

BICKLETON SCHOOL DISTRICT NO. 203

Ric Palmer-Superintendent
Principal

P.O. Box 10, 100 Market St.
Bickleton, WA 99322

Phone-509-896-5473
Fax-509-896-2071

Judy Naught-Business Manager
Administrative Assistant

November 13, 2013

State Board of Education
Julia Suliman
Policy Analyst

Dear Julia:

I hope you are in receipt of the information you requested. I am writing this correspondence in hope that it will give you and the State Board of Education a better understanding of what the 180-day waiver brings to a very small, rural school district.

I would first like to discuss the financial piece. Our bus drivers are our classroom aides. Last year, we saved \$16, 247.31 in wages and benefits by utilizing the waiver. We are non-union so that does not come into play. The money saved may not seem like a large amount to most folks but, it is huge for our district. This amount equates to three textbook adoptions for the district.

Transportation costs are a little more of a wash over the last couple of years. There are two main reasons for this; an added bus route so our students spend less time being transported (we are a 500 sq. mile district) and the fluctuation of fuel prices. Together, these have kept our transportation “wear and tear” costs about the same over time but, helps with the extended day.

We cannot calculate our soft costs such as heating and lighting as we are in our second year of a new school building that is three times the size of our old facilities. However, it is much more efficient.

Our teachers put in 1430 hours per year in the classroom and professional development with the waiver. Prior to the waiver, they put in 1440 hours. As you can see, these figures are almost the same. The biggest difference is the professional development piece. We are able to take 15 professional development days per year. This has allowed all staff to spend quality time in deep discussions and thorough trainings in required areas such as TPEP, EVAL, STEM, Common Core, Smarter Balanced, Safe Schools and various PLC’s to name a few. We would never be able to do this in the old system. This, I believe, has a direct impact on student learning. The staff is able to actually get further in their curricular areas because of the un-interrupted four day week. The staff has all of their students in the classroom during this time. What we have found is there’s more student-teacher contact time in an un-interrupted four day week than an interrupted five

Board of Directors:
Tom Mains, Chairman; John Jensen, Vice Chairman;
Gary Hess, Holly Harvey and Jerry Roberts

day schedule. Because most of our students are involved in some sort of athletics or activities, they are not being pulled from classroom instruction in this system. There is virtually no lost time in any core subject area. Also, students are assigned work to be completed during the days they are not in school. Another benefit of the flexible schedule is we can make up any lost instructional time due to inclement weather.

Even with the flexible schedule, we are in compliance with the state requirement of 1,000 hours of instructional time. We will also be in compliance with next year's added 80 hours to 7-12 grades.

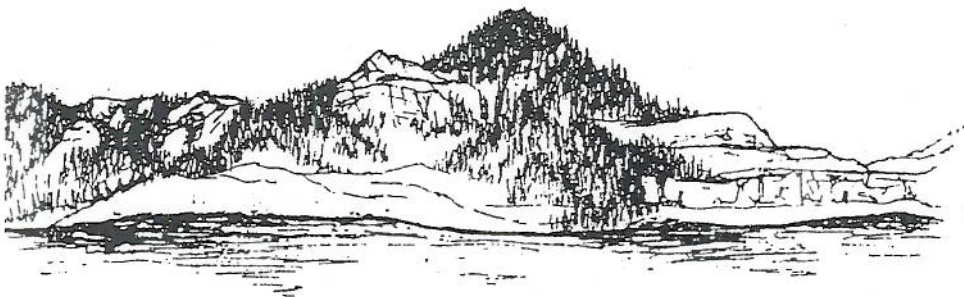
I think the most important thing to remember is why we are here as a school district. I believe it is to educate our students to be successful beyond secondary education and to create life-long learners. We are doing just that. We have a 100% graduation rate and a 0% dropout rate. Over 90% of our students go on to post-secondary education successfully. As a small school, statistics are not always our friend. It does not take much to skew numbers in small sized classrooms. We look at our students as a whole (i.e. where they start and where they finished). Because we are a very rural, agricultural area, the community, school board, staff, students and parents support the continuation of the 180 day waiver for the Bickleton School District. We also realize this waiver does not work for the majority of larger districts and thus encourage the State Board of Education to find a way that small schools, such as ours, can continue in a system that works.

If there is anything else you need, please feel free to call me at anytime. 509-896-5473. I look forward to discussing this in greater detail. Thanks for all your time and effort.

Sincerely,

Ric Palmer

Ric Palmer
Superintendent
Bickleton Schools



LYLE SCHOOL DISTRICT #406
625 Keasey Avenue
P.O. Box 368
Lyle, WA 98635
509-365-2191 – Phone
509-365-5000 – FAX

Dear State Board of Education Directors,

Lyle School District has completed one year of our Flex Schedule Pilot Program. We have realized some moderate success and have saved some money in the process.

The administration team has looked at the savings, student opportunities, community input and staff participation during the flexible schedule. We have determined that the 180 day calendar with 4 LID days will better suit our situation for the 2011-2012 year.

A summary of the year follows with Flexible Fridays;

Savings in dollars;

Transportation- \$800-1,000 per month depending on market price which is going up daily.

Utilities- \$2-300 per month, includes two campuses/bus garage/shop.

Food Service- \$3-400 per month, no breakfast on Flex Day, cooks usually 'clean out' the frig on a Flex Day using up overstock and everyone gets a large variety to choose from.

Salaries- \$4-600 per month depending on those who choose not to work. No salaries were cut because it would have cost too much to deal with the union hassles. Staff is given the choice to take a WOP day if they don't want to work or personal leave.

State Board of Education

FEB 14 2011

An Equal Opportunity District

Received

*Robin
Pod*

Total savings when all items are considered along with bus maintenance, utilities, salaries, fuel and less use of equipment will probably max out at around \$25-30,000 annually.

Positive effects of flexible scheduling;

Student- Time to access tutoring, extended drama/band rehearsals, homework time, work on culminating projects, community service, long sports practices, not missing class for long sports trips, work one extra day at a job for savings and outdoor time.

Staff- Teach a class they have expertise in and don't have the time for, professional development, community involvement, curriculum/committee work, assist with band/drama/sports events and creatively use the time to help students they have identified needing help.


Community- Work on school improvement team, teach a hobby/skill/trade to students and adults, take a kid fishing, family time and being available to tutor or mentor.

This idea of removing the 180 day requirement will prove to be beneficial for student learning, financial health, common sense management and a step forward in allowing competent educators to teach our students.

The hourly regulation needs to be the main topic after the 180 days is buried. More time should be required and local districts should be given the chance to decide how they will use that time. An obstacle to the current system will definitely be Collective Bargaining Agreements, Unions and buy in from current staff.

We at the Lyle School District have not totally explored all the facets of a flexible schedule. At this point in time our theme my well be "The Flexible Schedule in an Inflexible Environment".

Sincerely,


Martin Huffman, Superintendent



LYLE SCHOOL DISTRICT #406
625 Keasey Avenue
P.O. Box 368
Lyle, WA 98635
509-365-2191 – Phone
509-365-5000 – FAX

October 23, 2013

Good Evening:

I wanted to take a few minutes to respond to your questions regarding the impact to our instructional program as a result of the 4 day school week implemented for 2 years in the Lyle School District.

Lyle is a small district with about 220 students and around 20 staff.

To compile these comments I interviewed certificated and classified staff employed by the Lyle School District during the implementation of the 4 day school week. I visited with 5 certificated staff and 2 paraprofessionals. I also visited with three parents.

There was general consensus on the following points:

From the perspective of staff:

- The plan was promoted to the staff and community as a “cost savings” plan, but little savings were actually realized. This is because transportation reimbursement from the state was reduced. There were no salary reductions for either certificated or classified staff – none were negotiated. Staff did not lose salary money and no positions were cut or reduced. Staff were also in the buildings on Fridays (classified were cleaning and teachers were often present) so there was no savings on energy costs.
- The school day was not increased. As a result of less instructional time, staff restructured their curriculum and eliminated 20% of their program. This resulted in less learning for students.
- Fridays were intended to be a day for students to receive extra help, but students rarely attended. There was greater attendance at the elementary.
- On those occasions when teachers were able to meet with students who were struggling, it was wonderful. If a student had missed a day of school or needed extra help, this was a great opportunity to do so.
- Some staff offered fun “elective” type things on Fridays (cooking, etc). That was fun—but most staff did not do this and there was no requirement that they do so.
- Any field trips that were scheduled were required to take place on Friday. That was a good thing but only impacted one or two teachers/classrooms.
- There was greater attendance at the elementary on Fridays, but during the first year certificated staff members were not required to be at school every Friday. As a result, if students came in for help, the only staff available to assist might be a parapro who was not aware of the area where specific help was needed. This created a lot of confusion. The second year it worked better because all certificated staff were required to be present. When students needed help the teacher was there to provide the assistance. On those occasions, it was of great benefit.
- Transportation was not available and most Lyle students do not drive (Lyle is approximately 80% free and reduced) so few students could take advantage – or wanted to take advantage—of the extra help/support. If transportation had been provided, it might have been more successful.
- At the most, there might have been one or two students at the secondary school on a Friday getting help. (For those students, however, it was a positive experience according to teaching staff). At the elementary it might have been up to 5 students on any given occasion.

- On Friday bus drivers were still paid – they did grounds and other work.
- There was no formal professional development planned or provided to staff on Fridays.
- The plan needed better structure. Mr. Huffman may have had good vision but it was not realized. There was no requirement that students attend and no formal structure for student interventions. With a better plan in place and transportation provided, it might have been successful

From the perspective of parents:

- Day care was a major problem...parents who worked had to make arrangements and pay additional fees for day care for their children on Friday. Parents did not support the program.
- Students who were struggling did not receive targeted assistance. They missed out on important structured school time which was needed for learning. There was no formal intervention schedule so parents could not “count” on students getting extra assistance.
- Three days off from school on a regular basis was too long. Students lost learning – especially some of the struggling students. When they returned to school after 3 days weekends they had to “start over” in their learning.

If you need more information please let me know. This is not a comprehensive report but just random comments that I “pulled together” from interviewing staff and parents. In general, there seems to be consensus around this topic. It was not a popular program in Lyle. As I was interviewing staff and parents, I had to be certain that they knew that I was not planning to reintroduce it!

I know you are speaking directly with Superintendent Huffman and I am sure he can give you a better perspective on the plan and its implementation.

Sincerely,

Glenys Hill



PATERSON SCHOOL DISTRICT No. 50

P.O. Box 189 – Paterson, WA 99345 – Phone (509)875-2601 – Fax (509) 875-2067

November 8, 2013

Jack Archer
Director, Basic Education Oversight
State Board of Education
State Board of Education
600 Washington Street SE
Olympia, WA 98504

Dear Mr. Archer:

The Paterson School District is submitting the information that you requested on October 18, 2013. Please let me know if you require anything additional.

While the Paterson School District originally adopted the four day calendar as a way to save programs during a time of extreme fiscal crisis statewide, what we discovered were some really exciting and welcomed bonuses:

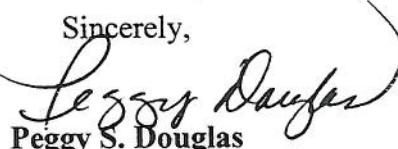
- increased student attendance
- increased instructional seat time
- reinvigorated teachers
- decreased work- hour absences of the instructional staff
- decreased student discipline
- raised test scores and improved student learning

Not only are our students doing better academically, they are in school at a higher engagement level and our teachers are happier and better prepared.

While the five day school week is traditional I believe that we have demonstrated that it is not the most appropriate system for all school districts. I would encourage that this waiver not only be allowed to continue for Paterson School District, but that it should be opened up to all other districts in the State who want to explore potential new and better ways to improve education.

Please do not hesitate to contact me if you need any clarification on what has been provided. Our district is excited to move forward with this process.

Sincerely,


Peggy S. Douglas
Superintendent

File

“Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.” Could you please provide a specific estimate of the expected savings for at least school year 2012-13 (and beyond if possible?)

The District realized a greater savings (\$47,766) in expenditures during the 2012/2013 school year than what was initially projected during the 2008/09 SY (\$28,500). (See chart below.) The overall savings has come from the very purposeful restructuring of our teaching assignments and the way that instruction has been delivered to students. We have been very careful in looking at how we can best make use of the limited dollars that we have available to the district, and have cut extra classroom support for teachers to the barest essentials, while maximizing the best “bang for our educational dollar.”

	2008-09 SY BEFORE Modified Calendar (5 TAs – 5 days per week)		AFTER Modified Calendar (3 TAs – 4 days per week)
	Hrs./Day	Hours/Week (5 days)	Hours/Week (4 days)
Teacher Asst	41	205	77.0
5 bus drivers	17.67 hrs/day	88.35	75.68*
Food Services Asst	3	15	12
TOTAL:		308.35HRS/WK	164.68 HRS/WK
		Hours/Week (5 days)	Hours/Week (4 days)
REDUCED CLASSIFIED HRS/WEEK with 4-Day/Week:			<143.67> HRS/WK

	2008/09 Estimated Savings	2012/13 SY Actual Savings
Personnel (Classified):	\$ (11,000)	\$ (35,657)
Benefits (34%):	\$ (3,350)	\$ (12,123)
Substitutes:	\$ (1,500)	\$ (987)
Utilities:	\$ (3,000)	\$ (2,404)
Custodial Supplies	\$	\$ (854)
Food:	\$ (5,120)	\$ 1,671
Transportation (Fuel/Tires):	\$ (4,500)	\$ 2,589
TOTAL Economies /Efficiencies SAVINGS:	\$ (28,470)	\$ (47,766)

SAVINGS – CLASSIFIED STAFFING

*NOTE: * The bus hours/week includes the additional hours on the Fridays for our high school route which runs 5 days each week.*

The District does not anticipate any additional reductions or cuts to classified staffing. We anticipate that the saved funds for classified staff (\$35,657) will remain relatively static in the coming years. Benefits (\$12,123) will also remain relatively constant as they are driven directly by salary. We should also continue to see a savings in contracted subs (\$1,000-2,000) as staff are scheduling more of their personal appointments for Fridays. However, as we move into the TPEP and the new State requirements for science the professional development needs for staffing may require more subs during the week. Currently, however, staff attempt to schedule as many professional learning days as possible on Fridays.

I would anticipate that we will see an increase in utilities and fuel/tires during the next several years as the cost of doing business in all of these areas continues to increase.

Food services costs will also increase. Students eating breakfast and lunch has grown from 49% - Breakfast, 70%-Lunch in 2008/09 to 91.5% -breakfast and 90.1- lunch during the first 20 days of the current school year. (See chart below.) At Paterson **ALL** children eat for free, regardless of their household income. In the Fall of 2009 the community made the decision that all students would be provided access to free breakfasts and lunches regardless of their family's ability to pay. This is significant when you consider that the poverty level is greater than 72% in our area. The additional costs for meals, which is not covered by the NSBLP requirements, is supported through local M&O tax dollars.

School Year	Average % Eating Breakfast Daily	Average % Eating Lunch Daily
2008-09	49%	70%
2009-10	61%	89%
2010-11	76%	93%
2011-12	81%	83%
2012-13	77%	88%
2013-14(1 ST 20 DAYS)	91.5%	90.1%

What program changes were implemented as a result of the waiver.

With the implementation of the modified calendar we made some major instructional changes to our Grade 3-8 classrooms. Those changes included moving away from what had been our tradition of having 2 grades per classroom which were taught by one teacher with the support of one TA for most of the day to the following:

- Modifications included moving the 6th grade to the middle school block
- Eliminating 2 TA (8 hr/day) position
- Increasing certificated instructional staff by a .73 FTE.
 - With the increase in FTE we now had 2.73 FTE teachers teaching at the Grades 3-5 block, and 2.73 FTE teachers teaching at the 6-8th Grades block.

- All of the grades 3-8 teachers moved to an instructional model of “teaching to their strengths” and students moved to the “Walk to Learn” model.
- We have adopted the Elementary AVID Program K-8 (all teachers have received training).
 - Students start their morning in their “home room” and the grades 3-8 children moved throughout the day to their classes with their AVID binders which contain their student agendas, Cornell notes, and pencil pouches containing all of the necessary supplies that they will need.
 - AVID has helped to provide each child with the necessary structure and tools to become very organized -- and has been beneficial to their overall academic success.

*Advancement
via Individual
Determination*

How were monetary savings from the waiver redirected to support student learning.

The economies and efficiencies that we have realized through the modified calendar waiver have allowed us to maintain the fidelity of our already successful programs. With the loss of state and federal grants we have been able to redirect the monetary savings we have found to maintain the fidelity of our very successful programs.

The waiver has allowed us to maintain the fidelity of our already successful programs. With the loss of state and federal grants we have been able to redirect the monetary savings back into our Tier 1 and Tier 2 programs. Specifically, the savings has allowed for the following:

- The continuation of our Pre-K program for children ages 3-5
- The continuation of additional hours in our Kindergarten program
 - Prior to the 2-13/14 school year, the State only supported our district’s Kinders attending half time. The District was able to redirect recaptured funds from the modified calendar back into our Kinder program increasing the number of hours that we were able to provide direct instruction to students by 208 hours per year.
- The hiring of a partial FTE certificated teacher to help support reading and language arts in grades 2 through 5.
- Teacher assignments changed to “block scheduling” – allowing teachers in grades 3-8 to teach to their strengths. The district has successfully utilized the “walk to learn” process for students across all curricular areas in these grades.
- Personalized education meets the needs of students
 - Additional 55 minutes of direct instruction provided during the school day for math, language arts and reading interventions.
 - Personalized education has positively impacted fragile learners, and in particular our ESL students
 - Personalized education has positively impacted high-level learners

How are unscheduled days used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.

- Building staff meetings and staff development opportunities are planned outside of the instructional day
 - Reduced the need for substitutes
 - Reduced the disruption to the student learning process
- Teachers do all individual and block/team planning outside of the regular student day
 - Provides additional time during the student instructional calendar for direct instruction
- Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays
 - This has allowed the District to maintain the integrity of the calendar year.
- Adventure Friday concept developed and implemented
 - Children return to the school on select Fridays during the calendar year for STEM enrichment programs. The district uses funding from M&O levy dollars as well as from a federal GearUP grant to support these activities.
 - **The Adventure Friday days are NOT part of the school calendar. They provide up to 40 hours of additional direct instruction to students on top of the 1058 hours that they receive during a normal school year.**

Explain the expected impact on the ability to recruit and retain employees in education support positions.

The reduction in funding from the State found the Paterson School District in a situation where we had to eliminate two of our classified teacher assistant positions. We also lost the funding for part of our certificated reading specialist. The modified/flexible calendar allowed us to retain the existing support staff.

- The loss of hours for classified employees when we moved from a 5-day calendar to a 4-day calendar can be partially recouped by offering the staff the option of working on the non-scheduled Fridays using Federal and M&O tax dollars.
- Because of the remoteness of the location of our school's campus, and the lack of housing in the district, most employees must travel up to 70 miles per day to work. By moving to a modified calendar, staff have been able to save up to 20% of their out-of-pocket travel expenditures.

Explain the expected impact on students whose parents work during the missed school day.

- We are a unique community. Because we are a remote and rural farming community, many families have at least one, if not both, parents off work from the time harvest ends in the Fall until crops are again ready to be planted in the Spring
 - Adventure Friday dates are purposely clustered in early Fall and late Spring when parents are working

- Many parents work a modified schedule during the winter months. (Monday thru Thursday)
- The pay day for many of the workers is Thursday evening so they plan their shopping trips and appointments for Fridays. Because of the long distance (up to 45 miles one way) for parents to travel for services, parents often plan routine appointments for their children on the same day that they do their banking and shopping (Friday)
- The modified calendar has resulted in lower student absenteeism.
- The longer educational day (8:15-3:40 PM) has not greatly impacted most of our students
 - Prior to the implementation of the modified calendar, many students would arrive at the school before 8:00 AM and would stay for after-school activities on most evenings until 4:10 PM

Explain how instruction will be adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

- PACING CALENDARS: Prior to implementing the modified calendar in January 2010, the staff adjusted their pacing calendars so that they could complete a full year's worth of student learning (180 day) in a 146 day schedule.
- INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.
- INTERRUPTIONS: Interruptions are kept to a minimum during the regular school week.
 - Many of the "other" activities (field trips, student leadership meetings, etc.) have been shifted to Adventure Fridays.
- ABSENTEEISM for both staff and students has been greatly reduced.
 - Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments.
- INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.
 - Additional 20-55 minutes in math, language arts and science
- ADVANCED LEARNERS: More learning opportunities are available for advanced students: HS Algebra, HS Geometry, Speech, Honors Reading and Math Team Competitions.

Additional benefits from the modified calendar:

- Enhanced the overall quality of instruction – there are longer blocks of time available to complete lessons such as science labs
- More opportunities to personalize education to meet the needs of our students.
- Lower absenteeism of students and teachers.
- Additional direct instruction time available for math and reading interventions. (This has positively impacted our fragile learners, and in particular our ESL students.)
- Fewer long commutes for students. (Many of our children spent more than 1.5 hours per day on the school bus.)

ASSESSING STUDENT LEARNING GROWTH:

The Paterson School District will continue to use MAPS (Grade 2-8; 3X Yearly), MSP State Assessments (formerly called WASL), WLPT, student and staff attendance records, end of unit tests, teacher created assessments to analyze student achievement over the course of the waiver.

* * * * *

An Analysis of Paterson Student MSP Scores from 2010- Present

Paterson School implemented the modified calendar in January of 2010. That spring, the state changed state assessments from WASL to MSP. The following commentary reflects our most recent graduates and the current students with respect to their state testing results from 2010 to the present.

- CLASS OF 2013: The students who graduated this last spring, the Paterson Class of 2013, showed tremendous growth in reading from Spring 2010, 5th grade, through Spring 2013, graduation. **Rising from 25% passing reading to 75%**. Likewise the growth in **math jumped from 19% to 58%**. The Paterson graduating Class of 2013 students **performed above the state average** of 66% passing in reading and statistically at the state average of 53% passing in math. Eighth grade also tests science and the state average is 64% this class showed **significant growth in science from 0% passing in Spring 2010 to 50% passing by graduation 2013**.
- CLASS of 2014: The current 8th grade, the Paterson Class of 2014 are currently performing statistically at the state average of 68% passing in reading and below the state average of 63% passing in math. They did however **grow from 37% passing reading in 2010 to 63% passing this past spring**. In math their progress has fluctuated but they did have an **overall growth of 13% increase**. Seventh grade also tests writing and the state average is 71% so this class is testing below the state average. Unfortunately their scores are dismal, however if you were to examine them closely, you would find that a 9 is a passing score and all of the students who did not meet standard in the Paterson Class of 2014 received an 8. The class is receiving intense writing this year.
- CLASS of 2015: The Paterson Class of 2015, our seventh grade students are a very high achieving group. They also had significant growth during the modified calendar pilot. In reading they **grew from a passing rate of 68% in third grade to a passing rate of 82% in sixth grade**. In **math their passing rate grew from 43% to 76%**. These students are currently **performing above the state average** of 71% passing in reading and above the state average of 59% passing in math.
- CLASS of 2016: There were only 7 students in the Paterson Class of 2016 last year, and each student was equal to 14%. In the 4th grade there were 8 students tested which meant each student was valued at 12.5%. This class had 11 students in the 3rd grade and each student equaled approximately 9 percentage points. There is obviously **room for growth in all areas**

before they go to high school in 2016. The students are currently performing below the state average of 72% passing in reading and below the state average of 62% passing in math. Fifth grade also tests science and the state average is 66% so this class is testing below the state average. This class is getting an extra hour of math intervention in AVID AM and PM.

- CLASS of 2017: The Paterson Class of 2017, our current 5th grade is consistent in their scores. There are 9 students who were tested and each student represents about 11 percentage points. The students are **currently performing statistically at the state average** of 72% passing in reading and slightly below the state average of 62% passing in math. Paterson Class of 2017 has a **55% passing rate in math**. Fourth grade also tests writing and the state average is 62% so this class is testing above the state average
 - CLASS of 2018: The Paterson Class of 2018, our current 4th grade had 14 students tested in the spring of 3rd grade. Each student represented approximately 7 percentage points. **For the first year testing, the students are currently performing statistically at the state average of 73% passing in reading. Our students were passing at a rate of 71%. Our students were slightly below the state average of 65% passing in math, as we had a passing rate of 50%.**
-

MAP Scores Narrative

Paterson School began the modified calendar in January of 2010. Over the past 3 years we have kept careful track of student progress using MAP testing data, MSP testing data and student grades. In general, the classes have seen at least one year's growth in students each year. Below is a narrative to supplement the numbers provided on the charts.

- **Class of 2014**, our current 8th grade class is showing significant growth as a class in math. In Winter 2010, when we began the modified calendar all of our current students, who were enrolled at the time were below grade level in math. While there is **steady progress shown for each student** (given the summer-slide scores), and by the beginning of this year, their eighth grade year, 4/9 or **44% are enrolled in algebra**. The other 5 students are in pre-algebra designed to meet their needs. Our lowest scoring student is brand new to our district this year, but we expect to see significant growth in her scores as well. The reading scores for this class, while not at grade level yet, show growth over the 3 year period. The growth has been slow, as 55% come from mono-lingual Spanish speaking homes and two of these 5 students, or 40% of the five still below level are also receiving special education services for reading. **With all of these factors 44% are at grade level in reading, even after the summer slide** where over half of the students were not exposed to very much English for 3 months.
- **Class of 2015**, our current 7th grade class is also doing really well. While each student has shown growth, **the majority of the students are exceeding grade level expectations**. In math, 12/16, or **75% of the class is in Algebra in the 7th grade**. The other four students or 25% of the students are in pre-algebra and receiving an additional 30 minutes of math a day for a total of 90 minutes of math a day. This adds up to 360 minutes of math a week at school. Although all students have grown over time, there are some oddities in the testing. There was a large

summer slide for two students this past summer. Two of the families have been experiencing major family drama and summer was not a positive experience. The growth this school year will be huge as they get back into the groove and learn beyond where they were last year. The students are generally successful in reading. 62.5% are at or above grade level beginning 7th grade. **At the end of 6th grade (before summer slide) 75% of the students were at grade level in reading.** 5 of our students are receiving intervention for reading. They struggle with vocabulary, spelling, and pronunciation as they are only exposed to English during the school day. 4 of the 5 students who are receiving intervention have made strides of 20 points or more in the last 3 years, however, we are still working hard with these kids. **The modified calendar has allowed us to capture 90 minutes a day in reading and 30 minutes a day in language arts everyday with these students.** Their fluency and love of reading has grown leaps and bounds, which will be seen in testing as time progresses.

- **Class of 2016**, our current 6th grade class, has been a low achieving class since before we started the modified calendar in 2010. In the fall of **2010 all of the students were 13 to 7 points below grade level on the MAP math test. By the end of last year the student had grown significantly. Only 3 tested below grade level and two of them were within 5 points of grade level.** They had grown from **0% meeting grade level standard to 50% meeting grade level standard in math.** In reading this group also struggles. **In Fall 2010 all of the students were struggling with students scoring from 19-14 points below grade level. By the end of last year, all of the students were reading at grade level.** That was tremendous growth in this class. Beginning this year, we have two brand new students who are mono-lingual Spanish speaking, thus you see the additional two scores that are very low starting this fall. The extended school day allows for them to have 3 hours of language development and 2 hours of math every day.
- **Class of 2017**, our current 5th grade class started MAP testing in second grade the year we implemented the modified calendar. When they were in **second grade only 28.5% of the students met the target goal in reading. Now at the beginning of 5th grade 50% have met or exceeded the target goal.** At the end of 4th grade all but 2 of the students had met the target reading score. In math this group **started second grade with a meeting the target score of 28.5%. By the beginning of fifth grade that percentage was up to 50%.** In math the percentage grew from 42% to 60% at the beginning of fourth grade.
- **Class of 2018**, our current 4th grade class, showed 33.3% of the students were at or above grade level in reading at the beginning of 2nd grade. This was the first time these students had ever encountered a standardized test on the computer. To date, the student scores have steadily increased. By the end of third grade the class size grew between 12 and 16 points and the percentage of students reaching the **target score grew to 42.8% as well.** (The choice to focus on the end of year scores is due to what is affectionately known as summer slide in education.) The individual student growth scores have increased. **For example one student went from a 188 in second grade to a 222 at the beginning of fourth grade. This increase is significant and places this student in the top percentiles nationally.** The target score for a beginning fourth grade student is 200. **In math the 53.8% of the students were at or above grade level**

in the fall of the second grade. By end of 3rd grade, so as not to lose percentages from summer slide, they were scoring 71.4% at or above grade level in math.

- **Class of 2019**, our current 3rd grade class, showed **37.5% of the students were at or above grade level in reading** at the beginning of 2nd grade. This was the first time these students had ever encountered a standardized test on the computer. To date, the student scores have steadily increased. While percentage of grade level readers has not changed, the overall scores have jumped. For example one student went from a 146 to a 187, just three points shy of hitting the target score of 190. In math the 33% of the students were at or above grade level in the fall of the second grade. **By the fall of the third grade that percentage grew to 35%. While this may not seem significant the individual students made great strides in their math comprehension. One student jumped from a 155 to a 172 in math where the target score is a 190.**
- **Class of 2020**, our current 2nd grade class, has taken only one MAP test. The MAP testing begins in the fall of second grade. There are 12 students in the second grade and 7/12 or **58.3% of the students met the target score in reading. In math there were 12 students tested and 1/3 of them met the target goal.** Again, this is their first testing window so we have no growth to show as of now.

Student Absence Comparisons

<u>TOTAL</u>	<u>2009</u>	<u>TOTAL</u>	<u>2010</u>	<u>TOTAL</u>	<u>2011</u>	<u>TOTAL</u>	<u>2012</u>
Sick	349	Sick	212	Sick**	330	Sick	285
Appointments	93	Appointments	43	Appointments **	99	Appointments	58
Family Leave	129	Family Leave	87	Family Leave	67	Family Leave	82

** March was a bad month for the flu at Paterson. We had 33 students leave at mid-day on one day alone. Parents picked up their children mid-week for many doctor appointments related to the flu and respiratory infections.

20
 15
 10
 12

Classified Staff FTE

All Classified Staff	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Paterson	7.63	7.06	7.41	6.60	6.52	6.73	6.77
Bickleton	5.29	5.68	5.69	5.52	5.60	6.51	6.91
Classified Instructional Staff							
Paterson	3.71	3.09	2.89	1.51	1.36	1.50	1.44
Bickleton	1.15	1.41	1.38	1.40	1.57	1.14	1.14
Classified Bus Operators							
Paterson	1.74	1.40	1.91	1.52	1.51	1.64	1.60
Bickleton	1.14	1.16	1.18	1.01	0.87	1.09	1.49

State Assessment Scores: % of Students Meeting Standard

Paterson	Pre-Waiver			Modified Calendar			
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
3rd Grade Reading	81.8	NA	NA	66.7	NA	NA	71.4
3rd Grade Math	72.7	NA	NA	55.6	NA	NA	50
8th Grade Reading	66.7	NA	90.9	NA	NA	66.7	75
8th Grade Math	72.2	NA	54.5	NA	NA	75	58.3

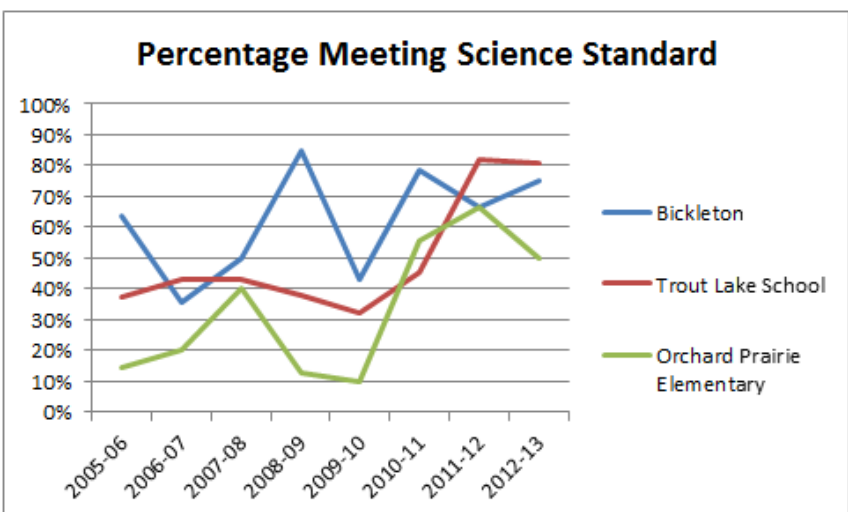
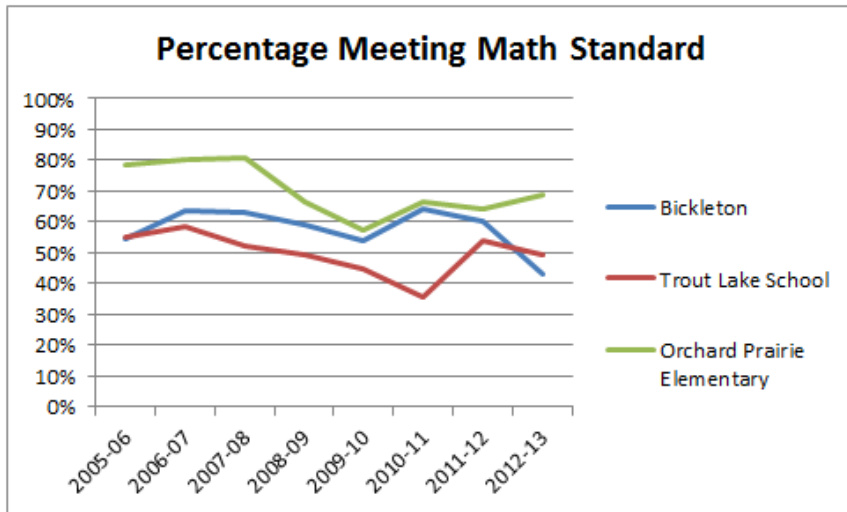
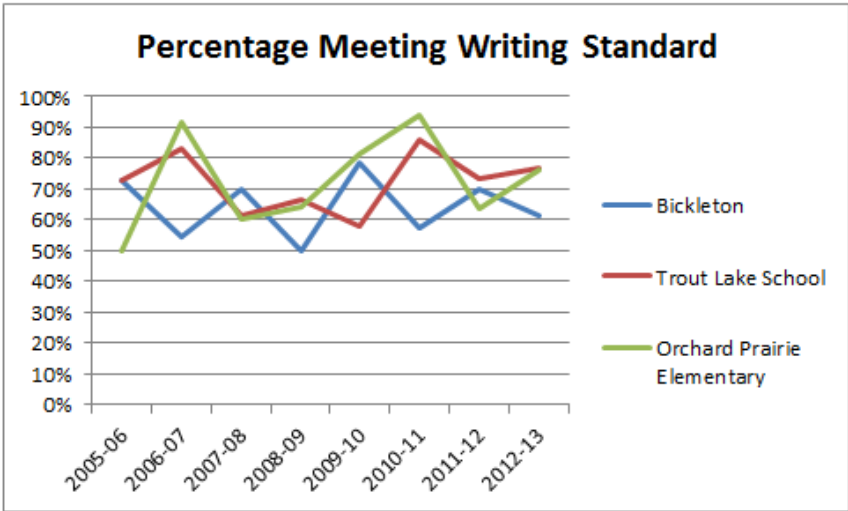
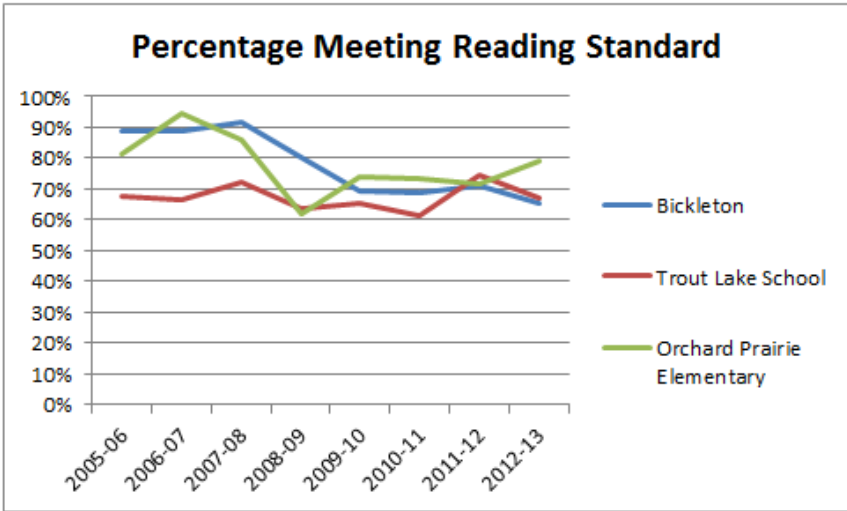
Bickleton	Pre-Waiver			Modified Calendar			
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
3rd Grade Reading	NA	100	NA	NA	NA	NA	NA
3rd Grade Math	NA	72.7	NA	NA	NA	NA	NA
8th Grade Reading	NA	NA	100	NA	NA	NA	NA
8th Grade Math	NA	NA	78.6	NA	NA	NA	NA
10th Grade Reading	NA	100	NA	NA	100	NA	66.7
10th Grade Math	NA	80	NA	NA	NA	NA	NA

Lyle	Pre-Waiver			Modified Calendar		Standard Calendar	
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
3rd Grade Reading	55.2	43.5	51.9	40	63.2	42.3	33.3
3rd Grade Math	41.4	65.2	40.7	20	42.1	23.1	16.7
8th Grade Reading	54.5	38.5	32.1	61.5	37.5	39.3	31.6
8th Grade Math	50	26.9	14.3	19.2	8.3	57.1	42.1
10th Grade Reading	58.6	63.2	73.3	60.9	78.3	81	83.3
10th Grade Math	37.9	42.1	43.8	29.2	NA	NA	NA

Note: NA signifies that the number of students is too small to report

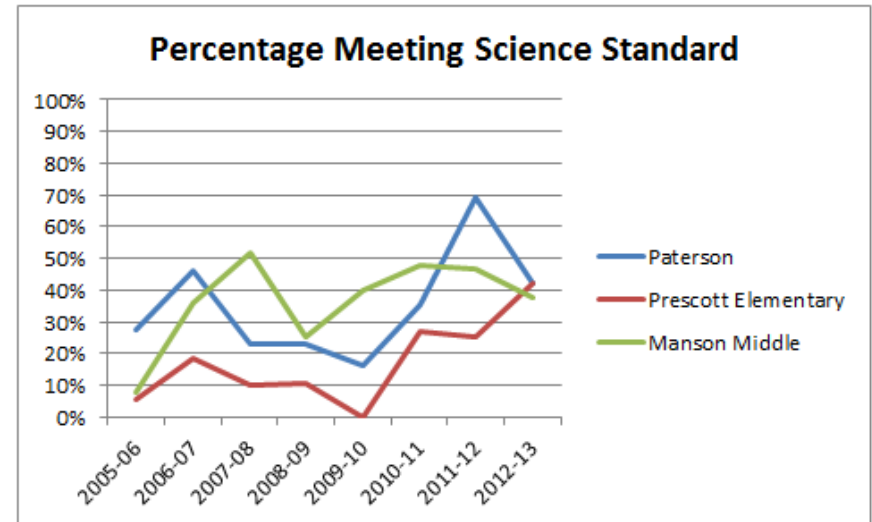
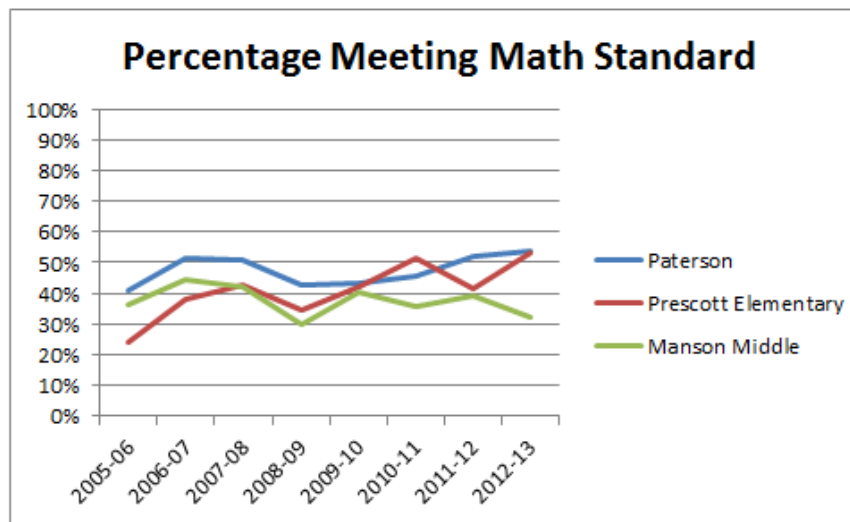
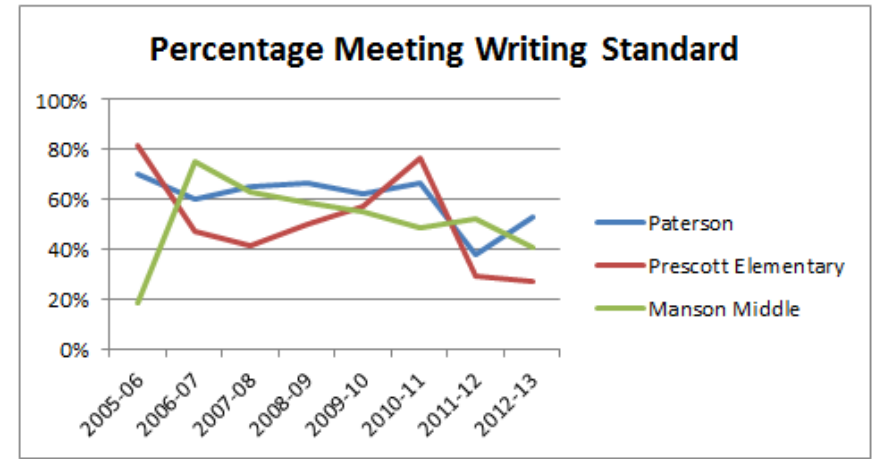
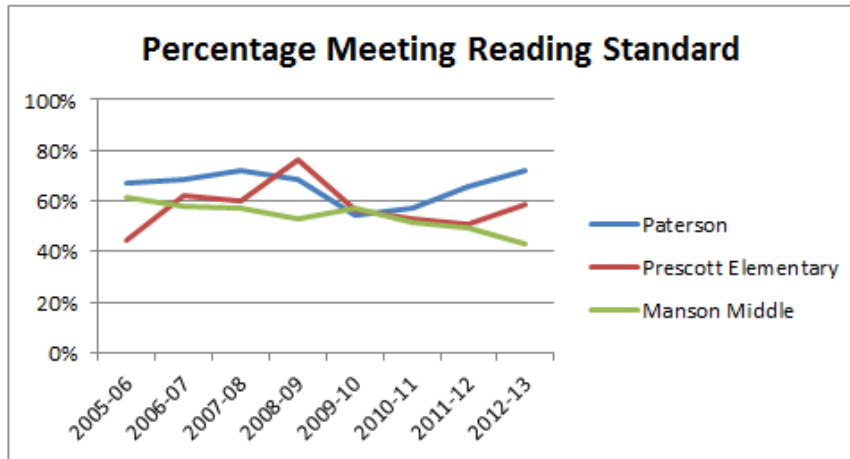
State Assessment Comparisons: Aggregate School/District Level

Bickleton Comparisons					
	Total Enrollment	Hispanic	White	FRPL	ELL
Bickleton School District	101	27.70%	69.30%	0.0%	0.0%
Trout Lake School	117	14.50%	77.80%	0.0%	0.0%
Orchard Prairie Elementary	84	4.80%	94.00%	0.0%	0.0%

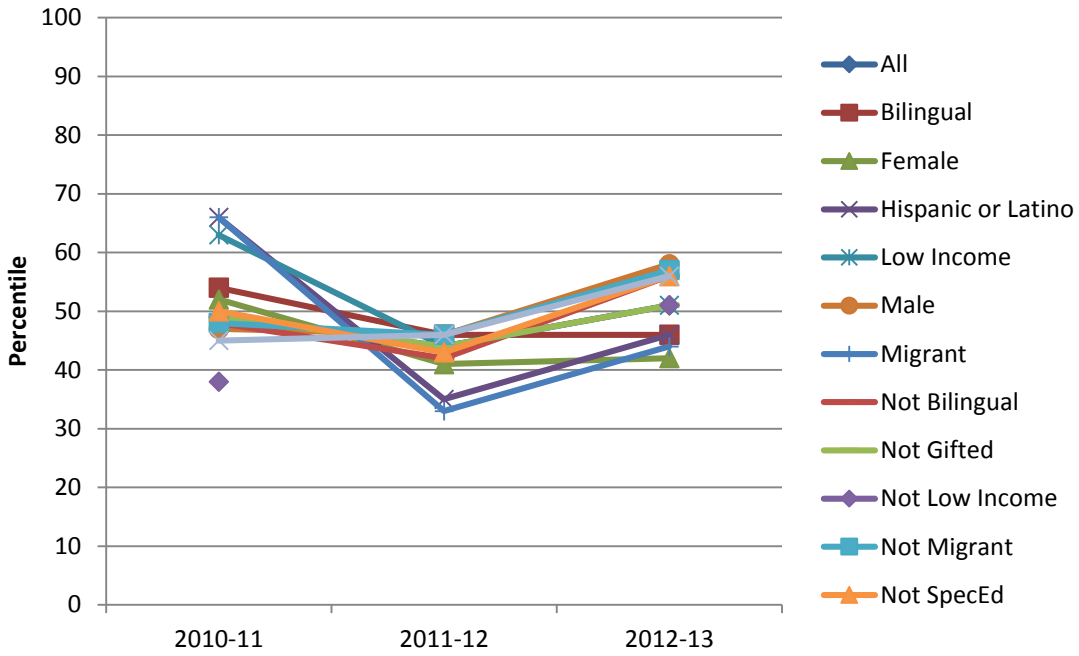


State Assessment Comparisons: Aggregate School/District Level

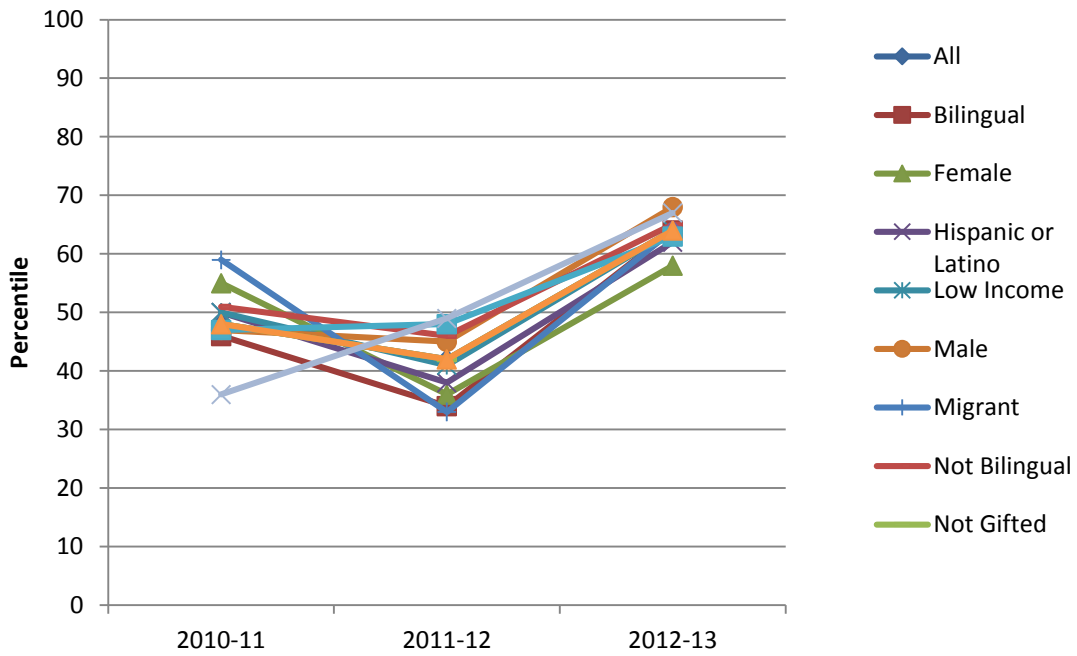
Paterson Comparisons					
	Total Enrollment	Hispanic	White	FRPL	ELL
Paterson School District	111	50.50%	49.50%	97.30%	32.70%
Prescott Elementary School	95	80.00%	20.00%	90.90%	34.10%
Manson Middle School	142	69.70%	28.90%	83.80%	25.40%



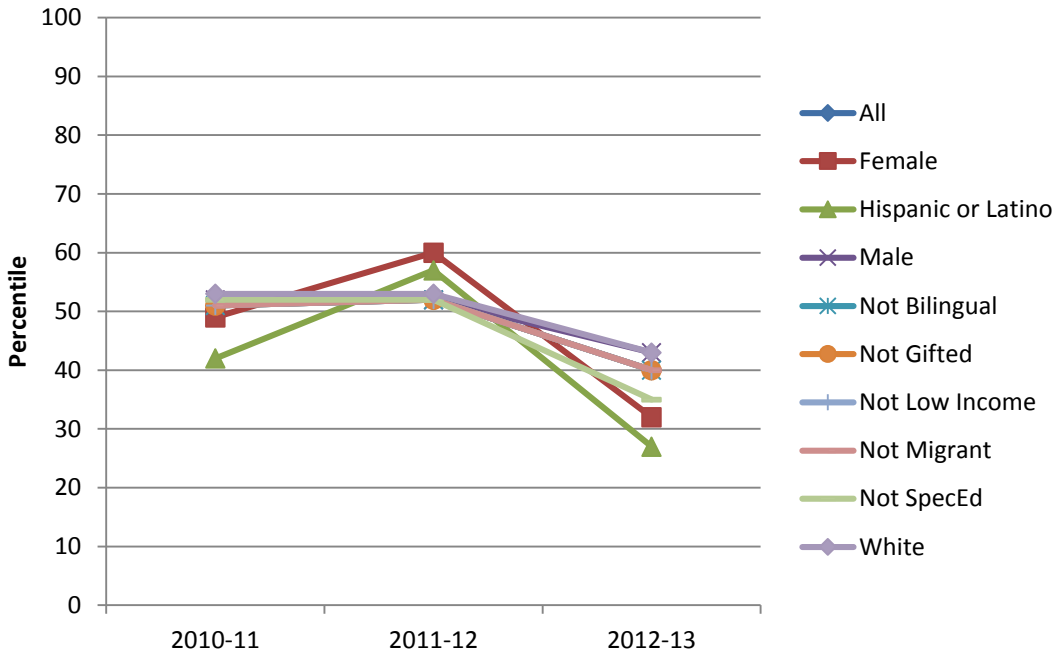
Paterson Median SGP Reading



Paterson Median SGP Math



Bickleton Median SGP Reading



Bickleton Median SGP Math

