P-8	70	160	
Monroe Montessori School Allan Washburn 733 Village Way Monroe Washington 98272-9198 360-794-4622	P-5	80	75	
Montessori Children's House Linda Marie Baker 5003 218th Ave NE Redmond Washington 98053 425-868-7805	P-3	100	19	
Montessori Children's School of Wenatchee, LLC Debora Abbott-Nukolis 538 Highland Drive Wenatchee Washington 98801 509-663-5687	P-6	22	11	
Montessori Schools of Snohomish Co. Kathleen Gunnell 1804 Puget Dr Everett Washington 98203-6600 425-355-1311	P-12	75	75	1

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Morningside Academy Kent Johnson 201 Westlake Ave N Seattle Washington 98109-5217 206-709-9500	1-10	0	78	
Moses Lake Christian Academy LeAnne Parton 1475 Nelson Road NE Moses Lake Washington 98837-1400 509-765-9704	P-12	50	250	
Mount Vernon Christian School Patrick Joe DeJong 820 W Blackburn Rd Mount Vernon Washington 98273 360-424-9157	P-12	14	303	
Mountain View Christian School Dan Loewen 2810 NE 259th St Ridgefield Washington 98642-9761 360-887-4019	P-5	90	115	
Mountain View Christian School Larry G Arnott 255 Medsker Road Sequim Washington 98382 360-683-6170	K-8	27	31	
Mt. Rainier Lutheran High School Robert Malzahn 7306 Waller Road E Tacoma Washington 98443 253-284-4433	9-12	0	80	
Muslim Youth Academy Ariij Al-qanuni 5303 Rainier Ave S Seattle Washington 98118 206-353-0933	K-12	0	25	1
Neighborhood Christian School Mac Culver 625 140th Ave NE Bellevue Washington 98005-3498 425-746-3258	P-5	40	60	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Nelson Crane Christian School Richard Wilson 904 Shaw Rd Puyallup Washington 98372-5211 253-845-5722	P-8	7	100	
New Generation Christian School David Webb 10800 NE 76th St Vancouver Washington 98662-3021 360-823-0569	P-12	10	110	
New Hope Christian School Judy Sherman 25713 - 70th Avenue East Graham Washington 98338-9324 253-847-2643	K-6	0	6	
New Horizon School Marla L. Veliz 1111 S Carr Rd Renton Washington 98055 425-226-3717	5-12	0	66	
New Life Christian School William Keyser 911 E Division Ephrata Washington 98823-1965 509-754-5558	P-12	22	61	
Newport Children's School Cynthia Chaney 12930 SE Newport Way Bellevue Washington 98806-2078 425-641-0824	P-1	155	27	
Nile Christian School/Hope Academy Bruce Gillespie 370 Flying H Loop Naches Washington 98937-9440 509-658-2990	K-12	0	15	11

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
North Bend Montessori Inc Susan Weigel 248 Ballarat Ave N North Bend Washington 98045 425-831-5766	P-1	110	25	
North Country Christian School Margo Thompson 737 Mary Ann Creek Road Oroville Washington 98844 509-485-2011	P-12	0	2	30
North Sound Christian Schools- Jr/Sr High Campus Debbie Schindler 23607 54th Ave W Mountlake Terrace Washington 98043 425-774-7773	P-12	0	195	5
North Sound Christian Schools- Lynnwood Campus Vickie Patrick 17931 64th Ave W Lynnwood Washington 98037-7106 425-774-7773	P-6	25	189	1
North Sound Christian Schools- Mill Creek Campus Ronald Notbohm 17000 6th Ave W Lynnwood Washington 98037-3305 425-745-6755	P-6	50	75	
North Sound Christian Schools- Shoreline Campus Robert H. O'Neal 2000 NE Perkins Way Shoreline Washington 98155-4033 206-365-2720	P-6	65	65	
North Wall Elementary Jami Rowe 9408 N Wall St Spokane Washington 99218-2245 509-466-2695	P-3	35	43	

Private Schools To Be Approved
For
2006-07

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Northshore Christian Academy Holly Leach 5700-23rd Drive W. Everett Washington 98203 425-407-1119	P-8	60	510	
Northwest Academy Melodee Lashbaugh 17910 145th AVE NE Woodinville Washington 98072 206-817-6600	K-12	0	1	1
Northwest Christian School Jack Hancock 5104 E Bernhill Rd Colbert Washington 99005-9005 509-238-4005	7-12	0	250	
Northwest Christian Schools Jack Hancock 1412 W Central Ave Spokane Washington 99205-9005 509-238-4005	P-6	25	275	
Northwest Montessori Barbara Madsen 4910 Phinney Avenue North Seattle Washington 98103-6347 206-524-4244	P-6	45	38	
Northwest School Ellen Taussig 1415 Summit Ave Seattle Washington 98122-3619 206-682-7309	6-12	0	450	
Northwest School For Hearing Impaired Karen Appelman 15303 Westminster Way N Shoreline Washington 98133-6126 206-364-4605	P-8	12	42	
Northwest Yeshiva High School Bill Hesse 5017 90th Ave SE Mercer Island Washington 98040-4709 206-232-5272	9-12	0	130	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Nova School Lisa Iverson 2020 - 22nd Ave. SE Olympia Washington 98501-3102 360-491-7097	6-8	0	90	
Oak Harbor Christian School Dave Zylstra 675 E Whidbey Ave Oak Harbor Washington 98277-2596 360-675-2831	P-8	85	165	
Oakridge Ranch - Montessori Farm School Judy Lefors 11002 Orchard AVE Yakima Washington 98908 509-966-1080	1-8	0	45	
Oasis School Cheryl Cannon 1916 Jadwin Ave Richland Washington 99354 509-375-4761	K-8	0	18	
O'Dea High School D. Murray 802 Terry Ave Seattle Washington 98104-1294 206-622-6596	9-12	0	480	
Olympia Christian School Karen Mallory 1416 26th Ave NE Olympia Washington 98506-2899 360-352-1831	P-10	8	55	
Olympia Community School Rachel Cusack 4346 Sunset Beach Dr NW Olympia Washington 98502-1570 360-866-8047	K-3	0	28	
Olympia Waldorf School Marianne Guerin 8126 Normandy St SE Olympia Washington 98501-9623 360-493-0906	K-8	0	178	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Olympic Christian School Diane Moseley 43 O'Brien Rd Port Angeles Washington 98362 360-457-4640	P-12	64	157	
Olympic Range Carden Academy Rita Hemsley 1708 Discovery Road Port Townsend Washington 98368-731 360-379-4966	K-8	0	55	5
Omak Adventist Christian School Jennifer Hoffpauir 425 W 2nd Ave Omak Washington 98841 509-826-5341	1-8	0	12	
Open Window School Wilder Dominick 6128 168th Place SE Bellevue Washington 98006 425-747-2911	P-5	16	274	
Orcas Christian School Drew Vandenberg 107 Enchanted Forest Road Eastsound Washington 98245 360-376-6683	1-12	0	75	
Our Lady of Guadalupe School Kristin Dixon 3401 SW Myrtle St Seattle Washington 98126-3399 206-935-0651	P-12	25	210	
Our Lady of Lourdes School Brian Anderson 4701 NW Franklin St Vancouver Washington 98663-1798 360-696-2301	K-12	0	287	
Our Lady Of The Lake Maureen Blum 3520 NE 89th St Seattle Washington 98115-3648 206-523-9980	P-12	40	137	40

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Our Lady Star of the Sea School Sally Merriwether 1516 5th St Bremerton Washington 98337-1216 360-373-5162	K-8	0	160	
Overlake School Francisco Grijalva 20301 NE 108th St Redmond Washington 98053-7499 425-868-1000	5-12	0	490	
Pacific Crest Academy Carolyn Simms 324 NE Oak Street Camas Washington 98607-1439 360-834-9913	P-8	35	125	
Pacific Crest Schools Jacquie Maughan 600 NW Bright St Seattle Washington 98107-4451 206-789-7889	P-8	50	165	
Pacific Learning Center NW Daniel Hanson 21316 66th Ave W Lynnwood Washington 98036-7327 425-672-6805	P-12	0	30	
Parkland Lutheran School Larry Rude 120 123rd Street So. Tacoma Washington 98444-5060 253-537-1901	P-12	15	120	
Peace Lutheran School Doug Eisele 1234 NE Riddell Rd Bremerton Washington 98310-3668 360-373-2116	P-8	56	150	
Peaceful Glen Christian School Elizabeth Hill 604 C Street Snohomish Washington 98290 360-563-0131	7-12	0	30	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Peaceful Valley Christian School June Graham 32084 Highway 97 #D Tonasket Washington 98855-9206 509-486-4345	K-8	0	12	
Perkins School Jackie Kelly 9005 Rossevelt Way NE Seattle Washington 98115-3030 206-526-8217	K-5	0	75	
Pioneer School Betty Burley-Wolf 618 N. Sullivan Rd. Veradale Washington 99037 509-922-7818	K-8	0	60	
Poulsbo SDA School Jerry Sage 1700 Lincoln Rd Poulsbo Washington 98370-8549 360-779-6290	1-8	0	20	
Prism School: Child Centered Learning Diane Zahand 15319 E 8th Ave Veradale Washington 98037-8828 509-928-2240	K-3	0	18	
Privett Academy Darla Barry 2448 76th Ave SE Mercer Island Washington 98040 206-232-0059	6-12	0	12	
Providence Christian School Melanie Ball 9779 Jackman Road Lynden Washington 98264 360-354-3407	K-12	0	36	
Providence Classical Christian Academy Kitty Enford 21500 Cypress Way Lynnwood Washington 98036 425-774-6622	P-12	6	163	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Puget Sound Adventist Academy Doug White 5320 108th Ave NE Kirkland Washington 98033-7517 425-822-7554	9-12	0	95	
Puget Sound Christian School Michael Soukkala 1740 S 84th St Tacoma Washington 98444-3114 253-537-6870	P-5	45	40	
Puget Sound Community School Andrew Smallman 5031 University Way NE Seattle Washington 98105 206-324-4350	6-12	0	30	
Pullman Christian School Sherri Goetze 345 SW Kimball Pullman Washington 99163-2146 509-332-3545	K-12	0	64	
Queen of Angels School Debra Brines 1007 S Oak St Port Angeles Washington 98362-7742 360-457-6903	P-12	30	120	
Rainier Christian Academy & Learning Center Gregory Moder 1008 Roosevelt Enumclaw Washington 98022-2561 360-802-2312	P-12	5	20	5
Rainier Christian High School Ted Madden 19830 SE 328th Pl Auburn Washington 98092-2212 253-735-1413	9-12	0	165	
Rainier Christian Middle School Edward Parr 26201 180th Ave SE Covington Washington 98042-4917 253-639-7715	7-8	0	115	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Rainier Christian Schools-Highlands Elementary Tess Johnson 850 Union Ave NE Renton Washington 98059-4503 425-228-9897	P-6	70	60	
Rainier Christian Schools-Kent View Elementary Blair Bryant 20 49th St. NE Auburn Washington 98002 253-852-5145	P-12	75	220	
Rainier Christian Schools-Maple Valley Elementary Weldo Melvin 16700 174th Ave SE Renton Washington 98058-9546 425-226-4640	P-6	50	200	
Renton Christian School Bob Willey 15717 152nd Ave SE Renton Washington 98058-6330 425-226-0820	P-8	35	400	
Riverside Christian School Richard Van Beek 721 Keys Rd Yakima Washington 98901-9560 509-965-2602	P-12	40	480	
Riverside SDA Christian School Dan Wister 463 N shepherd Rd Washington Washington 98671-8318 360-835-5600	P-8	15	65	
Rock Creek Hutterite Herb Walter 2194 N Schoonover RD Odessa, WA Washington 99159-9729 509-982-2257	K-12	0	17	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Rogers Adventist School Jim Weller 200 SW Academy Way College Place Washington 99324 509-529-1850	K-8	0	330	
Royal Garrison School Peter Warwick 115 NW State St #207 Pullman Washington 99163-2616 509-332-0556	K-12	0	45	5
Sacred Heart School Carola Wittmann 9450 NE 14th St Clyde Hill Washington 98004-3497 425-451-1773	K-8	0	430	
Saint George's School Morris Copeland 2929 W Waikiki Rd Spokane Washington 99208-9209 509-466-1636	K-12	0	399	
Salmonberry School Paul Freedman 867 N Beach Rd Eastsound Washington 98245-9711 360-376-6310	P-6	14	27	
Sammamish Christian School and Noahs Ark Jennifer Bohner 4221 228th SE Issaquah Washington 98029-0000 425-392-7470	P-5	276	56	
SeaTac Christian Academy Judy Groesbeck 18435 42nd Ave S SeaTac Washington 98188-5009 206-243-8636	P-8	20	45	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Seattle Academy of Arts/Sciences Jean Orvis 1201 E Union St Seattle Washington 98122-3925 206-323-6600	6-12	0	544	
Seattle Christian School Judy Jennings 18301 Military Rd South Seattle Washington 98188-0000 206-246-8241	K-12	0	700	
Seattle Country Day School Christopher Massi 2619 4th Avenue North Seattle Washington 98109 206-284-6220	K-8	0	320	
Seattle Girls School Marja Brandon 2706 S. Jackson St. Seattle Washington 98144-2442 206-709-2228	5-8	0	130	
Seattle Hebrew Academy Paula Rogers 1617 Interlaken Dr E Seattle Washington 98112-3499 206-323-5750	P-8	40	175	
Seattle Jewish Community School Christine Schatz 12345 8th Ave NE Seattle Washington 98125 206-522-5212	K-5	0	85	
Seattle Lutheran High School Jeff Norton 4141 41st Ave SW Seattle Washington 98116-4216 206-937-7722	9-12	0	145	
Seattle Prep/Matteo Ricci College Teresa Fields 2400 11th Ave E Seattle Washington 98102-4016 206-577-2102	P-12	0	660	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Seattle Urban Academy Sharon Okamoto 3800 S Othello St Seattle Washington 98118-3562 206-723-0333	9-12	0	30	
Seattle Waldorf School Marla Mullen 2728 NE 100th St Seattle Washington 98125-7712 206-524-5320	P-8	16	210	
Sha'arei Binah Ronald Susan Goldberg 5224 Wilson AVE S Suite 202 Seattle Washington 98118 206-721-3368	9-12	0	6	
Shamrock Educational Academy Thomas Carter N 13032 March Horse Lane Newman Lake Washington 99025 509-226-3662	7-12	0	25	
Shelton Valley Christian School Julie Corson 201 W Shelton Valley Road Shelton Washington 98584-8722 360-426-4198	K-8	0	22	
Shoreline Christian School Carla Hoekzema 2400 NE 147th St Seattle Washington 98155-7395 206-364-7777	P-12	25	300	
Shorewood Christian School Tim Lorenz 10300 28th Ave SW Seattle Washington 98146-1211 206-933-1056	P-8	12	178	
Silverwood School James Estill 14000 Central Valley Rd NW Poulsbo Washington 98370-8146 360-697-7526	1-6	0	96	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Skinner Montessori School Peggy Skinner 5001 NE 66th Avenue Vancouver Washington 98661 360-696-4862	P-8	50	78	
Sky's the Limit Montessori Regina Maloney 11220 8th ST E Edgewood Washington 98372 253-942-7677	P-6	20	15	
Snoqualmie Springs School Joel Drovetto 25237 SE Issaquah Fall City Rd Issaquah Washington 98029-7706 425-392-1196	P-2	28	34	
Solomon Christian School Richard Lee 8021 230th Street SW Edmonds Washington 98026 425-640-9000	7-12	0	50	3
Soundview Private School Christine Schweigert 6515 196th St. SW Lynnwood Washington 98036 425-778-8572	P-8	24	112	
South Kitsap Christian School Kim Martin 1780 SE Lincoln Ave Port Orchard Washington 98366 360-876-5595	P-12	95	125	
Southside Christian School Heidi Bauer 401 E 30th Ave Spokane Washington 99203-2590 509-838-8139	P-9	100	120	
Spectrum Learning Community Uzma Butte 16230 NE 4th St Bellevue Washington 98008 425-455-2345	P-1	30	8	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Spokane Christian Academy Dave Harton 8909 E Bigelow Gulch Rd Spokane Washington 99217-9559 509-924-4888	K-8	0	80	
Spokane Junior Academy Donald Bryan 1888 N Wright Dr Spokane Washington 99224 509-325-1985	P-12	0	125	
Spokane Valley Adventist School Patrick Frey 1603 S Sullivan Road Spokane Valley Washington 99037 509-926-0955	K-9	0	60	
Spring Street International School Cady Chapman 505 Spring St Friday Harbor Washington 98250 360-378-6393	6-12	0	70	
Spring Valley Montessori Gulsevin Kayihan 36605 Pacific Hwy S Federal Way Washington 98003-7499 253-927-2557	P-8	40	125	
Spruce Street School Briel Schmitz 914 Virginia Street Seattle Washington 98101 206-621-9211	K-5	0	76	
St. Aloysius Catholic School Kerrie Rowland 611 E Mission Ave Spokane Washington 99202-1917 509-489-7825	P-8	30	260	
St. Alphonsus School Bob Rutledge 5816 15th Ave NW Seattle Washington 98107-3096 206-782-4363	P-8	20	150	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
St. Anne School Laura Bonney 101 W Lee St Seattle Washington 98119-3321 206-282-3538	K-8	0	230	
St. Anthony School Linda Riggers 336 Shattuck Ave S Renton Washington 98055-2499 425-255-0059	K-8	0	527	
St. Basil Academy of Classical Studies Matthew Barnett 1218 Francis ST Walla Walla Washington 99362 509-525-0242	K-6	0	20	
St. Benedict School Frederick McCarthy 4811 Wallingford Ave N Seattle Washington 98103-6899 206-633-3375	P-8	16	150	
St. Bernadette School Carol Homanics 1028 SW 128th St Seattle Washington 98146-3198 206-244-4934	P-8	20	225	
St. Brendan School Arlene Sullivan 10049 NE 195th St Bothell Washington 98011-2931 425-483-8300	K-8	0	265	
St. Catherine School Steve Mezich 8524 8th Ave NE Seattle Washington 98115-3099 206-525-0582	P-8	40	205	
St. Cecilia Elementary School Carla Caldwell 1310 Madison Ave Bainbridge Island Washington 98111 206-842-2017	P-6	30	45	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
St. Charles Borromeo School Patrick Feist 7112 S 12th St Tacoma Washington 98465-1797 253-564-5185	P-8	40	480	
St. Charles School Skip Bonuccelli 4515 N Alberta St Spokane Washington 99205-1598 509-327-9575	P-8	60	180	
St. Christopher Academy Darlene Jevne 140 S 140th St Seattle Washington 98168-3427 206-246-9751	9-12	0	45	
St. Edwards School Mary Lundeen 4212 S Mead St Seattle Washington 98118-2795 206-725-1774	K-8	0	130	
St. Frances Cabrini School Stephanie Van Leuven 5621 108th St SW Lakewood Washington 98499-2205 253-584-3850	P-8	29	223	
St. Francis of Assisi Sheila Keaton 15216 21st Ave S.W. Burien Washington 98166 206-243-5690	K-8	0	455	
St. George School Bernadette O'Leary 5117 13th Ave S Seattle Washington 98108-2309 206-762-0656	P-12	24	180	
St. John of Kronstadt Orthodox Christian Church School Elizabeth Fitzgerald 706 Stewart Street Yakima Washington 98902-4473 509-452-6309	K-12	0	12	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
St. John School Agnes Jacobson 120 N 79th St Seattle Washington 98103-4688 206-783-0337	P-8	64	477	
St. John Vianney School Rick Pelkie, Jr. 501 N Walnut Rd Spokane Washington 99206-3899 509-926-7987	P-8	215	170	
St. Joseph Marquette Middle School Gregg Pleger 202 N 4th St Yakima Washington 98901-2426 509-575-5557	P-8	20	340	
St. Joseph School Rick Boyle 700 18th Ave E Seattle Washington 98112-3900 206-329-3260	K-8	0	629	
St. Joseph School Leslie Harrison 6500 Highland Drive Vancouver Washington 98661 360-696-2586	K-8	0	400	
St. Joseph School Kendra Meek 123 6th St Chehalis Washington 98532-0000 360-748-0961	P-8	31	126	
St. Josephs School Agueda Durazo 600 Saint Joseph Pl Wenatchee Washington 98801-6299 509-663-2644	P-5	40	157	
St. Josephs School Nancy Dodson 901 W 4th Ave Kennewick Washington 99336 509-586-0481	P-8	100	300	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
St. Louise School Daniel Fitzpatrick 133 156th Ave SE Bellevue Washington 98007-5399 425-746-4220	K-8	0	460	
St. Luke School Kathy Boyle 17533 Saint Luke Pl N Shoreline Washington 98133-4799 206-542-1133	P-12	24	353	100
St. Madeleine Sophie School Dan Sherman 4400 130th Place SE Bellevue Washington 98006 425-747-6770	P-7	15	65	
St. Mark School Kathryn Palmquist-Keck 18033 15th Pl NE Shoreline Washington 98155-3894 206-364-1633	P-8	30	210	50
St. Mary Magdalen School Joanne McCauley 8615 7th Ave SE Everett Washington 98208-2043 425-353-7559	P-8	36	392	
St. Mary School Maureen Lewis 518 North H St Aberdeen Washington 98520-4012 360-532-1230	P-8	30	115	
St. Mary's Academy Sister Marie Vianney 757 138th St- So Tacoma Washington 98444 253-537-6281	K-8	0	39	
St. Marys Catholic School Jeanne Brown 14601 E 4th Ave Spokane Washington 99216-2194 509-924-4300	P-8	20	215	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
St. Matthew Lutheran School David Sauer 6917 N Country Homes Blvd Spokane Washington 99208-4216 509-327-5601	P-8	18	50	1
St. Matthew School Maureen Reid 1230 NE 127th St Seattle Washington 98125-4021 206-362-2785	K-8	0	210	
St. Michael School Jack Nelson 1203 10th Ave SE Olympia Washington 98501-1627 360-754-5131	P-8	0	262	
St. Michael's Academy Sister Mary Petra Knoll 8500 N. St. Michael's Rd Spokane WA Washington 99217 509-467-0986 ext 118	K-12	0	180	
St. Monica School Pamela Dellino 4320 87th Ave SE Mercer Island Washington 98040-4128 206-232-5432	K-8	0	235	
St. Nicholas Montessori Carol Fisher 31015 Military Rd S Auburn Washington 98001-3218 253-839-7864	P-4	45	35	
St. Nicholas School Joanne Lott 3555 Edwards Drive Gig Harbor Washington 98336-1163 253-858-7632	K-8	0	180	
St. Paschal School Kevin Schultz 2521 N Park RD Spokane Washington 99212 509-924-5090	P-8	13	61	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
St. Patrick Catholic School Dorothy Gallagher 2706 E Queen Ave Spokane Washington 99217-6191 509-487-2830	P-8	30	150	
St. Patrick School Thomas Bunnell 1016 N 14th Ave Pasco Washington 99301-4191 509-547-7261	P-8	80	150	
St. Patrick School Francie Jordan 1112 North G St Tacoma Washington 98403-2518 253-272-2297	P-8	77	406	
St. Paul Cathedral School Sandra Page 1214 W Chestnut Ave Yakima Washington 98902-3170 509-575-5604	K-12	20	249	
St. Paul Episcopal School Stephanie Sadler 3000 Northwest Ave. Bellingham Washington 98225 360-733-1750	P-8	140	180	
St. Paul School Wayne Melonson 10001 57th Ave S Seattle Washington 98178-2299 206-725-0780	P-8	20	200	
St. Pauls Lutheran School Joseph Paul Tensmeyer 312 Palouse St Wenatchee Washington 98801-2641 509-662-3659	P-7	50	77	
St. Philomena School Sandra Smith 1815 S 220th St Des Moines Washington 98198-7998 206-824-4051	K-8	0	230	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
St. Pius X School Therese McDermott 22105 58th Ave W Mountlake Terrace Washington 98043 425-778-9861	P-12	10	120	
St. Rose of Lima School Jon Lane 520 Nat Washington Way Ephrata Washington 98823-2287 509-754-4901	P-6	30	60	
St. Rose School Kay Purcell 727 25th Ave Longview Washington 98632-1856 360-577-6760	P-8	35	205	
St. Therese School Eileen Gray 900 35th Ave Seattle Washington 98122-5299 206-324-0460	K-8	0	170	
St. Thomas Day School Kirk Wheeler 8300 NE 12th Street Medina Washington 98039 425-454-5880	P-6	54	132	
St. Thomas More School Teresa Fewel 6511 176th St SW Lynnwood Washington 98037-2929 425-743-4242	P-12	12	239	
St. Thomas More School Douglas Banks 515 W Saint Thomas More Way Spokane Washington 99208-6026 509-466-3811	P-12	55	260	
St. Vincent De Paul School Wanda Stewart 30527 8th Ave S Federal Way Washington 98003-4100 253-839-3183	K-8	0	311	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Stahlville School Ana Kison 33 E Snowden Rd Odessa Washington 99159-9745 509-659-0108	K-12	0	29	
Sunfield School Abby Jorgensen 130 Church Lane Port Hadlock Washington 98339 360-385-1579	P-5	15	40	
Sunnyside Christian School Delwyn Dykstra 811 North Ave Sunnyside Washington 98944-1194 509-837-3044	P-8	26	283	
Sunnyside Christian School (2nd Loc) Delwyn Dykstra 1820 Sheller Road Sunnyside Washington 98944 509-837-8995	9-12	26	283	
Sunrise Beach School Roxanne Cox 333 Kaiser Rd NW Olympia Washington 98502 360-866-1343	P-12	8	22	36
Swan School Russell David Yates 2345 Kuhn St Port Townsend Washington 98368 360-385-7340	P-6	10	50	
Sylvan Way Christian School Judith Belcher 900 Sylvan Way Bremerton Washington 98310 360-373-5028	P-8	100	140	
Tacoma Baptist Schools Stephanie Dorfner 2052 S 64th St Tacoma Washington 98409-6899 253-475-7226	P-12	0	420	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Tall Cedars Academy William Harvey Alsdurf Jr. 15315 First Ave NE #10 Duvall Washington 98109 425-802-5820	1-6	0	15	
The Bear Creek School Christie Hazeltine 8905 208th Ave NE Redmond Washington 98053 425-898-1720	K-12	0	655	
The Bush School Frank Magusin 3400 E Harrison Seattle Washington 98112-4268 206-326-7733	K-12	0	560	
The Children's Inn Academy Cindie Meidinger 1939 Karen Frazier Rd SE Olympia Washington 98501-3244 360-709-9769	P-6	20	30	
The Clearwater School Stephanie Sarantos 1510 196th Street S.E. Bothell Washington 98012-7107 206-364-9711	P-12	10	50	
The Island School Kate Webster 8553 NE Day Road Bainbridge Island Washington 98110 206-842-0400	K-5	0	85	
The Little School Margaret Fitzgerald 2812 116th Ave NE Bellevue Washington 98004 425-827-8078	P-6	45	103	
The Palouse Community School Daniel Calzaretta 213 S. First Street Walla Walla Washington 99362 509-529-0868	6-12	0	12	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
The Sammamish Montessori School Joan Starling 7655 178 th Place NE Redmond WA 98052 425-883-3271	P-3	225	77	
The Spanish Academy Kimberly Houde 14110 409th AVE SE North Bend Washington 98045 425-922-9226	P-1	20	10	
The United Interdenominational Lisa Bowman-Macklin 2156 So MLK Jr. Way Tacoma Washington 98405 206-355-4539	P-12	0	25	
Theresa and Elizabeths School Theresa Boutillier 23816 165th Ave SE Monroe Washington 98272-9116 425-844-2808	K-12	0	6	
Three Cedars School Linda Clay 556 124th Ave NE Bellevue Washington 98005-3100 425-401-9874	P-8	24	110	
Three Points Elementary Judith A Fowler 7800 NE 28th Street Medina Washington 98039-1536 425-454-4402	P-12	67	280	
Three Rivers Christian School- Cornerstone Campus Wayne Ivan Hayes 1209 Minor Road Kelso Washington 98626-5647 360-636-1600	7-12	0	115	
Three Tree Montessori Connie Blair 220 SW 160th Street Burien Washington 98166 206-242-5100	P-6	59	37	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Tilden School Whitney Schulz-Tjerandsen 4105 California Ave SW Seattle Washington 98116 206-938-4628	K-5	0	83	
TLC Academy Christal Grazier 21512 NE 16th St. Sammamish Washington 98074 425-868-1943	P-1	134	20	
Torah Day School of Seattle Sheftel Skaist 3613 S Juneau St Seattle Washington 98118 206-225-5858	P-5	18	129	
Torah Day School of Seattle Judith Pieprz 5900 Martin Luther King Jr. Way Seattle Washington 98118 206-230-5737	P-5	16	21	
Tri-Cities Prep Pam Butler 9612 St. Thomas Drive Pasco Washington 99301-4744 509-546-2465	9-12	0	120	
Tri-City Junior Academy Anthony Oucharek 4115 W Henry Street Pasco Washington 99301-2999 509-547-8092	P-10	4	89	
Trinity Catholic School Michael Trudeau 1306 W Montgomery Ave Spokane Washington 99205-4300 509-327-9369	P-12	30	140	
Trinity Reformed Christian School Maaike Wingerden 1505 Grant Ave Sunnyside Washington 98944-1662 509-837-2880	1-8	0	10	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
University Child Development School Paula Smith 5062 9th Ave. NE Seattle Washington 98105 206-547-8237	P-5	103	205	
University Cooperative School Lael Kimble 5601 University Ave NE Seattle Washington 98105 206-524-0653	K-5	0	57	
University Preparatory Pat Pananen 8000 25th Ave NE Seattle Washington 98115-4600 206-525-2714	6-12	0	475	
Upper Columbia Academy Jeff Bovee 3025 E Spangle Waverly Rd Spangle Washington 99301-9799 509-245-3612	9-12	9	12	
Upper Valley Christian School John Bangsund 111 Ski Hill Dr Leavenworth Washington 98826-1031 509-548-5290	K-12	0	120	
Valley Christian School Tery Harley 10212 E 9th Ave Spokane Washington 99206-6944 509-924-9131	K-12	0	330	100
Valley Christian School Gloria Butz 1312 2nd St SE Auburn Washington 98002-5755 253-833-3541	P-12	45	170	
Valley School Barry Wright 310 30th Ave E Seattle Washington 98112-4819 206-328-4475	P-5	13	90	

**Private Schools To Be Approved
For
2006-07**

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Vancouver Christian High School Debbie McRobert 8100 E Mill Plain Blvd Vancouver Washington 98664-2003 360-735-7915	9-12	0	125	
Veladare School Helen Gilbert 15617 Bel Red Rd Bldg D Ste D Bellevue Washington 98008-2321 425-885-4777	P-12	0	25	
Veritas Academy Elena Bresee 6228 NE 185th ST Kenmore Washington 98028 425-487-0757	K-3	0	10	
Viewcrest Christian School Bonnie Woodmansee 830 N 16th St Mount Vernon Washington 98273 360-428-3040	K-8	25	65	
Villa Academy Pauline Skinner 5001 NE 50th St Seattle Washington 98105-2899 206-524-8885	P-8	48	349	
Visitation School Sheila Harrison 3306 S 58th St Tacoma Washington 98409-5306 253-474-6424	P-8	15	145	
Vista Hermosa Elementary School Ada Areli Gonzalez 1111 Fishhook Park Rd Prescott Washington 99348 509-749-2138	K-6	0	50	
Voyager Montessori Renee Kok 8225 High School Road Bainbridge Island Washington 98110 206-780-5661	P-12	0	35	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Walla Walla Valley Academy John Deming 300 SW Academy Way College Place Washington 99324-1283 509-525-1050	9-12	0	220	
Warden Hutterian School Albert Wollman 1054 W Harder Rd Warden Washington 98857 509-349-8045	K-12	0	26	
West Seattle Montessori School Darlene Rautio 4536 38th Ave SW Seattle Washington 98126-2725 206-935-0427	P-12	70	100	
West Sound Academy Nellie Baker 16571 Creative Drive NE Poulsbo Washington 98370 360-598-5954	6-12	0	115	
Westgate Christian School Evelyn Blake 7111 N Nine Mile Rd Spokane Washington 99208-3881 509-325-2252	P-8	42	95	
Westside School JoAnn Yockey 10015 28th Ave SW Seattle Washington 98146-3708 206-932-2511	P-5	27	103	
Whatcom Hills Waldorf Carla Hasche 941 Austin St. Bellingham Washington 98229 360-733-3164	K-8	0	170	
Whidbey Island Waldorf School Rebecca Bartsch 6335 Old Pietila Road Clinton Washington 98236-8602 360-341-5686	P-8	10	145	

Private Schools To Be Approved
For
2006-07

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Whole Earth Montessori School Diana Galante 2930 228th St SE Bothell Washington 98021-8927 425-486-3037	P-12	35	25	
Willowwood Schoolhouse Cari Duffy 2738 Orleans Street Bellingham Washington 98226 360-738-3046	K-5	0	18	
Woodinville Montessori School Mary Schneider 19102 North Creek Parkway, Suite 100 Bothell Washington 98011-8005 425-482-3184	P-9	140	120	
Woodland Christian School Andrina Kalita 38702 NW Pacific Hwy Woodland Washington 98674 360-225-5740	K-8	0	40	
Yakima Adventist Christian School William Hinman 1200 City Reservoir Rd. Yakima Washington 98908 509-966-1933	K-10	0	105	
Young Child Academy Tracy White 557 Roy ST # 110 Seattle Washington 98109 206-282-7132	P-1	51	11	
Zion Lutheran School Lynne Hereth 3923 103rd Ave SE Everett Washington 98205-3103 425-334-5064	P-8	50	150	
Zion Preparatory Academy Doug Wheeler 4730 32nd Ave S Seattle Washington 98118-1702 206-721-1586	P-8	200	200	

STATE BOARD OF EDUCATION

HEARING TYPE: __X__ INFORMATION/ACTION

DATE: AUGUST 23-24, 2006

SUBJECT: **SHB 1495 AND TRIBAL LEADER CONGRESS ON
EDUCATION MEMORANDUM OF AGREEMENT UPDATE**

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

PRESENTER: Bernal Baca
State Board Member

BACKGROUND:

At the July 2006 meeting, the State Board of Education (SBE) began a dialogue with tribal leaders regarding the relationship between state graduation requirements and the history and culture of Washington State sovereign tribal nations.

Chair Ryan asked Dr. Baca to chair a subcommittee and appoint up to three members to discuss the Tribal Leader Congress on Education Memorandum of Agreement and report any recommendations at the August 2006 SBE meeting.

Substitute House Bill 1495 (2005 Legislative Session)

RCW 28A.230.090 (1) (a), amended by Substitute House Bill 1495 reads as follows:

“The state board of education shall establish high school graduation requirements or equivalencies for students.

Any course in Washington state history and government used to fulfill high school graduation requirements shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.”

Attachments



Washington State School
Directors' Association



**Memorandum of Agreement Between
The Tribal Leader Congress on Education, Washington State School
Directors Association, the State Board of Education, and the Office of the
Superintendent of Public Instruction**

*It is the intent of the legislature to promote the full success of the centennial accord, which was signed by state and tribal government leaders in 1989. As those leaders declared in the subsequent millennial accord in 1999, this will require "educating the citizens of our state, particularly the youth who are our future leaders, about tribal history, culture, treaty rights, contemporary tribal and state government institutions and contribution of Indian nations to the state of Washington."
HB 1495 Sec. 1.*

The Parties are entering into this Memorandum of Agreement for the purpose of enhancing the government-to-government relationship between the participating tribes and the state agency parties on issues related to education in the areas of tribal history and culture, and to help further the legislature's stated intent in enacting HB1495.

The Tribal Leader Congress on Education, by authority vested through their respective Tribal Governments as sovereign nations, the Washington State School Directors' Association, the Washington State Board of Education and the Washington State Office of the Superintendent of Public Instruction agree in the spirit of mutual interest and good faith effort to the following duties and responsibilities.

The Washington State School Directors' Association agrees to:

- Submit by Dec. 1, 2008, in collaboration with the Tribal Leader Congress on Education, a biennial report which will include the progress made in the development of effective government to government relations, the narrowing of the achievement gap, and the identification and adoption of curriculum regarding Tribal history, culture and government to the education committees of the legislature.
- Provide time at regional WSSDA/tribal meetings and WSSDA's annual conference to discuss the intent and substantive provisions of HB 1495.

- Provide time at regional WSSDA/tribal meetings and WSSDA's annual conference meetings for state-tribal government-to-government training.
- Develop guidelines and resources for local school boards to assist in implementing HB 1495; such as guidelines for creating and successfully implementing government-to-government relationships, agreements promoting board liaison positions to enhance school board-Tribal relationships, and other resources aimed at fostering cooperative relationships with Tribes on education.
- Encourage school board members to meet with Tribal leaders to identify the extent and nature of the achievement gap and strategies necessary to close it.
- Increase school board's awareness and understanding of the importance of accurate high quality curricular materials about the history, culture and government of local Tribes
- Actively encourage school boards to identify and adopt curriculum that includes Tribal experiences and perspectives.

The Tribal Leader Congress on Education agrees to:

- Encourage individual TLC tribes to agree to host at least one local school board meeting yearly.
- Encourage and support Tribes in providing authentic training opportunities to local school district staff on tribal history and culture.
- Beginning in 2008, collaborate with the Washington State School Director's Association in preparing and submitting a biennial report which will include the progress made in the development of effective government to government relations, the narrowing of the achievement gap, and the identification and adoption of Tribally approved curriculum regarding Tribal history, culture and government.
- Provide information to the Office of Superintendent of Public Instruction identifying which school districts are on or near the reservations or ceded areas of each tribe.

The Washington State Board of Education agrees to: (This section will be negotiated upon completion of the reorganization of the Washington State Board of Education.)

- Initiate the process to formally consider the inclusion of Tribal history, culture and government as a graduation requirement by Dec. 1, 2006.
- On or before December 1, 2006, begin meetings and active consultation with the Tribal Leader Congress on Education and the Washington State School Directors Association on the inclusion of Tribal history, culture and government as a graduation requirement.
- Reach a decision on including Tribal history, culture and government as a graduation requirement by Dec. 1, 2007.

whether or not to include

The Washington State Office of the Superintendent Public Instruction agrees to:

- Collaborate with school districts and Tribes on curricular areas and projects that are statewide in nature and contribute to the overall accomplishment of the intent of HB 1495.
- Help local districts identify federally recognized Indian Tribes whose reservations are in whole or in part within the boundaries of the district and/or those that are nearest to the school district.
- Report annually to the Tribes, TLC, the WSSDA, and the State Board of Education on how OSPI is assisting school districts to close the Native American student achievement gap.
- Provide accurate data on Native American student achievement and completion rate statistics to the Tribes, TLC, the WSSDA, the State Board of Education, including information on the reasons Native students are dropping out and ways to overcome barriers.
- Seek funding and other resources in participation with TLC, WSSDA, and others to develop curriculum resources and develop a Clearing House of existing authentic resources.

DEFINITIONS

Sovereign Nation – American Indian Tribes are recognized in federal law as possessing sovereignty over their members and their territory. Sovereignty means that tribes have the power to make and enforce laws, and to establish courts and other forums for resolution of disputes. The sovereignty that American Indian Tribes possess is inherent which means that it comes from within the tribe itself and existed before the establishment of the United States government. Tribal sovereignty is further defined by the unique relationship of the tribes to the United States. In addition to inherent sovereignty, tribal governments may also exercise authority delegated to them by Congress.

Collaboration – Any cooperative effort between and among governmental entities (as well as with private partners) through which partners work together to achieve common goals. Collaboration can range from very informal, ad hoc activities, to more planned organized and formalized ways of working together. Such collaboration should occur when any proposed policies, programs or actions are identified as having a direct effect on an Indian Tribe.

Government-to-Government – Federally Recognized Indian Tribes have a special *government-to-government* relationship with the U.S. government. *Government to government* is also used to describe the relationship and protocols between tribes and other governments such as states. Key Concepts:

- States/Tribes work directly with each other in a government-to-government fashion, rather than as subdivisions of other governments.

- Take appropriate steps to remove legal and procedural impediments to working directly and effectively with each other's governments and programs.
- Encourage cooperation between tribes, the state and local governments to resolve problems of mutual concern.
- Incorporate these Principles into planning and management activities, including budget, program development and implementation, legislative initiatives, and ongoing policy and regulation development processes.
- Coordinate and provide mutual assistance as the governments assume new regulatory and program management responsibilities.

Achievement Gap – The achievement gap is a race and poverty gap in education achievement.

Federally Recognized Indian Tribe – “Federally Recognized” means these tribes and groups have a special, legal relationship with the U.S. government. There are more than 550 federally recognized tribes in the United States, including 223 village groups in Alaska.

Guidelines – Documents published by various compliance agencies (tribal or non-tribal) for the purpose of clarifying provisions of a law or regulation and indicating how an agency will interpret its law or regulation.

Oral Histories – The practice or tradition of passing cultural or familial information to further generations by storytelling, word of mouth or songs. Oral histories shall be respected as Tribal intellectual and cultural property.

Tribal Intellectual and Cultural Property Rights - Cultural property includes not only land and other tangible property, but ideas, traditions, and other "intangibles". Tribes do not generally make this distinction, as all things, including knowledge, are gifts of the Creator and have real existence, power and life. Respect for tribal intellectual and cultural property rights is fundamental for the cultural survival and cultural sustainability of Tribes. Unlike individually-based intellectual property rights, cultural property belongs to the cultural group, rather than to an individual. As an individual has the right to control use or sale of his/her property, the cultural group has the right to control the use or sale of its property. Although individual tribal members may have exclusive rights to tell certain stories, sing certain songs or dance certain dances, and under customary law they may have the right to transfer these rights to others, the cultural property still remains under the customary laws of the Tribe as a collective right. This cultural property belongs to an Indian Tribe as a whole and not an individual, which has the ultimate authority to regulate conditions of access, transfer and use. Tribal intellectual and cultural property is entitled to protection in perpetuity and its protected status is not lost when it enters the public domain.

The State agency parties further agree to respect Tribal intellectual and cultural property rights and customary law in Tribally-created materials, Tribal stories and oral histories that are used in school curriculum. Access and use of Tribal intellectual and cultural property can only be made through the prior informed consent of Tribal authorities based on mutually agreeable terms.

The parties to this Memorandum of Agreement further agree to meet in good faith to resolve any issues of disagreement in implementing this Agreement and HB1495. Such dispute resolution meeting shall occur within 30 days of notice being provided requesting a dispute resolution meeting and identifying the parts of the agreement and issues that are in dispute.

This Memorandum of Agreement will become effective upon the signatures of the parties. The parties shall meet and review progress under this agreement on an annual basis. The Memorandum of Agreement may be amended by written agreement of the parties at any time. Any party may withdraw from this Memorandum of Agreement by giving the other parties 30 days written notice of its intent to withdraw.

Nothing in this agreement is intended to preclude or affect in any way the authority of individual Tribal governments, whether they are participating in the TLC or not, to work independently with State agencies and school districts on implementation of HB 1495.

IN WITNESS WHEREOF this signed Agreement becomes effective on the dates attested to below.

**Signatures and Dates
State Agency Parties**

Matthew Coffey *May 25, 2006*
Washington State School Director's Association Date

Jim Byrom *5/25/06*
Washington State Office of Superintendent of Public Instruction Date

Washington State Board of Education Date

**Signatures and Dates
Tribal Leader Congress on Education by participating Tribes**

James W. Kelly St. Lawrence 5/25/06
 Tribal Chairman/Delegate Tribe Date

Mariom Zuchase Tulalip Tribe 5/25/06
 Tribal Chairman/Delegate Tribe Date

Leann Furr Supai Tribe 5/25/06
 Tribal Chairman/Delegate Tribe Date

Condae R Kelly Northsack Indian Tribe 5-25-06
 Tribal Chairman/Delegate Tribe Date

Anna Bluff-Pope Kalispel Tribe 5-25-2006
 Tribal Chairman/Delegate Tribe Date

Thom Cooper Squaxin Island Tribe 5-25-2006
 Tribal Chairman/Delegate Tribe Date

William M. Lee Hoh Tribe 6-13-06
 Tribal Chairman/Delegate Tribe Date

John Barnett Cowlitz Tribe 6-13-06
 Tribal Chairman/Delegate Tribe Date

W. For Allen Jamestown S'Klallam 6-13-06
 Tribal Chairman/Delegate Tribe Date

Gloria Green Sauk-Suiattle 6/13/06

Tribal Chairman/Delegate Tribe Date

[Signature] Snogwamie 6/13/06

Tribal Chairman/Delegate Tribe Date

[Signature] Spokane 6/13/06

Tribal Chairman/Delegate Tribe Date

[Signature] Squaxin Island 6-13-06

Tribal Chairman/Delegate Tribe Date

[Signature] Stillaguamish 6-13-06

Tribal Chairman/Delegate Tribe Date

Mary M. Scott Upper Skagit Indian Tribe 6-13-06

Tribal Chairman/Delegate Tribe Date

Ralph R. Sampson Jr Yakama Nation 6-13-06

Tribal Chairman/Delegate Tribe Date

[Signature] James Chairman Tulalip Tribes 6-13-06

Tribal Chairman/Delegate Tribe Date

Ken Hoban BO D Tulalip Tribes 6-13-06

Tribal Chairman/Delegate Tribe Date

Marie Backuse BO D Tulalip Tribes 6-13-06

Tribal Chairman/Delegate Tribe Date

CERTIFICATION OF ENROLLMENT

SUBSTITUTE HOUSE BILL 1495

Chapter 205, Laws of 2005

59th Legislature
2005 Regular Session

TRIBAL HISTORY--COMMON SCHOOLS

EFFECTIVE DATE: 7/24/05

Passed by the House April 20, 2005
Yeas 79 Nays 17

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate April 7, 2005
Yeas 35 Nays 9

BRAD OWEN

President of the Senate

Approved April 28, 2005.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Richard Nafziger, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1495** as passed by the House of Representatives and the Senate on the dates hereon set forth.

RICHARD NAFZIGER

Chief Clerk

FILED

April 28, 2005 - 1:05 p.m.

**Secretary of State
State of Washington**

SUBSTITUTE HOUSE BILL 1495

AS AMENDED BY THE SENATE

Passed Legislature - 2005 Regular Session

State of Washington 59th Legislature 2005 Regular Session

By House Committee on Education (originally sponsored by Representatives McCoy, Roach, Simpson, P. Sullivan, McDermott, Santos, Appleton, Darneille, Williams, Hunt, Haigh, Chase, Sells, Conway, Kenney, Kagi, Moeller, Ormsby and Blake)

READ FIRST TIME 03/07/05.

1 AN ACT Relating to teaching Washington's tribal history, culture,
2 and government in the common schools; amending RCW 28A.230.090; adding
3 a new section to chapter 28A.345 RCW; adding a new section to chapter
4 28A.320 RCW; and creating a new section.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 NEW SECTION. Sec. 1. It is the intent of the legislature to
7 promote the full success of the centennial accord, which was signed by
8 state and tribal government leaders in 1989. As those leaders declared
9 in the subsequent millennial accord in 1999, this will require
10 "educating the citizens of our state, particularly the youth who are
11 our future leaders, about tribal history, culture, treaty rights,
12 contemporary tribal and state government institutions and relations and
13 the contribution of Indian nations to the state of Washington." The
14 legislature recognizes that this goal has yet to be achieved in most of
15 our state's schools and districts. As a result, Indian students may
16 not find the school curriculum, especially Washington state history
17 curriculum, relevant to their lives or experiences. In addition, many
18 students may remain uninformed about the experiences, contributions,
and perspectives of their tribal neighbors, fellow citizens, and

1 classmates. The legislature further finds that the lack of accurate
2 and complete curricula may contribute to the persistent achievement gap
3 between Indian and other students. The legislature finds there is a
4 need to establish collaborative government-to-government relationships
5 between elected school boards and tribal councils to create local
6 and/or regional curricula about tribal history and culture, and to
7 promote dialogue and cultural exchanges that can help tribal leaders
8 and school leaders implement strategies to close the achievement gap.

9 NEW SECTION. Sec. 2. A new section is added to chapter 28A.345
10 RCW to read as follows:

11 (1) Beginning in 2006, and at least once annually through 2010, the
12 Washington state school directors' association is encouraged to convene
13 regional meetings and invite the tribal councils from the region for
14 the purpose of establishing government-to-government relationships and
15 dialogue between tribal councils and school district boards of
16 directors. Participants in these meetings should discuss issues of
17 mutual concern, and should work to:

18 (a) Identify the extent and nature of the achievement gap and
19 strategies necessary to close it;

20 (b) Increase mutual awareness and understanding of the importance
21 of accurate, high-quality curriculum materials about the history,
22 culture, and government of local tribes; and

23 (c) Encourage school boards to identify and adopt curriculum that
24 includes tribal experiences and perspectives, so that Indian students
25 are more engaged and learn more successfully, and so that all students
26 learn about the history, culture, government, and experiences of their
27 Indian peers and neighbors.

28 (2) By December 1, 2008, and every two years thereafter through
29 2012, the school directors' association shall report to the education
30 committees of the legislature regarding the progress made in the
31 development of effective government-to-government relations, the
32 narrowing of the achievement gap, and the identification and adoption
33 of curriculum regarding tribal history, culture, and government. The
34 report shall include information about any obstacles encountered, and
35 any strategies under development to overcome them.

1 Sec. 3. RCW 28A.230.090 and 2004 c 19 s 103 are each amended to
2 read as follows:

3 (1) The state board of education shall establish high school
4 graduation requirements or equivalencies for students.

5 (a) Any course in Washington state history and government used to
6 fulfill high school graduation requirements (~~is encouraged to~~
7 ~~include~~) shall consider including information on the culture, history,
8 and government of the American Indian peoples who were the first
9 inhabitants of the state.

10 (b) The certificate of academic achievement requirements under RCW
11 28A.655.061 or the certificate of individual achievement requirements
12 under RCW 28A.155.045 are required for graduation from a public high
13 school but are not the only requirements for graduation.

14 (c) Any decision on whether a student has met the state board's
15 high school graduation requirements for a high school and beyond plan
16 shall remain at the local level.

17 (2) In recognition of the statutory authority of the state board of
18 education to establish and enforce minimum high school graduation
19 requirements, the state board shall periodically reevaluate the
20 graduation requirements and shall report such findings to the
21 legislature in a timely manner as determined by the state board.

22 (3) Pursuant to any requirement for instruction in languages other
23 than English established by the state board of education or a local
24 school district, or both, for purposes of high school graduation,
25 students who receive instruction in American sign language or one or
26 more American Indian languages shall be considered to have satisfied
27 the state or local school district graduation requirement for
28 instruction in one or more languages other than English.

29 (4) If requested by the student and his or her family, a student
30 who has completed high school courses before attending high school
31 shall be given high school credit which shall be applied to fulfilling
32 high school graduation requirements if:

33 (a) The course was taken with high school students, if the academic
34 level of the course exceeds the requirements for seventh and eighth
35 grade classes, and the student has successfully passed by completing
36 the same course requirements and examinations as the high school
37 students enrolled in the class; or

1 (b) The academic level of the course exceeds the requirements for
2 seventh and eighth grade classes and the course would qualify for high
3 school credit, because the course is similar or equivalent to a course
4 offered at a high school in the district as determined by the school
5 district board of directors.

6 (5) Students who have taken and successfully completed high school
7 courses under the circumstances in subsection (4) of this section shall
8 not be required to take an additional competency examination or perform
9 any other additional assignment to receive credit.

10 (6) At the college or university level, five quarter or three
11 semester hours equals one high school credit.

12 NEW SECTION. Sec. 4. A new section is added to chapter 28A.320
13 RCW to read as follows:

14 (1) Each school district board of directors is encouraged to
15 incorporate curricula about the history, culture, and government of the
16 nearest federally recognized Indian tribe or tribes, so that students
17 learn about the unique heritage and experience of their closest
18 neighbors. School districts near Washington's borders are encouraged
19 to include federally recognized Indian tribes whose traditional lands
20 and territories included parts of Washington, but who now reside in
21 Oregon, Idaho, and British Columbia. School districts and tribes are
22 encouraged to work together to develop such curricula.

23 (2) As they conduct regularly scheduled reviews and revisions of
24 their social studies and history curricula, school districts are
25 encouraged to collaborate with any federally recognized Indian tribe
26 within their district, and with neighboring Indian tribes, to
27 incorporate expanded and improved curricular materials about Indian
28 tribes, and to create programs of classroom and community cultural
29 exchanges.

30 (3) School districts are encouraged to collaborate with the office
31 of the superintendent of public instruction on curricular areas
32 regarding tribal government and history that are statewide in nature,
33 such as the concept of tribal sovereignty and the history of federal
34 policy towards federally recognized Indian tribes. The program of
35 Indian education within the office of the superintendent of public
36 instruction is encouraged to help local school districts identify

1 federally recognized Indian tribes whose reservations are in whole or
2 in part within the boundaries of the district and/or those that are
nearest to the school district.

Passed by the House April 20, 2005.

Passed by the Senate April 7, 2005.

Approved by the Governor April 28, 2005.

Filed in Office of Secretary of State April 28, 2005.

STATE BOARD OF EDUCATION

HEARING TYPE: __X__ ACTION

DATE: AUGUST 23-24, 2006

SUBJECT: **REQUEST FOR WAIVER OF THE 180-DAY SCHOOL YEAR
REQUIREMENT FOR GRANITE FALLS, HIGHLINE, AND
LAKE STEVENS SCHOOL DISTRICTS**

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 requests from the minimum 180-day school year for the school districts listed above for school year 2006-2007. Granite Falls and Lake Stevens School Districts are seeking waivers for all schools in their districts. Highline School District is seeking a waiver for Chinook Middle School.

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 such school district, as prescribed in RCW 28A.150.220.

Granite Falls School District

Snohomish County – 2,262 students
3 waiver days requested

Granite Falls School District is requesting three waiver days to provide quality planning time for staff members to continue professional development. These days will be designated for collaboration and in-service training opportunities for both certified and classified staff.

The district is particularly focused on improvement of instruction and collaboration between grade levels. The major focus of the 2006-2007 school year's professional development will be mathematics. The main components of the "MATH ATTACK" will

include WASL mathematics analysis and intervention identification, continued research of best practices and successful programs, collaboration between buildings and grade levels, and staff development in instructional materials and strategies. A Math Summit is planned this fall.

This waiver petition is the result of many discussions and negotiations between the board of directors, administration, and staff. All believe that it will be a much better use of time than the current half-day process. Parents prefer full-day releases thus providing less disruption for students and parents and more quality time for staff development.

Highline School District

King County - 17,827 students

3 waiver days requested for Chinook Middle School

Highline School District is requesting three days be waived from their 2006-2007 school calendar for Chinook Middle School. These days will be utilized for staff professional development. Planning time is needed for staff to meet the district's curricular goals and to align the goals with state guidelines for instruction and assessment.

Chinook reports there is a need for sustained growth in both reading and mathematics. After assistance from a site facilitator, Chinook continues to refine their School Improvement Plan. A major part of the School Improvement Process has been to focus staff development and training. The waiver days will greatly assist Chinook in continuing to meet this goal. Chinook continues to work with the Puget Sound ESD #121. Administration, literacy and mathematics coaches have been working with the staff this past year in the areas of reading, writing, and mathematics. The district and Chinook will continue to work closely with this resource in order to improve teaching and learning in literacy and mathematics.

Chinook Middle School has the support, for this waiver, from the school board, the Highline Education Association, the Chinook Middle School Teamsters representatives, the administration, staff, and parents and community members.

Lake Stevens School District

Snohomish County - 7,547 students

1 waiver days requested

Lake Stevens School District is requesting one waiver day to allow for staff training related to Powerful Teaching and Learning Strategies. One waiver day will allow the district to continue its school reform efforts while limiting the impact on the student instructional year.

All staff will be introduced to the research that supports Powerful Teaching and Learning practices. The district will utilize Duane Baker to highlight the key findings of his research. He will also share the five key elements of the STAR protocol used in Powerful Teaching and Learning. Certificated staff members will then participate in building level discussions that will focus on self-assessment data, implementation strategies, and identification of professional development needs.

The Lake Stevens school board is committed to pursuing a waiver to continue staff development. The board noted the improvement of student performance on the WASL and wants staff to further their efforts with Powerful Teaching and Learning. The Lake Stevens Education Association is very supportive of the waiver day and the community remains overwhelmingly supportive of the district's efforts. Parents are involved in every step of the educational planning process.

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. These districts have met the procedural requirements outlined in SBE policy. Staff recommends the waivers be granted.

See attachments for further detailed information.

Attachments

LEARNING IS



GRANITE FALLS SCHOOL DISTRICT

307 N. Alder Ave. • Granite Falls WA 98252 • (360)691-7717 • FAX (360)691-4459

Joel Thaut, Superintendent

July 10, 2006

State Board of Education
Office of Superintendent of Public Instruction
Old Capitol Building, P.O. Box 47200
Olympia, WA 98504-7200

Board Members:

Granite Falls School District requests a waiver of the minimum 180-day school year as per WAC 180-18-040. The district is requesting to offer 177 student days and use the remaining three days for collaborative teacher in-service. These three days will be used in place of half-day releases used in past years.

Included in this package is our school board's resolution requesting the waiver and additional information addressing the specific requirements for waivers as listed in WAC 180-18-050.

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

Sincerely,

A handwritten signature in black ink that reads 'Joel S. Thaut'. The signature is written in a cursive, flowing style with a long horizontal stroke at the end.

Joel S. Thaut, Superintendent

Requirements specified in WAC 180-18-50:

- 1. Identification of the requirement to be waived.**
The district is requesting a waiver of the minimum 180-day school year as required in WAC 180-16-215.
- 2. Specific standards for increased student learning that the district expects to achieve.**
Specific standards for increasing student learning are included in the school district's plan of improvement as well as each building's school improvement plan. The school district is particularly focused on improvement of instruction and collaboration between grade levels.
- 3. How the district plans to achieve the higher standards, including timelines for implementation.**
Granite falls School District has made good progress so far in reaching for higher standards. In order to continue this progress, much more professional development is needed for our staff. To date, this had been accomplished through five or six days of early releases. This creates many disruptions to the school day, and the time can be more effectively utilized in full-day in-service sessions. It also provides more effective time periods for collaboration and curriculum alignment.
- 4. How the district plans to determine if the higher standards are met.**
The school district will be using our WASL test scores to determine if we are meeting the higher standards. All of our schools are exhibiting continual improvement in our test scores, yet are still not achieving the goal of ALL students meeting the standard. This waiver will allow us to create significant blocks of time to address professional development issues.
- 5. Evidence that the board of directors, teachers, administrators and classified employees are committed to working cooperatively in implementing the plan.**
This waiver is the result of long discussions and negotiations between the Board of Directors, the Administration and the Staff of the Granite Falls School District. All believe that it will be a much better use of time than the current half-day process. All classified and certificated staff will participate in staff development. Parents prefer the full day releases as it allows them to better prepare for child care needs. Board of Director support is evidenced by the enclosed resolution.
- 6. Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan.**
Parents and community members participate on all building and district learning improvement teams. They have always expressed concern over half-days and the problems created for them as a result. The Superintendent and Board of Directors hold each building to a high standard for effective use of the time.

**GRANITE FALLS SCHOOL DISTRICT NO. 332
RESOLUTION 05/06-19
WAIVER REQUEST OF THE MINIMUM 180-DAY SCHOOL YEAR
FOR GRADES K-12 (WAC 180-18-040)**

A RESOLUTION of the Board of Directors of the Granite Falls School District No. 332, Snohomish County, Granite Falls, Washington, to request a waiver of the minimum 180-day school year for grades K-12 (WAC 180-18-040).

WHEREAS, the Granite Falls School District has a plan to improve student learning; and

WHEREAS, the Granite Falls Education Association and the Granite Falls Public School Employees are working with the Granite Falls School District to improve education; and

WHEREAS, the Granite Falls School District Board of Directors recognizes the need to provide quality planning time for staff members to continue their professional development; and

WHEREAS, full-day in-service provides less disruption for students and parents, and quality time for staff development, which is superior to the half-days previously used; and

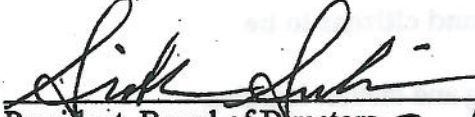
WHEREAS, full days designated for collaboration and in-service training provides opportunities for both certificated and classified staff; and

WHEREAS, the Washington State Board of Education has recognized the importance and has established waivers for restructuring purposes;

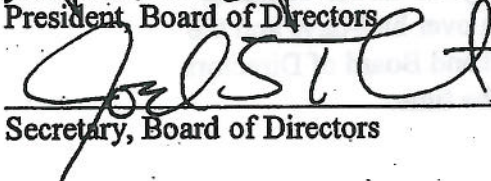
NOW, THEREFORE, BE IT RESOLVED, that the Granite Falls School District Board of Directors requests a waiver of the minimum 180-day school year requirements so that three (3) full school days per year can be devoted to instructional collaboration and improving teachers' instructional skills; that planning for in-service activities will be jointly planned with the Granite Falls Education Association and the Granite Falls Public School Employees and approved by the Granite Falls School Board of Directors that students in grades K-12 would not attend those days.

ADOPTED by the Board of Directors of the Granite Falls School District No. 332, Snohomish County, Washington, at a regular meeting held this 19th day of July, 2006.

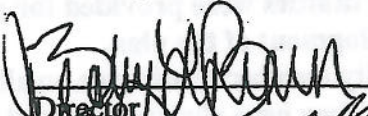
ATTEST:



President, Board of Directors




Secretary, Board of Directors




Director



Director



Director



Director



GRANITE FALLS SCHOOL DISTRICT

307 N. Alder Ave. • Granite Falls WA 98252 • (360)891-7717 • FAX (360)691-4459

Joel Thaut, Superintendent

State Board of Education
Olympia WA

To further enhance materials previously submitted to the Board of Education concerning our waiver request, allow us to add the following information:

We are totally replacing all of our half days with non-student waiver days. Although the time for professional development is critically needed, we have not found the half days to be effective use of time. By the time students are gone and people have eaten, there just isn't a long enough time period left to do the type of training and cross grade level and building teaming that we need. The waiver days will provide that opportunity. We critically need to create time for people from different buildings and grade levels to talk to each other.

We do not have any TRI days in our contract. The LID Days we have are used to focus on the district and building Learning Improvement Plans. I have attached a copy of one of our Learning Improvement Plans for your perusal. Plans for this year have not yet been completed pending the arrival of our WASL scores and data analysis.

The focus of this year's professional development will be math. We have just finished our administrative retreat where we determined the main components of our "MATH ATTACK." Since we have not received our WASL results the final plans have not been developed pending the data analysis. The plans will follow the model I attached. The main components will certainly include WASL Math strand analysis and intervention identification, continued research of best practices and successful programs, collaboration between buildings and grade levels and staff development in instructional materials and strategies. This will all be kicked off with a Math Summit this fall.

Parent and community members have always been valued members of our instructional team. All building and district Learning Improvement Teams have active parent and community members. On each team, the question of the value of half days has arisen and a request to seek alternatives. Many of the main innovations in our program have come from parent input. As an example, I have also attached the recommendations of our recent Challenging the Highly Capable Committee, which came from concerns expressed by local parents.

We understand that waivers have only been granted for one year. This is not a problem for us, as we all await recommendations coming from Washington Learns.

06-07 plans will follow this model. Focus will be on "Math Attack." Final plan in development pending WASL results and data analysis.

2005-06 LEARNING IMPROVEMENT PLAN
Mountain Way Elementary

The 2005-06 Learning Improvement Plan was collaboratively developed by the faculty and the Learning Improvement Team (LIT). The LIT Team includes representatives from the staff, parents, and community. Highlights of priority goals follow:

HIGH STANDARDS & EXPECTATIONS
Priority Academic Goals

READING ACHIEVEMENT

Goal: To meet or exceed the Spring 2005 State WASL Results in Reading.

To prepare K-5 students for success on future WASL Reading Assessments.

Measurement:	MCE Spring 2005	75.90%
	State Spring 2005	79.50%
	MWE Spring 2006	Pending

Strategy:

- Action Steps:**
- Implement the K-5 Reading and Assessment Plan.
 - Implement Open Court with fidelity at K-1.
 - Utilize DIBELS: Dynamic Indicators of Early Literacy Skills Assessments.
 - Show teachers how to access and interpret DIBELS data.
 - Utilize Open Court Unit Assessments at K-1 to track student progress.
 - Implement fluency practice in K-5 classrooms.
 - Identify benchmark, strategic, and intensive readers and hold Collaborative Academic Support Team (C.A.S.T.) meetings to identify appropriate interventions for at risk readers.
 - Implement interventions (e.g., classroom based, Title I, LSC, WRC).
 - Implement Progress Monitoring of at risk Readers.
 - Nurture self-esteem and positive attitudes towards learning through Life Skills, Mentoring, Social Skills Classes, Student Council, and student recognition activities.

Resources:

Open Court Reading Program 2005

DIBELS Assessment Tools

Paraprofessional Support at Kindergarten

Title I, WRC, DIBELS Grants

I-728 Grant In-service Funds

MATH ACHIEVEMENT

Goal: To meet or exceed the Spring 2005 State WASL Results in Math.
To prepare K-5 students for success on future WASL Math Assessments.

Measurement:	MCE Spring 2005	48.70%
	State Spring 2005	60.80%
	MWE Spring 2006	Pending

Strategy:

Action Steps:

- Implement the K-5 Investigations Plan.
- Use Everyday Math with Challenge students in Grade 1-3.
- Implement Accelerated Math at Grade 4-5.
- Utilize Gr. K-5 Grade Level Math Assessments.
- Analyze the WASL Math Strand results and identify interventions.
- Research Investigations and Success Maker Math implementation at a successful comparison school.
- Provide LSC assistance for eligible students.
- Arrange for Investigations training for interested teachers.
- Nurture self-esteem and positive attitudes towards learning through Life Skills, Mentoring, Social Skills Classes, Student Council, and

student recognition activities.

Resources:

Investigations Math Program

Grade Level Assessment Tools

Paraprofessional Support at Kindergarten

Special Education Grant

I-728 Grant In-service Funds

WRITING ACHIEVEMENT

Goal: To meet or exceed the Spring 2005 State WASL Results in Writing.
To prepare K-5 students for success on future WASL Writing Assessments.

Measurement:	MCE Spring 2005	62.10%
	State Spring 2005	57.70% ✓
	MWE Spring 2006	Pending

Strategy:

- Action Steps:**
- Implement the K-5 Writing Expectations
 - Implement 6-Trait and Process Writing strategies.
 - Utilize Grade 1-5 Writing Assessments to track progress.
 - Analyze the WASL Writing Strand results and identify interventions.
 - Research the Step Up to Writing program.
 - Provide LSC assistance for eligible students.
 - Arrange for writing training for interested teachers.

Nurture self-esteem and positive attitudes towards learning through Life Skills, Mentoring, Social Skills Classes, Student Council, and student recognition activities.

Teach keyboarding to Grade 3-5 students.

Resources:

6-Trait & Process Writing Programs (e.g., Writers Workshop)

Grade Level Writing Assessment Tools

Paraprofessional Support at Kindergarten

Special Education Grant

I-728 Grant In-service Funds

SCIENCE ACHIEVEMENT

Goal: To meet or exceed the Spring 2005 State WASL Results in Science.
To prepare K-5 students for success on future WASL Science Assessments.

Measurement:	MCE Spring 2005	28.60%
	State Spring 2005	35.60%
	MWE Spring 2006	Pending

Strategy:

Action Steps:

- Implement the K-5 Grade Level Science Expectations.
- Implement FOSS SCIENCE in selected classrooms.
- Utilize inquiry based instructional strategies.
- Analyze the WASL Science Strand results and identify interventions.
- Research the FOSS SCIENCE Program, such as alignment to GLEs.
- Re-activate the K-5 Science Committee and identify a K-5 Science Program for review and adoption.

Arrange for science training for interested teachers.

Nurture self-esteem and positive attitudes towards learning through Life Skills, Mentoring, Social Skills Classes, Student Council, and student recognition activities.

Resources:

FOSS SCIENCE Kits

Paraprofessional Support at Kindergarten

Special Education Grant

I-728 Grant In-service Funds

MAINTENANCE GOALS

CLEAR AND SHARED FOCUS

Maintain current level of performance, such as:

School Wide Goals

Learning Improvement Plan Submitted

Learning Improvement Plan reviewed by staff

Priority Academic Goals Set

Certificated Staff Professional Development Plans

PGO Plans submitted by eligible teachers

Certificated Staff Progress Conferences: Fall, Winter, Spring

Fall Goal Conferences completed with certificated staff

Continued...

HIGH STANDARDS AND EXPECTATIONS

Maintain current level of performance, such as:

School Wide Guidance & Discipline Program

Program reviewed with faculty

Student Behavior Data entered in Skyword

Classroom Behavior Management Plans

Individual Student Behavior Contracts

Student Recognition Programs

Talented Tigers, Got Caught, Golden Broom, Teamwork Tickets

Leadership Lunches implemented

Grade Level Academic Assessments: Fall, Winter, Spring

Challenge Program

Staff Program Handbook completed

Curriculum alignment work in progress for reading, writing, math, social studies

Social Studies, Math, and Writing Programs selected for adoption

EFFECTIVE SCHOOL LEADERSHIP

Maintain current level of performance, such as:

Teacher Projects:

FOSS Science Field-testing

National Board Certification Projects

PGO: Professional Goal Plans

Grade Level School Improvement Projects: Writing & Math Assessments

Learning Improvement Team Participation

Reviewed School Improvement Plan

Reviewed Library Books for adoption

HIGH LEVELS OF COLLABORATION AND COMMUNICATION

Maintain current level of performance, such as:

Parent-Teacher Conferences: Fall (94%) & Spring

Parent Orientation Meetings: Fall (79%)

Student Service and Child Study Team Meetings

PIK: People Interested In Kids Meetings

Meetings held most months throughout the year

LIT Reports made at every meeting

Grade Level, Faculty, LIT Collaboration

Staff Code of Ethics and Collaboration reviewed 2005

Behavior Team Code of Collaboration created 2005

Regular Communication

Weekly Teacher Bulletins, E-mail News Breaks, Staff Handbook

Parent Handbook, Monthly Calendars & Bulletins

Tiger Tales Newsletters: Four Issues Annually

School Report Card

PROGRAM ALIGNED WITH STANDARDS

Maintain current level of performance, such as:

State Essential Academic Learning Requirements

Grade level Expectations Adopted

District Scope & Sequence Guides

For Math and Writing

Instructional Materials Aligned to Curriculum

Curriculum Mapping initiated at Gr. 1-3

Improve Technology Skills

Implement keyboarding

Provide staff in-service opportunities

Maintain an up to date and well functioning computer lab

FREQUENT MONITORING OF LEARNING AND TEACHING

Maintain current level of performance, such as:

Reading Testing

DIBELS Testing: Fall, Winter, Spring

STAR Reading Testing: Fall, Winter, Spring

K-3 Accelerated Reader Progress Reports

Math Testing

Gr. 4-5 Accelerated Math Reports

Writing Assessments

Gr. 1-5 Writing Prompts & Scoring

FOCUSED PROFESSIONAL DEVELOPMENT

Maintain current level of performance, such as:

On-site In-service

Classified Training: e.g., SECURE

Certificated Training: e.g., Open Court, DIBELS, Step Up to Writing

Workshop & Conference Attendance, School Visits

Music Education, FOSS Science, Hi-Cap School Visit, Math School Visit, etc.

SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Maintain current level of performance, such as:

Equity Policies Observed

Gender, Race, Ethnicity, Culture, Language, Physical/Mental

Reading & Math Support

Washington Reading Corp

Before & After School WASL Academies

Extra Curricular Activities

Strategy Game Club, Choir, Destination Imagination, Book Club

First Aid and Emergency Procedures*School nurse reviewed first aid procedures with staff**Protocols developed: 911 Calls, Drills, Missing Child***Health Screenings: Vision, Hearing, Height/Weight Checks****Monitor Student Attendance***Parent notification provided through letters, phone calls, and meetings**Follow state attendance law provisions**Attain an unexcused absence rate of 1 percent or less***Non Academic Learning Opportunities Offered***Physical Education Specialist**Music Specialist**Classroom Arts & Crafts***FAMILY AND COMMUNITY INVOLVEMENT****Maintain current level of performance, such as:****Parent Involvement Activities***PIK Family Nights: Movies, Carnival, Silent Auction, Book Fair**All School PJ Day, December**Grade Level Concerts**After School Choir Concerts**December Craft Days**Veterans Day Assembly 11-10-05**Arbor Day Celebrations**Volunteer Tea**Hit a Homerun in Reading Program**Dr. Seuss Celebrations March***PIK Sponsored Field Trips for Students/Parents***Pacific Science Center, Beach, Mt. St. Helens, etc.***Community Volunteers***Washington Reading Corp**Christmas Giving Tree Project**Sno-Isle Library, Dentist, Fire Department, Red Apple Visitations**Fire Department Safety Training October**PIK Food Drive**Book Buddies Week***Parent Education Programs***Kindergarten Parent Orientation**Open House: Attendance Level 79%**Parent Conferences: Fall Participation Level 94% ✓***WRC & Title Literacy Nights***October, November, January, February, March, April, May, June*

6-12 Challenging the Highly Capable (CHC) Committee Spring 2006

Mission Statement

The mission of the Challenging the Highly Capable (CHC) Committee is to help the school district formulate a plan to challenge and motivate highly capable and high achieving students at the Middle School and High School. We envision a school district where all students find the curriculum challenging so they can rise to their full potential. To help achieve this, we wish to support the school district in a move towards a comprehensive plan that includes teacher training, curriculum development and vertical alignment.

Membership

Administration:

Facilitator: Dick Panagos, MS Principal
Larry Brown – H.S. Principal
Bridgette Perrigoue – D.O.

Teachers/Counselor:

Ryan Akiyama – H.S.
Susan Black – H.S.
Cinda Janik – M.S.

Marge Johnson – H.S.
Kelly Kettler – M.S.
Rebecca DeLaney – M.S.

Parents:

Claire Anderson – H.S.
Karen Gilbertson – M.S.

Jody Hillery – H.S. & M.S.
Deborah Weinstein – M.S.

Students:

Hannah Anderson – H.S.
Katie Christensen – M.S.

Marissa Ogren – M.S.
Chelsca Porter – H.S.

Recommendations from CHC Committee June 2006

1. We recommend that this committee continue meeting in the Fall in order to follow up on our other recommendations and to show our commitment towards our Mission Statement. We also plan to support the school district in the development of a comprehensive plan for a challenging curriculum to meet the needs of our high achieving and highly capable students.
2. We recommend moving forward to train teachers in Vertical Alignment, beginning this July. ✓
3. We recommend immediate movement towards Integrated I becoming the standard 8th grade math course. ✓
4. We recommend that High School and Middle School math teachers be represented on this committee to bring the best expertise in making recommended curriculum/grade level changes. ✓
5. We recommend that as many teachers as possible be trained in subject area Vertical Alignment and Advanced Placement (AP) classes.
6. We would like to see that all students in AP classes take the AP test regardless of the student's potential for passing. We would also like to see some guidelines to make sure our AP classes are adhering to the set AP curriculum.

**Challenging the Highly Capable
Tuesday, June 6, 2006
Minutes**

Members present: Dr. Panagos – M.S. Principal
Larry Brown – H.S. Principal
Marge Johnson – Teacher
Chelsea Porter – Student
Jody Hillery – Parent
Susan Black – Teacher
Deborah Weinstein – Parent

Katie Christensen - Student
Ryan Akiyama - Teacher
Cynda Janik - Teacher
Rebecca Delaney - Counselor
Kelly Kettler - Teacher
Bridgette Perrigoue – Dist. Admin.

Absent: Claire Anderson – Parent
Karen Gilbertson – Parent
Marissa Ogren – Student

Dr. Panagos asked everyone to look over the minutes. A motion was made by Ryan Akiyama to accept the minutes as written. Susan Black seconded it.

Dr. Panagos read the mission statement prepared by Deborah Weinstein and everyone liked it. There was some discussion and minor changes agreed on. A motion was made by Chelsea Porter to accept the mission statement written below and Hannah Anderson seconded it.

Mission Statement

The mission of the Challenging the Highly Capable (CHC) Committee is to help the school district formulate a plan to challenge and motivate highly capable and high achieving students at the Middle School and High School. We envision a school district where all students find the curriculum challenging so they can rise to their full potential. To help achieve this, we wish to support the school district in a move towards a comprehensive plan that includes teacher training, curriculum development and vertical alignment.

Ryan Akiyama spoke about some teacher training specializing in Vertical Alignment that is available this summer. He shared with the committee a handout on vertical alignment and gave an example of a program he observed in the Spokane area. He said it was an exceptional program with good results.

It was reported that the high school L.I.T. team approved money for the H.S. English department to work on curriculum development and approved money for two staff members to attend the Vertical Team Seminars this summer. Ryan expressed some frustration with the decision to only send two staff members because he felt it was important to have the training before the best curriculum development work could be done. There was a great deal of discussion about funding from L.I.T. and the High Cap Fund. Ryan thought we should give a recommendation plan to the L.I.T. committee in order to gain their support and help them see where we are headed. The decision was made that Larry Brown would call an emergency L.I.T. meeting in an attempt to explain the reasons behind our efforts and how much of an impact could be made if a larger number of teachers attended the seminar. Dr. Panagos reported that Kelly Kettler will be attending the seminars this summer for the middle school but there wasn't anyone else who could attend because of scheduling conflicts.

Larry made a motion to recommend Integrated I math become standard 8th grade math. There was a great deal of discussion on this recommendation. There were a couple of people who felt it was too direct and specific. We should consult some of the math teaching staff before we add the recommendation to our list for Joel. Others felt that if we watered it down it would not make the impact they wanted and therefore would not accelerate some changes that were necessary for the improvement in the math WASL scores. The general idea was to hope to have some changes made by fall of 07 knowing that it would be a stretch to have such changes in the Math alignment by this coming fall. The amended motion was to recommend immediate movement towards Integrated I becoming standard 8th grade math. Bridgette seconded it.

Math

Below is a list of our recommendations that we agreed to give to Joel Thaut.

Recommendations From CHC committee as of June 6th, 2006
(These recommendations are intended for Joel Thaut)

1. *We recommend that this committee continue meeting in the fall in order to follow up on our other recommendations and to show our commitment towards our mission statement. We also plan to support the school district in the development of a comprehensive plan for a challenging curriculum to meet the needs of our high achieving and highly capable students.*
2. *We recommend moving forward to train teachers in Vertical Alignment.*
3. *We recommend immediate movement towards Integrated I becoming standard 8th grade math.*
4. *We recommend that some high school and middle school math teachers be invited to become a part of this committee to bring the best expertise in making changes in the subject of math.*
5. *We recommend that as many teachers as possible be trained on the subject of Vertical Alignment and AP classes.*
6. *We would like to see that all students in AP classes take the AP test regardless of the student's potential for passing. We would also like to see some guidelines to make sure our AP classes are adhering to the set AP curriculum.*

The meeting was adjourned.

**Challenging the Highly Capable
Tuesday, May 23, 2006
Minutes**

Members present:

Dr. Panagos – M.S. Principal
Marge Johnson – Teacher
Chelsea Porter – Student
Jody Hillery – Parent
Susan Black – Teacher
Deborah Weinstein – Parent
Larry Brown – H.S. Principal
Katie Christensen – Student

Ryan Akiyama – Teacher
Hannah Anderson – Student
Claire Anderson – Parent
Cynda Janik – Teacher
Rebecca Delaney – Counselor
Karen Gilbertson – Parent
Kelly Kettler – Teacher
Marissa Ogren – Student

Dr. Panagos gave a brief description of what brought this group together. We all introduced ourselves and stated why we thought this group was important.

Jody went over common myths and truths about highly capable students from a website on disabilities and gifted education. Chelsea and Hannah shared what happens in their high school classes when they get bored. They also stated that being ahead in math doesn't prevent boredom. The math classes still have to be slowed down and they are ready to move on at a quicker pace.

Dr. Panagos went over what is offered at the middle school for advanced classes and how math is sequential.

We have AP classes in Government, English and Physics at the high school.

There was discussion on the difference between high achieving and highly capable students and how to reach the needs of both. Ryan talked about addressing curriculum alignment first.

Running Start was discussed and Larry Brown stated that he didn't feel it was really a program to address the issue of challenging highly capable students. It was really geared for a different type of student. Ryan talked about the different ways to address the highly capable through Honors, AP and Baccalaureate classes at the high school level. There was more discussion on what an AP class is.

The subject of English needs curriculum alignment throughout middle and high school. What makes an advanced class look different from a standard English class? We need some continuity so there will be options for kids to move ahead if needed.

Middle school students expressed some of their frustration in classes where they have the assignments completed and still have half a class left. It was stated by parents that some support for teachers through training is important and thought it was a good way to spend high cap money if it fell within the guidelines of the state.

Larry Brown talked about some research he had been reading about AP rated high schools. The research is being done by Jay Mathews.

We agreed that it was necessary to continue to develop a culture of high expectations. It is important that what we work towards is valuable not just another meeting.

Dr. Panagos brought the discussion back to what direction we want to go for our recommendations to Joel Thaut. We need to come back with some steps for specific improvements. Curriculum changes would be a priority along with a recommendation that the committee continue through the next year to help advocate for the highly capable and achieving students.

Dr. Panagos asked Deborah if she would work on a mission statement for our committee. Jody will try to get a copy of the state guidelines for the spending of high cap funds.

The next time we meet we will need to complete some immediate goals and recommendations. We will meet one more time before the end of school, same time and place on June 6, 2006.



Highline Public Schools

District 401

STATE BOARD OF EDUCATION

Educational Resource and Administrative Center
15675 Ambaum Boulevard Southwest
Burien, Washington 98166
www.hsd401.org • 206-433-0111

JUL 20 2006

RECEIVED

July 18, 2006

State Board of Education
Old Capitol Building
P. O. Box 47200
Olympia, WA 98504-7200

RE: Three day waiver request of 180 student day calendar – Chinook Middle School

Greetings:

Highline School District #401 Board of Directors approved Resolution No. 2236 – Waiver Request of 180 Student Day Calendar – Chinook Middle School at their July 10, 2006 meeting. This resolution is a renewal of Chinook Middle School's three-day waiver for professional development approved by the State Board of Education three years ago.

Supporting documents are enclosed as follows:

1. Signed Resolution No. 2236.
2. Copy of Action Item – Background Information, Administrative Consideration and Superintendent's Recommendation.
3. Support letters from Highline Education Association (teacher's union) and Teamsters (support staff).
4. Local Restructuring Plan Requirements to Obtain Waiver.
5. Action Plan Outline: Literacy :
Reading and Writing; Math;
Effective Schools/Assessment;
Effective Schools/Race Relations Cadre;
Effective Schools/Parent Community Involvement;
Effective Schools/Safe and Civil Project.

If you have questions about this waiver request, please call me at 206.433.2361.

Respectfully,

Alan Spicciati
Executive Director of Secondary Schools

AS/lg

Enclosures

cc. Todd Moorhead

Educate Every Student and Expect Excellence

Board of Directors

Phyllis L. Evers

Susan Goding

Matthew M. Pina

Tom Slattery

Julle Burr Spani

District Administrators

John P. Welch
Superintendent

Geraldine L. Fain
Assistant Superintendent
Support Services

Dr. Carla E. Jackson
Assistant Superintendent
Teaching, Learning, and
School Improvement

Alan D. Spicciati
Executive Director
Secondary Schools

Susanne Jerde
Executive Director
Elementary Learning

Marsha Spreler
Executive Director
Elementary Learning

Catherine Carbone Rogers
Director
Communication and
Community Relations

SCHOOL DISTRICT NO. 401
HIGHLINE PUBLIC SCHOOLS
KING COUNTY, WASHINGTON
RESOLUTION NO. 2236

WHEREAS, the Highline School District #401 Board of Directors recognizes that:

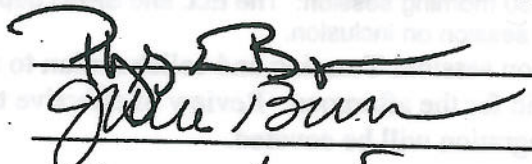
1. Planning time is needed for staff to meet the district's curricular goals and to align the goals with state guidelines for instruction and assessment, and
2. The district realizes that providing staff development during the school day, where numerous substitutes are involved to cover classes, is a hardship for students and teachers involving inconsistent instruction, and
3. The district meets the required instructional hour time based on the 2005-2006 Form 1497 Entitlement for Basic Education Allocation, and
4. Options involving additional late starts, early releases, availability of substitutes, additional staff or additional paid days would create additional hardship on the district and creates inconveniences for parent and/or patrons, and

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

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of Highline School District No. 401, King County, Washington State, request the Washington State Board of Education to waive the minimum 180-day school year requirement for Chinook Middle School of the Highline District so that three (3) full days may be dedicated to staff development; and, that the dates for these days be determined by the Highline School Board of Directors; and that this waiver be for a period of three years: 2006-2009.

ADOPTED at a regular open public meeting of the Board of Directors on July 10, 2006.

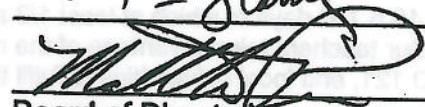
HIGHLINE SCHOOL DISTRICT NO. 401



Julie Brown

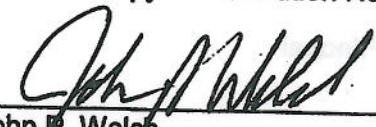
Susan Bodrup

T. Staller



Board of Directors

I, John P. Welch, Secretary to the Board of Directors of Highline School District No. 401, do hereby certify that the attached is a true and accurate copy of Resolution No. 2236 for the use and purpose intended.



John P. Welch
Secretary to the Board of Directors

From: Bissell, Janet D [mailto:BissellJ@HSD401.org]
Sent: Tuesday, August 08, 2006 5:50 PM
To: Pat Eirish
Cc: polhamusv@hsd401.org
Subject: Chinook Middle School information

Pat Eirish
phone 360.725.6030
fax 360.586.2357

Here is the information requested from Chinook Middle School in the Highline School District.

Early Release days--we are scheduled to have ten early release days. Our professional development committee designs these days to align with our Action Plan. Our plan addresses the district's literacy and math initiatives. In addition, components of our plan include Safe and Civil Schools, Assessment and student portfolios, Parent and Community Relations, and Race Relations. Every early release day is used for professional development for our staff around one or more of these topics.

LID:

- August 28th morning session: Safe and Civil Schools training. The staff will revisit key components of this program and plan lessons for school-wide teaching of routines and guidelines established to ensure the smooth operation of our school.
- afternoon session: AVID training. The 7 staff members who attended the week long conference in San Diego in June will familiarize the rest of the staff with the program. The plan is for Chinook to adopt AVID (Advancement Via Individual Determination) concepts school-wide to create a "college going" culture.
- August 29th morning session: The Assessment Cadre will lead staff training on the year long portfolio project which includes two student led conferences during the year. Chinook has thirty minute portfolio periods each wednesday.
- afternoon session: The Race Relations Cadre and the Parent and Community Relations Cadre will lead a training on how to communicate effectively with parents and guardians from the various cultures at our school.
- August 30 morning session: The ELL and SPED department chairpeople will lead a training session on inclusion.
- afternoon session: Teaming and collaboration to further curriculum integration is the topic for the afternoon. Review of effective teaming strategies and planning for integration will be covered.

TRI:

- Teachers have 10.5 TRI days of which at least 1/3 are to be used for professional development. Our teachers take advantage of the many opportunities offered through our district, ESD 121, and local universities to fulfil the professional development requirements.

If you have other questions please call me at Chinook Middle School at 206.422-2231 or email me at BissellJ@shd401.org.

Janet Bissell, Assistant Principal



HIGHLINE EDUCATION ASSOCIATION

15210 32nd Ave S., Suite A • Seattle, Washington 98188 • Tel: (206) 246-4340 • Fax: (206) 246-9312

June 15, 2006

To whom it may concern:

This is to inform you that the Highline Education Association fully supports the waiver request submitted on behalf of Chinook Middle School in the Highline School District. The Chinook staff, in cooperation with the school district and Office of the Superintendent of Public Instruction, has been working diligently and have exceeded expectations in their efforts to ensure the success of their students. These efforts will be greatly aided by a waiver of the required number of student days so that staff may continue their intensive process of training and collaboration. We appreciate your consideration of their request.

Sincerely,

A handwritten signature in cursive script that reads 'Alan Sutliff'.

Alan Sutliff
President
Highline Education Association

CHINOOK MIDDLE SCHOOL
18650 42nd Avenue South
SeaTac, WA 98188
Phone: (206) 433-2231
FAX: (206) 433-2308



"Our Thunderbird Community Soars to Excellence Together"

June 13, 2006

To Whom It May Concern;

This letter is to advise you that our Chinook Middle School Teamsters representatives support the request to the Highline School District School Board for the state waiver of 3 instructional days from the 180 day school year. We understand that these days will be used for a variety of professional development and instructional improvement activities and would not in any way conflict with the contractual per diem days or state in-service days. The classified staff believe, with the administration, that time devoted to teaching benefit our students both in the present and in the future.

We are excited about the educational reform and the School Improvement process and appreciate your understanding of the need for time to implement changes and improvements.

Vicky L. Peramus
Teamsters Representative
Chinook Middle School



CHINOOK MIDDLE SCHOOL
18650 42nd Avenue South
SeaTac, WA 98188
Phone: (206) 433-2231
FAX: (206) 433-2308

Our Thunderbird Community Soars to Excellence Together

June 16, 2006

Highline Board of Education
ERAC
Burien, WA 98188

Dear Board of Directors,

Chinook Middle School is respectfully requesting that the Highline Board of Education approve a waiver for the 180-day student requirement for the 2006-2007 school year, and that the request be placed on the next available agenda for the Highline Board of Education.

The enclosed documentation includes:

- WAC 180-18-050 – Local restructuring plan requirement to obtain waiver
- WAC 180-18-040 – Waiver from minimum one hundred eighty-day school year requirement and student-teacher ratio requirement
- WAC 180-18-030 – Waiver from total instructional hour requirements
- School Improvement Plan for Chinook Middle School

Thank you for your assistance and consideration. If you have any questions, please feel free to contact us.

Sincerely,

Todd Moorhead, Principal

WAC 180-18-050 Local Restructuring Plan Requirements to Obtain Waiver

A. **Identification of the requirement to be waived.**

The district is requesting a waiver of WAC 180-18-040, the 180 day minimum school year requirement, as requested in Board Resolution *2236*. The request is for 3 waiver days for the 2006-2007 school year.

B. **Specific standards for increased student learning that the district expects to achieve.**

A review of the 2004-2005 and 2005-2006 Washington Assessment of Student Learning Tests (WASL) clearly indicate that improvements are needed. There is a need for sustained growth in both reading and math.

Due to the fact that Chinook Middle School did not meet Annual Yearly progress goals in 2001, Chinook participated in the OSPI School Improvement Assistance process beginning in the fall of the 2001-2002 school year. A site facilitator was working with the district and school for a period of three years. Chinook has continued, after the site facilitator left, to refine a School Improvement Plan. A major part of the School Improvement Process has been to focus staff development and training. The waiver days will greatly assist Chinook Middle School in continuing to meet this goal.

Chinook Middle School continues to work with the Puget Sound ESD #121. Administration, literacy coach and math coach have been working with the staff all year in the areas of reading, writing and math. It is anticipated that the Highline School District and Chinook Middle School will continue to work closely with this resource in order to improve teaching and learning in literacy and math.

By continuing to work to align our curriculum, expectations and goals with the State Essential Learnings, and by developing an appropriate process for staff development, curriculum adoption and instructional delivery, we can achieve higher standards, thereby challenging our students to greater achievement. The attached School Improvement Plan identifies the specific learning goals in reading and math for the next school year.

C. **How the district plans to achieve the higher standards, including timelines for implementation.**

Based on analysis of school testing data and current research of effective instructional practices, improvement goals have been identified and are specified in the Improvement Plan. Targeted staff development for intentional interventions and instruction are planned to continue through the 2006-2007.

school year. Staff development support will be provided by the administration, literacy coach, math specialist and an ESD consultant.

Assessment tools provided by the state and district along with those developed by Chinook Middle School educators will provide the data to identify students for targeted assistance and to drive instructional practices and interventions.

D. How the district plans to determine if the higher standards are met.

In addition to using the test results from the WASL, MAP (Measures of Academic Progress), individual reading assessments for all students, and adopted curriculum assessment materials, Chinook Middle School and Highline District will work to develop tools to assess and report on student achievement at the local level to parents and patrons of the district. Assessments will be based on Chinook Middle School and district adopted assessment instruments and from state and national test assessment data. Please see specific details outlining achievement standards and timelines in attached Improvement Plan.

E. Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

Enclosed you will find Resolution 2236 from the Board of Directors, as well as letters of support from both the teachers and classified employee organizations of the district. The School Improvement Plan is supported by 100% of the Chinook Middle School staff. District level administrators and personnel have been working with the Chinook Middle School staff in the development of the plan and have pledged their continuous support in the implementation of the plan.

F. Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan.

The Chinook Middle School Improvement Plan includes a Parent Community Involvement section which describes specific goals to collaborate with parents to improve student achievement. Parents have attended the School Improvement Team meetings where they participated in the development and approval of the Improvement Plan.

As Chinook Middle School and Highline District continues with the School Improvement Process for student achievement, these groups, as well as other patrons will continue to provide invaluable assistance to the long-term growth and achievement of Chinook Middle School students.

ACTION PLAN OUTLINE (One Form for each Goal)

Literacy - Reading and Writing

2006 - 2007

School Improvement Goal: Increase the percentage of students proficient in reading from 44% to 65% (level III and IV) on the 2008 WASL and students will increase one level each year on the WLPT.

Student Group	How Will We Achieve This Goal? Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Students above grade level	<ul style="list-style-type: none"> Advanced LA/SS core classes teaching 9/10 GLE's LA/SS core classes teaching appropriate GLE's Readers Writers Workshop with conferring AR/Independent Reading All content area teachers teaching reading strategies 	<ul style="list-style-type: none"> Administration Instructional leaders Literacy Coach Reading Cadre members Librarian All staff District provide structure and support for residency classrooms 	<ul style="list-style-type: none"> MAP WASL STAR AR Diagnostic Report Conferring notes Assignments as determined by teachers
Students at Grade level	<ul style="list-style-type: none"> LA/SS core classes teaching grade level GLE's Readers Writers Workshop with conferring AR/Independent Reading All content area teachers teaching reading strategies 	<ul style="list-style-type: none"> Early Release Training Lesson Study Monthly Department meetings Monthly academic team meetings to plan and map implementation of Reading GLE's Reading Renaissance training Continued participation with Residency classrooms 	<ul style="list-style-type: none"> MAP WASL STAR AR Diagnostic Report Conferring notes Assignments as determined by teachers

**Students below grade level (identify Student groups below to target based on data)
145 students from the categories below will be served in Read Right at current level of funding.**

<p>All students</p> <ul style="list-style-type: none"> • LA/SS core classes teaching grade level GLE's • Readers Writers Workshop with conferring • AR/Independent Reading • All content area teachers teaching reading strategies • Read Right class • District supplied double dose reading classes 	<ul style="list-style-type: none"> • Early Release Training • Lesson Study • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of Reading GLE's • Reading Renaissance training • Continued participation with Residency classrooms • Read Right training as needed for certification of teacher and para-professionals. 	<ul style="list-style-type: none"> • Administration • Instructional leaders • Literacy Coach • Reading Cadre members • Librarian • LA/SS teachers • All staff support reading in the content area • District provide structure and support for residency classrooms • District supplied double dose reading teacher • District supplied paras for Read Right 	<ul style="list-style-type: none"> • MAP • WASL • STAR • AR Diagnostic Report • Conferring notes • Assignments as determined by teachers • Gates-McGinitie Test for Read Right students • Read Right reports • Read Right parent, teacher, and student surveys
<p>Free/reduced</p> <ul style="list-style-type: none"> • LA/SS core classes teaching grade level GLE's • Readers Writers Workshop with conferring • AR/Independent Reading • All content area teachers teaching reading strategies • Read Right Class • District supplied double dose reading classes 	<ul style="list-style-type: none"> • Early Release Training • Lesson Study • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of Reading GLE's • Reading Renaissance training • Continued participation with Residency classrooms • Read Right training as needed for certification of teacher and para-professionals. 	<ul style="list-style-type: none"> • Administration • Instructional leaders • Literacy Coach • Reading Cadre members • Librarian • LA/SS teachers • All staff support reading in the content area • District provide structure and support for 	<ul style="list-style-type: none"> • MAP • WASL • STAR • AR Diagnostic Report • Gates-McGinitie Test for Read Right students • Conferring notes • Assignments as determined by teachers • Read Right reports • Read Right parent, teacher, and student surveys

			<p>Hispanic</p> <ul style="list-style-type: none"> • LA/SS core classes teaching grade level GLE's • Readers Writers Workshop with conferring • AR/Independent Reading • All content area teachers teaching reading strategies • Read Right Class • District supplied double dose reading classes 	<ul style="list-style-type: none"> • Early Release Training • Lesson Study • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of Reading GLE's • Reading Renaissance training • Continued participation with Residency classrooms • Read Right training as needed for certification of teacher and para-professionals. • Continue Cultural Competency training 	<ul style="list-style-type: none"> • Administration • Instructional leaders • Literacy Coach • Reading Cadre members • Librarian • LA/SS teachers • All staff support reading in the content area • District provide structure and support for residency classrooms • District supplied double dose reading teacher • District supplied paras for Read Right 	<ul style="list-style-type: none"> • MAP • WASL • STAR • AR Diagnostic Report • Gates-McGinitie Test for Read Right students • Confering notes • Assignments as determined by teachers • Read Right reports • Read Right parent, teacher, and student surveys
		<ul style="list-style-type: none"> • LA/SS core classes teaching grade level GLE's • Readers Writers Workshop with conferring • AR/Independent Reading • All content area teachers teaching reading strategies • Read Right Class 	<ul style="list-style-type: none"> • Early Release Training • Lesson Study • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of Reading GLE's • Reading Renaissance training 	<ul style="list-style-type: none"> • Administration • Instructional leaders • Literacy Coach • Reading Cadre members • Librarian • LA/SS teachers 	<ul style="list-style-type: none"> • MAP • WASL • STAR • AR Diagnostic Report • Gates-McGinitie Test for Read Right students 	

	<ul style="list-style-type: none"> • District supplied double dose reading classes 	<ul style="list-style-type: none"> • Continued participation with Residency classrooms • Read Right training as needed for certification of teacher and para-professionals. • Continue Cultural Competency training 	<ul style="list-style-type: none"> • All staff support reading in the content area • District provide structure and support for residency classrooms • District supplied double dose reading teacher • District supplied paras for Read Right 	<ul style="list-style-type: none"> • Confering notes • Assignments as determined by teachers • Read Right reports • Read Right parent, teacher, and student surveys
ELL students	<ul style="list-style-type: none"> • Beginning and Intermediate Level students in a Reading Writing Block • Classes teaching appropriate ELD's • Modified Readers Writers Workshop at all levels • Advanced class Readers Writers Workshop focused on transitioning to mainstream classes • AR/Independent Reading • All-content area teachers teaching reading strategies • Read Right Class 	<ul style="list-style-type: none"> • Early Release Training • Lesson Study • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of Reading GLE's • Reading Renaissance training • Continued participation with Residency classrooms • Read Right training as needed for certification of teacher and para-professionals. • Continue Cultural Competency training 	<ul style="list-style-type: none"> • Administration • Instructional leaders • Literacy Coach • Reading Cadre members • Librarian • LA/SS teachers • All staff support reading in the content area • District provide structure and support for residency classrooms • District ELL support 	<ul style="list-style-type: none"> • MAP • WASL • STAR • WLPT • AR Diagnostic Report • Confering notes • Assignments as determined by teachers • Read Right reports • Read Right parent, teacher, and student surveys
Special Education	<ul style="list-style-type: none"> • Grade level appropriate GLE's • Modified Readers Writers Workshop • Pull-outs for additional instruction/support with para-professional. Further differentiation in instruction 	<ul style="list-style-type: none"> • Early Release Training • Lesson Study • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of Reading GI 	<ul style="list-style-type: none"> • Administration • Instructional leaders • Literacy Coach • LRC • ILC • DHH 	<ul style="list-style-type: none"> • MAP • WASL • STAR • AR Diagnostic Report • Gates-McGinitie Test • WAAAF

<ul style="list-style-type: none"> • Read Right Class • Reading Academy- summer and after school • Independent Reading/Conferring • Content reading strategies • EALR extensions in ILC program 	<ul style="list-style-type: none"> • Reading Renaissance training • Continued participation with Residency classrooms • Read Right training as needed for certification of teacher and para-professionals. • District workshops • Formal courses in literacy • Special Education training and professional development 	<ul style="list-style-type: none"> • Para-educators • Reading Cadre members • Librarian • LA/SS teachers • All staff support reading in the content area • District provide structure and support for residency classrooms • District Special Education support 	<ul style="list-style-type: none"> • DAW • Stafford (DHH) • Student portfolios • Conferring notes • Assignments as determined by teachers • Read Right reports • Read Right parent, teacher, and student surveys • Progress on IEP goals/objectives • Curriculum based projects
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ACTION PLAN OUTLINE (One Form for each Goal)

Math

2006 - 2007

School Improvement Goal: Increase the percentage of students proficient in math from 29% to 59% (level III and IV) on the 2008 WASL.

How Will We Achieve This Goal?

Student Group	What strategy will be implemented? What actions will occur? What steps will staff take? What in-class interventions will take place? What second dose opportunities will occur?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Students above grade level	<ul style="list-style-type: none"> • Students placed in appropriate level classes; pre-algebra, algebra, geometry • Methods, discussions and strategies learned in the Linda Forman program will be applied • After school math study club available • After school WASL academy available • Student math notebook as an organizational tool for assignments and/or notes • Performance based assessments • Locate or create supplemental material to cover GLEs not addressed in CMP • Continue cultural competency <ul style="list-style-type: none"> --contributions to math by different cultures at Chinook --understanding of cultural beliefs regarding school 	<ul style="list-style-type: none"> • Staff participate in Linda Forman Embedded coaching • Staff participate in Linda Forman Best Practices Development sessions • Math coach to support teachers in new methods and strategies • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of GLEs • Participation in early release training • Book study with teachers and math coach • Staff and math coach work together to supply GLE based WASL academy lessons • Time to develop assessments • District to provide time • New math, ELL and Special Education teachers partnered with an in-building math 	<ul style="list-style-type: none"> • District provided embedded math coaching and best practice workshops • District provide math coach • Staff and district provide for after school activities • Building professional development team • District provide release time for supplemental material development • Staff and district provide cultural competency information and support 	<ul style="list-style-type: none"> • District created exit tests used where available • We will monitor MAPs test scores for fall, winter and spring • Monitor WASL scores • We will collect evidence of student work to determine proficiency level and to inform instruction • Use student notebooks to evaluate progress and inform instruction • Evaluation of student assessments

<p>Students at Grade level</p>	<ul style="list-style-type: none"> • Kinesthetic learning strategies including but not limited to Hands on Equations • Students placed in classes at appropriate level • Methods, discussions and strategies learned in the Linda Forman program will be applied • Grade level lesson study • After school math study club available • After school WASL academy available • Student math notebooks as an <u>organizational tool for assignments and/or notes</u> • Performance based assessments • Locate or create supplemental material to cover GLEs not addressed in CMP • Continue cultural competency --contributions to math by different cultures at Chinook --understanding of cultural beliefs regarding school 	<p>mentor/coach</p> <ul style="list-style-type: none"> • Release time to investigate appropriate supplemental material • Training for staff on cultural competencies 	<ul style="list-style-type: none"> • District provided embedded math coaching and best practice workshops • District provide math coach • Staff and district provide for after school activities • Building professional development team • District provide release time for supplemental material development • Staff and district provide cultural competency information and support 	<ul style="list-style-type: none"> • District created exit tests used where available • Monitor WASL scores • We will monitor MAPs test scores for fall, winter and spring • We will collect evidence of student work to determine proficiency level and to inform instruction • Use student notebooks to evaluate progress and inform instruction • Evaluation of student assessments
<p>Students at Grade level</p>	<ul style="list-style-type: none"> • Training and class sets of manipulatives • Staff participate in Linda Forman Embedded coaching • Staff participate in Linda Forman Best Practices Development sessions • <u>Math coach to support teachers in new methods and strategies</u> • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of math GLEs • Participation in early release training • Book study with teachers and math coach • Staff and math coach work together to supply GLE based WASL academy lessons • Time to develop assessments • District to provide time • <u>New math, ELL and Special Education teachers partnered with an in-building math mentor/coach</u> • Release time to investigate appropriate supplemental materials • Training for staff on cultural 	<p>mentor/coach</p> <ul style="list-style-type: none"> • Release time to investigate appropriate supplemental material • Training for staff on cultural competencies 	<ul style="list-style-type: none"> • District provided embedded math coaching and best practice workshops • District provide math coach • Staff and district provide for after school activities • Building professional development team • District provide release time for supplemental material development • Staff and district provide cultural competency information and support 	<ul style="list-style-type: none"> • District created exit tests used where available • Monitor WASL scores • We will monitor MAPs test scores for fall, winter and spring • We will collect evidence of student work to determine proficiency level and to inform instruction • Use student notebooks to evaluate progress and inform instruction • Evaluation of student assessments

	competencies		
<p>Students below grade level (Identify Student groups below to target based on data)</p> <p>All students</p>			
<ul style="list-style-type: none"> • Double dose math classes as supported by district • Kinesthetic learning strategies including but not limited to Hands on Equations • Students placed in classes at appropriate level • Methods, discussions and strategies learned in the Linda Forman program will be applied • Grade level lesson study • After school math study club available • After school WASL academy available • Student math notebooks as an organizational tool for assignments and/or notes • Performance based assessments • Locate or create supplemental material to cover GLEs not addressed in CMP • Continue cultural competency <ul style="list-style-type: none"> –contributions to math by different cultures at Chinook –understanding of cultural beliefs regarding school 	<ul style="list-style-type: none"> • Highly qualified teacher hired by district • Training and class sets of manipulatives • Staff participate in Linda Forman Embedded coaching • Staff participate in Linda Forman Best Practices Development sessions • Math coach to support teachers in new methods and strategies • Monthly Department meetings • Monthly academic team meetings to plan and map implementations of math GLEs • Participation in early release training • Book study with teachers and math coach • Staff and math coach work together to supply GLE based WASL academy lessons • Time to develop assessments • District to provide time • New math, ELL and Special Education teachers partnered with an in-building math mentor/coach • Release time to investigate appropriate supplemental materials • Training on cultural competencies 	<ul style="list-style-type: none"> • District and teacher • Kinesthetic learning strategies and materials provided by the district including but not limited to Hands on Equations • District provided embedded math coaching and best practice workshops • District provide math coach • Staff and district provide for after school activities • Building professional development team • District provide release time for supplemental material development • Staff and district provide cultural competency information and support 	<ul style="list-style-type: none"> • District created exit tests used where available • Monitor WASL scores • We will monitor MAPs test scores for fall, winter and spring • We will collect evidence of student work to determine proficiency level and to inform instruction • Use student notebooks to evaluate progress and inform instruction • Evaluation of student assessments

<p>Free/reduced</p>	<ul style="list-style-type: none"> • Double dose math classes as supported by district • Kinesthetic learning strategies including but not limited to Hands on Equations • Students placed in classes at appropriate level • Methods, discussions and strategies learned in the Linda Forman program will be applied • Grade level lesson study • After school math study club available • After school WASL academy available • Student math notebooks as an organizational tool for assignments and/or notes • Performance based assessments • Locate or create supplemental material to cover GLEs not addressed in CMP • Continue cultural competency --contributions to math by different cultures at Chinook --understanding of cultural beliefs regarding school 	<ul style="list-style-type: none"> • Highly qualified teacher hired by district • Training and class sets of manipulatives • Staff participate in Linda Forman Embedded coaching • Staff participate in Linda Forman Best Practices Development sessions • Math coach to support teachers in new methods and strategies • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of math GLEs • Participation in early release training • Book study with teachers and math coach. • Staff and math coach work together to supply GLE based WASL academy lessons • Time to develop assessments • District to provide time • New math, ELL and Special Education teacher partnered with an in-building math mentor/coach • Release time to investigate appropriate supplemental material • Training for staff on cultural competencies 	<ul style="list-style-type: none"> • Double dose math classes as supported by district • Kinesthetic learning strategies and materials provided by the district including but not limited to Hands on Equations • District provided Embedded Math Coaching and Best Practices workshops • District provided math coach • Staff and district provide for after school activities • Building professional development team • District provide release time for supplemental material development • Staff and district provide cultural competency information and support) 	<ul style="list-style-type: none"> • District created exit tests used where available • Monitor WASL scores • We will monitor MAPs test scores for fall, winter and spring • We will collect evidence of student work to determine proficiency level and to inform instruction • Use student notebooks to evaluate progress and inform instruction • Evaluation of student assessments
<p>Hispanic</p>	<ul style="list-style-type: none"> • ELL para-education/interpreter to assist students • Double dose math classes as 	<ul style="list-style-type: none"> • District provide Spanish speaking para-educator/interpreters with math training 	<ul style="list-style-type: none"> • District provide math training for para-educator/ interpreter. 	<ul style="list-style-type: none"> • Monitor attendance and student performance

<ul style="list-style-type: none"> supported by district Kinesthetic learning strategies including but not limited to Hands on Equations Students placed in classes at appropriate level Methods, discussions and strategies learned in the Linda Forman program will be applied Grade level lesson study After school math study club available After school WASL academy available Student math notebooks as an organizational tool for assignments and/or notes Performance based assessments Locate or create supplemental material to cover GLEs not addressed in CMP Continue cultural competency focusing on Hispanic community --contributions to math by different cultures at Chinook --understanding of cultural beliefs regarding school 	<ul style="list-style-type: none"> District supply double dose highly qualified math teacher Training and class sets of manipulatives Staff participate in Linda Forman Embedded coaching Staff participate in Linda Forman Best Practices Development sessions Math coach to support teachers in new methods and strategies Monthly Department meetings Monthly academic team meetings to plan and map implementation of math GLEs Participation in early release training Book study with teachers and math coach Staff and math coach work together to supply GLE based WASL academy lessons Time to develop assessments District to provide time New math, ELL and Special Education teachers partnered with an in-building math mentor/coach Release time to investigate supplemental material Training on Cultural competencies District supported math trained para-educators District provide highly qualified teacher for double dose 	<ul style="list-style-type: none"> Double dose math classes as supported by district Kinesthetic learning strategies and materials provided by the district including but not limited to Hands on Equations District provided Embedded Math Coaching and Best Practices workshops District provided math coach Staff and district provide for after school activities Building professional development team District provide release time for supplemental material development Staff and district provide cultural competency information and support 	<ul style="list-style-type: none"> District created exit tests used where available Monitor WASL scores We will monitor MAPs test scores for fall, winter and spring We will collect evidence of student work to determine proficiency level and to inform instruction Use student notebooks to evaluate progress and inform instruction Evaluation of student assessments
<ul style="list-style-type: none"> Math trained para-educators to assist students Double dose math classes as supported by district Kinesthetic learning strategies 	<ul style="list-style-type: none"> District provide math training for para-educator Double dose math classes as supported 	<ul style="list-style-type: none"> Monitor attendance and performance District created exit tests used where available 	<p>Black</p>

	<ul style="list-style-type: none"> including but not limited to Hands on Equations Students placed in classes at appropriate level Methods, discussions and strategies learned in the Linda Forman program will be applied Grade level lesson study After school math study club available After school WASL academy available Student math notebooks as an organizational tool for assignments and/or notes Performance based assessments Locate or create supplemental material to cover GLEs not addressed in CMP Continue cultural competency focusing on Black community –contributions to math by different cultures at Chinook –understanding of cultural beliefs regarding school 	<ul style="list-style-type: none"> Training and class sets of manipulatives Staff participate in Linda Forman Embedded coaching Staff participate in Linda Forman Best Practices Development sessions Math coach to support teachers in new methods and strategies Monthly Department meetings Monthly academic team meetings to plan and map implementation of math GLEs Participation in early release training Book study with teachers and math coach Staff and math coach work together to supply GLE based WASL academy lessons Time to develop assessments District to provide time New math, ELL and Special Education teachers partnered with an in-building math mentor/coach Release time to investigate supplemental material Training on cultural competencies District provide like speaking para-educator/interpreters with math training District supply double dose highly qualified math teacher Training and class sets of manipulatives 	<ul style="list-style-type: none"> by district Kinesthetic learning strategies and materials provided by the district including but not limited to Hands on Equations District provided Embedded Math Coaching and Best Practices workshops District provided math coach Staff and district provide for after school activities Building professional development team District provide release time for supplemental material development Staff and district provide cultural competency information and support District provide math training for para-educator/interpreter Double dose math classes as supported by district Kinesthetic learning 	<ul style="list-style-type: none"> Monitor WASL scores We will monitor MAPs test scores for fall, winter and spring We will collect evidence of student work to determine proficiency level and to inform instruction Use student notebooks to evaluate progress and inform instruction Evaluation of student assessments Monitor attendance and performance District created exit tests used where available Monitor WASL scores We will monitor MAPs
<p>ELL students</p>	<ul style="list-style-type: none"> ELL para-educator/interpreter to assist students Double dose math classes as supported by district Kinesthetic learning strategies including but not limited to Hands on Equations 	<ul style="list-style-type: none"> District provide like speaking para-educator/interpreters with math training District supply double dose highly qualified math teacher Training and class sets of manipulatives 	<ul style="list-style-type: none"> District provide math training for para-educator/interpreter Double dose math classes as supported by district Kinesthetic learning 	<ul style="list-style-type: none"> Monitor attendance and performance District created exit tests used where available Monitor WASL scores We will monitor MAPs

<ul style="list-style-type: none"> • Students placed in classes at appropriate level • Methods, discussions and strategies learned in the Linda Forman program will be applied • Grade level lesson study • After school math study club available • After school WASL academy available • Student math notebooks as an organizational tool for assignments and/or notes • Performance based assessments • Locate or create supplemental material to come GLEs not addressed in CMP • Continue cultural competency focusing on Hispanic and other Chinook communities • Contributions to math by different cultures at Chinook • Understanding of cultural beliefs regarding school 	<ul style="list-style-type: none"> • Staff participate in Linda Forman Embedded coaching • Staff participate in Linda Forman Best Practices Development sessions • Math coach to support teachers in new methods and strategies • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of math GLEs • Participation in early release training • Book study with teachers and math coach • Staff and math coach work together to supply GLE based WASL academy lessons • Time to develop assessments • District to provide time • New math, ELL and Special Education teacher partner with an in-building math mentor/coach • Release time to investigate appropriate supplemental material • Training for staff on cultural competencies 	<p>strategies and materials provided by the district including but not limited to Hands on Equations</p> <ul style="list-style-type: none"> • District provided Embedded Math Coaching and Best Practices workshops • District provided math coach • Staff and district provide for after school activities • Building professional development team • District provide release time for supplemental material development • Staff and district provide cultural competency information and support 	<p>test scores for fall, winter and spring</p> <ul style="list-style-type: none"> • We will collect evidence of student work to determine proficiency level and to inform instruction • Use student notebooks to evaluate progress and inform instruction • Evaluation of student assessments
<p>Special Education</p> <ul style="list-style-type: none"> • Para-educators to assist student learning • Double dose math classes as supported by district • Kinesthetic learning strategies including but not limited to Hands on Equations • Students placed in classes at 	<ul style="list-style-type: none"> • District provide math trained para-educators • Highly qualified double dose teacher hired by district • Training and class sets of manipulatives • Staff participate in Linda Forman Embedded coaching 	<ul style="list-style-type: none"> • District provide math training for para-educators • Double dose math classes as supported by district • Kinesthetic learning strategies and materials provided by 	<ul style="list-style-type: none"> • Monitor attendance and performance • District created exit tests used where available • Monitor WASL scores • Progress on IEP goals and objectives

<p>appropriate level</p> <ul style="list-style-type: none"> • Methods, discussions and strategies learned in the Linda Forman program will be applied • Grade level lesson study • After school math study club available • After school WASL academy available • Student math notebooks as an organizational tool for assignments and/or notes • Performance based assessments • Locate or create supplemental material to cover GLEs not addressed in CMP • Continue cultural competency --contributions to math by different cultures at Chinook • --understanding of cultural beliefs regarding school • EALR extensions (ILC) 	<ul style="list-style-type: none"> • Staff participate in Linda Forman Best Practices Development sessions • Math coach to support teachers in new methods and strategies • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of math GLEs • Participation in early release training • Book study with teachers and math coach • Staff and math coach work together to supply GLE based WASL academy lessons • Time to develop assessments • District to provide time • New math, ELL and Special Education teacher partnered with an in-building math mentor/coach • Release time to investigate appropriate supplemental material • Training for staff on cultural competencies • Specific special education training and profession development 	<p>the district including but not limited to Hands on Equations</p> <ul style="list-style-type: none"> • District provided Embedded Math Coaching and Best Practices workshops • District provided math coach • Staff and district provide for after school activities • Building professional development team • District provide release time for supplemental material development • Staff and district provide cultural competency information and support • LRC, ILC, DHH, para-educators 	<ul style="list-style-type: none"> • We will monitor MAPs test scores for fall, winter and spring • We will collect evidence of student work to determine proficiency level and to inform instruction • Use student notebooks to evaluate progress and inform instruction • Evaluation of student assessments • WAAS, DAW, Stafford (DHH) and student portfolios
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ACTION PLAN OUTLINE (One Form for each Goal)

Effective Schools/Schedule-Teaming

2006 - 2007

School Improvement Goal: To create a positive culture of constant collaboration and communication resulting in increased student achievement and improved student behavior as measured by 2008 WASL scores, student performance data and discipline data.

How Will We Achieve This Goal?

<p>What strategy will be implemented? What actions will occur? What steps will staff take? What in-class interventions will take place?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p>
<p>SCHEDULING Schedule will be balanced and provide inclusive classes with a range of options for ILC, DHH, and ELL students.</p>	<ul style="list-style-type: none"> Staff led training for inclusion by special education and ELL endorsed staff members Differentiated curriculum training ELL training ASL training Special Education training 	<ul style="list-style-type: none"> SIT committee and administrators work to provide time for staff training Experienced, endorsed teachers will provide leadership and training All staff implementing the training received Training provided by district, ESD, and state level experts 	<ul style="list-style-type: none"> WASL and MAP scores as well as data from common rubrics and discipline referrals will be analyzed to determine individual, cohort and grade level progress Increased number students reaching IEP goals Teachers will show evidence of modified and adapted curriculum and evidence of collaboration with SPED, ELL, and DHH teachers.
<p>TEAMING Common team planning to:</p> <ul style="list-style-type: none"> Integrate curriculum Develop exhibitions and projects Meet with students and parents Work on skill mapping Support Safe and Civil Project 	<p>On going professional development focused on how to collaborate, use team time effectively, and develop thoroughly integrated curriculum and effective assessment tools as well as support Safe and Civil Project</p>	<ul style="list-style-type: none"> SIT will provide leadership in the use of training days Teaching teams will work toward team planning sufficient to meet the needs of the plan 	<ul style="list-style-type: none"> WASL and MAP scores as well as data from common rubrics and discipline referrals will be analyzed to determine individual, cohort and grade level progress Teachers will demonstrate use of common rubrics, curriculum mapping and weekly team minutes Decrease tardies and inappropriate school behavior Improved attendance and reduction in failure rate

ACTION PLAN OUTLINE (One Form for each Goal)

Effective Schools/Assessment

2006 - 2007

School Improvement Goal: To create a positive school culture where students take ownership for their learning, resulting in increased student achievement and improved student behavior as measured by performance and discipline data.

How Will We Achieve This Goal?

What strategy will be implemented? What actions will occur? What steps will staff take? What in-class interventions will take place?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
<p>Portfolio period -- we have set aside thirty minutes each Wednesday in our school schedule for students to work on portfolios. (Additional mentoring activities may be included if time permits).</p>	<ul style="list-style-type: none"> The Assessment Cadre provides ongoing support for teachers in implementing the portfolio period. 	<ul style="list-style-type: none"> All teachers and many support staff (including administrators, counselors, para-educators, and others) are involved in the portfolio period. 	<ul style="list-style-type: none"> Increasing depth and quality of student work. Improved rate of student work completion. Higher MAP and WASL scores
<p>Chinook holds two portfolio-based student-led conferences each school year.</p>	<ul style="list-style-type: none"> Each school year, the following staff development will be provided to the staff by the Assessment Cadre: <ul style="list-style-type: none"> Portfolio set up training in August - 1 day Follow-up on portfolios in September Training for fall conferences at an Early Release staff meeting in October. Fall conferences held in November 	<ul style="list-style-type: none"> ALL staff Assessment Cadre is responsible for providing training and support to staff. Each team will be encouraged to have a representative on the Assessment Cadre. Portfolio period teachers (and support staff) are responsible for guiding the 	<ul style="list-style-type: none"> Large increase in family and community attendance at conferences

	<ul style="list-style-type: none"> • Debrief/follow-up staff meeting in November/December • Training for spring conferences at an Early Release staff meeting in early May. • Spring conferences held in late May or early June. ❖ A release day is provided to the Assessment Cadre each spring to plan for the following year. 	<ul style="list-style-type: none"> • Teaching teams 	
<p>Teams develop a culminating project.</p>	<ul style="list-style-type: none"> • Training in effective teaming and project planning. • Exploration of how the district's 4 P's fit into scheme. • Planning time for grade level teams to develop a culminating project before school starts and during the year. 	<ul style="list-style-type: none"> • Assessment of projects • Parent/community attendance • Office referrals • Increasing depth and quality of student work, as addressed by school rubrics • Higher MAP scores 	<p>development of portfolios and preparing students for the student-led conferences.</p>

ACTION PLAN OUTLINE (One Form for each Goal) Effective Schools/Race Relations Cadre

2006 - 2007

School Improvement Goal: Address race-related issues that concern staff, parents and students. Implement activities that will improve race relations among staff, parents and students.

How Will We Achieve This Goal?		Monitoring Effectiveness
<p>What strategy will be implemented? What actions will occur? What steps will staff take?</p> <p>What in-class interventions will take place?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?</p>
<p>Identify gifted minority students who may not be identified through tests like the WASL, MAP, etc., through teacher recommendations, grades, or through parent requests.</p>	<p>Training to create awareness of this issue and the steps to submit the names of students who would benefit from honors classes.</p>	<p>Calculate percentage of minority students in honors classes (disaggregated by specific groups); calculate attendance rate of minority students enrolled in honors classes.</p>
<p>Professional development led by an outside presenter like Gene Edgar. This will occur early in the school year (preferably August) in order to create a school climate where teachers discuss racism with each other and with their students.</p>	<p>Staff will participate in discussions and activities that will help them to feel competent in leading discussions about racism and in dealing with situations that in which racism is a key issue (or perceived issue).</p>	<p>Survey staff and students at the beginning of the year about race relations and do follow-up surveys to monitor the frequency of discussions about race and racism, as well as the overall school climate.</p>
<p>AVID program: similar to Upward Bound, but it identifies students in 7th grade who have the potential for attending college, but are lacking the academic and personal skills to achieve this. These students continue in AVID program through 12th grade.</p>	<p>A group of staff members will attend AVID training in San Diego this summer.</p>	<p>The staff members who are trained in AVID will implement the program.</p>
<p>Action research/lesson study centered on racism in the classroom.</p>	<p>Racism cadre members and other interested staff would meet and decide what they would want to</p>	<p>Interested staff members would implement the research plan they</p>
		<p>Participating staff members would self-evaluate their progress as a result of the data</p>

	research in their classrooms.	created.	that was collected.
<p>What strategy will be implemented? What actions will occur? What steps will staff take?</p> <p>What in-class interventions will take place?</p>	<p>Professional Development</p> <p>How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness</p> <p>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p>
<p>Training for staff on communicating with parents.</p>	<p>Staff will participate in training that will help them acquire skills for communicating effectively with parents.</p>	<p>All staff, Parent Involvement Cadre and Race Relations Cadre will lead training.</p>	<p>Survey teachers about frequency of the parent contact; calculate attendance of parents at school events; survey parents about communication with teachers.</p>
<p>Race Relations Cadre will set a regular meeting schedule and assign members to fulfill a rotating set of meeting tasks (Timekeeper, Note taker, Discussion Leader, etc.)</p>	<p>None</p>	<p>Race Relations Cadre members</p>	<p>Cadre will evaluate progress on accomplishing goals in a timely manner.</p>
<p>Collaborate with Parent Involvement Cadre on mutual issues.</p>	<p>The two cadres will combine on professional development time when it is considered effective.</p>	<p>Parent Involvement Cadre and Race Relations Cadre</p>	<p>Monitor success of trainings and events that are planned and implemented collaboratively.</p>

ACTION PLAN OUTLINE (One Form for each Goal)

Effective Schools/Parent Community Involvement

2006 - 2007

School Improvement Goal: In order to help achieve the goal of 9 out of 10 by 2010 we will create positive communication & relationships between staff & parents/community to promote true partnership in successfully educating Chinook students.

How Will We Achieve This Goal?

What strategy will be implemented? What actions will occur? What steps will staff take? What in-class interventions will take place?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
1 Family/Community Support Liaison <ul style="list-style-type: none"> • Full time position • Family Center • Support staff 	Create a structural foundation of staff cadre to ensure sustainability of "functions" of this school program	Principal will create admin. Partnership; PI Cadre will oversee functions and share in event/activity production; & F/CSL will provide leadership.	Year end reports from parent, staff and cadre duty surveys.
2 Implement and/or monitor improved Effective Communications through: <ul style="list-style-type: none"> • E-Link • Monthly newsletter • Advertising • PR • Website • Phone • Reader board • Interpreters • Word of mouth integrity 	FCSL will train/work with office mgr. re: newsletter, website & other school adv., work with Act. Coord. re: reader board & calendar; provide PD for staff re: website; create working partnership with district Comm. Officer re: PR, phone services, & website; work with ELL dept. re: funding for interpreters/translators; and work with PA's to ensure word of mouth integrity and acquire competent volunteers	FCSL provide leadership – delegate and supervise; 1 PI Cadre member oversee; Staff upkeep individual pages; ELL dept. partnership, and PA's.	Continued growth in parent & community participation & response.
3 Provide opportunity and structure for volunteers to Increase Adult Presence,	Training for office staff to welcome, be comfortable with	FCSL provide leadership; 1 PI Cadre member oversee; PA's	Decreased discipline incidents and increasingly positive staff

<p>especially of color, during the school day.</p>	<p>differences, and ensure a "process" for volunteers; create a written procedure for volunteer system; and provide communications/system training for staff & parents</p>	<p>will provide input, gather evidence and positive promotion of participation; 1 Americorps volunteer will work specifically on the details of this project.</p>	<p>attitudes. Improved grades esp. of minority students.</p>
<p>4 School provided and sustainable forum for parent participation:</p> <ul style="list-style-type: none"> • Provide a UNITED program to recognize parents and include them as valued members of the "Team" in order to provide informed decision making for the success of student education and support for implementing identified projects or serving identified needs. 	<p>PD time during August or very beginning of school year for cadre to explain the need, parents & staff roles and responsibilities; to prepare staff for work with parents (communications); to create a structural foundation for the year's work and the program. Provide communications/leadership trainings for Parent Ambassadors (& others) at both beginning and mid year and procedure training for volunteers.</p>	<p>FCLS will provide leadership; 1 PI Cadre member oversee; 1 Cadre member to "buddy" with each active parent group. The PI Cadre and Parent Ambassador Advisory Group will work together to provide PD. Outreach support by community members identified for specific groups.</p>	<p>Growth of parent participation in programs, reduction of student discipline, increase in parent/staff communications and improved grades in students.</p>
<p>5 Hold Regular Monthly Events for the CMS "community" to provide:</p> <ul style="list-style-type: none"> • Sense of community & unity • Parent education • Cultural education and opportunities to show pride in individuality • Parent/teacher meeting and face to face communication opportunity... <p>Currently this is the Community Discussion/Parent Night held on the 3rd Wednesday.</p>	<p>August or September staff PD to understand role</p>	<p>FCSL provide leadership, management and outreach; 1 PI Cadre member to oversee; PA's rotate hosting and provide support for function; PA's support leadership role at service area schools; SA's promote and participate; TSA Collaboration Team will advertise, promote & share facility/hosting; Americorps volunteer will provide logistical support and work with SA's; staff will help promote and attend; community</p>	<p>Growth of parent participation, interaction and support of their own children, community involvement, improved student grades</p>

6	<p>Parent Ambassadors will partner with Staff in monthly communications to parents.</p>	<p>Through begin & mid year communications trainings for PA's and staff, PA advisory group partnering with SIT</p>	<p>members will partner to provide services and needs. FCSL provide leadership; 1 PI Cadre member to oversee; Parent Ambassadors will provide input and instigate partnerships with willing teachers; Staff will participate, the PA Advisory Team will work with the PI Cadre to provide training and clarity.</p>	<p>Call logs will be collected monthly to show participation and results; compared to attendance at events. Student grades to show improvement.</p>
7	<p>Create partnerships with community business members to:</p> <ul style="list-style-type: none"> Co-host, help provide needs and services for monthly events & encourage sense of community support and pride. 	<p>Provide communications skills PD to volunteers and seek outreach partners.</p>	<p>FCSL provide leadership and make contacts, create partnerships with community members: 1 PI Cadre member to oversee; PA's to help make connections.</p>	<p>Record of members' participation in events and comparison to parent attendance. We expect to see growth in both numbers.</p>
8	<p>Data will be collected regularly to validate actions.</p>	<p>PD for basic computer skills.</p>	<p>FCSL provide leadership and guidance; 1 PI Cadre member to oversee; Americorps member to lead production; other volunteers to support; Principal to designate other data needed.</p>	<p>This is the evidence. Chronological books will be kept.</p>
9	<p>A Student Leadership team:</p> <ul style="list-style-type: none"> partner with parent leaders and school staff provide, promote and encourage positive change of our community and create voice. Currently, extra activity to grow into offered leadership *elective. 	<p>Earth Charter curriculum and Americorps curriculum adapted - *to EALR's if in elective schedule.</p>	<p>FCSL to provide leadership; 1 PI Cadre member to oversee; Americorps member to provide guidance of curriculum and organization; PA's to partner with work and goals of program; *Certificated elective staff to provide classroom, EALR guidance, and expertise teaching.</p>	<p>Reduced incidents of discipline at the school, partnerships with community form, evidence of continued positive leadership in high school, graduation and scholarships.</p>
10	<p>Service Area Collaboration will be implemented to:</p> <ul style="list-style-type: none"> share resources 	<p>PD for teamwork skills and communications training related to parent and community</p>	<p>FCSL provide leadership; 1 PI Cadre member to oversee; Principal will be key support</p>	<p>Workload reduced for individuals, sense of accomplishment and</p>

<ul style="list-style-type: none"> • share responsibilities • provide continuity in programs for our school community. 	<p>outreach.</p>	<p>person at school and with other principals; PA's to provide relationship with new PA's in service area, leadership & guidance for them.</p>	<p>partnership resulting in more productivity, increased attendance for effort expended, more parent participation as a result of continuity in systems, increase support for the entire service area community.</p>
<p>11 District Collaboration will be implemented in order to:</p> <ul style="list-style-type: none"> • Locate funding • Provide other forms of administrative support for our work. 	<p>Communications training in order to ask effectively.</p>	<p>FCSL to provide leadership; FCSL to be main liaison with district staff along with Principal; ALL PI Cadre members to oversee; PA's to provide voice and communications on behalf of Chinook and TSA; Principal will be strongest voice from school.</p>	<p>Increased ACTUAL participation at district level</p>
<p>12 Our Environment will adapt to reflect the cultures of the community we serve.</p>	<p>Hiring and inclusion of adult staff and others who reflect the cultures of our students; Create and/or encourage PD opportunities for staff on cultural awareness and sensitivity</p>	<p>FCSL to provide leadership, possibly to move this work toward RR Cadre; 1 PI Cadre member to oversee; all staff need to take part in visuals and attending PD; Student Ambassadors and PA's will provide feedback and guidance towards acceptability.</p>	<p>Visual. Also, pride will reduce discipline incidents and increased participation in events for both students and adult community members, especially family members.</p>
<p>13 Collaborate with Race Relations Cadre on mutual issues.</p>	<p>The two cadres will combine on professional development time when it is considered effective.</p>	<p>PI Cadre & RR Cadre</p>	<p>Monitor success of trainings and events that are planned and implemented and implemented collaboratively.</p>

ACTION PLAN OUTLINE (One Form for each Goal)

Effective Schools/Safe and Civil Project

2006 - 2007

School Improvement Goal: To provide a safe and civil learning environment for all staff and students and visitors at Chinook Middle School

How Will We Achieve This Goal?

What strategy will be implemented? What actions will occur? What steps will staff take? What in-class interventions will take place?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
School-wide policies and procedures to address behavior issues including progressive discipline, parent contact and behavior contracts.	Safe and Civil Schools training for STEPS cadre members and the whole staff.	The assistant principal is the facilitator of the STEPS cadre (students and teachers involved in problem solving)	Discipline data collected quarterly from SASI
CHAMPS in every class to reinforce behavior expectations. Expectations taught throughout the year in every class	CHAMPS training for the entire staff.	STEPS cadre develops professional development around Safe and Civil Schools concepts	Common Area Observations conducted by staff members
Signage around school reflecting school-wide expectations: R3, respect for self, others, environment Tardy sweeps conducted every passing time. Think Time: time out in adjacent classroom to re-evaluate student's own behavior. Supervision of common areas Rewarding and reinforcing positive behavior is emphasized.	Professional development around how to teach the school-wide expectations. Think time training for all staff	Whole staff is responsible for carrying out school-wide behavior policies ;	Attendance data WASL data Staff and student surveys

Stamps
LAKE SCHOOL DISTRICT #4

**Waiver Request for 1 Day
2006-2007 School Year**

August 8, 2006

Amy Beth Cook
Lake Stevens School District

Time/Responsibility/Incentive (TRI) are not in the form of days but hours in the Lake Stevens School District. TRI hours are used outside the instructional day. Teachers are required to fulfill this responsibility to receive TRI pay. This time may be used for such things as parent conferences, additional time for grading papers, and meeting with students. There is no staff professional development component to TRI days at Lake Stevens which is why the waiver day is so important to the district.

The two Learning Improvement Days are split up. Each morning of a Learning Improvement Day is utilized for staff professional development. The first Learning Improvement Day is before the start of the school year. This day is building based with principals orienting staff to the new school year.

The second day revolves around Powerful Teaching and Learning strategies. The group meets as a whole in the morning, and in the afternoon they meet with teams and talk about observations and implementation.

One late start each month is scheduled for teachers to collaborate and work towards efforts of implementation of Powerful Teaching and Learning strategies. Two of those early release days are scheduled for parent conferences.

Student contact/instructional time has not been compromised due to scheduling. "Even with the granting of one waiver day we will have more student contact time in our district than we have in the past three years."

In accordance with the Resolution ("Resolution") of the Board of Directors of Lake Stevens School District ("Board") dated July 12th, 2006 (copy attached as exhibit A), the Board respectfully requests a 1 day waiver as set forth below to enhance the ability of instructional staff in meeting student learning goals set forth in RCW 28A.150.210 and to improve student performance in the Lake Stevens School District so that all students will meet with success.

Requirement to be Waived

The District seeks a one (1) day waiver for the 2006-2007 school year from the provisions of the minimum one hundred eighty day student school year requirement of RCW 28A.150.220 (5) to allow for staff training related to Power Teaching and Learning Strategies.

Historical Perspective:

The Lake Stevens School District's certificated staff and students have benefited from two waiver days, each year, for the past three years. Most recently, elementary staff participated in opportunities to improve their understanding of grade level expectations, curriculum mapping, and formative assessments during these days. Similarly, secondary school staff used the days to align writing across all content areas and to plan for implementation of our new advisory program.

This additional time was invaluable in promoting district efforts to ensure that every child experiences a well-articulated curriculum, aligned instructional strategies, and frequent monitoring of academic progress. Likewise, it provided time for secondary staff to craft a comprehensive advisory program, which is designed to support mentoring efforts, academic guidance, and oversight of the senior exhibition graduation requirement.

The additional time provided from waiver days was used specifically to:

1. Ensure every child experiences a well-articulated curriculum.

Action: All elementary teachers were afforded opportunities to become familiar with the grade level expectations in the core content areas of reading, writing, and math. School leaders facilitated opportunities for teachers to “unwrap” the grade-level expectations and compare and contrast the information with current curricular practices. Similar opportunities took place at the secondary level, particularly with literacy and science teachers.

Results: Subsequent conversations transpired both vertically and horizontally among teachers and school leaders, which ultimately resorted and narrowed the scope of work in core content areas.

2. Ensure every child’s academic progress is frequently monitored.

Action: The Lake Stevens School District participated in the Assessment Consortium, coordinated by ESD 189 staff. This year the primary objectives of the first phase of this initiative were two-fold. First, to field test the progress monitoring tools in reading and math. Second, to garner experience in the administration and scoring of the assessment tools among a cohort of teachers. This year, several elementary staff and many secondary English teachers participated in the piloting of these progress-monitoring assessments.

Results: During phase two of this project, teachers will begin to design the roll out strategies to ensure effective administration, scoring, data analysis, and feedback efforts through each school in the district. These roll out activities are scheduled to take place this coming fall prior to the start of school.

Action: Most elementary schools implemented at least one writing-to-prompt opportunity during the school year. Time garnered from the waiver day was used to conduct scoring conferences.

Teachers from all grade levels scored student papers and, while doing so, formed common agreements regarding performance standards.

All secondary students participated in an opportunity to respond to a school-wide prompt. Later, student work was used to facilitate a comprehensive professional development opportunity for all secondary teachers in all content areas. These school-wide writes were the cornerstone of our writing initiatives at the secondary level.

Rationale:

One waiver day is being requested to allow the district to continue its school reform efforts while limiting the impact on the student instructional year. This day is particularly important and relevant in light of budget reductions implemented this year and increasing state and federal demands. Budget constraints do not allow us to provide as many after hours staff development opportunities for employees. Significant accomplishments have occurred the past three years. Curricular alignment and progress monitoring efforts have paid huge dividends both in terms of student performance as well as improvements in staff morale. The implementation of our reform agenda and our commitment to collaborative learning communities are contingent upon additional time to work together and learn from each other. We have maximized many of our options to create additional time for teachers to work on school and district action strategies. In our case, portions of I-728 monies have been directed to schools to either pay for substitutes or compensate teachers for over hours. Optional time, paid for by I-728 monies have also generated opportunities for teachers to engage in relevant job-embedded professional development.

To this end, the (1) waiver day will be used in two ways. All Lake Stevens School District staff will be introduced to the research that supports powerful teaching and learning practices. We will utilize Duane Baker to highlight the key findings of his research. He will also share the five key elements of the STAR protocol used in Powerful Teaching and Learning. Each certificated staff member will then participate in building level discussions that will focus on self-assessment data, implementation strategies, and identification of professional development needs.

It is important to note that other district resources, including both time and monetary resources will be added to support this roll out of powerful teaching and learning practices. By no means is this a stand-alone activity, but rather one of a series of professional development strategies intended to support the use of powerful teaching and learning strategies. For example, over 200 teachers will participate in a one-day STAR protocol experience. All administrators will receive over 5-days of training regarding powerful teaching learning practices. The curriculum for this training also includes opportunities for school leaders to refine their professional coaching skills. Each school will have resources set aside to conduct self-assessment activities coordinated by Duane Baker and the BERC Group. Finally, School Improvement Teams will have access to a building coach to help them navigate the execution of powerful teaching and learning practices in each classroom in the Lake Stevens School District. The (1) waiver day is central to providing the essential background knowledge for the Powerful Teaching and Learning Initiative. This foundational information will be crucial as teachers label current effective teaching practices and begin to explore others.

It is critical to provide training in a manner that minimizes the impact on students and parents and optimizes effective use of time. Student contact time is very important to us as a district and that is why we have completely rearranged our calendar this year in order to provide staff development and training opportunities while at the same time being very aware of the importance of utilizing student instructional contact time. For the coming school year we have decreased our early release days for conferences. We find that more and more parents are interested in conferences during the evening hours as opposed to during the school day when many of them would need to take time off from their employment. Hence, we have increased the amount of time we allocate for evening conferences and shortened the number of early release days for students by two. Our request for this one waiver day does not decrease student instructional time in our district beyond what it has been in the past. We have simply "rearranged" our release time in order to accommodate a late start each month for teachers to collaborate and work towards our efforts of implementation of Powerful Teaching and Learning. Even with the granting of one waiver day we will have more student contact time in our district than we have in the past three years.

The late start days we have planned are only two hours in length; although valuable time, we have a need for more extended training opportunities and subsequent staff collaboration time. We believe the combination of these two opportunities is less of a hardship on parents than requesting a greater number of waiver days throughout the year that would require full-day, day care arrangements.

In addition to the late start days and waiver day, our teachers do complete TRI hours. However, all of this time is work before and after the regular school day and is teacher directed. It does not allow us the opportunity to provide staff development to our staff as a whole or in individual buildings or grade levels.

Additionally, a waiver day allows us to provide staff development for our classified staff who do not work the Learning Improvement and optional days. Our classified staff is a valued part of our educational team and the waiver day provides an opportunity to include them in our staff development efforts.

We believe that with one (1) waiver day, we have found a respectful balance between teacher collaboration and student contact time. We are equally confident that these choices will result in more students reaching high performance standards.

Achievement and Measurement of Higher Standards

The mission of the Lake Stevens School District is to ensure all students reach high performance standards. Early 10th grade WASL data suggests a significant increase in the number of students meeting standard. The district will continue its longitude analysis of each elementary, middle and high school to determine growth in numbers of students attaining mastery as measured by the WASL.

Recently we established vital signs to help us monitor our progress. These vital signs include:

- 1) 90% of 2nd grade students will reach the 2nd grade benchmark for reading as determined by the DIBELS assessment
- 2) 90% of 7th grade students will meet WASL standard in writing
- 3) 50% of 8th grade students will meet district-standard in Algebra
- 4) 80% of 10th grade students will meet standard in (3) sub-tests (reading, writing, math) of the WASL
- 5) 95% of high schools students will graduate from high school on schedule

Our primary strategy to improve student performance in all (5) vital signs is to align our instructional practices K-12. We believe that students who experience powerful teaching and learning experiences coupled with value-adding aligned curriculum are more likely to meet high performance standards. We believe that this strategy will be most effective for economically disadvantaged students, which is our fastest growing sub-group. We also believe that a focus on powerful teaching and learning practices hold great promise in unifying our teaching force around a similar goal that can be discussed using a common language.

Staff & Community Commitment

Since the district has utilized waiver days in past years and met with proven success, staff and administrators wish to continue the model and build on the success. The staff is fully committed to continuation of the waiver day program.

The Board is committed to this endeavor as demonstrated by its support for the current and past resolutions. The Board noted the improvement of student performance on the WASL, and the continuing need for staff development to further our efforts with Powerful Teaching and Learning.

The Lake Stevens Education Association (LSEA) is very supportive of the request for a waiver day. In recent labor negotiations LSEA supported our interest in decreasing the waiver days from two to one, and in reducing the number of conference days in order to accommodate the late starts while not increasing the loss of student instructional time.

As in the past, the community remains overwhelmingly supportive of the district's efforts. Parents are involved in every step of our educational planning process. The district includes representation of community members and parents on numerous committees including, but not limited to, our Five-Year Strategic Planning process, planning committees for use of I728 funds, School Improvement Teams at each building, which meet twice monthly, Curriculum Commission/Adoption Committee, and our Career and Technology Advisory Committee. A 2005 telephone survey conducted with randomly selected parents and community members revealed that 62 percent of residents gave the district an A or B grade, with 75% giving an A, B or C grade. These grades are among the very top of school surveys conducted over the past 10 years. Additionally, in the past 20 years, the district has passed every bond and levy measure with the highest percentage of "yes" votes in the county.

The district's parents and staff recognize the need for staff training while being sensitive to student instructional time. For this reason we have asked for only one waiver day and hope that you strongly consider this request in order to help us achieve higher standards and student success. Thank you for your consideration.



Respectfully submitted this 19th day of July, 2006.

David Burgess
David Burgess, Ed.D.

Superintendent

Lake Stevens School District



Resolution No. 23-06

A resolution requesting that the State Board of Education grant a waiver of the minimum 180-day requirement for the 2006-07 school year (WAC 180-18-040).

WHEREAS, the Lake Stevens School District has established a new strategic plan and building action plans for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, the Lake Stevens School District's strategic plan and building action plans include increasing understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students; and

WHEREAS, in order to achieve these goals staff need additional non-student time for collegial teaming and collaborative activities which require whole staff release or collaboration between staff of different buildings and/or grade levels, including curriculum alignment, vertical teaming, and/or planning for the current or following school year; and

WHEREAS, the student contract hours and program offerings would exceed state requirements, and certificated staff work hours would be according to the full teacher contract requirements; and

WHEREAS, the Washington State Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

NOW, THEREFORE, BE IT RESOLVED that the Lake Stevens School District No. 4 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Lake Stevens School District to allow for one non-student day during the 2006-07 school year. During this time students would not attend school in order to allow for all staff to participate in individual planning and/or collegial teaming associated with such activities as developing/updating student learning plans, staff development for vertical curriculum alignment and teaming, training on instructional assessment strategies, and conducting research and analysis of test data and best instructional practices.

ADOPTED by the Board of Directors of the Lake Stevens School District No. 4, Snohomish County, Washington, in its regular meeting of July 12, 2006.

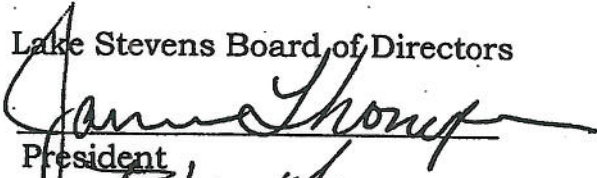
Dissented:

Attest:




Dr. David Burgess, Secretary

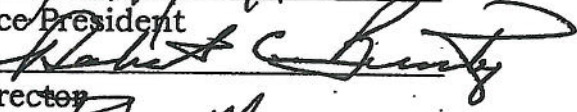
Lake Stevens Board of Directors




President



Vice President



Director



Director



Director

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/ACTION

DATE: AUGUST 24, 2006

SUBJECT: **ORGANIZATIONAL LIAISONS**

SERVICE UNIT: Bob Butts, Interim Executive Director
 State Board of Education

PRESENTER: Bob Butts, Interim Executive Director
 State Board of Education

RECOMMENDATION:

It is recommended that the State Board approve the list of organizational liaisons and that each of the organizations be notified of the decision.

BACKGROUND:

The attached list of State Board organizational liaisons was developed with the input of the Executive Committee and distributed to members via e-mail for their review during the week of August 14. Changes that submitted as of noon, August 18, have been incorporated into this list.

STATE BOARD LIAISONS

Organization	Primary	Conference/Meeting Times
AWSP—Association of Washington School Principals	Amy Bragdon	Annual Joint Meeting with WASA in June of each year (Spokane) Annual Principals Conf. October 15-17, 2006 Vancouver Meet 4 times a year (spring, summer, fall, winter)
AESDs—Association Educational Service Districts	Steve Dal Porto	Quarterly meetings.
ESD 101 (Spokane)	Amy Bragdon	3 rd Tuesday of the month
ESD 105 (Yakima)	Phyllis Bunker Frank	3 rd Tuesday of the month
ESD 112 (Vancouver)	Linda Lamb	4 th Tuesday (except Nov/Dec); no July meeting.
ESD 113 (Olympia)	Linda Lamb	2 nd Wednesday of each month
OESD 114 (Bremerton)	Kristina Mayer	3 RD Thursday of each month
PSESD 121 (Renton)	Steve Floyd	3 rd Wednesday of the month; no July meeting
ESD 123 (Tri-Cities)	Steve Dal Porto	3 rd Thursday of each month, except July/Dec.
NCESD 171 (Wenatchee)	Steve Dal Porto	4 th Wednesday of the month, except for Nov/Dec.
NWESD 189 (Anacortes)	Sheila Fox	4 th Wednesday of the month; no July meeting
DLC—Digital Learning Commons	Eric Liu	3 Meetings a year—Feb., June, and Oct. (late Oct. 2006 in Federal Way)
Governor's Office	Mary Jean Ryan	

Organization	Primary	Conference/Meeting Times
HECB—Higher Education Coordinating Board/Advisory Council	Steve Floyd	<p>BOARD By law—4 times a year July 27 Grays Harbor Sept. 28 Olympia Oct. 26 Yakima Dec. 14 Seattle</p> <p>ADVISORY COUNCIL 4 times a year; remaining dates: August 24—Tacoma Community College November 16—Highline Community College</p>
Learning First Alliance	Warren Smith and Executive Director	The Alliance meets 5 to 6 times a year. Calendar for next year will be set on August 18.
Legislature/Education Committees	Mary Jean Ryan	Ed Committees meet at scheduled intervals during the interim; two to four times a week during session.
PESB—Professional Educator Standards	Sheila Fox	Sept 20-21 Vancouver Nov 16-17 Seattle
PSE—Public School Employees of Washington	Warren Smith	Meetings are held 6 times a year; approximately every other month. Next meeting is July 27. Annual Conference—July 28-30 (Spokane)
PTA—Washington State Parent-Teachers Association	Linda Lamb	Annual Conference in May
SBCTC—State Board for Community and Technical Colleges	Bernal Baca	Sept. 13-14 Whatcom CC Oct. 18-19 Everett CC Nov. 29-30 Bates Tech Typically the board meetings 7-9 times per year (two-day meetings).
WACTE—Washington Association of Colleges of Teacher Education	Sheila Fox	<ul style="list-style-type: none"> All meetings are scheduled on Wednesdays/Thursdays. Meetings begin at 1:00 PM and end at 5:00 PM on Wednesday; and begin at 8:30 AM and end at 3:30 PM on Thursday. Fall meetings are the last weekend in October. Winter meetings coincide with meetings of the Professional Educators Standards Board. A business dinner meeting will be planned for Wednesday. Spring meetings are scheduled the last weekend of April.
WASA—Washington Association of School Administrators	Steve Dal Porto	Annual Joint Meeting with AWSP in June of each year (Spokane) Annual Conf. Oct(1-3, 2006, Bellevue) Meet 5-6 times a year (including Summer and Fall Conf.)

Organization	Primary	Conference/Meeting Times
WEA—Washington Education Association	Bernal Baca	Rep. Assembly March and October each yea
WFIS—Washington Federation of Independent Schools	Jack Schuster	
Washington Business Roundtable/Association of Washington Business	Jeff Vincent	
WSSDA—Washington State School Directors' Association	Steve Floyd	Annual Fall Conf. Nov. 15-18, Spokane Meet 6 times a year and phone meetings as needed
WTECB—Workforce Training and Education Coordinating Board	Phyllis Bunker Frank	8 Meetings Per Year Aug. 3-4—Bd Retreat Sept. 21—Spokane Nov. 16—Seattle

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/ACTION

DATE: AUGUST 23-24, 2006

SUBJECT: APPROVAL OF EMPLOYMENT PROVISIONS FOR NEW
EXECUTIVE DIRECTOR

SERVICE UNIT: State Board of Education
Robert Butts, Former Interim Executive Director

PRESENTER: Robert Butts, Former Interim Executive Director
State Board of Education

RECOMMENDATION:

It is recommended that the State Board of Education approve the attached motion, consistent with actions taken by the Executive Committee and the full board, adopting the employment provisions for incoming Executive Director Edie Harding.

MOTION FORM

DATE: August 24, 2006

MAKER OF MOTION: _____

SECOND TO MOTION: _____

MOTION:

I move that the State Board of Education approve the following employment provisions offered to Edie Harding as executive director of the State Board:

- 1) Salary start at \$90,960 with a 1.6% increase to take effect on September 1, 2006.
- 2) Merit pay will be considered by the board as warranted.
- 3) The board will support appropriate professional development opportunities.
- 4) The position of executive director serves at the pleasure of the State Board of Education.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION

DATE: AUGUST 23-24, 2006

SUBJECT: MINIMUM BASIC EDUCATION PROGRAM REQUIREMENT
ANNUAL COMPLIANCE

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

PRESENTER: Pat Eirish, Program Manager
State Board of Education



BACKGROUND:

Based on legislative authority, the State Board of Education (SBE) is required to adopt rules to implement and ensure annual compliance with the program requirements imposed by **RCW 28A.150.220 Basic Education Act—Program Requirements—Program Accessibility**. The board's annual reporting and review process rules are found in WAC 80-16-195.

Each fall, the SBE sends the **Minimum Basic Education Requirement Compliance FORM SPI 1497** to all school district superintendents, educational service district superintendents, and school district business managers. Reporting on this form gives assurance to the board that school districts are in compliance with the minimum program requirements of the Basic Education Act, as well as related supplemental requirements determined by the SBE. This form must be signed by each school district superintendent and the local school board president/chair and one copy returned to the SBE office by the first week of November.

Attachments: August 30, 2006 Memorandum to field
FORM SPI 1497
RCWs and WAC



WASHINGTON STATE BOARD OF EDUCATION

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

August 30, 2006

(X)

Action Required

Date Due: November 3, 2006

FUNDING ANNOUNCEMENT – TIME SENSITIVE

TO: Educational Service District Superintendents
Chief School District Administrators
School District Business Managers

FROM: Edie Harding, Executive Director
State Board of Education

RE: Minimum Basic Education Program Requirement Compliance

It is time to complete the **Minimum Basic Education Compliance FORM SPI 1497** for the 2006-2007 school year. Reporting on this form gives assurance to the State Board of Education (SBE) that school districts are in compliance with the minimum requirements of the Basic Education Act, as well as related requirements determined by the SBE.

To conserve expenses, this memorandum and FORM SPI 1497 are posted on the SBE Web site at www.sbe.wa.gov and should be downloaded. School districts **ARE REQUIRED** to complete FORM SPI 1497 (one page) and mail one original copy with signatures of the superintendent and board chair, to the State Board of Education, Basic Education Assistance Section, by **November 3, 2006**. (See SBE address in the last paragraph of this memorandum.)

The following statutory requirements will continue to be reported to the SBE on FORM SPI 1497.

- **Total Instructional Hour Offering (RCW 28A.150.220/WAC 180-16-200)**
Kindergarten offering of 450 hours.
Grades 1-12 offering of a district-wide annual average of 1,000 hours linked to the Essential Academic Learning Requirements and other district-determined subjects/activities (not tied to grade spans).
- **K-3/4-12 Students to Classroom Teacher Ratio (RCW 28A.150.250/WAC 180-16-210)**
The district ratio of students per classroom teacher in grades kindergarten through three is not greater than the ratio of students per classroom teacher in grades four and above.

FUNDING ANNOUNCEMENT

Page Two

August 30, 2006

- **Minimum 180-Day School Year (RCW 28A.150.220(3)/WAC 180-16-215)**
The 180-day program is accessible to all legally eligible students, including students with disabilities, five years of age and under 21 years of age who have not completed high school graduation requirements.

Changes Due to Legislation

- **Out-of-Endorsement Teaching Assignment Reporting**

As a result of 2005 Legislation (ESSB 5732), a number of areas of statutory authority were transferred from the SBE to the Professional Educator Standards Board (PESB). In the future, all out-of-endorsement teaching assignments will be collected by the PESB. For further information, contact Jennifer Wallace, Executive Director, at jwallace@ospi.wednet.edu or 360-725-6275.

- **30 Minutes Before and After School Waivers**
New Authority of Local School Boards

The 2006 Legislative Session passed E2SHB 3098. Sec. 902 of that bill refers to the 30 minutes before and after school time, formerly found in SBE WAC 180-44-050. The following amendment was effective as of June 7, 2006.

“NEW SECTION. Sec. 902. A new section is added to chapter 28A.405 RCW to read as follows:

“Each school district board of directors shall adopt a policy regarding the presence at their respective schools of teachers and other certificated personnel before the opening of school in the morning and after the closing of school in the afternoon or evening. The board of directors shall make the policy available to parents and the public through the school district report card and other means of communication.”

- **Annualized High School Credit Definition**

Section 402 of E2SHB 3098 transferred authority for temporary exemptions from the annualized high school credit (150 hours of planned instructional activity – a Carnegie Unit) to the Office of Superintendent of Public Instruction (OSPI). In the future, please submit all annual waiver petitions to Mickey Venn Lahmann, Assistant Superintendent, Curriculum and Instruction, 360-725-6343 at mlahmann@ospi.wednet.edu.

FUNDING ANNOUNCEMENT

Page Three

August 30, 2006

FORM SPI 1497 does not require back-up documentation. However, please be advised that you may need to provide such back-up documentation for auditing purposes.

Requests for further information or clarification of this entitlement application should be directed to Pat Eirish, State Board of Education, Basic Education Assistance, Room 253C, Old Capitol Building, P.O. Box 47206, Olympia, WA 98504-7206, (360) 725-6030 or TTY (360) 664-3631.

EH:pe

Attachment

RCW 28A.150.220

Basic Education Act — Program requirements — Program accessibility — Rules.

(1) Satisfaction of the basic education program requirements identified in RCW 28A.150.210 shall be considered to be implemented by the following program:

(a) Each school district shall make available to students enrolled in kindergarten at least a total instructional offering of four hundred fifty hours. The program shall include instruction in the essential academic learning requirements under *RCW 28A.630.885 and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such program;

(b) Each school district shall make available to students enrolled in grades one through twelve, at least a district-wide annual average total instructional hour offering of one thousand hours. The state board of education may define alternatives to classroom instructional time for students in grades nine through twelve enrolled in alternative learning experiences. The state board of education shall establish rules to determine annual average instructional hours for districts including fewer than twelve grades. The program shall include the essential academic learning requirements under *RCW 28A.630.885 and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such group;

(c) If the essential academic learning requirements include a requirement of languages other than English, the requirement may be met by students receiving instruction in one or more American Indian languages.

(2) Nothing contained in subsection (1) of this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.

(3) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school days per school year in such grades as are conducted by a school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten: PROVIDED, That effective May 1, 1979, a school district may schedule the last five school days of the one hundred and eighty day school year for noninstructional purposes in the case of students who are graduating from high school, including, but not limited to, the observance of graduation and early release from school upon the request of a student, and all such students may be claimed as a full time equivalent student to the extent they could otherwise have been so claimed for the purposes of RCW 28A.150.250 and 28A.150.260.

(4) The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260, and such related supplemental program approval requirements as the state board may establish.

[1993 c 371 § 2; (1995 c 77 § 1 and 1993 c 371 § 1 expired September 1, 2000); 1992 c 141 § 503; 1990 c 33 § 105; 1982 c 158 § 1; 1979 ex.s. c 250 § 1; 1977 ex.s. c 359 § 3. Formerly RCW 28A.58.754.]

Notes:

*Reviser's note: RCW 28A.630.885 was recodified as RCW 28A.655.060 pursuant to 1999 c 388 § 607. RCW 28A.655.060 was subsequently repealed by 2004 c 19 § 206.

Contingent expiration date -- 1995 c 77 § 1: "Section 1 of this act shall expire September 1, 2000. However, section 1 of this act shall not expire if, by September 1, 2000, a law is not enacted stating that a school accountability and academic assessment system is not in place." [1995 c 77 § 32.] That law was not enacted by September 1, 2000.

Contingent effective date -- 1993 c 371 § 2: "Section 2 of this act shall take effect September 1, 2000. However, section 2 of this act shall not take effect if, by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1993 c 371 § 5.] That law was not enacted by September 1, 2000.

Contingent effective date -- 1992 c 141 §§ 502-504, 506, and 507: See note following RCW 28A.150.205.

Findings -- Part headings -- Severability -- 1992 c 141: See notes following RCW 28A.410.040.

Severability -- 1982 c 158: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not

affected." [1982 c 158 § 8.]

Effective date -- 1979 ex.s. c 250: "This amendatory act is necessary for the immediate preservation of the public peace, health, and safety, the support of the state government and its existing public institutions, and except as otherwise provided in subsection (5) of section 1, and section 2 of this amendatory act, shall take effect August 15, 1979." [1979 ex.s. c 250 § 10.]

Severability -- 1979 ex.s. c 250: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1979 ex.s. c 250 § 11.]

Effective date -- Severability -- 1977 ex.s. c 359: See notes following RCW 28A.150.200.

RCW 28A.150.250

Annual basic education allocation of funds according to average FTE student enrollment – Student/teacher ratio standard.

From those funds made available by the legislature for the current use of the common schools, the superintendent of public instruction shall distribute annually as provided in RCW 28A.510.250 to each school district of the state operating a program approved by the state board of education an amount which, when combined with an appropriate portion of such locally available revenues, other than receipts from federal forest revenues distributed to school districts pursuant to RCW 28A.520.010 and 28A.520.020, as the superintendent of public instruction may deem appropriate for consideration in computing state equalization support, excluding excess property tax levies, will constitute a basic education allocation in dollars for each annual average full time equivalent student enrolled, based upon one full school year of one hundred eighty days, except that for kindergartens one full school year shall be one hundred eighty half days of instruction, or the equivalent as provided in RCW 28A.150.220.

Basic education shall be considered to be fully funded by those amounts of dollars appropriated by the legislature pursuant to RCW 28A.150.250 and 28A.150.260 to fund those program requirements identified in RCW 28A.150.220 in accordance with the formula and ratios provided in RCW 28A.150.260 and those amounts of dollars appropriated by the legislature to fund the salary requirements of RCW 28A.150.100 and 28A.150.410.

Operation of a program approved by the state board of education, for the purposes of this section, shall include a finding that the ratio of students per classroom teacher in grades kindergarten through three is not greater than the ratio of students per classroom teacher in grades four and above for such district: PROVIDED, That for the purposes of this section, "classroom teacher" shall be defined as an instructional employee possessing at least a provisional certificate, but not necessarily employed as a certificated employee, whose primary duty is the daily educational instruction of students: PROVIDED FURTHER, That the state board of education shall adopt rules and regulations to insure compliance with the student/teacher ratio provisions of this section, and such rules and regulations shall allow for exemptions for those special programs and/or school districts which may be deemed unable to practicably meet the student/teacher ratio requirements of this section by virtue of a small number of students.

If a school district's basic education program fails to meet the basic education requirements enumerated in RCW 28A.150.250, 28A.150.260, and 28A.150.220, the state board of education shall require the superintendent of public instruction to withhold state funds in whole or in part for the basic education allocation until program compliance is assured: PROVIDED, That the state board of education may waive this requirement in the event of substantial lack of classroom space.

[1990 c 33 § 107; 1987 1st ex.s. c 2 § 201; 1986 c 144 § 1; 1983 c 3 § 30; 1982 c 158 § 3; 1982 c 158 § 2; 1980 c 154 § 12; 1979 ex.s. c 250 § 2; 1977 ex.s. c 359 § 4; 1975 1st ex.s. c 211 § 1; 1973 2nd ex.s. c 4 § 1; 1973 1st ex.s. c 195 § 9; 1973 c 46 § 2. See also 1973 1st ex.s. c 195 §§ 136, 137, 138 and 139. Prior: 1972 ex.s. c 124 § 1; 1972 ex.s. c 105 § 2; 1971 ex.s. c 294 § 19; 1969 c 138 § 2; 1969 ex.s. c 223 § 28A.41.130; prior: 1967 ex.s. c 140 § 3; 1965 ex.s. c 171 § 1; 1965 ex.s. c 154 § 2; prior: (i) 1949 c 212 § 1, part; 1945 c 141 § 4, part; 1923 c 96 § 1, part; 1911 c 118 § 1, part; 1909 c 97 p 312 §§ 7-10, part; Rem. Supp. 1949 § 4940-4, part. (ii) 1949 c 212 § 2, part; 1945 c 141 § 5, part; 1909 c 97 p 312 §§ 7-10, part; Rem. Supp. 1949 § 4940-5, part. Formerly RCW 28A.41.130, 28.41.130.]

Notes:

Intent – Severability – Effective date – 1987 1st ex.s. c 2: See notes following RCW 84.52.0531.

Effective date – 1986 c 144: "Section 1 of this act shall be effective September 1, 1987." [1986 c 144 § 2.]

Severability – 1982 c 158: See note following RCW 28A.150.220.

Purpose – Effective dates – Savings – Disposition of certain funds – Severability – 1980 c 154: See notes following chapter 82.45 RCW digest.

Effective date – Severability – 1979 ex.s. c 250: See notes following RCW 28A.150.220.

Effective date – Severability – 1977 ex.s. c 359: See notes following RCW 28A.150.200.

Emergency – Effective date – 1973 2nd ex.s. c 4: See notes following RCW 84.52.043.

Severability – Effective dates and termination dates – Construction – 1973 1st ex.s. c 195: See notes following RCW 84.52.043.

Effective date -- 1972 ex.s. c 124: "This 1972 amendatory act is necessary for the immediate preservation of the public peace, health and safety and the support of the state government and its existing public institutions, and sections 2, 3, 4, 6, 7 and 11 shall take effect immediately [February 25, 1972]; sections 1, 8, 9 and 10 hereof shall take effect July 1, 1973; and section 5 hereof shall take effect July 1, 1974." [1972 ex.s. c 124 § 12.]

Severability -- 1972 ex.s. c 124: "If any provision of this 1972 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1972 ex.s. c 124 § 13.]

Effective date -- 1972 ex.s. c 105: "This act except for section 4 will take effect July 1, 1973." [1972 ex.s. c 105 § 5.]

Severability -- 1972 ex.s. c 105: "If any provision of this 1972 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1972 ex.s. c 105 § 6.]

Basic Education Act, RCW 28A.150.250 as part of: RCW 28A.150.200.

Distribution of forest reserve funds -- As affects basic education allocation: RCW 28A.520.020.

RCW 28A.150.260

Annual basic education allocation of funds according to average FTE student enrollment – Procedure to determine distribution formula – Submittal to legislature – Enrollment, FTE student, certificated and classified staff, defined.

The basic education allocation for each annual average full time equivalent student shall be determined in accordance with the following procedures:

(1) The governor shall and the superintendent of public instruction may recommend to the legislature a formula based on a ratio of students to staff for the distribution of a basic education allocation for each annual average full time equivalent student enrolled in a common school. The distribution formula shall have the primary objective of equalizing educational opportunities and shall provide appropriate recognition of the following costs among the various districts within the state:

(a) Certificated instructional staff and their related costs;

(b) Certificated administrative staff and their related costs;

(c) Classified staff and their related costs;

(d) Nonsalary costs;

(e) Extraordinary costs, including school facilities, of remote and necessary schools as judged by the superintendent of public instruction, with recommendations from the school facilities citizen advisory panel under RCW 28A.525.025, and small high schools, including costs of additional certificated and classified staff; and

(f) The attendance of students pursuant to RCW 28A.335.160 and 28A.225.250 who do not reside within the servicing school district.

(2)(a) This formula for distribution of basic education funds shall be reviewed biennially by the superintendent and governor. The recommended formula shall be subject to approval, amendment or rejection by the legislature. The formula shall be for allocation purposes only. While the legislature intends that the allocations for additional instructional staff be used to increase the ratio of such staff to students, nothing in this section shall require districts to reduce the number of administrative staff below existing levels.

(b) The formula adopted by the legislature shall reflect the following ratios at a minimum: (i) Forty-nine certificated instructional staff to one thousand annual average full time equivalent students enrolled in grades kindergarten through three; (ii) forty-six certificated instructional staff to one thousand annual average full time equivalent students in grades four through twelve; (iii) four certificated administrative staff to one thousand annual average full time equivalent students in grades kindergarten through twelve; and (iv) sixteen and sixty-seven one-hundredths classified personnel to one thousand annual average full time equivalent students enrolled in grades kindergarten through twelve.

(c) In the event the legislature rejects the distribution formula recommended by the governor, without adopting a new distribution formula, the distribution formula for the previous school year shall remain in effect: PROVIDED, That the distribution formula developed pursuant to this section shall be for state apportionment and equalization purposes only and shall not be construed as mandating specific operational functions of local school districts other than those program requirements identified in RCW 28A.150.220 and 28A.150.100. The enrollment of any district shall be the annual average number of full time equivalent students and part time students as provided in RCW 28A.150.350, enrolled on the first school day of each month and shall exclude full time equivalent students with disabilities recognized for the purposes of allocation of state funds for programs under RCW 28A.155.010 through 28A.155.100. The definition of full time equivalent student shall be determined by rules of the superintendent of public instruction: PROVIDED, That the definition shall be included as part of the superintendent's biennial budget request: PROVIDED, FURTHER, That any revision of the present definition shall not take effect until approved by the house appropriations committee and the senate ways and means committee: PROVIDED, FURTHER, That the office of financial management shall make a monthly review of the superintendent's reported full time equivalent students in the common schools in conjunction with RCW 43.62.050.

(3)(a) Certificated instructional staff shall include those persons employed by a school district who are nonsupervisory employees within the meaning of RCW 41.59.020(8): PROVIDED, That in exceptional cases, people of unusual competence but without certification may teach students so long as a certificated person exercises general supervision: PROVIDED, FURTHER, That the hiring of such classified people shall not occur during a labor dispute and such

classified people shall not be hired to replace certificated employees during a labor dispute.

(b) Certificated administrative staff shall include all those persons who are chief executive officers, chief administrative officers, confidential employees, supervisors, principals, or assistant principals within the meaning of RCW 41.59.020(4).

[2006 c 263 § 322; 1997 c 13 § 2; (1997 c 13 § 1 and 1995 c 77 § 2 expired September 1, 2000); 1995 c 77 § 3; 1992 c 141 § 507; 1992 c 141 § 303; 1991 c 116 § 10; 1990 c 33 § 108; 1987 1st ex.s. c 2 § 202; 1985 c 349 § 5; 1983 c 229 § 1; 1979 ex.s. c 250 § 3; 1979 c 151 § 12; 1977 ex.s. c 359 § 5; 1969 ex.s. c 244 § 14. Prior: 1969 ex.s. c 217 § 3; 1969 c 130 § 7; 1969 ex.s. c 223 § 28A.41.140; prior: 1965 ex.s. c 154 § 3. Formerly RCW 28A.41.140, 28.41.140.]

Notes:

Findings -- Purpose -- Part headings not law -- 2006 c 263: See notes following RCW 28A.150.230.

Contingent effective date -- 1997 c 13 § 2: "Section 2 of this act shall take effect September 1, 2000. However, section 2 of this act shall not take effect if, by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1997 c 13 § 15.] That law was not enacted by September 1, 2000.

Contingent effective date -- 1995 c 77 § 3: "Section 3 of this act shall take effect September 1, 2000. However, section 3 of this act shall not take effect if, by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1995 c 77 § 33.] That law was not enacted by September 1, 2000.

Contingent effective date -- 1992 c 141 §§ 502-504, 506, and 507: See note following RCW 28A.150.205.

Findings -- Part headings -- Severability -- 1992 c 141: See notes following RCW 28A.410.040.

Intent -- Severability -- Effective date -- 1987 1st ex.s. c 2: See notes following RCW 84.52.0531.

Severability -- 1985 c 349: "If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1985 c 349 § 9.]

Effective date -- Severability -- 1979 ex.s. c 250: See notes following RCW 28A.150.220.

Effective date -- Severability -- 1977 ex.s. c 359: See notes following RCW 28A.150.200.

Basic Education Act, RCW 28A.150.260 as part of: RCW 28A.150.200.

Distribution of forest reserve funds -- As affects basic education allocation: RCW 28A.520.020.

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WACs > Title 180 > Chapter 180-16 > Section 180-16-195

[180-16-191](#) << [180-16-195](#) >> [180-16-200](#)

WAC 180-16-195

Annual reporting and review process.

(1) **Annual school district reports.** A review of each school district's kindergarten through program shall be conducted annually for the purpose of determining compliance or noncompliance with basic education program approval requirements. On or before the first Monday in November of each year, each school district superintendent shall complete and return the program assurance form (C 1497) distributed by the state board of education. The form shall be designed to elicit data necessary for the determination of a school district's compliance or noncompliance with basic education program approval requirements. Data reported by a school district shall accurately represent the actual status of the district's program as of the first school day in October and as thus far provided and scheduled for the current school year. The form shall be signed by:

- (a) The school board president or chairperson, and
- (b) The superintendent of the school district.

(2) **State board staff review.**

(a) State board of education staff shall review each school district's program assurance form and site monitoring visits of randomly selected school districts, as needed and subject to funding availability. If the staff prepare recommendations and reports for presentation to the state board of education: Provided that if a school district's initial program assurance form does not establish compliance with the basic education program approval requirements, the district shall be provided the opportunity to explain the deficiencies. School districts which foresee that they will not be able to comply with the program approval requirements, or that are deemed by the state board to be in noncompliance, may petition for a waiver on the basis of substantial lack of classroom space as set forth in WAC [180-16-225](#) and instructions regarding requirements under WAC [180-18-030](#).

(b) School districts may use the personnel and services of the educational service district or other district and schools in the district that are out of compliance with basic education program approval requirements.

(3) **Annual certification of compliance or noncompliance -- Withholding of funds for noncompliance.**

(a) At the annual spring meeting of the state board of education, or at such other meeting as the board shall designate, the board shall certify by motion each school district as being in compliance or noncompliance with the basic education program approval requirements.

(b) A certification of compliance shall be effective for the then current school year subject to subsequent ad hoc review and determination of noncompliance as may be deemed necessary by the state board of education or advisable by the superintendent of public instruction. In addition, a certification of noncompliance shall be effective tentatively for the succeeding school year until such time as the district takes its annual action certifying compliance or noncompliance with the program approval requirements.

(c) A certification of noncompliance shall be effective until program compliance is assured to the satisfaction of state board of education staff, subject to review by the state board of education. If a school district's education allocation funds shall be deducted from the basic education allocation of a school district if it has been certified as being in noncompliance unless such district has received a waiver from the state board of education on such noncompliance, pursuant to WAC [180-16-225](#) or [180-18-030](#), or assurance of program compliance subsequently provided for the school year previously certified as in noncompliance and is so certified by the state board.

(d) The withholding of basic education allocation funding from a school district shall not be a noncompliance if the school district has remediated the noncompliance situation within sixty days from the time the district receives notice of the noncompliance from the state board of education. The state board of education may extend the sixty days timeline only if the district demonstrates convincing evidence that sixty days is not reasonable to make the necessary corrections. For purposes of this section, a school business day shall mean any calendar day, exclusive of Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent of the school district is closed to the public for the conduct of business. A school business day shall be concluded or terminated by the closure of said office for the calendar day.

(e) The superintendent of public instruction, or his/her designee, after notification by the school district regarding an existing noncompliance, shall enter into a compliance agreement with the school district that shall include, but not be limited to, the following criteria:

(i) A deadline for school district remediation of the noncompliance(s), not to exceed sixty days per noncompliance as specified in (d) of this subsection.

(ii) A listing of all the noncompliance areas and the necessary terms that must be satisfied in order for the school district to gain compliance status. This listing also shall specify additional terms for the accomplishment of the stated terms if different from the final deadline as specified in this subsection.

(iii) A closing statement specifying that a school district's failure to remediate a noncompliance by the determined deadline shall result in the immediate withholding of the district's basic education allocation funding by the superintendent of public instruction.

(iv) The date and the signatures of the superintendent of the school district, the chair of the school district board of directors, and the superintendent of public instruction, or his/her designee, to the agreement. A copy of the completed compliance agreement shall be sent to the chairperson of the school district board of directors and the school district superintendent.

(f) In the event a school district fails to sign the compliance agreement within five school days from the date of issuance or does not satisfy the terms of the signed compliance agreement within the designated amount of time, the superintendent of public instruction shall withhold state funds for basic education allocation until program compliance is assured based on the following procedure:

(i) For the first month that a noncompliance exists following the conditions as specified in this subsection, the superintendent of public instruction shall withhold twenty-five percent of the state funds for basic education allocation to a school district.

(ii) For the second month that a noncompliance exists following the conditions as specified in this subsection, the superintendent of public instruction shall withhold fifty percent of the state funds for basic education allocation to a school district.

(iii) For the third month that a noncompliance exists following the conditions as specified in this subsection, the superintendent of public instruction shall withhold seventy-five percent of the state funds for basic education allocation to a school district.

(iv) For the fourth month, and every month thereafter, that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold one hundred percent of the state funds for the basic education allocation to a school district until compliance is assured.

(g) Any school district may appeal to the state board of education the decision of noncompliance by the state board of education. Such appeal shall be limited to the interpretation and application of the state board of education. Such appeal shall not stay the withholding of any state funds pursuant to this section. The state board of education may not waive any of the basic education entitlements set forth in this chapter, except as provided in WAC 180-16-225 or 180-18-030.

(4) The provisions of subsection (3)(f) of this section shall not apply if the noncompliance is due to the school district's fiscal condition and results in the implementation of a financial plan under RCW 28A

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130 (6), 02-18-056, § 180-16-195, filed 8/28/02. Statutory Authority: RCW 28A.150.250, 28A.150.260 and 28A.15.220 [28A.150.220]. 99-10-091, § 180-16-195, effective 6/4/99. Statutory Authority: RCW 28A.58.754(6), 84-11-043 (Order 2-84), § 180-16-195; filed 5/4/99. Statutory Authority: RCW 28A.04.120, 83-13-002 (Order 3-83), § 180-16-195, filed 6/2/83. Statutory Authority: RCW 28A

28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. 79-10-033 (Order 10-79 filed 9/12/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754. 78-06-097 (Order 3-78), § 180-16-195, fil

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